

Business English in a Global Context

Teachers' Resource Book

Best Practice

Intermediate

Sara Helm and Rebecca Utteridge

情境国际商务英语 (中高级)

教师用书



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Coursebook contents

Best Practice is a business English series designed for both pre-work and in-work students. Its topic-based modules train students in the skills needed to communicate in the professional and personal sides of modern business life.

MODULE 1 PERFORMANCE

pages 4–25

This module looks at some of the factors that affect performance at work – job satisfaction, what motivates people, the incentives they receive, and how to get a balance between work and home life.

	Business Inputs	Language Work	Communication	Business across Cultures
1 Happiness at work	Listening: The happiest workers	Grammar: Comparisons	Talking about yourself	Understanding your own culture
2 Motivation	Reading: Theory X and Theory Y Listening: Employers' views on Theory X and Theory Y	Expressions to describe Theory X and Y work environments	Finding out about people	Understanding different types of culture
3 Incentives	Reading: SAS Institutes Listening: Discussing incentives and benefits	Grammar: First conditional	Building transparency in communication	Individuals and groups
4 Work and leisure	Listening: An interview with a 'work-life' balance expert	Grammar: Past simple and present perfect	Responding and developing communication	Women at work

Business Scenario 1 Improving morale

Review and Development 1–4

MODULE 2 INNOVATION

pages 26–47

This module deals with how companies and individuals create innovative products and try to enter new markets. It focuses on both the creative side of invention, and on the business challenges.

	Business Inputs	Language Work	Communication	Business across Cultures
5 Entrepreneurs	Reading: An article about entrepreneur Simon Woodroffe Listening: An interview about what makes a successful entrepreneur	Expressions to describe entrepreneurs	Socialising 1: Small Talk	Public and private space
6 Creativity	Listening: An interview with a trade consultant	Grammar: The future	Socialising 2: Positive Responses	The culture of organisations
7 Start-ups	Listening: A conversation about how to set up a business	Grammar: passives	Meetings 1: Running a meeting	Attitudes towards time
8 Inventions	Listening: An interview with the inventor, Mandy Haberman	Grammar: Past perfect and past simple	Meetings 2: Participating in meetings	Developing a culture of innovation

Business Scenario 2 Pitching for finance

Review and Development 5–8

Student B material pages 102–113 Audio script pages 114–127 Answer key pages 128–149 Communication pages 150–152

MODULE 3 PROMOTION

pages 48–69

Here we look at the different aspects of promotion – global marketing, advertising to people of different ages, promoting yourself confidently, and the global importance of promotion.

	Business Inputs	Language Work	Communication	Business across Cultures
9 Kids as consumers	Reading: Using “pester-power” is no way to build a brand	Grammar: Count and uncount nouns	Telephoning 1: Opening and responding	Understanding corporate culture
10 Selling yourself	Listening: An interview with a human resources specialist	Adjectives and nouns for self-promotion	Telephoning 2: Leaving and taking messages	Customer service culture
11 Think global, act local	Listening: An interview with an expert on global advertising	Grammar: Infinitives and -ing forms	Telephoning 3: Structuring a call	Work and play
12 The grey market	Reading: Advertising for the over-50s.	Grammar: Present perfect simple and continuous	Telephoning 4: Closing a call	Working in cross-functional teams

Business Scenario 3 Bolton Bikes

Review and Development 9–12

MODULE 4 INVESTMENT

pages 70–91

This module looks at global investment and some of the challenges facing a range of industries – cars, newspapers, supermarkets and the Indian film industry.

	Business Inputs	Language Work	Communication	Business across Cultures
13 The industry of industries	Reading: Reasons for choosing a car	Expressions to describe manufacturing	Presentations 1: Opening	Body language
14 Something for nothing?	Reading: Pelle the conqueror Listening: Different types of media	Expressions: Compounds	Presentations 2: Developing the message	Communication style
15 In search of new markets	Listening: Carrefour’s experiences in the Japanese market	Grammar: speculating about the past: <i>should / shouldn’t have, could have</i>	Presentations 3: Using visuals	Leadership
16 Bollywood goes global	Listening: An interview about Bollywood	Grammar: Second conditional	Presentations 4: Closing	Decision-making

Business Scenario 4 Seniorservices

Review and Development 13–16

MODULE 5 WRITING RESOURCE

pages 92–101

17 Nice job	Job advertisements, CVs, Job applications
18 Getting the go ahead	Emails
19 Unhappy customers	Letters of complaint
20 Local partners	Faxes

Review and Development 17–20

Business across Cultures pages 153–155 Grammar overview pages 156–170 Glossary pages 171–174

Introduction

Best Practice Intermediate, is a four-level course designed for those learning English for international communication in business contexts.

It is suitable for:

- people working in companies and other organisations who use English for international communication
- pre-work students in business schools or further/higher education where business English is taught

Course components

- Coursebook
- This Teacher's Resource Book
- Workbook
- Audio cassette / CD
- Testing and evaluation

Learning approach

The Coursebook consists of four main modules each comprising four units, with an additional range of built-in reference and resource sections. Both the Communication pages and the Business across Cultures pages stand alone and have their own clearly defined syllabus. Together, and combined with the other course components, such as the Workbook, these elements provide great flexibility in course planning for varying periods of study and for learners with different needs.

Emphasis is on developing spoken **communication**, with mini role-plays, information gap activities and listening activities.

Writing is also well covered, with a module of four units that further develop writing skills in business contexts.

Intercultural issues are an important feature of each unit and these are dealt with through the use of case studies, discussion activities, and listening tasks.

Unit structure

The Coursebook is designed to develop the four skills of **listening, speaking, reading** and **writing** as well as **intercultural awareness**. Each unit provides material for approximately two hours of classroom activity and combines a variety of these elements.

The **language syllabus** is based around:

Grammar. All the key structures for the level are covered, and learners are often asked to complete grammar explanations using inference and their own prior knowledge

as part of a discovery process. Grammatical structures are consolidated through communication activities.

Communication. The course covers key functional language for meeting people, developing conversation, telephoning, presenting, etc. There is also emphasis on the 'social' English in business contexts, which is often requested by learners and teachers.

Vocabulary. A range of general and business areas is included. Key vocabulary areas for the level are presented. Emphasis is also put on word combinations.

These inputs are often contained in **short reading texts, simulated web pages** or **listening extracts**.

Other important elements of the Coursebook units are:

Fact features. At the start of each unit, there is a fact feature, giving key snippets of information relating to the business area of the unit. These can be used to initiate discussion and prepare students for the theme of each unit.

Key language boxes. Each Communication section features a Key language box which introduces useful phrases for social situations, telephoning, discussions, presentations, etc.

Business across Cultures. Each unit includes a section on an intercultural issue commonly faced by international business people. The aim of this section is to provide students with an awareness of intercultural terms and concepts in a clear and simple way.

Role-plays. A key element of *Best Practice Intermediate* is the role-play sections. These sections give learners systematic opportunities to apply and use the language that they have seen in the Communication section. The situations where they do this have been chosen to mirror the ones they are likely to encounter in their own work situations.

Business Scenarios. After the four main units of each module, there is a Business Scenario unit, the aim of which is to consolidate language and skills that are introduced in the module. It consists of a variety of activities all relating to one business situation, and its main feature is a communication exercise such as a meeting or presentation. Finally, there is a writing task which relates to the content or outcome of the communication task.

Review and Development. Each module ends with a Review and Development unit which provides students with further practice of the grammar points, vocabulary and communication skills presented in the module.

Course outcomes

At the end of the course, learners will:

- be able to perform **practical business tasks** such as discussing their ideas and expressing their opinions, speaking on the telephone, presenting information and so on

- be used to hearing a **range of accents**, both native and non-native
- be able to use **business vocabulary** to speak and write about a range of business topics: incentives, personal qualities and characteristics, production, etc.
- be able to **apply their grammatical knowledge** to different professional and personal contexts, rather than treating grammar as an end in itself
- **have learned how to learn** – this is actively developed in the course, for example in learning grammar by discovery, and in developing vocabulary through typical word combinations to build larger blocks of language
- be aware of different values, behaviour, and styles of communication in other cultures and, therefore, **operate more effectively in an international environment**

Overall organisation of the Coursebook

The subject matter has been designed to appeal to **adult learners in a business context**.

The core units are grouped into **four main modules**.

Module 1: Performance

This module looks at job satisfaction, motivation, incentives, and work-life balance – areas that both experienced and pre-work students can easily relate to.

Module 2: Innovation

Here we look at the characteristics of successful entrepreneurs, creativity in business, start-ups, and inventions.

Module 3: Promotion

The themes in this module include promotion of products and services, to a range of target audiences. It also covers global advertising with local awareness and *selling yourself*.

Module 4: Investment

Learners look at a range of areas relating to investment, including the car industry, free newspapers, entering new markets, and the global film industry.

Writing resource

In this module, students practise writing a number of realistic texts such as CVs and job applications. It also concentrates on written communication relating to projects and making arrangements. In addition, we look at writing and responding to a letter of complaint and writing a letter of enquiry. This module also provides reading practice and some model examples of letters, CVs, faxes and emails.

Further resources section

The final pages of the Coursebook contain:

Photocopiable resource. This section contains information and photocopiable material for the role-plays.

Audio script. All listening material is included.

Answer key. Answers to all exercises are included.

Communication. This section corresponds to the Communication sections in the main units. It provides additional information on the language, as well as other issues such as body language, intercultural awareness, intonation, etc.

Business across Cultures. This section provides further information on the issues that feature in each Business across cultures section.

Grammar overview. This reference section includes all the main grammar points covered in the book. It allows learners to check that they have grasped all the grammar they need to know at this level. It reviews and expands on the key information presented in the book and also gives students the opportunity to practise it again through a variety of exercises.

Glossary. This section provides students with a detailed glossary of key terms presented in the book.

For a full overview of the contents of the Coursebook, please see the contents list of the book. If short of time and unable to cover all the material, you can use it to select areas and activities of particular relevance to your learners.

The Workbook

The Workbook of *Best Practice Intermediate* has been designed to fulfil several functions, and can be used as a logical and dynamic framework in which Coursebook materials can be reinforced.

The Workbook themes follow those of the Coursebook, unit by unit. Many Workbook units include **writing** exercises, most of which are ideal for homework.

There are basically two ways to exploit the Workbook: either at the end of each unit (the 'classic' method) or during the teaching of each unit as different grammatical/functional points arise. Use of the Workbook will vary depending on the unit.

The Workbook has been designed and written to be more than a 'homework depository'. It is down to the teacher to provide an impetus for its use, and through dynamic classroom practices, to show how the Coursebook and Workbook can form a 'learning synergy' for the benefit of students.

The audio materials

Listening materials are available on CD and audio cassette. These feature the **listening** exercises in the Coursebook and present a range of accents, not only of people from different parts of the English-speaking world, but also a number of non-native accents.

This Teacher's Resource Book

A 'maximalist' approach has been adopted in this Teacher's Resource Book, which has been written with two potential

'teacher audiences' in mind: teachers who are relatively inexperienced in teaching professional English and require step-by-step guidelines, and more experienced teachers who might welcome some of the suggestions but ignore others.

This approach is clear from the layout of the Teacher's Resource Book:

Module overview. At the beginning of each module there is an overview which gives all necessary background information, including business and cultural notes.

Preview. At the beginning of each unit there is a short description of the grammar, functions and vocabulary to be encountered, pointing out grammar meanings and suggesting potential student difficulties.

Introductory activities. These are suggested at the beginning of each unit.

Step-by-step notes. The Teacher's Resource Book follows the Coursebook contents step-by-step, suggesting presentational, brainstorming and discussion activities, as well as different ways of exploiting the audio component.

In many units, stress and intonation exercises are suggested, as well as grammar consolidation and vocabulary building tasks.

Answer keys follow each exercise where appropriate, and all audio scripts are presented in full as they occur throughout the units.

At the end of each unit, the **Checklist** usually suggests a final review activity of the main grammatical/functional elements of the unit.

Some general points

The exact number of audio plays is rarely indicated, as this depends on the listening level and motivation of the class – something best known to the teacher.

Normally, in the core units, it is not specified whether students do a particular exercise individually or in pairs, with pair checking or whole class feedback. Again, this is best left to the individual teacher.

During the role-play activities, it is important to go over the particular roles of Students A and B, checking that they understand the vocabulary and the requirements of the role. It may be necessary to help with question formation prior to beginning the activity.

Do not hesitate to skip exercises if the class seems not to need them. On the other hand, do review ill-assimilated elements (without repeating the exercises, if possible).

If you have a long (i.e. extensive) course, aim to vary the exploitation as much as possible, using the Workbook as review and the role-plays, information exchanges, and grammar overview to a maximum. You could also use simple or 'doctored' authentic materials as additional input; suggestions for such activities are included in the Teachers' Resource Book. If you have a short (i.e. intensive) course, concentrate on the main grammar points, the most important vocabulary and functional areas to link with the students' needs, and the maximum possible listening input.

Photocopiable resource. Each module includes two photocopiable activities, found on pages 110–120. These include communication exercises such as role-plays or information exchanges suitable for pair or small-group exploitation in class. These activities have been designed to review/practise the main grammatical/functional features of the different modules, adding a personal element where possible. Detailed exploitation suggestions for each activity are given (see pages 108 and 109).

Frameworks. There are eight frameworks, which can be found on pages 121–128, to be used before or after communication exercises. Some have been designed to help students prepare for communication tasks while others provide teachers with a clear structure for providing feedback. Appropriate stages at which to use specific frameworks are suggested in this Teacher's Resource Book.

Best Practice Intermediate corresponds to BEC Preliminary, leading to BEC Vantage by the end of the book, and CEF levels B1–B2.

We hope you and your students enjoy using *Best Practice Intermediate* and its companion books at *Elementary*, *Pre-intermediate* and *Upper Intermediate* levels.

Performance

performance

MODULE OVERVIEW

AIMS AND OBJECTIVES

This module focuses on performance and the related themes of job satisfaction, motivation and work-life balance. A number of grammar patterns are reviewed: comparisons within the theme of happiness at work, the use of the first conditional in discussing and negotiating benefits, and the use of the past simple and present perfect tenses in describing trends.

It also covers communication skills in the context of meeting someone for the first time and achieving transparency. The Business across Cultures sections concentrate on understanding different cultures in terms of attitudes and behaviour.

At the end of the module, students should be able to:

- draw comparisons, using appropriate adjectival forms
- discuss and compare jobs
- use the past simple and present perfect tenses to describe trends and personal/professional experience
- use the first conditional to discuss future possibilities
- talk about personal strengths and weaknesses
- talk about themselves in a social context
- ask questions, respond to comments and develop communication when meeting people for the first time
- achieve effective communication through checking, clarifying and confirming understanding
- use a variety of nouns to talk about motivation and incentives
- understand the challenges faced by people working in a new culture
- understand the different layers of culture that have an impact on our behaviour
- understand cultural differences in terms of attitude and behaviour

THEMATIC OVERVIEW

The themes in this module are interlinked through their association with the word *performance*. In business, *performance* means reaching targets, achieving a certain level of output, or accomplishing efficiency in a process or procedure.

To achieve greater performance, companies strive to modify their employees' behaviour. Companies are constantly experimenting with new incentive schemes in the hope that it will increase motivation. However, the results are often unpredictable.

Companies, and indeed governments, are becoming increasingly aware of the importance of work-life balance. It has been found to reduce stress levels and increase job satisfaction while providing benefits for employers. Businesses with satisfied employees profit from higher performance and thus increased productivity.

Job satisfaction can stem from a range of factors including the level of pay and benefits, the quality of working conditions, relationships with colleagues, degree of responsibility, and the job itself.

These are areas that students often have strong feelings about, for good reason. They possess an intense human element; for example, the way in which incentives are used to reward (and punish if withheld), the dilemma of putting work before family, how happiness is achieved at work, and so on. Learners with little or no experience in the world of work easily relate to these themes which can often be translated into everyday scenarios.

MAIN AUDIO CONTENTS

- Unit 1: interviews in which people describe what they like about their jobs; extracts in which people introduce themselves; extracts in which people talk about their strengths and weaknesses
- Unit 2: extracts in which managers talk about their preferred ways of motivating employees; extracts in which employees describe the way they are managed and their feelings about it
- Unit 3: a job interview in which a candidate discusses incentives and benefits with an interviewer; a telephone conversation in which information is checked and clarified; examples of project leaders in different cultures giving feedback to their teams
- Unit 4: an interview with a work-life balance expert in which he describes the changing trend of working hours over the years; a dialogue between a businessman and his client

PHOTOCOPIABLE RESOURCES (PAGES 110–111)

- 1.1 can be used any time after Unit 1.
- 1.2 can be used any time after Unit 3.

BUSINESS AND CULTURAL NOTES

Finding out about people. The range of topics people are willing to discuss the first time they meet differs from culture to culture. In some cultures, it is acceptable to discuss personal details early in the relationship; in others, it is usual to maintain distance and choose more impersonal topics of conversation, such as your job.

Performance

Responding and showing interest. Responding and showing interest are key skills in building a good rapport. The ways in which people respond and develop communication vary dramatically in different cultures. Making positive responses is more appreciated in U.S. culture than European cultures. Indeed, in Finland, silence is actually a cultural value. Similarly, in Asian cultures silence is respected and it is a clear sign that a person is thinking and reflecting. In a multinational group, it would be valuable for the class to learn how people in other cultures develop communication.

Motivation. There are cultural differences in terms of what motivates people. Praise and public recognition may work in most western countries, but in some Asian cultures individuals are likely to feel embarrassed if picked out in such a way.

1 Happiness at work

PREVIEW

Listening and speaking

The listening exercise consists of short extracts in which people describe their jobs and their feelings about their roles. This section also includes adjectives used to describe jobs such as *secure*, *stimulating*, and *rewarding*. In the speaking exercise, students discuss why certain workers are happier than others.

Grammar

comparisons

In this section, students identify and use the *comparative* and *superlative* forms of a range of adjectives used to describe the qualities and characteristics of different jobs.

Communication

talking about yourself

This section focuses on developing skills for introducing and talking about oneself. This is good preparation for interviews, appraisals, and team-building sessions. The key language feature introduces a variety of common questions and responses which students can use to give and ask about personal information.

Business across Cultures

understanding your own culture

This involves examining the students' culture (or cultures in a multinational class) and will help them to identify aspects of their cultures which can be easily observed, and others which are less obvious and therefore may create challenges for people from other cultures.

Introductory activity

Tell students to turn to page 4 of their coursebooks, and direct their attention to the title of the unit and the fact feature: *The King of Bhutan says that the overall happiness of his people is more important than how rich they are*. Ask the students if they agree with him, and then ask how this could relate to the world of work (i.e. being happy at work is more important than having a high salary). Ask what is important for happiness at work and write students' responses on the board. Possible responses may include:

a good relationship with colleagues / boss / clients
a pleasant environment
an interesting / stimulating / challenging job
autonomy and responsibility
success / recognition / praise
security / a good salary / good benefits

[N.B. If your students are pre-work, ask them what is important for happiness in their educational institutions.]

Start-up

- A** Ask students to work in subgroups and discuss the tips and add three more to the list. Set a time limit of five minutes. Note their tips on the board and invite comments from the other groups. Write up any useful language or new vocabulary on the board.

Listening and speaking

- A** **AUDIO 1.1** Before listening to the interviews, direct students' attention to the information in the table and ask: *What do you know about these jobs? What do you think each person might like about their job?*

Possible answers may include:

lawyer – meeting different clients / a good salary
fitness instructor – working with a variety of people / not working in an office

Play **AUDIO 1.1** once, asking students to complete the table as indicated. Students should then check their answers in pairs. As there is a lot of information to note down, students will probably need to hear the audio a second time. Pause after each speaker if necessary. Check answers in class.

KEY

Job	Speciality	What they like about the job
1 Lawyer	<i>property law</i>	<i>meeting different clients</i>
2 Fitness instructor	<i>fitness classes / exercise programmes</i>	<i>organising own time seeing people being fit and healthy</i>
3 Accountant	<i>bankruptcy</i>	<i>flexibility well-paid</i>
4 Civil servant	<i>regional investment</i>	<i>teamwork security</i>

AUDIO SCRIPT

- I'm a lawyer. I work in property law – I do all the legal work connected with buying and selling buildings and land. My job is always interesting. I especially like meeting different clients – every day is different, in fact. I work 60 hours a week and sometimes I get very stressed, but most of the time I feel very positive about my job.*
- I'm a fitness instructor. I run fitness classes at gyms and leisure clubs but I have some private clients too. I plan exercise programmes for them and go to their homes to help them get fit. I like this job a lot because I can organise my own time. And it's very rewarding to see people get fit and healthy. It's more satisfying than my old job – I used to work in an office. I hated that!*
- I'm an accountant. I specialise in bankruptcy – so I spend all my time dealing with companies that have gone out of business. My job is pretty varied. I like the flexibility – in my company, you can start work when you want and leave when you want, as long as you're there during the core*

hours, from ten to three every day. That's a real bonus for a working mother. It's much more flexible than some of the larger accountancy firms. And it's well-paid so I'm very lucky, really.

4 I'm a civil servant. I work in regional government. I'm in a department with ten other people. Our job is to attract investment into the area. In the past five years, we've persuaded more than 20 overseas companies to set up operations here. I love the teamwork – I'm at my best working in a team. This is the most stimulating job I've ever had, and I'm happier in my work than most people I know. And, of course, as a civil servant, my job is very secure.

- B** **AUDIO 1.1** Check understanding and pronunciation of the adjectives. Ask students to provide explanations or definitions. Play the audio again and do the exercise as indicated. Students should check their answers first in pairs, then in class.

KEY

varied – 3	stressed – 1
interesting – 1	stimulating – 4
secure – 4	rewarding – 2
well-paid – 3	satisfying – 2

- C** Ask students to work in pairs to ask and answer questions about their jobs, or a job they would like to have. Encourage students to use adjectives from exercise B. You could round up this activity by asking each person to report briefly to the group what his/her partner said.

Speaking

- A** Before the activity, ask students to close their books, and write on the board:

Happiness index

The happiest	→	_____
In the middle	→	_____
The least happy	→	_____

Jobs: builders, hairdressers, clergy, health care professionals, civil servants, architects.

Ask students: *Where do you think these jobs go in the happiness index? Why?*

Ask students to open their books again. Focus students' attention on the City & Guilds index of the happiest workers. Check understanding of some of the jobs: *clergy, plumbers, florists, care assistants*. Ask students to provide explanations or definitions. Discuss the question in exercise A in class.

- B** Check students' understanding of certain jobs: *DJ, estate agent*. Get students to work in pairs and do the exercise orally. Make sure they give their reasons. Before checking answers on page 128, ask students to share their opinions with the rest of the class.

KEY

3 Chefs/Cooks	18 DJs
6 Mechanics	23 Accountants
10 Fitness instructors	27 Estate agents

- C** Ask students to do this exercise in pairs or subgroups. After the activity, get the pairs or groups to share their ideas with the rest of the class. Invite other students to add to their ideas or contradict them, explaining why they do so. Write their suggestions on the board.

Possible patterns:

Top five jobs are: vocational, all except clergy are manual and not based in an office.

Bottom five jobs are: generally based in offices, better-paid than the top five.

[N.B. During the above speaking activities, comparisons language is likely to emerge. If you identify errors or good examples of this language, make a note of them to use in the following grammar section on comparisons.]

► FOR FURTHER READING AND VOCABULARY PRACTICE ON THE TOPIC OF HAPPINESS AT WORK, REFER STUDENTS TO PAGE 4 OF THE WORKBOOK.

Grammar

Comparisons

Ask students to close their Coursebooks. To assess the students' use of *comparatives* and *superlatives*, if it didn't emerge in the speaking section, write on the board:

Lawyers Estate agents Architects

Then add:

long hours happy satisfied creative

Ask students to compare the three jobs using these adjectives. Try to elicit superlative as well as comparative forms. Write the students' sentences on the board.

- A** Ask students to open their Coursebooks and draw their attention to the grammar explanation. Ask students which sentence features a comparative form and which features a superlative form. Check students understand the word *syllable* by writing some of their names on the board and asking them to identify the number of syllables in each. Complete the table as a class. You could ask students to suggest other adjectives that fit into the base form column. It is important to remind students that superlatives are always preceded by *the*. Depending on the ability of your class, it may also be necessary to review spelling rules.

KEY

Type of adjective	Base form	Rule	Comparative	Superlative
One syllable	long	Add -er/est	longer	the longest
Two syllables ending -y	happy	Change -y to -ier/iest	happier	the happiest
Two or more syllables	rewarding	Put more/the most before the adjective	more rewarding	the most rewarding
Ending in -ed*	stressed	Add more/the most	more stressed	the most stressed
Irregular	good bad	– –	better worse	the best the worst

- B** Tell students to refer to the table in A to help them decide on the correct comparative and superlative forms. Look at the first example together and ask: *Is it a comparative or superlative sentence? Why?* (Because it includes -er and the word *than*.) In a weaker group, before allowing students to do the exercises, check that they know how many syllables there are in each word in the box. Some students may think there are two syllables in *stressed*. This exercise should be done individually and checked in class.

KEY

- 2 *Lawyers are more stressed than fitness instructors.*
- 3 *I worked in IT for three years but I hated it. It was the worst job I've ever had!*
- 4 *Builders have noisier working conditions than bankers.*
- 5 *I'm in R&D. I love developing new products. It's the most fascinating work in the company.*

- C** Once again, students should do the exercise individually.

KEY

- 1 e 2 a 3 c 4 b 5 d

- D** This could be done as a pair activity and checked in class.

KEY

- 2 *Scientists are as happy as pharmacists.*
- 3 *Teachers are not as happy as mechanics.*
- 4 *IT specialists are slightly happier than estate agents.*
- 5 *Hairdressers are much happier than civil servants.*

- E** This could be done in subgroups or pairs. Beforehand, it may be a good idea to briefly elicit phrases for giving reasons: *because + verb phrase / because of + noun / due to + noun / so + verb phrase*. Write one or two examples on the board. Look at the examples and elicit the meaning of *downside*. Set a time limit of five minutes for this exercise. Students should compare and discuss their different reasons in class.

- F** This should be done orally as a pair activity as indicated in the Coursebook. Encourage students to give reasons for their statements. Circulate during the activity, noting the use of comparatives and the new adjectives, giving help where necessary.

- FOR FURTHER INFORMATION ON COMPARISONS, REFER STUDENTS TO GRAMMAR OVERVIEW ON PAGE 156.
- GRAMMAR REVIEW AND DEVELOPMENT, PAGE 32, CAN BE DONE AT THIS STAGE.
- FOR FURTHER PRACTICE OF COMPARISONS, SEE PAGE 5 OF THE WORKBOOK.
- FOR LESS CONTROLLED PRACTICE OF COMPARISONS, SEE PHOTOCOPIABLE MATERIALS 1 ON PAGES 110–111.

Communication

Talking about yourself

With Coursebooks closed, ask students to work in subgroups and briefly discuss the following questions you can write on the board:

What do you talk about when you meet someone for the first time?

What do you avoid talking about?

Write students' responses on the board. For example:

<u>Common topics</u>	<u>Avoid</u>
Job	Politics
Origins	Religion
Family	Personal problems
Interests	
Weather	

With a multinational class, you are likely to identify differences in what is perceived as an acceptable topic of discussion for a first meeting. For example, in some cultures talking about family is considered extremely personal. In terms of cross-cultural awareness, students may benefit from time spent discussing these differences and the reasoning behind them.

► REFER TO THE COMMUNICATION NOTES ON PAGE 150.

- A** **AUDIO 1.2** Keeping coursebooks closed, write on the board:

Job Origins Family Interests

Tell students that they will hear six people introducing themselves and they should match each speaker to the topics on the board. Play the audio once and ask students to check their answers in pairs.

KEY

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

AUDIO SCRIPT

- 1 *Françoise: My name's Françoise. I'm 38 and I live in Paris. I have three children under the age of ten. When I'm not at work, I spend all my time with them.*
- 2 *Harvey: Let me say a few words about myself. My name's Harvey. I'm from Wisconsin. I was born in Milwaukee, on Lake Michigan. Now I work on the East Coast, but I love going back to my hometown whenever I can.*
- 3 *Lyn: My name's Lyn. I work in sales and I love my job! I work for Digicom – it's a big IT distributor. It's a great company to work for.*
- 4 *Michael: Hi, my name's Michael but everybody calls me Mick. My passion is bridges. I always spend my holidays visiting them. Last year we went to the south of France to see the new bridge at Millau. It's absolutely fantastic.*
- 5 *Lucy: Hello, my name's Lucy. I was brought up in the north of England. My family moved south when I was a teenager and I've lived near London ever since.*
- 6 *Ludwig: My name's Ludwig. I'm in retail. I work for a large chain of furniture stores. We're based in Frankfurt but I travel all over the world for my job.*

- B** Ask students to open their books and look at the Key language box. You could play **AUDIO 1.2** again, pausing after each speaker, and ask students to tick the phrases they hear. Play it again and ask students to identify the intonation for closed questions (rising) and *wh-* type questions (falling). Drill some of these questions.
- Exercise B should be done as indicated in pairs. If you have a culturally diverse class, ask people of different nationalities to work together. Prior to the exercise, they

should find out what topics are acceptable when meeting someone for the first time in their partner's culture. Encourage students to use the key language, particularly phrases that are new to them. Circulate during the exercise, making a note of errors as well as good use of the target language. After the exercise, if the students are unfamiliar with each other, you could ask each person to present his/her partner to the group using the information learned during the exercise. Provide feedback and corrections.

For more individual feedback, use a Social English Framework Sheet (see Frameworks, page 122). Go through the Framework with students before exercise B so that they are aware of areas upon which their performance will be assessed. Do not get into a discussion about the different question forms that appear on the sheet at this stage, but tell students that questions will be dealt with in the next unit. Draw students' attention to the fact that, according to the Framework, showing interest and listening actively are important skills when socialising.

- C** **AUDIO 1.3** Ask students to close their Coursebooks again. Explain that you are going to focus on describing strengths and weaknesses in relation to professional skills. Brainstorm different types of professional skills (and study skills if a pre-work class), and put them on the board. For example:

Interpersonal / People
Organisational
Communication
IT / Technical
Administrative
Management / Leadership
Problem-solving

Ask students to open their Coursebooks and read the instructions. Find out what students understand by *appraisal*. In the case of pre-work learners, ask if there is a similar procedure at university/college. Ask students to do exercise C individually as indicated in the Coursebook. Play **AUDIO 1.3** once and ask students to check their answers in pairs.

You could play the audio again and ask students to identify the language used to describe strengths and weaknesses.

KEY

- 1 *organisational skills*
- 2 *communication skills*
- 3 *people skills*

AUDIO SCRIPT

- 1 *I'm not so good at structuring my day. I take time to sort things out and sometimes I find it difficult to decide on my priorities.*
- 2 *People tell me that I'm a good listener. Some of my colleagues talk to me when they have problems. I'm happy to help if I can.*
- 3 *I get on well with my colleagues and I really enjoy working with my team. We go out together a lot – for a meal or a drink after work.*

- D** Focus students' attention on the Key language box at the bottom of the page. Do the exercise as indicated in subgroups. Before starting, elicit typical interview/appraisal questions.

For example:

What are your strengths / weaknesses?
What areas do you think you need to improve?
What do you find difficult?
What are you good at?

Rather than simply finding out about each others' strengths and weaknesses, students could role-play an interview or appraisal. Depending on the dynamics of the group, you could make this activity fun by asking the interviewee to take on an imaginary persona (write adjectives on the board, e.g. *big-headed*, *modest*). Circulate and make a note of good use of the target language and any common errors within the group. Provide feedback after the exercise.

- FOR SELF-STUDY EXERCISES RELATING TO THE SUBJECT OF TALKING ABOUT YOURSELF, SEE PAGE 6 OF THE WORKBOOK.
- REFER STUDENTS TO PAGE 150 OF THE COURSEBOOK FOR A SUMMARY OF THE POINTS COVERED IN THIS COMMUNICATION SECTION.

Business across Cultures

Understanding your own culture

If you have a multinational class, as preparation for this topic, ask students to bring in objects that represent their culture to present to the group. This could be art, craft, an instrument, clothing, an image, music, food and so on. Ask students to explain briefly what the objects represent and why they are important to their cultures. Set a time limit of two minutes per person, particularly if you have a large group.

Ask students to open their Coursebooks and read the introduction.

- A** Ask students to work in subgroups to agree on a definition of the word *culture*. Students should then compare their definitions in class.

Draw an iceberg on the board, and ask students to brainstorm different elements of culture and tell you where to put them on the iceberg. If the class lacks ideas, write a few of the elements on the board and ask where they should be placed. For example:

Above the surface: greetings, language, gestures, dress, music, food, climate, geography, festivals.
Just below the surface: gender roles, humour, friendship, relationships with colleagues, industry, work, politics.
Deep below: beliefs, class, social organisation, emotions.

- B** The exercise should be done individually as indicated. Answers should be checked in pairs.

KEY

geography, climate, politics, work, festivals

- C** This exercise could be done individually or in groups, particularly if there are students of the same nationality who could brainstorm their ideas together. Students should present a summary to the group and be prepared to answer any questions. Meanwhile, the other students should be encouraged to ask questions or make comments.

- D** This exercise could be set as a writing exercise for homework.

Extension activity. This exercise is quite stimulating but requires lateral thinking and imagination. Divide the class into groups of three or four and provide them with about five different images of people engaged in everyday activities around the world (*dances, business situations,*

eating, gesturing, driving, etc.) and a blank iceberg. Ask them to identify cultural elements in the photos that are above the surface and below the surface and label their icebergs. Explain that elements above the surface are often the result of what is beneath. For example, modest dress could be the result of religious beliefs; the fabric of the clothing may be the result of industry in that country, and so on. Before allowing groups to embark on the exercise, do an example with one image, as a class. Set a time limit for students to study their images, and then ask them to present their icebergs and give an overview of what they identified. Ask other students to add their ideas. Some interesting language and vocabulary may well emerge; make a note of it on the board.

- FOR READING PRACTICE ON THE SUBJECT OF HAPPINESS AROUND THE WORLD, SEE PAGE 7 OF THE WORKBOOK.
- REFER STUDENTS TO PAGE 153 OF THE COURSEBOOK FOR A SUMMARY OF THE POINTS COVERED IN UNDERSTANDING YOUR OWN CULTURE.

Checklist

As a review activity, ask students to refer to the checklist in their Coursebooks and go over the items with them.

For further practice of the vocabulary seen in this unit, divide students into groups, and ask each group to write definitions of five different vocabulary items (e.g. *stimulating, rewarding, well-paid, estate agent, DJ*). Students should then give their definitions to other subgroups, with each having to work out what the vocabulary items are.

2 Motivation

PREVIEW

Reading and vocabulary

The vocabulary in this section relates to motivation, for example *encouragement*, *supervision* and *responsibility*. As many of the words have the same suffixes and therefore share the same stress patterns, this is a good stage at which to focus on word stress. The reading exercise gives an overview of two conflicting motivation theories and the related exercises provide controlled practice at using the target vocabulary.

Listening and speaking

In the listening exercise, students hear managers describing their own management styles and employees expressing their attitudes towards these styles.

Communication

finding out about people

This section focuses on the different question forms and response patterns used when meeting people for the first time. Extension activities for introducing intonation patterns are suggested.

Business across Cultures

understanding different types of culture

This section provides students working in an international environment with an awareness of the different aspects of culture that have an impact on our behaviour. A lack of understanding of this area often leads to a breakdown in communication.

Introductory activity

With Coursebooks closed, ask students to define *motivation*. Write their definitions on the board. Ask students to open their Coursebooks and direct their attention to the fact feature. Ask students: *What do you think companies spend millions on in order to improve motivation?* They are likely to suggest *benefits*, *bonuses*, *performance related pay*, *prizes*. Tell students that Unit 3 focuses on these areas. Then ask: *Do companies need to spend millions on motivation? How can companies improve motivation without spending so much money?* List students' ideas on the board (*giving employees responsibility*, *encouragement*, *praise*, etc.) but don't spend too much time on this – this is simply to prepare students for the theme of the unit. Finally, ask students: *What motivates you?*

You may identify cultural differences in terms of what motivates individuals. Praise and public recognition may work in most western countries, but in parts of Asia individuals may feel embarrassed if singled out in such a way.

[N.B. Pre-work students could focus on what motivates them in their studies and what methods their tutors use to increase motivation.]

Start-up

- A** Treat this as an open-class discussion. Ask students to give reasons for their opinions. This not only gets students thinking about the topic of motivation but also provides the opportunity for students to use some of the vocabulary that appears in this unit (*initiative*, *supervision*, *responsibility*, etc.) Do not try to elicit this vocabulary, but make a note of it on the board if it arises naturally.

Reading and vocabulary

- A** Ask students to read the nouns out loud before starting the activity to check their pronunciation. Ask students to identify the main stress on the words. Write the words on the board and show students how to mark the stress (i.e. add a dot above the appropriate syllable or underline it). If students have difficulty with this, an extension activity

focusing on word stress is suggested below. The matching exercise should be done individually, then answers checked in pairs.

KEY

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

- B** First, ask students to look at the photo behind the text. Ask: *What kind of office is this?* (Open plan with cubicles.) *Do you think the employees feel motivated in this environment?*

Tell students that they are going to read about two theories on employee motivation. Read the instructions together and ask students to work individually and check their answers in pairs. Correct answers in class.

KEY

1 supervision 2 satisfaction 3 responsibility
4 initiative 5 commitment

- C** Tell students to look at the example, and identify the noun (commitment) and verbs (to be committed to, to commit to). Then write the following sentences on the board and ask students for the appropriate noun and verb forms:

He _____ this job.

_____ is essential for this job.

Instruct students to do exercise C in pairs. Provide dictionaries and encourage students to use them.

[N.B. Some students are quite attached to translation dictionaries, but at this level they should be able to use English-English dictionaries for simple exercises like this. If they are unfamiliar with such dictionaries, show them how to find verb forms of nouns and vice versa.]

When the students have finished the exercise, draw a table on the board:

Noun	Verb(s)