Teacher's
Resource Book

Irene Barrall

B2

Business Partner

FT Publishing
FINANCIAL TIMES

GSE
Global Scale of English

Student's Book contents

UNIT 1 > CORPORATE CULTURE p.7

Videos: 1.1 A culture of equal pay 1.3 Building relationships

1.1 > Workplace culture	1.2 > Employee retention	1.3 > Communication skills: Building relationships	1.4 > Business skills: Presenting yourself	1.5 > Writing: A company news blog	Business workshop > 1 Keeping the workforce happy (p.88)
Video: A culture of equal pay **Vocabulary:** Elements of corporate culture **Pronunciation:** → Stress in compound nouns (p.114) **Project:** Company policy	**Reading:** Work-life balance schemes **Grammar:** Future Continuous and Future Perfect Simple **Pronunciation:** → Auxiliary verbs (p.114) **Speaking:** How do you see yourself in the future?	Video: Building relationships **Functional language:** Building trust **Task:** Choosing a candidate	**Listening:** Presenting yourself to a new project team **Functional language:** Self-presentation **Task:** Presenting yourself to international colleagues	**Model text:** A company news blog **Functional language:** Structuring a company news blog **Grammar:** L Phrases with *be* **Task:** Write a blog	**Listening:** Employee suggestions for improvements **Reading:** Analysing a survey **Task:** Brainstorm ways to improve staff retention **Writing:** A proposal confirming your ideas

Review p.104

UNIT 2 > TRAINING AND DEVELOPMENT p.17

Videos: 2.1 Types of training 2.3 Team communication

2.1 > Learning on the job	2.2 > Human resource strategies	2.3 > Communication skills: Team communication	2.4 > Business skills: Facilitating a meeting	2.5 > Writing: A training request	Business workshop > 2 Quality service for all (p.90)
Video: Types of training **Pronunciation:** → Stressing key words in sentences (p.114) **Vocabulary:** Training and development **Project:** Induction to a new job	**Listening:** Strategy for training and development across a whole company **Grammar:** Modals in the passive voice **Speaking:** Agreeing action points **Writing:** A memo outlining action points	Video: Team communication **Functional language:** Exchanging ideas **Task:** Organising a team-building event	**Listening:** Possible changes to learning management **Pronunciation:** → Linking between words (p.114) **Functional language:** Facilitating a discussion **Task:** Facilitating a discussion to come to an agreement	**Model text:** Email with a request for training **Functional language:** Requests and reasons **Grammar:** L Linking words for reason and purpose **Task:** Write an email requesting a course	**Listening:** Regional HR Directors discussing training issues **Reading:** Analysis of Regional Directors' reports **Task:** Create and present an online course

Review p.105

UNIT 3 > FINANCE p.27

Videos: 3.1 Past crashes and crises 3.3 Managing bad news

3.1 > Recessions and depressions	3.2 > Catching up with rivals	3.3 > Communication skills: Managing bad news	3.4 > Business skills: Telephoning to clarify	3.5 > Writing: Annual report summary	Business workshop > 3 Investment opportunities (p.92)
Video: Past crashes and crises **Vocabulary:** Finance and economic crises **Project:** Research the history of a bank or financial institution	**Reading:** Adidas raises targets **Grammar:** Expressing certainty and probability; Position of adverbs and adverbial phrases **Speaking:** Discussing future changes	Video: Managing bad news **Functional language:** Responding to bad news **Pronunciation:** → The letter 't' (p.115) **Task:** Balancing positives with negatives when giving bad news	**Listening:** A phone conversation to check details **Pronunciation:** → Strong and weak forms of *that* (p.115) **Functional language:** Asking for clarification and paraphrasing **Task:** Making a call to clarify information in a financial document	**Model text:** Summary of an annual report **Functional language:** Useful phrases for annual report summaries **Grammar:** L Articles – *a/an*, *the*, no article **Task:** Write an annual report summary for shareholders	**Listening:** Managers' meeting and a guide to VC investment **Speaking:** Describing and analysing graphs **Task:** Presenting a company that is worth investing in **Writing:** A report explaining your investment decision

Review p.106

UNIT 4 > DIGITAL BUSINESS p.37

Videos: 4.1 A disruptive marketing start-up 4.3 Handling difficult communicators

4.1 > Digital disruptors	4.2 > Talking technology	4.3 > Communication skills: Handling difficult communicators	4.4 > Business skills: Negotiating strategies	4.5 > Writing: Short business proposal	Business workshop > 4 Rise of the robots (p.94)
Video: A disruptive marketing start-up **Vocabulary:** Digital business and technology **Pronunciation:** → Stress in word building (p.115) **Project:** Disruptive technology	**Listening:** Product presentations at a trade show **Grammar:** Zero, first and second conditionals; Linkers **Speaking:** Trade show demonstration of an app **Writing:** Instructions for the app	Video: Handling difficult communicators **Functional language:** Keeping a meeting on track **Task:** Managing a difficult meeting successfully	**Listening:** Positional and principled negotiation **Pronunciation:** → Stress in phrases (p.115) **Functional language:** Reaching agreement in a negotiation **Task:** Negotiating an agreement at work	**Model text:** Short business proposal **Functional language:** Useful phrases for business proposals **Grammar:** L Noun phrases to replace verb phrases **Task:** Write a short proposal	**Reading:** Robots in the workplace **Listening:** Incidents with robots at an exhibition **Task:** Analyse feedback statistics and discuss future improvements **Writing:** A report analysing feedback and giving recommendations

Review p.107

UNIT 5 > PERFORMANCE p.47

Videos: 5.1 The cyber manager 5.3 Managing challenging feedback

5.1 > Performance and rewards	5.2 > A culture of rewards	5.3 > Communication skills: Managing challenging feedback	5.4 > Business skills: Reviewing projects	5.5 > Writing: Performance review summary	Business workshop > 5 Changing expectations (p.96)
Video: The cyber manager **Vocabulary:** Rewarding performance **Project:** Moving up in the company	**Reading:** How to develop a rewarding culture **Grammar:** Linking words and concessive clauses **Pronunciation:** → Intonation and linking words (p.116) **Speaking:** Concessions and compromises in your own life	**Video:** Managing challenging feedback **Functional language:** Responding to challenging feedback **Pronunciation:** → Intonation when handling challenging feedback (p.116) **Task:** Responding to feedback	**Listening:** A project review meeting **Functional language:** Leading and participating in review meetings **Task:** A performance development workshop	**Model text:** Performance review summary **Functional language:** Positive comments and constructive criticism **Grammar:** L Phrasal verbs **Task:** Write a performance review summary	**Listening:** A meeting to find new ways of rewarding performance **Task:** Negotiating for change in rewards/ benefits **Speaking:** How the negotiations went

Review p.108

UNIT 6 > ETHICS p.57

Videos: 6.1 Ethics in the fashion industry 6.3 Transparency in business

6.1 > Ethical choices	6.2 > The triple bottom line	6.3 > Communication skills: Transparency in business	6.4 > Business skills: Sales and selling	6.5 > Writing: Company newsletter	Business workshop > 6 AFhomes, Tanzania (p.98)
Video: Ethics in the fashion industry **Vocabulary:** Business ethics **Project:** Survey – How ethical are your clothes?	**Listening:** The triple bottom line **Grammar:** Third conditional **Pronunciation:** → Contractions and weak forms in third conditionals (p.116) **Speaking:** Discuss an organisation's ethical performance	**Video:** Transparency in business **Functional language:** Voicing and responding to concerns **Task:** Voicing and responding to concerns with a colleague	**Listening:** A local networking event **Functional language:** Selling a product or service **Task:** Promoting a product or service	**Model text:** Company newsletter **Functional language:** Recent news, current news and future plans **Grammar:** L Linking words for causes and results **Pronunciation:** → Chunking, pausing and stress when reading aloud (p.116) **Task:** Write a newsletter	**Reading:** Articles on the ethics of AFhomes **Listening:** A radio investigative programme **Task:** An action plan to maintain ethical reputation

Review p.109

UNIT 7 > TIME MANAGEMENT p.67

Videos: 7.1 Time management 7.3 Dealing with matters of urgency

7.1 > Managing time	7.2 > Smart work	7.3 > Communication skills: Dealing with urgency	7.4 > Business skills: Difficult negotiations	7.5 > Writing: An email giving reasons	Business workshop > 7 Planning for a trade fair (p.100)
Video: Time management **Vocabulary:** Managing time **Project:** The working from home debate	**Reading:** Cutting overtime in Japan **Grammar:** Adverbials and time expressions **Pronunciation:** → Stress in adverbials and time expressions (p.117) **Speaking:** Are you good at managing time?	**Video:** Dealing with matters of urgency **Functional language:** Discussing priorities **Task:** Following up on emails	**Listening:** A difficult meeting **Functional language:** Dealing with difficulties in negotiations **Pronunciation:** → Intonation when negotiating (p.117) **Task:** Dealing with difficult people at work	**Model text:** An email giving reasons **Functional language:** Problem, reasons and required action **Grammar:** L Prepositions of time **Task:** Write an email giving reasons	**Listening:** Details of an upcoming trade fair **Task:** Create a plan to exhibit at a trade fair **Writing:** A summary of successful participation in a trade fair

Review p.110

UNIT 8 > CHANGE p.77

Videos: 8.1 Brompton Bikes 8.3 Discussing future options

8.1 > Change at Brompton Bikes	8.2 > Managing change	8.3 > Communication skills: Coaching and mentoring	8.4 > Business skills: Brainstorming	8.5 > Writing: Press release	Business workshop > 8 Chillhot Sauces, Malaysia (p.102)
Video: Brompton Bikes **Vocabulary:** Change management **Project:** Adaptability quiz	**Listening:** Difficult decisions and changes **Grammar:** Reported speech and reporting verbs **Pronunciation:** → /s/, /z/, /ʃ/, /tʃ/ and /dʒ/ (p.117) **Speaking and writing:** Telling and reporting a story	**Video:** Discussing future options **Functional language:** Coaching and mentoring **Task:** The GROW model	**Listening:** A brainstorming meeting **Pronunciation:** → Voice range (p.117) **Functional language:** Leading a brainstorming session **Task:** Brainstorming in small groups	**Model text:** A press release **Functional language:** Useful phrases for a press release **Grammar:** L Passive voice with reporting verbs **Task:** Write a press release	**Reading:** A change at Michelin **Reading and listening:** Rumours about a company **Task:** Putting a stop to rumours

Review p.111

Pronunciation p.112 | Grammar reference p.118 | Additional material p.126 | Videoscripts p.137 | Audioscripts p.144 | Glossary p.154

Contents

	Introduction	**5**
Unit 1	**Corporate culture**	**20**
	Unit overview	20
	Business brief	21
	Teaching notes	22–32
Unit 2	**Training and development**	**33**
	Unit overview	33
	Business brief	34
	Teaching notes	35–47
Unit 3	**Finance**	**48**
	Unit overview	48
	Business brief	49
	Teaching notes	50–61
Unit 4	**Digital business**	**62**
	Unit overview	62
	Business brief	63
	Teaching notes	64–76
Unit 5	**Performance**	**77**
	Unit overview	77
	Business brief	78
	Teaching notes	79–89
Unit 6	**Ethics**	**90**
	Unit overview	90
	Business brief	91
	Teaching notes	92–103
Unit 7	**Time management**	**104**
	Unit overview	104
	Business brief	105
	Teaching notes	106–117
Unit 8	**Change**	**118**
	Unit overview	118
	Business brief	119
	Teaching notes	120–131
	Resource bank	132
	Videoscripts	191
	Audioscripts	199

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. These include building relationships, handling difficult communicators and managing challenging feedback.
- 'Business skills' (Lesson 4) provides the practical skills needed in different business situations, such as facilitating a meeting, difficult negotiations and brainstorming.

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 performance review summary contains examples of phrasal verbs. 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.

page 112 See Pronunciation bank

Pronunciation activities are included at the back of the book. This allows teachers to focus on aspects of pronunciation which are most useful for their students.

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 8 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.

Approach to language and skills

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 asking for clarification and summarising, keeping a meeting on track, discussing priorities) 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 significant audio recordings in Lesson 4 and the Business workshop.

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 team communication, discussing priorities and coaching and mentoring.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-service 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 allows students to evaluate their own progress and encourages 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 (BEC, BULATS, PTE Professional) and task types are clearly labelled. 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 additional interactive PTE Professional exam practice activities to help students prepare for this exam. The content and level of the exam tasks matches the Coursebook so it 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.

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

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

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 Teaching notes. These Learning Objectives are also listed in the Self-assessment sheets available to students in MyEnglishLab. (See also Self-assessment above in Approach to testing and assessment.)

Course structure

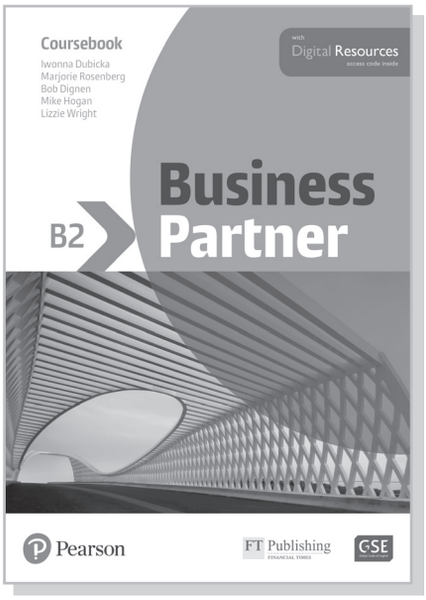
Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

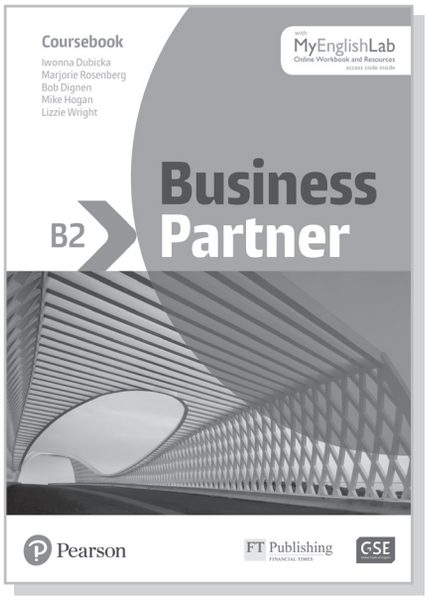
	For the teacher	**For the student**
print	Teacher's Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Active Teach	Coursebook with MyEnglishLab

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.

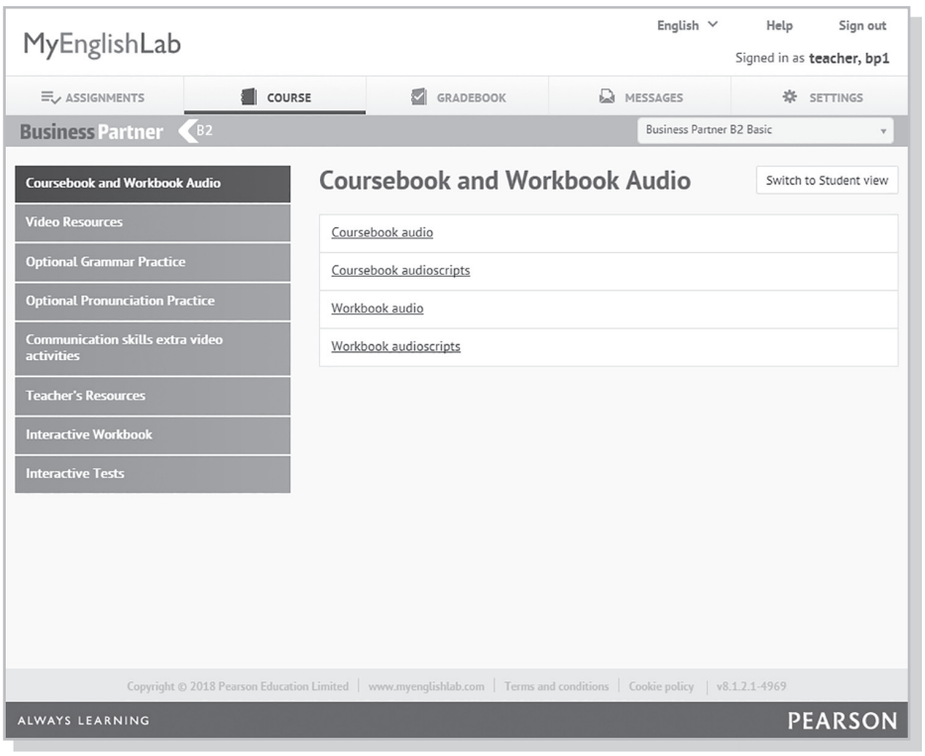
Depending on the version that students are using, they will have access to one of the following:





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.

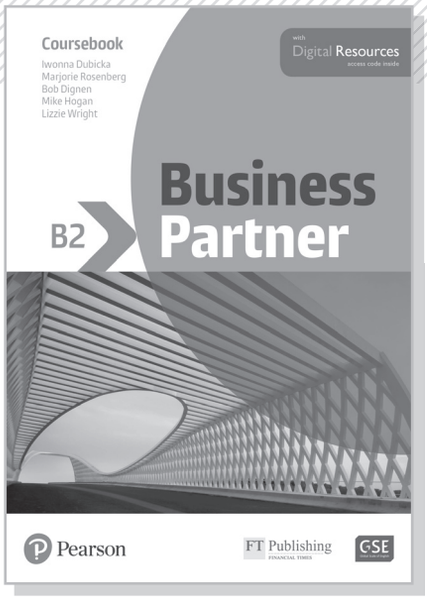
MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

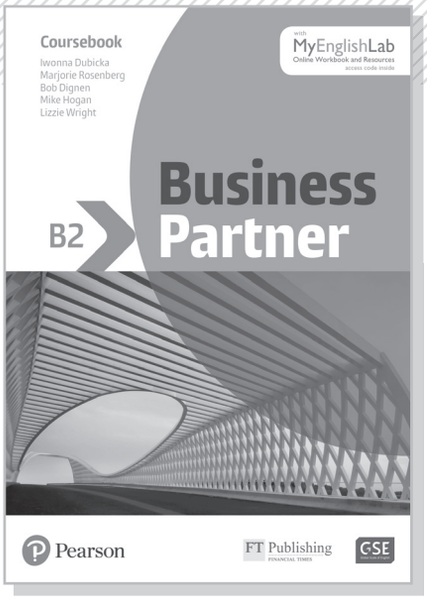


Coursebook
(with access code for MyEnglishLab)

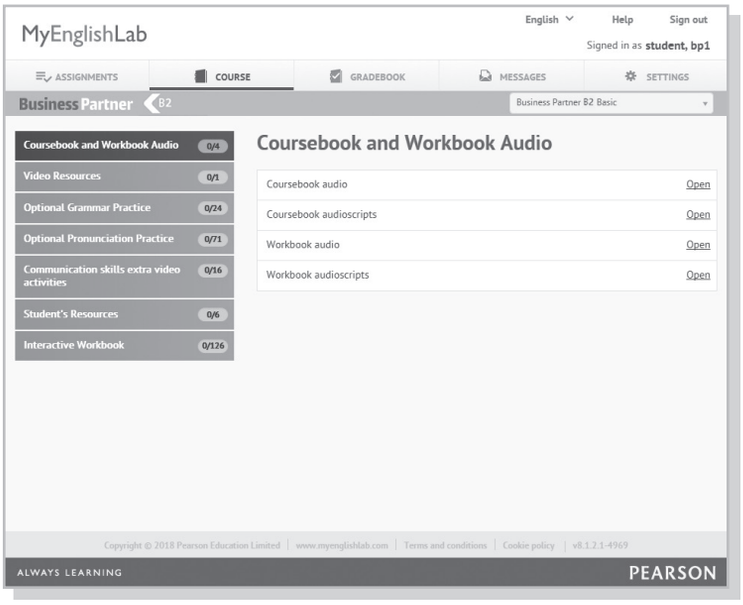
- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference 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
- 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
- PTE Professional™ exam 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

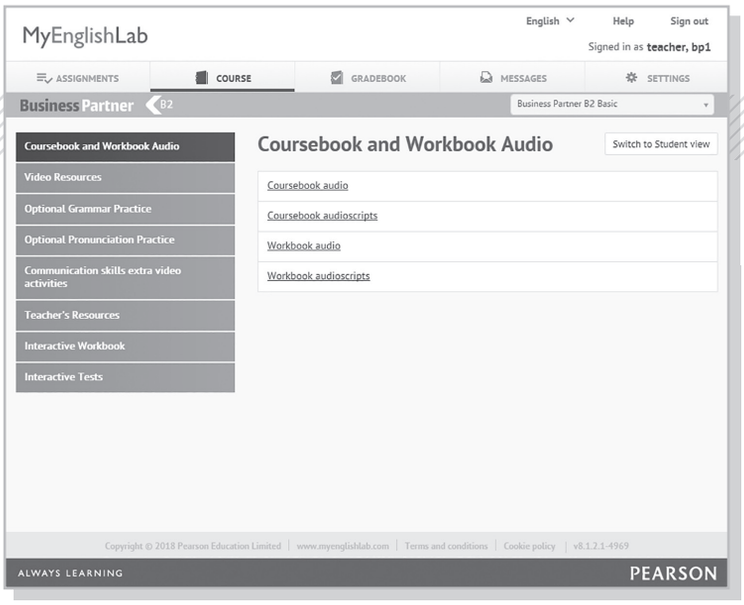
Workbook audio material is available on MyEnglishLab.

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
- Videoscripts and audioscripts

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
- PTE Professional™ exam 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

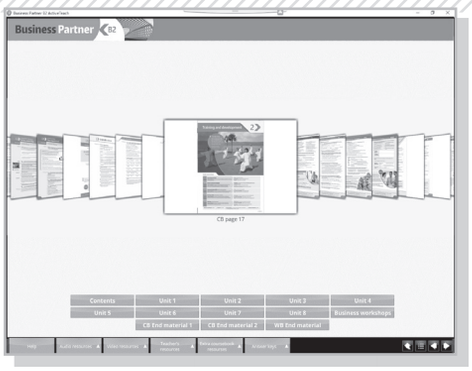
- Alternative videos (Units 1 & 4) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

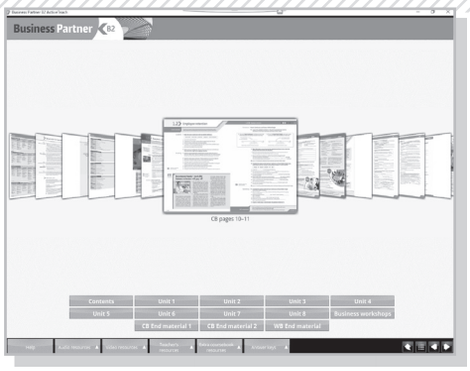
Tests

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

ActiveTeach

- 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

1. 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.
2. The Unit overview summarises the contents of each lesson as well as the lesson outcomes.
3. Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

Training and development 2

1 *'The only thing worse than training your employees and having them leave is not training them and having them stay.'*

Henry Ford, founder
Ford Motor Company

2 Unit overview

2.1	**Learning on the job** **Lesson outcome:** Learners can use vocabulary related to training and development.	**Video:** Types of training **Vocabulary:** Training and development **Project:** Induction to a new job
2.2	**Human resource strategies** **Lesson outcome:** Learners can use modal verbs in the passive voice to talk about ability, (lack of) obligation, necessity, permission, possibility, prohibition and recommendation.	**Listening:** Strategy for training and development across a whole company **Grammar:** Modals in the passive voice **Speaking and writing:** Agreeing action points
2.3	**Communication skills:** Team communication **Lesson outcome:** Learners are aware of different ways to work in teams and can use a range of phrases for exchanging ideas.	**Video:** Team communication **Functional language:** Exchanging ideas **Task:** Organising a team-building event
2.4	**Business skills:** Facilitating a meeting **Lesson outcome:** Learners are aware of ways to facilitate a discussion and can use a range of phrases to manage meetings.	**Listening:** Possible changes to learning management **Functional language:** Facilitating a discussion **Task:** Facilitating a discussion to come to an agreement
2.5	**Writing:** A training request **Lesson outcome:** Learners can write an email requesting a training course and giving reasons.	**Model text:** Email with a request for training **Functional language:** Requests and reasons **Grammar:** Linking words for reason and purpose **Task:** Write an email requesting a course

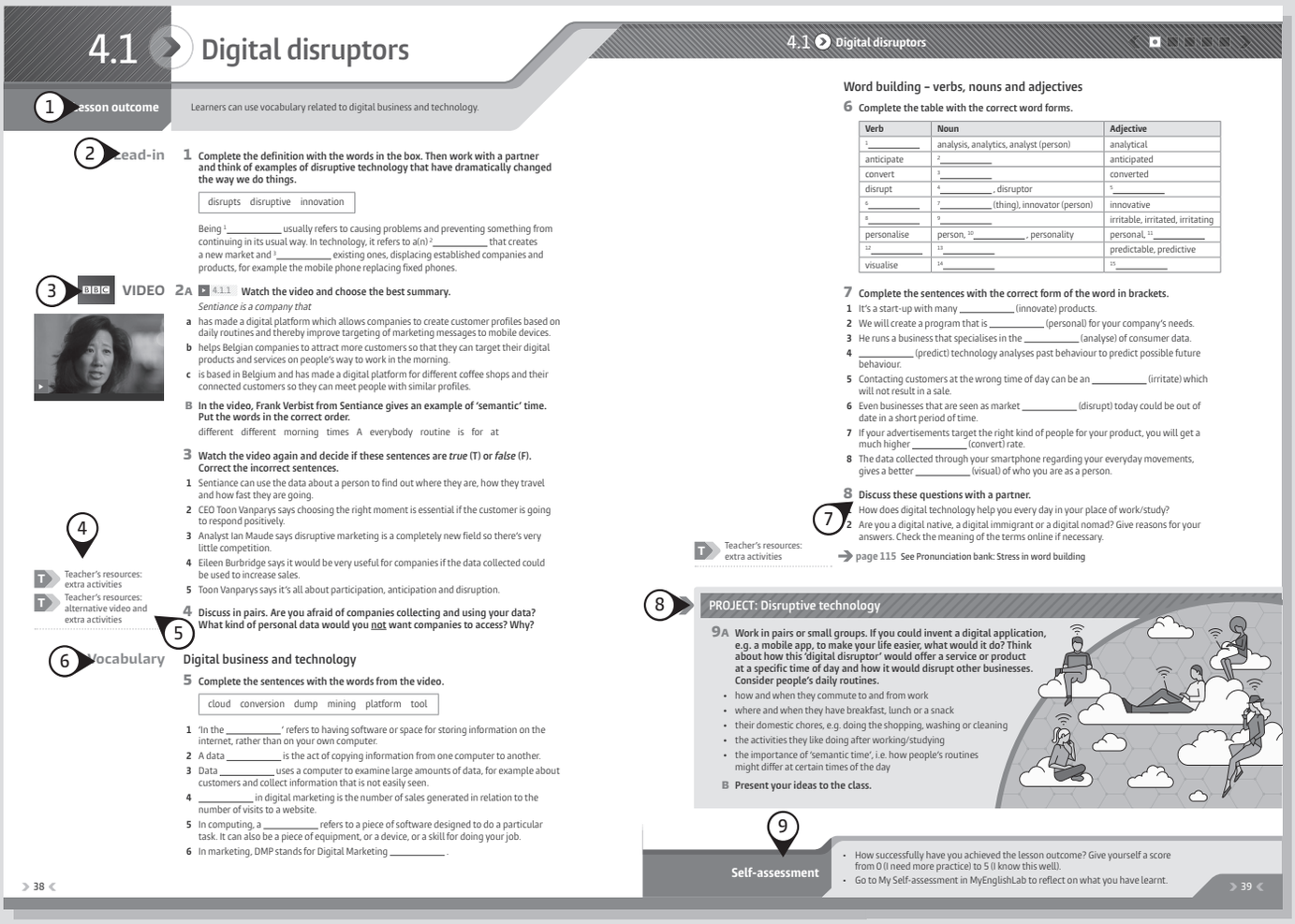
3 **Business workshop 2:** p.90 | **Review 2:** p.105 | **Pronunciation:** 2.1 Stressing key words in sentences 2.4 Linking between words p.114 | **Grammar reference:** p.118

17

Lesson 1

The aims of this lesson are:

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



4.1 Digital disruptors

1 Lesson outcome — Learners can use vocabulary related to digital business and technology.

2 Lead-in — 1 Complete the definition with the words in the box. Then work with a partner and think of examples of disruptive technology that have dramatically changed the way we do things.

disrupts disruptive innovation

Being [1]_____ usually refers to causing problems and preventing something from continuing in its usual way. In technology, it refers to a(n) [2]_____ that creates a new market and [3]_____ existing ones, displacing established companies and products, for example the mobile phone replacing fixed phones.

3 BBC VIDEO — 2A 4.1.1 Watch the video and choose the best summary.

Sentiance is a company that

a has made a digital platform which allows companies to create customer profiles based on daily routines and thereby improve targeting of marketing messages to mobile devices.
b helps Belgian companies to attract more customers so that they can target their digital products and services on people's way to work in the morning.
c is based in Belgium and has made a digital platform for different coffee shops and their connected customers so they can meet people with similar profiles.

B In the video, Frank Verbist from Sentiance gives an example of 'semantic' time. Put the words in the correct order.

different different morning times A everybody routine is for at

3 Watch the video again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

1 Sentiance can use the data about a person to find out where they are, how they travel and how fast they are going.
2 CEO Toon Vanparys says choosing the right moment is essential if the customer is going to respond positively.
3 Analyst Ian Maude says disruptive marketing is a completely new field so there's very little competition.
4 Eileen Burbridge says it would be very useful for companies if the data collected could be used to increase sales.
5 Toon Vanparys says it's all about participation, anticipation and disruption.

4 Teacher's resources: extra activities
Teacher's resources: alternative video and extra activities

5 4 Discuss in pairs. Are you afraid of companies collecting and using your data? What kind of personal data would you not want companies to access? Why?

6 Vocabulary — Digital business and technology

5 Complete the sentences with the words from the video.

cloud conversion dump mining platform tool

1 'In the _____' refers to having software or space for storing information on the internet, rather than on your own computer.
2 A data _____ is the act of copying information from one computer to another.
3 Data _____ uses a computer to examine large amounts of data, for example about customers and collect information that is not easily seen.
4 _____ in digital marketing is the number of sales generated in relation to the number of visits to a website.
5 In computing, a _____ refers to a piece of software designed to do a particular task. It can also be a piece of equipment, or a device, or a skill for doing your job.
6 In marketing, DMP stands for Digital Marketing _____ .

38

4.1 Digital disruptors

Word building – verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective
[1]_____	analysis, analytics, analyst (person)	analytical
anticipate	[2]_____	anticipated
convert	[3]_____	converted
disrupt	[4]_____, disruptor	[5]_____
[6]_____	[7]_____ (thing), innovator (person)	innovative
[8]_____	[9]_____	irritable, irritated, irritating
personalise	person, [10]_____, personality	personal, [11]_____
[12]_____	[13]_____	predictable, predictive
visualise	[14]_____	[15]_____

7 Complete the sentences with the correct form of the word in brackets.

1 It's a start-up with many _____ (innovate) products.
2 We will create a program that is _____ (personal) for your company's needs.
3 He runs a business that specialises in the _____ (analyse) of consumer data.
4 _____ (predict) technology analyses past behaviour to predict possible future behaviour.
5 Contacting customers at the wrong time of day can be an _____ (irritate) which will not result in a sale.
6 Even businesses that are seen as market _____ (disrupt) today could be out of date in a short period of time.
7 If your advertisements target the right kind of people for your product, you will get a much higher _____ (convert) rate.
8 The data collected through your smartphone regarding your everyday movements, gives a better _____ (visual) of who you are as a person.

8 Discuss these questions with a partner.

7 1 How does digital technology help you every day in your place of work/study?
2 Are you a digital native, a digital immigrant or a digital nomad? Give reasons for your answers. Check the meaning of the terms online if necessary.

Teacher's resources: extra activities

page 115 See Pronunciation bank: Stress in word building

8 PROJECT: Disruptive technology

9A Work in pairs or small groups. If you could invent a digital application, e.g. a mobile app, to make your life easier, what would it do? Think about how this 'digital disruptor' would offer a service or product at a specific time of day and how it would disrupt other businesses. Consider people's daily routines.

- how and when they commute to and from work
- where and when they have breakfast, lunch or a snack
- their domestic chores, e.g. doing the shopping, washing or cleaning
- the activities they like doing after working/studying
- the importance of 'semantic time', i.e. how people's routines might differ at certain times of the day

B Present your ideas to the class.

9 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.

39

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 Teaching 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 T Teacher's resources: alternative video and activities Alternative videos with worksheets are available for some units and are clearly signposted.

6 The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.

7 Follow-up questions provide an opportunity for personalisation.

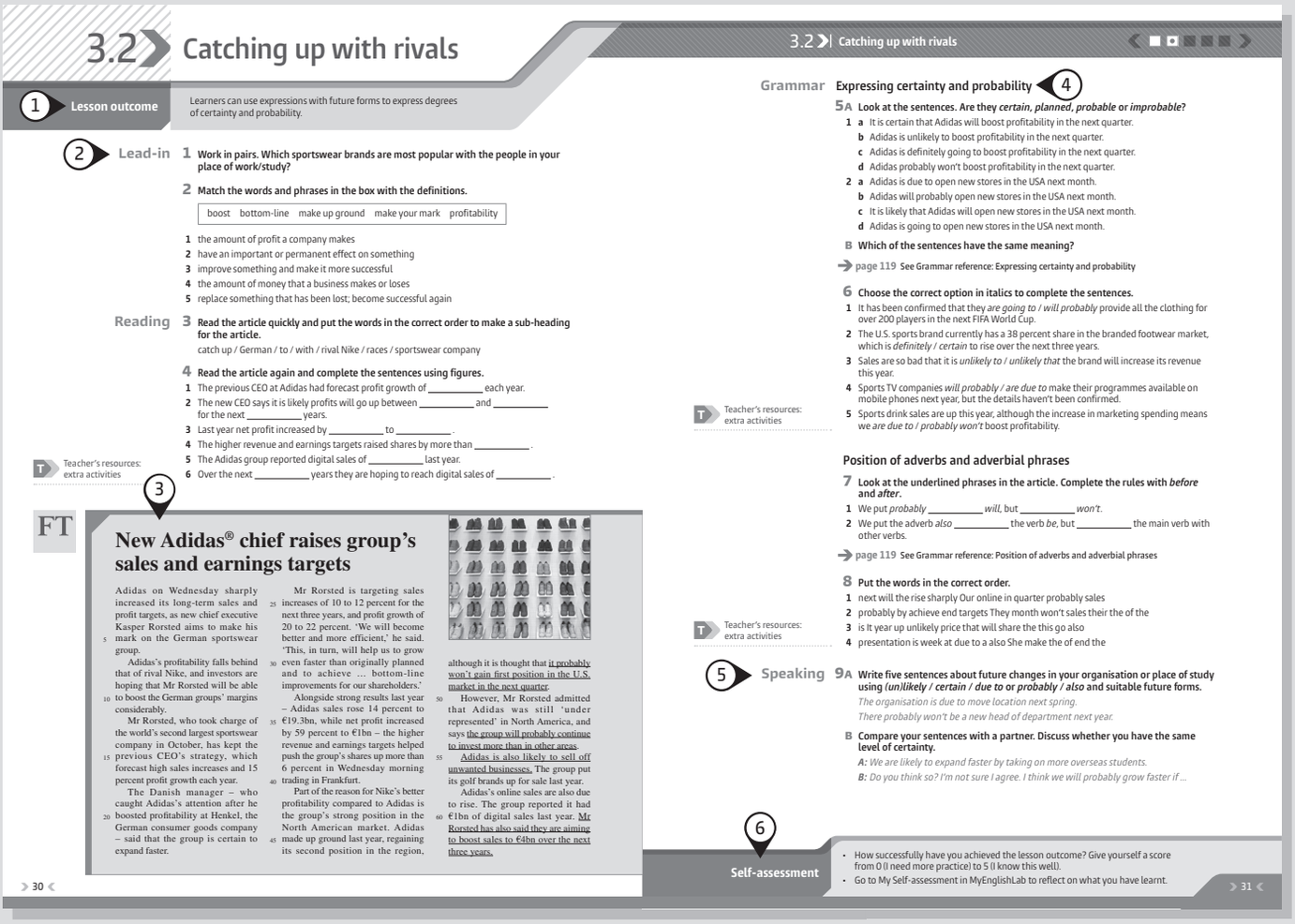
8 The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.

9 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.
- to present and practise the unit grammar point, drawing on examples from the text.
- to encourage students to activate the grammar point they have practised through communicative speaking or writing activities.



3.2 Catching up with rivals

1 Lesson outcome — Learners can use expressions with future forms to express degrees of certainty and probability.

2 Lead-in

1 Work in pairs. Which sportswear brands are most popular with the people in your place of work/study?

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

boost bottom-line make up ground make your mark profitability

1 the amount of profit a company makes
2 have an important or permanent effect on something
3 improve something and make it more successful
4 the amount of money that a business makes or loses
5 replace something that has been lost; become successful again

Reading

3 Read the article quickly and put the words in the correct order to make a sub-heading for the article.

catch up / German / to / with / rival Nike / races / sportswear company

4 Read the article again and complete the sentences using figures.

1 The previous CEO at Adidas had forecast profit growth of _____ each year.
2 The new CEO says it is likely profits will go up between _____ and _____ for the next _____ years.
3 Last year net profit increased by _____ to _____ .
4 The higher revenue and earnings targets raised shares by more than _____ .
5 The Adidas group reported digital sales of _____ last year.
6 Over the next _____ years they are hoping to reach digital sales of _____ .

Teacher's resources: extra activities

3 FT

New Adidas® chief raises group's sales and earnings targets

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

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

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

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

Mr Rorsted is targeting sales increases of 10 to 12 percent for the next three years, and profit growth of 20 to 22 percent. 'We will become better and more efficient,' he said. 'This, in turn, will help us to grow even faster than originally planned and to achieve … bottom-line improvements for our shareholders.'

Alongside strong results last year – Adidas sales rose 14 percent to €19.3bn, while net profit increased by 59 percent to €1bn – the higher revenue and earnings targets helped push the group's shares up more than 6 percent in Wednesday morning trading in Frankfurt.

Part of the reason for Nike's better profitability compared to Adidas is the group's strong position in the North American market. Adidas made up ground last year, regaining its second position in the region, although it is thought that it probably won't gain first position in the U.S. market in the next quarter.

However, Mr Rorsted admitted that Adidas was still 'under represented' in North America, and says the group will probably continue to invest more than in other areas.

Adidas is also likely to sell off unwanted businesses. The group put its golf brands up for sale last year.

Adidas's online sales are also due to rise. The group reported it had €1bn of digital sales last year. Mr Rorsted has also said they are aiming to boost sales to €4bn over the next three years.

30

3.2 Catching up with rivals

Grammar — Expressing certainty and probability 4

5A Look at the sentences. Are they *certain, planned, probable* or *improbable*?

1 a It is certain that Adidas will boost profitability in the next quarter.
b Adidas is unlikely to boost profitability in the next quarter.
c Adidas is definitely going to boost profitability in the next quarter.
d Adidas probably won't boost profitability in the next quarter.
2 a Adidas is due to open new stores in the USA next month.
b Adidas will probably open new stores in the USA next month.
c It is likely that Adidas will open new stores in the USA next month.
d Adidas is going to open new stores in the USA next month.

B Which of the sentences have the same meaning?

page 119 See Grammar reference: Expressing certainty and probability

6 Choose the correct option in italics to complete the sentences.

1 It has been confirmed that they *are going to / will probably* provide all the clothing for over 200 players in the next FIFA World Cup.
2 The U.S. sports brand currently has a 38 percent share in the branded footwear market, which is *definitely / certain* to rise over the next three years.
3 Sales are so bad that it is *unlikely to / unlikely that* the brand will increase its revenue this year.
4 Sports TV companies *will probably / are due to* make their programmes available on mobile phones next year, but the details haven't been confirmed.
5 Sports drink sales are up this year, although the increase in marketing spending means we *are due to / probably won't* boost profitability.

Teacher's resources: extra activities

Position of adverbs and adverbial phrases

7 Look at the underlined phrases in the article. Complete the rules with *before* and *after*.

1 We put *probably* _____ *will*, but _____ *won't*.
2 We put the adverb *also* _____ the verb *be*, but _____ the main verb with other verbs.

page 119 See Grammar reference: Position of adverbs and adverbial phrases

8 Put the words in the correct order.

1 next will the rise sharply Our online in quarter probably sales
2 probably by achieve end targets They month won't sales their the of the
3 is It year up unlikely price that will share the this go also
4 presentation is week at due to a also She make the of end the

Teacher's resources: extra activities

5 Speaking

9A Write five sentences about future changes in your organisation or place of study using *(un)likely / certain / due to* or *probably / also* and suitable future forms.

The organisation is due to move location next spring.
There probably won't be a new head of department next year.

B Compare your sentences with a partner. Discuss whether you have the same level of certainty.

A: We are likely to expand faster by taking on more overseas students.
B: Do you think so? I'm not sure I agree. I think we will probably grow faster if …

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.

31

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 pre-teaching of vocabulary needed for the reading or listening to come.

3 The reading text is generally an article, often from the *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.

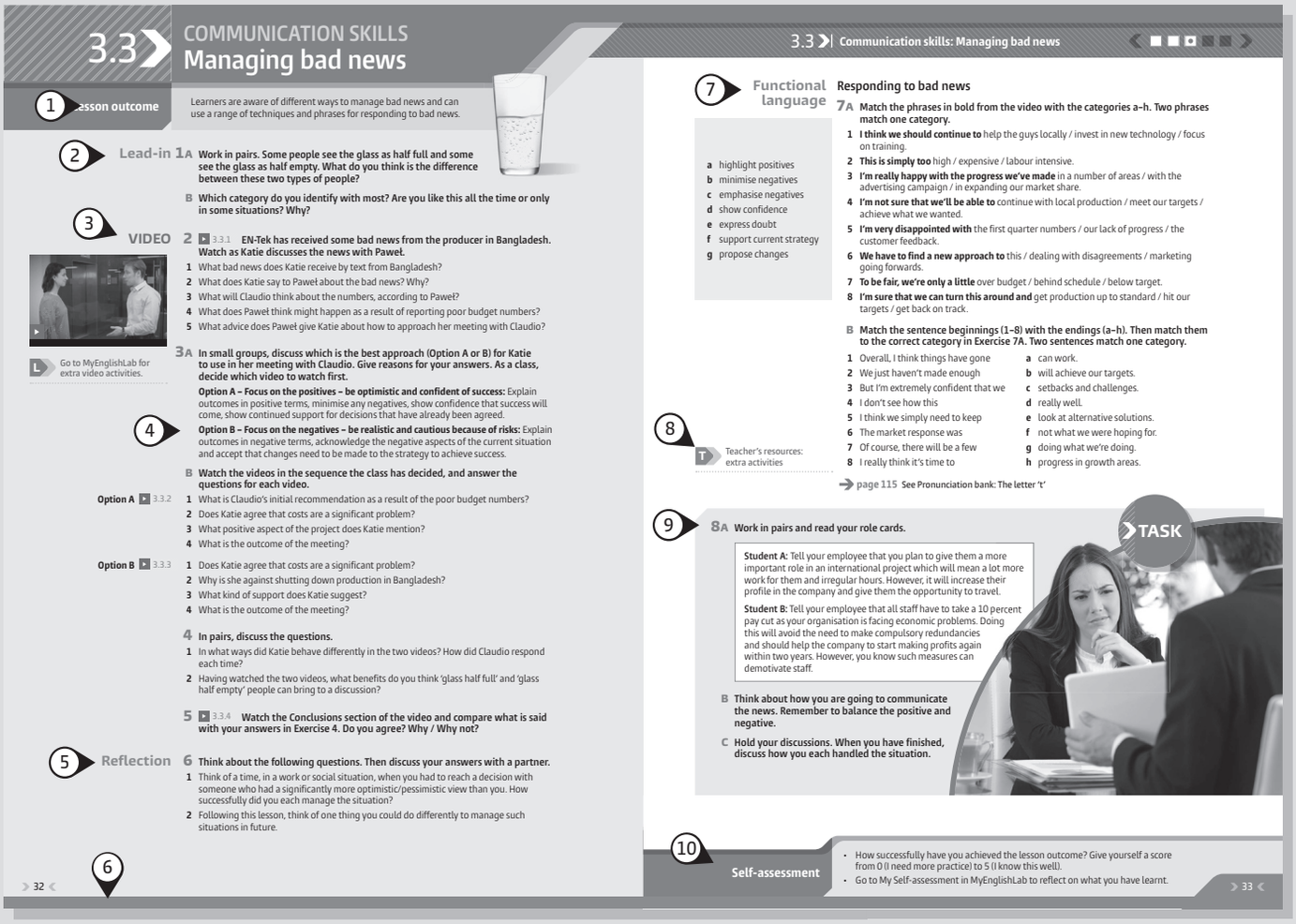
5 Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.

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



3.3 COMMUNICATION SKILLS
Managing bad news

1 Lesson outcome
Learners are aware of different ways to manage bad news and can use a range of techniques and phrases for responding to bad news.

2 Lead-in 1A Work in pairs. Some people see the glass as half full and some see the glass as half empty. What do you think is the difference between these two types of people?
B Which category do you identify with most? Are you like this all the time or only in some situations? Why?

3 VIDEO 2 3.3.1 EN-Tek has received some bad news from the producer in Bangladesh. Watch as Katie discusses the news with Paweł.
1 What bad news does Katie receive by text from Bangladesh?
2 What does Katie say to Paweł about the bad news? Why?
3 What will Claudio think about the numbers, according to Paweł?
4 What does Paweł think might happen as a result of reporting poor budget numbers?
5 What advice does Paweł give Katie about how to approach her meeting with Claudio?

L Go to MyEnglishLab for extra video activities.

4 3A In small groups, discuss which is the best approach (Option A or B) for Katie to use in her meeting with Claudio. Give reasons for your answers. As a class, decide which video to watch first.
Option A – Focus on the positives – be optimistic and confident of success: Explain outcomes in positive terms, minimise any negatives, show confidence that success will come, show continued support for decisions that have already been agreed.
Option B – Focus on the negatives – be realistic and cautious because of risks: Explain outcomes in negative terms, acknowledge the negative aspects of the current situation and accept that changes need to be made to the strategy to achieve success.
B Watch the videos in the sequence the class has decided, and answer the questions for each video.
Option A 3.3.2
1 What is Claudio's initial recommendation as a result of the poor budget numbers?
2 Does Katie agree that costs are a significant problem?
3 What positive aspect of the project does Katie mention?
4 What is the outcome of the meeting?
Option B 3.3.3
1 Does Katie agree that costs are a significant problem?
2 Why is she against shutting down production in Bangladesh?
3 What kind of support does Katie suggest?
4 What is the outcome of the meeting?

4 In pairs, discuss the questions.
1 In what ways did Katie behave differently in the two videos? How did Claudio respond each time?
2 Having watched the two videos, what benefits do you think 'glass half full' and 'glass half empty' people can bring to a discussion?

5 3.3.4 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.
1 Think of a time, in a work or social situation, when you had to reach a decision with someone who had a significantly more optimistic/pessimistic view than you. How successfully did you each manage the situation?
2 Following this lesson, think of one thing you could do differently to manage such situations in future.

6

32

3.3 Communication skills: Managing bad news

7 Functional language
Responding to bad news
7A Match the phrases in bold from the video with the categories a–h. Two phrases match one category.
1 **I think we should continue to** help the guys locally / invest in new technology / focus on training.
2 **This is simply too** high / expensive / labour intensive.
3 **I'm really happy with the progress we've made** in a number of areas / with the advertising campaign / in expanding our market share.
4 **I'm not sure that we'll be able to** continue with local production / meet our targets / achieve what we wanted.
5 **I'm very disappointed with** the first quarter numbers / our lack of progress / the customer feedback.
6 **We have to find a new approach to** this / dealing with disagreements / marketing going forwards.
7 **To be fair, we're only a little** over budget / behind schedule / below target.
8 **I'm sure that we can turn this around and** get production up to standard / hit our targets / get back on track.

a highlight positives
b minimise negatives
c emphasise negatives
d show confidence
e express doubt
f support current strategy
g propose changes

B Match the sentence beginnings (1–8) with the endings (a–h). Then match them to the correct category in Exercise 7A. Two sentences match one category.

1 Overall, I think things have gone	a can work.
2 We just haven't made enough	b will achieve our targets.
3 But I'm extremely confident that we	c setbacks and challenges.
4 I don't see how this	d really well.
5 I think we simply need to keep	e look at alternative solutions.
6 The market response was	f not what we were hoping for.
7 Of course, there will be a few	g doing what we're doing.
8 I really think it's time to	h progress in growth areas.

8 T Teacher's resources: extra activities

page 115 See Pronunciation bank: The letter 't'

9 8A Work in pairs and read your role cards.
TASK
Student A: Tell your employee that you plan to give them a more important role in an international project which will mean a lot more work for them and irregular hours. However, it will increase their profile in the company and give them the opportunity to travel.
Student B: Tell your employee that all staff have to take a 10 percent pay cut as your organisation is facing economic problems. Doing this will avoid the need to make compulsory redundancies and should help the company to start making profits again within two years. However, you know such measures can demotivate staff.
B Think about how you are going to communicate the news. Remember to balance the positive and negative.
C Hold your discussions. When you have finished, discuss how you each handled the situation.

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.

33

1 The Lesson outcome defines a clear learning outcome for every lesson.

2 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.

3 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.

4 In each Communication skills lesson, you will:
a watch a set-up video which introduces the main characters and challenge of the lesson;
b watch the main character approach the situation in two different ways (Options A and B);
c answer questions about each approach (Option A and Option B) before watching the conclusion.

5 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.

6 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.

7 This page presents and practises a set of useful functional language from the video in the Communication skills lesson.

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

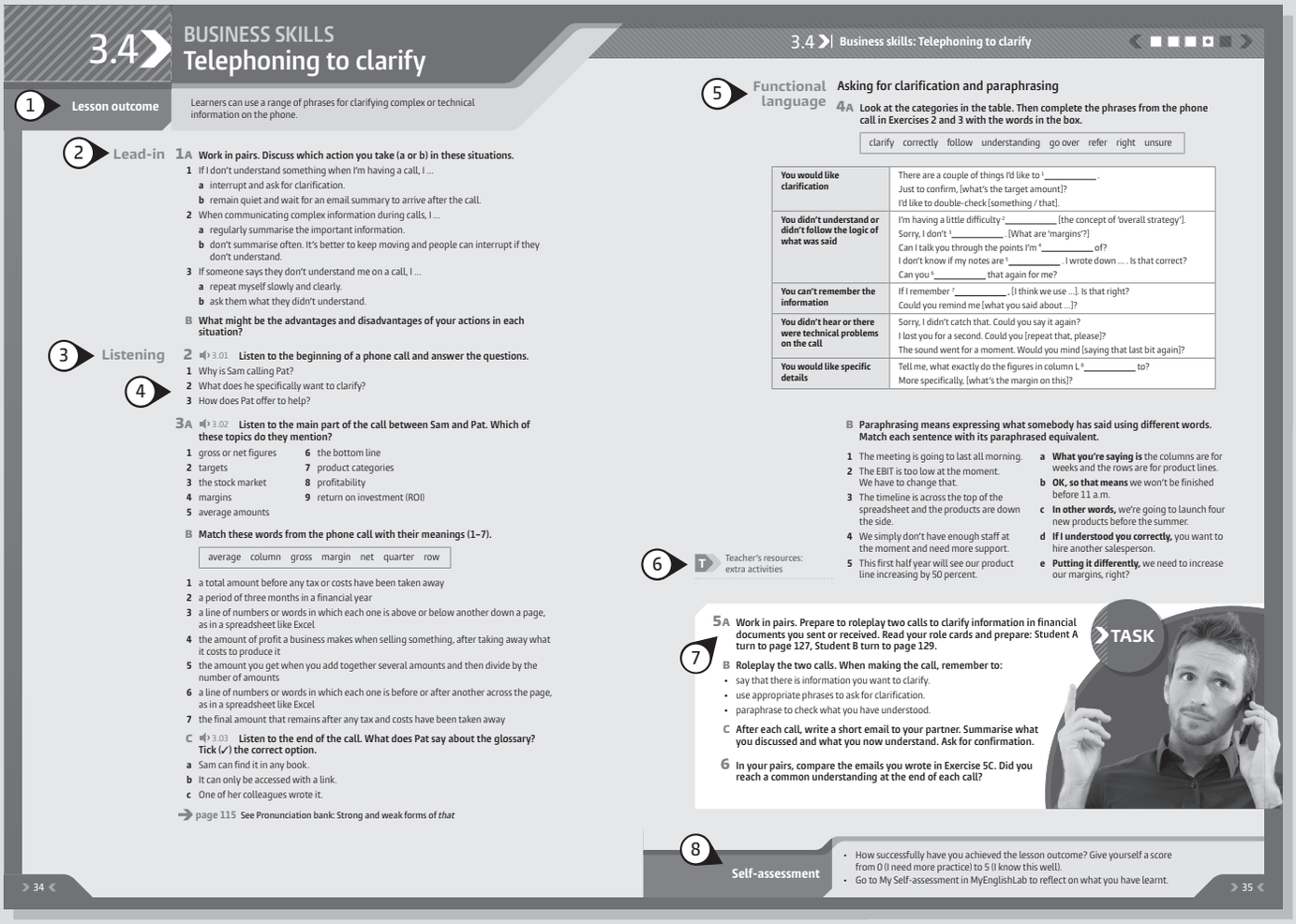
9 The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.

10 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.
- to present and practise relevant functional language drawing on examples from the listening.
- to encourage students to activate the skill and language they have practised by collaborating on a group task.



3.4 BUSINESS SKILLS
Telephoning to clarify

3.4 Business skills: Telephoning to clarify

1 Lesson outcome
Learners can use a range of phrases for clarifying complex or technical information on the phone.

2 Lead-in
1A Work in pairs. Discuss which action you take (a or b) in these situations.
1 If I don't understand something when I'm having a call, I ...
a interrupt and ask for clarification.
b remain quiet and wait for an email summary to arrive after the call.
2 When communicating complex information during calls, I ...
a regularly summarise the important information.
b don't summarise often. It's better to keep moving and people can interrupt if they don't understand.
3 If someone says they don't understand me on a call, I ...
a repeat myself slowly and clearly.
b ask them what they didn't understand.
B What might be the advantages and disadvantages of your actions in each situation?

3 Listening
2 3.01 Listen to the beginning of a phone call and answer the questions.
1 Why is Sam calling Pat?
2 What does he specifically want to clarify?
3 How does Pat offer to help?

4
3A 3.02 Listen to the main part of the call between Sam and Pat. Which of these topics do they mention?
1 gross or net figures
2 targets
3 the stock market
4 margins
5 average amounts
6 the bottom line
7 product categories
8 profitability
9 return on investment (ROI)
B Match these words from the phone call with their meanings (1–7).
average column gross margin net quarter row
1 a total amount before any tax or costs have been taken away
2 a period of three months in a financial year
3 a line of numbers or words in which each one is above or below another down a page, as in a spreadsheet like Excel
4 the amount of profit a business makes when selling something, after taking away what it costs to produce it
5 the amount you get when you add together several amounts and then divide by the number of amounts
6 a line of numbers or words in which each one is before or after another across the page, as in a spreadsheet like Excel
7 the final amount that remains after any tax and costs have been taken away
C 3.03 Listen to the end of the call. What does Pat say about the glossary? Tick (✓) the correct option.
a Sam can find it in any book.
b It can only be accessed with a link.
c One of her colleagues wrote it.
page 115 See Pronunciation bank: Strong and weak forms of *that*

5 Functional language
Asking for clarification and paraphrasing
4A Look at the categories in the table. Then complete the phrases from the phone call in Exercises 2 and 3 with the words in the box.
clarify correctly follow understanding go over refer right unsure

You would like clarification	There are a couple of things I'd like to [1] _____ . Just to confirm, [what's the target amount]? I'd like to double-check [something / that].
You didn't understand or didn't follow the logic of what was said	I'm having a little difficulty [2] _____ [the concept of 'overall strategy']. Sorry, I don't [3] _____ . [What are 'margins'?] Can I talk you through the points I'm [4] _____ of? I don't know if my notes are [5] _____ . I wrote down ... . Is that correct? Can you [6] _____ that again for me?
You can't remember the information	If I remember [7] _____ , [I think we use ...]. Is that right? Could you remind me [what you said about ...]?
You didn't hear or there were technical problems on the call	Sorry, I didn't catch that. Could you say it again? I lost you for a second. Could you [repeat that, please]? The sound went for a moment. Would you mind [saying that last bit again]?
You would like specific details	Tell me, what exactly do the figures in column L [8] _____ to? More specifically, [what's the margin on this]?

B Paraphrasing means expressing what somebody has said using different words. Match each sentence with its paraphrased equivalent.
1 The meeting is going to last all morning.
2 The EBIT is too low at the moment. We have to change that.
3 The timeline is across the top of the spreadsheet and the products are down the side.
4 We simply don't have enough staff at the moment and need more support.
5 This first half year will see our product line increasing by 50 percent.
a **What you're saying is** the columns are for weeks and the rows are for product lines.
b **OK, so that means** we won't be finished before 11 a.m.
c **In other words,** we're going to launch four new products before the summer.
d **If I understood you correctly,** you want to hire another salesperson.
e **Putting it differently,** we need to increase our margins, right?

6 T Teacher's resources: extra activities

7
5A Work in pairs. Prepare to roleplay two calls to clarify information in financial documents you sent or received. Read your role cards and prepare: Student A turn to page 127, Student B turn to page 129.
B Roleplay the two calls. When making the call, remember to:
- say that there is information you want to clarify.
- use appropriate phrases to ask for clarification.
- paraphrase to check what you have understood.

C After each call, write a short email to your partner. Summarise what you discussed and what you now understand. Ask for confirmation.
6 In your pairs, compare the emails you wrote in Exercise 5C. Did you reach a common understanding at the end of each call?

TASK

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.

34 35

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.

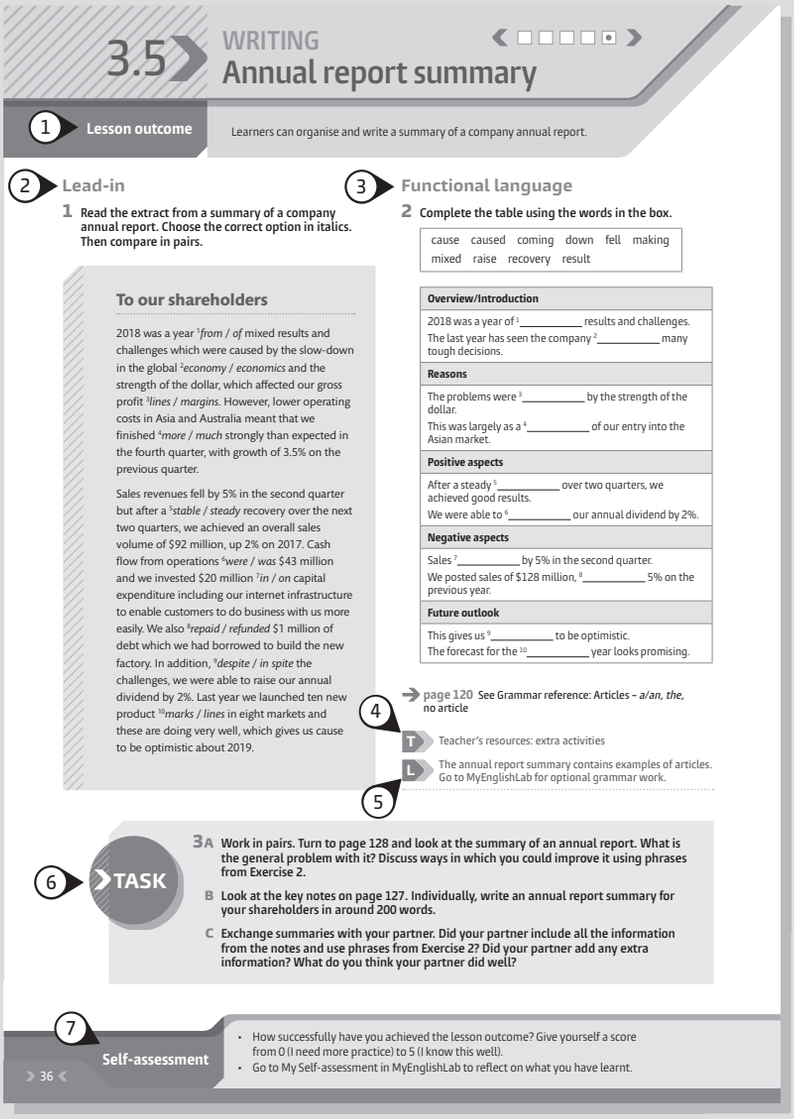
7 The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.

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



3.5 WRITING
Annual report summary

1 Lesson outcome
Learners can organise and write a summary of a company annual report.

2 Lead-in

1 Read the extract from a summary of a company annual report. Choose the correct option in italics. Then compare in pairs.

To our shareholders

2018 was a year [1]*from / of* mixed results and challenges which were caused by the slow-down in the global [2]*economy / economics* and the strength of the dollar, which affected our gross profit [3]*lines / margins*. However, lower operating costs in Asia and Australia meant that we finished [4]*more / much* strongly than expected in the fourth quarter, with growth of 3.5% on the previous quarter.

Sales revenues fell by 5% in the second quarter but after a [5]*stable / steady* recovery over the next two quarters, we achieved an overall sales volume of $92 million, up 2% on 2017. Cash flow from operations [6]*were / was* $43 million and we invested $20 million [7]*in / on* capital expenditure including our internet infrastructure to enable customers to do business with us more easily. We also [8]*repaid / refunded* $1 million of debt which we had borrowed to build the new factory. In addition, [9]*despite / in spite* the challenges, we were able to raise our annual dividend by 2%. Last year we launched ten new product [10]*marks / lines* in eight markets and these are doing very well, which gives us cause to be optimistic about 2019.

3 Functional language

2 Complete the table using the words in the box.

cause caused coming down fell making mixed raise recovery result

Overview/Introduction
2018 was a year of [1]_____ results and challenges. The last year has seen the company [2]_____ many tough decisions.
Reasons
The problems were [3]_____ by the strength of the dollar. This was largely as a [4]_____ of our entry into the Asian market.
Positive aspects
After a steady [5]_____ over two quarters, we achieved good results. We were able to [6]_____ our annual dividend by 2%.
Negative aspects
Sales [7]_____ by 5% in the second quarter. We posted sales of $128 million, [8]_____ 5% on the previous year.
Future outlook
This gives us [9]_____ to be optimistic. The forecast for the [10]_____ year looks promising.

4 page 120 See Grammar reference: Articles – *a/an, the, no article*

T Teacher's resources: extra activities

5 L The annual report summary contains examples of articles. Go to MyEnglishLab for optional grammar work.

6 TASK

3A Work in pairs. Turn to page 128 and look at the summary of an annual report. What is the general problem with it? Discuss ways in which you could improve it using phrases from Exercise 2.

B Look at the key notes on page 127. Individually, write an annual report summary for your shareholders in around 200 words.

C Exchange summaries with your partner. Did your partner include all the information from the notes and use phrases from Exercise 2? Did your partner add any extra information? What do you think your partner did well?

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.

36

1 The Lesson outcome defines a clear learning outcome for every lesson.

2 Every Writing lesson starts with a writing model with an 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 annual report summary contains examples of articles. 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.

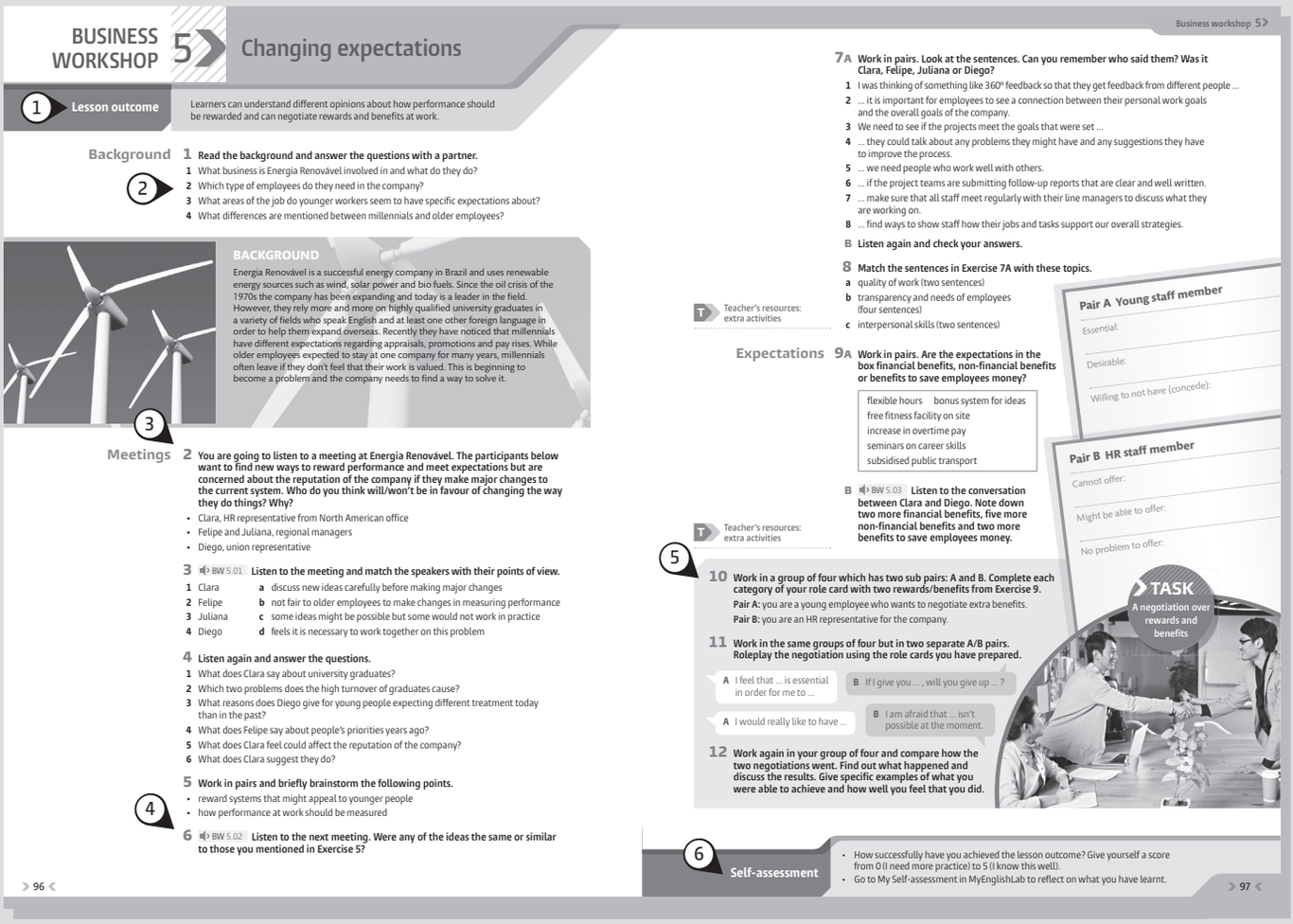
6 The lesson ends with at least two writing tasks, from controlled to freer practice.

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.
- to provide multiple opportunities for free, communicative practice of the language presented in the unit.



BUSINESS WORKSHOP 5 Changing expectations

1 Lesson outcome

Learners can understand different opinions about how performance should be rewarded and can negotiate rewards and benefits at work.

Background

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

1 What business is Energia Renovável involved in and what do they do?
2 Which type of employees do they need in the company?
3 What areas of the job do younger workers seem to have specific expectations about?
4 What differences are mentioned between millennials and older employees?

2

BACKGROUND

Energia Renovável is a successful energy company in Brazil and uses renewable energy sources such as wind, solar power and bio fuels. Since the oil crisis of the 1970s the company has been expanding and today is a leader in the field. However, they rely more and more on highly qualified university graduates in a variety of fields who speak English and at least one other foreign language in order to help them expand overseas. Recently they have noticed that millennials have different expectations regarding appraisals, promotions and pay rises. While older employees expected to stay at one company for many years, millennials often leave if they don't feel that their work is valued. This is beginning to become a problem and the company needs to find a way to solve it.

3

Meetings

2 You are going to listen to a meeting at Energia Renovável. The participants below want to find new ways to reward performance and meet expectations but are concerned about the reputation of the company if they make major changes to the current system. Who do you think will/won't be in favour of changing the way they do things? Why?

- Clara, HR representative from North American office
- Felipe and Juliana, regional managers
- Diego, union representative

3 BW 5.01 Listen to the meeting and match the speakers with their points of view.

1 Clara — a discuss new ideas carefully before making major changes
2 Felipe — b not fair to older employees to make changes in measuring performance
3 Juliana — c some ideas might be possible but some would not work in practice
4 Diego — d feels it is necessary to work together on this problem

4 Listen again and answer the questions.

1 What does Clara say about university graduates?
2 Which two problems does the high turnover of graduates cause?
3 What reasons does Diego give for young people expecting different treatment today than in the past?
4 What does Felipe say about people's priorities years ago?
5 What does Clara feel could affect the reputation of the company?
6 What does Clara suggest they do?

5 Work in pairs and briefly brainstorm the following points.

- reward systems that might appeal to younger people
- how performance at work should be measured

4

6 BW 5.02 Listen to the next meeting. Were any of the ideas the same or similar to those you mentioned in Exercise 5?

96

Business workshop 5

7A Work in pairs. Look at the sentences. Can you remember who said them? Was it Clara, Felipe, Juliana or Diego?

1 I was thinking of something like 360° feedback so that they get feedback from different people ...
2 ... it is important for employees to see a connection between their personal work goals and the overall goals of the company.
3 We need to see if the projects meet the goals that were set ...
4 ... they could talk about any problems they might have and any suggestions they have to improve the process.
5 ... we need people who work well with others.
6 ... if the project teams are submitting follow-up reports that are clear and well written.
7 ... make sure that all staff meet regularly with their line managers to discuss what they are working on.
8 ... find ways to show staff how their jobs and tasks support our overall strategies.

B Listen again and check your answers.

8 Match the sentences in Exercise 7A with these topics.

a quality of work (two sentences)
b transparency and needs of employees (four sentences)
c interpersonal skills (two sentences)

T Teacher's resources: extra activities

Expectations

9A Work in pairs. Are the expectations in the box financial benefits, non-financial benefits or benefits to save employees money?

flexible hours — bonus system for ideas
free fitness facility on site
increase in overtime pay
seminars on career skills
subsidised public transport

B BW 5.03 Listen to the conversation between Clara and Diego. Note down two more financial benefits, five more non-financial benefits and two more benefits to save employees money.

T Teacher's resources: extra activities

5

10 Work in a group of four which has two sub pairs: A and B. Complete each category of your role card with two rewards/benefits from Exercise 9.
Pair A: you are a young employee who wants to negotiate extra benefits.
Pair B: you are an HR representative for the company.

11 Work in the same groups of four but in two separate A/B pairs. Roleplay the negotiation using the role cards you have prepared.

A I feel that ... is essential in order for me to ...
B If I give you ... , will you give up ... ?
A I would really like to have ...
B I am afraid that ... isn't possible at the moment.

12 Work again in your group of four and compare how the two negotiations went. Find out what happened and discuss the results. Give specific examples of what you were able to achieve and how well you feel that you did.

Pair A Young staff member
Essential:
Desirable:
Willing to not have (concede):

Pair B HR staff member
Cannot offer:
Might be able to offer:
No problem to offer:

TASK
A negotiation over rewards and benefits

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.

97

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 6 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

1 Corporate culture

Unit overview

	CLASSWORK		FURTHER WORK
1.1 Workplace culture	**Lead-in**	Students talk about culture.	**MyEnglishLab:** Teacher's resources: extra activities
	Video	Students watch a video about a company which changed its policy in order to treat employees equally.	**Pronunciation bank:** p.114 Stress in compound nouns
	Vocabulary	Students look at vocabulary related to corporate culture.	**Teacher's book:** Resource bank Photocopiable 1.1 p.134
	Project	Students prepare and give a mini presentation about company practices and policy.	**Workbook:** p.4 Exercises 1 and 2
1.2 Employee retention	**Lead-in**	Students look at and discuss key terms related to employee retention.	**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
	Reading	Students read an article about work–life balance schemes.	**Grammar reference:** p.118 Future Continuous and Future Perfect Simple
	Grammar	Students study and practise the Future Continuous and Future Perfect Simple.	**Pronunciation bank:** p.114 Auxiliary verbs in the Future Continuous and Future Perfect Simple
	Speaking	Students complete and discuss a set of questions about their hopes, plans and ambitions.	**Teacher's book:** Resource bank Photocopiable 1.2 p.135
			Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3
1.3 Communication skills: Building relationships	**Lead-in**	Students talk about the importance of trust in the workplace.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank
	Video	Students watch a video about different communication styles and how these may affect building trust and collaboration in the workplace.	**Workbook:** p.7 Exercise 1
	Reflection	Students discuss the different relationship-building styles from the videos and think about their own preferred style.	
	Functional language	Students look at useful language for building trust.	
	Task	Students hold a meeting and reflect on criteria for building trust.	
1.4 Business skills: Presenting yourself	**Lead-in**	Students read a blog about self-presentation.	**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
	Listening	Students listen to people presenting themselves in a professional context.	**Workbook:** p.7 Exercise 2
	Functional language	Students look at useful language for self-presentation.	
	Task	Students prepare a self-presentation and roleplay presenting themselves to colleagues.	
1.5 Writing: A company news blog	**Lead-in**	Students read and correct a company news blog.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
	Functional language	Students look at useful phrases for company news blogs.	**Grammar reference:** p.118 Phrases with *be*
	Task	Students write a company news blog.	**Workbook:** p.8 Exercises 1–3
Business workshop 1 Keeping the workforce happy	**Listening**	Students listen to conversations about staff recruitment and retention.	**MyEnglishLab:** Teacher's resources: extra activities
	Reading	Students analyse the results of an employee satisfaction survey.	
	Writing	Students write a proposal.	
	Task	Students discuss measures to improve employee recruitment and retention.	

Business brief

The main aim of this unit is to introduce students to the concept of **corporate culture**. The term is often used to describe the combination of an organisation's values, beliefs and attitudes. The culture of an organisation can affect the **working environment** and atmosphere. It can also distinguish an organisation from its competitors.

Some companies have a formal dress code, which would include suits or smart clothes. Others, such as supermarkets, have a **uniform** which easily identifies an employee from a member of the public. In some industries a strict dress code might be required for safety reasons such as the construction industry, where hard hats, hard boots and high-visibility garments must be worn to keep the employee safe. Less formal company cultures might be reflected in a relaxed dress code or where specific days, such as **dress-down Friday**, are designated for less formal work wear.

Small organisations may have an open, informal structure. Those running and managing the company may have an **open-door** policy, where staff know they can approach management without arranging a fixed appointment. However, as an organisation grows, more managers are required to oversee the work of the employees. This creates a **hierarchy** within the organisation, distancing employees from the employers.

The **working environment** and **office layout** can impact on an organisation's company culture. More traditional workspaces often have individual or shared offices. However, many modern offices have **open-plan** layouts. This can affect aspects such as communication and noise levels. The décor can communicate whether the company is seeking to communicate a young, dynamic, playful ambiance or, conversely, more serious, traditional values.

Whether work hours are fixed or **flexible**, whether length of service or merit is the main criteria for **promotion** and how employees are rewarded are often a reflection of and an extension of corporate culture.

Many organisations want to promote a sense of shared corporate identity, a sense of belonging and being part of a team. This can mean that the work culture extends to the worker's free time. This might be in the form of informal socialising in a bar or café after work or in a more organised form such as company picnics or social events where attendance is expected. Since it can be expensive to recruit and train workers, many organisations try to find ways to improve **employee retention**. Companies may seek to reduce **staff turnover** by creating a culture which promotes **work–life balance** or which attempts to make the working environment relaxed and welcoming.

Corporate culture and your students

It is important that students are aware of the concept of corporate culture. It is helpful for pre-service students to begin anticipating the different corporate cultures that they may work in in the future, and what might suit their personality. In-work students can consider their present company's culture and how it relates to aspects of their working life.

Unit lead-in

Elicit a brief description of the photo and ask students if they would like to work in this type of working environment. Look at the quote with the class. Give them 2–3 minutes to discuss, in pairs or groups, how the quote may relate to corporate culture and the attitudes to taking risks in a company. Then invite different students to share their ideas with the class. Ask: *What kind of organisations can encourage their employees to take risks and make mistakes?* Encourage students to give reasons for their answers.

1.1 Workplace culture

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the advantages and disadvantages of different options during a discussion.
- Can use language related to types and parts of a company.
- Can express belief, opinion, agreement and disagreement politely.
- Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.
- Can give a simple presentation on a work-related topic.

Warm-up

Ask: *What clothes are people expected to wear on formal and informal occasions in [the students' country]? What are people expected to wear at work?* Elicit answers or start by sharing ideas from your own country (e.g. *In the UK, people often wear jeans or casual clothes after work or at the weekend. On more formal occasions, they wear smarter clothes such as a suit or a dress or skirt. At work, some companies prefer employees to wear formal clothes but in others more casual clothes are allowed.*). Put students in pairs or small groups and ask them to say what clothes they think are acceptable to wear to work and what clothes would not be acceptable. Accept any appropriate suggestions. Tell students that they are going to talk about how attitudes to different things in a country's culture can affect attitudes in the workplace.

Lead-in

Students talk about culture.

1 Ask students to look at the definition of *culture* and check that they are familiar with the common dictionary information (pronunciation, part of speech, countable/uncountable). Then discuss the three questions as a class. For question 1, to encourage discussion, you could write some prompts on the board (e.g. *hierarchy in the family, level of formality when people communicate, how people communicate in conversation*). Point out that anything about attitudes and beliefs in the students' own cultures is acceptable – this is not just about work. For question 2, you could remind students of the discussion they had in the warm-up about ways of dressing and how this compared to what people usually wear to work. You could extend this by asking students whether company culture is the same now as it was in the past. What has changed? For question 3, if students cannot think of additional aspects, you could suggest attitudes to time, hospitality and rules. You could share some attitudes from your own culture to these areas and elicit attitudes different workplaces might have.

Video

Students watch a video about a company which changed its policy in order to treat employees equally.

2A Check students understand the meaning of *fairly* and *equally*. Put them in pairs and draw attention to the example. Give pairs 2–3 minutes to brainstorm ideas, then get brief feedback from the class.

Possible answers

(examples of benefits companies may give workers)
- redundancy pay (if someone is let go or made redundant)
- car allowance (money for using your own car)
- profit-sharing (receiving part of the profit of a company)
- stock options (receiving shares in the company)
- retirement plan
- paid maternity and paternity leave for all (including adoptions)
- comprehensive health care and medical insurance
- paid annual leave
- life insurance
- employee discounts for shops, concerts, gyms, etc.
- fitness centre in the company
- day care in the company (company crèche)
- vouchers for public transport
- company-run buses to bring people back and forth to work
- free parking (reserved parking space)
- subsidised canteen

2B ▶ 1.1.1 Ask students to watch and check whether any of their ideas from Exercise 2A are mentioned. Play the video and discuss the answers with the class. You may wish to point out to students that the 'scaled policy' mentioned in the video refers to the fact that the increase in salaries took place over several years. People's salaries were raised incrementally until they all reached $70,000. At the time when Alyssa O'Neal was interviewed, the process was underway but not completed, hence the reason that she was earning $60,000 at that point rather than the full $70,000.

They made the pay equal for everyone in the company. This meant that some got pay rises and some had their salaries cut.

3 ▶ 1.1.1 Before playing the video again, give students a minute to read the questions and ask you any questions they may have. You may wish to point out the use of *affect* and *effect* in questions 5 and 6, and elicit or explain the difference. Also point out that with U.S. accents, speakers say 'gonna' rather than 'going to' throughout the video. Play the video. With weaker classes, you may need to play it a second time or pause briefly after answers are given, to allow students time to process the information and make notes. Get students to compare answers in pairs, then check with the class. Ask students if they would like to work for this company. Encourage them to give reasons, describing what aspects they would/wouldn't like.

1 They gave everyone a minimum salary of $70,000 a year. This meant that some got pay rises and some had their salaries cut.
2 Korinne could afford to live closer to work.
3 Alyssa was able to pay off her car loan, credit card debt and move into a better home.
4 They left the company because they felt their skills and experience were not recognised in the new structure.
5 The employees felt respected and this increased their productivity.
6 The company pulled in (received) a lot of new business.
7 Staff felt better about being part of the company and worked harder with customers.
8 They bought him a Tesla car (worth $90,000).

4 Give students time to think about the questions individually first. Then put them in pairs or small groups and give them 4–5 minutes to discuss. Choose one of the less personal questions (1 or 4) and open up to a discussion with the whole class. Depending on whether your class would feel comfortable doing so, you could also ask students to share some of their opinions on the remaining questions.

Extra activities 1.1

A ▶ 1.1.1 This activity practises key vocabulary from the video. Students could work on it individually or, in weaker classes, you could let them do it in pairs. Give students 3–4 minutes to complete the exercise, then play the video for them to check their answers. Go through the answers with the class, clarifying vocabulary as necessary.

1 accept **2** grown **3** cut **4** commute **5** flood
6 Over **7** generated **8** harder **9** worth
10 approach

Vocabulary: Elements of corporate culture

Students look at vocabulary related to corporate culture.

5A You could do this exercise as a class, checking answers as you go. Alternatively, ask students to complete it individually, and play the video again or refer students to the videoscript on page 137 to check their answers. Do not focus on meaning in detail at this stage – students will discuss the definitions of the collocations in the next exercise.

1 c **2** a **3** d **4** b

5B Refer students to the definition of *collocation* at the bottom of the page and ask them if they know any related to salary or pay, or give a few examples yourself (e.g. *pay rise*, *monthly salary*). Put students in pairs and draw their attention to the example. Then ask them to underline the collocations in the sentences and discuss their meanings. Encourage them to read the sentences again carefully, to see the collocations used in context. Allow them to use their dictionaries to help them if necessary. Check answers with the class and clarify meanings as necessary.

2 minimum salary – the lowest amount of pay that someone can receive
3 pay rate – a payment fixed according to a standard scale
4 pay structure – a system that determines the pay an employee will receive based on factors such as years in the company, position, managerial responsibility, etc.

6 With weaker classes, you may wish to do the first item as an example with the class and/or let students work in pairs. Stronger students could work individually. Again, allow students to use their dictionaries. Monitor and help as necessary. Check answers with the class, clarifying meaning as necessary.

1 Incorrect – Company hierarchy refers to staff organised on *various levels*. (In such structures, staff are organised into levels, and people at one level have authority over those below them and report to those above them.)
2 Incorrect – The values of a company are *the principles and practices a business or organisation feels are important and tries to follow*.
3 Correct
4 Incorrect – A good atmosphere in a company means *a pleasant or positive feeling that a place gives you*.
5 Correct
6 Incorrect – Company structure means *the way an organisation is structured*. (It does not refer to a specific or strict hierarchy.)
7 Incorrect – The image of a company refers to *the general opinion that most people have of an organisation or product*. (This is not limited only to their advertisements or TV commercials.)
8 Correct
9 Correct

7 Go through the words in the box with students before they begin or let them use their dictionaries to check any unknown vocabulary. Get them to complete the exercise individually and compare answers in pairs before checking with the class. During feedback, clarify any vocabulary items as necessary.

1 values **2** structure **3** pay **4** code **5** flexibility
6 strategy **7** atmosphere **8** image

8A This exercise leads into the project in Exercise 9. Put students in pairs to discuss the question. After 2–3 minutes, invite different students to share their ideas with the class.

8B Students should do this in the same pairs as Exercise 8A. Refer them back to Exercises 5B and 6, and ask them to identify and rank elements that are important to them individually before discussing their list with their partner. Allow 4–5 minutes for this, then get brief feedback from the class.

Extra activities 1.1

B This activity practises collocations from Exercises 5 and 6. Students can do it individually or, in weaker classes, you could let them do it in pairs. Go through the answers with the class.

1 minimum salary **2** company hierarchy
3 open-plan office **4** dress code
5 organisational behaviour **6** pay structure
7 good atmosphere

Pronunciation bank
p.114: Stress in compound nouns

Warm-up
Write *dress code* and *company hierarchy* on the board. Ask students to identify which word is stressed in each collocation (*dress*, *hierarchy*). Explain that the stress can fall on either word in compound nouns. If your students are keeping vocabulary notebooks, tell them that when they learn new compound nouns, it may be useful to note which word is stressed each time. Get students to read the explanation in the box. Check they understand by getting a few students to pronounce the example nouns correctly.

1 Put students in pairs and give them 2–3 minutes to complete the activity. Do not confirm answers yet as students will check them in the next exercise.

2 P1.01 Play the recording for students to check their answers. Then play the recording a second time for students to listen and repeat. You could drill the words chorally first, then individually.

1 c (role model) **2** d (company hierarchy)
3 e (pay rate) **4** b (open-plan office)
5 a (credit card transaction)

3 Students could do this in the same pairs as Exercise 1. Before they begin, demonstrate the activity with a stronger student. Circulate and monitor, helping where needed. Have a brief feedback session to elicit some of the sentences.

Project: Company policy

Students prepare and give a mini presentation about company practices and policy.

9A Read through the two questions and write *values* and *company practices* on the board. Students have seen values in terms of a business or company (the philosophy or principles an organisation follows in its internal and external conduct, for example, towards its staff, customers and shareholders). You could spend some time getting students to suggest behaviour that displays examples of good and bad values and company practices. Put students in small groups and give them time to discuss the questions. Encourage them to give examples where possible. Then get feedback around the class so that students can pool their ideas before going on to the next step. If working with a class where students are from the same company, focus the feedback on the first question rather than the second.

9B Put students in pairs and explain the activity. Point out that in addition to deciding on their company policy for each problem area, they need to include explanations about why their company has these policies. Allow plenty of time for pairs to prepare their 'mini welcomes'. During the activity, monitor and help as necessary.

9C Put students in new pairs and set a time limit for the roleplays. Point out that the 'new employee' should ask questions each time. During the activity, monitor and note down any points to highlight during feedback. To extend the activity, you could ask students to research the policy a real company has and to address one of the problem areas.

MyEnglishLab: Teacher's resources: extra activities
Pronunciation bank: p.114 Stress in compound nouns
Teacher's book: Resource bank Photocopiable 1.1 p.134
Workbook: p.4 Exercises 1 and 2

1.2 Employee retention

GSE learning objectives

- Can scan a long text or a set of related texts in order to find specific information.
- Can use the Future Continuous with reference to actions in progress at a specific time in the future.
- Can use the Future Perfect Simple with reference to actions to be completed by a specific time in the future.
- Can describe dreams, hopes and ambitions.

Warm-up
Write the following on the board: *Lots of our staff are leaving the company. What can we do to improve employee retention?* Underline *improve employee retention* and ask students to suggest what they think the phrase means (reduce the number of employees leaving the company / find ways to encourage employees to stay with the company). Ask: *What makes employees want to leave a company?* (Possible answers: a boring job, low salaries, bad working conditions, poor management, unfriendly colleagues.) Elicit ideas around the class. Then ask: *What makes employees want to stay at a company?* (Possible answers: interesting work, good salary rewards and benefits, good management, a friendly team.) Elicit ideas around the class, accepting any reasonable answers. You could ask students to work in pairs and prioritise some of the suggestions for *what makes employees want to stay at a company*.

Lead-in

Students look at and discuss key terms related to employee retention.

1 Ask students to do the exercise individually, using dictionaries if necessary. Check answers with the class, clarifying terms as required. With weaker classes, you could do the activity with the whole class, checking answers and clarifying meanings as you go.

1 menial tasks **2** sabbatical **3** promotion
4 work–life balance **5** diverse work

2 Put students in pairs and give them 2–3 minutes to discuss the terms. Invite different students to share their answers with the class. Accept any suitable responses. You could extend the discussion by asking: *Have you experienced any of these yourself? Where or when did you experience it?* (e.g. in a summer job, in a part-time job). *What effect did it have? Did it make you want to stay with the company or leave?*

Reading

Students read an article about work–life balance schemes.

3 Tell students that they are going to read an article about a bank's work–life balance schemes. Refer them to the terms in Exercise 1 and the example, and ask them to read the article individually. The aim is to scan the article quickly rather than understand every word, so you may wish to set a time limit of 2–3 minutes. Get students to discuss their answers in pairs or small groups before opening up to the whole class for feedback.

(month-long paid) sabbaticals, (swifter = faster) promotions, (fewer) menial tasks, (more) diverse work

The text also mentions:
take Friday night and Saturday morning off, keep two hours a week for personal business, take every weekend off, relaxed dress code, (huge) bonuses, humane working environment, proper career development

4 Do the first item as an example. Read the statement and ask students if it is true or false (false). Ask them to identify where they found the answer in the article and then to correct the statement. Get students to read the article again and complete the exercise, then check answers with the class.

1 F (now extended to include only some junior bankers)
2 F (they have relaxed their dress code to business casual)
3 F (non-bankers may think these work–life efforts are not important ...)
4 T
5 F (21- to 36-year-olds prioritise job security above everything except money ...)
6 T

Extra activities 1.2

A Put students in pairs to complete the activity. Allow them to use dictionaries if necessary. Make sure they understand that not all the phrases in the box will be used and encourage them to look at the underlined phrases in the prompts to help them. Check answers with the class, clarifying meanings as necessary. You could extend the activity by asking students to discuss the statement in question 8, saying whether they agree or disagree.

1 work–life balance **2** Promotions
3 humane working environment
4 take every weekend off **5** Business casual
6 menial tasks **7** career development
8 diverse work

Grammar: Future Continuous and Future Perfect Simple

Students study and practise the Future Continuous and Future Perfect Simple.

5A Go through the diagrams with students and check they understand the explanations and time references on the timelines. Then draw their attention to the underlined verb forms in the article and ask them to match them with the diagrams.

will have told – Future Perfect Simple
will have made – Future Perfect Simple
will be doing – Future Continuous
will be working – Future Continuous

5B Look at the example with students and explain that the time reference (*by the time ...*) can help them identify when the action will take place. Do the rest of the task with the whole class, checking answers as you go.

Hopefully, within a few years these new initiatives will have made a real difference.
... whether their employer will be doing business in the future is ...
they will be working there when it happens.

5C Refer students to the example sentences in the diagrams in Exercise 5A and ask them to identify how each tense is formed and complete the rules. Check answers with the class. At this point, you may wish to refer students to the Grammar reference on page 118, go through the explanations and examples with them and answer any questions they may have.

1 *will* **2** *be* **3** present (*-ing* form) **4** *will* **5** *have* **6** past

6 Ask students to do the exercise individually. Get them to compare answers in pairs before class feedback.

1 will be taking (will be in progress) **2** will be changing (will be in progress) **3** will have rested (will be finished) **4** will have improved (will be finished) **5** will be doing (will be in progress) **6** will have promoted (will be finished)

Extra activities 1.2

B Extra activities B and C give further practice of the Future Perfect Simple and Future Continuous. Get students to complete this exercise individually and then compare their answers in pairs before checking with the class. During feedback, ask students to explain their answers.

1 will have decided **2** will be looking
3 will have set up **4** will have implemented
5 will be offering **6** will be replacing

C Again, ask students to work individually and get them to compare answers in pairs before class feedback.

1 d **2** g **3** a **4** f **5** b **6** e **7** h **8** c

Pronunciation bank

p.114: Auxiliary verbs in the Future Continuous and Future Perfect Simple

Warm-up

Go through the information in the box with students. Then write the following sentences on the board (they are the example sentences from Exercise 5A on page 11 of the Coursebook): *Next Friday I will be finishing the report. By next Friday I will have finished the report.* Underline *will* in the first sentence and *have* in the second sentence, and model their pronunciation using contracted forms (/l/ and /əv/). Drill the sentences around the class.

1 Give students 2–3 minutes to mark where in the sentences they think the contracted forms will be used. Do not confirm answers yet as students will check them in the next exercise.

2 P1.02 Put students in pairs to compare their answers, then play the recording for them to check.

1 What do you think you will /l/ be doing ten years from now?
2 Many young people will have /əv/ decided what is important for them in a job by the time they go to their first interview.
3 What position will you have /əv/ reached by the time you're forty?
4 This afternoon at our weekly meeting, we will /l/ be discussing how to reduce menial tasks for junior staff.

3 Students could do this in the same pairs as Exercise 2. Monitor and check students are pronouncing the contracted forms correctly.

Speaking

Students complete and discuss a set of questions about their hopes, plans and ambitions.

7A Ask students to complete the questions individually, then check answers with the class.

1 will you be looking for **2** will you have finished, you won't have finished **3** you will be doing **4** will you have reached

7B Put students in pairs or small groups and give them 3–5 minutes to discuss the questions. Monitor and check they are using the Future Perfect Simple and Future Continuous correctly. If appropriate for your class, this exercise can be expanded by encouraging students to think of future milestones in their lives and getting them to say what they think they will be doing at that point, or what they will have done.

MyEnglishLab: Teacher's resources: extra activities; Reading bank
Grammar reference: p.118 Future Continuous and Future Perfect Simple
Pronunciation bank: p.114 Auxiliary verbs in the Future Continuous and Future Perfect Simple
Teacher's book: Resource bank Photocopiable 1.2 p.135
Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3

1.3 Communication skills

Building relationships

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. *we* vs. *I, you*).
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. *we* vs. *I, you*).
- Can encourage agreement in meetings using fixed expressions.

Warm-up

Write *trust* on the board. Ask: *How would you define 'trust'?* (a strong belief in the honesty or goodness of someone or something) Elicit ideas, then dictate or write the following on the board: *How long does it take to trust someone? How can we build trust with another person?* Put students in pairs or small groups and let them discuss the questions. After 2–3 minutes, invite different students to share their ideas with the class.

Lead-in

Students talk about the importance of trust in the workplace.

1 Put students in pairs, give them a minute to read the questions and comments, and answer any vocabulary questions they may have. Check they understand *common objectives, competent and deliver*. Give pairs 2–3 minutes to discuss, then get brief feedback from the class. To extend the discussion, you could ask students the following questions: *What sort of behaviour might make you distrust someone at work?* (possible answers: lying, gossiping, saying different things to different people, exaggerating skills or abilities, being unreliable). *Would this have an impact on your working relationship?*

Possible answers

Trust quickly
Advantage: It can inspire collaboration and open up opportunities quickly.
Disadvantage: You trust the wrong people.

Trust slowly
Advantage: You make better decisions about which people to trust because you have more evidence.
Disadvantage: You may come across as selfish and self-seeking to business partners.

Video

Students watch a video about different communication styles and how these may affect building trust and collaboration in the workplace.

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). EN-Tek and Go Global have entered into a partnership and are preparing to finalise their agreement and sign a contract. Before they do so, Sanjit, Katie, Claudio and Emma are meeting to discuss some outstanding issues. Play the video and ask students to watch for Sanjit's three main concerns about working with Go Global. Check answers with the class.

Sanjit's concerns are:
1 that Go Global have different values.
2 that they're going to completely take over the project.
3 that their priority will be profits.

3A Explain to the class that Sanjit can choose between two different communication styles to use in the meeting, 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 help them with any unknown words. Play the video and then check answers with the class. Do the same for the second video.

Option A
1 production location and use of local distributors
2 China
3 quality and reliability
4 He uses expressions such as 'Let me say that I really appreciate the effort you've made', 'I respect that', 'Based on your experience'.

Option B
1 if their position to go with local people is being considered
2 They're small with limited finances (a risk to sales).
3 He asks for data.
4 because Claudio acknowledges that EN-Tek clearly has a focus on local partners and says that they are open to that in principle

4 Put students in pairs and ask them to discuss the question, giving reasons. Invite different students to share their opinions with the class.

5 ▶ 1.3.4 Explain that students are going to watch the last section of the video, where the speaker talks about the advantages and disadvantages of each approach. They should watch and compare what is said with their answers to Exercise 4, and decide if they agree or disagree. Play the video and let students discuss briefly in the same pairs as Exercise 4. Round up ideas in a class discussion.

In Option A, Sanjit is collaborative, respectful and shows appreciation. This creates a good atmosphere and positive working relationship quickly. However, important topics are not dealt with and decisions get postponed.

In Option B, Sanjit is more focused on pushing forward his objectives. This creates an uncomfortable atmosphere and the relationship is put at risk. However, the tension allows people to be honest, to talk about concerns openly and then to cooperate on finding solutions, which is another way to develop trust.

Reflection

Students discuss the different relationship-building styles from the videos and think about their own preferred style.

6 Allow students to work individually first, so that they can reflect on their own preferences and ideas. Then put them in pairs to discuss their views. After 3–4 minutes, invite different students to share their ideas with the class.

Functional language: Building trust

Students look at useful language for building trust.

7A Explain that this exercise highlights expressions from the video for strategies we use to build trust. Go through the headings in the table with students and check they understand each one. Then get them to complete the exercise individually or, for weaker classes, in pairs, and check answers with the class. During feedback, clarify meanings as necessary.

1 b **2** d **3** e **4** f **5** a **6** c

7B Do this as a quick whole-class activity.

8 This exercise can be done individually or in pairs. After checking answers, you could put students in pairs and get them to practise the dialogue.

1 e **2** f **3** d **4** c **5** b **6** a

Extra activities 1.3

A Explain the activity and go through the list of trust-building strategies with students. Students could then do the matching task individually or in pairs. You may wish to check understanding of the following words before they begin: *rescope* (dialogue a), *pick your brains* (dialogue b), *webinar* (dialogue c), *impact* (dialogue e), *struggle*, *take some off your hands* (dialogue f). After checking answers with the class, you could extend the activity by getting students to practise the dialogues in pairs. With stronger classes, you could also ask students to suggest a different response for each dialogue (and say what trust-building strategy the response uses).

1 b **2** a **3** d **4** e **5** f **6** c

Task

Students hold a meeting and reflect on criteria for building trust.

9A Put students in pairs and either allocate roles or let students select them. Refer students to their role cards and give them time to read the information and prepare for their meetings.

9B Students now hold their meetings. Set a time limit before they begin, and during the activity, monitor and note down any points to highlight during feedback, but do not interrupt the meetings.

9C Allow 3–4 minutes for this stage. Again, monitor and note down any interesting points that arise. If your students need extra practice, you could ask them to swap roles and do the roleplays again. Have a brief feedback session, highlighting any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Interactive video activities; Functional language bank

Workbook: p.7 Exercise 1

1.4 Business skills

Presenting yourself

GSE learning objectives

- Can extract key details from conversations between colleagues about familiar topics.
- Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.
- Can initiate, maintain and close simple, face-to-face conversations on familiar topics.
- Can give a short, rehearsed talk or presentation on a familiar topic.

Warm-up

Ask: *Have you ever had to introduce yourself to people for the first time?* If you have had experience presenting yourself in any context, share this with the class if you feel comfortable doing so. Ask any student who has indicated that they have introduced themselves: *What was the situation?* Ask the class to suggest information they might include if they were presenting themselves in a professional situation such as a meeting or presentation.

Lead-in

Students read a blog about self-presentation.

1 Ask students to cover the text for steps 1–3 and focus on the title and introduction. Ask them to suggest tips they think might appear in the blog. Write these on the board and then get students to read the text quickly to check if their ideas are mentioned. Check they understand *proactive/proactively* and *expertise*. Then put students in pairs and give them 2–3 minutes to discuss the questions. Get brief feedback from the class.

Listening

Students listen to people presenting themselves in a professional context.

2A 1.01 Explain the context and task to students and go through the questions with them. Play the recording, then check answers with the class.

1. the London office
2. She asks Angela where she is based / if she is based in Lisbon, and asks if Angela and Martin both work in local finance teams.
3. They all joined the company in the last year.
4. She says the main meeting is going to start soon and she wants to introduce herself to others as it is important.

2B 1.02 Go through the instructions and list of topics with students. You may wish to point out that for one of the speakers, the recording will not contain information for all three topics. Ask students to make notes as they listen, play the recording, and get them to compare notes in pairs before checking with the class. After checking answers, invite different students to say which presentation they prefer, giving reasons.

Sue
- **responsibility and experience:** ten years' industry experience; joined the company last year; has worked a lot on international projects; on the project 100 percent
- **main area of expertise:** financial controlling
- **thoughts about the project:** happy to be on the project; thinks it can achieve a lot; all agree it's important to create a common finance platform in Europe

Angelo
- **responsibility and experience:** finance in Porto (50 percent)
- **main area of expertise:** –
- **thoughts about the project:** –

Martin
- **responsibility and experience:** head of finance in Germany (20 percent on the project)
- **main area of expertise:** finance
- **thoughts about the project:** thinks it is important

2C 1.03 Ask students to read the questions, play the recording, then check answers with the class.

1. The slides she used in the afternoon.
2. She offers help to get theatre tickets in London.
3. She says she will see them next month and promises to bring tea from the UK.

2D You may wish to allow students to think about their answers individually first, then put them in pairs to discuss. Ask different students to share their ideas with the class, giving reasons.

Possible answers

1–2 Sue followed all the tips. Overall, she made a good impression with the colleagues that we hear. She comes across as a clear and enthusiastic communicator, with a positive tone of voice and clear articulation. She seems to be professional, with relevant experience for the team. Overall, she is very proactive in her approach to people and tries to be supportive and friendly.

3 Whilst it is difficult to generalise about different cultural contexts, this style is likely to be successful in many global corporate contexts.

Functional language: Self-presentation

Students look at useful language for self-presentation.

3A Depending on the level of your class, you could ask students to complete the exercise individually, checking answers in pairs before class feedback, or you could do it as a whole-class activity, checking answers as you go.

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

3B Go through phrases a–h with students and answer any vocabulary questions they may have. Then get them to complete the exercise individually or in pairs and check answers with the class.

1 e **2** f **3** c **4** h **5** a **6** g **7** d **8** b

3C Get students to read the personal presentation in Exercise 3B again. Ask if they think the language used is more formal or informal (more informal). Ask for phrases that support their opinion (e.g. *So, What else?, OK, quite a bit, I know a couple of you, I guess*). Ask students to use the phrases in Exercises 3A and 3B to prepare a similar presentation for themselves. Give them plenty of time to prepare. Give students the opportunity to practise their presentation with a partner first and then in groups or to the class. If time allows, you could get students to record their presentations (e.g. on their mobile phones) and, in pairs, listen back to them and suggest improvements.

Extra activities 1.4

A Students could do this individually or in pairs. With stronger classes, you could ask students to complete the sentence beginnings (1–10) using their own words.

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

Task

Students prepare a self-presentation and roleplay presenting themselves to colleagues.

4A Put students in small groups. Explain the activity and give students a minute to read the information. Allow 2–3 minutes for groups to choose their industry.

4B Students work individually. Refer them to the template on page 126 and give them time to read and complete it. Then give them 3–5 minutes to think about how they will present themselves to the group, while you monitor and help.

4C Put students back in their groups. Go through the instructions and steps 1–3 with them and set a time limit for each presentation. Remind students to refer to the tips in the blog in Exercise 1 and use phrases from Exercises 3A and 3B. During the activity, monitor and note down any points to highlight during feedback after Exercise 4D.

4D In their groups, students now discuss their presentations. If you think your class would be uncomfortable voting for the most inspirational presentation, then instead, encourage students to say which tips from the blog they noticed were included in each presentation. Again, monitor and note down any interesting points that arise. As feedback, elicit and discuss students' views, and highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Workbook: p.7 Exercise 2

1.5 Writing

A company news blog

GSE learning objectives

- Can extract key details from a company blog or article.
- Can organise a work-related email to emphasise the main point.
- Can use appropriate outlines to organise ideas.

Warm-up

Ask for a show of hands on who reads blogs. Elicit some examples of blogs students have read recently, the type of information they contained and whether the style of the blogs was formal or informal. Ask if any write / used to write their own blogs and, if appropriate, what their blogs are/were about. *Is/Was the content related to interests, study or professional topics?*

Lead-in

Students read and correct a company news blog.

1 Point out that some company blogs are open to the public to read, while others are for internal use, to be read by employees. Get students to look at the blog title and say whether they think this blog is intended for internal or external publication (internal, to be read by employees). Ask students to read the blog quickly and ask you about any unknown words. Then get them to complete the exercise individually or, for weaker classes, in pairs. Check answers with the class, then ask students if they would be interested in applying for the programme. Encourage them to give reasons why / why not.

1 the **2** back **3** which **4** for **5** the **6** to **7** with **8** that **9** be **10** if

Functional language

Students look at useful phrases for company news blogs.

2A Students should do this individually, referring to the blog in Exercise 1.

1 off **2** delighted **3** chance **4** salary **5** preparing **6** hesitate **7** link

2B Go through the phrases in the box to check that students understand them and clarify where necessary. Get them to complete the exercise individually and then compare answers in pairs before class feedback.

Title/Introducing
Great news!
New opportunity for all staff!
Why not take advantage of an exciting new scheme?

Informing
The changes come into place next month.
The company is happy to announce that ...
We are opening our first office in Ecuador.

Concluding
We would welcome any comments you might have about ...
Let us know if you wish to participate.
If you are interested, please contact ...

Extra activities 1.5

A This exercise provides students with a second model answer and practises useful language for company news blogs. It can be done individually or in pairs. Check answers with the class, clarifying meanings as necessary.

1 Ever **2** advantage **3** offering **4** Full **5** chance **6** concerns **7** preparing **8** wish **9** hesitate

Optional grammar work

The blog in Exercise 1 contains examples of phrases with *be* to talk about the future, so you could use it 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 a company news blog.

3A Put students in pairs and tell them that they are going to write a company news blog. Refer them to the spidergram on page 126 and elicit what their blog will be about (a company's sabbatical scheme). Point out the heading above the spidergram. Explain that they need to decide where in their blog they will include the information in the spidergram. Tell them to refer to the model answer in Exercise 1 and the completed table in Exercise 2A if they need help. If students have already done the Extra activity for this lesson, you could also refer them to the model answer there for ideas. Set a time limit and encourage students to make notes. Monitor and help as necessary.

Possible answers

Title/Introducing
Company sponsoring overseas volunteer projects

Informing
Project idea – Great Barrier Reef, Australia. Learn about marine life. Learn how to surf!
One month to travel around the country afterwards.

Concluding
Contact HR if interested.
Next year's sabbatical schedule to be finalised by end of month.
Other ideas welcome!

3B If there is no time to do the writing task in class, you could set it for homework. Otherwise, set a time limit and ask students to work individually to write their blog, using their notes from Exercise 3A.

Model answer

Volunteer projects for sabbaticals

Want to take that sabbatical but don't know how to arrange it? Then you are sure to be delighted to learn that we are sponsoring sabbaticals next year which involve overseas volunteer projects.

The company is happy to announce that it would welcome ideas for volunteering projects from all staff. One example idea has already been suggested. It is a sabbatical working with a marine charity on the Great Barrier Reef in Australia. In Australia you could take advantage of the opportunity to both learn about marine life and how to surf. As you are likely to want to see more of the country, you will have one month to travel around the country after your volunteering work.

If you are interested in this opportunity or have your own idea to submit, please contact HR by the end of the month, when next year's sabbatical schedule is to be finalised. Please don't hesitate to contact us if you have an idea you would like to discuss informally.

3C Students could do this in the same pairs as Exercise 3A or you could get them to work with a new partner. Ask them to read each other's blogs and think about (a) the similarities and differences and (b) how their partner's blog can help them improve their own. If Exercise 3B was completed as homework, this exercise can be done in the next lesson. You could then ask students to write a final, improved version of their blog, in class or for homework.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.118 Phrases with *be*

Workbook: p.8 Exercises 1–3

Business workshop 1

Keeping the workforce happy

GSE learning objectives

- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can understand problem and solution relationships in informal conversation.
- Can recognise that a speaker is expressing concerns in a formal discussion.
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
- Can write a simple business proposal with supporting details.

Background

Students read about Schokoschatz, a chocolate-maker based in Germany.

1 Put students in pairs and ask them to read the background and discuss the questions. Check answers with the class.

1 Schokoschatz is a chocolate-maker.
2 They had a lot of competition from large companies in the market.
3 They produce organic and fair-trade chocolate with cocoa beans from Peru and have innovative ideas for their products.
4 Some employees feel they can't make a career in the company.

Notes

Companies which work in highly competitive fields often look for niche markets, which was the case in the company described. By offering only fair-trade and organic products using high-quality cocoa beans from farmers in Peru, this small company was able to find new customers and markets. They can often command higher prices but have a devoted customer base who are willing to pay a premium for the products. Although they are based in Germany, they have hired staff around the world and the company language is now English.

The name Schokoschatz was chosen as 'schoko' is sometimes used as a short form in German for 'schokolade' /ʃɒkɒˈlɑːdə/, which means 'chocolate', and 'schatz' /ʃɑːts/ means 'treasure'. The company's name would translate as 'Chocolate Treasure'. It is pronounced /ˈʃɒkɒʃɑːts/.

Discussing the problem

Students listen to conversations about staff recruitment and retention.

2 Refer students to the background. Explain that they are going to listen to a conversation where two managers from Schokoschatz are discussing problems with finding new staff and keeping staff they have now. You could get them to discuss the question in pairs first, then elicit ideas from different students.

Possible answers

Some employees might leave if they see that it is always family members that get the top jobs and promotions. This reputation could also put people off joining the company and they might prefer to go to bigger competitors.

3 BW 1.01 Play the recording, twice if necessary, for students to complete their answers, and get students to compare answers in pairs before class feedback.

1 Johannes has problems finding staff to fill empty positions and is concerned about keeping the people he has. Emma is leaving, which is a big problem.
2 Martina says that people are not enthusiastic about working for them.
3 Martina suggests making sure the atmosphere in the departments is positive and supportive and being transparent about decisions when it is possible.
4 Johannes suggests setting up a system to make sure all employees feel respected and are told when they do a good job. They also need to stress the work–life balance they can offer.
5 They decide to chat with people in their departments to get ideas and meet again to discuss them.

4 Go through the instructions with students and put them in pairs to brainstorm ideas. Elicit ideas from different students, encouraging them to give reasons. Write students' ideas on the board and/or encourage them to note down ideas mentioned.

5 BW 1.02 Explain the activity to students and refer them to the list of ideas on the board and/or in their notes. Play the recording for them to check their answers, then check as a class.

6 BW 1.02 Give students a minute to read the list of problems and check they understand *discount, insufficient* and *autonomy*. Play the recording, then check answers with the class.

1 Andy **2** Tomasz **3** Tomasz **4** Carolina **5** Sirina **6** Carolina **7** Sirina **8** Tomasz **9** Andy **10** Carolina **11** Sirina **12** Andy

Extra activities Business workshop 1

A Explain the activity and ask students to work individually. Get them to compare answers in pairs, then check with the class. If time allows, you could play the recordings again and ask students to tell you to pause when the answers are mentioned.

1 k **2** e **3** a **4** i **5** c **6** g **7** d **8** l **9** h **10** b **11** j **12** f

The survey

Students analyse the results of an employee satisfaction survey.

7A This activity is best done in pairs or small groups. Encourage students to make notes. Play the recordings again if students need to hear them for ideas, then elicit suggestions around the class.

7B Students stay in their pairs or small groups. Ask them to turn to page 134 to compare their suggestions with the survey. Get brief feedback from the class.

8 Put students in (new) pairs. Give them 3–4 minutes to discuss their ideas, then get feedback from the class. Encourage students to refer to information in the table to support their ideas.

The majority are satisfied with: the training programme, having flexible hours that adapt to their needs, getting meal vouchers, cooperation within the company.

The majority are not satisfied with: salaries, the bonus scheme, the chance to make a career in the company, useful discounts for free-time activities, financial help with travel, autonomy in the job.

Extra activities Business workshop 1

B 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 survey and table. They could do the exercise individually or, in weaker classes, you could let them work in pairs.

1 F (77 percent disagree or disagree strongly that they can make a career in the company).
2 F (68 percent disagree or disagree strongly that they are happy with their pay).
3 T (46 percent agree or agree strongly that they would like more autonomy).
4 T (76 percent agree or agree strongly that they like getting meal vouchers).
5 F (65 percent agree or agree strongly that they like the training programme).
6 T (72 percent disagree or disagree strongly that they receive a bonus when they do a good job).
7 F (39 percent agree or agree strongly that they get enough financial help with travel).
8 F (73 percent agree or agree strongly that there is cooperation in the company between employees).
9 T (78 percent agree or agree strongly that they have hours that adapt to their needs).

Task: Improve employee retention

Students discuss measures to improve employee recruitment and retention and write a proposal.

9 Put students in small groups and explain the task. Students brainstorm five ideas that Schokoschatz should introduce to help improve employee retention and/or recruitment of new staff. Refer them to the points they need to discuss and point out that that they can use ideas from the lesson or their own ideas.

10 Depending on the size of your class, you can either join existing groups together into larger groups or rearrange students into new groups. Give them time to explain and discuss their ideas from Exercise 9. Each new group should decide on one set of ideas. If there is time, you could ask groups to present their ideas to the class, giving reasons for their decisions.

11 Explain the writing task and write the headings on the board. Explain to students that their proposal should be divided into sub-sections, one for each heading. Point out the word limit and set a time limit for the writing task. Alternatively, students could write their proposal for homework.

MyEnglishLab: Teacher's resources: extra activities

Review 1

1 **1** behaviour **2** structure **3** hierarchy **4** code **5** flexibility **6** image **7** atmosphere **8** open **9** strategy **10** values
2 **1** will have worked **2** will still be working **3** will have made **4** Will, have opened **5** will be implementing **6** will have installed **7** Will, be training **8** will have achieved
3 **1** To be honest **2** we both want to **3** what you're saying about **4** based on your experience **5** Can I suggest **6** Would it be useful
4 **1** g **2** h **3** f **4** e **5** c **6** d **7** a **8** b
5 **1** f **2** b **3** e **4** c **5** a **6** g **7** d