

The **Business** 2.0

B1 PRE-INTERMEDIATE **Teacher's Book**

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MACMILLAN

The **Business** 2.0

Teacher's Resource Disc includes:

- Student's Book class audio
- Videos and worksheets
- Progress tests
- Review tests
- Presentations with full lesson plans
- Business documents
- Student's Book answer key
- Student's Book glossary

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The Business 2.0

B1 PRE-INTERMEDIATE

To the Teacher

The objective of **The Business 2.0** is to help students learn two things: how to do business in English and the language they need to do it. The new language and structures are presented in the Student's Book whilst the eWorkbook provides language practice and extension.

Here is a summary of what you will find in each.

Student's Book

The modules

The Student's Book contains 48 modules in eight units. Each unit deals with a key sector of activity in the business world. There are six different types of module:

1 About business

These modules contain information and language for the topic area of each unit. The focus is on understanding the topic and the general sense of the texts – don't worry too much about details such as new vocabulary.

2 Vocabulary

These modules build on the important words and phrases associated with the topic and provide thorough practice.

3 Grammar

These modules help you practise the grammar in a communicative and meaningful way, in business situations relating to the unit topic. Before you start, read the *Refresh your memory* box to remind yourself of the key grammar points. Use the *Grammar and practice* section at the back of the book for consolidation.

4 Speaking

These modules develop understanding and speaking skills in typical business situations. In these modules, you build up a checklist of useful expressions to use in the speaking activities. The activities themselves allow you to practise these expressions and your speaking skills in realistic situations with other people.

5 Writing

These modules provide practice for the most important types of document you will need to write at work. You analyse a model text, focus on key language and use both as a basis for doing a writing output activity.

6 Case study

The case studies provide an opportunity to apply all the language, skills and ideas you have worked on in the unit. They provide a realistic context for using the language and structures you have learned in business.

Internet research

Every module includes an *Internet research* task to encourage you to explore the topic in more detail. The tasks can be done before or after working on the module. Remember that to search for an exact phrase, you may get more accurate results if you put quotation marks around it.

Other features

In addition to the eight main units, the Student's Book contains the following:

Business fundamentals

This opening section introduces students to basic business principles and vocabulary. It provides a solid foundation for them to build on in the course and will help them get the most out of all components of **Business**.

Reviews

These units can be used in three ways: to consolidate students' work on the units, to catch up quickly if they have missed a lesson, and to revise before tests or exams.

Additional material

This section contains all the extra materials students need to do pair- or group-work activities.

Grammar and practice

This section gives a useful summary of grammar rules with clear examples, and also provides further practice of the essential grammar points in this level of the course.

Recordings

Full scripts of all the audio recordings are given, allowing students to study the audio dialogues in detail.

Glossary

In each module, there is a short glossary of words students may not know. The definitions for these are in the Glossary at the back of the book. Words in red are high-frequency items, which students should try to learn and use. The others, in black, are words they just need to understand.

eWorkbook

Business eWorkbook provides everything you would find in a printed workbook, as well as extra multimedia resources. It is mainly intended for self-study or home study and contains material to support and enhance the activities in the Student's Book.

Language practice

This section contains activities to consolidate the language presented in the Student's Book. Students can practise grammar, vocabulary, listening, pronunciation, reading and writing.

Watch

This section contains a video clip and worksheet to accompany each unit in the Student's Book. The video clips are episodes of a mini-drama that illustrate the communication and people skills in each unit. The exercises allow students to practise the functional language in the video.

Tests

Students can test themselves at any point in the course using the eWorkbook, by setting either the time or the number of questions. Their test scores are recorded for their reference.

Print and work

This section offers a pen-and-paper version of the activities in the Language practice section. Students can also download the audio tracks required for these activities.

Grammar help

Students can refer to this section for helpful grammar rules and examples.

Word lists

This section contains the keywords and definitions from the Vocabulary modules in the Student's Book.

Dictionary

Use the Dictionary Tool to link to the *Macmillan Dictionary* online at <http://www.macmillandictionary.com>.

Writing tips

This section provides explanations and exercises on aspects of writing, such as spelling, punctuation and paragraphing.

Listen

This section contains all the audio recordings from the Student's Book and eWorkbook, together with the recording scripts. Students can download all the material in this section to a mobile device for listening on the move.

Teacher's Book

This Teacher's Book aims to make using **Business** Student's Book easy. It provides ideas for lead-in activities for each unit, for further practice and for extension and personalization activities, as well as answers and recording scripts and additional, photocopiable reading and speaking activities.

Subject background

Each unit begins with a page of background notes about the sector of activity in the business world that is dealt with in the unit. These subject background notes contain lists of useful websites that will provide you and/or your students with more in-depth knowledge and information about the topic of each unit.

Teaching notes

The teaching notes for each module contain the following:

- Classroom procedure and task management notes.
- Ideas for lead-in activities in the *About business* modules.
- Ideas for further practice and extension activities.
- A full answer key for the exercises in the Student's Book.
- Full recording scripts for all the listening activities.
- Suggestions on how and when to use the *Internet research* tasks.
- Tips for tailoring activities to suit lower- or higher-level classes.

Answer key for *Reviews and Grammar and practice*

The full answer key for the *Review* sections can be found after every two units.

The full answer key for *Grammar and practice* is at the end of the teaching notes for the Student's Book units on page 99.

Teacher's Resource Disc

The Teacher's Resource Disc provides a wide range of additional multimedia material to support and enhance your lessons. For each unit you can find:

- a PowerPoint presentation that supplements the language and skills areas for each unit.
- an entertaining video featuring the skills and language taught in the speaking module. The video is supported by worksheets and teaching notes.

The Teacher's Resource Disc also provides a wide range of tests, including unit-by-unit progress tests and two review tests, one after Unit 4 and the second after Unit 8.

You can also find:

- the Student's Book audio, recording scripts and glossary.
- the answer key for the exercises in downloadable form.
- additional photocopiable reading and speaking activities which can be used for revision or to fill out a lesson with a higher-level group.

Tips for using this book

Answers

The answers to all the module exercises are in a grey panel at the end of the teaching notes for each exercise. Items that are gapped/missing in the Student's Book are underlined.

Teaching notes

Words, sentences and questions *in italics* are items that can be read out to the class. Expected answers follow in brackets. For example:

'Ask students to guess these words.'

This means the same as buying. (purchasing)

When you pay someone money for working, you give them this. (salary), etc.

Words, sentences and questions *in italics and underlined* are items that can be written up on the board. For example:

'If students are unsure of the words, write them in two columns on the board under the headings *Adjectives* and *Nouns*.'

<i>Adjectives</i>	<i>Nouns</i>
<u>high</u>	<u>height</u>
<u>wide</u>	<u>width</u>
<u>long</u>	<u>length</u>

Terminology

The following terms are used frequently and you may wish to remind students what they mean:

- Scan reading: to read something very quickly to get a general idea of its meaning or to find particular information. It is not necessary to understand every word.
- Skim reading: to read something very quickly to find the main point or particular points. As with scan reading, it is not necessary to understand each and every word.
- Listening for gist: to listen to something to get a general idea of what it's about without focusing on specific information or language that's used.
- Brainstorming: to get lots of ideas from a group of students without stopping to evaluate suggestions. The best ideas/suggestions can be discussed after the brainstorming session. It's important to write up all suggestions however unusual they might seem.

We sincerely hope you will enjoy working with **the Business** *s.c.*

Good luck!

Pete Sharma

Paul Emmerson

Business fundamentals

Subject background

The *Business fundamentals* section introduces students to basic business principles and vocabulary. It is designed to prepare students for the course and to provide a solid foundation on which they can build as they make their way through the material.

The section begins by introducing students to ten key business activities and the business sectors they fall into. This is followed by an overview of the common types of business organization and a closer look at how a private limited company is organized. The next section looks at profit, loss and breakeven, and reasons for these situations. It also aims to provide students with a good understanding of the breakeven point. The final part focuses on the format and content of a CV and cover letter, and students finish this section by roleplaying interviews for internships.

Business activities

This section focuses on common business activities, such as advertising, manufacturing and IT. It also looks at business sectors. The divisions of primary, secondary and tertiary sectors are likely to be new terms for some students. The module also introduces some useful collocations for talking about business activities, which students use to complete a text.

LEAD-IN ACTIVITY

Find out how much students know about the terms used on this page. Write the following on the board and ask students to tell you what they think they mean:

raw materials USP monopoly B2B supplier consumer

Discussion

1 Ask students to look at the ten pictures and, with a partner, speculate on each one. Elicit what they can see in each picture, what's happening and where the picture was taken. You will need to input vocabulary as necessary, e.g. *production line, oil rig*. Elicit feedback. Then, ask students to match the business activities in the box with the pictures. In feedback, check students are pronouncing the terms correctly. You may need to work on word stress in the longer words, such as *advertising* and *manufacturing*.

ANSWERS:

- 1 health care
- 2 agriculture
- 3 manufacturing
- 4 software
- 5 mining
- 6 transport
- 7 advertising
- 8 construction
- 9 oil and gas
- 10 civil engineering

Listening

Ask students to listen to the recording and identify the *primary*, *secondary* and *tertiary* sectors. (They refer to the three main industrial sectors in which companies operate: primary production involves mining, drilling for oil, farming, fishing, etc.; secondary production involves using raw materials to make or assemble products; tertiary production relates to transport, health care, advertising and other commercial services that support the production and distribution processes.) These terms are also frequently used in education (e.g. *tertiary education* describes university-level courses).

Ask students to put the business activities into the correct sector. If they have trouble with vocabulary, such as *extracting*, see if they can guess the meaning of the word from context. Point out the Glossary in the margin, and tell students that if a word appears in the box, they can look up the meaning at the back of the Student's Book. Play the recording so that students can check their answers.

ANSWERS:

primary sector:	2, 5, 9
secondary sector:	3, 8, 10
tertiary sector:	1, 4, 6, 7

RECORDING SCRIPT

1:01

... So, we can divide all business activities into three sectors. In the primary sector, we find activities that extract raw materials from the earth or from the oceans. These are businesses like agriculture, mining, and oil and gas. The secondary sector covers activities like manufacturing, construction and civil engineering – building roads and bridges, for example. Finally, in the tertiary sector, we have commercial services such as advertising, health care, software and transport. Now, let's go to ...

FURTHER PRACTICE

Write some of the keywords from Exercises 1 and 2 on the board, such as: *advertising, agriculture, construction*, etc. Students work in pairs to write down a related word which is a different part of speech, e.g. *advert, advertise; agricultural; construct*. See if students can say what part of speech each new word is, e.g. verb, noun, adjective, etc. Tell students that word formation is an important area of language and that, when they record new words, they should also record the part of speech.

Collocations

3 Remind students what a collocation is: *a word partnership*, such as *chief executive* (noun + noun), *attend a meeting* (verb + noun), *general meeting* (adjective + noun). Ask students to listen to the recording and identify collocations on the board. Students then create the other collocations Monitor as they are doing this. Let students compare answers in pairs before whole-class feedback. With stronger classes, ask students if they can create additional collocations using the verbs 1–8, e.g. *sell to the US, provide support*. (Note: we can also say *face value* (noun).)

ANSWERS:

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

4 Before students look at the text, check that they know the following words: *monopoly* (see Glossary), *B2B* (a business that sells to another business), *B2C* (a business that sells to a consumer). Ask students to look at the title of the text and say what the main idea of the text might be (that every company should have something that makes it stand out from the competition). Give an example of a USP, maybe something like: *Your pizza in 15 minutes, or your money back.*

Do question 1 with the class as an example. Students then work individually to complete the text using the collocations from Exercise 3. To check answers, ask different students to read out their answers in complete sentences.

ANSWERS:

- 1 make goods
- 2 provide services
- 3 buy from a supplier
- 4 sell to a customer
- 5 add value
- 6 develop a market
- 7 make a profit
- 8 face competition

Discussion

5 Divide the class into small groups. Ask students to write down four important business activities in their countries. Ask them to answer the questions for each one. When they have finished, ask a student from each group to report back to the class. (If you need to give students an example of an important business activity, you could use the following set of answers: 1 software creation 2 IT and software 3 B2B and B2C 4 a lot of software competitors 5 personalized mugs and T-shirts 6 it works with specific clients to develop customized solutions.)

EXTENSION ACTIVITY

Students can continue their exploration of a business activity which interests them by doing Internet research and reporting back in the next lesson. They could search for a particular type of business, plus the name of a region, to see the kinds of local business that exist within each sector. Students can do this task for homework.

Business organization

This section focuses on different types of business, such as a private limited company, a public limited company, a franchise and a partnership. Students analyse an organizational chart for a private limited company, and listen to people talking about their jobs.

LEAD-IN ACTIVITY

Remind students that there are different kinds of company and give an example: Ltd (which stands for Limited and refers to limited liability, i.e. a form of incorporation that limits the amount of liability undertaken by the company's shareholders). Brainstorm the types of business organization that students know and write them on the board. When you have a list, see if students can give examples of companies for each type of business organization.

Vocabulary

1 Ask students to read the descriptions of the five different types of business organization. Then ask them to match each type to the correct picture. When students have finished, ask them to look at the photos again and add one more example for each, e.g. b) Pizza Hut, c) Asda, etc.

ANSWERS:

- 1 a) 2 d) 3 e) 4 c) 5 b)

2 Ask students to look at the list of jobs in question 1 and say which type of business organization they think it is (a partnership). Ask: *Can you think of any other businesses to add here?* (e.g. *solicitors*) Students continue matching the businesses with the types of organization. Take whole-class feedback.

ANSWERS:

- 1 a partnership
- 2 a private limited company (Ltd)
- 3 a franchise
- 4 a sole trader
- 5 a public limited company (plc)

3 Ask students to study the organizational chart. Check that students know all the words, e.g. *payroll* (the list of people who a company employs and pays), *research* (a detailed study of something in order to discover new facts, especially in a university or scientific institution). When students have completed the exercise, take whole-class feedback asking individual students in turn to read out their answers.

ANSWERS:

- | | | |
|-----------------------|--------------|------------------------|
| 1 a) Finance Director | b) President | c) Operations Director |
| d) Marketing Director | e) CEO | f) HR Director |
| g) IS Director | | |
| 2 a) R&D | b) Sales | c) Recruitment |
| d) Payroll | e) Marketing | f) Training |
| g) IT helpdesk | h) Accounts | i) Supply Chain |

Listening

4 🎧 1:02–1:05 Tell students they will hear four people talking about their jobs. Draw a table on the board with three headings: *Department*, *Job/Duties*, *Likes/Dislikes* and four rows. Tell students to read the three questions. Play the whole recording and ask students to take notes. Complete the chart on the board, either by eliciting answers from students, or by asking students to come up to the front and write their answers.

ANSWERS

- Michael 1 R&D 2 product engineer: tests new products; finds solutions to technical problems 3 yes, likes working in R&D; likes his job
- Jessie 1 Supply chain 2 purchasing: buys materials for production 3 no, the job is hard; there's lots of stress
- Pete 1 Accounts 2 accounts: checks that customers pay their bills, enters payments on computer; calls customers who haven't paid 3 yes, customers are usually friendly; it's a good job
- Kim 1 Sales 2 sales: calls customers; sells products 3 yes and no she would prefer to work in marketing, but earns more in sales

RECORDING SCRIPT

1:02–1:05

- Speaker 1: Hi, I'm Michael. I'm a product engineer. I love working in R&D. I test new products and find solutions to technical problems. It's my dream job!
- Speaker 2: Hello. My name's Jessie. My job is hard. There's a lot of stress. I work in purchasing – it's part of supply chain. I'm responsible for buying the materials we need for production.
- Speaker 3: Hi! I'm Pete. I work in accounts, and it's my job to check that customers pay their bills. I receive payments and I enter the information on the computer. If customers don't pay, I call them. They're usually very friendly so, yes, it's a good job.
- Speaker 4: Sorry, I don't have much time to talk. I'm always busy! I'm Kim and I work in sales. It's my job to call customers and sell our products. I'd really like to work in marketing, but the money's better in sales!

EXTENSION ACTIVITY

Ask students to answer questions 1–3 in Exercise 4 about someone they know or about themselves, if they are in work. Students write a few sentences then read out their descriptions to the class. Encourage them to use phrases like: *I work/She works in (sales). I'm/She's responsible for ...*, etc.

FURTHER PRACTICE

If students work in a company, this is a good time to ask them to draw an organizational chart for their company. They can do this on a flip chart. If the class consists of students from different companies, each student can briefly present their company structure to the class. If students are at university, they should work in small groups to list any companies they have worked for, and identify what type of companies they are, referring back to Exercise 1 if they need to.

Profit and loss

This section looks at profit, loss and breakeven. Students read a text and complete a graph in order to identify the breakeven point. In economics, the breakeven point (or BEP) is the point at which a company's costs or expenses (the cost of manufacturing, paying salaries, etc.) are equal to the revenue it generates. Most companies do a breakeven analysis so that they can judge whether a product or service is likely to make a profit.

LEAD-IN ACTIVITY

Write the words *profit* and *loss* on the board. Ask students to call out related words that are different parts of speech, and phrases containing these words. Write them up on the board, e.g.:

<i>profit</i>	<i>loss</i>
<i>(to) make a profit</i>	<i>(to) make a loss</i>
<i>profitable (adj)</i>	<i>lose (verb)</i>
<i>unprofitable (adj)</i>	<i>losses (noun, plural)</i>
<i>profitability (noun)</i>	<i>lose touch with</i>
<i>profit and loss account (noun)</i>	<i>someone (phrase)</i>

Discussion

1 In pairs, students match the three situations with the graphs. Take whole-class feedback.

ANSWERS

- 1 make a profit
- 2 break even
- 3 make a loss

2 Ask students to match the reasons given with the three situations in Exercise 1. Let students compare answers in pairs before they discuss other possible reasons for these situations. Elicit their ideas in whole-class feedback.

ANSWERS/SUGGESTED ANSWERS:

- 1 make a loss
- 2 break even
- 3 make a profit

Other reasons:

- 1 customers don't pay; costs are higher than turnover; supply chain problems
- 2 discounts are as big as margins
- 3 sales increase but costs do not; costs decrease; the company has other income, e.g. from licences, investments, or sales of assets like buildings or land

Reading

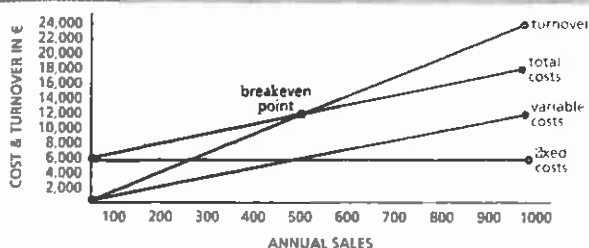
3 Before starting, ask students to look at the photo and see if they can guess the answer to question 1. Students read the first paragraph of the article and then answer the questions. Take brief whole-class feedback.

ANSWERS:

- 1 Personalized USB flash drives
- 2 No, he calls them in the evenings and at weekends

4 Ask students to read the remainder of the article and follow the instructions to complete the graph. When students have answered the questions, take whole-class feedback and ask individual students to explain how they calculated each answer.

ANSWERS:



- and b) €6,000 (Eric has fixed costs of €500 per month, so this figure is multiplied by 12 to reach the annual fixed cost. The fixed costs are the same if Eric sells no flash drives or 1,000 flash drives.)
- 0 (If Eric sells no flash drives, he has no turnover.)
 - €24,000 (Eric currently sells 500 flash drives a year and his turnover is €12,000. If he sells 1,000 flash drives a year, then his turnover doubles, so students multiply €12,000 by 2, giving €24,000.)
- 0 (If Eric sells no flash drives, he has no variable costs.)
 - €12,000 (If Eric sells one piece, his COGS is €12, so for 1,000 pieces, his COGS is €12,000.)
- €6,000 (Eric's fixed costs are the same every month: €500, so that makes €6,000 per year, if he sells no flash drives.)
 - €18,000 (As his variable costs are €12 per piece, then the €12,000 for 1,000 pieces, plus €6,000 fixed costs makes €18,000.)
- break-even point

Vocabulary

5 Divide the class into pairs and focus students on the words in bold in the text in Exercise 3. Ask them to discuss the meaning of the words and encourage them to use their dictionaries to confirm their ideas. Deal with any problems such as pronunciation and word stress.

FURTHER PRACTICE

Write the words in bold from the text in Exercise 3 on small cards, one word/phrase on each card. Ask students to take a card at random and try to get the class to guess which word or phrase is on the card. To do this, they can give a definition or an example, but they cannot use the word on the card. For example: *make a loss* = 'It's the opposite of make a profit.'

If students work in a company, ask them to use the target words and phrases to make sentences about their company, e.g. *We have a turnover of about 100,000 euros.* If students are studying at university, ask them to speculate on what is included in the university's overheads, e.g. cleaning, lighting, heating, computer maintenance, salaries, etc.

CVs and cover letters

This section focuses on reading a cover letter and preparing a CV. Students listen to an interview for an internship, then roleplay a similar interview.

LEAD-IN ACTIVITY

Ask students to brainstorm the headings in a typical CV. Ask them to think about the headings in their own CV. Write all the headings they mention on the board. Then, ask students to compare their ideas with the headings in the CV on page 9 of the Student's Book.

Reading and discussion

1 Ask students to read the list of four internships in the box and check they know all the words, e.g. *logistics* (the activity of transporting goods to customers or to places where they are bought or sold), *analyst* (someone whose job is to carefully examine a situation in order to provide other people with information about it), etc. Find out if one of the internships is particularly attractive to any of the students, and why. Then ask students to study Ben's CV in detail and decide which internships Ben can apply for. Elicit reasons for their answers in whole-class feedback.

SUGGESTED ANSWERS:

an administrative assistant with a multinational oil company

This is an interesting opportunity to gain experience in a multinational company. Ben can probably find a permanent job with good career opportunities in a large organization like this. He has some useful computer and language skills, as well as some office and organizational experience.

a logistics administrator with an international cosmetics manufacturer

Ben has no experience in logistics, but he knows the cosmetics industry. He also has language skills and some organizational experience. An internship with an international company can be a good opportunity to find a permanent job in logistics or in another department.

a technician in a civil engineering company

Ben has some experience as a technician, but this opportunity probably wouldn't be very useful for a future career in international business.


a trainee analyst with the London Stock Exchange

Ben has no experience in this area, although this position would be an interesting opportunity to learn more about business finance, and to make contacts for future jobs in international business.

2 Before starting, introduce the idea of a cover letter. Ask students these questions and write the answers up on the board: *Why do we write cover letters?* (to accompany a CV or job application); *What do you put in a cover letter?* (your name, who you are, a summary of a couple of key points from your CV, where you saw the job advertisement, what you are enclosing). If necessary, focus students on any new words, e.g. *gain*, in the Glossary. Students read the letter and number the topics in the box in the order they are mentioned.

- 1 education 2 previous experience 3 type of work requested
4 next step

Listening

3  1:06 Tell students they will hear a conversation between Ben and Ms Finlay. Tell them to look at Ben's CV while they are listening and note down the three things in the work history and skills sections that Ben and Ms Finlay don't talk about. As a follow-up, ask students to listen again and write down the questions that Ms Finlay asks Ben. If necessary, write these on the board, with gaps for students to fill in. During feedback, ask students: *What do you think of Ms Finlay's questions?*

ANSWERS

Volunteer work as a counsellor, good spoken and written French, and a working knowledge of Microsoft™ Office are not mentioned.

RECORDING SCRIPT

 1:06

Ms Finlay: Now, Ben, you say you'd like to work for Rose Inc. to gain experience.

Ben: That's right. I hope to work as an intern before finding a permanent job.

F: Mm. And you already have some experience in our industry?

B: Yes, with L'Oréal in Paris. I was responsible for conducting an online market survey.

F: Uh-huh. Do you have any experience of managing people?

B: Well, I managed a team of volunteers when I was President of the Salsa Society. We organized dances and competitions.

F: Right. Any other work experience?

B: Yes. I worked as a repair technician in the Czech Republic in the summer holidays.

F: Ah, yes. So, do you have a working knowledge of the language?

B: Yes. My Dad's from Prague.

F: I see. That's interesting. We have a factory there. Do you drive?

B: Yes, I hold a clean driving licence.

F: Good. So, Ben, can I contact you in Coventry?

B: Yes. My address, email and telephone numbers are all in my CV, um, in my résumé.

F: All in your résumé. That's perfect. Thank you, Ben.

Writing and roleplay

4 Ask students to rewrite the CV with their own personal details. Encourage them to use the template on page 122, if they wish.

Divide the class into Student As (interviewers) and Student Bs (interviewees). Before starting, brainstorm some questions that an interviewer would ask, such as: *How much experience do you have in this area? How do I contact you? Can I contact your referees?* etc. Ensure that all Student Bs give their CVs to the interviewers, and give Student As time to study the CVs. Put students in pairs to roleplay a similar conversation to the one they heard in Exercise 3. Monitor the roleplays and take notes on any good use of language, or any language mistakes you want to focus on later. Give feedback at the end of the activity. There are several ways of doing this. You could:

- Write the mistakes on the board and have students group the mistakes into categories such as: *G* = grammar (e.g. wrong word order, wrong tense); *V* = vocabulary (e.g. wrong word used); *P* = pronunciation (e.g. wrong word stress), etc.
- Create a worksheet of mistakes and hand this out to students in the next lesson. In pairs, students identify and correct the mistakes.

FURTHER PRACTICE

For homework, students can write a cover letter to accompany their CV. Give students the option of applying for one of the internships in Exercise 1, if it interests them, or of rewriting one of them to make it more suitable for them, e.g. choose a different city/company/job field. If they write their cover letter on a computer, they can also do a spell check. Finally, they can email the cover letter to you to check and provide feedback.

Digital resources for Unit 1

eWorkbook

Language practice: interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets
Listen: Student's Book audio, language practice audio
Watch: video & video worksheets
Tests: interactive multiple-choice test
Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets
Audio: Student's Book audio
Tests: progress test Unit 1
Resources: PowerPoint Unit 1, business document Unit 1, photocopyable worksheets, Student's Book answer key, Student's Book glossary

Subject background

An internship is a period of time that a student spends inside a company in order to get on-the-job work experience. Internships can be done after obtaining a degree or part-way through a course of study. The experience gained on an internship is helpful for getting a job or for completing one's studies. Internships sometimes come with a small salary and can be part-time or full-time. The word 'internship' is used for white collar (professional) careers. The word 'apprenticeship' is used for blue collar (manual/technical) careers. An apprenticeship combines practical on-the-job training with relevant study.

Students benefit from internships in many ways:

- They gain valuable work experience.
- They have an advantage in the job market.
- They may be able to continue working for the same company later.
- They can decide if this is the right career for them.
- They are likely to gain confidence.
- They have real work experience to put on their CV. This helps them stand out from graduates who have no work experience at all.

A socially concerned company may offer internships as a way of contributing to the wider education and training process in society. But companies also have an incentive to offer internships because they can receive money from the state for doing so, and also because they can cherry-pick the best interns for positions inside their company. Most interns, however, do not end up working for the same company at which they did their internship.

Useful websites

<http://careers.guardian.co.uk/internships>

(Constantly updated website with articles containing internship advice and best practice)

<http://www.internships.com>

(Explore 'Your Next Internship' and 'Resources' at the foot of the homepage)

As a person moves through their career, they are likely to come into contact with people from different cultures. How do cultural differences relate to work and business? Many academics and management consultants have developed theories about this. Google *the Hofstede model* and *the Trompenaars model* to find out more.

In practical terms, cultural differences are likely to be expressed through attitudes to:

- the importance of personal relationships in business
- punctuality
- making decisions (e.g. quick versus slow decision-making)
- formality (e.g. the use of first names)
- the treatment of women
- taking the initiative (e.g. whether consultation with superiors is required)
- work-life balance, etc.

Students may want to discuss the above areas in relation to their own culture, although comparison with other cultures might be difficult unless students have first-hand experience.

Training employees to develop their ability to be open-minded and tolerant of colleagues from other cultures is a key area of personal development for international managers. Training in this area may include raising awareness (e.g. of the do's and don'ts in specific cultures), using case studies to look at successful and unsuccessful behaviour, and asking participants to reflect on their own experiences.

In reality, intercultural skills come as much from direct personal experience as they do from reading and training. Most people have a natural ability to adapt their behaviour when working in another country or in a multicultural team. Business people in particular, who are task-oriented, tend to have good intercultural skills. The shared goal of doing business together is a good reason to get along well on a personal level.

Useful websites

www.worldbusinessculture.com

www.crossculture.com

(Under 'Services/Cross-Culture', see *The Lewis Model of Culture*. You could show the multimedia demonstration in class: <http://www.crossculture.com/rlcintro.html>)

1.1 About business

Internships abroad

This module focuses on internships and working across cultures. Becoming an intern in a company is a common way to gain work experience, and this module looks at the idea of doing this in another country. Working in a new culture is not always easy and it can be common to experience culture shock at the start of a period of living and working abroad. Students read an article about internships in China and listen to two people talking about their experiences of doing an internship.

Internet research

A search for the keywords *internships abroad* will bring up information about doing an internship in various countries. This research could be done before the lesson to help with the discussion in Exercise 1, or after the lesson as a follow-up activity. As an extension, students could look for information about doing an internship in a country which interests them.

LEAD-IN ACTIVITY

Before starting the unit and the course, you may want to do an ice-breaking warm-up activity. This is important to help develop the dynamic of the group, and to listen to the students in order to get an idea of their communicative level. One way is to ask students to interview each other in pairs. Provide some appropriate topic headers, such as: *favourite subject, free-time activities, countries visited, career plans*. If students are in work, then this is a good opportunity to find out details of their employer and job responsibilities. Each student takes one topic, interviews everyone in their group and reports back to the class. Take notes so that, at a later point, you can give students feedback on their strengths and the areas they need to work on.

Discussion

1 Before starting the discussion, write the following words on the board: *intern, internship*. Find out which of your students have experience of doing an internship. Briefly, elicit whether their experience was positive or negative. Divide the class into pairs or small groups in order to have the discussion. Monitor the discussions. Take notes on any serious language mistakes and go through these at the end of the activity or the lesson.

Reading for gist

2 Before looking at the article, focus students on the picture at the foot of page 11: a modern, industrial city in China. Find out what students know about China. Ask some of these questions, as appropriate: *Has anyone been to China?* (and find out about their experiences there); *Would you like to visit China? Why? / Why not?; What do you know about China?; How is China changing?*

Explain to students what reading for 'gist' is – reading quickly to get an approximate idea of what the text is about. Ask students to read the first three paragraphs for gist and answer the question.

SUGGESTED ANSWER:

It's a good idea because there are lots of opportunities to acquire experience, as China is the second biggest economy in the world. It offers the chance to learn a new language and to experience living and working in a different culture. Companies are very interested in candidates who have this type of experience

Reading for detail

3 Students read the first three paragraphs again, but this time carefully. Check that they know the following words: *grade* (the level you reach in an exam, as in Grade A, Grade B, etc.), *acquire* (to obtain, e.g. experience), *uncertainty* (a feeling of not being sure about something). You will need to check that students know what the CBI, the Confederation of British Industry, is. This is a lobbying organization which represents businesses, trying to promote conditions in which they can grow. When checking answers in whole-class feedback, encourage students to explain where in the article they found them.

ANSWERS:


1 b) 2 b) 3 c) 4 a)

4 Ask students to read the four questions first, and predict the answers to questions 2–4. Elicit students' ideas. Encourage them to make notes as they read the last three paragraphs. Elicit students' answers, asking them to tell you what they think about some of the ideas in the text. Ask: *Are 'experience and skills' more important than grades? Would it be difficult to live and work in China?*

ANSWERS:

- 1 She works for an agency that sends students to work in multinational firms in Beijing.
- 2 Intercultural sensitivity, managing uncertainty, adjusting communication style, and the ability to build relationships with people from different cultures are all essential.
- 3 In Asia, they prefer to take more time to make a decision rather than rushing and making the wrong one.
- 4 It is important to respect and be very diplomatic with your boss. Team spirit is very important: co-workers eat lunch together and go out together after work.

Listening for gist

5  1:07–1:08 Tell students they will hear about the experience of two interns and they should decide how happy each of them is about their experience. Encourage students to note down any words or phrases which helped them decide. Take whole-class feedback and elicit the reasons for their answers.

ANSWERS:

Speaker 1: No, she isn't happy.
Speaker 2: Yes, he is.

RECORDING SCRIPT

 1:07

Lena: I really want to work in the film industry, but with just a degree, it's impossible to get a job. So my parents paid an agency nearly ten thousand dollars to arrange this internship in a film studio. Yes, ten thousand dollars! So, here I am in Hollywood, and do you know how I demonstrate my ability to adapt to a different culture? I make coffee and cook burgers for the film crew! Well, I suppose it's good for team spirit, but I'm not learning about managing uncertainty or how to build relationships! I live in a terrible, cheap hotel and I don't even get paid! I call the agency every week, but they say it's the only job available in the film industry. Making coffee and cooking burgers is show business? I don't think so!

1:08

Jamie: I have a degree in economics. To get a good job, I need to acquire some professional experience, so I found this internship here in Brazil with an agency. It was expensive – about five thousand dollars – but they organized everything for me: my visa, my flight, an apartment near the beach, language lessons ...

I work for an international firm of consultants. Cultural values are different here, so I'm learning a lot about intercultural sensitivity. For example, it's very important to adjust my communication to the local style – Brazilians are informal and direct. The company pays me a small salary, and maybe I can get a permanent job at the end of my internship. So, yes, I'm very satisfied. Like they say at the agency, it's an investment in my future.

Listening for detail

6 1:07–1:08 Before playing the recording again, you may wish to check some of the vocabulary, e.g. *team spirit* (a positive feeling experienced by groups of people who work together). Ask students to work individually. When they have finished, take whole-class feedback. Ask students to tell you which of the internships they think is better and why.

ANSWERS:

	Lena	Jamie
1 Where is the internship?	Hollywood, California	Brazil
2 What type of business do they work in?	film studio	international firm of consultants
3 Where do they live?	in a cheap hotel	in an apartment near the beach
4 Are they paid for their work?	no	yes

Discussion

7 Give students a few moments to think about their own answers to the discussion questions. Then, divide the class into groups of three or four and ask them to discuss the questions. Monitor and note down any good language students use, and any serious mistakes. Finish the lesson by giving feedback where necessary.

EXTENSION ACTIVITY

Ask students to research details of a specific internship which is interesting and relevant for them. They can report back to the class on this. Alternatively, they can do the same activity for a country they would like to visit, and report on cultural information which a visitor needs to know in order to integrate successfully.

1.2 Vocabulary

Personal Details

This module focuses on saying numbers and the letters of the alphabet. Students often continue to have problems saying numbers, especially complex numbers, even when they have reached a more advanced level, so review is important. Spelling is an important skill when dictating names in a phone call, for example. The module also practises telling the time, giving dates and exchanging personal details.

Internet research

A search for the keywords *key historical dates* will bring up some interesting historical dates. Ideally, this research should be done for homework, and then you could start the next lesson with a quiz.

LEAD-IN ACTIVITY

Ask students: *Do you think you are good at numbers? Did you enjoy or hate maths at school?* Encourage students to give reasons for their answers.

Numbers

1 Before starting this activity, give students a quick, fun example of counting together. For example, ask the class to count to 50 in fives (5, 10, 15, etc.). Then divide the class into small groups to do this exercise. Monitor the groups and give feedback as appropriate.

2 1:09 Give students a few moments to practise saying the numbers individually and then in pairs. Monitor and find out if there are any problematic areas. For example, the position of the word *and* is often problematic with longer numbers, as in: *seven thousand, seven hundred and seventy-seven*. Also, there are two possible ways of saying 1,500. Play the recording, pausing as required, so that students have time to repeat any tricky numbers.

RECORDING SCRIPT

1:09

ninety-nine
 one hundred and one
 one thousand
 one thousand five hundred or fifteen hundred
 seven thousand, seven hundred and seventy-seven
 eighty-eight thousand, eight hundred and eighty-eight
 one hundred thousand
 nine hundred thousand, nine hundred and ninety-nine
 one million
 three point five million
 two point five billion
 two point five seven five
 a hundred and ten dollars
 fifteen euros ninety-nine

EXTENSION ACTIVITY

For extra practice in saying longer, more complex numbers, ask students to write a list of five to ten long numbers, and exchange their list with a partner, who practises saying these numbers.

Listening

3 1:10 Tell students that they will hear three people playing a secret number game and they have to work out and explain the rules. Play the recording. Elicit students' answers. Then, divide the class into small groups to play the game. With lower-level classes, do a whole-class trial round of the game first, where you help as necessary.

ANSWER:

You have to think of a secret number between one and one million. The other players guess a number and you have to say whether your secret number is higher or lower than the guess. Continue until they guess the correct number.

RECORDING SCRIPT

- 1:10**
 A: OK, I'll go first. So, I have to think of a secret number between one and one million. Is that right?
 B and C: Yes, that's right.
 A: OK, I'm ready.
 B: All right, I guess one hundred thousand.
 A: Too high.
 C: Er, one thousand?
 A: Too high.
 C: Oh!
 B: Five hundred.
 A: Too low.
 C: Aha! Eight hundred and fifty.
 A: Too low.
 B: Hm. Nine hundred?
 A: Too high.
 C: Eight hundred and eighty-five.
 A: Too low.
 B: Eight hundred and ninety-six.
 A: Too low.
 C: Eight hundred and ninety-nine?
 A: Yes, well done.
 C: Yeah!

Pronunciation and spelling

4 **1:11** Before doing the exercise, ask students to spell their name in English as quickly as they can. Explain that this diagram is very useful in order to remember the sounds of the letters. Let students work in groups to complete the table. Play the recording so that they can check their answers.

ANSWERS:

eɪ	iː	ɛ	aɪ	əʊ	uː	ɹ
A, H, J, K	B, C, D, E, G, P, T, V, Z (US)	F, L, M, N, S, X, Z (UK)	I, Y	O	Q, U, W	R

RECORDING SCRIPT

- 1:11**
 /eɪ/ A, H, J, K
 /iː/ B, C, D, E, G, P, T, V
 /ɛ/ F, L, M, N, S, X, Z
 /aɪ/ I, Y
 /əʊ/ O
 /uː/ Q, U, W
 /ɹ/ R

Do this as a whole-class activity, with students shouting out the correct answer. As a way of practising some of these, ask students to dictate a website URL and an email address to a partner and see which symbols they used. Note: Students can find the hash key on the keypad of their mobile phones.

ANSWERS:

- 1 at 2 colon 3 (forward) slash 4 underscore
 5 backslash 6 hash

6 Divide the class into pairs to do this exercise. Students will probably know that URL means web address; it stands for *Uniform Research Locator*. Note: the # is used on Twitter to show that the tweet is about a certain topic (#business) so that other Twitter users can search for all tweets about this topic.

Time

7 Before getting students to complete this exercise, you may wish to clarify the difference between analogue and digital in this context 'Analogue' refers here to telling the time using phrases like *ten past* and *quarter past*, whereas 'digital' uses only numbers, such as *12.15 (twelve fifteen)*. Students compare their answers in pairs and then match the analogue and digital times. Check answers in whole-class feedback.

ANSWERS:

- 1 A 2 D 3 A 4 A 5 D 6 A 7 D 8 D 9 D 10 A
 11 D 12 A 13 A 14 A 15 D 16 D
 1, 7 2, 10 3, 16 4, 8 5, 12 6, 15 9, 14 11, 13

8 Ask students to work in the same pairs. Students ask and answer questions about their routines and practise the time. Monitor the activity and give instant feedback on any mistakes

Dates

9 Ask students to check the information box before starting this exercise. Students can practise saying the dates to a partner. Monitor the activity and help if necessary. If students need further practice, ask them to tell each other when their birthdays are.

10 You can make this exercise into a light-hearted competition. Award one point for each correct answer with an extra point for the fastest group to finish.

ANSWERS:

- 1 3 August, 1492
 2 11 March, 2011
 3 9 November, 1989
 4 21 July, 1969
 5 22 January, 1901
 6 11 February, 1990
 7 4 July, 1776
 8 1 January, 1999

Listening

11 **1:12** Divide the class into Student As and Student Bs. Tell students they will hear two students registering for a course. Ask Student As to complete Jen's details and Student Bs to complete Mo's details. With lower-level students, play the recording twice. The second time, pause after each piece of information to give students time to write in their answers. Take whole-class feedback.

ANSWERS:

	Jen	Mo
Name	Jennifer Oxenbury	Mohammad Qureshi
Date of birth	15 April, 1994	28 December, 1993
Room number	A309	E214
Course reference	ASS67/GL	LEA43/JH
Start date	1 July	30 June
Start time	6.30pm	8.45am
Instructor	Professor Lockhart	Dr Higgs
Cost	\$545	\$455

RECORDING SCRIPT

1:12

Receptionist: Hello.

Mo: Hi.

Jen: Hello. We'd like to register, please.

R: Certainly. Can I have your names, please?

J: Yes, I'm Jennifer Oxenbury and this is Mo Qureshi. Sorry, I mean Mohammad Qureshi!

R: Can you spell those, please?

J: Yes, of course J-E-double N-I-F-E-R, O-X-E-N-B-U-R-Y.

R: Thank you, and it's ...?

M: Mohammad, that's M-O-H-A-double M-A-D.

R: Sorry, was that M-E-D or M-A-D at the end?

M: Double M-A-D.

R: OK?

M: Qureshi. Q-U-R-E-S-H-I.

R: Thank you. Now, I just need your dates of birth and passport numbers, please.

J: Really? OK, mine's the fifteenth of April 1994.

M: And mine's the twenty-eighth of December 1993.

R: Thank you. And your passport number, Mr Qureshi?

M: Just a second. Ah, here it is. 08-JG...

R: That's J for Juliet and G for Golf, right?

M: Right. 08-JG-double 4-double 6-69.

J: And mine is 07-EI-98-45-02.

R: Thanks. Sorry about that. New security regulations! So, here are your keys. Miss Oxenbury, you're in A309. That's on the third floor.

J: Thank you.

R: And Mr Qureshi, you're in E214, that's in the new building over there, on the second floor.

M: Thanks.

R: Your course reference numbers are on your badges.

Miss Oxenbury, you're doing the Assertiveness course, aren't you? That's ASS67/GL. And Mr Qureshi, Leadership Skills, that's LEA43/JH. Your course starts tomorrow, Mr Qureshi – that's June 30th – and it's at 8.45 with Dr Higgs.

M: OK, June 30th, quarter to nine, with Dr ...?

R: Higgs. H-I-double G-S. She's very nice!

M: Thanks.

J: And I start the day after tomorrow ... at the same time?

R: Um, Assertiveness ... Yes, July 1st. Oh, you start at 6.30

J: 6.30am?

R: No, half past six in the evening. It's a late class, 6.30 to 10.30pm.

J: Oh.

R: Yes. But you're lucky. You're with Professor Lockhart. He's great!

J: Oh, good. Is that L-O-C-K-H-A-R-T?

R: Yes!

J: Great!

R: All right, then. So, for you Mr Qureshi, that's \$455, and for Miss Oxenbury, it's \$545. How would you like to pay?

12 Divide the class into pairs to complete the activity. Monitor the exchange and provide feedback as necessary.

EXTENSION ACTIVITY

Ask students to write down five numbers which are important to them. Divide the class into pairs and ask them to explain the significance of the numbers to a partner.

1.3 Grammar

This module focuses on the present simple tense. Students often over-use the present continuous tense, instead of using the present simple, e.g. *I'm living in Spain* instead of *I live in Spain*. The module also practises adverbs of frequency and prepositions of time.

Internet research

A search for the keywords *national stereotypes* may bring up some sites containing inappropriate or rude information, and students will need to be careful to ignore these and focus on looking for useful or amusing information. This research could be done before the lesson as a lead-in to the topic, or after Exercise 4.

Discussion

1 Before starting the discussion, write the word *stereotype* on the board. Ask students to provide a definition. Point out that cultural identity is a sensitive topic. Thinking that all people are like a certain stereotype can be dangerous, the danger being in the words: *All ... are ...* However, within each stereotype, there is probably an element of truth.

Divide the class into small groups to discuss the photos. If appropriate, ask: *Do you know about any other stereotypes? Do you know any common stereotypes of your own nationality?* It is usually harder to look at one's own culture, since you are part of it and you may therefore be unaware of how you are seen by other people.

SUGGESTED ANSWERS:

The Chinese ride their bicycles a lot/everywhere.
British people enjoy drinking tea/enjoy afternoon tea.
There are a lot of sheep in New Zealand./Lots of sheep live in New Zealand
Americans eat a lot of burgers./Americans enjoy eating fast food.

Present simple

2 Start by reading through the Present simple section of the *Refresh your memory* box. If students seem unsure of the present simple or would like some further practice, work through some or all of Exercises 1–6 in the *Grammar and practice* section (pages 124–125 in the Student's Book, answers on page 99 in this book).

Write a list of the countries mentioned in the exercise on the board: *Britain, USA, China, Brazil, Italy, New Zealand, Germany, Russia*, and see if students are aware of any stereotypes from these places. They can then check their own ideas with the examples in the exercise. Take whole-class feedback.

ANSWERS:

2 eats 3 ride 4 plays 5 talk 6 live 7 drive 8 wears

3 Divide the class into pairs to discuss whether they think these stereotypes are true or not. Read out the example question and answer with one student as a model. When they have finished, elicit feedback on each sentence to find out what level of agreement students had about the stereotypes.

4 Read out the first question. Ask students which words they think will be stressed in the response, and then read out the answer. Students continue the exercise in pairs. Monitor the activity and provide help and feedback with word stress and intonation patterns, as necessary. When students have completed the exercise, ask them if they agree with the responses, based on their own experience of travelling to any of the countries mentioned.

ANSWERS:

- 2 No, they don't shake hands every morning. They just say 'Good morning'.
- 3 No, they don't wear casual clothes to the office. They wear business clothes.
- 4 No, you don't disagree with a Chinese colleague in public. You only disagree in a private conversation.
- 5 No, he doesn't call senior colleagues by their first name. He uses their title and surname.
- 6 No, you don't receive anything in your left hand or point your finger; you use your right hand and point your thumb.

Adverbs of frequency


5 Start by reading the Adverbs of frequency section in the *Refresh your memory* box. If students seem unsure of how to use adverbs of frequency or would like some further practice, work through some or all of Exercises 7–10 in the *Grammar and practice* section (page 125 in the Student's Book, answers on page 99 in this book).

Before doing this exercise, ask students to look at the table. Check they know the expression *to set a good example* (where someone does something in a good way, so others can copy this behaviour). If necessary, remind students of the position of adverbs of frequency with the present simple, using the first answer as an example.

SUGGESTED ANSWERS:

- 2 Francesca, because she rarely makes mistakes.
- 3 Tina, because she nearly always encourages her team.
- 4 Tina and Miroslav, because they nearly always help their colleagues.
- 5 Tina, because she always sets a good example.
- 6 Tina and Miroslav, because they usually share information.
- 7 Miroslav, because he usually finds solutions.
- 8 Francesca, because she never goes on holiday.

6 Give students a few minutes to ask further questions. Monitor the activity and offer support as necessary. Listen out for the correct usage of present simple positive and negative forms (e.g. *is/isn't*; *goes/doesn't go*; etc.) and the positioning of adverbs of frequency in sentences. Provide feedback as required.

7  1:13–1:15 Give students a few minutes to study the chart. Ask questions to elicit students' predictions, e.g. *In which European country do you think people watch TV the most/least?* Ask about the different activities shown in the chart. Play the recording and pause if necessary for students to complete the information.

They should then compare their predictions with the recording. Elicit students' reactions to the highest and lowest scoring countries in each category. Ask: *Are you surprised?* In addition, students can speculate on the situation in their own country.

ANSWERS:

- 1 EU average 27%, Bulgaria 5%, Holland 65%
- 2 EU average 19%, Denmark 74%, Italy 3%
- 3 EU average 9%, Italy 3%, Luxembourg 71%

RECORDING SCRIPT 1:13

Presenter: So, how often do we Europeans travel abroad?
Journalist: Well, it depends. A lot of us often go abroad. On average, 27% of Europeans visit another country once a year, mostly in the summer.

A: But not everybody, right?

J: No. In Bulgaria, only 5% of people go abroad.

A: Only 5% of Bulgarians go abroad? Wow! And which country travels most?

J: Oh, the Netherlands. 65% of Dutch people leave Holland. They travel once or twice a year.

 1:14

Presenter: What about watching TV in a foreign language? How often do we watch a foreign film?

Journalist: Well, nearly always in Denmark! 74% of Danes watch foreign language TV or films.

P: Wow! Well done, Denmark! 74%! And when do they do that?

J: All the time! At the weekend, on weekdays, in the evening ...

P: OK, and on average?

J: On average, 19% of Europeans watch foreign TV.

P: And which countries don't?

J: Well, Italy. Only 3% of Italians watch films in another language.

P: Only 3%? Oh, really?

 1:15

Journalist: Finally, reading a newspaper in a foreign language. On average, 9% of Europeans read a foreign newspaper.

Presenter: Hm. 9% ... that's not much.

J: Well, I'm afraid only 3% of Italians read a foreign newspaper.

P: Probably the same ones who watch foreign films!


J: Perhaps!

P: Come on, Italy, you can do better! Just once every six months, or once a quarter?

J: But in Luxembourg, 71% of people read a foreign newspaper.

P: Excellent! 71%! Way to go, Luxembourg!

Prepositions of time

8  1:13–1:15 Start by reading the Prepositions of time section in the *Refresh your memory* box. If students seem unsure of how to use prepositions of time or would like some further practice, do Exercise 11 in the *Grammar and practice* section (page 125 in the Student's Book, answers on page 99 in this book). Play the recording again, pausing to give students time to write in their answers. Briefly check answers as a class.

ANSWERS:

1 often 2 once; twice 3 At; on; in 4 every; quarter

9 Ask students to study the questionnaire on page 114 and write their own questions at the end. While students interview their classmates, monitor the activity and take notes on any good use of target language and any errors you wish to correct. Provide feedback.

EXTENSION ACTIVITY

Revisit the table in Exercise 5 and ask students to add their own name. They should self-evaluate and add an appropriate adverb of frequency about each skill. Students then interview each other in pairs and tell each other their strengths and weaknesses.

1.4 Speaking

Meeting people and making conversation

This module focuses on expressions for meeting people. Socializing, or networking, is an important skill to develop in the business world. It is not easy, as some people are naturally shy, and socializing in a second language creates additional pressure. The module also covers expressions for making conversation in general and at a business conference.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *how to make conversation* will bring up information about successful networking in the business world. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

Discussion

1 Before starting this exercise, brainstorm common question words, such as: *What, When, Why, Where, How, How much*, etc. Remind students that question words in English have a specific pattern, such as: *When do you ...? When does he ...?*, etc. When students have completed the exercise, check answers and practise the intonation pattern for each one by asking different students to read out the questions.

ANSWERS:


1 are 2 do 3 is 4 Do 5 Do 6 Do 7 Are 8 is
9 do 10 is

2 Divide the class into pairs to discuss the question. In whole-class feedback, elicit their ideas and encourage further discussion.

ANSWERS:

Students' own answers. Note: It is not appropriate in many cultures to ask questions about salaries or religion.

Listening

3  1:16–1:19 Ask students to look at the photo at the top of the page and guess where the people are (e.g. at a conference). Ask students: *Do you ever go, or have you ever been, to a conference in your field of interest? If so, is/was it difficult to meet new people?*

Tell students they will hear four conversations at a conference. Ask them to read the questions. Play the recording and pause between each of the conversations. Encourage students to take notes. Take whole-class feedback and play the recordings again if necessary.

ANSWERS:

Conversation 1

1 On a train 2 No 3 From a friend of Greg's 4 Silke works for Merck, in London, in R&D

Conversation 2

1 At conference reception 2 Yes 3 Alan works for Merck, for the moment

Conversation 3

1 At the coffee machine/coffee shop/cafe 2 No 3 Silke works for GSK in London, in R&D

Conversation 4

1 In the restaurant 2 Yes 3 Alan works in France but he wants to move to London.

RECORDING SCRIPT

 1:16

Greg: Excuse me. Is this seat free?

Silke: Yes, of course.

G: Thanks. The weather's terrible, isn't it?

S: Yes, it's really cold for May!

G: Mm. Are you here for the conference?

S: Yes. You too?

G: Yes. My name's Greg. Greg Baird. I'm with Sanofi.

S: Silke Werner, with GSK.

G: Pleased to meet you, Silke.

S: Pleased to meet you, too.

 1:17

Greg: Hi. I'm Greg Baird, with Sanofi.

Receptionist: Welcome to the conference, Mr Baird. Here's your badge.

G: Thanks.

Alan: Hi, Greg!

G: Alan, great to see you!

A: Good to see you, too, Greg. How are you doing?

G: I'm good, thanks. And you? Still with Merck, I see?

A: Yes, for the moment anyway. Listen, talking of jobs, do you have time for a cup of coffee? I want to ask you a favour ...

 1:18

Greg: Mm, it's good coffee! OK, Alan. I'll do my best. Oh, hi, Silke. Alan, do you know Silke Werner?

Alan: No, I don't think so.

G: Silke, this is Alan Banks, an old friend from Merck.

Silke: Nice to meet you.

A: Nice to meet you, too. Do you work with Greg?

S: No, we met on the shuttle bus. I'm with GSK in London.

A: London? Really?

S: Yes. I work in R&D.

A: Go on. Do tell me more!

G: Silke, Alan, do excuse me. I really must take my bags up to my room.

A: OK. See you later.

 1:19

Alan: More bread?

Silke: No, thanks. I'm fine.

A: So, now I'm in France, in Lyon.

S: Uh-huh?

A: Yes. Nice town ... good rugby team ... but it's quite far from home.

S: I see.

A: That's why I'd really like to move to London. But, enough about me. Let's talk about you. Is this your first visit to Serbia?

S: Yes, it is, actually.

A: Me too. I love visiting new countries and meeting new people, don't you?

S: Yes, it's always good to see new places.

A: By the way, there's a tour of the old town this evening. Are you interested in coming?

S: Sorry, no. I have a meeting this evening. Anyway, Alan, I really must make some phone calls, so ...

A: Oh, OK. Well, it was nice talking to you.

S: Yes. See you later.

1.5 Writing

Informal emails

This module focuses on inferring meaning. This is a difficult skill in your first as well as your second language, since it is easy to misinterpret what someone says, or what someone omits. It is also a difficult skill to develop in emails, where there is scope for misunderstanding. The module also covers hellos, goodbyes and introductions, and writing informal emails.

Internet research

A search for the keywords *email etiquette tips* will bring up a large number of websites, all offering advice on good practice. Students should scan some of these and select their own favourite tips. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

Ask students to exchange email addresses with someone else in the group. Use this as a chance for students to revise any related language from module 1.2, such as the @ symbol, the underscore and using the word 'dot'.

Discussion

1 Before starting the discussion, do a quick show of hands to find out who needs to send emails in English. If nobody needs to do this in English, ask: *What kind of emails do you send in your own language - formal or informal? Who do you send them to? What are they about?* Tell students they will be focusing on emails in this unit.

Divide the class into small groups and monitor their discussion of the questions. Typical problems students have with email include: coming across as too direct or writing something which can be misinterpreted; misinterpreting other people's emails; not understanding common abbreviations; and making mistakes with spelling or register when the email is important or formal.

Model

2 Before starting, ask students to scan the email and underline any dates and times. To do this, suggest that they start from the bottom and go up to the top - this will ensure that they really are scanning for the specific figures, and not reading the email. Ask one or two individuals to read out the dates and times to check they are saying these correctly. Give students a few minutes to read the email, and then answer the questions. Take whole-class feedback.

ANSWERS:

1 to inform Rita 2 a week 3 plane 4 12 days

Analysis

3 Give students a few minutes to reread the email carefully and write their answers. Then check answers with the whole class. As students answer each question, encourage them to say how they found out the answer. *Example: 1) probably good friends, because Gabi uses informal language (that's great; just let me know).*

ANSWERS:

1 b) 2 a), c) and d)

Language focus

4 Give students a few minutes to read through the ways of saying hello and goodbye. They then choose their answers. Check answers with the whole class. As a follow-up, ask students to write the beginning and ending of an email which they might send to one of the people from the list (family member, teacher, etc.).

ANSWERS:

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

5 Students choose the most suitable word in the box in order to complete each of the eight sentences. After checking answers as a class, point out that many phrases are fixed, and it is important to be accurate when using them in writing. Elicit which of the phrases in the exercise students might use, e.g. *write to confirm something; write with more information*. Write the four words from the box on the board and ask students to write one useful sentence with each, e.g. *I'm writing because I cannot attend the lesson next week* (reason). To check accuracy, ask some students to read out their sentences to the class.

ANSWERS:

1 to 2 with 3 about 4 to 5 because 6 with
7 about 8 to

6 Check students know the word *bowling* (a leisure activity involving rolling a ball down a lane, to knock down as many skittles/pins as possible). Tell students they should match the sentences with the writer. Do the first one as an example with the whole class. Take whole-class feedback.

ANSWERS:

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

Output

7 If possible, ask students to write their emails on a computer. Monitor the writing activity and provide guidance and correction where necessary.

EXTENSION ACTIVITY

If appropriate, give your email address to your students. Ask students to email you, explaining what kind of emails they need to send at work and what problems they currently encounter. Store the information for future reference because it will help you prepare for and deliver the email modules in this course. It may also be useful to exchange email addresses so that students can submit homework to you, and you can email feedback to them.

1.6 Case study

The Intern Shop

This case study involves reading an internship advertisement, listening to interviews, completing profiles and presenting decisions.

Internet research

A search for the keywords *how to find internships* will bring up a lot of advice. This research could be done before the lesson to help with Exercise 1, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

Ask students how difficult they think finding an internship is in their country on a scale of 1–5, where 1 is very easy and 5 is very difficult. Encourage them to explain why they chose that figure.

Discussion

1 Give students an example of how they could find an internship, e.g. the university organizes a job fair every year, which companies attend in order to try and recruit students who may be interested in working for them. Divide the class into groups of three or four to brainstorm other ways you can find an internship. When you elicit students' ideas, encourage them to rank their ideas in order of how successful they think each one might be.

ANSWERS:

Students' own answers, e.g. networking, Internet sites, job ads, agencies, visiting/calling companies, at a job fair

Reading

2 Students scan the article for the relevant information to answer the questions. Elicit answers in whole-class feedback. Find out if any students have ever had a video interview. If so, encourage them to describe their experience. If not, ask: *What differences do you think there would be compared to a traditional interview?* (e.g. no travel problems; the worry that the technology might fail). Ask students if they would be happy to have such an interview.

ANSWERS:


- 1 The Intern Shop arranges paid and voluntary internships all over the world. It arranges a job, a place to live, visas, language training and even makes travel arrangements.
- 2 One or two years
- 3 There are paid and voluntary internships.
- 4 They use video interviews.

3 Before starting, find out if any of your students have been to China or Brazil. If so, ask: *What did you think about the country?* If not, ask: *What would you like to find out about the country?* e.g. climate, culture, what it would be like to work there. Ask: *Would you prefer to live in China or Brazil?* Give students a few minutes to read the articles and then ask them to decide which internship is the most attractive. Encourage students to give reasons.

ANSWER:

Students' own answers

Listening

4  1:20–1:22 Before starting, ask students the following questions: *Do you usually include a photo in your CV? If not, have you ever done so, or would you? Do you think a photo*

gives the applicant a better chance at the interview or would it create certain expectations in the interviewer? Give students a few moments to read the profiles. Play the recording and ask them to complete the profiles with the missing information.

ANSWERS:

- 1 Date of birth: 9 August, 1990; Nationality: Thai; Degree: Leavey School of Business; Professional objective: To see the world, to get some experience
 - 2 Date of birth: 5 May, 1991; Nationality: *British, Irish or Northern Irish; Language skills: English, Hungarian and Japanese; Interests: Travelling and meeting people
 - 3 Nationality: Mexican; Degree: University of the West Indies at Cave Hill; Language skills: Spanish and English; Interests: Computers and software; Professional objective: To be a software developer
- * Technically, citizens of Northern Ireland are British. In practice, however, people differ as to how they regard themselves: British, Irish, Northern Irish or a combination of these identities.

RECORDING SCRIPT

 1:20

Interviewer: Tai, can I just check how you spell your name? Is it S-H-I-N-A-W-O-T-R-A?

Tai: That's nearly right – but it's W-A-T-R-A, not W-O.

I: OK, and you were born on September 8th, 1990?

T: No, August 9th, 1990.

I: Oh, yes. Sorry about that.

T: That's all right.

I: And you're from Thailand, but you studied in California. Is that right?

T: Right. At the Leavey School of Business, in Santa Clara.

I: L-E-A-V-E-Y?

T: Yes.

I: So, Tai, what's your professional objective?

T: Well, I don't know. Right now, I just want to see the world and get some experience, I guess.

 1:21

Interviewer: Karen, I'm sorry, I don't have your date of birth here ...

Karen: It's the fifth of May, 1991.

I: Thank you. Now, you're Irish, aren't you?

K: I'm from Northern Ireland. From Belfast.

I: And you studied languages at Bradford University. Which languages?

K: Hungarian and Japanese.

I: An interesting choice!

K: Yes. I love exotic languages, don't you?

I: So, would you like to learn Chinese or Portuguese?

K: Oh, yes, absolutely!

I: What about your intercultural skills? Can you adapt to a different culture?

K: I'm sure I can. Bradford is an international university. I have friends from all over the world. And I love travelling and meeting people. That's my hobby!

1:22

Interviewer: Where are you from, Julio?

Julio: My parents are from Mexico City. But we live in Barbados. I studied at the University of the West Indies at Cave Hill.

I: Can you spell Cave Hill for me, please?

J: Sure. C-A-V-E new word H-I-double L.

I: Thanks. So you're a Mexican national?

J: Yes. But I don't know Mexico very well!

I: But you speak Spanish. Any other languages?

J: No, I'm afraid not. Just Spanish and English.

I: Now, you studied physics, but you want to work in business. Why is that?

J: Actually, my real interest is computers and software. I'd really like to be a software developer.

Discussion

5 Divide the class into small groups. Encourage students to discuss each of the candidates and choose the one they feel is strongest. Monitor the discussion.

Listening

6 1:23–1:25 Tell students they will now hear each of the candidates answering one final question. Ask them to work in the same groups to see if this recording changes their decision. Ask students: *How would you answer the same question?*

RECORDING SCRIPT

1:23

Interviewer: Just one last question, Tai. These days, a lot of internships are unpaid. Is that a problem for you?

Tai: Um, yes, that's a little difficult. I don't need a lot of money – just enough to live on and to pay for my ticket home.

1:24

Interviewer: Just one last question, Karen. These days, a lot of internships are unpaid. Is that a problem for you?

Karen: Not really. I hope to earn a good salary in a few years. I see this internship as an investment for the future.

1:25

Interviewer: Just one last question, Julio. These days, a lot of internships are unpaid. Is that a problem for you?

Julio: Well, I know I won't get rich. That's not a problem. But I need to pay for food and accommodation. My parents can't pay for everything.

Presentation

7 Ask each group to select a spokesperson to report their decision back to the whole class. Encourage the spokesperson to provide reasons for not only why the group selected their preferred candidate, but also why they rejected the unsuccessful candidates. Encourage questions from the other groups.

Take notes on any good language used, and any mistakes you wish to focus on. Finish the lesson with feedback.

Customer satisfaction

Digital resources for Unit 2

eWorkbook

Language practice:

interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets

Listen: Student's Book audio, language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 2

Resources: PowerPoint Unit 2, business document Unit 2, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Subject background

Customer service refers to the care a customer is given before, during and after making a purchase. Contact with a customer before and during a purchase is the responsibility of sales staff, who are trained to deal with pre-sales enquiries, persuade customers, sell products or services, and answer specific questions about products or services. Contact after purchase is often called customer support. In a large company, customer support is usually carried out by people with a different skill set. Customer support involves dealing with existing customers, answering detailed questions about the product or service in use, and dealing with complaints. Study after study shows that if complaints are resolved to the customer's satisfaction, customer loyalty increases.

In the service sector, the customer support function may be carried out by a service delivery manager whose job is to make sure that the agreed SLA (service level agreement) is delivered by the company. The details of the agreement depend on the industry, but typical areas of service are: expected response times for dealing with problems, permitted downtime of an IT network, expected billing dates, and so on. The SLA forms part of the contract between supplier and client and often runs to several pages of detailed specifications.

The Internet has brought many changes to customer service. Instead of making a direct enquiry, a prospective customer can browse through the FAQs (frequently asked questions) and an existing customer can read product users' entries in an online forum. From the company's point of view, online resources mean that time is saved – customer service staff don't have to repeatedly answer the same questions – but it also means that customers can become frustrated if they do not find the answer to their question. Customer loyalty and customer satisfaction increase when they are based on communication with real people, and they may be sacrificed if the customer service experience is too automated.

Useful websites

<http://customerservicemanager.com>

<http://marketing.about.com>

(Type *What is customer service?* into the search box to locate this About.com article)

Telephone skills are an important part of customer service, and training in this area is often offered to front-line employees dealing directly with customers. Some key telephone skills are:

- Stay focused. Prevent yourself from being distracted.
- Ask questions to get more information on points you need clarifying.
- Don't interrupt. Let the caller finish what they are saying. Interruptions may break the caller's train of thought. Also, you listen more effectively when you're not talking.
- Don't pre-empt. Avoid saying first what you think the caller is going to say. The chances are you will be wrong and will miss some important information.
- Recap the key facts. Summarize to check that you have heard the key facts correctly. Summarizing also lets the caller know you have understood them. Use phrases such as *So, what you're saying is ...* and *So, what I'm hearing is ...*
- Have a pen and paper at the ready. Make notes on any questions you want to ask or points you wish to comment on. When your caller has finished speaking, refer to your notes and take action. If you are thinking about your responses while the caller is speaking, you are not listening.
- Ask for repetition. Don't be afraid to say something like *I'm sorry, but I missed your last point. Could you repeat that for me?*

In class, you could elicit some of the above points before a telephone roleplay, and write them up on the board. At the end of the roleplay, students could refer to the board and say which of the things they did and which they could do better next time.

Useful websites

<http://officeskills.org>

(See the article on telephone etiquette)

www.wahm.com

(Search for the article *Tips to improve your phone skills*)

<http://www.ga-training.com/blog>

(A blog with articles on customer service training, including telephone skills and handling complaints)

2.1 About business

Customer service

This module focuses on customer service, firstly on keeping your customers and then on good customer service. Customer service varies from company to company and across cultures. Some companies invest in staff training in this area. All customers will have experienced both good and bad customer service at some point and, with the rise of social media, it has never been easier to complain publicly about bad service.

Internet research

A search for the keywords *how to keep customers happy* will bring up information and tips. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.


LEAD-IN ACTIVITY

Before starting the discussion, give students an example of good and bad customer service from your own experience. Explain what you felt as a customer and, in the case of bad service, whether you would use the company again. Tell students that the aim of this lesson is to look at customer service, good and bad, and how this affects business.

Discussion

1 Ask students to complete the sentence starters based on their own experiences. Divide the class into pairs to exchange and discuss their ideas.

Listening

2  1:26–1:27 Tell students they are going to hear two conversations in which customers talk about good and bad service they have received. Give students a few minutes to read through the questions. Pause between conversations to allow students to make notes. Check answers as a class.

As a follow-up, ask students some or all of the following questions: *Do you shop at any specialist shops, or do you prefer supermarkets? In your town, are any of the smaller shops disappearing? (And, if so, why?) If you received bad service at a restaurant, would you complain, or would you say nothing?*

ANSWERS:

- 1 Because the fruit and vegetables are always fresh and because the service is better.
- 2 The assistants know his name and what he likes. They're friendly and make conversation. They help with his bags and they always give him something free.
- 3 He feels special.
- 4 She doesn't complain, but she doesn't tip and she doesn't go back.
- 5 She mentions bad service in a restaurant and poor technical support from an Internet service provider.
- 6 She doesn't understand it.

RECORDING SCRIPT

 1:26–1:27

Speaker 1: I always buy my fruit and vegetables from a specialist shop. There's a market near my home, and a supermarket too. They're both cheaper, but I prefer my fruit and vegetable shop. I'm happy to pay a little more, because everything is always fresh, but mainly because of the service. The assistants all know my name and they know what I like. They're very friendly. They always seem pleased to see you and make conversation. They help you with your bags and they always give you something free – some herbs, or a nice red apple ... I suppose they just make you feel special!

Speaker 2: I'm not the sort of person who complains. If the service isn't good in a restaurant, for example, I don't say anything. I just don't give a tip and I don't go back. Or if an Internet service provider doesn't have good technical support, I change to another company. There's so much competition these days, I'm surprised that there's still so much bad service. Consumers always have a choice, so bad service just doesn't make sense. I really don't understand it!

Skim reading

3 Ask students to study the pictures A–C. Check that students know the words *lead* and *prospect*, which are in the Glossary. (Note that 'lead' can refer to both the person – the potential sales contact – or the information that may result in a sale.) Students then skim the article. Remind students they need to skim quickly, so set a time limit such as one minute. Students match each picture to a paragraph in the text. Take whole-class feedback.

ANSWERS:

- A: paragraph 3
B: paragraph 2
C: paragraph 4

Reading for detail

4 Before starting, write *Twitter* and *Facebook* on the board and ask students if they use these. If a student is not on Facebook, find out why. Then ask students to think about the use of Twitter and Facebook in business. Ask: *Do you know any companies that use Twitter for marketing? Do you know any companies that are on Facebook?*

Ask students to read the four statements. Then, ask them to reread the first three paragraphs of the article carefully and decide if the sentences are true or false. Check answers briefly as a class.

ANSWERS:

- 1 T
- 2 F – 1%
- 3 F – customers make comments to friends
- 4 T

5 Ask students to read the last three paragraphs again and select the best option. Take brief whole-class feedback. To provide extra fluency practice, find out if students agree with some of the ideas in the text, e.g. 'an excellent product is not enough' (lines 2-3), the importance of social media (paragraph 3) and 'be like your customer' (line 38).

ANSWERS:

- 1 too much
- 2 when and how they want
- 3 opinions
- 4 dislike

EXTENSION ACTIVITY

Choose ten of the most useful words in the text and write them on the board, e.g. *warranty, social media, CRM, software, priority, determination, reflection*. Ask students to create sentences which are true for them, or create questions for other students, e.g. *I have a two-year warranty on my laptop. / Which social media sites do you use?*

Discussion and presentation

6 Divide the class into small groups and assign each one a different chart. Each group should prepare a short presentation of their chart. Tell students they can use a dictionary or refer to the Glossary and should be ready to explain any new words to the rest of the class. New words may include: *advocate* (someone who strongly and publicly supports something); *ally* (a friend who is ready to help you); *referral* (when someone recommends you by referring you on to another person). Depending on the size of the class, groups can give their presentation to the whole class or to other groups. Monitor the presentations and take notes on good and problematic language. Give feedback as necessary.

EXTENSION ACTIVITY

Remind students about all the examples of bad customer service that they brainstormed at the start of the lesson. Ask students to create the workshop titles for a one-day training course on customer service training to be given to employees of a company with a poor customer service record. Students present their ideas to the class.

2.2 Vocabulary**Contacting customers**

This module focuses on collocations relating to customer service. It looks at a range of different ways a company can be in contact with their customers. The number of communication channels has risen significantly in recent years, and now includes company websites and social media sites. The module also practises verbs related to telephoning, and includes an article on good practice on the phone.

Internet research

A search for the keywords *a dissatisfied customer is an opportunity* will bring up some interesting stories and advice on how to deal with the challenge of a dissatisfied customer and potentially make the situation favourable. Students can make a list of these and then compare them with a partner. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

Write two year dates on the board – such as 20 years ago and this year. Ask students to tell you how using the telephone has changed within companies during this time, e.g. there are fewer operators; there are mobile phones so people can contact you out of hours and away from the office; we phone less because of email, etc.

Brainstorming

1 You can do this activity by creating a mind map on the board. Write *Communication with customers* in a circle and then write *telephone*. Draw a line between the circle and the word *telephone*. Ask students to brainstorm different ways of communicating with customers and write them up in the mind map. Divide the class into pairs to think of an advantage and a disadvantage for each method. Elicit students' suggestions.

SUGGESTED ANSWERS:

- Billboards – Advantage: impact; Disadvantage: untargeted, expensive
- Brochure – Advantage: high impact; Disadvantage: production and distribution cost
- Direct mailing – Advantage: impact; Disadvantage: cost
- Email – Advantage: cheap, quick and easy for large numbers of customers; Disadvantage: in competition with spam
- Fax – Advantage: personal; Disadvantage: slow, expensive, old technology
- Flyer – Advantage: flexible; Disadvantage: printing and distribution costs
- Newsletters – Advantage: flexible format; Disadvantage: costly to produce and distribute
- Radio – Advantage: impact; Disadvantage: cost
- Social media – Advantage: flexible, cheap; Disadvantage: inconsistent
- Sponsorship – Advantage: positive image; Disadvantage: unfocused, unreliable
- Text message – Advantage: personalized, quick, cheap
- Website – Advantage: rich and flexible format; Disadvantage: customers only visit when they need information
- Word of mouth – Advantage: impact; Disadvantage: unreliable

2 Before starting this exercise, write the first words of each collocation on separate cards in one colour, and the second words of each collocation in another colour. Each pair will need a set of cards. Ask students to match the words to make collocations. Elicit the meaning of each collocation. Then ask students to use the collocations to complete the gap-fill exercise. Let them compare their answers in pairs before whole-class feedback.

ANSWERS:

- 1 customer satisfaction
- 2 repeat business
- 3 delivery date
- 4 ship products
- 5 deal with complaints
- 6 exchange products
- 7 returning customers
- 8 customer referral


3 Divide the class into pairs to take turns to give definitions and guess the collocations. Monitor the activity. When students have finished, ask them to record three or four of the most useful collocations in their vocabulary notebooks.

4 Before doing the exercise, find out what students think about Internet forums. Ask: *Do you visit any Internet forums? If so, what information do you get from them?* Point out that forums where dissatisfied customers post negative comments have forced companies to sit up, take notice and respond: customers really have a voice nowadays.

Students work individually to complete the posts. Check answers as a class.

ANSWERS:

- 1 installation problems
- 2 a money-back guarantee
- 3 shipped the wrong product

5  1:28–1:30 Divide the class into groups to discuss the various options in the box. Give them a few minutes to discuss the situations and then elicit students' thoughts in whole-class feedback. Finally, play the recording for them to check their ideas.

ANSWERS:

- 1 contact the helpline - provide technical support
- 2 return the faulty product - give a refund
- 3 call customer service to complain - apologize and exchange the product

RECORDING SCRIPT

 1:28

Customer service: Customer service, good morning. How can I help you?

Customer 1: Hello. I'm calling about my Internet box. I'm having installation problems.

CS: I'm sorry to hear that. But if you contact the helpline, they can provide technical support. The number to call is 0800 ...

 1:29

Customer service: Customer service, good afternoon. Can I help you?

Customer 2: Yes, good afternoon. It's about the TV I ordered from you. It doesn't work. But you have a money-back guarantee, is that right?

CS: That's absolutely right, sir. I'm sorry your TV doesn't work. But if you return the faulty product, we'll give you a full refund.

 1:30

Customer service: Customer service. Good evening.

Customer 3: Good evening. I'm calling to complain about the ski jacket I ordered. You shipped the wrong product. It's too small, and it's a really horrible colour.

CS: I'm sorry to hear that. If you ...

CS: And it's not the first time. It's really not good enough!

CS: I do apologize, madam. We'll be happy to exchange the product.

Reading and vocabulary

6 Before doing this exercise, find out which students use English on the telephone. Elicit any problems they may have, e.g. listening - catching what the other person says for a variety of reasons, such as their accent, the speed at which they speak, etc.; spelling; not knowing how to end the call, etc. Students discuss the situations in pairs.


7 Ask each pair to compare their own answers with the tips given in the article. Take whole-class feedback, eliciting students' thoughts and comments on each of the situations.

8 Ask students to do this exercise individually before checking answers as a class.

ANSWERS:

- 1 connect
- 2 dial a number
- 3 take a call
- 4 get through to
- 5 get back to
- 6 return a call
- 7 hang up
- 8 call back
- 9 leave a message
- 10 put on hold

Listening

9  1:31–1:36 Tell students they will hear six telephone calls and they should listen and make notes on what they would do next. Pause the recording after each message to allow students to write down their response. Let students compare their answers in pairs before whole-class feedback.

ANSWERS:

- 1 put the caller on hold
- 2 dial the number
- 3 leave a message
- 4 hang up
- 5 call back/return Philip's call/get back to Philip
- 6 connect the caller

RECORDING SCRIPT

 1:31–1:36

- 1 I'm just finishing a call on my mobile. Ask her to wait for a minute or two, please.
- 2 OK, that's my checklist done. Now, where's the number? Here it is, 0371 629404.
- 3 I'm sorry; I'm out of the office today. Please record your details after the beep, and I'll get back to you as soon as possible.
- 4 Hello, hello? Can you hear me? Hello?
- 5 Hi, it's Philip. I know you're busy, but I need the sales results as soon as you can. Thanks.
- 6 Hello. Could I speak to Julia Martin, please?

EXTENSION ACTIVITY

Students reread the situations in Exercise 6. Ask them to work in pairs to write a short dialogue based on one or two of the situations. They can either reflect their own use of the telephone in English, or invent a situation in which they would use English, such as complaining about the customer service provided by an airline.

2.3 Grammar

Present continuous

This module focuses on the present continuous tense to express temporary activities in progress now. The module also practises requests, invitations and offers of help.

Internet research

An image search for the keywords *actions in progress* will reveal a number of pictures of people doing things. Students could do this research before the lesson, then describe their image in class, which would enable you to check how competently students are using the present continuous tense. Otherwise, it can be done at the end of the module for consolidation.

Present continuous

1 Ask students to study the pictures for a few moments and then, if you have a small class, invite them to shout out their answers. With large classes, select individuals to answer.

SUGGESTED ANSWERS:

- A He's driving and making a phone call at the same time.
- B He's jumping on a trampoline.
- C They're repairing a car.
- D Ice cream sales are rising/growing/increasing/going up.
- E The Earth is getting warmer. /The polar ice caps are melting.

2 Check students know the word *temporary* (the opposite of permanent). Students guess how long each activity takes. Collate the students' guesses on the board.

SUGGESTED ANSWERS:

- A minutes
- B seconds
- C hours
- D months
- E years

3 Start by pointing out the Present continuous section of the *Refresh your memory* box. If students seem unsure of how to use the present continuous or would like some further practice, do Exercises 1–5 in the *Grammar and practice* section (page 126 in the Student's Book, answers on page 99 in this book).

Ask students to look at the list and give them a few minutes to consider the possible reasons behind each rise or fall. Divide the class into pairs to take turns to ask and answer about each of the eight points. Monitor the activity, and encourage accuracy. Listen out for any interesting or amusing exchanges, and ask students to repeat them for the whole class.

Requests

4 Focus students on the Requests, Offers of help and Invitations sections of the *Refresh your memory* box. If students seem unsure of these structures or would like some further practice, do Exercises 6–9 in the *Grammar and practice* section (page 127 in the Student's Book, answers on page 99 in this book).

Ask students if it is all right to say 'no' directly in their first language. If so, ask them how they think this might sound in English. (It is often perceived as too direct, and even rude.) Start this activity by reading out the two examples and asking students to listen to the apologetic tone of the model replies. In pairs, students take turns to form the requests and responses from the prompts. Encourage students to sound apologetic and genuine through the use of their tone/delivery. Monitor the exchanges.

SUGGESTED ANSWERS:

- | | |
|---|--|
| 3 Could you confirm my order by email? | I'm sorry, but our Internet isn't working at the moment. |
| 4 Can I speak to the salesperson please? | I'm sorry, but she isn't feeling well today. |
| 5 Can I ask you about the new software? | I'm sorry, but I'm having a few problems with it, too |
| 6 Could you call my customer back? | I'm afraid I'm going to a meeting now. |
| 7 Could I talk to you at 5 o'clock? | I'm afraid I'm leaving early this afternoon. |
| 8 Can you come in early tomorrow morning? | I'm sorry, but I'm flying to Colombia tomorrow. |

Offers of help and Invitations

5 Before starting this exercise, brainstorm a few simple phrases for each of the functions, e.g. offering help: *Can I ...? Would you like me to ...?* and inviting someone to do something: *Would you like to ...?* Model the intonation pattern and point out that, in order to sound friendly and helpful, how you say the phrases is as important as the words themselves. Ask students to study the text and underline their chosen options. Check the answers as a class.

ANSWERS:

- 1 invitations; say
- 2 offers of help; write down

6 Give students a few minutes to complete the phrases. Go through the exercise and give students an opportunity to read out their answers. Check the intonation of students' responses, and correct where necessary.

ANSWERS:

- 1 Shall I / Would you like me to
- 2 Would you like to / Do you want to
- 3 Shall I / Would you like me to
- 4 Would you like to / Do you want to
- 5 Would you like to / Do you want to
- 6 Shall I / Would you like me to
- 7 Would you like to / Do you want to
- 8 Shall I / Would you like me to

7 Give students a few minutes to read through the answers. Ask them to match the answers with the questions in Exercise 6. Let them compare answers in pairs before checking them in whole-class feedback.

ANSWERS:

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

8 Students order the conversation individually or in pairs. Check answers as a class and then ask students to practise reading through the completed dialogue in pairs. Monitor students as they read.

ANSWERS:

- 2 Do you want me to have a look at it?
- 3 Oh, yes, please. Could you come over after work?
- 4 I'm sorry, but I'm working late today. Do you want to bring it to my place this weekend?
- 5 Good idea. Thanks a lot.
- 6 No problem. But can you bring the installation CDs, too?
- 7 OK. See you then. Thanks again.
- 8 You're welcome.

9 Ask students to study the flow chart at the foot of page 27. Then, ask them to work in pairs to have some or all of the suggested conversations. Monitor the activity. Take notes on any good use of language or any language which needs correcting. If you notice a particularly creative or funny exchange, ask the pair to repeat the conversation for the whole class. Finish the lesson with language feedback.

EXTENSION ACTIVITY

Ask students to create their own 'problem card' based on their own professional life. They should then work with a partner in order to have a similar conversation using the same flow chart. Alternatively, they can write general work problems on small pieces of card. Shuffle these and distribute them to pairs of students, who have a conversation using the flow chart.

2.4 Speaking**Telephoning**

This module focuses on expressions for telephoning. There are a number of reasons why using the telephone in a foreign language is especially difficult for most language learners. One reason is that the conversation is in real time, so each speaker is under pressure to respond immediately. The module also covers roleplaying telephone conversations.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *cultural phone etiquette* will bring up information about making phone calls in various countries. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

As a lead-in to the topic, find out who makes telephone calls in English and whether they find these easy or difficult. Ask students to give reasons. Some reasons why people find telephoning difficult are: the fact that listening is a difficult skill for many students; the absence of paralinguistic features (e.g. body language, facial expressions); not knowing how to finish a call, etc. If you did the activity similar to this in module 2.2, Exercise 6, this is a good chance for students to recap and summarize their reasons.

Discussion

1 Write the terms *formal* and *informal* on the board and give examples (formal dress/meetings/language). Ask whether *Good morning* is formal or informal (it's formal), and ask students to mark it in their book. Then, ask them to match it with an informal expression with the same meaning (Hello). Students complete the exercise in pairs. Take whole-class feedback.

ANSWERS:


Good morning. – F	No problem. – I
Hang on. – I	Thank you very much. – F
Hello. – I	Thanks a lot. – I
Hold the line, please. – F	What can I do for you? – I
May I help you? – F	You're welcome. – F

2 Check that students know all the terms in the box. In small groups, students discuss how formal or informal a conversation would be between the different groups of people. Take whole-class feedback.

ANSWERS:

Students' own answers

Listening

3  1:37–1:38 Tell students they will hear two telephone conversations and ask them to read the questions first. Play the recording, pausing between the conversations. Check answers as a class.

ANSWERS:

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

RECORDING SCRIPT

1:37

Receptionist: Marchman Video. Good morning. Can I help you?

Mike: Good morning. Could I speak to Sue Downing, please?

R: Could I have your name, please?

M: Yes, this is Mike Woods, from Pixxel Inc.

R: Just a moment, please ...

R: I'm sorry, Mr Woods. She isn't answering. Would you like to speak to her assistant?

M: Yes, please.

R: I'll put you through.

M: Thank you.

Paula: Paula Rice.

M: Hello, Paula. It's Mike, from Pixxel. How are you?

P: Oh, hi, Mike. I'm fine thanks, and you?

M: Good, thanks. Is Sue there, please?

P: I'm sorry, she isn't available this morning. She's in a meeting. Can I take a message?

M: Yes, please. I'm calling about her next order. Could you ask her to call me back?

P: Sure. Is lunchtime OK for you?

M: Yes, that's fine.

P: I'll ask her to get back to you as soon as the meeting is finished.

M: Great. Thanks for your help, Paula.

P: You're welcome.

M: Goodbye.

P: Bye!

1:38

Mike: Hello?

Sue: Is that Mike?

M: Yes, speaking.

S: It's Sue Downing here, returning your call. Is this a bad time?

M: Sue, hi! No, I'm just finishing my sandwich, but it's fine. Thanks for getting back to me.

S: No problem. What can I do for you?

M: Well, it's about your next order. As you know, we have a new product, and ...

- 4** 1:37-1:38 Students complete the expressions in the checklist in pairs. Ask some students to read out their possible answers. Listen out for correct use of sentence stress in the phrases. Play the recording for students to check their answers, pausing as necessary. Play the recording again, focusing on the sentence stress patterns in some of the phrases, e.g. *Would you like me to get her to call you back?* If this is a problematic area, write out some phrases on the board and ask students to come up to the board and draw the intonation using arrows for 'up' and 'down'.

ANSWERS:

Starting

Good morning. Can I help you?

Could I speak to (name), please?

Yes, speaking.

Introductions

I'm calling about ...

Names

This is (name), from (company).

It's (name) here, returning your call.

Messages

Could you ask her to call me back?

I'll ask her to get back to you as soon as ...

Connecting

I'll put you through.

I'm sorry. She isn't available this morning.

Finishing

You're welcome.

- 5** Divide the class into pairs to write some further reasons in column 2 of the table. Ask students to work together to create sentences with the phrases in columns 3 and 4. Form one or two possible questions as examples with the class, e.g. *Would you like to call back later? Can I help you?* Check that students are using the weak form of *can* (/kən/) so that they sound more natural. Monitor the activity and provide help if necessary.

SUGGESTED ANSWERS:

he/she's ... out of the office / away from his/her desk / on a business trip / off sick / on holiday / on leave / working from home / in training / out for lunch / not taking any calls / not working today.

Would you like to ... call back later? / hold for a few minutes? / speak to someone else? / leave a message? / tell me what it's about?

Can I ... help you? / take a message? / get her to call you back? Could you ... call back later? / hold for a few minutes? / leave a message? / tell me what it's about?

Would you like me to ... take a message? / get her to call you back?

- 6** With lower-level groups, or to help the weaker students in a mixed-level class, go through an example of this conversation with the class. Elicit a suggestion from each box, e.g. A: *Good morning, A&C Holdings. Jeanne Dubois speaking.* B: *Could I speak to Mr Leconte?* Students can do this exercise using their mobile phones if possible or, if not, back to back. Monitor the language used and offer help and feedback as appropriate.

- 7** Students work in pairs to complete the exercise. Check answers as a class. In preparation for the next roleplay, suggest students write a set of 'telephone prompt cards' in English with the useful phrases from sentences 1-4. Tell students it would be useful to memorize these phrases as they will be helpful for making calls.

ANSWERS:

1 e) 2 d) 3 b) 4 a) 5 c)

Roleplay

- 8** Make this activity as realistic as possible, with students using their own phones, if appropriate, as well as their diaries or the calendar on their mobile phones. Students can do this exercise back to back. Monitor the language used and offer help and feedback as appropriate.
- 9** Divide the class into different pairs. Give students a few minutes to prepare for the first roleplay. Check that Student A invents a name, and a company name (as the supplier). Check that Student B knows the name of the company, and how he/she will answer the phone as the PA. Ask students whether the conversation will be formal or informal, or neutral. Again, students should use their mobiles or do the exercise back to back. Monitor the roleplay and take notes on good and problematic language used.
- Move on to the second roleplay and check that students know who is making the call. With lower-level students, ask how they will begin the call, and write up the phrase on the board. Continue to write up the first few lines of the conversation. Finish the lesson by providing useful feedback on both roleplays.

EXTENSION ACTIVITY

Ask students to write a telephone conversation based on one of the two that they had in Exercise 8.

2.5 Writing

Formal letters and emails

This module focuses on analysing paragraph order. It also covers starting and signing off and writing informal emails.

Internet research

A search for the keywords *we apologize for* will bring up a lot of apologies in a range of different contexts. Students can look for a specific story which is of interest to them. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

Ask students, in pairs, to tell each other the last time they wrote and posted a letter. Ask: *Who was it to? What was it about?* Quite possibly, this will be a formal situation, such as making a complaint to an official body; or sending an original document somewhere and writing the accompanying letter. Elicit students' answers in whole-class feedback.

Discussion

1 Before starting the discussion, tell students they will be focusing on formal letters and emails in this module. Divide the class into pairs or small groups to discuss the situations in the box. Monitor the discussion. Elicit students' ideas in whole-class feedback.

Models

2 Before starting, ask students to scan the letter and the email and tell you which was written first (the email), and who each of them is from/to. Point out the link between the openings and the closings: *Dear Sir or Madam + Yours faithfully*; *Dear Ms Hills + Yours sincerely*. Give students a few minutes to read the content of both items and answer the questions. Check answers as a class.

ANSWERS:

- Mary Hills, the workshop manager at a small manufacturing company.
- She is writing to complain that she has not received the last four magazines.
- She asks Workshop Weekly to send the missing magazines as soon as possible.
- Pete Ashford, the customer services manager at Workshop Weekly
- He is writing to apologize for the problem.
- He encloses the missing magazines.
- He offers a six-month subscription to New Logistics at half price.

Analysis

3 When students have numbered the paragraphs in order, check answers quickly as a class. Point out that the sentences used in the introduction and conclusion are standard or fixed phrases which can be used as they stand or customized as required. Also, mention that the explanation is not very long; in fact, the 'action' paragraph is the longest.

ANSWERS:

- introduction
- apology
- explanation
- action
- conclusion

Language focus

4 You may need to remind students how to pronounce *Ms* (-miz). Also, remind students that *sincerely* and *faithfully* were used in the correspondence between Mary Hills and the customer services manager. Give students a few minutes to choose their answers before taking whole-class feedback.

ANSWERS:

- faithfully
- sincerely
- don't know
- know
- don't know
- married
- single

5 Ask students to do the exercise individually. Encourage them to write out their answers in full. Check answers in whole-class feedback and, if necessary, explain the meaning of the phrasal verb *to make up for something* (to compensate). This phrasal verb is also in the Glossary.

ANSWERS:

- Could you please look into the problem?
- We would be grateful if you could phone us as soon as possible
- Thank you for bringing this problem to our attention
- Please accept our sincere apologies for this error.
- We are working to resolve this problem as soon as possible
- To make up for our mistake, ...

6 Divide the class into pairs to discuss the messages. Start by eliciting students' reactions to the messages. They may point out that the messages are clear. They may comment on the many problems with inappropriate level of formality and incorrect language, e.g. in message 1, the writer starts *Dear Sir or Madam*, although he knows the recipient's name. When students have rewritten the messages, they should exchange their writing with another pair to compare the changes they made.

SUGGESTED ANSWERS:

- Dear Mr Otis,
The older residents at 52 Primrose Avenue really need the lift. Unfortunately, you have charged us for repairs but our lift is out of order again. We would be grateful if you could fix it as soon as possible.
Yours sincerely,
Mark Flynn
- Dear Mr Flynn,
Thank you for your email, and for bringing this problem to our attention.
Please accept our sincere apologies for this situation. Unfortunately we are having some problems obtaining parts, but we are working to resolve this problem as soon as possible. I can confirm that we can repair the lift next week. Please find enclosed a catalogue: to make up for the inconvenience, we can offer you a new carpet for your lift at half price.
Please feel free to contact me again if you have any other

Very truly yours,
Henry Otis

Output

7 Divide the class into Student As and Student Bs and give them time to read the relevant information. With lower-level groups, before starting, remind them of some of the important points in the module, e.g. the five steps of the apology letter. If possible, ask students to write their emails on a computer so that they can exchange them electronically. If this is not possible, they can simply exchange their sheets of paper. With weaker groups, you could ask students to work together in pairs and collaborate; they can select one writer. Monitor the writing activity, and provide help and feedback as necessary. Make a note of any language mistakes you want to focus on. Finish the lesson by writing these mistakes on the board and asking students to identify and correct them.

EXTENSION ACTIVITY

Ask students to work in small groups and brainstorm any occasions when they need to write a complaint. Students then work in pairs to write an email of complaint and either send it to each other to reply to, or, if time is short, send it to you for comments and correction.

2.6 Case study

Rock tour

This case study is based on a tour of a rock band. In this context, students identify problems, such as when one party does not fulfil the terms of a contract, and discuss and implement possible solutions to these problems. The case study also involves writing emails and agreeing on a plan of action.

Internet research

A search for the keywords *top concert tours* will bring up a lot of statistics about touring. Tell students to choose a year which they are interested in to include in the search, such as: *top concert tour + 2012/2013* or *of all time*, etc. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

As a warm-up for this lesson, find out which rock/pop groups or singers your students like. Ask: *Have you ever seen your favourite bands live? What are the advantages of seeing a live band? Are there any disadvantages?*

Discussion

1 Put students into groups of three or four to brainstorm their answers to the question. Elicit their ideas.

SUGGESTED ANSWERS:

Problems with travel, logistics, hotels, fatigue, lack of sleep, health, disagreements, accidents, being away from family and friends, unhappy fans, money, etc.

Reading

2 Students look at the photo and see if they can identify the band (U2). Elicit what students know about the lead singer (Bono) and the type of music (stadium rock). Before you start, do the same for the Rolling Stones. Pre-teach some vocabulary such as: *tour manager* (the person in overall charge of a tour). Tell students that the words *roadie* and *venue* are in the Glossary. Give students a few minutes to read the questions. Students then scan the article about bands on the road, looking specifically for the answers to these questions. Check answers with the whole class.

ANSWERS:


- 1 7 million + 100 = approximately 70,000
- 2 Approximately \$100
- 3 Because they are away from home, they work long nights and there is constant pressure and stress.
- 4 Because most groups split up after only a few years on the road.
- 5 Students' own answers

3 Before students read the letter, give them some pre-set questions such as: *Who is the letter from? Who does she work for?* Pre-teach any key vocabulary such as *damage* (physical harm that is caused to something, so it is broken or injured). Check that students remember the word *complain* (say that you are not satisfied with something). Tell students that the words *behaviour* and *invoice* are in the Glossary. Give students a few moments to read the letter from the customer relations manager and then ask them to answer the questions. Check answers as a class.

ANSWERS:

- 1 Damage to the hotel; unacceptable behaviour at night
- 2 The person who reserves the rooms is probably a secretary who reserves by phone without giving their own name
- 3 She would like Hoffmann Records to stop the bad behaviour and pay for the damage.
- 4 Next week they are playing in Iowa and Kansas.

Listening

4  1:39 Tell students that the word *awesome* is in the Glossary. Ask students to read the three questions. With lower-level groups, you could write these in note form in a table on the board. Play the recording. Check students' answers, and complete the table.

ANSWERS:

- 1 The President of the Illinois Einstein fan club (Scott Nelson)
- 2 Fan club members are unhappy because it's difficult to get tickets when the concerts are in small venues. There's no space to dance in a theatre because there are too many seats.
- 3 He asks the tour manager to call back or email him.

RECORDING SCRIPT

1:39
 Hi, this is Scott Nelson, President of the Illinois *Einstein* fan club. Listen, the concert in Burlington on Thursday was awesome. But a lot of our members are very unhappy because it's so difficult to get tickets. The band is famous now. We don't understand why you don't play bigger venues. I mean, the Burlington Plaza only has two thousand seats - that's far too small for a great band like *Einstein*! You can easily sell five thousand tickets in Burlington. The other problem in a theatre is there's no space to dance! There are too many seats! Anyway, please call me back or email me - S dot Nelson, that's N-E-L-S-O-N at A-O-L dot com. Thank you!

Writing

5 Divide the class into Student As and Student Bs and ask them to read the relevant information. Before writing, ask Student As to work together and brainstorm some ideas; ask Student Bs to do the same. Pairs of students work together to write their emails, on a computer if possible. After writing, ask them to exchange emails with other Student As or Bs to do a quick peer check. Then invite Student As and Bs to exchange emails. Monitor the activity and offer suggestions and feedback as necessary.

Discussion

6 Before the telephone conversation, check that students know words in the Glossary such as *roadies* (people whose job is to travel with musicians and move their equipment). Ask students to exchange the emails they wrote in Exercise 5 and give them time to read the relevant information in the Student's Book. Ask Student As to work together in small groups and plan out what they are going to say on each point; Student Bs do the same.

Put students back into their A/B pairs for the phone calls. Before starting the calls, check that each pair knows who is going to start the call and who is going to answer it. Suggest a time limit of ten minutes - you could ring a bell (or similar) after ten minutes and students should then finish off their calls. Monitor the phone calls. In whole-class feedback at the end, point out any language they have used well and help out with any problematic language.

EXTENSION ACTIVITY

Students write an email summarizing the phone call in the final roleplay, and listing the key points they agreed on.

Review 1 and 2 Answer key

Review 1

(page 22 in the Student's Book)

Gaining experience

1

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

2

- 1 work without pay
- 2 go out together after work
- 3 live with uncertainty
- 4 think before you speak and be diplomatic

3

- one thousand, four hundred (*or* fourteen hundred)
- seven thousand, six hundred and fifty
- three point seven five
- a hundred thousand (*or* one hundred thousand)
- four point two million pounds
- eight hundred and twenty dollars
- Maria at BT dot com
- info at myworld dot biz (*forward*) slash news
- half past four (*in the afternoon*)/ four thirty (pm)
- twenty to eleven (*in the morning*)/ ten forty (am)
- the fourth of June, twenty fourteen (*or* the fourth of June, two thousand and fourteen)
- the twenty first of March, nineteen ninety-six

4

- 1 often arrive
- 2 rarely have
- 3 always let
- 4 sometimes advertise
- 5 nearly always leave
- 6 never discuss

5

- 1 staying
- 2 too
- 3 free/available/taken
- 4 really
- 5 do
- 6 that
- 7 to
- 8 this
- 9 Let's
- 10 talking/speaking

6

- a) 3
- b) 2, 8
- c) 1, 5, 7
- d) 6, 9
- e) 4, 10

7

- 1 call, confirm
- 2 information, visit
- 3 ask, mind
- 4 tell, can't
- 5 let, problems
- 6 ship, order

8

- 1 experience; skills
- 2 voluntary; world
- 3 abroad; permanent
- 4 schedules; colleagues
- 5 on site; allowance
- 6 logistics; opportunity
- 7 degree; economics

5

- 1 problem, attention
- 2 apologies, error
- 3 Unfortunately, technical
- 4 working, resolve
- 5 grateful, possible
- 6 contact, questions
- 7 complain, addition
- 8 behaviour, unacceptable

Review 2

(page 35 in the Student's Book)

Customer satisfaction

1

- 1 lead
- 2 prospect
- 3 consumer
- 4 customer
- 5 referral

2

- 1 customer satisfaction
- 2 ship a product
- 3 delivery date
- 4 deal with complaints properly
- 5 a faulty product
- 6 apologize
- 7 exchange the product
- 8 give a refund
- 9 provide technical support
- 10 dial the number
- 11 get back to them
- 12 hang up
- 13 get through
- 14 return your call

3

- 1 a)
- 2 d)
- 3 e)
- 4 c)
- 5 b)

4

Correct order:

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

Digital resources for Unit 3

eWorkbook

Language practice:

interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets

Listen: Student's Book audio, language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 3

Resources: PowerPoint Unit 3, business document Unit 3, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Subject background

A supply chain is the series of processes involved in getting goods from the supplier to the end user. The following activities form a supply chain:

sourcing and processing raw materials → logistics and shipping → manufacture of parts and components → logistics and shipping → assembly of components into finished products → logistics and shipping → wholesalers and distributors → logistics → retailing → logistics → end user (consumer)

There is a perception that companies like VW (automobiles), Samsung (telecommunication devices), Lenovo (computers) and Electrolux (domestic appliances) are manufacturing companies. In fact, they are not manufacturing companies because they don't 'make' anything: they are assembly and marketing companies. They put the components together and build their brand. The manufacturing of the components is done by specialized external firms. Container ships carry these components to sub-assembly plants. The sub-assemblies are then shipped to assembly plants where the finished products are assembled. These finished products are then put into other containers and shipped to the markets in which they will be sold.

The supply chain process, from raw materials to assembler, is called the 'upstream' end of the supply chain. The job of organizing this process is the responsibility of the supply chain manager, also called the procurement manager. This job used to be called purchasing manager, but now the word *procurement* is used to show that purchasing (i.e. negotiating with suppliers or vendors) is only a small part of managing the whole supply chain.

The upstream end of the supply chain ends at the assembler. The second half of the chain, from assembler to retailer to end user, is called the 'downstream' end. Another word for this is the distribution channel. It may involve distributors, agents, wholesalers and retailers. It may also involve the Internet as a retail platform.

The whole process ends with the consumer. Note that the word *customer* is not a synonym for *consumer* – each company in the chain is a customer of the one before it, but there is only one consumer: the final end user.

Useful websites

www.supplychaindefinitions.com

(A vocabulary-oriented website with a useful supply chain diagram)

www.managementstudyguide.com

(Under Operations/Supply Chain Management, read the overview and explore the more detailed processes on the left)

Learning how to give a presentation effectively is an important skill in today's work environment. Most middle and senior managers will attend a course on presentation skills during their career. There are many different courses on presentation techniques, and they use a wide range of approaches, for example, focusing on the mechanical aspects of presenting (use of software, content of slides, etc.), adopting a creative approach to presenting, adapting content to different audiences, and so on.

The following tips may be useful for your students before they give their presentations in module 3.4, Exercise 9:

- Before you start, allow yourself a few moments of silence and peace. Look around the audience, make eye contact and smile.
- Speak more slowly than usual, and pause often for dramatic effect.
- Don't worry about movement and gestures – attempts to control these will fail as soon as you lose yourself in the subject matter.
- Be yourself. Don't try too hard. Relax. Breathe.
- If you become nervous or forget your words, drink some water or just pause. The audience won't mind – in fact, they will be glad of a few quiet moments to think.

Useful websites

www.presentationmagazine.com

www.presentation-skills.biz

(Both of these websites contain dozens of short, interesting articles.)

www.slideshare.net

(SlideShare is to PowerPoint what YouTube is to videos. Type *presentation skills* into the search box.)

3.1 About business

Supply chain management

This module looks at the supply chain, a fundamental business model which involves a series of processes for moving goods from the manufacturer to the retailer and finally to the consumer. This process is presented through a story about a family business. The module also focuses on supply chain problems and solutions.

Internet research

A search for the keywords *supply chain jobs* will bring up a number of sites listing jobs in warehouses as well as in areas such as sales, procurement and logistics (*Procurement* is the process of buying supplies or equipment. *Logistics* is the practical arrangements that are necessary in order to organize something, especially something involving a lot of people or equipment.) Ideally, this research should be done before the lesson to give students an idea of what is involved in supply chain management.

Brainstorming

1 As a lead-in, write the phrase *supply chain* on the board and see if students can provide a definition, e.g. *a system of organizations, people and activities involved in moving a product or service from supplier to customer*. Focus students on the example under the list in Exercise 1 (*The 'right' product ...*) and ask them to define the other phrases with the word *right* in a similar way

SUGGESTED ANSWERS:

The 'right' quantity means the number of products customers want: not too many, which results in extra cost for storage and unsold products; and not too few, which results in frustrated customers who cannot buy the product they want.

The 'right' condition means without damage, and ready to use when the customer wants to use it. For example, in the case of fruit or vegetables, ready to eat immediately, but also possible to keep for several days before eating.

The 'right' documentation includes instructions, official safety certificates, guarantees, tax and customs information, etc. – everything that is required, but no unnecessary documents.

The 'right' place means somewhere convenient and accessible for each customer: for example, in out-of-town megastores for customers who want the best price, or in city centre stores for customers who are prepared to pay more for convenience.

The 'right' time means making product availability correspond with customer demand, e.g. toys, warm clothing and special foods before Christmas; light clothes and ice creams in summer.

The 'right' price means a price which is attractive to the customer and also provides a sufficient margin for manufacturers and distributors.

Reading

2 Ask students to look at the pictures and the title of the article on page 37 and predict what the article is about. The photo shows three characters from the Disney film *Toy Story 3* – Lots-o' Huggin' Bear (or Lotso) Buzz Lightyear and Woody – and the illustration shows a supply chain, so students might predict that the article is about a toy factory supply chain. Ask students to scan the first two paragraphs of the article in order to complete the flow chart in Exercise 2. If necessary, clarify the meaning of *logistics* here (making sure that products are in the right place at the right time, using the right transportation)

ANSWERS:

- 1 Polyplasto Inc
- 2 Packobox Ltd
- 3 Bigtruck Ltd
- 4 IPM plc
- 5 Lasseter Ltd
- 6 Smalltruck Ltd
- 7 toy shops
- 8 children

3 Ask students to skim the article and choose the best summary (a–c). In whole-class feedback, ask them to read out any sections of the article that helped them to decide which summaries to reject and which one to choose, e.g. *there's no cash to pay the salaries* (lines 41–42) rules out option b).

ANSWER:


c)

4 Ask students to check the Glossary for any new or difficult words. You may need to provide additional help with vocabulary. Students then read the whole article carefully in order to decide if the sentences are true or false. Check the answers quickly as a class.

ANSWERS:

- 1 F – The end users are children
- 2 T
- 3 F – They don't have any toys to supply as they don't have enough raw materials.
- 4 T
- 5 F – He's unhappy because of the cash flow problems.
- 6 F – It helps everyone in the supply chain.

Listening

5  1:40 Tell students they are going to listen to a meeting at Lasseter in which the problems at the factory are discussed. Ask a student to sum up the problems that the company is having, and make a note of these on the board, e.g. communication, packaging, storage space, cash flow, etc. While listening, tell students to jot down which three problems are discussed at the meeting. When you have elicited the answers, students should study the arguments listed in the table and match them to the problems.

ANSWERS:

- 1 Packaging costs, b)
- 2 Raw materials, c)
- 3 Deliveries to the shops, a)

RECORDING SCRIPT

1:40

Jake: We need to talk about supply chain problems. First, there's packaging costs. The boxes we buy from Packobox are more and more expensive.

Luke: That's why you ordered 400,000 boxes? To get a better price?

J: Yes, Luke. But I understand we don't have enough storage.

L: Exactly.

Brendan: What about foreign suppliers? I'm sure we can get better prices in Asia or India.

L: That's true. But people at Packobox could lose their jobs!

J: Yes, that's a difficult decision ... OK, the second problem is raw materials.

B: What's the problem? Polyplasto supply the right product, at the right price. If you remember to order, of course ...

J: Yes, all right, Brendan. The problem is we only have one supplier. We put all our eggs in one basket! That's a big risk. If they can't deliver, or if they decide to increase their price, we're in trouble.

L: And if we work with two suppliers, it's more expensive?

J: Right. For smaller quantities, the price is always higher ... There's also a third problem: deliveries to the shops. Luke?

L: Yes. Smalltrucks are unhappy because sometimes we need three trucks a week, sometimes only one, and sometimes none at all. It's very difficult for them to manage.

J: I can understand that. They never know how many trucks and how many drivers they need.

B: Perhaps we can give them more information about our orders and production?

J: But it's risky, Brendan. We don't want our competitors to have that sort of information ... Look, these are all difficult decisions. I think we need to have another meeting.

Roleplay

6 Before starting, give students a few minutes to go through the agenda individually and make notes on each point. Set up the roleplay by dividing the class into groups of around five or six students. Tell each group to appoint a chairperson for the meeting, and remind them of some of the chairperson's functions: timekeeper, to keep the meeting on track, to summarize decisions at the end of the meeting. The chairperson should also be prepared to report the group's decisions to the whole class. Monitor the meetings and take notes on good and problematic language. Give feedback as necessary.

EXTENSION ACTIVITY

Ask students to write the minutes of their meeting in Exercise 6. You may need to check that students know what minutes consist of (a list of attendees, aims, key points arising, action plan). You could use the minutes template on page 118 as a guide. The minutes should outline the decisions they reached and any action points they decided on. Students can write the minutes for homework, or write them in class in pairs.

3.2 Vocabulary

Supply chain and product life cycle

This module focuses on partners in a supply chain. It also practises vocabulary relating to the production process, such as assembling goods, packaging them and doing quality control tests. In addition, the module also looks at the stages in a product life cycle. A product is only useful for a certain amount of time, after which it reaches the end of its 'natural life' and may be thrown away or recycled.

Internet research

A search for the keywords *slavery footprint* will bring up some shocking statistics about the number of people who work as slaves, and contribute to the supply chains involved in making products we use. The idea that slavery exists today may be quite surprising, as the word is often linked with the transatlantic slave trade which started in the 17th century. Students can do an online quiz to see how many slaves work for them. Students can compare their results and discuss anything that surprised them, and anything that they might change in order to reduce their slavery footprint. They can do this test after the lesson as an extension activity.

Brainstorming

1 Ask students to look at the photo on page 38 and, without looking at the text, see if they can guess what the product is (golf balls). Elicit which part of the supply chain the man in the picture works in (manufacturing). Divide the class into pairs or small groups to do Exercise 1. In whole-class feedback, elicit one idea per group until you build up a list of people who have handled the goods.

SUGGESTED ANSWERS:

- workers who extract the raw materials
- workers who process the raw materials to produce plastic and rubber
- suppliers who manufacture the parts
- workers who assemble and package the golf balls
- quality staff who check and test the product
- workers who make the packaging
- warehouse staff who stock and ship the boxes
- delivery drivers who distribute and unload the boxes
- store employees who put the boxes on the shelf
- sales assistants who help the customer choose a product

2 Students do this exercise individually. When they have finished, let them check answers in pairs before whole-class feedback. Check the pronunciation of keywords, such as *buyer*, *manufacturer* and *forwarder*, including the word stress. Model the word stress if students have any difficulties.

ANSWERS:

2 a) 3 b) 4 c) 5 f) 6 d)

Reading and vocabulary

3 Ask students to explain the name of the company in line 1 of the text (It comes from the golfing term *a hole in one* = getting the ball in the hole in just one shot.) Students scan the text for keywords to put the production steps in the correct order. Check answers as a class.

ANSWERS:


- 1 purchasing
- 2 assembly
- 3 testing
- 4 packaging
- 5 shipment

4 When students have finished matching the words from the article with their definitions, ask them to decide if the words in bold can be used as nouns only, verbs only, or both. (Answers: Noun only: *warehouse*. Verbs only: *assemble*, *run out of*. Both: *labour*, *ship*, *store*, *purchase*, *stock*, *check*, *package*.) Find out how your students are recording their vocabulary on this course. Suggest they add abbreviations to help them with word formation, such as *v* (= verb) and *n* (= noun).

ANSWERS:

- 1 warehouse
- 2 labour
- 3 ships
- 4 stored
- 5 purchase
- 6 stock
- 7 checked
- 8 assemble
- 9 run out of
- 10 packaged

Listening

5  1:41 Before they listen to the lecture, ask students to read the eight stages in a product life cycle and predict the correct order. Then, if necessary, play the recording twice for them to check their answers. In whole-class feedback, listen out for how students stress these words, and model correct stress where necessary.


ANSWERS:

- 1 extraction
- 2 processing
- 3 design
- 4 manufacture
- 5 distribution
- 6 use
- 7 repair
- 8 recycling

RECORDING SCRIPT


 1:41

Lecturer: Today, I'm going to talk about eight stages in the product life cycle. The cycle begins when raw materials like iron ore, trees or oil are extracted from the ground or from the sea. This is called extraction. In the next stage, which is called processing, raw materials are processed to make materials like steel, wood or plastic. Before the product can be manufactured, it is designed to be easy to produce and use. This design stage is followed by manufacture: the product is manufactured in large quantities to reduce costs. Next, the product is distributed to customers by ship, train, truck or plane. This is the distribution stage. Then, the product is used by consumers. After the use stage, we have repair: if it breaks, the product is repaired by the manufacturer. Finally, in the recycling stage, the product is recycled at the end of its useful life.

6  1:41 Check that students know what *iron ore* is and point out that it is in the Glossary as two entries, *iron* and *ore*. Divide the class into pairs to do Exercise 6. Then play the recording again for them to check their answers.

ANSWERS:


- 1 extracted
- 2 processed
- 3 designed
- 4 manufactured
- 5 distributed
- 6 used
- 7 repaired
- 8 recycled

7  1:42–1:47 Before playing the recording of six people talking about their work, tell students they should listen and note down which stage of the product life cycle each person is talking about. Pause the recording briefly after each speaker. Check answers quickly as a class.

ANSWERS:

- 1 recycling
- 2 distribution
- 3 design
- 4 extraction
- 5 manufacture
- 6 repair

RECORDING SCRIPT

 1:42–1:47

Speaker 1: Nowadays, 85% of the materials used to make a car can be recovered and used again.
 Speaker 2: If you order before 3pm, we can deliver anywhere in the country the next day.
 Speaker 3: We use 3D models on computers, so we know exactly what the product will look like, and how we can manufacture it.
 Speaker 4: We use a lot of powerful machinery, but it's still a dirty job: dirty, hard work and dangerous.
 Speaker 5: More and more processes are controlled by computers. In fact, most of the time, there are only three or four people on a line that makes hundreds of pieces per day.
 Speaker 6: It's quicker and cheaper to just change the PCB, the printed circuit board. It takes too long to look for individual components that aren't working.

8 Put students in A/B pairs to do the crossword. Explain the rules: Each student looks at their own crossword. One student asks for a clue. The other student gives the definition of the word, but cannot say the actual word. Students take it in turns to give definitions and guess the words until they have both completed their crossword. When they have finished, clarify any questions students may have.

EXTENSION ACTIVITY

Ask students to write down a figure to represent how good they believe their own country is in the area of recycling, where 1 is extremely poor and 5 is excellent. Ask them to compare their figure with someone else in the group and justify their answer. Finish this fluency activity by brainstorming how recycling could be promoted within a specific context: a university, a company they know, a certain industry or countrywide.

13 Grammar

Prepositions and present simple passive

This module focuses on prepositions of place and prepositions of movement. Choosing the correct prepositions can be problematic for many students for a range of reasons, especially due to differences in their use in the students' first language. This module also practises the present simple passive. The passive is often used to describe processes, and the module focuses on one particular example – making cookies – a model which can easily be transferred to other factory processes.

Internet research

A search for the keywords *how* ^{is made} or *how* ^{are made} will bring up a huge number of products, so encourage students to choose just one process which interests them. This research could be done before the lesson, as a diagnostic to see how they are using the passive, or at the end to provide further practice.

Prepositions of place

1 Before starting, brainstorm common prepositions of place. With smaller groups, do this in a fun way, by simply moving an object around and getting students to shout out the correct preposition. Then students study the pictures in Exercise 1 and match each picture with a preposition of place. Check answers quickly as a class.

ANSWERS:

- 1 between
- 2 above
- 3 in
- 4 at
- 5 next to
- 6 behind
- 7 under
- 8 on top of
- 9 in front of
- 10 on
- 11 below

2 Before starting the activity, check that all students know the name of the vehicle in the pictures (*a forklift*, or *a forklift truck*) and the name of the place where the boxes are stored (*a rack*). Explain the aim of this well-known activity: Each student has a different version of the same picture. By asking and answering questions, students not only identify the differences, but also practise a lot of useful language, such as confirming or denying something, using descriptive adjectives and using prepositions of place. Go through the example so that students know which kinds of question to ask. Divide students into As and Bs and ask them to find the differences and complete their drawings.

ANSWERS:

Student A: missing items are:

- a box of footballs on the rack, below the sports shirts
- a driver in front of the forklift
- a desk behind the rack

- a strip light above the rack
- a computer on the desk, next to the phone
- a mobile phone on the floor, between the forks of the forklift

Student B: missing items are:

- a box of tennis rackets on the rack, above the golf clubs
- a box of shorts on the rack, below the golf clubs
- tennis balls under the forklift
- the boss at the window
- a box of rugby balls on the rack, above the sports shirts
- a hard hat on top of the forklift
- a cat in/on the forklift

Prepositions of movement

3 Give students time to read through the lists of Prepositions of place and Prepositions of movement in the *Refresh your memory* box. If students seem unsure about these or would like some further practice, work through some or all of Exercises 1–3 in the *Grammar and practice* section (pages 128–129 in the Student's Book, answers on page 100 in this book)


Check students know how to pronounce *arch*. Ask students to read and then complete the email by studying the map. Monitor the activity and take whole-class feedback.

ANSWERS:

- 1 round
- 2 down
- 3 over
- 4 through
- 5 out of
- 6 towards
- 7 under
- 8 across
- 9 past
- 10 into

4 If possible, encourage students to access a map on their smartphone, laptop or tablet to provide a visual aid while doing this exercise. Alternatively, find a map on the Internet and display it using a projector, or bring in hard copies of local maps for students to use. Monitor the activity, and provide support and feedback as necessary.

Present simple passive

5  1:48 Before starting, focus students on the Present simple passive section of the *Refresh your memory* box. If students seem unsure about this structure or would like some further practice, work through some or all of Exercises 4–6 in the *Grammar and practice* section (page 129 in the Student's Book, answers on page 100 in this book).

Students look at the photo of the factory workers and guess what type of factory it is. Ask students to read the questions and check that they know all the words, including: *bake* (to cook food, like cake or bread, in an oven), *mould* (a shaped container where you pour a liquid, like chocolate, that then becomes solid in the shape of the container). Remind students that *cookie* is the American word for *biscuit*.

Play the recording about a factory visit for students to answer the questions. Check answers as a class. Use question 1 to highlight the form of the passive. Write the phrase on the board: *Chocolate chips are added after mixing*, and show how it is constructed: subject + verb *to be* + past participle. It is not necessary to add the agent *by the cooks*.

ANSWERS:

- 1 chocolate chips
- 2 so that every cookie is exactly the same size and weight
- 3 11 minutes
- 4 computers
- 5 the cookies are cooled

RECORDING SCRIPT

1:48

Factory manager: Hi, everybody, and welcome to the cookie factory! Now, first of all, the flour, butter, eggs and sugar are mixed in large containers and then the chocolate chips are added. Please don't touch anything. You can taste some cookies at the end of the visit! Next, the cookie mix is poured into silicone moulds. We use moulds so that every cookie is exactly the same size and weight. After that, the cookies are baked in the ovens for eleven minutes. As you can see, everything is done by machines.

Visitor: Excuse me, but are the machines operated by people?

FM: No, they aren't. They're controlled by computer. Now, just behind the ovens you can see the cooling area. When they come out of the ovens, the cookies are very hot. They are cooled for fifteen minutes. After that, they are packed. Finally, the cookies are shipped to customers worldwide. Now, who would like to taste some cookies?

- 6 1:46 Clarify the meaning of any words as necessary. Give students a few minutes to complete the phrases individually. Let them compare their answers in pairs before you play the recording. Students listen and check their answers.

ANSWERS:

- 2 are added
- 3 is poured
- 4 are baked
- 5 is done
- 6 are, operated
- 7 are controlled
- 8 are cooled
- 9 are packed
- 10 are shipped

- 7 Divide the class into small groups to plan their virtual tour. Students can use the Internet, if necessary, to research how to make their chosen product. If possible, they can use a section of the classroom to set up various parts of the factory. When students are ready, they should conduct their tour for another group. Monitor the language they use and provide feedback on the appropriate use of the present simple passive for describing processes.

EXTENSION ACTIVITY

With students who work in a company, ask them to write a short explanation for a factory tour, or a tour of their workplace. With university students, issue maps of the university, if possible, and ask them to do the same for a group of overseas visitors. Students can exchange their pieces of writing and provide peer feedback on accuracy and clarity.

3.4 Speaking

Presenting a process

This module focuses on expressions for presenting a process. At the end of the module, students have the opportunity to deliver a presentation. For students who need to deliver presentations in English, this activity will be especially beneficial; for all other students, it will provide useful speaking practice. The module looks specifically at presenting the ordering and returns processes. These processes take place within the context of a distribution centre, where customers' orders are fulfilled, ticked off in a database, identified through electronic tagging and despatched.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *bad presentations* will reveal some videos of poor presentations. Students can watch one in order to make a list of do's and don'ts for delivering presentations. This research should be done before the final presentation activity.

- 1 As a lead-in to the topic, ask students to look at the photo and tell you any words which come to mind, such as: *train, transport, goods, speed, raw materials*, etc. Then, write *distribution centre* on the board and find out what students understand by this term. The Amazon warehouse is a good example of a place where goods are distributed to and from.

Focus students on the example before they complete the exercise in pairs. When they have finished, check answers quickly as a class.

ANSWERS:

- 2 How are the goods identified?
- 3 Where are the goods stored?
- 4 How is a customer's order prepared?
- 5 Who prepares the customer's order?
- 6 What documents are sent with the customer's order?

- 2 Elicit the answer to the question. If necessary, clarify the use of *who* as the subject and the object: *Who loves you?* (*who* is the subject); *Who do you love?* (*who* is the object).

ANSWER:


Because the question is about the agent, the person who performs the action.

- 3 Before students match the questions and answers, ask them to look at the photo on the left and identify a *pallet*. Also, check that students know the term *electronic tag*. Both *pallet* and *tag* are in the Glossary.

ANSWERS:

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

Listening

4  1:49 Before listening, ask students to read the four sentences and guess the correct option in each. Elicit some answers from different students. Play the recording for students to confirm or modify their answers. Take whole-class feedback.

ANSWERS:

1 millions 2 a database 3 a picking list 4 a few hours

RECORDING SCRIPT


 1:49

Good morning, and thank you for inviting me here today. I'm here to tell you how a distribution centre works. I'd like to start by explaining what a distribution centre is. When you order two or three different items from an online store like Amazon or eBay™, it's the distribution centre that sends your products just a day or two later, all in one box. So, how do we do it?

Well, first of all, the distribution centre has millions of products in stock, all in one place. The goods are delivered by truck from manufacturers all over the world. When the goods arrive, they are checked by a receiver and identified with an electronic tag. If we don't record every item in the database, we don't know what we have in stock and where everything is. Next, the goods are put on racks or, if they are large products in boxes, like TVs, they are stored on pallets. Are there any questions so far? No? All right.

Moving on to the next stage; when you place your order with the store, a picking list is sent to the distribution centre. This is a list of products to be picked – or collected – from the racks. Then, we pack your goods carefully in a box; an invoice or a delivery note is also included. After that, a shipping label with your name and address is printed and stuck on the box. Finally, your order is shipped and an email is sent to confirm the shipment date. I'd like to finish by pointing out that, very often, your goods are shipped only a few hours after your order, so you can receive them in less than 48 hours!

Now, if you have any questions, I'll be happy to answer them. Yes?

5  1:49 Elicit some phrases that are useful to start a presentation, to sequence it, and to conclude it. Then divide the class into pairs to complete the gaps. Ask some students to read out their possible answers. Play the recording again, so that students can hear the model answers.

ANSWERS:

Starting

Thank you for *inviting me here today*.

I'm here to *tell you ...*

I'd like to *start by ...*

Sequencing

First of all, *...*

Are there any questions so far?

Moving on *...*

After that, *...*

Finishing

If you have any questions, I'll be happy to answer them.

6 Ask students to look at the photo and tell you what they think about the distribution centre. Ask: *What kind of goods do you think it distributes? Would you like to work there?* Students can do the matching exercise in pairs. Check answers quickly as a class.

ANSWERS:

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

7 Ask each pair of students to divide the questions between them, e.g. Student A asks the odd number questions and Student B asks the even numbers. With lower-level groups, give students some time to invent their answers. Monitor the activity and praise as appropriate. Deal with any problematic language at the end of the activity.

SAMPLE ANSWERS:

- 2 When you press the red button, the machine stops.
- 3 When the picking list is received, the order fillers prepare the order.
- 4 When a product is not in stock, the store gives the customer an estimated delivery date.
- 5 If two customers want the same item, the second customer has to wait.
- 6 If the electronic tags don't work, the order fillers can't find the goods.
- 7 If the database crashes, everybody stops work.
- 8 If there's a truck strike, no goods are delivered.

Presentation

8 Before starting this activity, put students in small groups and ask them to describe how they order products from an online shop such as Amazon, and what they do if there is a problem with a product and they need to return it. Collate students' ideas on the board.

Put students into pairs and allocate roles, A or B. Give them time to read and understand the relevant information. Provide help with any words, such as: *validate* (to prove that something is true and correct). Give students time to prepare their presentations in pairs of As and pairs of Bs. If you are short of time, students can prepare in class, rehearse individually at home and give their presentations in the next lesson.

9 Put students in A/B pairs and ask them to give their presentations. Monitor the pairs and take notes on language as well as content. Take whole-class feedback at the end of the lesson and, if there is time, invite a strong volunteer to give their presentation.

EXTENSION ACTIVITY

Students who work can prepare and deliver a mini-presentation on distribution in their company. University students can watch a YouTube video of the distribution process of a suitable company, take notes and briefly summarize the process in the next lesson.

3.5 Writing

This module focuses on analysing direct and indirect language. Direct language is often used to help people follow instructions; indirect language is often used to create a polite tone and may require some interpretation by the receiver of the information. The module also covers referring to additional information, emphasizing instructions and writing instructions.

Internet research

A search for the keywords *returns policy* will bring up the policies of a variety of retailers, as well as guidelines from official organizations on trading standards. Students can do this research before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity. As an extension, students can tell you if they have ever had problems with a company when they wanted to return an article.

Discussion

1 Check that students remember the adjective *damaged* and that they know the term *pickup point* (a place where you go to collect goods). Monitor students' discussions. Ask someone from each group to summarize their discussion.

SUGGESTED ANSWERS:

- 1 Many manufacturers subcontract all their distribution operations to a distribution centre. The factory may be on a different continent, and may not have staff with the skills to repair products.
- 2 They sell at low prices so there is no margin for distribution costs.
- 3 a) For the seller, shipping in larger volumes to a small number of pickup points is much easier and cheaper than shipping individual items to individual addresses. b) For customers, this system allows them to share the saving in shipping costs by obtaining the product at a lower price.

Models

2 With larger groups, or to provide additional fluency practice, divide the class into As and Bs. Student As read the email to Mrs Branston, and Student Bs read the email to Mr Matthews and the directions to the pickup point. Then they exchange information about the two messages.

ANSWERS:

- 1 Mrs Branston has a product that is faulty or damaged. Mr Matthews would like to have his refrigerator delivered to his home.
- 2 Mrs Branston can return her product with the RMA number and the company will repair or replace it or refund her money. Mr Matthews can pick his refrigerator up from the nearest pickup point.
- 3 Mrs Branston also receives instructions about how to return her product. Mr Matthews also receives directions to the pickup point.

Analysis

3 Check the answers quickly as a class when students have completed the exercise.

ANSWERS:

- 1 The emails use indirect language like 'please' and 'unfortunately' to be polite.
- 2 The instructions and directions use direct language like 'follow' and 'don't forget' to be clear.

Language focus

4 Check that students can explain the difference between *attached* and *enclosed* (*attached* is used in an email when you attach a document; *enclosed* is used in a letter when you put something extra in the envelope). Check students' answers in whole-class feedback.

ANSWERS:

- 1 above
- 2 below
- 3 the following
- 4 attached
- 5 enclosed

5 Students do the exercise individually. Check answers as a class.

ANSWERS:

- 1 above
- 2 enclosed
- 3 below
- 4 attached
- 5 the following
- 6 above

6 Ask students to look back at the emails on the previous page and focus on the instructions in model 1 and the directions in the attachment in model 2. When they have located and underlined the five phrases, let them compare answers in pairs. Confirm their answers in whole-class feedback.

ANSWERS:

Be careful (not) to ...; Ensure that ...; Don't forget to ...; Make sure ...; Be sure to ...

7 Divide the class into pairs to do the exercise orally. After they have finished, ask them to write out the instructions in full. Monitor and check students' writing for correct spelling.

SUGGESTED ANSWERS:

- 1 Don't forget to pay for the postage and insurance.
- 2 Ensure that the RMA number is clearly marked on the box.
- 3 Be sure to package the product properly.
- 4 Be careful not to wear it in the swimming pool.
- 5 Remember to charge the battery.
- 6 Make sure you don't forget to send your product back within 60 days.

Output

8 Before answering the email from Magda, ask students to look at the photo to see what kind of pictures she is likely to receive. Suggest that students write their emails on a computer if possible. Monitor this writing activity and offer help and feedback as necessary.

EXTENSION ACTIVITY

Ask students to guess which of the words in the Glossary on page 45 of their Student's Book are among the 7,500 most frequently used words (shown in red in the Glossary). They can check their answers in the Glossary itself, in a printed Macmillan English Dictionary, or in the Macmillan online dictionary at www.macmillandictionary.com.

3.6 Case study

Digidisc Ltd

This case study is centred around the company Digidisc Ltd. Digidisc makes music players which can store CDs. Students investigate factory workflow problems, which are largely caused by poor factory layout, and discuss and present their ideas for improving the factory's workflow.


Internet research

A search for the keywords *advantages and disadvantages of open-plan offices* will bring up a lot of information about the pros and cons of this kind of office. This research should be done after the lesson as a follow-up activity. Set up a roleplay between a manager and a worker to discuss the advantages and disadvantages.

Discussion

1 Ask students to look at the photo and comment on the working conditions at the factory. Ask: *Do you think the workers are far enough apart? Do they have enough space? Do their chairs look comfortable?* Put students into groups of three or four to discuss their answers to the questions. Ask a spokesperson from each group to report back to the class

Listening and reading

2  1:50 When students have read the short introductory text about Digidisc Ltd, ask comprehension check questions, such as: *What do they make? Who is the site manager?* and/or reaction questions, such as: *What do you think about this product? Would you like to buy one?*

Many students find that reading and listening to a text simultaneously is a useful exercise. Ask students to read and listen, then complete the factory plan. However, if you prefer to do this activity as a listening exercise only, use the PowerPoint presentation on the Teacher's Resource Disc, or put the diagram on an OHT to display in class. Play the recording. Let students compare their answers with a partner before you check answers with the whole class.

ANSWERS:

- A loading bay
- B order processing
- C testing
- D painting
- E assembly
- F coffee machine
- G store

RECORDING SCRIPT

 1:50

Noah: So, the first thing you see when you arrive in front of the building is the loading bay, on the left. This is where all the parts are delivered, and where the finished products are loaded onto trucks.

Lily: Oh, all in the same place?

N: Yes. But the logistics department is just behind the loading bay, and it's divided into two sections, IN on the left, and OUT on the right. OK, let's go inside. Now, as we come through the main entrance, the packaging department is straight in front of you and logistics is on your left, just round the corner.

L: Oh, yes, I see.

N: When the parts arrive from the loading bay, first they're checked in logistics and then we put them in the store, which is here on the right, between the entrance and the warehouse. Before they're assembled, some of the parts are painted. The painting department is next to packaging, on the left. After painting, the parts go to assembly, on your right, opposite the warehouse. Some of the Digidiscs are tested. The testing department is over there in the opposite corner, next to painting. After that, all the finished products are packaged and then stored in the warehouse. Any questions so far?

L: No, I don't think so.

N: OK, so there are just two more important places. The first is order processing, which is the open-plan office between logistics on one side and testing and painting on the other. That's where you're working. And, last but not least, we have the coffee machine, which is over there in front of the warehouse. Are you ready for a cup of coffee?

L: Oh, yes, please!


Discussion

3 Divide the class into pairs to discuss the workflow at Digidisc. Take whole-class feedback

SUGGESTED ANSWERS:

- 2 Next, the parts are moved into the IN section of logistics, where they are checked.
- 3 After that, the parts are transferred from logistics to the store. This is disturbing for people working in order processing, and possibly dangerous for people arriving at the main entrance or using the coffee machine.
- 4 Then some parts are taken from the store to the painting department. Again, this can be disturbing or even dangerous. The painting department is next to order processing, so there is a problem with the smell of the paint.
- 5 After painting, the parts are assembled in the assembly area. The doors to assembly and the warehouse are too close, so there is a risk of accidents
- 6 From assembly, some products are taken to testing and then all products go to packaging. Because there is no door between assembly and packaging, all finished products go through the entrance and order processing areas.
- 7 Next, the finished goods are moved from packaging to the warehouse. This is another risky transfer.
- 8 Finally, the products are transferred from the warehouse to

Listening

4  1:51 Tell students they will listen to a recording of a meeting, and they should write in the table the problems mentioned at the meeting. Then they should compare these with their own ideas from Exercise 3.

ANSWERS:

- 1 the store is too far from the loading bay
- 2 order processing is interrupted all the time, and has the smell from painting and noise from testing.
- 3 the packaging department needs more space; it's too small
- 4 there's empty space in the warehouse – it's too big
- 5 the coffee machine is in a dangerous place

RECORDING SCRIPT

 1:51

Noah: Hello, everybody. Thanks for coming. I want to talk about the way the factory is organized. I know some of you are having problems. Can we start with logistics? Saeed?

Saeed: Well, first of all, the store is too far from the loading bay. All the boxes and pallets go through order processing every time we move something!

N: Yes. But the store needs to be close to assembly and packaging.

S: Well, yes, but a lot of parts don't go directly from the store to assembly. They go to painting first.

N: That's true, I suppose. Is that a problem for you in order processing, Katie?

Katie: Oh, yes, it's really difficult to work. We're interrupted all the time. And what's more, there's the terrible smell from painting, and the noise from testing!

N: Yes, I can see that. What about packaging? Tina?

Tina: Well, the main problem is that we need more space. The packaging department is just too small!

N: Well, there's empty space in the warehouse ...

T: Yes, the warehouse is too big. The finished products don't stay there very long anyway.

N: Right. What else? Lily?

Lily: Well, there's the coffee machine.

N: What's wrong with the coffee machine? I think the coffee's quite good!

L: Yes, but it's in a really dangerous place. There's always a lot of traffic between assembly, the warehouse and the store. I'm surprised we don't have more accidents!

N: Well, yes, I suppose you're right. But do you have a better idea?

L: Hm. Can we move the walls?

N: The walls? Yes. They're all moveable. We can change everything except the loading bay.

L: All right. Well, I think we need to ...

Discussion

5 Copy the blank factory plan onto OHTs if possible, and give these out to each pair or small group to complete during their discussion on how to reorganize the factory.

Presentation

6 In their pairs or small groups, students present their ideas to the class. Encourage the audience to ask questions. Take notes on what students say well and any language areas they need to improve. Finish the lesson with a vote for the best solution.

EXTENSION ACTIVITY

Play the 'suggestion box' game. Ask students to think about their workplace or place of study. Tell them to think of some suggestions for improvement and write them on cards. These could be improvements in parking, customer service, tidiness of meeting rooms or classrooms, or anything that would make their workplace or place of study more efficient. Put the cards in a box in the middle of the table. Have a meeting to discuss how things could be improved.

4 Job interviews and career

Digital resources for Unit 4

eWorkbook

Language practice:

interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets

Listen: Student's Book audio, language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 4

Resources: PowerPoint Unit 4, review test 1 (Units 1–4), business document Unit 4, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Subject background

Job interviews tend to be structured so that all candidates are asked the same questions and have an equal chance of success. There are four main types of interview question, as shown below. An interviewer might use the questions in this order, as they become increasingly more difficult.

Background questions

Tell me about your main responsibilities in your last job.

Why do you want to change jobs?

Specific questions relating to the job being applied for

What experience have you had with ...?

How would you deal with ...?

Past-behaviour questions

Describe a situation in which you persuaded someone to see things your way.

Give me an example of a time when you set a goal and achieved it.

Imaginary scenario questions

You are in a meeting. In front of your colleagues, your manager blames you for the failure of a task. You believe that your manager is wrong. What would you do?

You are managing a work group and notice that one of your team members has become angry and hostile in recent weeks. What would you do?

To practise answering these questions, students could take turns to roleplay job interviews.

To make the roleplays realistic, bring a selection of job advertisements to class, and ask students to bring in their CVs.

Useful websites

<http://jobsearch.about.com>

(Type *interview questions and answers* in the search box)

<http://career-advice.monster.co.uk>

(Type *most common job interview questions* in the search box)

A CV (from the Latin *curriculum vitae*) is a short document that gives an overview of a person's experience and qualifications. The word *résumé* is more common in the United States. A *résumé* is shorter (one page) than a European-style CV (typically two pages).

In order to make people's skills and qualifications transparent across Europe, the European Commission developed a standardized CV format known as Europass. Some social networking sites, such as LinkedIn™, also offer a standard CV format. However, many companies require job applicants to complete their standard application form rather than submit a CV.

It is good practice to modify a CV each time a job application is made, in order to emphasize the particular skills and abilities each company is looking for. Furthermore, an applicant who has changed jobs often could draw attention to their skills and achievements by making these the main sections in their CV, and play down their string of short-term jobs.

What makes a successful CV? Possible points include:

- Using reverse date order (i.e. putting the most recent course or job first) and focusing strongly on the most recent job. Earlier jobs are only of passing interest to an employer.
- Mentioning personal skills (being task-oriented, having the ability to meet deadlines) only if they are true for you, and you can back them up with examples.
- Emphasizing achievements – concrete things you have done – rather than just skills and abilities. For a university student, achievements might include running a university club, organising a social or sporting event, setting up a project on their internship, etc.
- Listing responsibilities and achievements with bullet points, and describing them using action verbs: *organized, set up, developed, implemented, liaised with*, etc.

Useful websites

On these websites, search for *CV templates* to see a range of styles.

www.monster.co.uk

<http://careers.guardian.co.uk>

<http://www.cvtips.com>

4.1 About business

Getting a job

This module focuses on the process of getting a job. Through a blog entry, it looks at the story of Lenny and how he got his dream job. While Lenny took what some people would regard as a risk to get his job, he also worked carefully on preparing his replies to questions from his future employer. Students have the chance to consider how difficult it is to get employment in the current economic climate.

Internet research

A virtual careers fair (sometimes called an online job fair) is an online event in which employers meet job seekers in a virtual environment, such as a chat room. It may involve using email to exchange information about job openings. A search for the keywords *virtual job fair FAQs* will bring up sites containing information on how such job fairs can help people to find a job. Ideally, this research should be done before the lesson to familiarize students with online job fairs and as a general lead-in to the topic.

Discussion

1 Before starting the discussion, tell the class about a holiday job you did in the past: your duties, how you found the job, and if you had an interview. Then, ask students to exchange their own experiences with a partner. Invite students to share any interesting experiences in whole-class feedback.

Reading

2 Ask students to look at the photo of the Google building and ask them what they know about this company's corporate culture. (For example, Google gives its creative staff time each week to work on personal projects.) Ask: *What does the pool table picture say about the company culture?* Give students a moment to read through the three questions. Tell them to read only the first three paragraphs of the blog. Check answers quickly in whole-class feedback. Ask: *What do you think about the risk Lenny took? Would you do the same? If not, why not?*

ANSWERS:

- 1 working for an Internet company
- 2 by visiting a virtual job fair
- 3 he found Annie's name and emailed her

3 Ask students to reread the first three paragraphs carefully and choose the correct answers. Check answers quickly as a class.

ANSWERS:

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

4 Before starting this exercise, ask students to guess a possible order of events. For example, *Lenny got the job* is likely to be the last item; *Lenny answered Annie's questions* will come after *Annie sent Lenny some questions*, etc. When they have finished, ask students to read the last three paragraphs to confirm and finalize the order. Let students compare their answers in pairs before whole-class feedback.

ANSWERS:


- 1 Annie sent Lenny some questions
- 2 Lenny thought about the questions.
- 3 Lenny answered Annie's questions
- 4 Annie phoned Lenny twice.
- 5 Lenny attended an interview in Dublin.
- 6 Lenny attended interviews in California
- 7 Lenny returned to Brussels.
- 8 Lenny got the job

5 Tell students that, in the next exercise, sometimes more than one answer is correct. Ask them to reread the last three paragraphs. When they have chosen their answers, ask students to compare their answers in pairs. In whole-class feedback, encourage students to say where they located each answer.

ANSWERS:

- 1 b) 2 c) 3 a) and b) 4 c)

Listening

6  1:52–1:54 Give students a few minutes to study the table. Play the recording, pausing after each speaker to allow students time to complete the information. Ask students to write notes on a separate piece of paper if necessary. Let students check their answers with a partner and complete any information they missed. Check answers as a class.

SUGGESTED ANSWERS:

Amy

- 1 she graduated with a Bachelor of Commerce degree, then she found a job
- 2 an entry-level job with a small local hotel
- 3 in an ad in the newspaper
- 4 a year later, her experience and skills got her her dream job with Marriott International

Rob

- 1 working in a really boring software company
- 2 a more creative job with a cool company
- 3 he found out about the company by talking about a new programming language on Twitter
- 4 he got a job with a company that had everything he wrote on his ideal employer list

Denise

- 1 studying her last year at engineering school
- 2 an internship at Honeywell
- 3 through a conversation with a fellow passenger on a plane who suggested several companies
- 4 she was the first person in her class to get a job

RECORDING SCRIPT

1:52

Amy: My name's Amy. I did a four-year Bachelor of Commerce course. When I graduated, I wanted a job with an international hotel chain. Unfortunately, nobody was hiring, especially a new graduate like me with no experience. Eventually, I saw an ad in the newspaper for an entry-level job with a small hotel in my home town. The money wasn't very good, but I took the job. I worked hard to make a good impression and I was extremely flexible. After six months, I was a supervisor. In less than a year, I was promoted to a management position. About a year later, my experience and skills got me my dream job with Marriott International.

1:53

Rob: My name's Rob. I found my dream job on Twitter – seriously! I was working in a software company and I wanted a more creative – and less boring – job with a cool company, so I made a list of everything I wanted to find with my next employer. Unfortunately, my ideal company didn't exist. At the same time, I was learning a new programming language. I started talking to other people about it on Twitter. One day, one of my Twitter friends was talking about the company he worked for. I visited the website and found everything that was on my ideal employer list! I sent them my CV and my Twitter friend gave me a personal recommendation. After three interviews, I got the job!

1:54

Denise: My name's Denise. In my last year before graduating from engineering school, I was desperate to find an internship. I had lots of interviews, but no luck. One day I was flying home from an interview when I started a conversation with the man sitting next to me. He was an engineer and he suggested some companies to contact. When I got home, I sent my résumé to all of them. A few weeks later, I was an intern at Honeywell! Everything went really well and, at the end of the internship, my supervisor asked me to apply for a full-time position. So I did, and I was the first person in my class to get a job!

Discussion

7 Set up the discussion by dividing the class into small groups. Tell students who work to either ignore question 2, or assume it means 'getting a new job', if this is applicable for any employee. Monitor the discussions and take notes on good and problematic language used. Ask a spokesperson from each group to summarize the discussion and report back to the class. Give feedback as necessary.

EXTENSION ACTIVITY

Students can do further research about specific company cultures in areas which interest them. For example, a new Internet company, a media company such as CNN or the BBC, a newspaper, the government, etc. They should choose an organization they know, or research a company on the Internet, and be ready to present some information about it to the class.

4.2 Vocabulary

This module focuses on questions about a student's CV. This is especially relevant to students who will eventually prepare their CVs and apply for jobs. Everyone has a CV and, when in employment, it is usual to keep a copy on hand, ready to update and customize if a suitable job opportunity comes up. The module also practises adjectives to describe personality and collocations related to job seeking. Students have the opportunity to listen to five people talking about their jobs and, finally, they take part in a roleplay between a student and a careers adviser.

Internet research

A search for the keywords *career personality test* will provide a range of online tests which claim to match your personality or skill set to an appropriate job. Students can complete one of these and report back on how useful they think it is. This research could be done before Exercise 4 to help with some of the vocabulary in the lesson, or before the final roleplay to help students deepen their knowledge of the range of different jobs available.

Answering questions

1 As a lead-in, tell individual students to ask you a question from Exercise 1. Answer truthfully. Check students know the term *work placement* (a temporary job that you do as part of a course of study in order to gain practical training and experience). Divide the class into pairs to do the exercise. Check answers quickly as a class.

ANSWERS:

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

2 Before starting this exercise, look at question 3. Remind students that in different English-speaking countries, there may be different terms for *primary school*, such as *junior school* or *elementary school*. Students do this exercise individually or in pairs. After students have completed the exercise, check their answers in whole-class feedback.

ANSWERS:

1 grew up 2 graduated 3 primary school 4 degree
5 resume 6 intern 7 trainee 8 high school
9 work placement / internship 10 abroad

3 Put students into pairs to ask each other the questions in Exercise 1 about their own CVs. Note: the questions in this exercise are general, so can be done by all students even if they don't have a CV prepared. Monitor the activity and provide any feedback as necessary.

Describing personality

4 Remind students that the word stress on *employee* is on the final syllable; compare this with the word stress on *employer*, which is on the second syllable. Before starting, check that students know all the words in the personality test, such as *demanding* (someone who is not easily pleased or satisfied). Encourage them to guess the meaning of any unknown words from either the context of a personality test or the opposite adjective provided.

Listening

5 1:55 Tell students they will hear two people talking about the test. Play the recording once and ask students to make notes. Let them compare their answers in pairs. If necessary, play the recording again. Check answers as a class.

ANSWERS:

They talk about the future, career, productivity and time management. The woman says she is very optimistic, not really ambitious but not unambitious, quite hard-working and terribly disorganized.

RECORDING SCRIPT

1:55

Man: How do you feel about the future? Are you optimistic or pessimistic?

Woman: Oh, I'm always very optimistic. For example, I never carry an umbrella!

M: Oh, right! What about your career? Are you an ambitious person?

W: Well, not really. But I'm not unambitious. I certainly don't want to be a President or a CEO, for example, but I do want to have a satisfying career with variety and challenge.

M: OK. So are you hard-working?

W: Yes, I think so. Of course, I can be lazy sometimes - I think everybody's the same. But when there's something important to do, I think I'm quite hard-working.

M: Right. So you're also very organized, I suppose?

W: No, actually, I'm terribly disorganized. You have no idea! But I'm working on my time management skills!

- 6** Ask students to discuss their own answers to the test with a partner. Monitor the discussions and provide help as necessary

Reading and vocabulary

7 Focus students on the title: *How to find the right job*. Ask them to predict the content of the article in terms of the advice it will offer. Collate students' ideas on the board. Then, ask students to read the four statements and decide if they are true or false. Check students' answers.

ANSWERS:

- 1 T
- 2 F - It's better to read job ads, visit job fairs and tell people you are looking for work.
- 3 F - Dressing smartly helps to create a good impression.
- 4 F - You should also prepare and ask some questions about the company.

8 Give students a few moments to match the words and create collocations. They should check their answers by identifying (e.g. underlining) each collocation in the text.

ANSWERS:

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

9 Students complete the sentences individually. When they have finished, let them compare their answers in pairs. Then check answers as a whole class. In order to consolidate the collocations, ask students to write one or two meaningful sentences with some of the collocations. Give an example: *Our university is holding a job fair next week. The last time I attended an interview, I got lost and arrived late.* In whole-class feedback, ask some students to read their sentences out to the class.

ANSWERS:

- 1 job ads; job fairs
- 2 look to hire; career path
- 3 entry-level job; gain experience
- 4 attend an interview; strengths and weaknesses
- 5 get to know; make a good impression

Listening and vocabulary

10 1:56-1:60 Before playing the five recordings, ask students to predict some of the duties of each of the jobs, e.g. a training manager organizes staff training; a PA does secretarial duties; a public relations officer ensures that any publicity shows the company in a positive light; a sales representative travels in order to do product demonstrations; a finance manager looks after the company accounts.

Students match each speaker with their job title, numbering them 1-5. When they have finished, check answers as a class.

ANSWERS:

- 1 Sales Representative
- 2 Public Relations Officer
- 3 Finance Manager
- 4 Personal Assistant
- 5 Training Manager

RECORDING SCRIPT

1:56-1:60

Speaker 1: I'm responsible for taking orders, presenting new products and taking care of customers. I do a lot of travelling.

Speaker 2: I'm in charge of the company's image: I organize events and I deal with journalists. So the job requires excellent spoken and written communication skills.

Speaker 3: I manage a team of business analysts. We provide key data on revenues, profitability and cash flow to the management team.

Speaker 4: I assist the General Director. I handle letters, email and phone calls and I run the Director's office on a day-to-day basis.

Speaker 5: I look after the development needs of all departments. I deal with external course providers and I also coach individuals when necessary.

11 1:56-1:60 Start by asking students to complete the gaps using the context, as well as from memory. Then play the recordings for students to listen and check their answers. With lower-level groups, pause the recording between each of the questions.

ANSWERS:

- 1 responsible; care
- 2 organize; deal
- 3 manage
- 4 handle; run
- 5 look; deal

Roleplay

12 Before setting up the roleplay, ask students to brainstorm different job categories (e.g. physical, creative, educational, medical, scientific, academic, etc.) and specific jobs within these categories, and collate students' ideas on the board. This will help the careers adviser (in the roleplay) to identify a suitable job, depending on the student's skills, and will provide the student with some ideas.

Divide the class into pairs and assign roles. A and B Give students time to read the relevant information. Monitor the roleplays and take notes on both good and problematic use of language. Finish the lesson with general feedback on performance.

EXTENSION ACTIVITY

Do the roleplay in Exercise 12 again, with students reversing their roles.

4.3 Grammar

This module focuses on past tenses: the past simple and past continuous. Typical errors include: forgetting to put the verb in the past simple when talking about the past, using the regular *-ed* ending on irregular verbs, and mispronouncing the past simple *-ed* endings. We often use the past continuous in narratives, to describe the background to something that was happening, or in progress, when something else took place.

Internet research

Ask students to think of a business person they admire and search for their biography. Students can prepare a short presentation on the business person's life and deliver it to the class. This research could be done before the lesson as a diagnostic to see how they are using past tenses, or at the end to provide further practice.

Past simple

1 1:61 Ask students if they know how to work out the pronunciation of the endings of the past simple tense. If not, explain that when a verb ends in a 't' or 'd' sound, the *-ed* ending is pronounced /ɪd/; when a verb ends in an 'unvoiced' (or soft) sound, such as /p/ or /k/, the *-ed* ending is pronounced /t/; and when a verb ends with a 'voiced' sound, the *-ed* ending is pronounced /d/. Alternatively, refer students to page 130 to read the information box. Check that students are able to complete the gaps with the phonemic symbols. Pause the recording between each answer to provide students with a chance to repeat each of the words themselves.

ANSWERS:

- 1 looked t
- 2 dreamed d
- 3 talked t
- 4 asked t
- 5 emailed d
- 6 posted ɪd
- 7 replied d
- 8 wanted d
- 9 seemed d
- 10 offered d

RECORDING SCRIPT

1:61

- 1 looked – I looked around a job fair.
- 2 dreamed – I dreamed of working for an airline.
- 3 talked – I talked to someone called Sally.
- 4 asked – Sally asked for my CV.
- 5 emailed – I emailed Michael.
- 6 posted – I posted a comment on his blog.
- 7 replied – I was delighted when Michael replied.
- 8 wanted – I really wanted to impress Michael.
- 9 seemed – He seemed satisfied.
- 10 offered – They offered me the job.

Divide the class into pairs and ask them to take turns to rebuild the sentences from the recording and practise saying them. Check answers as a class.

ANSWERS:

- 2 They offered me the job.
- 3 I was delighted when Michael replied.
- 4 I dreamed of working for an airline.
- 5 Sally asked for my CV.
- 6 I looked around a job fair.
- 7 I really wanted to impress Michael.
- 8 I talked to someone called Sally.
- 9 I emailed Michael.
- 10 He seemed satisfied.

3 Give students time to read through the *Refresh your memory* box. If students need more practice of either the past simple or the past continuous, work through some or all of Exercises 1–7 in the *Grammar and practice* section (pages 130–131 in the Student's Book, answers on page 100 in this book).

Remind students that past simple questions require the auxiliary *did*. Ask two students to read out the example exchange. Then divide the class into pairs to form the questions and answers using the verb in brackets to make their transformation. In the first exchange, Speaker A should complete the question and Speaker B should complete the answer. Then ask students to take turns throughout the exercise. Monitor the activity, checking for accuracy. Elicit exchanges in whole-class feedback.

ANSWERS:

- 2 Did she read ... No, she didn't. She read about it on the Internet.
- 3 Did she think ... No, she didn't. She thought it was a good idea.
- 4 Did she make ... Yes, she did. She made a very good impression.
- 5 Did Sally tell her ... No, she didn't. She told her to wait for Michael to contact her.
- 6 Did she find ... Yes, she did. She found his name and his blog, too.
- 7 Did she take ... Yes, she did, but she took a calculated risk to get his attention.
- 8 Did Michael send her ... No, he didn't. He sent her details about the job.
- 9 Did she write ... No, she didn't. She wrote a very careful reply.
- 10 Did the phone interviews go well? Yes, they did. They went extremely well!

FURTHER PRACTICE

If students need further practice in forming the past simple tense, ask them to deliver their biographies of business people (see Internet research above) in small groups and get the audience to ask questions.

4 Focus students on the photo and elicit adjectives to describe how this man is feeling e.g. *overjoyed*, *elated*, *ecstatic*. *Do you like his films? Why? Why not?* Check that students know the word *screenplay* (a story someone writes for a film). Divide students into As and Bs and give them time to read the relevant information. Students then ask and answer questions about Sylvester Stallone. Monitor the activity, checking for accuracy in students' use of the past simple.

Past continuous

5 Elicit from students the form of the past continuous, i.e. *I was working*. Look at the example given and elicit or explain why the first part is in the past continuous. Draw a time line to make it clear that one action was in progress when the other action happened. Ask students to work individually and then check their answers in pairs. Check answers in whole-class feedback.

ANSWERS:

2 e) 3 d) 4 a) 5 f) 6 b)

6 and **7** Do the first question in each exercise together as a group. Divide the class into pairs to complete the exercises. Remind students to take turns. Monitor the activity. Make a note of any interesting or amusing responses and invite students to share these exchanges in whole-class feedback.

ANSWERS:

Students' own answers.

8 Before starting this activity, ask students to look at the picture of Mark Zuckerberg, and brainstorm what students know about him, e.g. he founded Facebook; he created the idea for Facebook while still at college, etc. Find out if anyone has seen the film about his life and, if so, what they thought about it. Before students do the exercise, point out that *philanthropist*, *fencing* and *IPO* are all in the Glossary. Clarify any other vocabulary as necessary. Remind students that they should use either the past simple or the past continuous form of the verb in brackets. Check answers as a class.

ANSWERS:

- 1 ... he was living in New York.
- 2 ... he was attending Phillips Exeter Academy.
- 3 ... he refused jobs at AOL and Microsoft.
- 4 ... he was studying at Harvard.
- 5 ... the university closed it down./it was closed down by the university.
- 6 ... were using Facebook.
- 7 ... named him Person of the Year.
- 8 ... married Priscilla Chan.

9 This task can be done for homework, and the presentations and questions can be done in the next class. If possible, students could use a suitable website to create their timeline, such as Timetoast, in which they can insert their own text and photos.

EXTENSION ACTIVITY

Students research a company history on the Internet using the company's (or another) website and create a similar timeline. They present this to the class in a future lesson. Alternatively, students can look at the timelines on a site like Timetoast and report back on a useful and interesting timeline.

4.4 Speaking**Interviews**

This module focuses on expressions for interviews. Most students will have been for an interview, or will go for one at a future point. There are many things which are regarded as 'good practice' at interviews, and are important to know and have as life skills. There are predictable elements, as well as unpredictable elements. There are different kinds of interviews, such as a panel interview or a second interview. This module provides practice in roleplaying an interview.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research


A search for the keywords *questions to ask in a job interview* will bring up some examples of good questions. Students should select five and then compare their list with a partner. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

Discussion

1 As a lead-in to the topic, find out if any students are particularly experienced at interviews, and who has relatively little experience in this area. Ask those who have had a lot of experience to share this with the class. Ask: *Has anyone had a bad experience at an interview? Has anyone ever had a panel interview?* Then give students a few minutes to complete Exercise 1 individually.

2 Ask students to read out the list of phrases in order to practise the stress on the word *really* and the intonation of each phrase. Then, divide the class into pairs to compare their opinions in Exercise 1. When students have completed the exercise, take whole-class feedback. Find out if there were any areas in which they disagreed. Elicit the reasons behind the students' opinions.

Listening

3  1:62 Give students a minute to check they know all the adjectives in the box. Tell students that they will hear Part 1 of Jessica's interview for a post as a management trainee with Facebook. Play the recording twice if necessary. Check answers as a class.

ANSWERS:

- 1 ambitious, flexible, tolerant, loyal, hard-working
- 2 some people say that Facebook is already finished
- 3 some places are very difficult for a young woman; five years is not very long to become a manager

RECORDING SCRIPT

 1:62

Part 1

Interviewer: This is just a short, first contact so that we can get to know you a little better. OK? So, tell me, Jessica, why did you apply for this job?

Jessica: Well, I really do think social media can make the world a better place, and I want to be part of that.

I: Some people say that Facebook is already finished.

J: I'm sorry, I can't agree with that. Of course, the world is always changing, so Facebook needs to change too. I'd like to help the company to develop.

I: OK. How do you feel about working abroad?

J: No problem. I'm ready to go anywhere in the world.

I: Anywhere? That sounds very ambitious. Some places are very difficult for a young woman

- J: I agree with you up to a point, but I'm a very flexible and tolerant person.
- I: Uh-huh. How do you see your future in, say, five years' time?
- J: I hope to gain business experience and develop my management skills. In five years' time, I intend to be in my first management position.
- I: Five years is not very long to become a manager.
- J: Well, perhaps you're right, but, as I said, I'm ambitious, but I'm also very loyal and very hard-working.

4 🎧 1:62 Divide the class into pairs to read Part 1 of the checklist of useful expressions for interviews on page 55 and complete the missing words. Play the recording again so that students can check their answers and listen to the intonation of the phrases.

ANSWERS:

Discussing objectives

Why did you apply for this job?

I want to be part of that.

I'd like to help the company to develop.

I hope to gain business experience

I intend to be in my first management position.

Agreeing and disagreeing

I'm sorry, I can't agree with that.

I agree with you up to a point.

Perhaps you're right, but ...

Discussion

5 Before starting, check that students understand the meaning of *play devil's advocate* (pretend to disagree with someone in order to start an argument or interesting discussion). Divide the class into small groups. Encourage students to use the expressions from the 'agreeing and disagreeing' checklist. You can do this by writing the expressions on cards and asking students to have the cards in front of them during the activity. They can turn a card face down when they have used it. Monitor and listen out for intonation and accuracy, and provide feedback as appropriate.

Listening

6 🎧 1:63 Tell students they will now hear Part 2 of Jessica's interview. Point out that the word *easygoing* is in the Glossary, and clarify any other vocabulary if necessary. Ask them to read the questions before listening to the recording. With lower-level groups, pause the recording after each question to allow students time to write in the missing words. Check answers as a class.

ANSWERS:

- 1 managing; work; organized
- 2 impatient; public speaking
- 3 at the last minute
- 4 working with people
- 5 ask questions

RECORDING SCRIPT

🎧 1:63

Part 2

- I: Jessica, what are your strengths and weaknesses?
- J: That's always a difficult question! I'm quite good at managing my work. My friends say I'm never stressed. I think that's just because I'm a very organized person. I don't enjoy doing things at the last minute!
- I: And do you have any weaknesses you'd like to work on?
- J: Well, I'm usually calm and easygoing, but I know I'm sometimes impatient when things aren't going well. But I'm working on it!
- I: And how good are your communication skills?
- J: I really enjoy working with people, and people say I'm very good on the telephone. Um, I don't enjoy presentations, because I'm not very good at public speaking. But I took a presentations course last month, and I'm improving!
- I: Good. So, Jessica, do you have any questions you would like to ask?

7 🎧 1:63 Give students time to fill in the missing words by working out the answer, or from memory. Play the recording again so that students can check their answers.

ANSWERS:

Discussing skills and qualities

What are your strengths and weaknesses?

I'm quite good at managing my work.

My friends say I'm never stressed.

I don't enjoy doing things at the last minute.

How good are your communication skills?

I really enjoy working with people.

I'm not very good at public speaking.

8 Focus students on the example sentences, and check they notice the pattern: the use of a noun or a verb in the *-ing* form after *be good at* and *enjoy*. Give students a few moments to think about their strengths and weaknesses in relation to the areas in the box, and encourage them to make notes on the reasons why they are good or poor in certain areas. Students discuss their skills in pairs. Listen to their conversations and take notes on good and problematic language used. Provide whole-class feedback.

Roleplay

9 Divide students into As and Bs to roleplay the interviews. Ask each pair to select two interviews to roleplay, and give them time to prepare before each one. The interviewee should consider their strengths and weaknesses and the skills relevant to the post. The interviewer should make notes on the aim of the interview. Use additional rooms if possible, and encourage students to change the furniture to facilitate the interview. Monitor the interviews. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

In the role of the interviewee, students write an email or letter to a friend explaining why they want one of the jobs listed in Exercise 9 (or another job of their choice) and why their character and skills are ideal for this job.

4.5 Writing

This module focuses on analysing the order of information in a CV. The order of information will change significantly between someone at the start of their career, where it is traditional to place 'Education' first, and someone with a long career history, where 'Education' will go towards the end of the CV. The module also covers expressing information in a dynamic way and writing a CV. In some cultures, it is vital to 'sell yourself' in your CV, so writing in a dynamic way may help towards being shortlisted for a job. In other cultures, being more modest is important. Students have the chance to organize and present the information in a CV.


Internet research

A search for the keywords *example career objectives* will bring up many samples of specific wording of career objectives. Students should write their own, based on these samples. This research could be done before the lesson to familiarize students with the idea of writing career objectives, or after the lesson as a follow-up activity.

Discussion

1 As a lead-in, divide the class into small groups to discuss the following idea: *You don't have one CV, but many.* Ask: *What does this mean? Have you ever changed your own CV? If so, what changes did you make?* Focus students on the options and ask them to decide, individually, which they would include on their CV. Then put them back into small groups to compare their answers. Elicit feedback on areas in which the students disagreed.

Listening

2  1:64 Before playing the recording, check that students know the word *variable*, which is in the Glossary. Tell students they will hear a recruitment consultant talking about the issue of what to include in a CV. They should compare his ideas with their own. In whole-class feedback, elicit students' reactions by asking: *Do you agree with the consultant?*

RECORDING SCRIPT

 1:64

What do you include in your CV? Well, for almost everything, my answer is 'It depends'. It depends on the country, on the culture, on the company, on the job ... There are so many variables. It's important to think about those variables and write your CV accordingly. So, for example, if you want to work in a country where religion is important, then, of course, mention your religion. But in most countries, religion is a personal matter, so it's not relevant or appropriate in a CV. If an attractive photo gives you an advantage, include it. If you're applying for a job as a pet shop manager, include your pets in your CV. I think the main thing is to ask yourself, does this information make my CV more attractive to the employer? If the answer is 'yes', then include it. If the answer is 'no', then don't.

Model

3 Ask students to read the CV and choose the correct answers. When they have finished, check answers quickly as a class.

ANSWERS:

1 woman 2 a manager 3 Toronto 4 automobile
5 languages

Analysis

4 When students have finished numbering each section, let them compare their answers with a partner. Check answers as a class.

ANSWERS:

- 1 who I am
- 2 what I want to do
- 3 what I know about my subject
- 4 what I know about work
- 5 what I know about leadership
- 6 what else I can do
- 7 what other people say about me

5 Before eliciting students' answer to this question, ask: *Which is first on your CV – Education or Work experience? Why?*

ANSWER:

It is usual to put professional experience first, from the most recent to the oldest, before education

Language focus

6 Write the job titles *secretary* and *administrative assistant* on the board and ask students which they would use on a CV and why. Explain that 'secretary' may sound a little old-fashioned nowadays, whereas 'personal assistant' sounds more positive and dynamic. Students do the exercise individually before comparing their answers in pairs. Check answers quickly as a class.

ANSWERS:

- 1 I assisted the supply chain manager.
- 2 I updated the supplier database ...
- 3 ... and coordinated meetings.
- 4 I worked as an administrative assistant.
- 5 I dealt with all hotel and travel bookings.
- 6 I designed, planned and implemented sports and outdoor activities.
- 7 I managed a team of volunteers.
- 8 I handled the team's budget ...
- 9 ... organized matches ...
- 10 ... and ran events

7 Focus students on the first question and ask: *Why is the rewritten example better?* (The first sentence gives the impression of being less focused, (i.e. what jobs?) whereas the second seems more focused – more specific and relevant.) Elicit an example for the second sentence, and then let students complete the exercise themselves. Monitor and offer help as necessary

SUGGESTED ANSWERS:

- 2 I dealt with hotel and travel bookings.
- 3 I handled the mail and deliveries.
- 4 I ran the company stand at an exhibition.
- 5 I welcomed visitors to the company.
- 6 I provided food and drinks in a movie studio.
- 7 I designed and implemented new procedures.

Output

8 If possible, enter the phrases on your computer and share the document with your students. They can then rework the CV on a computer in pairs. Encourage students to include suitable headings. If possible, students can print out the reworked CV and exchange it with another pair to compare their work. They should discuss any significant differences. Ask some pairs to give feedback on any points of discussion to the whole class.

SUGGESTED ANSWERS

Yann Leroux

Date of birth: 21 April 1990

Nationality: French

Address: 18 rue des Moines, Paris

Career Objective

I hope to gain experience and develop my skills in a general management position in the hotel and restaurant business

Education

2010–2013 MA International Economics, American University of Paris

Work history

January–June 2012 work placement, Volkswagen, Wolfsburg, Germany

I assisted the Accounts Manager

June–August 2011 McDonalds' restaurant, South Kensington, London

I managed the kitchen staff.

June–September 2010 holiday job, Club Med, Tunisia

I welcomed clients and provided food and drinks

Positions of Responsibility

Student representative at University

I coordinated monthly meetings with management

Committee member, Brest sailing club, 2007–2009

I organized and ran the annual regatta

Other

Fluent English, basic German

Active member of Paris fishing club

Own vehicle and current driving licence

Motor boat licence

References

Available on request

EXTENSION ACTIVITY

For homework, students should look at their own CV and make three changes to it, either by making a phrase more dynamic, creating a better impression, or simply tidying up the look of it in terms of layout or formatting (e.g. using bold/italics, changing fonts, changing the size of type, etc.). They should explain their changes to a partner in the next lesson.

4.6 Case study

Matched job search

In this case study, students read three job advertisements for different positions: a trainee sales rep, a business analyst and an operations management trainee. Students complete an application form and roleplay a panel interview for one of the jobs.

Internet research

A search for the keywords *job interview do's and don'ts* will bring up some interesting and useful advice. Students should note down the tips they find most useful and then compare their list with a partner. This research could be done before the interview simulation in Exercise 6, or after the lesson as a follow-up activity.

Discussion

1 Before starting this exercise, brainstorm ways in which people find jobs, e.g. looking at advertisements in a newspaper; looking for a job on the Internet; through family or friends (e.g. a friend's parents may help you get a job in their company). Divide the class into groups of three or four to match the items in the box with the percentages in the pie chart.

2 When students have seen the results of the survey, elicit their reactions. Ask: *Are you surprised at any of the statistics?* Encourage students to share their thoughts on how these statistics may be different in their own country.

Scan reading

3 Check that students know some of the keywords on the web page first, such as: *rewarding* and *orthopaedic* (see Glossary); *affordable* (cheap enough for ordinary people to be able to pay). Give students a few minutes to scan the three job advertisements. When they have found the specific information, check answers as a class.

ANSWERS:

- 1 Business Analyst
- 2 Operations Management Trainee
- 3 Trainee Sales Representative
- 4 Business Analyst
- 5 Operations Management Trainee
- 6 Operations Management Trainee

Reading for detail

4 Ask students to read through the advertisements carefully in order to locate the expressions which correspond to the given definitions. Check answers in whole-class feedback. In order to consolidate these expressions, encourage students to record them in their vocabulary notebooks, along with a sentence containing each one.

ANSWERS:

- 2 an excellent salary and a rewarding career
- 3 participate in multiple activities
- 4 a must
- 5 from end to end
- 6 a must

Writing

5 Before starting the writing activity, it may be useful to ask students to do some Internet research to build up a clearer profile of what each of these jobs entails. Students could do the research individually, or you could split the class into groups of three and assign each student one job. They can then share their findings with the group. Once students have a clearer idea of each job description, it will be easier for them to choose which job to apply for.

If possible, encourage students to copy the headings of the application form into a separate document in order to have enough space for their Work history and Education. Otherwise, they can write these on a separate sheet of paper.

Monitor the activity, and provide help if students need it. You may also need to supply suitable English translations for their qualifications or courses. Encourage students to add other information, such as computer and/or language skills, driving licence, and any awards or achievements they have attained.

Simulation

6 Divide the class into small groups. In their groups, students take turns to be interviewed and to be on the interview panel. Allow all students, in the role of interviewers, time to read the information on page 116, and to prepare some questions. Before each roleplay, the interviewee should give a copy of their application form to the panel of interviewers. If possible, use additional rooms for the roleplays. Monitor the interviews and take notes on performance, good language use and any mistakes you wish to focus on. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

In the role of the interviewer, students write a letter to one of the candidates they interviewed in Exercise 6 to explain the next stage. This may be a second interview, a job offer or a rejection letter.

Review 3 and 4 Answer key

Review 3

(page 60 in the Student's Book)

Product and process

1

- 1 purchase a product
- 2 ship the goods
- 3 manufacture a product
- 4 assemble the parts
- 5 deliver the goods
- 6 distribute the goods
- 7 package a product
- 8 a logistics provider
- 9 sell to the end user
- 10 integrate the processes
- 11 distribute to the retailers
- 12 labour costs

2

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

3

Correct order: 3 1 5 2 6 4

4

- 1 below
- 2 above
- 3 between
- 4 in front of
- 5 at
- 6 behind

5

- 1 are traditionally made
- 2 are also used
- 3 are brought
- 4 are extracted
- 5 are made
- 6 is done
- 7 are blended
- 8 keep
- 9 is added
- 10 are stored
- 11 is packaged
- 12 offers

6

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

7

- 1 Thank you for inviting me
- 2 I'd like to start by explaining how
- 3 I'm here to tell you
- 4 Well, first of all
- 5 Are there any questions so far?
- 6 Moving on to the next stage
- 7 Finally, your order is shipped
- 8 I'd like to finish by pointing out

8

- 1 Remember to
- 2 Be careful not to
- 3 Don't forget
- 4 Make sure

Review 4

(page 61 in the Student's Book)

Job interviews and career

1

- 1 dream job
- 2 job fair
- 3 bored
- 4 Human Resources
- 5 made
- 6 talking
- 7 attention
- 8 details
- 9 impress
- 10 attend
- 11 on
- 12 exhausted
- 13 offered
- 14 living

2

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

3

- 1 grew up
- 2 degree
- 3 internship
- 4 experience
- 5 abroad
- 6 CV
- 7 entry-level
- 8 trainee
- 9 demanding
- 10 strengths
- 11 loyal
- 12 career path

4

- 1 Did she get; she just got
- 2 Did she make; she made
- 3 Did she take; she took; she wanted
- 4 Did she do; they went

5

- 1 was checking; noticed
- 2 joined; were already expanding
- 3 were going; told
- 4 resigned; were checking

6

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

7

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

8

- 1 for
- 2 about
- 3 in
- 4 in
- 5 up
- 6 at
- 7 at

Marketing and selling

Subject background

Digital resources for Unit 5

eWorkbook

Language practice: interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets
Listen: Student's Book audio, language practice audio
Watch: video & video worksheets
Tests: interactive multiple-choice test
Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets
Audio: Student's Book audio
Tests: progress test Unit 5
Resources: PowerPoint Unit 5, business document Unit 5, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Sales and marketing work well together in the majority of companies, and they see themselves as colleagues with common goals. However, it is interesting to look at the differences between sales and marketing in terms of their jobs and their personalities, as this helps us to understand why tensions might arise.

The fundamental difference is that sales people come into constant and direct contact with customers whereas marketing people, on the whole, do not. Sales people know what the market wants because they talk directly to customers; marketing people know because they do market research. Marketers create demand through advertising and promotion and they may view the sales function as the necessary final stage in which the customer purchases what they already want. Sales people, who probably spend a lot of time out of the office meeting customers, may see marketers as slightly detached from reality: marketers plan campaigns and promotions that may be expensive and difficult to measure in terms of effectiveness, while sales people are out on the road doing 'the hard work'.

A further source of tension is pay. Marketers receive a salary; sales people typically work on a basic salary plus commission, and are also often competing for sales against their own colleagues.

In terms of personality, marketers tend to be both creative (e.g. to come up with new campaigns) and analytical (e.g. to analyse market research data). They are often referred to as the 'creatives' inside a company. Sales people tend to be driven, competitive, individualistic and intuitive. They like the challenge of trying to meet targets and the chance to earn a lot if they do well. They also pride themselves on their interpersonal skills: in face-to-face interaction, they can sense exactly how to persuade people, and can adapt their persona quickly according to the customer they are speaking to.

Useful websites

In Google Images, type *sales vs marketing* into the search box. There are dozens of great images to show in class.

<http://www.mbaskool.com>

(Type *sales vs marketing* into the search box and read the article *Sales vs marketing – Do they complement or compete?*)

Persuading is a skill that business people need to employ daily. The modern concept is that persuasion is not just the hard sell of a salesperson with a customer, but an important skill to use throughout our professional life. For example, with colleagues inside a company you might need persuasion to:

- divert resources to your own projects
- bring people round to your point of view
- motivate people who report directly to you, etc.

What behavioural elements are useful for persuading and influencing? Possible ones are:

- finding common ground with the listener
- active listening (really listening to people's doubts and objections, accepting them and answering them rather than dismissing them too quickly)
- appealing to emotions as well as using logical arguments (people want your solution to make them feel good, not just to agree with you in theory)
- using stories (telling a personal story that illustrates your point, rather than giving only dry facts and statistics)
- assertiveness (being strong and confident without being aggressive or pushy)
- body language (mirroring the listener's body language), etc.

These skills can be acquired slowly, and many come naturally with practice and experience.

Useful websites

(Search for the article *9 Powerful Techniques for Persuading People*)

<http://www.nlp-bank.com>

(Look at *Persuasion techniques*, which covers rapport-building, use of questions to direct focus, and use of metaphor and storytelling)

<http://upgradereality.com/how-to-persuade-anyone>

(An article on practical persuasion techniques)

<http://changingminds.org>

(See *Techniques/General persuasion techniques* for a comprehensive look at some theories on this topic; quite academic)

5.1 About business

This module focuses on the roles of sales and marketing. There are many types of sales people, just as there are many roles in marketing. One sales role is cold calling; another is the travelling salesperson who does product demonstrations. Someone in marketing may be involved in trade fairs and exhibitions, advertising, or travelling to explore new markets. The module is built around an article which looks at the novel concept of 'smarketing', combining the sales and marketing functions through better communication.

Internet research

A search for the keywords *sales versus marketing* will bring up sites comparing the various functions of these two departments. Students should make two lists, one for each department, and compare their lists with a partner. Ideally, this research should be done before the lesson to help with processing the reading text.

Discussion

1 Before starting the discussion, write the departments *sales* and *marketing* in two circles on the board. Ask students to come up to the front and write any keywords relating to these departments which come to mind or which they associate with these departments, such as *high pressure*, *commission* (sales) or *advertising* (marketing). When students have written up a few words or phrases, ask them to explain anything which is not clear to others. Find out if any of the students have any sales or marketing experience. Then, ask students to work in groups to do the discussion in Exercise 1. In whole-class feedback, find out if everyone in each group agreed on the answers, or if there was disagreement. If so, write these areas on the board.

ANSWERS:

brainstorm new ideas - M
get the customer's signature - S
design promotional materials - M
give product demonstrations - S
identify potential customers - M
negotiate with buyers - S
send quotations - S
provide the product that customers want - M

Reading


2 Tell students to read only the first three paragraphs of the article in order to check their answers to Exercise 1.

3 Focus students on the photo in the article and elicit the word *handshake*. Ask students to explain why this picture has been chosen, given the title of the article (because it signals the end of the 'war' between these departments). Before they read the article, ask students to tell you why they think these departments might fight. For example, there may be areas of overlap, so employees do not know if something should be done by the sales team or the marketing department. After students have read the article and chosen the correct option, check answers as a class.

ANSWERS:

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

Listening

4  2:01 Check that students know the word *commission* (see Glossary) and expressions such as *be paid on commission*. Tell students they will hear an interview with Clare, a sales representative. Ask students to make notes on the three problems she mentions, and the solutions she suggests.

ANSWERS:

Problem 1: Marketing don't learn about sales at business school, so they think it's easy.

Solution 1: Make marketing work in sales for a year before they start in marketing.

Problem 2: Sales usually report to marketing. Logically, marketing should support sales.

Solution 2: Marketing should report to sales.

Problem 3: Sales are paid commission; marketing are paid fixed salaries.

Solution 3: Pay marketing depending on sales results.

RECORDING SCRIPT

 2:01

Interviewer: Clare, you're in sales. What is it about sales and marketing? Why is it so hard to live together?

Clare: I think it's a cultural problem. Marketing generally have degrees. Sales usually don't. They don't teach sales at business school, so marketing don't really know what it's like. They think it's easy!

I: Is there a solution?

C: Yes. Make them work in sales for a year before they start in marketing.

I: It's certainly an interesting idea. What else?

C: In company organization charts, sales usually report to marketing. To me, that's crazy. Marketing are supposed to support sales, not the other way round.

I: So you think marketing should report to sales?

C: Yes. You could save money that way, too. Marketing waste a lot of money on things that are of no help to sales.

I: What sort of things?

C: Advertising, brochures, trade shows ...

I: I see. Is there anything else?

C: The other big cultural difference is pay. In sales, we're paid commission. If our results are good, we get paid more. If our results are not good, we get less. But marketing are paid fixed salaries, so they don't feel concerned. If sales are good, they take the credit. If sales are not good, it's our fault, not theirs.

I: So you think you'll get better support if marketing's pay depends on sales results?

C: Exactly.

I: Well, thank you, Clare. That's an, er, interesting point of view.

Discussion

5 With lower-level groups, allow students to think about their own responses to the questions before putting them into small discussion groups. Students will need to use the notes they made in Exercise 4. Monitor the discussion and take notes on good and problematic language used. Give feedback as necessary.

EXTENSION ACTIVITY

For homework, students look for more current articles on sales and on marketing. They can do this by joining a free site such as Flipboard and choosing to have current articles on these areas of business sent to their customized magazine. They should summarize the key points and report back on this in the next lesson.

5.2 Vocabulary

This module focuses on marketing activities. It includes a useful diagram showing seven functions of marketing, such as pricing, promotional activities and distribution. It also looks at sales activities and collocations relating to advertising. The module includes an Internet search of images for a product positioning map, which is used in marketing to ascertain where a product is in terms of quality and price.

Internet research

An image search for the keywords *product positioning map* will reveal a range of diagrams. Students can complete one of these for the product they discuss in Exercise 10. This research could be done for homework, after students have done the discussion in Exercise 10.

Discussion

1 Before starting this exercise, ask if students remember the four Ps of marketing: product, price, promotion and place (i.e. the place where customers get the product from). Divide the class into groups of three or four to discuss the 'English pill'. When everyone has finished the discussion, ask a spokesperson from each group to report their conclusions back to the class.

Marketing collocations

2 Write the bold words in each sentence on the board and ask students to work in pairs to put the collocations in the correct order. Students could do this orally. Check word stress, if appropriate, on *conduct*, *product*, *image*, *competitive*, etc. Students could come up to the board and draw a small square over the stressed syllable.

ANSWERS:

- 1 Conduct market studies
- 2 satisfy customer needs
- 3 help customers purchase products
- 4 build brand image
- 5 deliver the goods
- 6 meet consumer needs
- 7 Set competitive prices

3 and **4** Ask students to do these exercises individually. As you check answers with the class, listen out for any incorrect word stress in the phrases, and offer immediate correction where necessary.

ANSWERS:

Exercise 3

- 1 deliver the goods
- 2 set competitive prices
- 3 meet consumer needs
- 4 help customers purchase products
- 5 satisfy customer needs
- 6 build brand image
- 7 conduct market studies

Product management - #6 Design products and services that meet consumer needs.

Distribution - #5 Decide where, when and how to deliver the goods.

Selling - #2 Communicate directly to satisfy customer needs.


Marketing information management - #1 Conduct market studies to identify trends and monitor the competition.

Financing - #3 Obtain money for marketing activities and help customers purchase products.

Pricing - #7 Set competitive prices and communicate them to customers.

Promotion - #4 Use advertising campaigns to build brand image.

Sales vocabulary

5  2:02 Check that students are familiar with the term *USP* (unique selling point: something that makes a product or service special or different from the others). After playing the recording of the software salesman talking about his work, let students compare their answers with a partner. Finally, check answers in whole-class feedback.

ANSWERS:

- a great product
- a really good USP (unique selling point)
- friendly customers
- good value for money
- commission on sales


RECORDING SCRIPT

 2:02

Hi, I'm Gareth. I'm a salesman. I sell professional software, and I love my job! The selling process starts with an enquiry from a potential customer, in other words, a 'prospect'. Sometimes we get a name and address from marketing. I send out some information and a few days later I call the prospect and arrange a sales visit. I usually give a product demonstration first. We've got a great product with a really good USP. It has features and benefits that no similar product has. My customers are usually friendly, and they always love to get their hands on the software! Then I analyze the company's needs, the number of users, and so on. I answer questions and deal with any objections they have. When I get back to the office, I write a proposal and send a quotation. We don't usually need to offer discounts because our product is good value for money. Most of my customers place an order immediately. That means my job is done, and I get my commission!

FURTHER PRACTICE

To consolidate and practise the vocabulary in the listening, prepare cards with the following keywords: *enquiry*, *prospect*, *demonstration*, *features*, *benefits*, *objection*, *proposal*, *quotation*, *discount*. Hand out the cards at random and ask students to give a definition, synonym, antonym, or explanation of the word, and ask the rest of the class to guess what it is. Tell students that they can use any word in their definitions, but not a derivative of the word on the card.

6  2:02 Divide the class into pairs to see if they can complete the gaps using the context or from memory. Play the recording again so that students can check their answers.

ANSWERS:

- 1 enquiry; prospective customer
- 2 prospect; sales visit
- 4 benefits
- 5 analyse; needs
- 6 deal with; raise
- 7 proposal; quotation
- 8 value; money

Advertising collocations

7 Ask students to look at the photo and give their reactions to the advertisement. Ask: *Do you like it or not? How effective do you think it is in creating interest or desire?* Before students read the article, write the acronym **AIDA** on the board and see if anyone knows what it stands for (Awareness, Interest, Desire, Action). If they don't know, tell them this information is in the article. Check that students know the word *billboard* (see Glossary). Check answers in whole-class feedback and find out if students agree that advertising is 'extremely expensive'.

ANSWERS:

1 financial 2 create desire 3 personal recommendations

8 When students have matched the advertising collocations, give them one minute to scan the article and locate and underline their answers.

ANSWERS:

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

9 Students match the collocations and definitions, and then compare their answers with a partner. Check answers as a class.

ANSWERS:

- 1 enter a new market
- 2 run a campaign
- 3 increase market share
- 4 launch a new product
- 5 word of mouth
- 6 raise awareness
- 7 obtain personal recommendations
- 8 buy space

Discussion

10 Before doing this exercise, give students an example of a product which you have recently bought yourself, and ask students to ask you the questions in the list. Then divide the class into pairs and give students a few minutes to think about a product they have bought recently. Monitor the discussion, taking notes on good language used and any mistakes you wish to focus on. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

Put students into groups. Ask them to design a one-page magazine ad for one of the products they discussed in Exercise 10. They can do this on a sheet of A3 paper, which they can then display on the wall. Students should look at the various ads and give feedback on how well they work in terms of engaging interest and creating desire.

5.3 Grammar

Comparatives and superlatives

This module focuses on countable and uncountable nouns; it also looks at comparatives and superlatives. Students may make mistakes in using countable and uncountable nouns, such as *informations*. There are regular and irregular forms of comparatives and superlatives, which can cause problems in word formation and spelling.

Internet research

A search for the keywords *pros and cons of hybrid cars* will provide arguments which students can study and evaluate. They then tell their partner about whether they would buy such a car or not. Ideally, this research should be done before students read the texts about hybrid cars in Exercise 5.

Discussion

1 Before starting this discussion, ask students to look at the cartoon and tell you what the stereotypical image of a used car salesman is, e.g. ruthless technique; likely to be clever with words; probably not possible to believe everything he says. Ask students to work in pairs or small groups to brainstorm tips.

SUGGESTED ANSWERS:

Try to give the car an artificially high price, so any discount looks great; ensure the car is absolutely clean; write down a higher price and cross it out, so the asking price looks good

2 Give students time to read through the first half of the *Refresh your memory* box. If students seem unsure about these points or would like some further practice, work through some or all of Exercises 1–3 in the *Grammar and practice* section (page 132 in the Student's Book, answers on page 100 in this book).

Write the words *much / many* and *a few / a little* on the board and ask students to explain the difference. (This should be straightforward if they have just studied the corresponding *Grammar and practice* sections.) When students have completed the text, check answers quickly as a class. Finally, find out which pieces of advice students think are good.

ANSWERS:

1 too much 2 a little 3 a few 4 a little 5 too much
6 a few 7 too much 8 too many 9 a little 10 a few

Countable and uncountable nouns

3 Check that students know the word *accessory* (see Glossary). When students have marked the words *C* or *U*, check answers quickly as a class.

ANSWERS:

accessory - C
equipment - U
guarantee - C
kilometre - C

petrol - U
repair - C
seat - C
time - U

4 Students work individually to complete the questions. Check answers in whole-class feedback.

ANSWERS:

- 1 How much 2 How many 3 Is there 4 How many
5 Are there 6 How much 7 Are there 8 How much
9 Is there 10 How much

Comparatives

5 Give students time to read through the Comparatives and Superlatives section in the *Refresh your memory* box. If students seem unsure about these or would like some further practice, work through some or all of Exercises 4–6 in the *Grammar and practice* section (page 133 in the Student's Book, answers on page 101 in this book).

Before starting, check some vocabulary items, such as: *conventional* (usual or traditional, instead of being new and different); *carbon footprint* (the amount of carbon dioxide emitted due to the consumption of fossil fuels – also see Glossary); *emissions* (a substance, especially a gas, that goes into the air); *harmful* (see Glossary). Ask students to complete the texts individually and then compare their answers with a partner. Check answers as a class.

ANSWERS:

- 1 more expensive 2 quieter 3 more dangerous
4 greener 5 bigger 6 more harmful 7 less polluting
8 higher 9 smaller


Superlatives

6 Check students know the word *luxurious* (see Glossary). Divide the class into pairs to complete the statements. Don't check answers at this point.

ANSWERS:

- 1 fastest 2 longest 3 most popular 4 slowest
5 most comfortable 6 least luxurious

Listening

7  2:03 Play the recording twice – the first time for students to check their answers, and the second time for them to note down an extra piece of information for each statement. Check answers in whole-class feedback.

SUGGESTED ANSWERS:

- 1 It costs \$2.4 million.
- 2 It covers 9,259 km.
- 3 The least popular colour is pink, with 0%.
- 4 Passengers say it's quicker to walk.
- 5 It has more generous legroom than other airlines.
- 6 Some of the bathrooms had no water and some of the passengers slept on mattresses on the floor.

RECORDING SCRIPT

 2:03

- 1 With a record 429 kilometres per hour, the Bugatti Veyron Super Sport is the fastest production car on the market. It costs ... \$2.4 million.
- 2 Russian Railways' Moscow to Vladivostok is the longest regular service in the world, covering 9,259 kilometres.
- 3 23% of UK car buyers take home silver cars. The least popular colour is pink, with 0%.
- 4 Passengers on the M50 from 1st Avenue to 12th Avenue in Manhattan say it's the slowest bus in the world. It's quicker to walk.
- 5 Qatar Airways' economy seats are considered to be the most comfortable in the world, with more generous legroom than other airlines.
- 6 According to *USA Today*, this cruise is probably the least luxurious in the world. Some of the bathrooms had no water and some of the passengers slept on mattresses on the floor.

Discussion

8 Elicit some adjectives to describe the towns or cities in which students live, e.g. *expensive/cheap, industrial/quiet, large/small*, etc. Ask students to look at the example sentence and encourage them to adapt it so that it is true for their own town or city. Elicit answers. Students then work in pairs to ask and answer the remaining questions. Monitor the activity and make a note of any inaccuracies in students' use of comparatives or superlatives. Write any mistakes on the board and ask students to correct them. They can follow up this activity by writing correct, meaningful sentences in their notebooks.

Roleplay

9 Tell students they are going to roleplay buying and selling a car. Divide students into As and Bs and give them time to read the relevant information and to prepare. Tell Student As to think about the questions they will ask, such as: price: *How much does it cost?* Student Bs should study the information on page 117. Monitor the interviews and take notes on students' success at negotiating, as well as on any problematic language. Finish the lesson with whole-class feedback and find out which students managed to negotiate a good deal.

EXTENSION ACTIVITY

Play a comparison game. Prepare several cards with the names of two objects or places on them, such as: an iPhone/a Blackberry* smartphone, a DVD recorder/a Blu-ray machine; a house/an apartment; New York/Tokyo; a tablet/a smartphone. Divide the class into small groups and ask them to produce a sentence as quickly as possible which compares the objects or places, such as: *A tablet has a bigger screen than a smartphone.*

5.4 Speaking

Persuading

This module focuses on expressions for persuading. Being able to persuade people can be challenging for students at this level, because apart from the actual language used, students need to change the intonation and tone of what they say, say it with confidence and use good arguments. The module includes a roleplay to practise persuading people to do things.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *features and benefits* will bring up some graphs and examples of how both these terms are used in selling. Students should select something they own to describe. Ideally, this research should be done before Exercise 4.


Brainstorming

1 As a lead-in to the topic, focus students on the photo at the bottom of the page and ask them to describe it, e.g. *It shows a mother, probably at home, trying to juggle work and childcare.* Tell students that this and the following two exercises are about day care centres for employees. If your students work, find out if anyone has this facility at their workplace and, if so, ask them to tell the class if it benefits them, and if there are any problems with it. Divide the class into groups of three or four to discuss the benefits of providing day care for employees and for companies. Elicit students' ideas in whole-class feedback.

SUGGESTED ANSWERS:

It can be motivating. It allows skilled employees to come back to work after having children. It helps the company's image.

Listening

2  2:04 Check students know the word *morale* (see Glossary). Tell students they will listen to Rosie trying to convince the HR Manager that their company needs a day care centre. Ask them to read the questions first. When they have answered the questions, elicit answers in whole-class feedback.

ANSWERS:

- The company loses hundreds of hours of work every year because of childcare problems.
- It's a big investment, and they don't have the specialist staff they need.
- A day care centre can save money because most of the cost is paid by voluntary salary deductions so the company pays less tax. The service company provides the staff.
- A day care centre will help the company to hire and keep the best young women. It's also good for morale because parents can see their kids during lunch breaks.

RECORDING SCRIPT

 2:04

David: You wanted to talk about childcare?

Rosie: Yes. A lot of staff have childcare problems, which means that the company loses hundreds of hours of work every year. We really need a day care centre, here on site.

D: Well, maybe you're right, Rosie, but there are two main problems. It's a big investment and it needs specialist staff that we don't have.

R: I see your point, David. But can we take those two issues one by one?

D: OK ...

R: Good. I agree that a day care centre is a big investment. However, in reality, it can save you money. Keep in mind that most of the cost is paid by the employees. The cost is taken off their salaries. As a result, the company pays less tax.

D: OK, but what about the problem of specialist staff?

R: Well, it's certainly true that we need specialist staff. But we plan to work with a service company like Happiday Ltd. They provide the staff. What's more, they provide all the toys, equipment, and so on. That allows us to focus on our business and Happiday to take care of the children.

D: Hm. I'll need some figures. It's never easy to persuade the board to try new ideas.

R: I know what you mean. On the other hand, there are several women on the board. I'm sure they'll see the advantages. A day care centre will help us to hire and keep the best young women. And don't forget that it's really good for morale because parents can see their kids during the lunch break. Does that make sense?


D: Yes, I suppose so.

R: The figures are all here, in this report. Is there anything else you want to ask about?

D: No, I don't think so.

R: All right. The next step is for Happiday to present their proposal to management. I'm going to call them now to fix a date. Is that all right with you?

D: OK, yes, that's fine, Rosie. Thanks ...

3  2:04 Ask students to look at the checklist of useful expressions for persuading people. Put them into pairs to try and complete the missing words. Then play the recording again so that students can check their answers.

ANSWERS:

Explaining consequences and benefits

... which **means** (that)...

As a **result**, ...

That **allows** us to ...

Reacting and responding

I see your **point**. But ...

It's certainly **true** that ..., but ...

I know what you **mean**. On the other **hand**, ...

Reminding

Keep in **mind** that ...

Don't **forget** that ...

Adding information

What's **more**, ...

Closing

Is there anything else you want to ask **about**?

Is that all right with you?

4 and **5** Ask some students to look at the picture of the high-speed train and list three features and three benefits of taking a train. Ask other students to do the same thing for a plane. Elicit students' ideas. Go over the example in Exercise 4 and Exercise 5 with the whole class before they start each exercise. Divide the class into pairs to practise the exchanges, using the prompts. Monitor the activity and give feedback as necessary.

SAMPLE ANSWERS:

Exercise 4

- 2** A: This is the most luxurious cruise ship in the world, which means that you can visit exotic places in comfort.
 B: Well, yes, but it's very expensive, isn't it?
 A: I agree that it's expensive. However, you meet the best kind of people, so it's worth it.
- 3** A: Our software is compatible with both Mac and PC. Consequently, users can choose which version they need.
 B: Well, I think that software is very difficult to learn, whether it's for Mac or PC.
 A: I see your point. But we send out tips and free updates as they become available, so people get regular help.
- 4** A: This restaurant has three stars, which means that the food is always delicious.
 B: Well, I think this kind of restaurant is only for the rich.
 A: It's certainly true that it's expensive, but you get amazing views of the city while you eat.
- 5** A: France's TGV is the fastest train service in Europe. That allows us to get from Paris to Marseille in three hours.
 B: Yes, but it only takes 80 minutes by plane.
 A: I agree that the plane is quicker, but the advantage is that you can take unlimited luggage on the train.
- 6** A: This nightclub has three dance floors. As a result, it satisfies people with all musical tastes.
 B: Yes, but it's just too crowded.
 A: It's certainly true that it gets busy, but it also has two restaurants and a swimming pool, so people can spread out.

Exercise 5

- 2** B: Don't forget that it isn't expensive. What's more, it's economical to run.
- 3** B: Keep in mind that it's very central. In addition, it's quite comfortable, too.
- 4** B: Keep in mind that it's quite small and light. What's more, it has a long battery life.
- 5** B: Don't forget that it's your first step to promotion. In addition, the pay is good.
- 6** B: Don't forget that it's raining outside. What's more, it's a good way to see the city.

6 Give students a few moments to study the flow chart and consider a product or service which their university or company provides. Make some suggestions if students find it difficult to think of a product, e.g. a new computer system; the latest photocopier. Before starting the roleplay, ask students to make a list of features and benefits for their product. Monitor the roleplays and take notes on the success students have in overcoming objections, as well as on any language that needs improving. Provide feedback as necessary.

Roleplay

7 Divide the class into groups of four or five. Ask each student to choose one of the ideas (1-5), making sure they all choose a different one. Students take turns to try to persuade the others in the group. Monitor the activity and elicit students' outcomes in whole-class feedback.

EXTENSION ACTIVITY

Set up a class debate in the traditional style. Choose a suitable motion, such as: *This house believes that ... the Internet should be banned at work. / ... all students should leave their mobile phones in a box by the door of the classroom.* Ask students to speak for and against the motion. This is a good opportunity for students to think of arguments and recycle the language of the unit.

5.5 Writing

This module focuses on analysing paragraph order and content within a letter and a memo written to 'sell' something. When a new idea is introduced in a university, institution or company, there can be resistance to change, and the first task in the module encourages students to think why this is. The module also covers giving reasons and results, and writing letters or memos to 'sell' changes. Students can follow a model which is helpful in explaining the reasons behind a particular change.

Internet research

A search for the keywords *five stages of change* will bring up a range of articles describing these stages. Ask students to describe a change they have made, or a friend has made, and tell their partner about the different stages. This research could be done before the lesson to help with the lead-in discussion, or before Exercise 3.

Brainstorming

1 As a way in to this topic, write down a year, e.g. 20 years ago, and the current year on the board. Ask students in pairs to describe some changes which have happened in the last 20 years, e.g. the rise of the Internet; the decline in video sales; the changes in how we buy music, etc. Point out that some people are unhappy about changes in society, lifestyle, work, etc. Put students into small groups to discuss the questions. Elicit students' ideas in whole-class feedback.

SUGGESTED ANSWERS:

- 1 Fear - this is the biggest reason for resistance to change
 Comfort - when people feel comfortable, they are reluctant to try something different
 Not perceiving a need - if there is no crisis, people don't see any need to change
 Previous negative experience - when people have had a bad experience with something similar, they are reluctant to take the risk again.
 Lack of knowledge - people, especially older people, don't want to be a novice again
 Lack of trust in leaders
 Being forced into change too quickly
 Personal style - some people just like things the way they are.
- 2 They can
- communicate the need for change, where the organization is going, and what the benefits are.
 - train people. Give them the tools they need to feel comfortable with change
 - demonstrate success. As soon as possible, provide examples of how the change is succeeding.
 - involve people in decision-making.

Models

2 With larger classes, ask some students to read the model letter and others to read the model memo and then explain their answers to each other. When students have completed the information exchange, check answers quickly as a class.

ANSWERS:

- 1 letter: a price increase;
 memo: a new organization for the canteen
- 2 letter: raw materials and energy costs are rising;
 memo: the company is growing and the canteen cannot serve everybody at the same time
- 3 letter: the company can maintain standards, no reduction in quality or service.
 memo: everybody can be served quickly and efficiently, food quality will improve, the canteen will be quieter and less crowded

Analysis

3 Ask students to number the stages in the order they appeared in the models. They could choose either the letter or the email and underline the example of each stage. Check students' answers.

ANSWERS:

- 1 e) 2 d) 3 a) 4 c) 5 b)

4 Point out that the word *compliant* is in the Glossary. Students match the extracts with the descriptions in Exercise 3. Check answers in whole-class feedback. Point out that an email of this kind involves a number of standard phrases, such as: *We are delighted to (offer)* and *Owing to*. The use of 'fixed' phrases can make the writing of such formal letters relatively easy, and enable business writers to achieve a good level of accuracy.

ANSWERS:

- 1 c) 2 a) 3 b) 4 d) 5 e)

Language focus

5 When students have completed this exercise, ask them to say whether the wording is formal or informal, and why. (Formal - It uses phrases such as: *Not only*, *but also*; *therefore*.)

ANSWERS:

- Due to the global economic situation ...
 Owing to changes in international quality standards, ...
 Since the company is growing quickly, ...
 as it is not only stronger but also lighter ...
- To give reasons
 Use *owing to* and *due to* with a noun phrase
 Use *as*, *since* and *because* with a verb phrase.

6 Divide the class into pairs to do this exercise. Check answers as a class.

ANSWERS:

- 1 Owing to/Due to
 2 As/Since/Because
 3 As/Since/Because
 4 owing to/due to
 5 as/since/because
 6 owing to/due to

7 Students can do this exercise individually. Take whole-class feedback.

ANSWERS:

Consequently, we have no choice but to increase prices ...
An increase of just under 4% means that we can ...
This means that everybody can be served quickly ...
As a result, waiting times are increasing.
Lunch will therefore be split into two sittings ...

8 Check students know the following terms: *outsourcing* (an arrangement in which work is done by people from outside your company, often to get the work done at a lower cost, frequently in a country such as India or China); *maternity leave* (time before and after the birth of a baby when a woman is allowed to be away from her job). Before starting this exercise, look at the example with the class and check that students understand the use of *consequently* with the meaning of 'resulting in'. Divide the class into pairs and ask them to write out their answers to this exercise as the language practised here is somewhat formal. Encourage students to use all of the options given. Take whole-class feedback.

SAMPLE ANSWERS:

- 2 Unfortunately, the company car park is full. This means that spaces will only be reserved for managers in future.
- 3 The new version is faster and less expensive. We therefore intend to replace the old version immediately.
- 4 One of our receptionists is on maternity leave. As a result, we can only answer calls in the morning.
- 5 We are outsourcing production to Asia. Consequently, all jobs will be transferred to our Birmingham site.
- 6 There is a small mechanical problem. Customers are therefore asked to return cars for inspection.

Output

9 Before starting, remind students to follow the models they looked at in Exercise 2. With lower-level groups, select one of the situations and brainstorm with the whole class what the writer will say at each stage, writing notes on the board. If possible, have students write their memos on a computer. With larger groups, students should work in pairs. Monitor the writing and offer help as appropriate. If students finish the task early, they can exchange letters and make a helpful comment for their peers on how effective each letter is.

EXTENSION ACTIVITY

Students can write one more of the memos in Exercise 9. Alternatively, they can write a relevant memo from their own study or work context in which they have to persuade someone, or sell an idea.

5.6 Case study

Dallivan Cars

This case study looks at market positioning, using cars as an example. Students will be familiar with the idea that some cars are luxury models, such as a Rolls Royce; others represent real value for money; and others, such as a Ferrari, are a designer product. Students take part in a meeting which involves presenting a marketing plan for a new car, focusing on its position in the market and how to advertise it.

Internet research

An image search for the keywords *market positioning* will bring up a variety of different and interesting diagrams and charts. Students should choose one and talk about it with a partner. This research could be done before the lesson to help with the lead-in discussion, or after the lesson as a follow-up activity.

Discussion

1 As a way in to this topic, ask students to tell you which car they and/or their family own. Write some of the makes on the board and ask students to say what they associate with each make, e.g. VW – reliability; BMW – the slogan 'the ultimate driving machine'; Mini – fashionable, etc. Ask students to study the market positioning map. Divide the class into groups of three or four to discuss where they think the cars in the box would be positioned on the map.

SUGGESTED ANSWERS:

(There is some leeway for opinion as these are perceptions rather than facts.)

Cost leaders: Tata, Lada

Value for money: General Motors, Toyota, VW, Skoda

Strong brand: BMW

Designer product: Ferrari

Exclusive product: Bentley

2 Ask students where Dallivan Cars HQ is (Ireland). Before starting, check that students know the following terms: *inventory on hand* (the amount of stock which is actually ready to be distributed to clients); *profit margin* (the clear profit made in a transaction – the difference between the money you receive when you sell something and the cost to make or buy it). Students study and interpret the diagrams. Elicit their ideas in whole-class feedback.

SUGGESTED ANSWERS:


Sales are falling year by year – the company is not doing very well.

The profit margin is very low, about 4% – perhaps costs are too high, or prices are low because the cars are difficult to sell.

Inventory is very high – more than 200 units. The company is producing more cars than it can sell.

Customer satisfaction is only average – the only good reason to buy the car is its reliability; the product is poorly designed, not very comfortable and only average value for money

Listening

3  2:05 Tell students they will hear a conversation between the CEO and the new marketing manager. Before you play the recording for the first time, ask general questions, such as: *What's the good news and what's the bad news?* Play the recording and then elicit students' answers (the good news is that they have a chance to design a new car; the bad news is that sales are poor, design is poor, and customer satisfaction is poor). Then ask students to read the questions and see which ones they can answer. Play the recording again to allow them to complete the exercise. Check answers as a class.

ANSWERS

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

RECORDING SCRIPT

2:05
Duncan: Hi, Aileen.
Aileen: Oh, hi. How was the meeting?
D: Well, there's good news and bad news. Which do you want first?
A: Oh, give me the bad news first. Good news is too big a surprise around here!
D: Hm. You saw the sales figures, I suppose?
A: Yes. They're down again. That's no surprise.
D: No. And inventory is up.
A: Again.
D: Yes. We really need to sell the Compact more quickly now.
A: It's not easy, Duncan. It's just so boring! It's an average car that gives the average customer, well, average value for money! Did you see the customer satisfaction survey? Boring, I'm afraid.
D: I know it's not your fault. The old marketing manager didn't do a very good job.
A: I don't know what he was thinking! Just make an average car, and then try to sell it to everyone?! That's not the way to do it. You have to think about who your customers are and what they want. Are they students, or singles, or families, or retired people? Do they want a city car, a sports car, a luxury model, a four-wheel drive?
D: I know, I know. Just do the best you can, all right?
A: OK. I will do. You said there was some good news?
D: Yes. The board agreed to develop a new car. It's your big chance to give us a really good product, a fantastic marketing strategy and some new ideas for the advertising campaign.
A: That's brilliant news!
D: Yes, they want you to present your team's ideas as soon as possible. As I said, it's your big chance. But it's also our last chance. If the new model isn't a success, it's the end of the road for Dallivan Cars!

Discussion and presentation

4 Ask students to read about the task they are going to do. Give them time to look back and review any relevant parts of Unit 5, such as the pie chart on page 64; the AIDA model on page 65; useful expressions for persuading on page 68; and the market positioning map on page 72 in order to help students decide which kind of car they wish to develop. Divide the class into small groups and set them a time limit (e.g. 15-20 minutes) to develop their marketing plan. Suggest that, in the next step, students could be more effective at persuading the board by using visual aids, so students may wish to prepare an OHT or a set of figures to copy and distribute.

5 Divide the class into new groups. Ask each one to appoint a chairperson. Remind students of the role of chair, which includes timekeeping, keeping the meeting on track, and summarizing. Ask students to take turns to present their marketing plan and try to get the members of their new group to adopt their plan. Set a time limit of about 15 minutes for the post-presentation discussion, and agree this with each chairperson. Monitor the meetings and take notes on performance, good language used and any mistakes you want to concentrate on. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

Ask students to write the minutes of the Dallivan Cars meeting, including brief details of the options provided in the presentations and the final outcome.

Subject background

Digital resources for Unit 6

eWorkbook

Language practice: interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets
Listen: Student's Book audio, language practice audio
Watch: video & video worksheets
Tests: interactive multiple-choice test
Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets
Audio: Student's Book audio
Tests: progress test Unit 6
Resources: PowerPoint Unit 6, business document Unit 6, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Entrepreneurs and managers share some of the same characteristics, but also show important differences. In terms of business, entrepreneurs start companies and see the big picture, while managers grow existing companies and see the details. In terms of personality, entrepreneurs take risks, but tend to get bored by the day-to-day details of running a company. Managers, on the other hand, tend to be risk-averse, and enjoy running their departments day-to-day.

A typical route for an entrepreneur is to start a business, grow it and then, when it is successful, sell it to another – usually much larger – company. The entrepreneur keeps the money from the sale of the business and uses it to start another business.

Useful websites

<http://smallbusiness.chron.com/traits-entrepreneur-vs-manager-38558.html>
www.citehr.com/23096-distinction-between-entrepreneur-manager.html
<http://aks-blog.com/2010/08/16/entrepreneur-vs-manager-of-a-large-organization>

Business organizations of different types are defined in module 6.2, Exercise 1. Here are some examples of each:

- **Sole trader:** A skilled manual worker, such as a builder, who is 'self-employed'. A professional person, such as a writer or graphic designer, who is 'freelance'.
- **Partnership:** A group of lawyers who share an office or a small group of friends who start a web design company.
- **Private limited company:** A small or medium-sized business in which the shares are privately held, perhaps by the founder and a few early investors. Most family businesses are like this, but there are some examples amongst larger companies: Virgin, PwC (PricewaterhouseCoopers), IKEA, LiDL, Lego, Bosch, Rolex, etc.
- **Public limited company:** A large business whose shares are listed on a stock exchange. Examples are big, well-known companies such as BP, Vodafone, Barclays and Tesco.
- **Global franchise:** A business that operates under a franchise system. Franchises represent a wide variety of business interests, such as fast food outlets, hotels, courier services, cleaning services, etc. Examples are Burger King, Super 8, UPS and Green Mop.
- **Non-profit organization:** A charity, a foundation, or an NGO (non-governmental organization). Examples are the Bill & Melinda Gates Foundation, Amnesty, the Red Cross, and many small church and charitable organizations.
- (not in Exercise 1, but important to include here) **State-owned enterprise:** A business owned by the state, such as the post office, the railways, etc.

The word *limited* in two of the categories above means *limited liability for debts*. So if the company goes out of business, the managers are not forced to sell their own houses to repay creditors such as banks.

Useful websites

<https://www.usa-corporate.com/starting-a-new-business-in-the-us/types-of-business-entities/#>
<http://www.entrepreneur.com/article/38822-1>

Formal meetings, in which participants may not know each other, might contain some (or all) of these points: a welcome by the chair, apologies for absence, housekeeping points (e.g. where the fire exit is), introductions, a review of the minutes and action items from the previous meeting, and a reference to the discussion points on the agenda and the timings of each. The meeting then starts with the first item on the agenda. Informal meetings, for example, between colleagues in the same office, may have no strict agenda and no minutes (people simply take notes that are relevant to them). The points listed for formal meetings above may be absent or irrelevant, or may be dealt with quickly and informally.

Useful websites

www.microsoftbusinesshub.com
(Search for the article 8 ways to show speaking skills in a meeting)
<http://jop.ascopubs.org/content/3/6/314.full#sec-5>
(A general article on effective communication, even though it's in an oncology journal)

6.1 About business

This module focuses on entrepreneurs' stories. Some success stories of famous entrepreneurs, such as the British businessman Sir Richard Branson, are likely to be familiar to students. The regularly published list of wealthy individuals in the UK and the US shows that there are many more self-made business people now than, say, 20 years ago. Of course, there are also entrepreneurs who are not successful. The module also looks at buying into business. Students read an article which mentions 'seller financing'. This is becoming more common, and involves the seller of a business helping the buyer financially in the initial, difficult stages of taking over that business.

Internet research

Students can search for more information on the three entrepreneurs in Exercise 1 – Michael Dell, Cher Wang or Sir Richard Branson – or look up information about another entrepreneur. They can tell the story of their chosen entrepreneur to a partner. This research could be done before the lesson to help with the lead-in discussion, or after the lesson as a follow-up activity.

Discussion and listening

1 2:06–2:08 As a lead-in to the lesson, write *entrepreneur* on the board and elicit a definition (someone who uses money to start businesses and make business deals) and, if possible, the names of any famous entrepreneurs that students know. Check if students have heard of the three people in the photos. When they have matched each photo to the corresponding quotation, ask them to predict what they may hear in the radio programme about these people, e.g. Richard Branson founded Virgin. Play the recording so that students can check their answers.

ANSWERS:

- 1 c) 2 a) 3 b)

RECORDING SCRIPT

2:06

Hello and welcome to *The Back Office*. Today, we look at the careers of three inspirational entrepreneurs.

Michael Dell's first job – at the age of 12 – was washing dishes in a Chinese restaurant. When he went to the University of Texas to study medicine, he started making and selling personalized PCs. At the end of his first year, he had revenues of \$80,000 per month. He left university at 19 and borrowed money from his family to expand Dell Computer. He was named Entrepreneur of the Year at the age of 24. He is now worth over 15 billion dollars.

2:07

Cher Wang was born in Taipei, the daughter of the second richest man in Taiwan. She graduated from high school in California and went to Berkeley to study music, but soon changed to economics. She got a Master's degree and went to work in her sister's company, First International Computer. When she founded HTC in 1997, the company made computers. A few years later, Wang persuaded her partners to change to making cell phones. HTC now makes one in every six smartphones that are sold in the United States. Wang's photo is rarely in the newspapers. She prefers a simple life at home with her family or playing basketball with business partners.

2:08

Sir Richard Branson left school at 16 to start a newspaper for students. He started advertising records at discount prices in the newspaper, and his record sales quickly became more profitable than the newspaper. Virgin Records started in a small office above an old shoe shop. Branson launched a record label in 1972, Virgin Atlantic Airways in 1984 and Virgin Mobile in 1999. He is now the fourth richest citizen of the United Kingdom and owns a Caribbean island in the British Virgin Islands.

2 2:06–2:08 Before playing the recording again, read out the questions and see if students can answer any of them, based on their first listening. They can then check and complete any missing answers during the second listening. Pause the recording after each entrepreneur to allow students to note down their answers. In whole-class feedback, elicit what students think about these three entrepreneurs. Ask: *Were they lucky? Did they deserve to become wealthy?*

ANSWERS:

- 1 He borrowed money from his family
- 2 Over 15 billion dollars
- 3 The second richest man in Taiwan
- 4 Switching from computers to making cell phones
- 5 He started advertising records at discount prices in his student newspaper.
- 6 He is the fourth richest citizen of the United Kingdom.

Reading

3 Ask students to read the subheading of the article. Ask: *Do you agree that most new businesses are failures?* Set a one-minute time limit for students to skim the article quickly and match the headings with the paragraphs. Check answers as a class.

ANSWERS:

- 1 Three ways to become a boss
- 2 The disadvantages of being an employee
- 3 The risks of starting a business
- 4 The advantages of buying a business
- 5 How much will it cost?
- 6 How to find the money
- 7 Why not buy a small business?

4 Check that students know the words *frustrating* and *talent*, which are both in the Glossary. If the concept of *seller financing* is new, students can also read a definition of this in the Glossary. Give them time to read the article carefully. When they have completed the true or false exercise, check answers in whole-class feedback.

ANSWERS:

- 1 T
- 2 F - It can take many years to get to the top
- 3 F - 70% of businesses fail in their first five years
- 4 T
- 5 T
- 6 F - Seller financing is becoming more common as it is becoming more difficult to borrow from a bank.
- 7 T
- 8 F - There are hundreds of small businesses for sale in every city

Discussion

5 Divide the class into groups of three or four to discuss the questions. Monitor the discussion and take notes on good and problematic language used. (Note that, in question 3, seller financing may be advantageous if you have another income source. However, it might be a bad idea as you are accepting the risk if the business fails.) Give feedback as necessary

EXTENSION ACTIVITY

Ask students to do an Internet search for *Rich List 2013* and choose someone of interest to report back on. Encourage them to find out if their chosen person inherited their wealth or if they were self-made. There are many self-made millionaires on the list.

6.2 Vocabulary**1. Business organizations and people**

This module focuses on types of organization, such as franchise operations, partnerships, a plc and a private limited company. It also looks at vocabulary relating to people in business, and a range of useful collocations relating to enterprise finance, such as *venture capitalist*.

Internet research

A search for the keywords *entrepreneur's glossary* will provide a range of words, phrases and acronyms of interest to entrepreneurs. Students make a list of five and then compare their list with a partner. This research could be done at any point in the module.

Organizations

1 As a lead-in, put some words related to the items in bold in Exercise 1 on cards (e.g. *partner, private, trader, company*). Issue a card to individual students at random. They should give a definition of the word, or an example, without saying the word on the card or any derivatives of it, and see if anyone in the class can guess the word on the card.

In whole-class feedback, after students have matched the organizations with the definitions, ask them to produce further examples of each one, e.g. plumber, dentist, family bakery, Tesco, McDonald's*, Greenpeace.

ANSWERS:

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

Listening

2 2:09-2:12 Tell students they will listen twice to a recording of four entrepreneurs talking about their organizations. The first time, they should listen for the general meaning and note down the type of organization. Check answers as a class. The second time, pause the recording after each advantage and disadvantage, so that students can complete the rest of the information. Take whole-class feedback.

ANSWERS:

- 1 franchise; Advantage: less risky than starting a completely new business; Disadvantage: have to pay a percentage of revenues to use the name
- 2 plc; Advantage: easier to get finance for new projects; Disadvantage: the family lost control of the business
- 3 NPO; Advantage: all the profit is used for the public good; Disadvantage: the founder is not in control
- 4 partnership; Advantage: partners share all the profits; Disadvantage: they are personally responsible for all debts

RECORDING SCRIPT

2:09–2:12

Speaker 1: The big advantage for me is that everybody already knows our name and our product. It's less risky than starting a completely new business. Of course, the disadvantage is that I have to pay a percentage of all revenues in order to use the name.

Speaker 2: My great-grandfather founded the company nearly a hundred years ago. The advantage of being a well-known name on the stock exchange is that it's easier to get finance for new projects. Unfortunately, the family lost control of the business twenty years ago. We only own about 12% now.

Speaker 3: I didn't start the organization to get rich; I wanted to help people. That's the big advantage: all the profit we make is used for the good of the public. On the other hand, although I'm the founder, I'm not really in control. The business doesn't belong to me, and I can lose my job if I disagree with the board.

Speaker 4: If we lose money, my partner and I are personally responsible for all debts. That's the big risk in our business. But then, of course, we do share all the profits.

3 Go through the first sentence with the class as an example. Check that students can place the stress correctly on *franchisee* and *franchiser*. Then divide the class into pairs to complete the remaining sentences using the general context to work out the missing word. Check answers as a class.

ANSWERS:

- 1 franchise; franchiser, franchisee
- 2 shareholder, owner; partner
- 3 founder, MD (managing director); CEO; manager
- 4 director; board; president; chairman
- 5 employee, co-worker; staff

4 After students have completed the exercise, ask them to look back at Exercises 3 and 4 and record the words in their vocabulary notebook with any useful derivatives or phrases, such as: *merge, merger, acquire, acquisition*.

ANSWERS:

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

Reading and vocabulary

5 If possible, prepare a gapped version of the blog in this exercise for display on an OHT. Blank out the following words: *finance, capital, loans, invest, investment, lawyer*. Ask students to guess from context which words can go in the gaps. They then check their answers by reading the full text in their books. Give students a few moments to read the article and mark the statements true or false. Check answers as a class.

ANSWERS:

- 1 T
- 2 T
- 3 F - a corporate lawyer is important to help with contracts, business registration and other official paperwork

6 Before doing this exercise, write some keywords from the first column on the board, such as: *business, official, corporate*. Divide the class into small groups and ask them to brainstorm some possible collocations such as: *business partner/venture/English; official policy/business; corporate culture/law*. Then ask students to do Exercise 6. When students have matched the words, ask them to find the collocations in the text and underline them.

ANSWERS:

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

7 When students have completed the exercise, ask them to write a question using one of the terms on a slip of paper, e.g. *What's the current interest rate? Is it easy or difficult to borrow money in the current economic climate?* Students then exchange their question with a classmate and take turns to give the answer. Take whole-class feedback.

ANSWERS:

- 1 official paperwork
- 2 interest rate
- 3 business loan
- 4 venture capitalists
- 5 return on investment
- 6 register a business
- 7 borrow capital
- 8 start-up companies
- 9 corporate lawyer
- 10 business plan

8 Finish the lesson with a light-hearted review of the new vocabulary. Show students how to complete the crossword by looking at the example. Remind them not to say the word!

EXTENSION ACTIVITY

This is a good opportunity to share good practice on recording new words. Divide the class into groups to share ways in which they record new vocabulary. Students can exchange vocabulary notebooks if they keep these and share any systems they use. Suggest that students could record new words using technology, such as a spreadsheet or a mobile device to write in definitions and review new words on the move. Encourage students to write information on word formation (n = noun, adj = adjective, etc.) and write personalized examples of new words.

6.3 Grammar

This module focuses on modal verbs: *have to*, *don't have to*, *must*, *(not) be allowed to*, *should*, *shouldn't*. Many students have problems with the difference between the concept of *not having to do something* and the concept of prohibition, expressed by *mustn't*. The module also looks at verb patterns in relation to reporting advice. This can be challenging for students at this level.

Internet research

A search for the keywords *advantages and disadvantages of being an entrepreneur* will bring up sites with a range of arguments for and against. Students should tell their partner about whether they would prefer to be an entrepreneur or an employee. This research could be done before the lesson as a general lead-in to the topic or after the lesson as a follow-up activity.

Obligation and permission

1 Give students time to read through the first section of the *Refresh your memory* box. If students need more practice of modals of obligation, permission and advice, go through some or all of Exercises 1–5 in the *Grammar and practice* section (pages 134–135 in the Student's Book, answers on page 101 in this book).

Before starting the discussion, ask students to study the two photos. Find out who they think has more money. Divide the class into small groups to discuss the questions. Invite a spokesperson from each group to share the group's ideas with the class. Give feedback on students' use of the target structures.

2 Draw three columns at the top of the board. At the top of column 1, draw an exclamation mark (!); leave the top of column 2 empty; at the top of column 3, draw a cross (X). Explain that column 1 is for things you must do; column 2 for things where there is no obligation; and column 3 for prohibited things. Invite students to come up to the board and write some of the phrases in the box in the correct columns.

Divide the class into pairs to do Exercise 2. Monitor the activity, giving feedback as necessary.

Advice

3 Elicit what kind of questions you might want to ask if you go to study or work in a different country, e.g. about the timetable, dress code, participation in seminars, etc. Ask students to work with a partner to provide advice to an American student about living and working in their country. Monitor the activity and provide help where necessary. Discuss students' ideas in whole-class feedback.

4 Ask students: *How easy is it to start a company?* Some may feel it is very easy – just register without even having any set-up capital: remember that there are many young, self-made entrepreneurs. Others may feel it is very difficult – difficult to get a loan in the current economy, etc. Divide the class into small groups to discuss the advice. Encourage them to give reasons for their opinions. Monitor and give feedback as necessary.

Verb patterns

5 Give students time to read through the Verb patterns section of the *Refresh your memory* box. If students seem unsure of this point and would like more practice, go through Exercises 6–7 in the *Grammar and practice* section (page 135 in the Student's Book, answers on page 101 in this book).

Start by eliciting an example sentence for each of the verbs in the box, taking particular care with the word *suggest*, i.e. *He suggested seeing her./He suggested that we see her*. Ask students to do the exercise individually, and then compare their answers with a partner. Check answers as a class.

ANSWERS:

1 tell 2 speak/talk 3 explain 4 discuss 5 suggest
6 present 7 talk/speak 8 say

6 Go through the two examples with the class. Then ask students to complete the exercise individually. Check answers in whole-class feedback.

SUGGESTED ANSWERS:

3 Fiona suggested asking Uncle Joe to invest in the business.
4 Darren and George spoke very slowly.
5 Lara discussed the plan with the bank manager.
6 Peter talked to Lin about the new company.
7 Henry presented the plan (to the board).
8 Karen told John to call her back later.

7 If possible, put the verbs in Exercise 6 on sets of prompt cards for students to use while doing this exercise. Monitor the discussions and provide help or feedback as appropriate.

Listening and writing

8 2:13–2:17 Check students know the words *obligatory* and *royalty payment* (see Glossary). Clarify the situation: they wish to buy a sandwich bar. Focus students on the first example. Play the recording and ask students to read the summarized advice. Point out the tense of the reporting verb: *tell–told*. Do the same for the second example. Then play each of the remaining extracts individually and ask students to note down their summaries. Check answers as a class.

Based on the advice they have just reported, ask students to work in pairs to exchange their own opinions on buying a franchise. For example, *A: I think I would sign the franchise agreement by myself, because a lawyer would be too expensive. B: I disagree. It's better to use a lawyer, in case you don't understand the details of the contract.*

SUGGESTED ANSWERS:

3 Birgit presented some typical franchise fees. She said franchisees usually pay \$20–50,000.
4 Bernd told us we aren't allowed to choose the cheapest suppliers. He explained that the contract says we have to buy from the official suppliers.
5 Miguel talked about royalty payments. He said you can choose to pay once a quarter but he suggested paying regularly every month. He told me you usually have to pay 5–10% of sales.

RECORDING SCRIPT

2:13

Petra: It's a bad idea to sign a franchise agreement alone. It's better to ask a lawyer to explain the details.

2:14

Malcolm: A strategy plan isn't really necessary. The franchiser tells you exactly what to do.

2:15

Birgit: In this slide, you can see some typical franchises and their fees. Most franchises ask for 20 to 50 thousand dollars. There's no choice – every franchisee pays to get in.

2:16

Bernd: It's not possible to choose the cheapest suppliers. The contract forces you to buy from the official suppliers. You don't have a choice

2:17

Miguel: Now, I want to say a few words about royalty payments. You can choose to pay once a quarter, but it's best to pay regularly every month. The payments are usually between five and ten per cent of sales. And remember they're obligatory, not optional!

EXTENSION ACTIVITY

Play this reported speech game. Provide topics on small pieces of paper, such as: *a film I saw recently, the book I'm reading*. Generate further ideas from students. Ask students to take a card, circulate and talk to someone else in the room. Afterwards, the listener should report to the class what was said to them, in one sentence only. e.g. *Marta told me about the latest Bond film*

6.4 Speaking

This module focuses on expressions for meetings. Some students in business will be used to attending meetings, some of which will be very effective, others less so. Students at university will often have experience of meetings, e.g. a class representative attends committee meetings to look at procedures and work with teachers and administration. There are different kinds of meetings, such as formal and informal ones, and disagreement as to whether agendas and strict timekeeping help or not. The module also includes roleplaying a meeting.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *how to brainstorm* will bring up some examples of ideas for doing this effectively, as well as information on useful software. Students should select some and compare them with a partner. This research could be done before the lesson to help with Exercise 1, or after the lesson as a follow-up activity.

Brainstorming

1 As a lead-in to the topic, remind students of the term *USP* (unique selling point). Ask students to brainstorm any USPs of a particular product they have. Ask: *How easy is it to be unique in this competitive business environment?* Divide the class into groups of three or four to discuss their ideas on how to make their sandwich bar products different. Elicit some ideas in whole-class feedback. These may include ideas for exotic vegetarian fillings, mix and match sandwiches, using different types of bread, etc.

EXTENSION ACTIVITY

An Internet search of *examples of USPs* produces lists of writers' favourite USPs on the web. Students can choose one and report back to the class.

Listening

2 2:18 After students have read the introduction, ask them to tell you the name of the company (Bread 'n' butter). Ask them to read the questions and check they know the terms *residential* (a residential area is one in which most of the buildings are houses) and *partially* (not completely). After playing the recording, give students a few moments to complete their answers. Then check answers as a class.

ANSWERS:

1 business 2 run the meeting 3 the menu
4 partially agrees 5 design 6 sections

RECORDING SCRIPT

2:18

Emily: ... Good, so we all agree that the business district is the best place for Bread 'n' butter.

Tim and Sheryl: Oh, yes.

E: Next, we need some new ideas for sandwiches that are different and exciting. Tim?

T: OK. I suggest brainstorming some interesting combinations. How about ham and banana, or apple and cheese ...

S: I'm sorry to interrupt, Tim, but I really don't think that's the best way.

T: Are you saying you don't like unusual combinations?

- S: No, I love your ideas. Apple and cheese is delicious! What I mean is, we don't have to define the recipes now, but we must decide on a strategy.
- E: Sheryl, may I interrupt? I see what you mean, but let's brainstorm everything for the moment, and see what ideas we have.
- S: OK, if you want. But, as I was saying, we need a strategy. What about having a different menu of sandwiches each day, so customers always have new choices?
- E: I agree with you up to a point, but it makes things complicated.
- T: Why not change the menu every week then?
- E: Do you mean, some weeks you can't get apple and cheese? Some customers like to eat the same thing every week.
- S: Hm. Perhaps you're right. But we need something different. Why don't we have different types of bread each week?
- T: Yes, I like it. And lots of unusual fillings: fruit, salad, vegetables ...
- E: How about inviting customers to choose their own combinations?
- S: Yes, mix and match! You choose your bread, your fillings, your dressing ... that's excellent!
- T: Wait a minute, do you mean we have to make every sandwich to order? It will take too long!
- E: It's a good point. But I suggest having two different sections – one for standard sandwiches, and another for mix and match.
- S: Yes, and different prices too!
- T: OK, that makes sense.

3 🗣️ 2:18 Before starting this exercise, find out who attends meetings in English. Brainstorm some of the things which happen in meetings and collate a list on the board, e.g. *opening and closing; note-taking; interrupting; expressing opinions; setting targets; chairing*, etc. Point out that the functions in the Useful expressions box are key to participating in meetings. Divide the class into pairs and ask them to brainstorm phases which can go in the gaps. When you play the recording again, ask students to check their answers and pay attention to the intonation of the phrases.

ANSWERS

Suggestions

- I suggest brainstorming some interesting combinations.
 How about ham and banana?
 Let's brainstorm everything for the moment!
 What about having a different menu every day?
 Why not change the menu every week?
 Why don't we have different types of bread each week?

Clarifying

- Are you saying you don't like unusual combinations?
 What I mean is, we don't have to define the recipes now.
 Do you mean, some weeks you can't get apple and cheese?

Continuing after an interruption

- As I was saying, we need a strategy.

Interrupting

- I'm sorry to interrupt, Tim, but ...
 May I interrupt?

Suggestions

- 4** Invite a pair of students to read out the example exchange. Then put students into pairs to practise the others. Encourage students to answer quickly with their own ideas. Monitor the activity. With lower-level groups who need more practice, extend the activity by getting students to ask for more suggestions, such as: *somewhere to go tonight, a film to see, somewhere for the class to go on Friday evening*, etc.

Interrupting and clarifying

- 5** Before starting the activity, tell students a story from your own experience about someone who made a hobby into a business. Give students a few minutes to prepare and check they have a suitable hobby in mind. Tell students to try and speak for a minute and to respond to each of the interruptions. Monitor the activity.

Problems and solutions

- 6** Check that students know how to pronounce the word *desserts* (the stress is on the second syllable). Divide students into As and Bs and give them time to prepare for the conversation. Student As prepare their ideas for situations 1, 3, 5 and 7. Student Bs prepare for the even numbers. Point out they should make a note of two ideas for each topic. Give students a few moments to study the flow chart, and to review the expressions in the checklist. Monitor the activity and give suggestions and feedback as necessary.

Roleplay

- 7** Check students know the marketing term *BOGOF* (buy one, get one free), which is often used in supermarkets. Before starting the meeting, clarify the role of the chairperson. Ask the chair (Student A) to study the agenda and decide on the length of the meeting, while the others (Students B and C) look at their sets of information. Monitor the activity and take notes on students' use of suitable language. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

Hold a class meeting in which students brainstorm what should be on the agenda. In university contexts, this could be about something which is important in the university, or an invented situation, e.g. *Should the university abolish face-to-face tuition and replace classes with online courses only? Should the government adopt a One Laptop per Child policy?* For students who work, encourage 'for decision' type items on something important in the workplace.

6.5 Writing

This module focuses on analysing content. It also covers putting information into minutes format and finally writing an agenda and minutes. In formal meetings, such as an AGM (annual general meeting), minutes are a vital part of the procedures. While taking minutes may be less common in informal meetings, minutes are generally viewed as invaluable. This is because attendees may have a different memory of the outcomes, which can lead to problems: *We didn't say that. / I thought we agreed on the 26th?* An agenda is also part of formal procedures, and having an agenda usually leads to a more focused and productive meeting.

Internet research

An image search for the keywords *minutes template* will bring up some interesting designs. Ask students to choose their favourite format and compare it with their partner. Ideally, this research should be done before the Output activity.

Discussion

1 As a way in to this topic, find out what students think about meetings in their university context or in their company. Ask: *Do you enjoy meetings? Why? Why not? Are they a waste of time?* Point out that the idea of having an agenda and writing up action points is to make meetings more effective. Give students a moment to consider their own opinions and then ask them to compare and discuss these with a partner. Elicit some opinions in whole-class feedback.

Models

2 Check that students remember the noun *acquisition* (when Company A takes over or buys out company B). Ask students to study the agenda and minutes and answer the questions. Check answers as a class.

ANSWERS:

- 1 finance 2 they need information from all the other items
3 three 4 negotiate 5 in two weeks

Analysis

3 and **4** Tell students they should scan the agenda in order to locate the information which is included, and then the minutes in order to identify the information which is not included. Check answers as a class. Point out that in the minutes, no-one records the details of a specific argument, or an individual's views. Find out if this is the same in the students' companies/contexts, and whether this changes for different types of meetings.

ANSWERS:

- 3 All the information is included except the place and the person in charge of the minutes
4 Disagreements and opinions are not included in the action minutes

Language focus

5 Students work individually and compare their answers in pairs. After checking their answers, ask if this number was surprisingly low. Elicit any advantages of being so brief, e.g. they are quicker to write, and people are more likely to read the minutes. Ask: *Are there any disadvantages?* (i.e. are the minutes less useful because they are too brief?)

ANSWERS:


- 1 15 words (Apologies: Val / APL HR situation Check staff contracts with lawyer and report back Val asap)
2 15 words (Our offer Make first offer of £300,000: 30% cash, 70% seller financing Chris 5 October)

6 Ask students to look at the template on page 118 first. Students can do the exercise individually or with a partner. If possible, students should write their answers on an OHT. Then, they can take turns to show their work to the rest of the class, who make corrections and helpful suggestions. Otherwise, students could simply complete their template and exchange it with a partner for peer correction and comments. Check answers as a class.

SUGGESTED ANSWERS:

- | | | | | |
|---|---------------------|---------------------|---------|--------------|
| 1 | Cash flow situation | Give latest update | Annette | Monday 9am |
| 2 | Opportunity in Oslo | Present the company | Matt | next meeting |
| 3 | HR situation | Hire an intern | Aiko | asap |
| 4 | Offer from HBCC | Write refusal | James | next week |

Output

7  2:19 Check that students know the word *inventory* (a list giving details of all the things in a place, such as a warehouse). Tell students to take notes on the discussion between Helen and Chris and tell them that you will play the recording twice. The second time, pause the recording as necessary, every couple of lines. Give students time to complete their agenda. If one student finishes early, they can write out their agenda on an OHT to show the whole class. Encourage peer correction, as appropriate.

SUGGESTED ANSWER:

Acquisition Team Meeting			
Date/time: 18 October, 9–11am			
Leader: Chris			
Attendees: Helen, Val, Chris, Simon			
Time	Item	Presenter	
9.00–9.45	1 APL's counter-offer – for decision	Chris	
9.45–10.15	2 Mr Jarvis – for decision	Chris	
10.15–10.25	3 Update on inventory – for information	Simon	
10.25–10.40	4 Website problem – for discussion	Helen	
10.40–11.00	5 AOB	Chris	

RECORDING SCRIPT

2:19
 Chris: Helen, could you write the agenda for our next meeting?
 Helen: Sure. That's on the 18th, right? At the usual time?
 C: Yes.
 H: OK. Will everyone be there?
 C: I hope so. We have two important decisions to make. First, the new offer. APL say they want €350,000 and 50% cash. So we have to decide how to react.
 H: OK. What else?
 C: The other item for decision is about Mr Jarvis, the Managing Director. He tells me he wants to stay in his job for another year.
 H: Jarvis. Is that J-A-R-V-I-S?
 C: Yes.
 H: OK. That's a difficult problem.
 C: Yes. We probably need half an hour for that point, and 45 minutes to discuss the offer.
 H: Do you want to present those two points?
 C: Yes, I think that's a good idea. And there's also Simon's update on inventory. That's just for information, so we only need ten minutes for that. And that's all, I think.
 H: Can I also have 15 minutes to talk about a problem with the website?
 C: Of course. That will still leave about twenty minutes for any other business. Is the website something we need a decision on?
 H: Not immediately - it's just for discussion. What about the order of the items?
 C: Let's talk about the big issues first: the offer, then Mr Jarvis. Then we'll have Simon's update on inventory, and your item on the website last.
 H: OK.
 C: Thanks, Helen.

B **2:20-2:23** Ask students to use the template on page 118 for their minutes. They can use a blank sheet of paper to take notes on the meeting and transfer them to the template later. Tell them you will play the recording twice. The second time, pause the recording between **each** of the sections to allow students time to take notes. At the end, allow students time to complete their agenda. As in the previous exercise, ask a student to write out their agenda on an OHT to show the whole class. Encourage peer correction, as appropriate.

SUGGESTED ANSWER:

Minutes of: acquisition team meeting

Date & time: 18 October, 9-11am.

Present: Helen, Chris, Simon, Val

Minutes by: Helen

Item	Action	Who?	When?
1 APL's counter-offer	Offer €310,000 and 40% cash	Chris	This afternoon
2 Mr Jarvis	Offer him a role as a consultant	Val	asap
3 Update on inventory	None	-	-
problem:	of dot biz, dot EU or dot net		October

Next meeting: 25 October, 9-11am

RECORDING SCRIPT

2:20
 Chris: OK, everyone. We need a decision here. Do we all agree to offer €310,000 and 40% cash?
 Helen, Simon and Val: Yes, that's OK. Yes, agreed.
 C: All right. I'll call them this afternoon with the new offer.
2:21
 Simon: I don't think we can work with Mr Jarvis in the office. It will be really difficult to change things.
 Helen: I like Val's idea. Let's offer him a role as a consultant. But he can't have his old job in the office.
 Chris: I think that's a good compromise. Val, can you talk to Mr Jarvis and ask him what he thinks of the idea?
 Val: Yes, I will.
 C: Great. Let us know as soon as possible how he reacts.
 V: OK.
2:22
 Simon: So basically, that's the inventory situation.
 Chris: OK, thanks, Simon, I think we're all happy with that. No action required. Now, what's next? Helen, your website problem, I think.
2:23
 Helen: ... So, what I'm saying is we can't use APL dot com or APL dot co dot UK.
 Simon: What about dot biz or dot org?
 H: Well, I think dot org is for non-profit organizations, isn't it?
 Chris: How about dot EU or dot net?
 H: Well, I'm not sure, actually ...
 C: OK, can you check and get back to us next time?
 H: All right. That's for the 25th then, next week.

EXTENSION ACTIVITY

Give students further practice in note-taking. Give them a talk, delivered at natural speed on an interesting and relevant topic, with students taking notes. Then, ask students to share their notes with a partner to build up a final version. They can exchange their set of notes with another pair of students. Provide help and feedback on the writing activity.

6.6 Case study

This case study focuses on identifying product and market information, based on the business idea of producing a solar battery charger for use in developing countries. The case study also covers making decisions for starting a company. Students participate in a meeting roleplay.

Internet research

A search for the keywords *solar battery charger* will bring up different models. Students should choose one which will help them find out about the situation in Africa and talk about it with a partner. This research should be done before Exercise 4 to help students discuss the first question.

Discussion

1 As a way in to this topic, ask students to guess which country in the world uses most solar power (Germany). Ask: *Has solar power made any impact on your country?* In the UK, for example, more and more people are having solar panels installed on their roofs.

Ask students to brainstorm all the decisions that need to be made when starting a company. Elicit ideas in whole-class feedback.

SUGGESTED ANSWERS:

type of company, funding, business model, sourcing, production, positioning, premises, staff, promotion

Reading

2 Ask students to translate *gadget* into their own language. This should help them to get a feel for the connotations of the term (something small and technological). Also, refer students to the Glossary to check any vocabulary they don't know. Set students a short time limit to quickly scan the email from Tara. Elicit answers in whole-class feedback.

SUGGESTED ANSWER:

Tara wants to meet to talk about Henry's solar battery charger. She thinks it could be the product they are looking for.

3 Check students know what an *ecologist* is (a scientist who studies the environment and the way that plants, animals and humans live together and affect each other). Ask them to look at the photo at the foot of page 84 – the two people in the picture could be ecologists. Ask students to read the email again, this time more carefully, and answer the questions. Check answers as a class.


ANSWERS:

1 demonstrate 2 already 3 size, weight and price
4 easy to find 5 almost everyone

Discussion

4 Divide the class into pairs or small groups to discuss the questions. Note that the price may be dependent on where the product is sold, so there would be a difference between what students are prepared to pay and the price in a developing country.

Listening

5  2:24 Invite students to look at the photo. Ask: *How do you think mobile phones have changed people's lives in rural areas/developing countries?* e.g. you can contact doctors in a medical emergency; you can keep in touch with friends who live far away. Check students know the word *stable* (not changing frequently and not likely to suddenly become worse). After students have listened to Tara and Henry and answered the questions, find out if they think Tara is right.

ANSWERS:

- 500 million
- They have to travel miles and then pay someone to charge their phone.
- They don't have a regular or stable power supply: 25% of the population have electricity in the towns and only in rural areas only 10%.
- She wants to sell solar battery chargers in sunny places like Africa.

RECORDING SCRIPT

 2:24

Tara: Hi, Henry. I just read a really interesting article about mobile phones.

Henry: Oh, right. What was that about, then?

T: Well, apparently, there are 500 million people in the world who have a phone, but no electricity.

H: Really?

T: Yes. Sometimes they have to travel miles and then pay someone to charge their phone.

H: Wow!

T: In many parts of the world, they don't have a regular or stable power supply. For example, in most of Africa, only 25% of the population have electricity, and that's in towns. In rural parts of Africa, only 10% of people have a regular and stable electricity supply!

H: Only 10%? Really?

T: Well, don't you see what that means?

H: No, I don't. What?

T: It means there's an enormous market for solar battery chargers like yours, especially if you can ship them really cheaply to sunny countries!

H: Oh, yes. I see what you mean!

Discussion and roleplay

6 Ask students to first discuss their ideas on the agenda with a partner. Give them 10–15 minutes to do this. Then ask the pairs to join together to form groups of four or six in order to hold the meeting. Students should appoint a chairperson and a note-taker at this stage. Monitor the meetings and take notes on the language used. When the meetings are over, bring the class together for the summary stage. After the vote, finish the lesson with language feedback.

EXTENSION ACTIVITY

Play the 'new ideas game' in which groups come up with a new idea for a business product or service. Alternatively, students can do an Internet search for inventions and see if they can find an idea which is viable and exciting. Hold a class vote to decide on the best idea.

Review 5 and 6 Answer key

Review 5

(page 85 in the Student's Book)

Marketing and selling

1

- 1 price
- 2 desire
- 3 signature
- 4 prospects
- 5 enquiries
- 6 needs
- 7 quotations
- 8 effective
- 9 features
- 10 revenues
- 11 opportunities
- 12 partnerships

2

- 1 conduct
- 2 build
- 3 deliver
- 4 meet
- 5 set
- 6 increase
- 7 enter
- 8 raise

3

- 1 cheaper than
- 2 the cheapest
- 3 more expensive than
- 4 less expensive than
- 5 the most expensive
- 6 the least expensive
- 7 heavier than
- 8 the heaviest
- 9 the best
- 10 the worst
- 11 more modern than
- 12 simpler (or more simple)

4

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

5

- 1 which means that
- 2 I see your point. But
- 3 Keep in mind that
- 4 What's more,

6

- 1 regular, important
- 2 rising, increase
- 3 materials, quotation
- 4 not only, but also
- 5 forward, relationship
- 6 longer, replacing

7

- 1 since, as
- 2 due to, owing to
- 3 consequently, therefore

Review 6

(page 87 in the Student's Book)

Entrepreneurship

1

- 1 millionaire
- 2 disadvantage
- 3 investment
- 4 entrepreneurial
- 5 failure
- 6 success, successful
- 7 profitable
- 8 start-up
- 9 funding

2

- 1 employer, employee
- 2 a shareholder, the owner
- 3 money, capital
- 4 co-workers, colleagues
- 5 venture capitalist, lawyer
- 6 franchise, franchisee
- 7 interest rate, return on investment
- 8 CEO, board

3

- 1 should never be
- 2 don't have to be
- 3 can take
- 4 can't bring
- 5 are allowed to eat
- 6 You're not allowed to
- 7 you really must
- 8 shouldn't be

4

Correct order:

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

5

- 1 brainstorm; How about
- 2 sorry, interrupt
- 3 What, mean
- 4 Why don't we
- 5 Are, saying
- 6 good point

Subject background

Digital resources for Unit 7

eWorkbook

Language practice:

interactive & printable grammar, vocabulary, listening & pronunciation practice activities, extra printable reading & writing worksheets

Listen: Student's Book audio, language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 7

Resources: PowerPoint Unit 7, business document Unit 7, photocopiable worksheets, Student's Book answer key, Student's Book glossary

An example of an income statement appears on page 98 of the Student's Book. The income statement below shows synonyms (in brackets) for some of the financial terms, many of which appear in Unit 7. The terms are explained below.

	Revenue (= Turnover/Income)	1,000
minus	Cost of goods sold (= Cost of sales)	-400
equals	Gross profit (= Gross margin)	= 600
minus	Overheads (= Sales, General & Administrative Expenses/ Operating Expenses)	-200
equals	Operating Profit	= 400
minus	Interest, tax, depreciation	-150
equals	Net profit after tax (= Net earnings/Net income)	= 250
minus	Dividends	-50
equals	Retained profit (= Retained Earnings/Reserves)	= 200

- **Revenue:** The money coming into the company from sales.
- **COGS (Cost of goods sold):** These costs are volume-related: the more you produce, the higher the cost. They include raw materials, commission paid to sales people, transport costs, and fees paid to external staff working on a project-by-project basis.
- **Gross profit:** We all know that sales minus costs equals profit, but in business there are many types of profit. Gross profit is profit with only the COGS taken away.
- **Overheads:** This is the cost of selling and marketing the products, and of generally running the company. These costs are not volume-related: you have to pay them regardless of how much you produce. They include the salaries of permanent employees, advertising, rent, insurance premiums, etc.
- **Operating profit:** As it says, profit from the business operations.
- **Interest, tax, depreciation:** Interest is paid to the bank for loans. Tax is paid to the government. Depreciation is the loss in value of machines and equipment due to age. These are all subtracted from the operating profit.
- **Net profit after tax:** In some ways, this is the real profit that the business makes.
- **Dividends:** This is money paid to the shareholders.
- **Retained profit:** This is what remains to invest in the business in the future.

Unit 7 also refers to *variable costs* and *fixed costs*. Variable costs depend on the number of units produced, whereas fixed costs are the same regardless of how many items are sold. In general, COGS is a near-synonym of *variable costs*, and overheads is a near-synonym of *fixed costs*. However, this is a complex issue – you can probably think of many costs that have both a fixed and a variable part. One example is electricity: the lights stay on all the time (fixed), but usage increases when the machines are working (variable).

Useful websites

www.dummies.com

(Type *financial statements* into the search box)

www.investopedia.com

(Type *understanding the income statement* into the search box)

Negotiating (module 7.4) and persuading (module 5.4) are similar. The graphic in the first website listed below clearly explains the difference.

A negotiation has the following stages:

- **Relationship building:** This involves social English and small talk to get to know the other side and build trust.
- **Exploring positions and asking questions:** Both sides present their case. This stage involves listening carefully, taking notes, asking questions and making sure all points are understood.
- **Bargaining:** Each side makes a series of concessions in order to reach a compromise (a mid-point that is satisfactory to both sides). In a customer-supplier negotiation, issues will be price, quantity, quality, delivery times, service levels, terms of payment, etc.
- **Close:** The participants shake hands and make a deal.

Useful websites

www.kent.ac.uk/careers/sk/persuading.htm

(The 'influencing' diagram on this page is excellent, and could be used in class)

<http://www.skillsyouneed.com/ips/negotiation.html>

7.1 About business

This module focuses on personal and business budgets. Students unfamiliar with budgeting in the business world are nevertheless probably familiar with budgeting in their personal life. The module also looks at cost-cutting and its consequences. Many companies today are having to cut costs to remain profitable. In some cases, this is very difficult, especially if there is a knock-on effect on safety or quality. Cost-cutting may be beneficial in the short term, and help to save jobs, but its long-term effects may be damaging.

Internet research

A search for the keywords *ways to cut costs* will give information on ways of doing this in both private and professional contexts. Students should make two lists, one for personal costs and one for business costs. Ideally, this research should be done before the final discussion.

Discussion

1 Before starting this exercise, ask students to tell you if, from a financial point of view, it is easier to be a student today compared to ten years ago? Why? Depending on where students are from, they may bring up topics such as: higher tuition fees, whether they need to pay back government grants for education, etc. Ask students to read the information about Ashley's income. Divide the class into groups of three or four to discuss the questions.

SUGGESTED ANSWERS:

- 1 Ashley can give the money back to her parents, save the money for her second year, spend the money, invest the money, buy her parents a present, donate the money to charity, etc.
- 2 Ashley can ask her parents for more money, borrow money from friends or from a bank, get a job, cut her costs, sell some of her possessions, go and live at her parents' home, etc.
- 3 Ashley's parents' situation is similar in that they can save or invest profits and borrow money or sell assets if they make a loss, but different in that they have nobody to rescue them if they are in real difficulty.

Skim reading

2 Before starting, ask students to read the title of the article and predict ten words or phrases they think will appear in the text, such as: *cutting costs, finance, bankrupt, pay back, loan*, etc. Then ask students to scan the text and underline any words on their list. Ask: *How many of your words appeared in the text?* After that, ask students to skim read the article and answer the specific question.

ANSWER:

Companies can lose millions but still stay in business because the loss may represent only a small percentage of revenues. They can reduce variable costs or use reserves to compensate for the loss.

Summarizing

3 Check students are familiar with the term *assets* (see Glossary). Ask students to read the article and decide on the correct order of the paragraph summaries. Check answers as a class.

ANSWERS:

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

Reading for detail

4 Students read the article again, this time more slowly and carefully, and answer the questions. Check students' answers.

ANSWERS:

- 1 a) sales revenues b) salaries, bonuses, overtime
- 2 a) rent, administration and maintenance b) the house, the children's education, energy and telephone bills
- 3 a) advertising, travel, training, temporary contracts b) restaurant, cinema, new TV, foreign holiday
- 4 Reserves savings and investments Assets home, office or factory Reserves are liquid, like money in the bank; assets are tangible, like buildings and land
- 5 a) new equipment or software b) better insulation or a more modern heating system

Listening

5 2:25–2:26 Check students know the word *margin* in the business sense of *profit margin* (the difference between how much money you get when you sell something and how much it costs you to buy or make it). Tell students they will listen to two people, Maria and Steven, talking about cost-cutting and ask them to take notes. Check answers as a class.

ANSWERS:

- 1 For Maria's company, the problem was competition from Asia. For Steven's company, the new owner wanted to improve margins
- 2 Maria's company replaced travel with conference calls and cut employee bonuses. Steven's company cut jobs
- 3 Maria had to make cuts in the family budget, e.g. a holiday in the USA, but she felt they were lucky that nobody lost their job. Steven was unemployed for six months. He had to sell his car and spend most of his savings, but in the end he found a more interesting and better-paid job

RECORDING SCRIPT

2:25–2:26

Maria: My company had to reduce its prices because of competition from Asia. The first thing they cut was the travel budget. Instead of travelling to meetings, we do everything by conference call now. It isn't always easy, but it's a lot cheaper. They also stopped our annual bonus, so we had to make cuts in the family budget. We wanted to go to the USA for our holidays, but we decided it was too expensive. Fortunately, nobody lost their jobs. So I think I'm quite lucky, actually.

Steven: My company was taken over by an American group. They wanted to cut costs to improve their margins. Several people lost their jobs. I was one of them. I was unemployed for six months, which was hard. I had to sell my car and I spent most of my savings. But, in the end, I found a new job with a start-up company. It's more interesting than my old job and the money's better. So, I suppose I was lucky really!

Discussion

6 Divide the class into pairs or small groups to discuss the questions. With weaker groups, elicit an example of a fixed cost for a university student (fees, accommodation) and a variable cost (cinema, food). Set a suitable time limit for the discussion, such as 15 minutes. Monitor the discussion and take notes on good use of language as well as any mistakes you want to correct. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

Ask students to write a summary of the final discussion as a short essay. Students can do this for homework. When they have finished, they should exchange their writing with another student and compare their summaries. If appropriate, students can give peer feedback on each other's writing, commenting on anything they particularly liked and pointing out anything which was not clear. Collect in the summaries and give feedback on accuracy.

7.2 Vocabulary

This module focuses on vocabulary relating to financial performance. Many students of business studies will be familiar with the concepts covered in this module, such as: *fixed* and *variable costs*, and the *breakeven point*, the point at which a company moves into profitability. The module also looks at vocabulary relating to payment terms. Students listen to a credit controller talking about recovering late payment.

Internet research

A search for the keywords *fixed and variable costs* will give a list of ways to cut costs. Students should make lists of typical costs for companies. This research could be done before the lesson to improve students' general understanding of these terms, or after the lesson as a follow-up activity.

1 As a lead-in, ask students to tell you what the product in the photo is (mugs). When students have read the information above the box, ask them some comprehension check questions: *What kind of mugs are they?* (souvenir mugs); *What are Doug's overheads?* (€100,000); *How much does it cost to make one mug?* (€1); *How much does each mug cost to the customer?* (€3.50). Students then label the graph with the words in the box.

ANSWERS:

a) loss b) breakeven c) profit d) revenues
e) fixed & variable costs f) overheads

2 When students have answered the questions about the graph, ask them if they find anything surprising in the figures, e.g. even if Doug sells 30,000 mugs, he still makes a loss.

ANSWERS:

1 €100,000 2 €150,000 3 40,000

3 Check that students know the verb *deduct* (to take an amount or number from a total). Ask students to read the gapped text first to get an overview. They can work out the meanings of terms such as *cost of goods sold* (or *COGS*) as they proceed through the exercise. Ask students to work individually and then compare their answers with a partner. Check answers as a class.

ANSWERS:

1 turnover 2 cost of goods sold (COGS) 3 gross margin
4 operating expenses 5 profit margin

4 Ask students to work individually on each situation, then compare their calculations with a partner. In whole-class feedback, ask a pair who has calculated the amount successfully to run through the steps in the calculation.

ANSWERS:


- 1 Turnover and COGS are unchanged, so gross margin is still €200,000. Operating expenses increase to €124,000, so operating profit falls to €76,000. After tax at 25%, net income is €57,000.
- 2 Operating profit remains at €76,000 but tax falls to 30%, so net income falls to just over €50,000, a profit margin of about 18%.
- 3 Turnover is unchanged but COGS increases to €120,000. Gross margin is now €160,000. Operating expenses are €124,000 with the new secretary, so operating profit falls to €36,000. Tax at the higher rate of 33% is approximately €12,000, so net income falls to €24,000, a profit margin of only about 8.5%.

5 Check that students know the terms *outstanding* in the sense of *outstanding balance* (money that has not been paid yet) and *settle* in the sense of *settle a bill* (to pay all the money you owe). When students have replaced the phrases in bold in the telephone conversation extracts, check answers as a class.

ANSWERS

- 1 account 2 outstanding balance 3 invoice 4 overdue
5 interest 6 settle

Listening

6  2:27 Ask students what a *credit controller* is (someone whose job it is to chase and ensure the payment of overdue invoices). Tell students they will hear a credit controller talking about payment terms. Play the recording. After each excerpt, pause to allow students to scan the list of expressions for the correct answer. Do the first one as an example with the whole class. When students have finished, they can compare their answers with a partner before whole-class feedback.

ANSWERS:

- 1 terms and conditions
- 2 payment in advance
- 3 cash on delivery
- 4 30 days' credit
- 5 an early payment discount
- 6 a deposit
- 7 settle the balance
- 8 owe someone money

RECORDING SCRIPT

 2:27

- 1 If you look on the back of your invoice, Mr Jones, everything is explained in black and white.
- 2 No, I'm sorry. We can't give credit for export orders. We need payment before we ship the goods.
- 3 Yes, that's OK, madam. You can give the delivery man cash or a cheque.
- 4 Yes, regular customers can pay one month after we send the invoice ...
- 5 ... but you can deduct 2% from the total if you pay in less than ten days.
- 6 Because it's a special order, we'll need 20% now, Mrs Black.
- 7 Thank you, Mrs Black. You can pay the rest when you come to pick it up.
- 8 Annabel, do you remember I lent you £10 last month?

Roleplay

7 Divide students into As and Bs. Give Student As time to decide on the details of the problem, e.g. the amount that is owed, while Student Bs study the flow chart. If possible, use real phones, such as the students' mobile phones. Monitor the roleplays and make notes on any language points you wish to deal with.

Discussion

8 Divide the class into pairs to discuss their chosen payment method in each case. Encourage students to provide reasons for their choices, e.g. *It helps if I set up a direct debit in case I forget. It's cheaper to buy this service on the Internet than from a shop*, as well as the terms and conditions they encounter. Monitor and provide feedback as necessary.

EXTENSION ACTIVITY

Put students into small groups and ask them to brainstorm the pros and cons of using a credit card. When they have finished, hold a vote as to whether they will continue to use one or change to using a debit card/cash. Elicit feedback from each group on students' decisions and reasons.

7.3 Grammar

Future forms and first conditional

This module looks at *will* and *be going to*: these are two common ways of talking about the future and can often be problematic for students. Some learners, for example, overuse *will* to express the future. The module also looks at the first conditional. Students at pre-intermediate level may make errors such as: *If I will go, I will find*. Finally, there is a focus on time expressions, which are frequently used when expressing future ideas, such as *When she arrives*, ...

Internet research

A search for the keywords *future predictions* will give a list of sites which make predictions. Students should write down five predictions. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

will and won't

1 As a lead in, ask students to look at the two photographs and say what they think they show (suggested answers: a new strain of turf/grass; a robot).

Continue by reading the *will and won't* section in the *Refresh your memory* box. If students seem unsure of how to use *will* and *won't* or would like some further practice, do some or all of Exercises 1–3 in the *Grammar and practice* section (page 136 in the Student's Book, answers on page 101 in this book).

Ask students to read through the example sentences in the dialogue and elicit why *will* and its opposite *won't* are used here (to make predictions). Point out the use of *I don't think I'll* ... and not *I think I won't*. Divide the class into pairs or small groups to make predictions about each of the topics. With larger classes, assign each pair or group a number and ask students to brainstorm ideas in one topic area only. In whole-class feedback, ask some students to share their predictions and encourage the rest of the class to say if they agree or disagree.

2 Give students an example of an instant decision, sometimes called a spontaneous decision, e.g. The telephone rings and someone says *I'll get it*. Then provide an example of a promise, e.g. *I'll do it tomorrow*. Monitor the speaking activity, providing help as necessary.

SUGGESTED ANSWERS:

- 2 A: All right, I'll send it again.
B: Thanks, and I'll reply as soon as possible.
3 B: No problem. I'll stay at a bed and breakfast.
A: OK, I'll get you a list of numbers.
4 A: OK, I'll pay by credit card.
B: That's fine. I'll get the machine.
5 B: OK, let's go. I won't have breakfast.
A: We can buy breakfast on the train.
6 A: Don't worry, I won't tell anyone.
B: Right, and I'll destroy the original message.

be going to

3 Tell students that, unlike an instant decision, planning requires time, so we use the structure *be going to* for plans and intentions. Read the *be going to* section in the *Refresh your memory* box. If students would like some further practice of *be going to*, do some or all of Exercises 4–6 in the *Grammar and practice* section (pages 136–137 in the Student's Book, answers on page 101 in this book).

Give students a few minutes to think about each of the cities and decide on what they'd like to visit there. You can start off this exercise as a fun, whole-class drill by calling out a student's name and a city, and have them answer with their plans. Tell students with no plans that they can answer: *I don't know what I'm going to do in (Rome)* and pass the question on. Then, move on to the pairwork activity for further practice.

4 In pairs, students talk about their plans for the future. Point out that if they don't have any plans, they should focus on making instant decisions. Students can use their diaries or the calendars in their mobile phones to help. As usual, monitor the speaking activity, providing help and feedback as necessary.

First conditional


5 Check students understand what a *contingency plan* is (see Glossary). Focus students on the first example and ask them the concept check question. *Will the speaker reduce the price?* The answer is *It depends*, i.e. *only if the new product is too expensive*. Reducing the price is therefore a contingency plan. If necessary, clarify the use of *unless* (used to mean 'if X doesn't happen, something else will'). When students have completed the contingency plans in their own words, they can compare their responses with a partner. Monitor the activity. If any students have an especially interesting example, ask them to share it in whole-class feedback.

6 Focus students on the two examples. Read the first conditional section of the *Refresh your memory* box. If students would like some further practice, do some or all of Exercises 7–9 in the *Grammar and practice* section (page 137 in the Student's Book, answers on pages 101–102 in this book). Divide the class into pairs in order to negotiate the points.

SUGGESTED ANSWERS:

- 3 All right. I'll deliver on Friday if you order today
4 I'm sorry. I can't deliver before Friday unless you pay for express delivery.
5 OK, I'll give you 30 days' credit if you place regular orders.
6 I'm sorry. I can't give 60 days' credit unless you pay the full price.
7 OK. I'll change the colour to red or blue if you give me two weeks' notice.
8 I'm sorry. I can't add your company logo unless you order more than 500 pieces.

Listening

7  2:28 Check students know the word *specifications* (see Glossary). Ask students to read the questions. Play the recording for students to write their answers. Check answers as a class.

ANSWERS:

- 1 She'll send the quotation when she receives the specifications.
- 2 She won't know the exact cost until the buyer gives her all the details.
- 3 They'll start work as soon as the buyer confirms the order.
- 4 He'll receive the invoice 48 hours after he confirms the order.
- 5 He'll need to pay before the seller ships the machine.
- 6 He'll receive the machine two or three days after it is shipped.

RECORDING SCRIPT

 2:28

Buyer: How long will it take?

Seller: Well, we'll send you a quotation when we receive your specifications.

B: Can't you quote me a price now?

S: Well, we won't know the exact cost until you give us all the details.

B: OK.

S: And then as soon as you confirm your order, we'll start work. We usually need about two weeks.

B: I see. And I'll pay you after I receive the machine. Is that right?

S: No. You'll receive an invoice 48 hours after you confirm the order. You'll need to pay it before we ship the machine.

B: Oh. So, it'll take about three weeks, then?

S: Yes. You'll receive the machine two or three days after we ship it.

Time expressions

8 Go through the two examples with students. Ask students to write five questions with *when* about their plans and predictions for the future. Elicit examples and check for accuracy. Then divide the class into pairs to ask and answer their questions. Monitor the conversations. If any students are especially creative, ask them to share their conversation in whole-class feedback.

Negotiation

9 Divide the class into pairs or groups of four and assign them roles A or B. Explain that they are going to negotiate an agreement for a new packaging machine. Give students time to study the relevant information and points system and decide what is important to them. They should try and score as many points as possible. Monitor the negotiations and make notes on both good negotiating skills and the use of the first conditional/other grammar. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

Students select one of the topics in Exercise 1 and research it on the Internet. Find out what a futurologist (a person who studies the future, including how people will live, work and communicate) thinks about each area. Ask students to be ready to report back to the class about what they discovered. They can do this task for homework.

7.4 Speaking

Negotiating

This module focuses on expressions for negotiating. This is a challenging skill even for native speakers. The term is broad and covers everything from simple everyday negotiations about where to go and eat, to formal negotiations in business or political contexts over issues such as pay and working conditions. The module also gives students practice in roleplaying a negotiation.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *rules of negotiation* should provide a list of tips. Students note down their five favourite tips and share them with a partner. This research could be done before the roleplay in Exercise 7, as part of their preparation, or after the lesson as a follow-up.

Discussion

1 Before starting the discussion, focus students on the photo of the stags. Ask what this metaphor suggests about negotiating (that it's a battle). Ask students if they have heard of the expression *win-win* when it comes to negotiating. Ask: *Do you think everyone agrees with this idea?* For example, in some cultures it is common to view a negotiation as something which you have to win. When students have matched the negotiations with the outcomes, find out which outcome they prefer. Many people see c) as the best outcome, as it can be a solid basis for longer-term relationships, but there may be occasions when it is better for you to focus solely on winning, in other words, win-lose.

ANSWERS:


1 b) 2 a) 3 c)

2 Ask students to consider why the phrases are good for negotiators. If you have students who negotiate as part of their job, ask if they have any further tips for negotiators.

SUGGESTED ANSWERS:

- 1 Always consider as many variables as possible.
- 2 You won't know if the offer was the best you could get; the other person may regret not asking for more.
- 3 Never give something without asking for something in return.

Listening

3  2:29 Find out what students understand by the term *start-up weekend* (time for orientation and meeting others before a course). Tell students that they will listen to a conversation in which Brandon and Kayla are negotiating with a travel agent. Students should take notes on the details of what Brandon and Kayla get, and what they concede. Play the recording twice if necessary. The second time, pause the recording after each item to allow students to write down their answers. Check answers as a class.

ANSWERS:

They obtain a discount of 8% and a free drink on arrival.
They guarantee forty participants and payment two weeks in advance.

RECORDING SCRIPT

2:29

Kayla: The programme is looking good, but Brandon and I feel it's expensive. Could you bring the price down a little?

Travel agent: I'm sorry, but it's just not possible ... unless we cut some of the activities.

Brandon: No, the activities are perfect. We can't cut anything.

K: What about the train tickets? We're bringing you a lot of business. Can you give us a discount?

TA: Well, I'd like to help you ... OK. If you can guarantee thirty participants, we can give you five per cent on the train tickets.

B: Only five per cent? I'm afraid we can't accept that. We're students, remember. It's a lot of money for a weekend. Can we agree on 10%?

K: Yes, if you give us a 10% discount, we'll guarantee thirty-five participants.

TA: I'm afraid we can't give you 10% unless you can find fifty participants.

B: I don't think we'll get that many. What about 8% for forty participants?

TA: That's acceptable, as long as everything is paid two weeks before the trip.

K: OK, it's a deal.

B: Just a minute, Kayla. We agree, providing you organize a free drink when we arrive at the hotel.

TA: All right. We can live with that.

4 2:29 Divide the class into pairs to discuss the possible missing words in the checklist of phrases for negotiating. Play the recording again so that students can check their answers and listen to the phrases in context.

ANSWERS

Asking for a concession

Could you bring the price down a little?

Can you give us a discount?

Making an offer

If you can guarantee thirty participants, we can give you ...

Can we agree on 10%?

What about 8% for forty participants?

Refusing

I'm sorry, but it's just not possible.

I'm afraid we can't accept that.

Making a counter-offer

I'm afraid we can't give you 10% unless you can find ...

That's acceptable, as long as everything is paid ...

We agree, providing you organize a free drink ...

Accepting an offer

OK, it's a deal.

We can live with that.

5 Go through the example with the whole class, showing how to make an offer, and then use the words in brackets to make a counter-offer. With lower-level groups, suggest that students have the useful expressions on page 94 as prompts in front of them. Monitor the activity and give feedback as necessary.

SUGGESTED ANSWERS:

2 A: If you pay for the drinks today, I'll pay tomorrow.

B: OK. I agree, as long as I can bring my friend.

3 A: If you agree on \$150 per month rent, I'll pay in advance.

B: I agree, on condition that you clean the kitchen once a week.

4 A: If I confirm tomorrow, can you deliver this week?

B: I'm afraid I can't, unless you order today.

5 A: If I come to your house, can you drive me to work?

B: OK. I agree, but only if you pay for the petrol.

6 A: If I make a salad, can you bring the sandwiches?

B: Yes, that's fine, if you look after the drinks.

7 A: If I order now, can you give me 30 days' credit?

B: I'm afraid I can't, unless you place regular orders.

8 A: If I give you a choice of films, will you pay €11 per person?

B: OK. I agree, providing popcorn and ice creams are included.

6 Check students know the word *concession* (see Glossary). They could add this word to their vocabulary notebooks, along with the verb *concede*. Ask students to study the flow chart and then take turns to roleplay mini-negotiations. Monitor the roleplays and give feedback as necessary.

Roleplay

7 Before starting, check if anyone has been to New York and what they enjoyed doing there. Ask: *What kind of things do you do on a study trip?* (e.g. visit museums and art galleries). Divide the class into pairs or groups of four and assign them roles A or B. Give students time to study the relevant information. Monitor the negotiation and take language notes on good use of language and any mistakes you wish to focus on. At the end, ask students to compare notes and see who got the best deal. Finish the lesson with whole-class feedback.

EXTENSION ACTIVITY

As a follow-up and to consolidate the roleplay, ask Student A to write a short email to the travel agency confirming the deal you reached. Student Bs should write a similar letter from the travel agency to the clients. When students have finished, they should compare their letters to check that the details are the same. Monitor and provide language guidance on the students' writing.

7.5 Writing

Asking for payment

This module looks at writing to ask for payment. This is a difficult area, as it is not always clear why an invoice has not been paid. In the module, students study a series of messages and analyse their format and content. They identify language for making threats and promises, and also levels of politeness

Internet research

A search for the keywords *how to get clients to pay* will give a list of tips for chasing unpaid invoices. Students should note down the ones they consider most useful and compare these with a partner. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

Roleplay

1 First, find out if students agree with what the business experts say: *it is better to telephone companies to ask for payment before sending an email or letter*. If so, why? (Perhaps because it seems more polite and less threatening to speak to someone before you ask them for money.) Divide the class into pairs and assign each student a role - Adriana Goldman or Mr Cable. Allow them a short time to read the email and prepare for the call. When they have finished, find out how they felt. Ask: *Did the conversation go well or badly? What affected the call?*

Models

2 Students work individually to put the messages in order, and then compare their answers with a partner. Check answers as a class.

ANSWERS:

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

Analysis

3 Before starting this exercise, check students know the words *firm* (showing that you are in control of a situation and will not be easily forced to do something); *threatening* (showing or saying to a person that someone is likely to do something that will harm them) and *unconcerned* (not worried about a situation or what will happen, especially when other people think you should be worried). When students have discussed their answers in pairs, take whole-class feedback.

ANSWERS:

- 1 B is probably a registered letter, the first step in legal action to recover the debt; D is a letter with a cheque enclosed
- 2 Nothing. (Mr Cable's accountant had a skiing accident.)
- 3 Adrianna suspended deliveries to Mr Cable.
- 4 Because he did not want to risk legal action, and because he wanted deliveries to begin again.
- 5 E firm; A friendly; B threatening
- 6 D apologetic; C concerned; F unconcerned

Language focus

4 Ask students to read the emails and letters again carefully, and underline the target language of two threats and three promises. Check which phrases students have underlined. Ask: *Which structure is used to make a threat? (first conditional)* Similarly, ask: *Which structure is used when making promises? (will)* Point out that *we will be obliged* and *I can assure you* are examples of formal language.

ANSWERS:

Threats: Unless your account is paid within seven days, we will take legal action;
If we do not receive your payment within seven days, we will be obliged to suspend all deliveries
Promises: I will do my best to settle our account as soon as possible,
I can assure you that all invoices will be paid on receipt in future;
My accountant will send you a cheque as soon as she returns from holiday

5 Check students know the verb *assure* (to tell someone that something will definitely happen or is definitely true, especially to remove doubt about it). Monitor students as they do the exercise and check answers as a class.

ANSWERS:

- 1 pay; will take
- 2 will send; returns
- 3 will settle; confirms
- 4 will cancel; do not receive
- 5 assure; will pay
- 6 will not accept; settle
- 7 deliver; will be
- 8 will be; receive

6 When students have put the requests in order, find out how these phrases translate into their own language. Ask: *Is there the same level of politeness and formality in your language?* Point out that, in English, the phrases increase in length as they become more polite.

ANSWERS:

- 1 Please ...
- 2 Can you please ...?
- 3 Could you please ...?
- 4 I would appreciate your help in ...
- 5 I would be most grateful if you could ...

Output

7 Check all students know the word *fragile* (easy to break and damage). Divide the class into pairs or groups of four and assign them roles A or B. Give them time to read the relevant information, and then ask the Student As concept check questions, e.g. *Who are you? Who are you writing to?* Do the same for Student Bs. Tell students that, before they start, they should decide which level of politeness, firmness and formality is appropriate for the task. If possible, ask students to write their emails on a computer and email them to the recipient. After students have exchanged emails, they should continue to work in groups or pairs to write their replies. Monitor the writing, and offer feedback as necessary. Finish the lesson with whole-class feedback on any good language points, or areas which need attention.

EXTENSION ACTIVITY

Look back at the unit and write any new or useful words you would like to recycle on pieces of card. For example: *overdue, suspend, settle, firm, threatening, legal action*. Play the following vocabulary game with these new words. Students give a definition of the word on the card without using the word itself, or put the word in a sentence which shows its meaning in context but leave a 'BLANK', e.g. *This book should be returned on the 5th. Today is the 6th. The book is BLANK.* (overdue) Their classmates try and guess the word.

7.6 Case study

Doug's Mugs

In this case study, students analyse an income statement. This is sometimes called a profit and loss account, and measures a company's performance over a specific accounting period. The case study also allows students to practise a negotiation to sell or buy a company.

Internet research

A search for the keywords *how to buy a business with no cash* will reveal a list of ideas. Students should compare their results with a partner. This research could be done before the lesson as a general lead-in to the topic, or after the lesson as a follow-up activity.

LEAD-IN ACTIVITY

As a way in to this case study, display or provide students with the graph on page 90. (You can find this in the Unit 7 PowerPoint presentation on the Teacher's Resource Disc.) Elicit the names of the points on the graph a–f, from memory. Also, put some of the terms from the Income Statement in Exercise 2 (on page 98), which students will study, on cards, e.g. *sales revenue, cost of goods sold, gross profit*, etc. Issue the cards to groups and ask students to define the terms.

Discussion

1 Before starting the discussion, see what students remember about the article in module 6.1 *Why not buy into business?* They may remember the key message that buying an established business is a good way for entrepreneurial types to get started in business. Divide the class into pairs and tell students to imagine they are going to buy a company. Students discuss which of the options they would choose. Elicit their ideas in whole-class feedback.


Reading

2 Check that students know the word *depreciation* (see Glossary). Focus students on the photo and invite them to tell you what they remember about the product and the company they looked at in module 7.2 (Doug's Mugs). Give students time to study the blog and the income statement before they answer the questions individually. Let them compare their answers with a partner. Check answers with the whole class.

ANSWERS:

1 fifth 2 Doug 3 unique designs 4 sales
5 €3.50 6 €1.00 7 stable 8 made a net loss

Listening

3  2:30 Ask students to read about the situation. Play the recording twice. The first time, students should aim to answer the four questions. The second time, students should take notes to refer to when doing the calculations for the table. Divide the class into pairs to work out the missing figures. Check answers in whole-class feedback.

ANSWERS:

- 1 Megan was ill, Doug was very busy, and they lost one of their biggest customers.
- 2 No
- 3 C4
- 4 60,000
 - a) 240,000 (= sales this year (40 000) + 50% = 60,000 @ 4)
 - b) 60,000 (= 60,000 @ €1)
 - c) 180,000 (= revenue - COGS)
 - d) 100,000 (unchanged)
 - e) 80,000 (= gross profit - overheads)
 - f) 60,000 (= operating profit - tax, depreciation, etc.)

RECORDING SCRIPT

 2:30

Doug: Last year, sales were very good, but this year we didn't do so well. Megan was ill. I was, um, very busy, and we lost one of our biggest customers. We made a net loss, but that was only because of depreciation on the machines. We didn't have to borrow any money. But we're confident about next year. Our administrative costs are under control, and they won't change. But we're going to put our price up by 50 cents. Production cost per mug will be the same as this year, so we'll increase our margins. Perhaps we'll lose one or two customers, but our price will still be very reasonable. And, after all, our customers come to us for our designs, not our prices. We think we'll sell 50% more than this year.

Reading

4 Hold up the photo on Doug's blog and tell students that there is some important news announced in his latest post. See if students can guess what this might be. Ask them to scan the blog entry quickly to check their predictions. Then students read the blog more carefully and mark the statements true or false. Check answers as a class.

ANSWERS:

- 1 T
- 2 T
- 3 F - Doug is going to marry Liz
- 4 F - He's going to sell the company
- 5 F - She will continue to work for the company, but she doesn't want to buy it

Negotiation

5 Divide the class into buyers and sellers and give students time to prepare for the negotiation. With larger classes, use additional rooms (if possible) for each group's negotiation. Monitor the meetings and take notes on good and problematic language used. After whole-class feedback, ask groups to exchange the final agreement document with other students and decide which group negotiated most successfully.

EXTENSION ACTIVITY

Focus on blogs. Ask students: *Do any of you have a blog? If so, what is it about? Is it in your first language or in English?* Ask students to search for examples of corporate blogs and report back on any good examples: some blogs give additional information for enthusiasts, others give something more humorous and relaxed than the official blog. Ask students: *Do you think a CEO should blog?* As a follow-up to this activity, students may like to subscribe to a blog in their particular field.

8 Global trade

Digital resources for Unit 8

eWorkbook

Language practice:

interactive & printable grammar, vocabulary, listening & pronunciation practice activities,

extra printable reading & writing worksheets

Listen: Student's Book audio,

language practice audio

Watch: video & video worksheets

Tests: interactive multiple-choice test

Resources: word list, grammar help & writing tips

Teacher's Resource Disc

Video: video & video worksheets

Audio: Student's Book audio

Tests: progress test Unit 8

Resources: PowerPoint Unit 8, review test 2 (Units 5–8), business document Unit 8, photocopiable worksheets, Student's Book answer key, Student's Book glossary

Subject background

Franchising is:

- the granting of a license by one person (the franchiser) to another (the franchisee)
- which entitles the franchisee to trade under the trade name of the franchiser
- and to make use of an entire package comprising all the elements necessary (products, signage, uniforms, and so on)
- so that a previously untrained person can start the business and run it (with ongoing assistance from the franchiser).

There are franchise business opportunities in a huge range of industries, including coffee shops, fast food outlets, hotel chains, gyms, estate agents, petrol stations, cleaning companies, health and beauty stores, etc. Examples of franchises in the UK are The Body Shop, McDonald's®, Holiday Inn, Fit4less and Your Move.

The advantages for both sides are clear. For the franchiser, they can grow the business by granting a license to others to sell their product or service. And for the franchisee, they don't have to start from scratch and come up with a new product and a new marketing plan – someone else has already thought about this, and tested it as well.

Good franchisers will offer comprehensive training programmes in selling and other business skills required for the franchise. They can help secure funding for the franchisee, and provide many other financial incentives. But of course the most important thing that the franchiser offers is their brand name and their promotional activities at a national level. Customers get a consistent product that they understand and trust, and they know that the small operation they are dealing with is part of a much larger organization.

For the franchisee, it's like being self-employed without the risks. But this comes at a price. There is an initial fee payable at the start, as well as on-going service fees which are usually based on a percentage of annual turnover. Then there is signage, shop fittings, uniforms, etc. to pay for, all of which have to be sourced from the franchiser. There may also be a contribution to pay towards local advertising.

Useful websites

<http://www.whichfranchise.com/resources.cfm>

(Click on the links 'What is a franchise', 'Advantages of franchising' and 'Disadvantages of franchising')

www.franchising.com/guides/what_is_franchising_the_basics.html

www.thebfa.org/about-franchising

www.entrepreneur.com/article/223318

Progress updates and reports are needed in business contexts ranging from very large projects, for example in IT or construction where a contractor has to report back to a client, to internal company projects, for example new product development where colleagues have to give progress updates to other colleagues.

A progress update may be a verbal presentation (as in module 8.4) or a written report (as in module 8.5). The style in both is likely to be quite formal, as issues of quality, deadlines and cost are all at stake. The successful completion of the project is a matter of concern for everyone involved, regardless of the size of the project.

The content of a progress report depends, of course, on the situation. But the following sections are typical:

- new background information that has an impact on the project
- status of the project since the last update: is it on track and on budget?
- achievements and milestones since the last update
- problems that have arisen, and solutions. These issues may still be open and further meetings may be required to work out the best way forward.
- work that lies ahead, and an assessment of whether the original schedule and budget objectives will be met.

Note that the monitoring of the project will not be restricted to reports. There will be a constant flow of information using project management software. This allows all interested parties to keep track of progress using tools such as Gantt charts.

Useful websites

www.projectsmart.co.uk/progress-reporting.html

<http://wiz.cath.vt.edu/tw/TechnicalWriting/ProgressReports/index.htm>

In Google Images, type *progress reports* into the search box to find dozens of examples.

8.1 About business

Introduction to franchising

This module focuses on the pros and cons of franchising. Franchising is selling someone the rights to sell your goods in a particular place. Everyone is familiar with some of the world's best-known food franchises, such as Pizza Hut and McDonald's*, although there are of course many other franchises. The module also looks at key issues in franchising, such as the cultural issues which may arise when starting a business in different parts of the world.

Internet research

A search for the keywords *top 100 franchises* will provide lists of global franchises which have been compiled by a range of organizations keen to promote franchising, or by business websites such as Forbes. These are usually divided into areas such as coffee, food, retail, sport, etc. Students should choose one franchise which they would like to open in their city and think of reasons why it would be successful. Ideally, this research should be done before the lesson as a lead-in to the topic.

Vocabulary

1 As a lead-in, brainstorm some well-known franchises which come to students' minds (such as McDonald's) and write them on the board. Students then read the text about franchising and answer the questions. They could complete this exercise individually. In whole-class feedback, check that students are placing the word stress correctly in words such as *franchiser* (stress on the first syllable) and *franchisee* (stress on the last syllable).

ANSWERS:

- 1 franchisee
- 2 outlet
- 3 franchiser

Discussion

2 Divide the class into pairs to brainstorm the pros and cons of franchising. With larger classes, form a number of smaller groups: A, B, C and D. Group As look specifically at the advantages for the franchiser, Group Bs at disadvantages; Groups Cs at advantages for the franchisee and Group Ds at disadvantages. Then invite a spokesperson from each group to report back to the whole class. Do this as a note-taking exercise.

SUGGESTED ANSWERS:

- 1 a) Advantages for the franchiser: growth without investment, the local franchisee deals with language and cultural problems, limited financial risk, keeps control over the brand and image; Disadvantages for the franchiser: lower profit than with own outlets, risk of damage to brand image if things go wrong
- b) Advantages for the franchisee: can benefit from the franchise's image and advertising, reduced risk with a successful business model, rapid growth
- Disadvantages for the franchisee: relies on reputation of franchiser, can miss out on other group image and advertising, potentially lower profit than for independent business

Skim reading

3 Ask students: *Do you eat at McDonald's or similar franchises when you travel? Why? / Why not?* Some people eat there as they can be sure the price is in line with what McDonald's usually costs. Some people would prefer to eat only local food. Focus students on the subheadings in the text and ask them to predict what will be in each section. Elicit students' ideas. Students then skim the article in order to find out which countries are mentioned as offering good opportunities for setting up franchises. Check answers as a class.

ANSWERS:

Brazil, Russia, India, China, Mexico, Indonesia, Turkey


Reading for detail

4 Check students know the words *penetrate* and *outlet* (see Glossary). Also, ask students to check the meaning of *BRIC* in the Glossary if this is likely to be a new term for them. Students read the article carefully and answer the questions. When they have finished, let them compare their answers in pairs. Check answers as a class.

ANSWERS:

- 1 They have a very large population and rapid growth, today they only produce 25% of world GDP, but by 2050 they will all be in the top six economies in the world.
- 2 Franchises are becoming more international. One third of America's top franchise outlets are outside the USA, and European franchises are also expanding internationally.
- 3 There is a new middle class (300 million people in India) waiting for franchisers who have not yet penetrated these new markets.
The business model is perfect for markets with limited skills and experience where entrepreneurs can learn from following a successful franchise's manual.
Franchisers can help to avoid mistakes.
Thanks to the franchise's marketing and financial influence, local outlets can grow quickly.
- 4 Although the brand is so famous that people already know what it represents and want to buy its product, other issues also require careful attention, such as language, supply chain, local legislation and the social, political and business environment.
- 5 a) Local legislation can be very different from the franchiser's domestic market.
b) Supply chain is an issue when the product is manufactured and sold in different hemispheres.
c) Global franchisers need to understand diversity in attitudes, beliefs and values.
d) It's a mistake to think that customers will want to shop in a foreign language.
- 6 Economists agree that future growth will come from emerging markets rather than from the Western world.

Listening

5  2:31–2:33 Give students a few minutes to think about the problems of starting an international franchise in their own countries. Elicit their ideas. For example, it might be difficult to do business in a new culture. Play the recording, pausing between the speakers to allow students time to identify the problems and solutions. Ask students to write their notes on a separate piece of paper. They can then compare their answers with a partner and complete any information they missed. Check answers in whole-class feedback.

SUGGESTED ANSWERS:

- 1 McDonald's[®] faced cultural sensitivity with many people being vegetarians, and they couldn't use beef or pork at all. The franchise adapted well by separating vegetarian and non-vegetarian food preparation.
- 2 The management training franchiser was worried about the cost of translating its manuals, etc. into Portuguese, but it wasn't a problem because Brazilian law allows paperwork to be in English if the franchisees agree. (A second problem was caused by the recruitment process taking longer than expected.)
- 3 The American franchiser and the Russian franchisee did not share the same sensitivity to the local environment and customer preferences. The franchiser did not allow any local changes to the business and closed down the franchise.

RECORDING SCRIPT

 2:31–2:33

Speaker 1: I visited India recently, and some Indian friends took me out for lunch. There was a lot of vegetarian food, and no beef or pork, of course. In India, it's a very sensitive issue and a real problem for restaurants: vegetarians want to be sure their food is never in contact with meat. So, in the kitchen, they had a very clever solution: the cooks had different-coloured uniforms – green for vegetarian and red for those who cooked meat. I had some very spicy chicken. It was delicious! It was a very popular restaurant – I'm sure you know it. It's called McDonald's[®]!

Speaker 2: Our management training franchise recently opened ten new outlets in Brazil. We were concerned about the language problem: we were especially worried about the cost of translating all our contracts and manuals into Portuguese. The good news is, the Brazilians already have a solution. The law allows you to use English for all the paperwork if the franchisees agree. So that solved the problem. The bad news is that recruiting instructors took a lot more time than we planned, so we opened behind schedule and over budget.

Speaker 3: A Russian friend of mine opened an American coffee shop franchise in Kazan. Well, the first problem was, the customers were happy with coffee and doughnuts in the morning, but in the evening they wanted traditional meat patties and vodka. So my friend gave them what they wanted, and the business did very well. However, the real problem was with the American franchiser. They said my friend had to follow the manual: no more meat patties and no more vodka. My friend refused. And do you know what the franchiser did? They stopped the contract and closed the coffee shop!

Discussion

6 Before starting, divide the class into four groups and ask them to brainstorm and report back on any useful cultural information about one of the four BRIC countries – Brazil, Russia, India and China. For example, it takes a long time to do things in Russia; China is huge and diverse so there is no single consumer profile; doing business in India is often complex and involves a lot of bureaucracy; similarly, negotiations can take a long time in Brazil. Collate any interesting points on the board.

Then divide the class into small groups to discuss the three points. Monitor the discussions and take notes on good and problematic language used. In whole-class feedback, ask a spokesperson from each group to summarize their discussion.

EXTENSION ACTIVITY

For homework, ask students to do the task in Exercise 6 for another country which is of interest or relevance to them. Students first do research on the Internet about the economic conditions in that country, or anything of cultural interest. Then, they briefly present their key findings to the class.

8.2 Vocabulary

Franchising and project management

This module focuses on collocations relating to franchising. The students read a short text which looks at the various ways of financing a franchise. It also practises expressions used in scheduling. These are expressions which are essential for giving project updates. Most students will be familiar with the concepts of being above or below budget, on time or behind schedule. Students will also be familiar with working to deadlines, through school and university projects and exams.

Internet research

A search for the keywords *project management basics* will provide sites showing different aspects of the processes involved in project management. Students can compare key elements. Ideally, this research should be done before Exercise 8, to help students decide on a suitable project to report on.

Discussion

1 As a lead-in, focus students on the photos and ask them to match each one to a question in the quiz. (Picture 1 is 'happy to follow orders' and picture 2 is perhaps 'taking risks'.) Give students time to work through the quiz individually. Students then read the analysis on page 121 and compare and discuss their profile with a partner.

Collocations

2 Check students know the term *outlet* (a shop or place where a particular product is sold), and *premises* (the buildings and land that a business uses). Students do this exercise individually at first, and then compare and discuss their order with a partner. In whole-class feedback, elicit a possible order from several pairs. If there are any differences, ask students to explain and justify their answer.

SUGGESTED ANSWERS:

- 1 sign an agreement
- 2 obtain a loan
- 3 buy a franchise
- 4 find premises
- 5 do training
- 6 follow a manual
- 7 hire staff
- 8 order stock
- 9 train staff
- 10 open an outlet

Reading

3 Before starting, explain what a *franchise fee* is (an amount that a franchisee pays to the franchiser, which covers use of the brand name, the business model and sometimes other things). Read out a few things from the article and ask students to guess if they are covered in the franchise fee or not (e.g. training, premises, equipment, furniture). Ask students to check their predictions by reading the article. Students then count the kinds of payment/investment listed and compare their figure with a partner. Take whole-class feedback.

ANSWERS:

seven (register a company, franchise fee, premises, equipment, furniture, stock, management fee/royalties)

4 Students match the definitions with the collocations, and then write in their vocabulary notebooks any phrases they wish to remember and reuse. They should also write example sentences of their own, e.g. *raise capital: It is difficult to raise capital in the current economic climate.*

ANSWERS:

- 1 management fee
- 2 franchise fee
- 3 business model
- 4 brand name
- 5 register a company
- 6 source suppliers
- 7 raise capital
- 8 make investments

5 Give students a few minutes to study the chart. Then ask them some questions to check that they understand how it works: *What does the vertical/horizontal axis represent?* (cost/time); *What does the red/blue dotted line represent?* (budget/deadline); *What do the ovals represent?* (projects) Students can answer the questions individually or in pairs. Provide them with useful phrases such as: *miss/meet a deadline; exceed the budget; as well as ahead of/on/behind schedule and over/on/below budget.* When students have completed the questions, check answers as a class.

ANSWERS:

1 F 2 E 3 I 4 C 5 G 6 B

6 Before starting, ask students to check the information at the top of the table. Ask these questions: *What's the budget?* (\$100,000); *What's the deadline?* (10 weeks) Then, go through the first answer with students and show how Project J has exceeded the budget, but is a week ahead of schedule. When students have completed the exercise, have individuals read out their answers in whole-class feedback.

SUGGESTED ANSWERS:

- 2 Project K is on budget but has missed the deadline.
- 3 Project L is under budget and ahead of schedule.
- 4 Project M has exceeded the budget and is behind schedule.
- 5 Project N is under budget and has met the deadline.
- 6 Project O has stayed within budget and is ahead of schedule.
- 7 Project P is over budget but on schedule.
- 8 Project Q has stayed within budget and has met the deadline.

Listening

7 2:34–2:36 Check that students know the word *status* (see Glossary). Tell students that you will play the recording of the three project updates twice. The second time, pause the recording after each speaker to allow students writing time. Check answers as a class.

SUGGESTED ANSWERS:

Project	1	2	3
Objective	raise capital to start a battery shop franchise	recruit new franchisees for ice-cream	find cheaper products and equipment
		India	services – source a new supplier
Current status	half of the \$200,000, a little behind schedule, on budget	on schedule, but over budget	missed deadline and exceeded budget
Problems	delay at bank	spending too much on plane tickets	nowhere to put a lot of stock

Solutions	to save time, scanned documents and sent them by email	organize all interviews in one place in order to save money	don't know what the solution is
Completion date	pay franchise fee by end of next month - think they can get money in time to meet deadline.	confident they can meet the deadline and open the ice-cream shops on time	several weeks behind schedule, and maybe 20% over budget.

RECORDING SCRIPT

2:34-2:36

- Our objective is to raise enough capital to start a battery shop franchise. So far, we've raised about half of the \$200,000 we need. We're a little behind schedule, but we're on budget. The next step is to get a bank loan for another \$100,000. However, there is a problem. There's a delay at the bank because we need our parents to sign guarantees. Some of them live abroad, so it's a little complicated. To save time, we've scanned the documents and sent them by email. I think it's a good solution. We have to pay the franchise fee by the end of next month, but we're optimistic. We think we can get the money in time to meet the deadline.
- We're trying to recruit new franchisees for our ice-cream shops in India. Currently, we're on schedule, but our big problem is staying within the budget. The thing is, India is such a big country ... we're spending too much on plane tickets. So now, to save money, we're going to organize all our interviews in one place. The next step is to start training franchisees and their staff. We're confident we can meet the deadline and open the ice-cream shops on time. Because we've exceeded the budget, we really need those franchise fees as soon as possible!
- Our objective is to find cheaper products and equipment for our cleaning services. Our first task was to source a new supplier. At the moment, things aren't looking good. We've already missed the deadline and we've also exceeded our budget. And we still haven't found a new supplier. The big problem is stock. We can get better prices if we order large quantities, but we have nowhere to put a lot of stock. The solution is ... well, we don't know what the solution is. We're working on it, but we're not optimistic. We think we'll probably be several weeks behind schedule, and maybe 20% over budget.

8 Give students a few moments to think about a project, real or imaginary. Help them with suggestions and encourage their ideas, which could include projects in the home as well as university projects or projects at work. Point out that they can use the template in Exercise 7 to make notes. Then divide the class into pairs to interview each other about their projects. Invite students to share any particularly interesting ones with the rest of the class.

EXTENSION ACTIVITY

Students search for a project on the Internet and analyse it using the same template. Useful keywords for searches include *local projects* and *government projects* plus the name of a country. Interesting areas might include technology and the environment. Students report back to the class on their projects.

6.3 Grammar

This module focuses on the present perfect with *just*, *yet*, *already*, *since*, *for*, *ever* and *never*. The present perfect tense can be problematic for language students for a range of reasons, including confusion between the uses of the present perfect and past simple tenses.

Internet research

Ask students to search for the keywords *franchising news*. They should look for examples of the present perfect to report news. They can compare their lists of good and bad news with a partner. This research could be done before the lesson, as a diagnostic to see how they are using the present perfect tense, or at the end to provide further practice.

just

1 Start by reading the *Refresh your memory* box. If students are unsure of the present perfect and would like more practice of this tense, work through some or all of the exercises in the *Grammar and practice* section (pages 138-139 in the Student's Book, answers on page 102 in this book).

Ask students to look at the first photo and tell you what has just happened (They've just graduated). Elicit the answer and clarify this use of *just* with the present perfect tense, if necessary. Divide the class into pairs to ask and answer about the remaining photos. Take whole-class feedback.

SUGGESTED ANSWERS:

- They've just got married.
- He's just won the race.
- He's just crashed his car.
- He's just opened the shop.
- They've just signed an agreement/a contract

2 Point out or remind students that *recently* can be used in a similar way, when the time period is not specific. Monitor students as they ask and answer their questions in pairs, providing help and feedback as necessary.

Have you ever...? and never

3 Divide the class into groups of three and ask one group to read out the example. Remind students that questions in the present perfect use the auxiliary *have*. Check that students remember that the past participle of *go (to)* is *been (to)*. Monitor students' conversations, checking for accuracy.

ANSWERS:

- Have you ever drunk ...?
- Have you ever been to ...?
- Have you ever seen ...?
- Have you ever worked in ...?
- Have you ever driven ...?
- Have you ever broken ...?
- Have you ever forgotten to ...?

EXTENSION ACTIVITY

Students can continue to practise this use of the present perfect using *been (to)*. For example, students can circulate and find out some exotic or interesting places other students in the class have been to.

just, yet, already

4 Point out to students that *today* hasn't finished yet, and it is common to use the present perfect with unfinished time periods. Again, ask a group of students to read out the example before they start the activity. Monitor for accuracy in the use of *just, yet* and *already*.

SUGGESTED ANSWERS:

- 2 Have you eaten ... today?
- 3 Have you read the newspaper today?
- 4 Have you checked your email today?
- 5 Have you tweeted/blogged today?
- 6 Have you had a cup of coffee/tea today?
- 7 Have you done any sport today?
- 8 Have you done any work today?

since and for

5 If students have particular problems with *since* and *for*, you may wish to clarify the difference first: *since* a point in time, *for* a period of time. When students have matched the expressions and meanings, check answers as a class.

ANSWERS:

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


How long ...?

6 Provide an example of *How long* with *since* and *for* and write it on the board, e.g. *Liam arrived in the classroom at 8.30. John arrived 30 minutes later. How long has Liam been here? (He's been here for ...)* *How long has John been here? (John's been here since 9 o'clock).* Focus students on the example, and point out that this is a good way to practise *since* and *for*. Monitor students as they complete the exercise in pairs, correcting as necessary.

ANSWERS:

- 2 How long have you known your best friend?
- 3 How long have you studied English?
- 4 How long have you been in this school/university/company?
- 5 How long have you had your car/motorbike/bicycle?
- 6 How long have you been awake today?
- 7 How long have you liked football/dancing/...
- 8 How long have you had your phone/PC/...

Listening

7 and **8**  2:37 Before starting this activity, find out what students think about the idea of hiring a business coach. If students are in work, ask: *Has anyone used a business coach at any time? If so, was it worthwhile?* Encourage them to explain their reasons. Tell students they will listen to a recording of a presentation twice. The first time, they should simply listen for the answers to the two general questions. The second time, pause at the end of each extract, if necessary, to give students writing time. Check answers as a class.

ANSWERS:**Exercise 7**

The business offers personal coaching and support for business

Exercise 8

- 1 Have you ever wanted to develop your people skills?
- 2 Since 2004, we've helped thousands of people ...
- 3 We've done business in the US and the UK for nearly ten years.
- 4 We've already opened franchises in five countries in Europe.
- 5 We've just opened three new offices in South America, too.

RECORDING SCRIPT

 2:37

Have you ever needed help with a difficult project?

Have you ever wanted to develop your people skills?

Business Coach is here to help in exactly those situations.

We provide personal coaching and support for business

people. Since 2004, we've helped thousands of people to become great managers and supervisors, and we've coached hundreds of people who were starting their own business.

We've done business in the US and the UK for nearly ten years, and we've already opened franchises in five countries

in Europe. We've just opened three new offices in South

America, too. Now you can open your own *Business Coach*

franchise. We're looking for new franchisees to develop

our business in Asia. If you enjoy helping people to become

better managers, and if you would like to start a profitable

and satisfying business, contact *Business Coach* today.

9 Check or pre-teach any vocabulary from the Progress report, such as: *stock* (the amount of goods available in a shop or storeroom); *flyer* (an advertisement that is printed on a sheet of paper and given to people); *campaign* (a series of things such as television advertisements or posters that try to persuade people to buy a product). Divide the class into Student As and Student Bs to update the franchise report. Give them a few minutes to study the relevant information. Monitor the activity and take notes on students' use of the present perfect. Finish the lesson with whole-class feedback on accuracy.

ANSWERS:

- 1 A: Have they signed the franchising agreement? Have they had any problems with the agreement?
B: Yes, they've already signed the franchising agreement, but they still haven't received a copy.
- 2 B: Have they found premises? Have they had any problems?
A: No, they haven't found premises yet, but they've visited 16 buildings since March!
- 3 A: Have they obtained a phone number? Have they had any problems?
B: No, they haven't obtained a phone number, because they haven't found premises yet.
- 4 B: Have they obtained a bank loan? Have they had any problems?
A: No they haven't obtained a bank loan. They haven't had any news for six weeks.
- 5 A: Have they ordered the stock yet? Have they had any problems?
B: Yes, they've already ordered the stock, but the suppliers haven't delivered it yet because they haven't rented an office.
- 6 B: Have they planned an advertising campaign? Have they had any problems?
A: Yes, they've had the advertising campaign planned since February, but the quotation was only valid for three months, so perhaps the price has increased.
- 7 A: Have they printed the flyers? Have they had any problems?
B: No, they haven't printed the flyers yet because they haven't confirmed the address.
- 8 B: Have they done the training? Have they had any problems?
A: No, they haven't done the training yet. They reserved it in March, but they haven't paid yet.
- 9 A: Have they interviewed administrative staff? Have they had any problems?
B: Yes, they've recently finished interviewing, but they haven't signed contracts yet.
- 10 B: Have they arranged the opening event yet? Have they had any problems?
A: Yes, they've already arranged the opening event, but they haven't fixed the date yet.

EXTENSION ACTIVITY

Ask students to look back at the grammar points and evaluate how well they are using the present perfect tense. They should write five sentences about themselves using some of the time markers: *just / yet / already / since / for / ever / never*.

8.4 Speaking**Giving updates and handling questions**

This module focuses on expressions for handling questions. It also covers presenting a project schedule using a Gantt chart. This type of chart is like a bar chart and shows all the required elements of a project, such as the start dates and end dates of the various project tasks. A project manager can create a Gantt chart using a software program. When all the elements are displayed, many of which take place at the same time, it is possible to see if the project is feasible.

On the Teacher's Resource Disc, you will find more related practice material, including a video (with worksheets) featuring an example situation for students to analyse and discuss.

Internet research

A search for the keywords *seven dimensions of culture* will bring up examples of these. Students can research their own country and a country they know well. This research could be done before the lesson, if your students are already familiar with cultural dimensions. If they are not familiar with this topic, do the lead-in discussion in Exercise 1 first, so that students get some ideas to aid their search. Alternatively, students could do this search before the presentation in Exercise 7.

Discussion


1 As a lead-in to the topic, find out what time a 10 o'clock meeting would start in students' countries and in any other countries students know well. For example, participants in a 10am meeting may be in the room by 9.55; or the meeting might start at five past ten, quarter past ten, or even later. Remind students that attitudes to time differ between individuals and across cultures. When students have discussed the questions, take whole-class feedback on any interesting points that arise.

2 Check students know what the situation is after they have read the instructions for Exercise 2, by asking comprehension check questions: *What does Charlie do? What is he planning to do?* Give students a few minutes to study the chart. Check answers as a class, eliciting the reasons behind students' opinions.

SUGGESTED ANSWER:

Charlie hasn't planned his project very well. He was too optimistic about the starting date, and he planned to do more than one task at the same time, which in fact was not possible.

Listening

3  2:38 Check students know the word *reserved* (someone who is reserved tends not to talk about or show their feelings). Tell students they will hear Charlie talking about the project. Give them time to read the questions before listening. Play the recording twice if necessary. In whole-class feedback, encourage students to say why they chose a particular answer. e.g. for question 3, Charlie says: *We expect to finish by the end of this week*.

ANSWERS:

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

RECORDING SCRIPT

2:36
 Charlie: It's now Week 9. As you can see on the chart, we are behind schedule because the paperwork was delayed for two weeks. As a result, we couldn't buy the kitchen equipment on schedule. However, we have just installed the kitchens and we have already started decorating the restaurants. We expect to finish by the end of this week. We bought the furniture ahead of schedule in Week 5 because there was a special offer. Unfortunately, we haven't started hiring staff yet, so we are four weeks behind schedule. Consequently, we have decided to use an agency to save time. They are going to start hiring next week, and we intend to begin training immediately. We are confident that we can still be ready on time. The two restaurants will open on schedule in Week 14.

4 **2:39** Students read the statements before listening to the recording. When you elicit answers in whole-class feedback, encourage students to say which phrases from the listening helped them chose a particular answer, e.g. question 2, Charlie says: *as I mentioned earlier*.

ANSWERS:

- 1 T
- 2 T
- 3 F - They are going to start hiring next week
- 4 T
- 5 F - He's going to talk about advertising when he finishes talking about the set-up
- 6 T

RECORDING SCRIPT

2:39
 Charlie: So, are there any questions?
 Questioner 1: Why didn't you finish the kitchens sooner?
 C: Sorry, I didn't catch that.
 Q1: Why did you finish the kitchens in Week 8?
 C: Ah, that's a very good question. We wanted to finish in Week 5, but as I mentioned earlier, in Week 5, we bought the furniture. We didn't have time to finish the kitchens until last week because we were decorating. Does that answer your question?
 Q1: Yes, I see.
 Questioner 2: What are you doing this week?
 C: We are currently painting the walls. It's a big job, but we hope to start hiring staff next week.
 Q1: You didn't mention stock.
 C: Right. I'm glad you asked me that. We originally planned to buy stock in Week 6, but because we are still painting the restaurant, we have to wait another week.
 Questioner 2: What about advertising? You haven't planned an advertising campaign!
 C: Actually, we've planned a very exciting campaign. But can I come to that in a moment? I'd like to finish talking about set-up first.
 Q1: And what about money?
 C: I'm sorry, I don't quite follow you.
 Q1: My question is about money! Are you over budget?
 C: Well, I'm afraid I can't quite detail right now. In fact, we are just under budget at the moment ...

5 **2:39** Divide the class into pairs. Encourage students to guess the missing words from context, from their own knowledge, or from memory. Play the recording for them to check their answers and listen to the intonation of the phrases. Students repeat the phrases individually to obtain further practice.

ANSWERS:

- Asking for clarification**
 Sorry, I didn't catch that.
 I'm sorry, I don't quite follow you
- Thanking the questioner**
 That's a very good question.
 I'm glad you asked me that.
- Answering questions**
 As I mentioned earlier, ...
 Does that answer your question?
 Actually, we've planned a very exciting campaign.
- Not answering questions**
 Can I come to that in a moment?
 I'm afraid I can't go into detail right now.

Giving an update

6 First, brainstorm some personal projects being done by students in the class to add to the examples given in the exercise. Divide the class into pairs to take turns to ask and answer about their projects. Encourage students to use the expressions from the checklist. You can do this by writing the expressions on cards and asking students to have the cards in front of them during the activity. They can turn a card face down when they have used it. Monitor the activity, listening to students' intonation and accuracy, and provide feedback as necessary.

Presentation

7 Brainstorm some examples of international business projects as a class and collate a list on the board. Put students into different pairs. Provide an example for the whole class, e.g. a university decides to hold an international conference on a subject. Brainstorm a *to-do* list to include: *choose speakers / invite speakers / catering / accommodation*, etc. Start to fill in a Gantt chart in red and black, either on the board or on a computer if you can display this with a data projector. Give students time to prepare. Monitor the discussions. Finish the lesson with whole-class feedback, including good uses of language and language to be corrected.

EXTENSION ACTIVITY

Students complete the Gantt chart for another project of interest to them, e.g. getting ready to host the next Olympics® or the next international football tournament. If students are in business, encourage them to use a real-world project of importance to them. Students could present their completed charts in the next class.

8.5 Writing

Progress reports

This module begins with a short review of punctuation. Then it focuses on analysing the order of information and content. It also covers some linking words, such as *in addition* and *although*, and gives practice in writing a progress report. Progress reports typically include the aim, the background, information on work completed, any problems encountered and work scheduled.

Internet research

A search for the keywords *linking words* will bring up more useful expressions. Students should add further categories to the table in Exercise 5. They can also translate these. This research could be done before or after Exercise 5.

Punctuation

1 As a lead-in, write the following two sentences on the board: *The students who worked hard made excellent progress. The students, who worked hard, made excellent progress.* Ask them which group they would rather be in! Point out that in this situation, commas affect the meaning. Before starting Exercise 1, write the punctuation marks on the board and elicit the names of the symbols. When students have completed the exercise, put them in small groups to compare their answers. Elicit feedback on any areas in which students disagreed, and clarify.

ANSWERS:

- 1 () h) 2 : f) 3 - g) 4 ! b) 5 . d) 6 , e) 7 ? a)
8 ' ' c) 9 ; i)

Model

2 As a lead-in, ask students to look at the photo and, in small groups, discuss whether they themselves are members of a gym or a sports centre and, if so, encourage them to ask each other questions such as: *Which machines and facilities do you use?* (bike/running machine/rowing machine/pool); *How often do you go?*; etc.

Check that students know what Helen is doing (recruiting entrepreneurs). When students have read the report and answered the questions, check answers as a class.

ANSWERS:

- 1 She has interviewed twenty candidates and selected eight potential franchisees.
- 2 Seven candidates were unsuitable; five others have decided not to continue. She needs to find two more good candidates and three backup candidates.
- 3 She plans to hold new interviews at the end of September.
- 4 No. She expects to open only eight gyms on 1st December, instead of the ten that were planned. She hopes the last two gyms will open by 1st January. She expects to be approximately \$5,000 over budget.

Analysis

Write the word *report* on the board and brainstorm different types of report, e.g. medical, police, government, school, business. Find out if students have to write reports for their work or studies and, if so, who to and what about. When students have completed numbering each section of the report, check answers in whole-class feedback. Point out that this is a general and typical list of the parts of a report. Ask: *What changes or additions need to be made for other types of report?* For example, an academic report usually has a section on *Findings* (the data collected and how it was collected) and, at the end, *Recommendations*.

ANSWERS:

- 1 background
- 2 progress
- 3 problems
- 4 action plan
- 5 conclusion

4 Students look back at the report on page 108 and circle the information not included in the background section. Then they can compare their answer with a partner.

ANSWER:

The project budget is not included

Language focus

5 With lower-level students, you could introduce the categories of connectors with visuals that you can draw on the board as headings, such as: *addition +*, *contrast ↔*, *reasons?*, *consequences □ → □*. Call out the connectors in the box and have students come out and write each one in the correct category. Point out that the linking words here are usually seen in written English, especially formal reports. Students can then transfer the connectors to the table in their book.

ANSWERS:

adding information	contrasting	giving reasons	introducing consequences
<i>in addition</i> <i>moreover</i>	<i>but</i> <i>although</i> <i>even though</i> <i>however</i>	<i>as</i> <i>since</i>	<i>consequently</i> <i>therefore</i>

6 Go through the example with the class. While students complete the exercise individually, monitor and offer any help as necessary. Take whole-class feedback.

SUGGESTED ANSWERS:

- 2 Since there is very little competition, we believe the company will grow quickly.
- 3 Salaries are low. Consequently, our margins will be larger than in Europe.
- 4 Our transport costs will increase. However, the product will still be very profitable.
- 5 Sometimes products are damaged during shipping. Moreover, they are often delayed in customs.
- 6 Some franchisees can't raise enough capital. We therefore need to find backup candidates.
- 7 As some candidates didn't know much about sport, they decided not to continue.
- 8 Although they made appointments, two people didn't come to the interview.

Output

7 Check students know the words *sustainable* and *unsuitable* (see Glossary). Find out if anyone has visited Indonesia, in which case they could tell the class a little about their experience there: *What was it like? Was it a tourist trip?*

Give students a few minutes to read the notes. Clarify any information as necessary. If possible, ask students to type the report on a computer. Encourage them to choose suitable headings. Lower-level groups could write the report in pairs. If students have typed their report on a computer, ask them to print it out in preparation for the following activity.

8 Students exchange their report with a partner, or another pair, in order to compare their work. Encourage them to discuss any significant differences. In whole-class feedback, ask some pairs to share any points of discussion with the rest of the class.

EXTENSION ACTIVITY

For homework, students should write a report. Give them some options of suitable topics. For students who work, this could be a report which they need to write in English. For students at university, this could be something they need to research briefly first, through a questionnaire, such as: *Which dictionaries are used by students in my group and why?* They need to gather information from other students, then think of ways of displaying the data in a graph or other visual. They should write the report for homework.

8.6 Case study

An international opportunity

In this case study, students read about three franchise opportunities: Fair do's hairdos, the Mountie Sandwich Shop and Tween 'n' dream. They analyse the three franchise profiles and, finally, roleplay a franchising contract meeting. One of the key issues is to what extent a franchise can really penetrate a new market and a new culture. Students consider whether one of the three franchises would flourish and grow in their own local contexts.

Internet research

A search for the keywords *how to choose a franchise* will bring up some interesting and useful advice. Students should make a list of do's and don'ts and then compare their list with a partner. Ideally, this research should be done before the final roleplay, to help students prepare.

Discussion

1 Before starting this exercise, remind students of some of the different areas in which you can take out a franchise. (They looked at this in module 8.1, in the *top 100 franchises* Internet research task.) Divide the class into pairs or small groups to discuss the six profiles. Elicit students' responses in whole-class feedback.

Reading

2 Check that students understand the words: *iconic* (very famous and well known, and believed to represent a particular idea, e.g. an iconic landmark); *accessories* (small things such as jewellery or shoes that you wear with clothes to give them more style). Encourage students to check the words *Mountie* and *tween* in the Glossary if they need to. After students have completed the table individually, put them into pairs to compare their answers and to check that they have recorded all the key information.

SUGGESTED ANSWERS:

	Fair do's hairdos	Mountie Sandwich Shop	Tween 'n' Dream
Type of business	hair care	sandwich shop	fashion and accessories store
Customer profile	men and children, some women	everybody	8 to 14 year-old girls
Franchise fee	\$20,000	\$10,000	from \$30,000
Investment required	less than \$50,000	\$80,000	\$120,000
Number of franchises	over 100	over 400	almost 50
Growth potential	good opportunities for growth	exceptional franchisees for growth	one of the fastest-growing businesses in the USA
		Mountie Sandwich Shop every six months	

Other	market is very competitive head office in Cape Town, South Africa fee includes two weeks' training in South Africa	original Mountie Sandwich Shop opened in Toronto in 1949 franchises in 23 countries Mountie Special has become an iconic sandwich a Mountie consultant will help all the way	also organize birthday parties and special occasions
-------	--	--	--

Discussion

3 Give students a few minutes to discuss their opinions in pairs. Elicit their responses and encourage students to justify their opinions during whole-class feedback.

Listening

4 2:40–2:42 Ask students to listen to the three franchisees talking about their feelings. Encourage them to take brief notes. Check answers as a class.

ANSWERS:

1 not sure 2 a little frustrated 3 fantastic, wonderful, great

RECORDING SCRIPT

2:40–2:42

Speaker 1: Fair do's hairdos? Well, they're nice people, and the two weeks' training in South Africa was great. However, it's a really competitive market, and I don't think it was a very good choice. Maybe it works in South Africa, but here in Europe, people want something more sophisticated.

My partner and I opened a salon in Warsaw last year; we also planned to have salons in other cities, like Krakow and Poznan, but I'm not sure about that now. We're trying different ideas – fortunately, the franchiser is flexible – and we're starting to make a profit, but it's not enough. So, for the moment, it's hard work and it's not very well paid.

Speaker 2: I opened a Mountie Sandwich Shop six months ago in Belgrade. It's a good business, but it's extremely hard work with early mornings and late nights – and I haven't taken a day off since I started! Profitability is good; I'll probably be in a position to open a second shop soon. But I'm sure I could make more profit by selling other products. The problem is, the Mountie's rules are very strict. I'm not allowed to do anything that isn't in their manual. So I'm feeling very tired, and a little frustrated.

Speaker 3: I'll be honest: I thought Tween 'n' Dream was a crazy choice! But my wife wanted to do it, so I said OK, let's try it. The franchiser in Los Angeles said, 'If you follow the manual, you'll make money.' So we did and it's been fantastic! First of all, Tween 'n' Dream only opens in the afternoons, so we have a good quality of life. And secondly, there really is a market for this product! We opened our first store in the centre of Rio, and now we have two more. I thought it was a big investment, but we're making a lot of money! And you know, all those little girls? They look so happy! I think it's great!

5 2:40–2:42 Ask students to read the four questions before listening to the franchisees again. Check answers in whole-class feedback, encouraging students to tell you which phrase helped them decide. For the last question, encourage students to express their thoughts and reactions to all three options.

ANSWERS:

1 Tween 'n' Dream 2 Fair do's hairdos 3 Tween 'n' Dream
4 students' own answers

Roleplay

6 Divide the class into Student As and Student Bs: franchisers and franchisees. Give them time to read the relevant information and prepare for the roleplay. Circulate and offer support as necessary. Monitor the meetings and take notes on performance, good language used and any mistakes you want to focus on. Finish the lesson with whole-class feedback. Find out how many projects will go ahead, and how many students decided not to proceed. Encourage students to give reasons for the outcomes.

EXTENSION ACTIVITY

Ask students to work together in small groups and reflect on the range of types of franchise. They should list the types which they believe would be successful in their country/context, and those which wouldn't. Ask them to think of reasons why, e.g. gyms and health club franchises may be successful because people are becoming more health-conscious. An Internet search for *failed franchises* will bring up some stories of mistakes that were made. Students report back to the whole class.

Review 7 and 8 Answer key

Review 7

(page 112 in the Student's Book)

Business costs

1

- 1 forecast sales revenues
- 2 a fall in sales
- 3 an increase in revenue
- 4 income can go down
- 5 sales are down 50%
- 6 fixed costs

2

- 1 turnover
- 2 gross
- 3 margin
- 4 loss
- 5 breakeven point
- 6 expenses
- 7 overheads
- 8 taxes

3

- 1 Turnover
- 2 Cost of goods sold
- 3 Gross profit
- 4 Operating expenses
- 5 Operating profit
- 6 Taxes
- 7 Net income

4

- 1 T
- 2 F. It is the amount you still owe.
- 3 T
- 4 F. It means you pay everything now.
- 5 F. It means the supplier can add a percentage to the unpaid amount, to compensate for the interest they would get if they had this money in their bank account.
- 6 T

5

- 1 will; We'll probably have to
- 2 be going to; It's going to fall!
- 3 will; I'll have the
- 4 be going to; We're going to open
- 5 will; I'll confirm

6

- 1 bring
- 2 discount
- 3 guarantee
- 4 afraid
- 5 unless
- 6 as long as
- 7 deal
- 8 live

Review 8

(page 113 in the Student's Book)

Global trade

1

- 1 developing countries
- 2 emerging markets
- 3 economic growth
- 4 franchise outlets
- 5 local entrepreneurs
- 6 independent start-up

2

- 1 raise, register
- 2 sign, obtain
- 3 open, find
- 4 hire, train
- 5 buy, source

3

- 1 behind schedule
- 2 ahead of schedule
- 3 on schedule
- 4 missed the deadline
- 5 met the deadline
- 6 on budget
- 7 under budget
- 8 exceeded the budget

4

- 1 have you served; had
- 2 Have you ever visited; was
- 3 Have you finished; finished
- 4 Have we met; met

5

- 1 a) Last year
b) This year
- 2 a) So far this month
b) A few months ago
- 3 a) since it started
b) in the early stages

6

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

7

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

8

- 1 and - in addition - moreover
- 2 but - however - although
- 3 so - consequently - therefore
- 4 because - since - as

9

- 1 moreover
- 2 Therefore
- 3 As
- 4 Although

Grammar and practice Answer key

1 Gaining experience

(pages 124 and 125 in the Student's Book)

1

- 1 do
- 2 don't
- 3 are
- 4 am
- 5 Is
- 6 isn't (or 's not)
- 7 's
- 8 does
- 9 doesn't
- 10 are
- 11 don't
- 12 're
- 13 Does
- 14 does

2

- 1 Do you ~~working~~ work for Siemens?
- 2 I ~~doesn't~~ don't work for Siemens. I work for Bayer.
- 3 And your wife, ~~do~~ does she work?
- 4 My wife ~~work~~ works as a teacher.
- 5 ~~She is~~ Is she German?
- 6 No, ~~she not~~ she isn't (or she's not) German. She's Hungarian.

3

- 1 Do you believe
- 2 think
- 3 meet
- 4 isn't
- 5 arrives
- 6 does everybody think
- 7 are
- 8 isn't (or 's not)
- 9 doesn't get
- 10 have
- 11 are
- 12 Is the stereotype
- 13 doesn't help

4

- 1 do
- 2 don't
- 3 doesn't
- 4 does
- 5 am
- 6 'm not

5

- 1 b)
- 2 a)
- 3 c)

6

- 1 Who
- 2 How often
- 3 What
- 4 Why
- 5 When
- 6 How much
- 7 Where
- 8 Whose

7

- 1 always
- 2 nearly always
- 3 usually
- 4 often
- 5 sometimes
- 6 not often
- 7 rarely
- 8 never

8

- 1 He **often** works late.
- 2 He is **often** at the office until late.
- 3 I am **often** in Singapore for meetings.
- 4 I **often** go to Singapore for meetings.

9

- 1 a) I **always** use
b) I don't **always** remember
- 2 a) We **often** get
b) they don't **usually** give
- 3 a) We **never** give
b) we **sometimes** offer
- 4 a) People **rarely** click
b) (they **sometimes** remember)

10

- 1 Do you always have
- 2 I usually check
- 3 I am often
- 4 What time does Jake
- 5 I don't often get
- 6 Luigi always arrives
- 7 I sometimes forget
- 8 Is Tim always

11

- 1 in
- 2 at
- 3 ~
- 4 at
- 5 on
- 6 on
- 7 ~
- 8 in
- 9 ~
- 10 in
- 11 ~
- 12 on
- 13 on
- 14 in
- 15 in
- 16 at
- 17 at
- 18 on

2 Customer satisfaction

1

- 1 're redesigning
- 2 Are you enjoying
- 3 isn't working (or 's not working)
- 4 Is she calling
- 5 'm reading
- 6 aren't staying (or 're not staying)

2

- 1 b)
- 2 a)
- 3 c)

3

- 1 a) sell
b) 're selling
- 2 a) 're changing
b) change
- 3 a) works
b) 's working
- 4 a) is rising
b) rises

4

- 1 This year
- 2 Every year
- 3 At the moment
- 4 Most years

5

- 1 ✓
- 2 ✗
- 3 ✓
- 4 ✗
- 5 ✓
- 6 ✗

6

- 1 Could I
- 2 Can you
- 3 May I

7

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

8

- 1 a) ✓
b) ✓
c) ✗
- 2 a) ✓
b) ✗
c) ✓

9

- 1 Shall
- 2 Do
- 3 Would
- 4 want
- 5 like

3 Product and process

(pages 128 and 129 in the Student's Book)

1

- 1 on
- 2 at
- 3 in
- 4 on
- 5 in
- 6 at
- 7 in
- 8 on
- 9 at
- 10 at
- 11 on
- 12 in
- 13 on
- 14 in
- 15 at
- 16 on
- 17 on
- 18 on
- 19 at
- 20 in

2

- 1 behind
- 2 above
- 3 below
- 4 next to
- 5 between
- 6 under
- 7 on top of
- 8 in front of

3

- 2 the stairs
- 3 the corner
- 4 the floor
- 5 the stairs
- 6 a bridge
- 7 a highway
- 8 the tunnel

4

- 1 are made
- 2 is planted
- 3 happens
- 4 uses
- 5 unloads
- 6 is stored
- 7 is then taken
- 8 is put
- 9 mix
- 10 is put
- 11 is taken
- 12 is placed
- 13 buy

5

- 1 A: Is it done
B: it isn't done (or it's not done)
- 2 A: Are hummus and falafel known
B: They are sold
- 3 A: Are any Korean cars made
B: Hyundai cars are produced
- 4 A: Are you paid
B: I'm paid

5 A: Is rice grown

B: it's grown

6 A: Is English used

B: it's spoken

6

- 1 b)
- 2 c)
- 3 a)

4 Job interviews and career

(pages 130 and 131 in the Student's Book)

1

/d/ closed, complained, prepared, realized
/t/ developed, discussed, finished, introduced
/ɪd/ accepted, constructed, started, visited

2

- 1 became
- 2 began
- 3 brought
- 4 bought
- 5 chose
- 6 cost
- 7 fell
- 8 found
- 9 forgot
- 10 gave
- 11 went
- 12 grew
- 13 had
- 14 kept
- 15 knew
- 16 left
- 17 lost
- 18 made
- 19 met
- 20 paid
- 21 saw
- 22 sold
- 23 set
- 24 spoke
- 25 spent
- 26 took
- 27 told
- 28 thought
- 29 understood
- 30 wrote

3

- 1 were
- 2 didn't like
- 3 met
- 4 did, meet
- 5 met
- 6 did, start
- 7 started
- 8 wasn't
- 9 contained
- 10 did, make
- 11 made
- 12 didn't have
- 13 was
- 14 grew
- 15 paid
- 16 clicked

17 did, have

18 had

19 found

20 introduced

21 made

22 highlighted

23 blocked

4

- 1 a)
- 2 b)

5

- 2 f)
- 3 a)
- 4 d)
- 5 c)
- 6 e)

6

- 1 b)
- 2 a)
- 3 b)
- 4 a)

7

- 1 when/while
- 2 so
- 3 While/When
- 4 because

5 Marketing and selling

(pages 132 and 133 in the Student's Book)

1

Countable nouns:
bag, chair, dollar, fact, hotel, job, litre, machine, suggestion, week
Uncountable nouns:
accommodation, advice, furniture, information, luggage, machinery, milk, money, time, work

2

- 1 any
- 2 some
- 3 any
- 4 any
- 5 any
- 6 some

3

- 1 much
- 2 a little
- 3 many
- 4 a few
- 5 much
- 6 a few
- 7 a little
- 8 a few
- 9 much
- 10 many

4

- 1 better
- 2 faster
- 3 more expensive
- 4 much bigger
- 5 more expensive
- 6 tidier
- 7 better and better
- 8 worse and worse

5

- 1 the best
- 2 the most expensive
- 3 the highest
- 4 Our furthest
- 5 the most beautiful
- 6 the most powerful
- 7 the worst
- 8 the best

6

- 1 ✓
- 2 ✗
- 3 ✓
- 4 ✓
- 5 ✗
- 6 ✓
- 7 ✗
- 8 ✓
- 9 ✓
- 10 ✓
- 11 ✓
- 12 ✓

6 Entrepreneurship

(pages 134 and 135 in the Student's Book)

1

- 1 must call them
- 2 mustn't
- 3 Can you
- 4 should I
- 5 will be able to
- 6 shouldn't
- 7 Must you
- 8 can we

2

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

3

- 2 Should we switch off our phones in the meeting?
- 3 Do I have to finish the report today?
- 4 Are we allowed to give a small gift at the end of the visit?
- 5 Shouldn't we organize a leaving party for her?

4

- 1 mustn't
- 2 shouldn't
- 3 don't need to
- 4 have to
- 5 must
- 6 don't have to
- 7 are allowed to
- 8 should
- 9 shouldn't
- 10 is not allowed to

5

- 1 can't
- 2 shouldn't
- 3 can
- 4 have to
- 5 don't have to
- 6 should

6

- 1 told
- 2 said
- 3 asked; said
- 4 said
- 5 told
- 6 asked; told

7

- 1 I spoke to my boss **about** the delays on the project.
- 2 I talked **about** the arrangements for the conference **with** the Events Organizer.
- 3 I discussed the arrangements for the conference **with** the Events Organizer.
- 4 I told Joelle **to** be careful what she said.
- 5 I told Joelle **not** to say anything that is personal and confidential.
- 6 I said **to** Joelle that she should be careful.
- 7 It was a useful meeting – we discussed everything.
- 8 It was a useful meeting – we talked **about** everything.
- 9 In the meeting I said **to** Joelle that it was a good idea.
- 10 He asked me what I thought, and I told him.

7 Business costs

(pages 136 and 137 in the Student's Book)

1

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

2

- 1 I'm sure tomorrow **will** be a beautiful day.
- 2 Your phone's ringing – don't worry, I'll answer it.
- 3 I'll send you an email this afternoon to confirm the details.

- 4 Sorry, but I **won't** be able to come to the meeting next week.
- 5 It's difficult to negotiate with them – they **won't** tell us what they want.
- 6 Don't worry, I'm sure you'll get better.
- 7 I **probably won't** join you in the restaurant tonight – I have an early flight.
- 8 I **don't** think we'll make a profit next year.

3

- 1 I **think they'll probably** give the job to Anita, not Miguel.
- 2 **They probably won't** give the job to Marcus.
- 3 I **don't think (they'll)** give the job to Carla.

4

- 1 b)
- 2 c)
- 3 a)

5

- 1 I think the Social Democrats **are** going to win the election
- 2 Unemployment is going to increase if the recession continues.
- 3 I received some money when my aunt died – I'm going to invest it.
- 4 We **aren't** (or We're not) going to redesign this model until next year.
- 5 **Are** you going to spend Christmas with your parents?

6

- 1 're going to be
- 2 'll probably rain
- 3 'll give
- 4 're going to buy

7

- 1 If you **will** pay cash, I'll give you a discount.
- 2 If I **don't will** hear from them soon, I will **to** send them an email.
- 3 Don't worry, I **don't will won't** say anything about your new job if your colleagues **will** ask anything.
- 4 If the company **will be** is successful, they **will** probably hire more staff.
- 5 If I **not don't** hear anything from them by the end of the week, I'll call them and remind them.
- 6 The sales director **not won't** keep his job if sales **not don't** improve.

3

- 1 sign; 'll give
- 2 take; won't have to
- 3 'll miss; don't get
- 4 'll ask; don't find
- 5 don't get; won't stay

9

- 1 I'll call you as soon as I **will** get the information.
- 2 I should know if we have finance for the project after I **will** meet the bank manager.
- 3 When she **will arrive** arrives, we can start the meeting.
- 4 I won't do anything until I **will** hear from you.

8 Global trade

(pages 138 and 139 in the Student's Book)

1

- 1 become
- 2 begun
- 3 chosen
- 4 fallen
- 5 forgotten
- 6 given
- 7 gone
- 8 grown
- 9 known
- 10 made
- 11 seen
- 12 spoken
- 13 taken
- 14 thought
- 15 written

2

- 1 a)
- 2 c)
- 3 b)

3

- 1 Have we made
- 2 've taken
- 3 haven't seen
- 4 hasn't begun
- 5 Has he written
- 6 Has anyone lost
- 7 've spent
- 8 haven't forgotten

4

- 1 Have you ever worked abroad?
- 2 I don't know. I've never been there.
- 3 Have you ever forgotten a client's name?
- 4 Chris **has** never told me about his family.

5

- 1 We've already tested the prototype.
- 2 We haven't signed the contract yet.
- 3 He's just done it.
- 4 We've already paid them.
- 5 Have you installed the software yet?

6

- 1 For
- 2 Since
- 3 For
- 4 Since

7

- 1 a) got
b) has got
- 2 a) has been
b) was

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