

Business Spotlight

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Risks and leaders



Dear colleagues

How do you manage risks at work? Do you try to minimize them or do you see them as potential business opportunities? In *Business Spotlight in the classroom*, we look at different ways to deal with risks (see “Managing risks”, p. 2). We also look at the essential business skill of being able to solve problems (see “Solving problems” on page 3 and also the photocopiable worksheet on page 4.

If your students are looking for tips that could make them better leaders, they could, of course, read books on the subject or take an MBA. But they’ll also find many useful lessons in our Careers & Management feature, which looks at what the arts can tell us about leadership. And you’ll find some activities that you can do with your students on this topic in “Lessons for leaders” (see p. 3).

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IMPRESSUM

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MEDIUM  AUDIO + PLUS



MAIN FOCUS:

Strategies for managing risks

MATERIALS: “Dealing with danger” (pp. 40–45), *Business Spotlight Audio*, *Business Spotlight plus*

TIME: 90 minutes

Answers:

- False. They have equal importance.
- False. Staff need to be equipped with the skills to do their jobs properly.
- True. Otherwise your solutions will not be accepted.
- False. We often listen poorly to others.
- True. But we can create the conditions under which we can live with them.

1. Managing risks

by Ken Taylor

Procedure

- Ask your students if they have ever done anything dangerous. What were the risks?
- Discuss what risks organizations might face. List them on the board and try to categorize them into external and internal risks.
- Ask your students to read the section “Understanding risk” (p. 40) and to add any risks that are missing in the two categories.
- Introduce the severity/probability tool on page 42. Ask your students to read the section “Dealing with risk”.
- Find a description of a large infrastructure project. In groups, the students should analyse the project risks using the severity/probability tool. Compare answers.
- Students read from “Handling people risks” (p. 43) to the end and decide whether the following statements are true or false:
 - “People risks” are less common than technical risks.
 - A good way to save money when times are hard is to cut training budgets.
 - Risk management involves marketing yourself and your team.

- We like to discuss our own needs and to listen attentively to the needs of others.
 - We can never get rid of all risks.
- Ask your students (in groups) to read the case study on page 42 and to discuss the four questions under the heading “What to think about”. Report to the whole class.
 - Now, ask the students to read the section “Case study: Feedback” (p. 44). In their groups, they should discuss the comments.

Homework

- Your students should go to the website <https://www.projectsmart.co.uk/10-golden-rules-of-project-risk-management.php>. Ask them to summarize the ten rules for the next lesson.
- Students listen to the exercises on *Business Spotlight Audio* (tracks 6–9) and do the exercises on pages 8–11 of *Business Spotlight plus*.

Follow-up lessons

- The students summarize the ten rules.
- Go through the *plus* exercises.

One-to-one

- Follow the same general plan as for the group. Any discussions should then be with you.

ADVANCED  AUDIO



MAIN FOCUS:

Reading comprehension, Canada

MATERIALS: “Welcoming the world” (pp. 14–20), *Business Spotlight Audio*

TIME: 60 minutes

Answers:

- It is the second-largest country in the world and has the longest coastline.
- It was costing a lot of money to support Canada.
- It is used by Canadians to refer to their indigenous Indian peoples.
- CETA is the trade agreement between Canada and the EU.
- They would have to pay more for wood.
- A crude oil pipeline from Canada to Texas.

2. Happy birthday, Canada!

by Ken Taylor

Procedure

- Ask if anyone has been to Canada and, if so, what their impressions were. If no one has, ask your students what they know about Canada. Then mention that it is Canada’s 150th anniversary this year.
- Ask your students to read pages 15–19, up to (but not including) the section “Legalizing marijuana” and to answer the following questions:
 - Why has Canada been described as a country with too much geography?
 - What was the main reason for Britain to give Canada its independence?
 - What does the term “First Nations” mean?
 - What is CETA?
 - If President Trump pulls the plug on NAFTA, how would that affect American homeowners?
 - What is Keystone XL?
- Now, divide the class into pairs. Each pair reads the section “Legalizing marijuana” on page 19. Discuss whether legalizing

marijuana in your society is considered to be a good idea. Collect arguments for and against.

- Ask the students to read the final section “Action for women” on page 20. In small groups, they should discuss how to improve gender equality in their own society and report their ideas to the whole class.

Homework

- Ask the students to go to www.lonelyplanet.com/canada to find three places in Canada that they would like to visit. Ask them to prepare reasons why for the next lesson.
- Listen to the interview with Margaret Davis on *Business Spotlight Audio* (tracks 15–16).

Follow-up lessons

- The students report on their homework.

One-to-one

- You can generally follow the same plan as the group lesson. Any discussions should then be with you.

MEDIUM



MAIN FOCUS:

Leadership and arts

MATERIALS: "Learning from the masters" (pp. 68–73)

TIME: 60 minutes

3. Lessons for leaders

by Ken Taylor

Procedure

- ▶ Ask your students whether they have read the book *Animal Farm* or have seen the film. Talk about George Orwell and describe the storyline of the book.
- ▶ Discuss what could be learned from reading the book. Finally, relate this to the subject of leadership.
- ▶ Ask your students to read the introduction to the article (p. 69) and section 4 on *Animal Farm* (p. 71). Say that you now will look at six other individual works of art that offer lessons about leadership.
- ▶ Divide the class into six groups. Assign one section (from sections 1–7) to each group. Ask them to read their section, looking up any words they do not know.
- ▶ Each group makes a short summary of their section and presents it to the class for a short discussion.
- ▶ Take ten words or phrases from the vocabulary lists. Ask your students to work in pairs

to translate them into their own language. Discuss and correct these translations.

Homework

- ▶ Ask your students to define "leadership" in no more than 12 words.
- ▶ Ask your students to read section 8, "Pop and rock". Ask them to prepare for the next lesson a two-minute presentation on leadership lessons based on two other pop/rock artists.

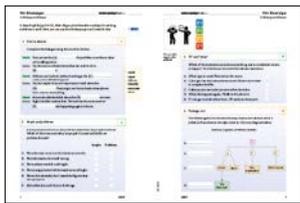
Follow-up lessons

- ▶ Discuss the various definitions of leadership.
- ▶ Ask the students to give their presentation to the class.

One-to-one

- ▶ Basically, follow the same plan as the group lesson. Ask your student to summarize the first three sections of the article and then discuss them with you.

EASY AUDIO + PLUS



MAIN FOCUS:

Practising problem-solving techniques

MATERIALS: "Solving problems" (pp. 54–55), *Business Spotlight Audio*, *Business Spotlight plus*, worksheet

TIME: 90 minutes

4. Solving problems

by Mike Hogan

Procedure

- ▶ Tell your students they will be reading about and practising problem-solving techniques.
- ▶ As a warmer, ask your students about the type of problems they face at work or in their private lives. Then look at exercise 1 on the worksheet to discuss your students' (and group's) attitude towards problems. If most of the group have a similar perspective, it might be worth discussing whether that may be influenced by national, corporate or sectorial culture.
- ▶ Read the Easy English text (pp. 54–55) and check the answers to the questions asked.
- ▶ First, review the grammar point in the article and then do exercises 1–4 in *Business Spotlight plus* (pp. 6–7). You could set exercises 2–3 for homework if you feel your students don't need the input in class in order to complete the main worksheet exercise.
- ▶ After your students have done exercise 4 in *Business Spotlight plus*, tell them they're now

going to have to practise using a logic tree to think about a problem that they are facing.

- ▶ Go to exercise 2 on the worksheet. Your students work in pairs to solve a problem.
- ▶ Finally, do exercise 3 on the worksheet in order to debrief and discuss.

Homework

- ▶ Assign the listening exercises on *Business Spotlight Audio* (tracks 20–22) as homework.
- ▶ Have your students search the internet and find two other problem-solving methods. They will present these in the next lesson.

Follow-up lessons

- ▶ Go through the *Business Spotlight Audio* exercises and discuss any problems that arose.
- ▶ Ask the students to present the methods they came up with. Discuss as a class.
- ▶ Collate all the ideas for solving problems in one class document that can be shared with everyone.

One-to-one

- ▶ Same procedure as above and be your student's support and discussion partner.

Solving problems

by Mike Hogan

1. Problems, problems, problems

What do you think about problems? Choose an option below and then discuss your answer with a partner.

Problems are...

- a) stressful and get in the way of work.
- b) enjoyable, as they are an opportunity to learn and improve.

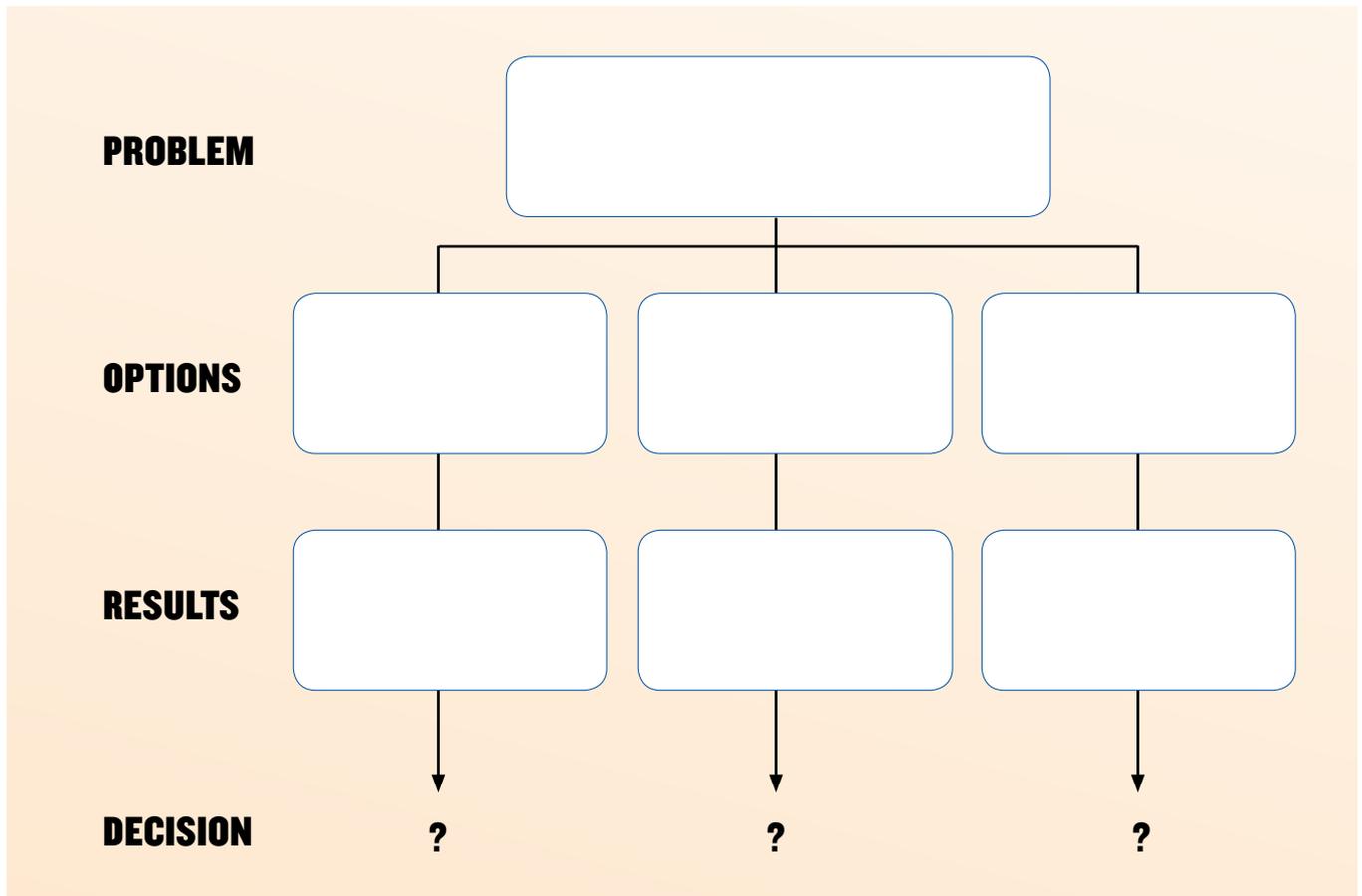
c)

(Add your own ending.)

2. The logic tree

Working in pairs, follow these steps in order to solve a problem with the help of the logic tree below.

- a) Think of a problem you or your department are facing. Write it in the top box.
- b) Now, think of three possible first steps that could solve the problem and write them in the "options" boxes.
- c) Next, identify the likely result of each of the options.
- d) Think about the result and also the cost of each option.
- e) Finally, take a decision as to which option is best in order to solve the original problem.



3. Discussion

In groups of two or three, show, explain and discuss your logic trees from the previous exercise. Then discuss the following:

- a) How useful is it to have a friend or colleague to help you think through your problems?
- b) How useful is the logic tree approach? Which type of problem-solving is it good for, and which kind is it not so good for?
- c) Discuss other problem-solving methods that you know. Which do you find most useful?

WARMERS AND FILLERS

*Need a short warm-up activity? Or a quick filler?
Ken Taylor provides activities for one-to-one sessions
and advice for adapting them for groups.*

1. Getting started

- ▶ Ask your student to imagine that you and they will be starting up your own business together. Say that you will discuss how to do it by following the advice in the article.
- ▶ Now, ask your student to read the introduction to the article on page 76 and the section “Find a need”. Discuss any unfamiliar words or phrases.
- ▶ Brainstorm ideas for a need in the market. Pick the best one.
- ▶ Go through the next three sections in the same way, discussing and testing your ideas as you go along.
- ▶ Think about how you will market and advertise your chosen idea. Think of a good name and marketing slogan.

As an extension: Ask your student to check out the website www.notonthehighstreet.com and to briefly describe the business idea to you.

Homework: Pick five words or expressions from the article and ask your student to write sentences using them.

Group work: Do the exercise in small groups. Each group then presents their ideas to the whole class.

3. Cows as vending machines

- ▶ Ask your student what they understand by “free-range”. Then they should check the definition in a dictionary.
- ▶ Have your student imagine a dairy cow on a farm. Get them to describe what they have imagined.
- ▶ Ask your student to read the It’s Personal column (p. 36).
- ▶ Discuss whether they agree with the idea of free-range milk and whether they would be prepared to pay more for it.
- ▶ Go through the vocabulary list. Choose five words or phrases and ask your student to use them in a sentence.
- ▶ Do the exercises on pages 16–17 in *Business Spotlight plus*.

Group work: As above. Divide the class into pairs for the *Business Spotlight plus* exercises.

2. A ban on child labour?

- ▶ Ask your student to read the “Yes” side of the argument on page 23. Discuss the language used and ask your student if they can see any reasons why child labour should not be banned.
- ▶ Now, ask your student to read the “No” column. Your student should summarize the arguments and explain them to you.
- ▶ Have a free discussion in which one of you takes the “Yes” side of the argument and the other takes the “No” side.
- ▶ Give your student feedback on the language they used.
- ▶ Ask your student what their personal opinion is as a result of your discussions.

As an extension: Ask your student to look at the website www.borgenproject.org/10-child-labor-facts and to present the ten facts to you.

Homework: Have your student listen to track 29 on *Business Spotlight Audio* and to write a 200-word argument in favour of or against a global ban on child labour.

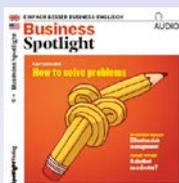
Group work: Set up a classroom debate on banning child labour.

4. Work and drink

- ▶ Discuss with your student whether a company should ban its staff from drinking at lunchtime. Mention that several large companies in the UK have done this.
- ▶ Ask your student to look at the figures in “UK working and drinking” on page 78 (In the Zone). Discuss the statistics.
- ▶ Have your student read the whole article. Discuss any new vocabulary. Ask your student to summarize the key arguments for banning alcohol during working hours.
- ▶ Discuss what disciplinary procedures would be needed to ensure that the ban is followed.

Group work: As above. The summarizing of the key arguments could be done in pairs or small groups.

Highlight



Risks are an inevitable part of business life and can sometimes present business opportunities. So how should you manage risks? Listen to expert tips from Ken Taylor and do our exercises on *Business Spotlight Audio*. In our special interviews, you can hear from Margaret Davis on Canada’s business relations with the US, and Ian McMaster discusses the latest business news.

For details of our mini-subscription offer, go to:
www.business-spotlight.de/teachers-audio

Service

Important dates

- ▶ IATEFL-BESIG 30th Annual Conference, Salina Bay, Malta, 10–12 November 2017. This is Europe’s leading event for teachers of business English. *Business Spotlight* editor-in-chief Ian McMaster will be holding a workshop on research in business English. www.besig.org/events/default/all/2017/IATEFL_BESIG_30th_Annual_Conference.aspx
- ▶ EXPOLINGUA BERLIN, language fair, Berlin, Germany, 17–18 November. For details: www.expolingua.com/en. Spotlight Verlag is a media partner.

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