Business English in a Global Context

Best Practice

Upper Intermediate

Sara Helm and Rebecca Utteridge

情境国际商务英语（高级）

教师用书

人民邮电出版社
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Teachers' Resource Book

人民邮电出版社
北　京

Contents

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.

此为试读，需要完整PDF请访问：www.ertongbook.com

The themes in this module reflect the subject of money, and include the discussion of emerging private sector markets, the pros and cons of investing in such markets, improving company finances, and getting third world countries out of the poverty trap.

Introduction

Best Practice Upper 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 Teachers' Resource Book
- Workbook
- Audio cassette set / CD
- Testing and evaluation

Learning approach

The Coursebook consists of three 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 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 section of seven 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**. Each unit provides material for approximately three 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. Grammatical structures are consolidated through communication activities.

Communication. The course covers key functional language for engaging your audience, interviewing, and leading meetings. There is also emphasis on '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 **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 related to the topic of the unit.

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 Upper 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 sections 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 the 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 activity 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, engaging their audience, giving a presentation 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: leadership styles, market entry, budgets 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 **three main modules**.

Module 1: People

This module looks at leadership, teamwork, independent working and satisfaction within the public and private sector – areas that both experienced and pre-work students can easily relate to.

Module 2: Markets

Here we examine the different forms of market entry, finding a unique selling proposition for your company, brand strategy and advertising to the mass and niche markets.

Module 3: Money

Learners look at a range of areas relating to money, such as emerging markets, foreign investment, improving company finances and getting developing countries out of debt.

Writing resource

In this module, students practise writing a number of realistic texts such as emails, business reports and press releases. This module also provides reading practice and some model examples of emails, business reports and press releases.

Further resources section

The final pages of the Coursebook contain:

Photocopiable resource. This section contains information and photocopiable material for pair and group work.

Audio script. All listening material is included.

Answer key. Answers to all the 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 the key terms presented in the book.

For a full overview of the contents of the Coursebook, please see the contents list of your 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 Upper Intermediate* has been designed to fulfil several functions, and can be used as a logical and dynamic framework in which the Coursebook materials can be reinforced.

The Workbook themes follow those of the Coursebook, unit by unit. Many Workbook units contain **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 both CD and audio cassette. These feature the **listening** exercises presented 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 Teachers' Resource Book

A 'maximalist' approach has been adopted in this Teachers' 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 Teachers' 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 Teachers' 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 an 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 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 use simple or 'doctored' authentic materials as additional input; suggestions 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 listening input.

Photocopiable resources. Each module includes three photocopiable activities, found on pages 103–120. These include communication activities 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 103–107).

Frameworks. There are seven frameworks, which can be found on pages 121–127, 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 Teachers' Resource Book.

Best Practice Upper Intermediate corresponds to BEC Vantage leading to BEC Higher by the end of the book, and CEF levels B2–C1.

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

People

AIMS AND OBJECTIVES

This module explores the theme of people in business, through discussion of the advantages and disadvantages of different leadership styles, positive and negative leadership attributes and students' own experiences of effective leadership. It develops the people theme into the topics of teamwork, self-employment and customer service, which both work-experienced and pre-work students can relate to easily. Throughout the units, a large vocabulary bank is built up and the use of noun combinations and verb / noun collocations are introduced for more advanced discussion of business topics. The grammar and functions practised in the module reflect elements of these themes: modals for talking about obligation, necessity and possibility at work, the conditionals for discussing many aspects of business, such as presenting facts and decision making, and relative clauses for business writing. The module's communication skills sections help students to develop a more advanced style of communication through skills such as active listening and influencing. The Business across Cultures sections in this module explore how leadership style can influence the culture of an organisation. They also examine differences between organisational cultures as well as cultural diversity within international teams. Students consider motivational needs and how they influence our behaviour.

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

- talk about obligations, necessity and possibility, using appropriate modals in their passive, past and continuous forms
- use the full range of conditionals to discuss aspects of their work
- use relative clauses more effectively in their written work
- discuss and compare leadership styles and characteristics
- talk about teamworking issues and qualities needed for effective teamwork
- assess the advantages and disadvantages of self-employment and their suitability for it
- use noun combinations and idiomatic phrases to talk about teambuilding
- use verb / noun collocations to discuss customer service in the public and private sectors and how to improve it

- achieve effective communication through checking, clarifying and confirming understanding and identify a variety of communication styles, including their own main style
- package their message clearly using appropriate phrases
- adapt their communication style to persuade and negotiate more effectively
- understand the impact of leadership style on organisations
- identify different personality types within international teams
- understand different motivational needs and how they influence our behaviour
- recognise the advantages and disadvantages of different organisational cultures

THEMATIC OVERVIEW

The themes in this module are interlinked through their association with the word, *people*. In business, *people* and the way they perform are the key to success. To achieve greater performance, companies strive to improve their leaders' and their employees' effectiveness. Companies are aware that both leaders and teams need to be developed constantly. If leaders 'inspire' and their teams 'gel', business productivity will improve and important areas such as customer service levels and customer satisfaction will improve. Effective communication is one of the areas which both the employed and the self-employed can improve in order to raise their level of performance. Learners with little or no experience in the world of work can easily relate to these themes which can often be translated into everyday experience, such as being part of a team or being led in a particular activity. Equally, any student will have opinions about customer service standards. Finally, whether to be employed or self-employed is a preoccupation for people about to enter the work market or seeking a change of career.

MAIN AUDIO CONTENTS

UNIT 1: interview in which a leadership specialist describes leadership characteristics and whether these only come naturally or can be developed; leadership styles and developing leadership competencies; extracts of different communication styles; extract featuring an independent financial consultant talking about the company cultures of two organisations she has worked for.

UNIT 2: dialogue in which managers talk about current teamworking difficulties and how to improve the team; dialogue demonstrating active listening techniques for clearer communication; extract in which members of a cross-border team introduce themselves at the start of a meeting.

UNIT 3: extracts in which self-employed people discuss the advantages and disadvantages of independent working; dialogues which demonstrate the push and pull approach to influencing others; extracts in which two people talk about their jobs in terms of company culture and management style; a businessman talks about his key relationships at work.

UNIT 4: interview about service levels in the public and private sectors; telephone conversation which demonstrates how to package your message for clearer communication; a job interview during which the organisational cultures of the candidate's current and possible new job are discussed.

PHOTOCOPIABLE RESOURCES (PAGES 108–111)

1.1 can be used any time after Unit 2.
1.2 can be used any time after Unit 3.
1.3 can be used after the Business across Cultures section of Unit 3.

BUSINESS AND CULTURAL NOTES

The *Business across Cultures* sections are intended to increase students' awareness of cultural as well as individual differences in leadership style and performance in cross-border and cross-functional teams. They also deal with the issue of 'cultural fit', a term used to describe the 'fit' between a job applicant or a merging partner company with another company's cultural values, expectations and attitudes. Students profile their own company culture, motivational needs, and personality and analyse different styles of management and corporate values.

1 Leadership

Vocabulary and listening	The vocabulary in this unit deals with positive and negative adjectives to describe leaders and their teams, such as *motivated* and *inspiring*. This vocabulary features in a listening exercise in which a leadership style specialist talks about different leadership styles and their advantages and disadvantages.
Reading and speaking	This section discusses leadership mistakes and gives students the opportunity to discuss their own experiences of ineffective leadership.
Grammar	**modals** Modals of necessity, obligation and possibility are presented in their passive, continuous and past forms.
Communication	**profiling your own communication style** This section gets students to analyse their own communication style and decide which style they might like to develop further.
Business across Cultures	**international leadership** This section examines different leadership styles. Students describe the cultural profiles of various organisations, including their own, and consider ways in which leaders can maintain and encourage corporate values.

Introductory activity

With Coursebooks closed, explain that the unit theme is leadership. Elicit the names of a few famous living or dead political, business, military or sporting leaders. Write them up on the board. Ask students to describe to the class what type of activity they are / were famous for leading, in which country, etc.

Start-up

Ask students to turn to page 4 of their Coursebooks. Direct students' attention to the quotation about leadership at the top of the page. Ask pairs to discuss the leadership style of one or two famous political or business leaders on the board and report this back to the class briefly. Elicit adjectives to describe the leadership styles discussed by the students. Put a spidergram word field on the board and add the students' adjectives to it. Next, ask students to brainstorm a few specific types of

organisations they know of. Answers might include: *sports teams, clubs and societies, armies, private companies, state companies, charities, political parties, governments.* Ask pairs to discuss the questions in the start-up exercise, bearing these organisations in mind, and report their ideas to the class briefly.

Depending on your class, expand this into a class discussion about styles of leadership in specific types of organisation. Add any more useful vocabulary relating to *leadership styles* to the *leadership* word field.

Vocabulary and listening

A Ask students to work in pairs to do the exercise as indicated in the Coursebook. Do a class review of their ideas, using the organisations they brainstormed in the start-up exercise, to justify their answers. *Audaciousness* might be viewed as being a negative characteristic in the banking industry but a positive one in the fashion industry, for example. Add new vocabulary items relating to *leadership characteristics* to the *leadership* word field.

B Pre-teach vocabulary items such as: *bully, to surpass yourself, doormat, to get on with* (to have a good relationship with). Ask students to complete this exercise individually, before a class comprehension check. Add any new *leadership idioms* to the *leadership* word field.
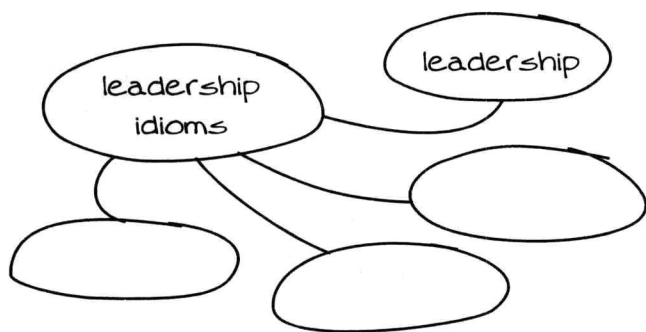
By the end of the unit the word field might be starting to look like the one below – with vocabulary of course! The same process can be followed in each of the Coursebook units.

Leadership should now be the central word bubble.
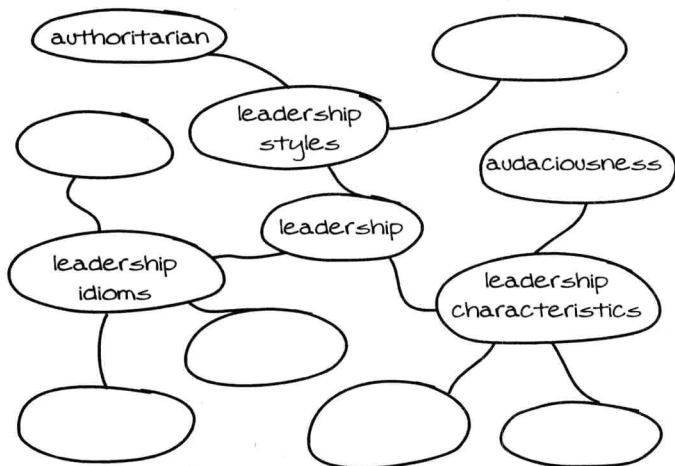
KEY

| 1 visionary | 2 charismatic | 3 intimidating |
| 4 authoritarian | 5 inspiring | 6 subservient |

C AUDIO 1.1 Explain that the class are going to listen to an interview with James Bartley, a specialist on leadership styles. Play the audio and do a quick class check of the leadership characteristics mentioned. Elicit synonyms for the following: *inborn, natural, innate,* and ask if the class agree with the idea that leadership can be learnt. Elicit examples of leaders to support their arguments.

KEY

1 charismatic   visionary   inspiring   audacious
2 People can learn how to become competent leaders.

AUDIO SCRIPT

Interviewer: What characteristics do people need to become good leaders?

James Bartley: Well, we've all come across leaders with charisma, that magnetic quality that attracts other people. These individuals are visionary – they have a strong set of ideas and a strategic vision about how things can be different in the future, and how things can be improved. And they're inspiring –

people listen to them and want to follow them. And they are often audacious – they do things that were previously thought very difficult or impossible.

Interviewer: But these charismatic individuals are few and far between. I mean, can all people become leaders?

James Bartley: You're right. Not all people are natural leaders. But yes, it is possible to take people who don't have these qualities and develop them into competent leaders.

D AUDIO 1.2 After a quick read through and comprehension check of the exercise questions, ask students to listen to the second part of the interview and answer questions individually. Do a second listening if necessary, during which students can note down as many useful vocabulary items, or difficult pronunciation blocks, for a quick class pronunciation exercise. Alternatively, write the following phrases up on the board. Elicit the word stress patterns and get the class to practise these items until confident.

Pronunciation blocks might include: *task-focused leadership, management by results, management by objectives, performance-related pay, action-centred leadership, motivational issues.*

KEY

1 Task-focused leadership, also known as management by results or management by objectives.

2 When both the organisation and individuals are clear about the tasks they have to achieve.

3 Using incentives like performance-related pay doesn't motivate people deep-down.

4 Action-centred leadership. It is better because it thinks about the individual in their social and team situation within the organisation.

5 Management is about organising the staff to make sure things get done, whereas leadership is about defining what there is to be done and inspiring people about why they should do it well.

AUDIO SCRIPT

Interviewer: So, how do you go about developing people into competent leaders?

James Bartley: Well, one approach is encouraging them to use a leadership style called task-focused leadership, also known as management by results or management by objectives.

Interviewer: Right.

James Bartley: With this leadership style, the organisation is clear about the tasks it has to achieve, and the individuals are clear about what they have to achieve. Organisations often use incentives like performance-related pay to promote high performance and to get motivated employees.

Interviewer: And are there any downsides to using this approach?

James Bartley: The main danger is that, although people are given an objective and they then work towards it, it doesn't actually connect to their inner motivations – so they're not really motivated deep down.

Interviewer:	So how do you take care of these motivational issues?
James Bartley:	Well, you need to move on from task-focused leadership and start treating people as individuals. This is where something called action-centred leadership comes in. With action-centred leadership leaders concentrate on the whole package: the task, the person, and the team or the group that the person is in.
Interviewer:	Right, I see. But where does the strategic vision come in that you were talking about at the beginning?
James Bartley:	Well, the big strategic question for both the organisation and leaders is where the tasks come from – how you decide in the first place what tasks your team is going to undertake. In fact, it might be described as the difference between leadership and management. Management is organising the staff and making sure everything is done. Leadership is about defining what there is to be done and then inspiring people about why they should do it.

Extension activity: Put students into pairs / small groups and get them to write short descriptions for the target language or useful expressions they noted down during the listening activity. Each team then reads out its descriptions in turn and points are awarded to the team who guesses the language item correctly.

Examples may include:

Strategic vision – this is the ability to understand which tasks are a priority and work out who would best do those tasks

E Read through the questions with the class. Ask students to make notes on an organisation they know. Encourage them to use the target vocabulary (including extra items they may have come up with during the extension activity in exercise D). Get students to work with a new partner. They should exchange information and report their partner's ideas back to the class. Do a board review of any useful language which emerges.

► VOCABULARY REVIEW AND DEVELOPMENT, PAGE 30 OF THE COURSEBOOK, CAN BE DONE AT THIS STAGE.

Reading and speaking

A Read the introduction. Review a few contexts where effective leadership is vital. Write them up on the board to help students (particularly work–inexperienced ones) relate to this exercise. Ask pairs to think of and briefly discuss a few examples of ineffective leadership relating to their ideas on the board and then explain them to the class. Write up useful language items on the board for students to copy down.

B Pre-teach vocabulary items such as: *productivity drag, immune, constructive criticism,* before starting this exercise. Ask students to read the text and answer the questions individually. After a comprehension check, ask the class to give specific examples from their experience which relate to the individual leadership errors in the exercise. This could also be expanded into a brainstorming and speaking exercise on what sort of problems can result from these specific leadership mistakes.

KEY

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

C Ask students to complete this exercise individually, and do a class answer check. You could expand the answer session into a brainstorming activity on the types of *checks and balances* a company might put in place to ensure its leaders don't make the mistakes outlined in the article.

KEY

1 T

2 F If a worker cares enough to share criticism, the least you can do is listen.

3 F Leaders shouldn't do every job themselves.

4 T

5 F Leaders should learn about time management and goal setting.

6 T

D Ask the class to state whether they disagree with any of the leadership mistakes stated in the article, justifying their opinions. Elicit any others they can think of. As an extension activity, elicit ideas for effective leadership practice. Answers might include: *involve employees in decision-making and change-management, keep the workforce informed of likely changes in structure, encourage a culture of reward and praise for excellent work.*

E Ask students to form new sub-groups for this exercise. One person in the group should present and justify the group's final decision. Note each group's choices and reasons on the board for comparison. Finally, each group should agree / disagree with choices made by other groups, stating why. Depending on your class, you might like to allow some time for class debate.

► FOR FURTHER READING AND VOCABULARY PRACTICE RELATING TO THE TOPIC OF LEADERSHIP, DIRECT STUDENTS TO PAGE 4 OF THE WORKBOOK.

Grammar
Modals

Elicit as many modals as possible from the class and write them up on the board randomly. Allow *have to* and *need to*. Whilst not 'pure' modals, they perform a modal function, are commonly used, and appear in the reading text and following exercises.

A Ask students to read the instructions on page 6 and do the exercise. Elicit that modals are always followed by an infinitive. Ask students to read through the presented modal sentences in their passive, continuous and past forms. Elicit which sentence is an example of each form.

KEY

Use the article to check your answers.

B Ask students to complete this exercise individually, reviewing the tense form of the infinitive used in each sentence.

KEY

1 be trying / try	2 worry	3 be given	4 have known

C Instruct students to match a function in the box to sentences 1–7. This exercise could be done as a pairwork activity to make it interactive. At this point, you might find it useful to review the difference in function between the positive and negative forms of *have to, need to* and *must*, as they can cause confusion for the learner. *Don't have to* and *don't need to* or *needn't* express lack of necessity, whereas *mustn't* expresses strong negative obligation. Ask the class to read the instructions on question forms and elicit a few examples of question sentences containing the presented modals. Write them up on the board.

KEY

1 permission   2 deduction   3 past habits
4 lack of obligation   5 obligation   6 possibility
7 lack of ability

D Do a quick class check to review advice on being an effective leader and mistakes leaders make. Students should work in pairs and do the exercise as indicated in the Coursebook.

Give students a little time to write down prompt sentences for this exercise first. Audio or video recording could add an element of fun and aid review of the role plays and target language with students.

Extension activity: Assign one of the presented modal verbs to each pair and ask them to write a positive or negative sentence, about an organisation they know. Encourage them to use a variety of forms of the infinitive. Answers might include: *We have to work 35 hours per week, You can't be considered for the management team without a university degree.* Do a review of each sentence on the board. Repeat the exercise with questions sentences.

▶ FOR FURTHER INFORMATION ON MODALS, REFER STUDENTS TO GRAMMAR OVERVIEW, PAGE 154 OF THE COURSEBOOK.

▶ FOR SELF-STUDY EXERCISES ON MODALS, SEE PAGE 6 OF THE WORKBOOK.

▶ GRAMMAR REVIEW AND DEVELOPMENT, PAGE 31 OF THE COURSEBOOK, CAN BE DONE AT THIS STAGE.

Communication

Profiling your own communication style

With Coursebooks closed, ask students to think about their own most typical communication style for a few moments. This may take some considerable prompting, as it is an extremely personal subject, which they may not have given much thought before. Prompt them with questions like: *How do you think other people view you when you talk to them? What impression do you create? Do you use strong / direct language? Do you get straight to the point? Do you listen before you speak? Do you tend to talk about facts or feelings? Are you careful before giving an answer? Do you prefer formal / informal situations?* Depending on your class, you might find it useful to encourage students only to talk about themselves, rather than others in the class! A board word field of students' ideas could provide a useful basis for future exercises.

A AUDIO 1.3 Ask students to turn to page 7 of their Coursebooks and read the introduction. After reviewing the model answer, instruct students to listen to the audio and do the exercise as indicated in the Coursebook. Ask questions about features of these different styles. Answers might include: *A complex style involves long sentences, an emotional style uses words like 'feel' and strong adjectives like 'awful'.* Students might like to say at this point if their opinion of their own typical communication style has changed.

KEY

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

AUDIO SCRIPT

1
I wonder if we could think about this. Maybe we could look at a number of options and see what we think.
2
It's important to be clear. The process must be validated by the control staff and then reviewed on a two-month basis.
3
Why don't we just take a break? Let me know when you're ready to get together again and we'll see how far we can get.
4
There are two points. First, we have to analyse the results and then we have to decide whether to invest or not.
5
What do you think you should do? Have you thought about any options?
6
A: So, if I understand you correctly, you feel we should build up a bigger stake?
B: Yes, that's right. I mean it's going to be difficult to really have any impact on the market otherwise, don't you think?
A: I'm not sure I understand why you say that?
7
I am afraid I can't say any more. It's a difficult issue and we need to weigh up the pros and cons.

B Ask students to work in pairs and do the exercise as instructed in the Coursebook. Do a class answer check.

KEY

1 complex   2 active listening   3 emotional
4 direct   5 giving advice   6 impersonal   7 formal

C After a comprehension run through of the scenarios, assign one to each group.

Remind each student to stick mainly to one style of communication. Appoint a pair to observe each group, in order to give feedback to the class on the styles they heard, with examples. An element of humour can be introduced if, in a second round of role plays, students adopt 'inappropriate' communication styles. This can also highlight the effect of a particular communication style on the listener. Audio or video recording the activity could aid a class review.

D Ask each student to consider their own dominant style, and whether they would find it useful to develop it in another direction. Get students to write a 'personal goals statement' about their communication style focus for the future. At regular intervals throughout the course, they could be given feedback on ways in which they have achieved this or suggestions for improvement.

Extension activity: To tie this lesson in with the unit theme of leadership, you could ask pairs to discuss the type(s) of communication style which an effective leader *should* exhibit, giving examples of leaders they know or have seen on television for example. Answers may vary, depending on the culture of your students, which could round off the unit theme with an interesting class discussion, involving key grammar and vocabulary items.

Business across Cultures

International leadership

Read the introduction together.

Leadership styles

Ⓐ Read the instructions and check students' understanding of the words in the box. Students may not understand the meaning of *process-driven* (this type of organisation is bureaucratic and has strict procedures) and *personality-driven* (a good example is Microsoft with Bill Gates' own behaviour, working style, work ethics and so on influencing the whole of the organisation).

Play the audio and get students to compare their answers in pairs. Do a class answer check, asking students to give reasons for their answers.

KEY

Invesco Investment: *male-orientated   competitive personality-driven   results-orientated   hierarchical long hours*

Markhams Derivatives: *impersonal   fair managing results   process-driven*

AUDIO SCRIPT

Invesco Investment was unbelievable. Everything was so competitive. People competed about getting the most clients, about who earned the most. You even competed to see who the last person to leave the office was! And I'm not just talking about Monday to Friday. It was often the same at the weekend. The culture was very macho. There were hardly any women there. For us, it was alien, an alien world where, if you wanted to succeed, you had to play their game and compete on their terms. The senior partners were all men and they ran the firm like it was their own kingdom. They all had offices on the top floor – you know these beautiful oak-panelled offices with leather arm chairs. The problem was they were a long way from the reality of what was going on with the workers. The managers would organise these team-bonding events a few times a year. We would all go somewhere remote and climb a mountain or raft down a raging river. Their personalities were really suited to these things. They loved the competition between teams and individuals and they thrived on winning.

Of course, they'd say that this type of culture was enormously successful – bottom line results were always excellent and we were constantly reminded where Invesco was in the league of investment banks – never far from the top.

Markhams Derivatives was a very different experience. The managers who ran the Singapore office were professional managers, recruited for their ability to manage results and people. Of course, some were better than others, but I would say that, on the whole, they had built a very professional culture where people did their jobs to the best of their ability, whatever their background or gender.

There were a lot of processes which the managers monitored. For example, you had a performance review every six months where you discussed your progress with your boss. I used to sometimes think they were just going through the motions.

I'm not sure if they really believed in it. But these systems did mean that everybody felt the culture was quite fair – you know – treated people equally. Maybe it was lacking a bit of spark because that team spirit wasn't there, and the results were maybe not so spectacular. But, it was a solid, well-managed company and less based on personality.

Ⓑ Ask students to do the exercise as indicated then get them to compare their answers in small groups. Finally, check answers in class, and ask: *Which company do you think she enjoyed working for? Why?*

KEY

Use the audio script to check your answers.

Ⓒ Ask students to do this exercise in pairs. Stress that they should come up with other adjectives, as indicated. Allow 10 minutes to prepare the profile. You could ask them to do it in the form of a presentation. If so, review some basic presentation phrases beforehand. Ask students to present their profiles to the rest of the class or, if you have a large class, to small groups. Tell students to make a note of the different adjectives used to describe leadership styles and company culture in each presentation. At the end, ask which adjectives were used and write them on the board.

Do not clean the board.

Ⓓ Ask students to do the exercise individually. Encourage them to use some of the adjectives on the board and from exercise A. Allow up to 10 minutes to prepare the profile (or set it as a homework exercise). When students present their profiles to their partner, instruct the listener to take notes and check and clarify details. Afterwards, get each student to give a very brief summary of what their partner told them.

Cultural fit

Tell students to refer to the heading and ask what they understand by 'cultural fit' (this is a term used when talking about whether or not a job applicant or a merging partner company shares your company's cultural values, expectations and attitudes).

If your class is pre-experience, they may be unfamiliar with the process of mergers and acquisitions (M&As). Therefore, before embarking on exercise E, elicit the meaning of 'merger and acquisition' then ask: *Why do you think some mergers and acquisitions fail?* Get students to discuss this in subgroups. Some possible responses:

Over-optimistic expectations of the acquirer.

Conflicts of interest.

Not conducting a proper assessment of price and financial risks (Due Diligence).

Culture clash between the two organisations.

Employees view the merger as a threat.

Ⓔ Ask students to do the exercise in pairs. Make sure that they consider the question in terms of *cultural fit*. Some possible responses:

The acquirer imposes its culture on the other organisation.

Failure to keep employees informed, so stereotypes of the other organisation develop. The two cultures are kept apart initially which reinforces an 'us versus them' attitude.

Not building a transition team to manage the differences between the two cultures.

F Go through the instructions in class then get students to read the texts on their own. Get two students to describe each business in their own words in front of the whole class.

Next, get students to read the strategies in pairs then decide what advice they would give. Set a time limit then invite them to share their ideas in class, writing all new ideas on the board.

A variation of this exercise would be to ask students to prepare a presentation to Mays management. Beforehand, elicit what should be included. For example:
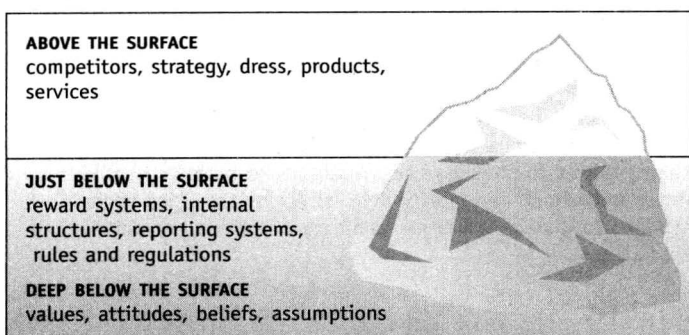
Introduction → *background / why consultants were called in*

Main body → *Potential problems / risks, solutions and advice*

Summary

Values and leadership

With books closed, draw an iceberg on the board (just the triangle and water line) and explain that some people think that culture is like an iceberg. Ask students if they can guess why (some aspects of it can be seen above the surface, while deep below are elements which are not visible to an observer). Write just two or three cultural elements on the illustration (see below) then elicit the rest.

ABOVE THE SURFACE
competitors, strategy, dress, products, services

JUST BELOW THE SURFACE
reward systems, internal structures, reporting systems, rules and regulations

DEEP BELOW THE SURFACE
values, attitudes, beliefs, assumptions

G 1 Ask students to do the exercise as indicated in pairs. Check answers in class.

KEY			
Imaginative:	*creative*	*innovative*	
Hands-on:	*concrete*	*pragmatic*	*practical*
Professional:	*qualified*	*expert*	
Truthful:	*open*	*frank*	*honest*
Caring:	*supportive*	*nurturing*	

2 Students should discuss their ideas in pairs then compare them in class. Can the class agree on a definition for each value?

3 Get students to discuss their ideas in pairs then compare their ideas in class.

4 Ask students to discuss their ideas in small groups.

If their organisations do not have a written set of values, ask students to list the values that they think would suit their organisations and explain why they chose them.

► FOR A READING ACTIVITY ON LEADERSHIP STYLES IN DIFFERENT CULTURES SEE PAGE 8 OF THE WORKBOOK.

► REFER STUDENTS TO PAGE 151 OF THE COURSEBOOK FOR A SUMMARY OF THE POINTS COVERED IN THIS BUSINESS ACROSS CULTURES SECTION.

Checklist

Review the end of unit checklist items in the Coursebook with your students, as well as the unit word field. Add any interesting pronunciation items to the pronunciation file started in Unit 1.

As a final review of the main grammar and vocabulary items, ask pairs to write a statement about a specific leadership style, incorporating a modal verb practised in the grammar section. Explain that their statement should be false in their opinion, although grammatically correct. Get them to read it out to the class and ask the class to correct it to make a sentence they all agree with, changing either the modal verb or one or more of the vocabulary items. Allow students plenty of time for discussion and a variety of suggested answers, before they decide on their final statement.

Example sentence:

> *A charismatic leader must bully his or her team. Possible correction: A charismatic leader doesn't need to bully his or her team.*

Extension activity: Word stress
This exercise is designed to revise students' understanding of primary word stress and introduce them to secondary word stress in longer words.

Write up the leadership adjectives from page 4. Alternatively, put the words on large cards so that they can be moved around the board, or the desk, for example.

Primary stress

Elicit that the primary stress falls on the following syllables:

| charis**ma**tic | ins**pi**ring | **vi**sionary | authori**ta**rian |
| au**da**cious | in**ti**midating | sub**ser**vient | **mo**tivated |

Pronunciation drill these words until all students are confident. Get the class to shout out each word in turn together, placing particular emphasis on the *most* stressed syllable. Elicit that it is pronounced in its full form. Elicit that to produce a stressed syllable, students are generally increasing their volume and raising their pitch.

Secondary stress

Once the students are confident at pronouncing these words, ask them to notice whether all of the other syllables are completely weak, or whether, in fact, in some of the words, students notice another, slightly stressed syllable:

| **ch**aris**ma**tic | ins**pi**ring | **vi**sionary | **au**thori**ta**rian |
| au**da**cious | in**ti**mi**da**ting | sub**ser**vient | **mo**tivated |

Students may notice that in the words with four or more syllables, another syllable is slightly stressed. Explain that this is a common feature of multi-syllable words, and is called secondary stress.

Pronunciation file O = primary stress **0** = secondary stress

o **O** o	o 0 o**O** oo	o **O** o 0 o
inspiring	**authoritarian**	**intimidating**
audacious		

Ask students to begin a key word pronunciation file. They should write down new vocabulary items, marking the correct primary and secondary stress above them, as in the example. Tell them to leave space underneath each word to collect other target vocabulary items with the same stress pattern, as they work through the units.