

# 10 BUSINESS TRAVEL

## UNIT MENU

**Grammar:** past perfect

**Vocabulary:** idioms and metaphors

**Professional skills:** socializing and making small talk

**Case study:** The Trade Fair Game

### Aims and objectives

In this lesson students will:

- read an article about changes in business travel
- focus on some popular idioms and metaphors
- discuss how they would prefer to be rewarded by their employer

### Reading

#### CHANGES IN BUSINESS TRAVEL

##### OPTIONAL LEAD-IN ACTIVITY

Students discuss in pairs how business travellers differ from ordinary ones in terms of what they expect from air companies.

#### Exercise 1, page 84

Focus students' attention on the heading of the article before asking what it could be about. Students then read the article and compare answers with a partner before going through them with the class. Check vocabulary, e.g. *confined*, *restrictive*, *rebound*, *refurbished*, etc.

- 1 The front row is where first class and business travellers who pay a premium price sit.
- 2 Decrease: Cuts in travel budgets; restrictive company policies that banned business-class travel and replaced sales conferences with virtual meetings via conference calls.  
Increase: the economy has picked up and companies are no longer chasing costs.
- 3 They are providing new business-class seats, refurbishing business lounges and improving on-board service
- 4 Business travellers are still cautious, high unemployment, rising energy prices, heightened security measures, uncertain earnings and the weak dollar.

### Vocabulary

#### IDIOMS AND METAPHORS

##### FACT FILE

*idiom*: a group of words that has a special meaning that is different from the ordinary meaning of each separate word, e.g. *under the weather* = ill.

*metaphor*: a way of describing something by referring to it as something different and suggesting that it has similar qualities to that thing.

#### Exercise 2, page 85

Briefly discuss the difference between an idiom and a metaphor. Students replace the expressions in italics with idioms from the article. Allow them to discuss answers in pairs before class feedback.

- 1 cut to the bone
- 2 on the horizon
- 3 foot the bill
- 4 on a shoestring
- 5 put the brakes on
- 6 going through the roof

### Speaking

#### BUSINESS TRAVELLERS AND INCENTIVES

#### Exercise 3, page 85

Ask students if they think there are a lot of differences between business travellers and ordinary ones. They then discuss the differences, in relation to the factors given in the box, in pairs. Round up by eliciting and discussing ideas with the class.

If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they should be able to identify and explain the range of needs and expectations that leisure and business travellers may have.

#### Exercise 4, page 85

Find out if any companies students have worked for have or had a reward system for performance. Students then work in pairs to discuss how they would like to be rewarded and why. Elicit ideas from the class.

**EXTRA ACTIVITY**

Students work in small groups to discuss different reward systems they have experience of through the companies they have worked for.

**FACT FILE**

*incentive*: something that encourages you to work harder, start a new activity, etc.

**Exercise 5, page 85**

Check students understand what an incentive is before they read the text. Allow time for them to compare answers with a partner before going through them with the class.

- 1 It is often spent on bills and shopping for groceries.
- 2 The workforce can bond together and it improves motivation and productivity.

**Homework suggestions**

- Students write a paragraph explaining how they would want to be rewarded for good work and why, expanding on their ideas from Exercise 4. (150–200 words)
- Tell students they have been asked to come up with an incentive scheme to motivate and reward employees for good performance at the company they work for. It is a medium-sized company and the managing director is keen for rewards not to be money-orientated. Students write a short proposal to put forward their ideas. These could be read out to the class in a subsequent lesson. (200–250 words)

Photocopiable notes 10.1 (page 131)  
Idioms (Matching activity page 132)

# TRAVELLING AND TEAM-BUILDING

**Aims and objectives****In this lesson students will:**

- listen to a couple of business travel stories
- study the use of the past perfect tense
- read about team-building events

**Listening****BUSINESS TRAVEL STORIES****Exercise 1, page 86**

Tell students they are going to listen to two business travel stories and give them time to read the questions before listening. Encourage students to compare answers with a partner before going through them with the class. Check vocabulary, e.g. *bonding*, *snore*, etc.

**Speaker 1:**

- 1 She'd forgotten to pack them.
- 2 She'd only slept for about 15 minutes.
- 3 It was the only one left as a result of a cancellation.

**Speaker 2:**

- 1 13 years.
- 2 His colleagues told him that the theme of the awards banquet was Country and Western and everyone had to dress up accordingly.
- 3 One of the practical jokers had previously ordered a black tuxedo and tie for him.

**Audio script Track 10.1, Exercise 1, page 86****Speaker 1**

It was early in my career and we were going to a weekend training seminar and you had to share rooms with a complete stranger – you know, senior managers think this is a good bonding thing – and I shared a room with someone who snored like an elephant ... Normally I wear earplugs at night but this time I had forgotten to pack them. I remember going into the bathroom and crying because I was so tired, and in the morning I was like crazy because I'd only slept for about 15 minutes. At breakfast, I bumped into someone and spilt coffee all over the place. My blouse was ruined and I just wanted to leave there and then, so I went up to my boss and said 'I want another room or I'm going home'. Well, all the other rooms had been taken and the only place left was the presidential suite because the person who had booked it had cancelled the reservation at the last minute. So the next night, at least, I was able to sleep in comfort ... and silence.

**Speaker 2****S2 = Speaker 2, S1 = Speaker 1**

**S2** Well, last year I left the hotel in San Francisco, where I'd worked for 13 years, and came to the corporate office in Memphis to become brand manager. I'd been at the corporate office for maybe three months and there was an annual conference where all the general managers get together. I was talking to all my new colleagues about the conference – I had never spoken at one before. I'd attended them but I'd never had to make a speech and I was quite nervous about it. So they thought they'd play a practical joke on me. They said that at the awards banquet the theme is Country and Western – there'll be a Country and Western band and everyone's going to dress up. When, actually, the truth of the matter was that it was a black tie event. Luckily, I'd packed a pair of jeans in my suitcase but I went out and bought myself a cowboy hat, some cowboy boots and a fringe jacket to complete the costume. And I remember coming down, I was alone in the elevator and it opened up to the foyer in front of the ballroom ... and there was a sea of black cocktail dresses and tuxedos ... and I just froze. People were looking at me and I just kept pushing the button, pushing the button of the elevator until, at last, the doors closed and I went back up.

**S1** So you missed the banquet?

**S2** Well, no, luckily one of the colleagues who'd been responsible for the practical joke had ordered me a black tuxedo my size and a tie, and so I was able to go back down and join in the festivities.

**Grammar****PAST PERFECT****Exercise 2, page 86**

Focus students' attention on the Grammar box before going through the information. If further explanation is required, refer students to page 113 of the Grammar reference. Students then complete the story, checking answers with a partner before class feedback.

1 flew   2 had asked   3 had packed   4 left  
5 landed   6 had put   7 spent   8 was   9 had got  
10 created

**Reading****TEAM-BUILDING EVENTS****Exercise 3, page 87**

Focus students' attention on the photo and ask what is happening in it. Students then discuss the questions in pairs. Round up by asking students to share their ideas.

**EXTRA ACTIVITY**

Students work in groups and discuss their own experiences of team-building activities, explaining which were more successful and why. Perhaps discuss if there are any differences between what management consider good activities versus their staff.

**Exercise 4, page 87**

Students read the text, checking answers with a partner before class feedback. Check vocabulary, e.g. *innovative*, *expertise*, *testimonials*.

1 b   2 c   3 d   4 a   5 f   6 e

**Exercise 5, page 87**

Students discuss their ideas in pairs before the discussion is opened to the class. Note ideas on the board, adding to them if necessary.

**RESEARCH****TEAM-BUILDING PROVIDERS**

Students research different event providers in their region, using the internet to discover more about the various packages on offer and sharing their ideas with the class.

**Homework suggestions**

- Students write a blog article about an experience they have had while travelling, using at least 5 examples of the past perfect. (200–250 words)
- Students write a short report describing some of the different team-building and corporate event packages available in their region and saying which might work best for the company they work for (or one they know well), and why. (200–250 words)

# PROFESSIONAL SKILLS

## SOCIALIZING

### Aims and objectives

#### In this lesson students will:

- focus on vocabulary for making small talk
- listen to different conversations where people make small talk
- do an activity to practise striking up conversations in different situations

### Speaking

#### TOPICS OF CONVERSATION

##### FACT FILE

In the UK, weather is a common topic for small talk as it changes so much. Sport and TV are also popular topics. Ones to generally avoid, particularly with complete strangers, include: politics, religion, age, earnings and weight.

#### Exercise 1, page 88

Explain to students that this lesson focuses on socializing and refer them to the list of conversation topics given. Discussing in groups or as a class, which ones students could talk about with whom.

#### Exercise 2, page 88

Widen the discussion by finding out which topics students would never discuss and why, e.g. due to differences in culture, status, age and gender between the people concerned.

### Vocabulary

#### MAKING SMALL TALK

#### Exercise 3, page 88

Ask what small talk is and find out if students find it easy or hard in English and why. Refer students to the Professional skills box and ask them to complete the tips with the words given, comparing answers in pairs before going through them as a class. Ask students which tip they find the most useful.

1 a 2 c 3 d 4 c 5 d 6 b 7 d 8 c

#### Exercise 4, page 88

Students work alone or in pairs to come up with other example sentences. Elicit ideas from the class, writing them on the board if useful.

### Listening

#### STRIKING UP A CONVERSATION

#### Exercise 5, page 89

Students listen to the conversations and complete them. They then compare answers with a partner before you go through them with the class. If useful, play the recording twice. Alternatively, pause it after each conversation to allow students time to write down answers.

- 1 I don't think we've met before.
- 2 How do you do?
- 3 let me introduce myself.
- 4 We haven't been introduced.
- 5 You must be
- 6 Can I introduce you to

#### Audio script Track 10.2, Exercise 5, page 89

1

**PB = Peter Baxter, MC = Mrs Chen**

**PB** Excuse me, Mrs Chen?

**MC** Yeah.

**PB** I don't think we've met before. I'm Peter Baxter from the Los Angeles office.

**MC** Ah yes, Peter Baxter. How do you do?

2

Hello, let me introduce myself. I'm Werner Krüg from Graz in Austria. Where do you come from?

3

**LL = Lucas Lee, TM = Tim Mason**

**LL** Excuse me, are you Tim Mason by any chance?

**TM** Yes, that's right.

**LL** We haven't been introduced. My name's Lucas Lee. I work for AsiaTravel in Singapore.

4

**HMH = Hwang Mi Hee, PM = Phillipe Moreau**

**HMH** You must be Phillipe Moreau.

**PM** That's right.

**HMH** Can I introduce you to Brent McIntosh, our Marketing Director in Sydney?

#### EXTRA ACTIVITY

Refer students to the audio script on page 128 and ask them to practise the conversations in pairs. Go round the class, checking on intonation.

#### Exercise 6, page 89

As students need to complete the gaps and make notes on what the other person says, it might be best to do this exercise in two parts. In the first part, students complete the gaps. Then ask them to compare their answers in pairs before checking them as a class. In the second part, students listen again and make notes on the other speakers' replies.

Encourage them to check answers with a partner before eliciting ideas from them.

- 1 hasn't it?
- 2 wasn't it?
- 3 don't you think?
- 4 excuse me for a moment
- 5 I'd better be going.
- 6 I'm afraid I have to go.

### Audio script Track 10.3, Exercise 6, page 89

- 1  
A It's been a long day, hasn't it?  
B Yeah. I'll be glad when it's over.
- 2  
C So, that was an interesting talk, wasn't it?  
D Yes, looks like we have a few challenges ahead.
- 3  
E It's a splendid programme, don't you think?  
F Yes, and I'm looking forward to the talk on cost-cutting.
- 4  
G Just excuse me for a moment, there's something I have to attend to.  
H OK, I'll wait here till you get back.
- 5  
I Well, it's getting late. I'd better get going.  
J OK, it was good to see you again. Take care.
- 6  
K Look Richard, I'm afraid I have to go. I have a busy day tomorrow.  
L No problem. See you tomorrow, first thing.

and expressions from the lessons. Remind students that their conversation should include an introduction, expressions to keep the conversation going and ones to move it on. In a subsequent lesson, students practise their conversations in pairs and roleplay them in groups or for the whole class.

Photocopiable notes 10.2 (page 131)  
How would you start a conversation? (Game page 133)

## Speaking

### COFFEE BREAK

#### Exercise 7, page 89

Go through the scenario with the class, checking they understand what is involved. Allow students time to prepare before they get up and mingle. Remind them when it is time to move on to a new person. Monitor and note good language use and areas where further help is needed. Round up by discussing any difficulties students had, e.g. topics they found hard to talk about and ways to improve the conversations.

#### Homework suggestions

- Students write an article for a business internet site discussing popular topics for small talk in their country and factors to take into consideration when striking up a conversation with different groups of people. Suggest students expand on ideas and use the people given in Exercise 1 and Exercise 2. (200–250 words)
- Students write a short conversation between two people (four to five minutes) using their own ideas

# THE TRADE FAIR GAME

Find out if students go to trade fairs and if they do, how often and which ones they have been to, etc. Tell them they are going to play the Trade Fair Game and put them into groups of four. Check each group has a coin with *heads* and *tails*, explain which side is *heads* and which *tails*, and then go through the rules. Monitor groups throughout the game, making notes on good language and aspects to discuss during feedback. When everyone has finished, find out who won in each group and discuss any questions or issues that arose.

## UNIT 10: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the DVD-ROM Mini-dictionary for further self-study.

## Homework suggestions

- Students write a blog article about the Trade Fair Game for their own internet site, explaining how they found it and what they learnt from the experience (200–250 words).
- Students write a sentence for each of the key words for the unit (13 sentences in total). Encourage them to use a variety of structures and language from the unit.