

UNIT 1

Staff development and training

Unit objectives

Topic:	how companies encourage staff development and training
Reading:	skimming; a multiple-choice cloze; identifying the subjects of paragraphs; using reference devices to recognise organisation; replacing gapped sentences in a text
Listening:	a phone conversation; two students discussing a collaborative task
Speaking:	discussing training; agreeing/disagreeing; role-play deciding on a training course; making suggestions
Grammar:	countable and uncountable nouns;
Vocabulary:	perks and benefits; <i>ability, certificate, etc.</i> ; <i>work, job, training, training course; tailor-made, learning goals, etc.</i> ; <i>dedicated facilities, etc.</i>

Getting started

Warming up With books closed, ask students to work in small groups and make a list of things which they think are important when looking for or choosing a job.

When they have finished, round up with the whole class.

Tell them to look at the exercise in the book and ask them *Are there any ideas in the list which you didn't mention?*

Before they do the exercise, go through the Useful language box with them. Elicit complete sentences for each of the phrases.

Elicit other ways of agreeing and disagreeing.

Extension idea Ask: *Which of these things would you expect to be mentioned in a job advertisement in your country? Are there other things which are not mentioned here?*

Recruitment brochure

Reading

1 **Extension idea** Ask: *What do you think are the attractions of working for a travel company?*

BEC Reading part 4 **BULATS** Reading part 2 section 2

2 Tell students it is important to quickly skim the text (read quickly to get a general idea of what it is about) before choosing which option fills each gap. Skimming will give them an idea of how the text develops and, since they will then know the context, help them to choose the correct options.

Give students one minute for this task and be strict about the time limit. When they have finished, ask them to compare their answers in pairs, but without looking back at the text.

Answers

- Advanced Sales, Goal Setting, Time Management
- It gives staff the skills they need to succeed, they promote from within the company, they want to train their future leaders.
- Business Vantage Reading Part 4 is a gapped text from an authentic source. The four options for each gap often form a lexical set of words with similar meanings. Students have to choose the correct option based on:
 - meaning or usage of the word in the context
 - grammatical context, e.g. is there a dependent preposition, or is the word followed by an infinitive or a verb + *-ing*, etc.?
 - collocation (e.g. *financial advisor* not *financial helper*)
 - whether it forms part of a fixed phrase or expression.

Tell students they should read around the gaps before choosing an option. To help them, you can elicit the answer to Question 1 (*B gain*) by eliciting that *gain* implies some advance or improvement.

You can also elicit why the other options are incorrect (*win* is used in the context of a competition, contest or prize; *earn* with salary in exchange for work; *collect* with physical things that form a collection).

Tell students that the best preparation for this type of task is to read business texts extensively. This builds up their language knowledge and their intuitive feel for which word fits correctly in the context.

Although it may be time-consuming, it is worth going through the wrong options, or asking students to look up the wrong options in a dictionary to see in what contexts they would be correct.

Note: In the Business Vantage exam, this task consists of 15 questions; in BULATS, five questions.

Answers

2 A 3 C 4 B 5 D 6 C 7 A 8 D 9 B 10 A

Speaking

Before students answer the questions, go through the Useful language box with them. To practise, you can make some contentious statements and invite students to agree/disagree, e.g.

I think all employees in a company should be paid exactly the same salary.

All employees should be expected to study in their spare time.

Extension idea Ask students if companies in their country take the same attitude to training and staff development.

Vocabulary 1

Students can do this task in pairs. To check the meanings of the words, ask them to find out/explain the difference between *skill* and *ability*; *certificate*, *course*, *degree* and *qualifications*. If necessary, ask them to use dictionaries.

Answers

2 qualifications 3 degree 4 course; certificate; knowledge; experience 5 development

Extension idea Ask students to work in pairs and say what job-related skills, experience and qualifications they have.

Grammar workshop

Countable and uncountable nouns

Tell students that Business English students often make mistakes with countable and uncountable nouns, particularly by making uncountable nouns plural.

Go through the brief explanation at the beginning of this section with them before they do the exercise.

Now would be a good time to do the Grammar workshop on Countable and uncountable nouns on page 24.

Answers

2 U 3 C 4 C 5 U 6 U

Extension idea Ask students in pairs to think of five other countable and five other uncountable nouns which might be used in a business context.

Round up with the whole class, writing their suggestions in two columns – for countable and uncountable – on the board.

Vocabulary 2

After students have looked at the dictionary extracts, ask them to work in pairs and think of their own examples for each word/phrase.

Tell students that these words are frequently confused and that they should be especially careful to use them correctly.

When you go through the answers, elicit why each answer is correct.

Answers

1 work 2 job 3 work 4 job 5 training course 6 training
 7 training course

Training course

Listening

BEC Listening part 1 **BULATS** Listening part 2

1 In these parts of the Business Vantage and BULATS exams, there will be three recordings to listen to; students will be expected to complete notes, a message or a form by writing one or two words in each gap.

This task focuses on factual information: students may need to copy down names and numbers and other facts correctly spelled. Point out to students that the task is in note form, i.e. incomplete sentences, and that they will not hear exactly the same words used when they listen as the words they read in the notes. However, they should write words they hear.

Tell students that they have some time before they listen to read the notes, and that in this time, they should decide what information they need to listen for and what type of word(s) (noun, adjective, etc.) they need.

Suggested answers

1 a name or type of company 2 staff/employees? 3 a length of time 4 something a Director of Studies can give

2 ① 01 In the exams, candidates hear each recording twice. At the end, they have a short time to copy their answers to an answer sheet.

Play the recording twice.

Give students some time to check their answers: they should make sure the words they have written down are spelled correctly and fit the meaning of the notes.

Ask them to compare their ideas in pairs.

Answers

1 Forrest Insurance 2 graduate trainees 3 one/1 month
 4 quotation

Extension idea If you and your students wish, you can play the recording again for them to check their answers, or you can refer them to the transcript at the back of the Student's Book.

3 **Alternative treatment** Ask students to find the phrases on the left in the transcript at the back of the Student's Book before doing the exercise.

Answers

2 f 3 d 4 a 5 b 6 c

Extension idea Ask students to choose three phrases and write three example sentences using the phrases. They can then round up by reading their sentences to the whole class.

Training at Deloitte in China

Reading

BEC Reading part 2

- 1 In this task, six sentences have been removed from an authentic business text and are listed after the text with one ‘distractor’. Students have to decide which sentence to put in each gap. The first is done as an example.

This task tests students’ ability to understand the structure and development of the text. They need to use clues within the text and the sentences to decide which sentences go where. These clues will include:

- the content of the paragraph and the sentences around the gap
- the content of the missing sentences
- cohesive devices around the gap and in the missing sentences, such as linking devices and pronouns.

It is important that students read through the whole article quite quickly, recognising the subject or main idea of each paragraph.

Extension idea Two of Deloitte’s Chinese employees do not use quite standard English: *I was very emotional to see their concern* and *I don’t need to change environment*. Ask students to rephrase them in more standard English (**suggested answer**: *I felt very emotional when I saw their concern; I don’t need to change the place where I work / my employer*).

Suggested answers

- paragraph 1**: Deloitte’s dedication to training
paragraph 2: support for employees from managers
paragraph 3: managers’ interest in staff development
paragraph 4: managers’ attention to staff
paragraph 5: counsellors

- 2 Tell students that in the Business Vantage exam, words will not be underlined; it has been done here to help them recognise connections and cohesive devices.

Use the example (1G) to show students how the task works. In this case, the meaning of a phrase in the text is repeated in the missing sentence.

Tell them to work through the text, reading before and after each gap, then choosing the correct sentence and crossing it off the list so they do not need to read it again when looking at the next gap.

They should pencil in possibilities for any gap where they are not sure of the answer.

When they have finished:

- tell them to quickly read the text again with the missing sentences in the correct places to check that the text reads coherently and logically. If anything seems not quite logical, they should check to see if there is a better choice.
- ask them to compare their answers in pairs and resolve any differences they have.

Answers

- 1 *Suggested answer*: The connection between *clear upward path* and *ascend to the top*.
 2 2 C 3 A 4 B 5 F 6 D

- 3 **Extension idea** Ask: *What other things can companies do to ensure loyalty from their employees?*
Do you agree that the success of a company depends on its people?

Vocabulary

Ask students to quickly find the words/phrases in the text before doing the exercise.

Answers

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

Extension idea If students have good business dictionaries, ask them to look up the words/phrases and copy them into their notebooks with an example from the dictionary.

Training scheme for new staff

Role-play

BEC Speaking part 3 **BULATS** Speaking part 3

- 1 In this part of the Business Vantage Speaking Test, which is done in pairs or groups of three, candidates are given 30 seconds to read the task and think before they start speaking. They then discuss the task for about three minutes (about four minutes if it is a group of three). The examiner will follow up with further questions on the same topic. The task tests a range of discussion strategies and functions, as well as effective turn-taking.

If you wish, you can get students started by asking them to suggest the type of company they work for.

- 2 ① 02 Elicit what function all the underlined phrases have (**answer**: making suggestions). Point out that this is a discussion activity, so it is important to suggest ideas and for other people in the discussion also to have a chance to suggest ideas and react to your ideas.

Answers

- a 1, 3, 4, 6 b 2 c 5

Extension idea Ask: *What did the two people decide?*

- 3 **Extension idea** Tell students to look at the transcript at the back of the Student’s Book and underline any other phrases they think would be useful when they discuss. Ask them to copy them to their notebooks.
- 4 Tell students that they have about three minutes for this discussion. Tell them to make sure they cover all the points in the task.
 Round up by asking them what decisions they reached.