

PUTTING THE PRACTICAL INTO PRACTICE



He also designed
the Chesa Futura
and the Murrezan
in Switzerland”

Guy White
Business English Trainer

DEFINITION OF BUSINESS (LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH)

busi·ness /'bɪznəs/ the activity of making money by producing, buying and selling goods, or providing services.

See also international trade, commerce and finance.

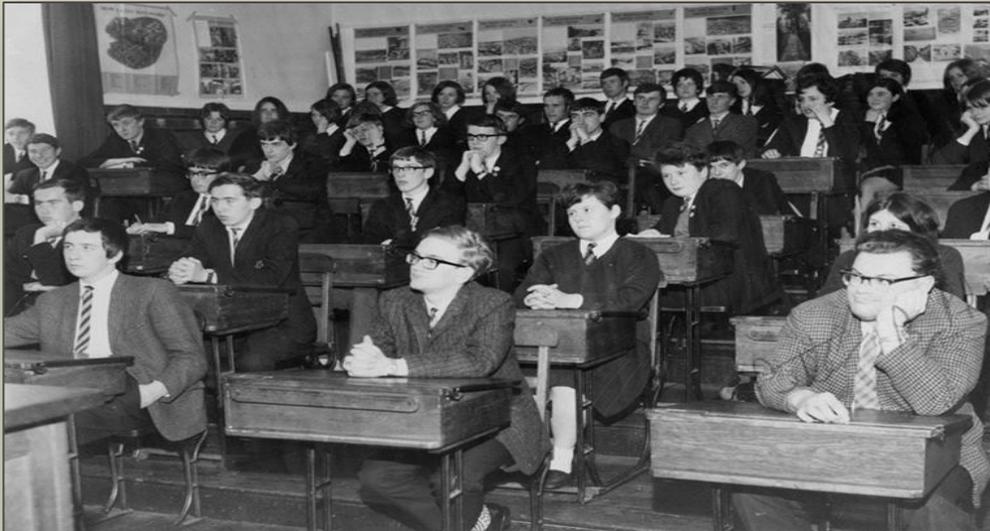


“All these topics are found in the Market Leader series”

A BRIEF HISTORY OF BUSINESS ENGLISH- 1960s

In course books there was a focus was on:

- Texts with **comprehension** questions and **grammar**
- **Specialist** vocabulary
- **Repetition** and **drilling** of vocabulary



★ How was business conducted?

“Agents worked on behalf of companies, secretaries would deal with correspondence- so (for businesspeople) there was no need to learn a foreign language”

A BRIEF HISTORY OF BUSINESS ENGLISH- 1970s

Start of using the **4** skills within a business context

BBC brought out a course book & **video**. More **emphasis** on listening, communication and dialogue practice

Specific topics e.g. Banking, Engineering.. were dealt with in textbooks.



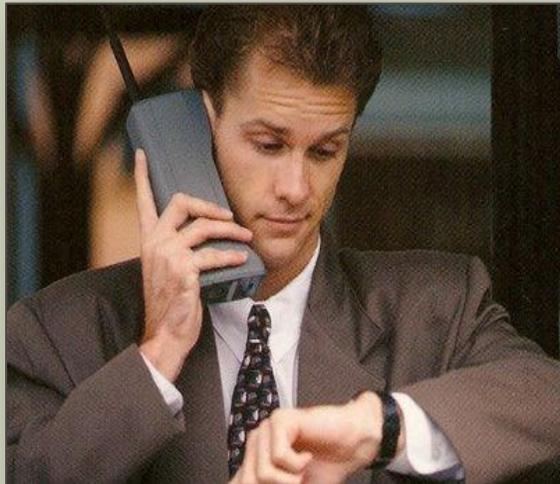
“The mid to late 70s saw the rise of the computer industry in the US”
What impact did it have?
All programming language was in English

A BRIEF HISTORY OF BUSINESS ENGLISH- 1980s + 1990s

Develop skills to deal with **practical situations** (introductions, making appointments, negotiating, telephoning)

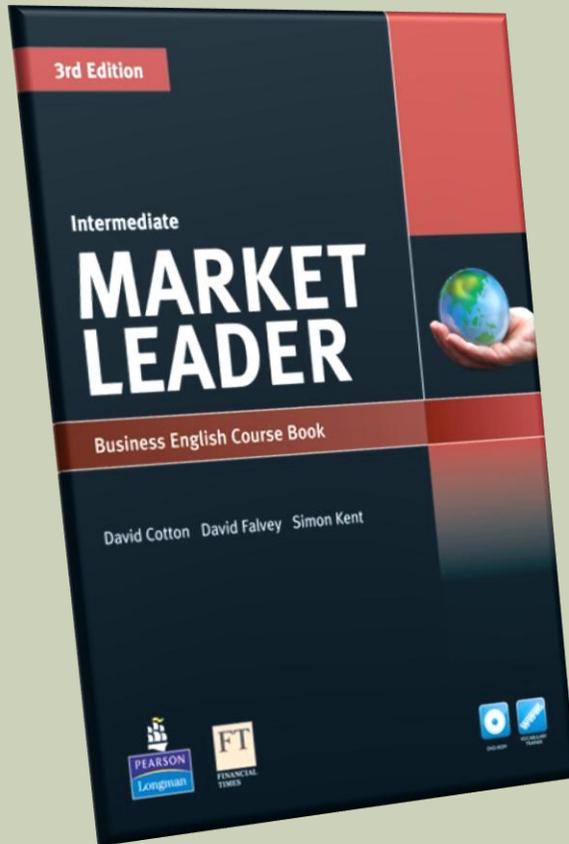
The start of company **development** programs for employees.

New topics became very important: presentations, meetings, idioms (ice-breaker, number cruncher) buzz words (yuppie, cell, awesome, do lunch)



“After the fall of the wall in Europe in the late 80s, companies started to deal directly with their counterparts”

HOW LONG HAS MARKET LEADER BEEN AROUND?



Since **2001**, Market Leader has developed confident, fluent speakers who can use English in an **international** working environment.

There are interviews (audio & video) with **authentic** business people

DO YOU KNOW 3RD EDITION EXTRA?



5 LEVEL COURSE FROM A1- C2

“Since 2016, Extra has provided new Business Skills lessons. Task-based to develop skills in Presentations, Negotiations, Meetings and Small Talk”

MYENGLISHLAB- ONLINE INTERACTIVE EXERCISES



For students- MEL offers online interactive exercises that **correspond** to each ML unit.

For teachers- **instant** marking and reporting means less work.

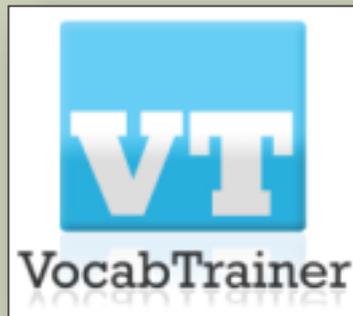
MEL can be used **outside** of the classroom for additional learning.

VOCAB TRAINER & WORDLISTS

The VT helps you with the following so that you can be **confident** about using new words:

- spelling
- meaning
- grammar
- collocation

So now you can personalise your vocabulary



There are now **WORDLISTS** giving the **German** definition of words in the ML series

THE FT & THE PRACTICALITIES OF BUSINESS

Students are **exposed** to the topics:

- Buying
- Selling
- Merges & acquisitions
- People skills
- Marketing
- Human resources

Written by highly experienced journalists, economists and authors.



Read by young & old



MARKET LEADER PREMIER LESSONS



Downloadable lessons based on recent Financial Times articles and updated on a **weekly** basis

Authentic material from Pre-Int to Upper Int.

Advantages for teachers: Select relevant text for class and level.

Answer Keys for **all** activities.

Subscribe: Backlog to **previous** editions

ACTIVE TEACH

Market Leader 3rd Edition Extra Intermediate Active Teach

3rd Edition Extra Intermediate | **MARKET LEADER** | Active Teach

Pages: 36 and 37

Contents and Introduction	Unit 1	Unit 2	Unit 3
Working across cultures 1	Revision unit A	Unit 4	Unit 5
Unit 6	Working across cultures 2	Revision unit B	Unit 7
Unit 8	Unit 9	Working across cultures 3	Revision unit C
Unit 10	Unit 11	Unit 12	Working across cultures 4
Revision unit D	Writing file	Activity file	Grammar file
Audio scripts	Glossary	Business skills	Additional material

Help | Phonetic Chart | Online Dictionary | i-Glossary | Test Master | Audio ▲ | Video ▲ | Teacher's Resources ▲

HOW IMPORTANT ARE THE FOLLOWING IN A JOB?

Scale:

1- Irrelevant

5- Don't mind

10- Essential

1. Travelling within Europe/ the world
2. Having an excellent salary
3. Having quick, promotional prospects
4. Having friendly colleagues and a fair boss
5. Working in a relaxed environment
6. Being paid for working overtime
7. Having a flat hierarchy
8. Discounts on the products produced or services provided
9. Perks related to a large company i.e. health insurance, pension scheme, company car
10. Able to go on further training courses

Pre-reading & group task:

- Can be done with college students and employees
- Warm up to ML Unit 4- Organisation



.. and now you

WORKING WITH MARKET LEADER (PRE- ACTIVITY)

UNIT 4 Organisation

*"Modern organisations have to be built on making conflict constructive."
Peter Drucker (1909–2005), Austrian-born US management consultant*

OVERVIEW

VOCABULARY
Company structure

READING
A successful organisation

LANGUAGE REVIEW
Noun combinations

LISTENING
Analysing company organisation

SKILLS
Socialising: introductions and networking

CASE STUDY
laStep's relocation




Discuss photo and then quote

UNIT 4 -- ORGANISATION

VOCABULARY Company structure

- A Match the words and phrases (1–8) to their definitions (a–h).**
- | | |
|-----------------------|--|
| 1 subsidiary | a) an office where people answer questions and make sales over the phone |
| 2 factory/plant | b) a building from which goods or supplies are sent to factories, shops or customers |
| 3 call centre | c) a place through which products are sold |
| 4 service centre | d) a place where faulty products are mended |
| 5 headquarters | e) a company which is at least half-owned by another company |
| 6 distribution centre | f) the main office or building of a company |
| 7 warehouse | g) a building for storing goods in large quantities |
| 8 outlet | h) a large building or group of buildings where goods are made (using machinery) |

B **CD1.21 Listen to the comments from different places in the organisation and write them down. Then match them to the places listed in Exercise A.**

- 1 Stock levels have been low for two weeks now. **warehouse**

C What do the following departments do?

- 1 In **R&D**, people research and develop new products.

- | | | |
|-----------------------|------------------|---------------------|
| 1 R&D | 5 Production | 9 Logistics |
| 2 Customer Services | 6 Finance | 10 Public Relations |
| 3 Human Resources | 7 Administration | 11 IT |
| 4 Sales and Marketing | 8 Legal | |

D Match these activities (a–k) to the correct department in Exercise C (1–11). Can you add any other activities to any of the departments?

- | | | |
|-------------------------|------------------------------|---|
| a) deal with complaints | e) run advertising campaigns | i) keep records |
| b) draw up contracts | f) issue press releases | j) transport goods and |
| c) carry out research | g) operate assembly lines | k) install and maintain systems equipment |
| d) train staff | h) prepare budgets/ accounts | |

E **CD1.22 Listen to three people talking about their work. Which department do they work in? Choose from the departments in Exercise C.**

F **CD1.23 Look at these words used to describe organisations. Underline the stressed syllable in each word. Then listen and check your answers.**

- | | | | |
|-----------------|-----------------|----------------|-----------------|
| 1 bureaucratic | 4 caring | 7 centralised | 10 conservative |
| 2 decentralised | 5 democratic | 8 dynamic | 11 hierarchical |
| 3 impersonal | 6 market-driven | 9 professional | 12 progressive |

G Which of the words in Exercise F can describe:

- a) good qualities of an organisation? b) bad qualities of an organisation?

See the DVD-ROM for the I-Glossary.

Not always relevant

Match vocabulary with definitions

Listening exercise

Department definitions

WORKING WITH MARKET LEADER- GOOGLE

UNIT 4 -- ORGANISATION

READING A successful organisation

A Read paragraph 1 of the article and choose the best definition for *perks*.

- a) happiness and confidence in the workplace
- b) something your employer gives you in addition to your pay
- c) high-quality food and drink

B Read the article. Look at these key phrases that summarise paragraphs 1–3. Then write similar phrases for paragraphs 4–7.

- 1 Philosophy behind the perks
- 2 Competitions and celebratory funds
- 3 Celebrating special events / friendly place to work



C Decide if the statements are true (T) or false (F). Correct the false ones.

- 1 Google promotes the idea of staff getting together.
- 2 Every month, managers get money to build teamwork or reward staff.
- 3 Ninety per cent of Google Italy workers thought it was a friendly place to work.
- 4 The furniture in Google offices is different to that in most offices.
- 5 The work is challenging, and you need a university degree to work there.
- 6 Employees know what their objectives are and have the freedom to achieve them.
- 7 Employees have the opportunity to listen to well-known or important authors.

FT

Success can be a game with many players

by Sarah Murray



One of the side effects of the free food for Google staff is what is known as the 'Google 15' – the number of pounds that employees typically gain after joining the internet company. But whether it is providing snacks and gourmet meals in the canteen, annual skiing trips or games rooms at the office, the philosophy behind such perks is the same – getting staff to meet each other, interact in informal settings and encourage teamwork.

One way the company does this is to hold competitions in everything, from office decorating to dancing and football, with prizes for the

winners. Managers also receive a quarterly 'celebratory fund' either to reward accomplishments or to build teamwork by going bowling, go-karting or dining out.

The 'Best Workplaces' survey indicates that such initiatives have a powerful effect. At Google Italy, for example, 90 per cent of the employees agreed that 'people celebrate special events around here'.

Also in Italy, 100 per cent agreed that 'this is a friendly place to work' and 96 per cent agreed that 'there is a "family" or "team" feeling here'.

Another part of Google's objective is to make its workplace feel fun. Massage chairs, table-tennis tables, video games, lawn lamps, hammocks, beanbags, bicycles, large rubber balls, couches and scooters are all part of the furniture in Google offices.

However, when it comes to the serious business of work, great emphasis is placed on engaging employees. 'What makes Google a great workplace is that the nature

of the work itself is very challenging and interesting,' says Nick Creswell, the company's university programmes manager for Europe, the Middle East and Africa. 'And for the type of people who really enjoy an intellectual challenge, that's the biggest appeal of working here.'

Fostering this intellectual activity is a policy giving employees a large degree of independence in deciding how to work – both in terms of the hours they work and how they do their jobs. 'There's a real culture of autonomy and empowerment,' says Mr Creswell. 'Individuals within the business understand what their own goals are within the context of their teams, and they have a lot of freedom to go out and make those happen.'

Even when it comes to learning and development, many programmes are voluntary and informal. Often it may be a case of inviting an industry faculty in to discuss their latest research. Google also invites prominent writers to give lunchtime talks about their books.

What are *perks*- explain if necessary

Read for global comprehension then focus on new vocabulary

What do you know about Google?
Brainstorm ideas before reading...

- Location
- Owner/ CEO
- Software/ Hardware
- Success/ failure
- and finally would you like to work for them?

GOOGLE SNAP SHOTS



“Post-activity what perks does your company offer? Or does your company look like this- why not?”

“Youtube: Google perks- the secrets behind America's favorite employer”

CASE STUDY

Grammar & 4 skills are built-up through the unit and recycled at the end of the unit.

Used for group work and developing speaking abilities. The objective is to fulfill task.

7

Case study



Business culture briefing

A group of managers is attending an informal briefing about the business culture of your country.

Background

You work for Delta Business Consulting, a company which assists business people in establishing their company in the first time. A group of five managers will be visiting your country in order to decide on the market of an overseas subsidiary. During the visit, the manager will attend meetings with a number of business people and be entertained at their homes or in restaurants. They also plan to do some social visits and excursions. You will run an informal business culture briefing for the management group. Inform them about aspects of business culture in your country and answering their questions.

Discuss what kind of topics you could include in your briefing about the business culture of your country.

Task

- Work individually or in national groups. Prepare an informal talk about the business culture of your country or a country you have visited. Use the list of topics and questions below to structure your talk. During each talk, the other members of the class will play the role of the top managers.
- Give your talk to the top managers. Try to answer any questions they may have.
- In one group, discuss the talks. What advice/information surprised you? Which was the most interesting talk? Why?

Appearance

- How do men and women dress in business?
- Is casual dress permitted in business meetings?
- How do people dress in social occasions, e.g. at an informal dinner?

Behaviour

- Do people like a lot of personal space?
- Do they usually stand close or far away from another person when talking in meetings?
- Is it still use hand or body language when addressing each other?

Entertainment

- Do business people prefer to entertain guests at home or in a restaurant?
- What advice can you give about gifts?
- What are the typical topics of conversation?

Business practice

- Do you have to make appointments and in advance?
- What is the usual business hours?
- What is the usual time for a business lunch? How long does it last?

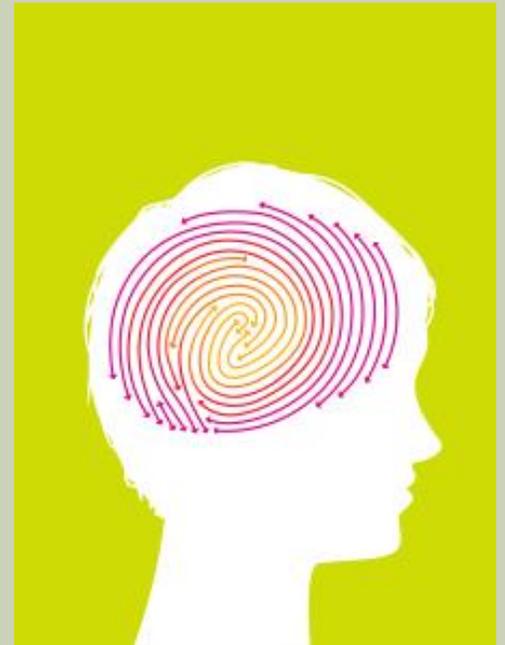
Writing

Write a short report summarising the most interesting information you have learnt about a culture in this unit.

[Click here for more information](#)

Watch the case study conversation on the DVD-ROM.

*Thank you for your attention
Any questions?*



ALWAYS LEARNING