

LENDIS
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Resource Book

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B2



Business Partner

Student's Book contents

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Elicit a brief description of the photo and ask students if they would like to work in this type of working environment. Look at the quote with the class. Give them 2–3 minutes to discuss, in pairs or groups, how the quote may relate to corporate culture and the attitudes to taking risks in a company. Then invite different students to share their ideas with the class. Ask: *What kind of organisations can encourage their employees to take risks and make mistakes?* Encourage students to give reasons for their answers.

1.1 > Workplace culture

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the advantages and disadvantages of different options during a discussion.
- Can use language related to types and parts of a company.
- Can express belief, opinion, agreement and disagreement politely.
- Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.
- Can give a simple presentation on a work-related topic.

Warm-up

Ask: *What clothes are people expected to wear on formal and informal occasions in [the students' country]? What are people expected to wear at work? Elicit answers or start by sharing ideas from your own country (e.g. In the UK, people often wear jeans or casual clothes after work or at the weekend. On more formal occasions, they wear smarter clothes such as a suit or a dress or skirt. At work, some companies prefer employees to wear formal clothes but in others more casual clothes are allowed.).* Put students in pairs or small groups and ask them to say what clothes they think are acceptable to wear to work and what clothes would not be acceptable. Accept any appropriate suggestions. Tell students that they are going to talk about how attitudes to different things in a country's culture can affect attitudes in the workplace.

Lead-in

Students talk about culture.

1 Ask students to look at the definition of *culture* and check that they are familiar with the common dictionary information (pronunciation, part of speech, countable/uncountable). Then discuss the three questions as a class. For question 1, to encourage discussion, you could write some prompts on the board (e.g. *hierarchy in the family, level of formality when people communicate, how people communicate in conversation*). Point out that anything about attitudes and beliefs in the students' own cultures is acceptable – this is not just about work. For question 2, you could remind students of the discussion they had in the warm-up about ways of dressing and how this compared to what people usually wear to work. You could extend this by asking students whether company culture is the same now as it

was in the past. What has changed? For question 3, if students cannot think of additional aspects, you could suggest attitudes to time, hospitality and rules. You could share some attitudes from your own culture to these areas and elicit attitudes different workplaces might have.

Video

Students watch a video about a company which changed its policy in order to treat employees equally.

2A Check students understand the meaning of *fairly* and *equally*. Put them in pairs and draw attention to the example. Give pairs 2–3 minutes to brainstorm ideas, then get brief feedback from the class.

Possible answers

(examples of benefits companies may give workers)

- redundancy pay (if someone is let go or made redundant)
- car allowance (money for using your own car)
- profit-sharing (receiving part of the profit of a company)
- stock options (receiving shares in the company)
- retirement plan
- paid maternity and paternity leave for all (including adoptions)
- comprehensive health care and medical insurance
- paid annual leave
- life insurance
- employee discounts for shops, concerts, gyms, etc.
- fitness centre in the company
- day care in the company (company crèche)
- vouchers for public transport
- company-run buses to bring people back and forth to work
- free parking (reserved parking space)
- subsidised canteen

2B **1.1.1** Ask students to watch and check whether any of their ideas from Exercise 2A are mentioned. Play the video and discuss the answers with the class. You may wish to point out to students that the 'scaled policy' mentioned in the video refers to the fact that the increase in salaries took place over several years. People's salaries were raised incrementally until they all reached \$70,000. At the time when Alyssa O'Neal was interviewed, the process was underway but not completed, hence the reason that she was earning \$60,000 at that point rather than the full \$70,000.

They made the pay equal for everyone in the company. This meant that some got pay rises and some had their salaries cut.

3 **1.1.1** Before playing the video again, give students a minute to read the questions and ask you any questions they may have. You may wish to point out the use of *affect* and *effect* in questions 5 and 6, and elicit or explain the difference. Also point out that with U.S. accents, speakers say 'gonna' rather than 'going to' throughout the video. Play the video. With weaker classes, you may need to play it a second time or pause briefly after answers are given, to allow students time to process the information and make notes. Get students to compare answers in pairs, then check with the class. Ask students if they would like to work for this company. Encourage them to give reasons, describing what aspects they would/wouldn't like.

- 1 They gave everyone a minimum salary of \$70,000 a year. This meant that some got pay rises and some had their salaries cut.
- 2 Korinne could afford to live closer to work.
- 3 Alyssa was able to pay off her car loan, credit card debt and move into a better home.
- 4 They left the company because they felt their skills and experience were not recognised in the new structure.
- 5 The employees felt respected and this increased their productivity.
- 6 The company pulled in (received) a lot of new business.
- 7 Staff felt better about being part of the company and worked harder with customers.
- 8 They bought him a Tesla car (worth \$90,000).

4 Give students time to think about the questions individually first. Then put them in pairs or small groups and give them 4–5 minutes to discuss. Choose one of the less personal questions (1 or 4) and open up to a discussion with the whole class. Depending on whether your class would feel comfortable doing so, you could also ask students to share some of their opinions on the remaining questions.

Extra activities 1.1

A ▶ 1.1.1 This activity practises key vocabulary from the video. Students could work on it individually or, in weaker classes, you could let them do it in pairs. Give students 3–4 minutes to complete the exercise, then play the video for them to check their answers. Go through the answers with the class, clarifying vocabulary as necessary.

- 1 accept 2 grown 3 cut 4 commute 5 flood
6 Over 7 generated 8 harder 9 worth
10 approach

Vocabulary: Elements of corporate culture

Students look at vocabulary related to corporate culture.

5A You could do this exercise as a class, checking answers as you go. Alternatively, ask students to complete it individually, and play the video again or refer students to the videoscript on page 137 to check their answers. Do not focus on meaning in detail at this stage – students will discuss the definitions of the collocations in the next exercise.

- 1 c 2 a 3 d 4 b

5B Refer students to the definition of *collocation* at the bottom of the page and ask them if they know any related to salary or pay, or give a few examples yourself (e.g. *pay rise*, *monthly salary*). Put students in pairs and draw their attention to the example. Then ask them to underline the collocations in the sentences and discuss their meanings. Encourage them to read the sentences again carefully, to see the collocations used in context. Allow them to use their dictionaries to help them if necessary. Check answers with the class and clarify meanings as necessary.

- 2 minimum salary – the lowest amount of pay that someone can receive
- 3 pay rate – a payment fixed according to a standard scale
- 4 pay structure – a system that determines the pay an employee will receive based on factors such as years in the company, position, managerial responsibility, etc.

6 With weaker classes, you may wish to do the first item as an example with the class and/or let students work in pairs. Stronger students could work individually. Again, allow students to use their dictionaries. Monitor and help as necessary. Check answers with the class, clarifying meaning as necessary.

- 1 Incorrect – Company hierarchy refers to staff organised on *various levels*. (In such structures, staff are organised into levels, and people at one level have authority over those below them and report to those above them.)
- 2 Incorrect – The values of a company are *the principles and practices a business or organisation feels are important and tries to follow*.
- 3 Correct
- 4 Incorrect – A good atmosphere in a company means *a pleasant or positive feeling that a place gives you*.
- 5 Correct
- 6 Incorrect – Company structure means *the way an organisation is structured*. (It does not refer to a specific or strict hierarchy.)
- 7 Incorrect – The image of a company refers to *the general opinion that most people have of an organisation or product*. (This is not limited only to their advertisements or TV commercials.)
- 8 Correct
- 9 Correct

7 Go through the words in the box with students before they begin or let them use their dictionaries to check any unknown vocabulary. Get them to complete the exercise individually and compare answers in pairs before checking with the class. During feedback, clarify any vocabulary items as necessary.

- 1 values 2 structure 3 pay 4 code 5 flexibility
6 strategy 7 atmosphere 8 image

8A This exercise leads into the project in Exercise 9. Put students in pairs to discuss the question. After 2–3 minutes, invite different students to share their ideas with the class.

8B Students should do this in the same pairs as Exercise 8A. Refer them back to Exercises 5B and 6, and ask them to identify and rank elements that are important to them individually before discussing their list with their partner. Allow 4–5 minutes for this, then get brief feedback from the class.

Extra activities 1.1

B This activity practises collocations from Exercises 5 and 6. Students can do it individually or, in weaker classes, you could let them do it in pairs. Go through the answers with the class.

- 1 minimum salary 2 company hierarchy
3 open-plan office 4 dress code
5 organisational behaviour 6 pay structure
7 good atmosphere

Pronunciation bank

p.114: Stress in compound nouns

Warm-up

Write *dress code* and *company hierarchy* on the board. Ask students to identify which word is stressed in each collocation (*dress*, *hierarchy*). Explain that the stress can fall on either word in compound nouns. If your students are keeping vocabulary notebooks, tell them that when they learn new compound nouns, it may be useful to note which word is stressed each time. Get students to read the explanation in the box. Check they understand by getting a few students to pronounce the example nouns correctly.

1 Put students in pairs and give them 2–3 minutes to complete the activity. Do not confirm answers yet as students will check them in the next exercise.

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

1 c (role model) **2** d (company hierarchy)
3 e (pay rate) **4** b (open-plan office)
5 a (credit card transaction)

3 Students could do this in the same pairs as Exercise 1. Before they begin, demonstrate the activity with a stronger student. Circulate and monitor, helping where needed. Have a brief feedback session to elicit some of the sentences.

Project: Company policy

Students prepare and give a mini presentation about company practices and policy.

9A Read through the two questions and write *values* and *company practices* on the board. Students have seen values in terms of a business or company (the philosophy or principles an organisation follows in its internal and external conduct, for example, towards its staff, customers and shareholders). You could spend some time getting students to suggest behaviour that displays examples of good and bad values and company practices. Put students in small groups and give them time to discuss the questions. Encourage them to give examples where possible. Then get feedback around the class so that students can pool their ideas before going on to the next step. If working with a class where students are from the same company, focus the feedback on the first question rather than the second.

9B Put students in pairs and explain the activity. Point out that in addition to deciding on their company policy for each problem area, they need to include explanations about why their company has these policies. Allow plenty of time for pairs to prepare their 'mini welcomes'. During the activity, monitor and help as necessary.

9C Put students in new pairs and set a time limit for the roleplays. Point out that the 'new employee' should ask questions each time. During the activity, monitor and note down any points to highlight during feedback. To extend the activity, you could ask students to research the policy a real company has and to address one of the problem areas.

MyEnglishLab: Teacher's resources: extra activities

Pronunciation bank: p.114 Stress in compound nouns

Teacher's book: Resource bank Photocopiable 1.1 p.134

Workbook: p.4 Exercises 1 and 2

1.2 ▶ Employee retention

GSE learning objectives

- Can scan a long text or a set of related texts in order to find specific information.
- Can use the Future Continuous with reference to actions in progress at a specific time in the future.
- Can use the Future Perfect Simple with reference to actions to be completed by a specific time in the future.
- Can describe dreams, hopes and ambitions.

Warm-up

Write the following on the board: *Lots of our staff are leaving the company. What can we do to improve employee retention?* Underline *improve employee retention* and ask students to suggest what they think the phrase means (reduce the number of employees leaving the company / find ways to encourage employees to stay with the company). Ask: *What makes employees want to leave a company?* (Possible answers: a boring job, low salaries, bad working conditions, poor management, unfriendly colleagues.) Elicit ideas around the class. Then ask: *What makes employees want to stay at a company?* (Possible answers: interesting work, good salary rewards and benefits, good management, a friendly team.) Elicit ideas around the class, accepting any reasonable answers. You could ask students to work in pairs and prioritise some of the suggestions for *what makes employees want to stay at a company.*

Lead-in

Students look at and discuss key terms related to employee retention.

1 Ask students to do the exercise individually, using dictionaries if necessary. Check answers with the class, clarifying terms as required. With weaker classes, you could do the activity with the whole class, checking answers and clarifying meanings as you go.

1 menial tasks **2** sabbatical **3** promotion
4 work-life balance **5** diverse work

2 Put students in pairs and give them 2–3 minutes to discuss the terms. Invite different students to share their answers with the class. Accept any suitable responses. You could extend the discussion by asking: *Have you experienced any of these yourself? Where or when did you experience it?* (e.g. in a summer job, in a part-time job). *What effect did it have? Did it make you want to stay with the company or leave?*

Reading

Students read an article about work–life balance schemes.

3 Tell students that they are going to read an article about a bank's work–life balance schemes. Refer them to the terms in Exercise 1 and the example, and ask them to read the article individually. The aim is to scan the article quickly rather than understand every word, so you may wish to set a time limit of 2–3 minutes. Get students to discuss their answers in pairs or small groups before opening up to the whole class for feedback.

(month-long paid) sabbaticals, (swifter = faster) promotions, (fewer) menial tasks, (more) diverse work

The text also mentions:

take Friday night and Saturday morning off, keep two hours a week for personal business, take every weekend off, relaxed dress code, (huge) bonuses, humane working environment, proper career development

4 Do the first item as an example. Read the statement and ask students if it is true or false (false). Ask them to identify where they found the answer in the article and then to correct the statement. Get students to read the article again and complete the exercise, then check answers with the class.

- 1 F (now extended to include only some junior bankers)
- 2 F (they have relaxed their dress code to business casual)
- 3 F (non-bankers may think these work–life efforts are not important ...)
- 4 T
- 5 F (21- to 36-year-olds prioritise job security above everything except money ...)
- 6 T

Extra activities 1.2

A Put students in pairs to complete the activity. Allow them to use dictionaries if necessary. Make sure they understand that not all the phrases in the box will be used and encourage them to look at the underlined phrases in the prompts to help them. Check answers with the class, clarifying meanings as necessary. You could extend the activity by asking students to discuss the statement in question 8, saying whether they agree or disagree.

- 1 work–life balance
- 2 Promotions
- 3 humane working environment
- 4 take every weekend off
- 5 Business casual
- 6 menial tasks
- 7 career development
- 8 diverse work

Grammar: Future Continuous and Future Perfect Simple

Students study and practise the Future Continuous and Future Perfect Simple.

5A Go through the diagrams with students and check they understand the explanations and time references on the timelines. Then draw their attention to the underlined verb forms in the article and ask them to match them with the diagrams.

will have told – Future Perfect Simple
will have made – Future Perfect Simple
will be doing – Future Continuous
will be working – Future Continuous

5B Look at the example with students and explain that the time reference (*by the time ...*) can help them identify when the action will take place. Do the rest of the task with the whole class, checking answers as you go.

Hopefully, within a few years these new initiatives will have made a real difference.
... whether their employer will be doing business in the future is ...
they will be working there when it happens.

5C Refer students to the example sentences in the diagrams in Exercise 5A and ask them to identify how each tense is formed and complete the rules. Check answers with the class. At this point, you may wish to refer students to the Grammar reference on page 118, go through the explanations and examples with them and answer any questions they may have.

1 will 2 be 3 present (-ing form) 4 will 5 have 6 past

6 Ask students to do the exercise individually. Get them to compare answers in pairs before class feedback.

1 will be taking (will be in progress) 2 will be changing (will be in progress) 3 will have rested (will be finished) 4 will have improved (will be finished) 5 will be doing (will be in progress) 6 will have promoted (will be finished)

Extra activities 1.2

B Extra activities B and C give further practice of the Future Perfect Simple and Future Continuous. Get students to complete this exercise individually and then compare their answers in pairs before checking with the class. During feedback, ask students to explain their answers.

1 will have decided 2 will be looking
3 will have set up 4 will have implemented
5 will be offering 6 will be replacing

C Again, ask students to work individually and get them to compare answers in pairs before class feedback.

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