

Teacher's notes Unit 6 Company and community

Level: Intermediate

In the *Subject background* section on page 75 of the *Teacher's Book* the focus is on **Corporate Social Responsibility (CSR)**. The two main threads of CSR are a company's **obligation to its stakeholders** and the principle of **sustainable development**.

As the notion of obligation to stakeholders is covered in some detail on page 70 in the *Student's Book* with the focus on the company, Johnson and Johnson, and its credo, here we look in more detail at sustainable development in the context of **climate change**, which, as we all know, is something that all businesses are having to think about more and more.

As a **case study**, over **Slides 1 to 5** we look at the pharmaceuticals company, AstraZeneca. While AstraZeneca is committed to ensuring that its emissions from all sources, including its products, will in 2010 be no greater than they were in 2000, the company has an interesting dilemma: one of its major products is an inhaler for asthma sufferers, which uses propellant gases. While the gases used as a propellant no longer have an impact on ozone depletion, they still have an impact on climate change. But, as the AstraZeneca Corporate Responsibility 2006 Summary Report states, "*there is an international consensus that there is no safe alternative for patients.*"

Studying AZ's situation will give your students an insight into the problems facing all businesses as they try to grow and improve profitability at the same time as reducing their global environmental impact.

Slide 1: AstraZeneca's environmental performance objectives

Ask your students to read AstraZeneca's statement on **Slide 1** or read it aloud to them yourself. You may want to focus on some of the vocabulary in this **formally written** text, for example *ongoing* meaning *continuing in the future* and *eliminate* meaning *get rid of*.

Then ask your students to suggest ways in which AstraZeneca's activities (or any company's for that matter) have an environmental impact as a lead-in to **Slide 2**.

Commentary

Your students should be able to come up with categories like energy consumption in offices, travel, transportation of materials and goods, production, waste.

[5 to 10 minutes]

Slide 2: AstraZeneca's greenhouse gas emissions for 2006

Slide 2 has a pie chart showing AstraZeneca's greenhouse gas emissions for 2006. (GWP stands for global warming potential.) and a photo of an asthma inhaler. The pie chart shows how this company categorizes its emissions, which you can compare with the categories your students came up with.

Ask your students to study the pie chart and to say what is unusual and interesting about the information. You might want to teach them phrases to help them describe the pie chart in their own words rather than just repeating what is on the slide, for example *About/Roughly a quarter of the emissions come from/are the result of travel and transport.*

Commentary

What is unusual and interesting is that product emissions come from just one type of medicine – inhalation medicine products (for asthma sufferers) - out of the many drugs AZ sells. These are the products that use propellant gases, which have an environmental impact. We look at this aspect in **Slides 3 and 4.**

[5 to 10 minutes]

Slide 3: AstraZeneca's global warming potential

Ask your students to describe the information on **Slide 3.** Again, you might want teach phrases and vocabulary to help students describe the information, for example emissions *go down a bit, / go up a lot / stay the same*, paying particular attention to using the correct verb form as the information spans the past, present and future. You could ask your students to write a short paragraph describing what the graph shows.

Commentary:

Clearly the graph shows that AZ has very significantly reduced its emissions over the last 25 years, by 63% in fact. However, emissions are/have been rising and are set to continue rising/will continue to rise quite sharply to a position where 2010 emissions are/will be the same as they were in 2000.

[5 to 10 minutes]

Slide 4: extract from AstraZeneca statement on environmental performance

Slide 4 explains **why** emissions are set to rise.

Ask your students to read **Slide 4** and find **the reason for the projected increase** in emissions. Again, you could read the extract aloud to your students.

Unit 7 deals with the grammar of future forms and expressing likelihood so you will probably not want to spend too much time on analyzing this aspect here. However, the statement makes a firm prediction using the *will* form, *will inevitably lead*.

Commentary:

The reason for the predicted increase in emissions is a new asthma product aimed at a huge number of people, which will lead to an increase in emissions because of its use of propellant gases.

[5 to 10 minutes]

Slide 5: Ozone-depleting gas emissions

Slide 5 is the last slide in this case study about AstraZeneca.

Again, ask your students to comment on the graph. You may want to teach them some adverbs to describe graphs, for example *sharply*, *dramatically*, *entirely*, *completely*, and to remind them of the verbs they used to describe **Slide 3**, for example *go up* and *go down*.

Commentary

What this graph shows is that AZ has been very successful in reducing its use of ozone-depleting gasses. They hardly use them at all now and will have eradicated their use by 2010.

To conclude, ask your students to give their opinion of AZ's performance.

If your students are interested, they can learn more about the situation at <http://www.astrazeneca.com/article/511607.aspx>.

[5 minutes]

As follow-up, you could ask your students to research a company of interest to them to see what kind of environmental policy information is available on the Internet or in paper-based company reports.

Slide 6: Giving and asking for opinions

Slide 6 is a reproduction of the structure provided on page 77 of the *Student's Book*. Presenting it as part of the *PowerPoint* presentation here allows you to go through the exchange with your students either before or after they do it themselves. **Slide 7** provides a model dialogue for 1, the discussion about sponsorship from a vodka supplier.

Slide 7: Model dialogue

Slide 7 provides a model dialogue for you and your students to analyze. It may be particularly useful to run through it with weaker students before they do the task themselves.

Slide 8: Wedgewood text

Slide 8 is the model answer found on page 85 of the *Teacher's Book* to the Writing task on page 79 of the *Student's Book*.

It is provided so you can go through answers to the task with your students quickly and efficiently, and analyze the text together.

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