

**Teacher's
Resource Book**

Maria Karyda

B2+



Business Partner

Coursebook contents

UNIT 1 > MARKET RESEARCH p.7		Videos: 1.1 Types of market research 1.3 The needs of a new client			
1.1 > Market research methods	1.2 > Working with a focus group	1.3 > Communication skills: Carrying out a needs analysis	1.4 > Business skills: Dealing with questions	1.5 > Writing: Reports – Summary findings	Business workshop > 1 Improving the image (p.88)
Video: ▶ Types of market research Vocabulary: Terms in market research Project: How market research affects brands	Listening: ◀ A focus group about a new app Grammar: Question tags Pronunciation: → Intonation in questions tags (p.114) Speaking: Catching up with an old friend	Video: ▶ The needs of a new client Functional language: Using leading and open questions to effect Pronunciation: → Indian English pronunciation (p.114) Task: Agreeing details of a corporate event	Listening: ◀ A presentation with questions and answers Functional language: Responding to questions during a presentation Task: Propose a change and respond to questions	Model text: Summary findings from a report Functional language: Summarising findings of a report or survey Grammar: ▶ Reporting verb patterns Task: Write a summary of survey findings	Listening: ◀ A crisis management meeting Reading: Market research options Task: Prepare a market research plan to improve the brand image

Review p.104

UNIT 2 > GIVE AND TAKE p.17		Videos: 2.1 How can bosses help develop staff? 2.3 Changing an agreement			
2.1 > Manager or mentor?	2.2 > Kindness or success?	2.3 > Communication skills: Changing an agreement	2.4 > Business skills: Collaboration	2.5 > Writing: Emails – Stating requirements	Business workshop > 2 Try to see it my way (p.90)
Video: ▶ How can bosses help develop staff? Vocabulary: Giving back Project: An ideal mentor	Reading: Why it can be cruel to be kind in the workplace Grammar: Cleft sentences Pronunciation: → Intonation in cleft sentences (p.114) Speaking: Discussing statements about yourself	Video: ▶ Changing an agreement Functional language: Renegotiation of an agreement Task: Renegotiating details of a client agreement	Listening: ◀ A brainstorming meeting to address falling sales Pronunciation: → Southern U.S. English pronunciation (p.114) Functional language: Promoting collaboration Task: Leading and participating in meetings to agree on best ideas	Model text: Email stating requirements Functional language: Formal and less formal phrases for requirements and reasons Grammar: ▶ Future Perfect Simple and Continuous Task: Write a bulleted and non-bulleted email stating requirements	Listening: ◀ Conversations between call centre staff about training and communication issues Task: Agree how to address problems between staff and managers based on survey findings Writing: Guidelines for staff and managers

Review p.105

UNIT 3 > MONEY MATTERS p.27		Videos: 3.1 A mobile money service in Uganda 3.3 Presentation styles			
3.1 > Mobile banking	3.2 > Managing money	3.3 > Communication skills: Presentation styles	3.4 > Business skills: Defending your ideas	3.5 > Writing: Letter of complaint	Business workshop > 3 Managing your money (p.92)
Video: ▶ A mobile money service in Uganda Vocabulary: Personal banking Project: Banking preferences survey	Listening: ◀ Two experiences of managing money Grammar: Phrasal verbs Pronunciation: → Stress in phrasal verbs (p.115) Speaking and writing: Anecdotes about saving up or paying back money	Video: ▶ Presentation styles Functional language: Fact-based and emotion-based presentations Pronunciation: → Chunking and stress in presentations (p.115) Task: Giving a fact-based or emotion-based presentation	Listening: ◀ Presenting and defending ideas for a banking app Functional language: Defending ideas and describing consequences Task: Presenting a proposal and defending it	Model text: Letter of complaint Functional language: Useful phrases for a letter of complaint Grammar: ▶ Participle clauses Task: Write a formal letter of complaint	Reading: Millennials fall behind on living standards Listening: ◀ Regional managers discussing banking for millennials Task: Select financial products to meet the needs of millennials

Review p.106

UNIT 4 > CHALLENGES p.37		Videos: 4.1 Climate change and coffee agriculture 4.3 Saying 'no' firmly and politely			
4.1 > Environmental challenges	4.2 > Cyber challenges	4.3 > Communication skills: Saying 'no' firmly and politely	4.4 > Business skills: Challenging conversations	4.5 > Writing: Proposals – Recommendations	Business workshop > 4 Business Challenges (p.94)
Video: ▶ Climate change and coffee agriculture Vocabulary: Collocations: the environment Project: Sustainable solutions	Reading: Global cyberattack is a warning for 'internet of things' Grammar: Perfect aspect Pronunciation: → Weak forms in perfect tenses (p.115) Speaking: Discussing smart technology Writing: A short blog post	Video: ▶ Saying 'no' firmly and politely Functional language: Managing challenging negotiations Task: Negotiating allocation of tasks with a colleague	Listening: ◀ A difficult conversation about promotion Functional language: Managing challenging conversations Pronunciation: → Volume and tone of voice in challenging conversations (p.115) Task: Dealing with a challenging conversation to reach a positive outcome	Model text: Recommendations from a proposal Functional language: Recommendations Grammar: ▶ Compound nouns and adjectives Task: Write the recommendations section of a proposal	Speaking: Brainstorm ideas for a documentary series about business challenges Listening: ◀ Discussing presentation slides for the documentary proposal Task: Present a proposal for the documentary series using slides

Review p.107

UNIT 5 > GLOBAL MOBILITY p.47		Videos: 5.1 Experiences of secondments abroad 5.3 Giving feedback on performance			
5.1 > Secondments abroad	5.2 > Relocation and retention	5.3 > Communication skills: Giving feedback on performance	5.4 > Business skills: Presentations	5.5 > Writing: Blog describing relocation	Business workshop > 5 Ready for relocation? (p.96)
Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Pronunciation: → Stress patterns in word building (p.116) Project: Relocating to a new country	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Pronunciation: → Stress and intonation in inversions (p.116) Speaking: Discussing your studies or career	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews	Listening: → A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment	Listening: → A presentation about relocation opportunities; Staff discussing the pros and cons of relocation Task: Negotiating a secondment contract Writing: A summary of the outcome of the negotiation

Review p.108

UNIT 6 > ALLIANCES p.57		Videos: 6.1 Strategic alliances in the airline industry 6.3 Dealing with conflict			
6.1 > Strategic alliances	6.2 > Business partnerships	6.3 > Communication skills: Diffusing conflict	6.4 > Business skills: Learning from mistakes	6.5 > Writing: Report extract	Business workshop > 6 Growing the business (p.98)
Video: Strategic alliances in the airline industry Vocabulary: Alliances and acquisitions Project: Choosing a partner	Listening: Types of business partnerships Grammar: Past modals Pronunciation: → Weak forms in past modals (p.116) Speaking: Anecdotes about when things didn't go according to plan	Video: Dealing with conflict Functional language: Diffusing conflict Task: Managing potential conflict between an event organiser and its sponsor	Listening: Discussing mistakes in an IT project and lessons learnt Pronunciation: → Scottish English pronunciation (p.116) Functional language: Analysing and learning from mistakes Task: Talking about a useful mistake you learnt from	Model text: Report extract Functional language: Useful structures and phrases for reports Grammar: Different ways of expressing the future Task: Write a formal report extract	Listening: Business partners discuss ways to grow their business Reading: Options for business expansion Speaking: Complete a SWOT analysis Task: Choose the best option to grow the business and write a summary of your reasons

Review p.109

UNIT 7 > RISK p.67		Videos: 7.1 Managing earthquake risk 7.3 Dealing with risk			
7.1 > A resilient building	7.2 > Risk in investment	7.3 > Communication skills: Dealing with risk	7.4 > Business skills: Analysing risk	7.5 > Writing: Accident report	Business workshop > 7 What could possibly go wrong? (p.100)
Video: Managing earthquake risk Vocabulary: Managing and minimising risk Pronunciation: → Linking between words (p.117) Project: Emergency protocol	Reading: The man who changed the investment industry Grammar: Second, third and mixed conditionals Pronunciation: → Intonation in conditionals (p.117) Speaking: How your life would be different if ...	Video: Dealing with risk Functional language: Talking about risk Task: Discussing how to manage risks for an upcoming event	Listening: Discussing project risks using a probability impact matrix Functional language: Analysing risks Task: Discussing travel risks and placing them on a matrix	Model text: Accident report Functional language: Useful phrases for an accident report Grammar: → Alternatives to <i>if</i> Task: Write an accident report	Reading: Profiles of three start-ups Listening: Advice on risk assessment for business owners Task: Create a risk-management plan for a start-up Writing: A description of how the start-up performed

Review p.110

UNIT 8 > DECISIONS p.77		Videos: 8.1 The Idle Man 8.3 Influencing a decision			
8.1 > The Idle Man	8.2 > Better decision-making	8.3 > Communication skills: Influencing a decision	8.4 > Business skills: Maintaining relationships	8.5 > Writing: Describing a decision	Business workshop > 8 Decisions, decisions (p.102)
Video: The Idle Man Vocabulary: Decisions Project: The head or heart debate	Listening: A lecture about decision-making Pronunciation: → South African English pronunciation (p.117) Grammar: <i>to</i> + infinitive or <i>-ing</i> form Writing: A letter giving advice about a difficult situation	Video: Influencing a decision Functional language: Fact-based and emotion-based approaches to decision-making Task: Making decisions about suppliers	Listening: Managing a conversation in order to maintain a relationship Functional language: Relationship-oriented decision-making Pronunciation: → Stress and intonation in relationship-oriented decision-making (p.117) Task: Managing difficult conversations using relationship-oriented decision-making	Model text: Letter describing a decision Functional language: Describing a decision, potential problems and next steps Grammar: Ways to avoid repeating words Task: Write a formal letter describing a decision	Reading: A report on the growth potential of ethnic food in the USA Listening: Interviews with managers of the Sushi Bar Brazil restaurants Task: Propose a strategy to expand the restaurant chain and address current issues

Review p.111

Pronunciation p.112	Grammar reference p.118	Additional material p.126	Videoscripts p.135	Audioscripts p.142	Glossary p.152
---------------------	-------------------------	---------------------------	--------------------	--------------------	----------------

Contents

➤	Introduction	4
Unit 1 ➤	Market research	20
	Unit overview	20
	Business brief	21
	Teacher's notes	22
Unit 2 ➤	Give and take	36
	Unit overview	36
	Business brief	37
	Teacher's notes	38
Unit 3 ➤	Money matters	52
	Unit overview	52
	Business brief	53
	Teacher's notes	54
Unit 4 ➤	Challenges	68
	Unit overview	68
	Business brief	69
	Teacher's notes	70
Unit 5 ➤	Global mobility	86
	Unit overview	86
	Business brief	87
	Teacher's notes	88
Unit 6 ➤	Alliances	101
	Unit overview	101
	Business brief	102
	Teacher's notes	103
Unit 7 ➤	Risk	116
	Unit overview	116
	Business brief	117
	Teacher's notes	118
Unit 8 ➤	Decisions	131
	Unit overview	131
	Business brief	132
	Teacher's notes	133
➤	Resource bank	147

Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

- are interesting and relevant to their life experiences.
- match their learning needs and priorities.
- are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability, flexibility and learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

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

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on and extend material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class as well as activities which draw attention to useful language in reading texts.

T Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

T Teacher's resources: alternative video and activities

Alternative videos with worksheets are available for some units and are clearly signposted. You can use this in the classroom as an alternative approach to the topic in Lesson 1, depending on your students' needs.

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

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic, or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Functional language bank

You can use these resources as and when needed with your classes. The Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2 as and when needed.

The Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams. The Writing bank provides supplementary models of professional communication and the Functional language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in eight business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Business Partner offers fully integrated skills, including the essential critical-thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Functional language (such as giving advice, summarising, dealing with objections) supports learners' capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Functional language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their 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 a significant number of audio recordings in Lesson 4 and the Business workshop.

Approach to language and skills

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.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of 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. There is a Reading bank at the back of this Teacher’s Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students 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 classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, proposals, note-taking and emails, and for different purposes, including formal and informal communication, summarising, invitations, replies and project updates. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher’s Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

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

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include teamwork, decision-making and influencing.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-work learners who may not have direct experience of the particular situations they are about to see. In each of these videos, students watch two possible scenarios (Option A and Option B) in which a different communication style is used. These options give students the opportunity to engage in critical viewing of each option and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise value on the progress made on their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also section on the Global Scale of English and the Learning Objectives for Professional English.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; they are structured to reflect the modularity of the course.

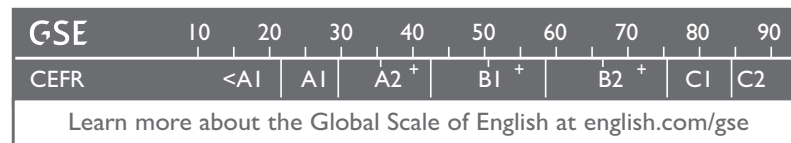
Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains extra professional English practice activities. The content and level of the tasks match the Coursebook so they can also be used as additional revision material.

The Global Scale of English

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.



Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher’s Resource Book in the Teacher’s notes. These Learning Objectives are also listed in the self-assessment sheets available to students in MyEnglishLab. (See also Formative assessment above in Approach to testing and assessment.)

Course structure

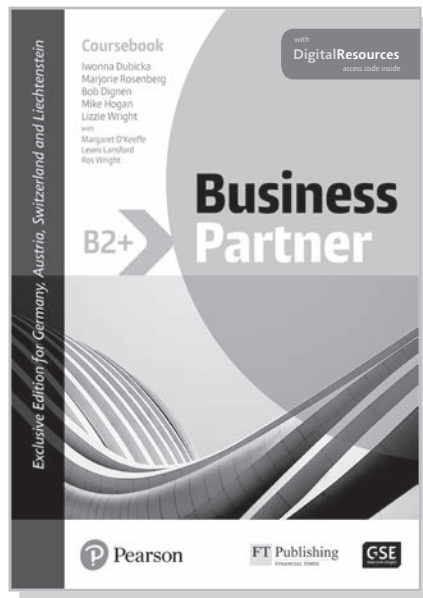
Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print	Teacher’s Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Pearson English Portal	Coursebook with MyEnglishLab

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

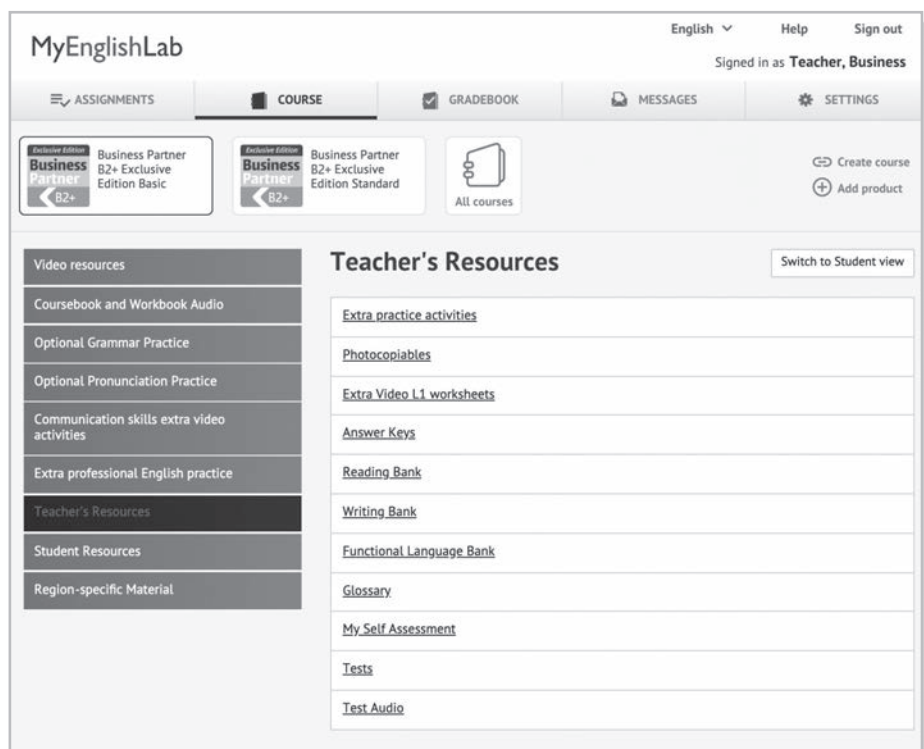
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:



Digital Resources includes downloadable coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional Language bank, Writing bank, and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

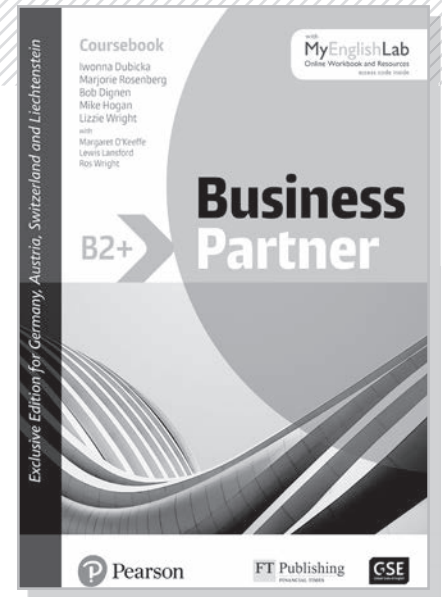


Coursebook

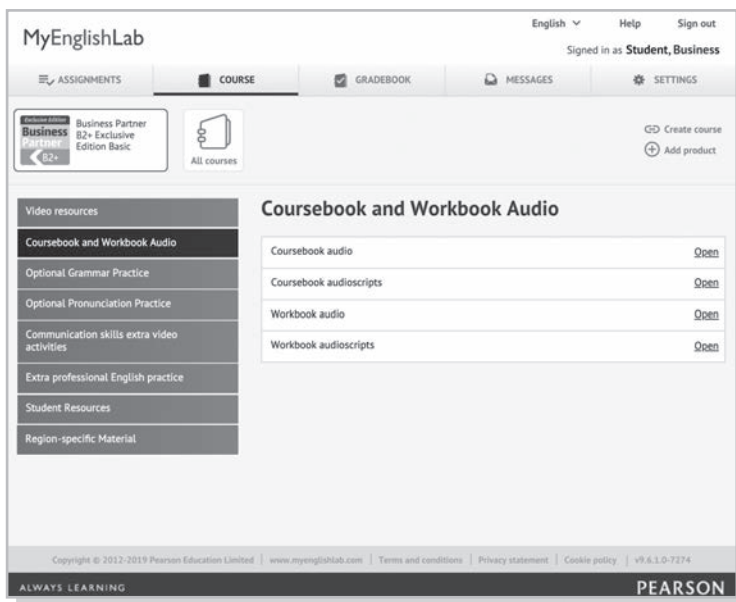
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

Coursebook video and audio material is available on MyEnglishLab.



MyEnglishLab digital component



Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Functional language bank
- Extra professional English practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab

- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank.
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.



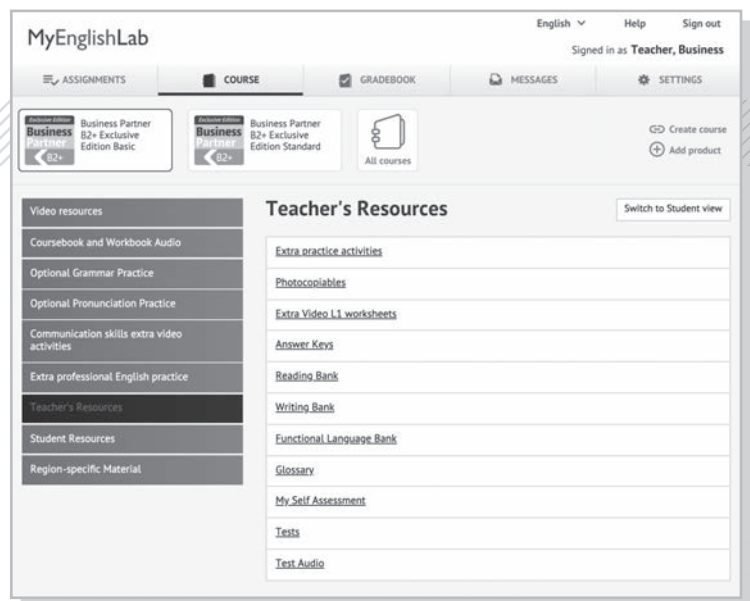


Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments
- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Functional language bank – useful phrases for different business situations, e.g. meetings, interviews

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.



Coursebook resources

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- Extra professional English practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources

- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

Teacher's Book resources

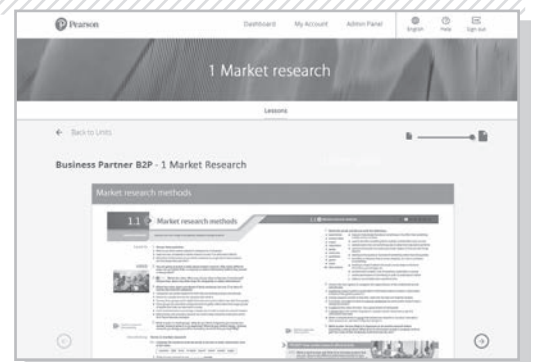
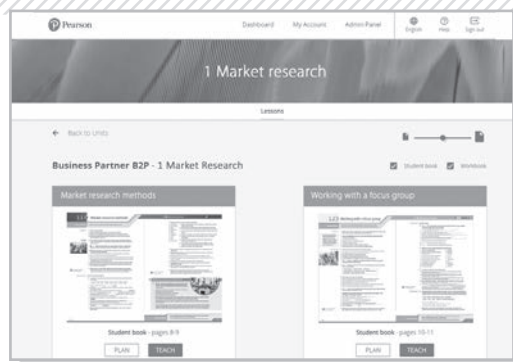
- Alternative video (Units 2 and 4) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

Tests

- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)



Unit overview page ➤

- ➊ A well-known or provocative quote related to the unit topic is provided as a talking point. There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.
- ➋ The Unit overview summarises the contents of each lesson as well as the lesson outcomes.
- ➌ Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

5 ➤

Global mobility



➊

'Moving on is a simple thing, what it leaves behind is hard.'

Dave Mustaine,
U.S. musician

Unit overview

➋	5.1 ➤ Secondments abroad Lesson outcome: Learners can use a range of vocabulary related to job relocation and secondment.	Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Project: Relocating to a new country
	5.2 ➤ Relocation and retention Lesson outcome: Learners can use a variety of inversions to emphasise new information in statements.	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Speaking: Discussing your studies or career
	5.3 ➤ Communication skills: Giving feedback on performance Lesson outcome: Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews
	5.4 ➤ Business skills: Presentations Lesson outcome: Learners can use a range of strategies and phrases to convince others when presenting an argument.	Listening: A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something
	5.5 ➤ Writing: Blog post describing relocation Lesson outcome: Learners can write a company blog post describing a personal experience connected with work.	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment

➋ Business workshop 5: p.96
Review 5: p.108
Pronunciation: 5.1 Stress patterns in word building
5.2 Stress and intonation in inversions p.116
Grammar reference: p.121

Lesson 1 >

The aims of this lesson are to:

- engage students with the unit topic through a video based on authentic material.
- present and practise topic business vocabulary, drawing on vocabulary from the video.
- encourage students to activate the language they have practised in a group project.

5.1 Secondments abroad

1 Lesson outcome Learners can use a range of vocabulary related to job relocation and secondment.

2 Lead-in 1 Discuss your views on these comments.

Moving abroad for a job is always helpful for one's career.

People who come to my country to work find it fairly easy to adapt to our work patterns and lifestyle.

The opportunities gained by working abroad are much better than staying in your own country.

3 VIDEO 2A Read the definitions. Which do you think is the most appropriate for 'secondment'?

a being the second most important person in a company located abroad
b a time when you are learning about a new job in a place you have not been to before
c a period of time that you spend working for the same organisation but in a different location

d moving permanently to a new place for a job

B 5.1.1 Watch the video and discuss with a partner which definition in Exercise 2A is correct and why.

3 Watch the video again. Which **two** options are correct according to what is said in the video?

1 KPMG encourages their employees to go abroad because they
a have a chance to develop. b bring back new ideas. c bring back great skills.
2 Administrative tasks the company does for secondees include helping with
a an interpreter. b visas. c accommodation.
3 Lucie said in Sydney someone
a met them on arrival. b found them a car. c helped with a bank account.
4 Ryoma said the UK office helped him
a to stay for 2-3 years. b meet a property agent. c get his money back for the move.
5 Anna feels that secondments
a help the company keep good staff. b make people want to work there. c are always a fantastic experience.

4 Work in pairs or small groups. What do you think would be most difficult to get used to in a new country?

Vocabulary Relocation and secondment

5 Match the words and phrases from the video with the synonyms and definitions.

1 settle in a request money from an employer for something an employee has paid for
2 international network b the department in a company which supports colleagues on secondment
3 developmental opportunity c become comfortable in a new place
4 brief someone d give someone all the information about a situation that he/she will need
5 claim expenses e pay money when you rent something, which will be given back if you do not damage it
6 pay a deposit f a group of people or organisations that are connected or work together globally
7 personal perspective g a way of thinking about something that one particular person has
8 global mobility team h a chance to grow and learn new things about oneself or one's job

5.1 Secondments abroad

Word building – verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective / Past Participle
1 _____	adoption	adopted, adoptive
assign	2 _____	assigned
compensate	3 _____	compensatory
globalise	globe, globalisation	global, 4 _____
5 _____	immigrant, immigration	
mobilise	mobility	6 _____
7 _____	process	processed
relocate	relocation	8 _____
9 _____	ship, shipping, shipment	shipped
tax	tax, 10 _____	taxable

7 Complete the description of a secondment using words and phrases from Exercises 5 and 6.

My secondment was really interesting, and it was very exciting (being part of a/n) 1 _____ of people around the globe. I usually work in Germany and my 2 _____ was in India, so I got to experience a completely new culture. I was very pleased though that my line manager was able to 3 _____ me before I left on the way things work there and on some of the cultural differences.

The company helped my family and me to 4 _____ to our new surroundings. My 'buddy' also came along when we had to 5 _____ for the flat. The day the 6 _____ company let us know our furniture had arrived was when we really began to feel at home. What an amazing experience!

8 Work in pairs or small groups. Which of these aspects of secondment would be most important for you?

- being part of an international network
- financial compensation
- broadening your personal perspective
- other
- the opportunity for professional development

Teacher's resources: extra activities → page 116 See Pronunciation bank: Stress patterns in word building

PROJECT: Relocating to a new country

9A Work in pairs. Imagine that you have the chance to study or work in one of four countries: Romania, Thailand, Chile or South Africa.

- Choose one country. What would be important for you to know before deciding whether or not to go?
- Where could you find the information you need?

B In pairs, write an email to a contact in the country with your questions.

C Exchange emails with another pair and look up or invent the information in order to answer their questions.

D When you have finished, work with the other pair and discuss the information you have found. Give your reasons for deciding for or against the move.

Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson. Each Lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teacher's notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.
- 4 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 5 The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.
- 6 Follow-up questions provide an opportunity for personalisation.
- 7 The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Lesson 2 Reading or Listening

The aims of this lesson are to:

- provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- present and practise the unit grammar point, drawing on examples from the text.
- encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

5.2

Relocation and retention

5.2 Relocation and retention

1 Lesson outcome Learners can use a variety of inversions to emphasise new information in statements.

2 Lead-in

1A Look at the sentences. Can you work out the meaning of the words in bold from the context?

- It is important for companies to work on **broad-based** initiatives to help employees at all levels and locations.
- It's always best to go to a **dealership** if you want to buy a new car.
- A computer crash is not ideal, but sometimes starting **from scratch** means an even better piece of work in the end.
- Everyone starting out as an intern has the goal to become a **fully-fledged** member of staff.
- It is more profitable to sell innovative products through **independent outlets**.
- In **labour-scarce** countries, companies have to work hard to retain the staff they have.

B Work in pairs or small groups. Do you agree with the statements in Exercise 1A? Why / Why not?

3 **Teacher's resources:**
extra activities

Reading

2A Look at the article headline and sub-heading. What do you think is the connection between relocation and employment retention?

B Read the article quickly. Which summary fits best?

A Toyota has found that relocating employees helps them to keep skilled members of staff. This has the effect that employees do not need to begin jobs again from the beginning but can continue working with the same conditions at independent outlets or dealerships.

B Toyota has implemented a programme to help employees who relocate for personal reasons to find jobs in independent outlets and dealerships. This is aimed at keeping skilled staff members and provides a support system to encourage them to stay with the company and make use of their experience.

3 **Nikkei Asian Review**

Toyota dealerships help relocating employees stay in the family

Rehiring program aims to keep skilled personnel within automaker's Japan dealer network


Toyota Motor dealerships across the country are offering employees who relocate to get married, care for loved ones or for other reasons a chance to work at other locations – an unusually broad-based effort in labour-scarce Japan to retain experienced hands. **Barely has an organization dealt with employee relocation with this goal in mind.**

The Toyota Dealer Association, a Tokyo-based group overseeing 394 operators of dealerships, has created a rehiring support network covering about 130,000 full-fledged workers at some 7,000 locations. Workers whose circumstances require them to move – say, when their spouse has a job transfer – can choose to receive a list of human resources managers for Toyota dealerships in the part of Japan where they will relocate. **Not only will their work experience be taken into account in the rehiring process, but also any network-wide accreditation they have, thus making it easier for them to be rehired at terms similar to their old workplace.**

Toyota does not own equity stakes in most of these auto sellers. Until now, dealership employees looking to be hired at another independent outlet would need to go through the entire employment process from scratch.

The program aims to prevent work-ready talent going to competing automakers' dealership networks or other industries. **Little had the industry done in the past to retain female employees,** who are more likely than men to leave work for marriage or a spouse's job relocation. Women make up more than a tenth of the employees covered by the program.

'It is becoming harder every year to secure workers,' said Kanetaka Hisatsune, head of the Toyota Dealer Association, 'especially young ones.'



4 Grammar

Inversion

4A Look at the underlined sentences in the text. They all use inversion for the same function. What is it?

a to contrast information b to emphasise information c to give detailed information

B What are the words or phrases used to introduce the inversions in the underlined sentences? What do you notice about the subject and the auxiliary which appears immediately afterwards?

→ page 123 See Grammar reference: Inversion
→ page 116 See Pronunciation bank: Stress and intonation in inversions

5 Correct these sentences. Think about word order, missing auxiliaries and verb changes.

- Little she imagine that the new job would be so exciting.
- Not only they had to book a flight, but they also had to find accommodation.
- Seldom I have heard such a poor excuse for being late.
- Not until he began the job he realised that it was the opportunity of a lifetime.
- Only by accepting the opportunity you will understand how helpful it will be for your career.
- Not once they told her that she was doing a good job.

6 Complete the sentences using the words and phrases in the box. Two are not used.

little no sooner not once not only not until only rarely under no circumstances

- _____ did he have to find his own flat, but he also had to make all the arrangements for the secondment.
- _____ had they settled into their new job than they were relocated again.
- _____ if they agree will they be sent on secondment.
- _____ would I accept that assignment abroad.
- _____ we had all the information we needed did we sign the contract.
- _____ did anyone offer to help when we first started in the new job.

7A Complete these sentences about your studies or your career using inversions.

- Under no circumstances would I ever _____.
- Not only do I _____, but I also _____.
- Little did I know _____.
- Only by _____.
- Not until I _____.
- At no time did I _____.

B Listen to each other's sentences and ask questions. Which of your partner's sentences are true for you, too?

6 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level. This section includes teaching of vocabulary needed for the reading or listening to come.
- 3 The reading text is generally an article, often from the *Nikkei Asian Review* or *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle, and it contains examples of the grammar point presented.
- 4 There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to examples in the reading (or listening) text, followed by controlled practice.
- 5 Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 3 > Communication skills

The aims of this lesson are to:

- introduce students to the skills needed to interact successfully in international teams.
- encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- present and practise functional language associated with the communication skill in the lesson.

5.3 COMMUNICATION SKILLS

Giving feedback on performance

1 Lesson outcome Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.

2 Lead-in

1 Work in pairs. Look at the information about performance reviews and discuss the questions.

A performance review is generally a meeting between an employee and a manager to evaluate the employee's achievements at work and identify any areas for improvement. Many companies have an annual performance review process.

- How would you prepare for a performance review as a) an employee, b) a manager?
- What are some of the pros and cons of performance reviews?

3 VIDEO

2 **5.3.1 Prisha Patel, Creative Director of Happenings, wants to arrange a performance review for Otto Weber, the company's Logistics Manager. Watch the video and answer the questions.**

- What compliment does Prisha pay Otto?
- How long has Otto been with the company?
- How do you think Prisha is feeling about Otto's review?
- What does Otto expect from the performance review?

3A In small groups, discuss which approach (Option A or B) Prisha should use during the performance review with Otto. Give reasons for your answers. As a class, decide which video to watch first.

Option A – A directive approach: Be direct and clear. Tell the person what he/she is doing well and not doing well. Give clear directions and be transparent about what the expectations are of him/her.

Option B – An interactive approach: Ask the person questions about his/her evaluation of his/her own performance, any problems he/she has had, and guide him/her towards ways he/she can improve.

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

Option A **5.3.2**

- What positive feedback does Prisha give Otto?
- What negative feedback does she give him?
- How does Otto respond to the negative feedback?
- What does Prisha remind Otto about?
- To what extent is Otto able to contribute to his performance review?

Option B **5.3.3**

- How does Prisha begin the review?
- What does Otto find most rewarding about his job?
- What does he say is most challenging?
- What does Prisha think Otto is not prioritising? Does he agree?
- What goals do they set?

4 Think about the approaches used in the videos. What do you think are the pros and cons of each approach to performance reviews?

5 **5.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?**

5 Reflection

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

- Which of the two approaches to performance reviews do you prefer? Why?
- In which situations might you use your non-preferred style? Why?

6

5.3 Communication skills: Giving feedback on performance

7 Functional language

7A Complete the sentences from the video with the words and phrases in the box.

achieved describe evidence of excelled at handling improve on in particular lack rewarding room for thoughts on

- Is there anything _____ that you're not prioritising?
- I'd like to hear your _____ that.
- How would you _____ your on-the-job performance?
- You're consistently imaginative when _____ problems.
- What do you think you could do to _____ that?
- There's definitely _____ improvement.
- And you've provided strong _____ problem-solving skills.
- What has been the most _____ aspect of the work?
- You've _____ making sure everything runs smoothly.
- You've certainly _____ everything we've asked of you.
- You tend to _____ organisation there.

B Now match the phrases in Exercise 7A with the correct category, a or b.

a Directive approach **b** Interactive approach

C Match the sentence halves. Is each sentence positive or negative feedback?

1 You have a tendency	a to new instructions / changing situations.
2 You demonstrate	b to meet deadlines / to make decisions in stressful situations.
3 You respond quickly	c yourself focused on goals / your staff updated.
4 You find it difficult	d the correct procedures / instructions from your manager.
5 You do not always follow	e to interrupt others in meetings / to arrive late for work.
6 You keep	f an ability to learn quickly / initiative.

8 Choose one of the profiles below. In pairs, imagine you are either the lecturer or the manager. Decide which feedback approach to use and develop a dialogue using phrases from Exercise 7. Practise the dialogue in pairs.

Tatiana is an economics student. She often asks to extend deadlines on assignments. She is bright and learns new concepts quickly. The content of her written work is good but poorly organised. In lectures she often sits at the back of the class chatting and checking her phone.

Josef is an experienced salesman. He knows everything there is to know about the company's products and the market. He has an old-school approach to sales and marketing and resists change. He does not enter client details and visits into the database, nor does he attend training sessions on the company's online sales platform.

9

9A Work in pairs. You are going to roleplay two performance reviews. Go to page 128 and work individually to read your role cards for scenario 1 and prepare what you will say.

B Roleplay the first performance review. How have you decided to improve any weaknesses?

C Now read scenario 2 on page 130. Repeat the steps in Exercises 9A and 9B for the second performance review.

D Discuss what went well in each performance review and which phrases from Exercise 7 you found useful. Did you improve anything in the second review?

10 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.

- The Lesson outcome defines a clear learning outcome for every lesson.
- Every Communication skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level and to set-up the video which follows.
- The Communication skills training video introduces learners to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality. There is a storyline running through the eight units, with the main characters appearing in different situations. Note: Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.
- In each Communication skills lesson, you will:
 - watch a set-up video which introduces the main characters and challenge of the lesson;
 - watch the main character approach the situation in two different ways (Options A and B);
 - answer questions about each approach (Option A and Option B) before watching the conclusion.
- Students work alone on a short reflection activity. The approach to this reflection activity may change to suit each lesson. The idea is to encourage students to think about communication styles and their implications.
- The lesson to this point works as a standalone lesson for teachers who have a limited amount of time to work on communication skills. In other teaching situations, the lesson can be extended using the activities on functional language.
- This page presents and practises a set of useful functional language from the video in the Communication skills lesson.
- T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.
- The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.


Lesson 4 Business skills

The aims of this lesson are to:

- give students exposure to a functional business skill or sub-skill using a listening comprehension, encouraging them to notice successful and unsuccessful techniques.
- present and practise relevant functional language drawing on examples from the listening.
- encourage students to activate the skill and language they have practised by collaborating on a group task.

5.4 BUSINESS SKILLS Presentations

1 Lesson outcome Learners can use a range of strategies and phrases to convince others when presenting an argument.



2 Lead-in

- 1 Work in pairs.** Discuss the potential advantages and disadvantages of a global career, travelling to and working in many different countries. Use the ideas below and add your own. Try to agree on the biggest advantage and disadvantage.
Advantages: experience exciting new cultures, develop as a person, ...
Disadvantages: culture shock, feel isolated or lonely, ...
- 2A Look at a promotion text from Globe Trotters, a recruitment agency which supports young professionals to develop a global career. Which of the benefits you discussed in Exercise 1 are mentioned?**
B What other benefits used in the promotion are important? Why?

Globe Trotters *Developing the career which takes you places!*

Why focus on an international career?
There are a lot of benefits to developing an international career. For many, it's a lifestyle decision – simply to travel, to meet new people, to see great places, to learn new languages and to develop cultural understanding.
For others, it's about developing a global business understanding – discovering what it means to work in a global company by understanding local markets and customers. It's also about personal development and growth and leaving the comfort zone of home behind.

Interested? Contact us and find out about how we can open up the world to you!

FAST FACTS

- Europe's largest international recruitment consultancy
- We hire for major international organisations working across the globe in ALL sectors.
- We promise to help you every step of your journey – from CV, to interview, to final relocation.

3 Work in pairs. Discuss how global you would like your career to be. Which countries interest you professionally and why?

3 Listening

4A **5.01 Listen to Celine Thorat, Head of HR for Cafexel, a global technology company based in Paris, giving a presentation on the topic of international careers to MBA students. Which three main advantages of having an international career does Celine mention?**

B Listen again and answer the questions.

- How do the customers of Cafexel differ around the world?
- What is 'triple three'?
- Why does Celine argue that travelling is important for people who want to work at Cafexel?

C Work in pairs. Discuss how far you agree with Celine's ideas about social responsibility, and why.

5.4 Business skills: Presentations

5 Functional language

Developing a convincing argument

5 Look at the strategies for developing a convincing argument in the table. Then match these sentences with the correct strategy.

- Without this, it's unlikely that [you'll ever reach a top leadership position].
- Data on [early career travel] proves without doubt that [this is a reality].
- In a nutshell, [travel is not an option, it's an obligation].
- Even if things don't go well, [you'll still be able to come home].
- This alone can undoubtedly [enable you to have a successful career].
- It's simply a matter of [taking a look at our website].
- This gives you the twin benefits of [a bigger network] and [a better career].

Highlight the positives	One clear benefit is that [you will meet new people].
State two advantages together for impact	This is not only [cheaper] but also [quicker].
Give data to defend an argument	The evidence from [the survey] clearly shows that [employees want more feedback].
Reduce negative risks	What's the worst thing that can happen? Maybe ...
Simplify to make a clear point	Put simply, you need experience of working abroad.
Suggest easy steps for success	The obvious thing to do is [to talk to your manager].
Emphasise possible lost opportunities	If you don't [work harder] then you'll never [be promoted].

6A Work in pairs. You are giving a presentation to university graduates to encourage them to apply for a six-week internship at a company in New York. Use the strategies in Exercise 5 and the advertisement below to prepare some sentences.

6x6 A GREAT SUMMER INTERNSHIP OPPORTUNITY FOR THE RIGHT CANDIDATES

6 great reasons why you should apply to work in New York for 6 weeks.

- 1 Easy application process: apply online in 60 seconds
- 2 Once-in-a-lifetime opportunity
- 3 Meet interesting people while gaining invaluable work experience
- 4 Improve your chance of senior leadership by 50 percent
- 5 Earn more in the long term with international experience
- 6 Be valued more by potential employers if you have international experience

T Teacher's resources: extra activities

B Work in groups. Read out your sentences. Decide which ones are most convincing and why.

7A Prepare to give a short presentation that argues for or against one of the following statements. Use phrases from Exercise 5 to build convincing arguments.

TASK

- The most important skill for an international career today is to be able to speak good English.
- Specialising in one area at work and staying in one role is a mistake. It's better to change jobs frequently and get a broad experience.
- Global travel creates a lot of air pollution. Companies should try to limit this by encouraging international teams to work more with online resources (email, virtual meetings).
- It's essential to dedicate time to learning the art of public speaking if you want to become a convincing leader in any professional area.

B Work in pairs or small groups to give your short presentations. After each presentation, the 'audience' may ask questions.

C After each presentation and questions the audience should give quick feedback on how convincing the presentation was and why.

8 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every Business skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 An original listening comprehension introduces the business skill and related key techniques and key functional language.
- 4 Listening comprehension activities check that students have understood the meaning of key concepts or vocabulary, and move on to listening for detail.
- 5 The section on Functional language offers presentation and practice of a set of useful functional language related to the business skill of the lesson. The language exponents come from the audioscript, and common tasks include gap-fill activities.
- 6 **T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language and additional listening practice using the lesson listening text.
- 7 The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 5 > Writing

The aims of this lesson are to present and practise:

- specific aspect of business writing, focusing on either genre, function or register.
- relevant functional language, drawing on examples from the model text.

5.5

WRITING

Blog post describing relocation

< [] [] [] [] [] >

1 Lesson outcome Learners can write a company blog post describing a personal experience connected with work.

2 Lead-in

1 Read the blog post about a relocation experience. Complete it with the words in the box. Then compare in pairs.

amazing busy challenging excited
 first global ideal last local new

Hello from Kenya – finally!

As you know, thanks to the new global secondment scheme, I arrived with my family at Nairobi airport last month. I had been dreaming of working in Africa for years and now here I am!

The ¹ _____ manager met us there and subsequently took us to a hotel. We had been expecting to settle into our ² _____ home straightaway but it wasn't ready so we spent the ³ _____ month in the hotel. We finally moved into our house yesterday and are ⁴ _____ sorting it out. Before we came, my children had been particularly ⁵ _____ about going on safari and ⁶ _____ weekend we camped in a game reserve and it was truly ⁷ _____.

Although living in a hotel for a month was not ⁸ _____, the work is both rewarding and ⁹ _____ and is giving me a broader ¹⁰ _____ perspective. Consequently, I know where our tea comes from, who picks it, where it is prepared and who ships it. So far, life in Kenya is living up to our expectations.

I am sure that this experience will be beneficial to my career and I highly recommend it to everyone.

3 Functional language

2A Complete the table using words and phrases from the blog post.

Background information
As you know, ¹ _____ the company global secondment scheme, ...
Sequence of events
The local manager ² _____ took us to a hotel. We ³ _____ moved into our house yesterday.
Pros and cons
⁴ _____ living in a hotel wasn't ideal, ... The work ⁵ _____ a broader perspective. Life in Kenya is ⁶ _____ expectations.
Conclusion
I am sure that this experience ⁷ _____ to my career. I ⁸ _____ it to everyone.

B Write these phrases in the correct place in the table in Exercise 2A.

As part of the company work exchange programme ... I will have a much better understanding of how the business functions after this secondment. My colleagues are extremely helpful. The only downside is that I'm finding it a bit difficult to adapt at the moment. The plane landed at 6 a.m. and I was in the office the same morning.

4 → page 122 See Grammar reference: Past Perfect Continuous

T Teacher's resources: extra activities

L The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

6 TASK

3A Work in pairs. Read the blog post on page 127. Discuss what is wrong with it in general and specific ways you could improve it.

B Look at the table on page 127 and use the information to write a blog post of about 225 words about the secondment.

C Exchange blog posts with your partner. How many phrases from Exercises 2A and 2B did your partner use? Is there anything you think could be improved?

7 Self-assessment

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

• Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every Writing lesson starts with a writing model and associated task. The task often requires students to notice or do something with the language within the model text. In specific cases, this section may also include an element of listening, if for example the writing skill refers to 'taking notes from a phone call or presentation', or 'summarising what a speaker or colleague says'.
- 3 The functional language is presented in a table summarising useful language associated with the target writing skill, and includes a related activity. The table is likely to be categorised according to the different sections of the writing model. Tasks include completing exponents in the table or identifying which ones are formal and informal.

- 4 **T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.

- 5 **L** The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

There is a signpost to the optional second grammar point. Some examples of the target language point are included in the writing model. The teacher's notes include instructions to focus students on the examples before directing them to the activities in MyEnglishLab if they choose to do so.

- 6 The lesson ends with at least two writing tasks, from controlled to freer practice.
- 7 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Business workshops

The aims of the Business workshops are to:

- simulate a real-life professional situation or challenge which is related to the theme of the unit.
- provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP

5

Ready for relocation?

Business workshop 5 >

1 Lesson outcome Learners can understand issues relating to secondment and participate in a negotiation between an employee and a manager to discuss a possible relocation.

2 Background

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

- 1 What kind of company is MedLab?
- 2 What business decision are they currently facing?
- 3 What do they need to decide about staff?
- 4 Which employees might be affected?

BACKGROUND

MedLab was founded in the early 1950s in Germany to produce high-quality, specialised medical equipment. Today they are a leading manufacturer of medical devices ranging from MRI scanners to blood-pressure measuring kits which aid medical professionals to make early and accurate diagnoses in doctors' offices and in hospitals. The main production facility is still located in Germany. Due to increasing sales they need to decide where to expand their technical support – in Scandinavia, the Arab World or South America – and are currently considering where to send people on secondment for up to two years. This will include both new and long-term employees, as they are searching for those they feel would be the best fit for the individual markets and would also be comfortable training local staff.

3 The CEO's presentation

2 **BW 5.01** Listen to a presentation by the CEO of MedLab to employees. Complete the information with the figures in the box. Some are **not** used.

€775 million	1 billion	1/10th	2 years	6 months	7%
about 21%	almost 8	less than 5%	nearly 100	over 100	roughly €1.75 billion
			within 3 weeks		

Background

how many countries the company does business in: ¹ _____

decades the company has been in business: ² _____

Norway

amount of GDP spent on healthcare: ³ _____

approximate amount spent on medical/dental needs: ⁴ _____

Saudi Arabia

percentage of GDP dedicated to healthcare: ⁵ _____

how much of the health market is private: ⁶ _____

Argentina

money spent on imported medical devices: ⁷ _____

number of pieces of equipment bought: ⁸ _____

Secondment

the longest period people will be expected to stay abroad: ⁹ _____

when interested employees should speak to HR: ¹⁰ _____

3 Work in pairs. Imagine you work for MedLab and feel that secondment might be interesting for you. Discuss the pros and cons with a partner.

4 First thoughts

4 **BW 5.02** Listen to Paul and Karen discussing the possibility of secondment. Decide which person each statement belongs to.

Paul: _____

Karen: _____

- 1 This person feels relocation is a learning experience.
- 2 This person would like to continue studying while on secondment.
- 3 This person is single.
- 4 This person would like to become more visible in the company.
- 5 This person has to consider other people before deciding to go on secondment.
- 6 This person did not plan to stay in Germany for very long.
- 7 This person has a list of questions to ask before deciding.
- 8 This person is not very concerned about socialising while on secondment.

5 Look at the list of possible issues that Paul and Karen have. Rank them in order of importance for you. Then work with a partner and compare your lists.

accommodation	company car	education	allowance	food	healthcare
home visits	job guarantee	at home	language classes	payments to pension fund	residency permit
schools	security	social life	tax requirements	and advice	temporary visa
transportation	work security	work permit	for family member		

4 Down to details

6 **BW 5.03** Listen to a discussion between Piet, an HR Manager, and Paul. Answer the questions.

- 1 What is Paul concerned about regarding his wife if he goes on secondment for two years?
- 2 What does Paul feel is important regarding his sons' education?
- 3 What advantage would Paul and his family have if they flew home only once a year?
- 4 What does Paul not want to give up as his family would be unhappy?
- 5 Can they use the car Paul will be given in their free time? Are there any conditions?
- 6 What will Paul's financial package include?

7 Work in pairs. If you were Paul or Brigitte, would you be in favour of the move? Why / Why not?

5

8A Work in pairs. You are going to roleplay a negotiation. One of you is a manager at MedLab and the other an employee considering secondment. Look at your information and prepare for the negotiation.

Managers: Read your role card on page 131.

Employees: Read your role card on page 129.

B Hold the negotiation and make notes on what you agree.

Writing

9A Write a summary of between 120 and 140 words, confirming what you negotiated.

Introduction
This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement...

Conclusion
As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

B Read your partner's summary. Did you have the same understanding of what was agreed in your negotiation?

6 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.
- 3 In units where Lesson 2 contains a reading text, the Business workshop contains a significant listening section, as in Business workshop 5 here. Where Lesson 2 contains a listening, the Business workshop contains a reading text.
- 4 This section includes an activity to check understanding.
- 5 The task is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing. The Business workshops provide a good variety of output task types.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Extra material >

Extra coursebook activities (PDFs)

> go to MyEnglishLab, Teacher's Resources

Photocopiables (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Resource Bank: Reading bank, Writing bank, Functional language bank (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Unit tests, with audio files and answer keys (PDFs and Word documents)

> go to MyEnglishLab, Teacher's Resources; also available as Interactive tests

Audioscripts and videoscripts (PDFs)

> at the back of the Coursebook, and on MyEnglishLab, in the Teacher's Resources

Region-specific material

> go to MyEnglishLab, Region-specific material

Coursebook contents

UNIT 1 > MARKET RESEARCH p.7		Videos: 1.1 Types of market research 1.3 The needs of a new client			
1.1 > Market research methods	1.2 > Working with a focus group	1.3 > Communication skills: Carrying out a needs analysis	1.4 > Business skills: Dealing with questions	1.5 > Writing: Reports – Summary findings	Business workshop > 1 Improving the image (p.88)
Video: ▶ Types of market research Vocabulary: Terms in market research Project: How market research affects brands	Listening: ◀ A focus group about a new app Grammar: Question tags Pronunciation: → Intonation in questions tags (p.114) Speaking: Catching up with an old friend	Video: ▶ The needs of a new client Functional language: Using leading and open questions to effect Pronunciation: → Indian English pronunciation (p.114) Task: Agreeing details of a corporate event	Listening: ◀ A presentation with questions and answers Functional language: Responding to questions during a presentation Task: Propose a change and respond to questions	Model text: Summary findings from a report Functional language: Summarising findings of a report or survey Grammar: ▶ Reporting verb patterns Task: Write a summary of survey findings	Listening: ◀ A crisis management meeting Reading: Market research options Task: Prepare a market research plan to improve the brand image

Review p.104

UNIT 2 > GIVE AND TAKE p.17		Videos: 2.1 How can bosses help develop staff? 2.3 Changing an agreement			
2.1 > Manager or mentor?	2.2 > Kindness or success?	2.3 > Communication skills: Changing an agreement	2.4 > Business skills: Collaboration	2.5 > Writing: Emails – Stating requirements	Business workshop > 2 Try to see it my way (p.90)
Video: ▶ How can bosses help develop staff? Vocabulary: Giving back Project: An ideal mentor	Reading: Why it can be cruel to be kind in the workplace Grammar: Cleft sentences Pronunciation: → Intonation in cleft sentences (p.114) Speaking: Discussing statements about yourself	Video: ▶ Changing an agreement Functional language: Renegotiation of an agreement Task: Renegotiating details of a client agreement	Listening: ◀ A brainstorming meeting to address falling sales Pronunciation: → Southern U.S. English pronunciation (p.114) Functional language: Promoting collaboration Task: Leading and participating in meetings to agree on best ideas	Model text: Email stating requirements Functional language: Formal and less formal phrases for requirements and reasons Grammar: ▶ Future Perfect Simple and Continuous Task: Write a bulleted and non-bulleted email stating requirements	Listening: ◀ Conversations between call centre staff about training and communication issues Task: Agree how to address problems between staff and managers based on survey findings Writing: Guidelines for staff and managers

Review p.105

UNIT 3 > MONEY MATTERS p.27		Videos: 3.1 A mobile money service in Uganda 3.3 Presentation styles			
3.1 > Mobile banking	3.2 > Managing money	3.3 > Communication skills: Presentation styles	3.4 > Business skills: Defending your ideas	3.5 > Writing: Letter of complaint	Business workshop > 3 Managing your money (p.92)
Video: ▶ A mobile money service in Uganda Vocabulary: Personal banking Project: Banking preferences survey	Listening: ◀ Two experiences of managing money Grammar: Phrasal verbs Pronunciation: → Stress in phrasal verbs (p.115) Speaking and writing: Anecdotes about saving up or paying back money	Video: ▶ Presentation styles Functional language: Fact-based and emotion-based presentations Pronunciation: → Chunking and stress in presentations (p.115) Task: Giving a fact-based or emotion-based presentation	Listening: ◀ Presenting and defending ideas for a banking app Functional language: Defending ideas and describing consequences Task: Presenting a proposal and defending it	Model text: Letter of complaint Functional language: Useful phrases for a letter of complaint Grammar: ▶ Participle clauses Task: Write a formal letter of complaint	Reading: Millennials fall behind on living standards Listening: ◀ Regional managers discussing banking for millennials Task: Select financial products to meet the needs of millennials

Review p.106

UNIT 4 > CHALLENGES p.37		Videos: 4.1 Climate change and coffee agriculture 4.3 Saying 'no' firmly and politely			
4.1 > Environmental challenges	4.2 > Cyber challenges	4.3 > Communication skills: Saying 'no' firmly and politely	4.4 > Business skills: Challenging conversations	4.5 > Writing: Proposals – Recommendations	Business workshop > 4 Business Challenges (p.94)
Video: ▶ Climate change and coffee agriculture Vocabulary: Collocations: the environment Project: Sustainable solutions	Reading: Global cyberattack is a warning for 'internet of things' Grammar: Perfect aspect Pronunciation: → Weak forms in perfect tenses (p.115) Speaking: Discussing smart technology Writing: A short blog post	Video: ▶ Saying 'no' firmly and politely Functional language: Managing challenging negotiations Task: Negotiating allocation of tasks with a colleague	Listening: ◀ A difficult conversation about promotion Functional language: Managing challenging conversations Pronunciation: → Volume and tone of voice in challenging conversations (p.115) Task: Dealing with a challenging conversation to reach a positive outcome	Model text: Recommendations from a proposal Functional language: Recommendations Grammar: ▶ Compound nouns and adjectives Task: Write the recommendations section of a proposal	Speaking: Brainstorm ideas for a documentary series about business challenges Listening: ◀ Discussing presentation slides for the documentary proposal Task: Present a proposal for the documentary series using slides

Review p.107

UNIT 5 > GLOBAL MOBILITY p.47
Videos: 5.1 Experiences of secondments abroad 5.3 Giving feedback on performance

5.1 > Secondments abroad Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Pronunciation: → Stress patterns in word building (p.116) Project: Relocating to a new country	5.2 > Relocation and retention Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Pronunciation: → Stress and intonation in inversions (p.116) Speaking: Discussing your studies or career	5.3 > Communication skills: Giving feedback on performance Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews	5.4 > Business skills: Presentations Listening: A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something	5.5 > Writing: Blog describing relocation Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment	Business workshop > 5 Ready for relocation? (p.96) Listening: A presentation about relocation opportunities; Staff discussing the pros and cons of relocation Task: Negotiating a secondment contract Writing: A summary of the outcome of the negotiation
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Review p.108

UNIT 6 > ALLIANCES p.57
Videos: 6.1 Strategic alliances in the airline industry 6.3 Dealing with conflict

6.1 > Strategic alliances Video: Strategic alliances in the airline industry Vocabulary: Alliances and acquisitions Project: Choosing a partner	6.2 > Business partnerships Listening: Types of business partnerships Grammar: Past modals Pronunciation: → Weak forms in past modals (p.116) Speaking: Anecdotes about when things didn't go according to plan	6.3 > Communication skills: Diffusing conflict Video: Dealing with conflict Functional language: Diffusing conflict Task: Managing potential conflict between an event organiser and its sponsor	6.4 > Business skills: Learning from mistakes Listening: Discussing mistakes in an IT project and lessons learnt Pronunciation: → Scottish English pronunciation (p.116) Functional language: Analysing and learning from mistakes Task: Talking about a useful mistake you learnt from	6.5 > Writing: Report extract Model text: Report extract Functional language: Useful structures and phrases for reports Grammar: Different ways of expressing the future Task: Write a formal report extract	Business workshop > 6 Growing the business (p.98) Listening: Business partners discuss ways to grow their business Reading: Options for business expansion Speaking: Complete a SWOT analysis Task: Choose the best option to grow the business and write a summary of your reasons
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Review p.109

UNIT 7 > RISK p.67
Videos: 7.1 Managing earthquake risk 7.3 Dealing with risk

7.1 > A resilient building Video: Managing earthquake risk Vocabulary: Managing and minimising risk Pronunciation: → Linking between words (p.117) Project: Emergency protocol	7.2 > Risk in investment Reading: The man who changed the investment industry Grammar: Second, third and mixed conditionals Pronunciation: → Intonation in conditionals (p.117) Speaking: How your life would be different if ...	7.3 > Communication skills: Dealing with risk Video: Dealing with risk Functional language: Talking about risk Task: Discussing how to manage risks for an upcoming event	7.4 > Business skills: Analysing risk Listening: Discussing project risks using a probability impact matrix Functional language: Analysing risks Task: Discussing travel risks and placing them on a matrix	7.5 > Writing: Accident report Model text: Accident report Functional language: Useful phrases for an accident report Grammar: Alternatives to <i>if</i> Task: Write an accident report	Business workshop > 7 What could possibly go wrong? (p.100) Reading: Profiles of three start-ups Listening: Advice on risk assessment for business owners Task: Create a risk-management plan for a start-up Writing: A description of how the start-up performed
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Review p.110

UNIT 8 > DECISIONS p.77
Videos: 8.1 The Idle Man 8.3 Influencing a decision

8.1 > The Idle Man Video: The Idle Man Vocabulary: Decisions Project: The head or heart debate	8.2 > Better decision-making Listening: A lecture about decision-making Pronunciation: → South African English pronunciation (p.117) Grammar: <i>to</i> + infinitive or <i>-ing</i> form Writing: A letter giving advice about a difficult situation	8.3 > Communication skills: Influencing a decision Video: Influencing a decision Functional language: Fact-based and emotion-based approaches to decision-making Task: Making decisions about suppliers	8.4 > Business skills: Maintaining relationships Listening: Managing a conversation in order to maintain a relationship Functional language: Relationship-oriented decision-making Pronunciation: → Stress and intonation in relationship-oriented decision-making (p.117) Task: Managing difficult conversations using relationship-oriented decision-making	8.5 > Writing: Describing a decision Model text: Letter describing a decision Functional language: Describing a decision, potential problems and next steps Grammar: Ways to avoid repeating words Task: Write a formal letter describing a decision	Business workshop > 8 Decisions, decisions (p.102) Reading: A report on the growth potential of ethnic food in the USA Listening: Interviews with managers of the Sushi Bar Brazil restaurants Task: Propose a strategy to expand the restaurant chain and address current issues
--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Review p.111

Contents

➤	Introduction	4
Unit 1 ➤	Market research	20
	Unit overview	20
	Business brief	21
	Teacher's notes	22
Unit 2 ➤	Give and take	36
	Unit overview	36
	Business brief	37
	Teacher's notes	38
Unit 3 ➤	Money matters	52
	Unit overview	52
	Business brief	53
	Teacher's notes	54
Unit 4 ➤	Challenges	68
	Unit overview	68
	Business brief	69
	Teacher's notes	70
Unit 5 ➤	Global mobility	86
	Unit overview	86
	Business brief	87
	Teacher's notes	88
Unit 6 ➤	Alliances	101
	Unit overview	101
	Business brief	102
	Teacher's notes	103
Unit 7 ➤	Risk	116
	Unit overview	116
	Business brief	117
	Teacher's notes	118
Unit 8 ➤	Decisions	131
	Unit overview	131
	Business brief	132
	Teacher's notes	133
➤	Resource bank	147

Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

- are interesting and relevant to their life experiences.
- match their learning needs and priorities.
- are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability, flexibility and learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

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

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on and extend material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class as well as activities which draw attention to useful language in reading texts.

T Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

T Teacher's resources: alternative video and activities

Alternative videos with worksheets are available for some units and are clearly signposted. You can use this in the classroom as an alternative approach to the topic in Lesson 1, depending on your students' needs.

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

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic, or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Functional language bank

You can use these resources as and when needed with your classes. The Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2 as and when needed.

The Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams. The Writing bank provides supplementary models of professional communication and the Functional language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in eight business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Business Partner offers fully integrated skills, including the essential critical-thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Functional language (such as giving advice, summarising, dealing with objections) supports learners' capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Functional language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their 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 a significant number of audio recordings in Lesson 4 and the Business workshop.

Approach to language and skills

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.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of 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. There is a Reading bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students 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 classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, proposals, note-taking and emails, and for different purposes, including formal and informal communication, summarising, invitations, replies and project updates. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

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

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include teamwork, decision-making and influencing.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-work learners who may not have direct experience of the particular situations they are about to see. In each of these videos, students watch two possible scenarios (Option A and Option B) in which a different communication style is used. These options give students the opportunity to engage in critical viewing of each option and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise value on the progress made on their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also section on the Global Scale of English and the Learning Objectives for Professional English.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; they are structured to reflect the modularity of the course.

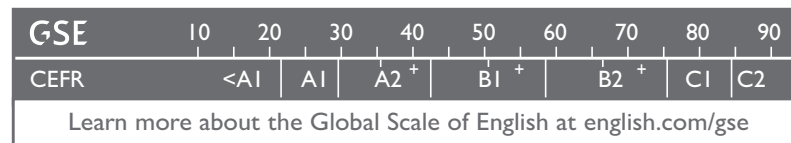
Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains extra professional English practice activities. The content and level of the tasks match the Coursebook so they can also be used as additional revision material.

The Global Scale of English

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.



Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher’s Resource Book in the Teacher’s notes. These Learning Objectives are also listed in the self-assessment sheets available to students in MyEnglishLab. (See also Formative assessment above in Approach to testing and assessment.)

Course structure

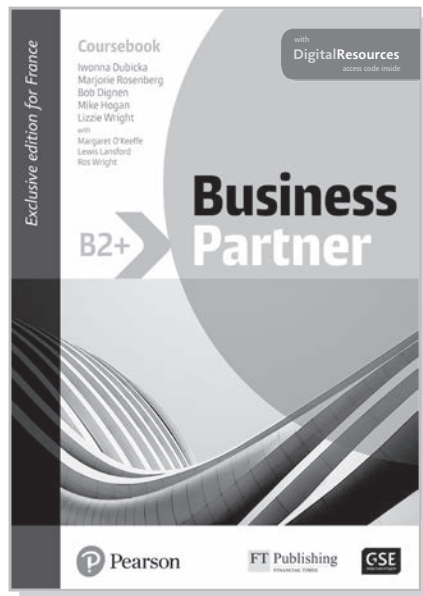
Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print	Teacher’s Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Pearson English Portal	Coursebook with MyEnglishLab

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

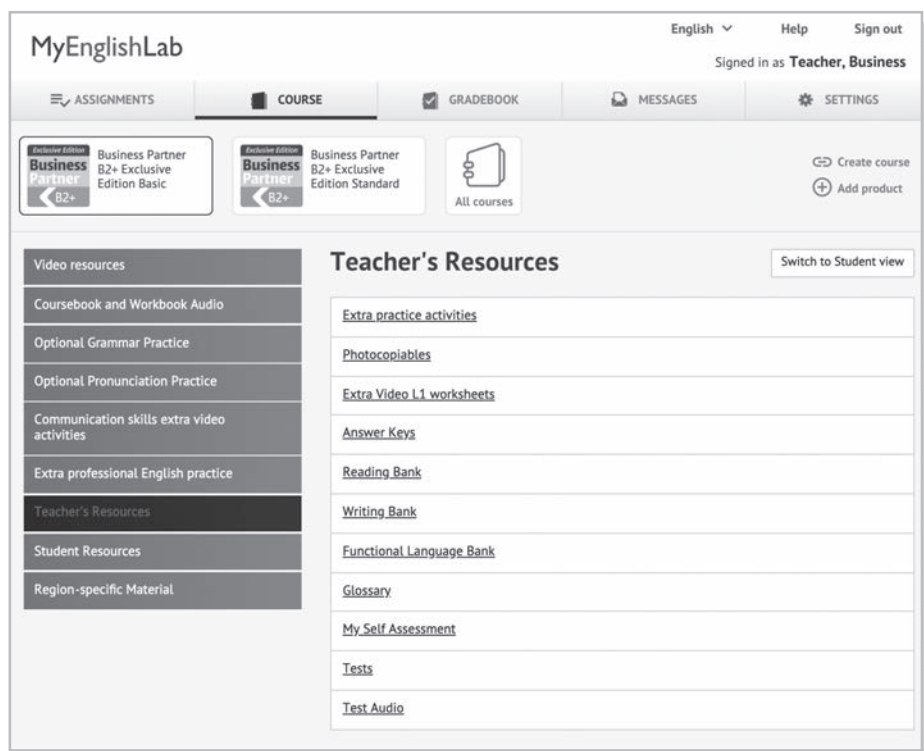
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:



Digital Resources includes downloadable coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional Language bank, Writing bank, and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.



Coursebook

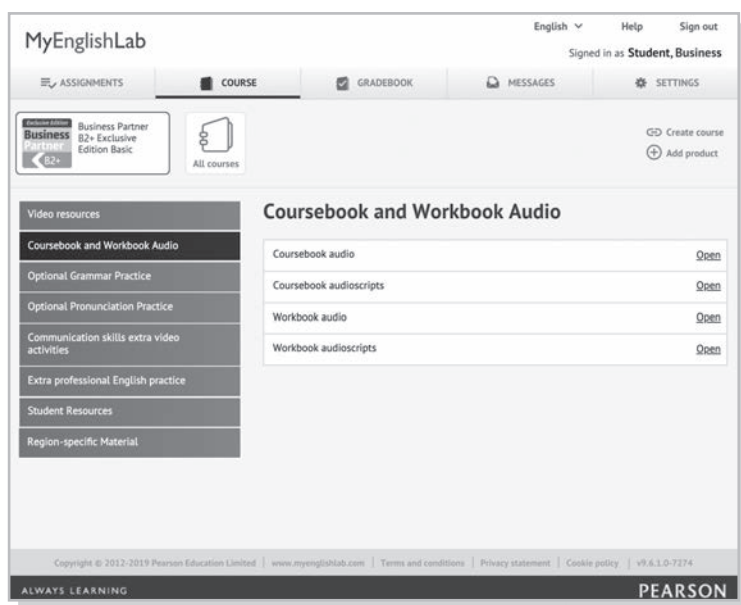
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

Coursebook video and audio material is available on MyEnglishLab.



MyEnglishLab digital component



Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Functional language bank
- Extra professional English practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab

- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank.
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.





Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments
- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Functional language bank – useful phrases for different business situations, e.g. meetings, interviews

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.



Coursebook resources

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- Extra professional English practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources

- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

Teacher's Book resources

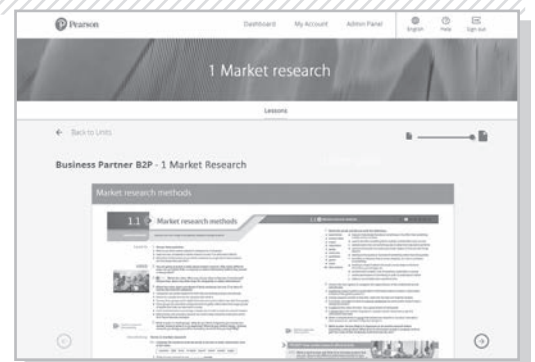
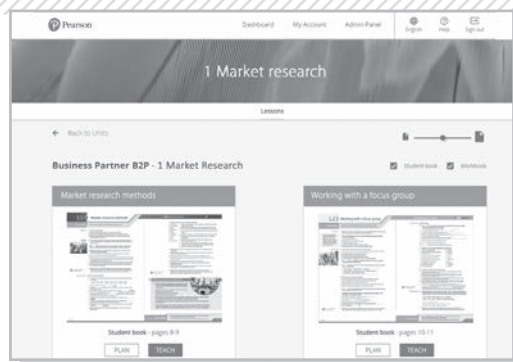
- Alternative video (Units 2 and 4) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

Tests

- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)



Unit overview page ➤

- ➊ A well-known or provocative quote related to the unit topic is provided as a talking point. There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.
- ➋ The Unit overview summarises the contents of each lesson as well as the lesson outcomes.
- ➌ Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

5 ➤

Global mobility

➊

'Moving on is a simple thing, what it leaves behind is hard.'

Dave Mustaine,
U.S. musician

Unit overview

➋	5.1 ➤ Secondments abroad Lesson outcome: Learners can use a range of vocabulary related to job relocation and secondment.	Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Project: Relocating to a new country
	5.2 ➤ Relocation and retention Lesson outcome: Learners can use a variety of inversions to emphasise new information in statements.	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Speaking: Discussing your studies or career
	5.3 ➤ Communication skills: Giving feedback on performance Lesson outcome: Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews
	5.4 ➤ Business skills: Presentations Lesson outcome: Learners can use a range of strategies and phrases to convince others when presenting an argument.	Listening: A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something
	5.5 ➤ Writing: Blog post describing relocation Lesson outcome: Learners can write a company blog post describing a personal experience connected with work.	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment

➋ Business workshop 5: p.96
Review 5: p.108
Pronunciation: 5.1 Stress patterns in word building
5.2 Stress and intonation in inversions p.116
Grammar reference: p.121

➤ 47 ◀

Lesson 1 >

The aims of this lesson are to:

- engage students with the unit topic through a video based on authentic material.
- present and practise topic business vocabulary, drawing on vocabulary from the video.
- encourage students to activate the language they have practised in a group project.

5.1 Secondments abroad

1 Lesson outcome Learners can use a range of vocabulary related to job relocation and secondment.

2 Lead-in 1 Discuss your views on these comments.

Moving abroad for a job is always helpful for one's career.

People who come to my country to work find it fairly easy to adapt to our work patterns and lifestyle.

The opportunities gained by working abroad are much better than staying in your own country.

3 VIDEO 2A Read the definitions. Which do you think is the most appropriate for 'secondment'?

a being the second most important person in a company located abroad
b a time when you are learning about a new job in a place you have not been to before
c a period of time that you spend working for the same organisation but in a different location

d moving permanently to a new place for a job

B 5.1.1 Watch the video and discuss with a partner which definition in Exercise 2A is correct and why.

3 Watch the video again. Which **two** options are correct according to what is said in the video?

1 KPMG encourages their employees to go abroad because they
a have a chance to develop. b bring back new ideas. c bring back great skills.

2 Administrative tasks the company does for secondees include helping with
a an interpreter. b visas. c accommodation.

3 Lucie said in Sydney someone
a met them on arrival. b found them a car. c helped with a bank account.

4 Ryoma said the UK office helped him
a to stay for 2-3 years. b meet a property agent. c get his money back for the move.

5 Anna feels that secondments
a help the company keep good staff. b make people want to work there. c are always a fantastic experience.

4 **Work in pairs or small groups.** What do you think would be most difficult to get used to in a new country?

Vocabulary Relocation and secondment

5 Match the words and phrases from the video with the synonyms and definitions.

1 settle in a request money from an employer for something an employee has paid for
2 international network b the department in a company which supports colleagues on secondment
3 developmental opportunity c become comfortable in a new place
4 brief someone d give someone all the information about a situation that he/she will need
5 claim expenses e pay money when you rent something, which will be given back if you do not damage it
6 pay a deposit f a group of people or organisations that are connected or work together globally
7 personal perspective g a way of thinking about something that one particular person has
8 global mobility team h a chance to grow and learn new things about oneself or one's job

5.1 Secondments abroad

Word building – verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective / Past Participle
1 _____	adoption	adopted, adoptive
assign	2 _____	assigned
compensate	3 _____	compensatory
globalise	globe, globalisation	global, 4 _____
5 _____	immigrant, immigration	
mobilise	mobility	6 _____
7 _____	process	processed
relocate	relocation	8 _____
9 _____	ship, shipping, shipment	shipped
tax	tax, 10 _____	taxable

7 Complete the description of a secondment using words and phrases from Exercises 5 and 6.

My secondment was really interesting, and it was very exciting (being part of a/n) 1 _____ of people around the globe. I usually work in Germany and my 2 _____ was in India, so I got to experience a completely new culture. I was very pleased though that my line manager was able to 3 _____ me before I left on the way things work there and on some of the cultural differences. The company helped my family and me to 4 _____ to our new surroundings. My 'buddy' also came along when we had to 5 _____ for the flat. The day the 6 _____ company let us know our furniture had arrived was when we really began to feel at home. What an amazing experience!

8 **Work in pairs or small groups.** Which of these aspects of secondment would be most important for you?

- being part of an international network
- financial compensation
- broadening your personal perspective
- other
- the opportunity for professional development

Teacher's resources: extra activities → page 116 See Pronunciation bank: Stress patterns in word building

PROJECT: Relocating to a new country

9A **Work in pairs.** Imagine that you have the chance to study or work in one of four countries: Romania, Thailand, Chile or South Africa.

- Choose one country. What would be important for you to know before deciding whether or not to go?
- Where could you find the information you need?

B **In pairs, write an email to a contact in the country with your questions.**

C **Exchange emails with another pair and look up or invent the information in order to answer their questions.**

D **When you have finished, work with the other pair and discuss the information you have found. Give your reasons for deciding for or against the move.**

Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson. Each Lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teacher's notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.
- 4 **Teacher's resources: extra activities** Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 5 The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.
- 6 Follow-up questions provide an opportunity for personalisation.
- 7 The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Lesson 2 Reading or Listening

The aims of this lesson are to:

- provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- present and practise the unit grammar point, drawing on examples from the text.
- encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

5.2

Relocation and retention

5.2 Relocation and retention

1 Lesson outcome Learners can use a variety of inversions to emphasise new information in statements.

2 Lead-in

1A Look at the sentences. Can you work out the meaning of the words in bold from the context?

- It is important for companies to work on **broad-based** initiatives to help employees at all levels and locations.
- It's always best to go to a **dealership** if you want to buy a new car.
- A computer crash is not ideal, but sometimes starting **from scratch** means an even better piece of work in the end.
- Everyone starting out as an intern has the goal to become a **fully-fledged** member of staff.
- It is more profitable to sell innovative products through **independent outlets**.
- In **labour-scarce** countries, companies have to work hard to retain the staff they have.

B Work in pairs or small groups. Do you agree with the statements in Exercise 1A? Why / Why not?

Reading 2A Look at the article headline and sub-heading. What do you think is the connection between relocation and employment retention?

B Read the article quickly. Which summary fits best?

A Toyota has found that relocating employees helps them to keep skilled members of staff. This has the effect that employees do not need to begin jobs again from the beginning but can continue working with the same conditions at independent outlets or dealerships.

B Toyota has implemented a programme to help employees who relocate for personal reasons to find jobs in independent outlets and dealerships. This is aimed at keeping skilled staff members and provides a support system to encourage them to stay with the company and make use of their experience.

3 **Teacher's resources:** extra activities

4 Grammar **Inversion**

4A Look at the underlined sentences in the text. They all use inversion for the same function. What is it?

a to contrast information b to emphasise information c to give detailed information

B What are the words or phrases used to introduce the inversions in the underlined sentences? What do you notice about the subject and the auxiliary which appears immediately afterwards?

→ page 123 See Grammar reference: Inversion
→ page 116 See Pronunciation bank: Stress and intonation in inversions

5 Correct these sentences. Think about word order, missing auxiliaries and verb changes.

- Little she imagine that the new job would be so exciting.
- Not only they had to book a flight, but they also had to find accommodation.
- Seldom I have heard such a poor excuse for being late.
- Not until he began the job he realised that it was the opportunity of a lifetime.
- Only by accepting the opportunity you will understand how helpful it will be for your career.
- Not once they told her that she was doing a good job.

6 Complete the sentences using the words and phrases in the box. Two are not used.

little no sooner not once not only not until only rarely under no circumstances

- _____ did he have to find his own flat, but he also had to make all the arrangements for the secondment.
- _____ had they settled into their new job than they were relocated again.
- _____ if they agree will they be sent on secondment.
- _____ would I accept that assignment abroad.
- _____ we had all the information we needed did we sign the contract.
- _____ did anyone offer to help when we first started in the new job.

5 Speaking **7A Complete these sentences about your studies or your career using inversions.**

- Under no circumstances would I ever _____.
- Not only do I _____, but I also _____.
- Little did I know _____.
- Only by _____.
- Not until I _____.
- At no time did I _____.

B Listen to each other's sentences and ask questions. Which of your partner's sentences are true for you, too?

6 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.

3 **Nikkei Asian Review**

Toyota dealerships help relocating employees stay in the family
Rehiring program aims to keep skilled personnel within automaker's Japan dealer network

Toyota Motor dealerships across the country are offering employees who relocate to get married, care for loved ones or for other reasons a chance to work at other locations – an unusually broad-based effort in labour-scarce Japan to retain experienced hands. **Barely has an organization dealt with employee relocation with this goal in mind.**

The Toyota Dealer Association, a Tokyo-based group overseeing 304 operators of dealerships, has created a rehiring support network covering about 130,000 full-fledged workers at some 7,000 locations. Workers whose circumstances require them to move – say, when their spouse has a job transfer – can choose to receive a list of human resources managers for Toyota dealerships in the part of Japan where they will relocate. **Not only will their work experience be taken into account in the rehiring process, but also any network-wide accreditation they have, thus making it easier for them to be rehired at terms similar to their old workplace.**

Toyota does not own equity stakes in most of these auto sellers. Until now, dealership employees looking to be hired at another independent outlet would need to go through the entire employment process from scratch.

The program aims to prevent work-ready talent going to competing automakers' dealership networks or other industries. **Little had the industry done in the past to retain female employees,** who are more likely than men to leave work for marriage or a spouse's job relocation. Women make up more than a tenth of the employees covered by the program.

'It is becoming harder every year to secure workers,' said Kanetaka Hisatsune, head of the Toyota Dealer Association, 'especially young ones.'

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level. This section includes teaching of vocabulary needed for the reading or listening to come.
- 3 The reading text is generally an article, often from the *Nikkei Asian Review* or *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle, and it contains examples of the grammar point presented.
- 4 There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to examples in the reading (or listening) text, followed by controlled practice.
- 5 Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 3 > Communication skills

The aims of this lesson are to:

- introduce students to the skills needed to interact successfully in international teams.
- encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- present and practise functional language associated with the communication skill in the lesson.

5.3 COMMUNICATION SKILLS

Giving feedback on performance

1 Lesson outcome Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.

2 Lead-in


1 Work in pairs. Look at the information about performance reviews and discuss the questions.

A performance review is generally a meeting between an employee and a manager to evaluate the employee's achievements at work and identify any areas for improvement. Many companies have an annual performance review process.

- How would you prepare for a performance review as a) an employee, b) a manager?
- What are some of the pros and cons of performance reviews?

3 VIDEO

2 **5.3.1 Prisha Patel, Creative Director of Happenings, wants to arrange a performance review for Otto Weber, the company's Logistics Manager. Watch the video and answer the questions.**



- What compliment does Prisha pay Otto?
- How long has Otto been with the company?
- How do you think Prisha is feeling about Otto's review?
- What does Otto expect from the performance review?

3A In small groups, discuss which approach (Option A or B) Prisha should use during the performance review with Otto. Give reasons for your answers. As a class, decide which video to watch first.

Option A – A directive approach: Be direct and clear. Tell the person what he/she is doing well and not doing well. Give clear directions and be transparent about what the expectations are of him/her.

Option B – An interactive approach: Ask the person questions about his/her evaluation of his/her own performance, any problems he/she has had, and guide him/her towards ways he/she can improve.

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

Option A 5.3.2

- What positive feedback does Prisha give Otto?
- What negative feedback does she give him?
- How does Otto respond to the negative feedback?
- What does Prisha remind Otto about?
- To what extent is Otto able to contribute to his performance review?

Option B 5.3.3

- How does Prisha begin the review?
- What does Otto find most rewarding about his job?
- What does he say is most challenging?
- What does Prisha think Otto is not prioritising? Does he agree?
- What goals do they set?

4 Think about the approaches used in the videos. What do you think are the pros and cons of each approach to performance reviews?

5 5.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

5 Reflection

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

- Which of the two approaches to performance reviews do you prefer? Why?
- In which situations might you use your non-preferred style? Why?

6

5.3 > Communication skills: Giving feedback on performance

7 Functional language

7A Complete the sentences from the video with the words and phrases in the box.

achieved describe evidence of excelled at handling improve on in particular lack rewarding room for thoughts on

- Is there anything _____ that you're not prioritising?
- I'd like to hear your _____ that.
- How would you _____ your on-the-job performance?
- You're consistently imaginative when _____ problems.
- What do you think you could do to _____ that?
- There's definitely _____ improvement.
- And you've provided strong _____ problem-solving skills.
- What has been the most _____ aspect of the work?
- You've _____ making sure everything runs smoothly.
- You've certainly _____ everything we've asked of you.
- You tend to _____ organisation there.

B Now match the phrases in Exercise 7A with the correct category, a or b.

a Directive approach **b** Interactive approach

C Match the sentence halves. Is each sentence positive or negative feedback?

1 You have a tendency	a to new instructions / changing situations.
2 You demonstrate	b to meet deadlines / to make decisions in stressful situations.
3 You respond quickly	c yourself focused on goals / your staff updated.
4 You find it difficult	d the correct procedures / instructions from your manager.
5 You do not always follow	e to interrupt others in meetings / to arrive late for work.
6 You keep	f an ability to learn quickly / initiative.

8 Choose one of the profiles below. In pairs, imagine you are either the lecturer or the manager. Decide which feedback approach to use and develop a dialogue using phrases from Exercise 7. Practise the dialogue in pairs.

Tatiana is an economics student. She often asks to extend deadlines on assignments. She is bright and learns new concepts quickly. The content of her written work is good but poorly organised. In lectures she often sits at the back of the class chatting and checking her phone.

Josef is an experienced salesman. He knows everything there is to know about the company's products and the market. He has an old-school approach to sales and marketing and resists change. He does not enter client details and visits into the database, nor does he attend training sessions on the company's online sales platform.

9

9A Work in pairs. You are going to roleplay two performance reviews. Go to page 128 and work individually to read your role cards for scenario 1 and prepare what you will say.

B Roleplay the first performance review. How have you decided to improve any weaknesses?

C Now read scenario 2 on page 130. Repeat the steps in Exercises 9A and 9B for the second performance review.

D Discuss what went well in each performance review and which phrases from Exercise 7 you found useful. Did you improve anything in the second review?

10 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.

- The Lesson outcome defines a clear learning outcome for every lesson.
- Every Communication skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level and to set-up the video which follows.
- The Communication skills training video introduces learners to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality. There is a storyline running through the eight units, with the main characters appearing in different situations. Note: Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.
- In each Communication skills lesson, you will:
 - watch a set-up video which introduces the main characters and challenge of the lesson;
 - watch the main character approach the situation in two different ways (Options A and B);
 - answer questions about each approach (Option A and Option B) before watching the conclusion.
- Students work alone on a short reflection activity. The approach to this reflection activity may change to suit each lesson. The idea is to encourage students to think about communication styles and their implications.
- The lesson to this point works as a standalone lesson for teachers who have a limited amount of time to work on communication skills. In other teaching situations, the lesson can be extended using the activities on functional language.
- This page presents and practises a set of useful functional language from the video in the Communication skills lesson.
- T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.
- The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

15


Lesson 4 Business skills

The aims of this lesson are to:

- give students exposure to a functional business skill or sub-skill using a listening comprehension, encouraging them to notice successful and unsuccessful techniques.
- present and practise relevant functional language drawing on examples from the listening.
- encourage students to activate the skill and language they have practised by collaborating on a group task.

5.4 BUSINESS SKILLS Presentations

1 Lesson outcome Learners can use a range of strategies and phrases to convince others when presenting an argument.



2 Lead-in

- 1 Work in pairs.** Discuss the potential advantages and disadvantages of a global career, travelling to and working in many different countries. Use the ideas below and add your own. Try to agree on the biggest advantage and disadvantage.
Advantages: experience exciting new cultures, develop as a person, ...
Disadvantages: culture shock, feel isolated or lonely, ...
- 2A Look at a promotion text from Globe Trotters, a recruitment agency which supports young professionals to develop a global career. Which of the benefits you discussed in Exercise 1 are mentioned?**
B What other benefits used in the promotion are important? Why?

Globe Trotters *Developing the career which takes you places!*

Why focus on an international career?
There are a lot of benefits to developing an international career. For many, it's a lifestyle decision – simply to travel, to meet new people, to see great places, to learn new languages and to develop cultural understanding.
For others, it's about developing a global business understanding – discovering what it means to work in a global company by understanding local markets and customers. It's also about personal development and growth and leaving the comfort zone of home behind.

Interested? Contact us and find out about how we can open up the world to you!

FAST FACTS

- Europe's largest international recruitment consultancy
- We hire for major international organisations working across the globe in ALL sectors.
- We promise to help you every step of your journey – from CV, to interview, to final relocation.

3 Work in pairs. Discuss how global you would like your career to be. Which countries interest you professionally and why?

3 Listening

4A **5.01 Listen to Celine Thorat, Head of HR for Cafexel, a global technology company based in Paris, giving a presentation on the topic of international careers to MBA students. Which three main advantages of having an international career does Celine mention?**

B Listen again and answer the questions.

- How do the customers of Cafexel differ around the world?
- What is 'triple three'?
- Why does Celine argue that travelling is important for people who want to work at Cafexel?

C Work in pairs. Discuss how far you agree with Celine's ideas about social responsibility, and why.

5.4 Business skills: Presentations

5 Functional language

Developing a convincing argument

5 Look at the strategies for developing a convincing argument in the table. Then match these sentences with the correct strategy.

- Without this, it's unlikely that [you'll ever reach a top leadership position].
- Data on [early career travel] proves without doubt that [this is a reality].
- In a nutshell, [travel is not an option, it's an obligation].
- Even if things don't go well, [you'll still be able to come home].
- This alone can undoubtedly [enable you to have a successful career].
- It's simply a matter of [taking a look at our website].
- This gives you the twin benefits of [a bigger network] and [a better career].

Highlight the positives	One clear benefit is that [you will meet new people].
State two advantages together for impact	This is not only [cheaper] but also [quicker].
Give data to defend an argument	The evidence from [the survey] clearly shows that [employees want more feedback].
Reduce negative risks	What's the worst thing that can happen? Maybe ...
Simplify to make a clear point	Put simply, you need experience of working abroad.
Suggest easy steps for success	The obvious thing to do is [to talk to your manager].
Emphasise possible lost opportunities	If you don't [work harder] then you'll never [be promoted].

6A Work in pairs. You are giving a presentation to university graduates to encourage them to apply for a six-week internship at a company in New York. Use the strategies in Exercise 5 and the advertisement below to prepare some sentences.

6x6 A GREAT SUMMER INTERNSHIP OPPORTUNITY FOR THE RIGHT CANDIDATES

6 great reasons why you should apply to work in New York for 6 weeks.

- 1 Easy application process: apply online in 60 seconds
- 2 Once-in-a-lifetime opportunity
- 3 Meet interesting people while gaining invaluable work experience
- 4 Improve your chance of senior leadership by 50 percent
- 5 Earn more in the long term with international experience
- 6 Be valued more by potential employers if you have international experience

T Teacher's resources: extra activities

B Work in groups. Read out your sentences. Decide which ones are most convincing and why.

7A Prepare to give a short presentation that argues for or against one of the following statements. Use phrases from Exercise 5 to build convincing arguments.

TASK

- The most important skill for an international career today is to be able to speak good English.
- Specialising in one area at work and staying in one role is a mistake. It's better to change jobs frequently and get a broad experience.
- Global travel creates a lot of air pollution. Companies should try to limit this by encouraging international teams to work more with online resources (email, virtual meetings).
- It's essential to dedicate time to learning the art of public speaking if you want to become a convincing leader in any professional area.

B Work in pairs or small groups to give your short presentations. After each presentation, the 'audience' may ask questions.

C After each presentation and questions the audience should give quick feedback on how convincing the presentation was and why.

8 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every Business skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 An original listening comprehension introduces the business skill and related key techniques and key functional language.
- 4 Listening comprehension activities check that students have understood the meaning of key concepts or vocabulary, and move on to listening for detail.
- 5 The section on Functional language offers presentation and practice of a set of useful functional language related to the business skill of the lesson. The language exponents come from the audioscript, and common tasks include gap-fill activities.
- 6 **T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language and additional listening practice using the lesson listening text.
- 7 The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 5 > Writing

The aims of this lesson are to present and practise:

- specific aspect of business writing, focusing on either genre, function or register.
- relevant functional language, drawing on examples from the model text.

5.5

WRITING

Blog post describing relocation

< >

1 Lesson outcome Learners can write a company blog post describing a personal experience connected with work.

2 Lead-in

1 Read the blog post about a relocation experience. Complete it with the words in the box. Then compare in pairs.

amazing busy challenging excited
 first global ideal last local new

Hello from Kenya – finally!

As you know, thanks to the new global secondment scheme, I arrived with my family at Nairobi airport last month. I had been dreaming of working in Africa for years and now here I am!

The ¹ _____ manager met us there and subsequently took us to a hotel. We had been expecting to settle into our ² _____ home straightaway but it wasn't ready so we spent the ³ _____ month in the hotel. We finally moved into our house yesterday and are ⁴ _____ sorting it out. Before we came, my children had been particularly ⁵ _____ about going on safari and ⁶ _____ weekend we camped in a game reserve and it was truly ⁷ _____.

Although living in a hotel for a month was not ⁸ _____, the work is both rewarding and ⁹ _____ and is giving me a broader ¹⁰ _____ perspective. Consequently, I know where our tea comes from, who picks it, where it is prepared and who ships it. So far, life in Kenya is living up to our expectations.

I am sure that this experience will be beneficial to my career and I highly recommend it to everyone.

3 Functional language

2A Complete the table using words and phrases from the blog post.

Background information
As you know, ¹ _____ the company global secondment scheme, ...
Sequence of events
The local manager ² _____ took us to a hotel. We ³ _____ moved into our house yesterday.
Pros and cons
⁴ _____ living in a hotel wasn't ideal, ... The work ⁵ _____ a broader perspective. Life in Kenya is ⁶ _____ expectations.
Conclusion
I am sure that this experience ⁷ _____ to my career. I ⁸ _____ it to everyone.

B Write these phrases in the correct place in the table in Exercise 2A.

As part of the company work exchange programme ... I will have a much better understanding of how the business functions after this secondment. My colleagues are extremely helpful. The only downside is that I'm finding it a bit difficult to adapt at the moment. The plane landed at 6 a.m. and I was in the office the same morning.

4 → page 122 See Grammar reference: Past Perfect Continuous

T Teacher's resources: extra activities

L The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

6 TASK

3A Work in pairs. Read the blog post on page 127. Discuss what is wrong with it in general and specific ways you could improve it.

B Look at the table on page 127 and use the information to write a blog post of about 225 words about the secondment.

C Exchange blog posts with your partner. How many phrases from Exercises 2A and 2B did your partner use? Is there anything you think could be improved?

7 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.

- The Lesson outcome defines a clear learning outcome for every lesson.
- Every Writing lesson starts with a writing model and associated task. The task often requires students to notice or do something with the language within the model text. In specific cases, this section may also include an element of listening, if for example the writing skill refers to 'taking notes from a phone call or presentation', or 'summarising what a speaker or colleague says'.
- The functional language is presented in a table summarising useful language associated with the target writing skill, and includes a related activity. The table is likely to be categorised according to the different sections of the writing model. Tasks include completing exponents in the table or identifying which ones are formal and informal.

- T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.

- L** The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

There is a signpost to the optional second grammar point. Some examples of the target language point are included in the writing model. The teacher's notes include instructions to focus students on the examples before directing them to the activities in MyEnglishLab if they choose to do so.

- The lesson ends with at least two writing tasks, from controlled to freer practice.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Business workshops

The aims of the Business workshops are to:

- simulate a real-life professional situation or challenge which is related to the theme of the unit.
- provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP

5

Ready for relocation?

Business workshop 5 >

1 Lesson outcome Learners can understand issues relating to secondment and participate in a negotiation between an employee and a manager to discuss a possible relocation.

2 Background

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

- 1 What kind of company is MedLab?
- 2 What business decision are they currently facing?
- 3 What do they need to decide about staff?
- 4 Which employees might be affected?

BACKGROUND

MedLab was founded in the early 1950s in Germany to produce high-quality, specialised medical equipment. Today they are a leading manufacturer of medical devices ranging from MRI scanners to blood-pressure measuring kits which aid medical professionals to make early and accurate diagnoses in doctors' offices and in hospitals. The main production facility is still located in Germany. Due to increasing sales they need to decide where to expand their technical support – in Scandinavia, the Arab World or South America – and are currently considering where to send people on secondment for up to two years. This will include both new and long-term employees, as they are searching for those they feel would be the best fit for the individual markets and would also be comfortable training local staff.

3 The CEO's presentation

2 **BW 5.01 Listen to a presentation by the CEO of MedLab to employees. Complete the information with the figures in the box. Some are not used.**

€775 million	1 billion	1/10th	2 years	6 months	7%
about 21%	almost 8	less than 5%	nearly 100	over 100	roughly €1.75 billion
			within 3 weeks		

Background

how many countries the company does business in: ¹ _____

decades the company has been in business: ² _____

Norway

amount of GDP spent on healthcare: ³ _____

approximate amount spent on medical/dental needs: ⁴ _____

Saudi Arabia

percentage of GDP dedicated to healthcare: ⁵ _____

how much of the health market is private: ⁶ _____

Argentina

money spent on imported medical devices: ⁷ _____

number of pieces of equipment bought: ⁸ _____

Secondment

the longest period people will be expected to stay abroad: ⁹ _____

when interested employees should speak to HR: ¹⁰ _____

3 Work in pairs. Imagine you work for MedLab and feel that secondment might be interesting for you. Discuss the pros and cons with a partner.

4 First thoughts

4 **BW 5.02 Listen to Paul and Karen discussing the possibility of secondment. Decide which person each statement belongs to.**

Paul: _____

Karen: _____

- 1 This person feels relocation is a learning experience.
- 2 This person would like to continue studying while on secondment.
- 3 This person is single.
- 4 This person would like to become more visible in the company.
- 5 This person has to consider other people before deciding to go on secondment.
- 6 This person did not plan to stay in Germany for very long.
- 7 This person has a list of questions to ask before deciding.
- 8 This person is not very concerned about socialising while on secondment.

5 Look at the list of possible issues that Paul and Karen have. Rank them in order of importance for you. Then work with a partner and compare your lists.

accommodation company car education allowance food healthcare home visits job guarantee at home language classes payments to pension fund residency permit for family schools security social life tax requirements and advice temporary visa transportation work permit for family member

4 Down to details

6 **BW 5.03 Listen to a discussion between Piet, an HR Manager, and Paul. Answer the questions.**

- 1 What is Paul concerned about regarding his wife if he goes on secondment for two years?
- 2 What does Paul feel is important regarding his sons' education?
- 3 What advantage would Paul and his family have if they flew home only once a year?
- 4 What does Paul not want to give up as his family would be unhappy?
- 5 Can they use the car Paul will be given in their free time? Are there any conditions?
- 6 What will Paul's financial package include?

7 Work in pairs. If you were Paul or Brigitte, would you be in favour of the move? Why / Why not?

5

8A Work in pairs. You are going to roleplay a negotiation. One of you is a manager at MedLab and the other an employee considering secondment. Look at your information and prepare for the negotiation.

Managers: Read your role card on page 131.

Employees: Read your role card on page 129.

B Hold the negotiation and make notes on what you agree.

Writing

9A Write a summary of between 120 and 140 words, confirming what you negotiated.

Introduction
This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement...

Conclusion
As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

B Read your partner's summary. Did you have the same understanding of what was agreed in your negotiation?

6 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.
- 3 In units where Lesson 2 contains a reading text, the Business workshop contains a significant listening section, as in Business workshop 5 here. Where Lesson 2 contains a listening, the Business workshop contains a reading text.
- 4 This section includes an activity to check understanding.
- 5 The task is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing. The Business workshops provide a good variety of output task types.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Extra material >

Extra coursebook activities (PDFs)

> go to MyEnglishLab, Teacher's Resources

Photocopiables (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Resource Bank: Reading bank, Writing bank, Functional language bank (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Unit tests, with audio files and answer keys (PDFs and Word documents)

> go to MyEnglishLab, Teacher's Resources; also available as Interactive tests

Audioscripts and videoscripts (PDFs)

> at the back of the Coursebook, and on MyEnglishLab, in the Teacher's Resources

Region-specific material

> go to MyEnglishLab, Region-specific material

Coursebook contents

UNIT 1 > MARKET RESEARCH p.7		Videos: 1.1 Types of market research 1.3 The needs of a new client			
1.1 > Market research methods	1.2 > Working with a focus group	1.3 > Communication skills: Carrying out a needs analysis	1.4 > Business skills: Dealing with questions	1.5 > Writing: Reports – Summary findings	Business workshop > 1 Improving the image (p.88)
Video: ▶ Types of market research Vocabulary: Terms in market research Project: How market research affects brands	Listening: ◀ A focus group about a new app Grammar: Question tags Pronunciation: → Intonation in questions tags (p.114) Speaking: Catching up with an old friend	Video: ▶ The needs of a new client Functional language: Using leading and open questions to effect Pronunciation: → Indian English pronunciation (p.114) Task: Agreeing details of a corporate event	Listening: ◀ A presentation with questions and answers Functional language: Responding to questions during a presentation Task: Propose a change and respond to questions	Model text: Summary findings from a report Functional language: Summarising findings of a report or survey Grammar: ▶ Reporting verb patterns Task: Write a summary of survey findings	Listening: ◀ A crisis management meeting Reading: Market research options Task: Prepare a market research plan to improve the brand image

Review p.104

UNIT 2 > GIVE AND TAKE p.17		Videos: 2.1 How can bosses help develop staff? 2.3 Changing an agreement			
2.1 > Manager or mentor?	2.2 > Kindness or success?	2.3 > Communication skills: Changing an agreement	2.4 > Business skills: Collaboration	2.5 > Writing: Emails – Stating requirements	Business workshop > 2 Try to see it my way (p.90)
Video: ▶ How can bosses help develop staff? Vocabulary: Giving back Project: An ideal mentor	Reading: Why it can be cruel to be kind in the workplace Grammar: Cleft sentences Pronunciation: → Intonation in cleft sentences (p.114) Speaking: Discussing statements about yourself	Video: ▶ Changing an agreement Functional language: Renegotiation of an agreement Task: Renegotiating details of a client agreement	Listening: ◀ A brainstorming meeting to address falling sales Pronunciation: → Southern U.S. English pronunciation (p.114) Functional language: Promoting collaboration Task: Leading and participating in meetings to agree on best ideas	Model text: Email stating requirements Functional language: Formal and less formal phrases for requirements and reasons Grammar: ▶ Future Perfect Simple and Continuous Task: Write a bulleted and non-bulleted email stating requirements	Listening: ◀ Conversations between call centre staff about training and communication issues Task: Agree how to address problems between staff and managers based on survey findings Writing: Guidelines for staff and managers

Review p.105

UNIT 3 > MONEY MATTERS p.27		Videos: 3.1 A mobile money service in Uganda 3.3 Presentation styles			
3.1 > Mobile banking	3.2 > Managing money	3.3 > Communication skills: Presentation styles	3.4 > Business skills: Defending your ideas	3.5 > Writing: Letter of complaint	Business workshop > 3 Managing your money (p.92)
Video: ▶ A mobile money service in Uganda Vocabulary: Personal banking Project: Banking preferences survey	Listening: ◀ Two experiences of managing money Grammar: Phrasal verbs Pronunciation: → Stress in phrasal verbs (p.115) Speaking and writing: Anecdotes about saving up or paying back money	Video: ▶ Presentation styles Functional language: Fact-based and emotion-based presentations Pronunciation: → Chunking and stress in presentations (p.115) Task: Giving a fact-based or emotion-based presentation	Listening: ◀ Presenting and defending ideas for a banking app Functional language: Defending ideas and describing consequences Task: Presenting a proposal and defending it	Model text: Letter of complaint Functional language: Useful phrases for a letter of complaint Grammar: ▶ Participle clauses Task: Write a formal letter of complaint	Reading: Millennials fall behind on living standards Listening: ◀ Regional managers discussing banking for millennials Task: Select financial products to meet the needs of millennials

Review p.106

UNIT 4 > CHALLENGES p.37		Videos: 4.1 Climate change and coffee agriculture 4.3 Saying 'no' firmly and politely			
4.1 > Environmental challenges	4.2 > Cyber challenges	4.3 > Communication skills: Saying 'no' firmly and politely	4.4 > Business skills: Challenging conversations	4.5 > Writing: Proposals – Recommendations	Business workshop > 4 Business Challenges (p.94)
Video: ▶ Climate change and coffee agriculture Vocabulary: Collocations: the environment Project: Sustainable solutions	Reading: Global cyberattack is a warning for 'internet of things' Grammar: Perfect aspect Pronunciation: → Weak forms in perfect tenses (p.115) Speaking: Discussing smart technology Writing: A short blog post	Video: ▶ Saying 'no' firmly and politely Functional language: Managing challenging negotiations Task: Negotiating allocation of tasks with a colleague	Listening: ◀ A difficult conversation about promotion Functional language: Managing challenging conversations Pronunciation: → Volume and tone of voice in challenging conversations (p.115) Task: Dealing with a challenging conversation to reach a positive outcome	Model text: Recommendations from a proposal Functional language: Recommendations Grammar: ▶ Compound nouns and adjectives Task: Write the recommendations section of a proposal	Speaking: Brainstorm ideas for a documentary series about business challenges Listening: ◀ Discussing presentation slides for the documentary proposal Task: Present a proposal for the documentary series using slides

Review p.107

UNIT 5 > GLOBAL MOBILITY p.47		Videos: 5.1 Experiences of secondments abroad 5.3 Giving feedback on performance			
5.1 > Secondments abroad	5.2 > Relocation and retention	5.3 > Communication skills: Giving feedback on performance	5.4 > Business skills: Presentations	5.5 > Writing: Blog describing relocation	Business workshop > 5 Ready for relocation? (p.96)
Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Pronunciation: → Stress patterns in word building (p.116) Project: Relocating to a new country	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Pronunciation: → Stress and intonation in inversions (p.116) Speaking: Discussing your studies or career	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews	Listening: A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment	Listening: A presentation about relocation opportunities; Staff discussing the pros and cons of relocation Task: Negotiating a secondment contract Writing: A summary of the outcome of the negotiation

Review p.108

UNIT 6 > ALLIANCES p.57		Videos: 6.1 Strategic alliances in the airline industry 6.3 Dealing with conflict			
6.1 > Strategic alliances	6.2 > Business partnerships	6.3 > Communication skills: Diffusing conflict	6.4 > Business skills: Learning from mistakes	6.5 > Writing: Report extract	Business workshop > 6 Growing the business (p.98)
Video: Strategic alliances in the airline industry Vocabulary: Alliances and acquisitions Project: Choosing a partner	Listening: Types of business partnerships Grammar: Past modals Pronunciation: → Weak forms in past modals (p.116) Speaking: Anecdotes about when things didn't go according to plan	Video: Dealing with conflict Functional language: Diffusing conflict Task: Managing potential conflict between an event organiser and its sponsor	Listening: Discussing mistakes in an IT project and lessons learnt Pronunciation: → Scottish English pronunciation (p.116) Functional language: Analysing and learning from mistakes Task: Talking about a useful mistake you learnt from	Model text: Report extract Functional language: Useful structures and phrases for reports Grammar: Different ways of expressing the future Task: Write a formal report extract	Listening: Business partners discuss ways to grow their business Reading: Options for business expansion Speaking: Complete a SWOT analysis Task: Choose the best option to grow the business and write a summary of your reasons

Review p.109

UNIT 7 > RISK p.67		Videos: 7.1 Managing earthquake risk 7.3 Dealing with risk			
7.1 > A resilient building	7.2 > Risk in investment	7.3 > Communication skills: Dealing with risk	7.4 > Business skills: Analysing risk	7.5 > Writing: Accident report	Business workshop > 7 What could possibly go wrong? (p.100)
Video: Managing earthquake risk Vocabulary: Managing and minimising risk Pronunciation: → Linking between words (p.117) Project: Emergency protocol	Reading: The man who changed the investment industry Grammar: Second, third and mixed conditionals Pronunciation: → Intonation in conditionals (p.117) Speaking: How your life would be different if ...	Video: Dealing with risk Functional language: Talking about risk Task: Discussing how to manage risks for an upcoming event	Listening: Discussing project risks using a probability impact matrix Functional language: Analysing risks Task: Discussing travel risks and placing them on a matrix	Model text: Accident report Functional language: Useful phrases for an accident report Grammar: Alternatives to <i>if</i> Task: Write an accident report	Reading: Profiles of three start-ups Listening: Advice on risk assessment for business owners Task: Create a risk-management plan for a start-up Writing: A description of how the start-up performed

Review p.110

UNIT 8 > DECISIONS p.77		Videos: 8.1 The Idle Man 8.3 Influencing a decision			
8.1 > The Idle Man	8.2 > Better decision-making	8.3 > Communication skills: Influencing a decision	8.4 > Business skills: Maintaining relationships	8.5 > Writing: Describing a decision	Business workshop > 8 Decisions, decisions (p.102)
Video: The Idle Man Vocabulary: Decisions Project: The head or heart debate	Listening: A lecture about decision-making Pronunciation: → South African English pronunciation (p.117) Grammar: <i>to</i> + infinitive or <i>-ing</i> form Writing: A letter giving advice about a difficult situation	Video: Influencing a decision Functional language: Fact-based and emotion-based approaches to decision-making Task: Making decisions about suppliers	Listening: Managing a conversation in order to maintain a relationship Functional language: Relationship-oriented decision-making Pronunciation: → Stress and intonation in relationship-oriented decision-making (p.117) Task: Managing difficult conversations using relationship-oriented decision-making	Model text: Letter describing a decision Functional language: Describing a decision, potential problems and next steps Grammar: Ways to avoid repeating words Task: Write a formal letter describing a decision	Reading: A report on the growth potential of ethnic food in the USA Listening: Interviews with managers of the Sushi Bar Brazil restaurants Task: Propose a strategy to expand the restaurant chain and address current issues

Review p.111

Pronunciation p.112	Grammar reference p.118	Additional material p.126	Videoscripts p.135	Audioscripts p.142	Glossary p.152
---------------------	-------------------------	---------------------------	--------------------	--------------------	----------------

Contents

➤	Introduction	4
Unit 1 ➤	Market research	20
	Unit overview	20
	Business brief	21
	Teacher's notes	22
Unit 2 ➤	Give and take	36
	Unit overview	36
	Business brief	37
	Teacher's notes	38
Unit 3 ➤	Money matters	52
	Unit overview	52
	Business brief	53
	Teacher's notes	54
Unit 4 ➤	Challenges	68
	Unit overview	68
	Business brief	69
	Teacher's notes	70
Unit 5 ➤	Global mobility	86
	Unit overview	86
	Business brief	87
	Teacher's notes	88
Unit 6 ➤	Alliances	101
	Unit overview	101
	Business brief	102
	Teacher's notes	103
Unit 7 ➤	Risk	116
	Unit overview	116
	Business brief	117
	Teacher's notes	118
Unit 8 ➤	Decisions	131
	Unit overview	131
	Business brief	132
	Teacher's notes	133
➤	Resource bank	147

Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

- are interesting and relevant to their life experiences.
- match their learning needs and priorities.
- are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability, flexibility and learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

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

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on and extend material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class as well as activities which draw attention to useful language in reading texts.

T Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

T Teacher's resources: alternative video and activities

Alternative videos with worksheets are available for some units and are clearly signposted. You can use this in the classroom as an alternative approach to the topic in Lesson 1, depending on your students' needs.

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

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic, or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Functional language bank

You can use these resources as and when needed with your classes. The Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2 as and when needed.

The Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams. The Writing bank provides supplementary models of professional communication and the Functional language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in eight business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Business Partner offers fully integrated skills, including the essential critical-thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Functional language (such as giving advice, summarising, dealing with objections) supports learners' capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Functional language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their 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 a significant number of audio recordings in Lesson 4 and the Business workshop.

Approach to language and skills

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.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of 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. There is a Reading bank at the back of this Teacher’s Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students 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 classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, proposals, note-taking and emails, and for different purposes, including formal and informal communication, summarising, invitations, replies and project updates. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher’s Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

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

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include teamwork, decision-making and influencing.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-work learners who may not have direct experience of the particular situations they are about to see. In each of these videos, students watch two possible scenarios (Option A and Option B) in which a different communication style is used. These options give students the opportunity to engage in critical viewing of each option and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise value on the progress made on their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also section on the Global Scale of English and the Learning Objectives for Professional English.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; they are structured to reflect the modularity of the course.

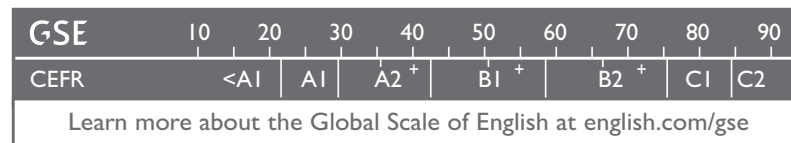
Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains extra professional English practice activities. The content and level of the tasks match the Coursebook so they can also be used as additional revision material.

The Global Scale of English

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.



Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher’s Resource Book in the Teacher’s notes. These Learning Objectives are also listed in the self-assessment sheets available to students in MyEnglishLab. (See also Formative assessment above in Approach to testing and assessment.)

Course structure

Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print	Teacher’s Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Pearson English Portal	Coursebook with MyEnglishLab

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

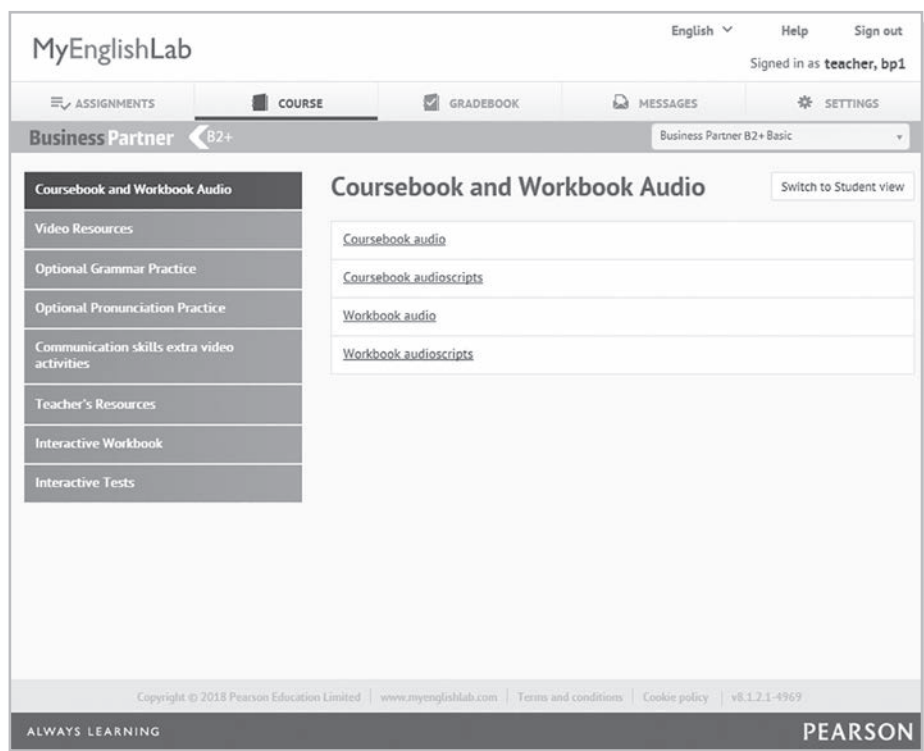
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:



Digital Resources includes downloadable coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional Language bank, Writing bank, and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.



Coursebook

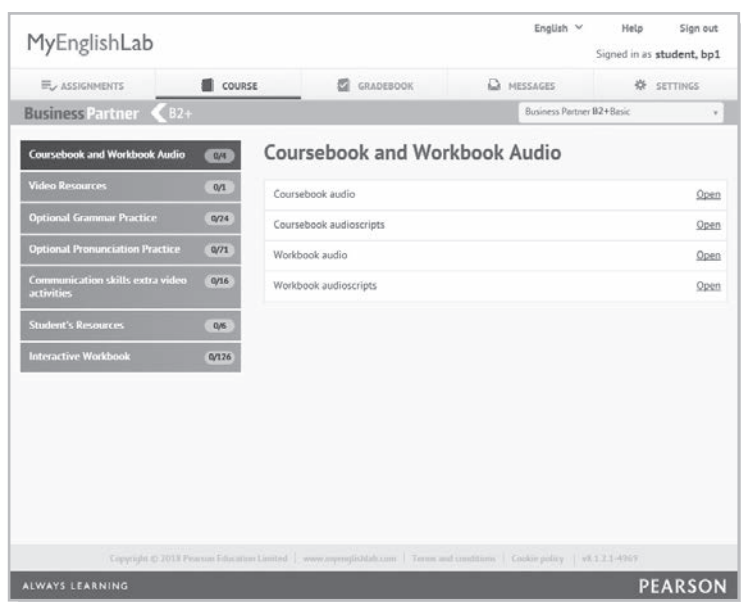
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

Coursebook video and audio material is available on MyEnglishLab.



MyEnglishLab digital component



Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Functional language bank
- Extra professional English practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab

- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank.
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.





Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments
- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Functional language bank – useful phrases for different business situations, e.g. meetings, interviews

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

Coursebook resources

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- Extra professional English practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources

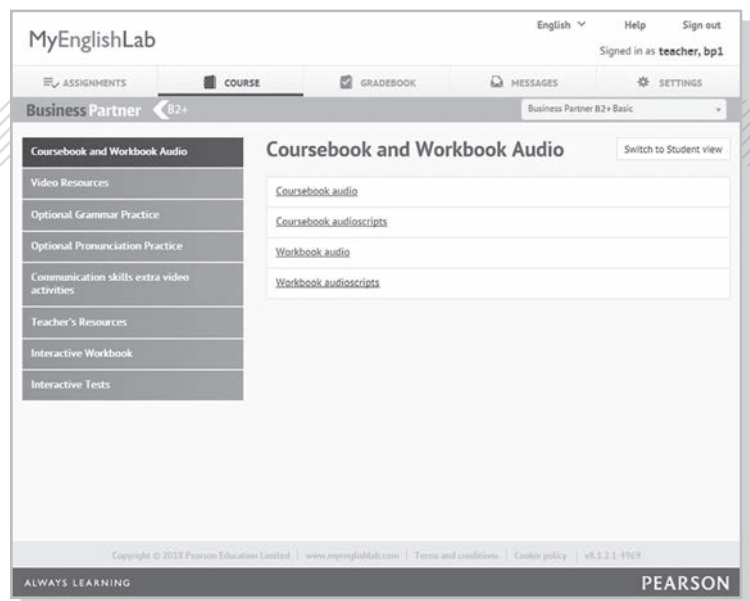
- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

Teacher's Book resources

- Alternative video (Units 2 and 4) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

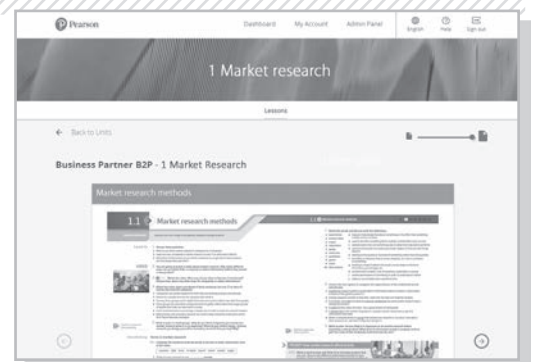
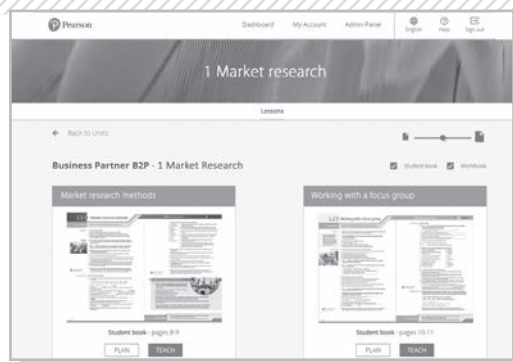
Tests

- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys



Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)



Unit overview page ➤

- ➊ A well-known or provocative quote related to the unit topic is provided as a talking point. There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.
- ➋ The Unit overview summarises the contents of each lesson as well as the lesson outcomes.
- ➌ Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

5 ➤

Global mobility

➊

'Moving on is a simple thing, what it leaves behind is hard.'

Dave Mustaine,
U.S. musician

Unit overview

➋	5.1 ➤ Secondments abroad Lesson outcome: Learners can use a range of vocabulary related to job relocation and secondment.	Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Project: Relocating to a new country
	5.2 ➤ Relocation and retention Lesson outcome: Learners can use a variety of inversions to emphasise new information in statements.	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Speaking: Discussing your studies or career
	5.3 ➤ Communication skills: Giving feedback on performance Lesson outcome: Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews
	5.4 ➤ Business skills: Presentations Lesson outcome: Learners can use a range of strategies and phrases to convince others when presenting an argument.	Listening: A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something
	5.5 ➤ Writing: Blog post describing relocation Lesson outcome: Learners can write a company blog post describing a personal experience connected with work.	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment

➋ Business workshop 5: p.96
Review 5: p.108
Pronunciation: 5.1 Stress patterns in word building
5.2 Stress and intonation in inversions p.116
Grammar reference: p.121

Lesson 1 >

The aims of this lesson are to:

- engage students with the unit topic through a video based on authentic material.
- present and practise topic business vocabulary, drawing on vocabulary from the video.
- encourage students to activate the language they have practised in a group project.

5.1 Secondments abroad

1 Lesson outcome Learners can use a range of vocabulary related to job relocation and secondment.

2 Lead-in 1 Discuss your views on these comments.

Moving abroad for a job is always helpful for one's career.

People who come to my country to work find it fairly easy to adapt to our work patterns and lifestyle.

The opportunities gained by working abroad are much better than staying in your own country.

3 VIDEO 2A Read the definitions. Which do you think is the most appropriate for 'secondment'?

- being the second most important person in a company located abroad
- a time when you are learning about a new job in a place you have not been to before
- a period of time that you spend working for the same organisation but in a different location
- moving permanently to a new place for a job

B **5.1.1** Watch the video and discuss with a partner which definition in Exercise 2A is correct and why.

3 Watch the video again. Which **two** options are correct according to what is said in the video?

- KPMG encourages their employees to go abroad because they
 - have a chance to develop.
 - bring back new ideas.
 - bring back great skills.
- Administrative tasks the company does for secondees include helping with
 - an interpreter.
 - visas.
 - accommodation.
- Lucie said in Sydney someone
 - met them on arrival.
 - found them a car.
 - helped with a bank account.
- Ryoma said the UK office helped him
 - to stay for 2-3 years.
 - meet a property agent.
 - get his money back for the move.
- Anna feels that secondments
 - help the company keep good staff.
 - make people want to work there.
 - are always a fantastic experience.

4 **Work in pairs or small groups.** What do you think would be most difficult to get used to in a new country?

Teacher's resources: extra activities

Vocabulary Relocation and secondment

5 Match the words and phrases from the video with the synonyms and definitions.

- settle in
- international network
- developmental opportunity
- brief someone
- claim expenses
- pay a deposit
- personal perspective
- global mobility team

- request money from an employer for something an employee has paid for
- the department in a company which supports colleagues on secondment
- become comfortable in a new place
- give someone all the information about a situation that he/she will need
- pay money when you rent something, which will be given back if you do not damage it
- a group of people or organisations that are connected or work together globally
- a way of thinking about something that one particular person has
- a chance to grow and learn new things about oneself or one's job

5.1 Secondments abroad

Word building – verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective / Past Participle
1 _____	adoption	adopted, adoptive
assign	2 _____	assigned
compensate	3 _____	compensatory
globalise	globe, globalisation	global, 4 _____
5 _____	immigrant, immigration	
mobilise	mobility	6 _____
7 _____	process	processed
relocate	relocation	8 _____
9 _____	ship, shipping, shipment	shipped
tax	tax, 10 _____	taxable

7 Complete the description of a secondment using words and phrases from Exercises 5 and 6.

My secondment was really interesting, and it was very exciting (being part of a/n) 1 _____ of people around the globe. I usually work in Germany and my 2 _____ was in India, so I got to experience a completely new culture. I was very pleased though that my line manager was able to 3 _____ me before I left on the way things work there and on some of the cultural differences.

The company helped my family and me to 4 _____ to our new surroundings. My 'buddy' also came along when we had to 5 _____ for the flat. The day the 6 _____ company let us know our furniture had arrived was when we really began to feel at home. What an amazing experience!

8 **Work in pairs or small groups.** Which of these aspects of secondment would be most important for you?

- being part of an international network
- broadening your personal perspective
- the opportunity for professional development
- financial compensation
- other

Teacher's resources: extra activities → page 116 See Pronunciation bank: Stress patterns in word building

PROJECT: Relocating to a new country

9A **Work in pairs.** Imagine that you have the chance to study or work in one of four countries: Romania, Thailand, Chile or South Africa.

- Choose one country. What would be important for you to know before deciding whether or not to go?
 - Where could you find the information you need?
- In pairs, write an email to a contact in the country with your questions.
- Exchange emails with another pair and look up or invent the information in order to answer their questions.
- When you have finished, work with the other pair and discuss the information you have found. Give your reasons for deciding for or against the move.

Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson. Each Lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teacher's notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.
- 4 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 5 The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.
- 6 Follow-up questions provide an opportunity for personalisation.
- 7 The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Lesson 2 Reading or Listening

The aims of this lesson are to:

- provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- present and practise the unit grammar point, drawing on examples from the text.
- encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

5.2

Relocation and retention

5.2 Relocation and retention

1 Lesson outcome Learners can use a variety of inversions to emphasise new information in statements.

2 Lead-in

1A Look at the sentences. Can you work out the meaning of the words in bold from the context?

- It is important for companies to work on **broad-based** initiatives to help employees at all levels and locations.
- It's always best to go to a **dealership** if you want to buy a new car.
- A computer crash is not ideal, but sometimes starting **from scratch** means an even better piece of work in the end.
- Everyone starting out as an intern has the goal to become a **fully-fledged** member of staff.
- It is more profitable to sell innovative products through **independent outlets**.
- In **labour-scarce** countries, companies have to work hard to retain the staff they have.

B Work in pairs or small groups. Do you agree with the statements in Exercise 1A? Why / Why not?

Reading 2A Look at the article headline and sub-heading. What do you think is the connection between relocation and employment retention?

B Read the article quickly. Which summary fits best?

A Toyota has found that relocating employees helps them to keep skilled members of staff. This has the effect that employees do not need to begin jobs again from the beginning but can continue working with the same conditions at independent outlets or dealerships.

B Toyota has implemented a programme to help employees who relocate for personal reasons to find jobs in independent outlets and dealerships. This is aimed at keeping skilled staff members and provides a support system to encourage them to stay with the company and make use of their experience.

3 **Teacher's resources:** extra activities

4 Grammar **Inversion**

4A Look at the underlined sentences in the text. They all use inversion for the same function. What is it?

a to contrast information b to emphasise information c to give detailed information

B What are the words or phrases used to introduce the inversions in the underlined sentences? What do you notice about the subject and the auxiliary which appears immediately afterwards?

→ page 123 See Grammar reference: Inversion
→ page 116 See Pronunciation bank: Stress and intonation in inversions

5 Correct these sentences. Think about word order, missing auxiliaries and verb changes.

- Little she imagine that the new job would be so exciting.
- Not only they had to book a flight, but they also had to find accommodation.
- Seldom I have heard such a poor excuse for being late.
- Not until he began the job he realised that it was the opportunity of a lifetime.
- Only by accepting the opportunity you will understand how helpful it will be for your career.
- Not once they told her that she was doing a good job.

6 Complete the sentences using the words and phrases in the box. Two are not used.

little no sooner not once not only not until only rarely under no circumstances

- _____ did he have to find his own flat, but he also had to make all the arrangements for the secondment.
- _____ had they settled into their new job than they were relocated again.
- _____ if they agree will they be sent on secondment.
- _____ would I accept that assignment abroad.
- _____ we had all the information we needed did we sign the contract.
- _____ did anyone offer to help when we first started in the new job.

7A Complete these sentences about your studies or your career using inversions.

- Under no circumstances would I ever _____.
- Not only do I _____, but I also _____.
- Little did I know _____.
- Only by _____.
- Not until I _____.
- At no time did I _____.

B Listen to each other's sentences and ask questions. Which of your partner's sentences are true for you, too?

5 Speaking

6 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.

3 **Teacher's resources:** extra activities

5 Speaking

6 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.

Toyota dealerships help relocating employees stay in the family

Rehiring program aims to keep skilled personnel within automaker's Japan dealer network

Toyota Motor dealerships across the country are offering employees who relocate to get married, care for loved ones or for other reasons a chance to work at other locations – an unusually broad-based effort in labour-scarce Japan to retain experienced hands. **Hardly has an organization dealt with employee relocation with this goal in mind.**

The Toyota Dealer Association, a Tokyo-based group overseeing 394 operators of dealerships, has created a rehiring support network covering about 130,000 full-fledged workers at some 7,000 locations. Workers whose circumstances require them to move – say, when their spouse has a job transfer – can choose to receive a list of human resources managers for Toyota dealerships in the part of Japan where they will relocate. **Not only will their work experience be taken into account in the rehiring process, but also any network-wide accreditation they have, thus making it easier for them to be rehired at terms similar to their old workplace.**

Toyota does not own equity stakes in most of these auto sellers. Until now, dealership employees looking to be hired at another independent outlet would need to go through the entire employment process from scratch. The program aims to prevent work-ready talent going to competing automakers' dealership networks or other industries. **Little had the industry done in the past to retain female employees, who are more likely than men to leave work for marriage or a spouse's job relocation.** Women make up more than a tenth of the employees covered by the program. 'It is becoming harder every year to secure workers,' said Kanetaka Hisatsune, head of the Toyota Dealer Association, 'especially young ones.'

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level. This section includes teaching of vocabulary needed for the reading or listening to come.
- 3 The reading text is generally an article, often from the *Nikkei Asian Review* or *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle, and it contains examples of the grammar point presented.
- 4 There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to examples in the reading (or listening) text, followed by controlled practice.
- 5 Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

14

Lesson 3 > Communication skills

The aims of this lesson are to:

- introduce students to the skills needed to interact successfully in international teams.
- encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- present and practise functional language associated with the communication skill in the lesson.

5.3 COMMUNICATION SKILLS

Giving feedback on performance

1 Lesson outcome Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.

2 Lead-in

1 Work in pairs. Look at the information about performance reviews and discuss the questions.

A performance review is generally a meeting between an employee and a manager to evaluate the employee's achievements at work and identify any areas for improvement. Many companies have an annual performance review process.

- How would you prepare for a performance review as a) an employee, b) a manager?
- What are some of the pros and cons of performance reviews?

3 VIDEO

2 **5.3.1 Prisha Patel, Creative Director of Happenings, wants to arrange a performance review for Otto Weber, the company's Logistics Manager. Watch the video and answer the questions.**

- What compliment does Prisha pay Otto?
- How long has Otto been with the company?
- How do you think Prisha is feeling about Otto's review?
- What does Otto expect from the performance review?

3A In small groups, discuss which approach (Option A or B) Prisha should use during the performance review with Otto. Give reasons for your answers. As a class, decide which video to watch first.

Option A – A directive approach: Be direct and clear. Tell the person what he/she is doing well and not doing well. Give clear directions and be transparent about what the expectations are of him/her.

Option B – An interactive approach: Ask the person questions about his/her evaluation of his/her own performance, any problems he/she has had, and guide him/her towards ways he/she can improve.

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

Option A **5.3.2**

- What positive feedback does Prisha give Otto?
- What negative feedback does she give him?
- How does Otto respond to the negative feedback?
- What does Prisha remind Otto about?
- To what extent is Otto able to contribute to his performance review?

Option B **5.3.3**

- How does Prisha begin the review?
- What does Otto find most rewarding about his job?
- What does he say is most challenging?
- What does Prisha think Otto is not prioritising? Does he agree?
- What goals do they set?

4 Think about the approaches used in the videos. What do you think are the pros and cons of each approach to performance reviews?

5 **5.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?**

5 Reflection

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

- Which of the two approaches to performance reviews do you prefer? Why?
- In which situations might you use your non-preferred style? Why?

6

5.3 > Communication skills: Giving feedback on performance

7 Functional language

7A Complete the sentences from the video with the words and phrases in the box.

achieved describe evidence of excelled at handling improve on in particular lack rewarding room for thoughts on

- Is there anything _____ that you're not prioritising?
- I'd like to hear your _____ that.
- How would you _____ your on-the-job performance?
- You're consistently imaginative when _____ problems.
- What do you think you could do to _____ that?
- There's definitely _____ improvement.
- And you've provided strong _____ problem-solving skills.
- What has been the most _____ aspect of the work?
- You've _____ making sure everything runs smoothly.
- You've certainly _____ everything we've asked of you.
- You tend to _____ organisation there.

B Now match the phrases in Exercise 7A with the correct category, a or b.

a Directive approach **b** Interactive approach

C Match the sentence halves. Is each sentence positive or negative feedback?

1 You have a tendency	a to new instructions / changing situations.
2 You demonstrate	b to meet deadlines / to make decisions in stressful situations.
3 You respond quickly	c yourself focused on goals / your staff updated.
4 You find it difficult	d the correct procedures / instructions from your manager.
5 You do not always follow	e to interrupt others in meetings / to arrive late for work.
6 You keep	f an ability to learn quickly / initiative.

8 Choose one of the profiles below. In pairs, imagine you are either the lecturer or the manager. Decide which feedback approach to use and develop a dialogue using phrases from Exercise 7. Practise the dialogue in pairs.

Tatiana is an economics student. She often asks to extend deadlines on assignments. She is bright and learns new concepts quickly. The content of her written work is good but poorly organised. In lectures she often sits at the back of the class chatting and checking her phone.

Josef is an experienced salesman. He knows everything there is to know about the company's products and the market. He has an old-school approach to sales and marketing and resists change. He does not enter client details and visits into the database, nor does he attend training sessions on the company's online sales platform.

9

9A Work in pairs. You are going to roleplay two performance reviews. Go to page 128 and work individually to read your role cards for scenario 1 and prepare what you will say.

B Roleplay the first performance review. How have you decided to improve any weaknesses?

C Now read scenario 2 on page 130. Repeat the steps in Exercises 9A and 9B for the second performance review.

D Discuss what went well in each performance review and which phrases from Exercise 7 you found useful. Did you improve anything in the second review?

10 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.

- The Lesson outcome defines a clear learning outcome for every lesson.
- Every Communication skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level and to set-up the video which follows.
- The Communication skills training video introduces learners to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality. There is a storyline running through the eight units, with the main characters appearing in different situations. Note: Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.
- In each Communication skills lesson, you will:
 - watch a set-up video which introduces the main characters and challenge of the lesson;
 - watch the main character approach the situation in two different ways (Options A and B);
 - answer questions about each approach (Option A and Option B) before watching the conclusion.
- Students work alone on a short reflection activity. The approach to this reflection activity may change to suit each lesson. The idea is to encourage students to think about communication styles and their implications.
- The lesson to this point works as a standalone lesson for teachers who have a limited amount of time to work on communication skills. In other teaching situations, the lesson can be extended using the activities on functional language.
- This page presents and practises a set of useful functional language from the video in the Communication skills lesson.
- T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.
- The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.


Lesson 4 Business skills

The aims of this lesson are to:

- give students exposure to a functional business skill or sub-skill using a listening comprehension, encouraging them to notice successful and unsuccessful techniques.
- present and practise relevant functional language drawing on examples from the listening.
- encourage students to activate the skill and language they have practised by collaborating on a group task.

5.4 BUSINESS SKILLS Presentations

1 Lesson outcome Learners can use a range of strategies and phrases to convince others when presenting an argument.



2 Lead-in

- 1 Work in pairs.** Discuss the potential advantages and disadvantages of a global career, travelling to and working in many different countries. Use the ideas below and add your own. Try to agree on the biggest advantage and disadvantage.
Advantages: experience exciting new cultures, develop as a person, ...
Disadvantages: culture shock, feel isolated or lonely, ...
- 2A Look at a promotion text from Globe Trotters, a recruitment agency which supports young professionals to develop a global career. Which of the benefits you discussed in Exercise 1 are mentioned?**
B What other benefits used in the promotion are important? Why?

Globe Trotters *Developing the career which takes you places!*

Why focus on an international career?
There are a lot of benefits to developing an international career. For many, it's a lifestyle decision – simply to travel, to meet new people, to see great places, to learn new languages and to develop cultural understanding.
For others, it's about developing a global business understanding – discovering what it means to work in a global company by understanding local markets and customers. It's also about personal development and growth and leaving the comfort zone of home behind.

Interested? Contact us and find out about how we can open up the world to you!

FAST FACTS

- Europe's largest international recruitment consultancy
- We hire for major international organisations working across the globe in ALL sectors.
- We promise to help you every step of your journey – from CV, to interview, to final relocation.

3 Work in pairs. Discuss how global you would like your career to be. Which countries interest you professionally and why?

3 Listening

4A **5.01 Listen to Celine Thorat, Head of HR for Cafexel, a global technology company based in Paris, giving a presentation on the topic of international careers to MBA students. Which three main advantages of having an international career does Celine mention?**

B Listen again and answer the questions.

- How do the customers of Cafexel differ around the world?
- What is 'triple three'?
- Why does Celine argue that travelling is important for people who want to work at Cafexel?

C Work in pairs. Discuss how far you agree with Celine's ideas about social responsibility, and why.

5.4 Business skills: Presentations

5 Functional language

Developing a convincing argument

5 Look at the strategies for developing a convincing argument in the table. Then match these sentences with the correct strategy.

- Without this, it's unlikely that [you'll ever reach a top leadership position].
- Data on [early career travel] proves without doubt that [this is a reality].
- In a nutshell, [travel is not an option, it's an obligation].
- Even if things don't go well, [you'll still be able to come home].
- This alone can undoubtedly [enable you to have a successful career].
- It's simply a matter of [taking a look at our website].
- This gives you the twin benefits of [a bigger network] and [a better career].

Highlight the positives	One clear benefit is that [you will meet new people].
State two advantages together for impact	This is not only [cheaper] but also [quicker].
Give data to defend an argument	The evidence from [the survey] clearly shows that [employees want more feedback].
Reduce negative risks	What's the worst thing that can happen? Maybe ...
Simplify to make a clear point	Put simply, you need experience of working abroad.
Suggest easy steps for success	The obvious thing to do is [to talk to your manager].
Emphasise possible lost opportunities	If you don't [work harder] then you'll never [be promoted].

6A Work in pairs. You are giving a presentation to university graduates to encourage them to apply for a six-week internship at a company in New York. Use the strategies in Exercise 5 and the advertisement below to prepare some sentences.

6x6 A GREAT SUMMER INTERNSHIP OPPORTUNITY FOR THE RIGHT CANDIDATES

6 great reasons why you should apply to work in New York for 6 weeks.

- 1 Easy application process: apply online in 60 seconds
- 2 Once-in-a-lifetime opportunity
- 3 Meet interesting people while gaining invaluable work experience
- 4 Improve your chance of senior leadership by 50 percent
- 5 Earn more in the long term with international experience
- 6 Be valued more by potential employers if you have international experience

T Teacher's resources: extra activities

B Work in groups. Read out your sentences. Decide which ones are most convincing and why.

7A Prepare to give a short presentation that argues for or against one of the following statements. Use phrases from Exercise 5 to build convincing arguments.

TASK

- The most important skill for an international career today is to be able to speak good English.
- Specialising in one area at work and staying in one role is a mistake. It's better to change jobs frequently and get a broad experience.
- Global travel creates a lot of air pollution. Companies should try to limit this by encouraging international teams to work more with online resources (email, virtual meetings).
- It's essential to dedicate time to learning the art of public speaking if you want to become a convincing leader in any professional area.

B Work in pairs or small groups to give your short presentations. After each presentation, the 'audience' may ask questions.

C After each presentation and questions the audience should give quick feedback on how convincing the presentation was and why.

8 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every Business skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 An original listening comprehension introduces the business skill and related key techniques and key functional language.
- 4 Listening comprehension activities check that students have understood the meaning of key concepts or vocabulary, and move on to listening for detail.
- 5 The section on Functional language offers presentation and practice of a set of useful functional language related to the business skill of the lesson. The language exponents come from the audioscript, and common tasks include gap-fill activities.
- 6 **T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language and additional listening practice using the lesson listening text.
- 7 The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 5 > Writing

The aims of this lesson are to present and practise:

- specific aspect of business writing, focusing on either genre, function or register.
- relevant functional language, drawing on examples from the model text.

5.5 WRITING
Blog post describing relocation

1

Lesson outcome

Learners can write a company blog post describing a personal experience connected with work.

2

Lead-in

1 Read the blog post about a relocation experience. Complete it with the words in the box. Then compare in pairs.

amazing busy challenging excited
first global ideal last local new

Hello from Kenya – finally!

As you know, thanks to the new global secondment scheme, I arrived with my family at Nairobi airport last month. I had been dreaming of working in Africa for years and now here I am!

The ¹ _____ manager met us there and subsequently took us to a hotel. We had been expecting to settle into our ² _____ home straightaway but it wasn't ready so we spent the ³ _____ month in the hotel. We finally moved into our house yesterday and are ⁴ _____ sorting it out. Before we came, my children had been particularly ⁵ _____ about going on safari and ⁶ _____ weekend we camped in a game reserve and it was truly ⁷ _____.

Although living in a hotel for a month was not ⁸ _____, the work is both rewarding and ⁹ _____ and is giving me a broader ¹⁰ _____ perspective. Consequently, I know where our tea comes from, who picks it, where it is prepared and who ships it. So far, life in Kenya is living up to our expectations.

I am sure that this experience will be beneficial to my career and I highly recommend it to everyone.

3

Functional language

2A Complete the table using words and phrases from the blog post.

Background information
As you know, ¹ _____ the company global secondment scheme, ...
Sequence of events
The local manager ² _____ took us to a hotel. We ³ _____ moved into our house yesterday.
Pros and cons
⁴ _____ living in a hotel wasn't ideal, ... The work ⁵ _____ a broader perspective. Life in Kenya is ⁶ _____ expectations.
Conclusion
I am sure that this experience ⁷ _____ to my career. I ⁸ _____ it to everyone.

4

Write these phrases in the correct place in the table in Exercise 2A.

As part of the company work exchange programme ... I will have a much better understanding of how the business functions after this secondment. My colleagues are extremely helpful. The only downside is that I'm finding it a bit difficult to adapt at the moment. The plane landed at 6 a.m. and I was in the office the same morning.

→ page 122 See Grammar reference: Past Perfect Continuous

T Teacher's resources: extra activities

L The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

6

TASK

3A Work in pairs. Read the blog post on page 127. Discuss what is wrong with it in general and specific ways you could improve it.

B Look at the table on page 127 and use the information to write a blog post of about 225 words about the secondment.

C Exchange blog posts with your partner. How many phrases from Exercises 2A and 2B did your partner use? Is there anything you think could be improved?

7

Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every Writing lesson starts with a writing model and associated task. The task often requires students to notice or do something with the language within the model text. In specific cases, this section may also include an element of listening, if for example the writing skill refers to 'taking notes from a phone call or presentation', or 'summarising what a speaker or colleague says'.
- 3 The functional language is presented in a table summarising useful language associated with the target writing skill, and includes a related activity. The table is likely to be categorised according to the different sections of the writing model. Tasks include completing exponents in the table or identifying which ones are formal and informal.

- 4 **T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.

- 5 **L** The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

There is a signpost to the optional second grammar point. Some examples of the target language point are included in the writing model. The teacher's notes include instructions to focus students on the examples before directing them to the activities in MyEnglishLab if they choose to do so.

- 6 The lesson ends with at least two writing tasks, from controlled to freer practice.
- 7 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

> 17 <

Business workshops

The aims of the Business workshops are to:

- simulate a real-life professional situation or challenge which is related to the theme of the unit.
- provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP 5

Ready for relocation?

Business workshop 5 >

1 Lesson outcome Learners can understand issues relating to secondment and participate in a negotiation between an employee and a manager to discuss a possible relocation.

2 Background

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

- 1 What kind of company is MedLab?
- 2 What business decision are they currently facing?
- 3 What do they need to decide about staff?
- 4 Which employees might be affected?

BACKGROUND

MedLab was founded in the early 1950s in Germany to produce high-quality, specialised medical equipment. Today they are a leading manufacturer of medical devices ranging from MRI scanners to blood-pressure measuring kits which aid medical professionals to make early and accurate diagnoses in doctors' offices and in hospitals. The main production facility is still located in Germany. Due to increasing sales they need to decide where to expand their technical support – in Scandinavia, the Arab World or South America – and are currently considering where to send people on secondment for up to two years. This will include both new and long-term employees, as they are searching for those they feel would be the best fit for the individual markets and would also be comfortable training local staff.

3 The CEO's presentation

2 **BW 5.01 Listen to a presentation by the CEO of MedLab to employees. Complete the information with the figures in the box. Some are not used.**

€775 million	1 billion	1/10th	2 years	6 months	7%
about 21%	almost 8	less than 5%	nearly 100	over 100	roughly €1.75 billion
			within 3 weeks		

Background

how many countries the company does business in: ¹ _____

decades the company has been in business: ² _____

Norway

amount of GDP spent on healthcare: ³ _____

approximate amount spent on medical/dental needs: ⁴ _____

Saudi Arabia

percentage of GDP dedicated to healthcare: ⁵ _____

how much of the health market is private: ⁶ _____

Argentina

money spent on imported medical devices: ⁷ _____

number of pieces of equipment bought: ⁸ _____

Secondment

the longest period people will be expected to stay abroad: ⁹ _____

when interested employees should speak to HR: ¹⁰ _____

3 Work in pairs. Imagine you work for MedLab and feel that secondment might be interesting for you. Discuss the pros and cons with a partner.

4 First thoughts

4 **BW 5.02 Listen to Paul and Karen discussing the possibility of secondment. Decide which person each statement belongs to.**

Paul: _____

Karen: _____

- 1 This person feels relocation is a learning experience.
- 2 This person would like to continue studying while on secondment.
- 3 This person is single.
- 4 This person would like to become more visible in the company.
- 5 This person has to consider other people before deciding to go on secondment.
- 6 This person did not plan to stay in Germany for very long.
- 7 This person has a list of questions to ask before deciding.
- 8 This person is not very concerned about socialising while on secondment.

5 Look at the list of possible issues that Paul and Karen have. Rank them in order of importance for you. Then work with a partner and compare your lists.

accommodation	company car	education	allowance	food	healthcare
home visits	job guarantee	at home	language classes	payments to pension fund	residency permit
schools	security	social life	tax requirements	and advice	temporary visa
transportation	work security	work permit	for family member		

4 Down to details

6 **BW 5.03 Listen to a discussion between Piet, an HR Manager, and Paul. Answer the questions.**

- 1 What is Paul concerned about regarding his wife if he goes on secondment for two years?
- 2 What does Paul feel is important regarding his sons' education?
- 3 What advantage would Paul and his family have if they flew home only once a year?
- 4 What does Paul not want to give up as his family would be unhappy?
- 5 Can they use the car Paul will be given in their free time? Are there any conditions?
- 6 What will Paul's financial package include?

7 Work in pairs. If you were Paul or Brigitte, would you be in favour of the move? Why / Why not?

5

8A Work in pairs. You are going to roleplay a negotiation. One of you is a manager at MedLab and the other an employee considering secondment. Look at your information and prepare for the negotiation.

Managers: Read your role card on page 131.

Employees: Read your role card on page 129.

B Hold the negotiation and make notes on what you agree.

Writing

9A Write a summary of between 120 and 140 words, confirming what you negotiated.

Introduction
This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement...

Conclusion
As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

B Read your partner's summary. Did you have the same understanding of what was agreed in your negotiation?

6 Self-assessment

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

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.
- 3 In units where Lesson 2 contains a reading text, the Business workshop contains a significant listening section, as in Business workshop 5 here. Where Lesson 2 contains a listening, the Business workshop contains a reading text.
- 4 This section includes an activity to check understanding.
- 5 The task is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing. The Business workshops provide a good variety of output task types.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Extra material >

Extra coursebook activities (PDFs)

> go to MyEnglishLab, Teacher's Resources

Photocopiables (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Resource Bank: Reading bank, Writing bank, Functional language bank (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Unit tests, with audio files and answer keys (PDFs and Word documents)

> go to MyEnglishLab, Teacher's Resources; also available as Interactive tests

Audioscripts and videoscripts (PDFs)

> at the back of the Coursebook, and on MyEnglishLab, in the Teacher's Resources

1

Market research

Unit overview

	CLASSWORK	FURTHER WORK
1.1 > Market research methods	<p>Lead-in Students discuss market research surveys.</p> <p>Video Students watch a video about types of market research.</p> <p>Vocabulary Students look at vocabulary related to market research.</p> <p>Project Students develop a brand profile for a new product.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p> <p>Teacher's book: Resource bank Photocopiable 1.1 p.149</p> <p>Workbook: p.4 Exercises 1–3</p>
1.2 > Working with a focus group	<p>Lead-in Students talk about focus groups.</p> <p>Listening Students listen to a focus group discussion.</p> <p>Grammar Students study and practise question tags.</p> <p>Speaking and writing Students study and practise useful language for making conversation.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Reading bank</p> <p>Grammar reference: p.118 Question tags</p> <p>Pronunciation bank: p.114 Intonation in question tags</p> <p>Teacher's book: Resource bank Photocopiable 1.2 p.150</p> <p>Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3</p>
1.3 > Communication skills: Carrying out a needs analysis	<p>Lead-in Students look at the differences between open and leading questions.</p> <p>Video Students watch a video about different questioning styles during a needs analysis.</p> <p>Reflection Students reflect on the conclusions from the video and discuss their own questioning style during a needs analysis.</p> <p>Functional language Students look at useful language for effective leading and open questions.</p> <p>Task Students hold a meeting to agree the details of a corporate event.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank</p> <p>Pronunciation bank: p.114 Indian English pronunciation</p> <p>Workbook: p.7 Exercise 1</p>
1.4 > Business skills: Dealing with questions	<p>Lead-in Students talk about answering questions during and after presentations.</p> <p>Listening Students listen to a presentation where the presenter answers questions from the audience.</p> <p>Functional language Students look at useful language for responding to questions during a presentation.</p> <p>Task Students give a presentation and respond to questions from the audience.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Functional language bank</p> <p>Workbook: p.7 Exercises 2–3</p>
1.5 > Writing: Reports – Summary findings	<p>Lead-in Students read and correct a summary of findings from a market research report.</p> <p>Functional language Students look at useful language for summaries of survey or focus group findings.</p> <p>Task Students write summaries of survey findings.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank</p> <p>Grammar reference: p.118 Reporting verb patterns</p> <p>Workbook: p.7 Exercises 1–4</p>
Business workshop 1 > Improving the image	<p>Listening Students listen to a crisis management meeting.</p> <p>Reading Students read about market research options.</p> <p>Listening Students develop a market research plan to improve a company image.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p>

Business brief The main aim of this unit is to introduce students to the subject of **market research**.

Market research is an essential part of any business strategy. It may be carried out to find out a wide variety of information on different aspects of a particular market: its size, customer profile, competition, prices, customer needs to help establish what a product might be or look like, etc.; it may involve asking selected potential customers to test a model before it is fully developed, if the product is digital, or asking them to use a product for a period of time before it is launched to a wider user base.

Two main forms of market research are:

- **surveys**, for example carried out in the form of questionnaires about existing or potential products, **online** or face-to-face. Someone who replies to a questionnaire is a **respondent**.
- **focus groups**, where small groups of people talk about products and services, guided by a **moderator**. Focus groups might talk about the **features** of a product or service and their expectations of the benefits it can provide, etc.

Market research may be carried out by the company itself or provided by a firm specialising in market research. These consultancy firms do not necessarily specialise in a particular industry and can do market research for many different services or products. You carry out a **needs analysis** to find out customer requirements for a product or a service.

Primary research is when a company commissions its own research, sometimes employing a research firm specialising in this. **Secondary research** is when a company or a research firm analyses information that is already publicly available, for example on the internet.

Quantitative research is about things that can be expressed in numbers, for example the size of a potential market. **Qualitative research** is about things such as opinions. The **sample** is the people whose opinions are sought. Although there are a number of factors in making a sample representative, **sample size** is very important: the bigger the sample, the more reliable the results. Making sense of, and drawing conclusions from, data obtained in research is **data analysis**. Research into whether a new product will be successful or not is research into whether it will be viable, i.e. successful and profitable.

One of the main subjects of research is brands. A **brand** is a name for a product or service, often associated with an element such as a logo, a slogan, a particular design, etc. **Brand promise** is the collection of benefits that people expect (or what the brand owner says they should expect) from the brand. All these things together constitute a **brand's image**. All these elements may be tested using various market research methods.

A company's image is increasingly influenced by its reputation on social media. Companies will go to great lengths to avoid negative publicity, sometimes employing social media managers to try to do this. This might be part of the bigger picture of **corporate social responsibility (CSR)**, the way a company wants to be seen to have good relations not just with customers but also shareholders, employees, suppliers and the wider community. Market research will help a company understand perceptions as well as ideas and opinions.

Market research and your students

Almost all students, pre-work and in-work, will have answered questionnaires, especially online. For example, questionnaires almost always follow taking a flight, staying at a hotel, renting a car, etc. Pre-work students also answer in-course and post-course questionnaires. Some students may have participated in focus groups. Students are probably aware of the marketing efforts made by their educational institutions or the companies they work for, even if they work in other departments. It is important that students are made aware that no matter how creative their ideas might be, most business decisions will be based on the outcomes of market research.

Unit lead-in

Ask students to give you a brief description of the photo. What do they think is happening? How could it be related to the unit title, *Market research*? (The photo shows a focus group taste-testing meat. It was taken in 1935 in Maryland, USA.) Refer students to the quote and briefly discuss it with the class. What do they think it means? Do they agree? Elicit answers around the class, encouraging students to give reasons.

1.1 > Market research methods

GSE learning objectives

- Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material.
- Can extract specific details from a TV programme on a work-related topic.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can answer questions in a survey using linguistically complex language.
- Can give a presentation about a product or service offered by a company or institution.
- Can give clear presentations highlighting significant points with relevant supporting detail.
- Can prepare a linguistically complex questionnaire in order to gather data.

Warm-up

Ask students if they have ever participated in market research, for example by being stopped in the street or in a shopping mall by researchers. What was the research about? What questions were they asked? What did they reply? Then ask them about their experience with market research questionnaires, for example the ones often received by email after going to a shop, hotel or restaurant, or after taking a flight. Do they respond to the questionnaires? Do they get the feeling that their replies are taken into account?

Lead-in

Students discuss market research surveys.

1 Take students quickly through the questions. For question 2, explain if necessary that it refers to participating in surveys rather than administering them. Get students to discuss the questions in pairs or groups first, then invite different students to share their answers with the class. Note that students' answers may vary widely, depending on whether they are pre-work or in-work and how much experience they have had as consumers.

Possible answers

- 1 It gives them information to help them set strategies and make business decisions. They can also find out what their competitors are doing.
- 2 Students' own answers
- 3 They get information about potential customers or target audiences as they discover peoples' opinions and attitudes to their products.

Video

Students watch a video about types of market research.

2 Explain the activity and teach or elicit the meaning of *launch* (a new product). Give students a few minutes to complete the activity individually or, in weaker classes, in pairs. Then elicit answers around the class, listing students' ideas on the board so that they can refer to them when they do Exercise 3.

Possible answers

street/online surveys, focus groups, personal interviews, observation and field trials

3 ▶ 1.1.1 Refer students to the list on the board and ask them to watch the video to see which of their ideas are mentioned. They should also note down any new ideas which were not discussed in Exercise 2. Play the video, then check answers with the class.

Basic points mentioned in video

Primary research: gathering new data from customers
Secondary research: consists of data that already exists and is publicly available
Methods: (online) surveys, focus groups, in-depth interviews, desk research

4 ▶ 1.1.1 Give students time to read the statements and check that they understand these words before playing the video again: *focus group, in-depth interview, gather, enlarge, sample size, carry out (research)*. Play the video and get students to compare answers in pairs before checking with the class. In weaker classes, students may need to watch the video twice for this activity: once to decide whether the statements are true or false and then a second time to correct the false statements.

- 1 T (It can be used to help launch a new product into the market and test its appeal. It can help a brand with its performance and effective communications, ...)
- 2 F (In order to generate the information needed, some companies have in-house market research teams while others outsource projects to specialist companies.)
- 3 T (Primary research consists of gathering new data from consumers, and this can be in the form of surveys, focus groups or in-depth interviews.)
- 4 F (Surveys gather responses from a large number of people ... Focus groups bring together a small number of carefully selected people to explore their perceptions of a product or an issue.)
- 5 F (What you can also do is think about the sample size you use when looking at a particular audience and reducing that to make it more affordable.)
- 6 T (Whether primary or secondary, the key to useful market research is to plan carefully and keep it relevant in order to gain the most valuable feedback and insights on which future strategy can be based.)

5 Put students in pairs or small groups and before they begin, elicit the meanings of *primary research* and *secondary research*. Give them 3–4 minutes to discuss in their pairs/groups, then get brief feedback from the class.

Extra activities 1.1

A ▶ 1.1.1 Explain to students that the sentences highlight some of the main points from the video. Give them time to look through the whole exercise, then get them to complete it individually or in pairs. Point out that the matches must be grammatically coherent as well as make sense. Play the video for students to check their answers, then go through them with the class. The main focus of this activity is not vocabulary, but you could teach some words if students ask about them during feedback.

1 d 2 f 3 a 4 e 5 h 6 j 7 b 8 g 9 c 10 i

Vocabulary: Terms in market research

Students look at vocabulary related to market research.

6A Explain the activity and draw students' attention to the word *collocations* in the rubric. Elicit or give a brief definition of it (two or more words that are often used together to give 'blocks of meaning'). Point out that these can be combinations of different types of words, e.g. noun + noun, verb + noun or adjective + noun. Elicit or give one or two examples for each type (e.g. *market research, sales team, time management, hold a meeting, do a course, save money, heavy traffic, strong coffee, high quality*). Then give students time to complete the activity, using their dictionaries if necessary. In weaker classes, you could let them work in pairs. Check answers with the class and clarify meanings as necessary.

1 online 2 focus 3 customer 4 in-depth 5 desk
6 launch 7 target 8 sample

6B You could do this as a whole-class activity, checking answers as you go along.

adjective + noun: online surveys, primary research, in-depth interviews, secondary research
verb + noun: launch a product
noun + noun: focus groups, customer satisfaction, desk research, target audience, sample size

7 Explain the activity and point out to students that nouns will go with noun-type definitions, adjectives with adjective-type definitions and so on, but they should beware of words that can have more than one part of speech, for example *impact* and *gauge*, which can be both nouns and verbs. Get students to complete the exercise individually or in pairs. In weaker classes, you could give students the part of speech for each word before they do the matching. Check answers with the class, clarifying meanings as necessary.

1 g 2 c 3 f 4 h 5 a 6 d 7 e 8 j 9 b 10 i

8 Students have already seen and discussed most of the vocabulary items here, so you could get them to complete the exercise individually and then to compare answers in pairs before checking with the class. In weaker classes, however, you may prefer to do this as a whole-class activity, checking answers and clarifying meanings as you go along.

1 information to find out how good a product is
2 new data 3 using market research tools 4 has
5 people 6 watch their reactions to

Extra activities 1.1

B This activity practises key vocabulary from the lesson. It is a consolidation exercise, so you may prefer students to complete it individually and then compare answers in pairs before class feedback.

1 product tester 2 Quantitative research
3 in-depth interviews 4 desk research
5 focus group 6 data analysis 7 online surveys
8 target audience

9 Put students in pairs, go through the instructions with them and remind them to use vocabulary from Exercises 6A and 7. Give them 2–3 minutes to discuss the questions in their pairs, then invite different students to share their answers with the class. Encourage them to give reasons.

Project: How market research affects brands

Students develop a brand for a new product.

10A Put students in small groups and explain that they are going to develop a *brand profile* for a product. Go through the instructions with them and give them a couple of minutes to choose a product. Point out that it can be any everyday product they use, as long as they can think of two well-known brands for that product. Then go through the questions with them and explain that in order to create a profile for each brand, they need to answer these questions about each one. Point out *visible* in the third question and check that they understand its meaning (*visibility* is the frequency at which people see, hear and read about the brand via different marketing channels; it is about drawing the customer's attention to the brand). Give groups plenty of time to create their brand profiles while you monitor and help them as necessary.

10B In their groups, students now invent a new product and then write questions for a market research survey for that product. Explain that they should think of a new product which is somehow related to the one they chose in Exercise 10A. This could be a product of the same type/category or even the same product, but with different features. First, allow students plenty of time to 'create' their product. They should think about details such as its use, price, (special) features, etc. Once their product is ready, they should think about questions for a market research survey. Remind them of their discussion in Exercise 9, where they talked about what kind of information a company would need to get before launching a new product. You could let students decide how many questions to include or you may prefer to specify the number yourself, depending on the time available and/or the size of your class. Allow 5–8 minutes for students to write their questions. During the activity, monitor and help them as necessary.

10C Students now work with another group to carry out their surveys. Explain that they are going to take turns to be the respondents and researchers, and set a time limit for each survey. Ask researchers to note down the respondents' answers as they will need them for the next part of the task.

10D Do this part of the task in four stages. First, ask students to return to their original groups and explain that they will use the respondents' answers to create a brand profile for their product. Remind them of the profiles they created in Exercise 10A and point out that they should think about how to address the respondents' needs and wishes. Allow plenty of time for this stage, then explain that they are going to present their ideas to the respondents they worked with in Exercise 10C. Give them 3–5 minutes to prepare their presentations. Then put them in the same groups of respondents and researchers and ask them to take turns to present their ideas. Set a time limit for each presentation. Finally, allow each group of respondents 3–4 minutes to give feedback on whether their needs and wishes were taken into account. If time allows, round off the task by inviting a few groups to share their experience with the class: What was their product? What was their brand profile for it? What kind of information did they try to obtain from the respondents? How did they change their brand profile to cater for the respondents' needs and wishes? Do the respondents feel their needs and wishes were addressed?

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank Photocopiable 1.1 p.149

Workbook: p.4 Exercises 1–3

1.2 Working with a focus group

GSE learning objectives

- Can follow a discussion in which speakers use some idiomatic language.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can correctly use positive/positive (Br Eng), positive/negative and negative/positive question tags.
- Can use a range of negative question tags.
- Can use a range of positive question tags.
- Can use polite questions to build rapport in work-related social situations.
- Can engage in extended conversation in a clearly participatory fashion on most general topics.
- Can ask closed questions to check facts and details.

Warm-up

Ask students to talk about the people they ask/would ask for advice before buying an expensive product or service, such as an electric bicycle or exotic holiday – friends, colleagues, family? What do they learn from these discussions? Where else do they look (e.g. people talking about their experiences with the product/service on social media, videos of people using products and services, company websites, consumer/specialist print magazines)? Which source(s) do they trust most? Why?

Lead-in

Students talk about focus groups.

1 Put students in pairs and give them a minute to read the definition of *focus group*. Give pairs 2–3 minutes to discuss the questions. As feedback, you could ask for a show of hands for who would/would not like to participate in a focus group, and then invite different students to share their opinions with the class, giving reasons.


2 You could do this as a whole-class activity, eliciting answers and clarifying meanings as you go along. Alternatively, get students to complete the exercise individually and then to compare answers in pairs before class feedback.

1 diverse 2 participants 3 criteria 4 target customers
5 moderator


Listening

Students listen to a focus group discussion.


3A Give students a minute to read the statements and, if time allows, get them to discuss in pairs or small groups first. Reassure students that they are not expected to know the answers here – they should only give their opinions. Get brief feedback from the class, accepting any reasonable answers as long as students can justify them.

3B  1.01 Explain that students are going to hear the first part of a focus group meeting, where the moderator is welcoming the participants, and check their guesses from Exercise 3A. Play the recording, then check answers with the class. In stronger classes, you could play the recording a second time, asking students to correct the false statements.

- 1 T (*It's really important for us to gather information on what customers or users really need, and their attitudes towards new products or new ideas.*)
- 2 T (*My job as moderator is to ask questions and to keep the discussion on topic.*)
- 3 F (*... I encourage people to speak out: ... you are very welcome to disagree with each other ...*)
- 4 F (*... you are a diverse group ...*)
- 5 T (*Thank you also for agreeing for this session to be recorded; this is only so that I can listen to the discussions again in case there is anything I missed during the session.*)

4  1.02 Give students time to look at the items in the box and ask you any vocabulary questions they may have, then play the recording. To check answers, you could play the recording again and tell students to ask you to pause each time one of the topics in the box is mentioned.

convenience, eating healthy food (calories and fat in food), people's jobs, where people work or study

5  1.02 Give students a minute to read the questions, then play the recording, twice if necessary, and check answers with the class.

- 1 They work or study in the city centre.
- 2 They don't all go out. George brings something from home.
- 3 No, some say they have 30 minutes and others an hour.
- 4 They see the nutritional values, information about fat and calories in the food and if it is vegetarian or vegan. They also see which restaurants offer each meal and where the restaurants are.
- 5 Picking it up from the restaurant, eating it there or having it delivered.

6 1.03 Explain that students are going to hear the last part of the focus group discussion and need to listen for a new type of question the moderator asks. Play the recording, then check the answer with the class.

She asks them rating questions by giving them numbers between 1 and 10 and asking them to rate aspects of the app.

7 1.03 Get students to complete this exercise individually or, in weaker classes, in pairs. Encourage them to read the whole sentence each time and think about the meaning and type of word needed for each gap. In weaker classes, or if students struggle, you could provide some more letters for each word (e.g. for question 1: *im__s__n*). Play the recording for students to check their answers. Write (or invite students to write) the missing words on the board, to check that they have spelt them correctly, and clarify meanings as necessary.

1 impression 2 appealing 3 features 4 expectations
5 honestly 6 convinced

8 Before students discuss the questions, elicit a brief description of the app and what it offers (a list of different lunch menus, with photos of and details on each one, restaurants offering each meal and their location, and the option to order the meals online, deciding whether to have them delivered or pick them up from the restaurant). Put students in pairs and give them 3–4 minutes to discuss the questions, then get brief feedback from the class.

Extra activities 1.2

A 1.01 1.02 1.03 This activity provides students with extra listening practice. Ask them to work individually and give them a minute to read through the questions and options before playing the recordings. With stronger classes, you could ask them to check if they can answer any of the questions before listening again and then listen to check/complete their answers.

1 b 2 a 3 c 4 c 5 a 6 a 7 c 8 b

Grammar: Question tags

Students study and practise question tags.

9A 1.04 Write on the board: *Focus groups can be very helpful, can't they?* Underline *can't they* and elicit what it is (a question tag). Explain or elicit that question tags are short questions added to the end of statements to turn them into questions. We use them when we want to check if something is true or when we expect/invite someone to agree with us. Do not go into detail about how question tags are formed yet – students will look at this in the next exercise. Give them time to complete the exercise individually and then get them to compare answers in pairs. Play the recording for them to check/complete their answers.

1 is there 2 wouldn't you 3 doesn't it 4 are there
5 doesn't it 6 wouldn't they

9B This is best done as a whole-class activity. Refer students to the sentences in Exercise 9A and try to elicit the rules for forming question tags. Help them with questions such as: *Is sentence 1 positive or negative?* (negative) *What about the question tag – is it positive or negative?* (positive) *What is the subject in sentence 2?* (you) *What subject do we use in the question tag?* (you) *What tense is 'combines' in sentence 3 in?* (Present Simple) *Which auxiliary verb do we use to form questions in the Present Simple?* (do/does). After discussing the answers, refer students to the Grammar reference on page 118, go through the explanations and examples with them and clarify any points as necessary.

The general rule is to use *be*, an auxiliary or modal verb and the subject from the original sentence. When the original sentence is positive, we add a negative tag, and vice versa.

- 1 original sentence is negative, so we add a positive tag
- 2 original sentence is positive, so we add a negative tag
- 3 original sentence has no auxiliary, so we use a form of *do* in the tag
- 4 original sentence has a negative adverb, so we add a positive tag
- 5 original sentence has *that*, so we use *it* and a singular verb
- 6 original sentence has *someone*, so we use *they* and a plural verb



Pronunciation bank

p.114: Intonation in question tags

Warm-up

Refer students to the explanation in the box and go through it with them. Copy the two examples onto the board (including the arrows for rising and falling intonation), model the rising intonation for the first question tag and invite a few students to repeat it. Do the same for the second example. Point out that the different intonation patterns change the function of the question tag each time: a rising intonation shows that we are asking a real question – we really want to know if something is true. A falling intonation shows that we are just checking or expect the listener to agree with us.

1 ▶ P1.01 Before students do the activity, you may wish to do an example with the class: say the first example from the box with rising intonation and ask: *Am I asking a question or just checking?* (asking a question) Then say it again with falling intonation and ask the same question (just checking). Play the recording, then check answers with the class.

- 1 just checking 2 asking a question
3 asking a question 4 just checking
5 asking a question 6 just checking

2 ▶ P1.01 Play the recording again for students to listen and repeat.

3 Put students in pairs and explain the activity: they should take turns to say one of the sentences from Exercise 2 using rising or falling intonation, for their partner to guess if they are asking a question or just checking.

10 Ask students to do this individually, then check answers with the class. If you think your students need extra practice with the intonation patterns (see Pronunciation bank above), you could put them in new pairs and get them to say the sentences using rising or falling intonation, for their partner to guess if they are asking a question or just checking.

- 1 d 2 f 3 b 4 i 5 h 6 j 7 g 8 e 9 a 10 c

11 Again, get students to complete the exercise individually, then check answers with the class. If time allows, put students in pairs to practise the conversation.

- 1 don't they 2 isn't it 3 have they 4 won't there
5 shall we 6 do we

Extra activities 1.2

B This activity gives further practice of question tags. Ask students to do it individually and get them to compare answers in pairs before class feedback.

- 1 aren't they? 2 weren't they? 3 shall we?
4 is it? 5 are they? 6 does she? 7 isn't it?
8 would you?

Speaking

Students study and practise useful language for making conversation.

12A Go through the instructions with the class, then ask students to work in pairs. Draw their attention to the examples before they begin.

Possible answers

- I'm sure we met at school, didn't we?
I think we come from the same home town, don't we?
We did sports together at school, didn't we?
Nobody in our class worked for a volunteer organisation, did they?

12B Put students in new pairs and tell them that they are going to practise making conversation with a friend/colleague they have not seen for a while using the sentences they wrote in Exercise 12A. Monitor and note down any mistakes with question tags, for some brief class feedback afterwards. If appropriate and if there is time, you could get one or two pairs to act out their conversations for their class.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.118 Question tags

Pronunciation bank: p.114 Intonation in question tags

Teacher's book: Resource bank Photocopiable 1.2 p.150

Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3

1.3 Communication skills

Carrying out a needs analysis

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can adjust the precision of questions in order to obtain more detailed information.
- Can ask open-ended questions to better understand the specific details of a problem.
- Can give detailed feedback about someone's performance on a familiar task or project.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.

Warm-up

Put students in pairs or small groups and ask them to discuss the statements below. Do they agree? Why / Why not? After they have discussed in their pairs, elicit ideas around the class.

- *All goods and services are produced to satisfy needs.*
- *Customers often find it difficult to describe their needs in different areas.*
- *Most new products and services that fail do so because they don't correspond to actual customer needs.*

Lead-in

Students look at the differences between open and leading questions.

1A Do this as a whole-class activity. Get students to read questions 1 and 2 and ask them what they know about the difference between leading questions and open questions. If they don't know the difference, encourage them to think

about the meaning of *lead* (in this case, 'cause something to happen or someone to believe something'). Which question do they think is trying to 'lead'? Which seems to be more 'open' (allowing someone to answer more freely, i.e. without being led)?

1 Open question 2 Leading question

1B Give students a minute to read the definition of *leading question* and check that they understand *deliberately*, *directional* and *alternative*. Then ask them to look at the statements and check that they understand *manipulative*. If there is time, let them discuss the statements in pairs or groups first, then invite different students to share their answers with the class, giving reasons.

Video

Students watch a video about different questioning styles during a needs analysis.

2 ▶ **1.3.1** Before students watch the video, briefly explain the context and characters' roles or refer students to page 6 of the Coursebook. Prisha, Creative Director at Happenings, and David, Accounts Director, are about to have a meeting with the HR Manager of Overlander, a new client. Before they do, they are discussing the approach they should take when analysing the client's needs. Encourage students to make notes in answer to the questions while watching, and play the video. You could get students to compare answers in pairs before discussing them with the class.

- 1 The money situation at Happenings isn't good at the moment – they still haven't made a profit.
- 2 Happenings has a special agreement with Hebden Hall so they would be able to make a good profit by having the event there.
- 3 She wants to give the client (Overlander) the impression that they are choosing what they want while Prisha and David still have control of the discussion.
- 4 Not to frighten off the client.

3A Explain to students that Happenings can carry out the needs analysis using two different approaches and go through the details of Options A and B with the class. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B ▶ **1.3.2** ▶ **1.3.3** Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

Option A

- 1 She wants a top-class hotel.
- 2 Hardly any. Meghan is free to ask for whatever she wants.
- 3 How they will be able to provide the things that Meghan is asking for not just within the budget but while also making enough of a profit to solve their cash-flow problems.
- 4 No, she wasn't expecting Prisha and David to agree to all of her demands.

Option B

- 1 She asks for more information.
- 2 She thinks the Overlander staff would love it.
- 3 She asks with a leading question, 'How would you feel about us bringing in our own caterers ...?' and then explains that it would mean providing a wider variety and better quality.
- 4 They have full control over how the meeting progresses.

4 Put students in pairs and give them 2–3 minutes to discuss the question. Remind them to give reasons for their answers. If there is time, you could join pairs together into groups of four to exchange ideas.

5 ▶ **1.3.4** Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the different approaches looked at in Options A and B. Play the video and get students to compare what the speaker says with their own answers to Exercise 4. Discuss the answers and students' views as a whole class.

In **Option A**, the client is made to feel that Prisha and David are taking on board all her requests and, as an events company, this is what they are supposed to do. However, the disadvantage is that Prisha and David are not in control of the proceedings and the client's expectations are getting out of control for the budget allocated. In **Option B**, Prisha and David are in control of the meeting from the beginning and are guiding the client regarding what she wants for the event. This means that David and Prisha ensure that the event agreed on will not just be within the margin but also leave them a profit. The disadvantage is that the client might feel with this approach that they are not being listened to and they are being 'steamrollered' into what Prisha and David want for the event. But in this case, the **Option B** meeting is more successful: Prisha and David are able to use leading questions to guide Meghan towards the option that is more profitable for them.

Reflection

Students reflect on the conclusions from the video and discuss their own questioning style during a needs analysis.

6 Allow students to work individually on this so that they can reflect on their own preferences and ideas. Ask them to think about their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Using leading and open questions to effect

Students look at useful language for effective leading and open questions.

7A Explain to students that they are going to look at some useful phrases for effective leading and open questions. They should already be familiar with the vocabulary in the box and in the options, but you may wish to give them a few minutes to read through them and ask you about any unknown words before they complete the exercise. Get them to complete the questions individually, then check answers with the class clarifying meanings as necessary.

1 thoughts 2 feel 3 considered 4 about 5 interested
6 think 7 thought

7B Students could do this individually, comparing answers in pairs before class feedback. Alternatively, do it as a whole-class activity, checking answers as you go along. Remind students that they need to explain their choices.

- 1 a open (The client is free to answer with any kind of event that they want.)
b leading (The question here determines the kind of event, the location and the duration.)
- 2 a leading (A suggestion is being made within the question.)
b open (The client is free to answer regarding the kind of outdoor event that they want. Note: In a different context, this question could be regarded as leading as it suggests the event will be outdoors.)
- 3 a leading (It suggests the venue for the event.)
b open (It gives the client the opportunity to answer freely.)
- 4 a open (It isn't leading the client to any particular type of entertainment.)
b leading (It is suggesting a party after the evening meal.)
- 5 a leading (It suggests a treetop adventure as the activity.)
b open (It is asking the client to suggest the morning activity. Note: In a different context, this question could be regarded as leading as it is suggesting the time of day for the activity.)
- 6 a leading (It is suggesting an exclusive restaurant as the place to eat.)
b open (It is asking the client what they would like to do. Note: In a different context, this question could be regarded as leading as it is suggesting the time of day for the activity.)
- 7 a open (It is giving the client the opportunity to come up with the kind of activities that they would want.)
b leading (It is suggesting the type of activity.)

8 This exercise can be done individually or in pairs – the second option might be easier for weaker students. Point out that more than one question may be possible for each answer and before they begin, do the first item as an example with the class.

Possible answers

- 1 How would the team feel about a parachute jump?
- 2 Would your staff be interested in a trip to Barcelona?
- 3 What are your thoughts on the kind of restaurant that you want?
- 4 Have you considered which facilities you'd like?
- 5 What do you think about taking the clients to dinner?

Extra activities 1.3

A This activity practises the functional language from the lesson. It would be useful for students to do it individually, to check whether any additional work is required on the phrases. You could get students to compare answers in pairs before class feedback.

1 a 2 a 3 b 4 a 5 b 6 a

B Again, get students to work individually for this exercise. Point out that more than one answer may be possible for some items and, in weaker classes, do the first one as an example with the class.

Model answers

- 1 What do you think about offering a performance-related salary?
- 2 Would you be interested in interviewing all the shortlisted candidates?
- 3 How about changing the job description?
- 4 Have you considered a candidate with international experience?
- 5 How would you feel about offering a relocation package to entice the right candidate?
- 6 What are your thoughts on the applicant from Spain?



Pronunciation bank

p.114: Indian English pronunciation

Warm-up

Refer students to the explanation in the box and go through it with them. Explain that there are many different English accents around the world and that it is important that they are exposed to as many as possible so that they can comfortably follow what speakers with different accents are saying. In terms of their own accent, reassure them that there is no 'right' or 'wrong' accent to use. They can choose any accent they feel confident and comfortable with and develop, or even change it, along the way.

1 P1.02 Play the recording, twice if necessary, for students to identify the Indian English accent, then check answers with the class. Note that students should not be encouraged to repeat the words or copy the accent in the audio; the purpose of this activity is to expose them to the accent, to help them understand one of the vast variety of accents they will encounter in the world outside the classroom.

1 second 2 second 3 first 4 first 5 second
6 first 7 first 8 second 9 second 10 first
11 first 12 second

Task

Students hold a meeting to agree the details of a corporate event.

9A Put students in groups of four and divide each group into two pairs, A and B. Assign roles A and B to each pair and explain the task: A Pairs are representatives of an events company and are going to hold a meeting with B Pairs, who are clients. Refer pairs to their role cards and give them time to read them. While students are reading, monitor and help them with any questions they may have. Before they begin, ask a few questions to check that they are clear about the scenario, e.g. *What type of event would 'the clients' like to hold?* (a two-day conference for their staff around the country) *What is the aim of the meeting?* (to agree the details of the event) Remind A Pairs to think carefully about the questions they need to ask in order to achieve their aims, and refer them to the functional language in Exercise 7A. Tell B Pairs that they should think about what type of company they are and what they would like for each day of their conference. Allow 5–7 minutes for pairs to prepare, while you monitor and help them as necessary. Encourage both pairs to make notes.

9B Students now hold their meetings. Set a time limit and during the activity, monitor and make notes for any points to highlight during feedback but do not interrupt the meetings.

9C Explain to students that they are now going to talk about how the meeting went. Did the events company manage to obtain the information they needed from the clients? Did they choose questions to lead the clients when making decisions? How effective were they? Did the clients get an opportunity to make suggestions and talk about their own preferences? What did they think of the event company's approach and questioning style? Did they all manage to agree on the details of the event? What went well / could be improved? Once students have discussed in their groups, get brief feedback from the class.

9D Ask students to work in the same groups of four and explain that they are going to hold a second meeting. This time, B Pairs are the events company and A Pairs are the clients. The aim of the meeting is the same: to agree the details of a corporate event. Allow plenty of preparation time: students should first decide as a group what type of event they are going to discuss. If they are struggling, help them with a few ideas (e.g. a product launch, a business dinner, a charity event). Then, in their A and B pairs, they should prepare for the meeting, thinking about their roles and what they would like to achieve. Refer them to the role cards for the first meeting and ask them to think about the same details for the second meeting. Remind them that they should use language from Exercise 7A and also try to incorporate the feedback they received in Exercise 9C. Again, monitor and help students as necessary during the preparation stage. When they are ready, set a time limit and ask them to hold their meetings. Round off the task by asking students from different groups to share their experience with the class. Did the second meeting go well? Why / Why not? Did they incorporate the feedback from Exercise 9C? Finally, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Pronunciation bank: p.114 Indian English pronunciation

Workbook: p.7 Exercise 1

1.4 > Business skills

Dealing with questions

GSE learning objectives

- Can follow a work-related discussion between fluent speakers.
- Can evaluate hypothetical proposals in a presentation or lecture.
- Can recognise the speaker's point of view in a structured presentation.
- Can give reasons and explanations for their opinions using linguistically complex language.
- Can recommend particular actions at the end of a presentation.
- Can ask detailed follow-up questions at a presentation.
- Can respond to follow-up questions at a presentation.
- Can ask for questions or feedback at the end of a presentation.
- Can successfully challenge points made during a presentation.

Warm-up

Ask students to think about situations in their place of work/study when they were asked to answer questions in front of a group of people (e.g. during or after a presentation, during a meeting). Then discuss these questions with the class: *How comfortable are you answering questions in a team / in front of a group of people? Why? What do you find easy/difficult?*

Lead-in

Students talk about answering questions during and after presentations.

1 Put students in pairs and give them 2–3 minutes to discuss the questions. Remind them to give reasons for their answers. Once they have discussed in their pairs, elicit answers around the class.

Possible answers

Answering questions during the presentation presents the opportunity to deal with queries as and when they arise in context, but this may disrupt the flow.

Answering questions at the end allows the presenter to maintain their flow and keep to their plan but it may result in being short of time at the end for questions.

2A Students could do this in the same pairs as for Exercise 1, with brief class feedback afterwards. Alternatively, do it as a whole-class activity, eliciting ideas from different students. Before they begin, give them a minute to read through situations 1–6 and teach or elicit the meaning of *challenge*.

Possible answers

- 1 To be perfectly honest, I don't know.
- 2 That's not within the scope of today's presentation.
- 3 That's a valid point. Let's discuss it further later.
- 4 One question at a time, please.
- 5 I've already touched upon that matter.
- 6 I'll be covering that later.

2B Again, this can be done in the same pairs as the previous exercises or as a whole-class activity.

Listening

Students listen to a presentation where the presenter answers questions from the audience.

3A 1.05 Go through the instructions with students and make sure they understand what they are about to hear: the first part of a presentation about the results of a survey. Ask them what the topic is (the use of plastics in food packaging). Play the recording, then check answers with the class. In weaker classes, students may need to listen twice or you may need to pause the recording for them to complete their answers. As an optional follow-up, you could ask students if they think a survey like this in their own country would produce similar findings.

- 1 Eighty-five percent of customers want to see significantly less plastic packaging within the next twelve months.
- 2 Supermarkets have committed independently to reduce plastic food packaging by 50 percent in the next two years.
- 3 The growers see the reduction of plastics to be only of medium importance in their business strategy; and don't see a clear alternative.

3B 1.05 Play the recording, then check answers with the class. When discussing the effectiveness of Jon's answers, accept any reasonable answers as long as students can justify them. You may, however, wish to highlight the points in the answer key below for each answer.

- 1 Q: Which customers were asked? A: Politely interrupted and confirmed that a wide sample of customers was included in the survey.
Effectiveness: It was a polite interruption which kept control of the situation and avoided a long and complex series of questions. The answer was focused, and directly addressed the concerns of the questioner about the sample size of growers in the survey. The questioner gave a positive response to the answer.
- 2 Q: Is twelve months realistic? A: Jon responds that it is a good point/question but asks to deal with the question later in more detail.
Effectiveness: A positive response followed by a request to deal with the topic in more detail later in a presentation is a standard and effective way to respect a question and keep control of the presentation in terms of timing and sequence.
- 3 Q: Can I ask why growers are not concerned about plastics? Why is that exactly? A: Jon explains that the connection is bad, the question cannot be heard well, and asks Hans to dial back in, and then he moves on.
Effectiveness: Polite and effective handling of a technical issue. Asking the person to dial back in gives the opportunity for a better connection. Moving on quickly avoids wasting time.

3c 1.06 Explain the task and give students a minute to read through the topics. Check that they understand *establish*, *joint project*, *motivate* and *enforce*. Students may need to listen twice for this activity: once to put the topics in the table in the order they hear them, and then a second time to complete the presenter's answers.

- 1 b, clarify 2 d, critical 3 e, delicate topic
4 a, answer that 5 c, a little earlier

3D Discuss this with the whole class. Remind students of their answers to Exercise 3B, and again, accept all answers which students can justify.

All these answers are effective question-handling strategies and range from clarification (1, 2), hedging (3) and honestly admitting inability to answer (4) to referring back (5) to what had been said earlier.

Functional language: Responding to questions during a presentation

Students look at useful language for responding to questions during a presentation.

4 Go through the categories with the class and teach or elicit the meaning of any words which may be new to students (e.g. *relevant*, *better handled by ...*, *redundant*). Before asking them to complete the table, give them time to look at the example sentences for each category. Then ask them to complete the exercise individually and get them to compare answers in pairs before checking with the class. During feedback, go through all the sentences and clarify meanings as necessary.

- A question you don't understand: 5
- A question which is not relevant: 10
- A question not for open discussion: 9
- A question better handled by someone else: 7
- An angry question: 2
- A redundant question: 1
- A person who takes too long to ask his/her question: 6
- A question you can't answer: 4
- A question you couldn't hear: 8
- A sensitive question: 3

5A Put students in pairs and go through the instructions with them. Before they begin, make sure they are clear about the context and scenario. Ask: *Who is asking the questions?* (the [new] customer) *Who is answering?* (the design company) *What have they been commissioned to do?* (develop a new website for the customer). Give students a minute to read the questions and remind them to use language from Exercise 4. Reassure them that the questions can be answered in different ways and encourage them to be creative. Give pairs 4–5 minutes to prepare their answers and encourage them to make notes.

Possible answers

- 1 Let me put you in touch with a colleague who knows more about it.
- 2 I understand your frustration. As a solution, I suggest ... ,
- 3 If you can email me that question, I'll respond directly to you. Is that OK?
- 4 We covered that at the beginning of the presentation when I talked about ...
- 5 That's a good question but I'm afraid I don't know the answer. However, I'll ...
- 6 I'm afraid that question is outside the scope of today's presentation.

5B Join pairs together into groups of four. Pairs take it in turns to ask the questions from Exercise 5A for the other pair to answer. During the activity, monitor and check students' use of the functional language; note down any errors to highlight during feedback. When pairs have finished, they should decide who gave the best answers (and why). If time allows, invite a few pairs to act out their exchanges for the rest of the class. The class could then vote on the best answers. Finally, highlight any errors you noted while monitoring.

Extra activities 1.4

A This activity practises the functional language from the lesson. As it is a consolidation exercise, it might be better to ask students to complete it individually. If time allows, after checking answers, students could practise the exchanges in pairs.

1 e 2 d 3 b 4 a 5 f 6 c

B Go through the instructions with the class and explain that for each question, there is a sentence describing the context in which the question was asked and two possible answers. Students should select the answer they think is best, noting down the advantages and disadvantages of each option. If you think they will struggle, you could let them work in pairs or do this as a whole-class activity, discussing the options as you go along.

- 1 a** This question is useful as it allows you to clarify the motivation of the questioner before answering, so helping you answer the right question. It's important that the question is asked in a way the audience feels is respectful, and not challenging.
- b** Sometimes it is important to give clear and firm direction as to what can or can't be discussed. However, the answer could come across as too direct for some people, and not open enough to customer concerns.
- 2 a** This is a fair response if your presentation has a clear logic and the question is better discussed at the end. However, with customers, it is important to show flexibility and deal with their concerns immediately.
- b** Honesty with customers can inspire trust. However, such a response can also signal incompetence to some customers. It's important to understand how a customer will respond to such openness before using such an answer.
- 3 a** This is a clear answer and confirms why a community space can be difficult when creating websites. The risk is that it allows a discussion to arise which could be difficult to control.
- b** This controls the discussion of a sensitive topic well by suggesting a one-to-one discussion. However, if time permits, there is always the option to check with the wider audience if there is interest in discussing the question openly together.

Task

Students give a presentation and respond to questions from the 'audience'.

6A Ask students to work individually for this stage. Go through the instructions with them and explain that they may choose to talk about any topic they like, e.g. a change in their place of work (or study), in society in general or even their personal life – if they are comfortable discussing this in class. Give them a few minutes to think about the topic of their presentation. Monitor and if they are struggling, help them with a few ideas (e.g. greater flexibility around working hours at their place of work; lower tuition fees or shorter lectures at their place of study; promoting voluntary work more). Then point out the three main points they need to include in their presentation, and write them on the board: *1 What is the change? 2 What is its purpose? 3 What are the potential benefits?* Set a time limit and encourage students to make notes. Again, monitor and help students as necessary.

6B–C Put students in groups. Note that the bigger the groups, the longer this stage will take as students will take turns to give their presentations. Tell them that they are going to take turns to be the 'presenters' and 'audience', and explain that the audience should ask questions during and at the end of each presentation. After each presentation, the audience should give quick feedback to the presenter on how well they think he/she handled their questions. Make sure students understand that they will be rotating roles, and that they need to pause between presentations to give their feedback. Remind them to use phrases from Exercise 4 to respond to the questions. Before they begin, you may wish to give them 1–2 minutes to look at Exercise 4 again and think about how they could respond to the different types of questions the audience may ask. Set a time limit for each presentation and feedback session, and ask students to begin. Monitor and note down any points to highlight during feedback, but do not interrupt the presentations or feedback sessions. As a follow-up, you could ask a few students to tell the class how well they think their questions were handled and/or what they found easy or difficult about responding to questions from the audience.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Workbook: p.7 Exercises 2–3

1.5 Writing

Reports – Summary findings

GSE learning objectives

- Can extract key details from a complex business report in their field.
- Can summarise relevant data or research in support of an argument.
- Can write an effective and informative summary.

Warm-up

Discuss these questions with the class: *Have you ever prepared a market research or customer feedback survey? Have you ever had to summarise the findings of a survey or focus group?* Invite students who answer 'yes' to share their experiences with the class and those who answer 'no' to say whether they would like to and what they think they might find difficult.

Lead-in

Students read and correct a summary of findings from a market research report.

1 Refer students to the summary and explain the activity. Before they begin, point out the types of mistakes they need to look for and if you think it will help them, give them an example of each (e.g. spelling: *The ~~servey~~ survey showed that ...* ; grammar: *We have recently ~~carryng~~ carried out a survey to find out ...* ; wrong words: *In addition ~~of~~ to the survey questions, the customers ...* ; extra words: *We ~~were~~ asked the customers to tell us ...*). Get students to complete the exercise individually and then to compare answers in pairs before checking with the class.

According to the customer survey, the majority of respondents were in agreement that the proposed logo and packaging changes would be a good move. However, 10 percent of the 2,000 respondents raised ~~concerns~~ **concerns** that these changes did not match the luxury image of the brand. In ~~addition~~ **addition**, just over one quarter ~~beleived~~ **believed** that the current logo and packaging were fine and should not be ~~change~~ **changed**. Several customers ~~suggest~~ **suggested** that we should keep the current logo and just change the colour while others ~~were~~ demanded that we use 100 percent ~~recycleable~~ **recyclable** materials. Some people even insisted that there should be no packaging at all, as this would be much more ~~eco-friendlier~~ **eco-friendly**. However, this is somewhat surprising given that our products can be easily damaged in transit. Nevertheless, the survey confirmed that our image and reputation are ~~instant~~ **instantly** recognisable. As ~~for~~ **a** result, the findings indicate that any changes we make should be minimal.

Functional language

Students look at useful language for summaries of survey or focus group findings.

2A Draw students' attention to the different parts of the table and explain that they have to complete the sentences with words from the summary in Exercise 1. Highlight the fact that each sentence has three parts and that all sentences follow the same structure; you could write the structure on the board for students to refer to in the next exercise: *Who/What → Opinions/Actions → Findings*. Point out that they should use between one and four words in each gap. In weaker classes, you may wish to do the first item as an example and/or let students complete the exercise in pairs. Check answers with the class, clarifying meanings as necessary.

- 1** majority **2** agreement **3** of the **4** raised
5 match the (luxury) image **6** over **7** confirmed
8 instantly recognisable **9** indicate **10** should be minimal

2B Students could do this individually or in pairs. Refer them to the sentence structure in the table (or on the board) and explain that they should use the phrases in the box to create three sentences which follow this structure. Explain that different combinations are possible and give them 3–4 minutes to write their sentences. Check answers with the class.

Possible answers

A recent customer survey demonstrated that our image has been damaged / the changes were positive.
 None of the participants felt that our image has been damaged / the changes were positive.
 None of the participants admitted that they would never buy it.
 Over half of those surveyed felt that our image has been damaged / the changes were positive.
 Over half of those surveyed admitted that they would never buy it.

Extra activities 1.5

A This activity practises useful language for summaries of survey or focus group findings. It can also serve as a second model answer which students can refer to when they complete the writing tasks in Exercises 3A and 3B. The exercise can be done individually or in pairs, depending on the level of your class.

- 1** indicated **2** majority **3** in **4** of **5** admitted
6 raised **7** those **8** demonstrated **9** None
10 minimal

Optional grammar work

The summary in Exercise 1 contains examples of reporting verb patterns, so you could use them for some optional grammar work. Refer students to the Grammar reference on page 118 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write summaries of survey findings.

3A Put students in pairs and refer them to page 126. Explain the task and give them a minute to look at the information in the table and ask you any questions they may have. Point out that their summary needs to be short (around 120 words) and remind them to use phrases from (and the sentence structure in) the table in Exercise 2A. Set a time limit for pairs to write their summaries. During the activity, monitor and help as necessary.

Model answer

According to a recent customer survey we carried out about increasing our prices, the findings demonstrated that the majority of customers feel that it is a bad idea to keep prices low by reducing quality. In fact, only 10 percent of respondents indicated that they would change supplier if we increased the prices. Despite this, a quarter of our customers would be happy to pay more for high quality, although many of them suggested that the price increase should not be more than 5 percent. On the other hand, 15 percent of respondents believed that our prices were already very high and a fifth of them were worried that they would not be able to pass the increase on to their own customers.

3B Tell students that they are now going to work individually to write a second, more detailed summary, and refer them to page 132. Give them some time to look through the information and ask you any questions they may have. Point out the word limit and also that they should think about how they could organise the information into paragraphs; they should plan their summaries carefully. If time is short, students could plan their summaries in class and write them for homework. In weaker classes, you could let them plan their work in pairs.

Model answer

We recently asked customers to complete a survey to discover how we are doing and how we could improve our service. According to our findings, the majority of our customers were very happy with product quality. In fact, over half of those surveyed thought that it was excellent and about a third said it was good. None of the participants believed it was below satisfactory. Customers also indicated that they were happy with the speed of our deliveries. However, regarding price, although most customers felt that it was satisfactory, nearly a quarter disagreed. Furthermore, the majority of customers raised concerns that our product range was poor. The survey demonstrated that customer service was mainly satisfactory but a fifth of customers had problems with it. Concerning value for money, none of our customers thought that it was excellent, but over half of them believed it was good. The biggest improvement over half our customers would like to see is for us to offer bigger discounts for regular orders over €20,000. When asked what other improvements we could make, nearly a quarter of respondents suggested that communication could be improved because staff don't respond to emails quickly enough. Twelve percent of customers also suggested that we offer a maintenance service for all our products. The findings therefore demonstrate that we should look at ways to improve our price structure and expand our product range.

3C If students do the writing task as homework, you could do this exercise in the next class. Put them in pairs and ask them to read their partner's summary and compare it with their own: did their partner use the same language to summarise their findings? Then ask them to check their partner's summary: has he/she used the language for summarising findings correctly? Has he/she made any mistakes with the data?

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.118 Reporting verb patterns

Workbook: p.7 Exercises 1-4

Business workshop > 1

Improving the image

GSE learning objectives

- Can describe conclusions they have drawn from graphs and charts, using linguistically complex language.
- Can understand summaries of data or research used to support an extended argument.
- Can follow a work-related discussion between fluent speakers.
- Can extract key details from a complex business report in their field.
- Can adjust the precision of questions in order to obtain more detailed information.
- Can express ideas in a discussion or presentation using an appropriate tone and register.
- Can plan what is to be said and the means to say it, considering the effect on the recipient.
- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can write an effective and informative summary.

Background

Students read about a multinational retail clothing chain.

1 Go through the questions with the class and teach or elicit the meanings of *reputation*, *corporate social responsibility (CSR)* and *well thought of* (see Business brief on page 21). Then put students in pairs and ask them to read the background and answer the questions. During class feedback, check that they understand these words from the text: *source ethically*, *trigger*, *boycott*.

- 1 They are a multinational retail clothing chain.
- 2 They have a very good reputation. They are known for treating employees well with paid holiday, sick leave and retirement benefits and for paying more than the minimum wage.
- 3 They make sure to source ethical suppliers.
- 4 They ran an advert which was considered to be inappropriate. This has led to a call on social media for a boycott.
- 5 Students' own answers

Notes

The global apparel retail industry generates \$1.2 trillion annually and employs some 75 million people around the globe. It is an industry which has mass markets as well as niche markets, providing space for a number of businesses within the industry. The fashion industry is continuing to grow with new markets and ideas. CEOs are well aware of the fact that it is also an industry in which customer relationship management is vital as many consumers are not only interested in the product but also in the personal experience they have while shopping. The apparel industry has products for all age groups and demographics.

Customer reaction

Students talk about what action to take in relation to negative customer comments.

2 Explain the activity and give students time to read the social media comments. If time allows, get them to discuss their views in pairs or small groups first, then elicit ideas around the class. Remind them to give reasons for their answers. Note that the set up intentionally leaves the exact nature of the offending advert as a grey area, because what constitutes offensive is highly subjective and could end up offending the students themselves! However, if you wish to discuss with the class what the offending advert might have contained, this would be the point to do it.

3 Do this as a whole-class activity. First, elicit a brief description of the graphs: ask students what each graph shows and what each line represents. Check that they understand the meaning of *demographics* (the statistical characteristics of a group of people, such as their age, gender and income, used especially in market research). Discuss the questions with the class.

Possible answers

(What do you notice?)

- current year's sales began higher than previous year
- current year's sales showed less fluctuation at beginning of year than previous year
- current year's sales dropped in fourth quarter while previous year went up
- third quarter sales for both years were very similar

(Does anything surprise you about the development of sales?)
The chart shows that although sales still went up in the 4th quarter, the usually strong groups of 16–24, 35–44 and 45–54 did not perform well. The 23–34 age group and the older group of 55+ customers made up a large percentage of the total sales.


Extra activities Business workshop 1

A This activity looks at useful vocabulary for describing visual data. Explain to students that the text is a description of the second graph on page 88 and go through the words in the box with them before they complete the exercise. Get them to work individually and then to compare answers in pairs before checking with the class. Alternatively, let them work in pairs, using their dictionaries if necessary, and clarify meanings during class feedback.

- 1** demographic **2** decrease **3** represents
4 quarter **5** contrast **6** rise **7** fluctuation
8 slightly **9** shot up **10** reached

Management response

Students listen to a crisis management meeting and read about market research options.

4  BW 1.01 Explain that students are going to hear a crisis management meeting which the CEO of Wear It! has called after seeing the latest sales figures. Give them time to read the questions before they listen, then play the recording. In weaker classes, students may need to listen twice and/or you may need to pause the recording to give them time to note down their answers.

- 1** Jane: looked at sales figures, saw millennials were most affected
Peter: looked at the marketing campaigns to see which groups were being targeted.
Giorgio: looked at costs of buying finished items and has calculated that they cannot afford the drop in sales.
- 2** Barbara will gather information on the market which should help them come up with a marketing campaign to work on the image of the brand.

5 Explain that Barbara is looking into ways to improve the company's image and is considering using market research in order to obtain the necessary information before deciding on next steps. She has put together some information on different kinds of research. Ask students to read the text and underline what they think are the most interesting and/or complicated aspects of, market research. They have already looked at the different aspects of and common terms related to, market research earlier in the unit, so little of the information in the text will be new to them. Once students have read the text and underlined the information, put them in pairs to compare their answers. Encourage them to talk about *why* they find each aspect interesting/complicated. If time allows, invite a few students to share their ideas with the class.

Extra activities Business workshop 1

B This activity looks at useful terms related to market research. Some of these terms may be new to students, so it might be better to do the activity with the whole class, clarifying meanings as you go along. Note that doing this activity at this point in the lesson will help students with Exercises 6 and 7 below.

1 b 2 h 3 c 4 a 5 d 6 g 7 e 8 f

C This activity provides students with extra reading practice. Give them time to read the statements first, so they know what they need to look for in the text. They could do the exercise individually or, in weaker classes, in pairs. Encourage them to underline the part of the text that gave them the answer each time

- 1 F (*Secondary research can also come from the internet or government sources.*)
- 2 T (*Primary research gives us the reasons customers buy something.*)
- 3 T (*Both types of research will break down our target customers into demographics.*)
- 4 F (*Surveys can use open or closed questions, multiple-choice questions or ranking and rating questions.*)
- 5 F (*Focus groups use groups of six to ten people.*)
- 6 T (*Focus groups can be used to observe facial reactions or body language.*)

Task: Improving the brand image

Students develop a market research plan to improve a company image.

6A Put students in small groups and explain that they are going to develop a market research plan in order to collect *qualitative* data that will help Wear It! improve its image. Elicit the two primary market research methods (surveys and focus groups). Refer students back to the list of options for each method in the text in Exercise 5 and, if necessary, go through it with them once more. Finally, give groups a few minutes to decide on which method to use.

6B Tell students that they are now going to prepare ten questions for their survey/focus group. Go through the instructions with them and remind them of the different types of survey questions they looked at in Exercise 5. Write these on the board and elicit a brief definition of each one: *open questions* (questions that cannot be answered with 'yes' or 'no'), *closed questions* (questions that can be answered with 'yes' or 'no'), *multiple-choice questions* (questions where two or more answer options are given, for respondents to select one), *ranking and rating questions* (questions where respondents give something a position in a list or on a scale, often with numbers). Point out that it is best to start with general questions before moving on to more specific or sensitive ones. Set a time limit for this stage and ask students to write their questions. During the activity, monitor and help as necessary.

6C Groups now take turns to present their plans and questions to the class. Depending on the method chosen and the equipment available, they can give examples of the questions they would use on the board, on a flipchart or projector, on presentation slides, etc. Allow time for groups to prepare, then get them to present their plans in turn. When all the groups have given their presentations, the class votes on the best one. Invite reactions from different students, encouraging them to give reasons.

7 Depending on the time available, students could do this in class or as homework. Point out the word limit and explain that this should be a brief explanation of the approach they are going to take rather than a detailed presentation of their market research plan. If you think this will help your students, you could let them plan their writing in their original groups, then write their texts individually.

Model answer

We feel that a telephone survey would work best and would start by asking people which categories they fall into regarding their age and where they live.

We would use a variety of question types, starting with a ranking of the impression people have of the Wear It! brand in comparison with competitors, followed by a closed question about adverts people remember. Next, we would ask which factors they feel are persuasive in adverts and give them up to five to choose from. In order to find out what people feel is negative, we feel a ranking question would be best, perhaps with up to six or seven choices.

The survey would end with an open question asking them about the last time they bought clothing and then a closed question about whether or not they have shopped at Wear It! in the last month.

MyEnglishLab: Teacher's resources: extra activities

Review < 1

- 1 1 target audience 2 secondary research
 3 Product testers 4 focus group
 5 launch (the new) product 6 in-depth interviews
 7 gauge (the) impact 8 online surveys
 2 1 don't you 2 aren't we 3 were they 4 didn't we
 5 did we 6 did they 7 shall we 8 doesn't it
 3 1 think / L 2 considered / N 3 interested / L
 4 about / L 5 thoughts / N 6 feel / L
 4 1 f 2 c 3 e 4 a 5 b 6 d
 5 1 recent customer 2 majority 3 in agreement
 4 positive 5 Just over 6 of the 7 admitted
 8 been damaged 9 none of 10 demonstrated