

• • for BEC and BULATS • •

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剑桥标准商务英语教程

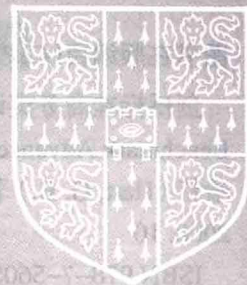
高级·教师用书

▣ Guy Brook-Hart

Business
BENCHMARK



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Guy Brook-Hart

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Introduction

Who this course is for

Business Benchmark Advanced/Higher is designed as an interesting and stimulating course in Business English for students at Common European Framework (CEF) level C1. It combines lively, authentic materials from a wide range of business sources and is suitable for people already working in business and pre-service students (younger people who are intending to work in business in the future).

The course provides the necessary practical writing, reading, speaking and listening skills for people who will need English in a business environment. It builds up students' knowledge of essential business vocabulary and grammar in 24 short units designed to take approximately three hours' classroom time each.

For students who require a Business English qualification, the course provides a thorough preparation for the Business English Certificate (BEC) Higher level, or the Business Language Testing Service (BULATS) test, including **one complete practice exam** for BEC.

What the course contains

Student's Book

The Student's Book contains:

- **24 topic- or skills-based units** designed to cover a wide range of the main topic and skills areas required by people working in modern business. The units are organised in 'clusters' of four, each cluster covering a broad topic area. The first unit in each cluster is designed to place more emphasis on reading skills (though the other skills are covered), the second places emphasis on listening skills, the third on writing skills, and the fourth on speaking skills. All units, however, are designed to provide lively, stimulating and varied classroom work where all skills are required. The units contain:
 - **discussion and role-play activities** designed to build up essential business speaking skills such as those required for meetings, conferences, negotiations and presentations
 - step-by-step work on writing skills in order to be able to write **emails, memos, faxes, letters, reports and proposals**
 - a large number of authentic business articles from a wide variety of well-known business

publications, together with examples of letters, reports and proposals, all designed to teach essential business reading skills

- specially designed listening materials and **authentic interviews** with business people, intended to improve students' listening proficiency and confidence
- numerous vocabulary exercises so that students studying the course will have an **ample business vocabulary** for most general situations
- **grammar explanations and exercises** to extend and revise students' knowledge of English grammar at this level in a business context.

Many of the activities in the units are also designed to provide students with the skills and training necessary for either the **Business English Certificate (BEC) Higher level** or the **Business Language Testing Service (BULATS) test**.

- **Grammar workshops** with further grammar explanations and exercises related to grammar work arising from the units.
- **An Exam skills and Exam practice section** which provides detailed advice on what each section of the BEC Higher exam consists of, with information about what each section of the exam is testing and detailed step-by-step advice on how to approach each question. The Exam skills section also contains exercises designed to build up students' exam skills. This section also contains a complete **BEC Higher exam (BEC Higher edition)** which is designed for advanced students.
- **Answer key** to all the exercises in the book.
- **Transcripts** for all the listening materials.

Personal Study Book

The Personal Study Book contains:

- **24 units**, each relating to the 24 units of the Student's Book. These units contain:
 - vocabulary revision and consolidation work
 - grammar revision and consolidation work
 - further reading and writing exercises
- a **Word list** of the core business vocabulary and expressions which appear in the Student's Book.

Recorded materials

The recorded materials for the Student's Book are provided in the Student's Book pack on an MP3 format CD-ROM.

Teacher's Resource Book

The Teacher's Resource Book contains:

- information about how the activities in each unit relate to the BEC exam and BULATS test
- notes on each unit in the Student's Book, with advice on how to handle activities in the unit and suggestions for alternative treatments for certain exercises
- a large number of extra **photocopiable activities**, including further **reading texts**, **discussion activities**, **games** and **case studies**, intended to supplement and extend the work done in the Student's Book units and to provide a wider range of activities or a more in-depth study of certain business topics. The photocopiable activities also provide **extra writing tasks**, all with a step-by-step approach and a sample answer for students or teachers to refer to
- answer keys to all exercises in the photocopiable activities
- answer keys to all exercises and activities in the Student's Book, including the Exam skills and Exam practice section
- complete Student's Book transcripts with the words or sentences giving the correct answer to the listening exercise underlined
- information about the **Common European Framework** and how this course relates to it
- a checklist of Can Do statements for students at C1 (advanced) level.

Website

Further information and resources can be found online @ <http://www.cambridge.org/businessbenchmark>.

Business English Certificate (BEC) Higher exam

BEC Higher assesses language ability used in the context of business at the Council of Europe's Effective Operational Proficiency Level (C1) for general language proficiency.

- In the **Reading** component, there are six tasks of the following types: multiple choice, matching, word level gap-filling, sentence-level gap-filling, multiple-choice gap-filling and error identification. The Reading component is 25 % of the total marks.

- In the **Writing** component, there are two tasks. In Part One candidates produce a short report (based on graphic input, approximately 120–140 words). In Part Two candidates choose whether to write a report, proposal or piece of business correspondence. The Writing paper is 25 % of the total marks.
- In the **Listening** component, there are three tasks of the following types: gap-filling or note completion, matching and multiple choice. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening paper is 25 % of the total marks.
- The **Speaking Test** is conducted by two external examiners and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair in a group of three. During the test each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and the interlocutor. The Speaking Test is 25 % of the total marks.

Business Language Testing Service (BULATS) test

BULATS makes use of a number of specially designed tests:

- **The Computer Test**
- **The Standard Test**
- **The Speaking Test**
- **The Writing Test**

Each test can be used independently of the others, or they can be used in various combinations. All the tests aim to be relevant to people using the language at work. They cover areas such as descriptions of jobs, companies and products, travel, management and marketing, customer service planning, reports, phone messages, business correspondence and presentations. The tasks in the test are generally practical ones, e.g. taking a phone message, checking a letter, giving a presentation, understanding an article, writing a report.

All the tests aim to assess candidates across the six levels of the ALTE Framework, i.e. the same test is used for all candidates whatever their level. (0–5 of the ALTE Framework correspond to the Council of Europe Framework levels A1–C2.) See the Appendix on page 155 for more information about the Council of Europe Framework.

Corporate culture

This unit teaches language and vocabulary connected with company culture, phrasal verbs and defining and non-defining relative clauses.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

	BEC	BULATS
Talking point: <i>Aspects of corporate culture</i>	Speaking Part 1	Speaking Part 1
Listening: <i>Aspects of corporate culture</i>	Listening Part 2	Listening Part 3
Reading: <i>Creating a corporate culture</i>	Reading Part 2	
Talking point: <i>Creating a corporate culture</i>	Speaking Part 3	Speaking Part 3
Photocopiable activity 1	Speaking Parts 1 & 2	Speaking Parts 1 & 2

Notes on unit

Getting started

As a further extension, you can get students to brainstorm other typical characteristics of corporate culture.

You could also discuss the relationship between national cultures and corporate cultures if you think your students have the background to do this.

Talking point: *Aspects of corporate culture*

Pre-service students who have no close acquaintance with a company can be asked to talk about the culture of a college or school where they have studied.

Listening: *Aspects of corporate culture*

All audio material in this book is intended to be listened to twice.

If students are new to this type of listening activity, allow them to check their answers by looking at the transcript for Track 2 to see how the activity works.

If you wish to make the activity more challenging, Exercise 1 can be done after, rather than before, Exercise 2.

Reading: *Creating a corporate culture*

As a warmer before the reading passage, ask students to do Exercises 1 and 2.

When students do Exercise 3, they should read the whole text again when they have finished to make sure that it reads logically.

As an alternative approach to this and other tasks, you can discuss the best approach with students and get their ideas. Different students, or different groups of students, can try different ways, e.g. reading the list of sentences carefully first and then finding gaps for them, or reading to the first gap and then looking through the list of sentences, etc. They can then compare which method was most effective.

Vocabulary: *Creating a corporate culture*

If your students have a copy of the Personal Study Book, you can point out that it contains exercises which recycle vocabulary and grammar encountered in the unit and, in some units, gives extra reading and writing tasks.

You can also point out that the Personal Study Book contains a Word list which they can consult when doing vocabulary exercises.

Photocopiable activity

This activity is intended as an ice-breaker at the beginning of the course (perhaps before students have had time to buy their course books) and will take about an hour of class time.

Getting started

Time management is about managing your time efficiently so that you achieve the most effective use of your working day, and also have time for free-time activities and interests. Courses in time management are also offered in many universities to help students manage their time efficiently. This activity is intended to analyse how you spend your day and suggest some time-management methods.

Work with a partner and complete this questionnaire for each other. (Ask each other complete questions to obtain the information, e.g. *How long is your working day?*)

Job/Occupation/Studies:

Summary of duties and responsibilities / What course consists of:

Length of working day / time each day spent in class or studying:

Starts work/studies at:

Length of lunch break:

Finishes work/studies at:

Time per day spent travelling to work/college/university:

How time spent while travelling to work/college/university (e.g. reading the newspaper):

Takes work home? Yes/No

If Yes, give details:

Works/Studies at weekends? Yes/No

If Yes, give details:

Working time spent in meetings/classes/tutorials:

Working time spent on phone:

Time spent per day on enjoyable non-work/non-study activities:

Time spent per day on household chores, childcare, etc.:

Do you think you make efficient use of your time? Yes/No

If Yes, give details:

Talking point

Time management experts list a number of common activities or circumstances which waste people's time. These are often called *time thieves*.

Work in groups of three. Discuss these questions.

- 1 How do the *time thieves* listed below waste people's time?
- 2 Which ones waste your time?
- 3 How can people reduce their vulnerability to these *time thieves*?

Time thieves

- | | |
|---|--|
| <ul style="list-style-type: none"> • Telephone interruptions • Interruptions from visitors • Meetings • Not delegating tasks • Crisis management (i.e. spending your day dealing with problems that arise) • Poor communication | <ul style="list-style-type: none"> • Lack of training • Unclear objectives • Poor planning • Stress and fatigue • Inability to say 'No' • An untidy desk/computer filing system • Being a perfectionist |
|---|--|

Reading

- 1 Work in groups of three. You will each read a different text giving advice on how to manage time better.
- 2 Read your text and make brief notes on the main points.
- 3 Talk to your partners and explain the main advice and the reasons for it. When speaking, refer to your notes rather than the original text.
- 4 When you have finished, discuss which were the best pieces of advice.

Writing

Work with a partner. Write one more piece of advice for good time management like the ones you have just read.

A

SPEND TIME PLANNING AND ORGANISING. Using time to think and plan is time well spent. In fact, if you fail to take time for planning, you are, in effect, planning to fail. Organise in a way that makes sense to you. Some people need to have papers filed away; others get their creative energy from their piles. So forget the 'shoulds' and organise *your* way.

SET GOALS. Goals give your life, and the way you spend your time, direction. When asked the secret to becoming so rich, one of the famous Hunt brothers from Texas replied, 'First, you've got to decide what you want.' Set goals which are specific, measurable, realistic and achievable. Your optimum goals are those which cause you to 'stretch' but not 'break' as you strive for achievement. Goals can give creative people a much-needed sense of direction.

PRIORITISE. Use the 80-20 rule originally stated by the Italian economist Vilfredo Pareto, who noted that 80 per cent of the reward comes from 20 per cent of the effort. The trick to prioritising is to isolate and identify that valuable 20 per cent. Once identified, prioritise time to concentrate your work on those items with the greatest reward.

USE A 'TO-DO' LIST. Some people thrive using a daily 'to-do' list which they construct either last thing the previous day or first thing in the morning. Such people may combine a 'to-do' list with a calendar or schedule. Others prefer a 'running' 'to-do' list which is continuously being updated.

B

BE FLEXIBLE. Allow time for interruptions and distractions. Time management experts often suggest planning for just 50 per cent or less of one's time. With only 50 per cent of your time planned, you will have the flexibility to handle interruptions and the unplanned 'emergency'. When you expect to be interrupted, schedule routine tasks. Save (or make) larger blocks of time for your priorities. When interrupted, ask Alan Lakein's crucial question, 'What is the most important thing I can be doing with my time right now?' to help you get back on track fast.

CONSIDER YOUR BIOLOGICAL PRIME TIME. That's the time of day when you are at your best. Are you a 'morning person', a 'night owl', or a late-afternoon 'whiz'? Knowing when your best time is and planning to use that time of day for your priorities (if possible) is effective time management.

DO THE RIGHT THING RIGHT. Noted management expert Peter Drucker says 'doing the right thing is more important than doing things right'. Doing the right thing is effectiveness; doing things right is efficiency. Focus first on effectiveness (identifying what is the right thing to do), then concentrate on efficiency (doing it right).

ELIMINATE THE URGENT. Urgent tasks have short-term consequences, while important tasks are those with long-term, goal-related implications. Work towards reducing the urgent things you must do so you'll have time for your important priorities.

**C**

PRACTISE THE ART OF INTELLIGENT NEGLECT. Eliminate from your life trivial tasks or those tasks which do not have long-term consequences for you. Can you delegate or eliminate any of your 'to-do' list? Work on those tasks which you alone can do.

AVOID BEING A PERFECTIONIST. In the Malaysian culture, only the gods are considered capable of producing anything perfect. Whenever something is made, a flaw is left on purpose so the gods will not be offended. Yes, some things need to be closer to perfect than others, but perfectionism, paying unnecessary attention to detail, can be a form of procrastination.

LEARN TO SAY 'NO'. Such a small word – and so hard to say. Focusing on your goals may help. Blocking time for important, but often not scheduled, priorities such as family and friends can also help. But first you must be convinced that you and your priorities are important – that seems to be the hardest part in learning to say 'no'. Once convinced of their importance, saying 'no' to the unimportant in life gets easier.

REWARD YOURSELF. Even for small successes, celebrate achievement of goals. Promise yourself a reward for completing each task, or finishing the total job. Then keep your promise to yourself and indulge in your reward. Doing so will help you maintain the necessary balance in life between work and play. As Ann McGee-Cooper says, 'If we learn to balance excellence in work with excellence in play, fun, and relaxation, our lives become happier, healthier and a great deal more creative.'

From Thirteen timely tips for more effective personal time management by Kathy Prochaska-Cue

Answer key

Student's Book activities

Getting started

- 1 1 b 2 g 3 e 4 d 5 f 6 c 7 a
2 1 mentor 2 dress code 3 goals 4 autocratic
5 bonuses 6 do things by the book 7 vision
8 entrepreneurial

Aspects of corporate culture

Listening

- 1 1 g 2 j 3 a 4 i 5 d 6 e 7 c 8 b 9 f
10 h
2 Candela: 5 Henry: 4 Sonia: 7 Omar: 3

Vocabulary

- 1 out 2 through 3 up with 4 to 5 turn
6 getting 7 down

Creating a corporate culture

Reading

- 1 1 The board of directors
2 It can affect ethics, risk-taking and bottom-line performance.
3 Board members often lack an understanding of corporate culture.
3 1 G 2 F 3 D 4 C 5 A 6 E

Vocabulary

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

Grammar workshop: *defining and non-defining relative clauses*

- 1 How should a director think about the "corporate culture" of the company on whose board he or she serves?
2 Consult a management text on organizational culture and you'll find a chapter or more of definition which/that boils down to something like "a pattern of shared basic assumptions."
3 Every organization has a culture which/that manifests itself in everything from entrepreneurship to risk-taking all the way down to the dress code.
4 An understanding of corporate culture is one of the main things missing on boards, but they really need it if they're going to monitor what's going on inside the corporation.
5 Nucor's culture, which he describes as "extraordinarily powerful, effective, and unique," can be traced back to the values and vision of its legendary founder, F. Kenneth Iverson.

Transcript

2 Listening page 11

Omar: So, Candela, what's it like working for a large car manufacturer?

Candela: You'd be surprised, actually. You hear so much about cut-throat competition amongst managers in my type of company, but in fact, as someone starting out on the management ladder, I get a lot of back-up from senior staff. We have twice-weekly get-togethers where we talk through our difficulties and come up with ideas and solutions. It's great. I don't get the feeling that it's 'sink or swim' at all.

Omar: And you, Henry?

Henry: Well, as you'd expect working in hospital administration, there's plenty of red tape. We have to stick to the rules fairly carefully because at the end of the day, people's health's involved, and we're publicly accountable. But that doesn't mean there's no room for inventiveness. We're always looking for ways of streamlining procedures and making efficiency gains.

Omar: And saving taxpayers' money.

Henry: That's right.

Omar: Now, Sonia, what's it like working for a dotcom?
Sonia: It's not exactly a dotcom. As a matter of fact, it's more a software developer. And it really suits me, you know, I nearly always turn up at work wearing jeans and a T-shirt, which is great for a manager, and everyone talks to everyone else in a really relaxed way. There's none of that 'them-and-us' feeling between management and staff that you get in other industries. I mean, in most ways the staff are more expert than the managers! And what about you, Omar?

Omar: My company, as you know, is a consumer products company, and we're all organised in divisions, and the divisions in teams, and we're all competing against each other. Our pay is performance-related, and nobody gets the same. Getting ahead and even keeping your job depends on your performance.

Sonia: Um, and how's performance measured, Omar? Is there a yardstick?

Omar: Not really. In the end, it boils down to performance in comparison with other teams and divisions.

Henry: Sounds quite a rat race.

Omar: For me, that's business!

UNIT 2 Leaders and managers

This unit studies language and vocabulary related to the functions and qualities of leaders and managers. It revises the grammar of *as* and *like* and teaches a number of management collocations.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

	BEC	BULATS
Getting started	Speaking Part 2	Speaking Part 2
Reading: <i>Great leaders and great managers</i>	Reading Part 3	Reading Part 2 Section 5
Listening: <i>Great leaders and great managers</i>	Listening Part 1	Speaking Part 1
Listening: <i>Managing staff</i>	Listening Part 1	
Talking point 2: <i>Managing staff</i>	Speaking Part 3	Speaking Part 3

Notes on unit

Getting started

Giving short talks of this type is a useful business skill: business people are often asked to talk in meetings about their ideas, activities or projects.

If you want to extend the discussion, you can:

- ask students about well-known business leaders from their country
- ask which qualities are most valued by business leaders and managers in their country, or if some of these qualities are not considered important in their country.

Talking point: *Great leaders and great managers*

As an alternative task, ask your students to work in small groups. Tell them each to:

- pick out three sentences from the text whose ideas made an impression on them
- read each sentence to the others in their group, who then give their reaction to it
- if appropriate, ask them to compare Branson's attitude to managing people with the attitudes in the companies where they work.

Listening: *Great leaders and great managers*

The task tip suggests students should try to predict the type of information they will need to complete the notes. You can help them by eliciting:

- gap 1: *Do you think you need a noun, verb, adjective or what? What qualities might help the business progress?*
- gap 2: *What part of speech do you need? What is the essential difference between managers and leaders, and what is their relationship?, etc.*

Vocabulary 2: *Great leaders and great managers*

As a follow-up to this activity, you can:

- ask students if they can identify two different **types** of collocation with *management* (**answer:** types or categories of management, and things which are managed)
- ask them to brainstorm two or three other collocations for each category.

Talking point 1: *Managing staff*

If you have pre-service students, ask them:

- if teachers fill a similar role to managers
- what teachers can do to optimise the performance of their students
- what aspects of their education might prepare them for management roles.

Photocopiable activity

This is intended as a fun approach to some people-management issues and practises related vocabulary.

Encourage students to give reasons for their answers. When they come to score their answers, encourage them to disagree with the interpretations if they wish, since these are intended to be mildly provocative.

This activity will take more than an hour of class time.

Reading

What sort of people manager are you / would you be? Do the quiz to find out.

1 Work in pairs. Read each question and then tell each other:

- the answer you would choose
- the reason why you would choose that answer.

2 When you have finished, add up your partner's score and give him/her the appraisal which follows.

How to score

1 a 1 b 7 c 1 d 3

Even if he's a brilliant and valuable worker, you're not doing him a favour letting him get away with working in an undisciplined way – and it's bad for the morale of other staff, who might feel he's being treated too kindly.

2 a 5 b 5 c 1 d 6

If she's been in the department for 20 years, she probably has more 'ownership' of the job than you. On the other hand, she may benefit from a change of scene. The personal interview is brave, but may be counter-productive.

3 a 1 b 5 c 1 d 1

All options except (b) may show weakness on your part. At least (b) shows a constructive approach to a human problem.

4 a 1 b 5 c 2 d 0

More money won't solve work-related stress. The only sensible solution is (b), though you will have to justify it to your boss.

5 a 6 b 2 c 1 d 3

The only sensible option is (a).

6 a 3 b 7 c 1 d 7

If your team is doing well, it reflects the fact that you are a good leader. The only absurd reaction is (c). Although taking the kudos is a very natural reaction in an ambitious manager, it can have a damaging effect on staff motivation.

7 a 0 b 0 c 6 d 3

Option (c) is reasonable, but (d) is possible in some circumstances; some customers are wrong and need to be told so. Loyalty to your staff is also a good quality in a manager.

8 a 5 b 1 c 0 d 4

Surely this is none of your business unless passions start affecting productivity.

9 a 0 b 3 c 0 d 4

Your team's poor performance can reflect badly on your boss as well as on yourself, so the best answer is to get her involved in actively finding a solution.

10 a 8 b 3 c 0 d 0

See how he manages with more challenge before doing anything else. You can't move everyone every time they complain.

Results

1–18: You may not be cut out to be a manager and perhaps a little more management training would be useful.

19–35: As a manager your skills are average. You may well get to the top of your profession, but not because of your skills in managing people.

35+: You are clearly one of those rare individuals – a good manager of people. Show the results of this test to your Human Resources Director and see if he/she is equally impressed!

Vocabulary

Find words or phrases in the quiz which mean the following.

- | | |
|--|---|
| 1 amount of work to be done (question 2) | 7 person in a less important position in an organisation (question 7) |
| 2 reaching an acceptable standard (question 3) | 8 ignore something that you know is wrong (question 8) |
| 3 dismissal (question 3) | 9 stop it (question 8) |
| 4 admiration that a person receives as a result of a particular achievement (question 6) | 10 watch (question 8) |
| 5 extra amount of money that is given to you as a reward for good work (question 6) | 11 difficult, in a way that tests your ability or determination (question 10) |
| 6 people who are at the same level in an organisation (question 7) | 12 moving to a new job (question 10) |

What sort of people manager are you?

- 1 **One of your staff often arrives late for work. He's a good worker – efficient, brilliant and original – but arriving late means that he often misses the beginning of team meetings, or other people have to answer his phone calls. Do you ...**
 - a write him a letter threatening him with dismissal if he doesn't improve?
 - b have an informal private chat with him where you suggest he pulls his socks up?
 - c make sarcastic comments about his poor time-keeping in front of the team?
 - d ignore the problem – he's a good worker after all?
- 2 **There's a member of your staff you just don't like. She often openly disagrees with your decisions, and you're sure she criticises you constantly behind your back. Do you ...**
 - a put up with her because she's been in the department for 20 years?
 - b transfer her to another department where someone else will have the pleasure of her company?
 - c increase her workload in the hope that she will leave?
 - d have a personal interview with her where you talk over the problems between you?
- 3 **A new recruit to your department is not learning the job as quickly as you had hoped, and you consider him to be a weak link in your team. Do you ...**
 - a tell him he's not up to scratch and threaten him with the sack?
 - b tell him your opinion and offer him further training?
 - c pretend there's no problem – if you take action against this person, it may upset other members of your team?
 - d offer him a transfer to another department where he may be more at home?
- 4 **You've noticed signs of stress in your team: people are irritable, complaining of headaches, taking sick leave. Do you ...**
 - a offer to give them a pay rise?
 - b take on more staff to ease their workloads?
 - c try to do more of their work yourself?
 - d carry on as if the situation was normal?
- 5 **Your divisional boss has asked you and your team to take on an extra project. You're already working flat out on a current project. Do you ...**
 - a explain the situation and ask for another solution?
 - b accept the extra work because you're afraid to say 'no'?
 - c accept the extra work because you're ambitious and it could eventually mean promotion?
 - d tell your boss he must be joking – your people are under enough pressure as it is?
- 6 **Your team is doing extremely well – you're exceeding all your targets and easily meeting all your deadlines. Your divisional boss recently called you in to congratulate you. Do you ...**
 - a take all the kudos – after all you're the leader?
 - b pass on the praise to your team and suggest they be paid a bonus?
 - c ask your boss to set even higher targets?
 - d hold a team party to celebrate?
- 7 **An important customer has complained that one of your staff was very rude to him. Do you ...**
 - a confront her during a team meeting and then reprimand her in front of her peers?
 - b fire her on the spot?
 - c ask her for her version of events and take it from there?
 - d stand by your subordinate and tell the customer he was wrong?
- 8 **You've noticed that two of your team are getting more than friendly. You imagine that there's an office romance under way. Do you ...**
 - a turn a blind eye?
 - b get involved in the office gossip to find out what's happening?
 - c tell them to put an end to it?
 - d keep an eye on the situation in case it has an effect on team efficiency?
- 9 **Your divisional manager has told you that your team's performance is not up to scratch. Do you ...**
 - a blame the team?
 - b blame outside circumstances which are beyond your control?
 - c take the blame yourself?
 - d tell her it's her fault for not giving you the necessary resources?
- 10 **One of your staff tells you he doesn't find his job sufficiently challenging. Do you ...**
 - a offer him more responsibility and empowerment in his current job?
 - b promote him to a position of greater responsibility?
 - c tell him it's time he was moving on?
 - d tell him he should be happy he's got a job at all?

Answer key

Photocopiable activity

Vocabulary

- 1 workload 2 up to scratch 3 the sack 4 kudos
5 bonus 6 peers 7 subordinate 8 turn a blind eye
9 put an end to it 10 keep an eye on
11 challenging 12 moving on

Student's Book activities

Getting started

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

Great leaders and great managers

Reading

- 3 1 D ... says his goal is to turn Virgin into 'the most respected brand in the world'.
(paragraph 1)
- 2 B 'I think being a high-profile person has its advantages,' he says. 'Advertising costs enormous amounts of money these days. I just announced in India that I was setting up a domestic airline, and we ended up getting on the front pages of the newspaper.'
(paragraph 2)
- 3 C I have to be willing to step back. The company must be set up so it can continue without me. (paragraph 4)
- 4 D For the people who work for you or with you, you must lavish praise on them at all times (paragraph 5)
- 5 A Employees often leave companies, he reasons, because they are frustrated by the fact that their ideas fall on deaf ears.
(paragraph 6)
- 6 B ... then give chief executives a stake in the company (paragraph 7)

Vocabulary 1

- 1 founder 2 venture 3 underlying 4 flamboyant
5 from scratch 6 lavish praise on 7 slipped up / made a mess of something
8 firing 9 immersed
10 the ins and outs 11 stake

Listening

- 1 vision 2 implementation 3 hands-on
4 experienced, good people 5 opportunity to develop

Grammar workshop: *as* or *like*?

- 1 b 2 a (like) 3 c 4 a (as well as)
5 d (as ... as)

Vocabulary 2

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

Managing staff

Listening

- 2 1 directional strategy 2 (responsibility and) ownership
3 superficial level 4 opportunities
5 (kind of) mentor