

Coursebook

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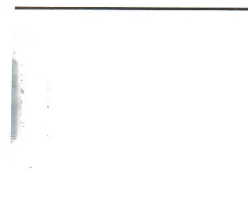
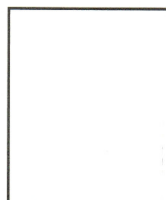
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UNIT 1 > ORGANISATION p.7

▶ **Videos:** 1.1 A news organisation 1.3 Managing first meetings

1.1 > A news organisation

Video: ▶ A news organisation
Vocabulary: Roles and responsibilities
Pronunciation:
 → Word stress (p.114)
Project: Showing someone around a department

1.2 > Innovative organisations

Listening: ▶ Flat and tall organisations
Grammar: Future forms: Present Simple, Present Continuous and *be going to*
Writing: An email about future plans and arrangements

1.3 > Communication skills: Managing first meetings

Video: ▶ Managing first meetings
Functional language: Greetings, introductions and goodbyes
Pronunciation:
 → Intonation and politeness (p.114)
Task: Making introductions and contacts at an event

1.4 > Business skills: Small talk in first meetings

Listening: ▶ Interview with a communication coach; Small talk between colleagues
Functional language: Asking and answering questions in first meetings
Task: Meet a visitor and manage small talk

1.5 > Writing: Emails – Organising information

Model text: Invitation to an induction day
Functional language: Ordering information in an email
Grammar: ▶ Present Simple and Continuous
Task: Write a reply to a work-related invitation

Business workshop > 1 Office space (p.88)

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

Review p.104

UNIT 2 > BRANDS p.17

▶ **Videos:** 2.1 A luxury brand 2.3 Teamwork

2.1 > The life of luxury

Video: ▶ A luxury brand
Vocabulary: Marketing and brands
Pronunciation:
 → Stress in compound nouns (p.114)
Project: Research and discuss an advertising campaign

2.2 > Asian brands go west

Reading: Chinese combine holidays with luxury shopping
Grammar: Connectors
Pronunciation:
 → Connectors: intonation and pausing (p.114)
Speaking: Discussing brands using connectors

2.3 > Communication skills: Supporting teamwork

Video: ▶ Teamwork
Functional language: Giving and responding to advice
Task: Asking for and giving advice

2.4 > Business skills: Making a presentation

Listening: ▶ Different ways to open a presentation
Functional language: Signposting in presentations
Task: Prepare and give a presentation

2.5 > Writing: Formal and semi-formal emails

Model text: Invitation to a corporate event
Functional language: Writing, accepting and declining an invitation
Grammar: ▶ Verbs + *-ing* vs. infinitive
Task: Write a formal reply to an invitation

Business workshop > 2 Kloze-Zone (p.90)

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

Review p.105

UNIT 3 > JOB HUNTING p.27

▶ **Videos:** 3.1 Applying for an internship 3.3 Demonstrating active listening

3.1 > A job search

Video: ▶ Applying for an internship
Vocabulary: Getting a job
Pronunciation:
 → Stress in derived words (p.115)
Project: Plan and write a job advertisement

3.2 > Job interview questions

Listening: ▶ Interview questions and answers
Grammar: Indirect questions
Pronunciation:
 → Voice range and intonation in indirect questions (p.115)
Speaking: A job interview

3.3 > Communication skills: Listening actively

Video: ▶ Demonstrating active listening
Functional language: Active listening
Task: The listening/distract game

3.4 > Business skills: Interviews

Listening: ▶ Two job interviews
Functional language: Useful phrases for candidates
Task: Create a job and interview for it

3.5 > Writing: Covering letters

Model text: Covering letter
Functional language: Useful phrases for covering letters
Grammar: ▶ Past Simple and Present Perfect
Task: Write a covering letter

Business workshop > 3 Social media manager required (p.92)

Listening: ▶ Three video CVs; ▶ First interviews
Reading: Analysis of three CVs and covering letters
Task: Conduct a second interview

Review p.106

UNIT 4 > BUSINESS STRATEGY p.37

▶ **Videos:** 4.1 A food company's strategy for growth 4.3 Problem-solving styles

4.1 > Food industry strategies

Video: ▶ A food company's strategy for growth
Vocabulary: Business strategy collocations and word building
Project: Investigate a food brand's attitude to health

4.2 > PEST analysis

Listening: ▶ A lecture on PEST analysis
Grammar: Modal verbs: obligation, prohibition, necessity, recommendation
Writing: A short PEST analysis of a company or organisation

4.3 > Communication skills: Solving problems

Video: ▶ Problem-solving styles
Functional language: Offering and asking for help
Pronunciation:
 → /i:/, /ɪ/, /eɪ/ and /aɪ/ (p.115)
Task: Offering and asking for help in work and social situations

4.4 > Business skills: Problem-solving meetings

Listening: ▶ A problem-solving team meeting
Functional language: Leading and participating in problem-solving meetings
Pronunciation:
 → Intonation in 'OK' (p.115)
Task: Take part in a problem-solving meeting

4.5 > Writing: Reporting reasons and results

Model text: Report extract
Functional language: Reporting problems, reasons and results
Grammar: ▶ Comparison
Task: Write a short report outlining problems, reasons and results

Business workshop > 4 Supermarket wars (p.94)

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

Review p.107

UNIT 5 > LOGISTICS p.47		Videos: 5.1 Amazon: the logistics of e-commerce 5.3 Collaborating on a project			
5.1 > E-commerce	5.2 > Driverless technology	5.3 > Communication skills: Collaborating	5.4 > Business skills: Negotiating	5.5 > Writing: Letter of complaint	Business workshop > 5 Robots wanted for warehouse (p.96)
Video: Amazon: the logistics of e-commerce Vocabulary: Logistics and word building Pronunciation: → Pausing and stress in presentations (p.116) Project: Debate the use of drones	Reading: Lorries lead cars in the technology race Grammar: Passive forms Pronunciation: → Auxiliary verbs in passives (p.116) Speaking: Describe a process	Video: Collaborating on a project Functional language: Agreeing and disagreeing Task: A meeting to discuss controversial proposals	Listening: Negotiating new terms and conditions Functional language: Negotiating Task: Negotiate a new deal	Model text: Letter of complaint Functional language: Useful phrases for letters of complaint Grammar: Linking Task: Write a letter of complaint	Listening: Criteria for choosing a supplier; Teleconferences with suppliers Task: Negotiate and select a supplier Writing: A formal email confirming the result of the negotiation
Review p.108					

UNIT 6 > ENTREPRENEURS p.57		Videos: 6.1 The world's first ethical smartphone 6.3 Influencing styles: push and pull			
6.1 > Fairphone	6.2 > Young entrepreneurs	6.3 > Communication skills: Influencing	6.4 > Business skills: Presenting facts and figures	6.5 > Writing: Summarising	Business workshop > 6 Doable crowdfunding (p.98)
Video: The world's first ethical smartphone Vocabulary: Running a business Pronunciation: → Consonant-vowel linking (p.116) Project: Brainstorm and present new business ideas	Reading: Leaving Harvard to start a business Grammar: Reported speech Speaking: Talk to a journalist about your start-up Writing: An email/article based on the interview	Video: Influencing styles: push and pull Functional language: Dealing with objections Task: Influencing others to overcome objections	Listening: A presentation based on visual data Functional language: Presenting visual information Pronunciation: → Intonation and discourse marking in presentations (p.116) Task: A presentation to an investor	Model text: Summary of a business talk Functional language: Summarising Grammar: Order of information in sentences Task: Listen to a talk and write a summary	Listening: Three crowdfunding pitches Speaking: Decide which crowdfunding project to back Task: Prepare and deliver a crowdfunding pitch
Review p.109					

UNIT 7 > WORKING ABROAD p.67		Videos: 7.1 Working abroad 7.3 Decision-making styles			
7.1 > Global work cultures	7.2 > Cultural anecdotes	7.3 > Communication skills: Decision-making	7.4 > Business skills: Relationship-building	7.5 > Writing: Making recommendations	Business workshop > 7 Cross-cultural consultants (p.100)
Video: Working abroad Vocabulary: Working abroad: Adjectives, prefixes, opposites Project: Research a different work or study culture	Listening: Working in other cultures Grammar: Past tenses: Past Simple, Past Continuous and Past Perfect Simple Pronunciation: → Phrasing and intonation in past sentences (p.117) Speaking: Tell an anecdote Writing: An anecdote	Video: Decision-making styles Pronunciation: → Strong or weak? (p.117) Functional language: Expressing preferences Task: Discuss preferences and reach agreement	Listening: Conversations at a networking event Functional language: Keeping a conversation going Task: Meeting new people at an induction day	Model text: Report giving suggestions, advice and recommendations Functional language: Formal/neutral/informal language for recommendations Grammar: First and second conditional Task: Write a report giving suggestions, advice and recommendations	Reading: Blog posts on cultural awareness Listening: Interviews with staff about working internationally Task: Prepare and present recommendations for working in your culture Writing: A formal email confirming the outcome of the presentations
Review p.110					

UNIT 8 > LEADERSHIP p.77		Videos: 8.1 Safari Vet School 8.3 Positive and developmental feedback			
8.1 > Learning to lead	8.2 > Neuroleadership	8.3 > Communication skills: Giving and receiving feedback	8.4 > Business skills: Leading meetings	8.5 > Writing: Informing of a decision	Business workshop > 8 Talent management (p.102)
Video: Safari Vet School Pronunciation: → Glottal stops (p.117) Vocabulary: Leadership Project: Discuss and write about a great leader	Reading: Business leaders need neuroscience Grammar: Relative clauses Pronunciation: → Phrasing and intonation in relative clauses (p.117) Speaking: Truth or lie game using relative clauses	Video: Positive and developmental feedback Functional language: Giving and responding to feedback Task: Give and respond to developmental feedback	Listening: Managing a team meeting Functional language: Leading and managing meetings Task: Lead a mini-meeting	Model text: Email about decisions made by Board of Directors Functional language: Formal and semi-formal language for decisions Grammar: Reduced relative clauses Task: Write a formal email to inform staff of decisions made	Listening: Three employees talking about their training needs Reading: Profiles of training courses Task: Design a development plan for an employee Writing: An email to justify a training course
Review p.111					



COMMUNICATION SKILLS

Video introduction

Introduction

The Communication skills videos (in Lesson 3 of each unit) is to 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

PRO-Manage is a global company providing project management training qualifications. It is active in the USA, Germany and the UK, and it is the market leader in each country. An international project team has just been created. The team has to launch their online project management courses for universities and corporate clients, in two important new countries: Japan and Mexico.

The overall project manager (PM) is Matt Farnham, Head of UK Operations. Throughout the eight units of the book, we watch Matt and his team as they face challenges at different stages in the project lifecycle. Matt supports Kenji to manage the launch in Japan and Paula to launch in Mexico. Stefanie, from Germany, is the main technical expert.

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

Characters

Matt Farnham (British) Head of UK Operations, overall PM (units: 1, 2, 3, 4, 5, 6, 8)

Stefanie Hatke (German) Head of the German office, the company's main technical expert, she is supporting the project team (units: 1, 2, 5, 7, 8)

James Toomey (British) Part of the UK design team (unit 3)

Alistair Fraser (British) Part of the UK design team (units: 3, 4)

Paula Rodriguez (Mexican) PM for the Mexico launch (units: 2, 3, 6, 7, 8)

Dan King (American) U.S.-based PM with technical expertise, working on programming for the Mexico part of the project (unit 2)

Kenji Kobayashi (Japanese) PM for the Japan launch (units: 4, 8)

Jack Collins (Australian) UK-based PM and friend of Matt's (unit 4)

Raj Kumar (Indian) PM for IT supplier in India which is building the platform for the online courses (unit 5)

Susan Jones (American) and Pedro Sanchez (Mexican) Potential clients from Mexico (units: 6, 7)



Video context by unit

1 Managing first meetings

Video synopsis: Matt and Stefanie meet for the first time in London. They have different expectations of the meeting.

2 Teamwork

Video synopsis: The key team members hold their first team conference call. A personality clash develops between Stefanie and Dan.

3 Demonstrating active listening

Video synopsis: Paula visits the London office. Matt talks to her about feedback he has received from her previous manager.

4 Problem solving

Video synopsis: Kenji visits the London office. Matt talks to him about issues with the schedule in Japan.

5 Collaborating on a project

Video synopsis: Matt has a video call with Raj to discuss rising costs and technical issues.

6 Influencing styles

Video synopsis: Paula and Matt present the PRO-Manage courses to potential Mexican clients.

7 Decision-making styles

Video synopsis: Paula and Stefanie discuss implementation details with the potential Mexican clients.

8 Giving and responding to feedback

Video synopsis: At the end of the project, Matt holds a feedback meeting with the team.

Organisation

1

› 'The best place to work is a place where you can be your best.'

Rosalene Glickman,
Ph.D., executive coach

Unit overview

1.1 › A news organisation

Lesson outcome: Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Video: A news organisation

Vocabulary: Roles and responsibilities

Project: Showing someone around a department or campus

1.2 › Innovative organisations

Lesson outcome: Learners can use a range of future forms to talk about intentions, plans, arrangements and predictions.

Listening: Two company profiles: flat and tall organisations

Grammar: Future forms: Present Simple, Present Continuous and *be going to*

Writing: An email about future plans and arrangements

1.3 › Communication skills: Managing first meetings

Lesson outcome: Learners are aware of different ways to manage first meetings and can use a range of phrases for greetings, introductions and goodbyes.

Video: Managing first meetings

Functional language: Greetings, introductions and goodbyes

Task: Making introductions and contacts at an event

1.4 › Business skills: Small talk in first meetings

Lesson outcome: Learners can use a range of questions and responses to make small talk in first meetings.

Listening: Interview with a communication coach; Small talk between colleagues

Functional language: Asking and answering questions in first meetings

Task: Meet a visitor and manage small talk during a first meeting

1.5 › Writing: Emails – Organising information

Lesson outcome: Learners can organise information in a work-related email and write a reply to a work invitation.

Model text: Invitation to an induction day

Functional language: Ordering information in an email

Grammar: Present Simple and Present Continuous

Task: Write a reply to a work-related invitation

Lesson outcome

Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Lead-in 1 Discuss these questions.

- 1 These are some typical departments in a company. What do you think each one does? Use some of the key words and phrases in the second box to help you.

finance human resources marketing operations production sales

brand image cash flow customer service health and safety invoicing
manufacturing pricing promotion quality control recruitment supply chain

- 2 Can you name any other departments?
3 Which departments do you think do the most important work? Why?

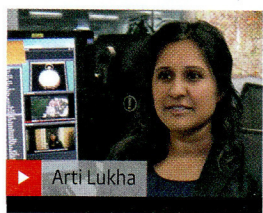
VIDEO 2A Would you like to work for a news organisation? What do you imagine it is like?

B In what ways do you think working for a news organisation is:

- a stressful? b glamorous? c interesting?

3A 1.1.1 Watch the video and match the five speakers with the jobs.

Director of Human Resources Finance Supervisor News Editor
Programme Director News Reporter



1 _____



2 _____



3 _____



4 _____



5 _____

B Which of these people probably work closely together on a daily basis?

4 Watch the video again and complete the information. Use one word in each gap.

- 1 It is important that individuals and teams understand their _____ and responsibilities.
- 2 Staff [in the newsroom] are responsible for _____ the teams gathering* news globally.
- 3 Arti gives a(n) _____ the task of covering a news story.
- 4 Nick works with a camera _____ to make sure they are getting the right pictures.
- 5 John's role is to lead the production _____.
- 6 He describes his job as similar to the _____ of an orchestra.
- 7 The HR director has several strategic and _____ priorities.
- 8 Ray says it's important to make sure the _____ come in on time.

5 Work in pairs or small groups. What do you think each person likes most and least about their job?

T Teacher's resources:
extra activities

Vocabulary Roles and responsibilities

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

involves lead make sure
running

- 1 My job _____ newsgathering for a major news organisation.
- 2 My role as Programme Director is to _____ the production team.
- 3 I'm responsible for _____ the human resources team.
- 4 We need to _____ we're getting cash in.

- 7** Look at some expressions people use to talk about their jobs. Complete the expressions in bold using the prepositions in the box.

after for of of to with with

- 1 I **report** _____ the IT Director.
- 2 I'm the **Head** _____ Sales.
- 3 I **work closely** _____ the Head of Marketing.
- 4 I **look** _____ the company website.
- 5 I **take care** _____ the export documentation.
- 6 I'm **responsible** _____ coordinating the production team.
- 7 I'm **in charge** _____ the research and development team.
- 8 I **coordinate** _____ all departments to ensure customer satisfaction.

- 8** Read how two more people at the news organisation describe their jobs. Complete the texts using words from Exercises 6 and 7. Use one word in each gap.

My name's Frances Mullan. I'm the Head of Marketing. I ¹ _____ a small team of two marketing managers and a video producer. Our work ² _____ a variety of marketing strategies to promote the business, including events, social media and printed advertising. I'm in ³ _____ of attracting new customers, retaining existing customers and positioning the business as innovative and creative. I ⁴ _____ directly to the Head of Strategy and Development.

My name's Donovan Parsons. I'm a camera operator and I take ⁵ _____ of the camera equipment. I'm ⁶ _____ for interpreting what the director wants to happen and putting it on screen. I ⁷ _____ closely with other technical departments, such as lighting and sound. My duties also include supervising the work of the camera assistant. We're in a live television environment so we have to make ⁸ _____ we can do the job under pressure.

- 9** Work in pairs. How would you describe your own job, a job you would like to have in the future, or a job in the box? Use some of the vocabulary from Exercises 6 and 7.

actor hotel manager journalist personal shopper photographer sports trainer

T Teacher's resources:
extra activities

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

PROJECT: Showing someone around

- 10A** Work in pairs or small groups. Imagine that you are going to show a new member of staff around the organisation where you work or a new/overseas student around the campus of the place where you study.

- Decide which departments/areas you would take the new employee/student to and why.
- Which key people would you introduce your new employee/student to?
- How would you briefly describe the roles and responsibilities of three people you meet?

- B** Roleplay the introductions with the new employee/student. What would be some good questions to ask the three people about their roles and responsibilities?

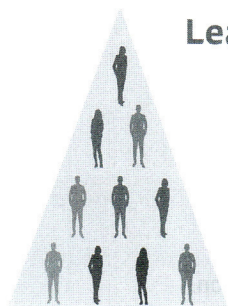


Self-assessment

- 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 future forms to talk about intentions, plans, arrangements and predictions.



Tall organisation



Flat organisation

Lead-in 1 Look at the tall and flat organisational structures. What do you think are some advantages and disadvantages of each?

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

bureaucracy centralised decentralised hierarchy innovative promotion

- 1 a move to a more important job in a company or organisation
- 2 new, different and better than before
- 3 a system of organisation in which people are divided into levels of importance
- 4 a complicated official system that has a lot of rules and processes
- 5 organised the control of an organisation so that everything is done or decided in one place
- 6 moved parts of an organisation, etc. from a central place to several different smaller ones

B Work in pairs. Can you use any of the words in Exercise 2A to talk about the organisational structures in Exercise 1? Compare your ideas with the information on page 126.

Listening 3 Look at the two company profiles: W. L. Gore and Zappos. Do you think they are likely to have flat or tall structures? Why?

4 1.01 Listen to the radio discussion with Janet Wood, an organisation consultant. Check your answers in Exercise 3.

5 Listen again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Organisations with tall structures can change and innovate fast.
- 2 Bob and Genevieve Gore started their company in the 1960s.
- 3 Employees voted to decide who should be the CEO of Gore.
- 4 'Holacracy®' is a system without traditional managers.
- 5 All the functions at Zappos are now done by teams.
- 6 The transition at Zappos will take a few months to complete.

6 Choose the correct option. Listen to the discussion again if necessary.

- 1 Janet Wood seems
 - a critical of hierarchies.
 - b positive about hierarchies.
 - c sceptical about flat structures.
- 2 Which statement about W. L. Gore is true?
 - a Employees work in teams of 30.
 - b Staff are called associates.
 - c Nobody in the company has a job title.
- 3 Which statement about Zappos is true?
 - a The company started two years ago.
 - b Staff work in about 500 teams called circles.
 - c The lead link of a circle decides what everyone does.
- 4 What do W. L. Gore and Zappos have in common?
 - a Senior executives are elected by the employees.
 - b Any member of staff can start a new project team.
 - c Staff decide their own roles in a team.

W. L. GORE

CEO: Terri Kelly

Sector: Manufacturing

Number of staff: Over 10,000

ZAPPOS

CEO: Tony Hsieh

Sector: Online shoe and clothing sales

Number of staff: Over 1,500



Teacher's resources:
extra activities

7 Work in pairs. How would you feel about working in a flatter organisation with few or no managers?

Grammar Future forms: Present Simple, Present Continuous and *be going to*

1 You decide what you **are going to contribute** to the team.

2 Zappos **has** a training session next week.

3 I'm **flying** to Las Vegas tomorrow.

4 I'm sure that's **going to be** a very interesting experience.

8A Look at these extracts from the discussion. Which one is:

- a a personal intention? c a prediction?
b a plan/arrangement? d a scheduled event?

B Which verb form is used in each example in Exercise 8A?

→ page 118 See Grammar reference: Future forms

9 Decide which is the best option in each sentence and explain your choice. There may be more than one possible answer.

- What time _____ the first flight _____ on Sundays?
a does ... leave b is ... leaving c is ... going to leave
- When I get more free time, I _____ a gym.
a join b am joining c am going to join
- He can't remember what time he _____ the client tomorrow.
a visits b is visiting c is going to visit
- I _____ to her email until later today.
a don't reply b am not replying c am not going to reply
- We _____ some friends after work this evening.
a meet b are meeting c are going to meet
- Susan hasn't studied all year. She _____ her final exams next week.
a fails b is failing c is going to fail
- The conference _____ until 10 o'clock but let's get there early.
a doesn't start b isn't starting c isn't going to start
- There's a lot of traffic. _____ in time to catch the train?
a Do we arrive b Are we arriving c Are we going to arrive

10A Complete the conversation with appropriate future forms, using contractions where possible. There may be more than one possible answer.

- A: Hi, Juliana. What time ¹ _____ (the department meeting / start) tomorrow?
B: At 10 o'clock as usual, but I think I ² _____ (be) about fifteen minutes late. I have a dentist's appointment.
A: ³ _____ (you/be) able to talk after your trip to the dentist's?
B: Yes, it's just a check-up. In fact, I ⁴ _____ (give) a presentation on the company restructuring.
A: I'm sure that ⁵ _____ (be) interesting. Is it true we ⁶ _____ (move) to offices outside the city?
B: I ⁷ _____ (not tell) you anything before the meeting. You know that.
A: Well, I ⁸ _____ (sit) right at the front. I don't want to miss anything.

B 1.02 Listen to the conversation in Exercise 10A. Which future forms do the speakers use in each case? Why do you think this is?

T Teacher's resources:
extra activities

Writing 11 Write an email to a friend or colleague about a real or imaginary trip you have planned for work or pleasure. Write 100–120 words.

- Say when and where you are going and how you are travelling there.
- Say where you are staying.
- Mention your predictions for the weather.
- Talk about your intentions and arrangements for the visit.

- 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 different ways to manage first meetings and can use a range of phrases for greetings, introductions and goodbyes.

Lead-in 1 Work in pairs and discuss the questions.

- 1 When you meet someone for the first time, what do you usually do and say to be polite?
- 2 Across cultures, there are many ways of being polite in first meetings, e.g. some people shake hands, some people kiss, etc. How many different ways to be polite can you think of?
- 3 Is it more polite to invest time to build relationships with small talk first and then focus on the work or task, or is it better to focus directly on the task, and build a relationship later? Why?

VIDEO 2A 1.3.1 Watch as Matt and Stefanie prepare to meet each other in London.

- 1 Where do they work?
- 2 What is their usual job?
- 3 What is their project role?

B Watch the video again. Mark which qualities Matt (M) and Stefanie (S) use to describe themselves and their own communication style. Which words do the other speakers use to describe Stefanie? You do not need to use all the words.

efficient flexible work-focused rude informal friendly polite quiet
professional organised open effective

C Overall, do you think Matt and Stefanie will work well together? Why?**3A** In small groups, discuss which is the best communication style (option A or B) for Matt to use in his first meeting with Stefanie. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Focus on the relationship first: Be polite by meeting Stefanie in an informal way and focusing on the relationship first before getting down to business.

Option B – Focus on work first: Be polite by meeting Stefanie in a formal way and focusing the conversation quickly onto work topics.

B Watch the videos in the sequence the class has decided, and answer the questions for each video.**Option A** 1.3.2

- 1 How does Matt introduce himself?
- 2 How does he begin the visit and why do you think he does this?
- 3 Overall, how successful do you think the meeting is? Why?

Option B 1.3.3

- 1 How does Matt introduce himself?
- 2 What two reasons does Matt give for discussing business immediately?
- 3 Overall, how successful do you think the meeting is? Why?

4 In pairs, discuss the questions and agree what you can learn from Matt's experiences.

- 1 What did Matt do to be polite in each video?
- 2 What happened as a result?

5 1.3.4 Watch the Conclusions section of the video.

- 1 Compare what is said with your answers in Exercise 4.
- 2 Note down the three main learning points which are described.
- 3 Decide how far you agree with these points. Why?

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

- 1 Which communication style (relationship-focused or work-focused) do you prefer when meeting people for the first time? Why?
- 2 What is one advantage and one possible disadvantage of your own personal style?

Functional language

Greetings, introductions and goodbyes

7 Complete the table with these phrases from the video.

- | | |
|---|---|
| 1 OK, so we need to leave it there. | 5 Sorry to [be in a rush like this / rush off so soon]. |
| 2 [Good/Great/Lovely/Nice] to finally meet you in person. | 6 [Good/Great/Lovely/Nice] to see you again. |
| 3 Do you know [the design guys]? | 7 Thank you for coming and have a [safe trip / good weekend]! |
| 4 [Guys,] this is Stefanie. | 8 So, first time in London? |

Meeting and greeting	Introducing people	Saying goodbye
How's it going? [Did you have a] good trip? Can I get you [a coffee]? _____ _____ _____	Let's go and [say hello to ...] I'd like to introduce you to ... Have you met [Miran] before? She works for / works with / runs ... _____ _____ _____	Excuse me. [I must take this call.] _____ _____ _____ _____

8A Look at the conversation between Suzanne Jones and her visitor. Match what Suzanne says (1–5) with the responses (a–e).

- | | |
|--|--|
| 1 Hello, I'm Suzanne Jones, Head of Planning. | a No thanks. I'm fine. |
| 2 How's it going? | b Hi, Suzanne. Nice to finally meet you in person. |
| 3 Everything's fine. Good trip? | c Great! Can't wait! |
| 4 It's always the same. Can I get you anything to drink? | d Not bad, not bad. How about you? |
| 5 Let's go and meet the rest of the team. | e A bit of a delay on the underground today. |

B Work in pairs. Use phrases from Exercises 7 and 8A to write your own dialogue between a host and business visitor. Then roleplay your dialogue.

C Work with another pair. Hosts: introduce your visitor to the other pair. Visitors: respond. One person should say goodbye to the group, giving a reason.

T Teacher's resources: extra activities

→ page 114 See Pronunciation bank: Intonation and politeness

9A Work in pairs. Choose an industry from the list and invent your roles. Think about your job titles, company name and geographical location.

architecture fashion movies music
toy makers video games

B You are at a large public event. Introduce yourself and your colleague to other people. If you find someone who could be a useful contact, make a note of their name. If not, say goodbye politely and move on.

C At the end, tell the class how many useful contacts you made. Why did you think these people could be useful?

D In your pairs, discuss which phrases you used from Exercise 7 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.

Lesson outcome

Learners can use a range of questions and responses to make small talk in first meetings.

Lead-in

1 Work in pairs and discuss the following questions.

- 1 What is 'small talk'? How important is it during first meetings?
- 2 What questions would you normally ask when meeting someone for the first time?
- 3 Are there any problems with asking questions in a first meeting? Why?

Listening

2A 1.03 Listen to a short interview with Angela Dawson, a communication coach based in New York, about how to use small talk and manage first meetings. Then answer the questions.

- 1 Why is managing first meetings in international business often difficult?
- 2 What is the value of asking questions?
- 3 Which types of question are most effective? Why?
- 4 What should you ask questions about?

B Listen again and answer the questions.

- 1 What two things does Angela say about silence?
- 2 Why does she say that some questions don't matter?
- 3 What is the relationship between asking questions and building trust?

C In pairs, discuss these questions about Angela's ideas.

- 1 How far do you agree with Angela's ideas about asking questions? Why?
- 2 At the end of the interview, Angela talks about the need to find something in common: *When you and the other person have similar interests, the conversation often goes better.* Do you agree? Why / Why not?
- 3 What other things should you do, in your opinion, to make a conversation go well?

3A 1.04 Paul Robson works for a London-based international company. He is welcoming Eva Neumann, a colleague from another office of his company. Listen and decide if these sentences are true (T) or false (F).

- 1 Eva travelled directly from the airport to the meeting.
- 2 This is Eva's first visit to London.
- 3 Eva works full time in Geneva.
- 4 Paul is head of Customer Service.
- 5 Eva is leading a project called Service Excellence.

B Look at the list of tips for making small talk in first meetings. Listen again and tick (✓) which tips Paul uses in his conversation with Eva.

C How effectively do you think Paul handled the first meeting with Eva? Why?

Tips for small talk in first meetings

- | | |
|--|-------------------------------------|
| a Give a clear and positive welcome. | ☒ |
| b Offer to take the other person's coat. | ☐ |
| c Ask about their journey to the office. | ☐ |
| d Offer them a drink. | ☐ |
| e Check if their hotel is OK. | ☐ |
| f Offer help to organise a taxi. | ☐ |
| g Ask if it's their first time in the city. | ☐ |
| h Suggest going for dinner later in the evening. | ☐ |
| i Ask where the other person works. | ☐ |
| j Check when they joined the company. | ☐ |
| k Make a positive comment about working with them. | ☐ |



Functional language Asking and answering questions in first meetings

4A Complete the questions from the recording in Exercise 3A with the words in the box. If necessary, use the audioscript on page 146 to help you.

time join have free offer take work report

1 Offer help/hospitality	Can I ¹ _____ your [coat/bag]? Can I ² _____ you [something to drink / a coffee / a glass of water]? Can I order you a taxi?
2 Journey	Did you ³ _____ a good [flight/journey/trip]?
3 Experience	Is it your first ⁴ _____ [in the London office / at the conference]?
4 Place of work	Where do you ⁵ _____ exactly? Where are you based? Are you in the [Zurich] office at the moment?
5 Time with company	When did you ⁶ _____ the company?
6 Colleagues	Do you ⁷ _____ to [Paul Blaettner]? Do you work with [Davide in the Mexico office]?
7 Socialising	Are you ⁸ _____ for [lunch today / dinner this evening]?

B Match the answers (a–g) with the topics (1–7) in Exercise 4A.

- a I'm actually based in Warsaw at the moment.
- b About five years ago.
- c Sorry, I'm meeting a friend today. Are you free tomorrow?
- d Yes, I do. Do you know him?
- e That would be great, thanks.
- f Actually, I had a delay at the airport.
- g No, I was here last month, actually.

T Teacher's resources:
extra activities

> TASK

5A Work in groups of three. Roleplay meeting a visitor and managing small talk during a first meeting. There are three scenarios. Each person will take the roles of host, observer and visitor once.

Host: You are welcoming a member of the project team to the London office, meeting in reception and moving to your office.

Visitor: You are visiting the London office.

Observer: You will observe and give feedback after the roleplay.

Student A: Look at your three role cards on page 126.

Student B: Look at your three role cards on page 128.

Student C: Look at your three role cards on page 137.

B Take a few minutes to prepare, then roleplay your meetings.

C When you have finished, listen to the observer's feedback and discuss how easy or difficult it is to manage a first meeting. Share your group's ideas with the class.



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 organise information in a work-related email and write a reply to a work invitation.

Lead-in 1 Read the email about an induction day. Complete it with the phrases in the box and add capital letters where necessary. Then compare in pairs.

after all the best dear Jill feel free to call me if you have any questions
firstly just a quick email to let you know then

< ✉ ✎ ↗ 📎 🖨 🗑

1 _____ ,

2 _____ that we are organising an induction day for you on Thursday or Friday next week.

3 _____ , Mike Evans, the Production Supervisor, plans to show you around the factory at 8 a.m. 4 _____ , at 10 a.m. Anna Hargreave, who is responsible for Marketing, would like to introduce you to her team and explain the new projects they are working on. I think you'll find it very interesting.

5 _____ that you'll have lunch with the finance team in the staff canteen. In the afternoon Davina Porter, who deals with customer service, feels that it's a good idea for you to accompany her on a visit to some of our most important clients.

Let me know which day is best for you and 6 _____ or need any help.

7 _____

Greg

Functional language

2A Look at the email again. Write the words and phrases from Exercise 1 in the correct place in the table.

Greeting/Opening	
Reason for writing	
Ordering information	
Concluding email	
Closing	

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

Dear Sir/Madam, I'm writing to inform you that ... Finally, Good morning Jacques Yours,
Further to our conversation, I confirm that ... Hope to hear from you soon. Kind regards,
Hello/Hi George I look forward to hearing from you. Thank you for your email. Thirdly,
Please do not hesitate to contact me if you have any questions. Regards, Yours sincerely,

T Teacher's resources:
extra activities

L The email contains
examples of the Present
Simple and Present
Continuous. Go to
MyEnglishLab for optional
grammar work.

→ page 118 See Grammar reference: Present Simple and Continuous

TASK

3A Work in pairs. Look at page 126 and discuss the best order to put the information in.

B Write a reply to Greg's email in around 80 words. Thank him and confirm which day you can attend and why you cannot attend on the other day.

C Exchange emails with your partner. How many of the words and phrases in Exercises 2A and 2B did your partner use? Did your partner use different phrases from you?

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.