

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include time spent going through homework.</p>	<p>Starting up Students' attitudes to brands</p> <p>Vocabulary: Brand management Students look at word partnerships with <i>brand</i>, <i>product</i> and <i>market</i>.</p> <p>Listening: Successful brands A brands specialist talks about the function of brands and work he has done to help develop a particular brand.</p>	<p>Test File / Test Master: Entry Test</p> <p>Practice File Vocabulary (page 4)</p> <p>Practice Exercises: Vocabulary 1&2 (DVD-ROM)</p> <p>i-Glossary (DVD-ROM)</p> <p>Resource bank: Listening (page 188)</p> <p>Practice Exercises: Listening (DVD-ROM)</p>
<p>Lesson 2</p>	<p>Reading: Building luxury brands Students read an article about Dior and its plans for moving into new markets.</p> <p>Language review: Present simple and present continuous Students look at the differences between these two tenses.</p>	<p>Text bank (pages 114–117)</p> <p>ML Grammar and Usage</p> <p>Practice File Language review (page 5)</p> <p>Practice Exercises: Language Review 1&2 (DVD-ROM)</p>
<p>Lesson 3</p>	<p>Skills: Taking part in meetings Students listen to a meeting where there is a difference of opinion and learn key language for participating in meetings.</p>	<p>Resource bank: Speaking (page 174)</p> <p>Practice File Making suggestions (page 55)</p> <p>Practice Exercise: Skills (DVD-ROM)</p>
<p>Lesson 4 Each case study is about 1½ to 2 hours.</p>	<p>Case study: Hudson Corporation A US company is facing a strategic choice for its marketing in Europe. Students discuss the alternatives and make a recommendation.</p>	<p>Resource bank: Writing (page 204)</p> <p>Practice File Writing (pages 6–7)</p> <p>Case study commentary (DVD-ROM)</p> <p>Vocabulary Trainer (online)</p> <p>Test Master: Unit test</p>

For a fast route through the unit focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

As the marketing expert Philip Kotler has said, ‘The most distinctive skill of professional marketers is their ability to **create, maintain, protect** and **enhance brands.**’ But, despite the best efforts of professional marketers, the list of top brands of today is not so different from that of 30 or 40 years ago: Coca-Cola, IBM, Ford and Hoover are all still there. A brand is a **set of associations** in the mind of the consumer. Consumers tend to form **emotional attachments** to foods and household goods they grow up with. These brands gain **mind share** in consumers at an early age, and **new brands** find it hard to compete with the **established brands.**

One area where new brands can appear is in **new categories.** For example, the names Amazon, Google and Facebook have emerged as extremely **strong brands** on the Internet in e-commerce, search and social networking respectively.

We tend to think of brands in relation to **consumer marketing** and **packaged goods,** and consumer goods companies will often employ **brand managers** to develop their brands. But the use of brands and branding is also important in **industrial** or **business-to-business (B2B) marketing,** where companies are selling to other companies rather than to consumers. In business-to-business marketing, substitute ‘**buyer**’ for ‘consumer’ and there will be similar issues of **brand awareness, brand image** and **brand equity:** the value to a company of the brands that it owns.

In business-to-business marketing, the company name itself is often its most important brand. A company’s **image** and **reputation** will clearly be key to its success.

Brands and your students

Both pre-work and in-work students should have lots to say about their own **brand preferences** as consumers.

In-work students not involved in sales or marketing may say that brands do not directly concern them, but they should be able to discuss their organisation’s reputation relative to its competitors. This is **brand positioning:** the way that a brand is perceived in relation to other brands.

Read on

Thomas Gad: *4D Branding*, FT Prentice Hall, 2000

David A. Aaker: *Building Strong Brands*, Simon & Schuster, 2002

Andy Milligan: *Brand it like Beckham*, Cyan, 2005

Philip Kotler and Kevin Keller: *Marketing Management*, Pearson, 2008

LESSON NOTES

Warmer

- Write two headings on the board: *Types of product* and *Brands*. Under the first heading, write some product types that you think your students will be interested in, for example *Cars, Clothes, Electrical goods, Soft drinks, Foods*.
- Then get students to suggest one or two brands for each category and write them up on the right-hand side of the board.
- Ask students to work in small groups and think of some more brands for each category. Go round the room to help where necessary.
- After a few minutes, ask each group for their ideas and add them to the right-hand column.
- Ask students why they chose the brands they did and if they have bought any of them recently. Anticipate but do not pre-empt the activities in the rest of the unit.

Overview

- Tell students that they will be looking at brands, one of the key parts of marketing.
- Ask students to look at the Overview panel at the beginning of the unit, pointing out the sections that you will be covering.

Quotation

- Ask one student to read the quotation at the head of the page. Ask other students if they agree with it and if so, why, and if not, why not. (If students are interested, you can tell them to look at www.landor.com after the class, to get information about the consultancy that still bears his name. This Walter Landor is not to be confused, by the way, with the nineteenth-century English poet of the same name.)
- A discussion may develop. Remember any points that may be relevant to later parts of the lesson, and tell students you will come back to them.

Starting up

This section introduces the main themes of the unit and provides speaking practice.

A

- Tell students to work in simultaneous pairs and make lists of their favourite brands and then answer the five questions.
- Go round the room and help where necessary, especially with the vocabulary in question 3.
- When they have finished, get two or three pairs to summarise their answers and discuss them with the whole group.

- In relation to question 2, get students to look at the rankings on page 134. Ask the whole group if they are surprised by any of the answers. AT&T, a US telecoms group, and Marlboro have gone; new entries are Mercedes-Benz (perhaps surprisingly as it has been around for so long) and Nokia.
- Ask if they are surprised by the absence of any brands from the 2007 list (perhaps Google).
- Do a final check on the vocabulary in question 3 by giving definitions of the expressions and getting students to find the corresponding answers.
- Write up these expressions in a column for vocabulary on one side of the board. During the rest of the lesson, go on adding key vocabulary to this 'permanent' list, especially vocabulary relating to brands.

B CD1.1

- Tell students they are going to listen to two speakers talking about brands.
- Play the recording once right through and ask which speaker is in favour of brands and which against.
- Play each speaker's response again, explaining vocabulary that students find difficult and writing up key words in the list on the board.
- Go round the class and ask three or four students to say which speaker they agree with and why.

Vocabulary: Brand management

Students look at word partnerships with *brand*, *product* and *market*.

A

- If this is your first lesson with the students, tell or remind them about the idea of word partnerships, the idea that there are words that usually go with other words to form typical partnerships or combinations.
- Check students can pronounce the expressions with the correct stress. Get individual students to repeat difficult ones, e.g. 'brand aWAREness'.
- Get students to work on the exercise in pairs. Go round the class and assist where necessary.
- Then ask the whole class for the answers.

1 d	2 c	3 b	4 e	5 a	6 i	7 j	8 f	9 h
10 g	11 m	12 n	13 k	14 o	15 l			

B

- Still in pairs, get students to work on the exercise. Go round the class and assist where necessary.
- Then ask the whole class for the answers and work on any remaining difficulties.

brand

1 awareness 2 loyalty 3 stretching 4 image

(You could point out that 'raise awareness' is another form of word partnership, this time between a verb and a noun.)

product

5 endorsement 6 lifecycle 7 range 8 placement

market

9 leader 10 segment 11 challenger 12 research

C

- Put students into pairs. Go round the class and assist where necessary. (If this is the first lesson, point out the existence of the i-Glossary, which is on the DVD-ROM supplied with the Course Book.)
- If there is interest and time, there could be class discussion of some of the issues raised, for example, the use of celebrities to endorse products and the products that they endorse.

**Listening: Successful brands**

Students listen to Chris Cleaver, Managing Director, Business Brands at Dragon Brands, a London-based consultancy. In the first two parts of the interview, he talks about the function of brands. In the third, he talks about work that he did for Nokia, to illustrate a particular point about brands.

A CD1.2

- Explain to students who Chris Cleaver is and where he works. If necessary, explain *consultancy*, an organisation that sells expertise and advice in particular areas to other companies.
- Play the recording once through.
- Then play it again, stopping after each sentence to explain any difficulties (e.g. *manifestation*, *recognition*, *perception*), but without giving away the answers.
- Then play it a third time, stopping after each sentence so that students can complete the exercise.
- With the whole class, ask individual students for the answers. Explain any remaining difficulties.

A brand:

- 1 helps people to become familiar with a product.
- 2 gives a product an identity. ✓
- 3 increases the sales of a product or service.
- 4 enables the target consumer to decide if they want the product or not. ✓

B CD1.3

- Depending on level, play the recording two or three times, explaining any difficulties as above. Here, *raft of important information* may cause problems.
- On the last play-through, get students to give the answer:

A brand's main function is 'to enable you to choose one thing from another – often in markets where there is very little actual difference between, you know, the product'.

- Encourage students to give answers in their own words, paraphrasing this.

C CD1.4

- Again depending on level, play the recording two or three times, explaining any difficulties as above.
- On the last play-through, get students to give their answers.

Chris Cleaver's company has helped Nokia:

- with the question of what the Nokia brand represents and how customers relate to it – to get them to think of it as the 'master brand'.
- to develop parts of their offer (point out this specialised use of *offer*) and keeping the brand fresh with multimedia devices, not just 'phones'.

(Point out Chris's use of *Firstly* and *And* to signpost these two main ideas.)

- For lower-level classes, you may at this point want to play the whole interview again while students look at the script on page 152.
- If there is time and interest, discuss with students the brands that cause them real excitement and passion, in similar ways to Nokia (e.g. Apple and its iPod and iPhone). If relevant, go back to some of the examples they gave in the Warmer section.

D

- Divide the class into groups of three and get them to discuss the question.
- Go round the class to assist where necessary.
- Bring the whole class to order and get a member of each group to give its 'findings'. Encourage discussion with the whole class.

➔ Resource bank: Listening (page 188).

- Students can watch the interview with Chris Cleaver on the DVD-ROM.

Reading: Building luxury brands

Students read an article about a luxury-goods company and its efforts to get into new markets.

A

- Ask students what sort of products have a 'luxury' category and what luxury brands they can think of for each product. Which are related mainly to cars, which to clothes, which to cosmetics, etc.? For example, Rolls Royce (still the epitome of luxury cars, even if the brand is used mainly in connection with aircraft engines now), Gucci, Hermes, Burberry (clothes) and, hopefully, Dior... (perfumes/cosmetics).
- Then ask the pre-question in the Course Book: What is the brand image of Dior? (Elicit or explain words such as *luxurious*, *exclusive*, *sophisticated*.)

B

- Draw attention to the four points and then get students to skim the article individually or in pairs to look for them. Go round and assist where necessary with language problems.
- Bring the class to order and elicit and discuss the answers.

The only point specifically mentioned is:

- 2 Investing in markets that may take some time to grow: 'You have to look for newness, look for what is happening next. Forget the calculator. Understand the people from different countries and what they want.' (lines 24–28)
- '... a brand should go to its customers but that it should anticipate their needs and invest early in markets that may not show real growth for up to six years.' (lines 67–71)

C

- Get students to read the article individually or in pairs in order to fill in the maps. Go round and help with any difficulties.
- Bring the class to order and elicit answers to complete the maps.

1 demands	5 understand
2 label	6 forget
3 exclusivity	7 double
4 look for	8 of luxury

- Then elicit the ten mistakes in the maps.

1 Bernard Arnault is Sydney Toledano's boss, not his assistant. (line 11)

2, 3 Galliano and de Castellane need to be swapped round in relation to clothes and jewellery. (lines 14–16)

4, 5 Swap round two pieces of advice: 'when times are bad, you need to get out of the office; when things are good, you can spend time on the organisation'. (lines 18–21)

6, 7 In the Dior map, swap round: 'we have to develop our network and perfect our supply chain'. (lines 60–61)

8, 9, 10 Russia is correct, but the other three markets are not. They are, in fact, the Middle East, Hong Kong and Korea. (lines 64–65)

- If there is time and interest, get students to talk about their own companies (or ones they would like to work for) and how their markets will develop over the next few years, using some of the language from the article, e.g. *We have to develop our ... and perfect our ... in ...*

➔ Text bank (pages 114–117)

Language review: Present simple and present continuous

Students look at the (sometimes tricky) differences between these two tenses. They will have met these tenses before, of course, but choosing the correct one will probably go on causing problems even when your students become more advanced speakers. Here, students have a chance to revise and consolidate their knowledge.

- With the whole class, go through the commentary and examples in the panel. Point out that present continuous is used for temporary activities, even if they are not going on right now. For example, you can say, *Dior is currently looking to recruit a marketing director for the UK and Ireland*, even if it's late at night and no one is doing any looking at the time you're speaking.
- If necessary, depending on the level of the group, quickly revise the formation of affirmatives, negatives and questions in each tense by writing examples of each on the board.
- Point out the existence of the Grammar reference section at the end of the Course Book, especially if you have not done this before. If time permits, go through the information on page 146 or ask students to do this for homework.

A

- With the whole class, go through the list, explaining where necessary. (Only *currently* and *nowadays* are likely cause problems at this level.)
- Get students to say which expressions are used with each tense, reminding them of the difference: present simple (PS) for general facts and routines and present continuous (PC) for temporary situations.

usually (PS)	this year (PC)
every day (PS)	now (PC)
often (PS)	nowadays (PC)
once a month (PS)	currently (PS and PC)
at the moment (PS and PC)	these days (PS and PC)

B

- Get students to work on the exercise in pairs. Go round the room and give assistance where necessary.
- With the whole class, go through the exercise, asking for answers.

- 1 a) is working
b) spends (or *spend*) (Explain that you can treat a company as singular or plural.)
- 2 a) sells (In this case, the singular must be used to agree with *its products*.)
b) is negotiating (or *are negotiating* but this wouldn't be consistent with the previous sentence)
- 3 a) are launching
b) have (because *have* is not used in the continuous in this context; *are having* would be very strange here)

C

- Still in pairs, get students to work on the exercise. Again, go round the room and give assistance where necessary.
- Go through the answers with the whole class, explaining any difficulties.

- | | |
|--------------|-----------------|
| 1 is growing | 7 see |
| 2 holds | 8 are beginning |
| 3 dominates | 9 are becoming |
| 4 operates | 10 generate |
| 5 generates | 11 holds |
| 6 focuses | 12 is growing |

Skills: Taking part in meetings

In this section, students listen to a meeting where there are differences of opinion and learn key language for participating in meetings.

A  CD1.5

- Play the recording once. Ask students what it's about. (Four marketing executives at a sports sponsorship agency are talking about finding a new sponsor for their client, a well-known media company. They look at various sports, choose one and agree to contact their client about it, before contacting an advertising agency that one of the executives has in mind.)
- Get students to look at the four questions, explain any difficulties and play the recording again, stopping after they hear the answer to each question and elicit the answer. (With lower-level groups, you may have to play the recording several times.)

- 1 The football club that the client currently sponsors is asking for too much money, and the client is looking for a sport with more excitement and a bigger effect.
- 2 Ice hockey, baseball, tennis, Formula One motor racing
- 3 Motor racing because it is fast, exciting and has good TV coverage, which means that the client would get a lot of exposure (explain this word). It would strengthen their image. (Explain, if necessary, by pointing out the connection between *strengthen* and *strong*.)
- 4 He must contact the client to see if they are happy with the choice. (Point out the use of the expression *happy with*.)

B  CD1.5

- Get students to look through the items with the missing expressions.
- Then play the recording again, stopping after each item to elicit the answer.

- 1 How about
- 2 What do you think
- 3 I'm not so sure
- 4 That's true
- 5 how do you feel about this
- 6 In my opinion
- 7 Why don't we

- Get students to read the conversation in simultaneous groups of four. Then ask one group to read it for the whole class.

C

- Ask the whole class quickly for their answers to the four questions.

- 1 Asking for opinions: What do you think, How do you feel about this
- 2 Giving opinions: In my opinion ...
- 3 Agreeing or disagreeing: I'm not so sure, That's true
- 4 Making suggestions: How about ..., Why don't we ...

- Point out to students that this opinion language is very important and that it's worth learning these expressions by heart. Bring their attention to the Useful language box and get individual students to read out the different expressions. Help with pronunciation where necessary.

D

- Get students to look at the general role-play information. Ensure that they understand the situation.
- Get students to work in threes. Tell students who is A, B and C in each three. (Do not let students choose, as this wastes time.)
- Go round the room and help students to prepare their roles where necessary.
- When students are ready, tell them to start their 'meetings'. Go round and monitor good performance and common mistakes, especially in opinions language, e.g. *I am agree with you.*
- When students have finished, point out five good performance points and five key mistakes, quickly writing up correct versions on the board.
- Then get one of the threes to repeat their meeting for the whole class, paying attention to the key points you have covered.
- At this point, round off the activity by getting the whole class to look at the Useful language box, checking understanding and pronunciation of expressions, especially ones that have not come up so far.

One-to-one

- Role-play the discussion with the student taking one of the roles and you taking another.
- Don't dominate the discussion, but say enough to keep it going and allow your student to make their points.
- At the same time, monitor the language that your student is using. Note down strong points and points that need correction or improvement. Come back to these after the discussion.
- If there is time and interest, do the role play again with you and the student taking other roles and getting your student to integrate the corrections that you made in the first role play.

➔ Resource bank: Speaking (page 174)

CASE STUDY

Hudson Corporation

In this case study, a luxury luggage manufacturer is facing increased competition from cheaper imports. It must decide how to protect its brand and create new markets for its products. Students analyse the situation, suggest solutions and make a final decision.

If this is the first case study you have done with the group, be sure to prepare it carefully before the class. Read the information in the introduction of this Teacher's Resource Book on *Case studies that work* (page 5).

In the class, pay particular attention to breaking the case study clearly into its component parts and making sure that students understand and follow the structure of what you are doing. Clear and timely instructions are key to this.

Background

- Read aloud, or get a student to read aloud, the background information. Explain any difficulties. Write the headings on the left-hand side of the table and elicit information from students to complete the right-hand side of the table.

Company	Hudson Corporation
Brand name	Well-known, associated with high quality, traditional design and craftsmanship (teach this last word if necessary)
Market share	Declining in the USA because of increased competition from Asia
Competitors	Asian competitors offer similar products at lower prices
Recent developments	Entered Europe a year ago – Switzerland, Germany, France and Italy. Office and warehouse in Zurich used as a base for expansion.

- Get students to discuss the possible problems in pairs.
- Bring students to order and discuss as a class.

For example:

- The company doesn't know the European market as well as the US one
- Its products may not match European tastes
- It may face new and different competitors
- It may experience distribution problems

Market research

- Tell students that one of them will be giving a mini-presentation of the information from the focus groups. (Explain *focus groups* – small groups of typical consumers who are asked to discuss and give their opinions about products.) Then divide students into groups of four to study the information. (Tell students who is in each group to avoid wasting time.)
- In each group, one of the students then has to present the information to the other three, using

appropriate language, e.g. *Nearly three-quarters of the people in the focus groups thought that Hudson products were expensive, but only 56 per cent considered that they were exclusive. ... Go round and assist with any difficulties.*

- Call the class to order, and choose one presenter to do the presentation again for the whole class. Underline the importance of the correct use of the language mentioned above.

Listening CD1.6

- Explain who the speakers are (Hudson executives: Cornelius, Diana, Ruth and Tom) and play the recording right through once or twice. Explain any difficulties.
- Get students to say what it's about by writing the names on the left-hand side of the table in the order shown and eliciting information from students about each speaker's views to complete the table as follows.

Diana	Hudson will have to do a lot of advertising. May need to adapt their products for European markets.
Ruth	Have to get pricing right. Can charge high prices if we position (teach this use of the word) the brand as one for luxury goods, justifying high price. Europeans less price-conscious than Americans.
Tom	Go downmarket (explain this), reduce prices and increase volumes (explain).
Cornelius	Increase range and stretch brand (explain).

Marketing strategies for Europe

- Tell students they will be studying the information here in relation to what they have just heard. They will have to match each strategy with one of the speakers above. (Some of the strategies here were not mentioned by any of the speakers – point this out.)
- Divide students into the same groups of four and get them to study the information. Go round the class to explain any difficulties and get students to do the matching task.
- Bring the class to order and get a student from one of the groups to explain the matches. (You may have to play the recording again to confirm the answers to the students.)

- Reposition the brand, sell product in medium price range – Tom
- Develop the Hudson brand – Ruth
- Hire a top designer – not mentioned
- Develop a wider product range – Cornelius
- Stretch the Hudson brand – Cornelius
- Develop sales using e-commerce – not mentioned

Task

- Explain the task to the whole class. They will be role-playing a meeting between the four Hudson executives, who have to consider the advantages and disadvantages of each option and choose two of the marketing strategies they will use to expand sales in Europe.
- Get students to work in the same groups of four as above. Appoint a chair for each group to open the meeting, invite contributions and summarise the discussion at the end. (Go round the room and explain this to the chairs.)
- Tell chairs to start their meetings. Go round the room and monitor the language being used. Note down strong points and points that need correction or improvement.
- When each meeting has finished with the chair summarising the discussion, bring the whole class to order.
- Get the chairs to say what happened in their groups, which two strategies they chose and why.
- Then discuss the strategies with the whole class meeting as one group.

Feedback

- Praise the strong language points that you heard and work on five or six key points that need improvement, especially in relation to the language of opinion and discussion.

One-to-one

Go through the information in the Course Book with your student. Explain any difficulties. In the task, you and your student are Hudson executives. Discuss the advantages and disadvantages of the different solutions. Don't dominate the discussion, but say enough to keep it going and allow your student to make their points.

At the same time, monitor the language that your student is using. Note down strong points and points that need correction or improvement. Come back to these in order to work on them after the student has said which two strategies are best.

- You can also refer to the *Case study commentary* section of the DVD-ROM, where students can watch an interview with a consultant discussing the key issues raised by the case study.

Writing

- Set the writing task for homework or get students

to do it in pairs in class. Give a rough maximum number of words for the e-mail – perhaps 150 words, depending on the level of class.

➔ Writing file, Course Book page 127

➔ Resource bank: Writing (page 204)

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include time spent going through homework.</p>	<p>Starting up Students talk about some travel issues and listen to people discussing travel problems.</p> <p>Vocabulary: British and American English Students look at the differences in travel terminology between the two varieties of English.</p> <p>Listening: Hyatt Hotels Sholto Smith, Area Sales Director for a hotel group, talks about developments in the industry.</p>	<p>Practice File Vocabulary (pages 8–9)</p> <p>Practice exercises: Vocabulary 1&2 (DVD-ROM) i-Glossary (DVD-ROM)</p> <p>Resource bank: Listening (page 189) Practice exercises: Listening (DVD-ROM)</p>
<p>Lesson 2</p>	<p>Reading: What business travellers want Students compare articles about business travel: one about a businessman who travels a lot and one about travelling on a budget.</p> <p>Language review: Talking about the future Students work on tenses used to talk about the future and how they differ in their uses.</p>	<p>Text bank (pages 118–121)</p> <p>Practice File Language review (page 10) ML Grammar and Usage</p> <p>Practice exercises: Language Review 1&2 (DVD-ROM)</p>
<p>Lesson 3</p>	<p>Skills: Telephoning: making arrangements Students listen to phone calls where people make arrangements and then role-play conversations.</p>	<p>Resource bank: Speaking (pages 175–176)</p> <p>Practice File Getting the message right (page 57)</p> <p>Practice exercises: Skills (DVD-ROM)</p>
<p>Lesson 4 Each case study is about 1½ to 2 hours.</p>	<p>Case study: BTS Students suggest solutions to problems that the client of a business travel agency has had when using the services the agency has arranged.</p>	<p>Resource bank: Writing (page 205)</p> <p>Practice File Writing (page 11)</p> <p>Case study commentary (DVD-ROM)</p> <p>Vocabulary Trainer (online)</p> <p>Test Master: Unit test</p>

For a fast route through the unit focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

Air travel in Europe has been shaken up by **low-cost airlines** offering spartan **in-flight service** and selling tickets direct over the Internet. **National flag carriers** (government-owned airlines) continue to go bust, partly as a result of the success of the low-cost carriers. **Deregulation** and **liberalisation**, driven by the competition laws of the European Union, mean that governments are no longer allowed to **bail out** their airlines.

Low-cost airlines are increasingly attractive to businesses watching their costs. Many business travellers are now using them, saying that there is no point in paying more for a flight just to get a badly cooked breakfast. The established players reply that, especially on **long-haul routes**, there will always be a place for **full-service airlines** with ground staff, city-centre ticket offices and so on. However, all this **infrastructure** means that traditional airlines have very high **fixed costs**: it costs almost as much to fly a plane three-quarters empty as full and the main aim is to get as many passengers on seats as possible, paying as much as possible to maximise the revenues, or **yield**, from each flight.

The relative fragility of individual airlines all over the world has led to the growth of **global alliances**. Most national European airlines are now members of either Oneworld or Star Alliance, and Air France and KLM have opted for a full merger. On transatlantic routes, British Airways has long been in alliance with American Airlines. Co-operation means that airlines can feed passengers into each others' **hubs** for onward journeys and costs of marketing and logistics are not duplicated.

In the USA, there have been a number of airline mergers, for example between Delta and Northwest, resulting in bigger airlines with lower **cost bases** per passenger. However, airlines are among the first to suffer during economic downturns, and the USA has been accused of unfairly protecting its airlines with laws on bankruptcy protection that give airlines time to reorganise and restructure when in other countries they would go out of business.

Fuel costs have been another factor in the fragility of airlines' finances. They can to an extent buy fuel into the future at prices fixed with suppliers today, but the wild swings in fuel prices of recent years have made budget planning very difficult.

Another aspect of travel is, of course, the **hotel industry**. Here, there are similar issues of high fixed costs that have led to the development of **hotel chains** able to share them. Each chain is a **brand** and, wherever you go, you should know exactly what you are going to find when you get there.

However, business travellers are beginning to question the sense of travelling at all. Some argue that after the first face-to-face meeting between customer and supplier, further discussions can take place using purpose-built **video-conferencing suites**, **webcams** combined with PCs on the Internet and so on. Costs of video-conferencing are coming down, but it is probably more suitable for internal company communication, with colleagues who already know each other well.

Travel and your students

Everyone loves to tell their travel horror stories, so you should have no trouble getting your students to relate to the subject.

Some senior managers, especially in hi-tech industries, may have personal experience of video-conferencing: it will be interesting to see what they think about it.

Read on

Rigas Doganis: *The Airline Business in the 21st Century*, Routledge, 2nd edition, 2006

The *Economist* (www.economist.com) and the *Financial Times* (www.ft.com) are both excellent for the latest developments in the airline industry.

Janelle Barlow, et al: *Smart Videoconferencing: New Habits for Virtual Meetings*, Berrett-Koehler, 2002

LESSON NOTES

Warmer

- Write the following questions on the board:
What was your best travel experience?
What was your worst?
- Put students into pairs. Get them to discuss the two questions and make brief notes about their partner's answers. Go round the room and help where necessary, for example with vocabulary.
- Then get individual students to tell the class about their partner's experience, rather than their own.
- Note key travel vocabulary in a 'permanent' list to keep to the end of the lesson on one side of the board.

Overview

- Tell students they will be looking at language and issues (teach this word) related to travel.
- Go through the overview section at the beginning of the unit, pointing out the sections that students will be looking at.

Quotation

- Get students to look at the quotation and get them to talk briefly about lost or delayed baggage problems that they might have had. (Point out that *baggage* and *luggage* are the same thing, but be sure to correct students who talk about *baggages* and *luggages*; the correct form is *items of baggage or luggage*.)

Starting up

Students look at some of the vocabulary related to the irritations of air travel and use it in context.

A

- Put students into pairs. Get students to ask their partners questions 1 to 3.
- With the whole class, do a round-up of some students' answers to the questions.
- For question 3, you could ask students to vote on the different points in relation to one particular type of travel, for example a transatlantic flight. Work on the correct stress of *COMfort* and *reliABILity*.

B

- Do as a quick-fire whole-class activity.

- 1 room
- 2 luggage
- 3 queues
- 4 food
- 5 trolleys

- 6 seats (Point out that this is the word used, not *chairs or places*.)
- 7 cancellations
- 8 jet
- 9 checks (not *controls*)
- 10 cabin

C CD1.7

- Play each section two or three times, depending on level. Get students to note down problems they hear that are in Exercise B. (Point out that it's not words from Exercise B that they should listen for, but problems. For example, they hear the word *seats* from Traveller 1, but not in the context of overbooking of seats, which is mentioned by Traveller 3.)

Traveller 1

not enough legroom
poor-quality food and drink

Traveller 2

long queues at check-in
no baggage trolleys available
flight delays and cancellations

Traveller 3

lost or delayed luggage
overbooking of seats ('they overbook seats')
jet lag

D

- Put students into different pairs. Go round the room and help where necessary.
- With the whole class, get members of each pair to talk about their experiences.

Vocabulary: British and American English

Students look at the differences in travel terminology between the two main varieties of English.

A

- Put students into pairs. (At this point, you could change the make-up of the pairs again.) Go round the room and help where necessary.
- With the whole class, get students to call out the answers. Practise pronunciation where necessary. (*Schedule* is pronounced 'skedule' in American English, and 'shedule' in British English, but stick to the former, as students are being given it as the American English equivalent of *timetable*.)

1 m 2 k 3 n 4 f 5 j 6 l 7 c 8 b 9 e
 10 d 11 o 12 a 13 h 14 i 15 g

The British English expressions are underlined below:

- | | |
|------------------------|-------------------------|
| 1 subway | a) line |
| 2 <u>city centre</u> | b) <u>lift</u> |
| 3 carry-on baggage | c) <u>public toilet</u> |
| 4 one way | d) schedule |
| 5 <u>return</u> | e) <u>economy class</u> |
| 6 freeway | f) <u>single</u> |
| 7 rest room | g) first floor |
| 8 elevator | h) <u>bill</u> |
| 9 coach class | i) <u>booking</u> |
| 10 <u>timetable</u> | j) round trip |
| 11 <u>car park</u> | k) downtown |
| 12 <u>queue</u> | l) <u>motorway</u> |
| 13 check | m) <u>underground</u> |
| 14 reservation | n) <u>hand luggage</u> |
| 15 <u>ground floor</u> | o) parking lot |

B

- Put students into pairs. Go round the room and help where necessary.

- | | |
|--------------------|---------------|
| 2 parking lot | 6 line |
| 3 carry-on baggage | 7 downtown |
| 4 subway | 8 reservation |
| 5 schedule | 9 elevator |

C  CD1.8

- Play the recording and get students to check their answers. Clear up any remaining problems.



Listening: Hyatt Hotels

Students listen to Sholto Smith, Area Sales Director for Hyatt Hotels, talking about how the company meets the needs of business travellers, how it is adding value for them and about future developments in business travel.

A  CD1.9

- Play the recording twice, or more often if necessary, pausing occasionally to give students time to tick the items in the list which are mentioned.
- Get students to give the answers as a quick-fire whole-class activity.

Location of hotels ✓	Good links with underground networks ✓	Close to the airport ✓
Totally non-smoking	Good restaurant	Close to client's office ✓
Technology ✓	Internet ✓	Business centre ✓
Swimming pool	Translation services ✓	Free transport to hotel

B  CD1.10

- Explain the idea of 'adding value' (in the context of hotels, getting extra services and facilities in addition to the room).
- Play the recording twice and get students to complete the notes.
- Elicit answers from the students and explain any difficulties, e.g. *shuttle*.

Breakfast¹ on a daily basis
 Membership to the health club²
 Newspapers
 Transportation to and from the airport³
 A shuttle service to:
 a) the local department store⁴
 b) the offices⁵ in which the client works

C  CD1.11

- Get students to look at the rubric, then play part three of the recording two or three times.
- Elicit answers from the students and explain any difficulties. (Point out how Sholto Smith mentions technology and environmental policies, gives examples of the latter and then gives examples of the former.)

Technology: high-speed Internet, television on demand, lower cost telephone calls
 Environmental policies: water conservation, low-energy lighting in bedrooms

- Work on pronunciation of *environmental* and *conservation* and explain any remaining difficulties.

D

- Get students to discuss the question in groups of three or four. Go round and assist where necessary.
- Call the class to order. Elicit the ideas and get students to comment on those of other groups.

➔ Resource bank: Listening (page 189)

 Students can watch the interview with Sholto Smith on the DVD-ROM.

Reading: What business travellers want

Students compare articles about business travel, one about a businessman who travels a lot and one about travelling on a budget.

A

- Get students to discuss this as a quick-fire whole-class activity. Things that might be mentioned include fares, reputation of service and food, safety record, age of planes, schedules, convenience of airports used. Teach any vocabulary that students are unfamiliar with.

B

- Explain what they will have to do – each reads an article then explains information from it to their partner in order to complete the table. Make sure that the Student Bs turn to the correct page.
- Get students to read their article individually and complete the relevant part of the table. Go round the room and help where necessary.

	Edmond Moutran	John Cox
job	Chairman of Memac Ogilvy & Mather	runs a publishing consultancy
nationality	Lebanese	British
travel destinations	Dubai, Bahrain, UK, Cairo, Jordan, Jeddah, Riyadh, Kuwait, Tunis, Algeria, South Africa, Barcelona, Paris	mainly the US
amount of air travel	60% of working week	80,000 to 100,000 miles per year
choice of class	first class or business class	economy class
choice of airline	Middle East Airlines (MEA), followed by Gulf Air, Emirates, British Airways, Air France	United and Star Alliance airlines
likes	new aircraft and equipment; well-trained, fresh, energetic staff; airline lounges (good chairs, plenty of newspapers and TV); extra-special treatment at airport	cheap fares, frequent-flyer points to get upgrades

dislikes	attitude of crew and staff; problems with ground staff; lack of openness by airlines when there are problems and delays	expensive fares, taxis
travel to airport	car to airport provided by airline	public transport
hotel requirements	not mentioned	wireless Internet access, good laundry service

C

- Now in their pairs, students exchange information to complete the table. Also get them to discuss the question. Go round and assist where necessary, for example with vocabulary and pronunciation.
- Bring the class to order and elicit the views of one or two pairs. Work on travel-related vocabulary and pronunciation points that have caused difficulty but don't pre-empt the next exercise.

D

- Do as a quick-fire whole-class activity. Point out the grammatical and other clues that help to find the right answers. You could try getting students to cover the right-hand column and get them to suggest what might follow on from the expressions on the left before they do the exercise.

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

- Work on stress and pronunciation of difficult words e.g. *awarded* (not *rewarded*) and *lounge*. (Get students to distinguish the latter from *lunch!*)

E

- Again, do as a quick-fire whole-class activity, getting students to suggest answers.

1 peak travel	5 boarding pass
2 frequent-flyer points	6 check in
3 upgrade	7 lounge
4 ground staff	

➔ Text bank (pages 118–121)

Language review: Talking about the future

Students work on tenses used to talk about the future and how they differ in their uses.

A

- Talk students through the commentary and examples in the panel.
- Do the exercise as a whole-class activity and answer any questions. Remind students of the *reason* for each answer whilst working through the exercise.

- | | |
|----------------|-------|
| 1 're going to | 4 'll |
| 2 'll | 5 'll |
| 3 're going to | |

- Get individual pairs to read the exchanges for the whole class.

B

- With the whole class, ask for the answers. Again, work on the reason for each answer.

- 1 are staying
- 2 departs
- 3 does the conference begin
- 4 are you doing
- 5 does this train get
- 6 am travelling

C

- Put students into pairs. Go round the room and help where necessary. Encourage creativity, as long as the grammar rules are followed.
- With the whole class, get suggestions for possible answers and discuss why they are possible, referring back to the information in the panel.

Sample answers

- 1 The flight's delayed, so I'm going to wait in the lounge.
- 2 OK, I've decided. I'm going to book the next flight to New York.
- 3 Let's check the timetable. The flight leaves at 18:30.
- 4 It's OK, I don't need a lift. I'm taking a taxi to the airport.
- 5 Friday afternoon? I'll just check my diary. I'm not doing anything special.
- 6 There are two flights to Hong Kong on Friday. I'll catch the later one.
- 7 It's all arranged, we're meeting at five in reception.
- 8 Next week, we're flying to Munich for the conference.

Skills: Telephoning: making arrangements

Students listen to phone calls where people make and then have to change arrangements. Students then use these calls as models for role-play conversations.

A CD1.12, 1.13

- Describe the situation and bring students' attention to the information they are listening for.
- Play the first recording two or three times, explain any difficulties and ask for the answers.
- Then do the same for the second recording.

- 1 a) To arrange a meeting for the following week
b) The meeting is arranged for Wednesday at 2 p.m.
- 2 a) To advise Cristina of a delay and rearrange the meeting
b) A message is left for Cristina to call her back.

B CD1.12

- Play the first call again and get students to complete the extract.

- 1 I'd like to make an appointment
- 2 day would suit you
- 3 How about Wednesday
- 4 you make it
- 5 me check the diary
- 6 What about

- Recap the complete expressions that contain the missing words above with the whole class, working on natural intonation.
- Get students to read the complete conversation in pairs. Go round the room and help where necessary.
- Get one or two pairs to read the conversation for the whole class.

C CD1.13

- Follow the above procedure again.

- | | |
|---------------------------|--------------------------|
| 1 Will you hold | 4 preferably |
| 2 but something's come up | 5 Could she call me back |
| 3 I'd like to meet her | 6 020 7855 3814 |

D

- With the whole class, explain the two situations.
- Put students into pairs. Tell students they can refer to the key expressions in the Useful language box. Go round the room and help where necessary.
- Work with the whole class on common problems.
- Get two or three pairs to role-play the situation again for the whole class.

➔ Resource bank: Speaking (page 177)

CASE STUDY

Business Travel Services

Students suggest solutions to problems that the client of a business travel agency has had when using the services the agency has arranged.

Background

- Get students to focus on the case study by asking them about the services that a business travel agency typically provides to companies (flights, hotels, car rental, conference bookings, etc., perhaps with discounted prices).
- Write the headings on the left-hand side of the table and elicit information from students to complete the right-hand side.

Company	BTS
Based in	Philadelphia
Services	Flights, hotels, car rental, conference bookings, insurance
Clients	Multinational companies, some of which are household names
Criteria for selection of partners and service providers	High standards of service, attention to detail, quality of 'product'
Prices	Additional discounts (i.e. in relation to the usual discounts)
Issues	NeoTech's senior executives have had problems on business trips organised by BTS

- Explain vocabulary where necessary, e.g. *household name*. Point out that *product* can also mean *service* in contexts like this.

Stage 1

- Ensure students understand the situation. Explain *account manager*, someone in a company who takes care of particular clients.
- Put students into pairs. Allocate roles and get students to turn to the page with their role.
- Go round the room and help where necessary, monitoring the way they are using the language for making arrangements by phone that they met in the Skills section.
- Bring the class to order. Praise good points, and work on any that are causing problems.

Stage 2

- Again in pairs, get students to change the date of the meeting.
- Go round the room and monitor the way they are using the language for changing arrangements by phone that they saw in the Skills section.

- With the whole class, check again on the language for changing arrangements. Praise good points and work on things that need improvement.

Stage 3

- Put students into fours – BTS's account manager and the three travel consultants. Allocate each problem to one member of each group of four. Explain that he/she has to read it and will then have to explain it to other members of the group. The group will then discuss the problem in order to try to resolve it.
- Go round the room. Monitor and help where necessary, checking they are doing the task correctly.
- After the first problem, bring the class to order. Explain anything that still presents problems.
- Then get students to explain and discuss the other three problems in the same way.
- Bring the class to order. Get one or two of the groups to summarise what they said in their group about some of the problems.
- Praise five or six relevant language points and work on five or six others that need correction or improvement, especially ones relating to travel, accommodation, etc.

One-to-one

Go through the information in the introduction with your student. Explain any difficulties.

In the task, get your student to read the first problem, making notes so as to be able to summarise it in their own words.

Take the role of Account Manager and get your student to take the role of Travel Consultant. Discuss possible solutions.

At the same time, monitor the language that your student is using. After the activity, underline some of the language that you chose to use and some that your student used correctly and work on five or six points from what they said that need improving.

Then get your student to read and summarise the second problem, swapping roles. Discuss the problem, getting your student to pay particular attention to the corrections you made. Go through the remaining problems in the same way.

- You can also refer to the *Case study commentary* section of the DVD-ROM, where students can watch an interview with a consultant discussing the key issues raised by the case study.

Writing

- Set the task for homework or get students to do it in pairs in class. Give an approximate number of words for the e-mail, perhaps 200–250 words, depending on the level of the class.

➔ Writing file, page 127

➔ Resource bank: Writing (page 205)

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include time spent going through homework.</p>	<p>Starting up This section gets students to focus on change in their personal lives.</p> <p>Vocabulary: Describing change Students look at the prefixes used in many verbs relating to change and at how these verbs are used.</p> <p>Reading: Mercedes, shining star Students read about problems at Mercedes and how its Chief Executive turned the company round.</p>	<p>Practice File Vocabulary (page 12)</p> <p>Practice exercises: Vocabulary 1&2 (DVD-ROM)</p> <p>i-Glossary (DVD-ROM)</p> <p>Text bank (pages 122–125)</p>
<p>Lesson 2</p>	<p>Listening: Helping companies to change Students listen to a consultant talking about ways of bringing about change in organisations.</p> <p>Language review: Past simple and present perfect Students compare and contrast these two tenses and develop their awareness in a sequence of exercises.</p>	<p>Resource bank: Listening (page 192)</p> <p>Practice exercises: Listening (DVD-ROM)</p> <p>Practice File Language review (pages 13–14)</p> <p>ML Grammar and Usage</p> <p>Practice exercises: Language 1&2 (DVD-ROM)</p>
<p>Lesson 3</p>	<p>Skills: Managing meetings This section looks at the language of managing (chairing) meetings.</p>	<p>Resource bank: Speaking (page 177)</p> <p>Practice exercises Skills (DVD-ROM)</p>
<p>Lesson 4 Each case study is about 1½ to 2 hours.</p>	<p>Case study: Acquiring Asia Entertainment An international media group has to find ways to integrate the new Hong Kong-based company it has recently merged with.</p>	<p>Resource bank: Writing (page 206)</p> <p>Practice File Writing (pages 14–15)</p> <p>Case study commentary (DVD-ROM)</p> <p>Vocabulary Trainer (online)</p> <p>Test Master: Unit test</p>

For a fast route through the unit focusing mainly on speaking skills, just use the underlined Test File/Test Master: Progress Test 1 sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

If a successful organisation is to continue to succeed, it will need to change. A large part of **leadership** is to do with bringing about change. But the arrival of consultants to look at an organisation and suggest ways of **restructuring** it can make employees extremely nervous if there is not proper **consultation** with them: explanation and discussion of what the company is trying to achieve by this change. Much of the work of executives is taken up with **change management**.

Companies may **downsize** and **de-layer**, eliminating levels of **middle management** in order to become **leaner, flatter**, supposedly more efficient organisations. Often the reasoning was that computer networks allow top managers instant access to information that was previously gathered and transmitted upwards by middle managers, whose other main function was to communicate executives' key messages downwards to the workforce. In doing the latter, they were sometimes accused of diluting or confusing the messages, or worse. With fewer organisational layers, top managers say they can communicate more directly with **front-line** employees, the people who actually produce the goods or services and deal with customers. With less direct supervision, employees have often been encouraged to make more decisions for themselves in a process of **empowerment**.

Change and restructuring will also occur when a company is bought by another as an **acquisition** or **takeover**, or when two companies join as equals in a **merger**. It may be difficult to combine the **cultures** (ways of doing things) of the two companies.

Companies may also have to **shed staff** in periods of economic difficulty: **economic downturns**.

In all these scenarios, there will be **redundancies**. The people remaining might feel demoralised, wondering when the next wave of change is going to come and whether it would be their turn to lose their jobs.

There has been a realisation that, beyond the sloganeering, an organisation's most precious asset may well be its people and, above all, what they *know*. A company's accumulated knowledge and experience is part of **company culture** and is increasingly seen as a key to success. The collective knowledge of the **core competents** (the people with the key skills) is something to cultivate and develop. It is beginning to be seen that it may be a good idea to have people around with their accumulated years of experience. Some companies have appointed a **chief knowledge officer** to create systems to make this **intellectual capital** available to all employees via the company **intranet** (an Internet-type system available only to company employees). **Knowledge management** is a new business skill, essential if an organisation is to achieve **knowledge capitalisation** – the most profitable application of the knowledge available to it.

Change and your students

It will be interesting to see how your students react. Pre-work students will perhaps have difficulty relating to the upheavals that can occur when organisations restructure and/or are acquired by others.

There will be few in-work students who have not seen change in their organisations at first hand. Some people like change, almost to the point of restlessness; others prefer long-term stability. Be tactful when discussing this sensitive issue.

Read on

John Hayes: *Theory and Practice of Change Management*, Palgrave Macmillan; 2nd revised edition, 2006

John P. Kotter, Dan S. Cohen: *The Heart of Change: Real life stories of how people change their organizations*, Harvard Business School Press, 2002

Jonas Ridderstråle, Mark Wilcox: *Re-energizing the Corporation: How Leaders Make Change Happen*, Wiley, 2008

LESSON NOTES

Warmer

- Get students to look at a good dictionary, for example *Longman Dictionary of Contemporary English*. (It doesn't matter if students don't all look at the same dictionary. They can even look in bilingual dictionaries.)
- Ask them to look through the entry/ies for *change*. Then get them to tell you everything they have found about the word. For example:
 - it's a noun and a verb
 - as a noun, it can mean when something becomes
 - something else, the money you get back when pay for something, etc.
 - as a noun, it can be both countable and uncountable
 - as a verb, it can be used in expressions like *change clothes*, *change gear*, etc.

Overview

- Tell students they will be looking at different aspects of change, in people and in organisations.
- Go through the overview section at the beginning of the unit, pointing out the sections that students will be looking at.

Quotation

- Ask students what they understand from the quotation. (They might mention that people, organisations, etc. have to adapt if they are to survive. This quote comes from the novel *Il Gattopardo (The Leopard)*, about the nineteenth-century Italian aristocracy having to adapt to new political circumstances. If appropriate, ask students if they have seen the film with Burt Lancaster and Claudia Cardinale.)

Starting up

This section gets students to focus on change in their personal lives.

A

- Explain that this activity is related to stress: which of these things is most stressful? You could get students to rate these things on a scale of 1 to 10.
- Put students into pairs. Go round the room and help where necessary.
- With the whole class, compare notes on students' findings. If the class is not too big, you could write up each pair's score on the board and then work out the average. The main thing is to stimulate discussion.

B

- Do as a quick-fire whole-class activity.

C

- Explain that the idea here is to find the most worrying experience.
- Put students into pairs again. Go round the room and help where necessary, explaining any difficulties.
- With the whole class, discuss findings. (The answer may be *It depends*, e.g., on the nature of the acquiring company, as to whether the merger is unwelcome or not.)

Vocabulary: Describing change

Students look at the prefixes used in many verbs relating to change and at how these verbs are used.

A

- Tell students that they are going to look at some key vocabulary relating to change.
- With the whole class, put one or two words under their correct headings in a table on the board and explain their meanings.
- Then get students to do the others in pairs. Go round the room and help where necessary.
- With the whole class, complete the table on the board. Explain any difficulties and practise stress and pronunciation (e.g. *deCENTralise*).

down-	de-	up-	re-
grade	centralise	date	assess
size	regulate	grade	develop
			launch
			locate
			organise
			structure
			train

B – C

- Still in their pairs, get students to work on sentences using a good dictionary such as the *Longman Dictionary of Contemporary English*.
- Go through the answers with the whole class, getting students to call out the answers and explaining any difficulties.

Exercise B

- | | |
|---------------|----------------|
| 1 reorganised | 7 upgrade |
| 2 restructure | 8 decentralise |
| 3 relocating | 9 redevelop |
| 4 downsized | 10 update |
| 5 retrain | 11 deregulate |
| 6 relaunch | 12 reassess |

Exercise C

- 1 the office layout was reorganised
- 2 restructure the company
- 3 relocating their operations
- 4 downsized its workforce
- 5 retrain all sales staff
- 6 relaunch (the product)
- 7 upgrade the computer system
- 8 decentralise the decision-making process
- 9 redevelop the disused car-park site
- 10 update the whole image
- 11 deregulate the industry
- 12 reassess the situation

D

- Put students into pairs. If possible, get them to work with someone from another organisation. Students explain to each other a change that has happened in their particular organisation.
- Go round the room and help where necessary. Check that students are using change vocabulary correctly.
- Bring the class to order and get one or two pairs to talk about the changes they discussed. Again, work on the correct use of change vocabulary.

 i-Glossary

Reading: Mercedes, shining star

Students read about problems at Mercedes and how its chief executive has turned the company round.

A

- Introduce the subject by asking students about their perceptions (teach this word) of the Mercedes brand. Some may mention the quality problems that it suffered about eight to ten years ago.
- Put students into pairs. Get them to read the first two paragraphs quickly and decide if the statements are true or false.

- 1 False
- 2 False
- 3 False
- 4 True

B

- Do this as a quick-fire whole-class activity.

- 1 dramatic (line 2)
- 2 decade (line 5)
- 3 breaking down (line 8)
- 4 trailblazer (line 22)
- 5 rival (line 23)
- 6 enviously (line 24)
- 7 turnaround (line 29)
- 8 the bottom line (line 47)

- Work on pronunciation and stress (e.g. *TRAILblazer*, *TURNaround*).

C

- Get students to cover the article with a piece of paper. Then get them to do the exercise, calling out the answers as a quick-fire whole-class activity.

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

- Again, work on pronunciation and stress (e.g. *fuel-eFFICient*).

D

- Get students to look at the task and get them to read the article again in pairs to find the answers.

3, 6, 7, 10, 11, 12

E

- Do as a whole-class activity. Students might mention some of the things that the leaders of their own organisations have done to increase productivity and profitability.

 Text bank (pages 122–125)

Listening: Helping companies to change

Students listen to Anne Deering, Head of Transformation Practice at international management consultants AT Kearney, talking about ways of bringing about change, and an example of this from two organisations that she has worked with – Nokia and Siemens.

A  CD1.14

- Get students to focus on the person they are going to listen to by asking what consultants do. (They go into companies and give advice on how to improve performance in specific areas.)
- Get students to read the short text before playing the recording. Explain any difficulties (without giving away the answers, of course).
- Play the recording in chunks, stopping at key points to allow students to complete the gaps.

- Play the recording two or three times in this way if necessary. Then get students to call out the answers.

- | | |
|-----------------------|-----------------|
| 1 going to change | 4 fully engaged |
| 2 measure that change | 5 themselves |
| 3 been successful | 6 to them |

B CD1.15

- Play the second part of the recording, stopping at key points as above.
- Elicit the answers and explain any difficulties (e.g. *fatigue, aligned*).

- | |
|---|
| 1 change fatigue |
| 2 getting leaders engaged and aligned around the change |

C CD1.16

- Play the final part of the recording a couple of times, again stopping at key points so that students can answer the questions.
- Elicit the answers.

- | |
|--|
| 1 to create better value / a future for the organisation |
| 2 a) the number of people involved in the development stage of the project |
| b) the number of hours over which this 'conversation' took place |

- If there is time and interest, get students to talk about the 'values for the future' they would like to see in their own organisation or school.

→ Resource bank: Listening (page 190)

 Students can watch the interview with Anne Deering on the DVD-ROM.

Language review: Past simple and present perfect

Students compare and contrast these two tenses and develop their awareness in a sequence of exercises.

- Write up the two example sentences on the board and comment on the difference between them. Tell them that the giveaway in each case is the expression that they are used with: *In 2002* and *Since 2005* respectively.

A

- Do as a quick-fire whole-class activity.

Past simple: in 2010, yesterday, last year, six months ago
Present perfect: since 2009, yet*, ever
Both: this week, recently

* Unless you are teaching an American English class, don't get bogged down in differences between British English and American English. It's true that in American English the past simple can be used with *yet*, as in *Did you eat yet?*, but only confirm this if a student mentions it.

B

- Get students to work on the exercise in pairs. Go round the room and help where necessary.
- With the whole class, elicit the answers and discuss with students why each answer is the correct one.

- | |
|---------------------------------------|
| 1 has been/gone |
| 2 has experienced |
| 3 introduced |
| 4 permitted |
| 5 abolished |
| 6 has recently become/recently became |
| 7 has shown |
| 8 declared |
| 9 has also made |
| 10 became |
| 11 have appeared |
| 12 was |
| 13 have changed |

C

- Tell students to discuss the question in pairs and then report back. Go round the room and help where necessary. Insist on the use of the correct tense.
- With the whole class, get some examples from two or three pairs and write them up on the board, getting students to explain the tenses they use.

Skills: Managing meetings

This section looks at the language of managing (chairing) meetings.

A

- Tell students that they are going to work on the language of managing or chairing meetings.
- Ask them about their experiences of successful and unsuccessful meetings. Be tactful, especially if managers and the people who work under them are present in the same class!

B CD1.17

- Get students to look through the questions and clear up any difficulties.
- Play the recording two or three times and get students either to note down the answers or to call them out orally.

- | |
|---|
| 1 Smokers have been leaving cigarette ends outside the building. |
| 2 To allow smokers to smoke on the balcony outside the restaurant. |
| 3 Because non-smokers like to use the balcony to relax. |
| 4 To allow smokers to have a longer break in the morning so that they can go to the park for a cigarette. |
| 5 No. The decision is postponed. |

- Work on any remaining difficulties (e.g. *postponed*).

C  CD1.17

- Go through the expressions in the Useful language box.
- Then play the recording again once or twice and get students to tick the expressions that they hear.

The purpose of this meeting is ...

How do you feel about ...?

What do you think?

Could you let [Mitsuko] finish, please?

I think we should move on now.

To sum up, then ...

- Work on pronunciation and intonation of key expressions.

D

- Go through the role-play situation and explain any difficulties. Explain that students will be using the language of managing meetings to discuss the problems faced by the managers of a chain of clothing stores.
- Put students into threes or fours and get them to discuss the problems. (If there is not much time, allocate just a couple of problems to each group.)
- Go round the room and monitor the language being used. Note down strong points and points that need correction or improvement, especially in relation to the language used to manage meetings.
- When students have discussed the items, bring the class to order. Ask some of the groups to say briefly what their group decided in relation to the issues.
- Then praise the strong points that you heard and work on points that need correction or improvement, getting individual students to say the correct thing. Write up key points in your 'permanent' list at the side of the board.

➔ Resource bank: Speaking (page 177)

CASE STUDY

Acquiring Asia Entertainment

An international media group has to find ways to integrate the new Hong Kong-based company it has recently merged with. Students role-play managers from both companies who discuss the problems and propose solutions.

Background

- Get students to focus on the case study by looking through the information in the company profile.
- Write the headings on the left-hand side of this table and elicit information from students to complete the right-hand side.

Company	Decker Group
Based in	Sydney, Australia
Workforce	35,000
Turnover (= sales)	A\$4.6bn
Activities	Diversified media group with interests in broadcasting, entertainment and Internet services
Has merged with	Asia Entertainment
Merger or takeover?	Takeover by Decker of Asia Entertainment

- Stop at this point to work on numbers, especially *four point six billion Australian dollars* and to explain *diversified* – a diversified company is one with a lot of different interests, i.e. activities.
- Write the numbers 1 to 3 on the left-hand side of the following table and continue with the next part of the information gathering, getting students to express the information in their own words.

Reasons for Decker's acquisition

1	Decker wants to expand in a fast-growing new market, China.
2	It will use Asia Entertainment so that it can enter and grow in other Asian markets such as Singapore, Malaysia and Vietnam.
3	Decker is attracted by Asia Entertainment's successful online DVD viewing service.

- Work on the meaning of *presence* in this context. Relate the word to *present* – Decker is present in particular markets.

Comment

- Get students to 'develop' the comment section, in their own words.

For example:

Asia Entertainment (AE) seems to be a suitable company for Decker to buy because it's strong in the areas that Decker wants to develop.

However, there may be a clash between Australian and Chinese ways of doing things.

Scott Henderson, though fluent in Mandarin, may be seen by AE as an assertive outsider.

Interview with Scott Henderson CD1.18

- Reiterate that Scott Henderson is the new CEO of the combined company. Play the recording a couple of times and get students to express Scott Henderson's ideas in their own words.

For example:

The acquisition will benefit the group and boost earnings, although not immediately. Additional costs will be incurred at the beginning, but nothing's been decided about staff cuts. In the long term, they aim to expand the TV channels and import Australian films. He doesn't foresee ongoing problems with the cultural differences.

Problems

- Get students to read through the e-mail in pairs. Go round the room and help where necessary.
- With the whole class, quickly summarise the information in students' own words using the headings on the left below. (You could get individual students to come up to the board and complete different sections of the table, in note form where appropriate. Only use common abbreviations like *mgt.*)

E-mail to	Robert Crawford, a VP of Decker
E-mail from	Cindy Chow, HRD at AE
General problem	High staff turnover and low morale at AE.
Re-applying for positions	People at AE have to apply again for the jobs they already have – bad feeling between people, don't want to compete against each other.
Redundancies (= job losses)	All depts affected, but particularly HR and Sales. People there looking for new jobs. Not good for morale and performance.
Compensation	Low levels of compensation for people forced out of their jobs and no help to find new ones.
English	All staff to improve their English. No financial assistance.

Mgt style	<p>Change too fast – new IT system, Aus firms we know nothing about.</p> <p>Informal atmosphere, but we're not used to that.</p> <p>Food in restaurant too Western.</p> <p>Most of the mgt jobs have gone to Australians, not many Chinese in senior posts – unfair.</p> <p>Bad communications – no clear job descriptions or lines of responsibility.</p> <p>Loss of Chinese identity – new managers only interested in results.</p>
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- Work on any remaining difficulties.

Task

- Divide the class into fours or sixes – group A: two or three Australian managers, one of whom is Scott Henderson (tell them which one) and group B: two or three AE executives.
- Each group prepares separately for the meeting, going over the problems and thinking of solutions. Each group should make notes about what they are going to say at the meeting. Go round and assist where necessary.
- When the groups have prepared, get the two sides together. The student playing Scott Henderson should chair the meeting. Another student should take notes about the discussion. Tell students they should use as much meetings language as possible.
- Tell the groups to start their meetings. Go round the class and note down strong points and points that need correction or improvement. Make sure that the chair is including everyone in the discussion.
- Bring the class to order. Ask the note-taker in each group to report on what happened in their group and what they decided about each point.
- Praise some of the good language points that you heard, and work on half a dozen others that need improvement, getting individual students to say the correct thing.
- If there is time and interest, have a general class discussion about the issues. You could talk about the cultural and practical issues involved when a company is taken over by an overseas company. Point out that this sort of merger often fails, sometimes for the reasons your students have discussed in the case study.

One-to-one

Work on the background to bring out the key points in the tables.

Get the student to prepare one of the roles in Group A or Group B. You take the other.

Run the task. Monitor the language that you both use. After the activity, underline some of the key meetings language that you chose to use and that your student used correctly, and work on five or six points from what they said that needs improving.

If there is time and interest, do the role play again, swapping roles. Ask your student to pay particular attention to the corrections you made.

- You can also refer to the *Case study commentary* section of the DVD-ROM, where students can watch an interview with a consultant discussing the key issues raised by the case study.

Writing

- Get your students to write the action minutes from the meeting (about 150–200 words). Students could do this for homework or in pairs in class. (Make sure students understand these should be action minutes, not just minutes.)

➔ Resource bank: Writing (page 206)

➔ Writing file, page 129

Introduction

As this is probably the first Working across cultures unit that you are doing with students, explain what cultural awareness is – the idea that people should be aware of different attitudes, ways of behaving, taking decisions, using time, etc. that other cultures may have. See the Business brief on page 64 of this Teacher’s Resource Book for some key cultural issues.

This cultural awareness unit focuses on the language of social English and how to talk to people, especially people from other cultures, that you haven’t met before.

A

- Go through the questions quickly with the whole class and get students to discuss them in groups of four.
- Go round the class and assist where necessary. Make sure that every group member is participating actively.
- Bring the class to order. Get a student from each group to say what their ‘findings’ were. (Be tactful – students may well say that all of these things are difficult.)

B

- Again, go through the questions quickly with the whole class and get students to discuss them in groups of four, ranking the points from 1 to 6.
- Bring the class to order. Get a student from each group to say what their rankings were and what else came out of the discussion. (For example, they may say that there is a limit to the number of times one can ask *Are you saying ... ?* during a conversation without the other person getting irritated!)
- Ask individual students for their own preferences. For example, what do they think of watching English-language DVDs with the English subtitles switched on and then watching again with them switched off?

C

- Do this as a quick-fire whole-class activity. Students might suggest talking about which companies they come from, how they travelled to the conference, the speakers at the conference, the hotels they are staying in, etc. You could introduce the idea of ‘small talk’ – things that are easy to talk about, often in order to get to know people better. (It might be interesting to ask students if they think that the weather is a worthy subject of conversation in this context!)

D CD1.19

- Get students to look through the questions.
- Play the recording once or twice, depending on the general level of the class, and elicit the answers.

- 1 Antonio Silva, from Belo Horizonte, Brazil, and James Whitfield, from Atlanta, Georgia, US.
- 2 a, b, c, d, e, g

E CD1.19

- Get students to look at the questions and then listen to the recording again.
- With the whole class, elicit the answers.

- 1 Nice to meet you.
- 2

	Antonio	James
Type of company	office equipment	
Job title	Sales Manager	Systems Analyst
Company performance	not too good, redundancies and cost-cutting	sales up last quarter, but worried about the future
Flight	exhausting, stopped over in Los Angeles	long, turbulent, but food and service OK
Accommodation	in cheap hotel a few blocks away; not many facilities, couldn’t use business centre	staying with daughter downtown

- If necessary, explain and practise the pronunciation of *exhausting* and *turbulent*.

F  CD1.20

- Get students to look at the questions and then listen to the recording once or twice.
- With the whole class, elicit the answers.

- 1 a) Nancy Chen
b) Ludmila Poigina
c) Klaus Liebermann
- 2 Whether they've visited Seattle at all and which speakers are worth seeing.

G  CD1.20

- Get students to look through the extract and suggest what might go in the gaps before they hear the recording again.
- Play the recording, stopping at convenient points so that students can note the missing words.
- With the whole class, elicit the answers.

- 1 systems analyst
- 2 This is
- 3 sales manager
- 4 How do you do
- 5 Pleased to meet you
- 6 Managing Director
- 7 Frankfurt subsidiary
- 8 St Petersburg

- Point out that *How do you do?* is not a question (the expression in response to this is *How do you do* or *Pleased to meet you*) and in any case is now considered rather old-fashioned, especially among younger people.

H – I

- Do as a quick-fire whole-class activity, playing the recording again if necessary. Elicit the answers.

Exercise H

a) Nancy b) Ludmila c) James

Exercise I

David Broadus: has written a lot of books on information systems; a very stimulating speaker; obviously knowledgeable about his topic

Jerry Chin: expert on management software; shouldn't be missed

Task

- Go through the task with the whole class and make sure they understand it.
- Get each student to choose a role, without saying what it is. (It doesn't matter if two students in the same group have the same job – it might end up being one of the things they find they have in common!)

- Get students individually to prepare notes, as in section 3 of the task.
- Put students into groups of four. Get them to imagine that they are sitting round a table in a conference hotel bar or restaurant. Get them to talk to one of the other members of the group one-to-one and then, after a few minutes, get them to change, so they talk to a different person one-to-one.
- Go round the class to assist if necessary. Monitor the language being used but monitor also the cultural 'appropriateness' of the subjects that students are talking about.
- Bring the class to order. Ask some of the students what they found they had in common, if anything, with each of the two people that they spoke to.
- Praise five or six good language points that you heard. Then work on some language points that need correction or improvement. However, pay as much attention to issues of cultural appropriateness as to language – perhaps you heard things that might not have been appropriate at this 'small talk' stage of people getting to know each other.

This unit revises and reinforces some of the key language points from Units 1–3 and from *Working across cultures* 1. Links with those units are clearly shown. You can point out these links to your students.

1 Brands

Vocabulary

- This exercise recycles the vocabulary relating to brands.

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

Present simple and present continuous

- Students get further practice in the use of these two tenses.

1 loves	7 are trying
2 does	8 are not working
3 works	9 are attending
4 is gaining	10 knows
5 know	11 want
6 is spreading	12 believes

Skills

- This exercise recycles the vocabulary used for taking part in meetings.

1 views	5 How
2 opinion	6 see
3 Why	7 so
4 afraid	8 Perhaps

2 Travel

Talking about the future

- This exercise gives practice in the use of *will* and *going to*.

1 'll	3 're going to
2 's going to	4 'll

Skills

- Students get more practice of the language used to make arrangements over the telephone.

1 How	5 up
2 like	6 back
3 leave	7 sure
4 reason	8 Thanks

Writing

- This task gives practice in the writing of messages following telephone conversations.

3 Change

Vocabulary

- This exercise gives more practice in using vocabulary for describing change.

1 reassess (all three)
2 downsizes, downsizes, has downsized
3 update (all three)
4 deregulate (all three)
5 retrain (all three)

Past simple and present perfect

- Students get further practice in the use of these two tenses.

1 have your offices been 2 were you 3 was
4 decided 5 have you ever regretted 6 were
7 soon realised 8 has developed 9 have had
10 stood 11 have already increased
12 has remained 13 Have you had to
14 have not been

Cultures: Socialising

- These exercises provide further practice in small talk.

Exercise 1

1 Nice	5 journey
2 I'm	6 tiring
3 Where	7 staying
4 How	8 like

Exercise 2

1 How's business? / How's your business doing?
2 What do you do? / What's your job?
3 Have you seen / visited any of the city (yet)?
4 How did you come / travel / get to the conference?
5 Did you have any problems / difficulty finding the (conference) centre?
6 Where are you staying? / Which hotel are you staying at?
7 What's your room like?
8 Are there any talks you (particularly) want to go to? / Which speakers are you interested in?