

Coursebook

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Business Partner

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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. These include reformulating and clarifying, challenging facts politely and giving support and guidance.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for engaging presentations and effective meetings.

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.


Useful language

Useful language (such as techniques for engaging an audience or language for reflecting on change) gives you the capability to operate in real workplace situations in English. Two useful language sets are presented and practised in every unit: in Lessons 4 and 5. You will practise the language in group speaking and writing tasks.

 In MyEnglishLab you will also find a Useful language bank you can quickly refer to when preparing for a business situation, such as a meeting or a presentation.

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.
-  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.116). 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.

-  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, 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. The main focus of Lessons 3 is speaking. In these lessons you will be able to practise speaking in real-life work scenarios.

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, minutes of a meeting and emails, and for different purposes, including internal and external company communications, writing research or budget reports, advertising copies or self-assessment.
- There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar.

-  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.


Spoken English

In each unit, there is one extra audio recording on a topic drawn from one of the lessons. You will be asked to do a listening comprehension activity first and then to focus on one aspect of the spoken English heard in the recording, for example discourse markers. The activities are at the back of the coursebook (p.112), with signposts from the relevant lessons.

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 useful language presented in the unit.

Signposts, cross-references and the Pearson English Portal

 **Signposts for teachers** in each lesson indicate that there are extra activities in the Portal 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.

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

 **page 000**

Cross-references refer to the Spoken English and Grammar reference pages.

Pearson English Portal

Access to the Pearson English Portal is given through a code printed on the inside front cover of this book.

The code will give you access to:

Interactive eBook: a digital version of the coursebook including interactive activities, all class video clips and all class audio recordings.

Online Practice on MyEnglishLab: a self-study interactive workbook with instant feedback and automatic gradebook. Teachers can assign workbook activities as homework.

Digital Resources: including downloadable coursebook resources, all video clips, all audio recordings.

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



COMMUNICATION SKILLS

Video introduction

Introduction

The Communication skills videos (in Lesson 3 of each unit) introduce you to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality.

In each Communication skills lesson, you will:

- 1 roleplay a situation such as a meeting based on some background information;
- 2 watch a video in which the characters deal with the same issue;
- 3 compare and reflect on the two approaches: your own in the roleplay and the one adopted in the video.

All the videos show employees of the same company appearing in different situations. Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.

Lifestyle is an online magazine. This small company was set up by James Campbell, who is also the Editor-in-chief. The purpose of *Lifestyle* is to inform and entertain the readers about contemporary issues of general interest, such as travel, technology, sports and fitness, arts and entertainment, style and design as well as trends in society. It's informative and entertaining and of interest to lay people. The magazine includes a mix of shorter items, interviews, product reviews and issue-oriented features.

Characters

James Campbell (Scottish) Editor-in-chief (units: 1, 4, 5)

Donna Johnson (American) Assistant Editor (units 1, 2, 4, 5, 7, 8)

Yvonne Williams (British) Journalist (units 1, 3)

Susan Lam (British and Chinese) Journalist (units 2, 6, 8)

Charlie Watkins (British) Journalist (units 3, 7)

Teo Doğan (Turkish) Sales and Marketing Manager (units 4, 5)

Martin Klein (German) owner of Klein Boating Holidays (unit 6)



Video context by unit

1 Pitching your ideas

Video synopsis: Yvonne is giving a pitch at an editorial meeting.

2 Reformulating and clarifying

Video synopsis: There has been a misunderstanding about an assignment brief and Donna and Susan are now clarifying what needs to be done.

3 Challenging facts and data politely

Video synopsis: Charlie and Yvonne are sharing their research for a joint assignment.

4 Finding solutions

Video synopsis: Management team at the magazine meet to brainstorm ideas and then discuss them to come up with a solution.

5 Presenting research data

Video synopsis: Teo presents analytics looking at reader engagement.

6 Business networking

Video synopsis: Susan is covering a travel trade fair. She needs to network with Martin Klein, get a good interview and drum up some advertising business for the magazine.

7 Giving support and guidance

Video synopsis: Donna is advising Charlie how to deal with a personality clash with one of his colleagues.

8 Handling a performance review

Video synopsis: Donna is giving Susan a formal performance review.



➤ *'More value is created through innovation than through invention.'*

Hugh Molotsi, U.S. innovator, entrepreneur and author

Unit overview

1.1 ➤ An innovative approach

Lesson outcome: Learners can use vocabulary related to innovation.

Video: Innovation Director, Haiyan Zhang

Vocabulary: Innovation

Project: The impact of technology

1.2 ➤ How innovators think

Lesson outcome: Learners can correctly use or omit articles where necessary.

Reading: Understanding what makes inventors tick

Grammar: Articles: *a/an, the*, no article

Writing: An intranet post on creativity

1.3 ➤ Communication skills: Pitching your ideas

Lesson outcome: Learners can use persuasive techniques to effectively pitch their ideas.

Preparation: Pitching an idea for a magazine section

Roleplay: A pitch

Video: Pitching your ideas

1.4 ➤ Business skills: Engaging presentations

Lesson outcome: Learners can use a range of strategies and expressions for making high-impact openings and conclusions to presentations.

Listening: Presentation by a senior sales director

Useful language: Phrases for presenting

Task: Opening and closing a presentation

1.5 ➤ Writing: Investment research

Lesson outcome: Learners can write a research report that analyses a business opportunity, and can use topic sentences and cohesion to structure paragraphs.

Model text: Research report

Useful language: Topic sentences and cohesion

Grammar: Substitution of nouns and noun phrases

Task: Write a research report based on a SWOT analysis



Lesson outcome

Learners can use vocabulary related to innovation.

Lead-in

1 Discuss these questions.

- 1 Who is responsible for innovation in your organisation or an organisation you know?
- 2 What kind of technological innovations have you heard about recently?
- 3 What innovations could help people who are elderly, sick, disabled or disadvantaged?



2 Watch the video featuring Haiyan Zhang, Innovation Director at Microsoft Research, and answer the questions.

- 1 Where is Haiyan based in her current job?
- 2 What is her first top tip for getting a job in technology?
- 3 What does she recommend doing when you are faced with a new challenge?

3 Are these sentences *true* (T) or *false* (F)? Watch the video again to check your answers.

- 1 Haiyan gets her best ideas when she's hanging out with her work colleagues.
- 2 She's interested in innovations that make a difference in people's lives.
- 3 She's worked as a teacher, a software engineer and a consultant.
- 4 When she refers to her 'old XT', she means the video game she used to play as a child.
- 5 Project Fizzyo is a gadget that enables people with cystic fibrosis to control a TV using their breathing.
- 6 The Emma Watch has been designed to help a person with the symptoms of Parkinson's disease.
- 7 One of Haiyan's tips is to find people with similar interests who you can talk to and come up with ideas together.
- 8 Haiyan's ambition is for her and her team to help a million people in the world.
- 9 As a woman, Haiyan found it difficult to get into technology, but met people who helped her.
- 10 Her advice to women is, even if you're unsure what to say in a meeting, it's best to speak up.

4 Work in pairs or small groups. Discuss these questions.

- 1 How did Haiyan overcome the problem of being one of only a few women studying computer science and breaking the glass ceiling?
- 2 How easy is it for women to get into technology in your country/region?

T Teacher's resources:
extra activities

T Teacher's resources:
alternative video and
extra activities

Vocabulary Innovation

code gadget
high-tech innovator
insight prototype
researcher unorthodox
well thought out

5A Match the words and phrases in the box with the definitions.

- 1 someone who introduces changes and new ideas
- 2 write computer programs
- 3 planned and organised carefully
- 4 a sudden, clear understanding of something or part of something, especially a complicated situation or idea
- 5 the first form of a new design, or a model used to test the design before production
- 6 a small, useful and cleverly designed machine or tool
- 7 different from what is usual or accepted by most people
- 8 someone who studies a subject in detail in order to discover new facts or test new ideas
- 9 using the most modern machines and methods in industry or business

B Look at the verbs and adjectives. Which one(s) collocates with: *problem*, *solution*, both *problem* and *solution*?

address digital face out of date overcome tackle unorthodox well thought out

C What word, derived from *innovation* collocates with all the words in the box?

approach idea product solution technology thinking

6 Match 1–9 with a–i to complete the phrasal and prepositional verbs related to innovation. Then answer the questions with a partner.

- | | |
|---|--|
| <p>1 Can you think of a time when you got</p> <p>2 When was the last time you tried</p> <p>3 What kind of gadgets do some people like tinkering</p> <p>4 What do you do when you're not sure how to go</p> <p>5 What kind of software do you need to read</p> <p>6 If you didn't copyright a great idea, what would happen once it caught</p> <p>7 How did you first get</p> <p>8 Can you think of a brilliant idea that you wouldn't have dreamt</p> <p>9 What's the best way for innovators to come</p> | <p>a up with practical solutions to real life problems?</p> <p>b into computers or computer games when you were a child?</p> <p>c on? Has anyone ever copied one of your ideas?</p> <p>d about trying to solve a problem? Who do you ask first for help?</p> <p>e up in a million years, but wish you had?</p> <p>f with? Electrical goods, phones, domestic appliances, etc.?</p> <p>g up on at your place of work or study?</p> <p>h out a prototype to see if an idea actually worked?</p> <p>i round a tricky problem? How did you or your team solve it?</p> |
|---|--|

7 Choose the correct option in italics to complete the statements. Then discuss the statements with your partner.

- 1 If I *come up with* / *read up on* something challenging, I *get into it* / *catch on* more.
- 2 If senior management lead by example, it's more likely that *innovator* / *innovative* thinking will be present at every level of a company.
- 3 There's always a gap between an innovative *prototype* / *approach* and everyday business. People get frustrated if they can't deliver tangible results every day.
- 4 Their manufacturing methods are hopelessly *unorthodox* / *out of date*.
- 5 *Researchers* / *Innovations* are only as good as the problem they *tinker with* / *overcome*.

T Teacher's resources:
extra activities

PROJECT: The impact of technology

8A Work in pairs. How could you make an impact on these people's lives using innovative technology?

a child with a medical condition
 people with mobility issues the homeless
 someone you know with a disability
 an elderly person living alone

B Choose one of your ideas from Exercise 8A and discuss the questions to check if it is a genuine innovation.

- How is it innovative? Is it faster or better than existing products/services?
- Is it cheaper than existing products/services? Is it accessible to everyone?

C Share your innovation idea with the class, and explain how it will benefit your local community. As you listen to others, ask the questions.

- How will the innovation help a specific person or group in the community?
- Will other people be able to benefit from the innovation? How easy will it be to produce?

D As a class, rate the different innovations that you heard about.



- 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 correctly use or omit articles where necessary.

Lead-in 1 Work in small groups. Discuss these questions.

- 1 What is a 'Eureka!' moment? Can you think of examples from history?
- 2 When you need to be creative or think of a solution, what do you do?

Reading 2 Read the article and tick the ideas that are expressed in it.

- 1 There are two types of creative thinking: divergent thinking and cognitive flexibility, which help us to reorganise our ideas and make connections.
- 2 Creative people can be annoying at work, as they often need time to think over an idea.
- 3 According to Dr Carson, when we are creative, our cognitive filters relax temporarily and allow ideas that are in the back of our mind to come forward.
- 4 Gary Klein says that businesses should always encourage uncertainty and risk-taking at work.

FT

Understanding what makes inventors tick

Technology and industry are increasingly reliant on innovation and are eager to support creative individuals. This can be frustrating when the process of innovation goes against the grain of businesses that demand productivity and efficiency.

Two qualities that define creativity are divergent thinking — thinking beyond normal boundaries — and cognitive flexibility, the capacity to restructure ideas and see connections. While most of us look for conventional answers, people with these qualities risk going beyond what is familiar. Understanding their unique ways of thinking is essential to getting the best out of them. Science has found links between highly creative, healthy people and individuals with schizophrenia and bipolar disorder.

Dr Shelley Carson, a lecturer in psychology at Harvard University, says creativity and schizotypal personality features often go hand in hand because of cognitive disinhibition.

'They lack [cognitive] filters which the rest of us have for social appropriateness. Cognitive disinhibition is also likely at the heart of what we think of as the "aha!" experience. During moments of insight, cognitive filters relax momentarily and allow ideas that are on the brain's back burners to leap forward into conscious awareness.'

Her ideas are supported by research at the Karolinska Institute in Sweden, which has shown that the dopamine

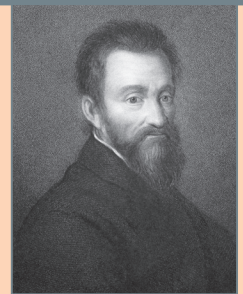
system in the brains of healthy, highly creative people is similar to that of people with schizophrenia.

Dopamine receptor genes are linked to divergent thinking, inherent in creativity and also associated with psychotic thoughts. Both groups have fewer D2-type dopamine receptors in the thalamus, the brain's filtering system. This enables a flow of information from the thalamus to the frontal lobes, where thoughts become constructive.

Dr Carson says novel ideas result from a combination of high IQ, a capacity to hold many ideas in mind, and cognitive flexibility.

Gary Klein, a cognitive psychologist, believes companies have much to learn in facilitating creativity. If businesses are to encourage innovation, they need to tolerate a degree of uncertainty. Managers should ask: 'What are we doing that's getting in the way of innovation?'

Strictly adhering to a plan restricts the creative process. Klein says: 'If you want to kill a creative idea, have an organisation that's very hierarchical. It only takes one person in the chain to kill an idea.'



Great minds: Michelangelo

3 Read the article again and choose the correct option.

- 1 It's important for employers to understand how creative individuals think in order to
 - a optimise their contribution in the workplace.
 - b turn their brilliant ideas into maximum profits.
- 2 Having a certain degree of cognitive disinhibition in social situations is common in
 - a highly creative types and individuals with certain mental disorders.
 - b people who are less able to block out extraneous information.
- 3 This cognitive disinhibition is probably key during a moment of insight, or when we
 - a fall over accidentally and hit our head.
 - b suddenly have an innovative idea.

- 4 Dopamine receptor genes are associated with creative thinking, but they are also linked to
 - a the brain having disturbing, psychotic thoughts.
 - b the frontal lobes of the brain, where our thoughts become useful.
- 5 Dr Carson says original ideas result from being highly intelligent, being able to
 - a keep different ideas in your head, and being mentally flexible.
 - b think of great ideas, and being aware of your thought processes.
- 6 Psychologist Gary Klein says managers should
 - a not get in the way of innovative people, but try to stick to company plans.
 - b encourage innovation by putting up with a certain level of uncertainty.

4 Work in pairs or small groups. Discuss these questions.

- 1 Give examples of when you have been at your most creative.
- 2 Why is it important for industry to support creative individuals?
- 3 Do you agree that the more hierarchical an organisation is, the less creative it is?

T Teacher's resources:
extra activities

→ page 112 Spoken English

Grammar Articles: *a/an, the*, no article

5 Look at the article in Exercise 2 again and find examples that match these rules.

- 1 We use *a/an* with singular countable nouns.
- 2 We use *a/an* when talking about people's jobs.
- 3 We don't use *a/an* with plural nouns or uncountable or abstract nouns.
- 4 We use *the* when we know which thing we are talking about because it is unique.
- 5 We use *the* when we have referred to something before.
- 6 We don't usually use articles before names of people, places and most countries.
- 7 We use *the* with superlative forms.

→ page 116 See Grammar reference: Articles: *a/an, the*, no article

6 Look at each underlined noun in the article in Exercise 2. Are the words countable or uncountable or both?

7 Complete the follow-up to the article with *a/an, the* or no article (∅).

¹ _____ highly creative people both intrigue and irritate us. We admire ² _____ minds of people such as ³ _____ Steve Jobs and Michelangelo, marvel at their achievements, but may get tired of their personalities, which can be egotistical and moody.

⁴ _____ creative people can be enthused about ⁵ _____ project, only to lose interest as their attention shifts elsewhere. They need time to think about ⁶ _____ idea, which makes them appear to be doing very little. In their own time zone, they are often late or forget ⁷ _____ meetings, to ⁸ _____ annoyance of managers.

T Teacher's resources:
extra activities

Writing **8A** Your CEO recently attended a creativity and innovation course. She has written to you and other managers in your organisation. Read the extract from her email.



I would love to learn more about your creative abilities! Could you please share posts explaining what you understand to be creativity in the workplace and describing a time when you had to be creative?

B Write a response of 150–180 words as a post on the company's intranet. When you have finished, check your post for correct use of articles.

- 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 Pitching your ideas

Lesson outcome

Learners can use persuasive techniques to effectively pitch their ideas.



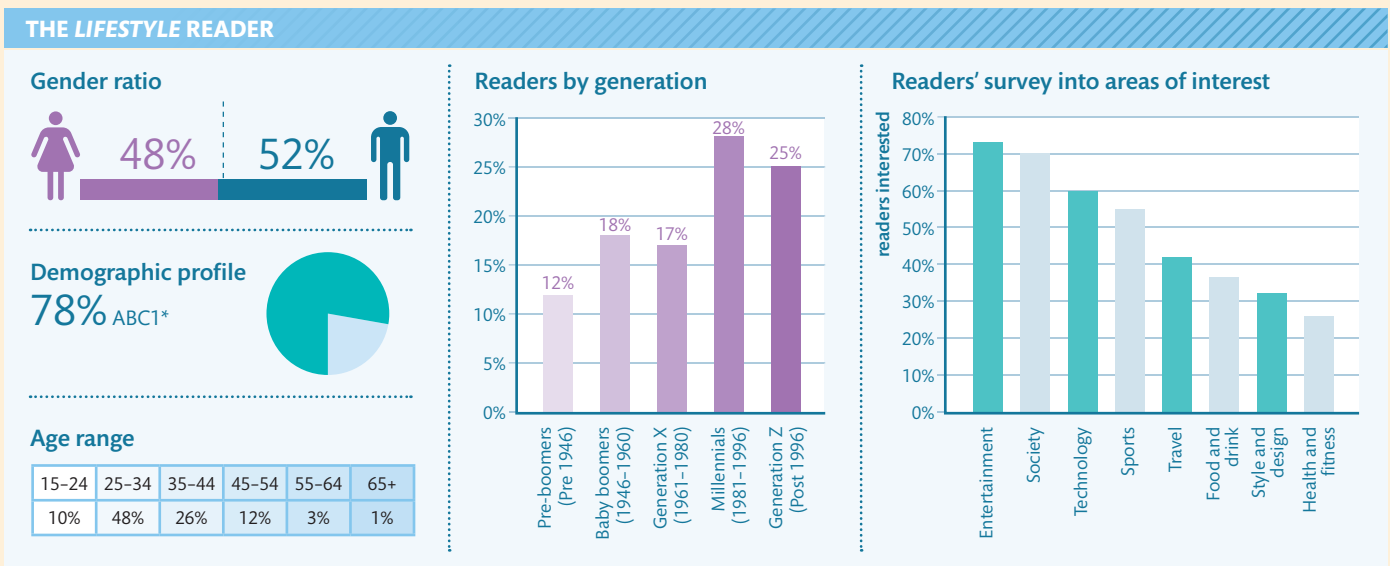
Lead-in 1A Read the definition and look at the photo. What is the person standing doing?

pitch try to persuade someone to do business with you, buy something, etc.

- B** Do you ever have to pitch ideas to people where you work or study? Who to? What about?
- C** Read some persuasive techniques for pitching. In what other ways can a speaker be persuasive?
- use confident body language (e.g. posture, eye contact with audience, hand gestures, facial expressions)
 - have a good speaking voice (e.g. sound enthusiastic, vary your pace)
 - demonstrate knowledge/expertise

Preparation Pitching an idea for a magazine section

2 *Lifestyle* is an online magazine. Look at the profile of its readership. Would you fit the target audience?



*ABC1 is a UK demographic classification referring to the middle classes

3 Read the email from James Campbell, *Lifestyle's* Editor-in-Chief, and one journalist's idea. Would it make a good section for the magazine? Why / Why not?

From: James Campbell
Subject: Ideas wanted

Can you all come to our next editorial meeting with ideas for a new section? Keep it brief! I'd like each pitch to be no more than two minutes. Please come with a short description of the concept. Say why this section should be in the magazine and why it will appeal to our target audience.

Idea for a regular section


- short, snappy product reviews of the latest cool gadgets and personal technology
- visually attractive, high-quality images of products
- vary the theme of the section, e.g. top gadgets for under £50, top gadgets for travel, etc.
- include a 'buy it' button and make a commission on sales.

Roleplay 4A Imagine you need to pitch the idea in Exercise 3 to James Campbell. Prepare a two-minute pitch. Include the points mentioned in James's email. Think of a title for your section.

B Work in pairs or small groups and take turns to make your pitch.

C In your pairs or groups, discuss these questions.

- 1 What did you struggle with most when making your pitch? 2 What did you do best?

VIDEO 5A  1.3.1 Watch Yvonne Williams, a *Lifestyle* magazine journalist, making her pitch at an editorial meeting. Answer the questions.



- 1 How effective was Yvonne's pitch?
- 2 Was Yvonne's body language confident? See the examples in Exercise 1C.
- 3 Did she have a good speaking voice? See the examples in Exercise 1C.
- 4 How did she make the editors feel part of the process?
- 5 What techniques would you use from this pitch? Why?

B How appropriate would Yvonne's approach be where you work or study?

6 Match the words and phrases in bold from the video (1-7) with the definitions (a-g).

- | | |
|--|--|
| 1 Short, snappy product reviews written in a fun, upbeat style ... | a attractive or interesting |
| 2 ... with an image or video of each product, all very visually appealing . | b words and phrases used by people in the same profession that are difficult for other people to understand |
| 3 ... or best gizmos for the home ... | c cheerful and making you feel that good things will happen |
| 4 You know, something to win over the less tech-savvy . | d make money from people who visit a website, for example by encouraging them to buy things |
| 5 We can ditch the jargon for straightforward, easy-to-understand language. | e fair, independent and not influenced by others |
| 6 ... the really great thing about this section is we can monetise it. | f having practical knowledge and ability about technology |
| 7 ... these are unbiased , trustworthy reviews. | g small pieces of equipment (synonym <i>gadgets</i>) |

T Teacher's resources: extra activities

Reflection 7A Write your conclusions from this lesson in the table. Look again at Exercise 1C to help you if necessary.

	Pros	Cons
My approach to the pitch		
Approach used in the video		



B Compare your reflections in pairs or small groups.

- 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 strategies and expressions for making high-impact openings and conclusions to presentations.

- Lead-in**
- 1A** What types of presentations have you delivered in the past? How easy did you find it to engage your audiences? Why was that?
- B** What can presenters do to make the information they communicate as engaging and memorable as possible?
- 2A** Read the short article on the psychology of learning on page 124 and answer the questions.
- 1 What is the Primacy and Recency effect?
 - 2 How can it be applied to different work environments?
 - 3 How can understanding the effect help us to present in a more engaging way?
- B** The article suggests that presenters can learn a range of techniques to open and close presentations engagingly. Based on your experience, which techniques do you think are effective?

- Listening**
- 3**  1.01 Listen to the opening of a presentation by a senior sales director of a multinational electronics retailer. He is presenting to his store directors at a management meeting.
- 1 What is unusual about the way the director begins his presentation?
 - 2 What did customer feedback suggest the in-store staff should do? Why?
 - 3 What is the purpose of the rest of the presentation?
- 4**  1.02 Listen to the close of the presentation.
- 1 What action plan has been agreed?
 - 2 What is the main measure of success?
- 5** With a partner, discuss what you personally liked and did not like about the opening and close of the presentation, and why. Overall, how effective do you think the presentation was?

- Useful language**
- 6A** Complete the gaps in the table (1–10) with the recording extracts (a–j).
- a Before I show you, what do you think it will be?
 - b So how will we build a new culture?
 - c Today, I want to do something a little bit different and begin my presentation with some feedback.
 - d I'm convinced that you can succeed in delivering store success.
 - e The issue is not about trying harder but more about thinking differently.
 - f It's really amazing feedback.
 - g We all want to build an amazing culture.
 - h We really have to transition the culture more to our customers' needs.
 - i Let me read out this customer feedback for you; it's great.
 - j Have a quick chat to the person next to you. I give you thirty seconds.



General techniques for engaging an audience	
Departing from convention	1 _____ Let me close by asking an unusual question. What was the main topic today?
Challenging assumptions	The problem is not the customer. The problem is us. 2 _____
Creating a sense of urgency	If we don't act quickly, we won't have any customers. 3 _____
Building rapport	I believe we share a common ambition. 4 _____
Awakening curiosity with questions	What's the most common customer complaint in business today? 5 _____
Getting the audience to talk to one another	Can you discuss these two questions with your neighbour for three minutes? 6 _____
Communicating optimism and confidence	There's little doubt in my mind that we will succeed. 7 _____
Quoting interesting data	Have a look at these statistics published last month in a leading magazine. 8 _____
Using rhetorical questions	So how do we find out what they need? 9 _____
Using powerful vocabulary	In fact, that's totally wrong. It's an incredible achievement. 10 _____

B In pairs, discuss these questions about the Useful language table.

- Which general techniques do you think are effective and easy to use? Why?
- What are the advantages and disadvantages of getting audience members to talk to one another during a presentation?
- When can rhetorical questions be particularly effective?
- In which contexts might more neutral language engage an audience more effectively than powerful vocabulary?

T Teacher's resources: extra activities

TASK

7A Read the professional context on page 124.

B Work in pairs. Plan the opening (3 mins) and close (2 mins) of your presentation using the techniques and language in this lesson. Include the following information:

Opening

Your name and position in the company
The objective of the presentation
The content of the main presentation
The timing of the presentation

Close

A summary of the main objective
Opportunities for further information
Your contact details
Thanks



C When you are ready, practise your opening and close with your partner until you feel confident. Then form groups and present to others. When you have finished, give feedback on: the overall clarity and impact of the presentation, which techniques studied in the lesson were used and how effective the techniques were in engaging the audience with the key messages.

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 write a research report that analyses a business opportunity, and can use topic sentences and cohesion to structure paragraphs.

Lead-in

- 1 Read the research report on page 136. Decide if these statements are *true* (T) or *false* (F).
 - 1 The writer is a researcher for a venture capital company. The reader will be a senior manager who makes the investment decisions.
 - 2 In the main part of the report, the structure is: paragraph 4 – strengths; paragraph 5 – weaknesses; paragraph 6 – opportunities and threats.
 - 3 The SWOT analysis is like a summary of the whole report.
- 2 Work in small groups. Write two follow-up questions you want to ask the academics or the web development company about the project discussed in the report.

Useful language

- 3 Discuss these questions, referring to the report on page 136 and the Useful language box.
 - 1 **Vocabulary** Do you know the meaning of the items in the Vocabulary box?
 - 2 **Topic sentences** Look at the first sentence in each of the seven paragraphs in the report. Is it always a topic sentence as defined in the box?
 - 3 **Cohesion: linking words** In paragraphs 4–6 of the report, find:
 - a linking words used to make a list
 - a linking phrase for contrast
 - a conjunction that is a synonym for *although*
 - 4 **Cohesion: avoiding and using repetition** In the report:
 - a Find repetition of nouns used earlier, because using the pronoun *they* could be confusing. (para 1)
 - b Find a synonym that avoids repeating a word already used twice. (para 1)
 - c What does the word *this* refer to? (para 2)
 - d What does the word *this* refer to? (para 3)
 - e What does the word *ones* refer to? (para 4)
 - f Find a noun used right at the beginning of the paragraph that is repeated later, just for clarity. It is not needed grammatically the second time. (para 4)
 - g Find a place where a verb is changed into a noun to avoid repetition. (para 5)
 - h What does the word *here* refer to? (para 6)

Vocabulary

barrier to entry have a track record hook somebody leverage something risk/reward scalable showcase a concept UX (= user experience)

Topic sentences

Most paragraphs begin with a topic sentence that introduces and summarises one main idea. Other sentences provide more detail. However, some paragraphs have a different internal structure, for example a contrast between two ideas.

Cohesion: linking words

giving a supporting point: *in addition, furthermore*; cause: *because, due to*; result: *so, therefore*; contrast: *whereas, while, on the other hand*; concession: *but, however*; purpose: *so, so that, to, in order to*; time: *when, before, after, during*

Cohesion: avoiding repetition

Use a synonym: *figure/percentage, problem/issue, global/worldwide*

Use a pronoun to refer back: *it, they, this, these*

Use a determiner to avoid repeating a word or to omit words: *many, some, none, each, both, either, one*

Change a verb into a noun (or vice versa): *we discussed ... / the discussion was ...*

Cohesion: using repetition

Use the same noun again if it helps clarity.

A pronoun like *it* that refers back is potentially confusing if it can refer to two different things.

- 4 Read the report on page 136 again. Underline any vocabulary or phrases that you would find useful in writing a research report on a start-up company.

T Teacher's resources: extra activities

L The report contains examples of substitution of nouns and noun phrases. Go to MyEnglishLab for optional grammar work.

→ page 116 See Grammar reference: Substitution of nouns and noun phrases

5A Work in pairs. Turn to page 136 and study the SWOT analysis and notes. Check that you understand everything. Can you add a few details of your own?

B You are the person in the venture capital company who prepared the SWOT analysis and notes. Write the full report in around 400 words.

C Exchange reports with your partner. Do they have a similar structure? Did you both include a good range of language from Exercise 3? Did your partner add any extra information?

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.