1 ▶ Organisation

Unit overview

	CLASSWORK	FURTHER WORK
1.1 ▸ **A news organisation**	**Lead-in** Students look at vocabulary related to typical departments in a company and the roles of each department. **Video** Students watch a video featuring five employees from ITN, a British news organisation. The employees explain their roles and responsibilities, and how the organisation works. **Vocabulary** Students look at vocabulary related to roles and responsibilities in the workplace. **Project** Students roleplay showing someone around an organisation/ campus, putting the language from this lesson into practice.	**MyEnglishLab:** Teacher's resources: extra activities; Reading bank **Pronunciation bank:** p.114 Word stress **Teacher's book:** Resource bank Photocopiable 1.1 p.136 **Workbook:** p.4 Exercises 1 and 2
1.2 ▸ **Innovative organisations**	**Lead-in** Students discuss the differences, advantages and disadvantages of tall and flat organisational structures. **Listening** Students listen to a radio discussion with an organisation consultant, where she talks about tall and flat company structures, and their benefits and drawbacks. **Grammar** Students study and practise future forms. **Writing** Students practise using future forms by writing an email.	**MyEnglishLab:** Teacher's resources: extra activities **Grammar reference:** p.118 Future forms **Teacher's book:** Resource bank Photocopiable 1.2 p.137 **Workbook:** p.4 Exercise 3, p.5 Exercises 1–3, p.6 Exercises 1 and 2, p.7 Exercise 3
1.3 ▸ **Communication skills:** Managing first meetings	**Lead-in** Students think about being polite and building relationships in first meetings. **Video** Students watch a video about different ways to approach first meetings in the workplace. Two possible options are introduced, which students explore and discuss. **Reflection** Students think about different communication styles during first meetings and how they themselves approach first meetings. **Functional language** Students look at questions and answers that are commonly used when we meet people and help to develop a business relationship. **Task** Students practise the functional language from the lesson through a mingling activity.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank **Pronunciation bank:** p.114 Intonation and politeness **Workbook:** p.7 Exercise 1
1.4 ▸ **Business skills:** Small talk in first meetings	**Speaking** Students think about small talk in first meetings. **Listening** Students listen to an interview with a communication coach about using small talk to manage first meetings. **Functional language** Students look at useful language for managing small talk in first meetings. **Task** Students roleplay a first meeting with a visitor and practise making small talk.	**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank **Workbook:** p.7 Exercise 2
1.5 ▸ **Writing:** Emails – Organising information	**Lead-in** Students think about the organisation of an email and look at some useful phrases for different parts of an email. **Functional language** Students look at more useful phrases for the different parts of an email. **Task** Students write a reply to an invitation email.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank **Workbook:** p.8 Exercises 1–3
Business workshop 1 ▸ Office space	**Listening** Students listen to employees giving their views on their workspace. **Reading** Students read two texts about millennial-friendly workspaces. **Task** Students brainstorm, discuss and present their ideas for the design of a new office space.	**MyEnglishLab:** Teacher's resources: extra activities

Business brief

The main aim of this unit is to introduce students to the concept of **organisation**. An organisation is a group of people that operate together for a particular purpose. An organisation could be a company, a government department, a service like a hospital or a worldwide organisation like UNESCO or the World Health Organization. Note that all companies are organisations but not all organisations are companies.

The word *organisation* also refers to the way something is **structured**. For example, many companies are organised into departments. Each **department** performs certain **functions**, for example, the human resources department is responsible for recruiting people, providing training, promotion and discipline.

Each member of staff or employee in a company or organisation has a **role** and **responsibilities**. For example, 'Human Resources Director' is a role and that person's responsibilities include recruiting and training new employees. The operations of the various departments must be **coordinated** and teams work together.

We also think of 'organisation' in terms of the **shape** of a company. For example, some companies are **flat**, i.e. they do not have many layers and most of the employees have a similar status. There are usually only a small number of managers and often the manager will be hands-on and have direct contact with the staff.

Typically, **start-ups** are flat and small – a start-up may have only a few staff. Twitter, for example, started with four people. Smaller companies with a flat structure are thought to be more **innovative** and more adaptable. Staff are more directly involved in the decision-making process. However, smaller companies have less security and are often in danger of being bought by bigger companies. Career opportunities for staff can be limited.

Other companies are **tall**, i.e. there are lots of layers between the bottom and the top of the organisation. We also describe this kind of structure as **hierarchical**. Higher levels of management usually have limited direct contact with the staff, in many cases because the company is simply too big. Walmart, the American retail corporation, has about 2.3 million employees worldwide, so a large structure of **middle management** is required to run the various branches and departments in each country. Large companies have the advantage of providing employees with the opportunity for **promotion**, **training** and developing a career within the company. At the same time, large companies can be impersonal and make staff feel remote from the decision-making process.

It is important to note, however, that not all large companies are necessarily hierarchical or impersonal. Often the culture of the company will depend on the approach of the CEO, and these days some CEOs prefer to avoid the stereotype of a large company and continue to operate with the flexibility and speed of a smaller company, maintaining a flat decision-making process and keeping all members of staff involved.

Organisations and your students

It is important that students are aware of the different ways in which companies and organisations are structured. For students who are not yet working, understanding what kind of company they want to work for and the kind of role they want to take on will help them when they enter the job market. Working students will probably already be aware of their own company's structure but may need to develop a wider range of understanding about how other companies work and how businesses do not always conform to the small–large stereotypes.

Unit lead-in

Elicit a brief description of the main photo and then look at the quote with the class. Check that students understand *be your best* and give students 2 minutes to discuss in pairs or small groups: do they agree with the quote? Once students have discussed in their pairs/groups, you could broaden this into a class discussion.

1.1 ❯ A news organisation

GSE learning objectives

- Can understand a large part of a video on a work-related topic.
- Can describe what someone likes or dislikes about their job or workplace.
- Can use key words and phrases related to company structure, departments, jobs and duties.
- Can extract the meaning of unknown words from context if the topic discussed is familiar.
- Can write descriptions of familiar job roles and responsibilities.
- Can understand duties and responsibilities listed in job descriptions.
- Can describe job roles and responsibilities they would like in the future.
- Can provide a basic description of professional goals.
- Can make formal introductions in a professional or work-related situation.
- Can describe a range of jobs in their department or company.

Warm-up

Write the names of three organisations on the board that you think students will know (e.g. *Google, BMW, the World Wildlife Fund*). Ask students what the three names have in common (they are all organisations) and in what ways they are different (Google is a company that provides a service; BMW is a company that makes cars and motorcycles / sells products; the World Wildlife Fund is an organisation, not a company, that protects endangered species). Ask the class to think of more examples for each of the three groups (e.g. Facebook, Ferrari, the World Trade Organization).

Lead-in

Students look at vocabulary related to typical departments in a company and the role of each department.

1 Go through the words in the boxes before students begin and get them to check the meanings of any unknown words in a dictionary. Then put students in pairs and ask them to discuss question 1. Go round the class and help each pair where necessary. As feedback, elicit a description for each department from a pair, and a list of activities for that department. Encourage other pairs to add more details for each department. Do question 2 as a whole class. Give some ideas and clues if necessary (e.g. *This department looks after all the computers, online security, downloading software, etc.* (IT)). Finally, discuss question 3 as a whole class. Make sure students give reasons for their answers.

Possible answers

1 **Finance** is the part of an organisation that manages its money and cash flow. The business functions typically include planning, organising, auditing, accounting for and controlling its company's finances. It raises invoices and chases payment. The department also usually produces the company's financial statements.
Human resources is responsible for recruiting, interviewing and contracting workers. It may also handle employee relations, health and safety, payroll, benefits and training.
The **marketing department** is responsible for market research, promotional campaigns, brand promotion and brand image as well as customer relationship programmes such as social media management. Its main role is to increase revenue for the business.
Operations department's primary functions include the design and management of products, services and processes. It controls the supply chain. The operations department of a manufacturing company is in charge of making the products that a company sells and is therefore often called the production department instead. Performing quality assurance or audits are also functions of an operations department.
Production is the functional area responsible for making sure that raw materials are provided and made into finished goods effectively through a series of production processes.
Sales is the division of a business that is responsible for selling products or providing services such as after-sales customer services. The role of a sales department varies and different companies interpret 'sales' and 'marketing' in widely varying ways. In some companies sales may be part of the marketing department. In general the sales team works closely with the marketing department to plan promotion campaigns and sales strategies.
2 research and development, legal, logistics, customer service, IT
3 Students' own answers

Video

Students watch a video featuring five employees from ITN, a British news organisation. The employees explain their roles and responsibilities, and how the organisation works.

2A Discuss the questions with the class. If students answer *yes* to the first question, ask them which jobs they would like to do.

2B Check that students understand *stressful* and get them to give examples of things they find stressful in their lives. Ask them how working for a news organisation might be stressful. Do the same for *glamorous* and *interesting*.

Possible answers

a It's probably stressful because they have deadlines every day to produce news programmes.
b It could be glamorous if they meet and interview powerful and famous people.
c It is interesting in the sense that the world and the news is changing constantly and dramatic things can happen.

3A ▶ 1.1.1   Tell students they are going to watch a video about five people who work for ITN. You could pre-teach *hub*, *gather*, *deploy* and *bulletin*, which are used in the video and will help students answer the questions. Check that students understand the meaning of the jobs in the box, then play the video, twice if necessary, and get students to complete the task. Encourage students to listen just for the information they need to complete the task. Check answers with the class.

> **1** News Editor   **2** News Reporter   **3** Programme Director
> **4** Director of Human Resources   **5** Finance Supervisor

3B Discuss the question as a whole class, getting students to justify their answers.

> Arti Lukha and Nick Thatcher probably work closely together on a daily basis since she would pass the news to him to report on. Nick probably also works closely with John, who has to coordinate the news programmes.

4 ▶ 1.1.1   Explain to students that sentences 1–8 are spoken by the people in the video. Give students a few minutes to read the sentences and try to guess the missing words where possible. Then play the video again, pausing after each sentence where the gaps occur for students to complete the information. Check answers with the class.

> **1** roles   **2** coordinating   **3** reporter   **4** operator
> **5** teams   **6** conductor   **7** operational   **8** payments

5 Put students in pairs or small groups. Suggest they write the name of each person and *Likes most* and *Likes least* on the right to make a table and note down their ideas. Go round the class and monitor. Then check answers with the class, encouraging students to justify their answers.

Extra activities 1.1

A ▶ 1.1.1   This activity gives further practice of key vocabulary from the video. Ask students to complete it individually, then check answers with the class. Alternatively, you could play the video again for students to check their answers.

> **1** leading   **2** hub   **3** deploy   **4** covering   **5** bulletins
> **6** base   **7** ongoing   **8** broadcast live   **9** build-up
> **10** tightly   **11** behind the scenes   **12** billing

B Students could do this individually or in pairs.

> **1** behind the scenes   **2** base   **3** broadcast live
> **4** covering   **5** hub   **6** bulletins   **7** billing   **8** tightly
> **9** deploy   **10** leading   **11** ongoing   **12** build-up

Vocabulary: Roles and responsibilities

Students look at vocabulary related to roles and responsibilities in the workplace.

6 Explain that sentences 1–4 are used by the people in the video to talk about their jobs. Go through the words and phrases in the box with the class, then ask students to complete the exercise individually. During feedback, point out the verb form after *involves* and *responsible for* (*-ing*).

> **1** involves (If an activity or situation involves something, that thing is part of it or a result of it.)
> **2** lead (the position of having control of or responsibility for a group of people or an activity)
> **3** running (organising or being in charge of an activity, business, organisation or country)
> **4** make sure (check that something has been done)

7 You could ask students to do this exercise in pairs or get them to complete it individually and then check answers in pairs before class feedback. Encourage students to record the expressions in their notebooks.

> **1** to   **2** of   **3** with   **4** after   **5** of   **6** for   **7** of   **8** with

8 Tell students that this is an opportunity to practise the words and phrases from Exercises 6 and 7, and get them to complete the texts individually or in pairs. Check answers with the class.

> **1** lead   **2** involves   **3** charge   **4** report   **5** care
> **6** responsible   **7** coordinate/work   **8** sure

9 Put students in pairs. Depending on whether your students are in work or not, ask them to describe either their own job, a job they would like to do or a job from the box. You may want to go through the job titles in the box as a class before students begin, to check that they understand the meanings. Go round monitoring, and help students with any extra vocabulary they may need.

Extra activities 1.1

C Explain to students that this activity will help them check their vocabulary from this lesson, and get them to complete it individually as a quick vocabulary quiz. You could get them to compare answers in pairs before checking answers with the class.

> **1** look after   **2** report   **3** involves   **4** charge
> **5** closely   **6** head   **7** lead   **8** Running

Warm-up

Check that students can identify the number of syllables in a word. Write *vacation* on the board and ask the class how many syllables it has (three). Ask students to break the word up into the three syllables: *va-ca-tion*. Now ask students to identify which syllable is stressed (the second syllable, *ca*).
Get students to read the explanation in the box. Check they understand by getting a few students to pronounce *photographer* correctly. Model its pronunciation if necessary. Finally, ask a student to come up to the board and mark the pronunciation pattern for *vacation* (oOo).

1 Put students in pairs for this activity. Do *advertising* as an example with the class, then give pairs 3–4 minutes to categorise the rest of the words in the box.

2 🔊 P1.01 Play the recording for students to check their answers. Then play the recording a second time for students to listen and repeat. You could drill the words chorally first, then individually.

> **1** Oo: programme, website
> **2** Ooo: manager, marketing
> **3** Oooo: advertising, operator
> **4** oO: involves, report
> **5** oOo: director, resources
> **6** oOoo: coordinate, responsible

3 Put students into pairs. Make sure each pair has one large coin and three small coins. Alternatively, you could use paper circle cut-outs. Do an example with a stronger student: put coins/circles into one of the patterns (e.g. Oo) for the student to say a word from Exercise 1 with this stress pattern (e.g. *website*). Then ask him/her to use this word in a sentence. Students then practise in their pairs. Monitor and make a note of any errors/points to highlight during feedback.

Project: Showing someone around

Students roleplay showing someone around an organisation/ campus, putting the language from this lesson into practice.

10A Put students in pairs or small groups and explain the situation. Working students are going to show a new member of staff around their organisation. Students who are not yet working are going to show a new/overseas student around their campus. Go through the bullet points so students are clear about what they need to decide, and give students some time to prepare for their roleplays. Encourage them to make notes, and to also think about questions they could ask the three people they are being introduced to. Depending on your class size, you could put students into larger groups, and ask them to also assign roles for the people who are being introduced.

10B Students roleplay the situation. Depending on your teaching situation and the time available, students could do their roleplays in the classroom or you could get them to physically walk around the building, showing their partner(s) around. Monitor and note down any errors or points to highlight during class feedback.

MyEnglishLab: Teacher's resources: extra activities; Reading bank
Pronunciation bank: p.114 Word stress
Teacher's book: Resource bank Photocopiable 1.1 p.136
Workbook: p.4 Exercises 1 and 2

1.2 ❯ Innovative organisations

GSE learning objectives

- Can compare the advantages and disadvantages of different types of company structure.
- Can understand charts and visual interpretations of company structure.
- Can understand the key points of a radio programme on a work-related topic.
- Can express opinions and attitudes using a range of basic expressions and sentences.
- Can use a range of future forms to talk about intentions, plans and predictions.
- Can write an email giving some detail of work-related news and events.

Warm-up

Write on the board: *small companies vs. large companies*. Put students in small groups and ask them to think about and discuss the differences and the advantages/ disadvantages of each. To help them, you could write prompts on the board of different aspects to think about (e.g. *structure? number of employees? layers of management? security? career opportunities? training? contact between management and staff?*). You could also ask them to discuss whether they would prefer to work for a smaller or larger company. Give students 4–6 minutes to share their ideas. Once students have discussed in their groups, you could broaden this into a class discussion.

Lead-in

Students discuss the differences, advantages and disadvantages of tall and flat organisational structures.

1 Ask students to look at the two organisational structures and describe the main differences. Ask a few questions to check that students understand the difference between the two structures, e.g. *Who is the person at the top of each structure? How many layers are there in each structure?* Then discuss the question as a whole class. You could put students' ideas on the board into a table with two columns (*Advantages* and *Disadvantages*) and two rows (*Tall organisation* and *Flat organisation*). This will allow you to come back to the list when students do Exercises 2B and 7.

2A Students could do this individually or in pairs, using their dictionaries if necessary.

> **1** promotion **2** innovative **3** hierarchy **4** bureaucracy
> **5** centralised **6** decentralised

2B Put students in pairs and give them 2–3 minutes to discuss the question. Go round the class and help pairs where necessary by asking questions, e.g. *Which structure is more complicated / involves more communication, emails, meetings, etc.?* Then refer students to page 126 and give them another 2–3 minutes to read the information and compare their answers. As feedback, ask students if they disagree with any of the criticisms in the descriptions.

Listening

Students listen to a radio discussion with an organisation consultant, where she talks about tall and flat company structures, and their benefits and drawbacks.

3 Put students in pairs and ask them to look at the company profiles and discuss the questions. If your students have access to the internet, you could ask them to find out more information about each company (e.g. its history, what sort of products it makes, where it is based). Invite a few students to share their ideas with the class, but do not confirm answers yet.

> *Notes*
>
> W. L. Gore was founded in 1958 and is based in Delaware, USA. It specialises in products derived from fluoropolymers and is best known for the fabric Gore-Tex.
>
> Zappos is an online shoe and clothing store, founded in 1999 and based in Las Vegas, USA. In 2009, Amazon.com Inc. acquired Zappos for about $1.2 billion, but lets it operate as an autonomous subsidiary.

4 🔊 1.01 Tell students that they are going to listen to an organisation consultant talk about the two companies. Play the recording for them to check their answers to Exercise 3.

> W. L. Gore started out as a company with a flat structure in the 1950s. Zappos changed to a flatter structure two years ago.

5 🔊 1.01 Ask students to read the sentences and see if they can answer any of the questions from memory. Then play the recording, twice if necessary, for them to complete the activity. Check answers with the class.

> **1** F (Organisations with tall structures can be slow to change and innovate.)
> **2** F (in the 1950s)
> **3** T
> **4** T
> **5** T
> **6** F (The CEO of Zappos says the transition will take two to five years to complete.)

6 Give students 3–4 minutes to complete the activity, individually or in pairs. If necessary, play the recording again. During feedback, you could get students to explain their answers using the audioscript on page 146 (e.g. *I think Janet Wood is critical of hierarchies because she says '… this traditional pyramid hierarchy has many problems'.*).

> **1** a **2** b **3** b **4** c

7 Put students in pairs. Remind them of the list of advantages and disadvantages of tall and flat companies they discussed in Exercise 2. When students have had enough time to discuss the question in pairs, have a whole-class discussion. You could also take a class poll on who would prefer to work for a tall or flat organisation.

> *Notes*
>
> A lot will depend on each student's personality. Some people will enjoy the creative freedom of the boss-free environment. They'll feel more engaged and empowered. Some will not be happy in an organisation that does not offer a clear career path, and will be concerned about how to get promotion and pay rises. (See Zappo's voluntary redundancy scheme.)
>
> Completely manager-free companies are the extreme version of a more general recent trend to flatten out management hierarchies. In flatter hierarchies the remaining managers can have much more responsibility and work.

> **Extra activities 1.2**
>
> **A** 🔊 Ext 1.01 Students could do this individually or in pairs, using a dictionary if necessary. Give them 3–5 minutes to complete the exercise, then play the recording for them to check their answers.
>
> > **1** decision-making **2** bureaucratic **3** successful
> > **4** fabric **5** organisational chart **6** job title
> > **7** delegated **8** join

Grammar: Future forms: Present Simple, Present Continuous and *be going to*

Students study and practise future forms.

8A You could do this as a quick whole-class exercise, checking answers as you go along. Check that students understand the difference between *intention* and *arrangement*.

> **1** a **2** d **3** b **4** c

8B Refer students to the Grammar reference on page 118. Check that they understand the explanations and clarify any points as necessary. Then give them 2 minutes to match the future forms with the examples. Check answers with the class.

> **1** *be* + *going to* + infinitive **2** Present Simple
> **3** Present Continuous **4** *be* + *going to* + infinitive

9 Get students to do the exercise individually. Make it clear that there is more than one answer to some questions and remind students that they can refer to page 118. Go round the class and help where necessary. When students have finished, get them to check their answers in pairs. Monitor again and if there are any points that are still causing problems, go through them with the class during feedback.

> **1** a – scheduled event
> **2** c – personal intention
> **3** b – plan/arrangement with the client (Option c is also possible if viewed as an intention and the speaker doesn't have a fixed arrangement with the client.)
> **4** c – personal intention
> **5** b – plan/arrangement with the friends (As in question 3, option c is also possible if viewed as an intention and the speaker doesn't have a fixed arrangement with his/her friends.)
> **6** c – prediction
> **7** a – scheduled event
> **8** c – The speaker is asking for a prediction.

10A Tell students to work individually and, again, clarify that there may be more than one possible answer to some questions. Remind students to use contractions where possible. Do not confirm answers at this stage.

10B 🔊 1.02 Play the recording and ask students to check if they have used the same future forms as the speakers. Then play the recording a second time, pausing after each line of the conversation. Ask students to explain each answer and discuss any answers that are different from theirs. If time allows, you could put students in pairs and ask them to practise the conversation.

> **1** does the department meeting start – scheduled event
> **2** 'm going to be – prediction
> **3** Are you going to be – prediction
> **4** 'm giving – plan/arrangement
> **5** 's going to be – prediction
> **6** 're moving – plan/arrangement
> **7** 'm not going to tell – personal intention
> **8** 'm going to sit – personal intention

Extra activities 1.2

B This activity gives further practice of future forms. Get students to complete the exercise individually and then check their answers in pairs before checking with the class. During feedback, ask students to explain their answers.

> **1** going to have (prediction)
> **2** are you doing (question about a plan/arrangement, i.e. the exam)
> **3** are meeting (plan/arrangement)
> **4** going to rain (prediction)
> **5** closes (scheduled event)
> **6** going to look (personal intention)
> **7** doesn't finish (scheduled event)
> **8** going to ask (personal intention)

Writing

Students practise using future forms by writing an email.

11 Go through the task with students. Brainstorm ideas as a whole class and write students' ideas for each bullet point on the board (e.g. *a holiday in Japan, flying and taking bullet train; old-fashioned Japanese inn; may be hot; visit temples in Kyoto*). As the email is quite short, this exercise could be done in class. This gives you an opportunity to go round the class and give students individual advice and feedback.

> **Model answer**
>
> Hello Paul,
>
> Guess what! We're going to Madrid for a long weekend in December. We're taking the high-speed train from Barcelona on Thursday 1st and coming back home the following Monday. I expect it's going to be cold there at this time of year but I don't mind. There's so much to see and do in Madrid.
>
> The train gets to the city at 11 a.m., so we're going to leave our bags at the hotel and then explore. On Saturday we're going to the Renoir exhibition. I've booked tickets for that. We're staying right in the centre and it's going to be easy to walk to lots of interesting places.
>
> Write soon and tell me your news.
>
> Best wishes,
> Caroline

MyEnglishLab: Teacher's resources: extra activities

Grammar reference: p.118 Future forms

Teacher's book: Resource bank Photocopiable 1.2 p.137

Workbook: p.4 Exercise 3, p.5 Exercises 1–3, p.6 Exercises 1 and 2, p.7 Exercise 3

1.3 ❯ Communication skills
Managing first meetings

GSE learning objectives

- Can make simple recommendations for a course of action in familar everyday situations.
- Can extract key details from conversations between colleagues about familiar topics.
- Can initiate, maintain and close simple, face-to-face conversations on familiar topics.
- Can make formal introductions in a professional or work-related situation.

Warm-up

Write on the board: *First meetings: creating a good first impression.* Put students in pairs or small groups and ask them to think about what might help them make a good impression when they first meet someone. You could limit this to a business context and ask students to think about a first meeting with a particular person (e.g. a new colleague, a potential employer). Give students 3–4 minutes to discuss in their pairs/groups, then elicit ideas from different students and list them on the board. You could then discuss the list on the board as a whole class.

Lead-in

Students think about being polite and building relationships in first meetings.

1 Tell students they are going to look at how we behave when we meet people for the first time and also at how we approach business relationships. Put students in pairs and ask them to discuss the questions. Tell them that it is important that they think about other cultures as well as their own. Encourage them to think of the different situations in which we meet people (at work, socially, in other countries, etc.). They should also think about verbal communication (what we say) and non-verbal communication (how we behave, our gestures, body language, etc.). Once students have discussed in their pairs, you could broaden this into a class discussion.

> **Possible answers**
>
> **1** In different cultures and between individuals, there is often a significant variation in what people say and do during first meetings. For example, in some cultures, it may be polite to ask lots of questions and to show curiosity. In other cultures, it may be more respectful to be silent or say very little. For body language, handshakes are expected in some contexts; in others, a kiss and hug may be typical; in others, it may be appropriate to bow.
> **2** Many differences exist with both verbal and non-verbal behaviour, and practices such as gift-giving, types of clothing worn, where the relationship is built (at home or in a restaurant), etc.
> **3** This is an important question as there are significant differences here across cultures and personalities in terms of which comes first; in many cultures, for example, it is impossible to do business until a relationship and a level of trust has been established. In addition, there are different expectations about how long to spend on relationship-building and how deep and trustful the relationship must be before you can do business together.

Video

Students watch a video about different ways to approach first meetings in the workplace. Two possible options are introduced, which students explore and discuss.

2A ▶ 1.3.1   In the first sequence, two people who work for the same company, Matt and Stefanie, meet for the first time. Stefanie is visiting Matt's office. Matt has two options: to focus on developing a good relationship or to focus on work, and students are asked to think about and discuss which option is best. Explain to students that they are going to watch a short video about two businesspeople who are going to meet each other for the first time. Give them a minute to read questions 1–3 and then play the video. Check answers with the class.

> **1** Stefanie works in Germany (Cologne), and a little in Switzerland. Matt works in London.
> **2** Matt heads the UK operations. Stefanie is the manager of the German office.
> **3** Matt is the project lead. Stefanie will provide all technical support.

2B ▶ 1.3.1   Go through the adjectives in the box with students and check that they understand the meanings. Ask students if they remember which adjectives Matt and Stefanie used to talk about themselves. Go through the rubric and play the video for students to match the adjectives with the speakers. Check answers with the class. You could play the second part of the video again, asking students to note down what other words the other speakers use to describe Stefanie (see answer key below).

> **M:** open, flexible, informal
> **S:** efficient, effective, organised, work-focused
> **Other speakers:** work-focused, rude
> **Not used:** friendly, polite, professional, quiet
>
> (other words the speakers use to describe Stefanie: excellent, demanding, gets results, good person to have on a team)

2C Discuss the question with the whole class. Encourage students to give reasons based on the video and also to use some of the adjectives in Exercise 2B.

> **Possible answer**
>
> It's difficult to predict how they will work together. They are similar in important ways, e.g. both are work-focused and want to be polite and manage relationships with others effectively. But Matt's fun and more informal approach contrasts with Stefanie's more serious style, which might make it difficult for them to cooperate.

3A Explain to the class the idea of Matt having two options when he meets Stefanie and go through the details of options A and B with the class. Make it clear to students that they can choose which option they want to see first. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B ▶ 1.3.2   ▶ 1.3.3   Tell the class to answer the questions for Option A or B depending on their choice, and play the video. You could ask students to discuss the questions in their groups first (the same groups they worked in for Exercise 3A), and then check answers as a class. Do the same for the second video.

> **Possible answers**
> **Option A**
> **1** with first name only (Matt)
> **2** showing the office and meeting people – because it's important to build a relationship to work well together
> **3** In this meeting Matt focuses on relationships first. He tries to be informal, friendly and positive, and wants Stefanie to meet the team in the office. Matt believes it is important to build relationships as a basis for a project's success. His approach is unclear and confusing to Stefanie at the beginning. However, the result is positive as Matt convinces Stefanie of the importance of strong relationships, and she makes the decision to stay in London to help drive the project.

Option B
1 with first name (Matt), surname (Farnham) and job title (Head of Operations)
2 because Stefanie only has two hours and there are a few issues he would like to discuss
3 In this meeting Matt focuses on the project work. Stefanie is comfortable with this approach and the meeting allows them to discuss important topics for the project. However, Matt is unclear at the end of the meeting if Stefanie is the right person for the project because he has left no time to get to know her, and he will now have to wait a long time before he meets her again.

4 Put students into pairs and give them 3–4 minutes to discuss the questions. Encourage them to think about the speakers' reactions and how each communication style affected the outcome of the meeting. Once students have discussed this in their pairs, open this up into a class discussion. Encourage students to make notes, which they can use in Exercise 5.

Possible answers
1 In Option A, Matt was very relationship-focused, asked lots of questions, and wanted to introduce Stefanie to people to build relationships. In Option B, Matt stayed more task-focused to be polite and tried to get down to business immediately.
2 In Option A, Stefanie seemed uncomfortable during her time with Matt and his team. She said she found it 'unclear and confusing' to focus on relationships rather than work. However, at the end she says she can see the benefit of strong relationships and plans to move to London to get to know the team better. In Option B, the focus on work issues suits Stefanie and she leaves feeling positive. Matt sees that Stefanie is good at her job, but seems frustrated that he didn't get to know her better as a person.

5 ▶ 1.3.4 Students should do this in the same pairs as in Exercise 4. Explain that they are going to watch the last section of the video, where the speaker is commenting on the different communication styles they looked at in Options A and B. Play the video and give students 3–4 minutes to discuss and make notes, then discuss the questions as a whole class. Make sure students give reasons for their answers to question 3.

1 Students' own answers
2 1 Know your own communication style.
  2 Understand the communication style of the other person.
  3 Decide on the best communication style to manage the meeting and have a positive impact on the other person.
3 Students' own answers

Reflection

Students think about different communication styles during first meetings and how they themselves approach first meetings.

6 Allow students to work individually on this so that they can reflect on their own preferences and ideas. Ask them to think of their own answers to the questions and to make notes. Then put students in pairs to discuss and compare their answers. Check answers with the class.

Functional language: Greetings, introductions and goodbyes

Students look at questions and answers that are commonly used when we meet people and help to develop a business relationship.

7 Explain to students that this activity highlights expressions that we use when we meet people for the first time. Go through the table with the class, and then ask students to complete it with phrases 1–8. You could get students to compare answers in pairs before checking with the class.

Meeting and greeting: 2, 6, 8
Introducing people: 3, 4
Saying goodbye: 1, 5, 7

8A Explain that sentences a–e are the visitor's responses to what Suzanne, the host, says (sentences 1–5), and that students need to match them in order to form a dialogue. Check answers with the class. You could ask students to practise reading the dialogue, while you go round monitoring, checking their pronunciation and intonation. However, do not focus on pronunciation/intonation in detail at this stage; this will be the focus of the pronunciation bank activities.

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

8B Put students in pairs for this activity. Point out that they should use phrases from the table in Exercise 7, and that their dialogue can follow the same pattern as the one in Exercise 8A. Give students time to prepare and roleplay their dialogues while you go round monitoring and helping where necessary. If time allows, invite a few pairs to act out their dialogues to the class.

8C Join pairs together into groups of four and go through the rubric with the class. Encourage students to develop the conversation, ask questions and be natural. The conversations should finish with students saying goodbye and giving a reason for leaving. Before students begin, you could brainstorm a few reasons for leaving (e.g. *have to take a phone call, have an appointment / a meeting, must talk to another person*). Allow enough time for students to prepare and roleplay their conversations. If time allows, you could ask each group to roleplay a second dialogue, so that both hosts in each group get to introduce their visitors. Again, you could invite a few groups to act out their conversations to the class. During class feedback, highlight any points/errors you noted while monitoring.

Model dialogue
A: Guys, this is Suzanne Jones.
C: Hi, Suzanne.
D: Nice to see you again.
A: Do you know Suzanne?
D: Yes, we met in Paris last year.
B: Hello, Tom. How's it going?
D: Very well, thanks.
C: Excuse me. I must go to a meeting.
B: Have a good meeting.

Extra activities 1.3

A This activity gives further practice of useful language for managing first meetings. You could do it as a whole class, checking answers as you go, or ask students to do it individually and compare their answers in pairs before checking with the class.

> 1 How's it ~~doing~~ going?
> 2 Thank you for ~~going~~ coming today.
> 3 Did you have a good ~~travel~~ trip?
> 4 Good to finally ~~know~~ meet you in person.
> 5 Have you ~~known~~ met Stephanie before?
> 6 ~~Take~~ Have a good trip home.
> 7 Let's go ~~to~~ and have lunch.
> 8 Lovely to see you ~~more~~ again.
> 9 Sorry ~~for~~ to leave so soon.
> 10 Alistair, ~~she~~ this is Stephanie.

➤ Pronunciation bank
p.114: Intonation and politeness

Warm-up

Write on the board: *What do you do exactly?* Turn to a student and ask him/her the question, using flat, uninterested intonation. Then turn to another student and ask the same question using rising, interested intonation. Ask the class what they think the difference is between the two versions. Elicit or explain that there is a wider range of intonation in the 'interested' version, and stronger stress on individual words. Get students to read the explanation in the box, and point out the importance of intonation when asking questions: incorrect intonation may result in misunderstandings or listeners even taking offence!

1 🔊 P1.02 Explain that students will hear two versions of each of the three questions: one sounding polite and interested and one sounding impolite and uninterested. Play the recording for students to identify the intonation patterns, and check answers with the class.

> 1 A polite and interested; B impolite and uninterested
> 2 A polite and interested; B impolite and uninterested
> 3 A impolite and uninterested; B polite and interested

2 🔊 P1.03 Explain that this time students will only hear the polite and interested version of each question. Play the recording for students to mark the stressed words, and get them to check answers in pairs before checking with the class. Then play the recording a second time, pausing after each question for students to repeat.

> 1 Are you very <u>busy</u> at the moment?
> 2 Where are you <u>based</u>?
> 3 Do you travel a <u>lot</u> for work?

3 Put students in pairs and explain the activity. With weaker classes, you could do an example with a stronger student. Give students 3–4 minutes to practise in their pairs. Go round monitoring and help, correct or model as necessary. As a round-up, you could ask students if intonation for sounding polite and interested is used in the same way / is also important in their language.

Task

Students practise the functional language from the lesson through a mingling activity.

9A With the whole class, choose an industry from the box and write it on the board (e.g. *architecture*). Elicit a fictional company name (e.g. *DPE Architects*), a job title (e.g. *Head of Planning*), and a (fictional) location for the company (e.g. *Helby, UK*). Put students in pairs and ask them to choose an industry and do the same. Explain that they will use these details in a roleplay in the next stage.

9B Explain the scenario and make sure students have a pen and paper to make a note of any useful contacts they find. They should stand up, mingle and try to speak to different people at the public event. Each time, they should introduce themselves and their colleague, ask about the other person, start some small talk and finally say goodbye, having made a note of the person's name if they wish to. During the activity, monitor and make note of any errors students make with the functional language for this lesson to highlight later.

9C Get students to feed back to the rest of the class on people they met and contacts they think are useful. Encourage students to give as much detail as possible.

9D In the same pairs, students reflect on and discuss the roleplay: which phrases from Exercise 7 they used and any difficulties they had in communicating. As feedback, get students to share their ideas with the class and highlight any errors you noted during the roleplay. Round off the task by asking how students will handle first meetings in the future. You could get them to write three action points starting *In future first meetings I will …*

MyEnglishLab: Teacher's resources: extra activities; Interactive video activities; Functional language bank
Pronunciation bank: p.114 Intonation and politeness
Workbook: p.7 Exercise 1

1.4 › Business skills
Small talk in first meetings

Warm-up

Write the following questions on the board: *When was the last time you met someone for the first time? What questions did you ask him/her? What questions did he/she ask you? How did you feel about being asked those questions?* Put students in pairs or small groups and give them 3–4 minutes to discuss. Once students have discussed in their pairs/groups, ask different students to share their answers with the class. Try to elicit/pre-teach *small talk*.

Lead-in

Students think about small talk in first meetings.

1 Put students into pairs and give them 3–4 minutes to discuss the questions. Then discuss as a class. Ask students for some examples of small talk and put them on the board (e.g. *How was your journey? It's hot/freezing today, isn't it?*).

Possible answers
1 Small talk is a form of polite conversation which people use in first meetings and informal moments or between discussions of more serious topics.
2 When meeting in business, it is typical to ask questions about travel to the meeting place, to offer a drink, etc.
3 Asking questions puts some pressure on your counterpart to answer, which may be stressful. Additionally, some people may feel that asking too many questions, especially on personal topics, is impolite.

Listening

Students listen to an interview with a communication coach about using small talk to manage first meetings.

2A 🔊 1.03 Tell students that they are going to listen to an interview with a communication coach about small talk and the importance of getting to know people in a business context. You could ask students to think of possible answers to the questions before they listen. Play the recording and discuss the answers as a class.

1 People are strangers; they don't know each other and they (often) have to communicate in a foreign language.
2 You learn about the other person and so can build a relationship.
3 Short, simple, starter questions with follow-up questions. They allow an easy answer, they're not too personal, they can quickly break the ice and get the conversation flowing.
4 Ask about work responsibilities and the organisation behind the person; on a personal note, travel is a good topic.

2B 🔊 1.03 Give students time to read the questions, then play the recording again. If necessary, pause at key points to allow students enough time to note down their answers. Check answers with the class.

1 Silence in some cultures is a way to signal respect, but she thinks silence slows down the process of getting to know another person.
2 The content of some questions doesn't matter, but the questions do help to break the ice and get the conversation flowing.
3 You trust people you know well. Questions help you get to know a person and so are essential to trust-building.

2C Put students in pairs to discuss the questions, then discuss as a whole class.

Possible answers
1 People from different backgrounds respond to questions in very different ways – some more positively and some less positively. Some will feel engaged; others might feel the questions are impolite in some way. At work and in life generally, we need to ask questions which are right for the other person if we want to motivate them to have a conversation. The challenge is to find out which questions motivate others. This is often a process of trial and error.
2 Conversations can be easier if both people have something to say about a topic which they know.
3 Conversations need many things to be successful. Fundamentally, people must bring a positive attitude – to want to talk – to the conversation. Finding topics which both people are interested in will motivate interaction. Finally, balancing participation – letting people talk and listen in silence – in a way which is comfortable for everyone is important.

3A 🔊 1.04 Check that students understand the statements, then play the recording. You could get students to compare answers in pairs before checking with the class.

1 T
2 F (It's her second visit.)
3 F (She works 20 percent in Geneva.)
4 T
5 F (Paul is leading the project.)

3B 1.04 Go through the list of tips with students and ask them if they can remember Paul using any of these tips when he greets Eva. Then play the recording again for students to check their answers. With students who are working, you could ask them if they ever do any of the things on the list in first meetings.

> b, c, d, e, g, h, i, j, k

3C You could ask students to discuss the question in pairs or groups and then broaden this into a class discussion. Make sure students justify their answers.

> Paul handles the meeting well as Eva responds positively to his questions and general style of first meeting.

Functional language: Asking and answering questions in first meetings

Students look at useful language for managing small talk in first meetings.

4A Check that students understand the headings in the table before they begin. Explain that these are questions from the recording and refer them to the audioscript on page 146 if necessary. You could do this as a whole class, checking answers as you go along, or ask students to complete it individually and check answers in pairs before checking with the class.

> **1** take   **2** offer   **3** have   **4** time   **5** work   **6** join
> **7** report   **8** free

4B Again, this could be done as a whole class: nominate a student to read a question from Exercise 4A at random and then ask another student to find the matching answer in Exercise 4B. Alternatively, get students to do this individually and then check answers with the class.

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

Extra activities 1.4

A/B These activities provide further practice and consolidation of the functional language from this lesson. Ask students to complete both exercises individually and get them to compare answers in pairs before checking with the class.

> **A 1** e   **2** d   **3** a   **4** f   **5** c   **6** b
> **B 1** My flight was delayed for two hours.
>   **2** The taxi driver couldn't find the office.
>   **3** My battery was flat so I couldn't call you.
>   **4** I think I left my laptop on the train.
>   **5** The hotel couldn't find the booking you made for me.
>   **6** I need to buy some clothes because my luggage didn't arrive.

Task

Students roleplay a first meeting with a visitor and practise making small talk.

5A Put students in groups of three and explain the task. There are three roles: a host, a visitor and an observer, and three scenarios so that each student has the opportunity to play each role once. Allocate roles A, B and C and refer each student to the relevant page for their role card. If you don't have the right number of students, give priority to having A and B roles. Explain that the observers can take notes while listening. Clarify that students will roleplay each scenario separately, and that each student will take the role of host, observer and visitor once.

5B Follow these steps for each scenario: give students time to read their cards and ask you questions if anything is not clear, and allow 4–6 minutes' preparation time. Set a time limit for the roleplay. During the activity, go round monitoring, but only help out if a group or student is struggling. It is important that students learn to deal with silences and not being sure about what to say.

5C Keep students in the same groups. It is now the observers' role to give feedback to the other two students. Try to keep in the background at this stage. Students A and B should also talk about their performance and their opinions about how to manage a first-time meeting. You could do a whole-class round-up at the end if you feel that it would be useful. It is often good for students to hear the opinions of others, to get a balanced perspective on their own performance and an objective view of the task as a whole.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank
Workbook: p.7 Exercise 2

1.5 > Writing
Emails – Organising information

GSE learning objectives

- Can understand standard emails on work-related topics.
- Can organise a work-related email to emphasise the main point.
- Can reply to a work-related email confirming arrangements.
- Can tell when to use the Present Simple and when to use the Present Continuous.

Warm-up

Do this quick warm-up activity to help familiarise students with the organisation and different parts of an email. Write the parts of an email in random order on the board (given in the correct order here): *subject line, greeting/opening, reason for writing, details / main body, concluding, closing, signature*. Put students in pairs and ask them to put the parts in the correct order. List them in the correct order on the board, and leave the list on the board for students to refer to during the lesson.

Lead-in

Students think about the organisation of an email and look at some useful phrases for different parts of an email.

1 Check that students understand *induction day* before they begin, then ask them to do this individually. Get them to compare their answers in pairs before checking with the class.

> **1** Dear Jill   **2** Just a quick email to let you know
> **3** Firstly   **4** Then   **5** After   **6** feel free to call me if you have any questions   **7** All the best

Functional language

Students look at more useful phrases for the different parts of an email.

2A If you did the warm-up activity above, go straight into the task. Otherwise, check that students understand the headings in the table and briefly discuss the organisation / different parts of the email. Ask students to complete the exercise individually or in pairs, then check answers with the class. For this and the next exercise, you could copy the table onto the board and invite different students to come up and write the answers in the correct column.

> See phrases in italics in answer key to Exercise 2B below.

2B Before students begin, you could go through the phrases in the box with the class or let students check any words they don't know in a dictionary (e.g. *further to*, *confirm*, *hesitate*). Elicit or explain when *Dear Sir/Madam* is used (when we don't know the name of the person we are writing to).

Greeting/ Opening	*Dear Jill* Dear Sir/Madam, Good morning Jacques Hello/Hi George
Reason for writing	*Just a quick email to let you know …* I'm writing to inform you that … Further to our conversation, I confirm that … Thank you for your email.
Ordering information	*Firstly,* *Then,* *After,* Finally, Thirdly,
Concluding email	*Feel free to call me if you have any questions.* Hope to hear from you soon. I look forward to hearing from you. Please do not hesitate to contact me if you have any questions.
Closing	*All the best,* Yours, Kind regards, Regards, Yours sincerely,

Extra activities 1.5

A This activity gives further practice of useful phrases for the different parts of an email. Ask students to complete it individually and then get them to check answers in pairs before checking with the class.

> **1** Dear   **2** for   **3** Further   **4** confirm   **5** Firstly
> **6** that   **7** Finally   **8** hesitate   **9** seeing   **10** regards

Optional grammar work

The email in Exercise 1 contains examples of the Present Simple and Present Continuous, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 118 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write a reply to an invitation email.

3A Put students in pairs and refer them to the information on page 126. Explain that they will be using this information to reply to Greg's email, and check that they understand *re* (= about, on the subject of) in e. If you did the warm-up activity, you could refer students to the list on the board to help them. Check answers with the class.

> **Possible answers**
> **1** e   **2** d   **3** g   **4** a   **5** c   **6** b   **7** f

3B Set a time limit for the writing task and remind students to use the information from Exercise 3A and phrases from Exercises 2A and 2B. Students can write their emails individually and then come back together for Exercise 3C. Alternatively, they can write their emails in pairs and then work with a different partner for Exercise 3C.

> **Model answer**
> Dear Greg,
>
> Thank you for your email about the induction day next week, which I am very keen to attend.
>
> Unfortunately, I am unable to attend on Thursday as I'm going to an important conference with the Finance Manager and will be away from the office all day. Therefore, I hope that it will be alright for me to have the induction day on Friday. However, I may be slightly late in the morning on Friday as I have a dentist's appointment at 8.30 a.m.
>
> I look forward to hearing from you.
>
> Kind regards,

3C In their pairs, students evaluate and discuss each other's answers. Monitor and make a note of any errors/points to highlight during feedback.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank
Workbook: p.8 Exercises 1–3

Business workshop ❯1

Office space

Background

Students read about Ditigal, an internet media organisation.

1 Put students in pairs and ask them to read the background and discuss the questions. Check answers with the class. For question 2, you could use your classroom to check/elicit/explain features like noise level, light, space, windows, view, furniture, etc.

> **1** *Arbejdsglæde* means 'happiness at work'.
> **2** **Possible answers:** People in dark, noisy offices with very little personal space may feel more stressed and therefore less happy and productive. People with more space and nicer views from the window may feel more relaxed at work and therefore happier and more productive. Office temperature and lighting can also affect a person's productivity.

Finding out what employees think

Students study a bar chart showing employees' views on their workspace and then listen to employees giving their views.

2A Refer students to the bar chart and check they understand *communal*, *distractions* and *acoustic*. You may also want to check they understand the phrase *X in Y* in terms of percentages, e.g. *one in four* = 25 percent. Check answers with the class.

> **1** nicer communal areas   **2** more private meeting rooms, bigger personal work space   **3** half / 50 percent of
> **4** access to outdoors   **5** work away from the office

2B Once students have discussed the question in pairs, you could broaden this into a class discussion.

> **Possible answers**
>
> The survey suggests that staff want more space in general, including personal workspace as well as private meeting rooms and nicer communal areas where staff can gather. It also seems clear that staff don't like current noise levels nor the fact that they don't have much 'visual and acoustic privacy', perhaps when talking on the phone or due to being seen by colleagues and managers.

3 🔊 BW 1.01   Play the recording once only and check answers with the class.

> **a** Speaker 3   **b** Speaker 1   **c** Speaker 2

4 🔊 BW 1.01   Play the recording again and tell students that they can make notes while listening. If they are struggling, you could play the recording a third time.

> Speaker 1 wants more flexible work spaces such as more meeting rooms and quiet zones for individual work.
>
> Speaker 2 wants the office design, furniture and artwork to reflect the company's innovative, fun-loving, techy image of itself.
>
> Speaker 3 wants to have more public spaces for communication and collaboration between departments such as a bigger kitchen / dining room, a ping-pong table and an outside space where staff can go.

Extra activities Business workshop 1

A 🔊 BW 1.01   This activity practises key vocabulary from Exercises 1–4. Go through the words/phrases in the box before students begin, and ask them to do the exercise individually. Play the recording for them to check their answers, and clarify any vocabulary queries as necessary.

> **1** cramped   **2** tied down   **3** open-plan
> **4** distractions   **5** fun-loving/tech-savvy
> **6** tech-savvy/fun-loving   **7** work–life
> **8** working hours   **9** presenteeism   **10** tiny
> **11** welcoming   **12** mingle

The office as somewhere to enjoy

Students read and discuss two articles on millennial-friendly workspaces.

5A Put students in pairs and assign A and B roles. Explain that students are going to read one article each and summarise the article for their partner. Refer students to their articles and give them time to read and make notes on the main points.

5B In their pairs, students summarise their articles for their partner and then discuss the question. Point out that they should use their own words in their summaries and not read from their texts. If time allows, discuss the two companies as a whole class and have a vote on the top three features.

> **Possible answers**
>
> GoCardless in London has an open-plan design, informal furniture (picnic tables) and game consoles (Xbox) to create an informal atmosphere. The company spends money on staff meals and entertainment. They want staff to like actually being at the office rather than choosing to work from home.

A small but growing number of companies in Poland are introducing features found in hi-tech U.S. companies in order to attract the most talented young employees. These include areas designed for different types of work, such as creative spaces with walls for writing notes, 'silence boxes' where people can concentrate in peace, as well as relaxation rooms with games consoles and spacious kitchens with full fridges. Some modern office buildings now have restaurants, hotel-like lounges in the reception, cycle racks and showers as well as green areas with ponds, amphitheatres, art galleries and cafés.

Extra activities Business workshop 1

B This reading comprehension task can be done in class or set as homework. Explain that students need to read *both* texts for this exercise, and ask them to underline the parts of each text that lead them to the answers. With weaker classes, it might be better to do this activity in class and allow students to work in pairs.

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

Task

Students brainstorm, discuss and present their ideas for the design of a new office space.

6A Put students in small groups and go through the instructions and checklist with them. Answer any questions they may have and allow 4–6 minutes for the activity.

6B Put students in pairs. Ensure each student is working with someone from a different group. Allow students 4–6 minutes to exchange ideas. At this point, you may want to elicit ideas from different pairs and write them on the board.

7 Refer students to page 130 and give them time to read the email. Let them discuss their ideas in pairs, then broaden this into a class discussion. Ensure students justify their answers.

MyEnglishLab: Teacher's resources: extra activities

Review ◀ 1

1 **1** involves **2** reports **3** for **4** leads **5** Head
   6 after **7** with **8** makes **9** care **10** charge
2 **1** 'm going to get **2** opens **3** Are we going to sell
   4 's going to ask **5** are you meeting **6** I'm going to
   7 's going to snow **8** 'm seeing
3 **1** Not bad, not bad **2** A bit of a delay **3** Have you met
   4 see you again **5** in such a rush **6** let's go and say
   hello **7** in person **8** first time **9** for coming
4 **1** offer **2** would **3** based **4** report **5** worked
   6 join **7** free
5 **1** i **2** d **3** j **4** a **5** e **6** g **7** h **8** b **9** c **10** f