

Coursebook

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B1

Business Partner



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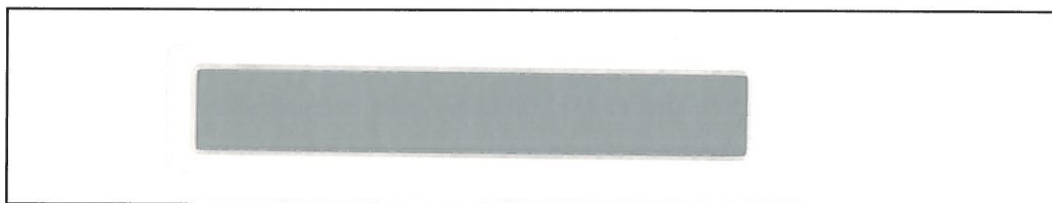
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Coursebook

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Business Partner

UNIT 1 > CAREER CHOICES p.7

Videos: 1.1 Transferable skills 1.3 Building rapport

1.1 > Transferable skills	1.2 > Careers advice	1.3 > Communication skills: Building rapport	1.4 > Business skills: Networking	1.5 > Writing: Emails - Introducing yourself	Business workshop > 1 Global recruitment agency (p.88)
Video: Transferable skills Vocabulary: Transferable skills Pronunciation: → Word stress (p.114) Project: Writing a job description	Listening: Careers advice programme Grammar: Advice and suggestions Pronunciation: → Voice range (p.114) Speaking: Advising how to improve an online profile	Video: Building rapport Functional language: Asking questions to build rapport Task: Building rapport during a short conversation	Listening: Advice on networking Functional language: Networking at a careers event Task: Meeting a recruiter at a careers event	Model text: Email introducing yourself Functional language: Formal and informal language Grammar: Adverbs of degree Task: Write an introduction email	Listening: Initial job interviews Reading: Job listing Task: Discuss job candidates

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UNIT 2 > BUSINESS SECTORS p.17

Videos: 2.1 Japan's economy 2.3 Induction meeting

2.1 > Japan's economy	2.2 > The energy industry	2.3 > Communication skills: Dealing with interruptions	2.4 > Business skills: Voicemail messages	2.5 > Writing: Emails - Action points	Business workshop > 2 Investing your money (p.90)
Video: Japan's economy Vocabulary: Sectors and industries Project: Research sectors and industries	Pronunciation: → Stress in compound nouns and noun phrases (p.114) Reading: Big oil: From black to green Grammar: Past Simple and Past Continuous Writing: A short story	Video: Induction meeting Functional language: Interrupting and dealing with interruptions Pronunciation: → Stress in phrases for turn taking (p.114) Task: Discussion during a meeting	Listening: Four voicemail messages Functional language: Leaving a voicemail message Task: Leave a voicemail message	Model text: Email with action points Functional language: Action points Grammar: will and going to Task: Email with action points	Listening: Investing Speaking: Investor's checklist Task: Choose a company to invest in

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3.1 > Project management	3.2 > Large-scale projects	3.3 > Communication skills: Giving instructions	3.4 > Business skills: Meetings: Updates and action	3.5 > Writing: Email requesting an update	Business workshop > 3 The grand opening (p.92)
Video: Project management Vocabulary: Managing projects; word building Pronunciation: → Stress in derived words (p.115) Project: A project debriefing and lessons learnt	Listening: Three canals Grammar: Comparatives and superlatives Pronunciation: → Weak forms in comparisons (p.115) Speaking: Choosing the winning bid	Video: Resolving a problem with a schedule change Functional language: Giving and responding to instructions, standing your ground Task: Giving and responding to instructions	Listening: A stand-up meeting Functional language: Asking for and giving updates Task: An update meeting	Model text: Email requesting an update Functional language: Asking for information Grammar: (not) enough Task: Email requesting an update	Listening: Understanding project priorities Reading: Analysing follow-up emails Task: Hold a project meeting

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Videos: 4.1 A food company's strategy for growth 4.3 Managing conversations

4.1 > One size fits all	4.2 > Online markets	4.3 > Communication skills: Managing conversations	4.4 > Business skills: Building consensus	4.5 > Writing: Letter confirming an order	Business workshop > 4 Hand-made (p.94)
Video: A food company's strategy for growth Vocabulary: Global markets: adjective and noun collocations; word building Project: Adapt a product to a new market	Reading: Who wants to be a sofapreneur? Grammar: Present Simple and Past Simple passive Writing: A product description	Video: Managing conversations Functional language: Changing the subject and staying on track Pronunciation: → Pronunciation of -(e)s endings (p.115) Task: A conversation between a client and a supplier	Listening: A meeting to build consensus Functional language: Reaching agreement Pronunciation: → Consonant-vowel linking between words (p.115) Task: A discussion to reach agreement	Model text: Letter confirming an order Functional language: Confirming order details Grammar: Verbs + prepositions Task: Write an order confirmation letter	Listening: Key factors for global business Speaking: Doing market research Task: Choose a strategy to go global

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5.1 > Innovative product design	5.2 > Product testing	5.3 > Communication skills: Managing information	5.4 > Business skills: Selling a product	5.5 > Writing: Product review	Business workshop > 5 Smart fabric (p.96)
Video: Eatsa Vocabulary: Technological innovation; Describing innovative products Pronunciation: → Numbers of syllables in words (p.116) Project: Innovation in business	Reading: A dream job in product development Grammar: Present Perfect Simple with <i>just, already</i> and <i>yet</i> Pronunciation: → Contrastive stress (p.116) Speaking: A typical day at work	Video: Managing information Functional language: Asking open and closed questions Task: Getting feedback on presentation skills	Listening: Two sales presentations Functional language: Describing features and benefits Task: Present a product	Model text: Product review Functional language: Language of reviews Grammar: Order of adjectives before nouns Task: Write a review	Reading and listening: Market research Task: Choose a product to develop

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UNIT 6 > SAFETY AND SECURITY p.57
Videos: 6.1 Health and safety at a company 6.3 Dealing with disagreement

6.1 > Safety at work	6.2 > Being security-conscious	6.3 > Communication skills: Dealing with disagreement	6.4 > Business skills: Dealing with conflict	6.5 > Writing: Instructions and warnings	Business workshop > 6 Visitor safety (p.98)
Video: Health and safety at a company Vocabulary: Health and safety Project: Accident questionnaire	Listening: Security measures in the workplace Grammar: Modal verbs of prohibition, obligation and no obligation Pronunciation: → Phrasing and pausing (p.116) Writing: Email about new security measures	Video: Dealing with disagreement Functional language: Explaining rules and requirements Task: Convincing someone of your arguments	Listening: Discussion about a problem at work Functional language: Resolving a conflict Pronunciation: → Stress in phrases (p.116) Task: Resolving a conflict	Model text: Instructions on using equipment Functional language: Instructions and warnings Grammar: Linking words for time Task: Guidelines for company staff	Reading: Safety and security Listening: Risk assessment Task: Prepare a visitor safety and security report

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UNIT 7 > CUSTOMER SERVICE p.67
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7.1 > Airline customer service	7.2 > Hanging on the telephone	7.3 > Communication skills: Responding to customer concerns	7.4 > Business skills: Generating and presenting ideas	7.5 > Writing: External 'thank you' email	Business workshop > 7 Red Cushion Furniture (p.100)
Video: Customer service in the airline industry Vocabulary: Customer service Project: Design a premium service	Listening: Complaint about a service Grammar: Verb + <i>to</i> -infinitive or <i>-ing</i> Pronunciation: → Unstressed syllables at the end of a sentence (p.117) Writing: A complaint on a company forum	Video: Solving customer problems Functional language: Responding to customer concerns Task: Deal with customer complaints	Listening: Training day on customer service Functional language: Discussing and presenting ideas Pronunciation: → Introducing a topic (p.117) Task: Generate and present ideas	Model text: A 'thank you' email Functional language: Opening, giving details and closing a 'thank you' email Grammar: <i>some (of), any, all (of), most (of), no, none (of)</i> Task: A 'thank you' email	Reading: Customer complaints Listening: Dealing with angry customers Task: Turn failure into success

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Videos: 8.1 Improving communication in the workplace 8.3 Closing a deal

8.1 > Face to face?	8.2 > How to communicate	8.3 > Communication skills: Closing a deal	8.4 > Business skills: Talking about priorities	8.5 > Writing: Short report	Business workshop > 8 Global communication (p.102)
Video: Improving communication in the workplace Vocabulary: Digital communication Project: Communication survey	Reading: Three tips for effective workplace communication Grammar: First and second conditional Pronunciation: → Conditional sentences (p.117) Speaking: Solutions to communication problems	Video: Closing a deal Functional language: Closing a deal Task: Trying to close a deal	Listening: Setting priorities Functional language: Talking about priorities Task: Prioritising	Model text: A short report Functional language: Introduction, findings and recommendations Grammar: Past Perfect Simple Pronunciation: → Contractions in speech (p.117) Task: Write a short report	Listening: Communication problems Reading: Email exchanges about a problem Task: Recommend ways to improve communication

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Introduction for learners

Why ... Business Partner?

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

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

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

Why ... skills training?

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

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

- 'Communication skills' (Lesson 3) means the soft skills you need to work effectively with people whose personality and culture may be different from your own. These include building rapport, responding to consumer concerns or dealing with interruptions.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for taking part in meetings, presentations and negotiations.

Why ... authentic content?

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

Why ... video content?

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

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

Why ... flexible content?

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

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



What's in the units?

Lesson outcome and self-assessment

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

Vocabulary

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

Functional language

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

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

Grammar

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

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

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

Listening and video

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

Reading

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

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

Speaking

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

Writing

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

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

Pronunciation

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

Reviews

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

Signposts, cross-references and MyEnglishLab

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

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

→ **page 000**

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

MyEnglishLab

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

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

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

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

GSE	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2		
Learn more about the Global Scale of English at english.com/gse									



COMMUNICATION SKILLS

Video introduction

Introduction

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

In each Communication skills lesson, you will:

- 1 watch a setup video which introduces the main characters and challenge of the lesson;
- 2 watch the main character approach the situation in two different ways (Options A and B);
- 3 answer questions about each approach before watching the conclusion.

There is a storyline running through the eight units, with the main characters appearing in different situations. Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.

Communication skills video storyline

Evromed is a small family-owned business with suppliers in China dealing in the pharmaceutical sector. The main market share is in Europe, but the company is expanding to other markets, including Brazil.

The team, headed by Daniel Smith, the Project Manager, is working on launching their latest product: the Diabsensor, which is a device for patients with diabetes.

In addition to the practical project challenges, the people in the team experience challenges as they learn to work with each other.

Characters

Daniel Smith (British), Project Manager (units: 1, 3, 5, 7, 8)

Beata Kowalska (Polish), Account Manager (all units)

Jessica Scott (British), CEO of Evromed (units 1 and 2)

Alex Clarke (British), Account Manager (units 1 and 4)

Mateo Santos (Brazilian), key customer in Brazil (units 4, 6, 7, 8)

Clarice Wang (Chinese-British), key supplier from China (units 3 and 5)



Video context by unit

1 Building rapport

Video synopsis: Beata meets her colleagues at Evromed.

2 Induction meeting

Video synopsis: Beata has an induction meeting with the CEO to learn about the Diabsensor and the company.

3 Resolving a problem with a schedule change

Video synopsis: Beata and Clarice discuss a change to the schedule.

4 Managing conversations

Video synopsis: Beata meets Mateo, a key customer in Brazil, to discuss the Diabsensor.

5 Managing information

Video synopsis: Beata relates her meeting with Mateo to Daniel and Clarice.

6 Dealing with disagreement

Video synopsis: Beata has a meeting with Mateo about storage requirements for the Diabsensor.

7 Solving customer problems

Video synopsis: Beata and Daniel discuss Beata's meeting with Mateo. Afterwards they call Mateo to talk about his concerns.

8 Closing a deal

Video synopsis: Beata presents a possible solution to the storage problem.

Career choices

1

➤ *'Be prepared to develop attributes that work across sectors so you can make the best moves for your career.'*

Ashley Hayward,
Careers Advisor



Unit overview

1.1 ➤ Transferable skills

Lesson outcome: Learners can use vocabulary related to skills and personal qualities.

Video: Transferable skills

Vocabulary: Transferable skills

Project: Writing a job description

1.2 ➤ Careers advice

Lesson outcome: Learners can use a range of phrases for giving advice and making suggestions.

Listening: Careers advice programme

Grammar: Advice and suggestions

Speaking: Advising how to improve an online profile

1.3 ➤ Communication skills: Building rapport

Lesson outcome: Learners are aware of simple ways to build rapport at first meetings and can use a range of appropriate questions.

Video: Building rapport

Functional language: Asking questions to build rapport

Task: Building rapport during a short conversation

1.4 ➤ Business skills: Networking

Lesson outcome: Learners can use a range of expressions to start, close and show interest in simple, face-to-face conversations on familiar topics.

Listening: Advice on networking

Functional language: Networking at a careers event

Task: Meeting a recruiter at a careers event

1.5 ➤ Writing: Emails – Introducing yourself

Lesson outcome: Learners can write an email introducing themselves to work colleagues.

Model text: Email introducing yourself

Functional language: Formal and informal language

Grammar: Adverbs of degree

Task: Write an introduction email

Lesson outcome

Learners can use vocabulary related to skills and personal qualities.

Lead-in



Life skills are abilities that are useful in daily tasks at home, work or in education.

1 Tick (✓) the three words or phrases that best describe you.

calm good with computers good with numbers good with people
good at problem-solving organised reliable resourceful

2 Work in pairs and compare your answers. Then discuss these questions.

- 1 Is there an expression in Exercise 1 that definitely *doesn't* describe you?
- 2 Which is a) the most important b) the least important life skill in the box? Why?

VIDEO

3A Work in pairs or groups. Discuss the question.

According to the video you're going to watch, employers want *skills that can be applied to a range of tasks and roles*. What skills do you think this means? Give examples.

B Watch the video. Were any of your ideas mentioned?

4A Watch the video again. Answer the questions.

- 1 What skills and personal qualities do the speakers talk about? Add them to the list of skills you discussed in Exercise 3.
- 2 What five ways of communicating are mentioned in the video?

In person, ...

- 3 What are the three main pieces of advice the video gives?

B Work in pairs and compare your answers. Then think of two or three words to describe *unsuccessful* twenty-first-century workers.

5 Work in pairs or groups. Discuss these questions.

- 1 Choose one of the transferable skills or personal qualities you listed in Exercise 4A. Think of at least two different situations where it might be useful.
- 2 Which transferable skills are the most important in your current situation, either as a student or a professional? Are there any that aren't important?

T Teacher's resources:
extra activities

Vocabulary

Transferable skills

6 What do these words and phrases from the video mean? Match them with the best situation (a-h).

You ...

- 1 can **think outside the box**.
- 2 have **a can-do attitude**.
- 3 can **set goals**.
- 4 use **critical thinking**.

You ...

- 5 have a lot of **determination**.
- 6 are a **team player**.
- 7 have **integrity**.
- 8 have good **communication skills**.

You ...

- a decided to save money for a holiday a year in the future.
- b did a difficult project without complaining.
- c carefully checked information you found on the internet to make sure it was true.
- d asked your teacher if you could make a short film instead of handing in an essay.

You ...

- e found a wallet with a lot of money in it and returned it to the owner.
- f took four tries to pass your driving test, but never gave up, and kept studying and practising.
- g worked with a group of friends to start a weekend cycling club.
- h spoke clearly when you gave a presentation and really listened to questions from the audience.

7 Complete the tables with the correct words.

Adjective	Noun
1 _____	adaptability
flexible	2 _____
3 _____	motivation
confident	4 _____
5 _____	dependability
resourceful	6 _____

Adjective	Noun
7 _____	independence
ambitious	8 _____
9 _____	passion
enthusiastic	10 _____
11 _____	honesty
authentic	12 _____

8 Work in pairs or small groups.

- 1 Think of three or four more transferable skills. Use your dictionary if necessary.
- 2 For each skill, think of a way that a student could develop or demonstrate the skill.

T Teacher's resources:
extra activities

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

PROJECT: Writing a job description

- 9** Look at the jobs below. Discuss how some of the transferable skills from Exercises 6 and 7 are necessary for each job.

accountant construction worker factory worker journalist personal trainer
politician professional athlete salesperson teacher

- 10A** Work in pairs. Think of a job: one from Exercise 9, one you know about or one you would like to do.

- Write down the name of the job, e.g. personal trainer, accountant, salesperson, etc.
- List 3–5 things the person needs to do, e.g. lead classes, take care of company money, meet customers, etc.
- Identify skills that the person needs to have to take care of the responsibilities you've listed. Use skills from Exercises 6 and 7, or your own ideas.

- B** Write a job description based on your research.

- C** Work with another pair and read each other's job description. Does your partner's description:

- list 3–5 things the person needs to do?
- identify skills that the person needs to have to take care of the responsibilities you've listed?

- D** Circle any skills or personal qualities that you think have been used incorrectly. Would you like to apply for the job? Why / Why not?

**Self-assessment**

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

Lesson outcome

Learners can use a range of phrases for giving advice and making suggestions.

Lead-in



1 Work in pairs or small groups. Discuss the questions.

- 1 Can you name three or four different social media platforms?
- 2 What role does social media play in finding a new job?
- 3 What information does an online profile on a professional networking site usually have?
- 4 Is there anything you should avoid putting in an online profile? What? Why?

2 Have you ever received any advice about your career? Talk about:

- who gave it to you.
- what he/she said.
- if the advice was useful in any way.

Listening

3 Work in pairs or small groups. Read the situation and answer the questions.

A recent graduate has phoned a careers advice programme to ask how he can make his online profile more noticeable to employers.

- 1 What advice do you think he gets? 2 What advice would you give?

4 1.01 Listen to the programme. Were any of your ideas from Exercise 3 mentioned? What advice did the host give?5 Listen to the programme again. Decide if these sentences are *true* (T) or *false* (F).

- 1 The caller has recently had a job interview.
- 2 He doesn't know how to make contacts in his industry.
- 3 The host doesn't recommend using professional networking sites.
- 4 The caller wants advice about how to improve his online profile.
- 5 The host asks the caller for specific examples that show his qualities.
- 6 The caller has experience in web design.
- 7 He has experience as an outdoor skills instructor.
- 8 He liked the host's advice.

6 How could you follow the host's advice? What activities do you do that show transferable skills?

I enjoy repairing my car. That shows that I'm good with my hands.



Teacher's resources:
extra activities

Grammar Advice and suggestions

7A Complete the sentences from the programme using the words and phrases in the box.

could How ought should Why don't you Why not try

- 1 _____ deleting everything you've written about yourself?
- 2 _____ take your description of yourself ... and for each word, think of an example from your own experience that *shows* who you are?
- 3 _____ about telling me about something creative that you've done?
- 4 You really _____ put that on your social media profile – you designed and built a website.
- 5 You _____ consider putting something about that on your profile.
- 6 You _____ to think outside the box.

B What three different verb forms are used after the expressions of advice or suggestion?

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

- 1 Why don't you *send* / *to send* an email to some companies?
- 2 How about *to set up* / *setting up* your own website?
- 3 You should *to research* / *research* the companies you're interested in.
- 4 Why not try *make* / *making* a video for YouTube?
- 5 You ought *to spend* / *spending* some time improving your online profile.
- 6 You could *think* / *to think* about meeting some people who work in the industry.
- 7 What about *asking* / *to ask* your teacher for some help?

→ **page 118** See Grammar reference: Advice and suggestions

8 Correct the errors in these sentences.

- 1 You shouldn't to use words that explain the obvious – like *hard-working*.
- 2 Why don't you trying giving more details about your IT skills?
- 3 Should you show your transferable skills rather than explaining them.
- 4 What about join some online groups to make more contacts?
- 5 Why not to try writing a blog about your experience?
- 6 You could doing some volunteer work, then add it to your profile.
- 7 How about to include more information about your hobbies?
- 8 You ought give some information about the languages you speak.

T Teacher's resources:
extra activities

Listening**9** 1.02 **Listen to the second programme. Answer the questions.**

- 1 Was the expert's advice in the first programme useful or not? How do we know?
- 2 What problem does the caller have now?

10A Match the halves of the host's questions. Then listen again and check.

- | | |
|-------------------------------|---|
| 1 What can I | a what was your problem? |
| 2 Can you remind me – | b right? |
| 3 Why don't you tell me | c help you with today? |
| 4 You're a recent graduate, | d no kids? |
| 5 And you're single – | e which is more important: money or excitement? |
| 6 Why not try asking yourself | f about the two jobs? |

B Match the answers with questions 1–6 in Exercise 10A. Listen again and check.

- | | |
|--|----------------------|
| a One looks very interesting, but not very well paid. The other is probably a bit boring, but the money is good. | e Yep, that's me. |
| b We spoke a few weeks ago ... and I still have a problem. | f Yes, that's right. |
| c That's the problem, Jenny – I really can't decide! | |
| d My professional networking profile – it wasn't working. | |

11A At the end of the recording, Jenny says *Let me ask you a few more questions*. Work in pairs and think of 3–5 more questions that Jenny might ask the caller.**B Work in pairs. Act out a continuation of the dialogue. Then present your dialogue to another group and compare ideas.**

→ **page 114** See Pronunciation bank: Voice range

Speaking 12 Read the online profile and other information on page 126. With a partner, give advice to the person who wrote the profile, so he/she can improve it.**13A You are going to roleplay helping a friend set up a profile on a professional networking website. Student A: Turn to page 126. Student B: Turn to page 128.****B When you have finished, change partners and do the roleplay one more time.**

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

Lesson outcome

Learners are aware of simple ways to build rapport at first meetings and can use a range of appropriate questions.

Lead-in 1A Read the definition of building rapport. Discuss how you can build rapport with someone you meet for the first time.

Building rapport is about developing a shared understanding with another person or group of people that facilitates and improves communication.

B In small groups, think of two examples of spoken and non-verbal (body language) techniques for building rapport with new colleagues or students in your class.

spoken: asking questions, non-verbal: lean forward slightly (if sitting)

VIDEO



L Go to MyEnglishLab for extra video activities.

2 1.3.1 Watch the video as Daniel and Alex prepare for the graduate trainees' induction meeting and answer the questions.

- 1 How does Daniel describe Beata?
- 2 What is Jessica looking for in an employee?
- 3 What do we learn about Alex?
- 4 What does Alex do to try to build rapport with Beata?

3A In small groups, discuss which is the best approach (Option A or B) for Beata to take as she meets members of the team for the first time. As a class, decide which video to watch first.

Option A – Beata tries to build rapport by listening to her new colleagues.

Option B – Beata tries to build rapport by demonstrating her knowledge of the product and the company.

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

Option A 1.3.2

Option B 1.3.3

- 1 How does Beata try to build rapport with Alex/Jessica?
- 2 Is she successful? Why / Why not?
- 3 What will be the long-term effect of this?

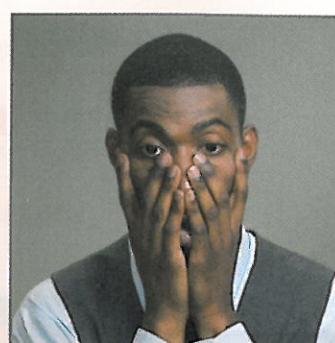
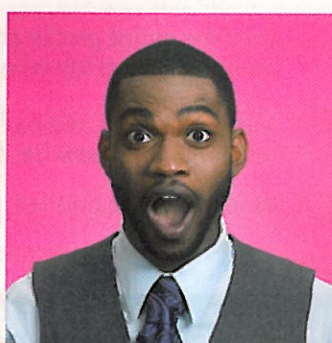
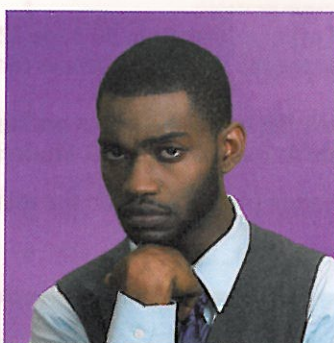
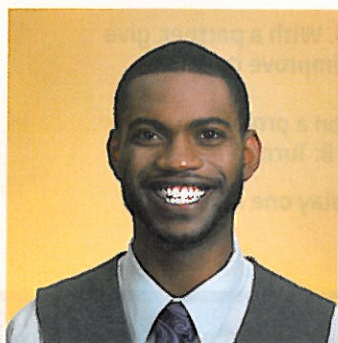
4 In pairs, discuss what you have learnt from the two options about building rapport.

5 1.3.4 Watch the Conclusions section of the video and compare what the speaker says with your answers in Exercise 4. Note down the main learning points about building rapport.

Reflection

6 Reflect on how you build rapport when you meet someone for the first time. Then work in pairs and discuss these questions.

- 1 Which of the verbal techniques mentioned in Exercise 1B do you use in your language?
- 2 Which of the non-verbal techniques do you use?
- 3 Which of the techniques you have seen would you like to learn or start using? Which do you consider especially useful?



Functional language Asking questions to build rapport

One way of building rapport is to try to find something in common with the other person, then use follow-up questions to continue building rapport.

7A Complete this extract from the conversation between Alex and Beata using the phrases in the box.

do you know how long what did you (x 2) when were where exactly

Alex: I hear you lived in Tokyo. ¹ _____ did you live?

Beata: Suidobashi. ² _____ it?

Alex: Ah, yes, near the baseball park. I lived there myself for a while. Loved it. ³ _____ were you in Japan for?

Beata: Five years. ⁴ _____ you in Tokyo?

Alex: 2013 to 2015. About eighteen months.

Beata: ⁵ _____ do there?

Alex: Teaching English, mainly.

Beata: Teaching. Interesting. ⁶ _____ like best about it?

Alex: Mainly the food!

B Match a question from Exercise 7A to each category, to ask about:

a duration b likes c location d timing e purpose

C Match the questions to the categories in Exercise 7B.

- | | |
|---------------------------------|--|
| 1 Which places did you visit? | 5 What were you doing there? |
| 2 What did you like about it? | 6 Did you stay long? |
| 3 How long did you stay? | 7 What did you and your partner do while you were there? |
| 4 So when did you go to Berlin? | |

8A Work in pairs and read the scenario below. Student A: Read the information on page 126. Student B: Read the information on page 128. Note down questions you can ask to build rapport with your partner.

Scenario

You attend a networking/birthday party and you start chatting to another colleague/guest. You introduce yourself. As you chat, you realise you have both been to Barcelona.

B Practise asking and answering the questions you noted down in Exercise 8A.

T Teacher's resources: extra activities

9A Work in small groups. Choose one of the situations below to practise building rapport.

- 1 Your experience of learning English, in your home town or abroad.
- 2 A meeting, conference or other event that you attended at your place of work or study.
- 3 A city or country you have visited or lived in.
- 4 Your last holiday.

B Have a conversation for about two minutes and try to build rapport. Before you start, think about:

- questions you can ask to find out about your partner's experience (location, duration, timing, purpose, likes).
- your own experience and the information you will need to answer your partner's questions.

C At the end, tell the class what you learnt about the members of your group. How successful were you at building rapport?

D In your groups, discuss which questions you used to build rapport and what you found difficult.

TASK



Self-assessment

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