

OXFORD

Business Result

SECOND EDITION



Intermediate *Student's Book*

John Hughes & Jon Naunton

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	Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
	Describing work	Present simple and present continuous	How to show interest	Networking	Speed networking	<ul style="list-style-type: none"> • talk about yourself and your work • give a short personal presentation • show interest during conversations • network with groups of people
	Work–life balance	to + infinitive and -ing form	How to say 'yes'	Exchanging contact details	Corridor conversations	<ul style="list-style-type: none"> • talk about work–life balance • say 'yes' in different ways • exchange contact details
	Projects	Present perfect and past simple	How to give short answers	Updating and delegating tasks	Scenario planning	<ul style="list-style-type: none"> • talk about projects • talk about the progress of a project • give short answers • update and delegate tasks
Viewpoint 1  VIDEO Sharing a workspace 24–25						
	Services and systems	Comparative forms and modifiers	How to be approximate	Explaining features and benefits	Stack ranking	<ul style="list-style-type: none"> • talk about services and systems • make comparisons • talk about approximate numbers • talk about features and benefits
	Customer service	Present tenses for future reference	How to say 'sorry'	Making and changing arrangements	Upside down management	<ul style="list-style-type: none"> • talk about customer service • talk about schedules and future arrangements • say 'sorry' in different ways • make and change arrangements
	Business travel	Articles	How to address people	Welcoming visitors	Cultural expectations	<ul style="list-style-type: none"> • talk about business travel schedules • use articles • find out how to address people • welcome visitors and talk about their journey
Viewpoint 2  VIDEO Cultural communication 44–45						
	Online security	Obligation, prohibition and permission	How to sequence an explanation	Teleconferencing	Online, but are you working?	<ul style="list-style-type: none"> • talk about online security at work • talk about rules • explain clearly • take part in a teleconference
	Finance and money	Talking about the future	How to use <i>will</i>	Presenting visual information	Investment opportunities	<ul style="list-style-type: none"> • talk about how to finance a new business idea • talk about future predictions • use <i>will</i> in different ways • give a presentation with visual information

		Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
9	Logistics 58–63	Logistics and supply chains	Direct and indirect questions	How to use <i>say</i> and <i>tell</i>	Placing and handling orders	Shadow work	<ul style="list-style-type: none"> • talk about logistics and supply chains • ask direct and indirect questions • use <i>say</i> and <i>tell</i> correctly • place and handle orders
Viewpoint 3  VIDEO Cybercrime 64–65							
10	Facilities 66–71	Describing a place of work	Quantifiers	How to use <i>too</i> and <i>enough</i>	Making suggestions and recommendations	The Hawthorne Effect	<ul style="list-style-type: none"> • describe a place of work and its facilities • use quantifiers • use <i>too</i> and <i>enough</i> • make suggestions and recommendations
11	Decisions 72–77	Decision-making	First and second conditionals	How to use <i>if</i>	Negotiating	The Decision Game	<ul style="list-style-type: none"> • talk about decision-making • talk about future possibilities • use <i>if</i> in different ways • negotiate an agreement
12	Innovation 78–83	Innovation	Superlative forms	How to praise and thank people	Presenting new ideas	Music to your online ears	<ul style="list-style-type: none"> • talk about innovative ideas • talk about extremes • praise and thank people formally and informally • present new ideas
Viewpoint 4  VIDEO The Falkirk Wheel 84–85							
13	Breakdowns 86–91	Breakdowns and faults	Relative pronouns	How to check someone understands	Discussing and solving problems	A breakdown in public relations	<ul style="list-style-type: none"> • talk about breakdowns and faults • use relative pronouns • check someone understands • discuss and solve problems
14	Processes 92–97	Processes	Passive forms	How to explain a process	Dealing with questions	Lean Coffee™	<ul style="list-style-type: none"> • talk about, describe and explain processes • use passive forms to describe processes • deal with questions after a presentation
15	Performance 98–103	Personal qualities	Past continuous and past perfect	How to generalize or be specific	Appraising performance and setting objectives	Extroverts, introverts and ambiverts	<ul style="list-style-type: none"> • talk about different personal qualities • talk about past events in your life • generalize and be specific • take part in a performance review
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Introduction

Welcome to **Business Result Second Edition Intermediate**. In this book you will find:

- 15 units
- 5 Viewpoint video lessons
- Practice files
- Communication activities
- Audio scripts

What's in a unit?

Starting point

- an introduction to the theme of the unit
- discussion questions

Working with words

- reading and listening about a work-related topic
- focus on key words and phrases
- practise the new words in speaking activities

Language at work

- grammar presented in authentic work contexts
- *Language point* box focuses on the key grammar points
- practise using the language in real work situations

Practically speaking

- focus on an aspect of everyday communication at work
- helps you to sound more natural when speaking
- practise speaking in real work situations

Business communication

- key expressions for authentic work contexts
- improve your communication skills for meetings, presentations, socializing, and phone calls
- *Key expressions* list in every unit

Talking point

- focus on interesting business topics and concepts
- improve your fluency with *Discussion* and *Task* activities
- *Discussion* and *Task* allow you to apply the topic to your own area of work

What's in the Communication activities?

- roles and information for pair and group activities
- extra speaking practice for the main sections of each unit

What's in the Viewpoint lessons?

The *Viewpoints* are video lessons, which appear after every three units. The topics of the *Viewpoint* lessons relate to a theme from the main units and include:

- interviews with expert speakers
- case studies of real companies

Each *Viewpoint* is divided into three or four sections, with a number of short video clips in each lesson. A *Viewpoint* lesson usually includes:

- A focus to introduce the topic. This contains a short video showing people discussing the topic.
- Key vocabulary and phrases which appear in the videos.
- Main video sections which develop listening and note-taking skills, and build confidence in listening to authentic language in an authentic context.
- Activities which provide speaking practice about the topic of the lesson.

What's in the Practice files?

Written exercises to practise the key language in:

- *Working with words*
- *Business communication*
- *Language at work*

Use the *Practice files*:

- in class to check your understanding
- out of class for extra practice or homework

The *Practice files* include a *Grammar reference* section with more detailed explanations of the grammar from each unit.

Follow the links (as shown below) to the *Practice file* in each unit.

» For more exercises, go to **Practice file 6** on page 116

» For more information, go to **Grammar reference** on page 117

1

Working life

Starting point

- 1 What kind of business or organization do you work for?
- 2 Where do you spend most of your working day? At your desk, in meetings or somewhere else?
- 3 How much of your time is spent working on your own, with colleagues or with clients?

Working with words | Describing work

- 1 What kind of information do these places have about you and your job?
 - A company website
 - A personal webpage
 - A social media site such as Facebook or LinkedIn
 - A brochure or publication such as a conference programme
- 2 Read these profiles about people from a training company website and answer the questions.
 - 1 What is the name of the company? What kinds of training courses does it provide?
 - 2 Which people work full-time for the company?
 - 3 Which people are freelance and sometimes work for the company?



HOWARD BRIGHT

I'm the Director of In-balance, which I set up in 1996. We offer high quality training services

throughout the UK. I'm mainly **in charge of** planning and coordinating our courses. I **work with** a team of full-time office staff and freelance trainers.



EMRANN BHATT

I **work as** a trainer for In-balance and run regular courses on using mobile

technologies in marketing. I'm also a marketing consultant with my own agency. I **specialize in** online marketing and a large part of my work involves developing marketing strategies for small-to-medium sized business owners.



TASIA CLIFFORD

I work part-time for In-balance and I **am responsible for** running their courses on

employment law and health and safety. For the rest of the time, I'm a business lawyer with experience in the fields of employment law and health and safety. Most of my work **consists of** advising managers and businesses in these two areas. My clients come from a range of businesses and organizations.



FEY DE BOUTILIER

I **work in** customer services for In-balance. As the customer

service representative, I mainly **deal with** enquiries and bookings from a variety of clients ranging from multinational corporations to individual customers.

3 Complete this table with information about Tasia, Emrann and Fey from their profiles in 2.

	Job(s)	Colleagues and clients	Main area(s) of business	Workplace activities
Howard	Director	office staff and freelance trainers	training	planning and coordinating courses
Tasia				
Emrann				
Fey				

- 4 Discuss with a partner. How many full-time, part-time and freelance staff do you have in your company?
- 5 Complete the verb phrases in these sentences with a preposition. Check your answers by looking for the same verb phrases in **bold** in the profiles in 2.
- 1 I work _____ a large group of people. We make a great team.
 - 2 I'm responsible _____ planning and budgeting.
 - 3 My job consists _____ advising businesses and organizations on employment law.
 - 4 I'm in charge _____ coordinating sales teams across the region.
 - 5 I specialize _____ workplace motivation.
 - 6 I work _____ a receptionist in a large multinational.
 - 7 I work _____ the areas of finance and accounting.
 - 8 I deal _____ after-sales enquiries.
- 6 Which of the categories a–d do sentences 1–8 refer to? (Some of the sentences can refer to more than one category.)
- a Job _____
 - b Colleagues and clients 1
 - c Areas of business _____
 - d Workplace activities _____

» For more exercises, go to **Practice file 1** on page 106.

- 7 Work with a partner. Tell your partner about your job. Use the verb phrases from 5.
- 8 Write a profile about yourself and your job for your company website.

Tip | *mainly*

You can use the adverb *mainly* to emphasize your main workplace activities. Notice the position is after the verb *to be* but before the main verb:
*I'm **mainly** responsible for planning.*
*I **mainly** deal with taking bookings.*

About yourself



Language at work | Present simple and present continuous

- 1 In what situations do you have to give a short personal presentation about yourself and your work?



- 2 ▶ 1.1 Listen to a conversation between Emrann Bhatt and Veronique Denvir and answer the questions.

- 1 What is the course?
- 2 What does Emrann ask everyone to do?
- 3 What kind of charity does Veronique work for?
- 4 What is she responsible for?
- 5 Where is she mainly based?
- 6 What is her reason for taking the course?

- 3 ▶ 1.1 Listen again and write the missing verbs in these sentences.

- 1 I work for a medical charity.
- 2 In my job, I often _____ with fundraising projects and advertising campaigns.
- 3 I _____ currently _____ a campaign to raise over a million euros.
- 4 I _____ and _____ in London for three months.
- 5 Why _____ you _____ this course today?
- 6 My organization usually _____ in traditional media.
- 7 These days, more and more people _____ text and _____ video online.
- 8 I _____ enough about online marketing.

- 4 Answer the questions in the *Language point*.

LANGUAGE POINT

Complete explanations a–f with *simple* or *continuous*. Then match the sentences in 3 to each explanation.

- a We use the present simple to talk about regular or repeated actions.
Sentences 2 and 6
- b We use the present _____ to talk about actions happening now and current projects. _____
- c We use the present _____ to talk about general facts.

- d We use the present _____ to talk about trends and changing situations.

- e We use the present _____ to talk about temporary situations.

- f We use the present _____ with state verbs such as *understand*, *know*, *like*, etc. _____

We often use adverbs with the present simple and present continuous. Find four adverbs in the sentences in 3 and add them to these categories:

Adverbs of frequency (How often?):
always, sometimes, never, _____, _____

Adverbs of time (When?): *now, at the moment, _____, _____*

Tip | Adverb position

Adverbs of frequency can go before the main verb or after *be*:

*I **always** work from an office.*
*I'm **always** on time.*

Adverbs of time often go at the beginning or the end of a sentence:

***These days**, I'm working online.*
*I'm working online **these days**.*

The adverb of time *currently* is an exception:

*I'm **currently** working from home.*

» For more information, go to **Grammar reference** on page 107.

- 5** Underline the correct tense in *italics* and add the adverb in brackets where given.
- 1 What *do you work* / *are you working* on? (at the moment)
 - 2 We *have* / *are having* offices in over 20 countries.
 - 3 More and more of our customers *order* / *are ordering* our goods online. (these days)
 - 4 I'm *responsible* / 'm *being responsible* for everyone else's travel arrangements. (normally)
 - 5 We *don't do* / *aren't doing* any business in Brazil until we can all speak Portuguese.
 - 6 Overall, the economic climate *improves* / *is improving*.
 - 7 My company *tries* / *is trying* to increase its trade in China. (currently)
 - 8 I *do* / 'm *doing* this course because I *don't understand* / 'm *not understanding* Excel software.
 - 9 *Do you give* / *Are you giving* presentations in your job? (often)

» For more exercises, go to **Practice file 1** on page 107.

- 6** Prepare a short personal presentation using the present simple and present continuous. Use adverbs where appropriate. Talk about:
- your job and your responsibilities
 - a current project at work
 - your reasons for taking this English course
- 7** Take turns to give your personal presentations to the class. When you listen to a presenter, take notes and ask follow-up questions at the end of their presentation.

Practically speaking | How to show interest

- 1** When you listen to someone, how can you show interest?
- 2** ▶ **1.2** Listen to a conversation between Veronique and Joel. Match sentences 1–3 to responses a–c.
- 1 But at the moment, I'm doing a lot of work in the USA. ____
 - 2 It's a project for a pharmaceutical company. ____
 - 3 This one gives money to charities and non-profit organizations. ____
- a **Is that right?** My company works with pharmaceutical companies, too.
 - b **Really?** How often do you travel there?
 - c **That sounds interesting!** It would be good to keep in contact.
- 3** ▶ **1.3** The expressions in **bold** show the speaker's interest. Listen to the intonation and repeat the expressions.
- 4** Which other technique does each speaker use in a–c in **2** to show more interest?
- 1 Suggesting keeping in contact. ____
 - 2 Finding a connection. ____
 - 3 Asking a question. ____
- 5** Work with a partner. Write five sentences about your working life. Take turns to tell each other the information and respond by showing interest using an expression from **2** and a technique from **4**.

Example: A I'm developing a new product at the moment.

B That sounds interesting! What type of product is it?



Business communication | Networking

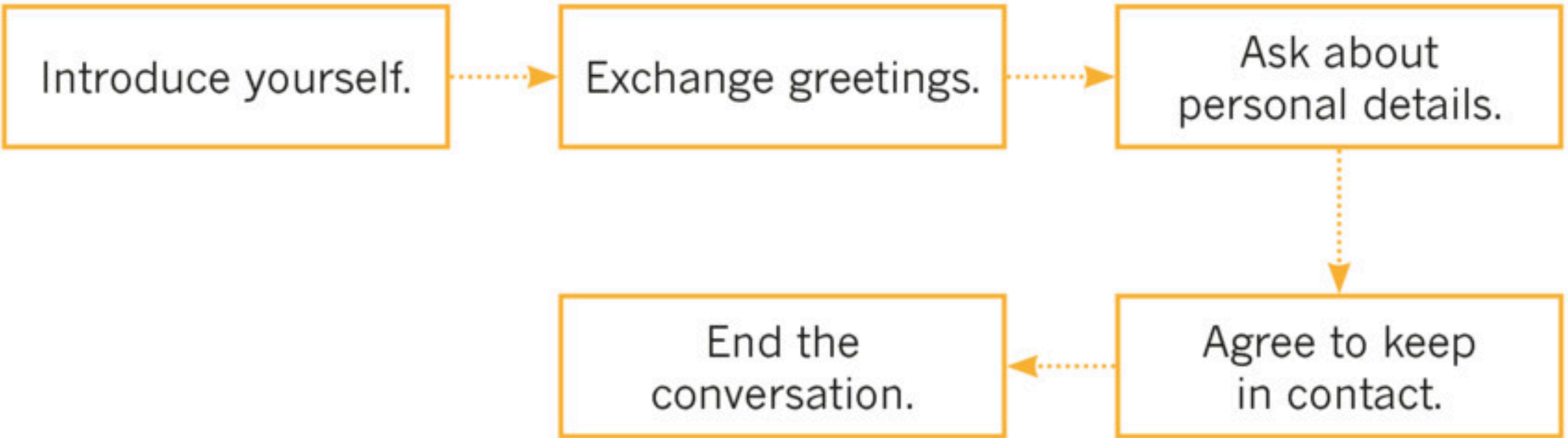
- 1 Discuss questions 1–3 with a partner.
1 Do you ever attend networking events?
2 How important is networking in your job?
3 In what other situations do you need to network with people?
- 2 ▶ 1.4 The Culham Health Trust is holding an event for its key personnel, staff and fundraisers. Listen to the extracts from two different conversations. Write notes about the jobs and responsibilities for these people.
Luc Akele: _____
Jo Johansson: _____
Walter Mayer: _____
- 3 ▶ 1.4 Listen to the conversations again. Tick (✓) the person who says each expression.

Conversation 1	Hannah	Jo	Luc
1 I want you to meet ...			
2 Nice to meet you.			
3 What do you do, exactly?			
4 I'm afraid I have to go now.			
5 It was nice meeting you, too.			
6 I'd like to keep in contact.			
7 Do you have a card?			

Conversation 2	Dr Mayer	Hiroko
8 Let me introduce myself.		
9 I'm delighted to meet you.		
10 Please, call me Walter.		
11 I'm very pleased to meet you, too.		
12 Here's my card.		
13 Which part of Japan are you from?		
14 It was nice meeting you.		
15 I look forward to hearing from you.		

- 4 Which conversation is more formal? Give reasons for your answer.

» For more exercises, go to Practice file 1 on page 106.
- 5 Work with a partner. Practise a networking conversation with your own jobs and responsibilities using this flow chart.



- 6 Stand up with your partner from 5 and meet other students in the class. Introduce your partner to other students and continue networking.

Key expressions

Introducing yourself
Hi / Hello / Good evening.
I'm ...
Let me introduce myself.
I don't think we've met (before). I'm ...
Please, call me (Walter).

Exchanging greetings
Nice to meet you, (too).
I'm very pleased to meet you. /
I'm delighted to meet you.

Introducing other people
I want you to meet ...
This is ...
I'd like to introduce you to ...

Asking about personal details
What do you do, exactly?
Where are you from?
Which part of ... are you from?

Keeping in contact
Do you have a card?
Here's my card.
I'd like to keep in contact.

Ending the conversation
I'm afraid I have to go now.
It was very nice to meet you.
It was nice meeting you, (too).
I look forward to hearing from you.

TALKING POINT



Speed networking

Contact25 organizes business-to-business speed networking events. At these events, participants have a series of mini-meetings with new contacts. The idea is that within a few minutes of talking to someone, they will know whether it is possible to do business with them. This makes it a very efficient form of business networking. Each meeting lasts five minutes.

You have:

- two minutes to talk about yourself, your company or organization
- two minutes to listen to your partner describe their company or organization
- 30 seconds to score your partner, and note future action
- 30 seconds to move to the next meeting

Contact25 estimates that each participant creates around €5,000 worth of new business at each event.



Discussion

- 1 What are the advantages of speed networking? Can you think of any disadvantages?
- 2 Would speed networking be useful in your job/company? Why/Why not?



Task

- 1 You are going to attend a speed networking event with Contact25. You can be yourself or you can choose a person from the role cards on page 136. Prepare what you are going to say about:
 - yourself and what you do
 - the company or organization you represent
 - why you are at this event
- 2 Follow the rules of speed networking. Meet and talk to one person (two minutes for you to talk and two minutes for them to talk). Then give that person points out of three using the scorecard below and write your reasons.
1 point = I have no reason to contact this person again.
2 points = I might contact this person again but I need more information.
3 points = I definitely want to contact this person again.
- 3 Next, meet and network with another person for four minutes and score them. Then network with a third person and complete the scorecard.
- 4 Tell the class about your most useful contact and give your reasons.

	Person 1	Person 2	Person 3
Name and company			
Points (1, 2 or 3?)			
Reason			

2

Work–life balance

Starting point

- 1 What is 'work–life' balance?
- 2 Is there a 'long-hours' working culture in your country?

Working with words | Work–life balance

- 1 Why should employers care about their employees' work–life balance?
- 2 Read the extract of a company's terms and conditions for its employees. Choose the correct heading for each section.
 - Family and health
 - Working hours
 - Holiday

Terms and conditions of employment

1 _____
The company operates a system of flexitime. All employees must be at work during the core hours of between 10 a.m. and 4 p.m. but they can start and finish work between the hours of 8 a.m. and 6 p.m. Employees must take their lunch break anytime between midday and 2 p.m. and this should not be less than 30 minutes long. Paid overtime must be done outside of the flexible working hours (e.g. before 8 a.m. or after 6 p.m.) and agreed in writing by your manager. The company also allows home-working (where appropriate to the employee's roles and responsibilities) for up to a maximum of eight hours on one day a week. Requests to work from home must be made in writing to your manager.

2 _____
Full-time employees receive 25 working days' holiday (not including public holidays) in a calendar year. Annual leave for part-time staff is calculated

according to the number of days worked per year. After five years of service, an employee can take an extra two days' leave per year. Managers may accept requests for additional leave depending on your circumstances.

3 _____
Expectant mothers can take up to 52 weeks' maternity leave at the following rates: 12 weeks of full pay, 27 weeks of statutory pay and an additional 13 weeks of unpaid leave. Fathers can take two weeks off for paternity leave at any time between the child's birth until eight weeks afterwards.

For sick leave, employees receive full pay for a short-term illness up to 28 days. For longer-term illness, employees with over 24 months' service will receive full pay for up to six months. Employees with under 24 months' service receive statutory pay after 28 days. A medical certificate is required from your doctor if you are absent for more than five days.

- 3 Do you think these terms and conditions provide a good work–life balance for employees? Why/Why not?

Tip | Compound words

Business texts and official documents often contain compound words. Compound words can be written as one word (e.g. *overtime*), with a hyphen (e.g. *home-working*), or as two words (e.g. *statutory pay*). You can use your dictionary to check.

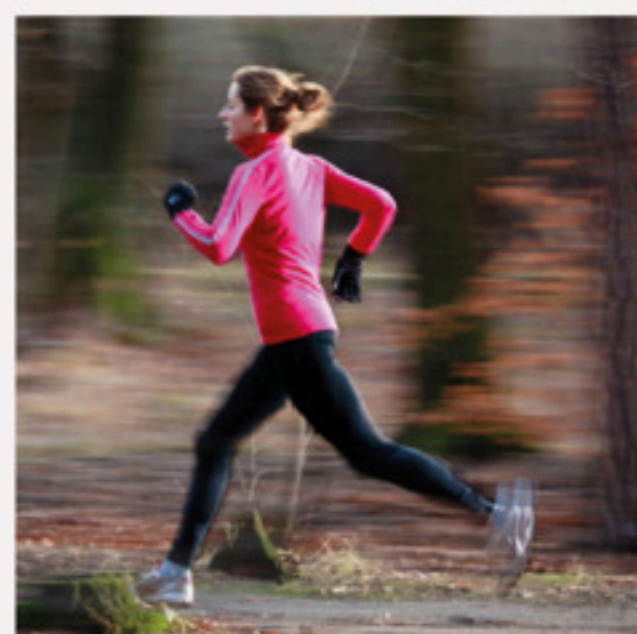
- 4** Look for compound words in the text and match them to definitions 1–10.
- | | |
|---|------------------|
| 1 A system of working a particular number of hours each week or month but choosing when you start and finish. | <u>flexitime</u> |
| 2 The times when you always have to work. | _____ |
| 3 Time at work in addition to your normal hours. | _____ |
| 4 Not working in your office but at your house. | _____ |
| 5 The number of days off for holidays per year. | _____ |
| 6 Extra days off. | _____ |
| 7 An official rate of pay according to the law. | _____ |
| 8 Time off with no money. | _____ |
| 9 Time off for men to spend time with a new baby. | _____ |
| 10 All your normal salary. | _____ |
- 5** Read a new employee's questions to their manager. Using the terms and conditions in the text in **2**, what will the manager reply?
- 1 Can I start work earlier in the day so I finish by five o'clock?
 - 2 I'd like to finish work every day at three-thirty. Is that possible?
 - 3 How long can I take for lunch?
 - 4 I worked until eight last night. Do I get paid anything extra?
 - 5 January 1st is a public holiday, but is it part of my normal holiday?
 - 6 Does everyone get the same amount of annual leave?
 - 7 My wife is having a baby next month. Can I take some time off when it's born?
 - 8 Sorry I was off sick yesterday. Do I still get paid?
- 6** Work with a partner.
- Student A:** You are a new employee at Student B's company. Ask the questions in **5**.
- Student B:** Student A is a new employee at your company. Answer their questions with true answers for your company.
- 7** Now change roles and repeat **6**. Afterwards, compare your answers.
- » For more exercises, go to **Practice file 2** on page 108.
- 8** ▶ **2.1** Listen to two people talking about their company and their work-life balance. Make notes on each question in the table.

What is good about the work–life balance at your company?
Speaker 1:
Speaker 2:
What don't you like about the system?
Speaker 1:
Speaker 2:
What would you change about it?
Speaker 1:
Speaker 2:

- 9** Work with a partner. Discuss the three questions in **8** for you and your company.

Language at work | *to + infinitive and -ing form*

- 1 Take this quiz to find out if you have a good work-life balance.



FIND OUT YOUR WORK-LIFE BALANCE

Write 2 if the statement is true for you, 1 if it's mostly true and 0 if it's not true.

- 1 I **enjoy doing** exercise and **playing** sport. ____
- 2 I never think **about checking** work emails in my free time. ____
- 3 This year, I **intend to take** all my annual leave. ____
- 4 I always leave work on time **to make sure** I have free time in the evening. ____
- 5 I think it's **important to take** an hour for lunch. ____

Now add up your score and find out what it means:

- 0-4** Your life is out of balance. Put less emphasis on your job and give more time to family, friends and leisure.
- 5-8** Your work-life balance is OK, but be careful. You need to spend more time relaxing.
- 9-10** You have a great work-life balance. Don't change it!

- 2 Do you agree with your quiz results? Do you think you have a good work-life balance?
- 3 Look at the verb patterns in **bold** in the quiz in 1. Choose the correct words in *italics* to complete the explanations a-e in the *Language point*. Then write the sentence number from the quiz that matches each explanation.

LANGUAGE POINT

- a We use *to + infinitive* / *the -ing form* when it follows an adjective. ____
- b We use *to + infinitive* / *the -ing form* when it follows a preposition. ____
- c We use *to + infinitive* / *the -ing form* to express purpose. ____
- d *To + infinitive* / *The -ing form* often comes after verbs about likes and dislikes. ____
- e *To + infinitive* / *The -ing form* often comes after verbs about making plans and decisions. ____

- 4 Which of these common verbs and phrases are usually followed by ...?

to + infinitive _____

the -ing form _____

want agree responsible for it's difficult look forward to involve
would like plan interested in I'm pleased enjoy decide

» For more information, go to **Grammar reference** on page 109.

Tip | to: infinitive or preposition?

The *infinitive* form is *to* + *base form* of the verb: **to** do, **to** go, **to** make. When 'to' is a preposition after a verb, remember to use the *-ing* form:

I **look forward to** meeting you.

- 5** These questions are from a survey about a new system of flexible working hours to improve employee work-life balance. Decide if the verb patterns in *italics* in the questions are correct or not. Correct any verbs patterns that are wrong.
- 1 How difficult is it *to balance* your current job with your home-life?
 - 2 Do you like *working* at the same times every day?
 - 3 What percentage of your time consists of *to work* in teams and what percentage on your own?
 - 4 Do you often stay late *to finish* what you are working on, or do you leave it until the next day?
 - 5 Do you plan *taking* unpaid leave at any time in the next three years?
 - 6 In your position, is it easy *to take* time off for childcare or to care for a sick or elderly relative?
 - 7 Would you like *managing* your own working hours?
 - 8 If you had flexitime, would you decide *starting* work earlier or later in the day?

» For more exercises, go to **Practice file 2** on page 109.

- 6** Work with a partner. Ask and answer the questions in **5** about your own working hours. Give reasons for your answers.
- 7** Imagine your company wants to survey its own employees' opinions on their work-life balance. Write three questions it should ask. Then ask your partner.

Practically speaking | How to say 'yes'

- 1** When your boss or colleagues ask you to do something, do you always say 'yes'? How difficult is it to say 'no'?
- 2** ▶ **2.2** Listen to four conversations. Match each conversation to the requests in a–d.
- | | |
|----------------------|----------------------------------|
| Conversation 1: ____ | a to work late |
| Conversation 2: ____ | b to do some paid overtime |
| Conversation 3: ____ | c to take a day off next week |
| Conversation 4: ____ | d to work during the lunch break |
- 3** ▶ **2.2** Each person answers 'yes' in different ways. Listen again and match these answers to requests a–d.
- 1 Yes, absolutely! ____
 - 2 Yes, no problem. ____
 - 3 Yes, I suppose so. ____
 - 4 Yes, sure. ____
- 4** Which response in **3** is less positive? In which situations and with whom would you normally use this response?
- 5** Work with a partner. Practise these conversations by making the request and answering 'yes' in different ways.
- A manager asks you to work this weekend and offers a bonus.
 - A manager asks you to work on your day off. Three other employees are off sick today so they need help.
 - A colleague asks you to help him during the lunch break.
 - A manager asks you to work late this evening because no one else is available to help.



Business communication | Exchanging contact details

- 1 How much information do you keep about your work contacts? Tick (✓) the type of information you keep.

<input type="checkbox"/> Email	<input type="checkbox"/> Website	<input type="checkbox"/> Work address
<input type="checkbox"/> Home address	<input type="checkbox"/> Mobile number	<input type="checkbox"/> Office number
<input type="checkbox"/> Home number	<input type="checkbox"/> Picture	<input type="checkbox"/> Name of spouse
<input type="checkbox"/> Name(s) of children	<input type="checkbox"/> Birthday	<input type="checkbox"/> Other?



- 2 How difficult is it to organize contact information these days? Why?

- 3 ▶ 2.3 Listen to a phone conversation between two colleagues, Raul and Mirella. Complete the missing information from a business card.

Name: Leif _____

Office: _____

Email: _____

Company website: _____

- 4 ▶ 2.3 Match expressions 1–8 to responses a–h. Then listen again and check.

- 1 Could you give me his details? ____
- 2 Can I have his number? ____
- 3 Sorry, can you repeat that? ____
- 4 So that's 96 7 55 6745. ____
- 5 And do you spell his last name with one N or double N? ____
- 6 Sorry, was that E-R or A-R? ____
- 7 Do you have his email? ____
- 8 What's his company's web address? ____

- a A as in apple. So it's Gunnarson.
- b Yes, it's double 0 46 for Sweden. And then 967 double 5 6745.
- c It's www.SBNshipping.se/sales. The SBN is in upper case letters.
- d Double N. So that's G-U-N-N-A-R-S-O-N.
- e Yes, that's it.
- f It's leif.gunnarson@sbnshipping.se
- g Yes, sure.
- h His mobile or his office?

» For more exercises, go to **Practice file 2** on page 108.

- 5 Prepare for a similar conversation with your partner. Write down a last name, a phone number, email and company web address.

- 6 Take turns to ask for and give the contact details using these prompts. Afterwards, check the information is correct.

- 1 Can / last name?
- 2 What / number?
- 3 Could / give / email?
- 4 Do / company web address?

- 7 Work with a partner and practise two similar phone conversations. **Student A**, turn to page 137. **Student B**, turn to page 142.

Key expressions

Asking for contact details

Could you give me her details?

Can I have his number?

What's your web address?

Do you have his/her email?

Saying phone numbers and emails

00 = double zero / zero zero / double oh

Say phone numbers in groups:
095...745...6745

@ = at . = dot / = slash

_ = underscore – = dash

lower case = a, b, c, etc.

UPPER CASE = A, B, C, etc.

Checking numbers and spelling

So that's ...

Do you spell that with one N or double N?

A for apple. / A as in apple.

A not E.

Asking for repetition and clarification

Can you say that again?

Can you repeat that?

Is that E-R or A-R?

Sorry, was that E-R or A-R?

TALKING POINT

Corridor conversations

Work in small groups. Each player places a counter on 'Start'. Take turns to roll a dice and move to another square.

GREEN SQUARES Ask all the players a question using the phrase.

BLUE SQUARES Move to the nearest square another player is on and speak to that player.

PINK SQUARES A player talks to one other player.

PURPLE SQUARES Follow the instructions.

The player who lands on 'End' first is the winner.

1
START10
Work some paid overtime. Have another go.11
Ask another player about what his/her department deals with.20
END2
Do you like ...?9
How often do you ...?12
Ask another player about his/her main responsibilities.19
Check the spelling of another player's name.3
Move to the nearest player's square. Say hello and ask a question.8
Move to the nearest player's square. Ask him/her a question about his/her leisure time.13
Can you give me ...?18
Take unpaid leave. Miss a go.4
Ask for and check another player's phone number.7
Next year, do you plan to ...?14
Move to the nearest player's square. Ask him/her to describe his/her job.17
Ask another player if he/she's interested in any sports.5
In your job, is it difficult to ...?6
Take a day off. Miss a go.15
Ask for and check another player's email address.16
Move to the nearest player's square. Ask for and check his/her company web address.

3

Projects

Starting point

- 1 What makes a project successful?
- 2 Do you prefer to lead a project or be part of the team? Why?
- 3 Do you like being involved in long-term projects? Why/Why not?

Working with words | Projects

- 1 How can a business help a charity? What are the benefits for the company and its employees?
- 2 Read the article and decide if sentences 1–4 are true (T) or false (F).
 - 1 The idea of volunteerism is increasingly popular in business.
 - 2 Employees at Timberland have to do some voluntary work.
 - 3 Companies like Timberland and Credit Suisse also benefit from the projects.
 - 4 Samira uses the same skills in the volunteer project as in her usual job.

A COMMITMENT TO VOLUNTEERISM

For many employees, work rarely involves helping local communities in the rainforests of the Amazon or teaching children in schools with little or no access to modern technology. However, these examples of volunteer projects are becoming more and more common in the business world, and many companies now offer their employees the opportunity to take part in volunteer programmes.

Timberland is one such company with a commitment to volunteerism. The global clothing manufacturer encourages staff to spend up to 40 paid hours a year on community and social projects. The community benefits from the company's **resources**, and staff gain new skills and **teamwork** improves.

Another example is the financial services firm Credit Suisse. It sends employees overseas to help educational and microfinance projects in developing countries. These projects can last for up to three months. The two **objectives** are to offer expertise to regions of the world that lack access to highly-qualified professionals and for the employees to develop new transferable skills.

Samira Khan is one employee who took advantage of her company's volunteer scheme. Samira normally spends her days behind a desk as a software engineer but currently she's also managing a volunteer project to redecorate a community centre for the elderly in Chicago. Managing a project like this means that Samira is learning new skills such as organizing the **schedule** so that they complete each **milestone** by its **deadline**. She also has to control a limited **budget**, and every few days she gets **updates** from her project team to check on their progress. She finds working on this project very rewarding and is pleased to be learning new skills.





- 3** Does your company or its staff ever take part in volunteer projects?
- If you answer 'yes', describe one of the projects.
 - If you answer 'no', what kind of volunteer project do you think it could offer?
- 4** Replace the words in *italics* with a word in **bold** from the text in **2**.
- 1 Can you email the *plan of all the work you have to do and the key dates*? **schedule**
 - 2 We only have a limited *amount of money available for the project*. _____
 - 3 The main problem is that no one knows what anyone else is doing. We need a *situation where everyone works together for this project to succeed*. _____
 - 4 Could you send me regular *reports with the most recent information* about our progress? _____
 - 5 We have to finish the project by a *certain point in time*. _____
 - 6 This project has three main *things we are trying to achieve*. _____
 - 7 I really feel we are making progress now because today we completed a *very important stage* in the project. _____
 - 8 The reason we're behind schedule is because I don't have all the *supplies and human expertise* that I requested at the beginning. _____

- 5** ▶ **3.1** Samira is telling someone about the volunteer project that she is working on. Listen to these extracts from the conversation and answer the questions.

- 1 Which items in **4** does she talk about?
- 2 What does she say about each one?

- 6** ▶ **3.1** Listen again and complete the phrases that Samira uses in column A.

A		B
1 _____ the deadline	=	finish on time
2 fall _____ schedule	=	make slow progress
3 catch _____	=	make up lost time
4 be back _____ track	=	return to the original schedule
5 finish _____ schedule	=	finish before the planned date
6 _____ resources	=	make use of people, money and time
7 stay _____ budget	=	spend the right amount of money
8 _____ tasks	=	give people different responsibilities
9 get _____ with a task	=	do a job
10 _____ updates	=	receive reports on progress

- 7** Work with a partner. Take turns to cover the phrases in column A while your partner tests you using the definitions in column B.

Example: A How can you say 'finish on time'?

B 'Meet the deadline'?

A Yes.

» For more exercises, go to **Practice file 3** on page 110.

- 8** Work with a partner. Read the comments describing a problem in four current projects. Say what the problem is and what the project manager needs to do, using phrases from **6**.

Example: The project is falling behind schedule, so the project manager needs to make sure we catch up again so we can meet the deadlines.

- 1 'We didn't expect so many delays.'
- 2 'We're currently spending 50% more than we planned.'
- 3 'I'm working late every night. I can't do everything on this project.'
- 4 'No one knows what each other is doing. There's no communication!'

- 9** Think of a project you, your department or company are currently working on. Make notes on the following and then tell your partner about the project.

- The objectives of the project
- The project team and the resources needed
- The budget
- The deadlines and milestones in the schedule
- Any problems and possible solutions

Tip | in time / on time

In time means having enough time to be able to do something:

*If we leave now, we'll be there **in time** for the meeting.*

On time means at the correct time:

*I have to be at work at 9 a.m. and I always arrive **on time**. I'm never late, but I don't like to be early either.*

Language at work | Present perfect and past simple

1 Look at this chart for a project. What kind of information does it give about the project? Does your company use similar charts for managing projects?

Office relocation

STAGE	DATE								
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
	11–17	18–24	25–31	1–7	8–14	15–21	22–28	29–5	6–12
1 Confirm equipment requirements									
2 Equipment costings									
3 Place order with office supplier									
4 Send plans to depts for review									
5 Collate feedback and finalize plans									
6 Packing and delivery									
7 Unpacking									
8 New equipment arrives									
9 Install									

- 2 ▶ 3.2 A company is relocating its office from an old building to some modern premises. Listen to a meeting between Judith (the project manager) and somebody on the team (Dawud). Use the chart in 1 to help you answer questions 1–3.
- 1 What is the purpose of the meeting?
- 2 Which stages on the chart are completed?
- 3 Which week is it on the chart?
- 3 ▶ 3.2 Listen again. Underline the verbs in *italics* that you hear.
- 1 I *agreed* / *'ve agreed* the approximate equipment costings with finance.
- 2 *Did you place* / *Have you placed* the order for the equipment yesterday?
- 3 *Did anyone give* / *Has anyone given* their feedback?
- 4 Everyone *replied* / *has replied* before the deadline.
- 4 Answer the questions in the *Language point*.

LANGUAGE POINT

Do your answers in 3 use the past simple or present perfect? Match each sentence in 3 with explanations a or b.

a We use the present perfect to talk or ask about an action in the past where the time is not specified: _____, _____

b We use the past simple to talk or ask about an action in the past where the time is specified: _____, _____

Look at three more sentences from the meeting with the present perfect tense. Complete explanations 1–3 with the adverbs in **bold**.

*Some departments haven't sent their requirements **yet**.*

*I've **already** received everyone's feedback.*

*I've **just** emailed them another reminder.*

1 We use _____ to show the action happened in the very recent past.

2 We use _____ in negative sentences and questions to talk about something that hasn't happened but you expect it will happen.

3 We use _____ to emphasize the action happened sooner than expected.

Tip | The present perfect and past simple

In conversation, we often ask a question using the present perfect and then answer with extra information using the past simple:

Has everyone **sent** their feedback?

Yes, they **have**. And overall they **were** very positive.

» For more information, go to **Grammar reference** on page 111.



- 5 ▶ 3.3** Look at the chart in **1** again and read a later phone conversation between Judith and Dawud. Write the verbs in brackets in the past simple or present perfect and choose the correct adverb in *italics*. Then listen and check your answers.

Dawud Hello?

Judith Hi, Dawud. Just calling to see how things are going. ¹ _____ the new equipment _____ (arrive) ² *just / yet*?

Dawud No, it hasn't, but I've ³ *just / yet* called the supplier and the truck ⁴ _____ (leave) the warehouse this morning. It'll be here around four o'clock.

Judith ⁵ _____ they _____ (deliver) everything else on schedule?

Dawud Yes, they did. We ⁶ _____ (unpack) most of the boxes ⁷ *already / just*.

» For more exercises, go to **Practice file 3** on page 111.

- 6** Work with a partner. Ask and answer questions about this schedule for an office relocation project. Use the past simple, present perfect and adverbs (*already, just, yet*) in your questions and answers.

Example: A Have you ordered the headed stationery?

B Yes, I have. I sent it yesterday. (OR) Yes, I've already sent it.

Task	Done?	Additional information
Order headed stationery	✓	Sent order yesterday
Order new furniture	✓	Furniture has arrived
Send new address cards to clients	✓	Sent this morning
Issue staff with new badges	✗	To do

- 7** Work with a partner. Talk about a project or task you are working on and say what you have or haven't done.

Tip | Short answers to yes/no questions

We don't normally just answer a question with 'yes' or 'no'. We normally make short answers by using auxiliary verbs or expressions:

Have you placed the order yet?
Yes, I have. / No, I haven't yet. / Not yet.

Did they deliver the order?
Yes, they did. / No, they didn't.

In addition, we often add further information:

No, I haven't yet. I've been really busy.

Yes, they did. The order came last week.

Practically speaking | How to give short answers

- 1** Match the questions to the short answers.

- | | |
|------------------------------------|----------------|
| 1 Are you back on track again? | a Yes, I did. |
| 2 Did you email me the schedule? | b Yes, OK. |
| 3 Have you returned your feedback? | c No, not yet. |
| 4 Can we meet for an update? | d Yes, I am. |

- 2 ▶ 3.4** Add these sentences after the short answers in **1**. Then listen to the four conversations and check your answers.

- In fact, the whole project is ahead of schedule now.
- Sorry, but I've been really busy this week.
- I'll come to your office right now.
- I sent it two minutes ago.

- 3** Match each sentence in **2** to its purpose a–d.

- To promise action. ____
- To describe the action you took. ____
- To give an update. ____
- To give a reason. ____

- 4** Write three questions for your partner which require 'yes' or 'no' answers. Then take turns to ask and answer your questions. Use short answers with more information (to promise action, give a reason, etc.).

Example: A Have you done your Business English homework?

B No, not yet. I'll do it tonight.

Business communication | Updating and delegating tasks

- 1
- How often do you have meetings with people in your department or team?
How important is it to receive regular updates on everyone else’s work?
- 2 ▶ 3.5
- Ramon is leading his department meeting. Listen to part of the meeting and complete his notes on the discussion.

Recruitment

- Update: ¹ *They have recruited frontline staff but they need to interview for the post of manager.*
- When: ² _____
- Problem: Sue needs ³ _____
- Action: Eloise will ⁴ _____

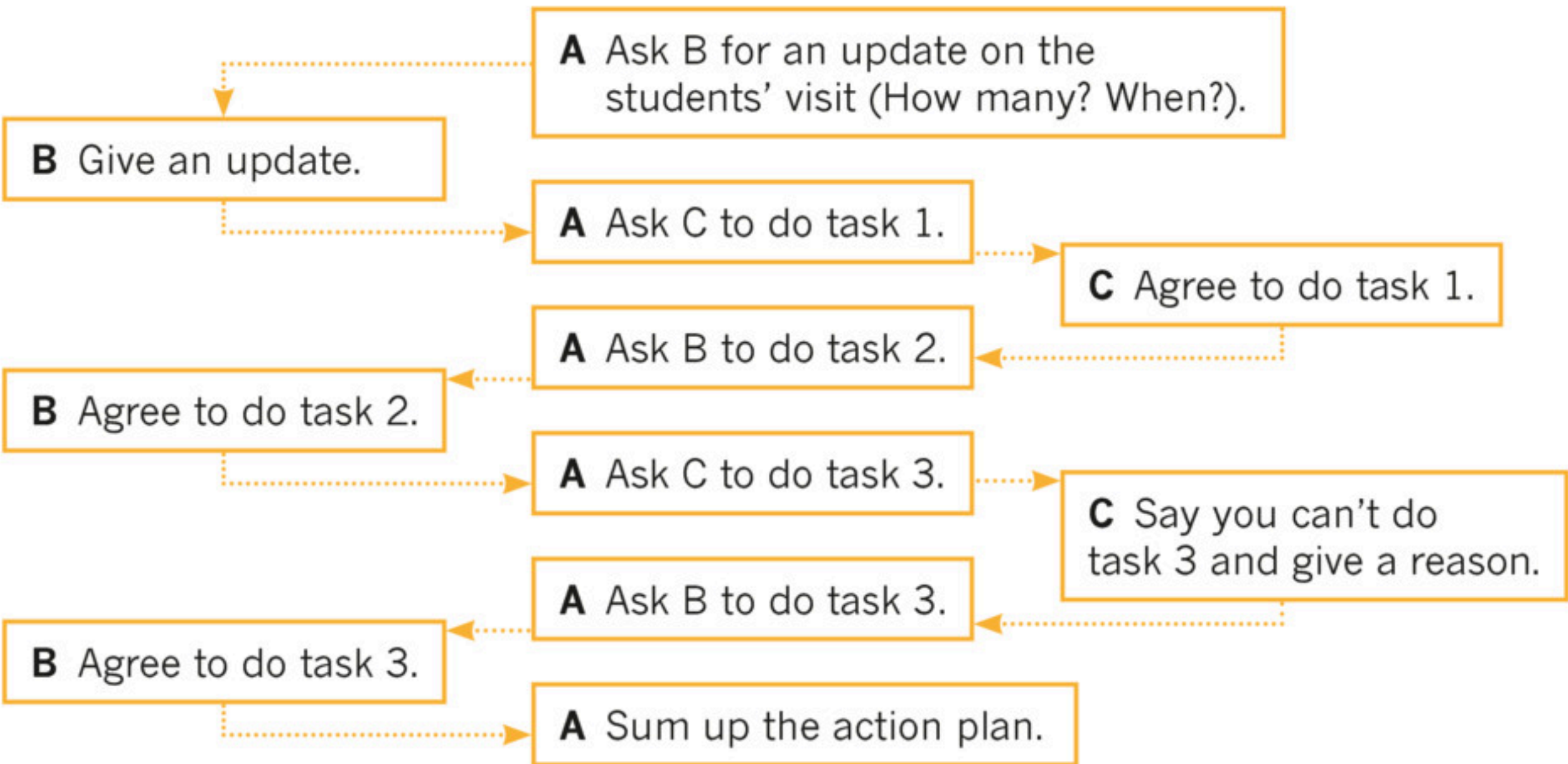
Induction training

- Update: ⁵ *Xavier scheduled induction training for new frontline staff.*
- When: ⁶ _____
- Problem: ⁷ _____
- Action: ⁸ _____

- 3 ▶ 3.5
- Look at these expressions from the meeting. Listen again and number the expressions 1–12 in the order you hear them.
- 1
- Can you update me on that?
- Sorry, but I’ve never run induction training before.
- Eloise is going to interview with Sue.
- Is that something you can help with?
- Let’s check we all know what we’re doing.
- What’s happening with that?
- Can anyone else help you?
- 12
- Let’s meet again in three weeks’ time.
- I’d like you to help if possible.
- Would you like to help with that?
- Yes, no problem.
- I’d do it, but I’m away as well that week.

» For more exercises, go to Practice file 3 on page 110.

- 4
- Work in groups of three. Ten business students are visiting your company on the 23rd. You need to book a room for the talk (task 1), get name badges (task 2), organize refreshments (task 3). Have a short meeting using the flow chart.



- 5
- Work with a partner. Ask for and give updates about two projects. Student A, turn to page 137. Student B, turn to page 142.

Key expressions

Asking for an update

Can you update me on ...?
What’s the progress on ...?
How’s everything going?
What’s happening with ...?
Where are we with ...?

Giving an update

We’ve done/finished/
completed ...
So far, so good.
Everything’s on track.
We’re currently (verb + -ing ...)

Delegating

Is that something you can help with?
Can anyone else help you?
Would you like to help with that?
I’d like you to help ...
Yes, no problem. / I’ll do it.
Sorry, but ... / I’d do it, but ... / I’m afraid I can’t do it.

Summing up the action plan

So, let’s check we all know what we’re doing ...
You’re going to ... and I’m going to ...
Let’s meet again in two weeks to review the situation/ progress.

TALKING POINT

Scenario planning

The oil multinational Royal Dutch Shell is famous for its use of scenario planning. After the company makes its initial plans, it then asks questions about those plans using 'What if ...?' For example, 'What if the price of oil falls?', 'What if technology changes?', 'What if the world population rises to nine billion by 2050?' In other words, the company can have a Plan A, but scenario planning means they also have a Plan B.

Developing a Plan B

Scenario planning isn't only for multinationals like Shell. Having a Plan B is important for planning any kind of project and it's easy to use:

- 1 List all the key stages of your project with deadlines, resources needed, the people involved and their responsibilities. Prepare a schedule or chart for your project

with each of the stages. This is your Plan A.

- 2 Now try scenario planning for your project. For each stage of your plan, ask yourself a 'What if ...?' question. For example, 'What if this doesn't arrive on time?', 'What if this supplier doesn't have it in stock?', or 'What if there is a change in government?' Try to answer each of these 'What if ...?' questions.
- 3 Use all your answers in 2 to prepare a Plan B.



Discussion

- 1 How important do you think scenario planning is for a company? Give a reason for your answer.
- 2 What kind of things can go wrong in a plan? Think about both strategic (long-term) and operational (short-term) planning.
- 3 Describe the kind of planning you or your company are involved in. Do you think scenario planning could be helpful for you and your company? Why/Why not?

Task


- 1 Work in groups. You are going to prepare Plan A and Plan B for a project. Imagine your company wants to celebrate an important anniversary in its history with a special day of events. Discuss different ways that the company could do this and choose the best ideas.
- 2 Discuss and prepare Plan A. You have eight weeks to organize the event starting from today. Discuss what resources you will need and who is responsible for each stage. Take notes during the discussion and make a basic schedule or chart showing the stages of the plan.
- 3 Now do scenario planning with Plan A to make Plan B for your project. Ask and answer 'What if ...?' questions about each stage.
- 4 Give a short presentation of your Plan A and Plan B to the class.

Viewpoint 1 | Sharing a workspace

Preview

In this video lesson, you will watch a video about sharing a workspace called the HUB in Islington, London. You'll also meet Anna Levy who works for the HUB.

Focus

- 1 Look at the list of workplace things. Which of these things do you share with other people? Tell your partner.
- Transportation to and from work
 - Your office
 - Your desk
 - Meeting rooms
 - Computer equipment
 - Photocopiers and stationery
 - Your job
 - Anything else?
- 2  01 Watch three people talking about sharing at work. Make notes about their answers in the table.

	What do they share?	Are there any advantages or disadvantages?
Speaker 1		
Speaker 2		
Speaker 3		

- 3 Work with a partner and compare your answers in 2. Then discuss questions 1–2.
- 1 How similar were the speakers' answers to your answers in 1?
 - 2 Can you think of any more advantages or disadvantages with sharing things at work?

The HUB

- 4 You are going to watch a video about a shared workspace called the HUB. Before you watch, match words and phrases 1–7 from the video to definitions a–g.
- 1 diverse background ____
 - 2 sectors ____
 - 3 campaigners ____
 - 4 go crazy with loneliness ____
 - 5 perspective ____
 - 6 resources ____
 - 7 a global network ____
- a become very unhappy because you are on your own most of the time
 - b point of view
 - c different experience
 - d connections around the world
 - e people who want to change a political or social situation
 - f something useful for your work (e.g. a person or object)
 - g areas of economic activity (e.g. financial, health, educational)





- 5 02 Watch the video about the HUB and the interview with Anna Levy who works there. As you watch, number the parts of the video A–E in the correct order 1–5.
- A The location of the HUB ____
 - B The HUB as a global network ____
 - C Sharing equipment at the HUB ____
 - D Comparing the HUB with working from home ____
 - E The people who use the HUB ____
- 6 Work with a partner. Decide if these sentences are true (T) or false (F).
- 1 Most of the people at the HUB are employed by the HUB. ____
 - 2 Anna Levy has worked for the HUB for about three years. ____
 - 3 She says the people who use the Hub come from similar backgrounds with similar businesses. ____
 - 4 People like the HUB because they can socialize with others. ____
 - 5 Users don't need to spend money on expensive equipment at the HUB. ____
 - 6 At the moment, there is only one HUB in the world. ____
 - 7 The HUB network has around 5,000 members. ____
- 7 02 Watch the video again and check your answers in 6. As you watch, write down any important words or phrases from the video to support your answers.
- 8 Would you like to work in the HUB? Why/Why not?



Sharing a workspace

- 9 Work with a partner. Imagine you are Anna Levy at the HUB and a person with a small business who is interested in using the space. You are going to have a conversation.
- Student A:** You are Anna.
- Prepare a list of the reasons for sharing a workspace at the HUB. (e.g. socializing, better than home-working, etc.)
 - Think of questions you want to ask the other person about their business. (e.g. How much space will you need?)
- Student B:** You are the person with a business.
- Think about what type of business you have and other details. (e.g. what you sell/provide, number of employees, the equipment you need, etc.)
 - Prepare a list of questions about the HUB. (e.g. How does it work? Why do people like working there?)
- 10 When you are both ready, start the conversation. Is the HUB a good place for Student B to work?
- 11 Change partners and swap roles. Practise the conversation again.



4

Services & systems

Starting point

- 1 What types of online services do you use?
 - Online banking
 - Cloud storage
 - Newsfeeds
 - Others?
- 2 What are the benefits of these services?
- 3 Does your company offer any online services? Tell the class about them.

Working with words | Services and systems

- 1 How often do you use apps? Which app do you find most useful? How does it help you?
- 2 Read reviews of three apps and answer these questions for each one.
 - a What are the main benefits of the app?
 - b What type of person would use this kind of app?



Was this review helpful?

Yes

1,469

No

27

'A HANDY APP'

This **handy** app lets you book a taxi and reduce your waiting time. It uses the GPS on your phone to find the nearest driver. You can even see all the taxis within a mile of you. The system sends you a text with an **accurate** waiting time. Once your taxi arrives, you receive another text to check the driver's identity, so it's all very safe and **secure**. And the really nice part is that you don't need to hand over any local currency to the driver because your credit card is automatically charged.



Was this review helpful?

Yes

1,672

No

15

'SIMPLE AND USER-FRIENDLY'

Many people say meetings are the worst part of their job but, for me, arranging the meetings is worse! Emailing everyone, waiting for their replies and then working out when everyone is available can take longer than the meeting itself. For an **efficient** way to organize a meeting, this simple, **user-friendly** app makes it easier for you to schedule a meeting by offering everyone a choice of time slots. You tick the time slots that are possible and the app decides which time slot suits the majority. Automatic reminders mean there's no excuse for being late.



Was this review helpful?

Yes

1,803

No

9

'HIGHLY RECOMMENDED'

This app allows you to keep track of all your investments in one place. **Up-to-date** newsfeeds allow you to log into any stock market in the world and follow the daily ups and downs, and **high-quality** infographics illustrate the latest trends. I highly recommended it for any investors on the move.

- 3 Would you be interested in these apps? Do you already use something similar? Why/Why not?



- 4** Match the positive adjectives in **bold** in the text in **2** to adjectives 1–7 with the opposite meaning.
- 1 difficult-to-use _____
 - 2 incorrect _____
 - 3 unsafe _____
 - 4 poor-quality _____
 - 5 useless _____
 - 6 old _____
 - 7 time-consuming _____
- 5** Complete these sentences with a positive or negative adjective from **4**.
- 1 Online ordering is more _____ than going to a shop. It saves you lots of time and these days orders arrive within hours.
 - 2 Our automatic downloads help to keep your computer software _____.
 - 3 My online banking is very _____ because it always asks for your username, PIN code and password.
 - 4 Cloud storage is a _____ way to store your files and access them easily from anywhere.
 - 5 Travelling to meetings takes so long. I think video-conferencing would be much less _____.
 - 6 Why is this photocopier so _____? I never know how to print on both sides of the paper!
 - 7 Our new track and trace app lets you know the progress of your delivery with a precise location and an _____ estimate for the time of delivery.
- 6** Which of the adjectives in **4** could you use to describe the following services and systems?
- Online banking
 - System for booking a meeting room at work
 - Passport control at an airport
 - A childcare service for working parents
- 7** ▶ **4.1** Listen to three people talking about a service or system in **6**. Make notes about each question in the table.

1 Which service or system is each person talking about?
Speaker 1:
Speaker 2:
Speaker 3:
2 Does the speaker think it makes life easier? Give reasons for your answers.
Speaker 1:
Speaker 2:
Speaker 3:

- 8** These sentences are from the reviews of the apps in **2** and the listening in **7**. Underline the correct verb in *italics*. In two sentences, both verbs are possible.
- 1 This simple, user-friendly app *helps* / *makes it easier* for you to schedule a meeting.
 - 2 This handy app *lets* / *enables* you book a taxi.
 - 3 This app *allows* / *makes* you to keep track of all your investments in one place.
 - 4 The system of colour coding *lets* / *helps* you see if a room is free.
 - 5 They've even introduced a new self-service system which *enables* / *allows* you to put your passport on a screen and walk through.

» For more exercises, go to **Practice file 4** on page 112.

- 9** Think of three more services and systems which make your life easier. Tell your partner about the benefits of these services and systems.

Example: *Online video-conferencing is an efficient way to communicate and lets us talk to our overseas staff.*

Tip | let

Verbs such as *help*, *allow* and *enable* are usually followed by an object + infinitive with *to*. However, the verb *let* is followed by an object + infinitive without *to*:

This app **lets you** ~~to~~ **download** your boarding card.



Language at work | Comparative forms and modifiers

- 1 What types of software and online systems does your company use? How do they help your work?
- 2 Ercho Management Systems has received user feedback on its new warehouse management systems software. Complete the comments with the correct form of the adjectives in brackets.

Please leave your comments below:

- 1 'So far, there have been fewer mistakes. The new system seems *far* _____ (accurate).'
- 2 'It takes *a little* _____ (long) to learn how to use it.'
- 3 'When existing customers place an order, it's *slightly* _____ (easy) to find their information.'
- 4 'It's much faster and *a lot* _____ (time-consuming) than the old system was.'
- 5 'The old system was *almost* as _____ (user-friendly) as this upgrade, but I think the new customer-profile option on this version makes life easier.'

- 3 Look at the modifiers in *italics* before each comparative adjective in 2. Complete the explanations in the *Language point*.

LANGUAGE POINT

- 1 We use *much*, _____ and _____ to talk about big differences.
- 2 We use *a bit*, _____ and _____ to talk about small differences.
- 3 Before *as* + adjective + *as*, we use *nearly* and _____ to talk about small differences.

» For more information, go to **Grammar reference** on page 113.

- 4 ► 4.2 Listen to part of a phone conversation between an after-sales representative from Ercho and a user of their software. Complete the representative's notes about the new version.

User feedback on ...	Better?	Big difference?	Comments?
the new version of the software	Y / N		
using the customer-profile system	Y / N		
filling in the order forms	Y / N		

- 5 ► 4.2 Listen again and write the missing words.

- 1 Do you think it's _____?
- 2 Overall, it works a lot _____ than the old version.
- 3 You could find a profile almost as _____.
- 4 The options are a lot more _____.
- 5 Staff are filling it in a little _____.

- 6 Which comparative forms in 5 are adjectives and which are adverbs?

» For more exercises, go to **Practice file 4** on page 113.

Tip | Comparative adverbs

Most comparative adverbs use *more* + *-ly*:

*We need to work **more** quickly.*

Note that some adverbs are irregular:

*We did **well/badly**.*

→ *We did **better/worse**.*

- 7** Work with a partner. Make sentences to compare two financial software products on the market. Use the information in the table and the modifiers + adjective or adverb below in the comparative form.

Example: *Financepro is a lot cheaper than Accounter 3.1.*

a lot / cheap almost / secure far / up-to-date a little / easily much / quickly

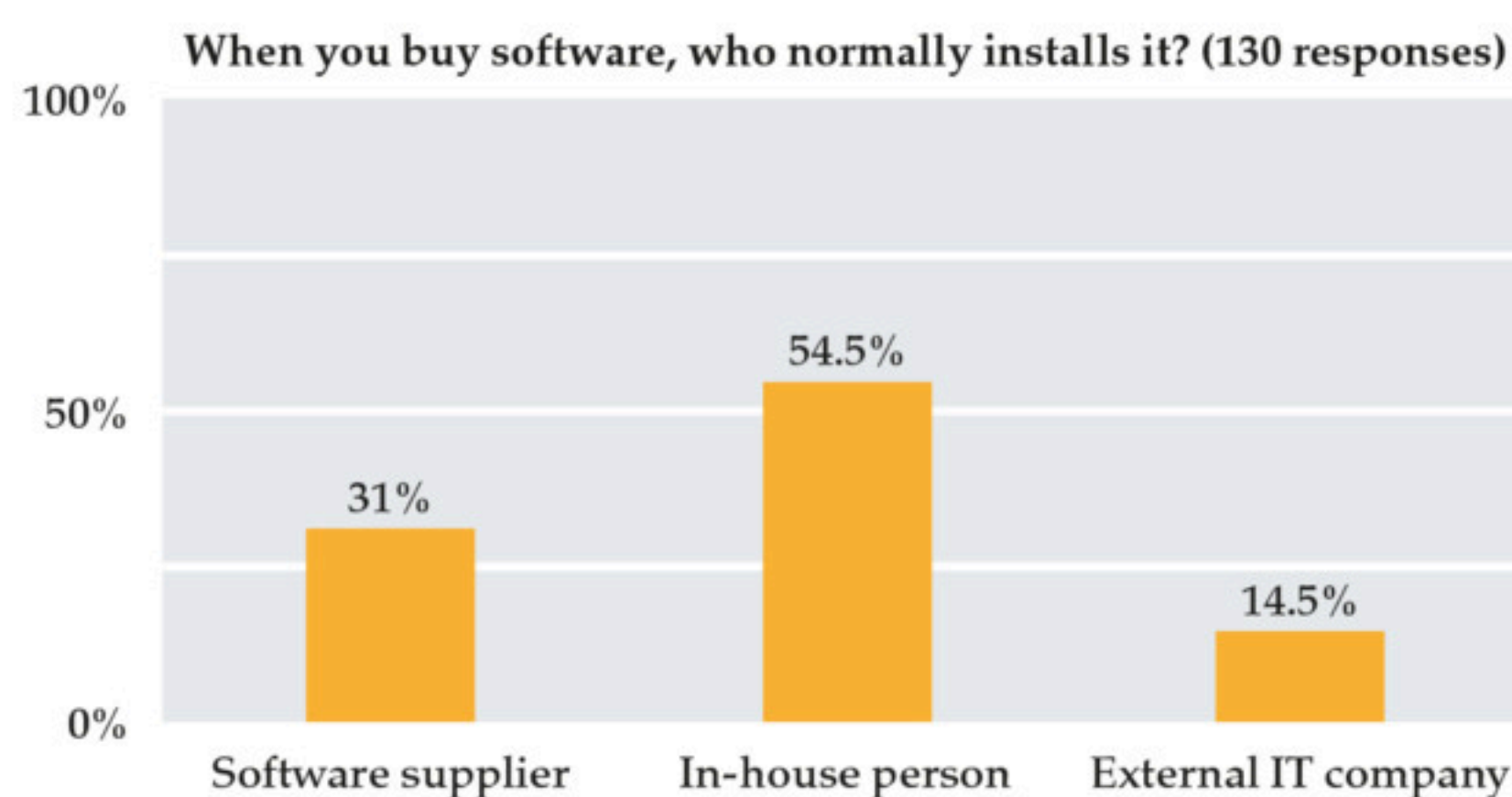
	Financepro	Accounter 3.1
1 Price?	\$499	\$710
2 Easy-to-use?	Staff can learn to use it easily.	Staff can learn to use it very easily.
3 Security features?	Secure	Very secure
4 Technical support?	They can help within 24 hours.	They can help within one hour.
5 Most recent version?	Two years old	Last month

- 8** Make a similar table of notes about one of your company's products or services in comparison to your main competitor. Then work with a partner and tell each other about your product or service.

Example: *We're a bit more expensive than our competitor, but ...*

Practically speaking | How to be approximate

- 1** Ercho Management Systems recently surveyed businesses about their management software needs. The graph below shows the results for one of the questions. How many people responded to the question? How do most companies install new software?



- 2** ▶ **4.3** Listen to someone describing the results in the table. Write the missing words for approximating numbers.

130: _____ one hundred 31%: _____ a third

54.5%: _____ half 14.5%: _____ 15%

- 3** Match the language for approximating in 1–4 to the synonyms in a–d.

- | | |
|------------------|--------------|
| 1 well over | a almost |
| 2 nearly | b just below |
| 3 a little under | c around |
| 4 about | d well above |

- 4** Work with a partner. Take turns to describe these numbers in different ways.

Example: *Nearly a quarter / Just below a quarter.*

24% 1,002 37% 240 49% 67%

- 5** Tell your partner approximate numbers or percentages for your company and country. Talk about:

- annual turnover
- number of part-time employees
- number of customers
- population
- inflation
- unemployment

Example: *My company's annual turnover is just over three million a year, I think.*

Tip | Fractions

We often use fractions for approximate numbers:

a fifth = 20%

a quarter = 25%

a third = 33%

(a) half = 50%

two-thirds = 66%

three-quarters = 75%



Key expressions

Explaining the features and benefits

The main benefit is ...
 It'll let you / It'll make it easier to / It'll help you to / It'll enable you to ...
 Another useful feature is ...

Comparing services and systems

It's a lot more accurate / It's a lot less time-consuming because ...
 The new system will be much ...
 One of the problems is that ...

Asking questions and expressing concerns

Will it let me / allow me to ...?
 What happens if ...?
 But wouldn't that ...?
 I'm not convinced that ...
 I have a question, too.

Handling questions and concerns

That's a good question.
 That's true, but ...
 It might seem ..., but in fact ...
 I'm sure you'll find it much ...

Business communication | Explaining features and benefits

- 1 A company wants to use a new type of software. Read about its key features and discuss questions 1–2 with a partner.
 - 1 What concerns do you think some employees might have about this software?
 - 2 How could the company explain the benefits of the software to the employees?

Key features

- The software tracks when an employee starts and ends work from when they log on and off or when they switch their computer on and off.
- It monitors the number of hours worked and sends this information to payroll.
- The mobile app enables employees to log on from home or when travelling.

- 2 ▶ 4.4 Listen to an IT trainer explaining the features of the new software to a group of employees. Make notes about:
 - 1 the main benefits of the software
 - 2 the employees' questions and concerns
- 3 ▶ 4.4 Match 1–10 to a–j to make sentences and questions from the discussion. Then listen again and check.

1 The main benefit is ____	a log on from a hotel?
2 It's a lot more accurate because ____	b it automatically knows how many hours you've worked each month.
3 One of the problems is that ____	c the payroll feature.
4 What happens if I ____	d have to adjust the settings on our computers?
5 That's a good ____	e it's possible to do that every time you're abroad.
6 But wouldn't that require us to ____	f your manager has to fill in a form for each of you.
7 It might seem that you'd need to adjust your settings, ____	g but in fact the software can do this automatically.
8 Will it let me ____	h question.
9 I'm not convinced that ____	i forget to log on in the morning when I start work?
10 I'm sure you'll find it much ____	j easier to use than the current system.

» For more exercises, go to **Practice file 4** on page 112.

- 4 Work with a partner. Read about a new company system below and make two lists:
 - 1 A list of the benefits of this system. How can it make things better?
 - 2 The problems of this system. What objections might employees have?

Afterwards, present your list to the class and share your ideas.

A company wants to introduce a new system to improve employee performance. The key features of the system are:

- Managers measure the performance of employees in their departments.
- Each employee has a meeting with their manager at the end of every month to discuss their performance.
- Managers can give bonuses for an excellent performance.
- The company will introduce an 'employee of the month' award.

- 5 Work with the same partner. You are going to discuss the features and benefits of the new system. **Student A**, turn to page 138. **Student B**, turn to page 142.

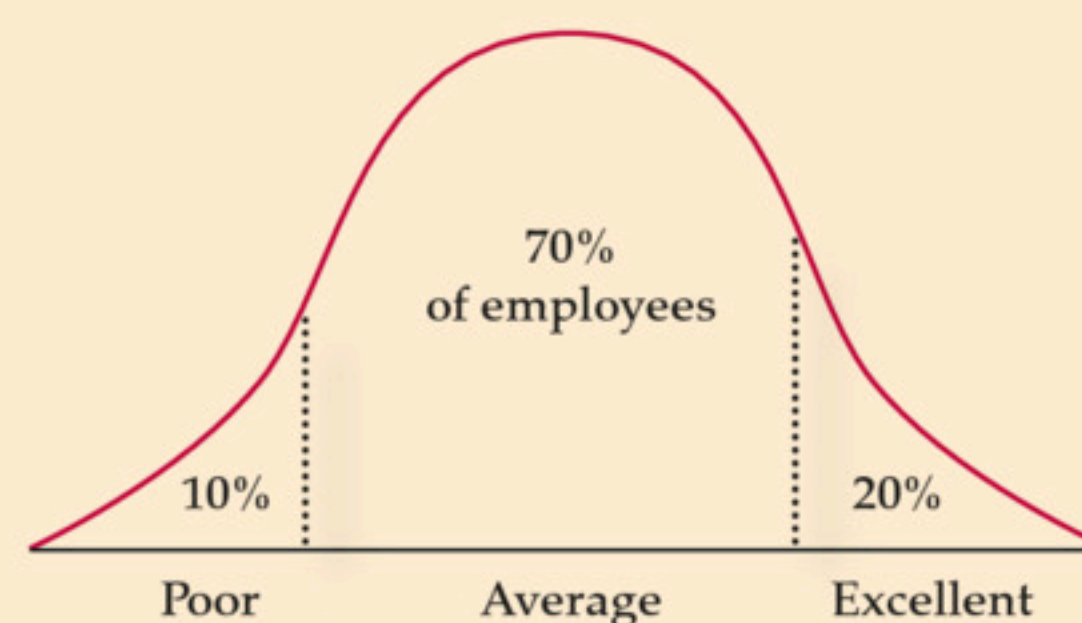
TALKING POINT

Stack ranking

Many companies have systems to rate their employee's performance, but one of the more controversial systems is called 'stack ranking'. It's based on the idea that in any company, you have about 20% of the employees whose work is excellent and they are the future managers. Then you have the majority of employees (around 70%) who are average and, finally, 10% of employees are ranked as 'poor'.

One argument for the system of 'stack ranking' is that it increases employee motivation: the idea is that by ranking a group of employees according to these percentages the system encourages healthy competition between employees and allows

managers to identify (and eventually get rid of) the bottom 10%. Many companies have tried this or similar systems of ranking employee performance. However, in recent years many companies, including Microsoft, have abandoned the system because, overall, employees hated it and it had a negative effect on performance.



Discussion

- 1 Why do you think the article describes the system of stack ranking as controversial?
- 2 What are the arguments for and against the system of stack ranking? Can you think of any more arguments for and against this system?
- 3 Overall, do you think it is a good or bad system? Why?

Task

- 1 Imagine you work for a company with a system of 'stack ranking'. You are going to role-play a meeting between managers and employees at the company. Work in groups of four. Decide which two are managers and which two are employees.
- 2 Work with your partner and prepare your positions before the meeting.
 - Managers: Before you meet the employees, make a list of arguments for stack ranking in your company but also be prepared to make some changes to the current system in order to improve employee performance.
 - Employees: Before you meet the managers, make a list of arguments against stack ranking in your company and prepare a list of changes to the current system in order to improve employee performance.
- 3 When both sides are ready, start the meeting. Allow time for managers and employees to present their arguments and then discuss possible changes. Try to reach an agreement.
- 4 After the meeting, each group presents their changes to the rest of the class.



5

Customers

Starting point

- 1 Who are your main customers?
- 2 How does your company keep its customers happy?
- 3 What percentage of your company's business is online?

Working with words | Customer service

- 1 Read this quote. How true is it for your type of business?
'If you make customers unhappy in the physical world, they might each tell six friends. If you make customers unhappy on the Internet, they can each tell 6,000.'
Jeff Bezos, founder of Amazon
- 2 Read about the company, Zappos. What is the best title for this article?
 - a Training staff to care
 - b Delivering happiness
 - c The customer is always right

ZAPPOS:

For many companies, having a call centre means two things: firstly, that you have unhappy customers and secondly, that you have the costs of paying staff to deal with customer complaints.

However, Zappos, the online shoes and clothing retailer, has a positive view of its call centre and uses it to build customer loyalty. Its team answer around 5,000 calls per day and 1,200 emails per week about its products. New staff receive four weeks' training in how to make customers happy and Zappos staff will do anything to go beyond basic customer expectations.

- One customer was staying at a hotel in Las Vegas. She wanted a pair of shoes but they weren't in stock. So, a Zappos customer service rep found the required shoes in a local shop and hand-delivered them to the woman's hotel room.
- The best man at a wedding arrived with no shoes. The company delivered in time for the wedding – for free.
- One member of the customer service team has the world record for the longest customer care phone call ever: it lasted ten hours and 29 minutes.

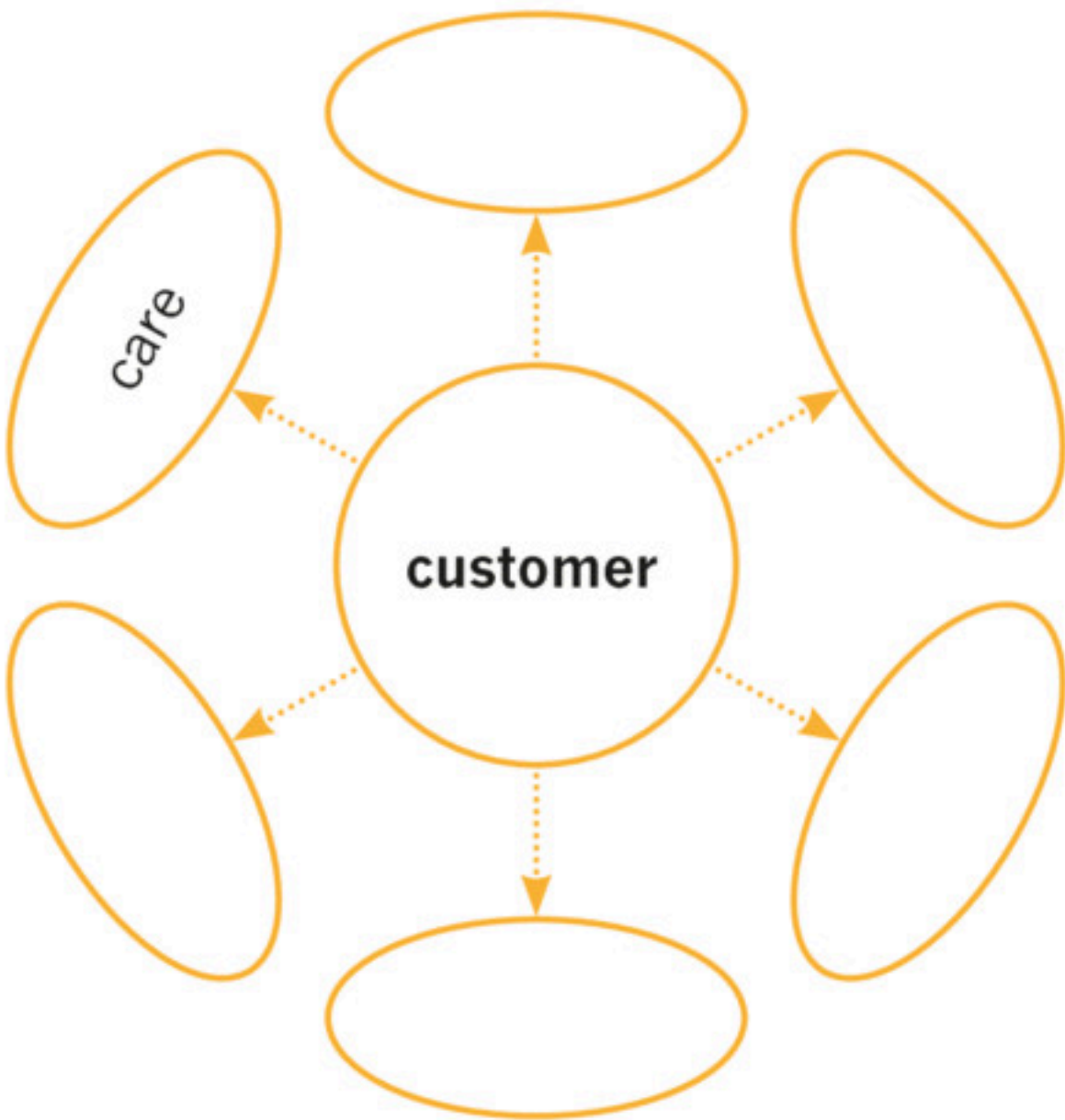
Clearly, with 75% repeat orders, customer satisfaction at Zappos is very high.



- 3 Read the article again. What do these numbers refer to?
5,000 1,200 4 10'29" 75
- 4 What do you think of the Zappos call centre? Underline the correct words in *italics* and complete the sentences. Then read out and compare your answers.
I *think* / *don't think* it's a good idea because ...
It *could* / *couldn't* work in my company because ...
- 5 Complete this table with the word forms in the article in 2.

Verb	Adjective	Noun
1 to care	caring	<u>care</u>
2	loyal	_____
3 to expect	expected	_____
4 to require	_____	requirements
5 to serve	_____	_____
6 to satisfy	satisfied	_____
7 to produce	productive	_____
8 _____	_____	delivery

- 6 Complete this text with the correct form of the words from the table in 5. More than one word is correct for some answers.
Customers always ¹_____ an online company to ²_____ their order on time and in good condition. They are ³_____ if their ⁴_____ are met. However, if there is a problem, it is the role of the customer ⁵_____ department to solve it quickly and efficiently. As a result, if the customer feels that the company really ⁶_____ about them, they become ⁷_____ to the brand.
- 7 Look at the Zappos text in 2 again. Find different word combinations with the word 'customer' and add them to the mind map below.



Tip | Customer, client or consumer?

A *customer* is someone who buys a standard product or service.
A *client* is someone who buys an individually designed product or service (e.g. financial advice).
Consumer is a general term to talk about any person who buys things, not a specific product or service.

- 8 Complete these questions with an appropriate 'customer' collocation from 7.
- 1 How important is customer _____ in your company?
 - 2 How does your company build customer _____?
 - 3 How does your company deal with customer _____?
 - 4 Do you think it's ever possible to guarantee customer _____?

- 9 Work with a partner. Ask and answer the questions in 8.

» For more exercises, go to Practice file 5 on page 114.

- 10 Make five rules and guidelines for successful customer service in your company using words from the table in 5.
Example: Rule 1: Don't meet your customer's expectations. Go beyond them.

Language at work | Present tenses for future reference

- 1 How busy is your schedule this week, next week and next month? Which are the busiest periods for you/your department/your company?
- 2 Anita and Hakan are planning a series of customer visits in Turkey. Read the schedule and then Anita's email. What changes and additions need to be made to the schedule?

6 Monday

5.45–11.45
Flight TK 1988 London – Istanbul.

14.30
Meeting at Aksa.

22.00 – 23.05
Flight to Ankara. Meet Giray.

7 Tuesday

10.00
Leave hotel for meetings from 11.00.

19.00
Flight TK 1983 Istanbul – London.

Subject: Next week

Hi Hakan,

I'm really sorry but there are changes to the original schedule. We still **leave** early on Monday and **come back** on Tuesday, but the bad news is that on Monday we're **not meeting** the people at Aksa until five – I'm afraid they're busy until then. Anyway, I **hope** to arrange another visit so we **aren't waiting** around all afternoon. Other than that, everything **is** fine for the rest of the trip. By the way, our new agent in Ankara **is joining** us at 10.00 for the customer visits on Tuesday. His name is Giray Demir.

Anita



- 3 Do the verbs in bold in the email refer to the present or the future? Match the verbs in the email to the explanations in the Language point.

LANGUAGE POINT

- 1 We use verbs in the present simple such as *arrive, go, start* to talk about a scheduled or timetabled event in the future: _____, _____
- 2 We use verbs in the present continuous to talk about an arrangement for the future: _____, _____, _____
- 3 We use the present tense of verbs such as *plan, intend, expect* + *to* + infinitive to talk about future plans, hopes and expectations: _____
- 4 We use the present tense of *be* + adjectives such as *free, available* to talk about future availability: _____, _____

» For more information, go to Grammar reference on page 115.

- 4 ▶ 5.1 Listen to a message from Giray in Anita's voicemail. What additional changes need to be made to the schedule?
- 5 Read Giray's voicemail message. Underline the correct words in *italics* 1–9. Then listen again and check.

Hi, Anita. This is Giray. I'm sorry but I ¹*be / 'm* busy next Monday evening, so I can't meet you personally at the airport. When your flight ²*arrives / is arriving*, a driver will meet you. Let's plan ³*to meet / meeting* in your hotel reception on Tuesday morning at around eight thirty because we ⁴*meet / are meeting* the first client at nine thirty instead of eleven. By the way, do you intend ⁵*checking / to check* out in the morning or ⁶*do you stay / are you staying* another night in Ankara? I'm afraid I ⁷*'m not / don't* free in the evening, but I can book you an excellent restaurant near the hotel for dinner if you ⁸*stay / are staying*. It ⁹*opens / is opening* around eight, I think. Anyway, let me know your plans.

Tip | State verbs
Verbs used to talk about states (e.g. *understand, know, like, mean, need*) are not usually used in the present continuous.

6 Look at the schedule below and make sentences using prompts 1–9.

Example: *I'm going to a conference next week.*
The conference starts on Tuesday.

- | | |
|------------------------------------|---------------------------|
| 1 go / conference / next week | 6 free / Thursday morning |
| 2 conference / start | 7 plan / have lunch |
| 3 not / go / first session. / busy | 8 fly / Paris |
| 4 give / my presentation | 9 flight / leave |
| 5 hope / go / buffet reception | |

May		
	a.m.	p.m.
7 Tuesday	CONFERENCE 9.30 First session / Meet clients	
8 Wednesday	CONFERENCE	14.00–15.00 My presentation 18.00 End-of-conference buffet reception
9 Thursday	CONFERENCE Free morning	12.30 Lunch with Sally and Remi
10 Friday		To Paris 14.20 Flight from LHR

» For more exercises, go to **Practice file 5** on page 115.

7 Tell your partner about your schedule for next week. Talk about when:

- scheduled events start and end
- you plan or hope to do something
- you are available or busy
- you are meeting people or have an arrangement

Practically speaking | How to say 'sorry'

1 Think of a situation when you had to say 'sorry' at work. Who was it to? Why?

2 ▶ 5.2 Listen to sentences 1–5 and match them to reasons a–e.

- | | |
|--|----------------------------|
| 1 I'm sorry, but I'm busy next Monday evening. <u>b</u> | a You did something wrong. |
| 2 I'm sorry, but can you repeat that? ____ | b You can't do something. |
| 3 I'm sorry to keep you waiting. ____ | c You give a reason. |
| 4 I'm sorry, but the traffic was terrible this morning. ____ | d You interrupt someone. |
| 5 I'm sorry, but can I say something at this point? ____ | e You ask for repetition. |

3 ▶ 5.3 Match responses a–e to sentences 1–5 in 2. Then listen and check.

- a **Sure.** It's A as in Alpha. ____
- b **Of course.** Go ahead. ____
- c **Not to worry.** We haven't started yet. ____
- d **That's OK.** There was a problem with my train as well. ____
- e **No problem.** How about Tuesday instead? ____

4 Work with a partner. Practise each situation by saying sorry to your partner and responding.

- You can't get to work because of a train strike. Call your partner from the train station and explain.
- You can't attend your partner's presentation next week. Give a reason.
- Your partner is a visitor waiting for you in reception. After 15 minutes, you arrive.
- Your partner is explaining something but you didn't hear all the information.



Business communication | Making and changing arrangements

- 1** Who are your company's main suppliers? What do they supply you with?
- 2** ▶ **5.4** Elena Schenker works for a chain of hotels in Switzerland. She calls Sergio Boccherini, a supplier of gym equipment. Listen to their conversation and write *E* (Elena), *S* (Sergio) or *B* (Both) next to each sentence.

- 1 ___ was at a trade show in Geneva last month.
- 2 ___ is based in Bern.
- 3 ___ has clients in Geneva.
- 4 ___ is always busy on Mondays.
- 5 ___ can meet on Tuesday 1st at 3 p.m.

- 3** ▶ **5.4** Read expressions 1–8 for making arrangements. Try to say each expression in a different way, using the words given in brackets. Then listen again and check.

- 1 Can we fix a date to meet? (arrange) Can we arrange a date to meet?
- 2 I'm sorry but I can't on Mondays. (afraid I'm busy) _____
- 3 I'm not free on that day. (can't make it) _____
- 4 What about Tuesday? (How) _____
- 5 That's good for me. (suits) _____
- 6 Is two o'clock OK? (convenient) _____
- 7 Can we meet later? (make it) _____
- 8 We've confirmed Tuesday the first at three. (So that's) _____

» For more exercises, go to **Practice file 5** on page 114.

Key expressions

Calling to make an arrangement

The reason I'm calling is ...
I'm calling to arrange ...
It's about our meeting next ...

Suggesting times/dates

Can we arrange a meeting?
Can we fix a date to meet?
What/How about ...?
Is ... convenient/OK?
Is ... any good?
Does ... suit you?

Accepting/Declining

Yes, of course.
That suits me.
That's good/convenient for me.
I'm afraid I can't come on ...
I'm sorry but I can't make it.
I'm not free on ...

Changing arrangements

Can we make it later?
Can we move it back to Friday?
Can we bring it forward to Wednesday?
The afternoon is free/
convenient.

Confirming

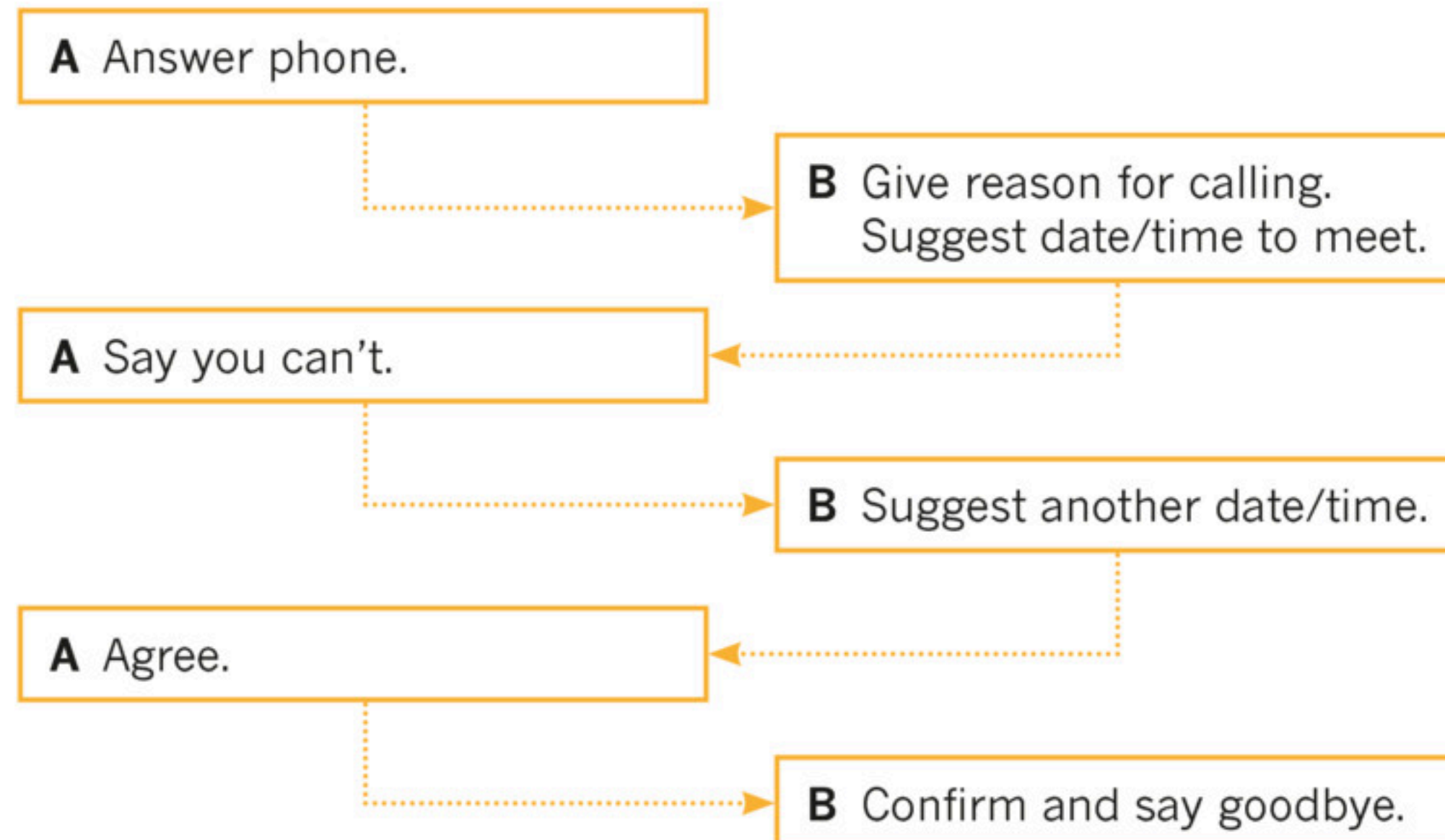
So that's Tuesday at three.
We've confirmed Monday at 10 a.m.

- 4** ▶ **5.5** Listen to these short expressions from the conversation for suggesting and checking days, dates and times. Note if the intonation is rising or falling. Then listen again and repeat.

On Monday? The 1st? At three?

- 5** Work with a partner. Take turns to answer the phone and make arrangements for the situations below. Use the flow chart and your own diaries if you want.

- meeting a new customer
- visiting the new company headquarters
- playing golf or tennis
- meeting a colleague to plan a product launch



- 6** ▶ **5.6** Sergio calls Elena again. Listen to their conversation.

- 1 What is the main reason for his call?
- 2 What can't Sergio make?
- 3 Do they bring the meeting forward or move it back a day?

- 7** Repeat your calls in **5** but now you can't make the appointments. Change the arrangements to a new time. Use your own diaries if you want.

TALKING POINT

Upside down management

Timpson is a family business with a turnover of more than 150 million pounds. Timpson shops offer a variety of services including shoe repair and key cutting. The secret of the company's success, according to company chairman John Timpson, is to make sure you have 'happy customers' and offer 'great jobs'. To achieve this, the company uses an organizational system called 'upside down management'.

'Upside down management' means that the customers are always at the top and senior management are at the bottom. The role of the managers is to support the frontline staff in the middle, who can then serve the customers. This organogram shows how Timpson works with some of its key principles at each level.

Customers

- They come first.
- Make them smile.
- Happy customers will advertise your company, so don't spend money on marketing.

Frontline Staff

- Charge customers whatever you like. The price list is only a guide.
- Try new ideas. If they work, tell management. If they don't work, just stop.
- Staff can use one of the company's five holiday homes.
- High-performing staff can receive a weekly 15% bonus.
- You always get an extra day off on your birthday!

Management

- Serve your frontline staff. Don't give them orders.
- Praise frontline staff ten times more than you criticize.
- Avoid meetings. They waste time.
- Get rid of poor-performing staff quickly.



Discussion

- 1 Why do you think 'upside down management' has been successful at Timpson?
- 2 Discuss each of the key principles in each level. Which principles does your company have? Which other principles do you agree or disagree with?
- 3 Overall, how well do you think 'upside down management' could work in your company?

Task

- 1 Work in groups of four. Imagine your company is thinking of introducing 'upside down management'. Divide your group into two pairs.

Pair A: Write a list of arguments *for* introducing 'upside down management' and why you think it *will* work in your company.

Pair B: Write a list of arguments *against* introducing 'upside down management' and why you think it *won't* work in your company.

- 2 When you are ready, work with the other pair again. Take turns to present your arguments for and against and discuss both sides of the arguments. Try to reach a final agreement and choose one of the decisions:

A The company should introduce 'upside down management'.

B The company should use some (but not all) of the ideas from 'upside down management'.

C The company should not change the current system of management.

- 3 Present your final decision to the rest of the class and give your reasons.

6

Guests & visitors

Starting point

- 1 How often does your company have business guests and visitors?
- 2 Why do they visit the company?
- 3 Does the company entertain them in the evenings? If so, how?
- 4 How often do you visit other companies?
- 5 Do you prefer being the visitor or the host?

Working with words | Business travel

- 1 How important are trade fairs and conferences in your area of business? Do you ever attend such events?
- 2 ▶ 6.1 Two people are planning a conference. Listen to their phone conversation and complete the missing information in the notes.

• Dr Miles Doyle

Arrival time: Tuesday evening at ¹_____

Requirements: Wants to see the main **auditorium** and check the **facilities** before his talk on ²_____.

Action: Driver to take him from the ³_____ to the **exhibition centre**.

Joel is helping **delegates** with their **stands** so will show Dr Doyle around.

• Alexis Cruz

Arrival time: Tuesday ⁴_____

Requirements: Would like to look around the ⁵_____ and do some **sightseeing**.

Action: Call ⁶_____ to arrange an early check-in.

Action: Joel will book an afternoon **excursion** with the hotel ⁷_____ service, including eating out and trying some local **specialities**.

- 3 Match the words in **bold** in the notes to definitions 1–8.

- 1 the venue where a conference or trade fair is held exhibition centre
- 2 equipment and services provided (e.g. by a hotel or conference centre) _____
- 3 the largest room in a conference centre for lectures and presentations _____
- 4 types of food or products that a restaurant or place is famous for _____
- 5 visiting interesting buildings and places as a tourist _____
- 6 a short organized trip made for interest or pleasure _____
- 7 the people registered at a conference or trade fair _____
- 8 an area at an exhibition where you can display and advertise your products or services _____

Tip | travel/trip/journey

Travel is mainly used as a verb:
I like to **travel** by train.

There are some exceptions
such as *business travel*, *travel arrangements* and *travel agents*.
Don't say: *Did you have a good travel?*

Do say: *Did you have a good journey/trip/flight?*

Journey is the period spent
travelling to your destination.

Trip is a short visit with a
specific purpose
(e.g. a business trip).

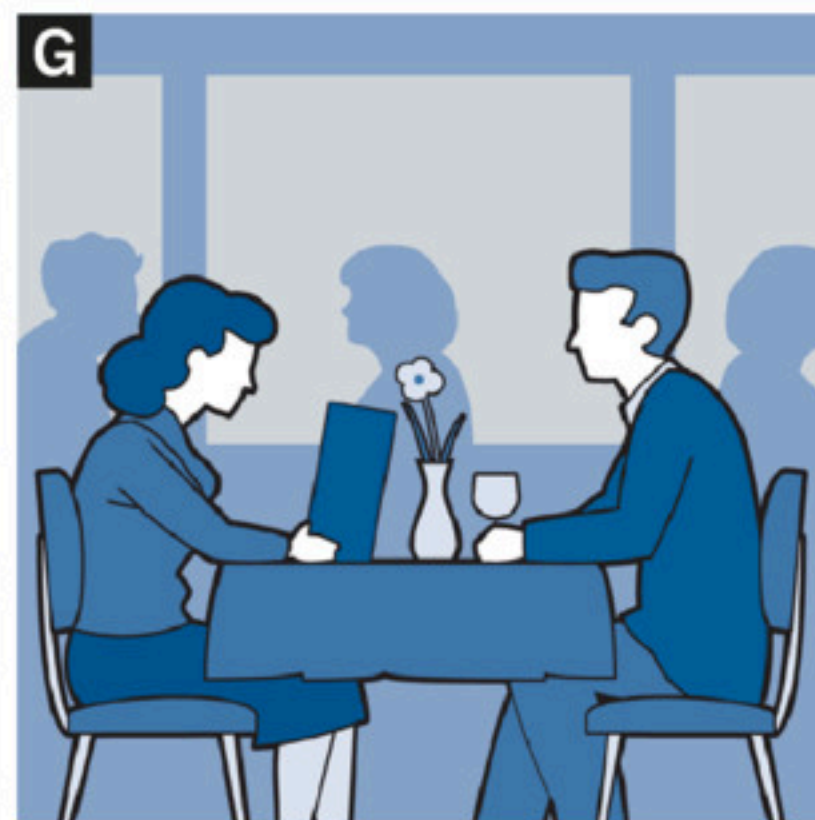
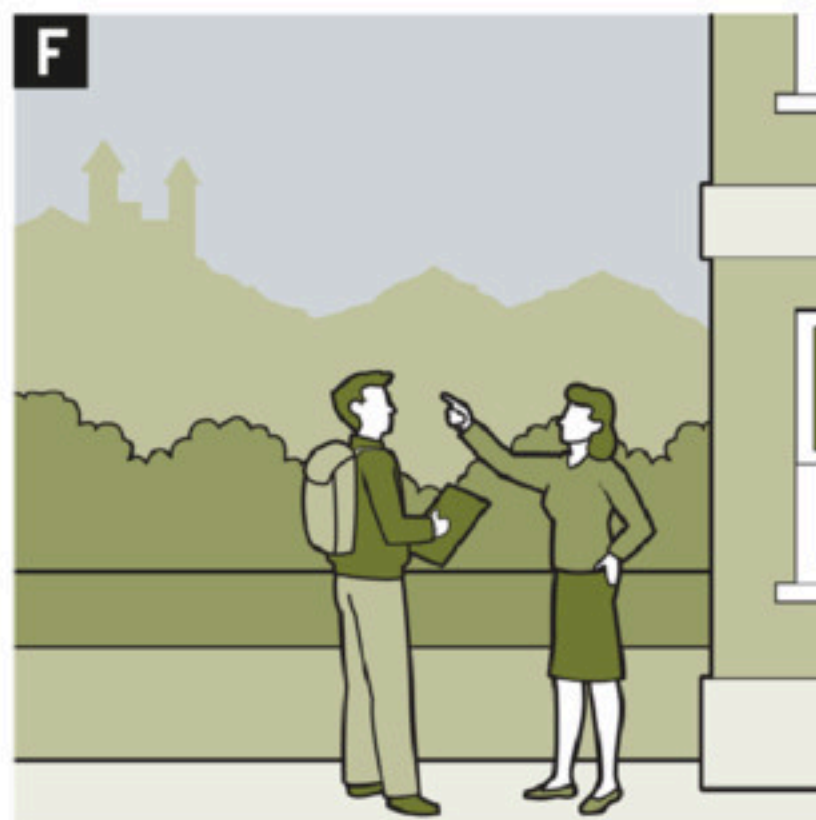
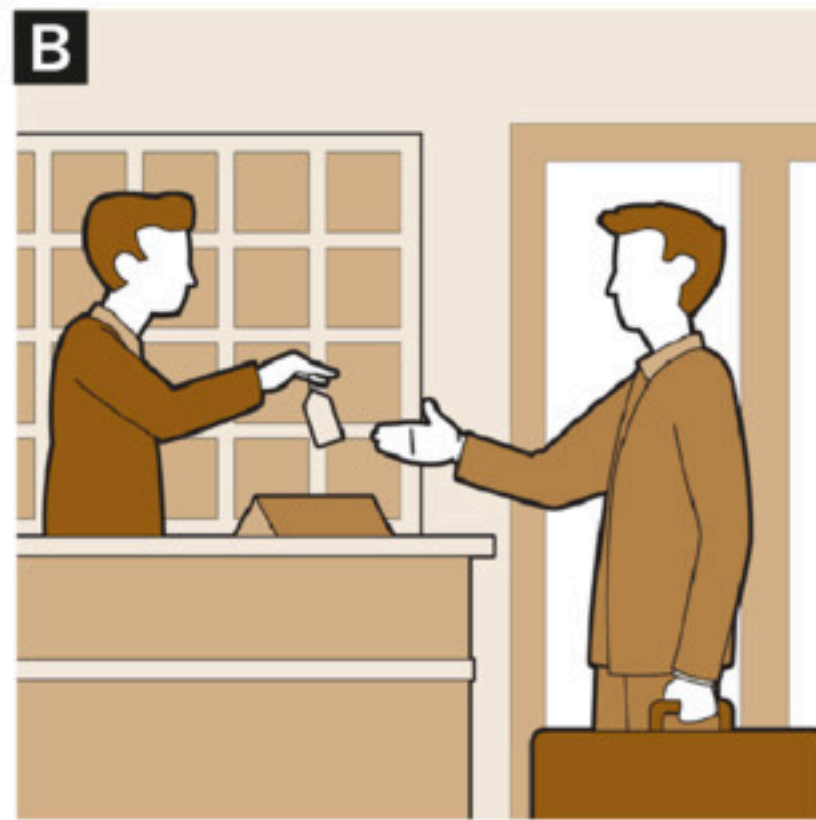
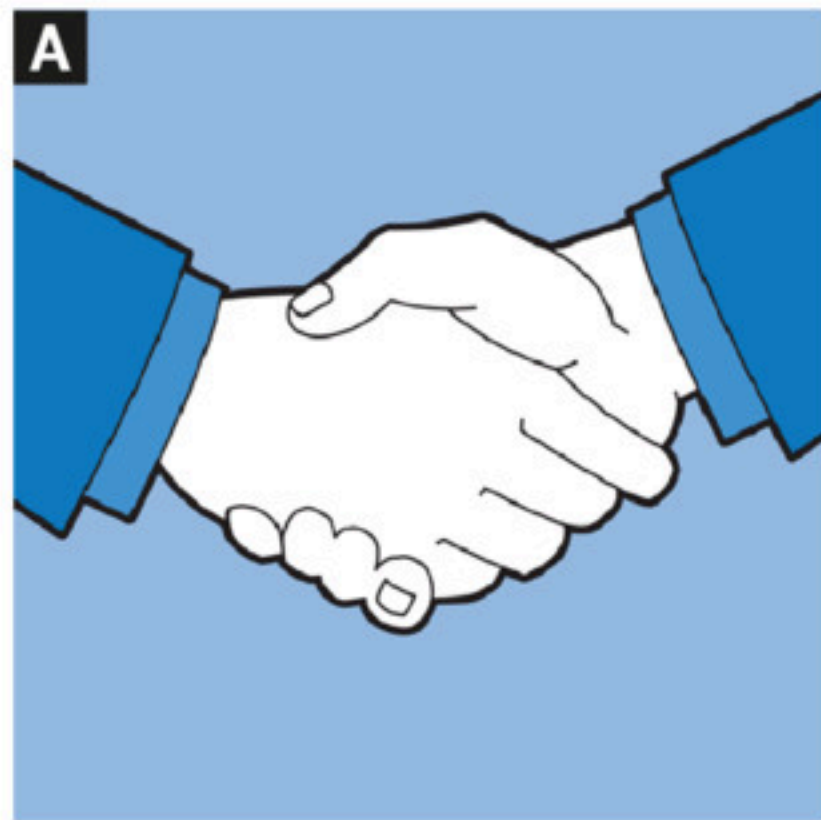
- 4 Work with a partner. Cover up your answers in 3 and take turns to test each other with the definitions.
- 5 ▶ 6.1 Listen to the conversation again. Match the words in A and B to make a new phrase. Then match each new phrase to pictures A–H.

A

freshen
pick
look
check
meet
show
drop
eat

B

out
around
(someone) off
up
(someone) up
in
up with (somebody)
(someone) around



» For more exercises, go to **Practice file 6** on page 116.

- 6 When you travel (either for work or on holiday), which of the activities in 5 do you normally do and in what order? Explain your choice to your partner.

Example: First of all, I check in at the hotel, so that I can freshen up. Then I ...

- 7 Work with a partner. Two important speakers are coming to give talks at a conference in your nearest city. You have to look after them. Look at each speaker's information and requirements and organize their schedules (the people involved, transportation, places, times, etc.).

	Dr Rhona Emanuel	Marek Sobolewski
Arrival	Wednesday 11.15	Wednesday 11.30
Day/Time of talk	Wednesday 17.00 in main auditorium	Wednesday 14.00 in main auditorium
Departure	Thursday 08.35	Thursday 19.05
Requirements	<ul style="list-style-type: none"> • Six-hour flight, so she needs to go to hotel before her talk • Needs to set up equipment in advance of talk • First time in city, so wants to see places of interest if time • Likes eating out and trying local food 	<ul style="list-style-type: none"> • Wants to know number of people attending his talk • Plans to meet up with an old friend on Wednesday evening • Likes historic places and would like to visit the craft market

Language at work | Articles

- 1 If you are going to a conference, what type of information can you normally find on the conference website?
- 2 Work with a partner. Read four sections of a conference website and write an appropriate heading for sections 2–4.

HOME

TICKETS

NEWS

WHAT'S ON

PARTNERS

CONTACT US

GW

Conference



1 About the conference

The [Gaming World Expo](#) attracts over 4,000 delegates from all over the world and is one of **the biggest** annual gaming events in **Europe**.

2

The venue offers over 200 stands to show new products, make contacts and recruit new talent. Reserve **a stand** by 1st March to guarantee your place.

3

Delegates are advised to travel **by public transport**, as parking is limited. An [airport shuttle bus](#) runs every day with stops at all [major hotels](#). **The bus** is free for all delegates.

4

Delegates should go directly to the registration desk to collect a badge and for **information** on the day.

BOOK YOUR TICKETS HERE

- 3 Complete the examples in the *Language point*, using the words in bold in 2.

LANGUAGE POINT

We use *a/an*

- to talk about singular countable nouns in a general way (the person or thing could be one of many): *an airport bus, a badge*, ¹ _____

We use *the*

- to talk about specific nouns (it's clear to the listener which person or thing): *the registration desk*, ² _____
- to refer back to the same noun for a second time: ³ _____
- with superlatives: *the best*, ⁴ _____

We use **no article**

- with plural nouns and uncountable nouns in a general way: *hotels*, ⁵ _____, *coffee*, ⁶ _____
- with proper nouns (names, countries, continents, cities, languages, etc.): *New York*, ⁷ _____
- with transportation: *by taxi*, ⁸ _____

» For more information, go to **Grammar reference** on page 117.

- 4 Work with a partner. Think of two more nouns to add to each category in 3. Try to choose nouns that are important for your work.

Tip | *the* + country

Some countries need *the* before their name because they are groups of:

- countries (e.g. *the United Kingdom*)
- states (e.g. *the United States*)
- islands (e.g. *the Philippines*)

5 Study these delegates' questions at the conference. Correct the mistakes with articles. Two questions contain no mistakes.

- 1 Which day is Doctor Doyle giving ^a talk?
- 2 Can you tell me the way to main auditorium?
- 3 There's a presentation about next-generation mobile games today. What time does presentation start?
- 4 Are there any sightseeing tours for delegates?
- 5 Is quickest way to the airport by bus or by taxi?
- 6 Do you have excursion with a guided tour of the old city?
- 7 Can I have an accommodation as close to exhibition hall as possible?
- 8 Is the conference in Asia next year?
- 9 Is it possible to get taxi to the city centre, please?

» For more exercises, go to **Practice file 6** on page 117.

6 Work with a partner. Read some information about a trade fair. **Student A**, turn to page 137. **Student B**, turn to page 142.

Practically speaking | How to address people



1 When you meet someone at work for the first time, do you like them to address you by your first name or your title and last name?

2 ▶ **6.2** Say these different titles with the names. Listen and check.

Dr Billah	Miss Pfaner	Madam Sargie
Ms Walker	Mr Cardoso	Mrs Ludwig
Sir James Logan	Prof. Halsdorff	

3 Look at this list of situations with different people. In your country, how would you normally address these people? Using their first name, last name, title and last name or something else?

- A visitor arriving at your company for the first time.
- Your work colleagues.
- Offering help to someone who looks lost.
- You start making conversation with someone at a conference.
- At a meeting with the managing director of your company.
- Meeting your mother-in-law for the first time.

4 ▶ **6.3** Listen to three conversations. Tick (✓) the expressions you hear.

Please, call me ...	<input type="checkbox"/>
You can call me ...	<input type="checkbox"/>
Please, call me by my first name.	<input type="checkbox"/>
I'd prefer it if you call me ...	<input type="checkbox"/>
How would you like me to address you?	<input type="checkbox"/>
Is it OK if I call you ...?	<input type="checkbox"/>
Can I call you ...?	<input type="checkbox"/>
Do you mind if I call you ...?	<input type="checkbox"/>

5 Imagine you are at a conference and you don't know anyone in the room. Stand up and introduce yourself to different people in the class. Start conversations using your full titles and last names, and then find out how the other person wants to be addressed.



Business communication | Welcoming visitors

- 1 When someone comes to visit your place of work, what do you show them? Are there any areas which are 'off-limits' (private or secret)?
- 2 ▶ 6.4 Jacinta Ross works for HYB Electronics. She meets Marvin Bernstein at reception. He is visiting the company for the day. Listen to their conversation and complete the agenda for Marvin's visit.

Agenda for Marvin Bernstein's visit to HYB Electronics

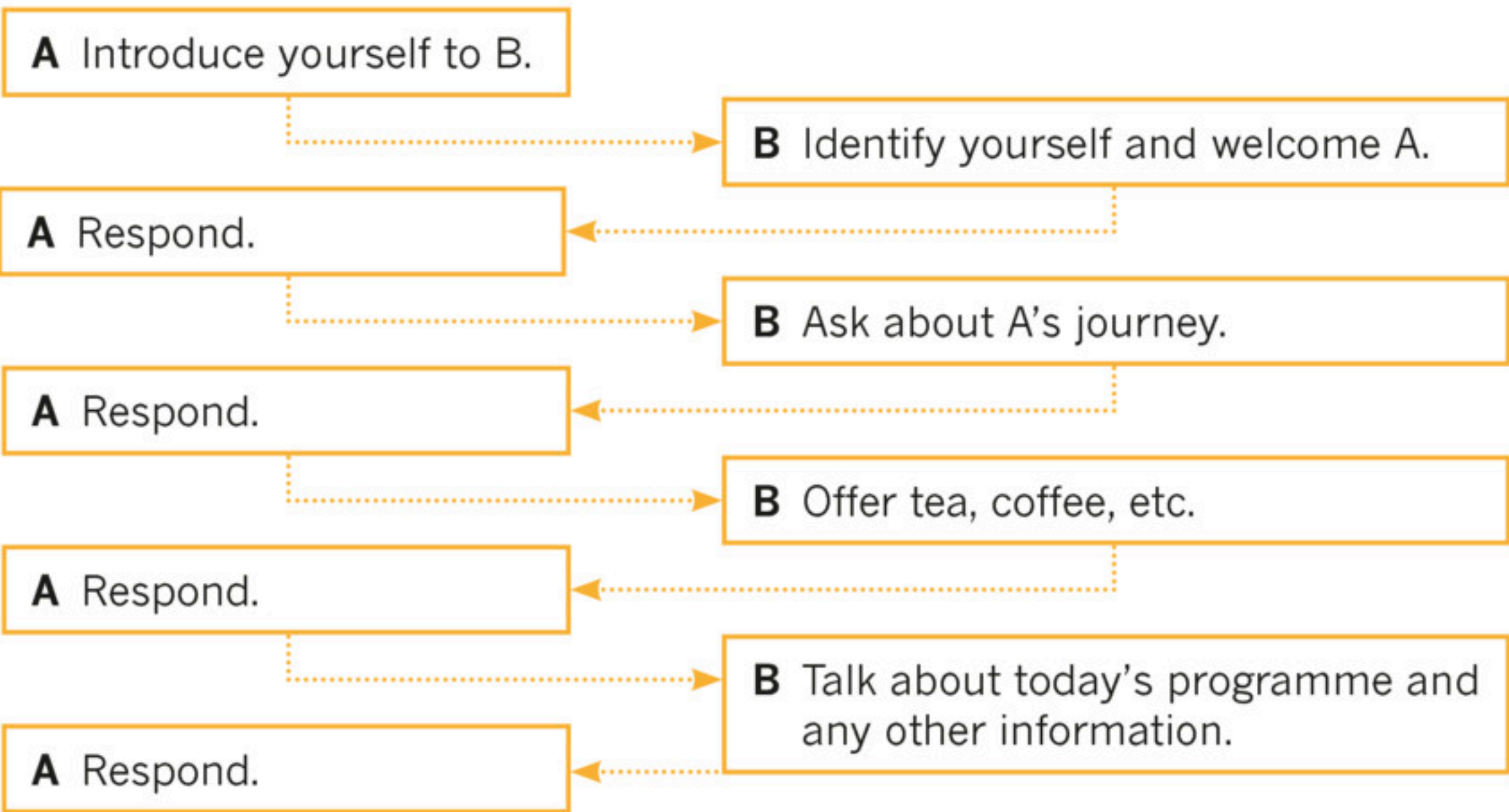
Monday 2 October

Morning:
Lunchtime:
Afternoon:

- 3 ▶ 6.4 Listen again and match Jacinta's expressions to Marvin's responses.

Jacinta	Marvin
1 Welcome to our new facility.	a Oh, that's OK, I'll hang on to it for now.
2 So, how was your journey?	b Thanks.
3 And did you have any trouble finding us?	c No problem.
4 Here, let me take your coat.	d Thank you very much.
5 Can I get you a coffee?	e It was fine, thanks.
6 OK. Come this way and I'll run through today's programme.	f No, not at all.
7 Have a seat.	g That sounds nice.
8 So, first of all, I thought you could take a tour of the facility this morning.	h Great.
9 You'll need this ID card to get around the site. Make sure you keep it on you at all times.	i Sounds interesting.

- 4 Work with a partner. Have a conversation with a visitor to your place of work using this flow chart. Student A is the visitor and Student B is the host. When you have finished, change roles.



» For more exercises, go to Practice file 6 on page 116.

- 5 Work with a partner. Imagine you are welcoming a new person to the class today. Have a short conversation about their journey to the office/classroom and go through the schedule for the lesson.

Key expressions

Welcoming

Welcome to ...
On behalf of ... welcome to ...
It's nice to meet you in person.
Good morning.
Good afternoon.

Asking about a journey

How was your journey?
Did you have any trouble finding us?

Being hospitable

Come this way.
Can I get you a coffee?
Let me take your coat.
Have a seat.

Explaining the programme

I'll run through today's programme.
First of all, I thought you could ...
We'll catch up again later.

Giving extra information

You'll need this ...
Make sure you ...
Don't worry about ...

TALKING POINT

Cultural expectations



Discussion

- 1 Look at the information for hotel managers. Which things do you expect when you stay at a hotel? What makes you happier at a hotel?
- 2 ▶ 6.5 Listen to part of a radio programme about cultural differences. Which ideas in the infographic do they talk about? In which parts of the world should you expect them?
- 3 Do you think hotels in your country meet the cultural expectations of international visitors? What ideas might make these visitors happier when they stay?

Task


- 1 Work in groups. Imagine you have a group of foreign visitors coming to your company for a week. Each day they will have some free time after work and they would like to learn more about your country and its culture. Discuss and plan a schedule for the week from Monday to Friday. Your schedule should include some or all of the following aspects:
 - eating out and trying different dishes
 - visiting places of cultural importance
 - watching traditional theatre or festivals
 - going shopping in local markets
 - other?
- 2 Present and compare your final schedules with the other groups.

Viewpoint 2 | Cultural communication

Preview

In this video lesson, you will watch an interview with Michael Dickmann, an expert in cultural awareness in business. He describes how cultural differences in communication can affect business between people of different nationalities and also within different company cultures.


Focus

- 1 When you travel abroad, what is one of the first differences you tend to notice? What differences do you notice when you are in a new country for a long time? Talk about any of the items below or choose a new one.
 - language
 - attitudes to time
 - gestures and body language
 - food and meals
 - clothes
 - attitude to management
 - social behaviour
 - relationships between colleagues and clients
- 2 01 Watch four people talking about differences they have noticed in countries they have lived and worked in. Make notes about their answers in the table.

	Country	Differences	Changes over time
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			

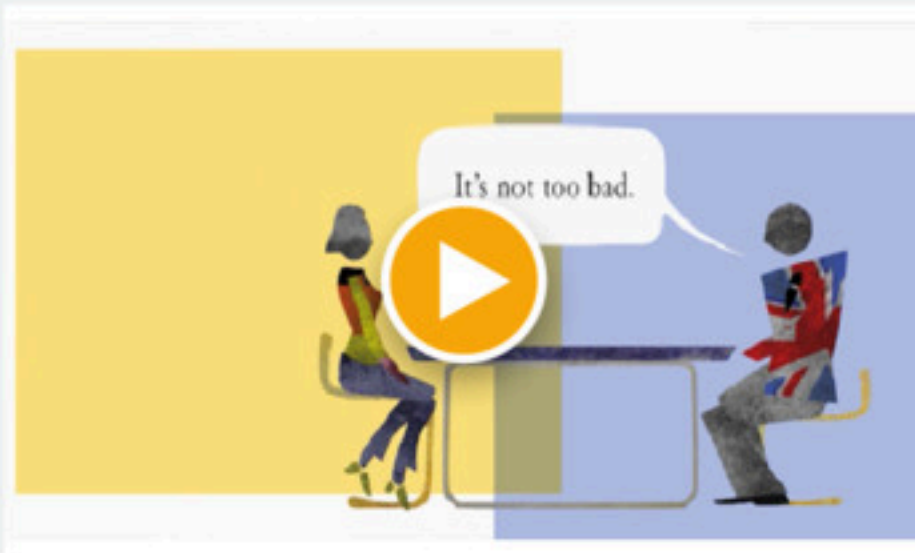
- 3 Work with a partner and compare your answers in 2. Did the people in the video describe any similar differences to you?

Culture in business

- 4 You are going to watch an interview with Michael Dickmann, an expert in cultural differences in business. Before you watch, match words and phrases 1–8 to definitions a–h.
 - 1 mediocre ____
 - 2 ethics and values ____
 - 3 disciplined ____
 - 4 power distance ____
 - 5 bribes ____
 - 6 behaviour ____
 - 7 norms ____
 - 8 save face ____
 - a your actions in particular situations
 - b your beliefs about what is right or wrong which affect your behaviour
 - c average, not very good
 - d behaving in a very controlled way
 - e money you offer in a dishonest way to make someone do something for you
 - f the accepted way of doing things in a society or culture
 - g an expression meaning to avoid humiliation or not being told you are wrong in front of other people
 - h a term to refer to the relationship between people in power and the people who take orders, e.g. between management and workers
- 5 02 Watch the interview with Michael Dickmann. He talks about four areas of cultural difference in business. As you watch, number the areas A–D in the correct order 1–4.
 - A The hamburger approach ____
 - B Language in business ____
 - C Power distance ____
 - D Ethics ____



Cultural awareness



- 6** **03** Watch Part 1 of the video again and answer questions 1–3.
- 1 What might a British person mean if they say, 'It's not too bad'?
 - 2 What might a German person think it means?
 - 3 A Nigerian company might describe giving money to get something as Public Relations. What might a western company call it?
- 7** Discuss these questions as a class for your country or countries.
- 1 If you heard someone say 'It's not too bad', what would you think it means?
 - 2 In your country, is giving money to win a business deal considered good public relations or is it a bribe? Is it acceptable or is it wrong?
- 8** **04** Watch Part 2 of the video again and complete sentences 1–4. Use words you hear in the video.
- 1 How polite you are and how _____ you are can affect what people think about you.
 - 2 Some people might think that if you are not punctual then you are not _____.
 - 3 If you come from a _____ power distance culture, then you won't disagree with your boss.
 - 4 If you come from a _____ power distance culture like Denmark and you work in a country like Japan, or Nigeria and you speak up against your boss, that is a big problem.
- 9** Underline the correct words in *italics* to make the sentences true for your company. Then, compare your choices with the rest of the class and give reasons for your answers.
- 1 In my company, *it's OK* / *it isn't OK* to disagree with the views of your boss.
 - 2 Overall, I think I come from a country with *high* / *low* power distance.
- 10** **05** Watch Part 3 of the video again and answer questions 1–4.
- 1 In what way is performance management similar to a hamburger bun?
 - 2 If you make a mistake in the USA, how will your manager comment on your work?
 - 3 Why does the Japanese manager miss out the 'meat'?
 - 4 What does Michael Dickmann suggest the approach of the German manager is?
- 11** If you made a mistake in your company, how would your manager discuss this with you? What kind of 'hamburger approach' would he or she take?

Identifying culture in the workplace

- 12** Work in groups. Read about three different business situations and discuss what problem is happening in each situation and why.
- 1 An Italian business person and a Japanese business person are making small talk with each other. Afterwards, the Italian comments that, 'She seemed nice but she never really said anything'. The Japanese says, 'She was very friendly, but she never gave me a chance to speak.'
 - 2 A Belgian manager is working in Thailand. He is unhappy because his Thai assistant is often late for work (between 30 minutes to an hour sometimes). One day he tells her off in front of other employees. She resigns soon after.
 - 3 An American business person is in a meeting with a group of German colleagues. The discussion is very heated and the American feels uncomfortable. Afterwards, he's surprised that everyone decides to go and have a friendly drink together before they go home.
- 13** Now read the explanations on page 137 and compare them with your own.

Situations above adapted from Critical incidents in *Intercultural Business Communication* by Robert Gibson, 2000, Corenson & OUP GmbH & Co.



7

Working online

Starting point

- 1 Which online mobile devices do you have with you all the time?
- 2 How important is it for you to be online 24/7?
- 3 How do you feel when you can't access the Internet and go online? Give reasons for your answer.

Working with words | Online security

- 1 Work with a partner and discuss these questions.
 - 1 How secure is your computer and data?
 - 2 How do you protect your documents and data?
 - 3 What makes a password weak or strong?



- 2 Read this article. What is the writer's main purpose?
 - To report examples of cybercrime in businesses.
 - To convince businesses to invest in online security.
 - To explain that online security is important for businesses.

How safe is your business?

Spamhaus is an international non-profit organization based in Switzerland. One day, without warning, the Spamhaus servers were compromised and the website was down for nearly a week. The organization had become another victim of a cyberattack.

For Spamhaus, the attack was especially bad because the organization manages databases of spammers and blacklisted users for business corporations, governments and Internet providers. In other words, Spamhaus had a special understanding of online security. But even it couldn't prevent the cybercriminals.

It's a warning to all organizations and businesses that they are vulnerable to such attacks. And yet, in a recent survey by Deloitte of almost 2,000 executives, 79% were not confident about their company's level of online protection

Hackers can spend an average of 243 days on the victim's network before the company realizes there's a problem.

but only 58% planned to increase spending on their cybersecurity. This is a surprisingly low figure considering the risks.

According to a recent study by Mandiant, a provider of corporate cybersecurity systems, there are three reasons for the lack of spending. Firstly, hackers can spend an average of 243 days on the victim's network before the company realizes there's a problem. Secondly, cybersecurity is cost-saving but not money-making, so investors are less interested in paying for it. And finally, many companies feel that if they follow basic procedures such as regularly changing passwords and encrypting files, then they are safe and don't need to invest in more security. They'd prefer to wait and see.

Unfortunately, as businesses become more and more reliant on the Internet, how can businesses afford not to spend more on cybersecurity?

- 3 The writer thinks we should spend more money on online security. Discuss these questions with a partner.

- 1 How does the writer support this view in the article?
- 2 Do you agree? Do you think this is true for your company? Why/Why not?

- 4 Match these words from the article in 2 to definitions 1–8.

compromised was down hacker encrypt prevent
vulnerable network victim

- 1 when a protected thing is no longer secure compromised
- 2 stopped working _____
- 3 person or organization who is attacked as a result of a crime _____
- 4 stop something from happening _____
- 5 weak or easily attacked _____
- 6 person who secretly looks at and changes information on a computer system _____
- 7 connected computers and devices for sharing information _____
- 8 make computer data impossible to read unless the user has a password _____

- 5 Have you or anyone you know ever been a victim of cybercrime? What happened? Why wasn't the data or identity secure?

- 6 ▶ 7.1 Listen to three people talking about online security. Match each person to the type of online security a–c.

- | | |
|-----------------|---|
| Speaker 1: ____ | a Regularly changing your log in details |
| Speaker 2: ____ | b Making copies of documents and other data |
| Speaker 3: ____ | c Checking for viruses |

- 7 ▶ 7.1 Listen again. Match verbs 1–7 with nouns a–g.

- | | |
|-----------|------------------|
| 1 upgrade | a data |
| 2 back up | b files |
| 3 encrypt | c documents |
| 4 create | d scans |
| 5 open | e attachments |
| 6 share | f software |
| 7 run | g a new password |

- 8 Work with a partner. Make and ask each other questions with 'How often do you ...?' and a verb and noun from 7. Answer the questions and give reasons.

Example: A How often do you upgrade your software?

B About once every three years because new software is expensive.

» For more exercises, go to **Practice file 7** on page 118.

- 9 Work with a partner. Discuss and write a list of guidelines for people working online at your company.

Example: To prevent hackers, create a new password once every three months.



Language at work | Obligation, prohibition and permission

1 Does your company provide its employees with rules about ...?

- use of Internet
- behaviour towards colleagues
- dress and appearance
- any other areas?
- punctuality and timing
- use of phones
- expenses

2 Read two rules for employees at a company. Do you have similar rules? Which parts of the rules are different?

1 Employees **must** keep passwords secure at all times and **have to** change passwords every 12 weeks. Employees **are allowed to** choose their own password; note that it **needs to** be a strong password consisting of at least eight characters including one number and one capital letter.

2 Employees **can** access the Internet but **are not allowed to** download or upgrade software without permission. Employees **mustn't** use personal thumb drives.

3 Complete the categories in the *Language point* with the verbs in bold from 2.

LANGUAGE POINT

Obligation (necessity)

You ¹ mustYou ² _____You ³ _____

No obligation (no necessity)

You don't have to

You don't need to

Asking about rules

Do I have to ...?

Do I need to ...?

Can I ...?

Am I allowed to ...?

Prohibition

You ⁴ _____

You can't

You ⁵ _____

Permission

You ⁶ _____You ⁷ _____» For more information, go to **Grammar reference** on page 119.Tip | *must* or *have to*?

Both *must* and *have to* can express obligation or necessity. We use *must* when the speaker makes a personal decision to do something:

*I **must** remember to change my password.*

We use *have to* when the speaker is talking about a decision made by someone else:

*I **have to** change my password every 12 weeks because it's company policy.*

Ask a question about obligation with 'Do I have to ...?' NOT '~~Must~~ ...?'

4 Read two more rules for employees. Underline the correct verb in *italics*.

- 1 Employees ¹*are allowed to* / *need to* make personal phone calls from company phones in the case of an emergency. For any other reason, employees ²*have to* / *can't* ask for their line managers' permission before calling.
- 2 Employees ³*don't have to* / *mustn't* access the Internet for personal use during working hours. However, employees ⁴*can* / *must* use the Internet as long as it is not excessive and during lunchtime or breaks only.

5 Work with a partner. Finish these sentences about rules and company policies so that they are true for you.

- 1 In my company, we have to ...
- 2 We don't have to ...
- 3 During working hours, we aren't allowed to ...
- 4 At lunchtime and breaks, we can ...
- 5 If you work here, you mustn't ...

» For more exercises, go to **Practice file 7** on page 119.

- 6** ▶ **7.2** Listen to a conversation with a new employee on their first day. Which rules do they discuss?
- 7** ▶ **7.2** Listen again. What three questions does the employee ask?
- 8** Work with a partner.
- Student A:** You are welcoming a new colleague to your place of work. Tell him/her about the rules you have to follow.
- Student B:** It is the first day of your new job. Ask questions about the rules. Talk and ask about some or all of these things:
- personal use of the Internet and phones
 - Internet security (use of passwords, new software, etc.)
 - security and identification entering and leaving the building
 - punctuality and working hours
 - health and safety rules
 - dress code
 - any other rules?

Practically speaking | How to sequence an explanation

- 1** Do you often register with websites? What sort of information do you provide? What kind of information won't you give?
- 2** ▶ **7.3** Listen to someone explaining how to register with a website. Number these stages in the correct order 1–6.
- | | |
|---------------------------------------|-----------------------------------|
| ___ Click 'register' button | ___ Agree to terms and conditions |
| <u>1</u> Fill in the personal details | ___ Receive temporary password |
| ___ Start using the site | ___ Change temporary password |
- 3** ▶ **7.3** Listen again and write in the missing sequence words.
- 1 OK, so _____ by filling in these details first.
 - 2 ... and _____ click 'register'.
 - 3 _____, it'll email you a temporary password which you can change ...
 - 4 _____ you've done that ...
 - 5 So, _____ you've changed the password, you can log on.
 - 6 You need to click this box _____ you finish.



Tip | Sequence words

We often use sequencing words with verb + *-ing* or the perfect form:
Begin/Start/Finish by filling in/clicking ...
Once/Now/After/When you've done/changed that ...

- 4** Work with a partner. Choose one of these processes in your workplace and ask your partner to explain it.
- A security system to enter your workplace
 - Logging into a conference call or teleconference
 - Booking a room to hold meetings in your offices
 - Any other process or system in your own workplace
- Example:** A Do you know how I ...?
 B Sure, begin by ...