

**Coursebook**

Margaret O’Keeffe  
Lewis Lansford  
Ros Wright  
Evan Frendo  
Lizzie Wright

with

**Digital Resources**

access code inside

**B1**

# Business Partner

Your Employability Trainer

# Contents

## UNIT 1 > CAREER CHOICES p.7

▶ **Videos:** 1.1 Transferable skills 1.3 Building rapport

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

Review p.104

## UNIT 2 > BUSINESS SECTORS p.17

▶ **Videos:** 2.1 Japan's economy 2.3 Induction meeting

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

Review p.105

## UNIT 3 > PROJECTS p.27

▶ **Videos:** 3.1 Project management 3.3 Resolving a problem with a schedule change

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

Review p.106

## UNIT 4 > GLOBAL MARKETS p.37

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

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

Review p.107



**UNIT 5 > DESIGN AND INNOVATION p.47**
**Videos:** 5.1 Eatsa 5.3 Managing information

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

Review p.108

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

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

Review p.109

**UNIT 7 > CUSTOMER SERVICE p.67**
**Videos:** 7.1 Customer service in the airline industry 7.3 Solving customer problems

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

Review p.110

**UNIT 8 > COMMUNICATION p.77**
**Videos:** 8.1 Improving communication in the workplace 8.3 Closing a deal

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

Review p.111



# Introduction for learners

## Why ... Business Partner?

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

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

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

## Why ... skills training?

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

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

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

## Why ... authentic content?

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

## Why ... video content?

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

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

## Why ... flexible content?

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

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



## What's in the units?

### Lesson outcome and self-assessment

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

### Vocabulary

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

### Functional language

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

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

## Grammar

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

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

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

## Listening and video

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

## Reading

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

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

## Speaking

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

## Writing

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

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

## Pronunciation

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

## Reviews

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

## Signposts, cross-references and MyEnglishLab

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

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

→ **page 000**

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

## MyEnglishLab

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

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

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

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

	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 <sup>+</sup>	B1 <sup>+</sup>	B2 <sup>+</sup>	C1	C2		
Learn more about the Global Scale of English at <a href="http://english.com/gse">english.com/gse</a>									





# COMMUNICATION SKILLS

## Video introduction

### Introduction

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

In each Communication skills lesson, you will:

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

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

### Communication skills video storyline

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

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

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

### Characters

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

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

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

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

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

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



## Video context by unit

### 1 Building rapport

**Video synopsis:** Beata meets her colleagues at Evromed.

### 2 Induction meeting

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

### 3 Resolving a problem with a schedule change

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

### 4 Managing conversations

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

### 5 Managing information

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

### 6 Dealing with disagreement

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

### 7 Solving customer problems

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

### 8 Closing a deal

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

# Career choices

# 1

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

Ashley Hayward,  
Careers Advisor



## Unit overview

### 1.1 > Transferable skills

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

**Video:** Transferable skills

**Vocabulary:** Transferable skills

**Project:** Writing a job description

### 1.2 > Careers advice

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

**Listening:** Careers advice programme

**Grammar:** Advice and suggestions

**Speaking:** Advising how to improve an online profile

### 1.3 > Communication skills: Building rapport

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

**Video:** Building rapport

**Functional language:** Asking questions to build rapport

**Task:** Building rapport during a short conversation

### 1.4 > Business skills: Networking

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

**Listening:** Advice on networking

**Functional language:** Networking at a careers event

**Task:** Meeting a recruiter at a careers event

### 1.5 > Writing: Emails – Introducing yourself

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

**Model text:** Email introducing yourself

**Functional language:** Formal and informal language

**Grammar:** Adverbs of degree

**Task:** Write an introduction email





## Lesson outcome

Learners can use vocabulary related to skills and personal qualities.

## Lead-in



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

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

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

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

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

## VIDEO

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

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

B  1.1.1 Watch the video. Were any of your ideas mentioned?


## 4A Watch the video again. Answer the questions.

- 1 What skills and personal qualities do the speakers talk about? Add them to the list of skills you discussed in Exercise 3.
- 2 What five ways of communicating are mentioned in the video?  
*In person, ...*
- 3 What are the three main pieces of advice the video gives?

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

## 5 Work in pairs or groups. Discuss these questions.

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

 Teacher's resources:  
extra activities

## Vocabulary

## Transferable skills

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

You ...

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

You ...

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

You ...

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

You ...

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



**7** Complete the tables with the correct words.

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

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

**8** Work in pairs or small groups.

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

**T** Teacher's resources:  
extra activities

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

**PROJECT: Writing a job description**

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

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

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

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

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

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

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

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



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

# 1.2

## Careers advice

### Lesson outcome

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

### Lead-in

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

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

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

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

### Listening

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

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

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


#### 4 1.01 Listen to the programme. Were any of your ideas from Exercise 3 mentioned? What advice did the host give?

#### 5 Listen to the programme again. Decide if these sentences are *true* (T) or *false* (F).

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

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

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

 Teacher's resources:  
extra activities

### Grammar Advice and suggestions

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

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

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

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



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

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

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

**8 Correct the errors in these sentences.**

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

**T** Teacher's resources:  
extra activities

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

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

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

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

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

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

**11A At the end of the recording, Jenny says *Let me ask you a few more questions*. Work in pairs and think of 3–5 more questions that Jenny might ask the caller.**

**B Work in pairs. Act out a continuation of the dialogue. Then present your dialogue to another group and compare ideas.**

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

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

**B When you have finished, change partners and do the roleplay one more time.**

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

## Lesson outcome

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

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

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

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

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

## VIDEO



**L** Go to MyEnglishLab for extra video activities.

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

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

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

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

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

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

- Option A** 1.3.2
- Option B** 1.3.3
- 1 How does Beata try to build rapport with Alex/Jessica?
  - 2 Is she successful? Why / Why not?
  - 3 What will be the long-term effect of this?

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

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

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

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





## Functional language

### Asking questions to build rapport

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

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

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

**Alex:** I hear you lived in Tokyo. <sup>1</sup> \_\_\_\_\_ did you live?

**Beata:** Suidobashi. <sup>2</sup> \_\_\_\_\_ it?

**Alex:** Ah, yes, near the baseball park. I lived there myself for a while. Loved it. <sup>3</sup> \_\_\_\_\_ were you in Japan for?

**Beata:** Five years. <sup>4</sup> \_\_\_\_\_ you in Tokyo?

**Alex:** 2013 to 2015. About eighteen months.

**Beata:** <sup>5</sup> \_\_\_\_\_ do there?

**Alex:** Teaching English, mainly.

**Beata:** Teaching. Interesting. <sup>6</sup> \_\_\_\_\_ like best about it?

**Alex:** Mainly the food!

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

a duration   b likes   c location   d timing   e purpose

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

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

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

#### Scenario

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

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

**T** Teacher's resources: extra activities

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

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

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

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

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

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

### TASK



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

## Lesson outcome

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



# JOB FAIR

## Lead-in 1A In pairs, discuss these questions.

- 1 Why do people attend careers events?
- 2 What are employers looking for at a careers event?
- 3 Have you ever attended a careers event? What was your experience?

## B Work in pairs. Look at these tips on how to prepare for a careers event. Choose the three most important tips for you. Explain your choices to another pair.

- 1 Look at the list of attending companies and target those that interest you most.
- 2 Update your CV and bring several copies.
- 3 Take a file to collect business cards and brochures.
- 4 Research your target employers and prepare a list of questions you want to ask.
- 5 Write an online profile.
- 6 Prepare a short, professional introduction (your experience, strengths, career interests and goals).
- 7 Dress professionally, as if you were going to an interview.
- 8 Arrive early, and plan extra time for locating your target employers.

## Listening 2A 1.03 Listen and complete the advice on networking at a careers event.

1	Before the event	<i>Research, ...</i>
2	On the day of the event	<i>Dress professionally, ...</i>
3	After the event	<i>Email, ...</i>

## B In small groups, discuss what you think of the advice the recruiter gave.

## 3A 1.04 Ella and Jamie are attending a careers event. They both speak to Ben, a recruiter from a large specialised travel agency. Listen to the two conversations. Who was better prepared, Ella or Jamie?

### B Listen again and answer the questions.

- 1 How did Ella prepare for the careers event?
- 2 What relevant skills and qualifications can Ella offer the company?
- 3 What was the outcome of the conversation with Ben for Ella?
- 4 What relevant skills can Jamie offer the company?
- 5 How did Jamie prepare for the careers event?
- 6 What was the outcome of the conversation with Ben for Jamie?
- 7 How could Ella and Jamie have been better prepared?

### C Work in pairs and discuss the questions.

- 1 How easy or difficult would it be for you to network at a careers event?
- 2 What could you do to prepare for this type of event?



**Functional language** **Networking at a careers event**

**4A** Complete the questions and phrases from the two conversations in Exercise 3 with the words and phrases in the box. Then listen again to check your answers.

ask you a few questions   been nice talking   could I just ask   for your time  
 how are you   in charge of   in touch with   really   see   tell me more   sounds

- 1 Can you put me \_\_\_\_\_ the person \_\_\_\_\_ your marketing projects?
- 2 Can you \_\_\_\_\_ about that?
- 3 I'd like to \_\_\_\_\_, if possible.
- 4 Good morning. \_\_\_\_\_ enjoying the fair?
- 5 It's \_\_\_\_\_ to you.
- 6 That \_\_\_\_\_ interesting.
- 7 I \_\_\_\_\_, wonderful.
- 8 Sorry, \_\_\_\_\_ you a few questions about Travelogue?
- 9 Thank you \_\_\_\_\_, Ben. I really appreciate it.
- 10 Oh, \_\_\_\_\_?

**B** Put the phrases from Exercise 4A into the correct category in the table below.

Starting a conversation	Showing interest	Closing a conversation

**C** Here are more phrases that you might use during a conversation. Put them into the correct category in the table above.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 That's interesting.</li> <li>2 Do you have a few minutes to explain ... ?</li> <li>3 I really appreciate your time, thank you.</li> <li>4 Could I give you a call next week to discuss this in more detail?</li> </ol> | <ol style="list-style-type: none"> <li>5 Uh-huh.</li> <li>6 Right.</li> <li>7 Can I talk to you for a minute?</li> </ol> |
|---|--|

**T** Teacher's resources: extra activities

**5A** Work in groups of three. Roleplay a meeting at a careers event between a recruiter for a web design company, Your World, and a candidate for a job. There are three candidate profiles: each person will take the roles of recruiter, candidate and observer once.

**Student A (recruiter):** Read the information about Your World on page 126.

**Student B (candidate):** Choose one of the candidates on page 128 and read his/her online profile.

**Student C (observer):** Look at your instructions on page 130.

**B** Take a few minutes to prepare, then roleplay your meetings. Remember to show interest and close the conversation when appropriate.

**C** When you have finished, listen to the observer's feedback. Discuss how easy or difficult it is to participate in a conversation with someone you have just met. Share your group's ideas with the class.



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

### Lesson outcome

Learners can write an email introducing themselves to work colleagues.

### Lead-in

**1A** Read the two emails below and choose the correct options in italics.

**A**

**To:** Marketing staff  
**From:** Elenor Rinna  
**Subject:** Good morning!

*<sup>1</sup>Dear / Welcome* colleagues,  
 I would like to introduce *<sup>2</sup>me / myself* as the new Account Executive in your department.  
 Before I *<sup>3</sup>joined / join* this company, I was working in a similar position in a **very** small company in Sweden. However, I *<sup>4</sup>wanted / am wanting* to work for a larger company so I am **really** excited to be working *<sup>5</sup>by / for* this company.  
 Please feel free to contact me by email or phone *<sup>6</sup>if / so* you have any questions.  
 I **very much** look forward to *<sup>7</sup>meet / meeting* you all in person.  
*<sup>8</sup>Kind / Truly* regards,

**B**

**To:** All staff  
**From:** Alexis Pinar  
**Subject:** Good morning!

Hi everyone,  
 I'm Alexis Pinar and I want to introduce myself to you. I've just started work here as the new Assistant Designer. I finished *<sup>9</sup>study / studying* business finance at university in June, and I'm excited to be working here. It's **a bit** *<sup>10</sup>scary / afraid* as it's my first job, but I'm sure I'll soon fit in OK.  
 I'm looking forward to working with you *<sup>11</sup>all / everyone*.  
 Bye for now,

**B** Which of these emails do you think is more formal?

### Functional language

**2A** Look at the emails again. Put the phrases in blue from Exercise 1 into the correct place in this table.

	More formal	Less formal
Greeting		
Opening		
New job		
Previous job		
Invitation		
Closing		
Sign off		

**B** Write these words and phrases in the correct place in the table above. Some phrases may be used in both formal and informal emails.

Best wishes, Good morning Helen,  
 I have been appointed as the new Marketing Manager  
 I hope to meet you all soon  
 I'm sending this email to introduce myself  
 I've just got the job of IT Supervisor  
 I was a Store Manager before  
 My previous job was as Customer Services Manager  
 Perhaps we can meet up over lunch today. Yours,

**T** Teacher's resources: extra activities

**L** The email contains examples of adverbs of degree. Go to MyEnglishLab for optional grammar work.

→ **page 118** See Grammar reference: Adverbs of degree



**3A** Work in pairs. Turn to page 126 and read an email from a new HR Manager to all company staff. Discuss whether the email needs to be formal or informal and how you could improve it.

**B** You are the new HR Manager. Write your own introduction email in around 80 words.

**C** Exchange emails with your partner. Did you both write formal or informal emails? How many phrases from the functional language section did your partner use? What did you like about your partner's email?

### Self-assessment

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



# Business sectors

# 2

› *'The rate of change is not going to slow down anytime soon. If anything, competition in most industries will probably speed up even more.'*

Dr John P. Kotter,  
Kotter International  
- Boston, Seattle, London

## Unit overview

### 2.1 › Japan's economy

**Lesson outcome:** Learners can use vocabulary related to different sectors and industries which drive economic activity.

**Video:** Japan's economy

**Vocabulary:** Sectors and industries

**Project:** Research sectors and industries

### 2.2 › The energy industry

**Lesson outcome:** Learners can use the Past Simple and Past Continuous to talk about past events.

**Reading:** Big oil: From black to green

**Grammar:** Past Simple and Past Continuous

**Writing:** A short story

### 2.3 › Communication skills: Dealing with interruptions

**Lesson outcome:** Learners are aware of ways to take turns and can use a range of expressions to interrupt and manage interruptions in a meeting.

**Video:** Induction meeting

**Functional language:** Interrupting and dealing with interruptions

**Task:** Discussion during a meeting

### 2.4 › Business skills: Voicemail messages

**Lesson outcome:** Learners can use a range of expressions to leave a clear and concise voicemail message.

**Listening:** Four voicemail messages

**Functional language:** Leaving a voicemail message

**Task:** Leave a voicemail message

### 2.5 › Writing: Emails – Action points

**Lesson outcome:** Learners can write an email containing action points from a meeting.

**Model text:** Email with action points

**Functional language:** Action points

**Grammar:** *will* and *going to*

**Task:** Email with action points

**Business workshop 2:**

**Review 2:**

**Pronunciation 2:** 2.2 Stress in compound nouns and noun phrases  
2.3 Stress in phrases for turn taking

**Grammar reference:**



# 2.1



## Japan's economy

### Lesson outcome

Learners can use vocabulary related to different sectors and industries which drive economic activity.



### Lead-in

**1** Look at the photos from Japan. What can you see? What other iconic images represent the country?

**2** Discuss these questions.

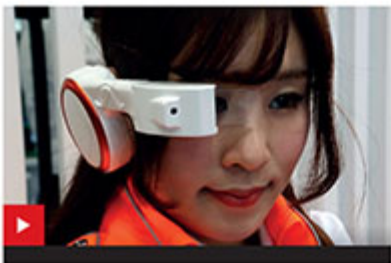
- 1 In what ways do you think Japan is very traditional and in what ways is it very modern?
- 2 How has Japanese popular culture had an impact on the world? Give examples.
- 3 How has Japanese industry had an impact on the world? Give examples.
- 4 What do these Japanese companies make or do?

Canon Mitsubishi Nikon Nintendo SoftBank Sony Toyota

### VIDEO

**3A** Look at the list of industries. Tick (✓) the ones you predict will appear in a video about the development of Japan's economy.

agriculture cars energy electronics finance fishing



**B** 2.1.1 Watch the video and check your predictions.

**4** Decide if these sentences are *true* (T) or *false* (F). Watch the video again and check. Then correct the incorrect sentences.

- 1 We think of the USA leading in the internet technology sector.
- 2 Japan is the second largest industrialised economy in the world.
- 3 The country's banks and financial market are an important part of the economy.
- 4 Japan was slow to use robots in car manufacturing.
- 5 Japanese cars were not popular in other countries in the 1970s.
- 6 Japan's car manufacturers continue to invent new vehicles in the twenty-first century.
- 7 The Sony Walkman was a revolutionary product because it was very cheap.
- 8 Both Nintendo and Sony sell popular video game consoles.

**5** Discuss the questions.

- 1 According to the video, how was Japan able to build a strong car industry?
- 2 What two examples of more recent innovations in Japan's car industry are mentioned in the video?
- 3 How did the Sony Walkman change the way we live today?

Teacher's resources:  
extra activities

## Vocabulary Sectors and industries

### 6 Complete the extracts from the video using the words and phrases in the box.

automotive manufacturing retail service sector transportation

Japan's <sup>1</sup> \_\_\_\_\_, which includes finance, trade, entertainment, tourism, <sup>2</sup> \_\_\_\_\_ and <sup>3</sup> \_\_\_\_\_, accounts for a massive three-quarters of Japan's total economic output.

But it has been Japan's <sup>4</sup> \_\_\_\_\_ industries that have made the most global impact. The <sup>5</sup> \_\_\_\_\_ industry has been particularly successful.

### 7 Match the three economic sectors (A–C) with the descriptions and the examples (1–3).

#### Economic sectors

A Primary → B Secondary → C Tertiary

#### Description and examples

- This involves using raw materials to develop and build products. Examples include the manufacturing and construction industries.
- Also called the service sector, this includes all the commercial services that connect products and services with consumers. Examples are financial services, retail, the tourism industry as well as transportation. It also includes other public and private services such as education and health care.
- This involves working with basic materials. For example, extraction of raw materials, agriculture and fishing.

### 8 Write the correct industry and sector next to each group (1–8).

- bank, credit card company, insurance agent \_\_\_\_\_
- campsite, cruise ship, hotel chain \_\_\_\_\_
- furniture maker, steel factory, textile manufacturing \_\_\_\_\_
- coal mining, gas extraction, oil drilling \_\_\_\_\_
- animal farming, crop growing, wine producing \_\_\_\_\_
- airline, courier service, port \_\_\_\_\_
- chemical plant, pharmaceutical company, robotics factory \_\_\_\_\_
- clothes shop, restaurant, supermarket \_\_\_\_\_

### 9 Look at the types of businesses in Exercise 8 and discuss the questions.

- Which of the sectors and industries were important in the past in your country or region?
- If any of these industries declined, do you know why?

**T** Teacher's resources:  
extra activities

## PROJECT: Research sectors and industries

### 10A Work in pairs or small groups.

Research one industry that is active in your country or region. Find out some of the following information:

- a description of the industry.
- the size of the industry.
- the number of employees.
- its economic impact on the country.

Prepare a short presentation with suitable images for some visitors to your region or country. Write 100–120 words. See an example on page 126.

### B Give your presentation to the class.

### C Watch another group's presentation. Which of the industries has a bigger impact on the economy today?



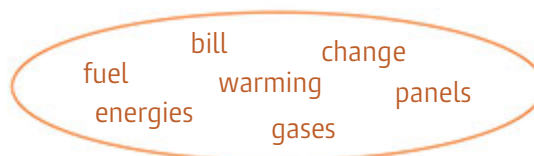
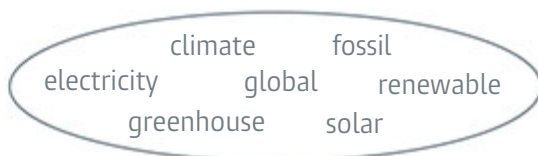
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

# 2.2 The energy industry

## Lesson outcome

Learners can use the Past Simple and Past Continuous to talk about past events.

### Lead-in 1 Match words from each circle to form compound nouns.



### 2A Complete the questions with a compound noun from Exercise 1.

- 1 Can you name two types of traditional and \_\_\_\_\_?
- 2 What are some of the advantages of installing \_\_\_\_\_ on your home?
- 3 Which of these is not a \_\_\_\_\_? Coal, gas, oil, wood.
- 4 Do you think \_\_\_\_\_ is affecting the weather where you live? How?

### B Work in groups. Answer the questions above.

→ page 114 See Pronunciation bank: Stress in compound nouns and noun phrases

## Reading

Mark Nowicki

So, it was snowing all last night, and at about nine o'clock we were just watching TV when suddenly all the electricity went out. These power cuts sometimes happen when there's a big storm. While I was sitting in the dark, I thought we really must do something about this.

### 3 Look at the social media post on the left. What was the problem and what do you think Mark did about it?

### 4 Read the first paragraph of the article and check your predictions.

### 5 Read the whole article and answer the questions.

- 1 What do you understand by the article headline?
- 2 In what two ways will Mark save money with his solar panels?
- 3 What type of company is Total?
- 4 What was significant about Total buying two-thirds of SunPower?
- 5 What future risks are there for the oil and gas industry?
- 6 What two options does the writer say the oil and gas industry has?

### 6 Discuss the questions.

- 1 In what ways does it make good or bad business sense for big oil companies to move into renewable energies?
- 2 Why do you think the transition from fossil fuels to renewable energies will be slow?

T Teacher's resources: extra activities

FT

## Big oil: From black to green

Mark Nowicki put solar panels on the roof of his house last week. He is one of more than one million American homeowners and businesses that now have the panels, motivated by tax deductions and falling costs. He went  
5 solar to provide backup power if the electricity failed, and to cut his electricity bills in half. Helping the environment was an extra benefit. 'Green energy compensates for the emissions from my big cars,' he says.

He did not know it, but there was probably another  
10 connection between the new panels on his roof and the fuel in his vehicles. The panels came from SunPower, a U.S. solar company controlled by one of the world's largest oil groups, Total of France.

Total bought 66 percent of SunPower five years ago for  
15 about \$1.4bn, making the biggest investment in renewable energy by any of the large oil and gas companies. The

investment was one answer to the growing threat that many analysts, investors and executives now see facing\* the oil and gas industry: the prospect of a long-term transition away from fossil fuels and towards renewable energy.

25 Total, along with the other large international oil companies, is facing a critical choice. Do they diversify into wind and solar power to compete in a world of stricter regulations on greenhouse gas emissions and competition from renewable energy? Or do they stick to oil and gas, knowing the world will continue to need fossil fuels for  
30 many years to come? Their decisions will shape the future of the industry, of energy supplies and of the climate.



\*If you face a difficult situation, it is going to affect you and you must deal with it.