

Coursebook

Iwonna Dubicka
Margaret O'Keeffe
Bob Dignen
Mike Hogan
Lizzie Wright

B1+



Business Partner

Contents

UNIT 1 > ORGANISATION p.7

▶ **Videos:** 1.1 A news organisation 1.3 Managing first meetings

| | | | | | |
|---|--|--|--|---|---|
| 1.1 > A news organisation | 1.2 > Innovative organisations | 1.3 > Communication skills: Managing first meetings | 1.4 > Business skills: Small talk in first meetings | 1.5 > Writing: Emails – Organising information | Business workshop > 1 Office space (p.88) |
| Video: ▶ A news organisation Vocabulary: Roles and responsibilities Pronunciation: → Word stress (p.114) Project: Showing someone around a department | Listening: ▶ Flat and tall organisations Grammar: Future forms: Present Simple, Present Continuous and <i>be going to</i> Writing: An email about future plans and arrangements | Video: ▶ Managing first meetings Functional language: Greetings, introductions and goodbyes Pronunciation: → Intonation and politeness (p.114) Task: Making introductions and contacts at an event | Listening: ▶ Interview with a communication coach; Small talk between colleagues Functional language: Asking and answering questions in first meetings Task: Meet a visitor and manage small talk | Model text: Invitation to an induction day Functional language: Ordering information in an email Grammar: ▶ Present Simple and Continuous Task: Write a reply to a work-related invitation | Listening: ▶ Employee views on their workspace Reading: Millennial-friendly workspaces Task: Design a new office space |

Review p.104

UNIT 2 > BRANDS p.17

▶ **Videos:** 2.1 A luxury brand 2.3 Teamwork

| | | | | | |
|--|---|--|---|--|---|
| 2.1 > The life of luxury | 2.2 > Asian brands go west | 2.3 > Communication skills: Supporting teamwork | 2.4 > Business skills: Making a presentation | 2.5 > Writing: Formal and semi-formal emails | Business workshop > 2 Kloze-Zone (p.90) |
| Video: ▶ A luxury brand Vocabulary: Marketing and brands Pronunciation: → Stress in compound nouns (p.114) Project: Research and discuss an advertising campaign | Reading: Chinese combine holidays with luxury shopping Grammar: Connectors Pronunciation: → Connectors: intonation and pausing (p.114) Speaking: Discussing brands using connectors | Video: ▶ Teamwork Functional language: Giving and responding to advice Task: Asking for and giving advice | Listening: ▶ Different ways to open a presentation Functional language: Signposting in presentations Task: Prepare and give a presentation | Model text: Invitation to a corporate event Functional language: Writing, accepting and declining an invitation Grammar: ▶ Verbs + <i>-ing</i> vs. infinitive Task: Write a formal reply to an invitation | Listening: ▶ Customer and staff feedback on a clothing store Task: Brainstorm a brand awareness campaign Writing: An email summary of the campaign |

Review p.105

UNIT 3 > JOB HUNTING p.27

▶ **Videos:** 3.1 Applying for an internship 3.3 Demonstrating active listening

| | | | | | |
|--|--|--|---|--|--|
| 3.1 > A job search | 3.2 > Job interview questions | 3.3 > Communication skills: Listening actively | 3.4 > Business skills: Interviews | 3.5 > Writing: Covering letters | Business workshop > 3 Social media manager required (p.92) |
| Video: ▶ Applying for an internship Vocabulary: Getting a job Pronunciation: → Stress in derived words (p.115) Project: Plan and write a job advertisement | Listening: ▶ Interview questions and answers Grammar: Indirect questions Pronunciation: → Voice range and intonation in indirect questions (p.115) Speaking: A job interview | Video: ▶ Demonstrating active listening Functional language: Active listening Task: The listening/distract game | Listening: ▶ Two job interviews Functional language: Useful phrases for candidates Task: Create a job and interview for it | Model text: Covering letter Functional language: Useful phrases for covering letters Grammar: ▶ Past Simple and Present Perfect Task: Write a covering letter | Listening: ▶ ▶ Three video CVs; ▶ First interviews Reading: Analysis of three CVs and covering letters Task: Conduct a second interview |

Review p.106

UNIT 4 > BUSINESS STRATEGY p.37

▶ **Videos:** 4.1 A food company's strategy for growth 4.3 Problem-solving styles

| | | | | | |
|--|---|--|---|---|---|
| 4.1 > Food industry strategies | 4.2 > PEST analysis | 4.3 > Communication skills: Solving problems | 4.4 > Business skills: Problem-solving meetings | 4.5 > Writing: Reporting reasons and results | Business workshop > 4 Supermarket wars (p.94) |
| Video: ▶ A food company's strategy for growth Vocabulary: Business strategy collocations and word building Project: Investigate a food brand's attitude to health | Listening: ▶ A lecture on PEST analysis Grammar: Modal verbs: obligation, prohibition, necessity, recommendation Writing: A short PEST analysis of a company or organisation | Video: ▶ Problem-solving styles Functional language: Offering and asking for help Pronunciation: → /i:/, /ɪ/, /eɪ/ and /aɪ/ (p.115) Task: Offering and asking for help in work and social situations | Listening: ▶ A problem-solving team meeting Functional language: Leading and participating in problem-solving meetings Pronunciation: → Intonation in 'OK' (p.115) Task: Take part in a problem-solving meeting | Model text: Report extract Functional language: Reporting problems, reasons and results Grammar: ▶ Comparison Task: Write a short report outlining problems, reasons and results | Reading: Profiles of competing supermarket chains Task: Select the best strategies for growth Listening: ▶ Compare your strategies with a business news report |

Review p.107

UNIT 5 > LOGISTICS p.47
Videos: 5.1 Amazon: the logistics of e-commerce 5.3 Collaborating on a project

| | | | | | |
|--|--|--|---|--|---|
| 5.1 > E-commerce Video: 📺 Amazon: the logistics of e-commerce Vocabulary: Logistics and word building Pronunciation: → Pausing and stress in presentations (p.116) Project: Debate the use of drones | 5.2 > Driverless technology Reading: Lorries lead cars in the technology race Grammar: Passive forms Pronunciation: → Auxiliary verbs in passives (p.116) Speaking: Describe a process | 5.3 > Communication skills: Collaborating Video: 📺 Collaborating on a project Functional language: Agreeing and disagreeing Task: A meeting to discuss controversial proposals | 5.4 > Business skills: Negotiating Listening: 🗣️ Negotiating new terms and conditions Functional language: Negotiating Task: Negotiate a new deal | 5.5 > Writing: Letter of complaint Model text: Letter of complaint Functional language: Useful phrases for letters of complaint Grammar: 📌 Linking Task: Write a letter of complaint | Business workshop > 5 Robots wanted for warehouse (p.96) Listening: 🗣️ Criteria for choosing a supplier; Teleconferences with suppliers Task: Negotiate and select a supplier Writing: A formal email confirming the result of the negotiation |
|--|--|--|---|--|---|

Review p.108

UNIT 6 > ENTREPRENEURS p.57
Videos: 6.1 The world's first ethical smartphone 6.3 Influencing styles: push and pull

| | | | | | |
|--|---|---|---|--|--|
| 6.1 > Fairphone Video: 📺 The world's first ethical smartphone Vocabulary: Running a business Pronunciation: → Consonant-vowel linking (p.116) Project: Brainstorm and present new business ideas | 6.2 > Young entrepreneurs Reading: Leaving Harvard to start a business Grammar: Reported speech Speaking: Talk to a journalist about your start-up Writing: An email/article based on the interview | 6.3 > Communication skills: Influencing Video: 📺 Influencing styles: push and pull Functional language: Dealing with objections Task: Influencing others to overcome objections | 6.4 > Business skills: Presenting facts and figures Listening: 🗣️ A presentation based on visual data Functional language: Presenting visual information Pronunciation: → Intonation and discourse marking in presentations (p.116) Task: A presentation to an investor | 6.5 > Writing: Summarising Model text: Summary of a business talk Functional language: Summarising Grammar: 📌 Order of information in sentences Task: Listen to a talk and write a summary | Business workshop > 6 Doable crowdfunding (p.98) Listening: 📺 Three crowdfunding pitches Speaking: Decide which crowdfunding project to back Task: Prepare and deliver a crowdfunding pitch |
|--|---|---|---|--|--|

Review p.109

UNIT 7 > WORKING ABROAD p.67
Videos: 7.1 Working abroad 7.3 Decision-making styles

| | | | | | |
|--|--|--|---|---|---|
| 7.1 > Global work cultures Video: 📺 Working abroad Vocabulary: Working abroad: Adjectives, prefixes, opposites Project: Research a different work or study culture | 7.2 > Cultural anecdotes Listening: 🗣️ Working in other cultures Grammar: Past tenses: Past Simple, Past Continuous and Past Perfect Simple Pronunciation: → Phrasing and intonation in past sentences (p.117) Speaking: Tell an anecdote Writing: An anecdote | 7.3 > Communication skills: Decision-making Video: 📺 Decision-making styles Pronunciation: → Strong or weak? (p.117) Functional language: Expressing preferences Task: Discuss preferences and reach agreement | 7.4 > Business skills: Relationship-building Listening: 🗣️ Conversations at a networking event Functional language: Keeping a conversation going Task: Meeting new people at an induction day | 7.5 > Writing: Making recommendations Model text: Report giving suggestions, advice and recommendations Functional language: Formal/neutral/informal language for recommendations Grammar: 📌 First and second conditional Task: Write a report giving suggestions, advice and recommendations | Business workshop > 7 Cross-cultural consultants (p.100) Reading: Blog posts on cultural awareness Listening: 🗣️ Interviews with staff about working internationally Task: Prepare and present recommendations for working in your culture Writing: A formal email confirming the outcome of the presentations |
|--|--|--|---|---|---|

Review p.110

UNIT 8 > LEADERSHIP p.77
Videos: 8.1 Safari Vet School 8.3 Positive and developmental feedback

| | | | | | |
|---|---|--|--|---|--|
| 8.1 > Learning to lead Video: 📺 Safari Vet School Pronunciation: → Glottal stops (p.117) Vocabulary: Leadership Project: Discuss and write about a great leader | 8.2 > Neuroleadership Reading: Business leaders need neuroscience Grammar: Relative clauses Pronunciation: → Phrasing and intonation in relative clauses (p.117) Speaking: Truth or lie game using relative clauses | 8.3 > Communication skills: Giving and receiving feedback Video: 📺 Positive and developmental feedback Functional language: Giving and responding to feedback Task: Give and respond to developmental feedback | 8.4 > Business skills: Leading meetings Listening: 🗣️ Managing a team meeting Functional language: Leading and managing meetings Task: Lead a mini-meeting | 8.5 > Writing: Informing of a decision Model text: Email about decisions made by Board of Directors Functional language: Formal and semi-formal language for decisions Grammar: 📌 Reduced relative clauses Task: Write a formal email to inform staff of decisions made | Business workshop > 8 Talent management (p.102) Listening: 🗣️ Three employees talking about their training needs Reading: Profiles of training courses Task: Design a development plan for an employee Writing: An email to justify a training course |
|---|---|--|--|---|--|

Review p.111



Introduction for learners

Why... Business Partner?

Our research talking to teachers and learners proved a few very obvious points.

- 1 People study business English in order to communicate more effectively in their workplace or to find a job in an international environment.
- 2 To achieve these goals, you need to improve your knowledge of English language as it is used in the workplace, but also develop key skills for the international workplace.
- 3 People studying business English have different priorities and amounts of study time. You therefore need a flexible course which you can adapt to suit your needs.

Business Partner has been developed to meet these needs by offering a flexible course, focused on delivering a balance of language and skills training that you can immediately use to improve your performance in your workplace, studies or job search.

Why... skills training?

Language is only one aspect of successful communication. Effective communication also requires an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

In *Business Partner* we refer to 'Communication skills' and 'Business skills'. Every unit has a lesson on these two areas.

- 'Communication skills' (Lesson 3) means the soft skills you need to work effectively with people whose personality and culture may be different from your own. This includes teamwork, decision-making and influencing skills.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for taking part in meetings, presentations and negotiations.

Why... authentic content?

In order to reflect the real world as closely as possible, *Business Partner* content is based on authentic videos and articles from leading media organisations such as the BBC and the Financial Times. These offer a wealth of international business information as well as real examples of British, U.S. and non-native speaker English.

Why... video content?

We all use video more and more to communicate and to find out about the world. This is reflected in *Business Partner*, which has two videos in every unit:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your level of English.
- a dramatised communication skills video in Lesson 3 (see p.6 for more information).

Why... flexible content?

This course has been developed so that you can adapt it to your own needs. Each unit and lesson works independently, so you can focus on the topics, lessons or skills which are most relevant to you and skip those which don't feel relevant to your needs right now.

You can then use the extra activities and additional materials in MyEnglishLab to work in more depth on the aspects that are important to you.



What's in the units?

Lesson outcome and self-assessment


Each lesson starts with a lesson outcome and ends with a short Self-assessment section. The aim is to encourage you to think about the progress that you have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Vocabulary

The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. You will get lots of opportunities to use the vocabulary in discussions and group tasks.

Functional language

Functional language (such as giving advice, summarising, dealing with objections) gives you the capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will practise the language in group speaking and writing tasks.

-  In MyEnglishLab you will also find a Functional language bank so that you can quickly refer to lists of useful language when preparing for a business situation, such as a meeting, presentation or interview.

Grammar

The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to.

- There is one main grammar point in each unit, presented and practised in Lesson 2.
- **L** There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice.

Both grammar points are supported by the Grammar reference section at the back of the coursebook (p.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Listening and video

The course offers a wide variety of listening activities (based on both video and audio recordings) to help you develop your comprehension skills and to hear target language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native speaker English. Lessons 1 and 3 are based on video (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with significant audio recordings in Lesson 4 and the Business workshop.

Reading

You will read authentic texts and articles from a variety of sources, particularly the Financial Times. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop.

- **L** In MyEnglishLab, you will also find a Reading bank which offers a longer reading text for every unit with comprehension activities.

Speaking

Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage you to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own situation.

Writing

- Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, proposals, note-taking and emails, and for different purposes, including formal and informal communication, summarising, invitations, replies and project updates.
- There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar.

- **L** In MyEnglishLab, you will find a Writing bank which provides models of different types of business writing and useful phrases appropriate to your level of English.

Pronunciation

Two pronunciation points are presented and practised in every unit. Pronunciation points are linked to the content of the unit – usually to a video/audio presentation or to a grammar point. The pronunciation presentations and activities are at the back of the coursebook (p.112), with signposts from the relevant lessons. This section also includes an introduction to pronunciation with British and U.S. phonetic charts.

Reviews

There is a one-page review for each unit at the back of the coursebook (p.104). The review recycles and revises the key vocabulary, grammar and functional language presented in the unit.

Signposts, cross-references and MyEnglishLab

T **Signposts for teachers** in each lesson indicate that there are extra activities in MyEnglishLab which can be printed or displayed on-screen. These activities can be used to extend a lesson or to focus in more depth on a particular section.

L **Signposts for learners** indicate that there are additional interactive activities in MyEnglishLab.

→ page 000

Cross-references refer to the Pronunciation bank and Grammar reference pages.

MyEnglishLab

Access to *MyEnglishLab* is given through a code printed on the inside front cover of this book. Depending on the version of the course that you are using, you will have access to one of the following options:

Digital Resources powered by MyEnglishLab including: downloadable coursebook resources, all video clips, all audio recordings, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional language bank, Writing bank and My Self-assessment.

Full content of MyEnglishLab: all of the above plus the full self-study interactive workbook with automatic gradebook. Teachers can assign workbook activities as homework.

The **Global Scale of English (GSE)** is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

| GSE | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
|------|-----|----|-----------------|-----------------|-----------------|----|----|----|----|
| CEFR | <A1 | A1 | A2 ⁺ | B1 ⁺ | B2 ⁺ | C1 | C2 | | |

Learn more about the Global Scale of English at english.com/gse

Organisation

1

› 'The best place to work is a place where you can be your best.'

Rosalene Glickman,
Ph.D., executive coach

Unit overview

1.1 > A news organisation

Lesson outcome: Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Video: A news organisation

Vocabulary: Roles and responsibilities

Project: Showing someone around a department or campus

1.2 > Innovative organisations

Lesson outcome: Learners can use a range of future forms to talk about intentions, plans, arrangements and predictions.

Listening: Two company profiles: flat and tall organisations

Grammar: Future forms: Present Simple, Present Continuous and *be going to*

Writing: An email about future plans and arrangements

1.3 > Communication skills: Managing first meetings

Lesson outcome: Learners are aware of different ways to manage first meetings and can use a range of phrases for greetings, introductions and goodbyes.

Video: Managing first meetings

Functional language: Greetings, introductions and goodbyes

Task: Making introductions and contacts at an event

1.4 > Business skills: Small talk in first meetings

Lesson outcome: Learners can use a range of questions and responses to make small talk in first meetings.

Listening: Interview with a communication coach; Small talk between colleagues

Functional language: Asking and answering questions in first meetings

Task: Meet a visitor and manage small talk during a first meeting

1.5 > Writing: Emails – Organising information

Lesson outcome: Learners can organise information in a work-related email and write a reply to a work invitation.

Model text: Invitation to an induction day

Functional language: Ordering information in an email

Grammar: Present Simple and Present Continuous

Task: Write a reply to a work-related invitation

1.1

A news organisation

Lesson outcome

Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Lead-in 1 Discuss these questions.

- 1 These are some typical departments in a company. What do you think each one does? Use some of the key words and phrases in the second box to help you.

finance human resources marketing operations production sales

brand image cash flow customer service health and safety invoicing
manufacturing pricing promotion quality control recruitment supply chain

- 2 Can you name any other departments?
3 Which departments do you think do the most important work? Why?

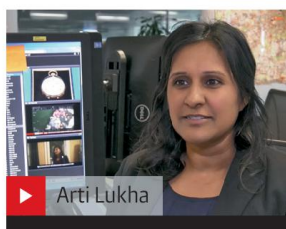
VIDEO 2A Would you like to work for a news organisation? What do you imagine it is like?

B In what ways do you think working for a news organisation is:

- a stressful? b glamorous? c interesting?

3A Watch the video and match the five speakers with the jobs.

Director of Human Resources Finance Supervisor News Editor
Programme Director News Reporter



1 _____



2 _____



3 _____



4 _____



5 _____

B Which of these people probably work closely together on a daily basis?

4 Watch the video again and complete the information. Use one word in each gap.

- 1 It is important that individuals and teams understand their _____ and responsibilities.
2 Staff [in the newsroom] are responsible for _____ the teams gathering* news globally.
3 Arti gives a(n) _____ the task of covering a news story.
4 Nick works with a camera _____ to make sure they are getting the right pictures.
5 John's role is to lead the production _____.
6 He describes his job as similar to the _____ of an orchestra.
7 The HR director has several strategic and _____ priorities.
8 Ray says it's important to make sure the _____ come in on time.

T Teacher's resources:
extra activities

5 Work in pairs or small groups. What do you think each person likes most and least about their job?

Vocabulary Roles and responsibilities

6 What do the words in the box mean? Complete the extracts from the video using the words and phrases in the box.

involves lead make sure
running

- 1 My job _____ newsgathering for a major news organisation.
2 My role as Programme Director is to _____ the production team.
3 I'm responsible for _____ the human resources team.
4 We need to _____ we're getting cash in.

7 Look at some expressions people use to talk about their jobs. Complete the expressions in bold using the prepositions in the box.

after for of of of to with with

- 1 I **report** _____ the IT Director.
- 2 I'm the **Head** _____ Sales.
- 3 I **work closely** _____ the Head of Marketing.
- 4 I **look** _____ the company website.
- 5 I **take care** _____ the export documentation.
- 6 I'm **responsible** _____ coordinating the production team.
- 7 I'm **in charge** _____ the research and development team.
- 8 I **coordinate** _____ all departments to ensure customer satisfaction.

8 Read how two more people at the news organisation describe their jobs. Complete the texts using words from Exercises 6 and 7. Use one word in each gap.

My name's Frances Mullan. I'm the Head of Marketing. I ¹ _____ a small team of two marketing managers and a video producer. Our work ² _____ a variety of marketing strategies to promote the business, including events, social media and printed advertising. I'm in ³ _____ of attracting new customers, retaining existing customers and positioning the business as innovative and creative. I ⁴ _____ directly to the Head of Strategy and Development.

My name's Donovan Parsons. I'm a camera operator and I take ⁵ _____ of the camera equipment. I'm ⁶ _____ for interpreting what the director wants to happen and putting it on screen. I ⁷ _____ closely with other technical departments, such as lighting and sound. My duties also include supervising the work of the camera assistant. We're in a live television environment so we have to make ⁸ _____ we can do the job under pressure.

9 Work in pairs. How would you describe your own job, a job you would like to have in the future, or a job in the box? Use some of the vocabulary from Exercises 6 and 7.

actor hotel manager journalist personal shopper photographer sports trainer

T Teacher's resources:
extra activities

→ **page 114** See Pronunciation bank: Word stress

PROJECT: Showing someone around

10A Work in pairs or small groups. Imagine that you are going to show a new member of staff around the organisation where you work or a new/overseas student around the campus of the place where you study.

- Decide which departments/areas you would take the new employee/student to and why.
- Which key people would you introduce your new employee/student to?
- How would you briefly describe the roles and responsibilities of three people you meet?

B Roleplay the introductions with the new employee/student. What would be some good questions to ask the three people about their roles and responsibilities?



Self-assessment

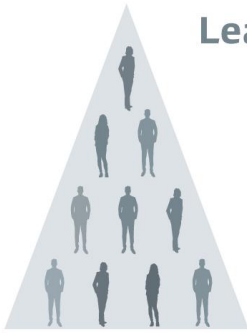
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.2

Innovative organisations

Lesson outcome

Learners can use a range of future forms to talk about intentions, plans, arrangements and predictions.



Tall organisation



Flat organisation

Listening

W. L. GORE
 CEO: Terri Kelly
 Sector: Manufacturing
 Number of staff: Over 10,000

ZAPPOS
 CEO: Tony Hsieh
 Sector: Online shoe and clothing sales
 Number of staff: Over 1,500

Lead-in 1 Look at the tall and flat organisational structures. What do you think are some advantages and disadvantages of each?

2A Match the words and phrases in the box with the definitions.

bureaucracy centralised decentralised hierarchy innovative promotion

- 1 a move to a more important job in a company or organisation
- 2 new, different and better than before
- 3 a system of organisation in which people are divided into levels of importance
- 4 a complicated official system that has a lot of rules and processes
- 5 organised the control of an organisation so that everything is done or decided in one place
- 6 moved parts of an organisation, etc. from a central place to several different smaller ones

B Work in pairs. Can you use any of the words in Exercise 2A to talk about the organisational structures in Exercise 1? Compare your ideas with the information on page 126.

3 Look at the two company profiles: W. L. Gore and Zappos. Do you think they are likely to have flat or tall structures? Why?

4 1.01 Listen to the radio discussion with Janet Wood, an organisation consultant. Check your answers in Exercise 3.

5 Listen again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Organisations with tall structures can change and innovate fast.
- 2 Bob and Genevieve Gore started their company in the 1960s.
- 3 Employees voted to decide who should be the CEO of Gore.
- 4 'Holacracy®' is a system without traditional managers.
- 5 All the functions at Zappos are now done by teams.
- 6 The transition at Zappos will take a few months to complete.

6 Choose the correct option. Listen to the discussion again if necessary.

- 1 Janet Wood seems
 - a critical of hierarchies.
 - b positive about hierarchies.
 - c sceptical about flat structures.
- 2 Which statement about W. L. Gore is true?
 - a Employees work in teams of 30.
 - b Staff are called associates.
 - c Nobody in the company has a job title.
- 3 Which statement about Zappos is true?
 - a The company started two years ago.
 - b Staff work in about 500 teams called circles.
 - c The lead link of a circle decides what everyone does.
- 4 What do W. L. Gore and Zappos have in common?
 - a Senior executives are elected by the employees.
 - b Any member of staff can start a new project team.
 - c Staff decide their own roles in a team.

7 Work in pairs. How would you feel about working in a flatter organisation with few or no managers?

Teacher's resources: extra activities

Grammar Future forms: Present Simple, Present Continuous and *be going to*

1 You decide what you **are going to contribute** to the team.

2 Zappos **has** a training session next week.

3 I'm **flying** to Las Vegas tomorrow.

4 I'm sure that's **going to be** a very interesting experience.

8A Look at these extracts from the discussion. Which one is:

- a a personal intention? c a prediction?
b a plan/arrangement? d a scheduled event?

B Which verb form is used in each example in Exercise 8A?

→ page 118 See Grammar reference: Future forms

9 Decide which is the best option in each sentence and explain your choice. There may be more than one possible answer.

- What time _____ the first flight _____ on Sundays?
a does ... leave b is ... leaving c is ... going to leave
- When I get more free time, I _____ a gym.
a join b am joining c am going to join
- He can't remember what time he _____ the client tomorrow.
a visits b is visiting c is going to visit
- I _____ to her email until later today.
a don't reply b am not replying c am not going to reply
- We _____ some friends after work this evening.
a meet b are meeting c are going to meet
- Susan hasn't studied all year. She _____ her final exams next week.
a fails b is failing c is going to fail
- The conference _____ until 10 o'clock but let's get there early.
a doesn't start b isn't starting c isn't going to start
- There's a lot of traffic. _____ in time to catch the train?
a Do we arrive b Are we arriving c Are we going to arrive

10A Complete the conversation with appropriate future forms, using contractions where possible. There may be more than one possible answer.

A: Hi, Juliana. What time ¹ _____ (the department meeting / start) tomorrow?

B: At 10 o'clock as usual, but I think I ² _____ (be) about fifteen minutes late. I have a dentist's appointment.

A: ³ _____ (you/be) able to talk after your trip to the dentist's?

B: Yes, it's just a check-up. In fact, I ⁴ _____ (give) a presentation on the company restructuring.

A: I'm sure that ⁵ _____ (be) interesting. Is it true we ⁶ _____ (move) to offices outside the city?

B: I ⁷ _____ (not tell) you anything before the meeting. You know that.

A: Well, I ⁸ _____ (sit) right at the front. I don't want to miss anything.

B 1.02 Listen to the conversation in Exercise 10A. Which future forms do the speakers use in each case? Why do you think this is?

T Teacher's resources:
extra activities

Writing 11 Write an email to a friend or colleague about a real or imaginary trip you have planned for work or pleasure. Write 100–120 words.

- Say when and where you are going and how you are travelling there.
- Say where you are staying.
- Mention your predictions for the weather.
- Talk about your intentions and arrangements for the visit.

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.3

COMMUNICATION SKILLS
Managing first meetings

Lesson outcome

Learners are aware of different ways to manage first meetings and can use a range of phrases for greetings, introductions and goodbyes.

Lead-in 1 Work in pairs and discuss the questions.

- 1 When you meet someone for the first time, what do you usually do and say to be polite?
- 2 Across cultures, there are many ways of being polite in first meetings, e.g. some people shake hands, some people kiss, etc. How many different ways to be polite can you think of?
- 3 Is it more polite to invest time to build relationships with small talk first and then focus on the work or task, or is it better to focus directly on the task, and build a relationship later? Why?

VIDEO 2A  1.3.1 **Watch as Matt and Stefanie prepare to meet each other in London.**

- 1 Where do they work?
- 2 What is their usual job?
- 3 What is their project role?

B Watch the video again. Mark which qualities Matt (M) and Stefanie (S) use to describe themselves and their own communication style. Which words do the other speakers use to describe Stefanie? You do not need to use all the words.

efficient flexible work-focused rude informal friendly polite quiet
professional organised open effective


C Overall, do you think Matt and Stefanie will work well together? Why?


3A In small groups, discuss which is the best communication style (option A or B) for Matt to use in his first meeting with Stefanie. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Focus on the relationship first: Be polite by meeting Stefanie in an informal way and focusing on the relationship first before getting down to business.

Option B – Focus on work first: Be polite by meeting Stefanie in a formal way and focusing the conversation quickly onto work topics.


B Watch the videos in the sequence the class has decided, and answer the questions for each video.

- Option A**  1.3.2
- 1 How does Matt introduce himself?
 - 2 How does he begin the visit and why do you think he does this?
 - 3 Overall, how successful do you think the meeting is? Why?

- Option B**  1.3.3
- 1 How does Matt introduce himself?
 - 2 What two reasons does Matt give for discussing business immediately?
 - 3 Overall, how successful do you think the meeting is? Why?

4 In pairs, discuss the questions and agree what you can learn from Matt's experiences.

- 1 What did Matt do to be polite in each video?
- 2 What happened as a result?

5  1.3.4 **Watch the Conclusions section of the video.**

- 1 Compare what is said with your answers in Exercise 4.
- 2 Note down the three main learning points which are described.
- 3 Decide how far you agree with these points. Why?

Reflection 6 Think about the following questions. Then discuss your answers with a partner.

- 1 Which communication style (relationship-focused or work-focused) do you prefer when meeting people for the first time? Why?
- 2 What is one advantage and one possible disadvantage of your own personal style?

Functional language

Greetings, introductions and goodbyes

7 Complete the table with these phrases from the video.

- | | |
|---|---|
| 1 OK, so we need to leave it there. | 5 Sorry to [be in a rush like this / rush off so soon]. |
| 2 [Good/Great/Lovely/Nice] to finally meet you in person. | 6 [Good/Great/Lovely/Nice] to see you again. |
| 3 Do you know [the design guys]? | 7 Thank you for coming and have a [safe trip / good weekend]! |
| 4 [Guys,] this is Stefanie. | 8 So, first time in London? |

| Meeting and greeting | Introducing people | Saying goodbye |
|---|---|-------------------------------------|
| How's it going? [Did you have a] good trip? Can I get you [a coffee]? | Let's go and [say hello to ...] I'd like to introduce you to ... Have you met [Miran] before? She works for / works with / runs ... | Excuse me. [I must take this call.] |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

8A Look at the conversation between Suzanne Jones and her visitor. Match what Suzanne says (1–5) with the responses (a–e).

- | | |
|--|--|
| 1 Hello, I'm Suzanne Jones, Head of Planning. | a No thanks. I'm fine. |
| 2 How's it going? | b Hi, Suzanne. Nice to finally meet you in person. |
| 3 Everything's fine. Good trip? | c Great! Can't wait! |
| 4 It's always the same. Can I get you anything to drink? | d Not bad, not bad. How about you? |
| 5 Let's go and meet the rest of the team. | e A bit of a delay on the underground today. |

B Work in pairs. Use phrases from Exercises 7 and 8A to write your own dialogue between a host and business visitor. Then roleplay your dialogue.

C Work with another pair. Hosts: introduce your visitor to the other pair. Visitors: respond. One person should say goodbye to the group, giving a reason.

T Teacher's resources: extra activities

→ page 114 See Pronunciation bank: Intonation and politeness

9A Work in pairs. Choose an industry from the list and invent your roles. Think about your job titles, company name and geographical location.

architecture fashion movies music
toy makers video games

B You are at a large public event. Introduce yourself and your colleague to other people. If you find someone who could be a useful contact, make a note of their name. If not, say goodbye politely and move on.

C At the end, tell the class how many useful contacts you made. Why did you think these people could be useful?

D In your pairs, discuss which phrases you used from Exercise 7 and what you found difficult.

TASK



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome


Learners can use a range of questions and responses to make small talk in first meetings.

Lead-in

1 Work in pairs and discuss the following questions.

- 1 What is 'small talk'? How important is it during first meetings?
- 2 What questions would you normally ask when meeting someone for the first time?
- 3 Are there any problems with asking questions in a first meeting? Why?

Listening

2A  1.03 **Listen to a short interview with Angela Dawson, a communication coach based in New York, about how to use small talk and manage first meetings. Then answer the questions.**


- 1 Why is managing first meetings in international business often difficult?
- 2 What is the value of asking questions?
- 3 Which types of question are most effective? Why?
- 4 What should you ask questions about?

B Listen again and answer the questions.

- 1 What two things does Angela say about silence?
- 2 Why does she say that some questions don't matter?
- 3 What is the relationship between asking questions and building trust?

C In pairs, discuss these questions about Angela's ideas.

- 1 How far do you agree with Angela's ideas about asking questions? Why?
- 2 At the end of the interview, Angela talks about the need to find something in common: *When you and the other person have similar interests, the conversation often goes better.* Do you agree? Why / Why not?
- 3 What other things should you do, in your opinion, to make a conversation go well?

3A  1.04 **Paul Robson works for a London-based international company. He is welcoming Eva Neumann, a colleague from another office of his company. Listen and decide if these sentences are true (T) or false (F).**

- 1 Eva travelled directly from the airport to the meeting.
- 2 This is Eva's first visit to London.
- 3 Eva works full time in Geneva.
- 4 Paul is head of Customer Service.
- 5 Eva is leading a project called Service Excellence.

B Look at the list of tips for making small talk in first meetings. Listen again and tick (✓) which tips Paul uses in his conversation with Eva.**C How effectively do you think Paul handled the first meeting with Eva? Why?****Tips for small talk in first meetings**

- | | |
|---|-------------------------------------|
| a Give a clear and positive welcome. | <input checked="" type="checkbox"/> |
| b Offer to take the other person's coat. | <input type="checkbox"/> |
| c Ask about their journey to the office. | <input type="checkbox"/> |
| d Offer them a drink. | <input type="checkbox"/> |
| e Check if their hotel is OK. | <input type="checkbox"/> |
| f Offer help to organise a taxi. | <input type="checkbox"/> |
| g Ask if it's their first time in the city. | <input type="checkbox"/> |
| h Suggest going for dinner later in the evening. | <input type="checkbox"/> |
| i Ask where the other person works. | <input type="checkbox"/> |
| j Check when they joined the company. | <input type="checkbox"/> |
| k Make a positive comment about working with them. | <input type="checkbox"/> |



Functional language Asking and answering questions in first meetings

4A Complete the questions from the recording in Exercise 3A with the words in the box. If necessary, use the audioscript on page 146 to help you.

time join have free offer take work report

| | |
|---------------------------------|--|
| 1 Offer help/hospitality | Can I ¹ _____ your [coat/bag]? Can I ² _____ you [something to drink / a coffee / a glass of water]? Can I order you a taxi? |
| 2 Journey | Did you ³ _____ a good [flight/journey/trip]? |
| 3 Experience | Is it your first ⁴ _____ [in the London office / at the conference]? |
| 4 Place of work | Where do you ⁵ _____ exactly? Where are you based? Are you in the [Zurich] office at the moment? |
| 5 Time with company | When did you ⁶ _____ the company? |
| 6 Colleagues | Do you ⁷ _____ to [Paul Blaettner]? Do you work with [Davide in the Mexico office]? |
| 7 Socialising | Are you ⁸ _____ for [lunch today / dinner this evening]? |

B Match the answers (a–g) with the topics (1–7) in Exercise 4A.

- a I'm actually based in Warsaw at the moment.
- b About five years ago.
- c Sorry, I'm meeting a friend today. Are you free tomorrow?
- d Yes, I do. Do you know him?
- e That would be great, thanks.
- f Actually, I had a delay at the airport.
- g No, I was here last month, actually.

T Teacher's resources:
extra activities

TASK

5A Work in groups of three. Roleplay meeting a visitor and managing small talk during a first meeting. There are three scenarios. Each person will take the roles of host, observer and visitor once.

Host: You are welcoming a member of the project team to the London office, meeting in reception and moving to your office.

Visitor: You are visiting the London office.

Observer: You will observe and give feedback after the roleplay.

Student A: Look at your three role cards on page 126.

Student B: Look at your three role cards on page 128.

Student C: Look at your three role cards on page 137.

B Take a few minutes to prepare, then roleplay your meetings.

C When you have finished, listen to the observer's feedback and discuss how easy or difficult it is to manage a first meeting. Share your group's ideas with the class.



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can organise information in a work-related email and write a reply to a work invitation.

- Lead-in 1** Read the email about an induction day. Complete it with the phrases in the box and add capital letters where necessary. Then compare in pairs.

after all the best dear Jill feel free to call me if you have any questions
 firstly just a quick email to let you know then

1 _____ ,
 2 _____ that we are organising an induction day for you on Thursday or Friday next week.
 3 _____ , Mike Evans, the Production Supervisor, plans to show you around the factory at 8 a.m. 4 _____ , at 10 a.m. Anna Hargreave, who is responsible for Marketing, would like to introduce you to her team and explain the new projects they are working on. I think you'll find it very interesting.
 5 _____ that you'll have lunch with the finance team in the staff canteen. In the afternoon Davina Porter, who deals with customer service, feels that it's a good idea for you to accompany her on a visit to some of our most important clients.
 Let me know which day is best for you and 6 _____ or need any help.
 7 _____
 Greg

- Functional language 2A** Look at the email again. Write the words and phrases from Exercise 1 in the correct place in the table.

| | |
|----------------------|--|
| Greeting/Opening | |
| Reason for writing | |
| Ordering information | |
| Concluding email | |
| Closing | |

- B** Write these words and phrases in the correct place in the table in Exercise 2A.

Dear Sir/Madam, I'm writing to inform you that ... Finally, Good morning Jacques Yours,
 Further to our conversation, I confirm that ... Hope to hear from you soon. Kind regards,
 Hello/Hi George I look forward to hearing from you. Thank you for your email. Thirdly,
 Please do not hesitate to contact me if you have any questions. Regards, Yours sincerely,

→ **page 118** See Grammar reference: Present Simple and Continuous

T Teacher's resources: extra activities
L The email contains examples of the Present Simple and Present Continuous. Go to MyEnglishLab for optional grammar work.

- 3A** Work in pairs. Look at page 126 and discuss the best order to put the information in.
B Write a reply to Greg's email in around 80 words. Thank him and confirm which day you can attend and why you cannot attend on the other day.
C Exchange emails with your partner. How many of the words and phrases in Exercises 2A and 2B did your partner use? Did your partner use different phrases from you?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.