



# Business Partner

Building communicative and business skills



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# Business Partner

Building communicative and business skills





# Agenda

- What is Business Partner?
- What makes Business Partner great?
- Course Components
  - Students
  - Teachers
- Unit walkthrough



# What is Business Partner?

- an **eight-level** business English course
- goes from A1 to C1, including A2+, B1+ and B2+
- develops **business skills** alongside **language**
- focus on **communication** and **business skill** development
- authentic content from the *Financial Times*, ITN and the BBC



# Who is it for?



Learners who want to communicate effectively in English in the workplace without any experience

Professionals who are looking for solid business content and want to gain business English fluency



Learners who want to pass a business English exam



**What makes**

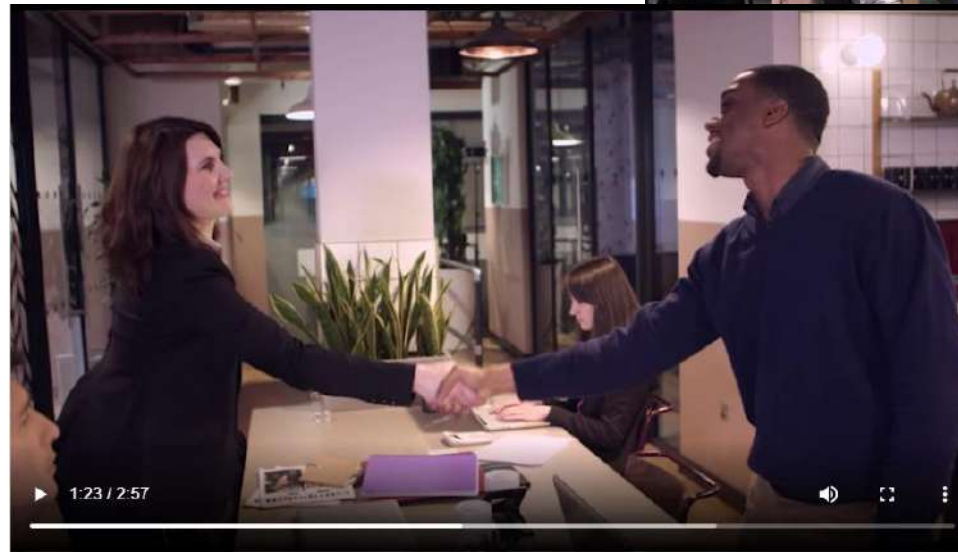
**Business Partner great?**

# Real life business content

➤ authentic **videos** on real business problems expose students to English as it is used, and the issues they may encounter in their careers



➤ **Communication skills videos** introduce the skills needed to interact in international teams



# Real life business content

➤ **Financial Times** articles further expose students to authentic English while developing their understanding of the world of business

**FT**

## Chinese combine European and U.S. breaks with spending trips

1 Recently, Asian brands, like fine jewellery brand Qeelin, have started to appear in U.S. shops. This unusual move is a sign of the ambitions of Asian luxury companies.

5 Previously, the global luxury industry moved only in one direction: from west to east. Then European and U.S. brands bought up prime retail sites in Asian megacities as a new generation of Asian customers were attracted to owning products made by companies that were more than a century old.

10 In recent years, however, Chinese customers have started to combine holidays abroad with shopping expeditions, and Chinese brands have begun to follow the money. Luxury research institute

15 Hurun reports that France – home to labels such as Chanel and Louis Vuitton – has emerged as the top holiday destination for wealthy Chinese millennials. Other popular destinations include London, San Francisco and New York, as well as Japan and South Korea.

20 The fine jewellery sector is leading this global expansion. Chow Tai Fook, the biggest jeweller

in the world, says Chinese outbound tourism was behind its expansion into Southeast Asian countries, such as South Korea and Taiwan. Over 2,000 of its stores are in mainland China, but those overseas are increasingly important. While the group prefers to run large-scale advertising and marketing campaigns to deliver a consistent brand image, the

25 region. Earlier examples include Taiwan, Singapore and Hong Kong. Some are expected to be part of the group's expansion into other regions.

30 Adidas on Wednesday sharply increased its long-term sales and profit targets, as new chief executive Kasper Rorsted aims to make his mark on the German sportswear group.

35 Adidas's profitability falls behind that of rival Nike, and investors are hoping that Mr Rorsted will be able to boost the German group's margins considerably.

40 Mr Rorsted, who took charge of the world's second largest sportswear company in October, has kept the previous CEO's strategy, which forecast high sales increases and 15 percent profit growth each year.

45 The Danish manager – who caught Adidas's attention after he boosted profitability at Henkel, the German consumer goods company – said that the group is certain to expand faster.

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# Business workshops

- provide multiple opportunities to work on realistic **case studies**
- allow students to practise **business and communication skills** in realistic professional contexts

## BUSINESS WORKSHOP 3 Investment opportunities

**Lesson outcome** Learners can understand details of a meeting about venture capital and can make choices about the pros and cons of different investment opportunities.

**Background**

- 1 Read the background and answer the questions with a partner.
  - 1 What kind of company is Augoose Investments?
  - 2 Whose money do Alex, Hannah and Jo invest?
  - 3 What kind of companies do they invest in?
  - 4 How much do they expect to make from their investments?

**BACKGROUND**

After working on the stock market in Australia for several years, three colleagues, Alex, Hannah and Jo, set up a venture capital (VC) company, Augoose Investments, three years ago to help start-ups and high-growth companies in exchange for equity or a share in those companies. As the general managers, they are responsible for making decisions to invest the money of the limited partners, who are wealthy people looking to grow their wealth more quickly than in traditional stocks and shares. Their company invests the money in businesses which are considered to be quite risky but which could yield excellent returns – on average they expect to triple their investments over time. In order to spread the risk they invest in a variety of companies in the hope of finding a goose or two to lay some golden eggs.



## BUSINESS WORKSHOP 1 Office space

**Lesson outcome** Learners can exchange information about texts they have read and can contribute ideas in a discussion to design an office space.

**Background**

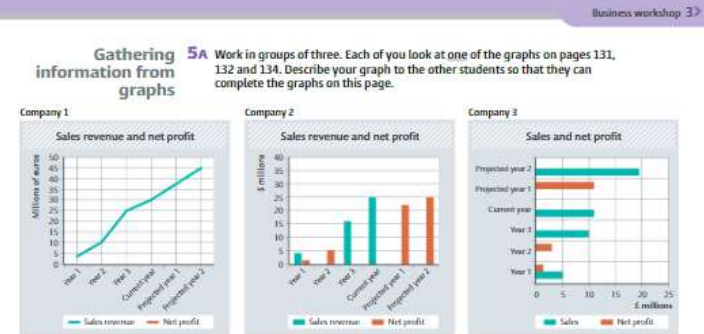
- 1 Read the background and discuss the questions with a partner.
  - 1 What is 'arbejdsglæde'? Is there a similar concept in your country?
  - 2 In what ways do you think the physical environment can make someone more or less productive or happy at work?

## BUSINESS WORKSHOP 3 Financial strategy

**Lesson outcome** Learners can understand the importance of cashflow in business and various options for managing both growth and finance simultaneously.

**Background**

- 1 Read the background and answer the questions with a partner.
  - 1 What type of business is Griffin & King?
  - 2 How successful have they been since founding the business?
  - 3 What problem is the company facing?
  - 4 What action have they taken so far to try and solve the problem?



- Teacher's resources: extra activities**
- B** Discuss what you can learn from the graphs about the three companies. Then make a list of the other financial information you would need to consider before investing in the companies.  
*balance sheet, expenses, ...*
- Investment opportunities**
- 6A** Work in three groups. Read the information about a company and decide which graph from Exercise 5A it matches. Then discuss whether you would consider investing in that company and why.  
**Group A:** Read the company information on page 131.  
**Group B:** Read the company information on page 132.  
**Group C:** Read the company information on page 135.
- B** Make a list of the positive and negative elements of your company.
- C** Prepare a plan for presenting this company to your colleagues at the investment meeting.

**7A** Work in different groups with at least one person from each of the groups in Exercise 6. Hold a meeting to present the company you read about to your colleagues at Augoose. Follow these steps.

- Take it in turns to present the company you researched.
- Listen carefully to your colleagues' presentations.
- Answer any questions from the other group members.

**B** When each company has been presented:

- discuss the pros and cons of each one.
- choose the company you think Augoose should invest in (it does not have to be the one you presented).
- discuss the reasons for your choice.
- make a note of your choice and list your reasons.

**C** Discuss your decision with the whole class. Did you all come to the same decision? If not, try to reach an agreement together.

**D** Write a report of about 200 words summarising your discussions from Exercises 7A and 7B. Explain the decision made and the reasons why the company was chosen.



**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.



**Course**

**components**

# Student's components

- **Coursebook**
- **Workbook**
- **Online Workbook**
- **Digital Resources** (video, audio, reading bank, functional language bank, writing bank, self-assessment)
- **eBook**



# Teacher's components

- **Teacher's Book**
- **Presentation Tool**
- **Digital resources**
- **Online workbook**
- **eBook**
- **Class audio**



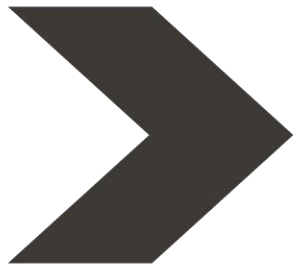




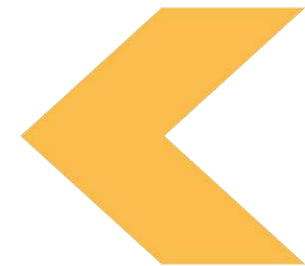
**Unit**

**walkthrough**

# Student's Book



- 8 units (vocabulary, grammar, communication skills, business skills, writing)
- business workshop pages
- review pages (1 page per unit)
- pronunciation bank and grammar reference
- videoscripts and audioscripts
- glossary



# Entrepreneurs

6



*'It's not about ideas. It's about making ideas happen.'*  
Scott Brinkley, co-founder of Babance

The first page **introduces the topic** of the lesson and sets the context.

Clear **lesson overview** highlights lesson outcomes, key grammar, lexical and functional language areas with reference to further practice.

### Unit overview

<b>6.1</b> Fairphone Lesson outcome: Learners can use vocabulary related to starting and financing a business.	<b>Video:</b> The world's first ethical smartphone <b>Vocabulary:</b> Running a business <b>Project:</b> Brainstorm and present new business ideas
<b>6.2</b> Young entrepreneurs Lesson outcome: Learners can use reported speech to report what other people have said and asked.	<b>Reading:</b> Leaving Harvard to start a business <b>Grammar:</b> Reported speech <b>Speaking and writing:</b> Talk to a journalist about your start-up
<b>6.3</b> Communication skills: Influencing Lesson outcome: Learners are aware of different ways to influence other people and can use a range of phrases for dealing with objections.	<b>Video:</b> Influencing styles: push and pull <b>Functional language:</b> Dealing with objections <b>Task:</b> Influencing others to overcome objections
<b>6.4</b> Business skills: Presenting facts and figures Lesson outcome: Learners can use a range of phrases to present facts and figures using visual information.	<b>Listening:</b> A presentation based on visual data <b>Functional language:</b> Presenting visual information <b>Task:</b> A presentation to an investor
<b>6.5</b> Writing: Summarising Lesson outcome: Learners can write a simple summary of factual work-related information.	<b>Model text:</b> Summary of a business talk <b>Functional language:</b> Summarising <b>Grammar:</b> Order of information in sentences <b>Task:</b> Listen to a talk and write a summary

**Business workshop 6:** p.98 | **Review 6:** p.109 | **Pronunciation:** 6.1 Consonant-vowel linking | **Grammar reference:** p.125  
6.3 Intonation and discourse marking in presentations: p.116

## Clear lesson outcome and objectives

### Unit overview

#### 6.1 > Fairphone

**Lesson outcome:** Learners can use vocabulary related to starting and financing a business.

**Video:** The world's first ethical smartphone

**Vocabulary:** Running a business

**Project:** Brainstorm and present new business ideas

#### 6.2 > Young entrepreneurs

**Lesson outcome:** Learners can use reported speech to report what other people have said and asked.

**Reading:** Leaving Harvard to start a business

**Grammar:** Reported speech

**Speaking and writing:** Talk to a journalist about your start-up

#### 6.3 > Communication skills: Influencing

**Lesson outcome:** Learners are aware of different ways to influence other people and can use a range of phrases for dealing with objections.

**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

**Lesson outcome:** Learners can use a range of phrases to present facts and figures using visual information.

**Listening:** A presentation based on visual data

**Functional language:** Presenting visual information

**Task:** A presentation to an investor

#### 6.5 > Writing: Summarising

**Lesson outcome:** Learners can write a simple summary of factual work-related information.

**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

Clear **learning outcomes** at the beginning of each lesson help learners track their learning path.

## 6.1 Fairphone

**Lesson outcome** Learners can use vocabulary related to starting and financing a business.

### Lead-in

- 1 Discuss these questions.
  - 1 Why do people start their own businesses? How many reasons can you think of?
  - 2 Under what circumstances would you start a business? What kind of business?
  - 3 What are the three biggest attractions and disadvantages of running your own business?

### VIDEO



- 2 Bas van Abel, CEO of Fairphone, says he's created 'the world's first ethical smartphone'. What do you think he means by this?
- 3 Watch the video and check your predictions. Discuss your ideas in pairs.
- 4 Watch the video again and complete the summary. Use one to three words in each gap.

Fairphone is a company which started life as a(n) \_\_\_\_\_ to give visibility to the wars in the Eastern Congo. Many conflicts are related to the mines where the \_\_\_\_\_ for mobile phones come from. Then the campaigners decided to \_\_\_\_\_.

The company grew very fast. Within the first two years the staff increased from two people to \_\_\_\_\_ . Turnover in the first eighteen months was sixteen million euros and in only three weeks more than \_\_\_\_\_ people bought the phone built.

The design is modular, which means that people can \_\_\_\_\_ the themselves. The company wants to help the economy in the Democratic Congo by getting minerals from conflict-free mines. They have also recycled \_\_\_\_\_ old phones in order to reuse the minerals. Bas van Abel believes in important mechanism to actually \_\_\_\_\_ . He did not start to become \_\_\_\_\_ phone company in the world but to show that \_\_\_\_\_ for ethical business.

Work in small groups. Discuss these questions.

- 1 What do you think is Fairphone's mobile phone?
- 2 Would you consider buying a Fairphone? Why / Why not?
- 3 Based on what Bas said in the video interview, what do you think are the key points he wants to communicate to consumers?
- 4 How do you think he will measure the success of his company?
- 5 How would you describe his attitude to the business world?

→ page 116 See Pronunciation bank: Consonant-vowel linking

### Vocabulary Running a business

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

\_\_\_\_\_ set up start-up

growing \_\_\_\_\_ of

2 ... we made a turnover of sixteen million euros. (The) first actually was through \_\_\_\_\_.

3 ... you know that's why we \_\_\_\_\_ Fairphone ...

## 6.1 Fairphone

- 7 Complete the sentences using the words and phrases in the box.

business angel funding go out of pitch profit target market

- 1 When you \_\_\_\_\_ a business idea, you say things to persuade people to buy something, do something or accept the idea.
- 2 If you make a \_\_\_\_\_, you gain money by doing business, after your costs have been paid.
- 3 Half of all start-ups in the UK \_\_\_\_\_ business within five years.
- 4 A \_\_\_\_\_ is someone who gives new businesses money, often in exchange for a share of the company.
- 5 Money that is provided by an organisation for a particular purpose is \_\_\_\_\_.
- 6 A company's \_\_\_\_\_ is the customers that the product or service is aimed at.

- 8A Complete the questions with the correct form of the words in brackets.

- 1 Where do you think is the best place to go to for \_\_\_\_\_ (advise) about starting a business?
- 2 Do you know the names of the \_\_\_\_\_ (found) of Apple, Facebook and Microsoft?
- 3 What are some of the \_\_\_\_\_ (pitch) of your business?
- 4 A part from crowd \_\_\_\_\_ (back)?
- 5 Do you think the \_\_\_\_\_ (back)? Why? / Why not?
- 6 Do you think \_\_\_\_\_ (pitch) is the best way to raise money for your business?

- 8B Work in pairs or small groups.

Teacher's resources: extra activities

A **business project** consolidates grammar and vocabulary from the lesson in a collaborative task involving business skills.

### PROJECT: Setting up a business

- 9A Work in small groups. Imagine you want to start a business together. Follow these steps.
  - Decide on your business. Use the ideas in the table if necessary.
  - Think about what type of consumers might be interested in buying your product or service.
  - How will you get financial backing for your project?

	Tech	Non-tech
Service	<ul style="list-style-type: none"> <li>• App to arrange car sharing for long journeys</li> <li>• App to find restaurants offering gluten-free food</li> </ul>	<ul style="list-style-type: none"> <li>• Ironing service for busy people</li> <li>• Personal trainer who comes to your home or place of work</li> </ul>
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- 9B Present your business ideas to the class. Vote on the best idea.

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
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## 6.1 Fairphone

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- 5 Do you think that \_\_\_\_\_ (back)? Why? / Why not?
- 6 Do you think \_\_\_\_\_ (invest) in your business?

- 8B Work in pairs or small groups.

Teacher's resources: extra activities

A **business project** consolidates grammar and vocabulary from the lesson in a collaborative task involving business skills.

Authentic video content introduces key vocabulary in an interesting and thought-provoking context.

Clear reference to teacher resources.

### PROJECT: Setting up a business


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**B** Present your business ideas to the class. Vote on the best idea.

➤ at the end of Lesson 1

➤ **collaborative** group task

➤ strong emphasis on

**communication** and **fluency**

Lesson outcome

Learners can use reported speech to report what other people have said and asked.

**Lead-in 1** Work in pairs. Do you think you need to go to university if you want to build a successful business?

**2** Match the words in the box with the definitions.

cool fashionable high flyer prestigious reliable well-known

- |  |   |
|--|---|
| 1 admired as one of the best and most important  | 4 very attractive, interesting, etc. in a way that people admire  |
| 2 known by a lot of people                       | 5 can be trusted or depended on                                   |
| 3 popular, especially for a short period of time | 6 someone who is extremely successful in his/her job or in school |

with your partner again. Think of one organisation, product, service or person in which you could use the words in Exercise 2 to describe it.

Work in pairs and look at the article headline. Why do you think someone might want to leave a prestigious university to start a business?

Read the article quickly and check your predictions.

Read the article again and answer the questions.

- What type of business is Traveloka?
- Does it make money?
- What evidence is there that the business is successful?
- What markets does Traveloka operate in?
- Do Mr Unardi feel attitudes to his profession have changed in Indonesia?
- Do you think he feels positive or negative about the future of the industry in Indonesia?

Work in pairs. To what extent do you think Ferry Unardi's success was due to luck, hard work or something else?

FT

### High flyer left Harvard to start his business

by Avantika Chikoti

It may be difficult to get into Harvard Business School – but it is also difficult to leave after just one semester, which is exactly what Ferry Unardi did. Today he is running one of Indonesia's best-known start-ups, the online travel agent Traveloka.

'Everybody knows internet time works differently from normal time,' says Mr Unardi, 27. 'When I arrived at school, I underestimated the speed of change.' When Traveloka started out, he said few Indonesian websites were well designed or even reliable, and many consumers were uncomfortable making transactions online. However, Traveloka had 10 million visitors a month by the end of last year and today takes between 10 and 15 percent commission from flight and hotel bookings. He told me the company had partnerships with 33 airlines and hotels across Southeast Asia.

Mr Unardi met one of his partners while studying computer science at the prestigious Purdue University in the USA. He said his other partner had been a fellow intern

at Microsoft. 'We always discussed the development of the internet industry in Indonesia and always thought about coming back,' Mr Unardi said.

When the three software engineers felt the time was right, with interested investors and a ready consumer base, they launched Traveloka as a search engine for the travel industry.

As with many start-ups up across Southeast Asia, the idea was not new. I asked him if any businesses had inspired them. 'We definitely had a lot of companies that we looked up to,' Mr Unardi says, and mentions Expedia and Priceline of the USA. 'Now, the rate of creativity and innovation is so high that it's inevitable somebody has done it previously.'

The CEO says that Indonesia's start-up scene is changing. 'That's the thing about programming and software – it's fashionable now,' he says. 'Now, you're cool if you do this, so it's interesting to see what type of people come in, and how they will take the industry forward.'

Grammar Reported speech

The company has partnerships with 33 airlines and hotels across Southeast Asia.

My other partner was a fellow intern at Microsoft.

Did any businesses inspire you?

**7A** Look at three comments Ferry Unardi made during the interview. How were these comments reported in the article?

**B** Answer the questions about reported speech.

- What changes to verb tenses did the journalist make to report the interview?
- What other changes are necessary to change direct speech into reported speech?
- What changes are necessary to change a direct yes/no question into a reported question?

→ page 123 See Grammar reference: Reported speech

**8** Look at some more statements Ferry Unardi made and questions the journalist asked during the interview. Choose the correct option in *italics* to complete the reported speech.

- 'My family don't understand what Traveloka does.' He said *his* family *didn't* / *my* family *don't* understand what Traveloka does.
- 'I was programming some websites as a student.' He told me *he* had *been* / *was* programming some websites as a student.
- 'Do you miss anything?' I asked *he* / *she* / *it* if he / she / it missed anything.
- 'E-commerce will grow.' He said *it* / *she* / *it* would grow.
- 'How did you get funding?' I asked *him* / *how* / *what* he got funding.

**9A** Listen to the audio and complete the table.

- Complete what the interviewer asked. Use a maximum of four words in each gap.
- The interviewer asked \_\_\_\_\_ doing in my free time.
  - I told \_\_\_\_\_ hanging out with friends.
  - She asked \_\_\_\_\_ any previous work or voluntary experience.
  - I said \_\_\_\_\_ the dog for a walk every day.
  - She asked me what I \_\_\_\_\_ doing in five years' time.
  - I said \_\_\_\_\_ about that.

**B** Do you think he got the internship? Why? / Why not?

Teacher's resources: extra activities

Speaking and writing

**10A** Work in groups of four. Read the information and prepare for the roleplay. Students A and B: You are new entrepreneurs. Think about the type of start-up you own and five key things you want to tell a business journalist about your company. Students C and D: You are business journalists. You are going to interview a new entrepreneur about his/her start-up. Think of five questions you want to ask the businessperson.

**B** Regroup (Students A and C together and Students B and D together) and roleplay the interview.

**C** Report back to your partner from Exercise 10A. Entrepreneurs: discuss what you want the journalist to put in the article. Journalists: decide what information will make an interesting article.

**D** Work individually. Entrepreneurs: write a short email to a friend reporting the interview. Journalists: write a short article based on your interview.

- 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.

Self-assessment

Articles from the *Financial Times* are an authentic source of information on real and current business issues.

Grammar presented in the authentic context of *Financial Times* content.



# 6.3

## COMMUNICATION SKILLS Influencing

### Lesson outcome

Learners are aware of different ways to influence other people and a range of phrases for dealing with objections.

**Lead-in** 1A Work in pairs. When is it helpful to be a good at influencing? What situations have you been in, or might you be in, when you need to influence someone?

1. What would you say to influence people in each of these situations?

- You want to get an extension on a work or study task, e.g. a report or an essay deadline.
- You want to go to a specific restaurant or a film with a friend and not a different one.

### VIDEO

2A Watch as Paula prepares to present PRO Manager's online courses to Pedro and Susan, potential customers from a chain of business schools in Mexico.



- How does Paula describe herself?
- How does Matt describe Pedro?
- Do you think Paula's natural influencing style will be successful with Pedro? Why / Why not?

Read the text and decide if the sentences (1-4) use a 'push' or a 'pull' style.

#### Influencing styles: push and pull

There are two influencing styles known as 'push' and 'pull'. With a push style, people try to influence through the strength of their ideas and opinions, their status, by listing benefits for the other person, and by getting the right people to support them. With a pull style, people show empathy and focus on finding out more about the other person's needs and challenges. Together, they try to find a common direction.

1. ... that would be difficult for you.  
2. ... to launch the product this month.  
3. ... we should do it this way.  
4. ... you feel. Would this option work for you?

5. ... which influencing style (option A or B) is better for Pedro and Susan. Give reasons for your answers.  
6. ... which video to watch first.

Option A - Paula tries to close the deal by highlighting the strengths of the offer (push).  
Option B - Paula adapts her approach when she hears the reaction from Pedro (pull).

7. Watch the videos in the sequence the class has decided. For Option A, decide if the sentences are true (T) or false (F). For Option B, answer the questions.

- Option A** 8.3.2
- Paula reminds Susan and Pedro of the benefits of the online courses.
  - Susan sees the benefits of the online courses in their school, but Pedro is hesitant.
  - Paula designed the proposal especially for the Mexican business schools.
  - Paula varies her approach to persuade both Susan and Pedro.
  - Paula successfully persuades both of them.

- Option B** 8.3.1
- What is the most important point Pedro is concerned about?
  - What else is he concerned about?
  - How does Paula adapt her style when she sees Pedro is hesitant?
  - Does Paula successfully persuade them?

4. Work in pairs. Discuss what lessons you have learnt about influencing people.

5. 8.3.4 Watch the Conclusions section of the video. What do we need to do when we are trying to persuade others? How far do you agree? Why?

### Reflection

- Think about the following questions. Then discuss your answers with a partner.
  - When trying to influence to others, do you mostly make statements or ask questions?
  - What is one advantage and one possible disadvantage of your influencing style?

The communication skills training programme supports the development of **soft business skills**.

Phrases for dealing with objections. Put these phrases from the video into the correct section of the table.

- [I/We] totally understand your concern.
- That's why [there's provision for us to support the platform].
- Sorry, the most important thing for you is ...?
- Can I ask [why you don't think the finances will work out]?
- That doesn't have to be a problem. [I/We/You] would/could/can ...
- How does that sound?

Acknowledge	Probe	Answer	Confirm
[I/We're] aware that ... [I/We] appreciate that ... That's also [fair/good/interesting] point.	What [is/are] your main concern(s)?		If ... , does that address your concern(s)?

8A Put the dialogue between a salesperson and a client into the correct order (1-9). Two lines have been done for you.

- I don't know. It's a lot of money.
- It sounds good. Yes, we do!
- Is that interest-free?
- That doesn't have to be a problem. You could pay in instalments to spread the cost.

Functional language, is practised throughout the unit.

Teacher's resources: extra activities

Work in pairs and practise the dialogue in Exercise 8A.

8A Work in pairs. Look at the situations (1-4) and your partner's possible objections. Prepare your ideas and plan what you will say using phrases from Exercise 7. Then roleplay the conversations.

- Speaker A:** Persuade your colleague to come in to the office with you on Saturday.  
**Speaker B:** Your objection is that it's the weekend.
- Speaker A:** Persuade your friend to go bungee jumping with you.  
**Speaker B:** Your objection is that it's dangerous.
- Speaker A:** Persuade your boss to pay for your business school course this summer.  
**Speaker B:** Your objection is that it's expensive.
- Speaker A:** Persuade your boss to let you work from home one day a week.  
**Speaker B:** Your objection is that you need to have him/her in the office to talk to him/her.

9. Work with another pair and discuss. Did you succeed in persuading your partner to do the things you wanted him/her to do? Did you follow the four steps from Exercise 7? Which phrases did you find useful?

### TASK

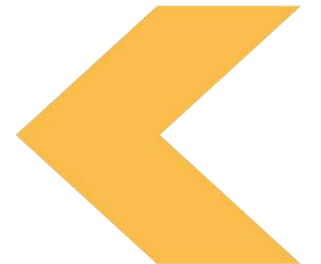


- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

# Communication skills video



The video player interface features a white background on the left and a green background on the right. In the top left corner, the Pearson logo (a blue circle with a white 'P') is followed by the word 'Pearson' in a black sans-serif font. Below this, the text 'B1+' is displayed in a bold green font, with a green arrow pointing to the right. The main title 'Business Partner' is written in a large, bold, dark green font, with 'Business' on the top line and 'Partner' on the bottom line. Below the title, 'Video 6.3.1' is written in a smaller, bold, dark green font. At the bottom of the player, a progress bar shows '0:03 / 1:41' on the left. On the right side of the progress bar, there are icons for volume, full screen, and a menu.



Lesson outcome

Learners can use a range of phrases to present facts and figures using visual information.

Lead-in

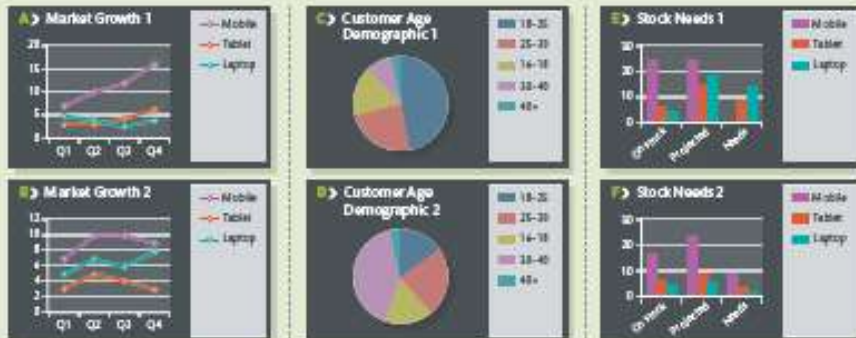
- 1 Think of a presentation you've given at work or during your studies. Work in pairs and discuss the questions.
  - 1 Who was the audience? Did you adapt the content to this audience?
  - 2 Was the presentation too long / too short / just right?
  - 3 Which tools did you use, e.g. PowerPoint, a flipchart, etc.?
  - 4 Was there visual data, e.g. images, tables, charts, videos? Were they useful or distracting?
  - 5 What went well? What didn't go well?
- 2 In pairs, discuss what tips you can think of for preparing and delivering visual data in a presentation.

Listening

- 3A Match the words and phrases (1-9) for presenting ideas or information about business sales with the correct definition (a-i).
- |                  |   |
|------------------|---|
| 1 market growth  | a a financial calculation about a future trend                                  |
| 2 target market  | b the amount of money that a company brings in over a year                      |
| 3 forecast       | c the amount of spending money people have available after they have paid taxes |
| 4 demographic    | d an increase in demand for a product or service                                |
| 5 annual revenue | e the expected future sales of a product  |
| 6 inventory      | f the quantity of products kept in a shop or warehouse                          |
| 7 sales          | g the customers that a company wants to sell to                                 |
| 8 income         | h a particular section of the population, e.g. people aged 18 to 30             |
| 9 loan           | i an amount of money that is borrowed   |

- 3B Listen to two parts of the same presentation. Work in pairs and discuss the questions.
- 1 What products does the company make?
  - 2 Which are the two biggest age demographics?
  - 3 Is the mobile sector growing or slowing down?
  - 4 Do they have enough stock?
  - 5 Which products should they focus on in the next two years?

- 3C Listen to Part 2 again and look at the pairs of charts below. Which chart in each pair is the speaker talking about?



Functional language

Presenting visual information

chart graph hand over next part notice pie right slide

closely fact details interesting show you significant think

- 4 Complete the expressions from the recording in Exercise 3B with the words in each box below. If necessary, use the audioscript on page 149 to help you.
- Part 1: the overview
- 1 In this \_\_\_\_\_ of my presentation, I'm going to tell you more about [the target market].
  - 2 On this \_\_\_\_\_ you can see [three charts].
  - 3 This \_\_\_\_\_ chart shows [us the age demographic of our target customers].
  - 4 You can see [which ages the colours refer to] on the \_\_\_\_\_.
  - 5 You'll \_\_\_\_\_ that [the 18-25-year-old age group is our biggest target group].
  - 6 Next, you can see [the growth of our market ...] on this line \_\_\_\_\_.
  - 7 Finally, on this bar \_\_\_\_\_ you can see [the stock levels we have].

Functional language practice is followed by a **practical task** utilising a variety of business skills.

Key business skills development is followed by **practical exercises**.

using expressions from Exercise 4.

Teacher's resources: extra activities

page 133 See Pronunciation bank Introduction and discourse marking in presentations



TASK

- 5A Work in pairs. Read the information and plan your presentation together.

**Professional context**  
You have recently set up a business from home, selling products online. You are growing and want to buy more stock to meet the demand.

- The task**  
Prepare a short presentation to a bank or an investor, asking for a loan or investment. Your presentation should contain visuals (graphs/charts) and include the following key information:
- your context (e.g. the company name and product);
  - information on your target market (age and type of customer);
  - information about market growth (is the market growing? If yes, how quickly?);
  - stock levels (How much do you have at the moment? How much more do you need?).
- Use this structure to organise your presentation and decide who will deliver each section:
- Introduction and overview
  - Detail on two or three visuals (bar chart, pie chart, etc.)
  - Main topic
  - Conclusion and final message

- 5B Give your presentation to the class. Ask for feedback about the structure and how you presented the facts and figures.


- 5C When you are not presenting, listen to other presentations and make notes on the key information and other relevant points. Give the presenters feedback.

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 simple summary of factual work-related information.

- Lead-in 1A**  **6.04** Listen to the first part of a talk by a successful entrepreneur. What is the main purpose of this part of his talk?
- to give his audience advice
  - to explain the background to his business
  - to convince his audience to invest in a new project
- B** Listen again and complete the summary. Use one to three words in each gap. Ignore the underlined words.

George Johnson, founder of GWoodToys, explains how he began his business

He mentions that he was working as a(n) <sup>1</sup> \_\_\_\_\_ when he started making <sup>2</sup> \_\_\_\_\_ for his young children. However, these toys were so popular with other parents that he started selling them at <sup>3</sup> \_\_\_\_\_, where they always sold out. His <sup>4</sup> \_\_\_\_\_ was huge; parents and children who loved the toys. Originally he made them in his garage but, when two local stores became interested, he realised he had to expand even further and find <sup>5</sup> \_\_\_\_\_. The initial funding came from <sup>6</sup> \_\_\_\_\_ and remortgaging his house, but soon a big department store expressed interest in <sup>7</sup> \_\_\_\_\_ for 50,000 units. As a result, he realised he had a potentially very successful business but, in order to fulfil the order, he would need a huge investment to expand. With the department store order, he started <sup>8</sup> \_\_\_\_\_ to various backers: banks, crowdfunding schemes and <sup>9</sup> \_\_\_\_\_. Finally, he was fortunate enough to find one who brought both the money and experience to the business.

- C** Listen again and read the audioscript on page 149. Check your answers to Exercise 1B.

## Functional language

- 2** Match the tips (1–5) with the underlined examples in the summary in Exercise 1B. Some tips have more than one example.


1 Identify main topic/purpose	
2 Use synonyms where possible	
3 Paraphrase	
4 Use linking words to join sentences	
5 Use reporting verbs	

**T** Teacher's resources: extra activities

**L** The summary contains examples of how to order information in sentences. Go to MyEnglishLab for optional grammar work.

→ page 123 See Grammar reference: Order of information in sentences

## TASK

- 3A** Work in pairs. Turn to page 134 and read the summary of the final part of the talk. Discuss ways in which you could improve it and shorten it. Use the tips in Exercise 2 to help you.
- B**  **6.05** Listen to the final part of the talk and read the audioscript on page 149. Write your own summary in around 250 words.
- C** Exchange summaries with your partner. How well did your partner use the five tips in Exercise 2? Did your partner include the same information as you?

A one-page writing section consolidates **functional language, vocabulary and grammar** from the lesson and helps prepare learners for the writing task.

Clear reference to **MyEnglishLab** online practice.

- 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.

# Business Workshops

## 1 Office space p.88

**Lesson outcome:** Learners can exchange information about texts they have read and can contribute ideas in a discussion to design an office space.

**Listening:** Employee views on their workspace  
**Reading:** Millennial-friendly workspaces  
**Task:** Design a new office space

## 2 Kloze-Zone p.90

**Lesson outcome:** Learners can understand the challenges facing a retailer and can describe ideas for a promotional event and marketing campaign.

**Listening:** Customer and staff feedback on a clothing store  
**Task:** Brainstorm a brand awareness campaign  
**Writing:** An email summary of the campaign

## 3 Social media manager required p.92

**Lesson outcome:** Learners can compare CVs/resumes, talk about professional experience and ask and answer questions in job interviews.

**Video and listening:** Three video CVs  
**Listening:** First interviews  
**Reading:** Analysis of three CVs and covering letters  
**Task:** Conduct a second interview

## 4 Supermarket wars p.94

**Lesson outcome:** Learners can use key information from a text to complete a chart and can make choices about company strategy, giving reasons.

**Reading:** Profiles of competing supermarket chains  
**Task:** Select the best strategies for growth  
**Listening:** Compare your strategies with a business news report

## 5 Robots wanted for a warehouse p.96

**Lesson outcome:** Learners can understand the details of supplier processes and can negotiate and summarise the key terms and conditions of a deal.

**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

## 6 Doable crowdfunding p.98

**Lesson outcome:** Learners can understand the main points in crowdfunding pitches and can prepare and deliver a short crowdfunding pitch.

**Video and listening:** Three crowdfunding pitches  
**Speaking:** Decide which crowdfunding project to back  
**Task:** Prepare and deliver a crowdfunding pitch

## 7 Cross-cultural consultants p.100

**Lesson outcome:** Learners can exchange information about texts they have read and can give a brief presentation with recommendations for working across cultures.

**Reading:** Blog posts on cultural awareness  
**Listening:** Interviews with staff about working internationally  
**Task:** Recommendations for working in your culture  
**Writing:** A formal email confirming the outcome of the presentations.

## 8 Talent management p.102

**Lesson outcome:** Learners can understand details in conversations about training needs and can participate in a discussion to design a personal development plan.

**Listening:** 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

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## BUSINESS WORKSHOP 1 Office space

**Lesson outcome:** Learners can exchange information about texts they have read and can contribute ideas in a discussion to design an office space.

**Background 1** Read the background and discuss the questions with a partner.

## BUSINESS WORKSHOP 3 Social media manager required

**Lesson outcome:** Learners can compare CVs/resumes, talk about professional experience and ask and answer questions in job interviews.

**Background 1** Read the job advert and answer the questions with a partner.

- 1 What kind of job is being advertised?
- 2 Who is the employer?
- 3 Is experience necessary for the job? What kind of work experience would be useful?
- 4 What kind of candidate are they looking for? What kinds of qualities and skills are required?
- 5 Would you apply for this job? Why? / Why not?
- 6 What would you say about yourself in a one-minute video CV?
- 7 Why do you think some companies like to ask for video CVs?

Finding out what employees think

### SOCIAL MEDIA MANAGER REQUIRED

Do you have a proven track record in communications and marketing? Are you a social media addict? Would you like to join our multilingual, creative team?

Media Solutions is a prestigious media company specialising in media and PR solutions for clients worldwide. We are based in the city of Copenhagen, although our clients range from engineering firms in Germany to High Street chains in Singapore.

Job responsibilities include:

- Managing and contributing to our social media sites
- Improving the profiles of key clients in social media
- Delivering easy-to-read social media reports and updates for clients
- Liaising with both the marketing team and key clients
- Reporting to the Head of Communications

Candidates with relevant experience in social media are preferred, although previous experience in a management position is not required. You must be a team player and be able to work to tight deadlines. Knowledge of languages is desirable. The salary is negotiable according to experience.

Applicants must send a CV with a covering letter and a short video CV to our HR Manager at [jobs@mediasolutions.com](mailto:jobs@mediasolutions.com). Your video CV should be one minute long and answer the question, *Why should we hire you?*

\*PR: Public Relations

**Video CVs 2** Work in pairs. Student A is the Human Resources Manager and Student B is the Head of Communications at Media Solutions. Use your notes from Exercise 1 to make a list of the qualities, skills and experience your ideal candidate will have.



- 3A BW 3.01 | 3B BW 3.01
- 3A** Cindy. Take notes about their qualities, skills and experience. What are your first impressions of each candidate?
- B** Work with your partner again. Compare your notes and first impressions. Who is the best at selling herself? Why?

Teacher's resource: extra activities

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The office as somewhere to enjoy

**5A** Work in pairs. Find out about what some companies are doing to make their offices happy places to work.

Student A: Read the article on this page.  
Student B: Read the article on page 132.

**B** Tell your partner in your own words about the article you read. Which of the office features mentioned in the articles would be most attractive to you?

Teacher's resource: extra activities

Business workshop 1 >

Business workshop 3 >

**4A** Read the CVs of two of the candidates. The headings are missing from Birte's CV. Which headings could you use? Use the CV of the other candidate to help you.

Student A, the Human Resources Manager: Go to page 132 to read Amalia's CV. Then go to page 137 to read Birte's CV.  
Student B, the Head of Communications: Go to page 134 to read Cindy's CV. Then go to page 137 to read Birte's CV.

**B** Who would you hire at this stage? Make notes about the two CVs you read and then compare your ideas with your partner.

*The candidate needs to be someone who ...  
I'd prefer someone who has ...  
I'd hire/employ Amalia/Birte/Cindy because she has good ... skills ...  
I think we should hire/employ Amalia/Birte/Cindy because of her experience in ...*

	Strengths	Weaknesses
Amalia:		
Birte:		
Cindy:		

Teacher's resource: extra activities

**Analysis of covering letters**

**First interviews**

Teacher's resource: extra activities

**7** Work in new pairs and agree on which candidate you have decided to call for a second interview. Student A is the Human Resources Manager and Student B is your chosen candidate. Follow these steps.

- Student A: Human Resources Manager**
- Prepare some questions for the interview. You will ask the candidate some general questions about his/her education and work experience. Include three or more difficult questions, for example why you should hire him/her, and ask for examples of his/her proudest achievement and his/her communication skills.
  - Make sure you describe the job position and the responsibilities involved.
  - Be prepared to answer the candidate's questions at the end.

- Student B: Candidate**
- Think about what questions you expect to be asked in the interview and prepare your answers. Think about why they should hire you, and be ready to give examples of your proudest achievement and your communication skills.
  - Deal with difficult questions using different strategies and expressions.
  - Be prepared to ask the interviewer questions at the end about the job position and the responsibilities involved.

**Social media profiles**

**8A** The company checked the candidates' social media profiles after the interviews before making a final decision. Read the information on page 136 then discuss the company's decisions with your partner.

**B** Do you agree with the company's final choice? What other factors could influence their final decision?

**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.

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## 1.1 Roles and responsibilities

### 1 Complete the text using the words in the box.

after care charge for head involves leads makes reports with

Grigor's new job <sup>1</sup> meeting new clients and he <sup>2</sup> to the Sales Manager. He is responsible <sup>3</sup> presenting the products and winning orders. His boss, who <sup>4</sup> the sales team, motivates his staff well. As <sup>5</sup> of Sales he sets their targets every month. He looks <sup>6</sup> them very well and it is a happy team. Grigor works closely <sup>7</sup> the distribution team and <sup>8</sup> sure that orders are delivered on time. He also has to take <sup>9</sup> of the paperwork. Grigor hopes to be in <sup>10</sup> of his own company one day.

## 1.2 Future forms

### 2 Choose the correct option in italics.

- I was late this morning. I'm sure I *'m going to get / 'm getting* a warning from the boss.
- The office *opens / is opening* at 10 o'clock on Fridays.
- What do you think? *Are we going to sell / Do we sell* more this month?
- He's decided he *asks / 's going to ask* his boss for a pay rise today.
- What time *are you meeting / do you meet* him at the station later?
- What? The course *finishes at 6 p.m. / 'm going to / 'm miss* my train.
- They've closed the airport because it *snows / 's going to snow* more this afternoon.
- I *'m seeing / see* the new clients later today.

## Functional language

### 1.3 Greetings, introductions and goodbyes

### 3 Complete the dialogue using the phrases in the box.

a bit of a delay first time for coming have you met in person in such a rush let's go and say hello not bad, not bad see you again

- A: Hi! How's it going?  
 B: <sup>1</sup> . What about you?  
 A: Fine thanks.  
 B: Good trip?  
 A: We landed only 30 minutes late. <sup>2</sup> at Frankfurt Airport.  
 B: <sup>3</sup> Julia Knopf before? She runs the marketing office.  
 A: Yes, I have. Nice to <sup>4</sup> .

C: You too.

B: Excuse me. Sorry to be <sup>5</sup> like this, but I've got a meeting in five minutes. Before I leave, <sup>6</sup> to Miranda Scales. She works in head office.

A: Hi Miranda, I'm Jack Levine from the New York office. Nice to finally meet you <sup>7</sup> .

D: You too. So, <sup>8</sup> in London?

A: Yes, it is.

D: Well thank you <sup>9</sup> to this meeting.

A: You're welcome.

## 1.4 Asking and answering questions in first meetings

### 4 Choose the correct option in italics to complete the dialogue.

- A: Can I *offer / take* you a drink?  
 B: That *'could / would* be great, thank.  
 A: Where are you *'positioned / based* at the moment?  
 B: In Geneva, but I was in Rome for two years before that.  
 A: Do you *'work / report* to Roger Kleitz?  
 B: Yes, I do. Do you know him?  
 A: I *'worked / joined* with him last year.  
 B: When did you *'join / attend* the company?  
 A: Five years ago.  
 B: Are you *'open / free* for lunch today?  
 A: Sorry, I'm meeting Matt Miller.

## 1.5 Ordering information

### 5 Put the sentences in the correct order.

- Dear Mr Umbala
- I've therefore arranged, after a coffee break, for the Quality Control Manager to take you through the procedures.
  - Please do not hesitate to contact me if you have any questions before the visit.
  - We look forward to seeing you on October 7th at our factory premises.
  - The Production Manager will meet you at the entrance at 9.30 to show you and your colleagues around.
  - After that you will understand how we manage to maintain the highest quality control.
  - Yours sincerely
  - I will join you and the other managers for lunch at 1 p.m. in our staff restaurant.
  - In the afternoon we can meet in my office to discuss the details of your order.
  - I am writing to confirm that we have organised your visit to our factory on October 7th.
  - I understand that you are particularly interested in the quality control we do.
- Brian Watkins

## 2.1 Marketing and brands

### 1 Complete the text using the words in the box.

approach base core devalued growth history loyalty marketing stretching venture

We have decided to take a cautious <sup>1</sup> to expansion, because we know there is a lot of bad <sup>2</sup> with many companies whose brand-<sup>3</sup> strategies have led to the brand being <sup>4</sup> . This in turn can cause the brand <sup>5</sup> , which had built up over years, to disappear. Thanks to our interactive <sup>6</sup> , which has broadened our client <sup>7</sup> , sales of our beauty products have seen very fast <sup>8</sup> over the last two years. We've now decided to move away from our <sup>9</sup> business and to <sup>10</sup> into the ultra-luxury spa hotel business.

## 2.2 Connectors

### 2 Choose the correct option in italics to complete the text.

*'Recently / Previously / As well as* we decided that the brand needed refreshing so we discussed what to do. We got together with focus groups *'such as / also / and* elicited customer feedback to determine how our brand is currently perceived. *'Then / Previously / While* our branding consultants got to work on the new logo. *'As well as / In addition / For instance*, we asked staff to come up with some ideas for a new logo, too. *'However / Although / But* the consultants produced some great ideas, a design from a member of staff was finally chosen. *'Now / Recently / When* we still have a lot of work to do before the product range can be launched with the new branding and the ad campaign finalised, but we are confident we are making changes for the better.

## Functional language

### 2.3 Giving and responding to advice

### 3 Complete the advice given by a manager using the phrases in the box.

why don't we we need you shouldn't have you tried this would be it's important

- A: I never seem to have enough time to do my work.  
 B: <sup>1</sup> planning your work for each day and week? That can help. <sup>2</sup> to sort this problem out now. <sup>3</sup> for each team member to meet the deadlines. <sup>4</sup> be missing them so often. <sup>5</sup> have a look at your tasks for this week together now? I think <sup>6</sup> an opportunity for you to improve your organisational skills.

## 2.4 Signposting in presentations

### 4 Complete the missing words. The first letters are given.

Let's <sup>1</sup> b\_\_\_\_\_ with the most important part – the new line of products.

<sup>2</sup> F\_\_\_\_\_, I'd like you to <sup>3</sup> \_\_\_\_\_ a look at this slide. It shows the new packaging and logo, which I think look really great. Secondly, the products themselves have been redesigned and now look much fresher and more up-to-date. <sup>4</sup> F\_\_\_\_\_, this last slide outlines plans for our digital marketing campaign.

As I said <sup>5</sup> e\_\_\_\_\_, we aim to attract younger customers. This is very <sup>6</sup> \_\_\_\_\_ if we want to remain competitive.

I'd like to thank everyone for their input on this project. The Marketing Manager will say <sup>7</sup> m\_\_\_\_\_ about that later. Well, thank you very much for <sup>8</sup> \_\_\_\_\_ . I'll hand over to Fran now.

## 2.5 Accepting and declining an invitation

### 5 Match the sentence halves.

- I'm afraid
  - We're very much
  - I'd like to
  - I'm writing
  - It would be great if
  - I'm sorry
  - Unfortunately, I
  - I'd love to come
- can't make the open day as I am away.
  - to your open day but I'm away.
  - but I can't come to the open day.
  - to invite you to our open day next Friday.
  - look forward to seeing you at our open day.
  - invite you to our open day.
  - you could come to the open day.
  - that I will be unable to come to the open day.

**Introduction**

Pronunciation is important because even if you use the right words and the right grammar, you won't be able to communicate effectively if listeners can't understand your pronunciation easily. Awareness of the key elements of pronunciation will also help you to understand spoken English better.

**Syllables, stress and intonation**

Different words have different numbers of syllables:  
 1 syllable *grow, growth* 4 syllables *in-ter-view-er, co-or-di-nate*  
 2 syllables *prod-uct, re-port* 5 syllables *char-ac-ter-is-tic*  
 3 syllables *in-ter-view, pro-duc-tion* 6 syllables *re-span-si-bil-i-ty*

In words with more than one syllable, one of the syllables is stressed, i.e. clearer, louder and longer than the other syllables, and it carries the main intonation, i.e. the movement of the voice up or down:

PRoDuct      INterview      INterviewer  
 rePORt      proDUCtion      coORDinate

In longer words and compound nouns there is often a secondary stress, i.e. a less strong stress earlier in the word:

CHARacteriSTic      resPonsiBILity      mOBile PHONE

Stress is important in making words recognisable, and stress and intonation are used to highlight important information.

**A:** Are you still using that same old comPUter?      **B:** No, I've got a NEW one.  
**A:** Did you get it as a PREsent?      **B:** No, I BOUGHT it.

**The sounds of English**

These are the sounds of standard British English and American English pronunciation. See also the section 'Varieties of English' on the following page.

Consonants		Vowels		
Symbol	Keyword	Symbol	Symbol	Keyword
p	pen	li:	AmE	
b	back	ɪ	ɪ	kit
t	tea	e	e	dress
t (AmE)	city	æ	æ	bat
d	day	ʌ	ʌ	but
k	key	ɑ	ɑ	foot
g	get	ɔ		oak
tʃ	church	ə	ə	about
dʒ	judge	i	i	happy
f	fact	u	u	situation
v	view	ɪ	i	feel
θ	thing	ɑ:	ɑ	father
ð	this	ɔ:	ɔ	north
s	soon	u:	u	goose
z	zero	ɜ:	ə	sir
ʃ	ship	eɪ	eɪ	face
ʒ	pleasure	aɪ	aɪ	price
h	hot	ɔɪ	ɔɪ	boy
m	more	ɑ:	ɑ:	no
n	nice	ɑ:	ɑ:	mouth
ŋ	ring	ɪə	ɪr	near
l	light	eə	er	fair
r	right	ɔ:	or	jury
j	yet			
w	well			

*ɪ* means that many American speakers use a voiced sound like a quick /d/ for the /t/ in words like city, party, little  
 : shows a long vowel

**Sounds and spelling**

In English, the relationship between spoken and written language is particularly complicated.

The same sound can be spelt in different ways, e.g.:

- /aʊ/ *slow go loan toe although know*
- /s/ *sell science cent*

The same letter can be pronounced in different ways, e.g.:

- the letter *u* can be pronounced /ʌ/ as in *cut*, /ʊ/ as in *full*, /ʊ/ as in *sure* in British English or /j/ as in *busy*;
- the letter *s* can be pronounced /s/ as in *sell*, /z/ as in *easy*, /ʃ/ as in *tension* or /ʒ/ as in *decision*.

**Using a dictionary**

Once you are familiar with the phonetic symbols in the table in The sounds of English section, you will be able to use a dictionary to find the pronunciation of any word you are unsure about. As well as the sounds in a word, dictionaries also show word stress. Look at this dictionary entry for *contro-versial*.

**con-tro-ver-sial** /kən'trɔ:vɪʃəl/ *adj* causing a lot of disagreement, because many people have strong opinions about the subject being discussed

- The ' sign shows you that the syllable immediately after it is stressed.
- The , sign shows you that the syllable immediately after it has secondary stress.
- The : sign shows you that the vowel is long.

**Simplifications**

In normal everyday speech, however, words often do not have the same pronunciation as shown in dictionaries. This is important for listening. Vowels in stressed syllables are usually pronounced clearly, but otherwise speakers make various simplifications.

- Some sounds are missed out, e.g. *facts* can sound like 'facs', *compete* can sound like 'cɒpete', *characteristic* can sound like 'tʃɑ:trɪstɪk'.
- Some sounds are merged together, e.g. *on Monday* can sound like 'ɒn Mɒndə', *ten groups* can sound like 'tɛn grʊ:ps', *this show* can sound like 'θɪʃəʊ'.

**Varieties of English**

English is of course spoken by some people as a first language, but it is spoken by much larger numbers of people who learn it as an additional language and use it as a lingua franca for international communication.

There is a large amount of variation in how English is pronounced:

- Variation among traditional 'native' accents such as British, American and Australian. There are even considerable differences between the accents of different regions of the United Kingdom.
- Variation among accents of English as a lingua franca, with many of the differences caused by the influence of speakers' first languages, e.g. Japanese speakers often do not distinguish between /l/ and /r/, and Spanish speakers often add an /e/ at the front of words beginning with /sp/, /sk/ and /st/.

Consonant sounds are generally similar in different varieties, but there is much more variation in vowel sounds – both the number of vowel sounds used and the exact quality of the sounds.

In the audio and video recordings which accompany this course – and in your everyday life and work – you will hear speakers from various English-speaking and non-English-speaking backgrounds communicating successfully with each other despite such differences in pronunciation. For example, many speakers do not use the /θ/ sound of 'think' and the /ð/ sound of 'then', but this does not generally affect their ability to make themselves understood. Particularly important things to concentrate on include:

- word stress,
- stress and intonation in phrases and sentences, for highlighting important information,
- consonant sounds,
- groups of consonants at the beginning of words – e.g. *strong*,
- the difference between long and short vowels.

Good pronunciation does not necessarily mean speaking like a 'native' speaker, it means being understood by others when communicating in English. Awareness of pronunciation principles and regular pronunciation practice will help you improve your speaking, but also your listening comprehension.

## 1.2 Future forms

We can talk about the future using a variety of forms depending on the function:

- We use the **Present Simple** for **events scheduled to happen** (something that is timetabled).

*I **have** a job interview tomorrow.*

*Our train **doesn't leave** until 8.30 this evening.*

***Does** the departmental meeting **start** at 9 o'clock on Monday as usual?*

- We use the **Present Continuous** for **plans/arrangements** (something you have confirmed for the future). This often involves other people.

*I'm **visiting** the suppliers tomorrow.*

*He's on holiday so he **isn't coming** to the meeting on Friday.*

*Are you **having** a leaving party next week?*

- We can use **be + going to + infinitive** in two different ways:

- to talk about **personal intentions** (something you want to do).

*I'm **going to get** to the office early tomorrow.*

*We **aren't going to change** the software.*

*Is she **going to come** to the meeting?*

Note: We use the Present Continuous more for plans/arrangements with other people and **be + going to + infinitive** for personal intentions. However, often we could use either form because many events can be seen as either plans/arrangements or intentions.

*I'm **visiting** the suppliers tomorrow. (This is a plan/arrangement between the supplier and myself.)*

*I'm **going to visit** the suppliers tomorrow. (This is my intention.)*

*I'm **going to get** to the office early tomorrow. (This is my intention.)*

*I'm **getting** to the office early tomorrow. (This is not correct because it is not a plan/arrangement.)*

- to talk about **predictions when something is probable** (something you expect to happen).

*He's very good. I think he's **going to get** promoted soon.*

*Look at this office! It's **not going to be** big enough for four people.*

*She does a great job. I'm sure they're **going to make** her Chief Executive.*

## 1.5 Present Simple and Continuous

We can use the **Present Simple** to talk about:

- permanent situations.**

*He **supervises** the production line.*

*He **works** in the finance department.*

- general facts.**

*Water **freezes** at 0 degrees.*

*It's **one of the biggest** companies in the world.*

- repeated/regular actions.**

*They **work** in an office.*

*She **deals** with customers.*

We can use the **Present Continuous** to talk about:

- things happening at the same time as we are speaking or writing.**

*We're **waiting** for a delivery.*

*He's **showing** Mr Jones around the factory.*

- temporary situations.**

*I'm **staying** with a friend while I'm in London this week.*

*He's **acting** as Head of Finance while his boss is on maternity leave.*

- future plans/arrangements.**

*We're **meeting** the clients tomorrow morning.*

*She **is visiting** our offices next week.*

There are some **verbs which are rarely used in the continuous**. These include:

*be, believe, contain, dislike, hate, hear, know, like, love, need, own, possess, smell, sound, understand.*

There are also some common **verbs which change their meaning** in the Present Simple and Present Continuous. These include:

- think**

*I **think** you're going to find it very interesting. (This is my opinion.)*

*I'm **thinking** about the induction day. (This is the topic.)*

- have**

*I **have** a good car. (= have got / own / possess)*

*He's **having** breakfast. (= eating)*

- see**

*I **see** your point. (= understand)*

*I'm **seeing** him tomorrow. (= meeting)*

## 2.2 Connectors

Connectors are words or phrases that signal to the reader or listener how things relate to one another in a text or speech, and help to support understanding. They can also be used to manage and direct the focus of the reader or listener.

There are different categories of connectors depending on the role they perform in the sentence. For example:

- adding ideas**, e.g. *and, also, as well as, in addition.*

***As well as** discussing the in-store customer experience, we **also** need to look at brand awareness if we want to improve sales figures.*

***In addition**, we feel that our stores should use new technologies to attract customers.*

- contrasting ideas**, e.g. *although, but, however, while.*

*Initial response to our new product range has been positive.*

***However**, there is still a lot of work to do to reach our target. (Note: we use a comma after However.)*

*I think she's a great brand ambassador, **although** I don't like her music very much. (Note: we use a comma before although.)*

*Certain luxury brands are popular in some countries, **while** different brands are popular in other markets.*

- referring to time**, e.g. *earlier (this year), in recent years, now, previously, recently, when.*

***In recent years**, Chinese customers have started to combine holidays abroad with shopping expeditions.*

- giving examples**, e.g. *for example, for instance, such as.*

*There are many successful global luxury brands, **such as** Bulgari, Chanel and Hermès.*

*Our stores use new technologies, **for instance**, we have created an app that lets the assistant know when a loyal customer enters the store.*

- sequencing**, e.g. *first of all, then, to start with.*

*If you'd like to go into marketing, **first of all**, you should feel passionately about brands.*

*The success of our brand is due to two factors. **To start with**, we have a well-designed, great product. **Then** we have the support of many, many loyal customers.*

## 2.5 Verbs + -ing vs. infinitive

When a verb is followed by another verb, the first verb dictates the form the second verb takes. There are various possibilities:

- verbs which take to + infinitive**

*afford, agree, arrange, attempt, claim, decide, demand, deserve, expect, fail, guarantee, hesitate, hope, learn, manage, offer, plan, prepare, promise, refuse, seem, tend, would like*

*They have **decided to sponsor** the exhibition.*

*We'd **like to invite** you to our offices in Delhi to meet the team.*

- verbs which take -ing**

*avoid, consider, delay, deny, dislike, enjoy, finish, involve, justify, miss, postpone, practise, risk, suggest*

*He **denied writing** the email to the boss.*

*They **postponed launching** the new product for six months.*

- verbs + preposition which take -ing**

*apologise for, insist on, look forward to, put off, succeed in*

*He **apologised for arriving** at the meeting late.*

*We **look forward to seeing** you soon.*

- verbs which take to + infinitive or -ing with a change in meaning**

*forget, go on, remember, stop, try*

*I **remember discussing** modern art with you last month. (Here remember refers to a past action, something the person knows happened.)*

*Please **remember to bring** this invitation with you. (Here remember refers to a future action, something the person needs to do.)*

*She **tried to write** an email to apologise, but she couldn't find the words. (Here tried refers to something the person wanted to do, but wasn't able to.)*

*She **tried writing** an email to apologise, but he still isn't talking to her. (Here tried refers to something the person did, but which didn't work as planned.)*

- verbs which take to + infinitive or -ing with little or no change in meaning**

*begin, continue, hate, intend, like, love, prefer, start*

*They **began arguing / to argue** the moment the meeting started.*



Lesson 1.2 > 2B

**Tall organisations** have lots of management levels. There is generally more bureaucracy and decision-making is slow and centralised in the top levels of the hierarchy (top-down decision-making). A criticism of tall organisations is that they are slow to innovate and therefore are less competitive. However, there are also many opportunities for promotion. Large complex corporations with a lot of staff are typical examples of tall organisations.

**Flat organisations** are less hierarchical. There are few levels of middle management. Decision-making is more decentralised and therefore quicker. The lines of communication between staff and senior managers are more direct and two-way (top-down as well as bottom-up). Flatter organisations are said to be more creative and innovative. However, with fewer management levels, there are fewer chances of promotion. Managers can have more responsibilities and stress. Start-ups with fewer staff are typical flat organisations.

Lesson 2.3 > 10A

- Your company is in the city centre, a 20-minute bus ride from your home. However, it now plans to move to a new industrial estate over an hour away by car. There are always traffic jams getting there because there are no public transport links yet. Ask your father/mother what you should do.
- You have moved to a new country to improve your language skills and job prospects. You had no idea how lonely you would feel after six months. Your colleagues at work do not socialise outside the office and you have found it hard to make friends any other way because your language skills are still quite basic. Should you just give up and go back to your country? Talk to your flatmates about what to do.
- You have recently been promoted at work. The job involves managing staff, which you have never done before. Ask some senior managers for their top tips on how to manage staff - a lot of whom are older than you.

Lesson 1.5 > 3A

- Going to conference.
- But may be late Friday.
- Can go Friday.
- Sorry.
- Thanks for email re induction day.
- Dentist appointment at 8.30 that day.
- I'm not free Thursday.

Lesson 1.4 > 5A

Role cards  
Read through the information and prepare for the roleplay.  
You can include any additional information you want.

Visitor role (Scenario 1)

**PROFESSIONAL**  
Name:  
Job:  
Location:  
Local manager:  
Time in company:  
Length of visit:  
Number of times in London:  
Project experience:  
**PERSONAL**  
Background:  
Travel:  
Studied:

Weather back home:  
Plans for the evening:

Host role (Scenario 1)

Welcome your guest to your company.  
Put your guest's role card on a table.  
Ask your guest whether he/she comes from your country and what he/she plans for the evening.

Observer role (Scenario 1)

Observe the meeting and notice how the host and guest make small talk.  
How could they improve?

Lesson 3.4 > 6B

Interviewees

- Decide on the job you are applying for.
- Read the advertisement and think of four questions to ask the interviewee. Include questions about the experience, both open and closed questions.
- Think about how you would answer the questions and how you would ask the interviewee if you have any questions.

Lesson 2.5 > 3A

Lesson 3.4 > 6B

Interviewees

Additional material

Lesson 1.4 > 5A

Role cards

Read through the information and prepare for the roleplay.  
You can include any additional information you want.

Student A

Observer role (Scenario 1)

Observe the meeting and notice how the host and guest make small talk. What areas do they perform well in? How could they improve?

Visitor role (Scenario 2)

**PROFESSIONAL**

Name: Use your own name  
Job: Works in Human Resources, team member  
Location: Germany - Frankfurt office  
Local manager: Peter Mann  
Time in company: One year  
Length of visit: Two weeks  
Number of times in London: Never  
Project experience: Zero

**PERSONAL**

Background: Originally from Germany  
Travel: Have visited two other countries  
Studied: At university in Switzerland  
Weather back home: Very good  
Plans for the evening: Would like to see a musical

Host role (Scenario 3)

Welcome your guest to the meeting and make small talk to put your guest at ease. You can ask questions about your guest's role in the company (e.g. job title, location, manager, experience), how long he/she is in town, whether he/she has been to your city before, where he/she comes from, travel, where he/she studied, the weather and his/her plans for the evening.

BUSINESS WORKSHOP 4 > 4A

Student A



Mulberry's is one of the main players in the UK with 16 percent market share. It has 1,370 grocery stores including 760 convenience stores. In recent years it has suffered a decline in sales and its market share has fallen due to competition from the discount supermarkets. In the last decade the chain invested heavily in building 'big box' outlets away from town centres selling everything from clothes to electronic goods. Analysts

BUSINESS WORKSHOP 5 > 5B

**Kin, the representative of Bot-automation, the Japanese supplier**

You are the supplier from Japan. You have quoted an approximate figure of 6.4 million zloty for the delivery and installation of three robots. Considering the size of your client's warehouse, it would be much more efficient with four robots. Each robot costs 2.1 million zloty, although you are prepared to negotiate a discount for the after-sales service for this contract. The final price of the deal will depend on the terms and conditions you negotiate.

- Prepare some questions to get to know your client better.
- Explain why they should buy from you. Give examples of good relationships with other clients and referrals.
- Answer the client's questions about payment and delivery terms. Confirm it is 50 percent on signing the contract, and 50 percent on delivery and installation. During installation, two engineers adapt the system to the client's needs.
- You offer one installation period as you find this is more efficient for you and the customer.
- You work with very reliable transportation companies. If the robots are damaged in transit, your company is responsible for replacing damaged goods.
- Explain your guarantee terms, i.e. if there is a major technical failure, you will send a maintenance technician to repair it within 36 hours. This work is outsourced to a robotics specialist in the client's country.
- You provide hands-on training in English during installation so that staff learn how to operate the robots and basic maintenance. But this service is provided at an additional cost of 43,000 zloty. The training is normally done by two specialist engineers.

Additional material

Lesson 4.2 > 10

Sample PEST analysis

Introduction

Lagaritjo is a small Spanish-based company founded in 2006. It produces handmade leather bags, shoes and accessories and sells these in high-street shops. The products are made with Spanish leather but manufactured in Indonesia, which has cheaper labour costs, and then the finished products are imported back to Spain. Lagaritjo also imports products made with rare animal leather, such as shoes, bags and belts made from python and alligator skin.

Political factors

Spain and Indonesia have good trade relations. Spain has a minority right-wing government.

Economic factors

The Spanish economy is recovering from a long economic crisis and is growing slowly. Spain has a long tradition of making leather goods but the industry has mostly closed down.

Social factors

People's attitude to the use of rare animal skins in consumer products. Consumers in Spain are prepared to pay for reasonably priced leather goods.

Technological factors

Similar products can be manufactured more quickly and more cheaply in Asia. More people are shopping online these days.

Conclusion

By outsourcing manufacturing to Indonesia, Lagaritjo has been able to keep costs low while at the same time producing high-quality leather goods. It is clearly missing an opportunity to sell its goods online both in Spain and to other countries which value Spanish leather goods as well as luxury products made from more exotic animals. However, there is a threat that conservation movements may begin campaigning against the use of python and alligator skins, which would affect Lagaritjo's business. To reduce the risk, the company needs to find out if there is a conservation problem about using these skins and decide whether it wants to continue with these product lines.

Lesson 7.5 > 3B

Situation on cross-cultural teams

Staff don't get on - projects delayed / misunderstandings

Suggest/Advise

- Get feedback from each team member
- More training
- Arrange meeting with whole team
- Invite members to other teams

Recommendation

Lesson 5.4 > 6B

ATAX (Seller)

ATAX has had a very successful year and is planning to produce more coats (40 percent more next year), and is opening a new factory in southern Turkey. LAURA is an important customer for you. You see the potential for medium- to long-term cooperation, so you want to sign a new contract for next year.

You have five areas to negotiate, with different options in each area:  
• number of coats (units) • number of colours  
• number of designs • level of discount • terms of payment.  
Each area has a number of associated points. If you score over 25 points, you win a personal €5,000 bonus.

	Comments	Points
<b>Number of coats</b>		
2,000	Want to sell maximum number possible.	4
3,000		6
5,000 or more		8
<b>Number of colours</b>		
3	More colours means higher production costs, so a lower number is better.	6
7		4
10 or more		2
<b>Number of designs</b>		
3	More designs means higher production costs, so a lower number is better.	6
6		4
10 or more		2
<b>Discount</b>		
15%	You are growing, so you have some flexibility on price.	6
20%		5
25%		4
<b>Terms of payment</b>		
30 days or below	Managing cash flow is important, so you prefer to have speedy payment of invoice.	7
45-60 days		5
Above 60 days		3

**Don't forget to plan the process and who says what in the negotiation.**

Lesson 8.2 > 1

- the process of gradually becoming bigger, better, stronger or more advanced
- someone's general attitude, and the way in which they think about things and make decisions
- determination to do something that you have decided to do, even if this is difficult
- careful thought, or an idea or opinion based on this
- the ability to understand other people's feelings and problems
- the things that a person or animal does

Lesson 1.2 > 2B

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Lesson 2.3 > 10A

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2 You have moved to a new country to improve your language skills and job prospects. You had no idea how lonely you would feel after six months. Your colleagues at work do not socialise outside the office and you have found it hard to make friends any other way because your language skills are still quite basic. Should you just give up and go back to your country? Talk to your flatmates about what to do.

3 You have recently been promoted at work. The job involves managing staff, which you have never done before. Ask some senior managers for their top tips on how to manage staff - a lot of whom are older than you.

Lesson 1.5 > 3A

- a Going to conference.
- b But may be late Friday.
- c Can go Friday.
- d Sorry.
- e Thanks for email re induction.
- f Dentist appointment at 8.30 this Friday.
- g I'm not free Thursday.

Lesson 1.4 > 5A

Role cards

Read through the information and prepare for the roleplay. You can include any additional information you want.

Student A

Visitor role (Scenario 1)

PROFESSIONAL

Name: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Local manager: \_\_\_\_\_  
 Time in company: \_\_\_\_\_  
 Length of visit: \_\_\_\_\_  
 Number of times in London: \_\_\_\_\_  
 Project experience: \_\_\_\_\_

PERSONAL

Background: \_\_\_\_\_  
 Travel: \_\_\_\_\_  
 Studied: \_\_\_\_\_

Weather back home: \_\_\_\_\_  
 Plans for the evening: \_\_\_\_\_

Host role (Scenario 1)

Welcome your guest to your company. Put your guest's role card in front of you. Ask your guest whether he/she comes from your country and how long he/she has been in London.

Observer role (Scenario 1)

Observe the meeting and notice how the host and guest make small talk. What areas do they perform well in? How could they improve?

Lesson 3.4 > 6B

Interviewees

Lesson 2.5 > 3A

Lesson 3.4 > 6B

Additional material

Lesson 1.4 > 5A

Role cards

Read through the information and prepare for the roleplay. You can include any additional information you want.

Student B

Observer role (Scenario 1)

Observe the meeting and notice how the host and guest make small talk. What areas do they perform well in? How could they improve?

Visitor role (Scenario 2)

PROFESSIONAL

Name: Use your own name  
 Job: Works in Human Resources, team member  
 Location: Germany - Frankfurt office  
 Local manager: Peter Mann  
 Time in company: One year  
 Length of visit: Two weeks  
 Number of times in London: Never  
 Project experience: Zero

PERSONAL

Background: Originally from Germany  
 Travel: Have visited two other countries  
 Studied: At university in Switzerland  
 Weather back home: Very good  
 Plans for the evening: Would like to see a musical

Host role (Scenario 3)

Welcome your guest to the meeting and make small talk to put your guest at ease. You can ask questions about your guest's role in the company (e.g. job title, location, number of employees), how long he/she has been in London.

BUSINESS WORKSHOP 5 > 5B

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- Answer the client's questions about payment and delivery terms. Confirm it is 50 percent on signing the contract, and 50 percent on delivery and installation. During installation, two engineers adapt the system to the client's needs.
- You offer one installation period as you find this is more efficient for you and the customer.
- You work with very reliable transportation companies. If the robots are damaged in transit, your company is responsible for replacing damaged goods.
- Explain your guarantee terms, i.e. if there is a major technical failure, you will send a maintenance technician to repair it within 36 hours. This work is outsourced to a robotics specialist in the client's country.
- You provide hands-on training in English during installation so that staff learn how to operate the robots and basic maintenance. But this service is provided at an additional cost of 43,000 zloty. The training is normally done by two specialists.

Lesson 4.2 > 10

Sample PEST analysis

Introduction

Lagaritjo is a small Spanish-based company founded in 2006. It produces handmade leather bags, shoes and accessories and sells these in high-street shops. The products are made with Spanish leather but manufactured in Indonesia, which has cheaper labour costs, and then the finished products are imported back to Spain. Lagaritjo also imports products made with rare animal leather, such as shoes, bags and belts made from python and alligator skin.

Political factors

Spain and Indonesia have good trade relations. Spain has a minority right-wing government.

Economic factors

The Spanish economy is recovering from a long economic crisis and is growing slowly. Spain has a long tradition of making leather goods but the industry has mostly closed down.

Social factors

Technological factors

Lesson 5.4 > 6B

ATAX (Seller)

ATAX has had a very successful year and is planning to produce more coats (40 percent more next year), and is opening a new factory in southern Turkey. LAURA is an important customer for you. You see the potential for medium- to long-term cooperation, so you want to sign a new contract for next year.

You have five areas to negotiate, with different options in each area:

- number of coats (units) • number of colours
- number of designs • level of discount • terms of payment.

Each area has a number of associated points. If you score over 25 points, you win a personal €5,000 bonus.

	Comments	Points
<b>Number of coats</b>		
2,000	Want to sell maximum number possible.	4
3,000		6
5,000 or more		8
<b>Number of colours</b>		
3	More colours means	6

Lesson 7.5 > 3B

Situation on cross-cultural teams

*Staff don't get on - projects delayed / misunderstandings*

Suggest/Advise

- *get feedback from each team member*
- *more training*
- *arrange meeting with whole team*
- *move members to other teams*

Recommendation

Recommendation

f the things that a person or animal does

BUSINESS WORKSHOP 4 > 4A

Student A



Mulberry's is one of the main players in the UK with 16 percent market share. It has 1,370 grocery stores including 760 convenience stores. In recent years it has suffered a decline in sales and its market share has fallen due to competition from the discount supermarkets.

In the last decade the chain invested heavily in building 'big box' outlets away from town centres selling everything from clothes to electronic goods. Analysts

argue that the chain needs to focus on its core business and sell off other businesses, such as in-store cafés. The chain's self-service checkouts have cut staff costs. Its online shopping service only makes 1p on every pound because of delivery costs on its minimum order of £25. It stocks 25,000 product ranges including 1,500 own-brand products, which keeps distribution costs high and overwhelms customers. According to Kantar Retail, the average household buys only 400 products a year, with just 41 items in their weekly shop.



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