

01

Business or pleasure?

Learning objectives

This unit is about corporate entertaining and making conversation. There is a strong focus on fluency and students practise the business skill of socializing.

Students first discuss building relationships with business clients and study two short texts on small talk and networking. They then get to know the other students in the group through a small talk activity.

Students discuss the pros and cons of spending a lot of money on corporate entertainment. They listen to a recording of a planning committee discussing a visit from Russian clients and then share information in order to select an appropriate event for this group of visitors.

Students listen to businesspeople socializing at corporate events and study the functional language from the recordings. They get fluency practice in the form of a game in which they have to avoid saying no. Another recording provides further listening practice. Students then practise giving and receiving compliments and, in a final fluency activity, use suitable small talk topics to start a conversation and keep it going.

The grammatical focus is on reviewing tenses, and the lexical focus is on small talk.

Digital resources: Unit 1

Online Workbook; Placement test; Extension worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Fast-track map

In this first section, students discuss socializing in business and read two short extracts on networking. They take part in a speaking activity to practise small talk and to get to know others in the group.

Warm-up

If this is a new class, ask students to interview each other about their jobs and free time interests and to list three memorable facts. Students can then give a short presentation about their partner. This will act as an ice-breaker and help you to establish students' professional roles and interests.

As a lead-in to the unit, ask students to brainstorm what is important in establishing a business relationship.

Pre-teach: *All things being equal*. Ask students to read the quotation by Mark McCormack. Ask if they agree that friendship is of vital importance in the commercial world.

1:1

If you are teaching one-to-one, you may want to do a full needs analysis and find out about your student's job, what topics they are interested in and which business skills they need to focus on. Find out in what situations your student needs to use English.

1 Use this question to find out a bit about who meets clients. Which countries are these clients from? What percentage of time do they spend doing business and what percentage is relationship building? Do students believe it is important to like your counterparts?

2 After reading the extracts, check student's reactions to the key message. Do they have examples of successful people who made it to the top with successful networking skills? Check expressions such as: *to have a bearing on*.

3 Find out who is good at making small talk and who finds it difficult. Encourage students to tell you why they think small talk is difficult. Is it just personality? Have they worked in cultures where small talk is not important?

- Tell students to write notes in the chart, not complete sentences.
- Help students to create the scene for their conversation. Then ask pairs to sit in different parts of the classroom.
- Monitor the conversations. Take language notes.

1:1

Use this exercise to find out your student's areas of interest, and what interests you have in common.

4 Check with students to see which topics had the most mileage. Did they find anything in common? Point out that good socializers have a knack of finding something in common, which can spark genuine conversation.

1:1

If possible, record your conversation. This will allow you to participate in the activity without the distraction of making a note of your student's mistakes. Afterwards, listen to the recording together, pausing as required to identify any important or common mistakes and work on reformulating them into good language.

Corporate entertainment

In this section, students first discuss the value of corporate entertainment. They then listen to a recording about a group of visiting businesspeople from Russia, and study information on four possible events they could organize for the visitors. In pairs, students discuss and choose their preferred options.


1 Lead in to the discussion by finding out who organizes corporate entertainment in the students' companies. Elicit a list of typical ways in which business visitors are entertained at local and national level, e.g. lunch/dinner, theatre trips, sporting events. Ask students if they think it is worth spending this money.

2 Write the following words on the board: *service, environment*. Elicit some collocations, e.g. *first-class/valet service, high tech environment*. Remind students why collocation is important – it is a key feature of English and is essential in the development of fluency. It is an important part of the lexical content of this course. Point out that focusing on collocation will help with the gap-fill task.

Elicit *maintain relationships* as the answer for gap (a) and then ask students to complete the task. Check the answers with the whole class. Ask students if they would use this corporate entertainment company and, if so, which event they would choose.

ANSWERS

a relationships b clients c members d team e experience
f office g seats h box i viewing j cuisine k setting
l service

3  **1.01** Check if any students organize/have organized corporate entertainment. If so, elicit what they need to think about first, e.g. budget, finding out about the likes and dislikes of the visitors in advance, organizing a guide/interpreter. Ask them which events they enjoyed and which were the most successful, and why.

Before playing the recording, tell students they will hear four speakers. The first time you play the recording, ask them to see if any of their ideas were mentioned.

Before playing the recording a second time, check any problematic vocabulary: *quintessentially, people-oriented*. Encourage students to take notes; pause between each speaker to allow students time to finish their note-taking.

1.01

Speaker 1

Okay, well, now, we don't know a lot about what the team might be interested in. And this is going to be a mixed group with their partners so it'll be difficult to choose something they'll all like. But, since this is the first visit to Britain for some of them, I suggest we go for something, you know, quintessentially British. The main thing is to make sure nothing can go wrong. Most important, let's plan on something weatherproof! And we definitely need to provide a bit more than just an expensive dinner. What about doing something cultural?

Speaker 2

Hmm, I think culture can be tricky. We don't want to drag the group somewhere, only for them to be bored out of their minds. We just need a pleasant setting to be able to socialize. Let's think of a good restaurant

where we can relax, enjoy decent food and talk about business. Of course, we need to check if any of the team are vegetarians before we make any bookings.

Speaker 3

Hang on. We'll have plenty of time to talk business in the meetings. This is about making sure we show them a good time. Russians are very people-oriented. This is an opportunity for us to build a good working relationship with them, you know, a bit of team spirit. In some ways it could even be a team-building kind of thing. And, let me tell you, Russians certainly like fine dining!

So top-quality catering, sure, but let's offer them something a bit special as well. And keep business out of it!

Speaker 4

Well, I think the main thing is to make the visit as personal as possible. I mean, we could spend a fortune on attending some big event, but that's not very personal, is it? In fact, spending a little less on the event might mean you could afford to do something extra for the team members – I'm not necessarily talking gifts, but something. And, by the way, I happen to know that their project leader, Yuri, spent a year studying in London, so we might think about taking them somewhere else. That means travel expenses, of course, but I'm sure we can keep those within reason.

4 Find out which students have made business or holiday trips to the UK. Elicit what impressed them as visitors and where they were entertained. If no one has been to the UK, brainstorm some famous venues for leisure and sporting events. Include the following examples from the texts on pages 118 and 129, if students don't give them: Silverstone – venue of the world-famous racing car event the British Grand Prix; Britannia – the former royal yacht, now a tourist attraction in an Edinburgh dock; Wimbledon – home of the lawn tennis championships; the London Eye – a high tech ride which gives great views over London; and the Tate Modern – a modern art gallery on the South Bank in London.

Before setting up the jigsaw reading activity, point out that the reading material in the course contains a wide range of lexically-rich and challenging texts. Encourage students to decide which words/expressions from each reading text they want to use as part of their active vocabulary and to make a note of these.

Tell students not to expect to know every word when they read, but remind them of useful strategies such as predicting the content and vocabulary, reading the text quickly first for gist and deducing meaning from context. With weaker groups, check/pre-teach: *to descend on, to soak up* (the atmosphere), *glamorous, breathtaking, to roll out the red carpet* (give special treatment to a guest), *to clash, awesome, capsule, cutting-edge*.

Divide the class into AB groups. Ask students to read their texts and make notes on the key information about each of the events. Set a time limit to ensure students only focus on the main points.

5 Set up new groups, mixing A and B students, and rearrange the classroom seating to facilitate the meetings. Write the following agenda on the board:

Aim: to choose corporate entertainment for different groups of visitors


- 1 Short presentations – four possible events
- 2 Discussion
- 3 Final choice

With weaker students, brainstorm the pros and cons of the four events before students start the meeting. Point out the factors which students will need to consider, e.g. cost, your current relationship with the clients, the value of potential business. Set a time limit for the meeting. Monitor and take notes for later feedback.

1:1 Ask your student to read about two corporate events (see Group A on page 118). Read about and be ready to present the other two corporate events to your student (see Group B on page 129). Hold the meeting and discuss the options between yourselves, following the same agenda as outlined in 5. Ask your student to present your recommendations.

Making conversation

In this section, students listen to two recordings of businesspeople socializing at two of the events discussed in the previous meeting – the Royal Yacht Britannia and a Wimbledon tennis match. They focus on and practise the functional language used in the recordings. Students then play a game in order to say avoid saying no. Next, students listen to two further recordings of businesspeople socializing at the Tate Modern and the British Grand Prix. They focus on some of the useful expressions used when making general conversation. They then practise giving and receiving compliments. The unit ends with a fluency activity in which students practise keeping up a conversation.

1  **1.02-1.03** Lead in to this section by asking students how they rate themselves as socializers on a scale of 1–5. Ask if they are generally relaxed at corporate parties and events, or tense and a bit insecure.

Conversation 1

Get students to read through the questions for conversation 1 first. With weaker students, ask the following gist questions and play the recording through once to check: *Where are the speakers?* (on the Royal Yacht Britannia), *How do they know each other?* (they met at a conference), *What is the tone of their conversation?* (friendly).

Play the recording and get students to note down their answers to a–e. If necessary, play the recording again, pausing to allow students to listen for anything they missed. Students check their answers in pairs and then as a whole class.

ANSWERS

- a They were all at a dinner together at a conference in Riyadh.
- b Not at all. Be my guest.
- c She complains about the music.
- d You're joking!, You're kidding!
- e 1 Have we met ...
2 It's not like ...
3 I thought I ...
4 It's all coming ...
5 I seem to ...

Conversation 2

Give students time to read through the questions for conversation 2. Check they can paraphrase *warm, amicable, cordial, cool, strained* and *frosty*. For weaker students, ask the following gist question and play the recording through once to check: *What is the main mistake made by Mr Thompson's marketing staff?* (they told him Mr Ishida likes tennis when he in fact never watches it). Repeat the same procedure as for conversation 1.

Focus student's attention on the listening scripts on page 139. Get students to practise some of this language by writing cues on the board and getting students to complete the expressions, e.g. *Have we ...?, It's not like me to ..., I thought I ... / I hear ..., I understand ..., I see ...*. Highlight the intonation by marking the correct intonation over the sentence.

ANSWERS

- a strained
- b to introduce a change of topic
- c paying Mr Ishida a compliment
- d 1 I hear you're quite a tennis fan.
2 I understand the Japanese are world table tennis champions.
3 I see the Nikkei's looking strong. That must be good news for you.
- e No

1.02

Conversation 1

- A: Hi, mind if I join you?
B: Er, not at all. Be my guest.
A: Only if I have to sit through 'Rule Britannia' by the Band of the Royal Scots Dragoon Guards once more, I think I'll scream.
B: And I thought you Americans were supposed to like all of that traditional British stuff.
A: Yeah, well, you can have too much of a good thing. Thought I'd come out here and enjoy the view. I must say, though, it was an excellent lunch. Fabulous ship too.
B: Yes, isn't it? I'm James McRae, by the way. BP, engineering division.
A: Hello, James. I'm ...
B: Helen Keating. Exxon Mobil.
A: Yes, how did you ... oh ...? Have we met somewhere before?
B: We have indeed, but I obviously failed to make much of an impression.
A: Wait a minute. It's not like me to forget a face. I know – Riyadh. The Petrochemicals Conference. I thought I recognized you.

- B: As matter of fact, we had dinner together.
 A: You're kidding! Now, I think I would have remembered that.
 B: Well, there were rather a lot of us in the group. At least 40. I don't think we actually spoke.
 A: Aha. Okay. Yes, it's all coming back to me now. I seem to remember spending most of the evening trying to avoid some annoying little guy called Alan.
 B: Alan Sullivan. My boss.
 A: Oops! I'm sorry. I didn't mean to ...
 B: No problem. He's not my favourite person either. Anyway, Helen, looks like we've got the best part of the Royal Yacht to ourselves this afternoon. How about another drink?
 A: Okay. Why not?

 **1.03**

Conversation 2

- A: So, Mr Ishida, let me freshen your glass.
 B: Thank you. I'm fine.
 A: Some more strawberries, then, perhaps?
 B: Er, not at the moment, thank you.
 A: I am sorry about this weather. Typical English summer, I'm afraid. The forecast did say we might have showers. But I'm sure it'll blow over in half an hour or so. So, how are you enjoying the match?
 B: Ah, very entertaining, I'm sure ...
 A: Good. Splendid ... So, tell me, have you been to one of these big tournaments before? The American Open perhaps?
 B: Ah, no, I haven't.
 A: Ah. But I hear you're quite a tennis fan, though.
 B: Er, not really. In fact, I never watch tennis normally.
 A: Oh, ... I see. My marketing people must have made a mistake.
 B: Maybe they meant table tennis. I used to play for my university in Tokyo – many years ago.
 A: Table tennis! Ah, yes. I understand the Japanese are world table tennis champions, isn't that right?
 B: As a matter of fact, that's the Chinese.
 A: Ah, yes, of course ... Erm, so, do you still play?
 B: Not any more. Much too old for running around now.
 A: Oh, I'm sure that's not true.
 B: I assure you it is true, Mr Thompson. Bad heart, you see. Doctor's orders.
 A: Oh, right. Sorry. Erm, ... I see the Nikkei's looking strong. That must be good news for you.
 B: Not especially. It makes our exports more expensive.
 A: The world economy is still really unpredictable, don't you think?
 B: It may seem that way for now, but I'm still hoping for some stability in the markets.
 A: Ah, well, I suppose, er ... Oh, look, the rain's stopped! Yes, the players are coming back on. Excellent. So, shall we return to our seats?
 C: Quiet, please. Nadal to serve. Nadal leads by three games to two and by two sets to love.

Language links

Direct students to the *Phrase bank* in the *Language links* section on page 12 for more practice of useful expressions for making conversation, together with some small talk tips.

2 Ask the following questions as a lead-in: *What effect does saying 'no' have in your language? Is it acceptable, or considered over-direct? What is your experience of the way native speakers use 'no'? Have you noticed a difference between UK and US speakers? Point out that when you do not know someone well, 'no' is too direct in British English, whereas this can be less of a problem in American English.*


Before playing the game, give students a few minutes to write down their six sentences. Monitor and be ready to help weaker students with examples/ideas. Focus students' attention on the useful expressions in the box. Explain that these are all alternatives to saying no. Model the intonation of each of the expressions and get students to repeat, checking they don't sound flat/uncommunicative.

Demonstrate the game with a confident student first. Divide the class into pairs and get them to swap their lists of statements. Students play the game, working with a new partner when someone loses. Monitor and take feedback notes.

Get students to give their feedback on the task. Ask how successful they were in avoiding saying no and how they felt, e.g. awkward? quite confident? Then give feedback on overall fluency before highlighting any important or common errors.

1:1

Before the lesson, write down six false statements about yourself in order to play the no-no game with your student.

3  **1.04–1.05** Before playing the recording, remind students of the other two corporate events – the Grand Prix and a visit to the Tate Modern – and explain that these are the contexts for the following two recordings.

Conversation 1

Check that students know what the Turner prize is. (The controversial prize awarded in the field of modern/contemporary art. Radical prize winners have included a sculpture which was a pile of bricks! Many people are not convinced this is art.) Check/Pre-teach: *laundry, heap, dying to do something*.

Use the first question as a pre-listening question. Play the recording once and let students compare their answers. Elicit the difference in attitude between Fiona and Alistair (neither of them is enjoying the exhibition but Fiona says what she thinks and is somewhat sarcastic; Alistair wants to give a good impression and is more tolerant).

Ask students to read questions b–e and answer them as far as they can from memory. Play the recording again and allow students to complete their answers. Ask students to check their answers in pairs before checking answers with the class. Now ask students to work in pairs to discuss their answers to question f.

SUGGESTED ANSWERS

- a posh, irritating, she's fussy, he's long-suffering
- b 1 Please call me Dan.
2 A pleasure to meet you both at last.
3 Julian's mentioned your name, of course.
4 You don't mind me calling you Fiona, do you?
- c 1 saying 2 discussing
3 talking 4 wondering
5 trying
- d He wants to speak to him in private.
- e Don't go away.
 Would you excuse me a moment?
 I'll be right back.
 I'll catch you later.

Conversation 2

Again, use the first question as a pre-listening question. Play the recording once and elicit the answer. Ask students to read questions b–d and answer them from memory. Play the recording a second time and allow students to complete their answers. Allow students to check in pairs and then check answers with the whole class.

As a follow-up activity, refer students to the listening scripts of conversations 1 and 2 on pages 139–140. Play the recording again while students listen and follow the listening scripts. Get them to focus in particular on the stress and intonation of the language. Write some of the expressions on the board and have students mark in the stress and intonation.

ANSWERS

- a No
- b Talking of races, how's the South African bid going?
- c 1 Glad you could make it.
2 I wouldn't have missed it for the world.
3 There's someone I'd like you to meet.
4 Can't have you standing there with an empty glass.
5 So, who's this person you wanted me to meet?
6 I see you two know each other already.
7 I'll leave you two to chat. See you later.
- d They used to have a close friendship.

1.04

Conversation 1

- A: Alistair, we've been here nearly three hours! Can't we just make our excuses and go? You know how I hate these things.
- B: Look, Fiona, I'm not enjoying myself any more than you are, but this is business. Besides, I need to speak to Julian about this Internet advertising idea of his.
- A: Oh, all right. Where is Julian, anyway? We haven't seen him all evening ...
- C: Hello! You must be Julian's guests. I don't think we've met. I'm Dan Wilson, Creative Director at JJK Advertising. I work with Julian.
- B: Ah, pleased to meet you, Mr Wilson. No, we've not met. Julian's mentioned your name, of course. Alistair Hamilton. And this is my wife, Fiona.
- C: A pleasure to meet you both at last. And please call me Dan.

- A: We were just wondering what this pile of dirty laundry was doing in the middle of an art gallery.
- B: Fiona!
- C: So, you're not a fan of contemporary art then, Fiona – you don't mind me calling you Fiona, do you? Actually, this, er, 'dirty laundry', as you call it, came second in this year's Turner Prize, believe it or not.
- A: Doesn't surprise me in the least, but, er, still just looks like dirty laundry to me, I'm afraid.
- C: Well, yes, but I don't think that's what the artist would call it.
- A: What does he call it, then?
- C: Erm, I'm not sure. I'll check the catalogue for you ... Here we are – erm, exhibit 12, oh, 'Dirty Laundry'.
- A: What did I tell you?
- C: Yes, quite. Erm, Alistair, I wonder if we could have a word? Julian tells me you're not very happy with the new Internet campaign.
- B: Er, yes. Would you excuse us a moment, Fiona? Dan and I need to talk.
- A: Oh, don't mind me. There's a heap of broken glass in the room next door I'm just dying to see.
- B: Er, right. Well, I'll catch you later, then ... Now, look, Dan, the thing is ...

1.05

Conversation 2

- A: Ricardo! Glad you could make it.
- B: Hello, Tom. I wouldn't have missed it for the world. It's not every day I get invited to something like this. I hear Webber's out, so it should be a good race.
- A: Yes, it certainly evens things up a bit with Red Bull down to one car. Talking of races, how's the South African bid going? I heard it was just between you and Swedish Steel now.
- B: Hm, yes, the negotiations are still going on, but we're hopeful. I don't think the Swedes can beat us on price.
- A: Well, let me know how it goes. We'd be happy to organize the transportation if you need it. We'd do you a good deal.
- B: Sure, I'll certainly keep you in mind if we win the contract.
- A: Great ... Ricardo, there's someone I'd like you to meet.
- B: Oh, really?
- A: Yes, but first let me get you something to drink. Can't have you standing there with an empty glass. What can I get you?
- B: Just mineral water for now, thanks.
- A: Oh, all right ... Here you go.
- B: Thanks. So, who's this person you wanted me to meet?
- A: Ah, yes ... Oh, here she is now. Élise, this is Ricardo Piquet. Ricardo, Élise de Cadenet. Élise is ...
- C: Hello, Ricardo. Long time no see. What is it, five years?
- B: Hello, Élise. Must be five at least. You haven't changed a bit.
- C: Neither have you!
- A: Ah, I see you two know each other already.

- C: Ricardo and I go back a long way, Tom.
 B: Yes, actually, we first met in Monaco – at the Grand Prix, funnily enough ... So, Élise, last I heard you got married.
 C: That's right. In fact we only just got back from our honeymoon last month. But now it's back to work. It's been really hectic setting up this new business in Biarritz.
 A: Er, well, I'll leave you two to chat. See you later. Don't forget the race starts at three.
 B: Yes, see you later, Tom. So, Élise, how about something to drink?
 C: Mm, sounds good. I'll have whatever you're having.

Language links

Direct students to the *Language links* section on pages 11–12 for more on making conversation.

4 Tell students they are going to play a light-hearted game, practising giving and receiving compliments. Give students time to think of compliments they could pay their partner. With weaker students, brainstorm ideas, e.g. colours/style of clothes/hair, personality traits, attractive belongings, abilities/skills, and elicit relevant examples.

Focus attention on the useful expressions in the box and check stress and intonation. Ask two confident students to demonstrate the game first. Then divide the class into pairs, getting students to work with a new partner if appropriate. Set a time limit of about two minutes and ask students to play the game. Elicit examples of some of the compliments students gave or received.

1:1

Before the lesson, prepare a list of compliments that you can pay your student in order to play the mutual appreciation game with them.

5 Check/Pre-teach *flattery* and get students to read the questions. Do the activity as a whole-class discussion or, with larger classes, divide students into groups. If appropriate, ask follow-up questions, e.g. *How genuine do you think compliments are when given at work? Would you compliment your boss? What 'rules' on giving compliments would you give to a visitor to your country?* Point out that in Britain, it is not acceptable for a man to compliment a woman on what she is wearing unless they are close friends or longstanding colleagues. It is fine for a woman to compliment another woman on the way she looks, or to comment in a neutral way on a man's appearance.

6 Ask students if they have heard of Dale Carnegie's famous book *How to win friends and influence people*. Carnegie's advice is to make people feel important and appreciated. (The implication for business is that financial success has as much to do with these people skills as with professional knowledge.) Elicit students' reaction to the statement from the book.

Divide the class into AB pairs. Ask them to select their three 'hot buttons'. Check with the A students that they understand that they have to initiate the questions and

with the B students that they have to appear unenthusiastic apart from when talking about their 'hot buttons'.

Focus attention on the conversation starters and give the A students a short time to formulate some ideas. With weaker students, check they know how they can continue each question by eliciting examples as a whole class.

Ask students to play the game. Monitor and take feedback notes, but don't give feedback at this point. Ask students to evaluate how successful they were at keeping the conversation going. Ask which topics students found easiest to talk about and why.

Give feedback on overall fluency and how successful students were at keeping the conversation going. Then give feedback on any important or common errors.

1:1

If possible, record your conversation. This will allow you to participate in the activity without the distraction of recording your student's mistakes. Afterwards, listen to the recording together, pausing to identify any mistakes and work on reformulating them into good language.

Language links

Direct students to the *Language links* section on pages 11–12 for further explanation of the use of tenses, and exercises to practise them.

Language links

ANSWERS

Vocabulary

Small talk

- 1 a, d, c, e, g, j, i, k, f, b, m, h, l
 2 a Incidentally, ... b Talking of ... c By the way, ...
 d Before I forget, ... e That reminds me, ...
 f On the subject of ...
 3 a Not yet, no. b No problem. c No, me neither. d Pity.
 e Me too. f Are you kidding?

Grammar

Tense review

- 1 1b 2c 3c 4a 5b 6a 7a 8b 9b 10a
 2 1 know 2 is fast approaching 3 have not made
 4 have already come forward 5 are currently being considered 6 will have to 7 want 8 had 9 meant
 10 were walking 11 was 12 were still complaining
 13 had planned 14 I've been wondering 15 doesn't seem 16 do think 17 makes 18 think 19 I've scheduled 20 I'll speak

Phrase bank

Making conversation

- 1 start a, e 2 bring b, k 3 compliment f, g
 4 contradict i, l 5 change h, j 6 break c, d