

Additional activities

1 Corporate culture Teacher's notes & answers

Speaking: Qualities of a good manager

Type of activity: Ranking activity followed by a presentation activity. Students have to substantiate why they think certain managerial qualities are more important than others.

Preparation: Make one photocopy of page 121 for each group of two or three students. Cut each sheet into 14 strips.

- 1 Ask students to write down at least four key attributes of a good manager.
- 2 Students then take it in turns (working in pairs or in groups of three) to say *one* necessary attribute each, without repeating what anyone else has said. For example:
Student A: *A good manager can be trusted.*
Student B: *A good manager is always fair.*
They should continue until they can't think of any more to add.
- 3 Give out the ranking exercise, cut up into strips. In pairs or threes, students select the top five most important attributes and order / prioritize these, justifying their choices to each other. Tell students they can make short notes about what is decided, but that they should not write down the sentences word-for-word.
- 4 A representative from each group then reports back to the whole class, giving clear justifications for their top three choices. Encourage students to give two justifications for each choice, for example:
A good manager needs to have a good sense of humour, as humour can be used to calm down awkward situations. It also creates a positive working environment, which in turn can make the company more effective.
- 5 Ask students which managerial attributes they think they possess at present, i.e. would they make good managers?

Reading: New bosses, new rules

Type of activity: Information exchange. Half the class reads one text and the other half reads another. Students then exchange information with a partner who did not read the same text as them.

Preparation: Make enough photocopies of page 122 for half of the class. Cut the photocopies in half.

- 1 Elicit ways in which inequalities manifest themselves at work (pay differences, holidays, treatment by boss in terms of work allocation, etc). Also elicit possible reasons for inequalities (gender, age, etc.). Pre-teach a few words such as: *undermine(d)*, *suspicious*, *anxious*, *unjust*, *outraged*, *deteriorate*.
- 2 Give half of the class the text about Catherine (*Text A*) and the other half, the text about Vincent (*Text B*). They will both need to make notes in a grid format. Write this up on the board or make it into a hand-out without the answers in grey.
- 3 Ask students to read their texts alone or with another student who is reading the same text and complete their part of the grid. Circulate and assist where necessary.
- 4 Then ask students to work with a partner who read the other text and to exchange information orally and complete the rest of the grid. Make sure that the initial texts are covered, and that they only use their grids and memory.

	Details of employee (age, name, job)	Problems met at work and why (the unwritten rules)	The employee's personal reaction	Steps taken by them	Consequences
Text A	Catherine Albery, 29, manager of small graphics company	New boss gave more interesting work to her colleagues; she didn't see eye to eye with him; didn't get any recognition; felt it was because of being a woman; very competitive work culture.	She felt undermined and lost interest in her work.	She resigned.	She now has a job in a smaller company where company culture suits her better.
Text B	Vincent Prior, 49, office manager	Colleagues who'd joined the company many years after him were receiving much better benefits. Created a culture of suspicion and he felt the company culture favoured younger employees.	Very angry. Felt it was unjust.	He resigned even though risky at his age.	He found a less well-paid job in a smaller company where a culture of trust is encouraged.

- 5 Ask students to tell you / each other what they would have done if they were Catherine or Vincent.
- 6 For homework, get students to read their partners' texts. They should make a record of new words and phrases.

1 Corporate culture Speaking


A good manager is able to listen effectively.

A good manager is able to keep calm under pressure.

A good manager is able to motivate employees.

A good manager is able to see the whole picture, not just the detail.

A good manager has good ideas and vision for the company.

A good manager prioritizes equality and transparency between staff.

A good manager has a good sense of humour.

A good manager has a wealth of experience and expertise.

A good manager has good qualifications.

A good manager commands respect.

A good manager is relatively young.

A good manager is able to prioritize and focus effectively.

A good manager is able to identify talents in each of his/her employees, and exploit them appropriately.

A good manager delegates effectively.

Text A

Catherine Albery, 29, was working in a well-paid position as an assistant manager in a large printing company, when she started to feel that things were going wrong. Although she had been reasonably happy at her place of work for over six years, a new boss meant great changes. 'I realized that I was working at least as hard as my male equivalents, and certainly wasn't getting the same recognition.' Her new boss then started to assign the more interesting and innovative work to her colleagues. Catherine began to feel undermined and her commitment to the job started to wane. After discussing the issue with her line manager, she talked to her boss directly and things improved slightly for a few months. However, soon after, the situation deteriorated further.

'I just knew that I was never going to see eye to eye with my boss. He just didn't like me for some reason. I am sure it was because I am a woman – he questioned my loyalty. I simply didn't have the energy to fight.' Feeling completely disillusioned, Catherine resigned from her post last spring, and was unemployed for six months. She was eventually offered a position as manager in a small graphics company and has not looked back since. Working for a smaller company, being in the position of decision-maker, has turned out to be a very positive move for her. She works shorter hours, and does not feel the need to prove herself all the time, or compete with colleagues.

Catherine looks back positively at the events of the last year. 'As a manager, I have made a self-pledge to listen to my employees; to treat them with equality and fairness; to create a very positive culture in the workplace. I feel this experience has made me into a better manager, and arguably a better person!'

Text B

Ironically, it was at his firm's Christmas party that Vincent Prior, 49, discovered that he was being treated unfairly, after being employed by the company for 17 years. He was the office manager in a leading car rental company, and found out in casual conversation that his younger colleagues of a similar position were all receiving far greater benefits. These ranged from a slightly larger Christmas bonus to longer holidays. In one case, a colleague had been given a very substantial pension plan, considerably larger than the average. These had all been introduced since the arrival of a new boss, 12 months earlier.

'I was absolutely outraged,' he said. 'One sits in the same open-plan office with these people, works the same long hours and to similar deadlines. These managerial decisions seem totally unjust and encourage suspicion between colleagues.' Vincent was convinced that the cause was due to age differences. The next working day, Vincent went to speak directly with his manager. He was informed that his colleagues were new to the company, and that the various benefits had been part of their initial packages. In recognition of Vincent's good work, his manager promised to reappraise some of Vincent's own benefits.

'At that point, something just snapped inside me,' said Vincent. 'I decided I couldn't work in a culture like that any more.' After considering the issue very carefully, he decided not to take his case further, but simply to resign. Realizing that this was a very risky decision at his age, he was understandably anxious. However, immediately after resigning, he was fortunate enough to meet an old friend who was able to offer him a similar post in his own small company, a company which hires out heavy-duty gardening machinery. Although his new job is slightly less well-paid, he is now working in an environment of trust. 'All in all, I feel very positive about what happened. These events have made me re-assess what is important in my working life.'

2 Customer support Teacher's notes & answers

Speaking: Difficult, but important customers

Type of activity: Roleplay.

Preparation: Make enough photocopies for each pair to have one roleplay situation. Cut each sheet into the four roleplays.

- To introduce the topic, ask students what they think 'the customer is always right' really means (even when the customer is wrong, sometimes companies and services have to agree with them to maintain the company's reputation in the community).
- Write the four roleplay situations on the board, i.e. the names of the two roles in each case. Ask pairs to choose which one they would like to do. Warn students that the 'customer' in each case is fussy, and makes some rather strange requests. Pre-teach *fussy*.
- Distribute the role cards.
- Allow students to read their cards and remind them of key points, e.g. if they are not sure what the customer actually wants / means, they should ask for clarification. Remind students about making polite requests and promising help (see 2.4 in the Student's Book). You could also remind students how to complain in a reasonably polite manner by writing these phrases on the board:
I'm afraid I wasn't too happy with the ...
I was rather surprised to see ...
I was disappointed to find ...
Could you tell me why ...
Personally, I feel that ...
- While students are doing their roleplay, circulate and make notes of any points for remedial teaching.
- When they have finished, each pair can then do a different roleplay and swap roles – i.e. a different person plays the customer.

Reading: A letter of complaint

Type of activity: Reading comprehension.

Preparation: Make one photocopy of page 125 for each student.

- To introduce the topic, ask students which broadband services they use / know of and what their main advantages are, e.g. speed. Ask if they, or anyone they know, have had any problems.
- Ask students to read the first paragraph quickly to find out why Patricia Henry is writing. (She wanted to change from a 'normal' Internet service, Anytime, to a broadband service.) You may need to pre-teach a few words like: *cancel a contract, authorization, authorize (v), reimburse, incur, gender, conflicting information*.
- Ask students to read the letter then work through the exercises with a partner. Circulate and give help where needed.

ANSWERS:

- the first paragraph
 - the rest of the letter apart from the last two paragraphs
 - the penultimate paragraph
 - the last paragraph
- for speed
 - for unknown technical reasons
 - technical support supervisor
 - $£59.96 + £152.68 = £212.64$
 - yes
 - because the cancellation had come from an overseas call centre and this was not therefore valid
 - money back; apology; the company to do something about the customer service problems

3	Noun (thing)	Noun (person)	Verb
	cancellation	-	cancel
	advice	adviser	advise
	authority	authorizer	authorize
	inconvenience	-	inconvenience
	acceptance	-	accept
	reimbursement	-	reimburse

- As a follow-on task, or for homework, you could ask students to reply to the letter, having brainstormed some ideas for the content, as well as the starter sentence(s), in class. Decide as a class what Hoorah's position is first, i.e. are they going to give in to the requests or not? Will there be a compromise?



Roleplay A

Student A: Unreasonable guest in hotel

Situation:

You have been staying in this 5-star hotel for 6 days. You are a regular guest here.

Complaints:

- You do not like having cream-coloured towels in your room.
- You can't see the sun rise from your room (though you can see the sun set).
- The mini-bar does not stock your favourite brands of water / whisky / crisps.
- You don't like the music in the lift.

Speak to the receptionist or manager and make your complaints. You feel very strongly about these aspects.

Roleplay A

Student B: Hotel manager

You are about to speak to an important guest, who frequently stays at your hotel. However, he/she is very fussy. Remember that the customer is always right! Try to remain calm and helpful at all times.

Roleplay B

Student A: Unreasonable traveller on an airplane

Situation:

You are travelling on a long-distance flight. You regularly travel with this airline and always go business class.

Complaints:

- You want to sit next to the window (though you did not book a window seat).
- You would like a larger TV screen.
- You are sure that there is slightly less leg-room than normal.
- You would like a fresh set of earphones every time you use them.

Speak to one of the in-flight crew and make your complaints. You feel very strongly about these aspects.

Roleplay B

Student B: In-flight crew member

You are about to speak to an important traveller, who frequently uses your airline and stays in business class. However, he/she is very fussy. Remember that the customer is always right! Try to remain calm and helpful at all times.

Roleplay C

Student A: Unreasonable customer in a restaurant

Situation:

You are having lunch with some business colleagues at a top-class restaurant. You eat here regularly.

Complaints:

- You prefer cloth napkins to paper ones.
- The other customers are very noisy.
- Your favourite dish was not on the menu tonight.
- Your coffee was too hot – it burnt your tongue.

Speak to the head waiter and make your complaints. You feel strongly about these aspects.

Roleplay C

Student B: Waiter

You are about to speak to an important guest who regularly dines at your restaurant, and who often brings business colleagues. However he/she is very fussy. Remember that the guest is always right! Try to remain calm and helpful at all times.

Roleplay D

Student A: Unreasonable events manager

Situation:

You have organized a conference on human resources at a high-class conference centre. However, there are aspects of the centre and its facilities that you are not satisfied with. You decide to complain to the conference centre manager after the event.

Complaints:

- The water for delegates was sparkling, not still.
- The soap in the bathrooms was not perfumed.
- You did not like the waitresses' uniforms.
- The spaces in the car-park were very narrow.

Speak to the conference centre manager and make your complaints. You feel very strongly about these aspects.

Roleplay D

Student B: Conference centre manager

You are about to speak to the events manager from an important firm. They held their annual conference at your centre this year, and you are hoping to retain their custom for future years. However, he/she is very fussy. Remember that the client is always right! Try to remain calm and helpful at all times.

2 Customer support Reading

Hoorah Customer Care
Hoorah UK plc
PO Box 486
Rotherham
S63 5ZX

38 Heath Road
High Wycombe
HP18 8LM

20th February 2007

Dear Sir / Madam

Customer: Patricia Henry
Username: pathen.fsworld.co.uk
Tel: 01494 586290

Re: Claim for reimbursement and compensation

I am writing to complain about the poor service and inconvenience I have suffered and the expenses I have incurred in trying to terminate my contract with Hoorah Broadband.

In September 2005, I changed from Hoorah Anytime to Hoorah Broadband, having decided that I wanted a faster Internet service. However, I was unable to get a reliable broadband connection, for unknown technical reasons. For several months I tried to go back to my original service, Anytime. After spending at least 50 hours trying to resolve the problems, including numerous, lengthy phonecalls to technical support, my Hoorah Broadband contract was finally cancelled on 8th February 2006.

As I was unable to make use of the Broadband service from 9th October 2005 to 8th February 2006, I expect to be reimbursed for that period. This amounts to four months at £14.99, totalling £59.96.

In addition to this, I expect to be compensated for the considerable costs incurred by me in (a) contacting technical support and (b) using the pay-as-you-go 'Dial-up service' to connect to the Internet as I was unable to use the broadband service. The two Dial-up charges amount to £140.20 and the technical support phone charges amount to £12.48, making a total of £152.68. I enclose copies of my telephone bills for this period.

I would also like to express my extreme dissatisfaction with your customer services department. I was originally told by patient and polite technical support staff that there was indeed no technical solution and that we could therefore break the contract. When I contacted Customer Services, however, the man I spoke to at this point was extremely rude and aggressive. He said that the technical support officer who had authorized the cancellation was 'in the overseas call-centre' and 'had no authority' to do this. I was told that I should have asked to be put through to a UK-based call centre when phoning about Hoorah Broadband contracts. He ended the conversation without any warning, hanging up on me!

It is unacceptable to be given conflicting information by your employees and to be dealt with in such a rude manner. It is also unacceptable as a customer to be expected to know which call-centres to contact for certain matters. This is not effective 'customer service'.

I have been shocked and angered by the attitude of Hoorah in refusing to release me at an earlier stage from a service that was not functioning and was causing me considerable inconvenience. I have also been totally dismayed by the unwillingness of a major company such as yours to adhere to basic customer service policies and attitudes. As a consequence, I intend to take the matter up with consumer rights groups, if necessary.

I look forward to a positive response from you regarding the reimbursement detailed earlier in this letter, as well as to receiving an apology. I would also like you to consider and act on the facts mentioned in relation to your company's customer service problems.

Yours faithfully
Patricia Henry

1 Skim read the text. Which paragraphs contain: 1) the summary of events; 2) the details of the events and the customer's demands; 3) a summary of the customer's feelings about the events; 4) the customer's overall demands.

2 Answer the following questions.

- Why did the customer want to change to Hoorah Broadband initially?
- Why was it not possible to switch to Hoorah Broadband?
- Who said that she could cancel the contract initially?
- What is the total amount that the customer wants to be reimbursed from Hoorah?
- Was the service from the technical support staff satisfactory?
- Why did the customer service adviser say that the authorization for the cancellation of the contract was not valid?
- What three steps does the customer want Hoorah to take in response to her letter?

3 Complete this table.

Noun (thing)	Noun (person)	Verb
	-	cancel
		advise
authority		
	-	inconvenience
	-	accept
	-	reimburse

Speaking: Compound adjectives

Type of activity: Pelmanism. Revises and introduces more compound adjectives.

Preparation: Make enough photocopies of page 127 for one set of cards between each group of three students. Cut each sheet up into a set of 24 cards.

- 1 Ask students to work in groups of three. Shuffle the 24 cards in each set and give each group a set.
- 2 Get students to match the two halves of each compound adjective. New compound adjectives that are not in the Student's Book are: *long-lasting*, *hard-wearing*, *cost-efficient*. The first two are different in form as they are actually adjective + adjective. Clarify the meaning and form of the new ones at the end of the matching activity, if necessary. Make sure that students match the correct ones for this activity – there are one or two other possibilities in some cases, e.g. *water-saving*, *child-proof*, but if students match these, the game will not work!
- 3 Students then re-shuffle the cards, and spread them out onto the desk – word-side down. Students take it in turns to turn over two cards, one at a time. If they do not match, they turn them back over, face down, slowly enough for the other two players to see the two upturned cards and try to remember where they are. Then the next player does the same. If the two cards turned over match e.g. *labour + saving*, then the player keeps that pair if they can name one thing that could be described by the compound adjective they have 'won', e.g. *A washing machine is a labour-saving device*. If they give a noun which team members deem to be inappropriate, they lose that pair and have to turn them face down again onto the desk. If the example is correct they have another turn.
- 4 The player with the most pairs wins.

Reading: Warm as toast

Type of activity: Reading comprehension

Preparation: Make one photocopy for each student.

- 1 To introduce the topic, ask students how they find out weather forecasts.
- 2 Write *Use your loaf* on the board. Ask students what they think this means, and draw attention to the double meaning of 'use your loaf' (use your loaf of bread – literal; use your brain – figurative, colloquial British English).
- 3 Ask students to read the text then do exercise 1.

ANSWERS

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

- 4 Before doing exercise 2, allow students to re-read the text and think of some possible responses, as if they were Robin. Ask students to work with a partner and to take turns asking and answering the questions.
- 5 A possible extension task is to ask students to give a presentation based on this toaster (see page 39 in the Student's Book). This could be written as homework, embellished as appropriate with their own ideas.

3 Products and packaging Speaking


energy	saving	labour	saving
cost	efficient	water	resistant
hard	wearing	shock	proof
child	resistant	tamper	resistant
fool	proof	eye	catching
attention	grabbing	long	lasting

Forget your eggs sunny-side up or even clouds in your coffee ... use your loaf!

THOSE keen for a glimpse of the morning weather forecast could soon be examining their breakfast toast.

Design student Robin Southgate has come up with a toaster that burns the day's weather into each slice. Perfectly browned and emblazoned with a shining sun, cloud or raindrops, every one tells a weather story. (And tastes delicious with butter and jam.) The toaster prints the symbols on the toast using stencils that mask part of the slice while the rest continues to be toasted. When the bread is first inserted into the toaster, it is browned in the normal way. But in the last 20 to 30 seconds, an electric motor inside rolls out the appropriate stencil in front of the bread. 'It works with brown, but best with white,'

advised Mr Southgate, who is in his final year at Brunel University in London. But how does his toaster know whether the day will pop up as hot as the breakfast bacon or as soggy as scrambled egg? To find out the weather, the toaster uses an in-built modem, a gadget normally used by computers to process data from the Internet. Using a telephone line, the modem connects to 23-year-old Mr Southgate's personal computer which, in turn, connects to the Met Office website. A software program on his computer then interprets the weather details. It can tell which area of Britain the toaster is in by the telephone code. If the local forecast is for rain, for example, the computer sends a message to the toaster to release the cloud and

raindrop stencil. Mr Southgate, who developed his toaster under the guidance of tutor Professor Stan Swallow, is keen to spread each slice with even more information. He is experimenting with an array of heating elements that can create a much more detailed design on the bread. This could be used to stencil on elaborate weather maps or advertising logos. He can even envisage a day when breakfast toast becomes textfast toast, popping up with mobile phone messages. Mr Southgate, however, is not optimistic that his toast will replace a quick look at the paper, TV news or even out the window for the weather.

'I did it because it was an interesting challenge,' he said. 'There is no practical application for it.'

1 Read the text then choose a), b), or c) to complete these sentences.

- Robin Southgate is _____ student.
a) an engineering b) a design c) a physics
- The gadget has _____ possible weather symbols.
a) three b) five c) seven
- The symbol is burned on to the toast _____ the toast is browned.
a) while b) before c) after
- The gadget works with _____ types of bread.
a) white b) brown c) both
- The toaster uses _____ to function.
a) its own in-built software b) a battery c) a modem
- The toaster can tell where you are in Britain by _____.
a) an in-built global-positioning device b) pre-recorded instructions c) using the telephone code
- Robin thinks that his toaster _____.
a) is fun, but of little use in real life b) could be better than the TV or newspaper forecasts
c) could be as good as the TV or newspaper forecast

2 Respond to these questions, as if you were Robin:

- Why did you decide to invent this?
- Where did the idea come from?
- Was it an enjoyable project for you, and why?
- What other things have you invented?
- Do you think this gadget might have some potential in certain markets, e.g. overseas?
- What did your family think of your achievement?
- Where do you see yourself in 15 years' time?

4 Careers Teacher's notes & answers

Speaking: Quirky jobs

Type of activity: Roleplay. Students roleplay a radio interview about having an unusual job.

Preparation: Make enough photocopies of page 130 for each student to have a role card. Cut out the role cards.

- 1 Give one or two examples of unusual jobs, particularly from your own experience, e.g. someone you have met. Ask students to tell you about any unusual jobs they know of.
- 2 Write the four job titles from page 130 on the board, checking any vocabulary as necessary. Be prepared to change the jobs slightly, to fit in with the local context more if necessary. Ask students to choose just one job that appeals to them.
- 3 Tell students they are going to take part in an interview for a radio programme, *Quirky ways to earn a living*, that interviews people with unusual jobs.
- 4 Give students the rolecard for the job they have chosen and ask them to read the information carefully, helping with any difficult vocabulary. Give students a set amount of time (at least 10 minutes) to a) complete the missing parts with their own ideas, using their imagination; b) consider how to make whole-sentence answers in each case; c) consider what the questions will be. Break these stages up, as appropriate.
- 5 Ask students to work with a partner and take turns to play the role of the interviewer. Explain that interviewers will have to use full questions. If necessary, ask pairs to orally make the prompts on the cards into full questions, e.g. *Where do you work?* and take quick class feedback on this.
- 6 Say or write the following starter on the board:
Interviewer: Good morning and welcome to our weekly programme. Quirky ways to earn a living. Here in the studio today is (name), a (job) from (place). Also remind interviewers that they need to respond appropriately to the responses, either with appropriate exclamations or back-channelling devices (*uh uh, right, etc.*) or by asking further questions. If necessary, model the start of an interview with a confident student, with you playing the interviewer.
- 7 While students are doing the roleplay, circulate and make a note of any problems for remedial work after the activity. When they have finished the first interview, students work in pairs (or threes, with two interviewers), and carry out the interview. When they have finished, students change roles.

Reading: Book reviews

Type of activity: Scan reading and comprehension.

Preparation: Make one photocopy of page 131 for each student.

- 1 To introduce the topic, tell students that the books are all related to job-hunting. If possible, show an example of a similar type of book. Tell students that they were reviewed orally by two new graduates, as well as a careers adviser. This was then placed in the 'Jobs' section of a national newspaper, to help graduates choose. Check students know the meaning of *blurb* (information about a product printed on its packaging – e.g. the back cover of a book – to make it sound interesting and worth buying).
- 2 Ask students to work through the exercises individually then to check their answers with a partner before you take whole-class feedback.

ANSWERS:

- | | | | | | | | |
|----------|----------|---------------|----------|----------|----------|----------|----------|
| 1 | 1 book E | 2 book B | 3 book D | 4 book C | 5 book A | 6 book C | 7 book B |
| 2 | 1 book C | 2 books B & D | 3 book A | 4 book A | 5 book E | | |

- 3 Ask students if they would like to read any of the books. Ask them to discuss their choice with a partner and to explain why.
- 4 For an additional language-focused activity, ask students to select and categorize adjectives used to describe the books, e.g. *invaluable, accessible*, as positive or negative. There are also numerous examples of compound adjectives such as: *thought-provoking, touchy-feely, user-friendly*. Students could record these, with the example sentence and include a note on style and use. For example:
Style: *touchy-feely* is more commonly used in spoken / informal English.
Use: *thought-provoking* could be applied to a book, a film, etc.



A Toy designer

- *Where work?*
- *Experience / training?*
Art college as a student; worked as a graphic designer for a small company
- *Length of time in this particular job?* 14 years
- *Biggest challenges?*
Coming up with new ideas, trying to widen the market beyond Europe; developing exciting designs for a range of age groups (0-2 year olds, 3-4 year olds, etc.)
- *How got into the job?*
- *Most enjoyable aspects of the job?*
- *Greatest achievement?*
- *Any negative aspects?*
- *Job prospects / plans for future?*

C Hat designer

- *Where work?*
- *Experience / training?*
Fashion college, Paris; apprenticeship to established hat makers.
- *Length of time in this particular job?* 12 years
- *Biggest challenge(s)?*
Coming up with different ideas suitable for different occasions; being diplomatic with 'clients', i.e. if they want a style which does not suit them.
- *How got into the job?*
- *Most enjoyable aspects of the job?*
- *Greatest achievement?*
- *Any negative aspects?*
- *Job prospects / plans for future?*

B Crocodile breeder

- *Where work?*
- *Experience / training?*
Learnt from father and grandfather on their farms.
- *Length of time in this particular job?* 11 years
- *Biggest challenge(s)?*
Controlling the larger animals, particularly the males; security.
- *How got into the job?*
- *Most enjoyable aspects of the job?*
- *Greatest achievement?*
- *Any negative aspects?*
- *Job prospects / plans for future?*

D Tattooist

- *Where work?*
- *Experience / training?*
Art school for a year then trained with professional tattooist for 18 months. Father was a doctor.
- *How long in this particular job?* 7 years
- *Biggest challenges?*
Some of the designs customers want are very difficult to get right; some customers want their tattoos on delicate areas such as eyelids!
- *How got into the job?*
- *Most enjoyable aspects of the job?*
- *Greatest achievement?*
- *Any negative aspects?*
- *Job prospects / plans for future?*

4 Careers Reading

A

Is this it?

Isabel Mirth, 2005 £9.99

Blurb: *'This is a life-changing book, giving several accounts of people who have gone on the voyage of self-discovery, and found new, fulfilling paths to follow.'*

Shirley Miller (SM), careers adviser: 'For me, this book was rather annoying in terms of the style. It was over-romanticized. However, there were one or two stories that moved me, particularly the one about the high-powered businessman who turned to small-time chicken-farming.'

Sarah Rupert (SR), university graduate: 'I thought this was a really thought-provoking read. I read it as I was going to bed at night, as it made me feel really positive and ready to face new challenges. In this way I think it could help you indirectly. It was inspiring.'

Paul Lees (PL), university graduate: 'I found this interesting, but I'm not convinced it's really useful for new graduates. Perhaps it would be more suited to people going through a mid-life crisis! The way the book is written is not to my personal taste – it's almost like a story for a film, a book on miracles, it's too much.'

B

Finding a job that's perfect for you

Jemima Pannell, 2005–2006 edition
£12.99

Blurb: *'If you want to know how to find out your talents and then the ideal career for you, then read this book.'*

SM: 'This is a user-friendly and practical book for young people who don't know which direction to take. By getting you to list and mind-map your strengths and talents, you can come to a fuller

understanding of yourself. The list of resources is useful too.'

SR: 'I found this helpful and very accessible. It's really practical and gives several concrete ways to help to know yourself.'

PL: 'There were lots of quizzes, ticklists and surveys and I thought this was a really practical approach to this area. It really helped you to see the wood for the trees in terms of knowing yourself and where you should start to focus.'

C

Staying cool

Michael L. Bolinger, 2006 £7.99

Blurb: *'This is a book crammed full of handy tips for how to relax before and during an interview, and also in the first few days of a new job.'*

SM: 'This book is probably useful for some. It's certainly packed full of different ideas. However, I personally found the area too 'touchy-feely' and emotional. It's like yoga for job-seekers, but also includes lots of practical tips such as what food to eat before an interview!'

SR: 'I didn't really go for this one. It's just not me. It assumes that everyone is practically a nervous wreck before an interview, and that isn't necessarily the case.'

PL: 'This was an unusual book, and I think it's a new take on this area. However, it's not my thing really. I can't really see myself using any of the calming techniques, except for the breathing.'

D

How to do brilliantly at interview

Clark Lowess and Pamela Smythe, 2005
£8.99

Blurb: *'This pocket-sized book is*

invaluable for job-hunters. You'll wonder how you survived without it.'

SM: 'This is a great little book, with some very useful suggestions. It could really help graduates feel confident before an interview if they learnt some of the possible responses and sentence starters.'

SR: 'I loved this book! The examples are easy to work with. Obviously you have to adapt the answers to your own situation, but this book saves you a lot of work and energy, trying to guess what might come up.'

PL: 'This was an engaging read and it could be very useful at the interview stage to certain people. After reading this, you'd actually want to get some difficult questions, so that you could show off!'

E

Irresistible CVs

Joseph King 2005 £11.99

Blurb: *'Once you have mastered how to write a good CV, be prepared for the numerous requests for interview. This book will not let you down.'*

SM: 'This is a very good guide, with several concrete and realistic examples of different sorts of CVs. Some might find it a little over-simplistic in approach, and as part of it deals with American résumé-writing, it's not all relevant.'

SR: 'I can see myself using this when I come to write my own CV. It's very thorough and realistic, and tells you in great detail which parts are probably going to be more important to potential employers.'

PL: 'Having read this, I'm definitely going to change my current CV. It tells you what to put in, and how to say things in a convincing yet brief manner.'

1 Scan read the reviews quickly to find a book:

- 1 on how to make a successful written application for a job.
- 2 which can help you if you are lost in terms of choosing a career.
- 3 which specifically helps you to answer questions successfully.
- 4 which gives you mental calming techniques.
- 5 on how to make big but positive changes in your working life.
- 6 which is cheaper than all the others.
- 7 which each of the three reviewers describe as 'practical'.

2 Now read the texts more carefully. Which book(s):

- 1 has received negative comments from each of the three reviewers?
- 2 received no negative review comments, only positive ones, from all three reviewers?
- 3 was thought to be more suited to older candidates by one reviewer?
- 4 book was thought to be problematic in terms of style, by two of the reviewers?
- 5 did two of the reviewers say they will actually use?

5 Making deals Teacher's notes & answers

Speaking: What would you do if ... ?

Type of activity: Group discussion.

Preparation: Make enough photocopies of page 133 for each student in the class.

- 1 Write the first problem on the board / an OHT and see what the students think. Encourage them to focus on accuracy in their responses in terms of using the conditional.
- 2 Give out the sheet of problems and ask students to look at all six, and consider individually what they would do in each situation. They should write notes.
- 3 After a few minutes' preparation, put the students into groups of three and allow them to compare answers orally. Circulate and remind students to aim for accuracy.
- 4 Get full class feedback on some of the problems at the end, if you feel students would benefit from this.
- 5 Alternatively, if your students are quite strong and do not need preparation time, cut up one set of situations per group, and put these face down in front of them. Allow one person in turn to pick up a problem and read it out to the others then to say what they would do. Ensure that they look at one problem only at a time.

Reading: Weird buys on the Internet

Type of activity: Group discussion.

Preparation: Make enough photocopies of page 134 for each student in the class.

- 1 To introduce the topic, ask students what things they would / would never buy on the Internet.
- 2 Ask students to read the text then work through exercise 1 individually or with a partner.

ANSWERS:

1 1 T 2 F 3 T 4 F 5 T 6 F 7 F 8 T 9 F 10 T

- 3 For exercise 2, make sure that students spend time considering the meaning in the context of the text. They should also identify what part of speech they are. After working alone, get students to compare their answers with a partner.

ANSWERS:

2

- 1 *be taken off the market (phrase):* no longer for sale
- 2 *asking price (n):* the ideal price that the seller wants
- 3 *rash (adj):* risky, not thought through
- 4 *turn down (phrasal verb):* rejected, not accepted
- 5 *devastated (adv):* very, very upset and disappointed
- 6 *turn out (phrasal verb):* be (in the end)

- 4 Ask students to discuss in pairs what they would have done if they'd been Nicky and Harvey. Then take whole-class feedback.

5 Making deals Speaking**Situation A**

Tom Hissop gets on really well with his boss and has learnt a great deal from him. His boss is now leaving the company and has asked Tom to join him, working for a larger company in a similar role with slightly more money. Tom is considering the matter carefully. He loves working with his boss, but there are still lots of opportunities in this present company. He knows he will feel disloyal whichever option he chooses.

What would you do in this case?

Situation D

Charlie Hughes has worked for a small local firm for the last 21 years and has been very happy there. All profits are currently being poured into R&D, to keep up with competitors. Twenty-five per cent of staff have been made redundant in the last 18 months. The boss is very concerned and has asked the remaining staff if they will all accept a 15% pay-cut for the next 12 months, until the new product is on the market. This way the company can survive.

What would you do if you worked for this company?

Situation B

Fiona Hank's senior colleague resigned a few months ago. Although Fiona applied for the job, an external candidate was recruited. Since the departure of the ex-colleague, Fiona has taken on approximately 40% of his job and it appears that this is not going to be given to the new employee. Fiona has also had to do most of the training of the new colleague herself. This does not seem fair, though Fiona does enjoy the new responsibilities.

What would you do in this situation?

Situation E

Robert Gammon has been informed from a secret but extremely reliable source that the company he works for is about to go bankrupt. He has been there for nearly two years, working as an engineer and has been very happy there. The job market is not very good at the moment.

What would you do if you were in this situation?

Situation C

Sebastian Pannell's boss has offered him the possibility of working from home for two days a week, but with a slight reduction in salary, i.e. 10% less per day (a total reduction of 20% per week). He likes the idea in many ways, especially as he has to commute for two hours each day. However, the reduction in salary is problematic.

What would you do if you were in this person's shoes?

Situation F

Della Appleby's boss is giving her some fantastic opportunities to develop and she thinks she may be offered a promotion soon. Her boss has asked her to go to a conference in Vancouver and give a talk on behalf of the company. She wants to say 'yes', but she has a very deep fear of flying, which she has kept secret.

What would you do if you were Della?

Weird buys on the Internet

Purchasing their dream house on the Internet nearly turned into a nightmare for Nicky and Harvey Lyons.

Nicky and Harvey decided they wanted to move from their small two-bedroomed terraced house in Liverpool to a cave in southern Turkey. 'We had talked about moving to Turkey for ages, and wanted somewhere really interesting to live after we'd retired,' Harvey explained. 'As we weren't able to travel to Turkey for long enough to go house-hunting, we decided to research our dream house on the Internet, and found loads of relevant sites. We actually first saw our new 'cave house' in our living-room in Liverpool, just browsing. We had looked at some fascinating properties, ranging from wooden huts to mini-castles, but we both adored the cave houses we came across!'

Having found a couple of attractive-sounding cave houses – 'all mod cons, freshly decorated, spacious, light and airy and well-situated for shops and beaches' – they decided they had to go and see them. However, as it turned out, they didn't actually manage to get to Turkey as they'd had some family problems. Then, one of the caves was taken off the market for some reason, and then they were informed that some very good offers

had been placed on the second one. 'It seemed very affordable,' said Nicky. 'We would be getting a four-bedroom house for half of the asking price for our two-bedroom Liverpool home! It looked cool and calming. So, we decided to be rash and agreed to buy it without seeing it; thereby taking the biggest risk of our lives!'

'We contacted the Turkey-based agency who sent us more details and photos of the property. We were even more impressed with how it looked in the photos, so we quickly made an offer before anyone else snapped up our bargain buy. Our first offer was turned down so we immediately increased our bid and a few days later received a contract to sign. A couple of weeks later, when the sale was completed, we arranged to come out and see our new home,' said Harvey.

'When we first saw it for real, we were so excited. It looked like a small, attractive bungalow from the front, but the back of it was built into the hillside. We were not so excited when we went inside though – in fact, we were devastated! It was cold and damp, with no running water or electricity and the paint was peeling off the walls and ceiling. In fact it

looked nothing like it did in the pictures. It turned out that the agency had used pictures taken in our neighbour's houses to show what it *could* be like! We found out that there was nothing we could do about it legally. Buying a house on the Internet is not like buying a laptop – you can't just exchange it or return it because it's faulty!'

The cave also cost them quite a lot more than they'd agreed to pay. This was a result of all the hidden costs, such as agency fees and administration charges that they were unaware of at the time of signing the contract.

As there was little choice in the matter, Nicky and Harvey decided to stay and make a go of it. 'It was still a bargain at the price,' said Nicky. 'So we moved out there and spent a tough year renovating and decorating. Our new neighbours were wonderful and helped us out at every opportunity. In the end, it has worked out fabulously for us and we truly feel we now have our dream house – though it was so nearly a nightmare. We do miss our children and grandchildren, but they love coming to stay. We certainly never want to go back to the UK.'

1 Mark these sentences *T* (true) or *F* (false). Then, check your answers with a partner.

- 1 Harvey and Nicky decided they wanted to spend their retirement abroad.
- 2 They wanted to live in a mini-castle.
- 3 They searched for suitable properties on the Internet.
- 4 They made an offer on two caves that they found.
- 5 They arranged to go and see the properties in person.
- 6 Their first offer was accepted.
- 7 They went to Turkey to see their cave before they signed the contract.
- 8 They found out that the photos they'd seen weren't actually of the cave they bought.
- 9 The price they agreed on was what they finally paid.
- 10 They had a lot of support from their new neighbours.

2 Find these words in the text. Try to guess their meaning. Compare your answers with a partner then check in your dictionary.

- 1 *be taken off the market* (line 30)
- 2 *asking price* (line 36)
- 3 *rash* (line 39)
- 4 *(be) turned down* (line 49)
- 5 *devastated* (line 61)
- 6 *turn out* (line 66)

6 Company and community Teacher's notes & answers

Speaking: Logging

Type of activity: Roleplay / debate. This is based on real-life, current events. It is an opportunity for students to use the passive in natural situations, e.g. *our home is being destroyed*, and possibly reported speech, e.g. *you promised us that ...; we asked you if ...*

Preparation: Make enough photocopies of page 136 for each pair of students to have fact sheet. Cut out enough role cards for students to have one each and for the chairperson to have a copy of all the role cards that are being used.

- To introduce the topic, you could perhaps show students a map of the area (Peru, Brazil and Bolivia) and show something made of mahogany to stimulate interest.
- Pre-teach some vocabulary, such as: *native people, tribe, log + logging, legal + illegal, corrupt + corruption, isolation.*
- Ask students to read the fact sheet and to ask any questions. Invite reactions: *What do you think about this? If you were a native tribesperson, how would you feel and what would you do?*
- There are seven role cards so divide up your class accordingly, giving out fewer role cards if necessary. Alternatively, repeat one or two of the cards e.g. *Tribesperson 1*. If you have a relatively small class, e.g. nine students, then you could allow all the students to participate, but otherwise put the students into groups of 4–7 around the room.
If you have a large class, first of all get students with the same role cards to work together. Each student should only get their own role card, except for the chairperson who should read all of them.
- Ask your students to read their role card and to tell you whether they are supposed to be 'for' or 'against' in their roles. Remind them that they have to play this role, even if they disagree with it personally.
- Allow students preparation time, to decide what they are going to say. Encourage them to add more ideas to their role cards. Tell them that they are going to have a formal debate.
- Remind students that first of all they need to introduce themselves and say what their position is, e.g. *I'm X, I'm a X and I strongly believe that ...*
- Start the debate. Tell students that they should aim to try and reach some sort of 'compromise' in about 20 minutes, having heard each person's argument. Explain *compromise* if necessary.
- At the end, allow students to express their personal opinions on the matter, if appropriate.

Alternative suggestion: Put a group of students in the middle of the class in an inward-facing circle, with the 'audience' outside. Let them start the debate, then change students with the same role every few minutes, at random, e.g. change the lawyers – this way all students get the opportunity to talk in a formal, full-class debate.

Reading: Ethical futures

Type of activity: Reading comprehension and ranking activity with discussion.

Preparation: Make enough photocopies of page 137 for each student.

- To introduce the topic, ask students if they can think of a job which is 'ethical' and also 'unethical'. Ask what kind of things make a company more or less 'ethical' than others?
- Ask students to read the article and to work individually or with a partner to answer the questions. Take whole-class feedback.

SUGGESTED ANSWERS:

1

- No. Graduates nowadays are concerned that companies they will work for have a good ethical track record.
 - No. She does not believe in companies that exploit people for profit.
 - A CSR programme is often used to promote a company and create an image that might not actually be true.
 - 1) Because it can improve the image of the company which in turn means that people will want to do business with them, which in turn means their profits will increase; 2) they will be able to attract the best graduate recruits to work for them.
- Ask students to work individually first and to rank the list in order of importance for themselves (1 = most important, etc.). Then ask students to work with a partner and explain why they have ordered them as they have done. Then, take whole-class feedback to find out what some of the arguments were. You could then try to do this as a whole-class ranking exercise on the board to stimulate whole-class discussion.
 - As a follow up, ask students to think of a company they would like to work for. For homework, they could do some 'digging around' to find out what that company's ethical policies 'really mean' as suggested in the last paragraph of the text. Students can then report back to the class on their findings in the next lesson.



The facts:

There is an area of the rainforest in Peru, near the border with Brazil and Bolivia, where people such as the Yaminahua and the Amahuaca tribes live. These people are natives to the region and their lives are being threatened by logging. These tribes like to live in (semi-) isolation. Now their jungle-home is being destroyed by the US and other foreign timber industries, who are pulling down the huge mahogany trees for export. This wood is then made into high-quality furniture and car dashboards. Each tree can fetch up to \$100,000 once exported. Local tribespeople say that the destruction is not legal – most of the logging is illegal and there is a lot of corruption amongst officials.



Tribesperson 1

Consider the following issues:

- Destruction of your way of life / culture.
- Loss of your home and means of survival.
- Danger to your tribespeople.
- The companies have broken promises.

Representative of SD (Stop the Destruction)

SD is a campaign group to defend the native people and their lifestyle.

Consider the following issues:

- These native people choose to live in isolation.
- Their culture and way of life is being destroyed.
- People have a moral duty to respect other cultures.
- These tribes will die out if this continues.

Tribesperson 2

You are a young man / woman who wants to live in America.

Consider the following issues:

- You want your people to move into the modern age. Time changes – now is the time to move forward.
- Your people have a very basic, hard life. People rarely survive beyond 50.
- Life in the jungle is limited. It is not a place for young people.

Environmental campaigner

Consider the following issues:

- We need to preserve the rainforest: it is the world's 'lung'.
- Many rare and unique species of animal and plants live in the rainforest.
- The jungle is also a great source of drugs and research.

Manager of a US timber factory

Consider the following issues:

- US laws allow you to do this – it is legal.
- You provide work for several hundreds of men.
- You provide opportunities for local people to work with you.
- Before logging, you have discussions with the local people.

Lawyer for one of the US timber factories

Consider the following issues:

- The logging companies are following the current US law.
- Unless the law is changed, the logging can continue.
- Logging companies discuss which areas of the jungle to log with the locals before moving in.
- The companies are considering ways of replanting trees in logged areas.

Chairperson

You need to consider **both** sides of the story and to make sure that everyone's voice is heard. Think how you will do this in English, e.g. *What do you think, X?*

It is also your job at the end, to try and find some kind of compromise. Again, think of the kind of language that you will be using, e.g. *I suggest that ...; One option is to ...; Are you happy to agree to this?*

6 Company and community Reading

Ethical futures

Twenty years ago, the only factors that graduates took into consideration when seeking employment were whether prospective employers could offer them good career prospects, a decent salary, training opportunities and benefits like holidays and pension plans. Today, though, they also want to know if the companies they are interested in working for have a good track record in corporate social responsibility. In fact, a company that doesn't, is very likely to be struck off the list.

The current student population and those in their first years of employment have a much keener sense of how their life choices, from where they buy their clothes and food to where they choose to work, can have an impact on far-flung societies. They also feel that they will be

more at ease with the company culture of an ethical employer as they will be able to see eye to eye with their colleagues and managers. This is putting pressure on employers to become more ethical in their trading and day-to-day operations in order to attract new recruits.

Gemma Stevens, 21, has recently started working for a company that sources fair-trade food products such as fruit, tea, coffee and chocolate, from around the world. 'I knew I wanted to work for a company that was not trashing people's lives in trying to please its shareholders. It was a much more important consideration for me than getting a big salary and lots of perks. In fact, I'm very lucky, because of our company's ethical policies, we as members of staff are treated very well – we have a good benefits, including

discounts on the fair-trade products we sell, we get lots of useful training, good career prospects and we are certainly not underpaid. And the best thing is to think that the people that are working hard all around the world to produce the goods we buy in are also getting a fair deal!'

When people are looking for prospective employers, though, they should really do some digging around to find out what some companies' 'ethical policies' really mean. Beware of annual reports and glossy advertising – these are not sources to be trusted. People in charge of corporate social responsibility in a company often work closely with marketing departments: boasting about good deeds can gain a company lot of admiration and respect and boost its reputation and profits.

1 Read the text and answer these questions.

- 1 Can non-ethical companies attract as many new employees now as they did twenty years ago? Why (not)?
- 2 Would Gemma work for, e.g. a clothing manufacturer that pays its workers in China very low wages? Why (not)?
- 3 Why are some companies' CSR programmes not transparent?
- 4 Why do companies want to promote their ethical policies? (2 reasons)

2 Look at the list of factors that people consider when selecting a prospective employer. Put them in order of importance to you. Then, work with a partner and explain your reasons.

- Pay
- Holiday entitlement
- Work environment (i.e. office / place of work)
- Company's commercial success
- Promotion prospects
- Pension scheme
- Company's ethical policy
- Perks – company phone, company car, gym-membership, etc.

Speaking: Your predictions

Type of activity: Game. This game links to Unit 7 page 88 in the Student's Book (future forms and expressing likelihood), and acts as an extension to materials on page 89. It should therefore be done as a follow-up to these pages.

Preparation: Make enough photocopies of page 139 for each student to have a copy of the target language box. Cut enough sets of the speaking points into strips for each group of three to have a set.

- 1 Ask students to work in groups of three. Give each group a set of the speaking points and tell them to arrange them face-down on their desk.
Also give out a copy of the box with the target language to each student. This is virtually a copy of the box on page 88 in the Student's Book, but it's briefer and therefore more demanding.
Ask students to give their opinions about the speaking points, using the language from the box, e.g. *There is not much chance that classrooms will die out.* Focus on accuracy when eliciting examples.
- 2 Establish the rules of the game. After giving the basic rules, a demonstration with a strong group is probably most effective. The two main aims are: for each group member to use one different language item in each turn and for each group member to talk on each topic for at least 30 seconds.
- 3 One student starts the game, turning over one of the discussion strips, and then gives his/her opinion, using just one of the target items in a full sentence. They should then carry on talking about the topic for at least 30 seconds, e.g. giving reasons for their views, expanding their points.
- 4 The first speaker records the language item he/she used on his/her grid, in the 'used' column, with a tick. He/she cannot use this item now in the rest of the game at all, though other group members can.
- 5 When the first speaker has finished, the second and third players take their turns to talk separately on the *same* discussion point for 30 seconds. The other players both have to use one *different* piece of language each, again recording the phrase they use on their own grids.
- 6 As they discuss the topic, the other group members are allowed to rephrase their partners' words if they acknowledge them, e.g. *As X said, ..., and I also believe this.*
- 7 Once each member has spoken on the discussion point, they go on to the next topic. The teacher needs to ensure that students are on-task, using the target language effectively and keeping a clear tally of their scores. Either correct on the spot, or take notes for remedial teaching after the task.

Reading: A beneficial takeover

Type of activity: Comprehension and discussion.

Preparation: Make enough photocopies of page 140 for each student.

- 1 As a lead-in to this topic, take in some (pictures of) Body Shop and L'Oreal products if possible. Introduce the article by writing the headline on the board, and finding out if anyone knows anything about it. Clarify the word *cosmetics* here, if necessary.
- 2 Ask students to read the first three paragraphs of this article to find out: a) who started Body Shop (Anita and Gordon Roddick) and b) how much money the couple will make from the sale (£130 million).
- 3 Write these numbers on the board one at a time and ask students to scan the first four paragraphs and tell you what they represent:
54 (Body Shop exists in 54 countries.)
300 (L'Oreal bought the shares for 300p each.)
30 (Body Shop was set up 30 years ago.)
419 (The company turned over £419 million in 2005.)
652 (Body Shop was bought for £652 million.)
- 4 Ask students to read the rest of the article and do exercise 1 individually or with a partner. Take whole-class feedback.

ANSWERS:

1 1 a) 2 a) 3 c) 4 c) 5 c) 6 b) 7 a) 8 b)

- 5 For exercise 2, try to focus students on the ethical issues here, mentioned in several of the paragraphs (2, 5, 7, 8, 11, 12).

SUGGESTED ANSWER:

2

Many supporters of Body Shop are concerned that it will lose some of its values, once joined with the larger company of L'Oreal, which is not based on the same ethical principles.
L'Oreal is also part-owned by Nestlé, a company with a very poor ethical record.

7 Mergers and acquisitions Speaking


People will have fewer and fewer children worldwide, and also in your country.

Your country will become increasingly important in the international market.

People will be far less dependent on oil for fuel.

China and India will be the world's economic giants, governing the global markets.

There will be a far greater number of female politicians in your country.

The standard of living will improve for some people in your country, but the gap between rich and poor will grow.

You will be a successful businessperson with few financial problems.

Hundreds of languages will die, as the use of English grows even more.

USED

USED

a 50/50 chance		could	
unlikely		bound to	
no way		a good chance	
definitely		highly (un)likely (that ...)	
possible		may	
might (just)		likely to	
not much chance		fully expect	
almost certain		a (good / remote) possibility	

L'Oreal buys Body Shop for £652m

COSMETICS retailer Body Shop today agreed to a £652.3 million takeover by L'Oreal. Body Shop accepted an offer of 300p a share from the French firm – a large premium on its closing price of 268p.

5 It is expected that Anita and Gordon Roddick, who set up Body Shop 30 years ago, will make £130 million from the sale. Dame Anita said: 'For both Gordon and I, this is without doubt the best 30th anniversary gift the Body Shop could have received. L'Oreal has displayed
10 visionary leadership in wanting to be an authentic advocate and supporter of our values.'

L'Oreal said the Body Shop brand would be retained and the company would continue to be based in and run independently from the UK.

15 The French firm said Body Shop would enhance its business because of its 'sizeable and complimentary brand' across 54 countries, which delivered revenues of £419 million last year.

It also said the deal would give it increased presence
20 in the 'masstige' sector – mass market combined with prestige – which Body Shop has worked hard to exploit over the last four years.

In a statement to the stock market today, the two companies said the proposed takeover depended on
25 regulatory clearance.

L'Oreal chief executive Sir Lindsay Owen-Jones, who

was born in Wallasey, Merseyside, said: 'We have always had great respect for the Body Shop's success and for its strong identity and values created by its outstanding
30 founder, Dame Anita Roddick.'

A partnership between our companies makes perfect sense. Combining L'Oreal's expertise and knowledge of international markets with the Body Shop's distinct culture and values will benefit both companies.'

35 Iain McGlenn, one of the original investors and an old friend of Dame Anita and Mr Roddick, will make around £140 million from his 21% stake in the company. The Body Shop board today urged other shareholders to back the sale. Shares in Body Shop surged more than 10%
40 today towards the 300p mark offered by L'Oreal. They were as low as 56.5p three years ago.

The Roddicks started Body Shop with a store in Brighton in 1976 to help support their two young daughters, Justine and Samantha. They opened a second
45 store six months later and now have 2,085 branches around the world, including 304 in the UK.

Body Shop, which is based in Littlehampton, West Sussex, represented an ethical alternative to the traditional approach to cosmetics and was against animal testing.

50 Throughout her career, Dame Anita has campaigned passionately around ethical issues such as fair trade and sustainable development.

1 Choose the correct alternative to complete these statements.

- L'Oreal is a/an _____ company.
a) European b) American c) Asian
- Under L'Oreal, the identity and 'look' of Body Shop _____.
a) will not change b) will change slightly c) will change a great deal
- L'Oreal's CEO said that Body Shop had _____.
a) knowledge of international markets b) respect c) a distinct culture and values
- As a result of the merger, shares in Body Shop _____.
a) went up slowly in value b) remained more or less the same c) went up very quickly in value
- _____ of the Body Shop stores are based in the UK.
a) Just over 30% b) Half c) A relatively small percentage
- The Roddicks set up the Body Shop to _____.
a) add to their already large business empire b) provide an income to help the family survive c) as an adventure
- Body Shop differs from other cosmetics companies because _____.
a) it is based on sound values b) it started very small c) it tests its products on animals
- From the comments in the article, it seems that the Roddicks are _____.
a) slightly disappointed b) very happy c) rather nervous

2 Why do you think some former Body Shop supporters, in particular those supporters of its ethics, are very worried about this takeover and what it means to the brand?

8 International trade Teacher's notes & answers

Speaking: Half the story

Type of activity: Jigsaw speaking. This is a controlled practice of verbs and their dependent prepositions and so it links with page 101 in the Student's Book. It demands clarity of pronunciation and intensive listening.

Preparation: Make one photocopy of page 142 for each pair. Cut the page in half so each student has card A or card B.

- To introduce the topic, ask students what stresses and problems a housewife / stay-at-home mother might face. Tell them they are going to read about one such person called Sally Mills.
- Divide the class into pairs (As and Bs) and give out the relevant 'card' to each partner. Students must not show their partner their card. Students read their card and check if there are any words they do not know how to pronounce.
- Tell students that they need to find out what the problem is with Sally. Tell A to start with *d) Sally Mills objected ...*, and ask B to read the rest of the sentence that follows on from this. Then A does the same and then let students continue like this in pairs. Then, without looking at each other's cards, get students to work alone to complete the story in their own words from what they can remember. Remind students that if they are not sure about something, they should ask their partner to repeat the sentence(s).
- At the end, they should check with the teacher that they have the correct version. Then they can look at their partner's card.

ANSWER:

1 d) , k) , e) , j) , a) , i) , f) , h) , c) , g) , b)

Reading: Is China a threat?

Type of activity: Reading comprehension.

Preparation: Make one photocopy of page 143 for each pair.

- To introduce the topic, you could get students to look at their clothes / possessions and see where the items come from.
- Before you start, make sure students know the meaning of: *threat, source of information, make an impression, develop / make contacts, bureaucracy, opportunity*. Try to keep the pre-teaching of lexis to a minimum.
- Ask students to look at the headline / title of the article and to answer the question in exercise 1 and say why they think so or not. Then ask them to do exercise 2.

ANSWERS:

1 no 2 Photolink

- Ask students to work through exercise 3 with a partner to find the answers as quickly as they can. Get students to justify their answers from the text.

ANSWERS:

3 1D 2C 3E

- Ask students to work through the questions in exercise 4 individually and then get them to check their answers with a partner.

ANSWERS:

4

- Very fast. The economy has grown by 9% every year for the past 25 years.
- All sizes.
- The press portrays China as a threat to the UK's economy because it is a market for cheap labour and production costs which UK firms can't compete with.
- The local chamber of commerce organized a trade mission.
- To find local business partners and clients.
- Dealing with bureaucratic problems can be time-consuming and there are language and cultural hurdles to get over too.
- Getting better.

**A**

- a) of actually leaving the company. He applied ...
- b) in dealing with his problems, simply by talking the matter over with his boss.
- c) from the meeting feeling much happier, confident that this time, everything would work out well. And it did. The meeting resulted ...
- d) Sally Mills objected ...
- e) to this, as Jim was a valued employee. However, within a few weeks, he was travelling as much as before. Sally was very angry as she relied ...
- f) for not keeping his word. Having explained in more detail about his situation at home, Jim felt his boss really sympathized ...

B

- g) in a much happier employee, husband and father, and of course, a very happy wife and mother. Jim was also proud that he had succeeded ...
- h) with him, for the first time in his working life. As a result, he actually emerged ...
- i) for a few jobs with other firms, but nothing happened. So he decided to speak to his boss again, who apologized ...
- j) on Jim being at home at weekends to help with their three children. She herself was a working mother and needed time to relax. She was so upset that Jim began to think ...
- k) to her husband Jim spending 50% of his time abroad on business. After discussing the problem together, Jim asked his boss if he could reduce the number of foreign trips he was making. His boss agreed ...

8 International trade Reading

Is China a threat to Britain's small businesses?

By Gareth Chadwick

A THE EMERGENCE of China is an epoch-defining change in the global economy. This country of 1.3 billion people has in the last 10 years built enough roads to circle the equator 16 times. It already makes 90 per cent of the world's toys, 40 per cent of the world's socks and 80 per cent of the world's DVD players. Its economy has grown by around nine per cent every year for the past 25 years and is now worth more than US\$2 trillion.

B With statistics like these, it is perhaps no surprise that China is usually perceived as a threat to the UK's economy; a country of cheap imports and even cheaper labour. However, for businesses that are prepared to look beyond the headlines, China's growth is actually an enormous opportunity, not a threat. And it is not just a market

for the multinationals. Small and medium-sized businesses are finding a huge new market for their products and services.

C Photolink, a creative services agency in Manchester, sees huge potential for developing its business in China, both helping Chinese-based companies market themselves internationally, and also helping UK or European businesses trade in China. It is planning to open an office in either Beijing or Shanghai by 2007. But Claire Robinson, the company's China Trade Director, says that the lack of information for smaller British businesses interested in trading in China means that many do not realise the opportunities that are available. 'It is estimated that by 2030 China will be the largest economy in the world and yet there is relatively little information about doing

business there in the UK press,' she says.

D Photolink's first exposure to China was via a part-funded trade mission organized by the local chamber of commerce, often a good source of initial information. Another invaluable resource is the China team at UK Trade & Investment in London, the international trade arm of the Department of Trade and Industry. They can also liaise with the British Embassy and the various consulates in major cities throughout China, which can help British companies of all sizes find local business partners and clients.

E It would be a mistake to think that China can offer a quick-fix for any businesses which are struggling in the UK, however. As well as the different culture, language and business environment, Chinese bureaucracy, in particular, is often cited as a hindrance to doing business. Says Pearson: It can take months to get the right paperwork or even find out the best procedure for doing what you want to do, but it is getting better. And when you look at the opportunities, there's no question it is worth the effort.

1 Look at the title of the article. Read the first two paragraphs of the article and find out if the answer is *yes* or *no*.

2 Scan the article very quickly to find the name of a British business which is trading successfully with China.

3 Match these headings to the correct paragraph.

- 1 Where to start and who to contact when trying to create links in China
- 2 Opportunities for small businesses
- 3 Possible problems of doing business in China

4 Answer these questions.

- 1 Exactly how fast is the Chinese economy growing?
- 2 Is the Chinese market more suited to large or small companies overseas?
- 3 What is the problem with the British press in relation to these growing opportunities?
- 4 How did Photolink get into the Chinese market?
- 5 Why might you go to the British Embassy?
- 6 Why is China not a 'quick-fix' for struggling UK businesses?
- 7 Are bureaucratic problems improving or getting worse?

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