

Objectives

Writing

Can write a detailed summary of work-related information.

Reading

Can distinguish between fact and opinion in complex formal contexts.

Lesson deliverable

To write e-mails dealing with sensitive or difficult issues.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

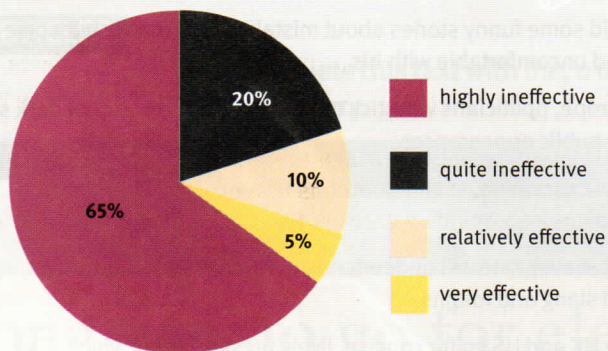
A SPEAKING

1 In small groups, discuss these questions from a recent survey.

- 1 Is e-mail an effective tool?
- 2 What is the main problem with e-mail?

2 Look at this pie chart showing opinions about the effectiveness of e-mail. Are you surprised by the results?

Results of effectiveness questionnaire



3 Here are some of the words used in answers to the survey. What do you think people said?

- | | | |
|---------------|-----------|------------|
| 1 unnecessary | 4 unclear | 7 phone |
| 2 polite | 5 quickly | 8 long |
| 3 properly | 6 weapon | 9 mistakes |

4 Turn to page vii. Read the survey results and try to complete the gaps. Check your ideas from Exercise A3.

B READING 1

Anita Sanjay works for WebPower, a brand and website design company in Bombay. Anita has sent an e-mail to Patrick Dupont of CafeVital, a company which wants to refresh its brand image and website. Read the e-mail and Patrick's reply. Answer the questions opposite.

Dear Patrick

It was great to finally put a face to the voice and meet today after all the conference call discussions over the last few months. I'm just going to run through the four points we discussed and agreed, as I think it best to document a few things as a kind of informal set of minutes.

1. Design concept

Having talked through everything in some detail, I believe we're in a position to agree that the final design specification which we submitted (10 August) can finally be said to be signed off, and will be the basis of the website build, which we will now commence asap. Admittedly, concerns have been expressed on your side on some of the specific graphics, but these shouldn't stand in the way of the build getting started. Speed is of the essence, as I believe you said on more than one occasion.

2. Costs

Costwise, the proposal which we submitted at the meeting was agreed with cost of build put at 8k, and an additional 2k, budgeted, but available on a need-to-use basis only.

3. Timelines

You need things done and dusted by end of next month, sixish weeks or so from now, to which we agreed. It is envisaged that migration of the website data may cause a few problems due to the need to reformat bits and pieces. But from the data supplied to us, it all looks pretty manageable.

4. Quality

We undertake to keep you informed at every point as to any quality issues which crop up, and likewise, expect to hear from you as and when. If we have any concerns, it was proposed to raise them in our planned weekly call.

I think that's it. If you can confirm these minutes before the weekend, it means we can hit the ground running on Monday morning.

Have a good weekend.

Anita

Dear Anita

This all looks fine to me and is in line with our meeting today. I agree that it's good to get started and am very much looking forward to seeing the first version of the website.

Best

Patrick

- 1 What does Anita refer to as a *set of minutes*, and why does she use the word *informal*?
- 2 What is *signed off* by this e-mail?
- 3 The e-mail refers to 2k of budget in addition to a main budget of 8k. Under which conditions is this additional budget available?
- 4 How does Anita suggest that future quality issues be managed?

C READING 2

Turn to page vii. Read the text and answer the questions.

D LISTENING

BSA1.1.1 Listen to a meeting between Patrick and his IT manager, Bruno Lobo, and answer the questions.

- 1 What is Patrick's response to Anita's e-mail, and in particular to the use of the extra budget?
- 2 What is Bruno's interpretation of Anita's e-mail?
- 3 What advice does Bruno give Patrick when writing back to Anita?

Task

E-mail 1

A team member is working on an international project. Recently this person told you they were struggling; the project leader is giving them too much work, a lot of which is administrative and uninteresting. They also find the project leader too directive and aggressive. You decide to write to the project leader about the issue.

1 In groups decide:

- the name of the project leader
- which problems and how much detail to include in your e-mail
- how to express the issues in a positive way
- which solutions you might propose to move the situation forward

2 Now work in pairs within your group and write the e-mail. Consider:

- how to start the e-mail and explain its objective
- how to get your message across in a clear and professional manner
- which solutions/suggestions to make to resolve the issue(s)
- how to end the e-mail

3 Pass your e-mail to another pair in the other group.

E-mail 2

1 Read the e-mail you received and write a reply. Decide how to:

- give your point of view (you feel your leadership has been effective; the team member has required 'pushing' in order to deliver; as their competence is not high, simple tasks have been given)
- respond to the specific details of the feedback given
- respond to the proposed solutions offered
- propose how to continue (or not) discussion of the issues raised

2 Pass your reply to the pair who sent the e-mail.

E PEER REVIEW

In small groups, evaluate the e-mails you received and wrote. Give both positive feedback and constructive criticism. Use the questions below to help your discussion.

- Were your e-mails effective in getting across difficult/sensitive messages positively and professionally?
- When reading e-mails, how effective were you at recognising fact, idea and opinion?

F SELF-ASSESSMENT

Look at the e-mails you sent and received in this lesson and refer back to the lesson objectives. Think about these questions:

- Which e-mail writing skills have you developed well in this lesson?
- Which skills need more practice?

G PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Complete the following sentences to create an action plan for developing your e-mail skills, particularly when dealing with sensitive and/or complex issues.

- To ensure I read others' e-mails fairly and positively, it's important for me to ...
- One thing I will do to improve my writing in sensitive/difficult e-mails is to ...
- I will also try to ...

Small talk

Objectives

Speaking

- Can bring a work-related discussion back to the main points when the participants have gone off topic.
- Can express opinions on topics, using linguistically complex language.

Listening

Can follow an animated conversation between two fluent speakers.

Lesson deliverable

To participate in an activity to practise small talk in a business context.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

A SPEAKING 1

1 Discuss the comments. How far do you agree with them?

- *It's not what you know but who you know.*
- *I'm terrified of networking events.*
- *Most people love talking about themselves.*
- *Be interesting but, even better, be interested!*
- *Small talk is just another way of saying 'unnecessary, mindless chatter'.*

2 Discuss the questions.

- 1 What strategies do you use when meeting people for the first time?
- 2 How important do you think first impressions are? Why? What factors contribute to a positive or negative first impression?
- 3 At international gatherings, how aware are you of non-verbal communication when you meet people? Why?

B READING

Read the extract below and answer the questions.

- 1 Which tip do you find the most helpful?
- 2 Add two tips of your own to the list and compare ideas in pairs.

C LISTENING

1 BSA1.2.2 Listen to the first conversation and answer the questions.

- 1 Which people have already met?
- 2 How does Steve ask Ines what she does?
- 3 How does Hans feel about the seminar so far?
- 4 What did Steve and Ines both find useful?
- 5 What does Hans change his mind about?
- 6 What was Hans's motivation for attending the event?

2 BSA1.2.3 Listen to the second conversation and answer the questions.

- 1 What does Henrik say to get Steve's attention?
- 2 What does Steve say when he realises that he and Henrik have met before?
- 3 How does Henrik exit the conversation?

Small talk is not as small as you might think

The *Longman Dictionary of Contemporary English* defines small talk as 'polite, friendly conversation about unimportant subjects' and yet 'small talk' is a vital part of effective communication. Building personal relationships could lead to future lucrative contracts or deals, and you will gain only a superficial knowledge of someone via business communication only.

To this end, countless websites and articles give advice on how to do it well. Here are some suggestions to help you prepare when meeting new business contacts at a networking event.

- research the people you want to meet beforehand and prepare insightful questions
- have a couple of ice-breakers up your sleeve to jump-start conversations
- discover the motivation behind others' decisions to attend the event
- pay compliments where you can – about their clothes, hairstyle, etc.
- be aware of others' sensitivities and deflect conversations that are uncomfortable for someone
- give the other person/people a chance to speak

3 BSA1.2.4 Listen to the third conversation and answer the questions.

- 1 Why do you think Steve says 'I think you're getting ahead of yourself, Julia'?
- 2 How does Julia deal with the rather long pause in the conversation?
- 3 How does Ilya react to Julia's statement about his children being in Russia?
- 4 How does Julia react to Ilya's question about her personal life?

D SPEAKING 2

Work in small groups of three or four. You are at a networking event. Participate in small talk and keep the conversation going as long as you can. You will each have a role card indicating two strategies which you must include in your conversation.

Student A: Turn to page viii.

Student B: Turn to page viii.

Student C: Turn to page viii.

Student D: Turn to page viii.

When you have finished your conversations, try to guess which strategies each student had to include.

Task

Pre-task: Discussion

What strategies do you use to keep the conversation flowing? Think of some suitable ice-breakers you can use to join or start a conversation. How do you feel when there are long pauses in a conversation?

Part 1: Preparation

1 Work in groups of three or four. Read the task.

Context: Your multinational company has organised a management training week for its staff from around the world. You are going to have a chance to chat to people at lunchtime.

Task: Have small talk conversations with as many people as you can in your groups and use as many of the expressions as you can from the conversations in Section C.

2 To prepare for your conversation, decide what kind of management position you have, how long you've been with the company, what your future plans are and anything else that may be appropriate as the conversation develops. Think about positive and negative comments to make about the training programme so far.

3 During the conversation you will have a card instructing you to use a behaviour that could cause problems. Decide who is going to take each role.

Student A: Turn to page viii.

Student B: Turn to page viii.

Student C: Turn to page viii.

Student D: Turn to page viii.

Part 2: Small talk conversations

Each group meets at lunchtime around a table and starts chatting. Your aim is to make as many contacts from other countries as possible. Try to keep the conversations flowing as much as you can and deal with any embarrassing situations as politely and as smoothly as you can. Remember you want to leave the lunch with some contact details.

Part 3: Reporting back

Report back to the class on how your conversations went. Did you manage to work out what each person's potential problem behaviour was? Discuss how you handled these situations.

E PEER REVIEW

Look again at the objectives at the beginning of the lesson and think about the conversations you had.

- Were you able to engage in extended conversation and keep it on track?
- Could you follow the conversations without any problems?
- How did your partner(s) perform?
- What observations can you make about your and your partners' body language?
- How did you and your partners deal with pauses in the conversation?
- What can you and your partners do to improve your skills?

F SELF-ASSESSMENT

Write 140–160 words to assess your performance in the small talk conversations. Think about these questions:

- How well did you achieve the objectives?
- What feedback did you receive from your partners?
- How did you keep conversations flowing and on track?
- How did body language affect the conversations?
- How do you feel you can improve your performance?

G PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Think of opportunities you can use to practise and improve your small talk skills, both inside and outside the classroom. Write a paragraph about ways of improving these skills.

Objectives

Speaking

Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.

Listening

- Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion.
- Can recognise the use of persuasive language in a linguistically complex presentation or lecture.

Lesson deliverable

To plan, prepare and give a presentation about the pros and cons of a workplace issue.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

A SPEAKING 1

Choose one of these opinions. Work in pairs and list two points in agreement and two not in agreement.

Recycling is a waste of time.

Some companies create but most just copy.

Only boring people work in offices.

You can never spend too much money on advertising.

People should be allowed to bring their pets to work.

B LISTENING 1



- 1 Norway was the first country to introduce 40% quotas for women in the boardroom. Does a similar quota exist in your country?
- 2 Discuss some of the pros and cons of quotas for women on company boards. What is your opinion?

- 3 BSA2.1.5 Listen to a presentation at an international conference about quotas for women. Is the speaker in favour of quotas or against them? What is her main message?
- 4 BSA2.1.5 Listen again and note down the pros and cons of quotas she mentions.

Pros	Cons

- 5 Which arguments do you think are the strongest and the weakest? Work in pairs and agree on the three best.

C LISTENING 2

- 1 BSA2.1.6 Listen to six extracts from the presentation. Decide which rhetorical technique the presenter uses each time, in order to sound more persuasive.

Rhetorical techniques	Extracts
a extreme adjectives and adverbs	
b metaphor	
c superlative forms	
d repetition of a word or phrase	
e a controversial statement	
f inversion	

- 2 Look at audio script BSA2.1.5. Find more examples of the rhetorical techniques mentioned in Exercise 1.
- 3 Turn to page viii. Listen to the extracts and practise the pronunciation.

D SPEAKING 2**1 Work in two groups.**

Group A: Brainstorm the pros and cons of a workplace dress code.

Group B: Brainstorm the pros and cons of using social media in business.

2 Choose two pros and two cons of the issue you discussed and choose one or two rhetorical techniques from Section C. Prepare and give a short presentation to a student from the other group.**Task****Pre-task: Discussion**

Look at an extract from the programme for the Smarter Working conference. What issues do you think will be mentioned in these two presentations?

Smarter Working

Hot-desking: a permanent desk is history.

Going paperless: is it possible?

Part 1: Preparation

You are presenters at the Smarter Working conference. Work in small groups. Half of the groups are Team A, half are Team B. Prepare a short presentation (3–5 minutes).

Team A: The title of your presentation is *Hot-desking: a permanent desk is history*.

Team B: The title of your presentation is *Going paperless: is it possible?*

Brainstorm ideas and make notes about the pros and cons of the two workplace issues. (There are extra ideas in the texts on page ix.)

Prepare your presentation. Think about:

Structure

- Agree on your main message. Make this clear at the beginning and end of your presentation.
- Choose strong pros and cons to include in your presentation.

Techniques and language

- Include at least three different rhetorical techniques in order to sound persuasive.
- Look at audio script BSA2.1.5 on page ii again. Identify at least one linguistically complex phrase/sentence you could incorporate into your presentation.

Part 2: Presentations

Presenters: Use the guidance in Part 1. Give your presentation.

Audience: Note down the pros and cons. Identify any persuasive rhetorical techniques you noticed.

E PEER REVIEW

Decide which arguments used by the other teams were the strongest, and why. Which persuasive language was most effective? Give feedback and make suggestions.

F SELF-ASSESSMENT

Look back at the lesson objectives. What linguistically complex language did you use to suggest the pros and cons of a topic? What did you do well? What would you change next time?

G PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Write three sentences about ways you will present pros and cons in your presentations in future.

Objectives

Speaking

- Can develop an argument with appropriate highlighting of significant points and relevant supporting detail.
- Can participate in extended, detailed professional discussions and meetings with confidence.

Lesson deliverable

- To plan, prepare and participate in a crisis meeting by the end of the lesson.
- To write a short business report.

Performance review


To review your own progress and performance against the lesson objectives at the end of the lesson.


A SPEAKING 1

In pairs, discuss the following points. Make a list of ideas and then share it with the rest of the class.

- 1 How can you use your voice to best effect when expressing an opinion or giving important information? Think about speed and pausing, for example.
- 2 What other techniques can you use to get your point across effectively?

B LISTENING

- 1  BSA2.2.7–BSA2.2.8 Listen to version A of the first part of a meeting. Then listen to version B. In pairs, decide which version is more effective and why. Then share your thoughts with the group.

- 2  BSA2.2.8 Listen to version B again. Write down the four sentences between 'Let's get this meeting underway' and 'I'm afraid it's going to be quite a long day!'

- 3 Check your answers to Exercise B2 using the audio script on page iii. In pairs, underline any structures in the four sentences which add emphasis.

C PRONUNCIATION

Look at the four sentences you wrote down in Exercise B2. In pairs, practise delivering the introduction effectively.



D SPEAKING 2

1 You are going to participate in a crisis meeting. Using the agenda below and the notes opposite, work in pairs and write the dialogue between the meeting leader and a participant. Mark intonation and pauses.

Agenda

Aim: Crisis Meeting

- 1 35% drop in sales turnover
- 2 50% rise in customer complaints
- 3 20% employee turnover
- 4 40% increase in absenteeism rate

2 Use the meeting leader's opening statement provided. Practise delivering the dialogue as effectively as possible.

Meeting leader: *Right, so let's start with the first item on the agenda.*

Meeting leader	Participant
<ul style="list-style-type: none"> • large drop in turnover / 1st time witnessed / this company 	<ul style="list-style-type: none"> • not surprised / lots of mistakes made
<ul style="list-style-type: none"> • only one other downturn / company 20 year history 	<ul style="list-style-type: none"> • CRM system upgraded 2 years ago / product upgrade better
<ul style="list-style-type: none"> • how dropped / by 35%? 	<ul style="list-style-type: none"> • should have followed competitors' example • would not have dropped from 2nd to 5th position in market

3 **BSA2.2.9** Listen to a model answer and compare it with your dialogue.

Task

Pre-task: Preparation

In groups of four or five, plan a meeting to discuss a difficult situation. Use either the agenda provided in Section D above or change the issues to suit your company or organisation.

- If you change the topics, make a fresh agenda.
- Decide on roles. You will need a Meeting Leader, a Human Resources Manager, a Marketing Manager, a Finance Manager and at least one Observer.
- Turn to page x for your role cards. (These may need to be adapted if you set your own agenda.)
- Prepare some effective arguments before the meeting.

Part 1: Meeting

Hold your meeting, using the emphatic language practised in Section B, and agree on a set of actions to be taken.

- Audio or video record the meeting if possible, or perform it to the class.
- Refer to language for emphasising your point in Exercise B3 and language for the modal perfect on page 134.
- Use the role cards on page x to role-play your meeting.

Part 2: Report writing

Work in pairs. Write a short report outlining a set of actions arising from the meeting.

Extra practice: DVD clip and Worksheet 18

E PEER REVIEW

Allow the observers to give feedback on your performance. Review the audio/video recording if you have one.

- What worked well?
- What examples of emphatic language did you hear?

F SELF-ASSESSMENT

Write a 150-word report to assess your performance in the meeting. Think about these questions:

- How successfully have you achieved the business skills objectives?
- What improvements do you need to make?
- How are you going to make them?

G PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Identify two or three work or study situations in which you will be able to continue to practise or further develop the skills set out in the lesson objectives.

Negotiations

Objectives

Speaking

- Can explain main points of a negotiation position with precision.
- Can propose a range of different options in a complex negotiation.
- Can present a negotiating proposal in detail.

Lesson deliverable

To have participated in a complex negotiation, practising language to propose multiple options, test the situation and propose resolution to conflicts.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

A SPEAKING

Which towns and cities in your country are 'invaded' by tourists? Is it a good thing? What is the down side?

B LISTENING 1

BSA3.1.10 Listen to the news report about sustainable tourism in a busy international port, in which members of a committee are being interviewed on the impact of tourism on their city. What are the main issues identified by the speakers?

1 Mayor of the city:

.....

2 Minister of Tourism:

.....

3 Chair of the Business Association:

.....

4 President of the Neighbourhood Association:

.....

C VOCABULARY

1 Match the negotiating techniques (1–3) to the definitions (a–c).

- 1 testing the situation
 - 2 bluffing
 - 3 walking away
- a) abandoning a negotiation because your aims are too far apart from the other parties'
 - b) checking people's reaction to a plan or proposal before you decide to use it
 - c) pretending something, especially in order to achieve what you want in a difficult or dangerous situation

2 Work in pairs. Discuss the use of these negotiating techniques. In which situations would you use them?

walking away testing the situation paraphrasing
 explaining the value/benefits of something
 checking with a higher authority bluffing
 dealing with conflict playing for time insisting
 avoiding giving a straight answer

D LISTENING 2

1 **BSA3.1.11** The City Council has invited key figures from the community to negotiate a sustainable tourism policy for the city's port and city centre. Listen to four extracts from the negotiation between members of the Committee for Sustainable Tourism. Which of the techniques from Section C do they use? Give examples.

1 Minister of Tourism:

.....

2 Mayor of the city:

.....

3 Chair of the Business Association:

.....

4 Mayor of the city:

.....

2 What is difficult about chairing a negotiation like this? How do you think the negotiation might end? What possible outcomes could there be?

E LISTENING 3

1 BSA3.1.12 Listen and match expressions (1–12) to the correct categories (a–h) below. Some categories are used more than once.

- a) testing the situation
- b) asking indirect questions
- c) insisting

- d) explaining value or benefits
- e) hypothesising about the past
- f) checking with a higher authority
- g) walking away
- h) dealing with conflict

2 BSA3.1.12 Look at the audio script on page iv. Listen again and practise the intonation.

Task**Pre-task: Discussion**

Context: You are members of the Committee for Sustainable Tourism in your city, which is an international port. You need to put forward proposals and negotiate an agreement which will make tourism more sustainable for local residents and also benefit the local economy.

Discuss these questions in groups:

- What could happen to the city and its residents if tourism continues to develop in an unsustainable way?
- What would happen to the city and local businesses if tourism development was strictly controlled?

Part 1: Preparation

Work individually. Read your role card and prepare for the negotiation.

Student A: Turn to page xi.

Student B: Turn to pages xi–xii.

Student C: Turn to page xii.

Student D: Turn to page xiii.

Part 2: Planning

Work in pairs with another student with the same role and brainstorm your proposals and negotiation position to make tourism sustainable while benefiting the local economy.

Part 3: Negotiation

Regroup in groups of four (A, B, C and D). Hold the main body of the negotiation. You need to agree on a five-point plan for sustainable tourism in your city. The Mayor should start chairing the meeting, but rotate the role of the chairperson. If the meeting becomes conflictive, the chairperson should mediate. Make sure everyone has presented their proposal before you take any decisions.

Look again at the Useful language box in Managing questions on page 71 and the negotiating expressions in Exercise E on page 79.

Part 4: Rethinking positions

There have been some web leaks about the participants in the meeting. Look at the information on page xiii. Your reputation and careers are at stake.

Rethink your negotiation positions according to this new information and then conclude your negotiation. You now need to come up with a five-point plan for sustainable tourism and improve your public image. The Mayor should conclude the meeting.

Part 5: Press release

There is a press conference directly after your negotiation. Together, write a short press release summarising your proposal for sustainable tourism and present it to the rest of the class. Be prepared to answer any questions.

Extra practice: DVD clip and Worksheets 19 & 20

F PEER REVIEW

Work in pairs and be prepared to give feedback to your colleagues at the end of the task. Think about these questions:

- What outcome did you achieve? Was it difficult to achieve a successful outcome in this kind of negotiation? Why?
- How did you resolve conflict in the negotiation? Who mediated?
- How could you improve your performance if you were going to negotiate again with the committee?

G SELF-ASSESSMENT

Look again at the lesson objectives at the start of the lesson and reflect on the feedback from your teacher and colleagues. Think about these questions:

- Which learning objectives did you achieve?
- Which expressions did you use from the listenings and the language on pages 71 and 79?
- What do you still need to improve when negotiating an antagonistic situation?

H PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Think of a time when someone got angry with you or your organisation. Was there someone who mediated? How did you resolve the conflict? What would you have done differently? Work in pairs outside class and record part(s) of your answer. Listen to it before your next class.

Objectives

Speaking

Can participate in extended, detailed professional discussions and meetings with confidence.

Speaking

Can infer attitude and mood in discussions by using contextual and lexical cues.

Lesson deliverable

To prepare and participate in an interview in a persuasive and professional manner.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

A SPEAKING 1

- 1 Work in pairs. Why do people find job interviews difficult?
- 2 What advice would you give to someone who is going for a job interview?

B READING

- 1 Look at the covering letter an applicant has sent to a potential employer. Choose the more formal options to complete the letter.

Dear Mr McPherson,

Please ¹take / accept this letter and enclosed CV in application for the Executive Assistant ²position / job in Brown Services. My interest in this post ³comes / stems from my commitment to ⁴giving / providing highly organised and efficient ⁵support / help to management teams.

You will ⁶see / note in my CV that I have over six years' experience in a similar role and have successfully ⁷done / managed a ⁸variety / load of tasks simultaneously, through strong organisational skills and team co-ordination. My computer skills, information management abilities and people-oriented approach have ⁹enabled / helped me to perform my role with confidence.

If given the opportunity to work with your organisation, you would find me a friendly and resourceful ¹⁰extra / addition to your team.




I look forward to the opportunity of meeting you to discuss how my skills and experience could ¹¹help / benefit Brown Services.

Thank you for your time and consideration.

Sincerely,
Kate Jordan

- 2 Do you think this is a good covering letter? Why? / Why not?

C LISTENING

- 1 What do you think is the hardest question to answer in an interview?
- 2  BSA3.2.13 Listen to Tim, a recruitment expert, giving advice on interviews. Does he agree with your answer to Exercise C1?
- 3  BSA3.2.13 Listen again. What suggestion does Tim make for rephrasing negative facts in a more positive way?
- 4  BSA3.2.14 Now listen to three people answering the question 'What's your biggest weakness?' Take notes on how they phrase controversial statements in a more positive way. Who doesn't follow Tim's advice?
- 5 What would be your answer to the question?

D SPEAKING 2

Work in pairs. Practise answering some difficult interview questions. Give extended, detailed answers to the questions you are asked.

Student A: Turn to page xiv.

Student B: Turn to page xvi.

Task

Pre-task: Brainstorm

- 1 You are going to hold job interviews. Identify a job you would be suitable for. Think about the type of company, the position and the candidate profile.
- 2 Turn to page xiv and complete the covering letter for the job you have chosen.

Part 1: Preparation

- 1 Work in pairs or small groups and prepare for the interview(s). Decide how you are going to work together. Allocate roles for the first interview.
 - Who will be the interviewer?
 - Do you want more than one interviewer?
 - Who will be the candidate?

- 2 Think about the following points.

Candidate:

- highlighting your strengths
- dealing with questions about weaknesses

Interviewer:

- the qualities you need in the candidate
- the questions you need to ask

Part 2: The interview

- 1 Hold your first interview. At the end, make notes in the table in E below.
- 2 Swap roles in your pair/group and repeat until everyone has been interviewed for their chosen job. Make notes at the end of each interview.

E PEER REVIEW

Use your notes from Part 2 of the Task and give feedback to your colleagues.

	Good points	One thing to change
The candidate's ability to maintain extended, detailed discussion		
The candidate's ability to deal with controversial facts, such as weaknesses		
The candidate's choice of appropriate register during the interview		

F SELF-ASSESSMENT

Write a 150-word report assessing your performance in the interview. Think about these questions:

- How successfully have you achieved the lesson objectives?
- How did you feel about feedback on your performance?
- What do you need to improve?
- How are you going to achieve a better result in future?

G PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Think about the job you would like to do next.

- 1 What job would you like to apply for in the future?
- 2 How could you discuss your / your company's weaknesses in a positive light?

Objectives

Speaking

Can express attitudes using linguistically complex language.

Listening

- Can infer opinions in a linguistically complex presentation or lecture.
- Can follow presentations on abstract and complex topics outside their field of interest.

Lesson deliverable

To plan, prepare and give a 'How not to ...' presentation expressing opinion and attitude.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

A SPEAKING 1

- 1 Look at these famous sayings. What do they mean? Do you agree? Discuss your opinions.

One man's meat is another man's poison.

A stitch in time saves nine.

Where there's a will, there's a way.

When in Rome,
do as the Romans do.

No man is an island.

The squeaky wheel gets the grease.



- 4 BSA4.1.16 Listen to the whole presentation. What is the presenter's opinion of 'the paradox of choice'? Tick (✓) all that apply.

- She believes that shoppers spend more money if they have more choices available.
- She agrees that lots of choice is good in theory but less satisfying in practice.
- She understands why some companies have had more success by offering fewer products.
- She agrees that customer behaviour isn't predictable.
- She thinks that choice overload is not a problem for sales and marketing generally.
- Her own experience tells her that the research is probably true.

- 5 Do you think the presenter is objective or biased in her presentation? Why?

- 6 The presenter uses these techniques to support her opinion. Make notes about what she says under each heading.

- Tell a relevant personal anecdote.
- Refer to research.
- Mention experts or literature in the field.
- Give some real business examples.
- Refer to recent industry news.

B LISTENING

- 1 Discuss these statements about consumer choice. Include any anecdotes of your own to support your point.

- More choice for consumers is always better.
- Sometimes making a purchasing decision feels overwhelming.
- The more choices you have, the more likely you are to make the best choice.
- Continuous innovation and new products is what consumers want.

- 2 Have you heard of 'the paradox of choice'? What do you understand by this term?

- 3 BSA4.1.15 Listen to a marketing expert talking about a book called *The Paradox of Choice*. Check your answer to Exercise B2.

TEAM BUILDING

- Company Trip
Sports

7 **BSA4.1.17** Listen to six extracts from the presentation. Underline the word that indicates the presenter's attitude.

- 1 Seemingly, abundant choice is more attractive in theory than in practice.
- 2 Remarkably, this has had unintended consequences.
- 3 Arguably, we want some choice, but don't give us too much of it.
- 4 His comments will inevitably send shockwaves through an industry.
- 5 Naturally, that made it so much easier for us to choose.
- 6 Let's face it, sometimes less is undoubtedly more.

C SPEAKING 2

1 Complete each of these statements with an adverb from Exercise B7 to indicate your attitude. Then, in small groups, take turns to choose a statement and discuss your views.

- Businesses shape, rather than merely reflect, consumer choices.
- The paradox of choice is a myth: less is definitely more.
- Most product advertising is banal and boring.
- The food industry will nudge consumers to make healthier eating choices.
- Online consumer reviews and ratings are contradictory, making it hard to choose.

Task

Pre-task: Brainstorm

Work in small groups. Take two or three minutes to brainstorm how NOT to organise an office party.

Part 1: Preparation

Task: Prepare a presentation (3–5 minutes) in the *How not to ...* series of workshops. Choose one of the titles below or invent your own *How not to ...* title.

- How not to retain customers
- How not to manage staff
- How not to ...

1 Work together and brainstorm your ideas for the presentation. If necessary, go online to research your topic or for ideas turn to page xv.

2 Prepare your presentation. Decide who will speak in each section and think about the following points.

Structure:

- Select and organise your best three or four ideas from the brainstorm.
- Think of one or two relevant personal anecdotes to connect with your audience.

Techniques and language:

- Use techniques to support your opinions, e.g. real-world examples, references to research, recent news, or expert advice.
- Include adverbs to demonstrate attitude.

Part 2: Presentation

Presenters: Use the guidance in Part 1. Give your presentation.

Audience: Make notes as you listen. How does the presenter indicate their opinion?

D PEER REVIEW

Make notes about ways in which another team's presentation expressed their opinions on the topic. On a scale of 1 to 5, how strongly did the presenter indicate their attitude? Give feedback and make suggestions.

- What do you think you did well?
- What would you like to do better next time?

E SELF-ASSESSMENT

Look back at the lesson objectives. Think about these questions:

- What techniques and language did you use to express your opinions and attitudes on the topic?

F PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Write three sentences about ways you will improve your linguistic complexity in presentations in future.

Objectives

Speaking

- Can manage participants in a teleconference using appropriate language.
- Can manage discussions during teleconferences, helping participants stay on topic.

Listening

Can follow a work-related discussion between fluent speakers.

Lesson deliverable

To plan, prepare and participate in and lead a teleconference in a business context.

Performance review

To review your own progress and performance against the lesson objectives at the end of the lesson.

A SPEAKING 1

Work in pairs or small groups. Discuss your understanding of the following quotation.

'Communication – the human connection – is the key to personal and career success.'

Paul J. Meyer

- 1 How does your interpretation of the quotation change depending on the form in which the communication takes place?
- 2 How has technology changed the way we conduct meetings?
- 3 What are the challenges of effective communication in the following situations?
 - Meeting face to face
 - Making a telephone call
 - Holding a teleconference

B LISTENING

- 1 You are going to listen to an extract from a teleconference between colleagues in of an international company. The company manufactures machines for the ceramic tile industry. Before the teleconference, the participants received an invitation e-mail with an agenda detailing the points to be covered in the meeting.

- BSA4.2.18 Listen to the teleconference. What difficulties do the participants experience?

- 2 Complete the agenda.

From: Rosalba Mancini

To: Giancarlo Rossi, Martina Moretti, Daniel Schwarz, Jim Dawson, Elena González

Subject: Teleconference Thursday

Start time: 10.00 a.m. Central European time

Agenda:

- 1
- 2
- 3

- 3 BSA4.2.19 Listen to the rest of the call. How did the participants overcome and manage any problems?
- 4 Work in pairs or small groups. Draw up a list of tips for holding an effective teleconference and dealing with problems.

C SPEAKING 2

1 Work with your partner. Refer to audio scripts BSA4.2.18–4.2.19 on page vi and complete the table. Add any other appropriate phrases you know?

Identifying yourself and the other participants	
Getting the meeting started and explaining the agenda	
Keeping the meeting on track	
Dealing with interruptions and managing turn-taking	
Inviting contributions or asking to contribute	
Ending the meeting – summarising decisions and action points	

2 Work in groups of four or five. Role-play the main points from the teleconference you listened to.

Task

Part 1: Preparation

Context: You work for a language school, providing language courses to young adult learners and business professionals from across the region. The school wants to expand and appeal to learners globally, attracting more international business. The management team believes that one way to achieve this would be to improve their online presence and image. You are going to have a teleconference to discuss the company's website.

Work in small groups to plan the teleconference. Follow these steps:

- Turn to page xvi and look at the role-cards.
- Decide who is going to play each role.
- Think about your role and what you will be most interested in pursuing in the meeting.
- Discuss and identify the features of a good website for a private language school that you think would appeal to an international audience to attract new business.

- Write an invitation e-mail with an agenda to help you in your planning. You will take turns to lead the meeting, so you need as many points on the agenda as there are people in your group.

Part 2: Teleconference

Role-play the meeting, discussing the points you identified in Part 1. Your teacher will give you an object that identifies who the leader is. After you have discussed the first point on the agenda, hand the object to the person who is going to lead the discussion of the second point. The person who is the leader of the last point on the agenda must also summarise the points discussed, any agreement reached and what action points have been decided.

When leading: Make sure the other participants keep to the point. Manage any interruptions and make sure everyone gets a chance to speak.

When participating: Make sure you take turns and give your opinion. Include the problem specified at the end of your role-card.

EXTRA PRACTICE: DVD CLIP AND WORKSHEET 21

D PEER REVIEW

Give feedback to the people in your group. Think about the lesson objectives and these questions.

- 1 How well did they lead their section of the meeting? Think about handling interruptions, dealing with people going off the topic and making sure everyone contributed.
- 2 What did each person do well?
- 3 What could they have done better?

E SELF-ASSESSMENT

Write 120–140 words about your performance. Think about these questions:

- the feedback from the other participants
- the lesson objectives
- what you feel you did well / could have done better
- whether you felt happier leading or participating.

F PROFESSIONAL DEVELOPMENT AND PERFORMANCE GOALS

Now think about the next time you participate in, or lead, a teleconference at work. Complete these sentences.

- Before the teleconference, I will ...
- During the teleconference, I will ...
- If there are communication difficulties, I will ...
- After the teleconference, I will ...

Market Leader Extra: Business skills

Audio script Advanced

1.1 E-MAILS

BSA1.1.1 (B = BRUNO, P = PATRICK)

- B:** So Patrick, what's the problem?
- P:** What's the problem? To be honest, I'm really irritated. I just got this e-mail from Anita. I forwarded it to you ...
- B:** Yes, I had a look.
- P:** Well, then, you know. They've already gone into the additional budget, without consultation. That's just not on; it's unprofessional. And then they're accusing me of withholding information about data migration issues. In other words, blaming me for the fact that they can't do their job on time. And again, using complex English to confuse me ... it's not fair. I'm not exactly sure how to respond, to be honest.
- B:** Hang on, Patrick.
- P:** What?
- B:** Well, let's just take a bit of time to think about this. I've seen these issues before, and it's not always what you think. I mean, on the use of budget, I'm not sure if I've seen all the e-mails on this, but I don't remember seeing anywhere a clear protocol on how to use this budget.
- P:** Erm, well, not exactly. You saw Anita's minutes from the meeting three weeks ago. I think that's it. But it was clear in the meeting.
- B:** I'm not sure. It was clear to you but you didn't clarify her original e-mail in any detail, so I think she's acting from her side in good faith. Probably just being proactive to get problems solved asap, because she knows deadlines are important to you.
- P:** OK, but accusing our engineers of disguising problems. It's not on.
- B:** Again, to be fair, can you really be certain she's accusing you, really?
- P:** Erm, well ... it feels like it anyway.
- B:** Exactly. Yes, she's assuming you had the information and it was not passed on, and in some ways she's not taking responsibility – she should have asked more questions – but I think that's also natural in some ways. I don't see it so negatively. You just need to write back and set up a meeting to talk it through.
- P:** So what strategy should I follow?
- B:** Well, on the budget issue, I think it's fair to say you are surprised by the use of the budget without consultation, and point out what your understanding was. You should be able to reduce our cost liability here, as they should really have consulted you. On the migration issue, Anita ... let me see, yes, she's kind of assuming that a delay is acceptable, so you need to put her right on that. We have to hit the deadline. And then you, or we, need to negotiate how we manage the additional costs. Patrick, honestly, I would take a collaborative approach. If you cause bad feeling, it might push back the go-live even more.
- P:** Yes, you're right. OK, thanks. If I draft the e-mail, can I run it past you, just to check I don't go overboard as I usually do?
- B:** Sure, happy to take a look.
- P:** Thanks, Bruno. OK, I'll get on with it now. See you later.
- B:** Ciao, Patrick.

1.2 SMALL TALK

BSA1.2.2 (SB = STEVE BENTON, HL = HANS LEHMANN, IM = INES MOYA)

- SB:** Excuse me, do you mind me asking where you're from?
- HL:** Munich, Germany.
- SB:** Oh, thanks. I couldn't quite place your accent. Hi, I'm Steve Benton, CEO of Benton Seals, Chicago.
- HL:** Pleased to meet you. Hans Lehmann of Lehmann Boilers and Heating.
- SB:** Sorry, I didn't quite catch your surname.
- HL:** Lehmann. Here's my card. Please call me Hans. And this is Ines Moya from Spain.
- SB:** Hello, Ines. Pleased to meet you.
- IM:** And you, too.
- SB:** What line of business are you in, Ines?
- IM:** Advertising.
- SB:** Not heating or engineering then?
- IM:** No, not at all. My company has done some work for Hans in the past.
- SB:** Oh, I see. What do you both think of the seminar so far?
- HL:** Not bad, but not exactly what I expected. I haven't learned anything new yet.
- IM:** Haven't you? I found the workshop on inter-culturalism very useful.
- SB:** So did I. I'm looking forward to Sara Walters' talk on communication efficiency this evening.
- IM:** Oh, she's very good, isn't she? I've heard her before.
- HL:** I wasn't going to go to that but if you recommend it perhaps I should. Ines, could you do me a favour and pass me the leaflet over there on Sara's talk?
- IM:** Of course. Here you are.
- SB:** And why did you decide to come to this particular seminar, Hans?
- HL:** Well, I want to improve my inter-cultural communication skills and I was hoping to make some good contacts, too. I'm looking for new suppliers.
- SB:** Ah, well, it's funny you should say that because I'm looking for European customers. I think we should get together later and discuss this in more detail.
- IM:** Sorry, but the next talk is about to start. I think we should go in.
- HL:** Perhaps we could discuss business over dinner after the talk?
- SB:** Great! Look forward to it!

BSA1.2.3 (HS = HENRIK SCHULZ, SB = STEVE BENTON, IO = ILYA ORLOV)

- HS:** Excuse me, I couldn't help overhearing what you were saying about finding new European customers. I think we may be interested in doing business with you, Mr Benton.
- SB:** Sorry, have we met before?
- HS:** Henrik Schulz. It was when I heard you talking about the Sara Walters' talk that I remembered you. We were at her talk in Rome. You asked her lots of questions.
- SB:** Of course. I thought your face looked familiar but I just couldn't place it. And I complimented you on your excellent English. You manufacture small engines, don't you, if I recall correctly?
- HS:** Indeed we do and your seals might be just what we need.

- SB:** Really?
- HS:** I don't think you've met my colleague, Ilya Orlov. He's based in Boston at the moment.
- SB:** Nice to meet you, Ilya. I was there just last month. Great city, isn't it? Do you like being based there?
- IO:** Yes, I do, very much.
- SB:** How long have you been there?
- IO:** Just over a year now.
- HS:** Perhaps you and Ilya should arrange to meet up when you're both back in the States and discuss our requirements. See if we can come to a mutually agreeable arrangement?
- SB:** Good idea. Here's my card and I'll write down my home contact details for you, too. Do give me a ring when you get back and we'll organise it. It'll be great to hear from you.
- HS:** Oh, excuse me. I'm afraid I've got to make a quick call. I'll see you later.
- SB and IO:** Bye. See you.
- SB:** It's been good seeing you again, Henrik.
- IO:** I don't suppose you know of any good places to eat around here, do you?
- SB:** Actually, I do. There's a ...

BSA1.2.4 (SB = STEVE BENTON, JG = JULIA GODFREY, IO = ILYA ORLOV)

- SB:** Ilya, you might like to meet my production director. She's here somewhere. Ah yes, there she is. Julia, meet Ilya Orlov. He's interested in doing business with us. We're going to arrange a meeting when we return to the States.
- JG:** Julia Godfrey. Hi, Ilya. Good to meet you. Are you enjoying the seminars and workshops here?
- IO:** Yes, I am. I've met some very interesting people we can do business with.
- JG:** You mean we've got competition?
- IO:** Well, you're not the only company we'll be talking to.
- JG:** I understand that but I think we can offer you the best deal you're going to get anywhere.
- IO:** Maybe. We'll have to see, won't we?
- JG:** Let's get together before you return to the States. Perhaps we could come to some agreement before we leave.
- SB:** I think you're getting ahead of yourself, Julia.
- JG:** I'm not sure I agree with you there, Steve.
- SB:** How's the economic situation affected your business, Ilya?
- IO:** I think it's worse back in Russia than in the States. We've seen steady growth in the States.
- SB:** That's good to hear.
- IO:** But it's always a battle, isn't it? We're constantly looking for ways to cut costs and increase sales.
- SB:** So are we. ...
- JG:** Do you have your family with you in the States, Ilya?
- IO:** Actually, my wife is there too and she works at the university. Our sons stayed in Russia with their grandparents.
- JG:** Oh, that must be difficult for you.
- IO:** No, not at all. They've been at boarding school since they were seven, so they don't notice any difference. They come over for the holidays. What about you, Julia?
- JG:** What? Am I married?
- IO:** Yes.
- JG:** No. I'm divorced, but I don't have any children.
- SB:** Right, shall we get back to business.
- IO:** We'll do that back in the States. Let's find Henrik and have a drink together.
- SB and JG:** Good idea!

2.1 PRESENTATIONS

BSA2.1.5 (P = PRESENTER)

- P:** So what's the main argument for compulsory quotas? Well, corporate boards are male-dominated, and I believe will always promote people like themselves, ignoring female talent. Let's just look at the evidence. In reality, there are many, many talented women out there and yet the number of women with boardroom seats remains alarmingly low today. For instance, in the UK London Stock Exchange's top 100 companies, a mere 22.8% of directors are women. The only answer is quotas, which will break the vicious cycle by putting lots of women at the top. In other words, quotas force the breakup of male elites. This is about equality in our society and fairness for women. Another point in favour of quotas is that women board members will act as positive role models for others. It is true that the proportion of female employees falls off dramatically at the higher levels of corporate hierarchy, but that is where organisations recruit the majority of future board members. Greater representation at board level will actually help other women climb the executive ladder. But actually, I believe there are wider issues at stake here. This is not just about male versus female. Diversity helps to address the dangers of groupthink. The contemporary boardroom needs to incorporate a good range of viewpoints, expertise and international backgrounds to ensure independent and creative thinking. Most importantly, change needs to happen fast – things will not just improve by themselves. Legally enforced quotas, with set time limits, are the fastest, most effective way to ensure more equal numbers of men and women on boards. A case in point is France, which let companies self-regulate until 2011. As no change was observed, the country passed a quotas law the same year and the intermediate goal of 20% was reached in 2014. Boards now have more than enough time to recruit well-qualified women and reach the goal of 40% by 2020.
- On the other side of the argument, there's no doubt that quotas have generated an outcry against 'reverse discrimination'. And it is true that individual male candidates for jobs may lose out when they run against equally talented women. Some predict dire consequences for the competitiveness of the economy because inexperienced, under-qualified women will end up on boards. Investors don't want quotas; a board director must be chosen on merit, not gender. Shareholder value, they argue, can be undermined. Recruiting talented women is, I believe, the real challenge for companies – it will mean that boards and head-hunters have to look beyond their closed male-dominated networks and look for people across the widest possible talent pool. And in terms of those already at board level, quotas damage the credibility of the small number of individual women who have managed to battle their way to the top thanks to their skills and hard work. It may be seen as tokenism. It may be written off as nepotism. Women whose appointments are known to be quota-driven will find it difficult to earn respect.
- I know there is an argument for company self-regulation. The fact is, quotas aren't perfect, but at least they break down unofficial barriers to access. In an ideal world, interference would not be necessary, but that said, I'm convinced we're on the right path – quotas will be necessary for years to come in order to make change happen. Not only is Norway's solution simple, but it is also effective. It is a revolutionary breakthrough. So far, nothing else has worked. After years of little or no change, the time has come to simply make it happen. Thank you.

BSA2.1.6

- 1 In reality there are many, many talented women out there ...
- 2 ... and yet the number of women with boardroom seats remains alarmingly low today.
- 3 Greater representation at board level will actually help other women climb the executive ladder.
- 4 It will mean that boards and headhunters have to look for people across the widest possible talent pool.
- 5 Not only is Norway's solution simple, but it is also effective.
- 6 So far, nothing else has worked.

2.2 MEETINGS**BSA2.2.7 (ML = MEETING LEADER)****Version A**

ML: OK, welcome everybody. Let's get this meeting underway. We need to talk about some big problems today. This is a difficult time for the company. There are quite a few problems so it's going to be quite a long day, I'm afraid.

BSA2.2.8 (ML = MEETING LEADER)**Version B**

ML: OK, welcome everybody. Let's get this meeting underway. What we need to deal with today is a number of very serious issues. This is one of the most challenging times we've ever faced as a company, to say the least. It isn't simply a question of looking at what we do well and what we need to improve. In fact, we won't be looking at what we're doing well at all. I'm afraid it's going to be quite a long day!

BSA2.2.9 (ML = MEETING LEADER, P = PARTICIPANT)

ML: Right, so let's start with the first item on the agenda: sales turnover. This is the largest drop in turnover I've ever witnessed in this company. In fact, we've only ever had one other downturn in sales in the entire 20-year history of the company! What I'd really like to understand is how it could possibly have dropped by as much as 35%. Any comments?

P: Yes, that comes as no surprise, actually. We've made any number of mistakes, as I see it. Crucially, it was our products that should have been upgraded two years ago, not our CRM system. We should have followed our competitors' example. In my opinion, if we had done that, we wouldn't have plummeted from second to fifth position in the market.

3.1 NEGOTIATION**BSA3.1.10 (CB = CHARLOTTE BAKER, MA = MAYOR, MT = MINISTER OF TOURISM, CJ = CAMILA JONES, JM = JOSÉ MORENO)**

CB: This busy international port receives thousands of cruise passengers in the summer months. Tourism is the main source of income in this region. But some members of the local community are unhappy about thousands of passengers coming into their city centre. We asked the key members of the city's Committee for Sustainable Tourism for their views.

As the new Mayor of the city, you've already put some tourism projects on hold. The City Council now wants to ban some international conferences that are hosted here, as well as the number of cruise passengers visiting this port. Why is that?

MA: Well, to answer your first point, as I said before, we're not going to ban any major congresses from the city. We recognise they are an important source of income, but we do want to manage them better. Secondly, we're not going to ban cruise passengers, but we do want to reduce the number of visitors in the centre, as well as oversee any new developments around the city. Local residents are simply unable to enjoy living and working in their city as they used to do.

CB: And what would you say to critics who claim that you don't have the experience to govern this city?

MA: I'd say the previous City Council had plenty of experience in politics, but all they did was to systematically destroy the historic nature of our city, and make its people feel like second-class citizens.

CB: Minister, as Minister of Tourism, I'm sure we'd all like to hear from you why this historic city is being over-run by cruise passengers.

MT: Well, I have to say that's just nonsense! Our beautiful city is a major destination but it's also maintained its original character. The previous Mayor and local businesses have simply developed this unique city into a more profitable one. If you were a Londoner, would you complain there were too many tourists going to Buckingham Palace? Of course not! What we're seeing now is the over-reaction by a few left-wing political activists, in response to a couple of unfortunate incidents in a very localised area last summer ...

CB: Yes, but those incidents led to a significant demonstration of thousands of residents in the centre, who are not happy with the situation.

MT: With all due respect, Charlotte ...

CB: Are you denying that many local residents simply don't want so many visitors?

MT: If you'd just let me finish, we have to be realistic. You cannot have your cake and eat it! You can't open local businesses, shops and restaurants, and rent rooms privately to tourists and then complain about it. Yes, of course, it needs to be controlled, but as Minister of Tourism, first of all, I need to ensure we invest in businesses that are going to profit both the local and national economies. Secondly, we've worked very closely with Public Transport to make it easier to get around. And thirdly, we need to create jobs, all-year-round jobs, and that's going to benefit everybody!

CB: Camila Jones, Chair of the Business Association, you're in contact with the cruise ship liners and tour operators who bring visitors to the port. Would you mind telling us what can be done to strike a balance between attracting visitors and keeping residents happy?

CJ: So your question is, how do we achieve a balance between growing the economy and having a city for the people? Let me say, the two concepts are not mutually exclusive.

CB: I'm not sure I understand what you mean.

CJ: Ah, let me put it another way. If we hadn't developed tourism in the last 20 years, this city wouldn't be on the map today. We wouldn't have attracted international events, and we wouldn't have become a major tourist destination. At the Chamber of Commerce we are doing everything possible to mediate with the local community and support new businesses, but also maintain our international reputation in tourism. We've become a major port; sure, we need to know how to manage it better, and treat both our visitors and our residents with respect, but I'm afraid we can't turn the clocks back.

CB: José, what are the problems with tourism for people in the city? Does your Neighbourhood Association just want to turn the clocks back?

JM: No, no, no. Basically, we're fed up! The city doesn't belong to us anymore. It's been exploited by a handful of rich businessmen, hotel chains, airlines and tour operators. We don't have anything against tourists, but we would like our politicians to take a more sustainable approach. We could introduce a higher tourism tax, for example, as in some other countries. That way we'd attract a different type of tourist. Not the kind who are going to get drunk on the beach, be sick on our streets, and walk naked in our shops! The people of this city pay taxes for the council to clean up our streets and beaches. But, finally, we have a Mayor who is prepared to do something about it!

CB: That was José, Representative of the local Neighbourhood Association and one of the key members on the Committee for Sustainable Tourism. As we've heard, there are obviously two sides to this story. Big business and central government want to continue to promote this port as one of the top destinations in the world. Whereas the City Council and its local residents are fighting to preserve their home city, which they are extremely proud of. Charlotte Baker, Business News.

BSA3.1.11

Extract 1

JM: Minister, you say the previous mayor and local businesses have made this city a more profitable one. I completely agree, but unfortunately it's been at the expense of the people. We pay taxes to clean up the streets, the police are busy arresting young tourists who are misbehaving, the city beach is overcrowded, and local residents aren't able to go shopping in the market anymore because of the high number of cruise passengers walking around.

MT: First of all, let me say, I'm all for sustainable tourism. However, I think the Mayor is in a better position to answer these local issues.

Extract 2

MA: I think José has raised some interesting points. What would you all say to introducing a higher tourism tax?

MT: How would that help exactly?

MA: It would attract a better kind of tourist, we would avoid mass tourism and the city would still profit. But we really need to prevent our city centre from turning into some kind of massive theme park.

MT: Can I ask, how much do you have in mind?

MA: Erm ... well, it could be, erm, say, five to ten euros per person per day, but we'd need to consult with the Ministry of Tourism.

MT: Ten euros a day! A family of four on holiday paying ten euros per day would have to pay an extra forty euros a day! Imagine they stay for five nights – they'd end up paying an additional two hundred euros. We'd lose the kind of people that we want to attract.

Extract 3

CJ: As the Minister pointed out, you can't turn the clocks back ...

JM: But we're not saying that!

CJ: If I could just finish, please. The Mayor has put a number of projects on hold, namely, the construction of new hotels and other tourism businesses. In the meantime, investors are losing time and money. And now you want to ban the cruise ships! If the City Council continues to ignore the needs of the local and international business community, this city is going to lose its position as a major destination, we won't be able to create new jobs, it'll be a disaster for the economy and we'll end up living in the Middle Ages! At this point, I really don't think we can work together.

JM: Fine, why don't you just leave then? It'll make it a lot easier for us to reach an agreement.

Extract 4

MA: If I could just come in here. Camila, we've all spent the last few weeks working hard to bring this committee together. It's very positive that we are sitting here today and everyone's prepared to discuss the future of our city. We have a number of proposals on the agenda, so I suggest we look at them one by one. Would you like to continue with the discussion, Camila?

CJ: As long as we can have a professional discussion and take into account the needs of businesses ...

JM: But you're the one who's being disruptive by ...

MA: Hang on a minute, José. We'd be happy to hear from you in a moment. Camila, I'd like to know if you are staying for the meeting or not.

CJ: Of course.

MA: Good. First on the agenda then is the number of people sub-letting their flats to tourists, which is a concern for both residents and hotels. Let's go round the table. José?

BSA3.1.12

1

MT: With all due respect, Charlotte ...

2

CB: Would you mind telling us what can be done to strike a balance between attracting visitors and keeping residents happy?

3

CJ: If we hadn't developed tourism in the last 20 years, this city wouldn't be on the map today.

4

CJ: We wouldn't have attracted international events, and we wouldn't have become a major tourist destination.

5

MT: I think the Mayor is in a better position to answer these local issues.

6

MA: What would you all say to introducing a higher tourism tax?

7

MA: It would attract a better kind of tourist, we would avoid mass tourism and the city would still profit.

8

MA: Erm ... well, it could be, erm, say, five to ten euros per person per day, but we'd need to consult with the Ministry of Tourism.

9

CJ: At this point, I really don't think we can work together.

10

MA: Camila, we've all spent the last few weeks working hard to bring this committee together.

11

MA: Hang on a minute, José. We'd be happy to hear from you in a moment.

12

MA: Camila, I'd like to know if you are staying for the meeting or not.

3.2 INTERVIEWS

BSA3.2.13 (T = TIM)

T: So you've submitted your application and managed to get a first interview. We all get nervous at this stage. Well, you can prepare for most questions ahead of time. There's a limit to how many questions interviewers can ask and you can look online for ideas on most. What's the worst thing they can ask you? Well, there's one question that comes up more than any other: 'What's your biggest weakness?' I get so many questions about this one in the classes I teach at WinTech. It's easier to answer when you realise that weaknesses are only really the downside to other, more positive things – in other words, your strengths. So, for example, if your strength is that you're organised and good at managing large quantities of information at the same time, your weakness might be that you're not so good at taking time to check up on the others in your team to see if they need help or support. So, when they ask you this, start reminding them of one of your strengths, then go on to mention the downside of this. The final stage is to make sure you explain to the interviewer the steps you've taken to correct this problem. In other words, describe a solution that keeps everyone happy.

BSA3.2.14

1

I have a very strong work ethic. I believe in working hard and doing my best in everything I do. In the past, this has meant that I've been less patient with people who aren't as committed as me to their job. I've learnt that in a team, not everybody's motivated by the same thing and, to get the best from people, I have to try different approaches – and I'm working on that.

2

My biggest weakness is that I'm too much of a perfectionist. I like to do jobs well and I never leave the office until a job is finished. I get disappointed with myself when a job is anything less than perfect.

3

I'm very loyal to the people I work for and the people I work with. But the downside of that is that sometimes I find it hard to let go of ideas or ways of working. I've started trying to look at things more objectively and these days I have a system for evaluating the effectiveness of ways of working, technology – anything, really. I still try to avoid letting things go if possible, but I'm definitely getting quicker at realising when it's time to give up and move on now.

4.1 PRESENTATIONS

BSA4.1.15 (P = PRESENTER)

P: We all know what it's like to go shopping these days. The sheer volume of choice that consumers face is overwhelming. This hit me again recently when my husband and I wanted to buy a new sofa. The showroom was enormous; the sofas came in a range of sizes, colours and coverings. And as if that wasn't enough, the salesman produced half a dozen catalogues with yet more sofas that could be made to order. My jaw dropped, my mind froze. I wasn't sure I could do this. But I took heart from the fact that I am not alone.

Let me tell you about one famous experiment by American psychologists Mark Lepper and Sheena Iyengar. They found that customers offered an array of six new jam varieties were much more likely to buy one than those offered a choice of 24. In fact, what they discovered was that the smaller selection led to ten times more purchases. Professor Iyengar's follow-up studies have also found that there are circumstances in which adding options reduces the likelihood that people will select anything at all.

This counter-intuitive finding led psychologist Barry Schwartz to write his best-selling book, *The Paradox of Choice*. He argues that what too many options can do is make shoppers unhappy and frustrated by the whole process of comparing, contrasting and choosing. He says the proliferation of consumer choice often paralyses buyers about making purchasing decisions. Not only that, but inevitably buyers are also more likely to be dissatisfied with their final purchasing decision, because they have the nagging doubt that they haven't made the right choice. Thirdly, he adds that greater choice leads to an 'escalation of expectations'. In other words, adding options can increase the expectations people have about how good those options will be. We come to have higher and higher expectations and what that creates is less satisfaction. Seemingly, abundant choice is more attractive in theory than in practice. Schwartz cites cases of companies that have limited the number of items available for sale in order to reduce costs. Remarkably, this has had unintended consequences – sales have increased and consumers have reported greater happiness with the purchasing decision.

BSA4.1.16 (P = PRESENTER)

P: Repeat **BSA4.1.15**

So where does this leave sales and marketing today? Some of the top-selling brands in the world have long kept their offering simple – such as Apple's iPhone, which comes in just a few colours. And while our supermarket aisles offer more choice than ever, there are signs that change is afoot. For instance, Procter & Gamble, the world's largest maker of household products, is apparently now reducing its product lines. The Chief Executive, A.G. Lafley, told the *Financial Times* recently that the consumer goods industry is offering people more products than they want. In the article, Mr Lafley says, and I quote, 'Consumers want to keep their life simple and convenient ... The majority of consumers, once they've decided on their deodorant or anti-perspirant, tend to stick with it.' So, arguably, we want some choice, but don't give us too much of it. Human behaviour isn't always logical. His comments will inevitably send shockwaves through an industry that has for many years operated on the assumption that giving shoppers more choice encourages them to spend more.

Of course, choice overload doesn't always occur. And it doesn't always affect all people at all times. We don't yet know what factors determine when choice overload will occur and when it won't. That brings me back to the sofa dilemma I mentioned earlier. Once we'd chosen the model we wanted, the salesman could see we were suffering from 'decision fatigue' after pondering far too many fabrics, so he showed us the three colours he said were the most popular. Naturally, that made it so much easier for us to choose.

In conclusion, with the potential for limitless choice today, the take-away lesson is to simplify the decision-making process for our customers. It is tempting to offer more options, but that is not necessarily how to sell. Let's face it, sometimes less is undoubtedly more.

BSA4.1.17

- 1** Seemingly, abundant choice is more attractive in theory than in practice.
- 2** Remarkably, this has had unintended consequences.
- 3** Arguably, we want some choice, but don't give us too much of it.
- 4** His comments will inevitably send shockwaves through an industry.
- 5** Naturally, that made it so much easier for us to choose.
- 6** Let's face it, sometimes less is undoubtedly more.

4.2 TELECONFERENCES

BSA4.2.18 (G = GIANCARLO, M = MARTINA, D = DANIEL, E = ELENA, J = JIM)

- G:** So, good morning. This is Giancarlo here at head office in Milan, and Martina is here with me.
- M:** Hello, everyone.
- G:** Daniel? Are you on the call?
- D:** Yes, I'm here too.
- G:** Jim? Hello? Oh, that's strange. OK, what about Elena?
- E:** Yes, I'm here.
- G:** I'd like to introduce Elena González, our new Sales and Marketing Manager for Spain and Portugal. You'll get a chance to meet her in person at the sales conference next month.
- D:** Welcome on board, Elena.
- M:** Good morning, Elena. How's the weather in Madrid today?
- E:** Good morning, everyone. Too hot, Martina. Nearly thirty-five degrees. And in Milan?
- J:** Hello? Can you hear me?
- G:** Who is that speaking? Is that you, Jim?
- J:** Yes, sorry I'm late. I had a bit of a problem connecting to the call.
- G:** I see. You missed the first point on the agenda – introduction of new people. I introduced Elena. Well, let's keep going now that everyone is here. Point 2 on the agenda. So as you know, we are here to discuss the plans for the new website, including the mock-up designs submitted by the designer, and the question of whether we need to translate the site into the different languages of our client countries.
- J:** Well, you know my views. I really think it's a waste of our budget sinking money into a fancy website. Adverts in trade magazines have always worked for us and I don't see any reason to change our strategy.
- G:** Jim, we went over this in our last discussion. And we agreed that the first port of call for information in this day and age is the Internet and that our current website projects the wrong image of our company. Let's stick to the points on today's agenda. What I need now is everyone's reactions to the mock-ups. Erm, Martina, do you want to start?
- M:** Sure. Well, I really like the interactive diagrams of the machines. It's neat the way you can click on the picture and the outside casing disappears so that you can see the inside workings of the machine.
- G:** Yes, I like them too. Daniel?
- D:** Well, I also like the way you can strip away the outside of the machine and see a cross-section of the inside, but I ...
- J:** [Coughs] Sorry about that. I've got a cold.

- G:** Daniel, go on, please – what were you saying?
- D:** I don't think it's necessary to look at the machines from different sides and zoom in and out.
- J:** I agree. My wife buys stuff from fashion sites that work that way. It's a bit over the top for us.
- M:** Me too. If I was buying clothes online, I might want to see front, back and sides, but you really don't need details of the back of our equipment.
- G:** Elena, what are your views?
- E:** Well, maybe it's a bit more detail than needed, but I don't think that's a problem. I don't want to be rude, but ...
- G:** Go ahead, say what you like. We're looking for opinions.
- E:** I don't like the colours very much. I think they're ...
- D:** ... far too bright. It's completely the wrong image for the company.
- G:** Let Elena finish, please, Daniel.
- D:** I'm sorry.
- E:** It's OK. I was going to say the same thing.
- J:** I agree too. Turquoise and lime green are not suitable for a technical site.
- M:** I don't know. I found them refreshingly different. Our usual dark brown and beige is rather dull and out of date.
- G:** I think Martina has a point when ...

BSA4.2.19

- G:** ... Right. That's clear now, so I shall summarise what we've said. We like the interactive diagrams, but it's enough to see the kilns from the front, both inside and out. We'd like to see a more subtle range of background colours, but still something more lively than our current colour scheme. Martina will get the designer to modify the mock-ups accordingly and submit new designs next week. Finally, we agree that translation is probably not necessary. However, Jim will speak to a translation agency he knows in London and get quotes for translating the site into Italian, French, German, Greek and Spanish before we make a final decision on that.
- E:** Excuse me, can I comment on that?
- G:** Of course, Elena.
- E:** What about Portuguese as well? I don't think we can do all those other languages and leave Portuguese out.
- G:** Good point. All the languages of the countries we sell to or English only.
- J:** Fine. I'll add that to the list then.
- G:** Excellent. So, we will have another meeting next week, when the revised design and the translation quotes are ready. I'll e-mail everyone to set up the time. Thank you all for taking part in the meeting.
- M/D/J/E:** Goodbye. / Bye. / Bye everyone. / Bye.

1.1 E-mails

A SPEAKING

Read the survey results. Can you complete the results with the statements in the box?

- don't respond to e-mails quickly enough
- don't take time to be polite and so damage relationships
- make language mistakes that look unprofessional
- write too many unnecessary e-mails
- write e-mails which are too long

E-mail – virtue or vice?

A new survey into attitudes to e-mail in business reveals some interesting findings:

How effective do you think e-mail is as a communication tool?

- highly ineffective
- quite ineffective
- relatively effective
- very effective

Respondents who agreed (%)*

- 65%
- 20%
- 10%
- 5%

The main problem with e-mail is that people:

-
-
- don't read e-mails properly, so their reply is 'off topic' and creates more e-mails
- write unclear e-mails which generate serious misunderstanding
-
- use e-mail as a weapon to blame others in public with CC
- try to solve problems by e-mail when they should use the phone
-
-
- other

- 23%
- 18%
- 15%
- 14%
- 12%
- 6%
- 5%
- 4%
- 2%
- 1%

*200 business professionals interviewed across six countries

C READING 2

Read Anita's e-mail to Patrick, sent three weeks after the design work started. Answer the questions below.

Dear Patrick

I just wanted to put in writing a short report on the project, update you on costs and alert you to a little problem with data migration which we have been experiencing.

Everything has been going well, although we have needed additional time to configure the graphics side of the website and parts of the customer interface. However, the costs of 1.5k are within the 2k additional costs agreed at our meeting three weeks ago.

However, data migration is proving more problematic than we expected. We have had problems with reformatting the data from your current database due to issues which we were *not informed about by your engineers* in advance of the project, when we calculated the timeline. This is likely to cause a delay to go-live which I think you need to be aware of.

We have a conf call at the end of this week, so we can talk things through in more detail then.

Very best

Anita

- 1 Which two issues does Anita mention in her e-mail?
- 2 Which of the two problems is seen as more problematic, and why?
- 3 Why does Anita use italics to indicate the cause of the second problem?
- 4 Which parts of the e-mail appear informal or casual? Which parts appear more formal?

1.2 Small talk

D SPEAKING 2

Student A

- Break into a conversation.
- Ask for advice on something.

Student C

- Ask someone's opinion of something.
- Suggest keeping in touch with someone.

Student B

- Involve someone else in the conversation.
- Politely leave the conversation.

Student D

- Compliment someone on something.
- Disagree with someone about something.

TASK

Student A

- Create pauses in the conversation.

Student C

- Talk about unsuitable topics.

Student B

- Use unsuitable body language.

Student D

- Change the subject suddenly.

2.1 Presentations

C LISTENING 2

Stress and intonation

BSA2.1.6 Listen to the extracts from C Listening 2 Exercise 1 again and practise the pronunciation. Try to achieve the same persuasive effect.

- 1 In reality there are many, many talented women out there ...
- 2 ... and yet the number of women with boardroom seats remains alarmingly low today.
- 3 Greater representation at board level will actually help other women climb the executive ladder.
- 4 It will mean that boards and headhunters have to look for people across the widest possible talent pool.
- 5 Not only is Norway's solution simple, but it is also effective.
- 6 So far, nothing else has worked.

2.1 Presentations

TASK Part 1

Team A

Read the information and make a note of the main pros and cons of hot-desking.

Hot-desking

Some experts say that the permanent office desk is a thing of the past. They argue there are many good reasons to embrace this change. For one thing, the positioning of people's desks in offices is nearly always hierarchical. Lower level staff typically have more undesirable desks located near noisy and busy areas, such as coffee machines, toilets and printers. Natural light is also one of the biggest physical factors that makes some desks better than others. In the traditional office, the bosses get the best locations regardless of the amount of time they actually spend at their desks.

Hot-desking is now common in many of the world's top businesses, including GE, Deloitte, and Microsoft. 'Hoteling' technical solutions allow people to pre-book meeting rooms and desks (docking stations) online. Some companies also combine designated desks for some staff with collaborative space for teams to work on projects. It is argued that it is good for people from all disciplines to get a chance to sit next to each other and learn about what they do.

Hot-desking also allows companies to use space efficiently and reduce costs. Staff are often out on visits or working remotely or doing flexitime. According to a recent *Financial Times* report, desks and meeting rooms go unused for at least 30% of the working day in many organisations. With the high cost of office space in major cities (e.g. in London it costs up to £1,698 per square metre a year) this represents a huge waste.

On the other hand, detractors say hot-desking is only a free-for-all in theory. Humans are naturally territorial and so people are very reluctant to give up their own designated desks. In reality, people will often have desks they habitually sit at and that others leave free in deference to them, especially if they are more senior staff. Some people complain that it takes more time to set up work for the day at a docking station that is not their regular designated desk. It also takes time at the end of the day clearing the desk and putting personal possessions in lockers. There are also complaints about more cramped conditions and lower productivity due to more noise and distractions in the hot-desking office.

SOURCE: www.ft.com

TASK Part 1

Team B

Read the information and make a note of the main pros and cons of the paperless office.

The paperless office

The concept of the paperless office was first introduced in a *Businessweek* magazine article back in the mid-1970s. Advocates say with today's technology, it is possible for every business to go paperless.

There are many benefits, they say, of going paperless. Firstly, there are greater benefits of digital tools, especially online platforms for sharing and organising documents.

Furthermore, there will be no more papers stacked on desks or lost documents. Documents in a digital format can be stored on a server or cloud account for easy access and retrieval. This reduces the time it takes to do things, increasing productivity and customer satisfaction.

In addition, the paperless office saves money and resources such as paper, ink cartridges, other stationery, printers and

physical filing systems. This means offices are 'going green', i.e. becoming more ecologically sustainable.

Critics of the concept question whether going digital really is greener and more sustainable, since computer systems consume vast amounts of electricity. One study found that the average person uses nearly two and half times more power on a single computer, than the power needed to produce all the paper they would need in a year. Manufacturing computers creates not only substantial amounts of carbon dioxide but also non-biodegradable waste. There is also the cost of dealing with obsolete equipment to consider. E-waste is a serious environmental problem.

Another argument is that while people have become used to reading on screen, certain things are more easily done on paper, such as brainstorming.

Studies have shown that paper helps people read faster, creates less fatigue and eyestrain, and enables people to engage with content in a far more thoughtful and creative manner.

A further consideration is the security of IT systems. A company is at risk if an employee's computer, tablet or smartphone is stolen or hacked. Encryption, data handling policies and restrictions are needed, which may be costly. Finally, many organisations, fearing the breakdown of IT systems, still keep back-up hard-copies. The completely paperless office is still rare today. According to latest paper-industry data, paper use is falling but only by 1% per year.

SOURCE: www.ft.com

2.2 Meetings

TASK

Meeting Leader

Your main responsibility is to lead the meeting but you can express your own ideas and agree or disagree with the participants. You need to reach agreement on how to change your company's strategies to reverse the negative situation. Introduce each point emphatically. Summarise the main arguments and decisions after each item has been discussed and give a final summary. Your language should reflect the gravity of the situation.

Human Resources Manager

The company shouldn't have cut the workforce by 20%. It reduced the remaining employees' enthusiasm. It left them over-stretched and reduced the quality of work. A higher rate of absenteeism is not very surprising; employees are probably going for job interviews. Some of the best employees have already moved to work with competitors, who mostly pay higher salaries. You have lost talent and in-house knowledge. Poor quality work is due to teleworkers feeling isolated. There are not enough women employed in the company. The company should look at promoting more women and increase the ratio of female employees.

Marketing Manager

You are sure that your recommendation to update the CRM software was the right one. It enabled you to implement a more aggressive approach to e-mail/telephone marketing. You have been able to target 500% more customers and cut marketing costs by 50%. It saved employee costs, which earned the managers a nice bonus. The Finance Manager shouldn't criticise your marketing strategy – you've heard rumours that there have been irregularities in his department. He should encourage a culture of 'whistle-blowing', to ensure that if there is a problem, it doesn't get out of hand.

Finance Manager

It was right to replace humans with an updated CRM system. Every other company is doing it. There was a redundancy cost last year but this year the payroll savings have been good. Fifty per cent of employees made redundant are now employed by the company on a freelance basis. Teleworking is much more cost-effective. The company makes big savings on office space. Teleworkers (and the environment) benefit from reduced commuting to work. You feel that the marketing campaigns should have targeted more women. They hold the purse strings these days. The rise in customer complaints is mostly about intrusive marketing. The company has now lost a large number of long-term customers. The marketing policy should be changed.

Observer(s)

Watch/Listen to the meeting and note how confidently the Meeting Leader and other participants develop their arguments with appropriate highlighting of significant points and relevant supporting detail. Refer to the Language Reference page 128 for emphasising your point and the lesson objectives. Also consider the clarity and impact of the intonation and body language used.

3.1 Negotiation

TASK Parts 1–3

Student A: Mayor of the city

Negotiation aim	To agree on a five-point sustainable tourism plan that will benefit both residents and the local economy. You will announce the plan to the press at the end of the negotiation.
Your position	You are the Mayor of the city. You want to make tourism more sustainable in the city. Businesses (hotel chains, tour operators, airlines and cruise liners) have exploited the city and you want to introduce measures to make it possible for local residents to live and work in the city centre again. You have already put some tourism development projects on hold. You're thinking of introducing a tourism tax to attract a better kind of tourist. You would also like to ban cars from the city centre. Think of some other ideas.
Personal motive	You want to be a very popular Mayor so that you can stand for election as a member of parliament next year, possibly as Minister for Environment – so a good result in this negotiation will help your campaign.
Your secret	When you became Mayor, you gave the President of the Neighbourhood Association a well-paid position in the City Council because you are old friends and went to university together. Now you're not sure if they are the right person for the job. The press aren't aware of this. However, if they find out, you won't be very concerned. There's no such thing as bad publicity, especially in politics!
Additional information	You start the meeting. When you chair the meeting, be prepared to deal with any conflict in a firm but polite and constructive way. Look again at the audio script of the news report on pages iii–iv to help you. Try to use these expressions: <i>As I said before, ...</i> <i>Our people feel like second-class citizens.</i> <i>If I could just come in here ...</i>

Student B: Minister for Tourism

Negotiation aim	To agree on a five-point sustainable tourism plan that will benefit both residents and the local economy. You will announce the plan to the press at the end of the negotiation.
Your position	You are the Minister for Tourism. Your priority is to maintain the city as a major tourism destination and create new jobs. The new Mayor doesn't understand that the main source of income for the region is tourism. You might want to refer to some figures in the meeting. You could introduce a higher tourism tax but it would have to stay low in order to attract visitors. Meanwhile, local residents are sub-letting their flats to visitors and this is taking away trade from hotels. Think of measures to regulate this and other ideas to make tourism sustainable at the same time as generating more income for the city.
Personal motive	Your personal motive is that the Prime Minister of your country is putting a lot of pressure on you to oppose the new Mayor. He has threatened to throw you out of the Cabinet if you let the Mayor become too powerful.

Market Leader Extra: Business skills

Additional material Advanced

Student B: Minister for Tourism – *continued*

Your secret	You are in secret talks with the Aviation Authority and you're planning to build a new runway making the city airport an international hub for travellers. This will help your political career, although the new City Council won't like it. You are prepared to negotiate with the Mayor on some points but, in return, you will need support for the runway.
Additional information	When it is your turn to chair the meeting, be prepared to deal with any conflict in a firm but polite and constructive way. Look again at the audio script of the news report on pages iii–iv to help you. Try to use these expressions: <i>You can't have your cake and eat it!</i> <i>If you'd just let me finish ...</i> <i>I'm all for sustainable tourism.</i>

Student C: Chair of the Business Association

Negotiation aim	To agree on a five-point sustainable tourism plan that will benefit both residents and the local economy. You will announce the plan to the press at the end of the negotiation.
Your position	You are the Chair of the Business Association. You are very concerned that investors are losing money while some tourism projects have been put on hold by the City Council. You want to know when construction work can resume and how long they are going to take to give out licences to new projects. Local shopkeepers, restaurants and cafés all benefit from the tourism industry as well as big businesses. Think of ideas to make tourism more sustainable at the same time as generating more income for the city, e.g. extending the tram network or building more car parks near stations outside the city centre.
Personal motive	You have plans to stand for Minister for Tourism – you know the Prime Minister is unhappy with the current Minister for Tourism.
Your secret	You are secretly negotiating an important contract with a hotel chain to create a new tourism development in an old industrial area near the city beach. You are looking for international investors. If the project goes ahead, you will make a lot of money. You are prepared to agree with the City Council on some points as long as you can convince the Mayor to develop tourism in the industrial area and give you building permission for the project.
Additional information	When it is your turn to chair the meeting, be prepared to deal with any conflict in a firm but polite and constructive way. Look again at the audio script of the news report on pages iii–iv to help you. Try to use these expressions: <i>Let me put it another way, ...</i> <i>We can't turn the clocks back.</i> <i>If I could just finish, please.</i>

Student D: President of the Neighbourhood Association

Negotiation aim	To agree on a five-point sustainable tourism plan that will benefit both residents and the local economy. You will announce the plan to the press at the end of the negotiation.
Your position	<p>You are the President of the Neighbourhood Association. The local residents in the city centre and port area are fed up with tourists. You think businesses (hotel chains, tour operators, airlines and cruise liners) have exploited the city and you want to introduce measures to make it possible for local residents to live and work in the city centre in peace again. The Mayor has already put some tourism development projects on hold and you support this measure.</p> <p>You think any new tourist developments should be further up the coast in an old industrial area that could be renovated not far from the city beach, and not in the city centre. You also think it's a good idea to introduce a higher tourism tax.</p> <p>Think of some more ideas – you need to maintain your position in the City Council.</p>
Personal motive	Your personal motive is that you and your family own several flats in the city centre which you regularly rent out to tourists to supplement your income but the press don't know. You don't want more hotels in the area because it will take away some of your business.
Your secret	The Mayor gave you a well-paid job in the City Council because you are friends and went to university together. The press and the other members of the Committee aren't aware of this.
Additional information	<p>When it is your turn to chair the meeting, be prepared to deal with any conflict in a firm but polite and constructive way.</p> <p>Look again at the audio script of the news report on pages iii–iv to help you.</p> <p>Try to use these expressions:</p> <p><i>Let me put it another way, ...</i></p> <p><i>We're fed up!</i></p> <p><i>We don't have anything against tourists but ...</i></p>

TASK Part 4

Web leaks

The Minister of Tourism is having trouble with the Mayor in our city

Government sources say that the Prime Minister is unhappy with the Minister for Tourism's lack of success in creating new jobs in the region's tourism industry. Soon to be an ex-Minister maybe? According to our secret sources, the Minister for Tourism is attempting to save his job by entering into talks with the Aviation Authority, which is planning a new runway for our airport. Not surprisingly, local environmental organisations are planning a demonstration against this proposal.

The Chair of the Business Association in secret talks with a hotel contractor

Plans to create a new tourism development in the old industrial area near the city beach have been revealed to the press. If the project goes ahead, the Chair of the Business Association will be one of the wealthiest people in the city!

The Chair is also a close ally of the Prime Minister and wants the Minister for Tourism's post in the general elections next year. No wonder a good result in recent negotiations is important!

The President of the Neighbourhood Association owns secret flats!

It has come to light that several flats which are regularly rented out to tourists belong to the President of the Neighbourhood Association. Local residents say it's a disgrace! Sources report that being good friends with the Mayor at university is the only reason the President was given a seat on the City Council! In private, however, the Mayor has expressed concerns that perhaps this was a mistake. It seems the President of the Neighbourhood Association isn't the easiest person to work with. We've also recently heard that the Mayor hopes to become the next Minister for the Environment! Hmm, are all these plans for sustainable tourism real or just a way to win votes?

3.2 Interviews

D SPEAKING 2

Student A

1 You are the interviewer. Look at the scenario below. Role-play the questions you need to ask to get the candidate's version of this. You do NOT need to role-play the other parts of the interview.

The candidate has applied for a job in sales. You have received a reference from his/her previous employer saying that he/she was excellent at working with clients and regularly had the highest sales figures. However, they also mentioned that he/she often made promises that the other departments couldn't meet, such as impossible delivery times.

2 You have applied for a job in IT. Look at the scenario below and be prepared to answer Student B's (the interviewer's) questions on this.

You are good at your job and very efficient. You have been running the entire computer system for your company for the last five years, and things have gone smoothly. You're prepared to stay late if necessary to get the job done. However, you disliked attending social functions with other workers because you worked alone, and never got to know them. This was constantly a problem for you.

TASK

Dear

Please ¹accept this letter as a register of my interest in the position of ²..... in your company. My solid background as a(n) ³....., knowledge of ⁴..... and my ⁵..... qualifications have permitted me to develop the skills that I believe can be used by your organisation.

With this application, I ⁶..... my full CV, in which you can see that I can also offer:

- ⁷.....
- ⁸.....
- ⁹.....
- proven ability to ¹⁰.....

My CV lists my experience, additional skills and areas of expertise. To discuss my qualifications further, please ¹¹....., and I would be happy to attend an interview at your convenience.

Sincerely,

.....

4.1 Presentations

TASK Part 1

How <u>NOT</u> to retain customers	How <u>NOT</u> to manage to staff
<p>1 Don't get to know your customers Customers are not going to like businesses that treat them like just another client. What does it matter if people like to be known and understood?</p> <p>2 Rush them to make decisions Many psychological studies show that people do not like to feel rushed or ignored when doing business or making a purchasing decision. By not taking time to understand the customer needs and creating that sense of a real relationship, you are sure to lose repeat business.</p> <p>3 Don't deliver on promises Make sure your goods arrive late and do not communicate what is happening to customers. Make sure the quality is below customer expectations. Have a few surprises up your sleeve, such as hidden delivery costs.</p> <p>4 After-sales service A truly awful, unresponsive after-sales service is guaranteed to stop your customers from ever coming back for more.</p> <p>5 Handle customer feedback badly Consumer research shows that making it difficult for clients to complain or give you feedback is one way to go. Bombarding them with unsolicited email surveys is another. According to experts, the old-style approach of turning feedback into scores, percentages, and averages is a waste of time. While multiple-choice questions are convenient for the company to process and analyse, they restrict customers. This is much less useful than a system that allows customers to address issues they want to in plain English.</p>	<p>1 Keep morale low If you want to decrease morale and experience a high turnover, all you have to do is bully and intimidate employees. Constantly threaten to fire people over unsatisfactory work, berate them for their performance, or criticise the personal traits of employees in order to create a negative work environment.</p> <p>2 Micro-manage Do not teach employees what's expected and do not help them make it happen. Withhold vital information. Get involved in every aspect of your employees' jobs, then you can expect team members to resent you for not giving them responsibility.</p> <p>3 Do not be sensitive to their feelings Ignore the feelings of staff. If they need time off because their baby is sick, make them feel guilty for the problems this causes you.</p> <p>4 Sack someone in public for nothing Fire staff in front of others for totally arbitrary reasons – it will intimidate everyone. Tim Armstrong, boss of AOL, fired an employee in front of 1,000 others simply because he had had the nerve to take a photograph. He said: 'You're fired – out', and waited a couple of seconds for the offender to leave.</p> <p>5 Talk down to staff Talk in a monologue and do not allow anyone to interrupt you or welcome their ideas. Tell people in a bullying tone of voice that if they don't agree with you they can leave the company right away. Be as nasty as you like and brag constantly about your successes.</p> <p style="text-align: right;">SOURCE for AOL fact: www.ft.com</p>

Market Leader Extra: Business skills

Additional material Advanced

3.2 Interviews

D SPEAKING 1

Student B

1 You have applied for a job in sales. Look at the scenario below and be prepared to answer Student A's (the interviewer's) questions on this.

You are confident that you have an excellent track record in sales. You brought in more business than anyone else on your team for three years running. However, you weren't very popular with colleagues in other departments because you often had to make promises to clients to get the sales. Production often couldn't meet the orders and customer services were constantly on the phone to you. You didn't get on that well with your former boss either, and you suspect she's put this in the reference they requested.

2 You are the interviewer. Look at the scenario below. Role-play the questions you need to ask to get the candidate's version of this. You do NOT need to role-play the other parts of the interview.

The candidate has applied for a job in IT. You have received a reference back on him/her and although he/she has an excellent record in solving computer problems, the reference describes this person as antisocial and unwilling to participate in team-bonding activities with the others in the company.

4.2 Teleconferences

TASK

Student A

Sales and Marketing Manager

You are the Sales and Marketing Manager for the school (or other institution). You have invited three people – your assistant, an external consultant on web marketing and one of the school's international agents – to comment on the website and suggest changes. You keep forgetting people's names.

Student B

External consultant on web marketing

You are an external consultant on web marketing. You want to make a lot of changes to the website of the school (or other institution). You experience difficulties hearing what other participants are saying during the call.

Student C

Sales and Marketing Assistant

You are the Sales and Marketing Assistant for the school (or other institution). You conducted a focus group among students at the school and want to report your findings. Halfway through the call you experience technical problems.

Student D

Agent in _____ (choose a country)

You are an overseas agent. You send students from your country to a range of schools and colleges abroad. You have been invited to join this meeting to give your views on the website of the school (or other institution) from an international perspective. You keep interrupting the call and find turn-taking difficult.