This unit teaches language and vocabulary connected with staff training and attracting high-quality new recruits. It also revises comparison of adjectives and present perfect vs. past simple.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

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<tr>
<th>Notes on unit</th>
<th>Grammar: present perfect and past simple</th>
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<tr>
<td>Photocopiable activity</td>
<td>The grammar explanation and exercise for this are in the Grammar workshop on page 26. The examples are taken from the Reading text <em>A great start to a promising career</em>.</td>
</tr>
<tr>
<td>Getting started</td>
<td>Talking point</td>
</tr>
<tr>
<td>This section of the unit is accompanied by a Useful language box which you can refer your students to before they do the activity. It also includes a reference to the Grammar workshop. If you decide to do the Grammar workshop exercise after Getting started, you could then go back to this and ask students which benefits would be most attractive to someone aged 45 looking for a job.</td>
<td>For this type of activity, students are often asked to imagine that they work for the same company. Before they start the activity, you could ask them to read the instructions and then brainstorm possible companies they could be working for (in this case, a company large enough to have a fairly diverse training programme). You could perhaps get suggestions of local companies of this sort. You could warn them up for the activity by brainstorming the types of course which a company might lay on, e.g. computer training, language training, management skills, negotiation skills, time or stress management, etc.</td>
</tr>
<tr>
<td>Reading: <em>Recruitment brochure</em></td>
<td>Talking point: Staff training scheme</td>
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<tr>
<td>Vocabulary and Talking point: <em>Recruitment brochure</em></td>
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<td>Reading: <em>Deloitte Touche</em></td>
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### Table

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**Staff development and training**

This is intended as a ‘first-day’ activity for students who are new to studying Business English, and offers them the chance to discuss what their expectations of the course are, and what Business English consists of.

### Getting started

This section of the unit is accompanied by a Useful language box which you can refer your students to before they do the activity. It also includes a reference to the Grammar workshop. If you decide to do the Grammar workshop exercise after Getting started, you could then go back to this and ask students which benefits would be most attractive to someone aged 45 looking for a job.

### Reading: *Recruitment brochure*

When they have read the text, you can ask students already in employment how this company’s staff-training scheme compares with the company where they work. If your students are pre-service, you can ask them if they would be attracted to work in a company with this sort of training policy.
Photocopiable activity

The first day

1 Work in pairs. Ask your partner these questions (as appropriate).

What do you do?

- Who do you work for?
- What do you like/dislike about your job?
- How long have you been in that job?
- Why did you choose that profession?
- What are your professional plans/ambitions?
- Do you use English in your work?
- What is the thing which most frightens you in your job?
- What is the thing in your job which most excites you?
- What are you studying?
- What do you like/dislike about your studies?
- How long have you been a student?
- Why did you choose to study that subject?
- What are your ambitions/hopes for the future?
- Do you use English in your studies?
- What frightens you most about studying?
- What excites you most about studying?
- How long have you been studying English for?
- Why have you chosen to study Business English?

2 Join another pair and tell them what you have found out.

3 Discuss these questions in groups of four.
- What is Business English? How is it different from a general English course?
- What do you expect or hope for in a course like this?

4 Work in pairs. Here are some practical things you will learn to do on this course. Classify them in the boxes below. Most can go in more than one box.

- applications
- articles
- complaints
- emails
- enquiries
- error correction
- giving information
- interviews
- letters
- meetings
- memos
- negotiations
- notes
- presentations
- proposals
- reports
- telephoning
- visits

Writing  Reading  Speaking  Grammar  Listening

5 Imagine you are going to give advice to someone who is new to learning English. Prepare a list of pieces of advice which you think will be most useful.
**Answer key**

**Photocopiable activity**

4 Sample answer

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**Student's Book activities**

**Recruitment brochure**

Vocabulary

1 skills
2 qualifications; ability
3 course; degree
4 certificate; knowledge; experience
5 development; training
6 trainee; hands-on

Reading

1 f 2 c 3 d 4 e 5 a 6 b
3 B 2 A 3 C 4 B 5 D 6 C 7 A 8 D 9 B 10 C

**Training course**

Listening

1 e 2 f 3 d 4 a 5 b 6 c

**Deloitte Touche**

Reading

1 Sample answers

Paragraph 1: Why I chose Deloitte
Paragraph 2: Help and support with my studies
Paragraph 3: Internal training
Paragraph 4: You can choose your training method
Paragraph 5: Passing on skills in the company
Paragraph 6: Help with obtaining professional qualifications

2 1 f 2 c 3 B 4 A 5 E 6 D

**Vocabulary**

1 in the fast lane to promotion
2 on-the-job training and development
3 has gone out of his way
4 monitors
5 internal training
6 core skills
7 graduate trainees
8 appraisals
9 peers
10 fully funded
11 workload
Transcript

Listening (page 12)

Wendy Jones: Skills Development College. Wendy Jones speaking.
Carol Sharp: Hello, my name’s Carol Sharp. I’m calling from Forrest Insurance to make enquiries about the company training courses you run.
Wendy Jones: OK. What sort of course are you looking for?
Carol Sharp: Well, we’re interested in knowing if you run courses in advanced computer skills. This is for a number of graduate trainees we have.
Wendy Jones: Yes, we do. We have standard courses, which are four hours a week for ten weeks. In this case, your trainees would be mixed in with students we have from other places, and they wouldn’t just be people working in insurance. Or we can offer you tailor-made courses adapted for your particular staff.
Carol Sharp: Yes, that sounds more the thing.
Wendy Jones: Right, well, these can have the length and the programme you require, depending on what your learning goals are.
Carol Sharp: Good. Well, all the goals we have are very specific, and the price you quote will obviously have to be compatible with our training budget. All the training you give is hands-on training, isn’t it? I mean, it’s not just theoretical?
Wendy Jones: No, it’s all very practical, very hands-on. All the trainees will work on their individual computer. Of course, we teach background theory where necessary, and we do give a certificate at the end.
Carol Sharp: OK, well, what we need is, I think, a one-month course for 15 members of staff. They’re all basically computer literate – I mean, they have the core skills, but in a highly computerised industry like ours, we want to have them working efficiently as soon as possible.
Wendy Jones: Of course. Can I suggest we send round our director of studies to do an analysis of your needs and then we can design a course to suit you and give you a quotation of how much it would cost?
Carol Sharp: That would be great. When can your director come?