

# Business English Intermediate (B1-B2)



# Preface

¡Hola! Hello Spanish speakers!

Thank you for your interest in my classes. My goal is for my students to open up incredible new career and business opportunities for themselves by improving their Business English.

When you become a member of Club de Inglés, you will not only have access to all of my On-Demand Resources, you will also have direct personal access to me via office hours, email and 1:1 personal coaching.

I am here to help you achieve your goals and to support you on your English language journey.

Bienvenidos Amigos!

A handwritten signature in black ink that reads "Dale". The signature is written in a cursive, flowing style with a large initial "D" and a long, sweeping underline.

# Introduction

Dear Student,

I hope that you find this Business English course both useful and enjoyable.

The language in these lessons directly addresses teachers, and this is because I chose teacher-oriented lessons so that my students could learn independently and self-evaluate whenever they want. This is why you'll find an **Answer Key** at the end of the last lesson in each course. Here you'll find the answers for every lesson in the course, ordered from the first to the last.

You'll also notice that at the start of each lesson, there's a QR code. This is for Expemo, which is a mobile app that gives you access to flashcards that you can use to review what you learn in each lesson by asking you questions and then showing you the correct answer, allowing you to self-evaluate as you progress through the course. If you're interested in using this app, please email me and I'll arrange for you to have access to it at no extra charge.

Please also note that these lessons are worded in such a way as to reflect the fact that they can be used either as independent learning tools or in group sessions. Please also be aware that some lessons are accompanied by video/audio content that is not available in PDF format. If you'd prefer to have the lesson with audio and video, please email me and we will setup a 1:1 lesson.

If there is anything that you have questions about, please don't hesitate to reach out to me, I am happy to help you.

Happy Learning!

A handwritten signature in black ink that reads "Dale". The signature is written in a cursive, flowing style with a large initial "D".

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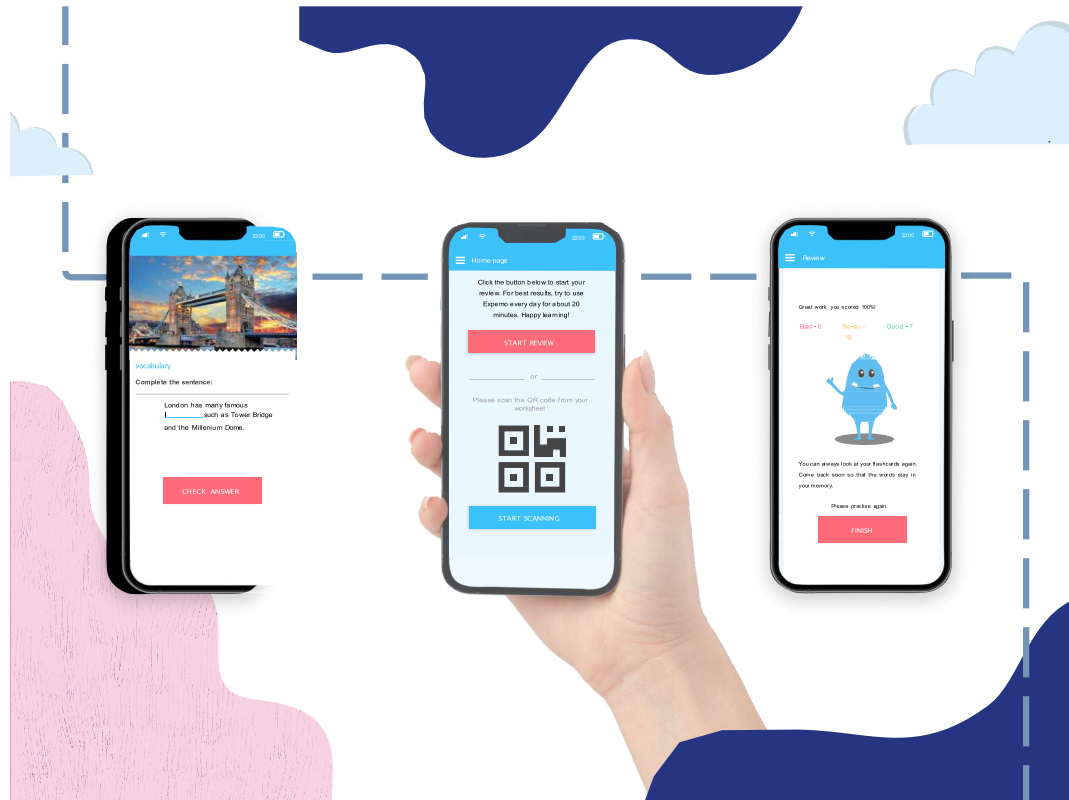
**ANSWER KEY**

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# Expemo App

## Expemo app - learning without forgetting

Using our Expemo app accelerates language acquisition and helps learners remember what they learn, even after many years.



### 1. DISPLAY A QUESTION

Expemo displays a question or task. Try to recall the correct response from memory. Then click 'Show Answer' to display the correct answer.

### 2. RATE YOUR RESPONSE

Compare your response to the correct answer by pressing one of the three grade buttons.

### 3. BAD | SO-SO | GOOD

If you click 'Bad', don't worry. You will see the same flash card again after a few more questions, so you will have another chance to answer correctly.



# INTRODUCTIONS



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-BE84

1

## Warm up

In pairs, discuss the following questions.

1. Do you often have to meet people in your job? Why/why not?
2. What do you say to people in your first language when you meet them for the first time?
3. What phrases do you know that are useful in this situation in English?



## 2

## Making introductions

Part A: Put the following phrases in the correct order.

1. you / pleased / very / to / I'm / meet

---

2. working / long / you / been / have / how / for...?

---

3. meet... / I'd / to / like / you

---

4. introduce / I / myself / can / name / is... / my

---

5. first / this / to...? / your / trip / is

---

6. say / just / I / want / I'm ... / to / 'Hello'.

---

7. the / in / I / work / ... industry

---

8. interesting / how / oh!

---

9. with... / mainly / work / I

---

10. introduce / to... / like / I'd / to / you

---



Now write the phrases in the correct section of the following table.

Introducing yourself	Introducing someone else	Talking about your job
Greeting someone	Making small talk	Showing interest

Part B: In groups of three, practice introducing yourselves and each other using the phrases from the box. Use your real name and your real job.

Part C: Read the following conversation. Write phrases from the table in the correct place in the gaps in the conversation.

**Petra:** Hi Cecelia, how are you?  
**Cecelia:** Hi Petra, I was hoping I would see you. How are you?  
**Petra:** I'm great, thanks. \_\_\_\_\_<sup>1</sup> Juan.  
**Cecelia:** Hello, Juan. \_\_\_\_\_<sup>2</sup>.  
**Juan:** \_\_\_\_\_<sup>3</sup> too.  
**Petra:** Juan is one of our customers from Spain.  
**Cecelia:** Oh, that's great. \_\_\_\_\_<sup>4</sup> Edinburgh?  
**Juan:** I've been to Scotland before, but last time I was in Glasgow. It's very beautiful here. \_\_\_\_\_<sup>5</sup> this company?  
**Cecelia:** Around seven years now. \_\_\_\_\_<sup>6</sup> Petra, but I do a lot of work in the marketing department too.  
**Juan:** \_\_\_\_\_<sup>7</sup>. You must be very busy!  
**Cecelia:** Yes, but I really enjoy it.  
**Mark:** Sorry to interrupt. \_\_\_\_\_<sup>8</sup> Mark. I will be with Juan tomorrow when we go to the factory.  
**Juan:** I'm very pleased to meet you.

Now practice the dialogue in groups of four.

## 3

### Making small talk

A good way to get to know someone you've just met is to make small talk. Match the following questions and answers.

1. Is this your first trip to New Zealand?
  2. How long have you been working for Roth Industries?
  3. How was your trip?
  4. Have you been living in Singapore for long?
  5. So, what do you do when you're not working?
  6. The weather has been interesting lately, hasn't it?
  7. Do you know any good places to eat around here?
  8. Have you been to any other countries on business?
- a. I do a lot of running. I'm actually in training for an **ultramarathon** next year.
  - b. Only about a year or so. I'm still **learning the ropes** really.
  - c. No. I came here with my family on vacation a long time ago. I see there's been a lot of **expansion** in Auckland since then, but it's still a really beautiful place.
  - d. Yeah, if you can handle spicy food, there's a Mexican place that does the best **chili** I've tasted outside of Mexico.
  - e. Yes, it's been very **unpredictable**. But I read that there's going to be a **heatwave** next week.
  - f. It was quite busy on the plane and I nearly missed my **connection** in San Francisco. But otherwise, I didn't have any real difficulties
  - g. I've lived here for most of my life, although I did spend a couple of years living and working in Jakarta, but I found the work quite **monotonous**.
  - h. I have a lot of clients in Brussels, so I've been there several times. They took me on an **outing** to Bruges one time which is gorgeous. I really want to go back there.

Now in pairs, discuss the following questions. Check the meaning of the phrases you are not familiar with.

1. If you think your job is **monotonous**, how do you feel about it?
  2. What's the difference between a trip and an **outing**?
  3. If the weather is **unpredictable**, what is it like?
  4. If you're in an airport, what is a **connection**?
  5. What are you doing if you are **learning the ropes**?
-

## 4

**Follow-up questions: Part A**

A good way to get people talking is to ask them questions about themselves. You can start with small talk questions and then get them to give more information with follow-up questions.

**Part A: Write some follow-up questions for the following answers to find out more information.**

1. No. I came here with my family on vacation a long time ago. I see there's been a lot of expansion in Auckland since then, but it's still a really beautiful place.  
\_\_\_\_\_
2. Only about a year or so. I'm still learning the ropes really.  
\_\_\_\_\_
3. It was quite busy on the plane and I nearly missed my connection in San Francisco. But otherwise, I didn't have any real difficulties  
\_\_\_\_\_
4. I've lived here for most of my life, although I did spend a couple of years living and working in Jakarta, but I found the work quite monotonous.  
\_\_\_\_\_
5. I do a lot of running. I'm actually in training for an ultramarathon next year.  
\_\_\_\_\_
6. Yes, it's been very unpredictable. But I read that there's going to be a heatwave next week.  
\_\_\_\_\_
7. Yeah, if you can handle spicy food, there's a Mexican place that does the best chili I've tasted outside of Mexico.  
\_\_\_\_\_
8. I have a lot of clients in Brussels, so I've been there several times. They took me on an outing to Bruges one time which is gorgeous. I really want to go back there.  
\_\_\_\_\_



Part B: Now listen to the following conversations. Did they use any of your follow-up questions?

Audio 1



Audio 2



Audio 3



Audio 4



Audio 5



## 5 Listening comprehension

Read the following statements and decide if they are True (T) or False (F).

1. In Conversation 1, the man spent a lot of time outdoors on his family vacation. \_\_\_\_\_
  2. In Conversation 2, the woman found her previous job more difficult. \_\_\_\_\_
  3. In Conversation 3, the man didn't enjoy Singapore Airport. \_\_\_\_\_
  4. In Conversation 4, the woman had a good social life in Jakarta. \_\_\_\_\_
  5. In Conversation 5, the man started training for the ultramarathon about a year ago. \_\_\_\_\_
-

**6 Follow-up questions: Part B**

Now write follow-up questions and answers for the rest of the conversations.

**Conversation 1**

**Speaker A:** The weather has been interesting lately, hasn't it?

**Speaker B:** Yes, it's been very unpredictable. But I read that there's going to be a heatwave next week.

.....

.....

.....

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**Conversation 2**

**Speaker A:** Do you know any good places to eat around here?

**Speaker B:** Yeah, if you can handle spicy food, there's a Mexican place that does the best chili I've tasted outside of Mexico.

.....

.....

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.....

**Conversation 3**

**Speaker A:** Have you been to any other countries on business?

**Speaker B:** I have a lot of clients in Brussels, so I've been there several times. They took me on an outing to Bruges one time which is gorgeous. I really want to go back there.

.....

.....

.....

.....

Now in pairs, practice the conversations.

**7** **Extended activity/Homework**

Write your own dialogue with people meeting for the first time.

Include the following:

- One person introducing someone
- Small talk questions
- Follow-up questions

Use the phrases and vocabulary from the lesson to help you.



# COMPANY AND JOB



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-2932

## 1 Warm up

In pairs, answer the following questions.

1. What job do you do now?
2. What do you like and dislike about your job?
3. Which company do you work for?
4. What do you like and dislike about the company you work for?

## 2 Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                                 |   |
|---------------------------------|---|
| 1. <u>administrative</u> (adj.) | a. connected with organizing a group of people to work                    |
| 2. <u>freelance</u> (adj.)      | b. organize and watch other people to make sure tasks are being completed |
| 3. <u>oversee</u> (v)           | c. show who is your direct manager  |
| 4. <u>managerial</u> (adj.)     | d. lasting for a long time  |
| 5. <u>part-time</u> (adj.)      | e. working independently and selling services to companies                |
| 6. <u>permanent</u> (adj.)      | f. a move to a job with greater responsibilities and usually more pay     |
| 7. <u>promotion</u> (n)         | g. be in charge of a group of people or an activity                       |
| 8. <u>report to</u> (phr. v)    | h. working for only part of a day or fewer than five days per week.       |
| 9. <u>supervise</u> (v)         | i. organizing the work and paperwork of a company                         |

**Part B: Now write the vocabulary from Part A in the correct gaps in the following sentences. You may have to change the form of the word.**

1. I'm currently \_\_\_\_\_ a project we're doing in India to improve access to clean water.
2. They've offered me an \_\_\_\_\_ position where I will be organizing meetings and appointments for the Head of Sales.
3. I hear she's leaving the company and going to work as a \_\_\_\_\_ designer so that she can do more of the type of work that she enjoys.
4. In my position as the Head of Marketing, I \_\_\_\_\_ the CEO. We have a regular meeting every Friday morning.
5. I'm going to move closer to the office because they've offered me a \_\_\_\_\_ position as a developer so I'll be commuting five days a week.
6. He's asked to change to a \_\_\_\_\_ role because he wants to spend more time with his children.
7. As an Editorial Manager, I have to \_\_\_\_\_ the new editors to make sure they are very careful with their work.
8. I've been working here for about five years now, so I'm applying for a \_\_\_\_\_ position as I want to have more responsibility and a better salary.

**Now in pairs, discuss the following questions.**

1. Have you ever worked in an **administrative** position? What did you like and dislike about it? If not, would you like to? Why/why not?
  2. Would you want to work **part-time** if you could? Why/Why not?
  3. Who do you **report to** at the moment? What kind of relationship do you have with that person?
  4. Would you like to get a **promotion** in the next five years? Or are you happy with what you are doing? Why?
  5. What do you think are the positives and negatives of having a **permanent** job?
  6. Would you be interested in doing a **managerial** job? Why/why not? If you already do one, what do you like and dislike about it?
-

## 3

## Listening for details

Listen to three people talking about their jobs. Complete the table with one, two, or three words or a number in each gap.



	Samantha Hayes	Pippa Sorensen	Rashed Nadim
1. job title			
2. manager			
3. responsible for	Meeting quarterly and yearly _____	_____ full time designers and around _____ freelance or part-time employees	Prepares financial _____, controls _____ and cashflow
4. likes	the opportunity to _____	The _____ side of the job	dealing with the _____ side of the job
5. dislikes	works _____ and job is often _____	Too much time spent _____ people	_____ people

## 4

## Listening Comprehension

Answer each of the following questions with either SH (Samantha Hayes), PS (Pippa Sorensen), or RN (Rashed Nadim).

- Who has only been doing their current job for about a year? \_\_\_\_\_
- Who says they enjoy competition? \_\_\_\_\_
- Who says they spend a lot of time in meetings? \_\_\_\_\_
- Who did a job for 12 years that gave them experience they use now? \_\_\_\_\_
- Who hasn't done a job with this much responsibility before? \_\_\_\_\_
- Who finds it difficult to see friends and family? \_\_\_\_\_
- Who gets hundreds of emails each day? \_\_\_\_\_
- Who worked for the company for 8 years before getting promoted? \_\_\_\_\_

## 5

## Identifying vocabulary

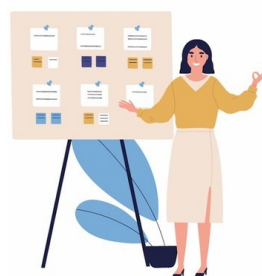
**Part A: Look at the article on page five about Burt's Bees and find vocabulary which means the following.**

1. \_\_\_\_\_ bought
2. \_\_\_\_\_ more than needed
3. \_\_\_\_\_ started
4. \_\_\_\_\_ in a way that only involves one thing
5. \_\_\_\_\_ listed on the stock exchange
6. \_\_\_\_\_ connected to something larger than it
7. \_\_\_\_\_ being a business with a legal status
8. \_\_\_\_\_ products used on the face to make the user more attractive
9. \_\_\_\_\_ being based in a particular place
10. \_\_\_\_\_ one of the people who started a company

**Part B: Now complete the following questions with one of the words.**

1. Do you ever buy, or have you ever used, \_\_\_\_\_? What is your opinion about using them?
2. What year was the company that you work for \_\_\_\_\_?
3. Where is your company \_\_\_\_\_?
4. What products do you sometimes buy an \_\_\_\_\_ amount of? Why?
5. If there was a part of your job that you could do \_\_\_\_\_, what would it be?
6. Can you name one of the \_\_\_\_\_ of the company you work for? What do you know about them?

**Now in pairs, answer the questions.**



## Burt's Bees

Burt's Bees was founded in the late 1980s by Burt Shavitz and Roxanne Quimby in Dover-Foxcroft, Maine in the United States, but it is headquartered in Durham, North Carolina. It is a subsidiary of Clorox, a publicly traded company. Burt Shavitz began bottling honey which he sold locally, while keeping the excess beeswax. After meeting Roxanne, she found an old recipe book which taught them how to make products from the beeswax, such as candles, soap, furniture polish and lip balm. In 1991, Burt's Bees became an incorporated company and in 1993, started to focus exclusively on personal care products. Their first shop opened in Chapel Hill, North Carolina. Since then, it has expanded into markets including the United Kingdom, Australia, Taiwan, New Zealand and Germany. In 2007, Clorox acquired Burt's Bees for \$925 million. In 2015, co-founder Burt Shavitz sadly died at the age of 80.

One of the company's most popular products is their lip balm which in 2018 reports said was selling at the rate of one item per second. However, they also introduced a range of cosmetics in 2017. In 2020, they were given the Award of Earth Defender for their efforts at environmental conservation which is a large part of their business plan, going back to their roots in rural Maine.

Sources: Wikipedia, Burt's Bees

## 6

### Scanning for details

Read about the company Burt's Bees and write down the year or period of time that the following events happened.

1. given the Award of Earth Defender: \_\_\_\_\_
  2. acquired by Clorox: \_\_\_\_\_
  3. Burt Shavitz died: \_\_\_\_\_
  4. introduced cosmetics to their range: \_\_\_\_\_
  5. founded by Burt Shavitz and Roxanne Quimby: \_\_\_\_\_
  6. started focusing on personal care products: \_\_\_\_\_
  7. most popular product, lip balm, selling one per second: \_\_\_\_\_
  8. become an incorporated company: \_\_\_\_\_
-

## 7

## Talking point

Your teacher will give you a card. Use the card to ask your partner questions.

## Student A

Find out the following from your partner.

1. Where the headquarters of the company they work for is. Why is it in that place?
2. Who the CEO of their company is. What do they know about them?
3. What is the history of their company.

## Student B

Find out the following from your partner.

1. When their company was founded.
2. Who the founder of their company was. Why did they start it?
3. What their company's most popular products are.



**8**

**Optional extension / homework**

**Write a paragraph or two about the history of the company you work for.**

**Consider the following:**

- Who founded it?
- What gave them the idea?
- Where are the headquarters?
- Where else does it have offices?
- What happened to make it grow?
- Where does your company do business?
- Has it received any awards?

**You should:**

- write 150 – 200 words,
  - check your grammar, spelling and punctuation.
-





# DIPLOMATIC LANGUAGE



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-695D

1

## Warm up

Look at the following words.

**diplomatic (adj.)** – being skillful and careful in the way that you express your thoughts and ideas in difficult situations

1. In which situations do you think you might need to be diplomatic?
2. Which situations have you been in when you have needed to be diplomatic?



## 2

## Focus on vocabulary

## Part A: Match the adjectives to the definitions.

- |                              |  |
|------------------------------|--|
| 1. <u>tactful</u> (adj.)     | a. easily able to make people do or believe things                   |
| 2. <u>direct</u> (adj.)      | b. showing a lack of deep thought or understanding                   |
| 3. <u>dishonest</u> (adj.)   | c. making people believe something is true when it isn't             |
| 4. <u>superficial</u> (adj.) | d. saying and doing things that are aware of other people's feelings |
| 5. <u>misleading</u> (adj.)  | e. saying exactly what you mean                                      |
| 6. <u>persuasive</u> (adj.)  | f. giving help and care in a particular situation                    |
| 7. <u>encouraging</u> (adj.) | g. acting or speaking in a way that is lying to people               |
| 8. <u>supportive</u> (adj.)  | h. giving people the feeling that they can be successful             |

## Part B: Complete the sentences with a part of speech from the same word family as the Part A word in brackets. You may need a dictionary.

1. He's very upset so you're going to need to use a lot of \_\_\_\_\_ when you talk to him. (tactful)
  2. When I asked if he thought there were going to be any *layoffs*, he gave a very \_\_\_\_\_ answer as if he didn't want to tell me the truth. (direct)
  3. I think their salespeople act very \_\_\_\_\_ and say their products can do things that they can't. (dishonest)
  4. She always tells people how much she loves her job, but I know she's unhappy. I don't know why she behaves so \_\_\_\_\_. (superficial)
  5. His presentation \_\_\_\_\_ everyone into thinking that sales are a lot higher than they really are. (misleading)
  6. OK. You've \_\_\_\_\_ me. I will come to the conference with you, but I hope you're right about how useful it will be. (persuasive)
  7. I don't want to \_\_\_\_\_ you from applying for the job, but there are over 200 applicants. (encouraging)
  8. Don't hesitate to come to me with any questions you have. I'm here to \_\_\_\_\_ you. (supportive)
-

Now quickly read through the article below and complete the gaps with the correct word from Part A.

## The Art of Diplomacy

### Navigating di cult situations

- A. There's an area of English that is quite di cult for even high-level students to master: how to be diplomatic. There will be certain times in our lives when we are communicating with someone because we want them to do something for us. Those in the legal profession and in business will be familiar with the need to be \_\_\_\_\_<sup>1</sup>, convincing someone to do what you want them to do, sometimes even if they aren't excited about the idea. There will be other situations where a family member or friend has made a mistake or maybe done something outright stupid and we need to talk to them about it. In these situations, we may need to be \_\_\_\_\_<sup>2</sup> without ignoring the problem, or their role in creating it. Similarly, we may find ourselves needing to be \_\_\_\_\_<sup>3</sup> with someone who feels like a failure.
- B. However, what is and isn't seen as diplomatic can vary greatly from country to country, and not least, within the English-speaking world itself. Typically, speakers of British English will often find native speakers of American English to be uncomfortably \_\_\_\_\_<sup>4</sup> in their manner, stating exactly what they want quite briefly. Where an American might ask for something in an email of one sentence, a Brit might take two or three sentences. When it comes to describing people and situations, Americans often use superlative terms which can sound \_\_\_\_\_<sup>5</sup> to the British ear. A situation that an American would describe as 'awesome' would be 'not too bad' to their British colleague. Of course, this situation works both ways. What is intended to be thoughtful language by a Brit to make a challenging situation more comfortable, can be seen as \_\_\_\_\_<sup>6</sup> and possibly even \_\_\_\_\_<sup>7</sup> to an American.
- C. So, if there can be differences in the way native speakers express themselves, then surely this presents some difficulty for the non-native speaker? To give a diplomatic answer: yes and no. The good news is that there are clear grammatical rules to help make your English less direct and more comfortable for the reader or listener to receive. Such tricks as the use of the passive, using a past tense as well as certain modal verbs such as might, may and could are commonly used to convey tact. Beyond this, it's useful to make a note of how native speakers navigate di cult situations and the language they use. If you find yourself in a diplomatic situation with a native speaker, you can do worse than mirroring the language that they use with you. If they are direct, be direct. If they are using a lot of words, try to understand the point that they are really making and be happy that they are trying very hard to be as \_\_\_\_\_<sup>8</sup> as possible.

Sources: *Forbes*, *The Guardian*



## 3

**Reading comprehension**

Complete the summary using one, two, or three words from the article on page three.

Mastering the language of diplomacy is extremely difficult for non-native speakers, regardless of whether they are of a \_\_\_\_\_<sup>1</sup> or not. There will often be situations for people, particularly those working in business and law, where they will have to persuade someone to do something, despite the fact that \_\_\_\_\_<sup>2</sup> about it. They may also have to *offer* support and encouragement to people facing \_\_\_\_\_<sup>3</sup> as a result of their own actions. There are just two areas where diplomatic language is needed.

However, there are great differences between American and British English when it comes to this. Americans rarely have an issue saying precisely \_\_\_\_\_<sup>4</sup> where British people are often more indirect. Also, where Americans often speak in \_\_\_\_\_<sup>5</sup>, British people are frequently less enthusiastic in their delivery of praise.

These differences open up the possibility of confusion between native speakers and underline the difficulty for non-native speakers. Yet there is hope. There are clear structures that can be used, such as modal verbs, and use of the past tense as well as \_\_\_\_\_<sup>6</sup>. Students wanting to \_\_\_\_\_<sup>7</sup> in English more should listen to how native speakers do it. Do your best to understand \_\_\_\_\_<sup>8</sup> the other person is trying to make, rather than how they are making it, and you should do alright.

## 4

**Diplomatic language**

Using the passive.

**A good way to be more diplomatic is to use the passive voice because it focuses on the action, not who did it.**

For example:

I understand you didn't *finish* the report. \* I understand the report wasn't *finished*.

Martin said you need some help. \* I was told you need some help.

Complete the following sentences using the passive to make them more diplomatic.

1. Sandra didn't tell me the meeting started at 2 pm. \* I \_\_\_\_\_ the meeting started at 2pm.
2. Raj didn't complete the presentation in time. \* The presentation \_\_\_\_\_ in time.
3. David couldn't find the customer's email. \* The customer's email \_\_\_\_\_.

Using the past tense / second conditional.

We also use the past tense and the second conditional to be more diplomatic in English. Look at the following examples.

If you **can** give me the report at 4pm, I **will** be grateful. \* If you **could** give me the report at 4pm, I **would** be very grateful.

**Are** you asking me how much it **costs**? \* **Were** you asking me how much it **would cost**?

I hope you **can** finish before we **leave**. \* I was hoping you **could** finish before we **left**.

Rewrite the following sentences to make them more diplomatic.

1. If you stay late today, we will finish this project.

\_\_\_\_\_

2. Are you going to finish that project today?

\_\_\_\_\_

3. I need to talk to you about your work. Are you free at 4pm?

\_\_\_\_\_

4. If you miss the deadline, I won't be happy.

\_\_\_\_\_



Another good way of being diplomatic is replacing negative adjectives with not + positive adjectives.

For example:

I thought your presentation **was terrible**. \* I thought your presentation **wasn't great**.

Leaving your computer at home **was stupid**. \* Leaving your computer at home **wasn't clever**.

Rewrite the following sentences with your own ideas to make them more diplomatic.

1. Your report was difficult to understand. I think you forgot to check your spelling and grammar.

---

2. Something in here smells awful.

---

3. I think he's very rude.

---



### Less certain language.

In English, we also use words and phrases such as *seem / apparently / as far as I know / it appears that* to make the accuracy of a statement less direct or less certain.

For example:

Jenny didn't come to work yesterday. \* **As far as I know**, Jenny didn't come to work yesterday.

The order is going to be late. \* **It appears that** the order will be late.

Jason forgot to email the customer yesterday. \* **It seems that** Jason forgot to email the customer yesterday.

Sandra spilled coffee on her computer. \* **Apparently**, Sandra spilled coffee on her computer.

Rewrite the following sentences to make them less certain.

1. A customer complained about Ahmed's behavior.
2. Jamie left her computer on the bus yesterday.
3. You were late to the office this morning.

.....

.....

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.....

.....

## 5

**Talking point**

**Part A: In pairs, discuss the following questions.**

1. In what situations have you had to be **tactful**?
2. Are you usually **direct** when you ask for something in your own language? Why/why not?
3. Are you good at being **persuasive**? Why/why not?
4. Which adverts have you seen that you think are **misleading**?
5. In which situations have you had to be **supportive** of work colleagues?
6. What do you do when you think someone is being **dishonest** with you?
7. Do you think social media is **superficial** or a good way to communicate? Why?
8. What has someone said to you in the past that you found to be very **encouraging**?



**Part B: Roleplay. In pairs, look at the situations on the cards your teacher will give you. Act out the roleplay using diplomatic language.**

---

## Student A

You are Student B's manager. Student B has been late to work several times this week. Ask them why and see if you can *find* a solution.

## Student B

Student A is your manager. Several times this week, you have been late for work because you have had to go to the doctor about a slightly embarrassing problem. You don't want to get into trouble, but you know you will have to go back at least two more times next week. See if you can *find* a solution with your manager.

## Student C

You are Student D's manager. Student D thought they were going to get a pay raise but this is not possible. They will need to do more training to get the pay raise, even though they are already very skilled. See if you can *find* a solution to the problem by talking to them.

## Student D

Student C is your manager. You are expecting a pay raise. You have been working for the company for two years now and you have found it very difficult to live on the money you are being paid. Your mother has just become ill and you know you will need to take some time *off* to care for her soon. See if you can *find* a solution to the problem by talking to them.

## 6

**Extended activity/Homework**

Read the following email. Use the language from the lesson to rewrite it so that it is more diplomatic.

Dear Jim,

I'm writing because I'm disappointed with your behavior in the office. You are rude when you talk to your colleagues and you are late every day. You didn't *finish* your report last week. Anita also told me that you don't clean up after yourself in the kitchen. You leave your mess for other people to clean up. If you continue like this, I will have to talk to Human Resources and we will have to *fire* you.



# BUSINESS ENGLISH: INTERMEDIATE REVIEW 1



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-921D

## 1

### Introductions

Part A: Write the phrases from the list in the correct box in the table.

- How long have you been working for...?
- I just want to say 'Hello'. I'm ...
- I work in the ... industry.
- I'd like you to meet ...
- Oh! How interesting!
- I'm very pleased to meet you.

Introducing yourself	Introducing someone else	Talking about your job
Greeting someone	Making small talk	Showing interest

**Part B: Put the vocabulary below into the correct gaps in the following sentences.**

**chili**  
**learning the ropes**

**connection**  
**monotonous**

**expansion**  
**outing**

**heatwave**  
**unpredictable**

1. I've only been working here for about two months, so I'm still \_\_\_\_\_.
2. Our flight left half an hour late so I'm a bit worried that I'm going to miss my \_\_\_\_\_.
3. This city is busier now than it was five years ago as there's been a lot of \_\_\_\_\_ which has brought in more people and new businesses.
4. I'm just going to buy some beef and beans for my \_\_\_\_\_. DO you need anything from the supermarket?
5. It was really hot earlier, but now I'm quite cold. The weather has been really \_\_\_\_\_ recently.
6. I'm thinking of finding a new job, as the work I do here is really \_\_\_\_\_. It's always the same thing.
7. We should buy a fan for the house as I hear there's going to be a \_\_\_\_\_ next week.
8. On Saturday, I'm going to take my kids on an \_\_\_\_\_ to the zoo as they've been in the house a lot recently.

**Part C: Follow-up questions. For each of the following statements, write a follow-up question.**

1. I've worked in sales for about eight years now, with most of my experience being in the Middle East and Asia.  
\_\_\_\_\_
2. My flight was delayed in Denver, but I still managed to get here in time for dinner.  
\_\_\_\_\_
3. I've only been to Tokyo once before, but I didn't manage to see much because it was raining most of the time.  
\_\_\_\_\_

## 2

## Company and job

**Part A: Complete the following with vocabulary from the *Company and Job* worksheet. The first letter has been done for you.**

1. I've worked for the company as a sales representative for about four years now, but I've just received a **p** \_\_\_\_\_<sup>1</sup> and next year I'm going to start in a **m** \_\_\_\_\_<sup>2</sup> position where I will **s** \_\_\_\_\_<sup>3</sup> the sales representatives in my area.
2. I've been working **p** \_\_\_\_\_<sup>4</sup> for the last few years so I can look after my kids. But they will both be going to school in September, so I will start looking for a full-time **p** \_\_\_\_\_<sup>5</sup> position then.
3. I work as a personal assistant to the Sales Director, which is mostly an **a** \_\_\_\_\_<sup>6</sup> position. I have to go to a lot of important meetings as she **r** \_\_\_\_\_<sup>7</sup> the CEO.
4. My job title is Product Manager and most of my work is to \_\_\_\_\_<sup>8</sup> the work of the **f** \_\_\_\_\_<sup>9</sup> editors who work with us.

**Part B: Complete the following sentences with a word from the *Company and job* worksheet. Use the clue in brackets to help you.**

1. Our company is \_\_\_\_\_ in Seoul. (**where the main office is**)
  2. My father \_\_\_\_\_ our company when he was still in his late twenties. (**started**)
  3. You can watch Marvel movies on Disney + because Marvel Entertainment is a \_\_\_\_\_ of Disney. (**connected to something larger than it**)
  4. Amazon and Apple are two examples of \_\_\_\_\_ companies. (**listed on the stock exchange**)
  5. Earlier this year, Elon Musk \_\_\_\_\_ Twitter which caused a lot of people to leave the company. (**bought**)
  6. There's an \_\_\_\_\_ of coffee shops around here. I'm sure some of them are going to go out of business. (**more than needed**)
-

## 3

## Birth or upbringing

**Part A: Complete the following text with words from the worksheet *Birth or Upbringing*. The first letter of each has been done for you.**

My brother has just started his own company. It's interesting to me that he's always had the **d** \_\_\_\_\_<sup>1</sup> to do something like that, as he never really showed much **i** \_\_\_\_\_<sup>2</sup> at school and didn't do particularly well in his exams. I've never really had the **a** \_\_\_\_\_<sup>3</sup> for business, even though we grew up in the same house and had the same **u** \_\_\_\_\_<sup>4</sup>. I think it's a **t** \_\_\_\_\_<sup>5</sup> he gets from our father who was also an **e** \_\_\_\_\_<sup>6</sup>, so it's perhaps part of my brother's **g** \_\_\_\_\_<sup>7</sup> makeup. I'm much more like our mother who was always happy to work for someone else. Just like me, she also **n** \_\_\_\_\_<sup>8</sup> a creative side. I love to paint in my free time, and she loved to draw.

**Part B: Write a word or phrase from *Birth or Upbringing* in the gap based on the definition.**

1. A company that has only just begun to operate is called a \_\_\_\_\_.
2. If you're making money doing something outside of your main job it's called a \_\_\_\_\_.
3. People who make money on social media by encouraging other people to buy products are called \_\_\_\_\_.
4. If you make money for yourself by doing work for different companies in the same industry, you are a \_\_\_\_\_.
5. A lot of companies employ people who work for them from home and they don't need to come into the office, which is called \_\_\_\_\_.



## 4

**The career ladder**

**Part A:** For each of the following sentences, underline the correct choice.

1. I was offered a job with a different company that I thought was more interesting, so I handed in my **resign / resignation**.
2. He was very rude to both the people he worked with and the customers so he ended up getting **the sack / a sack**.
3. My mother has been working as a lawyer for over 40 years and plans to **retirement / retire** in the summer.
4. Philip was upset because he had been working for the company for 20 years when they made **laid him off/ made a lay off**.
5. My friend has been working in London for the last five years, but has just been **headhunted / headhunter** for a job in New York.
6. Sandra has been **self-employed / unemployed** for the last ten years. She makes quite good money designing web pages for companies around the world.
7. In the third year of my university course, I will do an **internship/ interment** with a bank to learn more about working in finance.
8. My brother sells cars for a living and makes quite a lot of money from the **commissioning / commission** on each sale.



**Part B: Idioms.** Complete the following sentences with the correct idiom from the list. Make sure you change the verb to fit the sentence if needed.

- right off the bat
- take the fall for someone
- catch someone's eye
- take it to the next level
- at the expense of
- go from strength to strength

1. I was walking down the high street the other day and this beautiful watch in a shop window really \_\_\_\_\_ . I ended up buying it immediately.
2. My sister's company had quite a bit of trouble in the beginning but they've really \_\_\_\_\_ in the last five years.
3. I feel like I'm ready for a promotion. I've learned all I can about this job and I'm ready to \_\_\_\_\_ .
4. Scott's manager caught him drinking beer at work and just fired him \_\_\_\_\_ . He was gone within an hour.
5. I scratched my Dad's car with my bike when I was about ten, but my older brother \_\_\_\_\_ because he could see I was scared.
6. My sister stopped working when she had children because she didn't want to work \_\_\_\_\_ her children's needs.



## 5

## Diplomatic language

## Part A: Underline the correct form of the word to complete the sentences.

1. I don't think we will be doing business with that company again as they were quite **dishonest / dishonestly** about their prices.
2. I'm going to try and **persuasive / persuade** my manager to let me go to the conference in Budapest because I think it will be really useful.
3. Americans are often quite **direct / indirect** when they talk and say exactly what they mean which can seem quite rude to people from other cultures.
4. The directions to the conference hotel were quite **misleading / mislead** and it took us over an hour to find it.
5. I don't want to **discourage / encourage** you from going to the Middle East, but I think you will find life there quite difficult compared to what you are used to.
6. Everyone thought she was really friendly, but I found her quite **superficially / superficial** and I don't think she really meant it.
7. I understand that the customer was difficult, but you really need to use a bit more **tactful / tact** when you talk to them or you'll just make the situation worse.

## Part B: Complete the second sentence so it means the same as the first but is more diplomatic.

1. Leaving your laptop at home was a stupid idea. \* Leaving your laptop at home wasn't \_\_\_\_\_.
2. Michael didn't finish his report. \* As \_\_\_\_\_.
3. I see you didn't book the train for Monday. \* I see that the train \_\_\_\_\_.
4. Are you going to complete the report this morning? \* Were \_\_\_\_\_?
5. Ahmed isn't back from his lunch break yet. \* Ahmed doesn't \_\_\_\_\_.
6. If you can come in at 8am tomorrow, it will really help. \* If you \_\_\_\_\_.
7. Some of the customers said that you were really rude to them. \* Some of the customers said that you \_\_\_\_\_.
8. Shannon told me you can't come to the meeting on Friday. \* I \_\_\_\_\_.
9. Will it be a problem if you stay late tomorrow night? \* \_\_\_\_\_ late tomorrow night?
10. The team didn't complete the project before the deadline. \* The project \_\_\_\_\_.

Review 1 _____ out of 100 points in total
---

## 6

**Speaking exercise**

**Part A: Answer the following questions.**

1. Which industry do you work in?
2. How long have you been working for the company you work for now?
3. What do you enjoy about your job?
4. What do you find difficult about your job?
5. What did you do before your current job?

**Part B: Talk about a difficult situation you had where you needed to use diplomatic language.**

**You should say:**

- What the problem was
- What did you do about the problem
- What was the result

**You should also say what you would do if you had a similar problem in future.**

**Part C: Answer the following questions.**

1. Do you think everyone has the same opportunities in the world of business?
  2. Do you think people in high-paying positions have got there because of hard work or because they had advantages that other people didn't? Why?
  3. Do you think there should be a big difference between the salary of a CEO and the salary of the lowest paid worker? Why / why not?
-



# LIAR

# LIAR



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-A7D4

1

### Warm up

What are the companies that the logos below belong to?

Apple

McDonald's

Nike

Ralph Lauren Polo

Shell

Twitter



1. \_\_\_\_\_



2. \_\_\_\_\_



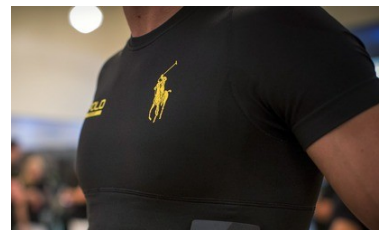
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

Now in pairs, discuss the following questions.

1. Which companies or brands have you had a good experience with? What did they do that made buying from them a positive experience?
2. Have you had any poor experiences with buying a product or service from a business? What happened? Would you use them again?

## 2

## Reading comprehension

**Part A: You are going to read the text about sales ethics. Firstly, read the extracts from Part 1 of the text and number them in the correct order from 1 – 9. Listen to the recording to check your answers.**



## Sales and lying - Part 1

- \_\_\_\_\_ not something that everyone is comfortable doing and secondly, a task that isn't easy.
- \_\_\_\_\_ or look through the customer reviews on websites such as *Trustpilot* to find examples of sales people who, according to the reviewer, have lied in some form.
- \_\_\_\_\_ a sale is at the heart of all financial transactions.
- \_\_\_\_\_ This is, in part, down to the suspicion with which sales people are treated. You need only see films such as *The Wolf Of Wall Street* with Leonardo DiCaprio playing the criminal salesman, Jordan Belfort,
- \_\_\_\_\_ business selling a product or a service; a consultant selling their knowledge; a storage company selling space; or a teenage babysitter selling their time
- 1 \_\_\_\_\_ Everybody is selling something. Whether you're a
- \_\_\_\_\_ to the serious corruption seen by Mr. Belfort resulting in lives ruined and serious losses for his thousands of victims.
- \_\_\_\_\_ Selling products and services is certainly a skill that not everyone has. To convince someone to part with their money to buy something from you is firstly,
- \_\_\_\_\_ Of course, lies can range in levels of severity, from a salesman embellishing the benefits of a health product he's selling,

**Part B: Now find vocabulary in Part 1 which means the same as the following**

1. \_\_\_\_\_ a person who gives advice to businesses about an area they have a lot of knowledge about (n)
2. \_\_\_\_\_ a space where items that aren't needed can be kept until they are (n)
3. \_\_\_\_\_ a process of one person giving money to another for products or services (n)
4. \_\_\_\_\_ a feeling that someone is not being honest or is doing something wrong even though there is no proof (n)
5. \_\_\_\_\_ the state of a situation being very serious (n)
6. \_\_\_\_\_ add facts or details to a story or statement to make it more interesting or attractive even if they are not true (v)
7. \_\_\_\_\_ behavior that uses a relationship with people who have confidence in you to gain money in an illegal and dishonest way (n)

Complete the questions with the vocabulary you have found.

1. Have you ever used a \_\_\_\_\_ to help you or your business? What was it for?
2. Have you ever \_\_\_\_\_ the truth for any reason? Why?
3. What do you do if you have a \_\_\_\_\_ that someone is lying to you?
4. How do you normally make \_\_\_\_\_ in your everyday life? Which method do you prefer? Why?
5. Have you ever needed to put your belongings in \_\_\_\_\_? What was the reason?
6. Has anyone famous in your country been found guilty of \_\_\_\_\_? What happened?

Now answer the questions.

**3****Focus on vocabulary**

Part A: Match the vocabulary to the definitions.

- |                   |   |
|-------------------|---|
| 1. motivation (n) | a. the reason for doing a particular task or job  |
| 2. dishonesty (n) | b. the way in which someone behaves   |
| 3. trust (n)      | c. a belief that someone is not lying to you  |
| 4. standard (n)   | d. acting in a way that gives high importance to treating people, animals and the environment in a positive way |
| 5. conduct (n)    | e. behavior that involves lying or pretending to be something you are not                                       |
| 6. ego (n)        | f. a particular level of quality, that is usually high, in products or services                                 |
| 7. reputation (n) | g. the way in which you see yourself including how important you think you are                                  |
| 8. ethical (adj.) | h. the opinion that people hold about a person or company based on what they did in the past                    |

**Part B: Complete the following sentences with a different part of speech or form from the same word family as the Part A word in brackets.**

1. I saw her presentation at the conference and thought it was incredibly \_\_\_\_\_. It really made me want to do the best I can do. (motivation)
2. Senior management found that he had been acting really \_\_\_\_\_ with the customers and fired him. (dishonest)
3. Sean is a great guy. I've worked with him for years and customers love him because he's so \_\_\_\_\_. (trust)
4. We're trying to \_\_\_\_\_ all of our systems so that it's easier for everyone to use them. (standard)
5. I hear that she was drinking while in this office so she got fired for \_\_\_\_\_. (conduct)
6. No one likes working with him because he's so \_\_\_\_\_ and has no interest in listening to anyone else's ideas. (ego)
7. The speaker who is visiting on Friday is a CEO of international \_\_\_\_\_. I think you'll recognize him when he arrives. (reputation)
8. I know making money is important, but so is acting \_\_\_\_\_. We need to be able to look at ourselves in the mirror. (ethical)

**Now quickly read through Part 2 of the text and complete the gaps with vocabulary from Part A.**



## Sales and lying - Part 2

Part of the issue with sales is the \_\_\_\_\_<sup>1</sup> behind them often lies with a personal benefit to the sales person. A server in a restaurant knows that a friendly smile and some kind words to the customer is likely to lead to a good tip. A car salesman or a real estate agent are often paid based on commission. In many ways, it makes good business sense for a company to link the number of sales an employee makes to their paycheck, as it gives clear encouragement to work hard at what they do to boost profits. But it also opens the door for \_\_\_\_\_<sup>2</sup>.

For sales people motivated by personal profit, there's always going to be the temptation to say what they think the customer wants to hear. Good sales people are experts at building relationships, but at the heart of this is \_\_\_\_\_<sup>3</sup>. If a customer finds that their purchase isn't as good as they hoped, or doesn't do what was promised, then this has serious consequences for not just the trust in the sales person, but the company as a whole. With the level in competition in business, it's unlikely that someone who has had a bad experience will choose to do business with you again. Research has also found that people will tell an average of 11 people about a positive experience they've had, but 15 about a negative one. It won't take long for the wrong sales person to seriously hurt your brand and your image.

For business owners, the key is to take the time to hire the right people for your sales team. It's vital to lay out the \_\_\_\_\_<sup>4</sup> that you want all of your sales people to follow, providing clear rules for their \_\_\_\_\_<sup>5</sup> when approaching and dealing with customers. The primary focus must be the need to serve. For this you need sales people who remove their \_\_\_\_\_<sup>6</sup> from the situation and show the ability to put the needs of others first. It's worth taking the time to observe how they talk about themselves, how they treat others and how helpful they are towards, not just the client, but also their colleagues. They must also be able to deal with problems effectively and put right any mistakes that have been made. Problems with sales and customer feedback can be turned to an advantage if dealt with skillfully by a sales person wishing to listen to and understand the customers' needs.

The \_\_\_\_\_<sup>7</sup> your company builds is going to be a more significant driver of sales to a greater extent than making a few quick extra sales that result in lost custom. Knowing that your sales team behave in an \_\_\_\_\_<sup>8</sup> manner will be what keeps customers returning and will attract more sales over a period the long-term.

Sources: *Pipedrive, Snov.io*



## 4

**Reading comprehension**

Complete the following sentences with one, two or three words from Sales and Lying- Part 2 on page five.

1. Whether it's tips for a server in a restaurant or a percentage of sales paid to real estate agents, sales are regularly \_\_\_\_\_.
2. This is a good way to \_\_\_\_\_ as it gives your sales people personal motivation to sell as much as possible, but it can also encourage dishonest behavior.
3. It's always going to be a large \_\_\_\_\_ for sales people to say whatever they need to in order to close the deal, but it's vital for your customers to see them as trustworthy.
4. Studies show that customers will tell around 15 people about \_\_\_\_\_, but only 11 if they were happy.
5. Sales people who lie do a lot of damage to your company's image and potentially \_\_\_\_\_.
6. Good sales people must have a \_\_\_\_\_, thinking about the customer's needs before their own paycheck.
7. Responding to feedback well is also important, especially when it's negative. A skillful sales person can create \_\_\_\_\_ from a negative situation as well as a loyal customer.
8. Ultimately, the main \_\_\_\_\_ is going to be sales people who act ethically and create long-term relationships with their customers.

## 5

**Talking point**

**Part A: In pairs, discuss the following questions.**

1. What is your main motivation in your job?
  2. Which companies do you know that have a good reputation in your opinion? Why do you think that is?
  3. Do you think your company is ethical? Why/why not?
  4. Who do you work with that you trust? Why is this?
  5. Have you met anyone who you thought was egotistical? What did they do?
  6. Does your company have any rules for the conduct of salespeople or other employees? What are they?
-

**Part B: Roleplay.** Your teacher will give you a card. Use the card to have a conversation with your partner.

#### Student A

Think about the products or services your company sells. Tell your partner three things about your product or service, but make one of them a lie. See if your partner can guess which one is a lie.

#### Student B

Think about the products or services your company sells. Tell your partner three things about your product or service, but make one of them a lie. See if your partner can guess which one is a lie.

## 6

### Extended activity/Homework

Imagine you have your own company. Write a list of rules for your sales people to follow when dealing with customers to encourage them to behave ethically. Consider the following questions:

- How will you motivate them to sell?
- How will you encourage them to put the needs of the customer first?
- What should they do if there's a problem with a customer?

**You should:**

- Write at least 100 words
  - Check your grammar, spelling and punctuation
-





# DESCRIBING COWORKERS



Scan to review worksheet

Expemo code:

1GT3-E3ZB-B06F

1

## Warm up

In pairs, discuss the following questions.

1. What adjectives would you use to describe yourself?
2. What adjectives would you use to describe your colleagues?
3. What kind of people do you normally get along with the best?
4. What kind of people do you usually find difficult to get along with?

2

## Focus on vocabulary

Part A: Match the following adjectives to the definitions.

- |                      |  |
|----------------------|--|
| 1. <u>assertive</u>  | a. accepting of beliefs, ideas and ways of doing things that are different from your own   |
| 2. <u>principled</u> | b. having good ideas and able to give thoughtful advice based on experience and knowledge  |
| 3. <u>tolerant</u>   | c. being relaxed and slow to get angry or upset  |
| 4. <u>driven</u>     | d. speaking confidently about thoughts and opinions in a way that makes others take note   |
| 5. <u>easy-going</u> | e. being very bold and direct with someone   |
| 6. <u>sensitive</u>  | f. being very aware of other people's feelings and thoughts and often easily upset by them |
| 7. <u>wise</u>       | g. very much wanting to succeed and being prepared to work hard to get there               |
| 8. <u>forward</u>    | h. having a strong sense of what is right and wrong and acting based on this               |

**Part B: Complete the following sentences with adjectives from Part A.**

1. I know you really wanted to buy that Gucci bag, but I think it was a very \_\_\_\_\_ decision not to. It's much better to save your money for university.
2. Don't say anything about her spots when you see her. She's very \_\_\_\_\_ about her skin.
3. When we were growing up, my brother was always left in charge of us all which made him quite \_\_\_\_\_. He's always quick to say what he thinks should happen.
4. I got caught stealing when I was about 12 and my parents were really upset. They'd always been very \_\_\_\_\_ and didn't understand why I'd do that.
5. I think he's quite \_\_\_\_\_ with his Grandma, but she doesn't seem to mind at all.
6. I think if we tell Pierre we need to leave early on Friday, he'll be fine about it. He's one of the most \_\_\_\_\_ managers I've ever had.
7. She's still at the office again. I used to think she was overworked, but I think she's actually very \_\_\_\_\_ and does it because she wants to.
8. I'm just going to check this again. I need to get it signed off by my manager and she's not very \_\_\_\_\_ of people making mistakes.

**Now in pairs, discuss the following questions.**

1. Look at each adjective. Do you think they are positive, negative, or both? Why?
2. Looking at the other adjectives you did not use, who do you know who you could describe using them? Why?

**3**

**Listening for gist**



**Listen to the following speakers. Which of the adjectives could be used to talk about them or the people they are describing?**

**assertive**  
**principled**

**driven**  
**sensitive**

**easy-going**  
**tolerant**

**forward**  
**wise**

- a. Speaker 1 – \_\_\_\_\_
- b. Speaker 2 – \_\_\_\_\_
- c. Speaker 3 – \_\_\_\_\_
- d. Speaker 4 – \_\_\_\_\_
- e. Speaker 5 – \_\_\_\_\_
- f. Speaker 6 – \_\_\_\_\_
- g. Speaker 7 – \_\_\_\_\_
- h. Speaker 8 – \_\_\_\_\_

## 4

**Understanding idioms**

In pairs, discuss the following questions about idioms used in the listening exercise.

1. How do you behave if you **go with the flow**?  
\_\_\_\_\_
2. How would you like to **make your mark** in your industry?  
\_\_\_\_\_
3. If you hear your CEO say '**it's only a matter of time** before we go out of business,' what does she mean?  
\_\_\_\_\_
4. If someone tells you that you look like **death**, what do they mean?  
\_\_\_\_\_
5. If someone asks you to **hear them out**, what do they mean?  
\_\_\_\_\_
6. If you're **not pulling your weight**, what are you doing?  
\_\_\_\_\_

## 5

**Reading for gist**

Read the article on page four and match the first sentences below to paragraphs A – E. There are more sentences than paragraphs.

1. These differences of opinion aren't just limited to management style either.
  2. It's very likely that some relationships at work will result in romance.
  3. Working alongside other people can be a challenge in any business environment.
  4. There have been several examples of fights taking place at work due to the wrong personalities having to work together.
  5. Ultimately, employees should feel connected by having the same objectives.
  6. For example, few people end up in the position of a CEO by chance, so being assertive is going to be an advantage, as is being quite driven.
  7. However, it's a rare situation when all of those characteristics work well together.
-

## Different Jobs, Different Personalities

### Working with others

- A. \_\_\_\_\_ For any company to be successful, it requires a range of people to perform various functions: from sales, to creative roles, to management. People who are good at different types of work are highly likely to have different characteristics. Consider what it takes to be in certain positions, and it's easy to see how a company can involve varying personalities.
- B. \_\_\_\_\_ A manager dealing with a variety of different people in their team and perhaps even co-ordinating projects internationally should be tolerant and sensitive to the needs of others. Becoming angry each time events don't go as planned isn't going to help. Being principled in your dealings with other people is also going to be a positive.
- C. \_\_\_\_\_ A sensitive employee probably won't make good company for someone who is assertive, for example. To further complicate matters, we all see the traits of others through the lens of our own personality. A CEO who describes themselves as assertive and driven, may appear arrogant and obsessive to those they lead. What a manager may think of as principled in their behavior, another may feel as more judgmental if they feel the rules being applied are outside of their own value system. Similarly, a middle manager who thinks of themselves as tolerant, may be thought of as weak by their boss who doesn't feel as though they are strict enough with their demands. Equally, what one employee sees as wise decision-making by their manager, another may see as cunning.
- D. \_\_\_\_\_ More junior employees may think they are being easy-going and helpful in their openness to being told what to do, but this may seem idle and unambitious to someone who has their eye on climbing the career ladder. Office humor can also be difficult to navigate. Men, particularly, often use it as a kind of verbal play-fight to establish themselves. Yet a comment they consider to be only just a little forward may be thought of as offensive by the person on the receiving end. Maybe this person is sensitive? But if they complain, it could be seen by others as resentful.
- E. \_\_\_\_\_ When presented with someone who has a trait that is challenging for you, it may be a good opportunity to try and get to know them better to understand what drives them. As for anyone else's opinion of you, that is really outside of your control and all you can do is treat others in the same way you wish to be treated.

Sources: *Small Business - Chron, Forbes*



## 6 Reading comprehension

Complete the following sentences with one, two or three words from the article on page four.

1. Employees in a company have to \_\_\_\_\_ for it to work effectively.
2. It helps if a manager is able to be understanding of the needs of others if they are \_\_\_\_\_.
3. When events don't happen \_\_\_\_\_, a good manager is going to need to problem-solve rather than get annoyed and upset.
4. That fact that we all view the same behavior in different ways can \_\_\_\_\_ the situation even more.
5. We each have a different \_\_\_\_\_ and can feel unfairly if our manager thinks differently.
6. To people who want to get to the top of \_\_\_\_\_, people who are relaxed can seem lazy and unambitious.
7. Socially speaking, humor is often a \_\_\_\_\_ to show their intelligence.
8. \_\_\_\_\_ behavior is best dealt with by trying to understand the other person and spending time talking to them if at all possible.

## 7 Finding vocabulary

Quickly read the article on page four and find words which mean the same as the following.

1. \_\_\_\_\_ acting in a way that is proud but shows no thought for, or interest in, other people (adj., para. C)
2. \_\_\_\_\_ focusing on a particular thing in a way that is extreme and unreasonable (adj., para. C)
3. \_\_\_\_\_ having an opinion about what others do in a negative way, while seeing yourself as better (adj., para. C)
4. \_\_\_\_\_ making others follow rules exactly (adj., para. C)
5. \_\_\_\_\_ getting what you need in a way that isn't always honest and involves tricking people (adj., para. C)
6. \_\_\_\_\_ doing as little work as possible (adj., para. D)
7. \_\_\_\_\_ saying or doing things that hurt other people's feelings (adj., para. D)
8. \_\_\_\_\_ upset or angry about something that happened that you think wasn't fair (adj., para. D)

**8 Talking point**

**In pairs, discuss the following questions.**

1. Have you ever worked with anyone you thought of as idle? What made you think this?
2. Is there anything in your personal or professional life that you are obsessive about? What is it and why do you feel this way?
3. When you were growing up, were your parents strict? Why would you, or would you not, describe them like this?
4. What kind of behavior do you find offensive?
5. How do you deal with arrogant people?
6. Has anything happened in your life that you are still resentful about? What happened?

**9 Extended activity/Homework**

**Choose one of the following activities.**

1. Write a description of yourself from the point of view of people you work with. Use any suitable adjectives and say what you do that would make other people think this about you.
2. Write a description of one or a few of your colleagues and say what they do that makes you describe them in this way.

**You should:**

- write at least 150 words,
  - check your grammar, spelling and punctuation.
-



# COMMON EXPRESSIONS IN BUSINESS



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-EDB5

1

## Warm up

In pairs, discuss the following questions.

1. What is an idiom?
2. Can you give an example of an idiom from your first language?
3. Can you give an example of an idiom you know in English?

2

## Idioms with verbs

Part A: Match the verb to the rest of the idiom.

- |          |                           |
|----------|---------------------------|
| 1. go    | a. your losses            |
| 2. bring | b. outside the box        |
| 3. cut   | c. off on the right foot  |
| 4. get   | d. someone on their toes  |
| 5. hit   | e. back to square one     |
| 6. keep  | f. something to the table |
| 7. start | g. the ball rolling       |
| 8. think | h. the nail on the head   |

**Part B: Now write the completed idiom underneath the correct meaning.**

1. get a process going

---

2. begin a relationship in a positive way

---

3. make sure someone is ready to do something unexpected or with very little warning

---

4. approach a problem or situation in a way that hasn't been done before

---

5. be correct about (often the cause of) a situation or problem

---

6. contribute to a conversation or situation in a useful way

---

7. have to start again from the beginning

---

8. stop a process that is unsuccessful before it gets worse

---

**Now complete the following questions.**

1. When you meet someone new, what is a good way to **start** \_\_\_\_\_ ?

2. Have you ever worked on a project and then had to **cut** \_\_\_\_\_ and change it a lot?

3. Does your company **keep** \_\_\_\_\_ ? Or is it easy to predict what you will be working on? Why?

4. In your team or department, what knowledge and experience do you **bring** \_\_\_\_\_ ?

5. Do you often have to **think** \_\_\_\_\_ in your work? Why/why not?

6. When you start a new task or a new project, how do you normally **get** \_\_\_\_\_ ?

**Now in pairs, answer the questions.**

---

## 3

## Understanding a conversation

Quickly complete the dialogue below with the idioms from the vocabulary section.

**Aziz:** Good morning, everyone. We've got a lot to do today, so let's \_\_\_\_\_<sup>1</sup>. First of all, we need to talk about the problem we've got with our French supplier. As you may have heard, they are shutting down their business and can no longer supply the parts we need for our machines. This is going to affect production for us. So, we will have to \_\_\_\_\_<sup>2</sup> there and we're going to need to find someone else.

**Stuart:** Sorry, can I just point out something? I've been talking about this with Julie in Production and she said that it could be almost a year before they shut down their factories, so it's still possible they could help us. Failing that, there's a Spanish supplier that could \_\_\_\_\_<sup>3</sup>.

**Fiona:** I don't think we can base our project on important deliveries from a company that may or may not be able to supply us. I think we're going to have to \_\_\_\_\_<sup>4</sup> with the French company and make sure that we \_\_\_\_\_<sup>5</sup> with whoever we get to replace them.

**Aziz:** Yes, I think Fiona has \_\_\_\_\_<sup>6</sup>. It's going to be better to know exactly what we can deliver and when we can deliver it by, even if there's a delay, than spend the next year worrying that it could all go wrong at a later stage when it will be more difficult to fix. Also, I'm not sure that I see eye to eye with Julie on the situation in France. I worked quite closely with them and I've got some good contacts there. They all say the situation is more serious than that and I think they'll be shutting down much sooner. We can certainly look at the Spanish option, but this may require us to \_\_\_\_\_<sup>7</sup> a little bit and find a supplier we haven't used before. We do need to keep costs in mind though. Fiona and Stuart, can I ask both of you to do some research this week and we'll meet again on Friday to discuss how to move forward?

**Stuart:** Not a problem.

**Fiona:** Let's arrange some time after this meeting, Stuart.

**Aziz:** Thank you both, I know we've got a lot to do at the moment, but I like to \_\_\_\_\_<sup>8</sup>. Right, the second thing we need to discuss is ...



## 4

**Reading Comprehension**

Read the following statements about the dialogue and decide if they are true (T), false (F) or not given (NG).

1. The French company has broken a contract with Aziz's company. \_\_\_\_\_
2. Stuart suggests a solution to the problem. \_\_\_\_\_
3. Fiona thinks they should keep using the French supplier. \_\_\_\_\_
4. Aziz thinks the French supplier will be out of business in less than a year. \_\_\_\_\_
5. Aziz thinks using the Spanish supplier will be the best option. \_\_\_\_\_
6. Stuart and Fiona will meet without Aziz before next Friday. \_\_\_\_\_

## 5

**Idioms with prepositions and adverbs**

Complete the following idioms with the adverbs and prepositions in the box. You will need to use some of the words more than once.

from / on / behind / up / by / in / ahead

1. \_\_\_\_\_ the ball
  2. \_\_\_\_\_ the ground up
  3. \_\_\_\_\_ the loop
  4. \_\_\_\_\_ the book
  5. \_\_\_\_\_ the same page
  6. \_\_\_\_\_ of the game
  7. \_\_\_\_\_ the scenes
  8. \_\_\_\_\_ in the air
-

Discuss what you think the idioms mean. Check your ideas in a dictionary or with the teacher.

Now complete the following questions.

1. Are you comfortable when your plans are \_\_\_\_\_ in the air, or do you like to know exactly what you are doing?
2. Are you someone who likes to do everything \_\_\_\_\_ the book? Why/why not?
3. How do you keep your manager and your colleagues \_\_\_\_\_ the loop at work?
4. When you were at school or university, were you \_\_\_\_\_ of the game? Why/why not?
5. Do you find you're usually \_\_\_\_\_ the same page as the people in your department or team? Why/why not?
6. Do you think you are someone who could build a business \_\_\_\_\_ the ground up? Why/why not?
7. What time of day are you most likely to be \_\_\_\_\_ the ball? Why?
8. What do you think your customers would think if they could see what happens \_\_\_\_\_ the scenes?

In pairs, answer the questions.

## 6

### Listening for details

Listen to the two speakers talking about their careers. Complete the extracts with the idioms and write down which one each speaker uses.



1. It's a tough job doing sales here because you need to be really \_\_\_\_\_ ... - Speaker \_\_\_\_\_
2. My father built his business \_\_\_\_\_ ... - Speaker \_\_\_\_\_
3. I made the mistake of not keeping my manager \_\_\_\_\_ ... - Speaker \_\_\_\_\_
4. He's the type of guy that does everything \_\_\_\_\_ ... - Speaker \_\_\_\_\_
5. ... and we're not really \_\_\_\_\_ when it comes to my future. - Speaker \_\_\_\_\_
6. He's always been \_\_\_\_\_ when it comes to business. - Speaker \_\_\_\_\_
7. I...learned a lot about the business by watching what was going on \_\_\_\_\_ . - Speaker \_\_\_\_\_
8. So now my career is really \_\_\_\_\_ ... - Speaker \_\_\_\_\_

**7 Listening comprehension**

Complete the table by ticking the box to answer each of the questions.

Who ...	Speaker 1	Speaker 2
a. started a career that they want to change?		
b. worked in a family business?		
c. traveled a lot as part of their job?		
d. made contacts in the military?		
e. is interested in how vehicles work?		
f. lost their job?		
g. doesn't know what they want to do next?		
h. has a good idea about what they want to do next?		

**8 Talking point**

In pairs, discuss the following questions.

1. Which of the idioms you've been talking about today do you think are the most useful?
2. What do you think the following idioms mean? How can you use them?

- raise the bar
- word of mouth
- twist someone's arm
- go the extra mile
- all in the same boat
- the ball is in your court
- cut corners

9

**Extended activity/Homework**

**Write about a time when you've had to do one of the following:**

- Cut corners
- Raise the bar
- Twist someone's arm
- Go the extra mile

**You should:**

- write at least 150 words,
- check your grammar, spelling and punctuation.





# BUSINESS ENGLISH: INTERMEDIATE REVIEW 2



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-89C4



## 1

### Liar Liar

**Part A: Complete the following sentences with vocabulary from the worksheet *Liar Liar*.**

1. If one person gives money to another for products or services, it's called a \_\_\_\_\_.
2. If you're someone whose job is to give advice to people about an area that you have a lot of knowledge about, you are a \_\_\_\_\_.
3. If you add extra details or facts to a story when you tell it, even though they may not be true, then you \_\_\_\_\_ it.
4. If you are in a position of responsibility and you use it to make money for yourself illegally, then that is \_\_\_\_\_.
5. If you think someone has done something wrong but you have no proof of it, then you have a \_\_\_\_\_ that they have done something wrong.
6. If you have items that you don't have use for at the moment, then you can put them in \_\_\_\_\_.



**Part B: Underline the correct vocabulary to complete the following sentences.**

1. If a company is found to be guilty of **dishonesty / dishonestly** when doing business, it's very difficult to be seen as **trust / trustworthy** later on.
2. It's essential for a company to act **ethically / ethical** and hold itself to a very high **standardize / standard**.
3. Some people, particularly when they have a lot of success, let their **egotistical / ego** get in the way of how they treat other people and this can affect their **conduct / misconduct**.
4. An important **motivational / motivation** for any company is to make sure that it is held in good **reputation / repute**, as this will make it much easier to do business and gain new customers.

**2****Different perceptions****Part A: Complete the following sentences with a different part of speech from the word in brackets.**

1. We need to make sure we complete all of this work \_\_\_\_\_ to the meeting next week or we won't have all of the information we need. (**priority**)
  2. He's a very nice guy, but he doesn't handle \_\_\_\_\_ very well. (**critical**)
  3. Teresa is an extremely hard worker and always completes the work, \_\_\_\_\_ of how long it takes her. (**regard**)
  4. I think it's important to think carefully about how our customers \_\_\_\_\_ this company and see what we can do to improve that. (**perception**)
  5. Sebastian has shown a very high level of \_\_\_\_\_ in his job and I suspect he will get promoted before long. (**incompetent**)
  6. Barbara rarely \_\_\_\_\_ in team meetings and when she does, she's usually late. (**participant**)
  7. When management has finished looking at all of the data, they will call a meeting and \_\_\_\_\_ to the whole company. (**feedback**)
  8. There's been an \_\_\_\_\_ delay with the supplier and we are going to have to change the deadline by about two weeks. (**expectation**)
-



**Part B: Now complete the following sentences with an idiom using the verb take.**

1. I was very lucky as Steven, my manager **took** \_\_\_\_\_ on me and gave me a job even though I had only just finished university and knew practically nothing about business.
2. When we are deciding on pay raises, we **take** a lot of things \_\_\_\_\_, such as levels of motivation, how they work with the team and the accuracy of their work.
3. I'm thinking of leaving the company and working for myself, but there are a lot of things I need to **take** \_\_\_\_\_ before I give notice.

**3****Describing workers****Part A: For each of the following descriptions, write an adjective from *Describing workers* that you could use to describe the person.**

1. Thelma is very focused on her own success and works very hard to make sure she gets where she wants to go. \_\_\_\_\_
  2. I've noticed that Brian is very aware of what other people are thinking and feeling and he can get hurt very easily by what people say. \_\_\_\_\_
  3. I think Louise got into management partly because she doesn't have a problem saying what she thinks and giving her opinion. She usually speaks up in meetings and people listen to her. \_\_\_\_\_
  4. Craig has been in this business a long time and has a lot of experience. People often ask his opinion because he always has good ideas and gives great advice. \_\_\_\_\_
  5. Moira is a great manager because she has a strong sense of what is right and wrong and people trust her to do the right thing. \_\_\_\_\_
  6. What I like about Tom is that he is always happy to accept different approaches to tasks and is able to work well with people from a variety of backgrounds who have different ideas. \_\_\_\_\_
  7. I like Darren. I think he's funny, but I know some people think he's a bit rude and annoying when he makes jokes about them. \_\_\_\_\_
  8. I love Marta. She gets along with everyone and is so relaxed. She never gets angry or upset over anything. \_\_\_\_\_
-

**Part B: Complete the following sentences with the idioms from *Describing Workers* worksheet.**

1. Everyone on the team is clearly working a lot harder than you are. You're really going to have to start pulling \_\_\_\_\_, otherwise we may have to look at your future with this company.
2. Are you OK? You look like death \_\_\_\_\_. Are you sure you should have come into the office today?
3. Clara looks really stressed by her job and doesn't seem to be happy at all. I think it's probably only a \_\_\_\_\_ before she leaves.
4. You tell me what you think it's best for me to do. I'm happy to just go \_\_\_\_\_ and help out where I'm needed.
5. I tried to explain why we shouldn't go to the conference in Brussels, but he refused to hear \_\_\_\_\_ and told me to get out of his office.
6. I think this is the year that we will really make \_\_\_\_\_ in the industry and we're going to get a lot of attention for our success.

**4****Common Idioms in business****Part A: Idioms with verbs. Complete the following sentences with the correct verb for the idioms.**

1. For this marketing campaign, I'd like to take a completely new approach. I'd like for us to \_\_\_\_\_ outside the box and do something that no one else has done before.
  2. I think that we have to accept that this isn't working well at all and \_\_\_\_\_ back to square one.
  3. On my first day in this company, I wore a full suit. It was probably a little too much as the dress code is more relaxed, but I wanted to \_\_\_\_\_ off on the right foot and create a good impression.
  4. Thanks for coming, everyone. So to \_\_\_\_\_ the ball rolling, let's have a look at last year's sales figures.
  5. The Middle East hasn't been very successful for our products, so I think we're going to have to \_\_\_\_\_ our losses and leave that region altogether.
  6. I feel as though everyone on my team is much smarter than me and that I don't have anything to \_\_\_\_\_ to the table on any of our projects.
  7. Michael does sometimes call us when we're out of the office with no warning. I think he just does it to \_\_\_\_\_ us on our toes to make sure we don't waste time.
  8. When you said he always seems to be waiting for you to leave when you go and talk to him, that really \_\_\_\_\_ the nail on the head. I don't think he likes to be around people very much.
-

**Part B: Idioms with prepositions and adverbs. Complete the following sentences with the idioms.**

1. After the way she spoke to the CEO, I think her future at this company is really up \_\_\_\_\_.
2. It's a very busy workplace with a lot going on all \_\_\_\_\_. So you need to be really on the ball or you'll get left behind.
3. My father started the company when he was only 25 and really built the place from \_\_\_\_\_.
4. Thanks for the update. Can you make sure you keep me in \_\_\_\_\_ if there are any changes?
5. Norway has a lot of rules and regulations around business, so we'll need to make sure we do everything by \_\_\_\_\_ if we go into that market.
6. I think we've done a lot more market research than the competition has, so we'll be really ahead \_\_\_\_\_ when it comes to doing sales in the region.
7. In the actual restaurant, it's very calm and peaceful with gentle music playing, but behind \_\_\_\_\_ in the kitchen, it's very busy with lots going on.
8. I think there's a lot of opportunity for new business in Latin America, but she doesn't agree. So we're not really on \_\_\_\_\_ at the moment.

**5****Work clothes****Part A: Underline the correct form of the word to complete the following sentences.**

1. You can see that she is related to the CEO as **facial** / **facially** they are quite similar.
  2. Both men and women are able to wear a **piercing** / **pierce** in their ears in the office, but if they have one anywhere else that is visible, it must be removed.
  3. If anyone is found to be using drugs or alcohol in the workplace, they will be subject to **disciplinary** / **discipline** action.
  4. At this company, we have an **expectant** / **expectation** that all employees will act according to the rules laid out in the staff manual.
  5. I think we need to have a **discretion** / **discreet** chat with him about his shoes. I don't think they are really part of what we would consider the dress code to be.
  6. She looks as though she works for a **tattoo** / **tattoo artist** rather than a respected law firm.
  7. I don't really like the dress code at the office, but I accept that a certain amount of **conformity** / **conform** is required in a professional environment.
  8. Some people would disagree, but I don't think tattoos on hands or the face should be **acceptability** / **acceptable** in a professional workplace.
-

**Part B: Complete the following sentences with vocabulary from the *Work Clothes* worksheet.**

1. She was sent home for wearing a \_\_\_\_\_ which, for some Muslim women, is a very important item of clothing. The company is now facing very serious legal action.
2. There have been a few complaints from other staff about the music he plays when he's working, so I'm going to have to have \_\_\_\_\_ with him about it.

Review 2 \_\_\_\_\_ out of 100 points in total



## 6

**Speaking exercise**

**Part A: Answer the following questions.**

1. What type of clothes do you wear to work?
2. Are you comfortable in the clothes you wear at the office? Why/Why not?
3. What kind of clothes do you think people should not wear in a professional situation?
4. If you could decide what kind of clothes everyone wore, what kind of clothes would you choose?

**Part B: Describe the people you work with.**

**You should say:**

- What their personalities are like
- What you think your personality is like
- What the positives and negatives are of the different personalities are in your workplace

**You should also say what kind of person you get on with the most in a professional situation.**

**Part C: Answer the following questions.**

1. How important is it for managers to consider different personalities when they are hiring new people to join their team?
  2. What kind of personalities do you think are the most problematic when working in a team? Why?
  3. What kind of qualities do you think someone working in senior management should have in order to be really good at their job?
-

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# PROJECT MANAGEMENT



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-7289

1

## Warm up

Look at the following words.

streamline / outline / timeline

1. Which parts of speech are the words? Do they have *different* parts of speech?
2. What do they mean?
3. How could you use them in connection with project management?

Now scan the article on page three and underline the words and see if your answers were correct.



## 2

## Focus on vocabulary

Part A: Match the words in bold in the text on page three.

1. \_\_\_\_\_ a small change in something (n)
2. \_\_\_\_\_ quickly think of as many ideas as possible (v)
3. \_\_\_\_\_ an amount of money available for a particular need (n)
4. \_\_\_\_\_ doing something to change a mistake and make it right again (adj.)
5. \_\_\_\_\_ the collection of information about what people in a particular area do and don't buy (n)
6. \_\_\_\_\_ a stage in the process of something being developed (n)
7. \_\_\_\_\_ the goal of what you are trying to do (n)
8. \_\_\_\_\_ not included in communication about a subject (n)
9. \_\_\_\_\_ an official agreement that completed work is correct and *finished* (n)

Part B: Complete the questions with the words from Part A. you may have to change the form of the word.

1. What is the main \_\_\_\_\_ of your current project or work?
2. In which countries or areas of the country does your company do market \_\_\_\_\_ ?
3. What \_\_\_\_\_ have you had to make to a project when events did not go to plan?
4. Who does the \_\_\_\_\_ on your work? What is their position?
5. What are the main \_\_\_\_\_ in the projects or work that you do?
6. How do you make sure that no one is \_\_\_\_\_ when you're working on a project?
7. If there's a problem with something in your job, what \_\_\_\_\_ action can you take?
8. What do you need to do if you have to spend money from the \_\_\_\_\_ for projects you work on?
9. Do you \_\_\_\_\_ ideas with your team in meetings? What other ways do you use to think of new ideas?

Now in pairs, discuss the questions.

---

## 3

## Skimming for gist

Read the article below. Match the titles on page four to paragraphs A – E. There are more titles than paragraphs.

## Project management

### Making a start

A. \_\_\_\_\_

When it comes to project management, you must begin with the end - that is, you must be very clear on what your *final objective* is. Everything else is built around that. It might be a *finished* product, a system that helps you streamline work, or a new service that your company can *confidently offer*. Once this is done, you also need to know what success will look like. Perhaps the *finished* product is cheaper, or of higher quality than the current one. Maybe the new system can reduce 80% of waste. The new service could aim to increase your customer base by 40%. Either way, you should be able to measure your success to some degree.

B. \_\_\_\_\_

From here, you will need to conduct **market research** to make sure that your plans are in line with what the market needs and you may need to make **adjustments** to the plan. You may need to revisit this stage again later to check your progress and make sure you are on track.

C. \_\_\_\_\_

Next, you will need to outline the project. This will help you to cut down the project into smaller pieces, possibly even smaller projects. This is where you will consider all the elements required to achieve your objectives: Who is on your team? What information do you need? What **budget** do I have? Doing this will also help you to establish a rough timeline for both the project as a whole and between each **milestone**. You will also need to decide what is needed for **sign-off** of each stage and who is going to be responsible for that. While doing this, you must be sure as to which parts of the plan are flexible and which are not. At this stage, the more give you have in your plans, the easier it will be.

D. \_\_\_\_\_

Assuming you have your team in place at this point, you need to **brainstorm** the outline with them. It's much better to *find* problems with it at this early stage than to discover them later. Of course, you are trying to predict the future and no one can do that entirely successfully. However, you should be able to see possible areas of difficulty. This can include questions such as what will happen if a member of the team falls ill, what to do if a stage of the project runs over time, and how to deal with increases in cost you didn't plan. With this in mind, you make arrangements for what you can do about them so that you can take **corrective** action if, or when, they happen.

E. \_\_\_\_\_

Finally, you will also need to decide how you are going to communicate. If your team is all in the same place, this shouldn't be too difficult. If some members work remotely, or internationally, then it could present more challenges. Here, it's important to *find* a balance between regular, but unnecessary, meetings and creating a situation where team members are left **out of the loop**.

Sources: *The Guardian, Forbes*

1. What issues might we have?
2. Who is the best person for the job?
3. How do we do this?
4. How do we keep in touch?
5. When do we start?
6. Where are we going?
7. Who is this for?

## 4

**Reading comprehension**

Complete the following sentences with endings a – g.

1. The main focus of any project is having ...
  2. You must have some way to measure ...
  3. It's essential to make sure ...
  4. You will have to list everything you require to make ...
  5. It is better to plan for ...
  6. Think carefully about what you can do if ...
  7. Pay attention to how all the members of ...
- a. ... a clear understanding of what result you want.
  - b. ... the project work successfully.
  - c. ... that your project is what the market wants before you begin.
  - d. ... the team will be keeping in touch as this will be very important.
  - e. ... mistakes are made and how you can correct them.
  - f. ... your progress and *define* what success looks like.
  - g. ... problems than be surprised by them.



## 5

## Vocabulary in context

Complete the following extracts from the audio script with the vocabulary below.

delivery  
lifecycle

going nowhere  
making life difficult

green light  
progress

inevitably  
up against



1. ...we're always \_\_\_\_\_ a very tight schedule.
2. ...., unexpected delays happen
3. ....the beginning of the \_\_\_\_\_ of the project.
4. ....expect the project to get to \_\_\_\_\_ in eight months.
5. They always end up \_\_\_\_\_ for other people.
6. At the point where you get the \_\_\_\_\_ for the project, ...
7. ... you have to be prepared to do tasks that aren't necessarily your job if it means you can \_\_\_\_\_.
8. ... you will all be \_\_\_\_\_.

Now listen to the speakers talking about problems with projects and check your answers.

## 6

## Listening comprehension

Decide if the following statements are true (T) or false (F).

- a. Speaker 1 thinks that projects take too long. \_\_\_\_\_
- b. Speaker 1 thinks that the way their projects are managed makes them stressful. \_\_\_\_\_
- c. Speaker 1 feels the problems with their projects start before the team get involved. \_\_\_\_\_
- d. Speaker 1 thinks the manager needs to take more time over the planning. \_\_\_\_\_
- e. Speaker 2 thinks you need to choose your team carefully. \_\_\_\_\_
- f. Speaker 2 thinks you need someone who thinks they are more important than other people in a project. \_\_\_\_\_
- g. Speaker 2 thinks everyone needs to focus on their own job in a project. \_\_\_\_\_

7

**Talking point**

In pairs, discuss the following questions.

1. Do you agree with Speaker 1 about a project manager's role at the beginning of a project? Why/why not?
2. Do you agree with what Speaker 2 says about a project management team? Why/why not?
3. What do you think are the main problems you can have with projects?
4. What do you think is the best way to deal with problems on projects?

8

**Extended activity/Roleplay**

You are going to discuss a small project to print some brochures with other students. Look at your card and have a discussion about how to organize the project.

**Student A**

You have to get 200 brochures printed for your company. Your aim is to get the brochures printed as cheaply as possible because you are in charge of the budget.

**Student B**

You have to get 200 brochures printed for your company. Your aim is to get the brochures printed as quickly as possible because you are in charge of the timeline.

**Student C**

You have to get 200 brochures printed for your company. Your aim is to get the brochures printed at the highest possible quality because you are in charge of sales.

Consider the following questions:

- Which local services *offer* printing services?
  - What prices do they *offer*?
  - How long will it take to print them all?
  - What are the *different* levels of quality available?
  - How quickly do you need the brochures?
-



# PLANNING PRESENTATIONS



Scan to review worksheet

Expero code:  
1GT3-E3ZB-CCC1

## 1 Warm up

In pairs, discuss the following questions.

1. What was the last presentation you saw about?
2. What did you like about it?
3. What did you think could be improved?

## 2 Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                         |   |
|-------------------------|---|
| 1. <u>clarify</u> (v)   | a. communicate something to someone   |
| 2. <u>convey</u> (v)    | b. organize something in a particular way   |
| 3. <u>distract</u> (v)  | c. easy to look at and understand   |
| 4. <u>engage</u> (v)    | d. make something easier to understand  |
| 5. <u>outline</u> (n)   | e. give too much information so that it's hard to know what to focus on or how to react |
| 6. <u>overwhelm</u> (v) | f. take focus away from something   |
| 7. <u>structure</u> (v) | g. be successful in making someone interested in what you are communicating             |
| 8. <u>visual</u> (adj.) | h. a general description of the most important points of something                      |

**Part B: Complete the following sentences with a different part of speech or form from the same word family as the Part A word in brackets.**

1. Can I ask you for a \_\_\_\_\_ of what you intend to do about our sales? (**clarify**)
2. We're going to see if the \_\_\_\_\_ of our products to the Middle East market can be done more cheaply. (**convey**)
3. Can everyone turn *off* their phones during the meeting so they're not a \_\_\_\_\_? (**distract**)
4. We've noticed increasing \_\_\_\_\_ with our ads on social media from 18 – 30-year-olds. (**engage**)
5. So I'm going to begin by \_\_\_\_\_ our plans for the next year and then I will go into more detail. (**outline**)
6. There's an \_\_\_\_\_ amount of work at the moment and I think everyone is quite stressed out. (**overwhelm**)
7. I found his presentation quite \_\_\_\_\_ and hard to follow. (**structure**)
8. I thought her presentation was \_\_\_\_\_ really interesting and engaging. (**visual**)

Now, write the words from Part A into the correct gaps in the article on page three.

### 3

#### Skimming for gist

Match the following titles to paragraphs A – E in the article on page three. There are more titles than paragraphs.

1. Giving support → \_\_\_\_\_
  2. What to wear? → \_\_\_\_\_
  3. Coming to a conclusion → \_\_\_\_\_
  4. Know your audience → \_\_\_\_\_
  5. Practice makes perfect → \_\_\_\_\_
  6. What's your goal? → \_\_\_\_\_
  7. Decide on your main points → \_\_\_\_\_
-

## What Do I Do?

### Preparing a presentation

A. \_\_\_\_\_

You're nervous. Your manager has asked you to give a presentation. What do you do? The answer is: prepare. The more work you do before a presentation, the better chance you have of success. Your *first* task is to know what your aim is. What question do you want to answer? What do you want to \_\_\_\_\_<sup>1</sup>? If you don't know what they are, your audience won't either. When you have decided this, you will need to map out everything you want to say. To begin, write down everything. Depending on the time you have, you can cut it down later.

B. \_\_\_\_\_

You also need to think carefully about who you are talking to in the presentation. It's not useful to spend time giving them information they already know. However, it's also important not to \_\_\_\_\_<sup>2</sup> them with a *hood* of facts and *figures* which they won't be able to remember.

C. \_\_\_\_\_

With an \_\_\_\_\_<sup>3</sup> in place, consider your key points. The time you have to give your presentation should help you to *figure* out how many you can have. For example, if you've got ten minutes, you shouldn't have more than three. You also need to make sure they are well spaced out throughout your talking time. Talking for ten minutes and delivering three main points in the *final* two minutes is going to be confusing. Give enough time to introduce, \_\_\_\_\_<sup>4</sup> and support each point.

D. \_\_\_\_\_

For each of your main points, you will need to back them up with further information. Again, give some thought to how much support you need to give. Can you make your point with three points rather than *five*? This is also where you think over how \_\_\_\_\_<sup>5</sup> you want your presentation to be. A picture, as they say, is worth a thousand words. This can also be true of a graph, chart or table. Everything you present needs to \_\_\_\_\_<sup>6</sup> the audience as much as possible, though be careful to avoid using anything that will \_\_\_\_\_<sup>7</sup> from the point you are making. Using a cartoon might seem like a good idea for example, but if they are laughing, they're not listening.

E. \_\_\_\_\_

Now you have \_\_\_\_\_<sup>8</sup> your presentation, you will need to try it out. Record yourself with your phone or a camera to check if you are speaking too fast, or too slow. You could also ask a friend to pitch in and watch you. You can use notes to help you, but avoid looking at them too much. Look at the people you are speaking to as much as possible. The more you practice, the more *confident* you will feel and it will show. Last of all, remember to smile.

Sources: BBC, The Guardian



## 4

**Reading comprehension**

Complete the following sentences with endings a – i. There are more endings than sentences.

1. You will increase your chances of... \_\_\_\_\_
2. It's important to carefully consider who will be in your audience ahead of... \_\_\_\_\_
3. The number of key points you can make will be... \_\_\_\_\_
4. Be sure to have enough time between each of your... \_\_\_\_\_
5. Consider using charts, maps, tables or graphs to... \_\_\_\_\_
6. You will want to make sure that there's nothing in your visual aids which are... \_\_\_\_\_
7. Recording yourself giving your presentation will... \_\_\_\_\_

a.....main points to explain them well.

b.....increased by the people in the audience.

c.....help you to make sure you aren't speaking too quickly or too slowly.

d.....make your presentation as interesting to look at as possible.

e.....a successful presentation if you do a lot of planning.

f.....the presentation to avoid giving useless information.

g.....helping you understand what to do.

h.....decided by the amount of time you have.

i.....a distraction from your message.

## 5

**Phrasal verbs**

Part A: Find phrasal verbs in the article on page three which mean the same as the following.

1. \_\_\_\_\_ plan something with detail (para. A)
  2. \_\_\_\_\_ reduce the amount of something (para. A)
  3. \_\_\_\_\_ try to understand something (para. C)
  4. \_\_\_\_\_ arrange items with gaps between them (para. C)
  5. \_\_\_\_\_ provide support for something (para. D)
  6. \_\_\_\_\_ consider something carefully (para. D)
  7. \_\_\_\_\_ test something to see how it works (para. E)
  8. \_\_\_\_\_ do your part in a task to help (para. E)
-

**Part B: Complete the following questions with one of the phrasal verbs from above.**

1. Does your company do anything to \_\_\_\_\_ the amount of waste it produces? What does it do?
2. Do you usually \_\_\_\_\_ the work you need to do at the beginning of the day or week? Why / why not?
3. Do you ever \_\_\_\_\_ what you are going to do the next day in the evening? Or do you just try to relax?
4. Do you often \_\_\_\_\_ new ways of doing things at work? When was the last time you did this?
5. When there's a task to be done at work, do you usually \_\_\_\_\_? Why / why not?
6. Do you usually \_\_\_\_\_ tasks you have to do, or do you work on many things at the same time? Why?
7. Do you sometimes *find it difficult* to \_\_\_\_\_ what the best plan is at work? What do you do to help you do this?
8. Does your manager usually \_\_\_\_\_ your decisions? Why / why not?

**Now discuss the questions.**

**6****Talking point**

**In pairs, discuss the following questions.**

1. Have you had to give a presentation? Which of the tips given in the article did you follow?
  2. Is there any advice you would give to people preparing for a presentation that was not in the article? What was it?
  3. What do you personally *find difficult* about giving a presentation? Why?
  4. What reasons do people have for giving presentations in your company?
  5. Have you seen any particularly bad presentations? What was bad about them?
-

## 7

**Extended activity/Homework**

Plan a short five-minute presentation on one of the following subjects.

1. A product or service your company sells.
2. What you do in your job.
3. New information you learned about your industry.

Use the information from the lesson to help you plan it and then present it to your class.

---



# FLYING FOR BUSINESS



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-BC72

## 1

### Warm up

In pairs, discuss the following questions.

1. Which countries have you flown to?
2. What do you like about flying?
3. What do you dislike about flying?

## 2

### Skimming for details

Quickly read through the article on page two and complete the table with the basic information about the flights discussed.

	Flew from	Destination	Length of flight	Day of flight
Hans				
Sheila				

## Best and Worst

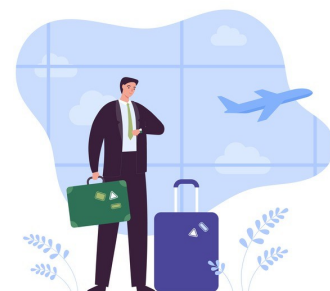
### Your business travel experiences

#### A. Hans, 34

I generally enjoy traveling for business, but it's not always fun. Once I had to take a trip to Hong Kong from London. My flight was in the evening on a Friday and I'd spent the day in meetings. So I was already tired when I arrived at Heathrow. By the time I entered the cabin, it was about 9 pm and I was exhausted. On shorter trips, I usually got to fly business class, but as this was already an expensive flight, I had to fly economy. Now, I'm quite tall, around 6 foot 3. As I was walking down the aisle looking for my seat number with my boarding pass in my hand, there was a moment when I thought I had a seat at the front of a section which would mean plenty of legroom. But no, I was actually in a seat behind that row. I sat down and for a long time, no one came and sat in front of me and I hoped that I could maybe move. Then, some of the last passengers to board were two Australian guys who were huge! Probably several inches taller than me. They talked about how happy they were to have all that space for their legs. They sat down and immediately put their seats all the way back. I could smell their hair. I sat there in that tiny space for twelve hours to Hong Kong and barely slept. I thought the flight would never end.

#### B. Sheila, 38

I'd always wanted to see New York City and I got the opportunity to go over on business. I was so excited. I flew from Amsterdam on a Sunday afternoon and it was quite a long flight of around eight hours. The flight was OK, although there was a bit of turbulence which was a bit scary at one point. Even the cabin crew looked nervous. When we arrived at JFK airport, we all walked into immigration and it was a huge area. There must have been about 500 people waiting and there were three people checking passports and visas. It took forever and people around me were getting more and more angry. When I got to the desk, they were so rude too. I understand that it's not fun looking at passports for hours, but they talked to me like I was a criminal. Then my suitcase took ages to arrive at the baggage reclaim. It was almost four hours between getting off the plane and leaving the airport which was ridiculous. I wasn't very excited about being in New York by the time I got into the City, I just wanted to go to bed.



## 3

**Finding vocabulary**

Find vocabulary in the article on page two which means the same as the following definitions.

1. \_\_\_\_\_ the area where the passengers sit on a plane (n, Hans)
2. \_\_\_\_\_ the space between seats on a plane where you can walk (n, Hans)
3. \_\_\_\_\_ the information you are given before you get on a plane with your seat number on which shows that you have checked in (n, Hans)
4. \_\_\_\_\_ the space in front of a seat on transport (n, Hans)
5. \_\_\_\_\_ a sudden change in the direction the air is moving which can make a plane shake or move (n, Sheila)
6. \_\_\_\_\_ the people who work on a plane to look after the passengers (n, Sheila)
7. \_\_\_\_\_ the area in an airport where you have to go through when you enter a foreign country (n, Sheila)
8. \_\_\_\_\_ paperwork that shows you have official permission to enter a country (n, Sheila)

## 4

**Reading comprehension**

Read the following statements and decide if they are True (T), False (F), or Not Given (NG).

1. Hans went straight to the airport from work. \_\_\_\_\_
  2. Hans had to fly in an economy seat. \_\_\_\_\_
  3. Hans had lots of space for his legs on the flight. \_\_\_\_\_
  4. Hans spoke to the people sitting in front of him on the plane. \_\_\_\_\_
  5. Sheila had travelled to her destination before. \_\_\_\_\_
  6. There were no problems on Sheila's flight. \_\_\_\_\_
  7. There were 500 people on Sheila's flight. \_\_\_\_\_
  8. Sheila thought the process of arriving at her destination took longer than it needed to. \_\_\_\_\_
-

## 5

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                        |   |
|------------------------|---|
| 1. domestic (adj.)     | a. an item you can use in an emergency if you're unwell   |
| 2. carry-on (n)        | b. a feeling of being unwell caused by flying   |
| 3. arrival card (n)    | c. a place where you wait before you get on a plane   |
| 4. airsickness (n)     | d. traveling within one country   |
| 5. lounge (n)          | e. a bag you can take with you on to a flight   |
| 6. airsickness bag (n) | f. the situation of being at an airport before you have finished your whole journey                                       |
| 7. connection (n)      | g. the final announcement that a plane is ready to leave  |
| 8. transit (n)         | h. a plane you get part way through your journey to take you to the next destination                                      |
| 9. last call (n)       | i. a document which you write details about yourself on to give to customs officials when you arrive in a foreign country |

## Part B: Now write the words from Part A into the correct gaps in the following sentences.

1. My first flight was late arriving, so I missed my \_\_\_\_\_ and had to stay in a hotel overnight.
  2. Somehow, between getting off the plane and arriving at immigration, I lost my \_\_\_\_\_ so had to fill out another one.
  3. I forgot what the time was and was in the middle of trying some clothes on when I heard the \_\_\_\_\_.
  4. I had four hours to spend while I was in \_\_\_\_\_, so I went for a massage which really made me feel better.
  5. The first time I went to the United States, I was happy when I arrived in Washington D.C., but then the \_\_\_\_\_ flight to San Francisco was another five hours. I didn't realize how big the place was.
  6. When I fly, I take these special pills to help stop \_\_\_\_\_. They work really well.
  7. I can't believe I fell asleep in the \_\_\_\_\_ and missed my flight! It was so stupid.
  8. I got all the way to the plane and realized I'd left my \_\_\_\_\_ in one of the stores!
-

**Part C: Now in pairs, discuss the following questions.**

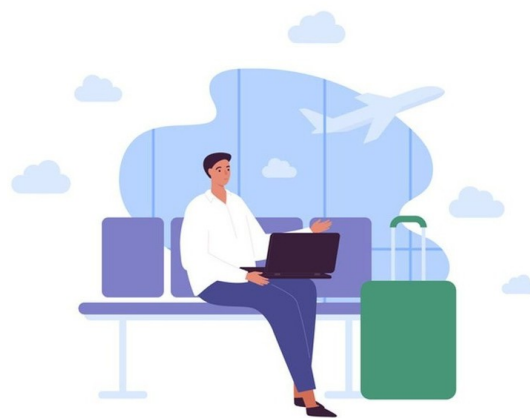
1. When you fly, what items do you put in your **carry-on**?
2. Do people often take **domestic** flights in your country? Is the service good?
3. Have you, or anyone you know, ever had a problem with **airsickness**? What can you do about it?
4. When you fly, do you like to get to the **lounge** early, or do you leave it to the last minute? Why?
5. Have you ever had to get a **connection** when you were going somewhere? What was the experience like?
6. What do you do if you have a lot of time to spend when you're in **transit**?

**6****Listening for gist**

**Listen to three people talking about flying. Complete the task below.**

Which of the following questions are they answering?

- a. What tips do you have for flying?
- b. What problems have you had when you've travelled by plane?
- c. What is the first thing you do when you arrive somewhere by plane?



## 7

## Listening comprehension

Complete the table by ticking the correct box to answer the questions.

Who...	Speaker 1	Speaker 2	Speaker 3
a. takes something so they can have a certain drink when they fly?			
b. carries important documents in a special place?			
c. tries to take as few things as possible with them when traveling?			
d. likes to wash themselves between flights when they are traveling?			
e. is careful about what they eat before a flight?			
f. waits as long as possible before boarding the plane?			
g. doesn't like waiting for bags on arrival?			
h. tries to sleep during the flight?			

## 8

**Talking point**

**In pairs, discuss the following questions.**

1. Do you have to fly on business? How do you organize the flights?
2. What advice would you give to someone flying for business for the first time?
3. Do you think flying in business class is worth the cost? Why / why not?
4. Do you think traveling for business is exciting? Why / why not?

## 9

**Extended activity/Homework**

**Imagine a colleague has emailed you about a flight that you have taken in the past because they are going to the same place soon. Write back to them and tell them about a flight you have taken (business or personal).**

**Consider the following questions:**

- Where were you going?
- Why were you going there?
- What happened on the flight that was interesting?
- What advice would you give to your colleague?

**You should:**

- Write at least 150 words
  - Check your grammar, spelling, and punctuation.
-

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# NEGOTIATIONS



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-9048

1

## Warm up

In pairs, discuss the following questions.

1. Are there situations in your country when you can get a cheaper price on goods by discussing it? Are you good at doing that? Why / why not?
2. Does your company give different prices to different customers? Why / why not?
3. How do you make sure you pay the lowest price for things you buy in your personal life?

2

## Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                     |  |
|---------------------|--|
| 1. resolve (v)      | a. strongly suggest that someone do something                    |
| 2. confirm (v)      | b. give someone the things that they need or want                |
| 3. negotiate (v)    | c. agree on a conclusion to a situation                          |
| 4. wrap up (phr. v) | d. state that some information is correct                        |
| 5. settle (v)       | e. discuss a situation to find an agreement                      |
| 6. urge (v)         | f. end the period of time when an official agreement is in place |
| 7. accommodate (v)  | g. find a good solution to a problem                             |
| 8. expire (v)       | h. bring a meeting or process to a close                         |

**Part B: Complete the following sentences with the noun form of the Part A verb in brackets.**

1. I think we might have found a \_\_\_\_\_ to the problem we were having with our computers. **(resolve)**
2. Can you ask them for \_\_\_\_\_ that they have received our order? **(confirm)**
3. We're not going to lower the price for them. I'm not interested in a \_\_\_\_\_. **(negotiate)**
4. We've reached a \_\_\_\_\_ with them and we'll send them the first payment next week. **(settle)**
5. I'm trying to resist the \_\_\_\_\_ to complain about their sales people. They were so rude to us! **(urge)**
6. He's starting here next week, but he's currently looking for \_\_\_\_\_ closer to this office. **(accommodate)**
7. I've got the present for him, but Janice has gone to buy some \_\_\_\_\_ paper. **(wrap up)**
8. We must remember to renew the contract on their website next week before the \_\_\_\_\_ on October 7th. **(expire)**

**Part C: Now complete the following sentences with the vocabulary from Part A.**

1. I can \_\_\_\_\_ that we're interested in what you have to offer.
2. What I want to do is to \_\_\_\_\_ the terms of the deal.
3. The exact number we need is something we can \_\_\_\_\_.
4. We can certainly \_\_\_\_\_ all of your needs.
5. I can't really \_\_\_\_\_ the problem over price on this model as that is the cheapest I can offer.
6. I would \_\_\_\_\_ you to consider our helpline service which is a fantastic deal.
7. I can also offer you a 15% discount if you buy from us again when the guarantee \_\_\_\_\_.
8. Let's \_\_\_\_\_ this \_\_\_\_\_ for now, but I will email you later to finalize the details.

Listen to the conversation to check your answers.



### 3 Listening comprehension

Decide if the following statements are True (T) or False (F).

1. Liz and Stefan have never spoken before. \_\_\_\_\_
2. Stefan wants to buy a total of 50 laptops. \_\_\_\_\_
3. There are plans to open three new offices for Stefan's company over the next two years. \_\_\_\_\_
4. Liz's company can supply all of the laptops needed. \_\_\_\_\_
5. Liz offers Stefan a lower price per unit. \_\_\_\_\_
6. Stefan can afford the price that Liz suggests. \_\_\_\_\_
7. The service Liz offers will last longer than it usually does. \_\_\_\_\_
8. Stefan is able to make a decision about what to do immediately. \_\_\_\_\_
9. If Stefan orders from Liz in future, it will be cheaper. \_\_\_\_\_



## 4

**Skimming for gist**

Match the titles to the paragraphs A – D. There are more titles than paragraphs.

- Be polite and flexible
- Build a relationship
- What to do when it goes wrong
- Don't take the first offer
- Buying time
- Do your homework

## Getting What You Want

### Rules for negotiations

A. \_\_\_\_\_

Before any negotiation, you must do your homework and make sure you understand all of the terms of the deal. People often think negotiations are about money, but this is often just one aspect. For example, if you've been offered a job and you're invited to discuss the salary, you should also talk over other factors such as transportation, vacation, and training. You might focus on the salary and get them to give you \$60,000 a year, when they were offering \$55,000. But you live 90 minutes away and now you have to spend money on transport or buy a car. It could be that \$57,000 plus a company car would have been a better deal. So consider what is acceptable to you and list all of the options.

B. \_\_\_\_\_

Be sure to be friendly and smile. It's much harder to disagree with someone who is pleasant and polite, so it's easier for you to be persuasive. It doesn't mean that you're going to be pushed into doing something that you don't want to do.

C. \_\_\_\_\_

Whatever they propose at the beginning, avoid saying yes to it straight away. In negotiations, few people offer the most they are prepared to give right away. Try listening to what they are saying and think about the situation from their point of view. Connect their offer to your situation and try to open up other possibilities. If they offer you \$55,000 for the job, say something like 'I was hoping for \$60,000 because I have a long commute and will need to pay for transport.' Now you have given options and provided other possibilities for a resolution. If the salary is important to them, they may be able to make things easier for you to reach an understanding in other ways, for example working from home, or use of company accommodation. Try to politely make sure that when you give something, you get something back.

D. \_\_\_\_\_

Get to know the people you're working with. You may find yourself negotiating with them again in future and this will be much easier if you know more about them and what they value. The ideal negotiation will be when both sides walk away with something they want and you both have a commitment that you're happy with. You may be able to use future deals as a way to bargain with them too. For example, agree to accommodate their demands for a price in return for a discount the next time you buy from them. This means you both get something of value: you pay less and they get a return customer.

Sources: BBC, The Guardian

## 5

**Finding vocabulary**

Quickly read the article on page four and find vocabulary with the following definitions.

1. \_\_\_\_\_ the rules of an official agreement
2. \_\_\_\_\_ discuss a plan in detail to make a decision
3. \_\_\_\_\_ of a level that most people are happy with
4. \_\_\_\_\_ able to affect other people's decisions
5. \_\_\_\_\_ encourage someone to do something they may not really want to do
6. \_\_\_\_\_ suggest an action
7. \_\_\_\_\_ an unofficial agreement
8. \_\_\_\_\_ a promise to do something

## 6

**Reading comprehension**

Complete the summary with one, two or three words from the article on page four.

Money is really only \_\_\_\_\_<sup>1</sup> of a negotiation and to be successful, you need to think of how many other \_\_\_\_\_<sup>2</sup> are available, not just the financial ones. Always be nice to the person you're negotiating with as you're much more likely to get what you want if you're \_\_\_\_\_<sup>3</sup>. Whatever is offered at the beginning, avoid agreeing to it. Consider the situation from the \_\_\_\_\_<sup>4</sup> of the other person and listen to what it is that they really want. Connect their offer to \_\_\_\_\_<sup>5</sup>, so that they can find more than one way to reach a deal. You should also be prepared to offer something yourself so that you can \_\_\_\_\_<sup>6</sup> in return. Work on creating a good relationship with them so that they will want to do business with you in future. This can be used when you \_\_\_\_\_<sup>7</sup> for lower prices in future. You will both be happy when they get a repeat customer and \_\_\_\_\_<sup>8</sup>.

## 7

**Talking point**

**Part A: Discussion.** In pairs, discuss the following questions.

1. Have you been involved in a negotiation for work? What happened?
2. What do you think you would find difficult to do in a negotiation?
3. In what situations might you need to negotiate in your job?
4. Is there anything you would want to add to the rules for negotiation article?
5. What advice would you give to someone if they were negotiating in your country?

**Part B: Role play.** Your teacher will give you a card. Read it and prepare to negotiate with the other students. Do not read each other's cards.

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# COMPLAINING AND APOLOGIZING



Scan to review worksheet

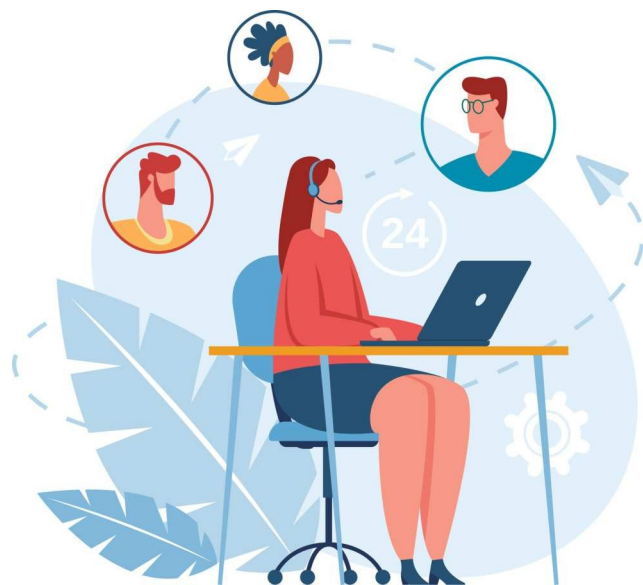
Expemo code:  
1GT3-E3ZB-5F09

1

## Warm up

In pairs, discuss the following questions.

1. When was the last time you had a problem with something you bought and complained? What was the product or service?
2. What did the company do about it?
3. How did you feel after the problem was *finished*?



## 2

## Skimming for gist

Quickly read the article below and complete the gaps with the following extracts. There are more extracts than gaps.

- the problem
- the situation
- a complaint
- a friend
- a customer
- a colleague
- the product
- the details
- the ability

## When Your Service Goes Wrong

### How to deal with customer complaints

- A. There is certainly a skill with knowing how to handle \_\_\_\_\_<sup>1</sup> complaint that not everyone has. By its very nature, a complaint involves some element of conflict which most people are not comfortable with. Customers can also get rude and unpleasant which does make the situation more difficult. However, \_\_\_\_\_<sup>2</sup> that is successfully dealt with can turn an unhappy customer into a loyal one, so it's worth learning good methods of reacting when your customers have problems.
- B. Firstly, actively listen to what the customer is distressed about and focus carefully on \_\_\_\_\_<sup>3</sup> rather than how they are saying it. Take notes of the main points they are making, but make sure you don't interrupt them. Many people, if they are angry or upset, will calm down if they are given \_\_\_\_\_<sup>4</sup> and the time to express themselves, so allow them to say what they have to say. It's also helpful to be sympathetic about what has happened to them. Comments such as 'I'm very sorry this happened to you,' or 'That's really awful' can help if said in the right way. After all, it's very difficult to stay angry with someone who is agreeing with you.
- C. When they have told you what the problem is and you are sure that they have finished, ask any questions you have about the details of the complaint to make sure that you have all of the facts of \_\_\_\_\_<sup>5</sup>. You may find that they haven't given all of \_\_\_\_\_<sup>6</sup> or that some of what was said wasn't clear. Avoid asking them information they have already told you without using a phrase such as 'Can I just ask you again about ...' or 'So am I right in saying that ...?'. This is where listening carefully to their complaint is important, because if they think you weren't paying attention while they were talking, this will only make matters worse. When you think you have all the details, paraphrase the situation back to them to check that you have understood everything.
- D. At this stage, take responsibility for the outcome of the complaint and tell them exactly what you plan to do about it. If \_\_\_\_\_<sup>7</sup> will be contacting them or talking to them further about it, tell them as much as you can about who that person is and what they are going to do. Do your best to empathize with the issue they are having and apologize. If customers know exactly what is going to happen and you have said that you are sorry, most of them will feel satisfied. However, be sure that what you are promising is something you can deliver. It's better to say, for example, that something will take five days to arrive and for it to arrive in three than the other way around. Don't overpromise.

Sources: KSL Training, Upwork

## 3

**Finding vocabulary**

Quickly read the article on page two and find vocabulary with the following definitions.

1. \_\_\_\_\_ deal with something or someone (v, para. A)
2. \_\_\_\_\_ a situation when two or more people unhappily disagree (n, para. A)
3. \_\_\_\_\_ supporting someone and not leaving them (adj., para. A)
4. \_\_\_\_\_ upset and with strong feelings (v, para. B)
5. \_\_\_\_\_ doing or saying something that stops someone who was already doing or saying something (v, para. B)
6. \_\_\_\_\_ showing that you care about someone else's negative experience (adj., para. B)
7. \_\_\_\_\_ repeat something written or said but using different words (v, para. C)
8. \_\_\_\_\_ the result of a situation (n, para. D)
9. \_\_\_\_\_ understand someone's negative experience because you have had a similar experience (v, para. D)

## 4

**Reading comprehension**

Complete the following sentences with one, two or three words from the article on page two.

1. Unhappy customers can often be \_\_\_\_\_ which makes the task of handling complaints a difficult one.
  2. \_\_\_\_\_ to issues with your service in a positive way is a skill worth learning as it can create loyal customers.
  3. Allow customers to say everything they want to say as this will usually help them \_\_\_\_\_.
  4. Make sympathetic \_\_\_\_\_ to show you understand the difficult that they have had.
  5. Listen carefully to ensure you fully understand \_\_\_\_\_ around the complaint.
  6. Make sure you are \_\_\_\_\_ to what they are saying and paraphrase their problem back to them.
  7. Customers usually \_\_\_\_\_ if you tell them exactly what you are going to do about the problem and apologize to them.
  8. When you are telling them what action you will take, be sure not to \_\_\_\_\_ and only say that you will do something you are sure you can deliver.
-

## 5

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                              |  |
|------------------------------|--|
| 1. <u>irritated</u> (adj.)   | a. a situation that causes problems and stops you doing what you want to do  |
| 2. <u>excuse</u> (n)         | b. tell someone that something they want will happen or that something is true, especially if they aren't certain about it |
| 3. <u>humiliating</u> (adj.) | c. annoyed because you can't do something you want to do   |
| 4. <u>frustrated</u> (adj.)  | d. feeling slightly angry because something is annoying you  |
| 5. <u>assure</u> (v)         | e. extremely angry   |
| 6. <u>inconvenience</u> (n)  | f. give the main points of something   |
| 7. <u>sum up</u> (phr. v)    | g. a reason why something cannot be done   |
| 8. <u>furious</u> (adj.)     | h. making you feel stupid in front of other people   |

## Part B: Now complete the following sentences with a different part of speech from the same word family as the Part A word in brackets.

1. It's a huge \_\_\_\_\_ to be told that they will call me back and then to hear nothing all week. (**irritated**)
  2. I don't think it's \_\_\_\_\_ for them to say they will give us a refund and then keep us waiting. (**excuse**)
  3. First, I had to deal with the \_\_\_\_\_ of the pants you sold me being two sizes too small, and now you're telling me I can't have my money back? (**humiliating**)
  4. Do you understand the \_\_\_\_\_ caused by waiting for 30 minutes to talk to someone about the problem? (**frustrated**)
  5. Let me give you my \_\_\_\_\_ that we will get back to you about this within the next 48 hours. (**assure**)
  6. If it's more \_\_\_\_\_ for you, I can mail it directly to you if you give me your home address. (**inconvenience**)
  7. OK. I think I understand everything you've said. If you don't mind, let me give you a \_\_\_\_\_ of what I understand to be your problem and then I'll tell you what I will do about it. (**sum up**)
  8. He just shouted at me \_\_\_\_\_ about what a terrible company we are and then put the phone down, but he never said what the problem was. (**furious**)
-

**Part C: Now in pairs, answer the following questions.**

1. What behavior by other people makes you feel really **irritated**?
2. What experience have you had as a customer that left you feeling **frustrated**?
3. What problems happen in day-to-day life for you that you *find* to be an **inconvenience**?
4. What was the last **excuse** you made for being late to something?
5. When was the last time you were **furious**? What happened?
6. When was the last time you saw someone have a **humiliating** experience? What happened?

**6****Listening for gist**

Listen to three customer service complaints and write down which kind of product the conversation is about.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**7****Listening comprehension**

Complete the following table by putting a tick in the correct box after the statement. You can tick more than once for each letter.

	Conversation 1	Conversation 2	Conversation 3
A. The customer service agent offers a voucher for a discount.			
B. The customer wasn't happy about the quality of the product.			
C. The customer received the wrong size.			
D. The customer service agent interrupted the customer.			
E. The customer wanted the product to use for a special event.			
F. The customer says they will contact the customer service agent with their information after the call.			
G. The customer agent got the details of the problem wrong.			
H. The customer service agent dealt with the problem very badly.			

**8****Talking point**

**In pairs, discuss the following questions.**

1. What problems have customers had, or can customers have with the products or services that your company sells?
2. What does your company do if it receives a complaint?
3. Have you had to deal with any customers complaining or any problems as a result of a customer complaint? What happened?
4. What do you think your company can do to improve its customer service?

**9****Extended activity / homework**

**Role play. Your teacher will give you a card. Use the information on the card to have a conversation with your partner. Do not look at each other's cards.**

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# BUSINESS ENGLISH: INTERMEDIATE REVIEW 3



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-3F5C



## 1

### Project management

**Part A: Read the following conversation and complete the gaps with the vocabulary from the box. You do not need all of the vocabulary.**

adjustment / brainstorm / budget / corrective / market research  
milestone / objective / out of the loop / sign-off

**Naseem:** Shannon, can I have a quick word with you?

**Shannon:** Certainly. What's the matter?

**Naseem:** I've been looking at the \_\_\_\_\_<sup>1</sup> this morning, I just wanted to double-check to make sure we have enough for every part of the project. And, I think we're going to have to make an \_\_\_\_\_<sup>2</sup> for the amount we've put in for \_\_\_\_\_<sup>3</sup> research.

**Shannon:** Oh, really?

**Naseem:** Yes, the *figures* we have are for when we were only aiming at the European markets. But obviously since then, we've been asked to look into the Asian markets as well. There's just not going to be nearly enough. So I think we need to take \_\_\_\_\_<sup>4</sup> action now before it's more of a problem later.

**Shannon:** I think you're right. Can you send me two copies of the budget: the one we have now and the one with the *figures* you think we need? Can you also send me a breakdown of predicted costs. Sorry to ask, but I've been a bit \_\_\_\_\_<sup>5</sup> on this as I've been busy with another project. Once I've got that, I'll take it to senior management and explain that our objectives changed. I don't think it will be a problem to get them to \_\_\_\_\_<sup>6</sup> on it.

**Part B: Complete the gaps in the following sentences with vocabulary from the *Project Management* worksheet. Some of the letters are done for you.**

1. I think if we don't stick to the deadline now, we are going to **m** \_\_\_\_\_  
**d** \_\_\_\_\_ for ourselves later.
2. Good news! Senior management has given us the **g** \_\_\_\_\_ to continue with research, so we'll need to book that trip to Cambodia as soon as we can.
3. With many projects, some managers take too much time at the beginning and then get really stressed when they \_\_\_\_\_ **y** run out of time later.
4. I want you to manage this product through the entire **I** \_\_\_\_\_ of the project. I think it will be a great experience for you.
5. We're meeting on Monday to go over the *final* details but we're expecting to complete **d** \_\_\_\_\_ to design on Tuesday.
6. I think we're all going to have to work this weekend as we're \_\_\_\_\_ **t a** really tight deadline.
7. It's going slowly at the moment, but I think we'll be able to speed up as we \_\_\_\_\_ **s** through the later stages of the project.
8. Until we get approval for the budget, we're **g** \_\_\_\_\_ **n** \_\_\_\_\_ with this project. I don't know what is taking them so long.



## 2

**Planning presentations**

**Part A: Underline the correct form of the word in each sentence.**

1. I think a lot of people like using Instagram because it's **visually** / **visual** very appealing.
2. I'm just going to see Emma to **clarification** / **clarify** the dates. I don't really understand when she wants it *finished* for.
3. I usually turn *off* my phone when I'm working because I *find* it too much of a **distracting** / **distraction**.
4. I think we need to rethink the presentation. It's a little **structure** / **unstructured** at the moment and a bit confusing if I'm honest.
5. We're all really stressed at the moment. The amount of work we have to do before the end of the month is really very **overwhelming** / **overwhelm**.
6. In this presentation, I want to **outline** / **outlining** our plans for the company over the next *five* years.
7. The presentation is in the afternoon, so I think we need to make it shorter as it will be a lot harder to **disengagement** / **engage** the audience after lunch because people will be tired.
8. We should be careful that we **convey** / **conveyance** the right message with the visuals. It's OK to have a few jokes, but we don't want to have too many.



**Part B: Look at the phrasal verbs in the box. Complete each sentence with one of them. You do not need all of the phrasal verbs.**

map out / cut down / figure out / space out / back up / think over / try out / pitch in

1. We don't have enough budget for all of us to go to the conference, so we're going to need to \_\_\_\_\_ who will learn the most from it.
2. Next week, I want to \_\_\_\_\_ the presentation with you so that you *finish* it by yourself.
3. Has Sandra done any presenting before? Can you ask her if she'd like to \_\_\_\_\_ it \_\_\_\_\_ for us? I can help her as much as she needs.
4. Samuel is going to have to \_\_\_\_\_ and help a lot more if he wants to be part of the team. He hardly does anything with us.
5. I think the photographs look really good, but you should \_\_\_\_\_ them \_\_\_\_\_ a little. They're too close together.
6. Yes, I understand what you're saying. Let me \_\_\_\_\_ it \_\_\_\_\_ this weekend and I'll talk to you about it on Monday.



## 3

## Flying for business

Write the noun for each of the following definitions.

1. \_\_\_\_\_ this is a bag you can take with you on to a plane
2. \_\_\_\_\_ this is what you want if you are tall and you are sitting down on a plane
3. \_\_\_\_\_ this is a document you get when you check in that gives your seat number which you need to show when you get on the plane
4. \_\_\_\_\_ this is the area of the airport you have to go through and show your passport when you enter a foreign country
5. \_\_\_\_\_ this describes the situation you are in when you arrive at an airport but you have to stay in it because you have to fly out again because you haven't finished your journey
6. \_\_\_\_\_ this is the area where the passengers sit on a plane
7. \_\_\_\_\_ this is official paperwork you might need to enter some countries which is in addition to your passport
8. \_\_\_\_\_ if you are taking more than one plane to your destination, this is what we call any plane after the *first* one
9. \_\_\_\_\_ this is what the *final* announcement is called to tell the passengers the plane is about to leave
10. \_\_\_\_\_ this is what the people who work on the plane to help the passengers and bring them food are called



## 4

## Negotiations

Complete the emails with vocabulary from the *Negotiations* worksheet. The first letter is done for you.

Dear Mr. Price,

I'm writing to thank you for coming in to **t** \_\_\_\_\_<sup>1</sup> our suggestion for working together. Having spoken with my colleagues, I can **c** \_\_\_\_\_<sup>2</sup> that we are happy to **s** \_\_\_\_\_<sup>3</sup> on the amount you **p** \_\_\_\_\_<sup>4</sup> for the use of our transportation and staff. We're very pleased that you found the **t** \_\_\_\_\_<sup>5</sup> of our **a** \_\_\_\_\_<sup>6</sup> to be acceptable

Please *find* all the relevant paperwork attached. Can I **u** \_\_\_\_\_<sup>7</sup> you to sign the documents and return them before the end of the week? Otherwise, I'm afraid the deal will **e** \_\_\_\_\_<sup>8</sup>.

Wishing you all the best,

Neil Forsythe

Dear Mr. Forsythe,

I'm glad we were able to reach an **u** \_\_\_\_\_<sup>1</sup> and we're grateful that you were able to **a** \_\_\_\_\_<sup>2</sup> our needs. I'm attaching the signed paperwork to show we have a complete **c** \_\_\_\_\_<sup>3</sup> to the project and I hope that will **w** \_\_\_\_\_<sup>4</sup> this stage of the process. I look forward to working with you in the future

Kind regards,

Tim Price

## 5

**Complaining and apologizing**

**Part A: Complete the following with an adjective from the *Complaining and Apologizing* worksheet.**

1. I was trying to *finish* my report in the office yesterday and someone's car alarm kept going *off*. It would stop for about *five* minutes and then start again. I was getting really \_\_\_\_\_ with it.
2. Karen came back into the office at the end of the day and said her car had been stolen. She was crying and wanted reception to call the police for her. She was really \_\_\_\_\_ because it was a new car and she hadn't got insurance for it yet.
3. Sabrina is leaving her position as Sales Director at the end of the month and I've heard that Simon, her personal assistant, is going with her. I'm not very surprised really because he's always been really \_\_\_\_\_ to her.
4. I was a bit late the other day because I'd stopped to buy a big box of donuts for everyone. I walked into the office and tripped over a bin. I dropped the box which fell open and then I landed on top of them. I was covered in icing and bits of donut. It was really \_\_\_\_\_.
5. Tina was half an hour late yesterday morning because she'd been in a car accident. All Tristan did was reprimand her for being late in front of everyone and told her that she needed to plan her time better to make sure she was on time in future. He wasn't at all \_\_\_\_\_.
6. I rang customer service the other day and it took me half an hour to be able to speak to someone. Just as they answered, the phone went dead and I had to start all over again. It was incredibly \_\_\_\_\_.
7. David said he'd *finish* the report by the end of the week, but he didn't. Then Samantha saw him having drinks with his friends at 5:30 on Friday and she was absolutely \_\_\_\_\_ because she'd been asking him for the report for weeks.



**Part B: Complete each of the following sentences with vocabulary from the *Complaining and Apologizing* worksheet. One letter is done for you.**

1. I'm very sorry to \_\_\_\_\_ **t** your meeting, but I have to tell you the police are outside and they want to talk with you, sir.
2. Personally, I don't think saying that you didn't hear your alarm go *off* is a good **e** \_\_\_\_\_ for being late. You need to act more professionally.
3. Good luck with the meeting and please let me know what the **o** \_\_\_\_\_ of it is. I'd be really interested to know what you all decide to do.
4. I'm sorry it hasn't been delivered, but I want to \_\_\_\_\_ **e** you that we are doing our best to *find* out what the problem is and we'll get it to you as soon as possible.
5. I'm very sorry for the **i** \_\_\_\_\_, but we're going to have to close the store early today due to a problem with the electricity.
6. This customer is being really rude on the phone and doesn't want to accept any of my suggestions. Can you ask Martin if he can **h** \_\_\_\_\_ it? I think she might listen to him.
7. At the end of the report, if you can just **p** \_\_\_\_\_ what the customer said so management can look at her complaint and understand what the problem is.

Review 3 \_\_\_\_\_ out of 100 points in total

**6****IELTS-style Speaking exercise**

**Part A: Answer the following questions.**

1. Do people in your company often travel for business? Why/why not?
  2. Do you think people should travel to other countries for business reasons, or is it better to communicate over the Internet instead? Why?
  3. When was the last time you went on a plane? What was the experience like?
  4. What do you like and dislike about plane travel?
-

**Part B: Describe what you should do if you are giving a presentation.**

**You should say:**

- How you should plan the presentation
- What you should remember to do on the day of the presentation
- What type of mistakes people often make when they are giving presentations.

**You should also talk about a successful or unsuccessful presentation you have seen and say what happened.**

**Part C: Answer the following questions**

1. What do you think the qualities of a successful project manager are?
2. Do you think you are or would be a good project manager? Why/why not?
3. What do you think you should do if you have a customer who complains about the service they received from your company?





# MOTIVATION AT WORK



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-DE60

1

## Warm up

Read the following definition.

**motivation (n)** – the reason for doing a particular task or job

Now complete the following questions with other parts of speech from the same word family as the above word.

1. What is the main \_\_\_\_\_ for starting a business?
2. What kind of difficulties at work can leave you feeling \_\_\_\_\_?
3. What can you say to someone to \_\_\_\_\_ them if they are having difficulties at work?
4. What experiences at work in the past have left you feeling \_\_\_\_\_ and wanting to succeed?

Now in pairs, answer the questions.

## 2

**Skimming for gist**

Quickly read the article below about how to motivate your staff if you're a manager. Put the following titles in gaps 1 – 4. There are more titles than gaps.

- Help them aim higher
- Bring drinks and snacks
- Show appreciation
- Where are we going?
- Organize team games
- Welcome new ideas

## Keep Moving Forward

### How to motivate staff

- A. The pace of modern-day business is fast with so much competition and the speed at which technology changes. It's no surprise that when employees work long hours to satisfy the many demands on them, they can become demotivated. Part of the role of a manager is to make sure staff don't suffer from this. This week, we look at some ways to make sure your team stay fresh and focused.
- \_\_\_\_\_ 1
- B. Forgetting to share the goals of what you're trying to achieve with the team is easily done. Managers are so often focused on the big picture that they forget it might not be as obvious to people doing more specific tasks, such as administration. Sharing your aims, dreams and vision for the business with employees is essential as it allows you to link their contribution to the goals you have. This helps them to understand why they are important, and feeling useful is a vital part of anyone's motivation.
- \_\_\_\_\_ 2
- C. Yet another simple point which is often forgotten is to show gratitude. It's so important for everyone to feel appreciated and we've all had experiences where we've worked hard on something or done something for someone and not received any thanks for it. Make an effort to say a simple thank you – and not just to the whole team generally, but find time to say something to each individual. Something as simple as, '*You've done really well with this. I want to thank you for all of your hard work.*' can make a huge difference to someone's day and massively increase their levels of satisfaction.
- \_\_\_\_\_ 3
- D. Create an environment where employees will seek new ways of solving problems and feel comfortable coming to you with possibilities, whether it's new projects, new products or thoughts on market research. Making team members feel like a part of the process when it comes to moving the business forward will empower them and they're far more likely to want to do it again. There's also a lot of motivation which comes from watching an idea you've had turn into something, like a new product or a new way of working.
- \_\_\_\_\_ 4
- E. No one enjoys the feeling that they are doing the same tasks all the time. Provide a challenge to your team members in their work so that they can pursue their own professional goals and feel as though they are advancing, not stuck in the same place. However, you will also need to talk through these goals with them to make sure that it is something they feel they can do and that it an area they are interested in. If you're not careful here, you can have workers doing tasks they don't understand which will not encourage them. So be sure you are offering support.

Sources: Huffpost, LinkedIn

## 3

**Finding vocabulary**

Find words in the article on page two which mean the same as the following.

1. \_\_\_\_\_ the speed with which something moves (n, para. A)
2. \_\_\_\_\_ the idea of what something will be in the future (n, para. B)
3. \_\_\_\_\_ an action which helps towards a task or a goal (n, para. B)
4. \_\_\_\_\_ a feeling of being thankful (n, para. C)
5. \_\_\_\_\_ a feeling of happiness with what you have or what you have done (n, para. C)
6. \_\_\_\_\_ look for something (v, para. D)
7. \_\_\_\_\_ give someone the ability to do something (v, para. D)
8. \_\_\_\_\_ try to achieve something (v, para. E)
9. \_\_\_\_\_ make progress (v, para. E)

## 4

**Reading comprehension**

Complete the sentences with an ending from a – i. There are more endings than sentences.

1. One of the main tasks of a manager is... \_\_\_\_\_
  2. Managers should explain to team members... \_\_\_\_\_
  3. Employees will feel much happier... \_\_\_\_\_
  4. It's a good idea for managers to... \_\_\_\_\_
  5. Employees will feel more motivated if they are... \_\_\_\_\_
  6. When managers make team members a part of the creative process, it will... \_\_\_\_\_
  7. Workers need to be able to... \_\_\_\_\_
- a.....tell individuals how much they appreciate their work.
- b.....how important their job is in achieving the goals of the company.
- c.....learn new skills and try different tasks to give them a feeling of advancing in their career.
- d.....how often they come in to work.
- e.....increase their personal interest in their work.
- f.....encouraged to be inventive with problem solving.
- g.....only demotivate them.
- h.....to make sure that people in their team don't lose motivation.
- i..... when their manager makes an effort to thank them for their work.

## 5

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                              |  |
|------------------------------|--|
| 1. <u>abandon</u> (v)        | a. leave someone who you are responsible for and not return    |
| 2. <u>failure</u> (n)        | b. a situation which makes it harder to achieve your goal      |
| 3. <u>ineffective</u> (adj.) | c. feeling as though there is no chance for success            |
| 4. <u>desperate</u> (adj.)   | d. a situation where you do not succeed                        |
| 5. <u>hopeless</u> (adj.)    | e. not working in the way you want it to                       |
| 6. let down (phr. v)         | f. really wanting to do something                              |
| 7. <u>obstacle</u> (n)       | g. a situation where it is difficult to do what you want to do |
| 8. <u>pessimistic</u> (adj.) | h. not give someone the support that they wanted               |
| 9. <u>struggle</u> (n)       | i. feeling as though the situation will not get better         |

## Part B: Complete the gaps in the following sentences with the correct word from Part A. You may need to change the form of the word.

1. Unfortunately, the latest sales figures give quite a \_\_\_\_\_ view for the future of the company.
  2. The sales team has been quite \_\_\_\_\_ in increasing our market share in the region.
  3. He's \_\_\_\_\_ to go to the conference and I think we should give him the chance.
  4. There have been a lot of problems with the Wi-Fi this morning which has made getting things done a real \_\_\_\_\_.
  5. Trying to finish the brochure if all of the photographs aren't ready will be \_\_\_\_\_. We will have to finish it next month.
  6. When she went on vacation without telling anyone, she really \_\_\_\_\_ all of her colleagues.
  7. He met me at the airport, but then just \_\_\_\_\_ me at the hotel. I had no idea where to go.
  8. Sales have actually gone down, which means our advertising was a complete \_\_\_\_\_.
-

**Part C: Now in pairs, discuss the following questions.**

1. What difficulties can make your job feel like a **struggle** sometimes?
2. What has been your biggest **obstacle** in life?
3. Has someone really **let you down** before? What happened?
4. At the end of the working week, what are you usually **desperate** to do?
5. Do you feel **pessimistic** about the future? Why / why not?
6. What has been your biggest **failure**? What did you learn from it?

**6****Listening for gist**

Listen to three people talk about negative experiences with managers and decide which of the problems 1 – 5 below match each speaker.



1. Their manager was always late with everything. → \_\_\_\_\_
2. Their manager had a very negative view of everything. → \_\_\_\_\_
3. Their manager was not interested in the success of team members. → \_\_\_\_\_
4. Their manager wasn't interested in talking to anyone. → \_\_\_\_\_
5. Their manager wasn't able to clearly explain tasks. → \_\_\_\_\_



7

**Listening comprehension**

Complete the table by ticking the correct box to answer the questions. You can tick more than one speaker for each question.

Who...	Speaker 1	Speaker 2	Speaker 3
a) was left feeling alone in their job?			
b) had a manager who had to leave the company?			
c) left their company as a result of their manager?			
d) found making choices about what to do difficult?			
e) had a manager who made people on the team feel as though they weren't good at their jobs?			
f) had manager who traveled for business regularly?			
g) thought that their manager wasn't really sure of themselves?			
h) found their boss unhelpful?			

## 8 Talking point

In pairs, discuss the following questions.

1. What would you do if you had a manager like Speaker 1?
2. What would you do if you had a manager like Speaker 2?
3. What would you do if you had a manager like Speaker 3?
4. Which ideas for increasing motivation from the article does your manager do and not do?
5. Would you say that you feel motivated in your job? Why / why not?

## 9 Extended activity/Homework

Read the question.

The only motivation a company needs to provide to employees is their pay. A workplace is not a school where people need to be looked after. If they aren't motivated, they should leave.

To what extent do you agree with the above statement?

You should:

- Write at least 250 words.
  - Check your grammar, spelling and punctuation.
-

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# CHAIRING A MEETING



Scan to review worksheet

Expemo code:

1GT3-E3ZB-38BB

## 1

### Warm up

In pairs, discuss the following questions.

1. How often do you have meetings in your job?
2. What do you like about the meetings you have?
3. What do you dislike about the meetings you have?

## 2

### Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                                       |   |
|---------------------------------------|---|
| 1. <u>d</u> eviate (v)                | a. go in a different way from what was planned or expected                                  |
| 2. <u>e</u> xclusive (adj.)           | b. in a way that is by accident   |
| 3. <u>i</u> nterru <u>p</u> ting (v)  | c. the action of taking part in something that other people are also involved in            |
| 4. <u>m</u> eaningful (adj.)          | d. only available to certain groups of people   |
| 5. <u>p</u> articipa <u>t</u> ion (n) | e. say or do something that stops someone from doing what they were already saying or doing |
| 6. <u>p</u> rima <u>r</u> ily (adv.)  | f. useful or important  |
| 7. <u>u</u> nintentionally (adv.)     | g. being completely sure about something  |
| 8. <u>n</u> ecessity (n)              | h. most importantly   |
| 9. <u>c</u> onv <u>i</u> nced (adj.)  | i. something that is so important that you can't act without it                             |

**Part B: Complete the following sentences with different parts of speech or forms of the word from the Part A vocabulary in brackets.**

1. We've had to make a \_\_\_\_\_ from the plan and move the conference to Monday 7th. **(deviate)**
2. We don't want to \_\_\_\_\_ anyone from the meeting, but there can be only be a maximum of 20 people. **(exclusive)**
3. We're going to need to be able to work without \_\_\_\_\_ if we're going to finish this on time. **(interrupt)**
4. Without knowing if customers can afford it, these prices are \_\_\_\_\_. **(meaningful)**
5. If you want to \_\_\_\_\_ in the meeting, we'll be starting at 11 am in the orange room. **(participation)**
6. Completing this by the end of the month is now the \_\_\_\_\_ goal or we will lose sales. **(primarily)**
7. It's not my \_\_\_\_\_ to upset anyone, but these are the facts of the situation, I'm afraid. **(unintentionally)**
8. I think traveling in business class will be \_\_\_\_\_ and expensive. Standard plus will be fine. **(necessity)**
9. I think we can \_\_\_\_\_ management to spend a little more money on this as the benefits are clear. **(convinced)**

**Now complete the gaps in the article on page three with the vocabulary from Part A.**

**3****Skimming for gist**

**Match the following titles to paragraphs A – E. There are more titles than paragraphs.**

1. Who is taking notes? \* \_\_\_\_\_
  2. Is everyone involved? \* \_\_\_\_\_
  3. What is the aim? \* \_\_\_\_\_
  4. What do we have to decide? \* \_\_\_\_\_
  5. How could it be better? \* \_\_\_\_\_
  6. When is the next meeting? \* \_\_\_\_\_
  7. Who do we need? \* \_\_\_\_\_
-

## How to...

### chair a meeting

#### A. \_\_\_\_\_

If you are tasked with running a meeting, it is your job to make sure it starts and ends on schedule, while achieving its goals. Before you can do that, it's important to make sure you are clear on the function of the meeting. \_\_\_\_\_<sup>1</sup>, it should give \_\_\_\_\_<sup>2</sup> information to the attendees that they could not get in another way. Everyone there should benefit from it in some way, and if you don't know if that is true, you should perhaps reconsider having the meeting at all. Meetings are often organized without considering this \_\_\_\_\_<sup>3</sup> and if your colleagues are sitting there thinking 'this could have been an email,' then you've failed. Ask yourself the following questions: does everyone want this meeting or just a couple of people? What result are we trying to achieve? Is there anything stopping your success?

#### B. \_\_\_\_\_

These questions will help you with a few vital points aside from setting the goal. It will help you to make the meeting \_\_\_\_\_<sup>4</sup> to just the people who need to be there. Checking that you will have access to all of the information you will need is also vital. It's embarrassing to get together a group of people only to find a key document isn't finished or there are unknowns which stop you from reaching a conclusion.

#### C. \_\_\_\_\_

Once you are \_\_\_\_\_<sup>5</sup> that you have everything and everyone you need, organize the meeting around reaching a decision. Direct the time so that you don't \_\_\_\_\_<sup>6</sup> from that aim. It's not uncommon for other items to come up during a meeting that are connected to the purpose of the meeting, but unrelated to the goal. Quickly identify these and ask for them to be noted down and saved for another time. An additional problem with meetings is they often \_\_\_\_\_<sup>7</sup> become an opportunity to catch up with people from different departments or those who have been away. Although you want a friendly atmosphere, avoid it turning into a situation where two or more people are discussing personal matters or business that isn't connected to your aim while others listen. Suggesting that everyone goes for a coffee afterwards, or some other situation where they can be more sociable, is a good idea to redirect the focus to the task at hand.

#### D. \_\_\_\_\_

Do encourage full \_\_\_\_\_<sup>8</sup> in the meeting. In any group of people, there are always going to be some who like to talk more than others. Create the space for everyone present to voice their opinions or give information. Watch out for one person \_\_\_\_\_<sup>9</sup> another before they have finished too. Saying something like, 'Sorry, Michael, but can we just let Jenny finish her point and then we'll come back to you,' lets Jenny feel that she's being heard and lets Michael know he will get his time later.

#### E. \_\_\_\_\_

At the end, review what you have decided and thank everyone for coming. You should also make notes to see if there's any aspect of the meeting you think you can improve for next time.

Sources: BBC, The Guardian, Indeed



## 4

**Synonyms**

Find synonyms for the following words in the article on page three.

1. \_\_\_\_\_ manage (paragraph A)
2. \_\_\_\_\_ think again (paragraph A)
3. \_\_\_\_\_ essential (paragraph B)
4. \_\_\_\_\_ uncomfortable (paragraph B)
5. \_\_\_\_\_ rare (paragraph C)
6. \_\_\_\_\_ extra (paragraph C)
7. \_\_\_\_\_ express (paragraph D)
8. \_\_\_\_\_ part (paragraph E)

## 5

**Reading comprehension**

Complete the following sentences with endings a – i. There are more endings than sentences.

1. A successful meeting should be... \_\_\_\_\_
  2. It's important to make sure that... \_\_\_\_\_
  3. Ensuring you have all of... \_\_\_\_\_
  4. The prime aim of the meeting should be... \_\_\_\_\_
  5. If there's any chatting that isn't related to the meeting, you need... \_\_\_\_\_
  6. Make sure that everyone is involved and that a... \_\_\_\_\_
  7. Review decisions at the end and decide... \_\_\_\_\_
- a.....the information you need before you start the meeting is essential.
- b. .... you can go for a coffee and a chat afterwards.
- c.....if there's anything that could be improved for next time.
- d.....to come to a decision.
- e.....to redirect the focus back to your goals.
- f.....over before people start talking.
- g.....few people aren't doing all the talking.
- h.....beneficial to everyone present.
- i.....the meeting begins and finishes at the scheduled times.
-

## 6

**Listening for gist**

Identifying problems with meetings. Listen to the audio and match the meeting to its main subject.



- |              |                                 |
|--------------|---------------------------------|
| 1. meeting 1 | a. a conference                 |
| 2. meeting 2 | b. a presentation               |
| 3. meeting 3 | c. scheduling a regular meeting |

## 7

**Listening comprehension**

Decide if the following statements are True (T) or False (F).

1. Stephen doesn't have any suggestions. \_\_\_\_\_
2. Stephen saw the email from Ian. \_\_\_\_\_
3. In meeting 1, they didn't have all of the information they needed. \_\_\_\_\_
4. In meeting 2, they are in Madrid. \_\_\_\_\_
5. In meeting 2, the person leading the meeting was interrupted. \_\_\_\_\_
6. In meeting 2, they are focused on the aims of the meeting. \_\_\_\_\_
7. In meeting 3, one of the people in the meeting travels often for their job. \_\_\_\_\_
8. In meeting 3, not all of the people there are essential. \_\_\_\_\_



**8****Talking point**

**In pairs, discuss the following questions.**

1. Which of the problems in the meetings you heard have you seen in meetings you have been to? What happened?
2. Have you ever had to chair a meeting? What was your experience like?
3. Does everyone participate in meetings in your company? Why / why not?
4. What do you do if someone interrupts you?
5. What happens in meetings in your company if someone deviates from the subject?

**9****Extended activity/Homework**

**Role play. You're going to have a meeting with other students. Your teacher will give you a card with information on. Decide who is going to chair the meeting and who is going to participate. Your meeting should last no longer than ten minutes.**

---



# ETHICS AND CONDUCT



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-B145

## 1

### Warm up

Read the following definition.

**ethics** – the rules a company uses to decide how it behaves in various situations.

Using a dictionary, complete the following sentences with a word from the same family as the word in the definition.

1. She was fired from her job because of the \_\_\_\_\_ way she had treated the customers.
2. Simon received a promotion because he is respected by his colleagues and always behaves \_\_\_\_\_ in his work.
3. I found out the company experiments on animals so I stopped buying their products for \_\_\_\_\_ reasons.

In pairs, discuss what you would do in the following situations.

1. You notice a colleague in the office spending a couple of hours online shopping during the work day.
2. You know that one of the people on the sales team has charged a customer more for the product they bought than it actually cost.
3. Your male manager always invites a female colleague out for lunch, but not anyone else in the team. You think he is paying for the lunches with company money.

## 2

## Reading for gist

Match the questions that are being answered to paragraphs A – C. There are more questions than paragraphs.

- What should you include in a code of ethics?
- Which businesses are unethical?
- Why is a code of ethics important?
- What is business ethics?
- How do you make sure the code of ethics is being followed?

## Business and Ethics

### The ethics of running a business

A. \_\_\_\_\_

If you visit the website of any reasonably sized company, you will find a statement of their code of ethics. These are essentially principles that cover all of the multiple relationships within that business, this is: how their employees should conduct themselves and behave with each other; how the company will treat its customers and other businesses; and how they are responsible to the society in which they operate. This code includes very important areas such as human rights, the company's environmental policy, the labor rights of its workers, and what it does to prevent corruption.

B. \_\_\_\_\_

Having a clear document setting out the guidelines in all of the above areas communicates to the staff, customers and the public the moral view of the company. All too often, businesses can be seen as faceless, money-making factories. The code of ethics shows the company's social values. It also helps the company to regulate the working practices of its staff and their decision-making processes, as well as create a positive culture which can be a very important factor in avoiding legal action against them. A good code of ethics is not there to restrict its employees, but rather to make sure that everyone is treated equally. The code should help employee relationships by actively building trust in each other and the way the company operates. It should also increase a sense of respect for each other and the customers they work with. Fairness is also vital and a company needs to apply the rules to everyone, whatever their position within the business. Lastly, the code should also build a sense of caring, making employees feel as though their needs are being met and their opinions and difficulties are understood.

C. \_\_\_\_\_

Of course, it's not possible to control exactly how each employee behaves. It is possible though to do a number of things that can encourage all members of staff to comply with the code. Firstly, you can use it as the basis for training, creating situations where staff are able to consider the impact of their decisions and how poor ones can badly affect individuals and the company as a whole. Provide time and space for employees to talk about the issues which affect them and how they may have been treated poorly previously, allowing workers to learn from each other. Another area to look at is how your company rewards workers. Look at areas such as promotion, pay increases and commission, thinking carefully about who gets these and asking yourself if it is something that is available to all employees and if the way you give these rewards could encourage unethical behavior. Finally, make sure that you have a system for people who feel they are being treated badly to speak to someone other than their manager and that people who have a problem to report can trust that it will not negatively affect them in future.

Sources: *Gan Integrity*

## 3

**Finding vocabulary**

Quickly read through the article on page two and find vocabulary with the following definitions.

1. \_\_\_\_\_ a rule based on personal ethics that affects what you will and will not do (n, para. A)
2. \_\_\_\_\_ act in a particular way (v, para. A)
3. \_\_\_\_\_ behavior that is not honest and is usually trying to make money illegally (n, para. A)
4. \_\_\_\_\_ an instruction helping you to decide what to do in a particular situation (n, para. A)
5. \_\_\_\_\_ control something using a series of rules (v, para. B)
6. \_\_\_\_\_ dealing with values of what is the right and the wrong way to act (adj., para. B)
7. \_\_\_\_\_ control how much of something is allowed (v, para. B)
8. \_\_\_\_\_ follow a rule or demand (v, para. C)

## 4

**Reading comprehension**

Complete the summary with one, two, or three words from the article on page two.

Any company with a significant number of employees will have a code of ethics which looks at the relationship between employees and to \_\_\_\_\_<sup>1</sup>, as well as personal conduct. The code covers vital areas including worker's rights, environmental responsibilities as well as general \_\_\_\_\_<sup>2</sup>. The code demonstrates the \_\_\_\_\_<sup>3</sup> and puts a human face on its public image. It should encourage employees by \_\_\_\_\_<sup>4</sup>, both in their colleagues and the company itself, by letting them know that they will be treated with respect and \_\_\_\_\_<sup>5</sup>, regardless of their status within the organization. Training can use the code of ethics by asking employees to think about \_\_\_\_\_<sup>6</sup> of their actions on others. It can also give them a chance to discuss situations in the past when they were \_\_\_\_\_<sup>7</sup> and allow them to learn from one another's experiences. Companies should also consider whether their reward systems for employees may increase \_\_\_\_\_<sup>8</sup> and create a system where problems can be reported to someone other than a direct manager.

## 5

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                              |  |
|------------------------------|--|
| 1. <u>packaging</u> (n)      | a. the material which products are put in to keep them safe during transport                           |
| 2. <u>sustainable</u> (adj.) | b. the systems of roads, transport and other necessities needed to make a country function effectively |
| 3. <u>supply chain</u> (n)   | c. a small group of people who are part of a larger group  |
| 4. <u>diversity</u> (n)      | d. using products and energy which does not harm the environment                                       |
| 5. <u>minority</u> (n)       | e. the series of people or companies involved in taking a product from the producer to the customer    |
| 6. <u>renewable</u> (adj.)   | f. the inclusion of people from different religious, cultural and racial backgrounds                   |
| 7. <u>infrastructure</u> (n) | g. able to be replaced or controlled without it all being used   |

## Part B: Complete the following sentences with vocabulary from Part A.

1. Most of the people working for our company are from Asia, but there's a \_\_\_\_\_ from Europe.
  2. One of our suppliers has gone out of business which is causing problems in our \_\_\_\_\_.
  3. All of our products are produced using \_\_\_\_\_ energy sources which also makes them cheaper for our customers.
  4. The government has made a lot of investment in the \_\_\_\_\_ in our country which has positively affected the cost of transport.
  5. We're using a new kind of \_\_\_\_\_ for our products which will protect them and use 70% less materials.
  6. \_\_\_\_\_ is very important in our company as it means we have a range of different views from people from a variety of backgrounds.
  7. We can't continue to use this type of wood in our products as there's a limited amount of it, so it's not \_\_\_\_\_.
-

**Part C: Now in pairs, discuss the following questions.**

1. What is the **infrastructure** like in your country? What would you want to improve about it?
2. What percentage of transport is run on **renewable** sources of energy in your country? Do you think it will increase? Why / why not?
3. What is the best **packaging** you have seen on a product? Why did you like it?
4. Are you part of a **minority** in our country or company? Why is this?
5. Are the products or services your company produces **sustainable**? Why / why not?
6. How long is the **supply chain** for your company's products or services? How would you explain it to a new employee?

**6****Listening for general details**

Listen to the audio. Write down the numbers you hear next to the information.

- a. \_\_\_\_\_ the number of stores that Speaker 1 manages
- b. \_\_\_\_\_ the percentage of packaging Speaker 1's company uses which is recyclable
- c. \_\_\_\_\_ the revenue from Speaker 1's company last year
- d. \_\_\_\_\_ the number of years in a row that Speaker 2's company has been recognized by Ethisphere
- e. \_\_\_\_\_ the percentage of employees in Speaker 2's company who are women and ethnic minorities
- f. \_\_\_\_\_ the total donations in American dollars made by Speaker 2's company to children with cancer
- g. \_\_\_\_\_ the total revenue in American dollars last year from Speaker 2's company

**7****Listening comprehension**

Read the following statements and decide if they are True (T) or False (F).

1. Speaker 1's company is based in the United Kingdom. \_\_\_\_\_
2. The business of Speaker 1's company is just retail. \_\_\_\_\_
3. Amongst other things, Speaker 1's company makes sure that workers work in safe conditions. \_\_\_\_\_
4. Speaker 1 doesn't think being ethical helps to make money. \_\_\_\_\_
5. Speaker 2's company doesn't do much training. \_\_\_\_\_
6. Speaker 2's company only focuses on improving the environment with its donations. \_\_\_\_\_
7. Speaker 2's company deals with money. \_\_\_\_\_

## 8

**Talking point**

**In pairs, discuss the following questions.**

1. Does your company have a code of ethics? If so, where can you find it? If not, why is this?
2. Does your company have training regarding ethics? If so, what have you done in your training?
3. Does your company make donations to charity or fund any causes? If so, what?
4. Do you know of anyone, either in your company or another one, who was fired because of a problem with their ethics? What happened?
5. Are there any companies you would not work for because of your principles? Who are they and why wouldn't you work for them?

## 9

**Extended activity/Homework**

**Imagine you have your own company. Write a list of rules you would want to include on your code of ethics.**

**Consider the following questions:**

- How do you want employees to behave?
- How will you make sure everyone is treated equally?
- What will you do to make sure you are giving back to the society you are a part of?
- What will happen if there is a problem with an employee's behavior?
- What will employees do if there's a problem with the way their manager is treating them?

**You should:**

- Write at least 150 words.
  - Check your grammar, spelling and punctuation.
-



# THE STRESS TIMEBOMB - PART 1



Scan to review worksheet

Expemo code:

1GT3-E3ZB-6F47

## 1

### Warm up

Look at the vocabulary and use it to complete the following sentences.

**stressed out (adj.)**

**stressful (adj.)**

**stress (n)**

1. I haven't completed my presentation yet and it's due on Thursday morning. I'm *finding* it very \_\_\_\_\_.
2. There's a lot of \_\_\_\_\_ in our department at the moment because sales are very low.
3. The amount of work we've been doing lately has left me really \_\_\_\_\_. I've had zero time to relax.

Now in pairs, discuss the following questions.

1. What situations generally cause you stress?
2. Do you *find* giving a presentation to be a stressful experience? Why / why not?
3. When was the last time you were really stressed out? What caused it?

## 2

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                            |   |
|----------------------------|---|
| 1. <u>accomplish</u> (v)   | a. the ability to make decisions without needing to ask permission <i>first</i> |
| 2. <u>autonomy</u> (n)     | b. statements which show the way you admire someone                             |
| 3. <u>conflict</u> (n)     | c. a loss of interest in working for a particular reason                        |
| 4. <u>demotivation</u> (n) | d. the amount of work done compared to the time and money needed to do it       |
| 5. <u>exhaustion</u> (n)   | e. do or complete something successfully  |
| 6. <u>optimum</u> (adj.)   | f. giving the best possible result  |
| 7. <u>praise</u> (n)       | g. a state of being so tired that you can't do anything at all                  |
| 8. <u>productivity</u> (n) | h. a situation when two or more people unhappily disagree about something       |

## Part B: Complete the following sentences with a different part of speech from the same word family as the Part A word in brackets.

- Increasing sales by 60% this year was a huge \_\_\_\_\_, so I want to say thank you very much to everyone. (**accomplish**)
  - Although our department is part of the company, we're quite \_\_\_\_\_ and can act fairly independently. (**autonomy**)
  - We're getting \_\_\_\_\_ reports about talks in the Latin American market. Vale thinks they're going really well, but Bibi thinks we're in trouble. (**conflict**)
  - No one got a pay rise even though they've been working really hard, so I think it's left everyone feeling quite \_\_\_\_\_ lately. (**demotivation**)
  - I worked all the way through the last two weekends and I'm absolutely \_\_\_\_\_ now. (**exhaustion**)
  - It's been quite difficult this year, but there's a lot of \_\_\_\_\_ amongst workers for next year with a lot of positive changes expected. (**optimum**)
  - I was just \_\_\_\_\_ Hanna for her excellent work this year. She's really done an incredible job. (**praise**)
  - After two weeks away, I'm finding it difficult to get back into work and I've been very \_\_\_\_\_ this morning. (**productivity**)
-

**Part C: In pairs, discuss the following questions.**

1. When was the last time someone gave you **praise**?
2. What helps you to increase your **productivity**?
3. When was the last time you felt **exhaustion**? What caused it?
4. What is the main cause of **demotivation** for you?
5. What do you hope to **accomplish** in the next *five* years?
6. How do you deal with **conflict** in the workplace?

Now complete the gaps in the article below with vocabulary from Part A.

## Cause and Effect

### Stress in the workplace

- A. Much has been written about stress in the workplace over the last 20 years. That it is on the rise is no secret. But what causes it? One of the key elements is the way work hours have increased around the globe. From the 996 culture in China (short for 9 am to 9 pm, 6 days per week) to the 'always-on' culture in the West, the need to \_\_\_\_\_<sup>1</sup> tasks and meet deadlines, mixed with personal ambition keep people in the office before and after hours. While many companies will officially have a 35 – 40-hour work week, it's rarely followed in practice.
- B. The increase in remote work hasn't helped. A survey of workers revealed that 81% admitted to checking emails on the weekend, with this only being reduced to 59% while they were on vacation. During the work week, 59% logged into work computers after 11pm. This behavior though is usually rewarded with \_\_\_\_\_<sup>2</sup> and increased chances of promotion. Perhaps the larger cause though, is employees having a lack of \_\_\_\_\_<sup>3</sup>. Doing 'what is expected' in a company, even if it goes against the official guidelines, leaves workers feeling trapped. It's one thing working long hours, but it's another not being able to see an end in sight.
- C. The trouble is, these long hours don't actually increase efficiency. John Pencavel, a British Professor of Economics at Stanford University in the US, did a study which concluded that the \_\_\_\_\_<sup>4</sup> number of working hours was 48. Beyond this, \_\_\_\_\_<sup>5</sup> starts to quickly fall. There's also a *financial* cost. In the United States alone, an extra \$180 billion is spent on healthcare due to stress from demands of the job. In Europe, it accounts for somewhere between 800 million and 1.6 billion euros per year. A 2019 study found 20% of Germans felt that stress *affected* them daily, with that rising to 25% in Poland. In France, 60% of employees reported stress having a negative impact on their health, with 31% of them feeling that their employer was not interested in their mental health.
- D. A further impact of stress that's harder to measure is the level of \_\_\_\_\_<sup>6</sup> it causes. Those long hours can lead to \_\_\_\_\_<sup>7</sup>, with employees unable to focus on their work and having a greater possibility of making mistakes that, at best can mean work will have to be done again, and at worse, can have a serious impact on *profits*. On a more personal level, it can hurt relationships with family and friends which does double damage, as positive relationships in our personal lives do a lot to reduce stress. When there's \_\_\_\_\_<sup>8</sup> both at home and in the workplace, there's no relief.

Sources: *Forbes, Man Under Stress*

## 3

**Scanning for details**

Quickly read the article on page three and find the meaning of the following numbers.

1. 996 \* \_\_\_\_\_
2. 81 \* \_\_\_\_\_
3. 48 \* \_\_\_\_\_
4. 180 billion \* \_\_\_\_\_
5. 25 \* \_\_\_\_\_
6. 31 \* \_\_\_\_\_

## 4

**Reading comprehension**

Complete the summary with one, two or three words from the article on page three.

There \_\_\_\_\_<sup>1</sup> about the increase in stress in the workplace over recent decades. The constant demands from deadlines mixed with \_\_\_\_\_<sup>2</sup> have massively increased time spent working. Although there's been a rise in remote work, it has done little to reduce time on the job, with more people now doing tasks outside office hours than before. A key factor in the cause of stress is likely to be the loss of autonomy leaving employees not only \_\_\_\_\_<sup>3</sup>, but seeing no way out. Despite working time increasing, studies show that it does nothing to improve \_\_\_\_\_<sup>4</sup>. It also has a harmful impact on health care for workers which in turn creates an unseen \_\_\_\_\_<sup>5</sup> with billions being spent around the world. In addition, the negative *effect* on motivation and workers battling with tiredness increases the chances of them \_\_\_\_\_<sup>6</sup> which indirectly can decrease \_\_\_\_\_<sup>7</sup>. Not only this, but a lack of time spent with \_\_\_\_\_<sup>8</sup> leave workers feeling more alone and damages personal lives too.

## 5

**Listening for gist**

Listen to three people talking about stress at work.



Which of the following questions are they answering?

- a. What increases your stress levels?
  - b. What do you do to lower stress levels?
  - c. What can companies do to reduce stress in their staff?
-

## 6

**Listening comprehension**

Complete the table by ticking the correct box to answer the questions. You may tick more than one speaker.

Who...	Speaker 1	Speaker 2	Speaker 3
a) limits the amount of coffee they drink?			
b) tries to exercise regularly?			
c) deals with stress in a virtual world?			
d) reduces the amount of time they use their phone for?			
e) has a short sleep to recharge?			
f) thinks companies are mainly responsible for stress?			
g) has a positive relationship with their boss?			
h) spends time reading?			



## 7

**Talking point**

In pairs discuss the following questions.

1. Which of the speakers does things to reduce the stress that you do?
2. What do you personally do to reduce stress?
3. Which job have you done where your stress was very high? What did you do about it? What caused the stress?
4. Is stress a problem in your company? Why / why not?
5. What do you think companies can do to decrease stress levels?

## 8

**Extended activity/Homework**

Read the question.

The drive for *profit* by companies has had a negative *effect* on workers mental health. It is companies who are responsible for the increase in stress and they should provide access to healthcare and reduce the workload for all employees to improve the quality of life for all.

To what extent do you agree with the above statement?

You should:

- Write at least 250 words.
  - Check your grammar, spelling and punctuation.
-



# BUSINESS ENGLISH: INTERMEDIATE REVIEW 4



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-E64D



## 1

### Motivation

Read the opening of this presentation on staying motivated. Choose the best option for each of the gaps 1 - 10.

Thank you all for coming today. Life moves at such a fast \_\_\_\_\_<sup>1</sup> these days that I know for many of you, it can feel like a real \_\_\_\_\_<sup>2</sup> to keep up with what others expect from you and what you expect from yourself. When we're young, we often have a \_\_\_\_\_<sup>3</sup> of the way we think our life is going to be. We want to make a \_\_\_\_\_<sup>4</sup> to the world and when we don't have any experience of \_\_\_\_\_<sup>5</sup>, it can \_\_\_\_\_<sup>6</sup> us to \_\_\_\_\_<sup>7</sup> our dreams. Then as we get older, we find that there are many obstacles to achieving what we want. Maybe it's lack of opportunity, lack of skills, lack of education, or lack of support from others. This can make us feel \_\_\_\_\_<sup>8</sup> about the future. We worry that we are \_\_\_\_\_<sup>9</sup> in our jobs and the situation can feel quite \_\_\_\_\_<sup>10</sup>. Today, I want to talk to you about how you can still make progress, even if you have these negative feelings.

- |                    |                 |                |
|--------------------|-----------------|----------------|
| 1. a. contribution | b. pace         | c. failure     |
| 2. a. obstacle     | b. failure      | c. struggle    |
| 3. a. pace         | b. desperate    | c. vision      |
| 4. a. vision       | b. contribution | c. pace        |
| 5. a. pessimistic  | b. failure      | c. hopeless    |
| 6. a. struggle     | b. empower      | c. pursue      |
| 7. a. pursue       | b. advance      | c. pace        |
| 8. a. failure      | b. ineffective  | c. pessimistic |
| 9. a. ineffective  | b. advance      | c. struggle    |
| 10. a. gratitude   | b. satisfaction | c. hopeless    |

## 2

## Chairing meetings

**Part A: Complete the following sentences with a word from the *Chairing Meetings* worksheet. The first letter has been done for you.**

1. On our trip to the US, hiring a car will be an absolute **n** \_\_\_\_\_ as we won't be able to get anywhere without one.
2. I'm not really **c** \_\_\_\_\_ that going by car is a good idea. I think it will be quicker and cheaper to go by train.
3. You've all been given your schedules. It's very important that you don't **d** \_\_\_\_\_ from them otherwise we will not be able to do everything we're planning to do.
4. This is an **e** \_\_\_\_\_ offer on our website which is only available to our members.
5. We need to focus **p** \_\_\_\_\_ on increasing our sales, but after that, we also need to think about which products we're going to develop next year.
6. She's quite quiet, so her **p** \_\_\_\_\_ in meetings isn't really obvious. But she has a lot of good ideas if you talk to her.

**Part B: Complete the following sentences with a synonym of the word in brackets at the end.**

1. The meeting starts at 9 am sharp and it's \_\_\_\_\_ you arrive on time. (essential)
  2. Justin thinks we need to \_\_\_\_\_ our marketing strategy. He doesn't think it's working as well as it could. (think again)
  3. If you feel like you want to \_\_\_\_\_ your opinion, feel free to come and see me or send me an email. I'm open to all ideas. (express)
  4. The CEO wants to ask some \_\_\_\_\_ questions about our plans for next year. (extra)
  5. During my presentation, I couldn't get the computer to work and it was really quite \_\_\_\_\_. (uncomfortable)
  6. He might not have seen your email. He has a business to \_\_\_\_\_, so he doesn't always have time to read every single one that he gets. (manage)
  7. We're lucky to have a manager who is so efficient and so caring about her employees. It's very \_\_\_\_\_ in my experience. (uncommon)
-

## 3

**Ethics and conduct**

Complete the extract from the company handbook with the vocabulary from the box. You will not need all of the words. You may also need to change the form of the word to fit the gap.

conduct / minority / ethically / supply chain / sustainable / packaging  
comply / diversity / unethical / regulate / guidelines / infrastructure

As a company, we follow strict \_\_\_\_\_<sup>1</sup> when it comes to behaving \_\_\_\_\_<sup>2</sup>. It's important that all of our employees read the handbook and \_\_\_\_\_<sup>3</sup> with the rules at all times. All of our employees represent the company, so their proper \_\_\_\_\_<sup>4</sup> is essential to how others see us. We actively encourage \_\_\_\_\_<sup>5</sup> in our staff and have employees from a wide variety of backgrounds, cultures and \_\_\_\_\_<sup>6</sup>. We also take our commitment to the environment very seriously, and have taken steps to make sure that all of the \_\_\_\_\_<sup>7</sup> for our products is made from \_\_\_\_\_<sup>8</sup> sources. We carefully \_\_\_\_\_<sup>9</sup> where our products are coming from along the entire \_\_\_\_\_<sup>10</sup>, from farmers to the store.

## 4

**Sick leave**

Complete the following sentences with vocabulary from the *Sick Leave* worksheet.

1. If a disease can spread easily from one person to another then it is \_\_\_\_\_.
2. If you eat something which contains certain kinds of bacteria, then you may find that you get \_\_\_\_\_.
3. If you cut yourself and it gets dirty, you may get an \_\_\_\_\_.
4. Some people have to be very careful with what they eat, as they may have an \_\_\_\_\_ which causes them to have a bad reaction.
5. If you have fair skin and you spend all day in the sun on the beach, you might get \_\_\_\_\_.
6. If you are seriously ill, the doctor may suggest that you take \_\_\_\_\_ to give your body time to recover before you go back to work.
7. If you're not feeling well and you have a high temperature, it's possible that you have a \_\_\_\_\_.
8. If your skin is red because you've been bitten by an insect or you've had a bad reaction to something, this is called a \_\_\_\_\_.
9. If you have a bad cold or an infectious disease, you should \_\_\_\_\_ yourself from other people so as not to spread it.
10. It's a good idea to regularly see your doctor for a \_\_\_\_\_ to make sure that you are healthy and there's nothing wrong with you.

## 5

**The stress timebomb**

Complete the following sentences by underlining the correct form of the word.

1. She's been off work for two weeks now. I hear the doctor signed her off saying that she was suffering from **exhausted / exhaustion**.
2. I really don't know how I'm going to do all the work I need to complete before the end of the week. I can't sleep and I'm completely **stressed-out / stressful**.
3. My manager gives me a lot of **autonomy / autonomous** in my job which makes me feel a lot happier and reduces my stress levels.
4. The CEO had plenty of **praising / praise** for the sales team who had produced particularly good results this year.
5. Sales in Europe have been very difficult lately, so to have sold so many products is a real **accomplishment / accomplish**.
6. I've worked though the last two weekends and I have very little energy now. I've been very **unproductive / productivity** this morning because I'm so tired.
7. The vacation really helped me relax and now I'm ready to get back to working at my **optimism / optimal** levels.
8. I've noticed a massive increase in **stress / stressful** in the office recently. I think we are doing more projects than we have the staff for.
9. There were no wage increases this year which I think led to a huge increase in **demotivation / unmotivated** with the employees as everything is very expensive at the moment.
10. She gave **conflict / conflicting** reasons about why she was off work for two days. She said that she was ill, but also that she had to travel to see her sister.

Review 4 \_\_\_\_\_ out of 100 points in total



## 6

**IELTS-style Speaking exercise**

**Part A: Answer the following questions.**

1. What is the main motivation for you to do the job you do?
2. What do you think most of the people in your company are motivated by?
3. Do you think money is the main reason why most people work? Why/why not?
4. What do you think can cause problems with motivation in a company?
5. What can you do to increase people's motivation?

**Part B: Describe what you should do if you are chairing a meeting.**

**You should say:**

- How you would organize the meeting.
- How you would decide who should be in the meeting.
- How you would make sure that the meeting was successful.

**You should also talk about what problems there can be with meetings and what can make them unsuccessful.**

**Part C: Answer the following questions**

1. How important do you think it is for a company to act ethically?
  2. What does your company do to make sure it follows an ethical code of conduct?
  3. What does your company do to regulate the conduct of its employees? What can happen to employees who do not follow the company guidelines?
  4. Would you describe the staff in your company as diverse? Why/why not?
-

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# STATISTICS AND TRENDS



Scan to review worksheet

Expo code:  
1GT3-E3ZB-2B98

## 1

### Warm up

Part A: Match the following pictures to the types of data below.

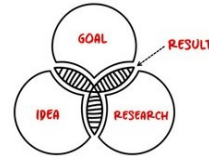
bar chart

line graph

pie chart

spreadsheet

Venn diagram



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Part B: Now say which type of data you would suggest to help these people.

- I want to show the numbers of employees in *different* departments for our company. \_\_\_\_\_
- I want to show three products and how their sales changed from month to month this year.  
\_\_\_\_\_
- I want to show what is the same and what is *different* between three products. \_\_\_\_\_
- I need to record all the sales in *different* regions for *different* products each month over *five* years.  
\_\_\_\_\_
- I want to show the *difference* in *profits* made by *five* *different* companies in one year. \_\_\_\_\_

**2 Useful verbs**

Write the verbs from the box in the correct column in the table.

boost / decline / alter / rise / reduce / fluctuate / grow / drop / modify / change / decrease / increase

verbs to show something going up	verbs to show something going down	verbs to show change

Now complete the second sentence with the noun form of the verb in the first sentence. Remember to add the article (a/an).

- The number of sales increased in June 2024. \* There was \_\_\_\_\_ in the number of sales in June 2024.
- We reduced the amount we spent on marketing this year. \* There was \_\_\_\_\_ in the amount we spent on marketing this year.
- We saw sales grow by 57% over the year. \* There was \_\_\_\_\_ of 57% over the year.
- The number of sales in Asia fluctuated over the year. \* There was \_\_\_\_\_ in sales in Asia over the year.
- We *modified* our prices in the second half of the year. \* There was \_\_\_\_\_ in our prices over the year.
- The competition reduced the amount they spent on marketing between 2022-2023. \* There was \_\_\_\_\_ in the amount the competition spent on marketing between 2022 - 2023.
- Our new product boosted sales at the beginning of the year. \* There was \_\_\_\_\_ in sales of our new product at the beginning of the year.
- We altered our budget as we entered into the summer months. \* There was \_\_\_\_\_ in our budget as we entered the summer months.

**3 Adverbs and adjectives**

**Part A: Complete the following table with the missing adjectives or adverbs.**

adjectives	adverbs
1.	gradually
2. gentle	
3. slow	
4.	sharply
5.	quickly
6. rapid	
7.	suddenly
8. steady	

**Part B: Answer the questions below.**

1. Which adjectives/adverbs show a lot of change?

\_\_\_\_\_

2. Which adjectives/adverbs show a small amount of change?

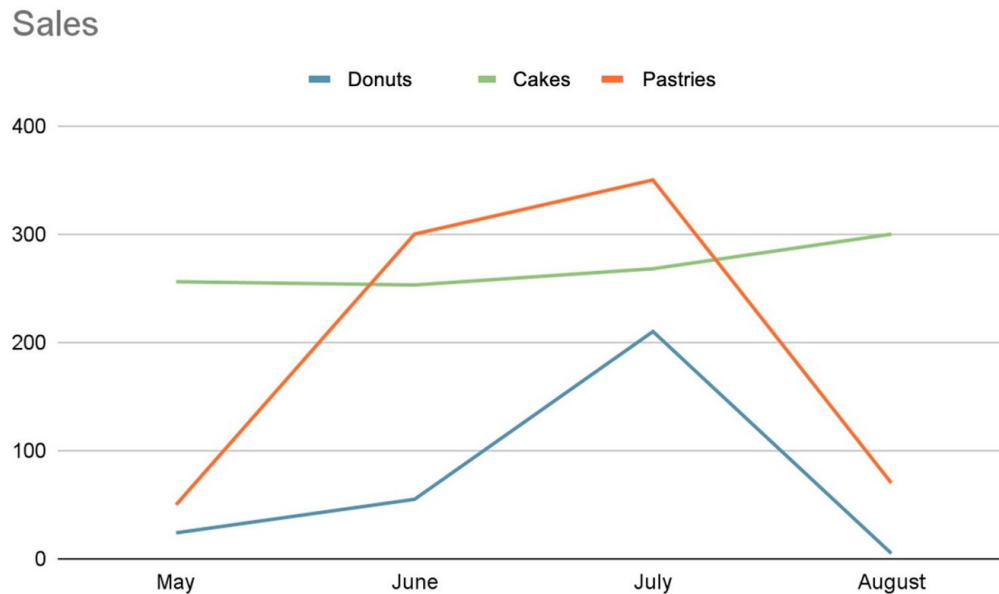
\_\_\_\_\_



## 4

## Describing change

Underline the best choice to describe the changes in the line graph.



1. Sales of donuts **increased slightly** / rose sharply / **dropped rapidly** between May and June.
2. There was a **slow rise** / **steady drop** / sharp rise in sales of donuts between June and July.
3. Between May and July, sales of cakes **fluctuated slightly** / **dropped sharply** / **increased steadily**.
4. Sales of pastries **rose suddenly** / **increased steadily** / **fluctuated slightly** from May to June.
5. Between June and July, there was a **slow reduction** / **sharp decline** / **gradual increase** in the number of pastries sold.
6. The number of donuts sold **dropped steadily** / **declined sharply** / **rose gradually** from July to August.
7. There was a **slight increase** / **steady growth** / **gentle fluctuation** in sales of cakes from July to August.

## 5

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                        |   |
|------------------------|---|
| 1. editorial (adj.)    | a. connected to making sure that printed words in newspapers, books or online writing is correct and appropriate for publishing |
| 2. understaffed (adj.) | b. the amount of money available to buy a particular thing  |
| 3. stellar (adj.)      | c. in a way that shows that you think that the person you are communicating with already understands what is being said         |
| 4. budget (n)          | d. being of a high standard, excellent  |
| 5. obviously (adv.)    | e. being correct and true   |
| 6. precise (adj.)      | f. use the cost of one thing to reduce or cancel the <i>effects</i> of another cost   |
| 7. offset (v)          | g. not enough employees for a company to function properly  |

## Part B: Now complete the following sentences with the vocabulary from Part A.

1. The end of year party will have to be smaller this year as we don't have enough money left in the \_\_\_\_\_.
  2. The increase in sales we had from going to the conference more than \_\_\_\_\_ the cost of our flights to Rome.
  3. As there is a problem with the electricity, we \_\_\_\_\_ can't finish the presentation today, so we will have to schedule it again for next week.
  4. The performance of this department has been \_\_\_\_\_ this year and the sales results prove that. We've never made so much *profit* before.
  5. We all have a lot more work to do than normal as the company is \_\_\_\_\_ at the moment.
  6. The sales brochure is with the \_\_\_\_\_ department at the moment who are checking that all of the information is correct before we publish.
  7. Please make sure you are as \_\_\_\_\_ as possible with the expected sales figures so we don't have problems later.
-

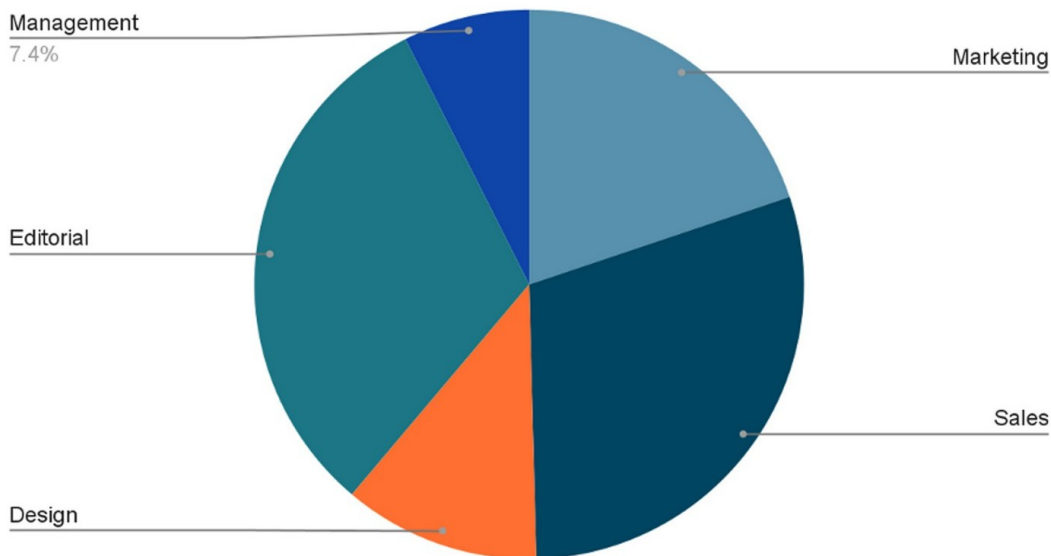
6

**Listening for details**

Listen to the presentation and complete the missing information on the labels.



**Company expenses**



7

**Listening comprehension**

Now answer the following questions.

1. Why are costs low for management?  
\_\_\_\_\_
2. What change is happening next year for the Editorial and Design departments?  
\_\_\_\_\_
3. What has made Editorial costs high this year?  
\_\_\_\_\_
4. What will happen to Design costs next year?  
\_\_\_\_\_
5. What have salespeople been doing a lot this year?  
\_\_\_\_\_
6. What is predicted to happen to sales costs next year?  
\_\_\_\_\_
7. What do they expect to happen to marketing costs?  
\_\_\_\_\_

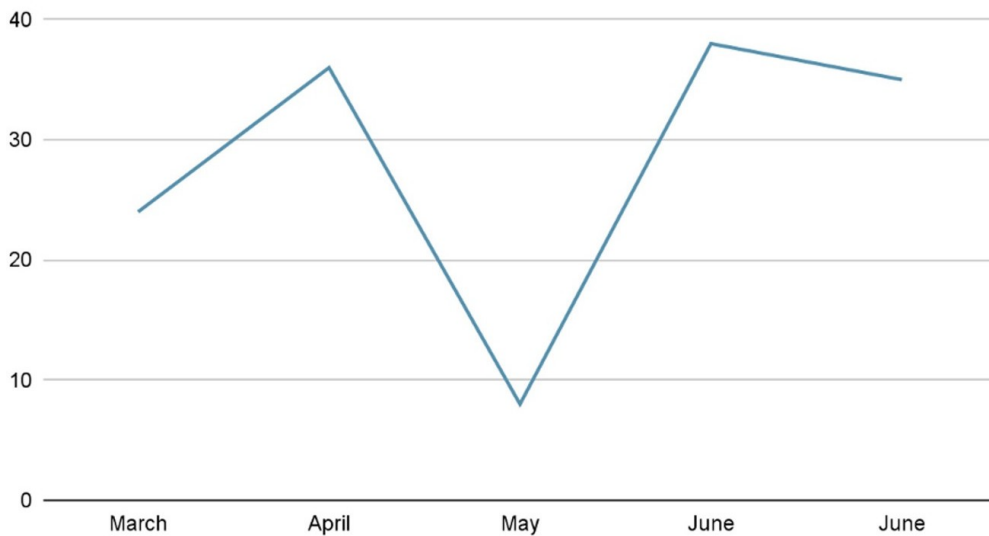
## 8

## Talking point

Your teacher will give you a graph to describe to your partner. Do not show your graph to your partner. Describe the changes using the language from today's lesson. Draw the sales of your partner's company on your graph. When you have finished, compare your graphs to see if you have accurately described what your graph looks like.

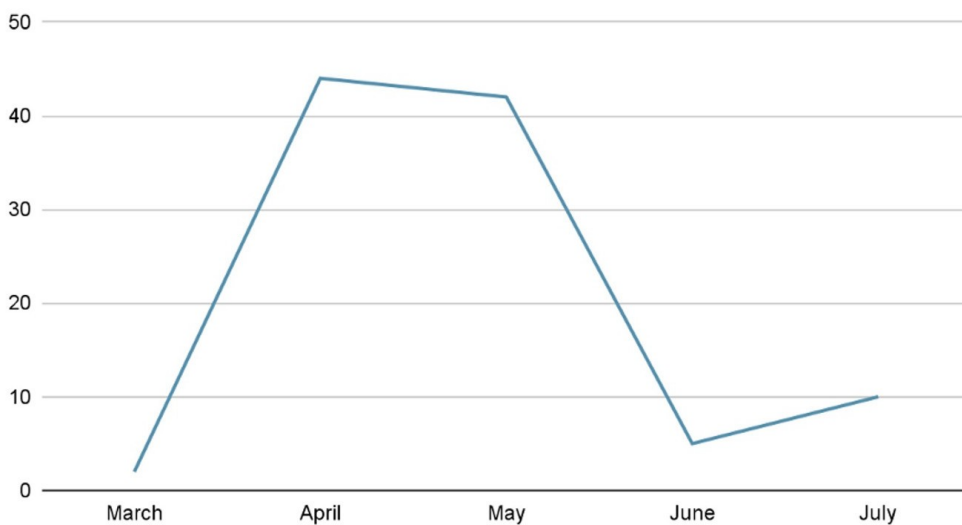
## Student A

Cain industries



## Student B

San corporation



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# RECESSION MARKETING



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-4A44

1

## Warm up

Look at the following definition.

**recession (n)** - a period of time when there is less economic activity, less trade and unemployment often increases

In pairs, discuss the following questions.

1. When was the last time your country was affected by a recession? What happened?
2. What do you think you could do to prepare for a recession?
3. What do you think companies can do to prepare for a recession?



## 2

**Finding vocabulary**

Find vocabulary or phrases in the article on page three which has the same meaning as the following definitions.

1. \_\_\_\_\_ a positive sense that you are sure of what is going to happen (v, para. A)
2. \_\_\_\_\_ the process from the first customer contact to the customer buying a product or service (n, para. B)
3. \_\_\_\_\_ reacting to a situation without any thought or planning (adj., para. B)
4. \_\_\_\_\_ a method of marketing where advertising is placed on search engine results related to the product or service being sold (n, para. C)
5. \_\_\_\_\_ information which tells you how well something is progressing (n, para. D)
6. \_\_\_\_\_ a drop in the amount of business done in a country leaving it economically weaker (n, para. D)
7. \_\_\_\_\_ the practice of selling a customer a different product added on to the one they are already buying from the same company (n, para. E)
8. \_\_\_\_\_ all of the people that usually buy a particular product or service from a company (n, para. E)

## 3

**Skimming for gist**

Match the titles to the paragraphs. There are more titles than paragraphs.

1. Be thankful for what you've got
  2. Swim in the other direction
  3. Bad weather ahead
  4. Difficult customers
  5. The effect of a recession on marketing
  6. When management won't listen
  7. Change how you measure success
-

## How to...

### Market in a recession

A. \_\_\_\_\_

With Wells Fargo & Co and Deutsche Bank AG predicting a recession by the middle of 2023 and Bloomberg Economics saying one will happen by early 2024, it's highly possible that there is economic trouble ahead. A recession is like a storm caused by several different, but connected, factors. There's a drop in consumer confidence which spreads like a disease. It's highly difficult to be positive if you're surrounded by people who are worried. With this comes a decrease in spending, profits go down, and companies reduce their staff, all of which adds to the low confidence. The good news is that they do end, as does a storm. The question for businesses is how to get through it.

B. \_\_\_\_\_

Typically, with less money available and consumers spending less, businesses often cut spending on advertising. Sales cycles extend, and the return on investment goes down making cutting marketing budgets an obvious choice. During the recession which began in 2008, the amount spent on marketing in the US fell 13%, 17% in the UK and 23% in Ireland. Yet this knee-jerk reaction is not a good strategy. To quote Henry Ford, the American Industrialist and founder of Ford Motor Company: 'a man who stops advertising to save money is like a man who stops a clock to save time.'

C. \_\_\_\_\_

Doing the opposite of what other companies are doing can bring great rewards. With fewer companies advertising, the market isn't as competitive and it's cheaper to buy space. Yet you need to make sure that you target customers, who have already entered the sales cycle with a specific purchase in mind, using a paid search campaign.

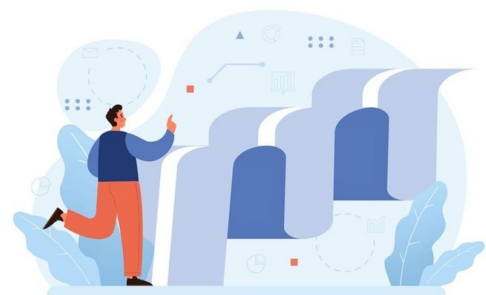
D. \_\_\_\_\_

You should also revise your key performance indicators (KPIs) to match the new economic environment. Gaining customers will cost more during a recession, for example. So judging your marketing based on KPIs from before the downturn is not effective. Making them more realistic will better help you see your results.

E. \_\_\_\_\_

A focus on your current customers is also essential. Do everything you can to keep them happy. You may want to introduce a program to reward them for continuing to buy from you and step up your efforts at cross-selling. Your quality of service needs to be the best to increase that low confidence and, most importantly, give them every reason to trust you. When the recession does come to an end, they are going to be telling friends and family what a great experience they had with you and you will be able to increase your customer base.

Sources: *Pro le Tree, AX Insights, Fortune*



## 4

**Reading comprehension**

**Part A: Decide which paragraphs give the following information in the article on page three.**

1. The importance of customer service during a recession. \_\_\_\_\_
2. What happens to sales cycles in a recession. \_\_\_\_\_
3. A reason why there's a loss of confidence by buyers. \_\_\_\_\_
4. What changes you should make to how you judge your progress during a recession. \_\_\_\_\_
5. Why marketing in a recession is a good tactic. \_\_\_\_\_
6. A suggestion for what to do with current customers during a recession. \_\_\_\_\_
7. The effects of a recession in the 2000s on marketing in the United States. \_\_\_\_\_
8. The best way to reach customers during a recession. \_\_\_\_\_
9. Organizations which predict financially difficult times in the near future. \_\_\_\_\_

**Part B: What do you think is the meaning of the quote by Henry Ford in paragraph B?**

- a. It's easier to advertise more cheaply in a recession.
- b. Investing in advertising is a good way to save time.
- c. You will always save time by not advertising.
- d. Reducing money spent on advertising will not save you money.
- e. You can't stop time if all you do is stop a clock.

## 5

**Focus on vocabulary**

**Part A: Complete the vocabulary and definitions with the missing vowels (a, e, i, o, u).**

1. **psych \_ l \_ g \_ c \_ l** (adj.) - connected to the way someone's mind works
  2. **psych \_** (n) - the place where your deepest feelings and beliefs are
  3. **h \_ \_ r \_ rchy** (n) - a system where different things or people are given more importance than others
  4. **phys \_ \_ l \_ g \_ c \_ l** (adj.) - connected to the way living things work
  5. **w \_ \_ lthy** (adj.) - having a lot of money and property
  6. **\_ st \_ \_ m** (n) - a positive opinion about someone
  7. **t \_ p** (v) - make use of something that already exists
  8. **s \_ lf- ct \_ \_ l \_ s \_ t \_ \_ n** (n) - the use of your skills and abilities in the best way that you are able to
-

**Part B: Complete the following sentences with the vocabulary from Part A.**

1. I think it was the stress of losing his job that gave him a bad \_\_\_\_\_ reaction and he was in bed for almost a week.
2. With my experience in the Middle East, I'm hoping to \_\_\_\_\_ into the need companies have for sales people who are familiar with the region.
3. She was an excellent manager and held in really high \_\_\_\_\_ by her colleagues.
4. Being unemployed for so long really affected her \_\_\_\_\_ and her belief in herself.
5. I understand his family is quite \_\_\_\_\_ so I don't think he's too worried about the recession.
6. I spent my twenties too concerned about making a living and paying my bills to think about \_\_\_\_\_.
7. When the factories closed, it had quite a negative \_\_\_\_\_ effect on the whole town and there was a big increase of depression in the community.
8. The company seems quite friendly when you first join, but you realize that there's a bit of a \_\_\_\_\_ and you won't get the chance to talk to some people in senior management.

**Part C: Now in pairs, discuss the following questions.**

1. Is there a **hierarchy** in society in your country? If so, how is it organized?
2. Would you say you have the **esteem** of the people you work with? Why/Why not?
3. What do you think is the difference between being **wealthy** and being rich?
4. What do you think **self-actualization** would look like for you?
5. What has happened in your life that has helped with your **psychological** development?
6. What can you do to improve your **psyche**?



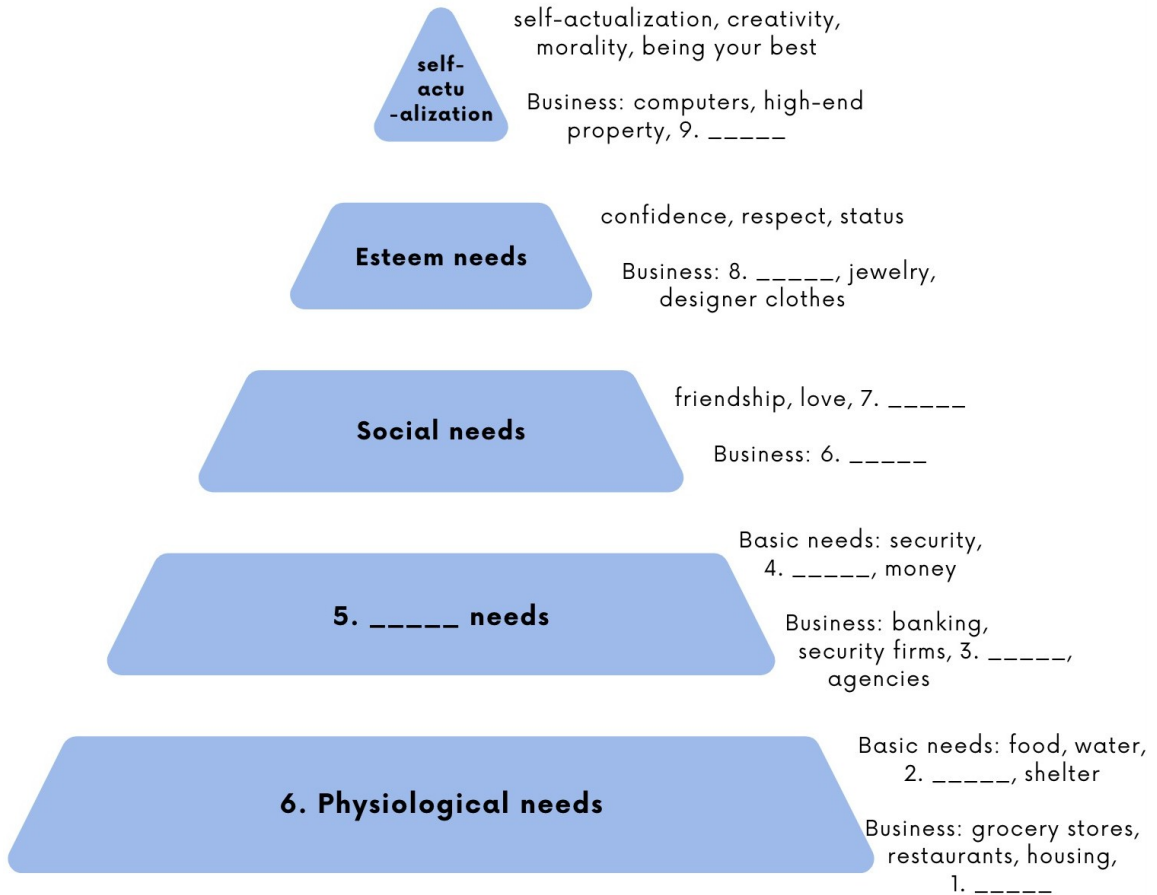
6

Listening for details



Listen to the interview and complete the gaps below that correspond to the diagram, with one or two words.

Maslow's Hierarchy of Needs



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## 7

**Listening comprehension**

Decide if the following information is **Given (G)** or **Not Given (NG)** in the interview.

1. When Maslow's Hierarchy of Needs was published. \_\_\_\_\_
2. Where Maslow worked as a professor. \_\_\_\_\_
3. The reason why a grocery store might find it easier to survive a recession than other businesses. \_\_\_\_\_
4. What people with a lot of money are doing to prepare for a serious world crisis. \_\_\_\_\_
5. The percentage increase in unemployment in the last recession. \_\_\_\_\_
6. The percentage increase in calls using video on a dating app during the pandemic. \_\_\_\_\_
7. The reason why people buy expensive items. \_\_\_\_\_
8. Which level of the hierarchy is used to sell luxury homes. \_\_\_\_\_

## 8

**Talking point**

In pairs, discuss the following questions.

1. Looking at the Hierarchy of Needs in the listening section, which level applies to the products or services that your company sells? Explain your answer.
2. Was there anything Professor Sobel said that you did not agree with? Was there anything she said which you thought was interesting that you had not heard before?
3. If there is a recession in the near future, what will you do about it?
4. Do you think your company will reduce its marketing if there is a recession? Why?/why not?

## 9

**Extended activity / homework**

There is a recession and your manager asks you what to do about the marketing budget for the company. Write to them and give them your advice about what to do.

Consider the following questions:

- What products or services does your company sell?
- What can you do to improve your relationships with your customer base?
- What can you do to appeal to new customers?
- How do your products or services appeal to the psychological needs of your customers?
- What are your usual key performance indicators? How do you need to change them?

You should:

- Write at least 150 words.
  - Check your grammar, spelling and punctuation.
-

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# PITCHING AN IDEA



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-BD30

1

## Warm up

Look at the following definition.

- **pitch** (n) – a presentation which argues for doing something new or different

In pairs, discuss the following questions.

1. What verbs are most often used with the noun?
2. What other part of speech can it be?
3. Have you ever had to make a pitch? What was it for? How did it go?
4. What might you have to make a pitch for in future?



## 2

**Skimming for gist**

Match the following questions to paragraphs A - E in the article.

1. How big?    2. Who is the target?    3. What's the big idea?
4. What do you think?    5. How long?

## What If...?

### Making a pitch

Little progress has been made in the world without someone having a new idea. Consider the items that are a normal part of your life: your phone, your computer, your coffee machine, your cup. None of these existed at one time until someone said, 'What if we ...?'. However, there's a second part to this point. Everyone has ideas all the time. What makes a difference is getting people to listen to them. A successful pitch brings the idea and the audience together.

A. \_\_\_\_\_

Before you make your pitch, you must know everything about your idea. Think it through from every angle. You must know every step that is required to make it a reality. A good pitch is one that will resolve a problem and improve things. Just doing something in a different way, but with it giving the same result isn't going to be popular as it will require people to learn new ways of doing something but with no obvious benefit. You must help them.

B. \_\_\_\_\_

The beauty of a pitch is it can be used in a variety of situations. It could be anything from why you should attend that conference in Milan, to why the company should create a new product. Knowing the scope of your idea will help you decide on the extent of your preparations. Do you need to prepare a presentation? Or can you draw it on a Post-it? You may have to spend time researching information: how long will it take to produce your product? What are the exact costs involved? It's worth trying to think of all the possible questions someone could ask you. As soon as you say 'I'm not sure about that,' your pitch is going to look weak. Make sure you have all the answers, because no one else will.

C. \_\_\_\_\_

Now comes the second part. Which person has the power to say yes to your idea and make it happen? You may already know the answer to this, or you may have to find out. This is important though and comes back to the question of scope. You will waste time and effort speaking to a person who needs to ask someone else. Ensure you secure some time with the decision-maker. An unsolicited pitch is going to be a lot harder to sell.

D. \_\_\_\_\_

To be as prepared as possible, you should have three variations of your pitch: 5 seconds, 30 seconds and five minutes. If you have longer, you can prepare something for longer too, but creating three short versions will help you focus on the key elements of what you want to say. You may need to give an extremely short pitch just to get someone interested in hearing a longer one. Therefore, being able to communicate your idea in a couple of sentences is vital.

E. \_\_\_\_\_

Finally, get someone to listen to you give your pitch. This could be a friend, colleague or partner. If the idea has been limited to your own mind, you may not be able to see it from someone else's perspective. A friendly face may be easier to pitch to, but they may be able to ask you questions you hadn't thought of to justify your plans. The more difficult the questions are before the pitch, the easier the pitch itself will be.

## 3

**Finding vocabulary**

Quickly read through the article on page two and find words with the following definitions.

1. \_\_\_\_\_ consider all sides of a situation or problem (phr. v, para. A)
2. \_\_\_\_\_ find a reasonable answer to a problem (v, para. A)
3. \_\_\_\_\_ the possible area or range of things that an idea, subject, activity etc. can cover (n, para. B)
4. \_\_\_\_\_ the degree or scope to which something exists, operates, or applies (n, para. B)
5. \_\_\_\_\_ not asked for (adj., para. C)
6. \_\_\_\_\_ different form of something (n, para. D)
7. \_\_\_\_\_ a particular way of looking at or opinion about something (n, para. E)
8. \_\_\_\_\_ give reasons why an action is a good idea (v, para. E)



## 4

**Reading comprehension**

Complete the following summary with one, two or three words from the article on page two.

A good pitch will connect a useful \_\_\_\_\_<sup>1</sup> to a great idea. Before giving your pitch, you must consider \_\_\_\_\_<sup>2</sup> of your idea and be very clear on how to take your idea from a concept to \_\_\_\_\_<sup>3</sup>. Most importantly, the idea must solve a problem. No one will be interested in your idea if there's \_\_\_\_\_<sup>4</sup> for them. Thorough preparation is vital, because any sign that you don't know the answers to their questions will make your efforts \_\_\_\_\_<sup>5</sup>. You also need to deliver the pitch to \_\_\_\_\_<sup>6</sup>, as giving it to anyone else is a waste of time and energy. Once your preparations are complete, produce \_\_\_\_\_<sup>7</sup> of your pitch that can be used in different situations. This will also help you focus on the most important parts of it. You should practice giving the pitch to someone you know first. Pitching to \_\_\_\_\_<sup>8</sup> will be useful and they may also ask useful questions that you hadn't thought of.

## 5

## Focus on vocabulary – language of suggestion

## Part A: Match the vocabulary to the definitions.

- |                                |  |
|--------------------------------|--|
| 1. <u>propose</u> (v)          | a. suggest that you do a task because you want to  |
| 2. <u>put forward</u> (phr. v) | b. suggest someone for a task                      |
| 3. <u>receptive</u> (adj.)     | c. give an opinion or suggestion about something   |
| 4. <u>volunteer</u> (v)        | d. suggest something for people to think over      |
| 5. <u>alternatively</u> (adv.) | e. suggest an idea to discuss or someone for a job |
| 6. <u>say</u> (v)              | f. used to give another option after the first one |
| 7. <u>nominate</u> (v)         | g. being open to an idea or suggestion             |



## Part B: Complete the following sentences with vocabulary from Part A.

1. I think you should talk to Frances. I think she would be quite \_\_\_\_\_ to the idea.
  2. I'd be happy to \_\_\_\_\_ to give the presentation if no one else has the time.
  3. I'm going to \_\_\_\_\_ Aisha for promotion as I think she deserves it and is very capable.
  4. We could do the presentation ourselves, or \_\_\_\_\_, we could ask if anyone else on the team would like to do it.
  5. Sandra has \_\_\_\_\_ you and I to go the conference in Toronto next month.
  6. If we meet on, \_\_\_\_\_, Thursday, would you be able to make it?
  7. I \_\_\_\_\_ that we make a decision about this next week when we've had more time to think about it.
-

**Part C: Now in pairs, discuss the following questions.**

1. Have you ever **volunteered** for a task at work? What was it? Why did you want to do it?
2. Have you ever been **nominated** for a task? What was it? Why did the person who nominated you want you to do it?
3. Have you ever **proposed** a new idea at work? What happened?
4. When was the last time someone **put you forward** for something? What was it? What did you think about it?

## 6 Listening for gist

Listen to the following people give pitches. Underline the correct words to complete the sentence.

1. Pitch 1 is for an *air-conditioner / a new invention / new markets for the company*.
2. Pitch 2 is for *lower travel costs / a promotion / new responsibilities*.
3. Pitch 3 is for *a new product / a new production center / employees having language lessons*.



## 7 Listening comprehension

Complete the table by choosing the correct pitch - one, two, or three - to answer the questions below.

Which pitch ...
a) suggest lower travel costs?
b) points out an increase in business revenue?
c) requires an existing product to work?
d) is suggesting an idea that would reduce costs by more than half?
e) is put to someone who is receptive to the idea?
f) suggests new markets to sell into?
g) nominates some colleagues for a task?
h) thinks they can lower costs for the customer?

**8 Talking point**

**In pairs, discuss the following questions.**

1. Which pitch did you think was the most successful? Why?
2. What did you think was good and bad about the first pitch?
3. What did you think was good and bad about the second pitch?
4. What did you think was good and bad about the third pitch?
5. What preparations would you make for a pitch?
6. What would you personally find difficult about making a pitch?

**9 Extended activity / homework**

**Write a short pitch for an idea that would improve life at your company.**

**Consider the following questions:**

- How will your idea help people?
- What do you need to do to make your idea a reality?
- What problems might you have?
- What could you do to deal with those problems?
- What do you think the reaction to your pitch from your boss might be?
- What can you do to make them more likely to say yes?

**You should:**

- Write at least 100 words.
  - Check your grammar, spelling and punctuation.
-



# INNOVATION AND PRODUCT DEVELOPMENT I



## UNIT 4



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-6801

1

### Warm up

In pairs, discuss the following questions.

1. What are the most recent products or services from your company? What do they do?
2. What is the most interesting new product you have seen recently? What did you like about it?
3. What new products have you used that turned out to be less useful than you thought they would be? What was the problem?



## 2

**Scanning for vocabulary**

Find words in the article on page three which have the same meaning as the following definitions.

1. \_\_\_\_\_ the use of imagination and skills to create something new (n, para. A)
2. \_\_\_\_\_ create or produce something, often in large amounts (v, para. B)
3. \_\_\_\_\_ the possibility of something going wrong or not as planned (n, para. B)
4. \_\_\_\_\_ in competition with you for something (adj., para. C)
5. \_\_\_\_\_ a product or service sold by a company (n, para. D)
6. \_\_\_\_\_ the act of thinking carefully about a situation or topic (n, para. D)
7. \_\_\_\_\_ the ability of something to keep going into the future, even if there are unexpected problems (n, para. D)
8. \_\_\_\_\_ the most important element of something that everything else is built upon or grows out of (n, para E)

## 3

**Skimming for gist**

Read the following sentences and match them to the gaps a - f in the article on page three. Write down the correct number in the gap. There are more sentences than gaps.

- a. Check in with the sales teams regularly at this stage.
  - b. Consider to your own existing range of products and how it will *fit* into that.
  - c. It must do something better.
  - d. Why do customers need this?
  - e. Ask yourself, 'Who is going to buy this?'; 'What needs do they have?'
  - f. The process can be divided into six main stages.
  - g. This is information you can use to improve your product or service or make your marketing of it clearer.
  - h. Remember that it's much better to go back to the beginning during this stage than it will be later on.
-

## The Process of Product Development

### Is this a good idea?

- A. Product development can be an exciting and interesting aspect of a business. Identifying a gap in the market and working out how to *fill* it takes time, patience and creativity. \_\_\_\_\_<sup>1</sup> Here, we will look at the *first* stage as it is certainly the most important.
- B. To begin with, you will need to generate ideas. For this to be *effective*, you must be very clear on what your target market is. \_\_\_\_\_<sup>2</sup>. A great idea for a product is no use if nobody will actually buy it. So all of your *efforts* must be focused on these people. You will also need to be clear on existing products in that market which you will be in competition with. A good way to do this is to perform 'a SWOT analysis'. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.
- C. The strengths of your product are mainly looking at its Unique Selling Point (USP). This is where you decide what advantages your product has over the competition. \_\_\_\_\_<sup>3</sup> For example, it could be that it works better, does more tasks, it's cheaper, or it's of higher quality. You also have to consider if your USP is something that is obvious to your customers. It must be clear in their minds as to why they are buying it instead of a rival product. A careful and honest look at what the weaknesses are is also essential. To do this, you should look at your product from the competition's point of view. What will they *find* that is negative about it? \_\_\_\_\_<sup>4</sup>
- D. With the above in mind, you now need to consider what the opportunities are for this product. Can it sell into markets you don't already cover? Can it answer a need that no one else is *offering*? Can you change it to make it more attractive for customers? \_\_\_\_\_<sup>5</sup> What does this new product add to your *offering*? There are also threats to think about. How is the market likely to change in the next few years? Will there be any difficulties.
- E. Getting a supply of the materials you need for the product? What would happen if there was a war or a disaster that stopped you from getting a supply of an essential part? Careful consideration of all of the problems you have or might have in the future will increase the resilience of your product or service and help your team to manage future difficulties.
- F. Spending time at this stage is worthwhile as it's the foundation of everything you do later. You may find yourself circling back through the process several times before deciding on a *final* product or service that you want to continue developing. \_\_\_\_\_<sup>6</sup> It will also cost much less in terms of time and investment.

Sources: Asana, The Guardian



## 4

**Reading comprehension**

Complete the following sentences with up to four words from the article on page three.

1. In the world of business, one of the most \_\_\_\_\_ tasks can be product development.
2. \_\_\_\_\_ of the six stages is the *first* one: idea generation.
3. Creating \_\_\_\_\_ is a good way to make sure you are considering all aspects of the product or service.
4. Your \_\_\_\_\_ is essentially what the strongest feature of your product should be. This should be something that no one else is *offering* to customers.
5. When deciding on the weaknesses, take the \_\_\_\_\_ of the competition and think what they would be critical about.
6. The resilience of your product will increase dramatically if you carefully consider the difficulties you may run \_\_\_\_\_.
7. With this stage completed, you will *find* the cost of \_\_\_\_\_ will be far lower if you have planned carefully.

## 5

**Focus on vocabulary**

**Part A: Match the vocabulary to the definitions.**

- |                             |   |
|-----------------------------|---|
| 1. <u>leverage</u> (v)      | a. make something particularly important or noticeable                      |
| 2. <u>emphasize</u> (v)     | b. the number of people who desire a particular product or service          |
| 3. <u>tolerate</u> (v)      | c. a person or company who provides products or services to another company |
| 4. <u>minor</u> (adj.)      | d. not very important or serious  |
| 5. <u>demand</u> (n)        | e. the possibility that something can be better in future                   |
| 6. <u>potential</u> (n)     | f. deal with something that isn't ideal or causes problems                  |
| 7. <u>convenient</u> (adj.) | g. use something to get as much advantage as possible from it               |
| 8. <u>supplier</u> (n)      | h. easy to access and get to  |
-

**Part B: Now complete the following sentences with a different part of speech from the same word family as the Part A word in brackets.**

1. I'm very excited about our new range and think they could \_\_\_\_\_ be the biggest sellers in the company's history. **(potential)**
2. I try to make sure I check all of my work carefully as my manager is very \_\_\_\_\_ of mistakes that could have been avoided. **(tolerate)**
3. To open the gate, you will need to pull the \_\_\_\_\_ on the right hand side downwards. **(leverage)**
4. I enjoy my job, although the customers can sometimes be very \_\_\_\_\_ which makes it a lot harder. **(demand)**
5. There's a lot of stress in the office at the moment as management has put a lot of \_\_\_\_\_ on the importance of meeting the deadline. **(emphasize)**
6. Our office is in the city which means it can be quite noisy, but you can't beat it for the \_\_\_\_\_ of shops, restaurants and bars. **(convenient)**
7. Some people have their own offices, but they are in the \_\_\_\_\_. Most of us work in a shared area and it works well in my opinion. **(minor)**
8. A company in Germany has just agreed to \_\_\_\_\_ us with the packaging we need to ship our products around the world. **(supplier)**

**6****Listening for gist**

Listen to the meeting and decide what the product is that the team is developing.

**7****Listening comprehension**

Listen again and complete the notes on the SWOT analysis with one or two words or a number from the meeting.

1. **Strengths** → The \_\_\_\_\_<sup>1</sup> makes it far easier to \_\_\_\_\_<sup>2</sup>, so it's practical as well as being \_\_\_\_\_<sup>3</sup> to look at.
2. **Weaknesses** → \_\_\_\_\_<sup>4</sup> more expensive than the competition. Design requires \_\_\_\_\_<sup>5</sup> boxes, not *hat* packs.
3. **Opportunities** → High demand in \_\_\_\_\_<sup>6</sup>, with some possibilities in Asia and the Middle East, particularly during the \_\_\_\_\_<sup>7</sup> as an alternative to air conditioning.
4. **Threats** → Only one supplier in \_\_\_\_\_<sup>8</sup> will need to consider other possibilities for the future.

**8****Talking point**

**In pairs, discuss the following questions.**

1. What are the USPs of some of the main products that your company sells at the moment?
2. What are the weaknesses of some of your company's products in your opinion?
3. What opportunities do you think there are for your company to improve its products or expand its markets in future?
4. What threats do you think there could be for your business in future?

**9****Extended activity/Homework**

**Your teacher will give you a card containing details of a product that already exists. Imagine that this product is one your company has just created and do a SWOT analysis with your partner.**

---



# BUSINESS ENGLISH: INTERMEDIATE REVIEW 5



Scan to review worksheet

Expemo code:

1GT3-E3ZB-77FF

1

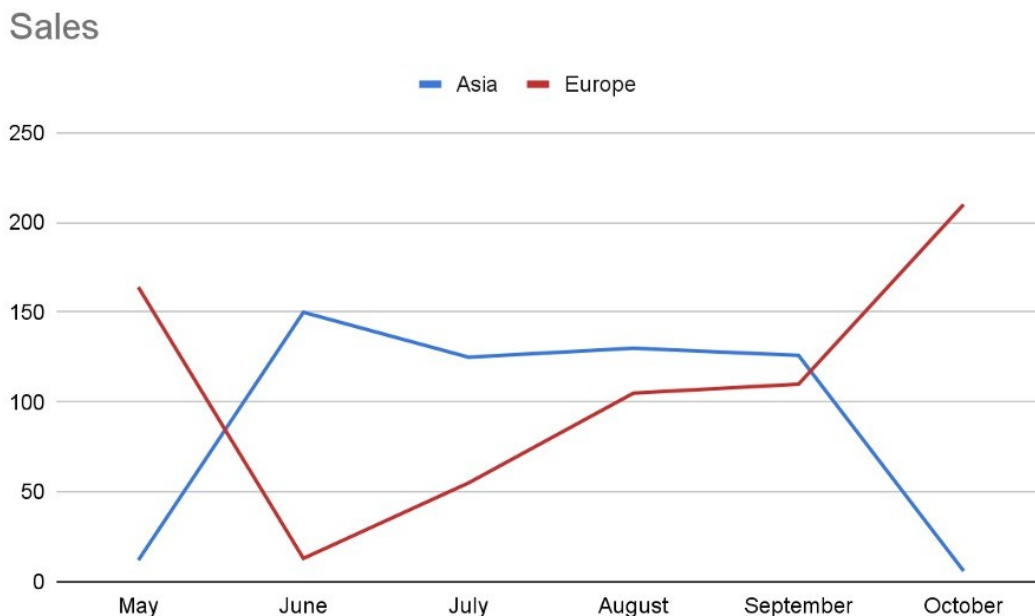
## Statistics and trends

**Part A: Complete the second sentence with vocabulary from the *Statistics and Trends* worksheet so that it means the same as the first sentence.**

1. We slightly *modified* the number of sales in the second year. \* There was a \_\_\_\_\_ in the number of sales in the second year.
2. The number of employees saw a sharp increase over the next three months. \* We \_\_\_\_\_ the number of employees during the following three months.
3. We rapidly reduced the price of our products towards the end of the year. \* There was a \_\_\_\_\_ in the price of our products at the end of the year.
4. The advertising campaign boosted our sales rapidly over the next six months. \* There was a \_\_\_\_\_ to the number of sales as a result of the advertising campaign.
5. There was a slight alteration to our prices during the summer months. \* We \_\_\_\_\_ our prices over the summer months.



**Part B: Describing change.** Look at the line graph and complete the sentences by underlining the correct option.



1. From May to June, there was a steady **rise** / sharp increase / slow decrease in sales in Asia.
2. Between July and September, sales in Asia **fluctuated slightly** / dropped sharply / rose steadily.
3. From August to September, there was a **steady rise** / rapid increase / slight fall in sales in Europe.
4. From May to June, sales in Europe **dropped sharply** / fell slightly / rose steadily.
5. From September to October, Asian sales **dropped slightly** / fell slightly / decreased rapidly.
6. There was a **steady fall** / sharp decrease / steady rise in European sales between June and August.



## 2

**Recession marketing**

Complete the following sentences with vocabulary from the *Recession Marketing* worksheet. The first letter has been done for you.

1. During a project, a **k** \_\_\_\_\_ **p** \_\_\_\_\_ **i** \_\_\_\_\_ is what tells you how well you are doing.
2. A **d** \_\_\_\_\_ is when there is a drop in the amount of business done in a company.
3. In business, it's better not to have a **k** \_\_\_\_\_ reaction to a situation as it shows there's not been any thought or planning.
4. The **s** \_\_\_\_\_ **c** \_\_\_\_\_ is the process from when the customer is *first* contacted to when they *finally* buy the product or service.
5. Convincing a customer to buy another product that is connected to the product they are already buying is called **c** \_\_\_\_\_ **s** \_\_\_\_\_.
6. Your **c** \_\_\_\_\_ **b** \_\_\_\_\_ consists of all the people who usually buy your products or services.
7. When advertising is placed on search engine results connected to a product or service you are selling, this is known as a **p** \_\_\_\_\_ **s** \_\_\_\_\_ **c** \_\_\_\_\_.
8. In most companies, there is a **h** \_\_\_\_\_ which is a system where some people are seen as more important than others.
9. When you're using your skills and abilities in the best way you can, this is known as **s** \_\_\_\_\_ - **a** \_\_\_\_\_.
10. When people have a lot of money and property, we say that they are **w** \_\_\_\_\_.



## 3

## Career crossroads

**Part A: Complete the gaps in the following sentences with vocabulary from the box. There are more words than gaps.**

transition / reduction / shake off / distracted / commitment / daydream / skip / wellbeing

1. I made less money when I started working for a charity, but I had an improved sense of \_\_\_\_\_ and I noticed a huge \_\_\_\_\_ in the amount of stress I felt.
2. It had long been a \_\_\_\_\_ of mine to work as a teacher in a foreign country and I couldn't \_\_\_\_\_ the feeling that if I didn't at least try to do it, I would feel like I hadn't lived my life in the way I wanted it to be.
3. I was making good money working in a bank, but I was always \_\_\_\_\_ from my work and I knew I didn't have the \_\_\_\_\_ that I needed to keep doing it. I had to *find* a different career.

**Part B: Vocabulary of emotions. Complete the following sentences with a synonym for the word in brackets.**

1. I love the creative part of my job. It leaves me feeling really \_\_\_\_\_. (pleased)
  2. My manager is always really \_\_\_\_\_ in the morning. I try not to talk to him until after lunch. (bad-tempered)
  3. When the announcement came that they were moving all of the jobs abroad, it caused real \_\_\_\_\_ for the staff and the atmosphere was terrible. (unhappiness)
  4. They gave us a 1.5% pay rise which, given how much inflation had gone up, was absolutely \_\_\_\_\_ and actually meant that our pay had gone down. (ineffective)
  5. I'm lucky as I get a huge amount of \_\_\_\_\_ from my job. (contentment)
  6. When the new company took over, there was a real sense of \_\_\_\_\_ in the office. (depression)
  7. I wouldn't go into his office at the moment. He's completely \_\_\_\_\_ in his work. Send him an email instead. (engaged)
-

## 4

## Pitching an idea

Complete the gaps in the conversation with vocabulary from the *Pitching an Idea* worksheet. The first letter of each word has been done for you.

**Celeste:** Right, shall we get started? The purpose of this meeting is to **t** \_\_\_\_\_ **t** \_\_\_\_\_<sup>1</sup> who we want to approach to work with us on our marketing campaign. Now, from my **p** \_\_\_\_\_<sup>2</sup>, I think it would be a good idea for us to **p** \_\_\_\_\_ **f** \_\_\_\_\_<sup>3</sup> three or four companies who we think would be **r** \_\_\_\_\_<sup>4</sup> to the idea of working with us. When we've done that, we can **p** \_\_\_\_\_<sup>5</sup> our ideas to the management team. Does anyone want to volunteer to go *first*?

**Anil:** I can go *first*. I have had a good experience working with Top Dog marketing. They have a large team so they could handle our campaign, no matter the **e** \_\_\_\_\_<sup>6</sup> of the project. **A** \_\_\_\_\_<sup>7</sup>, we could look into using Taylor and Whitehead. I think they will be a bit more expensive, but I think we could probably **j** \_\_\_\_\_<sup>8</sup> spending a bit more on this particular project.

**Miles:** I know we're talking about marketing companies, but how about looking into alternative methods? Such as, **s** \_\_\_\_\_<sup>9</sup>, doing our own Internet advertising campaign? I've got a lot of experience with making videos and we could possibly make a viral video. It would cost a lot less and I think it would go down well with our potential markets.

**Celeste:** I like that idea! I'm going to **n** \_\_\_\_\_<sup>10</sup> you to look into that in more detail, Miles. I think we need to have as many ideas as possible at this stage...



## 5

**Innovation and product development I**

**Part A: Complete the following sentences with vocabulary from the *Innovation and Product Development* / worksheet. The first letter is done for you.**

1. We have to take the impact on the environment into **c** \_\_\_\_\_ when we're developing our new products.
2. I believe that quality has to be the **f** \_\_\_\_\_ of all of our products, or we will lose the trust of our customers.
3. I've been really impressed by the **c** \_\_\_\_\_ of the design team. They've come up with some really excellent ideas.
4. This is our latest **o** \_\_\_\_\_ for the technology market. There's nothing else like it out there and we are very hopeful that it will sell well.
5. Their products are really well-made, but I don't think they are a **t** \_\_\_\_\_ to our business. We still have over 60% of the market.
6. Our new range of products should **g** \_\_\_\_\_ a lot of new business for us in the Asian and Middle Eastern markets.

**Part B: Underline the correct part of speech in each of the following sentences**

1. We've had some complaints from a **minor / minority** of our customers, but we've made sure we answered each of them.
2. The CEO is very **intolerant / tolerate** of people who he thinks are not making an *effort* to be part of the team. There is no room for big egos here.
3. The job can be very **demanding / demand** and working weekends is not unusual. But I think you'll also *find* it very rewarding.
4. There's a lot of **potentially / potential** in the Latin American market for these products and we're doing some market research there right now.
5. I want to **emphasize / emphasis** that it's vital you all arrive early tomorrow as we don't have much time before the presentations begin.
6. A German company is going to **supplier / supply** us with all of the materials we'll need for production.

Review 4 \_\_\_\_\_ out of 100 points in total

## 6

**Speaking exercise**

**Part A: Answer the following questions.**

1. What kind of jobs leave you feeling fulfilled?
2. In what situations have you felt gloomy? Why?
3. What things usually distract you from your work?
4. What gives you the most satisfaction in your life?

**Part B: Describe what you should do if you are pitching an idea.**

**You should say:**

- How you would prepare
- How you would arrange a meeting to discuss the idea
- What you need to think about when you are making your pitch.

**You should also talk about any interesting business ideas you've heard from other people.**

**Part C: Answer the following questions**

1. Describe the sales cycle in your company. What happens at each stage?
  2. What is your customer base like? What type of people typically buy your products or services?
  3. If you decided to cross-sell products in your company, what would you do?
  4. How would you describe the hierarchy in your company? Does it cause any problems? Is it easy to talk to the people at the top? Why/why not?
-

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# INNOVATION AND PRODUCT DEVELOPMENT II



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-BB7B

1

## Warm up

In pairs, discuss the following questions.

1. What do you think the second and third stages of product development might be?
2. What stages do your products go through after you've had the initial ideas?
3. Have you ever been involved in market research? What did you do? or what would you do if you have not done it before?



## 2 Using vocabulary

Match the words to the definitions and write them in the correct place in the article on page three. You may need to change the form of the word.

- |                       |   |
|-----------------------|---|
| 1. assign (v)         | a. give someone responsibility or work to complete  |
| 2. demographic (n)    | b. the very first version of something which later models are based on  |
| 3. e-commerce (n)     | c. data relating to certain groups within a population  |
| 4. factor in (phr v.) | d. statistics used for measuring the results of a particular action   |
| 5. feasible (adj.)    | e. business that is done entirely using the internet  |
| 6. metric (n)         | f. an activity to increase the chances of sales of a product or service and make it more recognizable to the public |
| 7. promotion (n)      | g. include a particular detail or information because it is important to the result                                 |
| 8. prototype (n)      | h. improve something by focusing on the details of how it works and making small changes where needed               |
| 9. refine (v)         | i. possible and could be done successfully  |

## 3 Reading comprehension

Now answer the questions in your own words.

1. What's the name of the second stage of product development?

---

2. What will tell you whether or not you have achieved what you wanted to achieve?

---

3. What will you need to create to gather all of the information you need?

---

4. What will you need to get a good picture of potential threats to your product in future?

---

5. What should the minimum viable product be?

---

6. What products are mentioned as examples of products that add benefits for a higher price?

---

7. What will making a good development plan help you create?

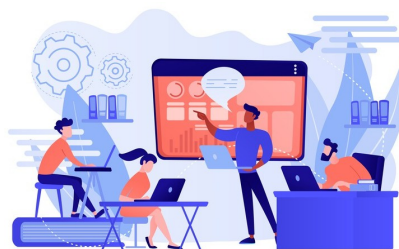
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## Doing Your Homework

### Planning for success in product development

- A. Once you have completed the process of getting all of your ideas for a product together, it's time to go to the next stage which is product definition. This is where you will \_\_\_\_\_<sup>1</sup> your ideas and get a lot more specific about how everything is going to work in practice. A key part of this stage is to decide on your success \_\_\_\_\_<sup>2</sup> so that you can accurately decide on what achieving your goal will look like. This could be the number of orders you have in the first year, for example, or the profits created over a set period of time. You will also need to do a clear business analysis including in-depth research on competitors, your strategy for distribution of your product and your plan for \_\_\_\_\_<sup>3</sup> which will be an essential aspect of modern sales and marketing given the number of sales that now happen online.
- B. The work you will have already done on how your product fills a gap in the market will need to have more detail added for the value proposition. You may need to do further market research at this stage and do your best to look ahead at what other products may come out in future from competitors that could reduce your market share. With this in place, your marketing strategy will also need to be fine-tuned. How are you going to handle the \_\_\_\_\_<sup>4</sup> of your product once it is finished? What will customers need to know about it? Will you be selling to existing customers, reaching out to new markets, or trying to find different \_\_\_\_\_<sup>5</sup> of customers within markets you are already active in?
- C. The next stage will be to create a \_\_\_\_\_<sup>6</sup> of your product. A useful measure to take at this point is to create a minimum viable product (MVP) which is the product in its most basic form needed to get it to the marketplace. This will be the cheapest and easiest possible version of the product to make and will help you decide on the value of additional extras that you have in mind. For example, if you were making a phone, you'd want a model that just allowed for phone calls. The ability to play videos on it, access the Internet and play games would be additions that you could \_\_\_\_\_<sup>7</sup> later. You may even end up deciding to make different versions of the product that allow for added benefits at a higher price which is common with many products, from computers, to cameras, to cars.
- D. You will also need to make a clear plan for development, including how long each stage will take and who is going to be \_\_\_\_\_<sup>8</sup> to each task. This will give you an accurate timeline for the project which you can use to manage the process. With this in place, you can also decide how \_\_\_\_\_<sup>9</sup> your plans are and if you'll need more help, more time, or both to achieve your aims. When you have completed this stage, you will have all the information you need to best predict all the problems and challenges that lie ahead. The more prepared you are, the better the rest of the process is likely to go.

Sources: Asana, Product Plan



## 4

**Focus on vocabulary****Part A: Match the vocabulary to the definitions.**

- |                      |   |
|----------------------|---|
| 1. visual (adj.)     | a. an aspect of a product or service that is particularly interesting or impressive to the customer |
| 2. irritating (adj.) | b. be attractive to someone   |
| 3. appeal (v)        | c. making you slightly angry and annoyed  |
| 4. indication (n)    | d. very focused on succeeding and doing what is needed  |
| 5. mount (v)         | e. organize and begin a project   |
| 6. aggressive (adj.) | f. not a fake, but an original  |
| 7. wow factor (n)    | g. appealing to the sense of sight  |
| 8. genuine (adj.)    | h. a sign that something is true or that something has happened                                     |

**Part B: Complete the following sentences with vocabulary from Part A.**

1. I walked into the apartment and immediately the view across the countryside hit me. That was definitely the \_\_\_\_\_, but there were other great things about it too.
  2. Their marketing tactics are quite \_\_\_\_\_ so we will have to make sure our plans can compete with them.
  3. Our products usually \_\_\_\_\_ to people in the over-50s age group, so we make sure we advertise in places where they will see them.
  4. He keeps playing YouTube videos at his desk without his earphones on which I find really \_\_\_\_\_ but I don't think anyone else minds.
  5. We intend to \_\_\_\_\_ a major marketing campaign in October to be ready for the Christmas period when sales should be really high.
  6. No one says much in our advertisement, but it's very \_\_\_\_\_ and beautiful to watch, so I think it will be very successful.
  7. I found this in a sale, it's a \_\_\_\_\_ Gucci bag and still in really good condition. I must have paid about 20% of the original cost.
  8. I think the poor reaction we got to our products when we were doing market research is a clear \_\_\_\_\_ we need to rethink what we're doing and perhaps start again.
-

**5 Listening for gist**

What are the people in the meeting discussing? Match the conversation to the topic.



- Conversation 1            a. Marketing strategy
- Conversation 2            b. Success metrics
- Conversation 3            c. Value proposition

**6 Listening comprehension**

Complete the notes on the conversations with one, two or three words or a number.

	Deborah	Sylvia	Sebastian
<b>Conversation 1</b>	Thinks advertising should be in magazines for _____.	Suggests targeted _____ using _____ advertisements.	Disagrees with Sylvia and prefers advertising on _____.
<b>Conversation 2</b>	Wants to sell 3000 units in the first 6 months and _____ in the second half of the year.	Agrees with Sebastian. Thinks it's possible to reach _____ products in the first 6 months, then double it in the second half.	Thinks they will need more _____. Can guarantee completion ahead of _____.
<b>Conversation 3</b>		Feels that customers will want to buy the _____ product, not copies.	Thinks the key word for the product is _____.



## 7

**Talking point**

**In pairs, discuss the following questions.**

1. What do you think is the wow factor in your company's products?
2. Which promotion have you seen that you thought was very effective?
3. What elements of advertising do you find irritating?
4. What is it about products that appeal to you when you're buying them?
5. How important is e-commerce to your company? How do you use it to sell products or services?
6. What demographic are the majority of your company's customers from?

## 8

**Extended activity/Homework**

**Look at the following products. Decide what you would need to create a prototype.**

- A new drinks container
- A new cream to soften the skin
- A new T-shirt to wear during exercise

**When you have decided on your ideas, discuss them with a partner or a small group and make a plan for each one.**

---



# THE FUTURE OF STREAMING



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-C901

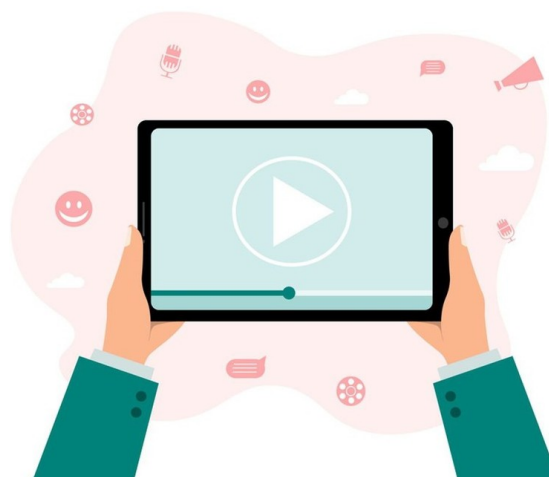


1

## Warm up

In pairs, discuss the following questions.

1. Do you like watching movies and TV shows on the Internet? If so, which are your favorite shows? If not, what don't you like about it?
2. How much time do you spend watching regular TV compared to streaming TV shows and movies?
3. Which services do you or your family use to stream movies and TV shows?



## 2

## Ordering the introduction



Look at the following extracts from Part 1 of the article and place them in the correct order 1 - 9. The first one is done for you. Then, listen to the audio and check your answers.

### The rise of Netflix

- \_\_\_ A. a subscription model where customers could select which movies they wanted on
- \_\_\_ B. a maximum of a week. By 1999, they'd changed the business to
- \_\_\_ C. By now, Netflix were making their own movies and big-name directors, such as Martin Scorsese, were choosing to show their new work exclusively on the service. It seemed like they could do no wrong. But it wasn't to last.
- \_\_\_ D. the Internet. They would then be sent up to four movies in the post, when they sent them back, they would receive the same number of new movies. The beauty of this for customers was they didn't have
- \_\_\_ E. to leave their homes, they didn't get *fin*ed if they were late, and they could watch as many movies as they liked for \$15.95 per month. By 2003, Netflix had over one million regular customers. In 2007, Internet speeds allowed streaming
- \_\_\_ F. to notice falling revenues. They even changed the language with the term 'binge-watching' being word of the year in 2015, reflecting a modern way of consuming shows. In 2017, 100 million people had Netflix, a membership which had doubled by 2021.
- \_\_\_ G. to be introduced meaning people could bypass the need for DVDs altogether. However, it took a while before this happened and Netflix only had 1000 titles on its website. However, it wasn't long before that collection had grown and Netflix was able
- 1 H. Back in 1997, Reed Hastings and Marc Randolph started Netflix with a library of 900 movies that could be rented for 50 cents each for
- \_\_\_ I. started to commission its own original programming. In 2013, they introduced the series *Lilyhammer*, followed by *Orange is the New Black* and *House of Cards*. It seemed as though they had changed the way we watched entertainment and traditional TV and movies
-

## 3

## Finding vocabulary

Find vocabulary in Part 1 of the article with the following definitions.

1. \_\_\_\_\_ money paid to regularly receive a service (n)
2. \_\_\_\_\_ choose from two or more options (v)
3. \_\_\_\_\_ make someone pay money because they broke a rule (v)
4. \_\_\_\_\_ get around something such as a problem or a place (v)
5. \_\_\_\_\_ ask someone to write or create something for you in an official way (v)
6. \_\_\_\_\_ a plan for which TV or radio shows are going to be available (n)
7. \_\_\_\_\_ the act of watching several episodes of a TV series in one go (n)
8. \_\_\_\_\_ a situation where you are officially part of a club or organization (n)
9. \_\_\_\_\_ in a way that is only available to specific people (adv.)

## 4

## Scanning for details

Complete the information about the history of Netflix with no more than two words or a number.

**1997** \* Founders, Reed Hastings and Marc Randolph begin Netflix with a collection of \_\_\_\_\_<sup>1</sup> which could be rented for 50 cents for seven days.

**1999** \* Introduces subscription allowing customers up to \_\_\_\_\_<sup>2</sup> at one time which are delivered by post, with no late fees charged.

**2003** \* Reaches over \_\_\_\_\_<sup>3</sup> customers.

**2007** \* \_\_\_\_\_<sup>4</sup> becomes available allowing some movies to be watched on computers.

**2013** \* Netflix introduces its *first* programming: Orange is the \_\_\_\_\_<sup>5</sup>, Lilyhammer and House of Cards.

**2015** \* 'Binge-watching' named as word of the \_\_\_\_\_<sup>6</sup>.

**2017** \* Customers pass \_\_\_\_\_<sup>7</sup> in total.

**2021** \* Membership reaches over \_\_\_\_\_<sup>8</sup>.

## 5

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                           |  |
|---------------------------|--|
| 1. <u>alliance</u> (n)    | a. a way of running a particular business  |
| 2. <u>catalogue</u> (n)   | b. become greater in amount or size than something else  |
| 3. <u>demographic</u> (n) | c. make a spoken or written comment about something  |
| 4. <u>exceed</u> (v)      | d. a list of items or services available to buy  |
| 5. <u>franchise</u> (n)   | e. a group of people who have similar interests, age or lifestyle  |
| 6. <u>intend</u> (v)      | f. a group of movies containing the same characters and <i>different</i> but related stories                   |
| 7. <u>launch</u> (v)      | g. an agreement between two <i>different</i> groups of people to work together to achieve goals they both have |
| 8. <u>model</u> (n)       | h. have a plan or a purpose  |
| 9. <u>remark</u> (v)      | i. start a business or activity for the <i>first</i> time  |

## Part B: Complete the following sentences with a part of speech from the same word family as the Part A word in brackets. You may need a dictionary.

- To be successful in this job, you need good communication skills \_\_\_\_\_ with organizational skills. (**alliance**)
  - We'll need to \_\_\_\_\_ all of our remaining stock so we can decide what to do with it. (**catalogue**)
  - In the last ten years, there's been major \_\_\_\_\_ changes in the ages of people who stream movies and TV. (**demographic**)
  - The movie I watched on Netflix last night was \_\_\_\_\_ good. I was really quite amazed. (**exceed**)
  - We're \_\_\_\_\_ out the clothing part of our business to generate more revenue. (**franchise**)
  - It's our \_\_\_\_\_ to increase sales by 20% over the coming year. (**intend**)
  - Using our research, we are \_\_\_\_\_ the way the market will respond to our future products. (**model**)
  - Next month will see the \_\_\_\_\_ of our new range of products which we're all very excited about. (**launch**)
  - I think our sales performance this year has been \_\_\_\_\_. I really didn't expect it to be that good. (**remark**)
-

**Part C: Now write the correct form of the words from Part A in the gaps in the second part of the article below.**

alliance  
exceeded  
launched

catalogue  
franchise  
models

demographic  
intended  
remarked

## Part 2

### Disney Takes Over

By August 2022, Disney + had overtaken Netflix with a total of 222.1 million customers. In the second quarter of that year, they had gained 14.4 million accounts with many of them being based outside the US. This \_\_\_\_\_<sup>1</sup> predictions. They \_\_\_\_\_<sup>2</sup> in 2015 with a large number of its own movies such as *Beauty and the Beast* and *Cinderella*, as well as shows for children - starring the world-famous Mickey Mouse - already available. Given this, Disney was well placed to compete in the streaming market. They also acquired the rights to the hugely popular *Star Wars* \_\_\_\_\_<sup>3</sup> and also have the highly successful Marvel movies. Their \_\_\_\_\_<sup>4</sup> of entertainment is focused on the family-friendly market allowing them to appeal to a broad \_\_\_\_\_<sup>5</sup> worldwide. They anticipate their customer base to increase to a maximum of 245 million by September 2024, although this is down from their previous forecast of 260 million. Still, their revenue this year was \$21.6 billion, beating expectations of \$20.96 billion.

### The Return to Movie Theaters

During the pandemic, it seemed that movie theaters were going to be forgotten. Many of them were closed to the public and with many people around the world stuck in their homes, streaming had never been more popular as an escape. Reed Hastings \_\_\_\_\_<sup>6</sup> that the only thing that movie theaters had to offer over streaming was better-tasting popcorn. Yet once movie theaters were open again, it soon became clear that audiences still wanted to see new movies there. Different \_\_\_\_\_<sup>7</sup> were tried: opening movies on streaming only, opening them in theaters and on streaming sites. In March 2022, *The Batman* was released. *Warner Bros*, the studio behind it, had been releasing movies on their streaming service, *HBO Max* for the previous two years. *The Batman* was given 45 days in the movie theater before it was moved to streaming. It earned \$760 million.

## The Future

This, along with other movies which did the same, made it clear that movie theaters were not dead. A movie theater release creates a cultural event around a movie, giving it more value for when it is eventually added to streaming sites. Interestingly, the problem movie theaters are having is the same as digital services had when they *first* started: lack of movies. Sales are down over all. Regal, the second largest movie theater chain in the US, reported a revenue of \$1.8 billion at the end of 2021, but had debts of \$8.9 billion. There have been big successes, such as *Top Gun: Maverick*, but not all movies are \_\_\_\_\_<sup>8</sup> for such a large audience. Directors and producers have more freedom on streaming sites and smaller, independent movies aimed at a more exclusive audience have a better chance there than in the theater. So, it's likely that in the future, we will see more of an \_\_\_\_\_<sup>9</sup> between streaming and movie theaters with movie-makers picking and choosing between them depending on the content of their product.

Sources: IBC, Product Habits

## 6

### Reading comprehension

**Part A: Write down the numbers next to their meaning in the article.**

- a. \_\_\_\_\_ The number in millions of accounts that Disney+ gained in the second quarter of 2022.
- b. \_\_\_\_\_ The number of members in millions Disney expects to have by September 2024.
- c. \_\_\_\_\_ The revenue of Disney+ for the last year in billions of US dollars.
- d. \_\_\_\_\_ The revenue of *The Batman* in millions of US dollars.
- e. \_\_\_\_\_ The debts of the Regal cinema chain in 2021 in billions of dollars.

**Part B: Read the following statements and decide if they are True (T) or False (F).**

1. The original *Star Wars* movies were made by Disney. \_\_\_\_\_
  2. Current predictions about the growth of Disney+ have been reduced from previous predictions. \_\_\_\_\_
  3. The Regal movie theater chain started making a *profit* when cinemas opened again. \_\_\_\_\_
-

## 7

**Talking point**

In pairs, discuss the following questions.

1. Have you seen any of the movies mentioned in the article? What did you think about them?
2. Do you prefer to see a movie in the movie theater or on a streaming site? Why?
3. Do you think the development of streaming has been positive or negative for the *film* industry? Why?
4. What do you think the future will be like for streaming? Do you think it will get more or less popular? Why?

## 8

**Extended activity/Homework**

Read the question below.

Streaming is never going to replace movie theaters as a way of watching movies. Nothing can beat the excitement of watching a movie on a big screen in the dark while sharing the experience with other people. Movies will return to the cinema and streaming will go back to being modern TV with old movies on it.

To what extent do you agree with the above statement?

You should:

- Write at least 250 words
  - Check your grammar, spelling and punctuation
-

## 9

## Optional vocabulary/homework

Complete the following sentences with the words below.

binge-watching  
exclusively  
select

bypass  
fine  
shows

commissioned  
membership  
subscription

1. My Netflix \_\_\_\_\_ runs out at the end of this month. I must remember to renew it or I won't be able to *finish* this series I'm watching.
  2. I have a \_\_\_\_\_ to both Netflix and Disney +. It's cheaper than going to the cinema.
  3. I'd like to see the new Star Wars movies, but they are \_\_\_\_\_ available on Disney+ and I can't *afford* to join at the moment.
  4. I'll let you \_\_\_\_\_ which movie we watch tonight if you let me choose the ice cream.
  5. I thought the *first* season was great and apparently they have just \_\_\_\_\_ the second season.
  6. I've just found out my teenage daughter has been using my Netflix account to watch movies meaning she's been able to \_\_\_\_\_ the children's safety controls.
  7. My dad is going to \_\_\_\_\_ me \$2 every time he *finds* me watching movies after 10 pm on a school night.
  8. I think this evening will be a night of \_\_\_\_\_ this new horror series I've been watching. It's really scary, but great. I can't get enough of it.
  9. I don't really stream any movies. My brother showed me the \_\_\_\_\_ that were available on his service and none of them really interested me.
-



# MIXED SIGNALS FOR OUTSOURCING



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-490D

1

## Warm up

In pairs, read the definition and answer the questions.

**Outsourcing** (n) - an arrangement where work for a company is done by someone else outside of that company

1. What do you think might be the main reasons for a company deciding to outsource its work?
2. What do you think the benefits of outsourcing are?
3. What do you think the negatives of outsourcing might be?



## 2

## Scanning for vocabulary

Find vocabulary in the article on page three with the same meaning as the following definitions.

1. \_\_\_\_\_ be more than or more important than something else (v, para. A)
2. \_\_\_\_\_ an area of the world where the time is the same and is one hour earlier than other areas to the east and one hour ahead of areas to the west (n, para. B)
3. \_\_\_\_\_ within a country, not foreign or international (adj., para. C)
4. \_\_\_\_\_ the amount of money made from a business (n, para. C)
5. \_\_\_\_\_ the amount of money a business pays for basics such as rent, energy, etc. (n, para. C)
6. \_\_\_\_\_ a range of things that are *different* from each other (n, para. C)
7. \_\_\_\_\_ a way of thinking about a particular subject (n, para. C)
8. \_\_\_\_\_ the responsibility you have legally for a situation (n, para. D)

## 3

## Reading for gist

Match the following sentences to gaps 1 - 6 in the article on page three. There are more sentences than gaps.

1. This can be a time-consuming process with a lot of costs attached.
  2. Outsourcing is the answer to that problem.
  3. When work is sent abroad, this is known as 'offshoring'.
  4. After this is completed, there's usually an increase in both revenue and taxes.
  5. This can be particularly true with *offshoring* where the rules of one country will not necessarily apply to another.
  6. Here, we look at further reasons why you should be considering outsourcing.
  7. This often leaves people without the ability to *find* work.
  8. This can improve standards of living and boost their economy.
-

## Working Together

### Why outsourcing is for you

- A. Outsourcing has been a fact of business life for some time. Anyone who has run a business for any length of time will know that at times, the demand for services can outweigh the capacity you have for providing them. \_\_\_\_\_<sup>1</sup>. There are numerous options for companies who choose to do this and many companies provide these services. Whether it's help with product development or production, providing customer services, or having a human resources team to help manage your staff, all of these requirements and others can be given to other companies to manage while you focus on the core aspect of your business. Outsourcing can mean that you are able to give tasks that require skills that you and your employees don't have to those with a great deal of experience. \_\_\_\_\_<sup>2</sup>
- B. One of the key purposes a company would have for outsourcing work to another country is to drive down costs. With economies in different countries being so different, asking a foreign company to assist with the workload can create serious savings. \_\_\_\_\_<sup>3</sup> Where you may need to pay someone in the US \$30,000 to do a job, you may find someone in Bangladesh will do the same job for \$16,000. Not only does it create savings for your company, but it also provides work in the foreign country. \_\_\_\_\_<sup>4</sup>. It can also help to make political and business ties between the two countries stronger. Operating in different time zones also increases active working hours, allowing the flow of work to be more continuous. Where a public holiday in one country may stop work in one country, it can continue in another. For your customers, this may mean them being able to get a faster response to enquiries and means product production and manufacturing can speed up.
- C. Whether the company working for you is foreign or domestic, outsourcing reduces the need to hire more employees. \_\_\_\_\_<sup>5</sup> Aside from the length of time it takes to find appropriate employees, there's also the time needed to train them to the standard you require, which may be anything from a few weeks, to several months. Crucially, it also reduces the need for renting or purchasing additional office space while allowing you to still improve the output of your company. This enables you to potentially increase your revenue while keeping overheads low. There's the added advantage that you are broadening your pool of talent and potentially adding diversity to your staff. With a wider variety of employees comes an increased number of viewpoints and solutions to problems.
- D. In terms of risk, your liability can be reduced. When you create a business-to-business relationship, if anything goes wrong then the risks can be shared and limited. \_\_\_\_\_<sup>6</sup> With all of these positive factors in mind, not to mention the ability to grow your business community, learn from other cultures and advance your business mission, outsourcing should certainly be an option to consider.

Sources: CIO, NiBusiness Info, Tech Target



## 4

## Reading comprehension

Match the sentences to the endings a - i.

1. If you're in the stressful situation of demand for your products or services being greater than your ability to provide them, ...
  2. There are many companies who are able to provide a number of services for you, ...
  3. It's quite common for companies to outsource to other countries, ...
  4. As the economies of countries are different, ...
  5. If your customers are international, ...
  6. Outsourcing is a good way to have short-term growth, ...
  7. When you partner with another company the liability is shared, ...
- 
- a. ... providing a source of employment for the local population.
  - b. ... leaving you to focus on the essential parts of your business.
  - c.....outsourcing may be what you need.
  - d. ....outsourcing to foreign countries can possibly save a lot of money.
  - e .....reducing the potential risks for you.
  - f.....reducing the costs of hiring more employees and office space.
  - g.....operating in *different* countries can increase the availability of people to deal with them.



## 5

## Focus on vocabulary

Match the vocabulary to the definitions.

- |  |  |
|--|--|
| 1. <u>barrier</u> (n)                  | a. words and expressions not used in a formal situation  |
| 2. <u>slang</u> (n)                    | b. something such as an idea, art or a design that someone has created and the law does not allow other people to copy |
| 3. <u>anticipate</u> (v)               | c. a legal document that legally prevents people from discussing the work with people outside of the company           |
| 4. <u>paperwork</u> (n)                | d. expect something to happen in the near future   |
| 5. <u>monitor</u> (v)                  | e. written work that needs doing for a business, such as completing forms and writing emails                           |
| 6. <u>shipment</u> (n)                 | f. an amount of goods which have been sent from one place to another   |
| 7. intellectual <u>property</u> (n)    | g. watch something carefully looking for changes or checking for quality   |
| 8. <u>non-disclosure agreement</u> (n) | h. something that makes it more difficult to make progress   |

Now in pairs, answer the following questions.

1. What do you have in your company that is covered by **intellectual property** laws?
2. Have you ever had to sign a **non-disclosure agreement**? What was the situation?
3. What **slang** do you use with your friends that you would not use with your grandparents?

## 6

## Listening for gist

Listen to the interview about outsourcing. Tick all of the following questions that you hear.

1.  Did you *find* that it reduced costs?
2.  What were the *first* problems you ran into when you started?
3.  What was the *first* action you took?
4.  Did this have any *effect* on the quality of your products?
5.  What were your main concerns?
6.  How much did you spend in the *first* year?



**7**

**Listening comprehension**

**Part A: Decide if the following statements are true (T) or false (F).**

1. The people that Mike worked with in Brazil didn't have good English skills. \_\_\_\_\_
2. Mike believes there can be problems with communication even when people speak the same language. \_\_\_\_\_
3. Mike points out that outsourcing work to poorer countries can save companies up to 80% of their costs. \_\_\_\_\_
4. Mike found that it was 40% more expensive to do business in some countries than anticipated. \_\_\_\_\_
5. Mike had a problem where a supplier had used material for one of his products that wasn't good enough quality. \_\_\_\_\_
6. The mistake with the material didn't have any *effect* on Mike's company. \_\_\_\_\_

**Part B: Answer the questions below.**

**1. Which four of the following unexpected problems does Mike mention that can affect costs?**

1.  Delivery of products
2.  Quality of work
3.  Accessing materials
4.  The costs of energy in the country
5.  Higher salaries
6.  Higher taxes

**2. What does it mean if you "take something for granted"? Answer in your own words.**

.....

.....

.....

## 8

**Talking point**

In pairs, discuss the following questions.

1. Does your company outsource any of its work? If so, what does it outsource? If not, what do you think could be outsourced if needed?
2. Were your ideas about the positives and negatives of outsourcing that you discussed in the Warm up activity mentioned? Was anything mentioned that you didn't think about? Did you mention anything that wasn't discussed in the lesson? What was it?
3. Which foreign companies outsource a lot in your country? What is your opinion of those companies?
4. If you had your own company, would you consider outsourcing? Why/why not?

## 9

**Extended activity/Homework**

Complete the following sentences with vocabulary from the lesson.

1. I know Miles is away in Cambodia this week, so I don't \_\_\_\_\_ hearing from him until next week.
  2. I couldn't fly directly to Dallas, so I had to fly to New York and catch a \_\_\_\_\_ flight to Dallas.
  3. We're selling a lot more of the cups than we thought we would, so we will need to order another \_\_\_\_\_ sooner than expected.
  4. The cost of energy is a big problem at the moment as it has increased the \_\_\_\_\_ for most businesses.
  5. When I *first* started working, I found that not having a university degree was a \_\_\_\_\_ to me getting a lot of jobs.
  6. I'm going to stay late at the office tonight as I need to catch up on a lot of \_\_\_\_\_.
  7. We've got people from all over the world in our company. It's wonderful to see so much \_\_\_\_\_ when walking around the office.
  8. We need to \_\_\_\_\_ the costs to make sure we don't spend too much money.
-

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# BUSINESS ENGLISH: INTERMEDIATE REVIEW 6



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-ABDC



1

## The fame game

Complete the following article with vocabulary from *The Fame Game* worksheet. The first letter has been done for you.

For our new marketing campaign, we wanted to **a** \_\_\_\_\_<sup>1</sup> to girls between the age of 18 and 25 who enjoy sports that are usually more popular with boys, such as football and basketball. So we were aiming at very a **n** \_\_\_\_\_<sup>2</sup> market. There were companies much larger than us that already had a large **m** \_\_\_\_\_<sup>3</sup> and we knew that making the usual TV and radio adverts was going to be too **c** \_\_\_\_\_<sup>4</sup> for us and we wouldn't be able to *afford* them.

So we decided to approach an **i** \_\_\_\_\_<sup>5</sup> on Instagram who posted a lot about her love of football and basketball and see if we could get an **e** \_\_\_\_\_<sup>6</sup> from her. To begin with, management thought it might be **r** \_\_\_\_\_<sup>7</sup> as she wasn't connected with any other companies and we didn't know if she would be the right person for it. However, she had a huge amount of **I** \_\_\_\_\_<sup>8</sup> from her followers and all of her posts always had hundreds of comments about how positive her message was and she seemed to **e** \_\_\_\_\_<sup>9</sup> everything we wanted in the typical customer. She was active, fun, funny and was very friendly.

We arranged for her to do a **p** \_\_\_\_\_<sup>10</sup> wearing our products and she posted the results to Instagram. It went really well and we gained a lot of customers from it and she gained even more followers. So we were really happy with the idea in the end and we are thinking of doing the same thing with future products.

## 2

## Innovation and product development II

Complete the following sentences with vocabulary from the *Innovation and Product Development II* worksheet. The first letter of each word is done for you.

1. When you do business online, it is known as **e** \_\_\_\_\_.
2. If you do a special advert or marketing campaign to make your product or service more attractive to the public such as giving 20% off for a certain amount of time, it is called a **p** \_\_\_\_\_.
3. The very *first* version of a product that is made that later models are based on is called a **p** \_\_\_\_\_.
4. The part of a product or service that is very impressive and exciting for customers is called **t** \_\_\_\_\_ **w** \_\_\_\_\_ **f** \_\_\_\_\_.
5. Different social groups within a population are called a **d** \_\_\_\_\_.
6. If something is a real product and not a fake it is **g** \_\_\_\_\_.
7. When you give someone work or responsibility to do a task, you **an** \_\_\_\_\_ it to them.
8. If a task is possible and you think you can complete it, then it is **f** \_\_\_\_\_.
9. If you want an advert to look really good and be attractive when you look at it, then it needs to be very **v** \_\_\_\_\_.
10. If you make small changes to a product to make it even better, then you **r** \_\_\_\_\_ it.



## 3

**The future of streaming**

Complete the gaps in the different opinions with the vocabulary from the box. There are more words than gaps.

fine / bypass / programming / franchise / commission / exceed / intend  
select / exclusively / catalogue / subscription / fine / binge-watching

1. In my opinion, Netflix is the best streaming service. I think they have the best \_\_\_\_\_<sup>1</sup> and I love watching American TV shows and Indian movies. I can always *find* something interesting to watch and I'm happy to pay for the \_\_\_\_\_<sup>2</sup>.
2. For me, Disney + is the best one to watch. I love watching movies from the Marvel \_\_\_\_\_<sup>3</sup> and they are \_\_\_\_\_<sup>4</sup> available on Disney +. You can't get them anywhere else.
3. I miss being able to rent DVDs and videos. I used to really enjoy going to the shop to \_\_\_\_\_<sup>5</sup> the movies I wanted to see. The only negative was if you forgot to take them back, you would have to pay a \_\_\_\_\_<sup>6</sup>. But I was always organized so it rarely happened to me.
4. Streaming services are now so popular that sometimes movies \_\_\_\_\_<sup>7</sup> the movie theater completely and go straight online. Film makers know that they can get a larger audience there. I always \_\_\_\_\_<sup>8</sup> to go to the movie theater as I like to watch movies on the big screen. But it's so expensive and I can understand why people prefer to watch movies from the comfort of their home.
5. I stopped paying for streaming services. I realized that I was wasting a huge amount of time \_\_\_\_\_<sup>9</sup> all of these shows and I wasn't getting any exercise. I was just spending hours and hours in front of my TV and not getting any exercise. I also think there's a lot of trash on there. I wish the companies would \_\_\_\_\_<sup>10</sup> more high quality shows and not have so many reality TV shows which are just terrible in my opinion.



## 4

**Mixed signals for outsourcing**

Complete the following sentences with vocabulary from the *Mixed Signals for Outsourcing* worksheet. The first letter of each word is done for you.

1. When we started working with the company, we had to sign a **n** \_\_\_\_\_ -**d** \_\_\_\_\_ **a** \_\_\_\_\_ to make sure we didn't talk to anyone else about the company's plans.
2. I would **a** \_\_\_\_\_ that we will start to get more business from Asia when the new products are made available.
3. There are *definitely* some drawbacks to working in the Middle East, but I think the positives **o** \_\_\_\_\_ the negatives.
4. We have to accept **I** \_\_\_\_\_ for the damage caused when our equipment injured one of the customers. I think it's going to be quite expensive for the company.
5. I usually have phone calls with team members who work in a different **t** \_\_\_\_\_ **z** \_\_\_\_\_ before breakfast as that's the best time to talk to them.
6. I think the train will take too long, so I'm thinking of taking a **d** \_\_\_\_\_ flight, even though it will be more expensive.
7. There's been a 35% increase in **r** \_\_\_\_\_ from the European markets this year which is thanks to our new range of products which have been really popular.
8. We're thinking of closing down the Bristol **o** \_\_\_\_\_ as most people there are working from home. This should really reduce the **o** \_\_\_\_\_ we need to pay and create more money for the company.
9. When we're dealing with customer complaints, we always have to think about the **v** \_\_\_\_\_ of the customer, even if we don't agree with them.
10. I think you need to change the email you wrote to the company. There's too much **s** \_\_\_\_\_ in it and not everyone, especially non-native speakers, will understand it.



## 5

## Starting a new career

**Part A: Read the article about someone changing their job and decide which is the best part of speech to complete the gaps 1 - 8.**

I'd been working in a store selling sports equipment for about seven years and I had a real feeling of **1. restlessness / restless**. I started to **2. evaluation / evaluate** my life and decided that I wanted to do something that was more **3. meaningful / meaningfully** to me. I had this sense of **4. dreadful / dread** that I would get to be 50 and feel that I hadn't done anything useful with my life. Selling clothes was definitely in my **5. skillfully / skill** set and I was good at it, but people always said that I was really **6. imagination / imaginative** and I wanted to use that to make money. As I had **7. extent / extensive** experience in the clothing industry, I started to look at my **8. transfer / transferable** skills to see if there was something I could do that was *different*, but connected. Now I design sports clothes instead of sell them.

**Part B: Complete the gaps in the following sentences with words from the box. There are more words than gaps.**

accumulate / leap / decline / significantly / expansion / life-changing / accelerate

1. I was worried about changing my career, but I made the \_\_\_\_\_ and now I'm really happy.
2. In my new job, I make \_\_\_\_\_ more money than I used to and I feel a lot happier.
3. When I found out that I could make money for myself without working for someone else, it was a \_\_\_\_\_ discovery and I wish I had found out sooner. I'm so much happier now.
4. After finishing university, I took some time to \_\_\_\_\_ some experience in the business world before starting my own company.
5. I used to work so much that I was stressed all the time and my health started to \_\_\_\_\_. Now I feel so much better and I go running almost every day.
6. When I started marketing my company online, the business really started to \_\_\_\_\_ and I found it quite stressful. But now I'm a lot happier.

Review 6 \_\_\_\_\_ out of 100 points in total

## 6

**IELTS-style Speaking exercise**

**Part A: Answer the following questions.**

1. When you watch TV shows or movies at home, how do you access them?
2. What type of TV programs and movies do you like to watch?
3. What do you think are the positives about streaming services?
4. What do you think are the negatives about streaming services?

**Part B: Describe what you should do if you are starting a marketing campaign.**

**You should say:**

- What you need to consider at the beginning.
- What are the *different* kinds of marketing campaigns you can do.
- What are the positives and negatives of using influencers for marketing.

**You should also talk about any successful marketing campaigns you know about.**

**Part C: Answer the following questions**

1. If you decided to change your career, what would you change to? Why?
  2. What do you think are the most difficult aspects of changing a career for people?
  3. Why do you think people stay in the same career, even when they aren't happy?
  4. Do you think people will be more likely to change career in the future or less likely? Why?
-

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# GOING ON A BUSINESS TRIP



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-30CE



## 1

### Warm up

In pairs, discuss the following questions.

1. Where have you traveled to on business? What was it like?
2. Where would you like to go that you haven't been? Why?
3. What was the most interesting thing you learned while traveling for business?



## 2

**Scanning for vocabulary**

Find vocabulary in the article on page three that has the same meaning as the following definitions.

1. \_\_\_\_\_ a document or a stamp in your passport that you need to legally enter a country (n, para. A)
2. \_\_\_\_\_ buy an item or service (v, para. A)
3. \_\_\_\_\_ find your way from one place to another (v, para. B)
4. \_\_\_\_\_ the rules of behavior in a particular situation (n, para. C)
5. \_\_\_\_\_ an uncomfortable feeling, usually because you've done something stupid or not correct for the situation (n, para. C)
6. \_\_\_\_\_ suitable and correct for the current situation (adj., para. C)
7. \_\_\_\_\_ not be the same as someone or something else (v, para. C)
8. \_\_\_\_\_ a plan for what is going to happen on a trip, including the places you are going to go, how long you're going to be there, and when you will go (n, para. D)
9. \_\_\_\_\_ change something slightly so it is more suitable (v, para. D)

## 3

**Skimming for gist**

Read the following sentences and match them to the correct gaps a - f in the article on page three. There are more sentences than gaps.

1. If you haven't been to the country before, take some time to find out about the culture and customs.
  2. This will vary depending on where you are from and how long you are planning to stay in your host country.
  3. It's not always easy to know what to say in these situations.
  4. Once you have made bookings be sure to put any important addresses into your phone.
  5. Having a plan will also help you to reschedule if anything goes wrong.
  6. You also need to check the weather at your destination so that you will have the right clothes.
  7. While it might seem a good idea at the time, it is likely you will regret it later.
  8. The further in advance you can make your travel arrangements, the better.
-

## Business Travel

### Top tips for your trip

- A. Before you leave for your trip, there are several important items to take care of. First, make sure that you have all the correct visa information for traveling to the countries you are going to do business in. **a)** \_\_\_\_\_. Sometimes, countries will allow you to stay for a period of time without a visa, but you should check that it allows you enough time for your trip. You should also think about an international phone plan or purchasing a SIM card that will allow you to use your phone at your destination. If you are buying a SIM card, you will need to make sure that your phone is unlocked and can use the card. Print out any important information ahead of your trip too as not all countries will allow you to show the information on your phone or laptop screen.
- B. **b)** \_\_\_\_\_. It will mean that you will get cheaper prices and you will have more choices. If you are attending a conference, for example, and you choose a hotel that is far away from the location, you may spend hours traveling to and from the conference while you are there. Use an online map to check where your accommodation is before you book. **c)** \_\_\_\_\_. This will save you a lot of time once you arrive and if your phone is working, you should be able to use it to find where you need to go using an app such as Google Maps to navigate around. There are many places where taxi drivers will pretend to get lost or take a long route to the destination to get more money from you. If you have the destination on your phone and a map, you will be able to stop this from happening.
- C. **d)** \_\_\_\_\_. This should include how you are expected to dress and behave in formal situations, the etiquette in social situations and what to do when eating. The rules will often be very different from country to country, so be prepared to avoid embarrassment. **e)** \_\_\_\_\_. Being too hot or too cold can be a real problem and you may not have time to buy clothes while you are there. Even if you do, it might be difficult to find clothes of the appropriate size as measurements differ from place to place.
- D. Finally, make sure you have created an itinerary for your trip. This should include some time to rest as you are likely to be tired, especially if you are traveling a long distance. Sleep will be very important and may be difficult as a result of different time zones, so do your best to make sure you try to adjust to the new schedule as soon as you are there. **f)** \_\_\_\_\_. There are often problems when traveling abroad, so expect the unexpected and keep an open mind. If anything goes wrong with your plans, focus on how to fix the problem rather than getting upset about it.

Sources: Indeed, The Guardian



## 4

**Reading comprehension**

**Part A: Decide which paragraphs A - D from the article on page three contain the following information.**

1. Preparing for eating in a social situation. \_\_\_\_\_
2. Using your phone abroad. \_\_\_\_\_
3. Getting proper sleep while away. \_\_\_\_\_
4. Wearing the correct clothing. \_\_\_\_\_
5. The importance of researching where to stay. \_\_\_\_\_
6. Finding your way around a foreign destination. \_\_\_\_\_

**Part B: Answer the following questions in your own words.**

1. In paragraph A, what does it mean if your phone is **'unlocked'**?  
\_\_\_\_\_
2. In paragraph D, what does **'keep an open mind'** mean?  
\_\_\_\_\_
3. In paragraph D, what does it mean to **'fix a problem'**?  
\_\_\_\_\_

## 5

**Focus on vocabulary**

**Part A: Complete the following vocabulary with the missing vowels (a,e,i,o,u).**

1. w\_\_rd (adj.) - strange or unusual
  2. s\_\_nd\_\_l (n) - a type of shoe worn in warm weather with straps that hold the bottom of the shoe onto your foot
  3. sw\_\_t (v) - produce liquid from your skin when you are very hot, unwell or frightened
  4. \_\_wkw\_\_rd (adj.) - feeling uncomfortable in a social situation
  5. ch\_\_k (n) - the skin on each side of your face below the eyes and above the mouth
  6. n\_\_gh\_\_tm\_\_r\_\_ (n) - a bad dream or a very difficult situation with lots of problems
  7. h\_\_db\_\_tt (v) - hit someone with your head
  8. l\_\_n (v) - bend your body to get closer to something or get more comfortable
-

**Part B: Now put the vocabulary from Part A in the correct gaps in the following sentences. You may need to change the form of the word.**

1. I had to wait for a taxi for 20 minutes after I left the airport and by the time I got in, I was \_\_\_\_\_ heavily from the heat and my clothes were soaked.
2. When I entered the room, I said 'thank you' to everyone instead of 'hello' in Thai which made me feel really \_\_\_\_\_.
3. I thought he was going to kiss me on the lips, but he was actually trying to kiss me on the \_\_\_\_\_ which caused a lot of embarrassment.
4. The sales director got up to say hello when I arrived and I bent down as he did so I accidentally \_\_\_\_\_ him. It was a terrible start.
5. It wasn't long after I'd eaten the fish that I started to feel very \_\_\_\_\_. Like I was very hot and cold at the same time.
6. I \_\_\_\_\_ over the short wall to take a photo and accidentally dropped my camera in the water.
7. As I was getting off the plane, I realized I couldn't find my passport. The next two hours was a \_\_\_\_\_ as I tried to explain to the authorities what had happened.
8. Alisa took her \_\_\_\_\_ off to walk in the sea, but when she went back, they weren't there. She had to go back to the dinner barefoot and explain to her hosts why.

**6****Listening for gist**

**Write down the name of the country that each speaker went to.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**7** Listening comprehension

Complete the table by ticking the correct box to answer the questions.

Who...	Speaker 1	Speaker 2	Speaker 3
a was wearing inappropriate clothes for the situation they were in?			
b ... made a cultural mistake with someone of the opposite gender?			
c ... was finding out information about the market on their trip?			
d ... discovered that a greeting could change in a country depending on where you are in that country?			
e wore clothing they thought nobody would see which was then revealed?			
f ... was embarrassed on their trip?			
g ... learned something on their trip?			
h ... accidentally hit someone?			

## 8 Talking point

In pairs, discuss the following questions.

1. What advice would you give to people visiting your country about the correct etiquette to follow?
2. If a foreigner is invited to dinner in your country, what kind of clothes should they wear, and what gift should they take that would be appropriate?
3. Are you able to navigate around a place you don't know well easily, or do you find it easy to get lost?
4. When have you been in a situation with people from another country where you felt awkward? What happened to make you feel like that?
5. How do people's assumptions about your country differ from what it is like in reality?
6. When you have been to a foreign country, what differences have you found the most difficult to adjust to?

## 9 Extended activity/Homework

Identify a country you have never visited and do some research to find out what you should know about, if you visit it.

Consider the following questions:

- How should you greet people?
- What is the etiquette at meal times?
- Are there any cultural rules that are different from your country?
- What kind of clothing are you likely to need to wear?
- What is the best way to travel around the country as a foreigner?

You should:

- Write at least 200 words.
  - Check your grammar, spelling and punctuation.
-

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# INNOVATION AND PRODUCT DEVELOPMENT III



Scan to review worksheet

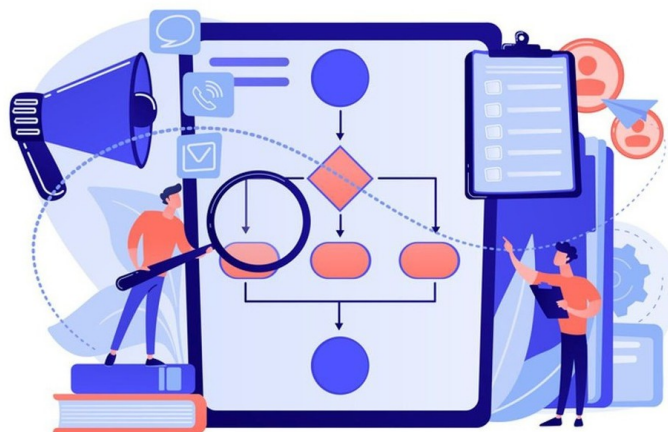
Exemo code:  
1GT3-E3ZB-3EC0

1

## Warm Up

In pairs, discuss the following questions.

1. What do you think the last three stages of product development will be?
2. What happens in your company when preparing to launch a new product onto the market?
3. Do you know of any problems that companies have had with new products that they have already started to sell to customers?



## 2

**Scanning for vocabulary**

Find vocabulary in the article on page three with the same meaning as the following definitions.

1. \_\_\_\_\_ happening at the beginning or the *first* (adj., para. A)
2. \_\_\_\_\_ someone who will *benefit* in some way from a project or investment (n, para. A)
3. \_\_\_\_\_ a basic model of something, often used for testing or to see if it will work (n, para. A)
4. \_\_\_\_\_ the parts of a system or service experienced by the customer or user (adj., para. B)
5. \_\_\_\_\_ the version of a product that is almost ready for release to the public and is used to check for any *final* problems (n, para. B)
6. \_\_\_\_\_ a stage in a process (n, para. C)
7. \_\_\_\_\_ the person or company who makes a particular item (n, para. C)
8. \_\_\_\_\_ an order for a product to be returned to the company, usually because of a problem (n, para. D)

## 3

**Reading for gist**

Read the sentences and match them to gaps 1 - 6 in the article on page three. There are more sentences than gaps.

- a. The expense of bringing the cars back was not the only problem, there were also legal problems and damage to the company's reputation.
  - b. When creating a new product, it's very easy to forget about what it is like to use the result as a new customer.
  - c. It's important to think of as many ideas as you can at this stage.
  - d. With that done, you are ready for the *final* testing.
  - e. Communication with all members of the team as well as management, sales and marketing and any other stakeholders is essential as you move through the stages.
  - f. While the expense of the prototype may seem a lot, this will *pay off* later.
  - g. Marketing should be fully up to speed by this stage, although they may need help as they start to introduce the product to your customer base.
  - h. For example, before the launch of a new computer game, a company will employ a group of people who will essentially try to play it and break it.
-

# The Product Development Process

## The final three stages

- A. With your prototype complete, it's time to move on to the *final* three stages of your development. All of the work you have done to date will help you produce the initial design. At this stage, you will work together with the stakeholders on the project using the minimum viable project (MVP) to create a mock-up while keeping your target markets in mind. You'll need to make sure that you keep records of where your materials for the design are coming from as you may end up creating *different* versions. You'll also need to create a system for receiving and using feedback, as you may have to go through this stage several times before reaching a result that is approved.
- \_\_\_\_\_ <sup>1</sup>
- B. This stage is the last chance you have to get every part of the process right before the product is launched. Importantly, you'll need to test the front-end experience for customers. \_\_\_\_\_ <sup>2</sup> What may seem obvious to you may be confusing for someone who has not been involved in the process. This will involve getting help from beta testers to carefully look for problems with any part of the user experience. \_\_\_\_\_ <sup>3</sup> If they are unable to *find* problems with your product, you can be *confident* that you are ready to move ahead.
- C. At the *final* phase of your project, you are ready to make it available to the public. Now you will need to put your product into production. You will need to check manufacturers are making it in the way you have *defined* in the testing processes with the correct materials. You will also need to make sure your website and e-commerce operations are ready to go live with all of the correct information available. \_\_\_\_\_ <sup>4</sup>
- D. Following these six stages carefully will allow you time to identify and resolve problems as you progress. \_\_\_\_\_ <sup>5</sup> It is worth taking the time to ensure you have everything right, even when it means taking longer than you had planned. There is no shortage of stories of companies having to do a product recall when serious problems were found with their products well after launch. For example, in 2009 and 2010, Toyota had to recall almost over 8 million of its cars due to a problem that prevented drivers from stopping. \_\_\_\_\_ <sup>6</sup> So it's a good idea to take enough time to get your product right.

Sources: Asana, Peekage



## 4

**Reading comprehension**

Read more carefully and decide which paragraphs A - D discuss the following aspects of product development.

1. The importance of testing the user experience. \_\_\_\_\_
2. The need to check your online business is ready to go live. \_\_\_\_\_
3. Making sure you have a way of receiving and using input from all members of the team. \_\_\_\_\_
4. The need to check that the company producing your products have all the right information. \_\_\_\_\_
5. The possibility of employing people to look for problems with your product at the *final* stage. \_\_\_\_\_
6. A car company that got into legal trouble due to insufficient checks. \_\_\_\_\_
7. The importance of noting down *different* materials used in making a basic version of your product. \_\_\_\_\_
8. The *benefit* of prioritizing quality over time. \_\_\_\_\_

## 5

**Focus on vocabulary**

Part A: Complete the vocabulary by writing in the correct vowels (a,e,i,o,u).

1. h \_ m \_ (n) - the hot, colored part of a *fire* created by burning gas
  2. p \_ bl \_ c \_ \_ ty (n) - the focus on something by the media making it well-known
  3. b \_ ct \_ r \_ \_ (n) - the most basic form of life found in the air, earth and water, often causing disease
  4. \_ \_ tbr \_ \_ k (n) - the sudden beginning of an event, usually negative
  5. b \_ nkr \_ pt (adj.) - not having enough money to pay bills and money owed
  6. \_ cc \_ l \_ r \_ t \_ r (n) - the pedal you need to press with your foot in a car to go faster
  7. \_ n \_ xp \_ ct \_ d (adj.) - surprising because you didn't know it was going to happen
  8. d \_ f \_ ct (n) - a problem with an item due to the way it was made
-

**Part B: Now complete the following sentences by putting words from Part A in the correct gaps. You may have to change the form of the word.**

1. After his second business failed, he had to declare himself officially \_\_\_\_\_.
2. A shortage of food has caused \_\_\_\_\_ of fighting and violence in the area, leading the police to increase their presence there.
3. We've had some \_\_\_\_\_ delays in production due to an outbreak of flu at the company.
4. I was so happy to get my Playstation, but it had a \_\_\_\_\_ in it which made it switch off after 20 minutes. I was so disappointed and I had to return it.
5. I knocked over a candle which fell into the curtains, so they went up in \_\_\_\_\_ and we had to get out of there quickly and call the fire department.
6. When our CEO was fired for stealing money, it did create a lot of \_\_\_\_\_ for the company, but I'm not sure it was the kind we wanted.
7. OK, we're getting into the town now, so you're going to need to take your foot off the \_\_\_\_\_ and slow down!
8. If you boil the water, it kills all the \_\_\_\_\_ and you will be able to drink it safely.

## 6

**Listening for gist**

**Listen to the three speakers talk about product recalls. Write down which product each speaker is talking about.**



1. Speaker 1 - \_\_\_\_\_
2. Speaker 2 - \_\_\_\_\_
3. Speaker 3 - \_\_\_\_\_



## 7

## Listening comprehension

Complete the table by putting a tick in the correct box to answer the question.

Who...	Speaker 1	Speaker 2	Speaker 3
a. was an employee of a company that had a problem?			
b. talks about a company that went out of business due to the problem?			
c. was a customer of the company which had a problem?			
d. talks about a company which was responsible for deaths due to their mistake?			
e. mentions the mistake of the company caused sales in the industry to be reduced by one quarter?			
f. talks about a company that lost the most money out of the three?			
g. talks about a company that affected many other companies with their mistake?			
h. talks about a company whose problem was created by a supplier?			

## 8 Talking point

In pairs, discuss the following questions.

1. Who are the main stakeholders when your company creates a new product?
2. What checks take place in the beta phase of your products?
3. Which manufacturers does your company work with to create its products?
4. Has your company, or any company you know, had to make a product recall? What was the cause of the problem?
5. Do you know of any companies that went bankrupt? What happened?
6. Has your company received any publicity for something they did? Good or bad? What happened?

## 9 Extended activity/Homework

Read the question.

The only responsibility a company has is to its stakeholders. Everything is a *financial* consideration and unfortunately, this also applies when people are hurt or die due to their products. If the cost of paying for legal costs is less than the cost of recalling the products, then it is better to take the cheapest action.

To what extent do you agree with the above statement?

You should:

- Write at least 250 words.
  - Check your grammar, spelling and punctuation.
-

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# BRANDING



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-F03A

1

## Warm up

In pairs, read the definition and discuss the following questions.

**branding (n)** - the action of giving products a particular name to encourage customers to buy them

1. What are the *different* parts of speech connected to branding? Use a dictionary if you need to.
2. In what situation was the word 'brand' *first* used?
3. What examples of branding are there in the room you are in right now?



## 2

## Vocabulary

Find words in the article on page three which have the same meaning as the following definitions.

1. \_\_\_\_\_ think of something in a particular way (v, para. A)
2. \_\_\_\_\_ in a way that can be seen or is interesting to look at (adj., para. A)
3. \_\_\_\_\_ a sign or a design that a company uses to represent itself (n, para. A)
4. \_\_\_\_\_ the attitude shown by someone when they speak or in a piece of writing (n, para. B)
5. \_\_\_\_\_ connected to the feelings that something creates (adj., para. C)
6. \_\_\_\_\_ a word which is made up of the *first* letters of something (n, para. C)
7. \_\_\_\_\_ the attention given to something due to it being discussed in the media (n, para. C)
8. \_\_\_\_\_ a design or picture that represents something such as an organization or a country (n, para. D)
9. \_\_\_\_\_ a character or person which represents an organization or brings it good luck (n, para. D)

## 3

## Reading for gist

Look at the following titles and match them to paragraphs A - D. There are more titles than paragraphs.

- The problems of branding
  - What should I call it?
  - Who are your customers?
  - What are the costs?
  - Attracting attention
  - The need for design
-

## How to ...

### Build a Brand

A. \_\_\_\_\_

The world is a busy place. For most people, there's not enough time to make decisions or to learn about new things. For businesses, this creates a problem: how do you get noticed? Your brand is the answer to this problem. For a business, it's everything your customers perceive about you. This has to include your values and the message you are sending about your products or services, as well as the visual aspects of your business, such as your website and your logo.

B. \_\_\_\_\_

The *first* step when creating your brand is to identify your audience. This will help you decide on the look of your design as well as the tone. Think of the *difference* between well-known shops such as *Toys R Us* and an *Apple* store. They each appeal to a very *different* set of customers in terms of age, interests and background. It will also help you to determine your position within the market, whether you are at the high or low end. If you sell watches, are your customers going to want to spend \$20, or \$2,000, on your product? Whatever the answer, they will be very *different* kinds of customers.

C. \_\_\_\_\_

The name of your business is also a very important part of your brand. Some of the best brand names create an emotional response, such as River Island, or Innocent Drinks. As they make us feel something, they are easy to remember. Acronyms can also be *effective* for the same reason. You probably wouldn't remember a German company called *Bayerische Motoren Werke*, but you have almost certainly heard of *BMW*. When *French Connection*, a British clothing company started branding its products with an acronym for French Connection United Kingdom, or FCUK, in the early 2000s, it gained a lot of attention because it looks close to a very bad English word. There was a lot of publicity, both good and bad and whatever you thought of it, it was very successful branding.

D. \_\_\_\_\_

Your logo will need to carry all of the above information and you should employ a good designer who will be able to help you and talk about options. You may decide you need an emblem to represent your company, or perhaps a mascot? Think of how *McDonald's* uses both the large, golden M from its name to represent it, as well as Ronald McDonald. You only need to see the outline of Mickey Mouse's head to know that Disney is being represented. As simple as branding can seem from the outside, you will always *find* a lot of thought and planning has gone into it. That, along with the quality of your products or services, is what will lead your customers back to you again and again.

Sources: Oberlo, The Guardian



## 4

## Reading comprehension

Complete the sentences with no more than three words from the article.

1. With so much information in the world, getting \_\_\_\_\_ can be a significant challenge for businesses.
2. Your brand needs to say something about your products to your customers, but equally give them a sense of your company's \_\_\_\_\_.
3. It's essential to \_\_\_\_\_ when you create a brand before you do anything else.
4. Once you have decided who your customers are, you can \_\_\_\_\_ in the key markets you want to sell in.
5. One of the ways brand names can be *effective* is to appeal to the emotions, making customers \_\_\_\_\_ when they see it.
6. While not everyone was happy with French Connection's advertising in the UK, it was a good example of \_\_\_\_\_.
7. You're likely to need the help of a \_\_\_\_\_ when it comes to deciding on the visual aspects of your brand.
8. Although branding is important, you will also need to think about the \_\_\_\_\_ of what you are selling in order to be successful.

## 5

## Focus on adjectives

Part A: Match the adjectives to the definitions.

- |                         |   |
|-------------------------|---|
| 1. steep                | a. long-lasting                                       |
| 2. tough                | b. demonstrating class and style                      |
| 3. <u>sturdy</u>        | c. normal in a way that is accepted by society        |
| 4. <u>elegant</u>       | d. showing the latest fashion in an attractive way    |
| 5. <u>flashy</u>        | e. more expensive than expected                       |
| 6. <u>stylish</u>       | f. attractive in a way that shows style               |
| 7. <u>sophisticated</u> | g. strong and able to survive in difficult conditions |
| 8. <u>conventional</u>  | h. attracting attention from people                   |
-

**Part B: Now answer the following questions.**

1. What is the most **sophisticated** possession you own?
2. Would you describe yourself as **flashy**? Why/why not?
3. Would you prefer your clothes to be **tough** or **elegant**? Why?
4. What was the last time you paid for something where you thought the price was quite **steep**?
5. Do you think it's important to dress in a **stylish** way at work? Why/Why not?
6. Which jobs in your country would you describe as **conventional**?
7. What clothes do you own that you could describe as **sturdy**?

**6****Listening for details**

Which of the following items are Darina and Robert shopping for? Tick all of the items you hear.

1.  fish
2.  jeans
3.  wine
4.  boots
5.  sneakers
6.  a laptop
7.  lipstick
8.  a dress
9.  a phone
10.  a car



## 7

**Listening comprehension**

**Part A:** Listen to the audio again. Complete the table with the adjectives that are used to talk about the products of each brand. Remember that it might be used as a negative e.g. not sturdy and you may have to use the same adjective more than once.

Levi's	
Timberland	
Laura Ashley	
Christian Louboutin	
iPhone	
Volvo	

**Part B:** Now answer the following questions.

1. How long do they have to shop?

---

2. How long has Robert had his phone?

---

3. What season is it?

---

4. Does Darina think that Robert is active?

---

5. How many shops is Darina likely to look for a dress in?

---

6. What are two main reasons Darina gives for choosing Christian Louboutin?

---

7. Where do Robert and Darina live?

---

8. How are they getting to the shops?

---

## 8 Talking point

In pairs, discuss the following questions.

1. What are your favorite brands? Why?
2. Which company do you think has really *effective* branding? Why?
3. Does your company have a brand? What is it? How was it chosen?
4. Which companies do you think have branding that doesn't work or has a negative *effect*? Why?

## 9 Extended activity/Homework

Take it in turns asking and answering the following questions with a partner. You should aim to talk for one to two minutes using the card to guide what you talk about.

Talk about a brand that is significant to you.

### You should say:

- Which products you have bought from that brand.
- What your opinion is of the products
- What you really like or don't like about it
- How the brand influenced your decisions about what to buy after the *first* time you bought that brand

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# TRADE FAIRS



Scan to review worksheet

Exemo code:  
1GT3-E3ZB-AC88



1

## Warm up

In pairs, discuss the following questions.

1. Have you ever been to a trade fair? If so, what was your experience like?
2. Where are the most important trade fairs for your industry?
3. What do you think are the main reasons for a company wanting to go to a trade fair?



## 2

## Finding vocabulary

**Part A: Find vocabulary in the article on page three which has the same meaning as the following definitions.**

1. \_\_\_\_\_ an area at an exhibition where a company can display its products or services (n, para. A)
2. \_\_\_\_\_ having the possibility to be something in future (adj., para. B)
3. \_\_\_\_\_ a table or structure where products or services are displayed (n, para. B)
4. \_\_\_\_\_ present the positive qualities of something to an audience (v, para. B)
5. \_\_\_\_\_ a person or organization that you are in competition with (n, para. C)
6. \_\_\_\_\_ think that someone is able to do less than they are actually able to do (v, para. C)
7. \_\_\_\_\_ correct or suitable for a particular purpose (adj., para. D)
8. \_\_\_\_\_ having knowledge about a subject or situation (adj., para. D)

**Part B: Now complete the following questions with the vocabulary you found.**

1. If your company was at an exhibition, what would it have in its \_\_\_\_\_?
2. Who is your main \_\_\_\_\_ to your company in your industry? What do you do to make sure you stay ahead of them?
3. How and where does your company normally \_\_\_\_\_ its products?
4. What would you say to a \_\_\_\_\_ customer to encourage them to buy your company's products or services?
5. What do people usually \_\_\_\_\_ about you?
6. Which person that you work with is the most \_\_\_\_\_ about the industry you work in?
7. How are your company's products or services \_\_\_\_\_ to the needs of your customers?
8. What could a company have on its \_\_\_\_\_ that would make you want to ask them about their products or services?

**Now in pairs, discuss the questions.**

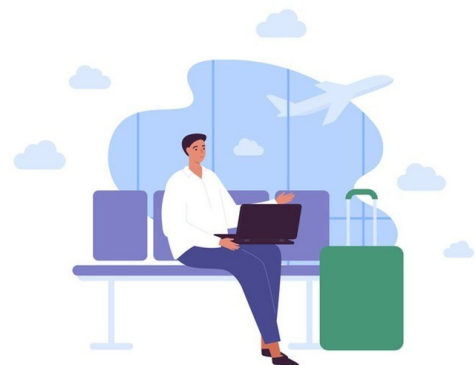
---

## Trade Fairs

### Are they a good idea?

- A. The bright lights, the music, the hundreds, if not thousands of people circling the exhibition moving from booth to booth: trade fairs can make an exciting change from the day to day tasks in an office. Some of the largest ones can be found in major centers such as Hanover, Germany, Las Vegas, US, Guangzhou, China and Cairo, Egypt. So they often come with an exciting opportunity for travel. However, there are more reasons to go to trade fairs than just escaping the office and getting a company-paid trip for a few days.
- B. Trade fairs collect together a variety of companies, buyers, and sellers from one industry at the same time. So if your company is present, it's a good way to make a big impact in a short space of time in terms of marketing yourself to potential and existing customers as well as making your mark in the marketplace. From your stand, you will be able to showcase your latest products and meet people face-to-face to talk about them. This is significantly more effective than advertising, because customers are able to interact with your products and ask questions directly, something they may never have the opportunity to do elsewhere.
- C. There's also the ability to make contacts in the industry. As well as customers, there will be many people with similar interests and skills to you. Even if they work for the competition, there's no harm in getting to know other people. You may find yourself working with or for them in the future. Knowing people in different companies can provide benefits for your job too, such as getting information about a rival's upcoming products. You shouldn't underestimate the value of being able to spend time talking to your colleagues outside of the office too. You may find out information about what is happening in different departments and they may have contacts they can introduce you to that they normally wouldn't have the chance to.
- D. Having a lot of information about the industry in one place will also help you to have an interesting overview. You'll be able to judge what your company is doing alongside the competition and see how relevant your business is to customer needs and changes in the market. It provides a useful opportunity for learning and creating strategy accordingly. Getting informed customer feedback is often extremely difficult, but with everything in one area, they will be able to give you more useful views on your products in relation to what they have recently seen from other companies. Attending trade fairs does require a good amount of investment from companies who attend, but the returns it can give are more than worth it.

Sources: Trade 2 Fair, Expo Metalica



## 3

## Reading comprehension

Part A: Answer the following questions about the article on page three.

1. Which four cities are mentioned in paragraph A as having large exhibition centers?

---

2. In paragraph B, what does 'making your mark' in the marketplace mean?

---

3. In paragraph C, what does 'there's no harm in getting to know other people' mean?

---

4. In paragraph D, what is meant by an 'overview'?

---

Part B: Complete the following sentences with one, two or three words from the article.

1. Trade fairs allow employees to get out of the office and go on a \_\_\_\_\_ paid for by the company.
2. With so many people from the industry in one place, trade fairs give a company a great opportunity for \_\_\_\_\_ their products and services to a large number of people.
3. Trade fairs can be more *effective* than advertising because they allow customers to meet you \_\_\_\_\_ and learn more about your products and services.
4. Being able to \_\_\_\_\_ with people in other companies is also an important *benefit* of trade fairs.
5. Trade fairs can also improve relationships with your \_\_\_\_\_ as it gives you time to talk and work together outside of the usual work environment.
6. Seeing the products and services *offered* by \_\_\_\_\_ will help you get a good idea of any changes you need to make to what your company has to *offer*.
7. Although trade fairs aren't cheap to attend for a company, they can *offer significant* \_\_\_\_\_ on the investment.
-

## 4

**Focus on vocabulary**

Match the following words to the definitions.

- |                    |   |
|--------------------|---|
| 1. portability (n) | a. a unit of digital memory   |
| 2. stylus (n)      | b. what something is able to do   |
| 3. interact (v)    | c. equipment that allows images to be displayed on a wall or screen                                     |
| 4. megabyte (n)    | d. a pen-like object for drawing on a digital screen  |
| 5. projector (n)   | e. a screen that allows you to give information to a digital device using your hand or a special device |
| 6. capability (n)  | f. communicate with direct contact  |
| 7. touchscreen (n) | g. the quality of how easy something is to carry  |

## 5

**Listening for gist**

Listen to two people discussing a product at a trade fair.

Which of the following products are they talking about?

- a laptop computer
- a phone
- a tablet



## 6

**Listening comprehension**

Complete the notes on the product with one word or a number.

<b>Features</b>	Able to 1. _____ it for added portability, comes with a stylus to use on the touchscreen for 2. _____ work, projector for viewing videos and images.
<b>Memory</b>	3. _____ megabytes, giving plenty of space for photos, music, documents.
<b>Camera</b>	Very 4. _____ image, able to 5. _____ photos using the stylus.
<b>Audio</b>	Comes with high quality 6. _____ which reduce background noise.
<b>Cost</b>	7. _____ than most computers on the market.
<b>Other points</b>	Able to 8. _____ to a computer and be used as an additional screen.

## 7

**Talking point - Roleplay**

Imagine you are at a trade fair. Take it in turns with your partner to ask each other about your current products or services. Consider the following aspects to prepare for your conversation.

- What products or services do you *offer*?
  - What features do they have which make them interesting?
  - What is the cost of your products or services?
  - How do your products or services compare to the competition?
  - What products or services are planned for the near future?
-

## 8

**Extended activity/Homework**

**Part A: Complete the following phrasal verbs and definitions from the listening task with the words in the box.**

in / out / into / up

1. zoom \_\_\_\_\_ - look at detail in a photograph or video more closely
2. edit \_\_\_\_\_ - remove something from a photograph, video, or piece of writing
3. fit \_\_\_\_\_ - have enough space for one object to go into another
4. block \_\_\_\_\_ - stop light or noise from entering a space
5. call \_\_\_\_\_ - make a phone or video call to a place where other people already are
6. connect \_\_\_\_\_ - link one digital device to another

**Part B: Now use the phrasal verbs to complete the following sentences.**

1. I think we have brought too many products with us. They aren't all going to \_\_\_\_\_ the booth.
2. Sometimes we can't see our computers very well in the office because we don't have anything on the windows to \_\_\_\_\_ the sunlight, so it reflects on the screens.
3. I didn't think Nathan was at the trade fair, but if you \_\_\_\_\_ on this photo, you can see he's behind the stand eating a sandwich.
4. Daniel is with customers in Spain at the moment, but he's going to be \_\_\_\_\_ from Barcelona so he can update us all in the meeting.
5. The presentation didn't go at all well because Stephanie wasn't able to \_\_\_\_\_ her computer to the projector. So no one could see what she was talking about.
6. Just my luck. I cut myself shaving this morning and we're having our head shots for the website today. However, I think the photographer will be able to \_\_\_\_\_ the cut so I don't look as though I've been in a fight.

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# BUSINESS ENGLISH: INTERMEDIATE REVIEW 7



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-9342



1

## Going on a business trip

Complete the following description of problems on business trips with vocabulary from the *Going On a Business Trip* worksheet. The first letter of each word has been done for you.

1. I was on business in the Middle East once and I found it very **a** \_\_\_\_\_<sup>1</sup> because it was so hot outside that I started to **s** \_\_\_\_\_<sup>2</sup> and I couldn't stop. Fortunately, we were able to go back to the hotel but by the time I got there, all of my clothes were wet.
2. I had some problems when I went to Korea because the **i** \_\_\_\_\_<sup>3</sup> I had been given seemed to **d** \_\_\_\_\_<sup>4</sup> from the one I had been given. So I wasn't prepared for any of the activities we did as they were all in the wrong order.
3. I arrived in Vietnam for business one time to find that I didn't have the right **v** \_\_\_\_\_<sup>5</sup>. My colleagues were waiting for me for two hours at the airport while I sorted the situation out with customs. It caused me a lot of **e** \_\_\_\_\_<sup>6</sup> because it was all my fault.
4. My most difficult situation was when I was in France. I went to kiss one of the women I was introduced to on the **c** \_\_\_\_\_<sup>7</sup>, but she moved and I managed to **h** \_\_\_\_\_<sup>8</sup> her in the face and I made her nose bleed.
5. I rented a car while I was in Dubai, but the GPS didn't work and I found it really difficult to **n** \_\_\_\_\_<sup>9</sup> around the city just using the signs. So it took me a lot longer to get everywhere. It was a real **n** \_\_\_\_\_<sup>10</sup> because I was late for everything and came very close to crashing the car several times.

## 2

**Innovation and product development III**

Complete the following sentences with vocabulary from the *Innovation and Product Development III* worksheet.

1. If someone does not have enough money to pay their bills and the money they owe to other people, they are \_\_\_\_\_.
2. The stage just before the release of a product where all the final details are being checked is called the \_\_\_\_\_ stage.
3. A company or person who makes a particular product is called the \_\_\_\_\_.
4. If there's a serious problem with a product, the company may have to do a \_\_\_\_\_ which can be very expensive.
5. The people who benefit from a project or an investment are called the \_\_\_\_\_.
6. If there is focus by the media on something which means a lot of people know about it, it's called \_\_\_\_\_.
7. A problem with a product that means it does not work in the way that it should is called a \_\_\_\_\_.
8. A basic model of a product that you make to see if it will work or look the way you want it to look is called a \_\_\_\_\_.
9. The elements of a service that the customers or users experience is called the \_\_\_\_\_.
10. Another name for a stage of a process or project is a \_\_\_\_\_.



## 3

## Branding

Read the conversation at the beginning of the meeting and complete the gaps 1 - 10 with vocabulary from the box. There are more words than gaps.

steep / stylish / perceive / publicity / tough / logo / visual  
conventional / elegant / sturdy / mascot / sophisticated / tone

- Alexandra:** Right everyone, I want to get everyone's ideas on our branding. I'm thinking of asking a design company to design a \_\_\_\_\_<sup>1</sup> for us that we can put on all of our products and \_\_\_\_\_<sup>2</sup> for our company, adverts and so on, that will help the customers identify us. I think it will be a nice \_\_\_\_\_<sup>3</sup> element which will help with the way customers \_\_\_\_\_<sup>4</sup> us. I'd really like something that is \_\_\_\_\_<sup>5</sup> which gives an idea of quality, but is also \_\_\_\_\_<sup>6</sup> and fashionable.
- Darren:** We could do that, or how about a \_\_\_\_\_<sup>7</sup>? You know, a fun character like Ronald McDonald. That could be really popular with the younger customers we have.
- Serena:** I think the cost of doing that might be a bit \_\_\_\_\_<sup>8</sup> for us, Darren. I don't think we have enough money in the budget. I'm also not sure it will really set the right \_\_\_\_\_<sup>9</sup> for all of our products. We have a lot of customers in the 50 and over demographic who aren't going to want to see a cartoon character.
- Darren:** I see what you mean. I just think we shouldn't do something that is so \_\_\_\_\_<sup>10</sup> and is a bit different to what everyone else is doing.
- Alexandra:** I agree with Serena. There is a limit to how much we can spend on this and we do need it to appeal to all of our customers, not just the younger ones.



## 4

## Side jobs

Complete the gaps 1 - 10 in the introduction of the following essay with words from the *Side Jobs* worksheet. The first letter of each word has been done for you.

Times have changed a great deal over the last few decades. A large number of people find themselves in situations where money is extremely t \_\_\_\_\_<sup>1</sup> and because they are not being paid a l \_\_\_\_\_ w \_\_\_\_\_<sup>2</sup> and they can quickly s \_\_\_\_\_<sup>3</sup> into d \_\_\_\_\_<sup>4</sup>. Many make a choice to take a l \_\_\_\_\_<sup>5</sup> from the bank, but then find it very difficult to p \_\_\_\_\_ o \_\_\_\_\_<sup>6</sup> the debt which only adds to their w \_\_\_\_\_<sup>7</sup>. A lot of people will try to find a s \_\_\_\_\_ h \_\_\_\_\_<sup>8</sup> as a way of making additional money. Companies which have profited from the g \_\_\_\_\_ e \_\_\_\_\_<sup>9</sup>, like *Uber* and *Deliveroo*, can provide opportunities to work in your free time delivering food or driving a taxi and some people even do this work full time. However, critics argue that there is a large amount of e \_\_\_\_\_<sup>10</sup> in this industry with workers finding that they are making very little money for their efforts, while tech companies make a massive profit. The answer, it seems, is for companies to start paying proper wages so that so many people aren't forced to work in their free time just to put food on the table.

## 5

## Trade fairs

Complete the following sentences with vocabulary from the *Trade Fairs* worksheet.

1. If you think someone is capable of less than they actually are, then you \_\_\_\_\_ them.
2. Companies generally go to a trade fair so they can \_\_\_\_\_ their products or services to potential customers and other companies.
3. In a computer or a smartphone, a \_\_\_\_\_ is one million units of memory.
4. If you need to show information on a wall or a screen, you may need to use a \_\_\_\_\_.
5. At an exhibition, your company may rent an area where they can display their products which is called a \_\_\_\_\_, or a \_\_\_\_\_ which is a table or small structure to put products on.
6. At an exhibition, you will have the chance to \_\_\_\_\_ directly with customers who will be able to talk to you about your products.
7. At an exhibition, you will be able to demonstrate your products and show their \_\_\_\_\_ to customers.
8. A small pen which is used for drawing on a computer or phone screen is called a \_\_\_\_\_.
9. A lot of computers and nearly all smartphones have \_\_\_\_\_ which allow you to control them with your fingers.

## 6

**Speaking exercise**

**Part A: Answer the following questions.**

1. Do people in your company travel abroad for business? Why / why not?
2. What do you think you have to do to prepare for a business trip to another country?
3. What can go wrong on a business trip that you have to think about?
4. What are the benefits of traveling abroad on business?

**Part B: Describe what you should do if you are going to a trade fair.**

**You should say:**

- What you need to do to prepare.
- What you need to do when you're at the trade fair.
- What are the benefits of going to a trade fair.

**You should also talk about what you could say about your company's products or services to interested customers.**

**Part C: Answer the following questions**

1. Why is branding important?
  2. What branding does your company use?
  3. What decisions did your company need to make when it was thinking about its branding?
  4. What do you think are the positives and negatives about your company's branding?
-

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# ENTERTAINING



Scan to review worksheet

Expono code:  
1GT3-E3ZB-E111

## 1

### Warm up

In pairs, discuss the following questions.

1. Have you been out for dinner or lunch with a client before? What was it like?
2. Did you have any difficulties? If so, what?
3. What do you think the biggest challenges are for you when eating out and using English?

## 2

### Focus on vocabulary

Part A: Look up the meaning of the vocabulary below.

1. awkward (adj.) - \_\_\_\_\_
2. casual (adj.) - \_\_\_\_\_
3. constantly (adv.) - \_\_\_\_\_
4. etiquette (n) - \_\_\_\_\_
5. impress (v) - \_\_\_\_\_
6. lull (n) - \_\_\_\_\_
7. socialize (v) - \_\_\_\_\_
8. stylish (adj.) - \_\_\_\_\_

**Part B: Complete the following questions with vocabulary from Part A. Then answer them with a partner.**

1. Do you \_\_\_\_\_ check your phone? Or do you like to switch it *off* from time to time?
2. What is the best \_\_\_\_\_ to follow if you're invited to eat in someone's home in your country?
3. What is the best way for someone to \_\_\_\_\_ you?
4. Can you wear \_\_\_\_\_ clothes for your job? Why/why not?
5. Is it important for you to wear \_\_\_\_\_ clothes? Why/why not?
6. In what situations can there be a \_\_\_\_\_ ?
7. What is the most \_\_\_\_\_ situation you've been in?
8. What is your favorite way to \_\_\_\_\_ with people?

**Now complete the gaps 1 - 8 in the article on page three with the vocabulary from Part A.**

**3****Reading for gist**

**Match the titles to paragraphs A - E. There are more titles than paragraphs.**

1. The *benefits* of entertaining
  2. Making conversation and paying
  3. Where to go
  4. What to wear and what to say
  5. Switch it *off*
  6. Dressing and time-keeping
  7. Methods of payment
-

# Getting to Know You

## How to entertain clients

A. \_\_\_\_\_

As well as knowing your business, it's also important to be able to \_\_\_\_\_<sup>1</sup> with people you are doing business with, or might do business with in future. Spending time with clients outside of the office is essential to building and keeping positive relationships. In a more relaxed atmosphere, such as a restaurant, cafe, or bar, it can be easier to really get to know the people you work with and understand more about what they really want. However, it's important to understand the \_\_\_\_\_<sup>2</sup> required. This can vary from country to country, but here we'll look at a few good rules to help you master the art of entertaining.

B. \_\_\_\_\_

Of course, you want to make sure you \_\_\_\_\_<sup>3</sup> your clients if they are visiting, especially if they are coming from far away. Nobody wants to take a flight to another country only to be taken to a McDonalds or any other restaurant that they could go to anywhere. Yet, avoid going to the latest trendy place in town as it will often be busy and the service will be slow. Find somewhere that's \_\_\_\_\_<sup>4</sup>, but quiet where you can actually hear each other talk. Remember that although it's *off* hours, you are still there to communicate. You can't do that if you're shouting over loud music.

C. \_\_\_\_\_

Speaking of communication, make sure that you turn *off* your phone or any other devices you have on you. They are designed to get your attention and if they do, it means it is not focused on the person you are with. We've all been in situations where we're standing there feeling \_\_\_\_\_<sup>5</sup> while someone checks their phone and it doesn't feel good. You're not there to make your client feel uncomfortable, they should have your complete attention.

D. \_\_\_\_\_

You also need to remember that although this is a more \_\_\_\_\_<sup>6</sup> situation, it's still business. Wear the clothes you'd wear if you were in the office, although it's OK to relax the rules slightly. You probably don't need to wear a tie or a long dress, but also don't show up looking like you've just come from the beach. It may sound obvious but don't be late. Your guest may well be in a city they don't know and have nowhere else to go. Spend some time thinking about how you are going to get there and think about things like how much traffic there will be or how busy public transport is at that time. If you *find* you can't avoid being late, call the restaurant and ask if someone can seat your client and give them a drink.

E. \_\_\_\_\_

If you don't know the person you're meeting very well, prepare a list of subjects to talk about. This will help to prevent a \_\_\_\_\_<sup>7</sup> in the conversation which may then turn into silence, making both of you feel embarrassed. The best way to get people to talk is to ask them about themselves, though try not to ask too many personal questions. Use open questions beginning with why, when, how, what, and where. Questions that can be answered with a yes or no don't usually help to get interesting stories. You should also make sure that you don't \_\_\_\_\_<sup>8</sup> talk about yourself all the time. Finally, make sure you pay. Don't ask your guest to go *fifty-fifty* with you. As the host, you should make sure they have everything they need. They will remember you for it.

Sources: *Intelligent Office*, *The Guardian*

## 4

## Reading comprehension

**Part A: Match the sentences with the endings a - j. There are more endings than sentences.**

1. A place with a casual atmosphere can be a better place ...
2. It's a good idea to make sure you follow the social rules of the situation ...
3. When *finding* a place to entertain your client, make sure you *find* a stylish but quiet place ...
4. As busy as you may be, it's important ...
5. Even though you are no longer in the office, it's a good idea ...
6. Wherever your client comes from, it's essential ...
7. If you are unexpectedly delayed, be sure ...
8. Spending some time preparing a list of topics ...

a.....to dress in a professional manner but perhaps more casually.

b.....to be early for any social appointment you have with them so they are not alone for a long period of time.

c.....to make sure you make a good impression on your guest.

d.....to spend time where you can actually hear each other.

e.....to get to know a business associate than in a more formal office setting.

f.....to turn *off* your phone or silence it while you are with your client.

g.....to call ahead to ask the restaurant to take care of your client until you arrive.

h.....to discuss is a good idea if you don't know your client very well.

**Part B: Answer the following questions in your own words.**

1. In paragraph B, what is the meaning of 'trendy'?

---

2. In paragraph B, what does 'off hours' mean?

---

3. In paragraph E, what does 'go fifty-fifty' mean?

---

## 5

## Focus on food vocabulary

Part A: Match the following words to the photos.

broccoli (n)  
melt (v)

chicken breast (n)  
salad dressing (n)

goat's cheese (n)  
steam (v)

lobster (n)  
whisky (n)



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

Part B: Now answer the following questions.

1. Which of the above is a healthy food? \_\_\_\_\_
2. Which is a type of seafood? \_\_\_\_\_
3. Which cannot usually be bought by children? \_\_\_\_\_
4. Which one happens to ice cream if it is left in the sun? \_\_\_\_\_
5. Which is a healthy way to prepare vegetables? \_\_\_\_\_
6. Which is a vegetable? \_\_\_\_\_
7. Which ones come in a bottle? \_\_\_\_\_
8. Which one is part of a bird? \_\_\_\_\_

## 6

**Listening for gist**

Listen to the meeting. Tick each question that you hear.

1.  Have you been waiting long?
2.  How did you get here?
3.  What would you like?
4.  What are you having?
5.  Is there any food you don't like?
6.  Do you like living there?
7.  Would it be possible to order?
8.  How long have you been with the company now?

## 7

**Talking point**

In pairs, discuss the following questions about the audio you just heard.

1. What mistakes do you think Tina made?
2. What mistakes do you think Staci made?
3. If you were taking a client out for dinner, where would you take them in the city or town where you are now? Why?
4. What are the rules about who pays the bill in a restaurant in your country?
5. Where do you normally go if you want to socialize for business or in your free time?



## 8

**Extended activity/Homework - Roleplay**

Your teacher will give you a card with a role on it. Have a conversation with your partner and do not show them your own card.

**Role 1**

**You are entertaining the client who is here from abroad. You're meeting in a restaurant which you have chosen. It's 7 pm.**

Note the following things:

1. You don't drink alcohol as you just don't enjoy it.
2. You need to leave by 11 pm
3. You don't know very much about the country that your client comes from.
4. You are trying to eat healthily at the moment.

**Meet with the client and have a conversation as you would with a real client. Use real details about your company and yourself in conversation.**

**Role 2**

**You are the client and you are meeting with your host in a restaurant that they have chosen. It is 7 pm.**

Note the following things:

1. You are away from home and want to have a really good time as you have to be careful in your home country.
2. You really want to drink alcohol and eat fried food as you don't usually get to do that at home.
3. You like your host and really want to get to know them better.
4. You are hoping that you can stay out late and maybe go to a club later.

**Meet with the host and have a conversation as you would with a real host. Use real details about your company and yourself in conversation.**

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# THE STRESS TIMEBOMB - PART 2



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-9A46



1

## Warm up

Look at the following definition.

**assessment (n)** - the act of deciding how good something is at a particular function

Now add the words from the list to the definitions of different types of assessment.

**continuous**

**risk**

**self**

1. \_\_\_\_\_ assessment - a system of deciding on the quality of students' work by giving a final mark that is based on work done during the school year, not just a final exam.
2. \_\_\_\_\_-assessment - a process of deciding how good you are at certain tasks
3. \_\_\_\_\_ assessment - the act of looking for potential problems in a workplace that could harm or injure someone in future

Complete the following questions with the different types of assessment. Then, in pairs, answer the questions.

1. Which do you think is a better system: \_\_\_\_\_ or just doing final exams? Why?
2. Why do you think some people find it difficult to complete a \_\_\_\_\_ for themselves?
3. Do you know if your company has completed a \_\_\_\_\_? What possible dangers do you think there could be in your workplace?

**2****Finding vocabulary**

Find vocabulary in the article on page three which has the same meaning as the following definitions.

1. \_\_\_\_\_ information which shows that something is happening or changing (n, para. A)
  2. \_\_\_\_\_ easy to see or understand (adj., para. A)
  3. \_\_\_\_\_ not wanting to communicate with other people (adj., para. A)
  4. \_\_\_\_\_ dangerous (adj., para. C)
  5. \_\_\_\_\_ something which can easily cause injury (n, para. C)
  6. \_\_\_\_\_ a condition caused by reading or looking at a computer for too long (n, para. C)
  7. \_\_\_\_\_ the poor treatment of someone who is weaker or not as powerful to frighten or hurt them (v, para. C)
  8. \_\_\_\_\_ watch something carefully to see what it does (v, para. D)
-

## 3

**Skimming for gist**

Match the titles to paragraphs A - D. There are more titles than paragraphs.

\* Taking action

\* Why bullying starts

\* A manager's response

\* Dealing with sick leave

\* What is a stress risk assessment?

\* Signs of stress

## Managing Stress ...

### in the workplace

A. \_\_\_\_\_

As a manager, it's important to look out for indicators of stress in the people you are responsible for. Problems may be evident within teams or from individuals. Typical signs in teams are situations such as arguments, lower performance, more staff taking sick leave, an increase in complaints and a higher rate of staff leaving. Individuals may display signs like arriving late for work, taking more time off, often being withdrawn or appearing nervous in the workplace, and displaying quick changes in mood.

B. \_\_\_\_\_

Dealing with any signs early is the best way to avoid bigger problems later. Stress can be caused by many factors, and the reasons may be outside of your control. Employees may have difficulties in their personal life or there may be people in a team who just naturally do not have a good relationship. Always encourage people to find professional help if you think they need it and make sure your communication with them is open. However, you may find that there is action you can take. To find out what that is and identify issues, you need to take a stress risk assessment.

C. \_\_\_\_\_

A stress risk assessment is a form used to record issues of high-risk in the workplace and to decide how to manage them. Managers can walk around the working areas looking carefully at the environment and looking at work practices to check for any hazards that could negatively affect employees. These can include factors such as workstations and if they are set up properly to avoid eye strain or back problems; where goods are stored and if they are blocking access to anything; and where electrical equipment is placed. These are issues that can add to stress and injury as well as more obvious areas such as the amount of work an employee has, their control over it, and workplace bullying. Once identified, the problems can be recorded, a decision made over what is going to be done about it and who will take action, as well as setting a date for when the problem will be resolved if possible.

D. \_\_\_\_\_

Before carrying out a stress risk assessment, talk to the staff about it and give the reasons for doing it. Make it clear that it is for everyone's benefit and encourage them to help. Obviously employees might be uncomfortable if you walk around and watch them if they have no understanding of what you're doing. Tell them that you're not looking at their work, but rather how they work and finding anything that may create problems for them, even if they are not aware of them. You will possibly find that staff make you aware of issues that you didn't know about previously. Involving them in monitoring the situation and asking different people to help with the necessary action needed will help it to feel like a team effort, rather than a management-led exercise which may cause them to worry. - source: hse.gov.uk

## 4

## Reading comprehension - Part 2

Part A: Complete the notes with one, two or three words from paragraphs A and B.

<b>Stress indicators in a team</b>	An increase in staff leaving or taking time off 1) _____, reduced levels of performance. More arguments or there could be a rise in 2) _____.
<b>Stress indicators in individuals</b>	Socializing less with others, fast changes 3) _____, looking nervous while at work
<b>Advice for managers</b>	Act quickly to stop problems growing. Employee stress could be due to 4) _____ reasons. If needed, offer to help them 5) _____. Make sure you have 6) _____ communication with workers. Consider carrying out a stress risk assessment.

Part B: Read paragraphs C and D and answer the following questions. Which of the following are examples of hazards in the workplace according to the article? Tick all of the correct options.

1.  a chair that is too low for the desk.
  2.  a fridge that is too cold.
  3.  computer wires very close to a door
  4.  an employee who plays music while they are working.
  5.  parcels in front of a fire door
-

**Part C: Which of the following things should a manager do when carrying out a stress risk assessment? Tick all of the correct options.**

1.  make sure that all of the staff have left the workplace first.
2.  let the employees know what you are planning to do.
3.  explain the reasons for doing the assessment.
4.  ask senior management to do the assessment with you.
5.  make it clear that you are not looking at employees' work.



## 5

**Focus on vocabulary**

**Part A: Complete the following vocabulary and definitions with the missing vowels (a, e, i, o, u).**

1. f \_ r \_ \_ s c \_ p \_ (n) - metal stairs outside a building that allow people to exit quickly in an emergency
2. \_ n g \_ \_ n g (adj.) - continuing into the future
3. s \_ \_ t \_ b \_ l \_ t y (n) - the quality of how useful something is in a particular situation
4. w \_ r \_ h \_ \_ s \_ (n) - a large building where goods can be stored before they are sold
5. c \_ n t r \_ c t \_ r (n) - a person who works for a company for a temporary period of time
6. r \_ \_ m b \_ r s \_ m \_ n t (n) - the act of giving back money to someone, usually because of a problem
7. \_ n f \_ r m (v) - tell someone about something
8. p r \_ c \_ d \_ r \_ (n) - a set way of doing a particular task
9. \_ d m \_ n \_ s t r \_ t \_ \_ n (n) - the tasks which are done to organize a company and make it run well

**Part B: Now complete the following questions with vocabulary from Part A.**

1. Who do you need to \_\_\_\_\_ if you need to take some time off from work?
2. What \_\_\_\_\_ do you need to follow if you need to spend some money in your job?
3. Does your company have a \_\_\_\_\_? What is kept there?
4. Have you ever had to use the \_\_\_\_\_ in your building in an emergency? What happened?
5. Who do you deal with who works in the \_\_\_\_\_ side of your company? What is your relationship with them like?
6. What do you think about the \_\_\_\_\_ of your workplace as a working environment? What could be improved?
7. What are the \_\_\_\_\_ problems or challenges in your industry?
8. Do you have \_\_\_\_\_ who work for your company? What do they do specifically?

Now in pairs, answer the questions.

**6****Listening for details**

The manager is talking to the staff but who else speaks? Tick all the correct boxes.

1.  Linda
2.  Nathan
3.  Hassan
4.  Reception staff

## 7

## Listening comprehension

Listen to the meeting and complete the stress risk assessment with one, two or three words.

What are the hazards?	Who is at risk?	What action is needed?	Who needs to carry out the action?	When is the action needed by?
1. .... left next to <b>fire escape</b> doors.	All staff in emergency situation.	Deliveries to be taken immediately to reception area. Reception staff to email staff about large parcels for  2. .... Exits must be clear at all times.	Reception staff to inform all delivery workers.  Reception staff to check deliveries by 10 am each morning.	<b>Ongoing.</b> Review of policy in 3 months on  3. ....
Workstation <b>suitability</b> .	All office-based staff using computers. <b>Warehouse</b> staff when  4. .... deliveries.	Professional assessment required by <b>contractor</b> .  <b>Reimbursement</b> for  5. .... offered to all staff who request one.	Reception team to arrange for assessment.  HR to <b>inform</b> staff of <b>procedure</b> for arranging reimbursement.	Assessments to be completed by August 8th.  HR to email all staff by July 25th.
Support.	All staff.	Training all staff on  6. .... Provide a method for requesting training in all areas of business. Arrange check-ins so staff can discuss any issues with managers.	Administration staff in each department to arrange 3 training sessions per month and inform staff of procedure for requesting training. Department heads to schedule check-ins with each team member  7. ....	Training plan due at the end of each month. Emails regarding training requests to be sent to all staff by  8. ....

**8 Talking point**

In pairs, discuss the following questions.

1. What factors in the workplace cause you stress?
2. Have you ever had problems working because of the way you were sitting or the way you were using a computer? What happened?
3. What do you think management can do about bullying in the workplace?
4. Have you, or anyone you know, had problems with eye-strain? What do you think can be done about it?

**9 Extended activity / homework**

Your teacher will give you a stress risk assessment form like the one used in the listening activity. Think about a place you are working or a place you have worked in the past and complete the form.

Then give a short explanation to the class of what problems you think there are and what you think should be done about them.

What are the hazards?	Who is at risk?	What action is needed?	Who needs to carry out the action?	When is the action needed by?



# DIRECT AND INDIRECT QUESTIONS IN BUSINESS



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-CE5F



1

## Warm up

In pairs, answer the following questions.

1.  What do you do?
2.  Who works in your department?
3.  Where do you work?
4.  What do you want to do in five years from now?
5.  Did you have a successful year last year?
6.  How long have you been working in your industry?
7.  Is your job interesting?
8.  Why are you learning English?
9.  Who is your manager?
10.  Which part of your job do you like the most?

## 2

**Types of questions**

Read the information about question types.

There are two types of questions in English.

**1. Yes/No questions**

These start with the auxiliary verbs *be / have / do*. You can answer with either *Yes* or *No*.

**2. Information questions** - These begin with question words such as *What / Where / Why / When / How many / How long* etc. You usually need to give a longer answer to these.

Information questions also come in two types: Subject questions and Object questions.

Look at this sentence.

***Sara called Neil.***

In this sentence, 'Sara' is the subject of the sentence because she is the one doing the action of the verb. 'Neil' is the object of the sentence because he received the action of the verb. So if we ask questions about it, there are two possibilities:

*Who did Sara call?* - This is a question about the object, so it is an object question.

*Who called Neil?* - This is a question about the subject, so it is a subject question.

Now in the box next to each question from the *Warm up*, write either *S* for a Subject question, *O* for an Object question, or *YN* for a Yes/No question.

## 3

**Asking questions**

Read the information about Bao.



Hi there, My name is Bao. I'm from Vietnam. I really enjoy my job. I don't own a car, so someone picks me up to take me to the office on a bike. The ride is about 30 minutes each way. It's very busy in my city with lots of traffic. I work from about 9 am until 6 on Monday to Friday, and sometimes I work for a while on Saturdays too. In my free time, some people play games with me online. So I spend a lot of time on computers. Sometimes though, I go to eat in restaurants with my parents and my two sisters and eat, or go to a coffee house with my friends. We can stay for hours just chatting and laughing.

Write 8 questions you could ask Bao. Write a mixture of subject, object and Yes/No questions.

## 4

**Indirect questions**

Read the information about indirect questions.



Indirect questions are a more polite way of asking questions. They can start with the following phrases:

\* Could/Can you tell me...

\* Do you know ...

\* I wonder if you could/can tell me...

For subject questions, the word order doesn't change for questions that do not use 'be'.

**Direct question** - Who works in your department?

**Indirect question** - Could you tell me who works in your department?

For questions that use 'be', there is a change.

**Direct question** - Who is your manager?

**Indirect question** - Can you tell me who your manager is

**For Yes/No questions and Object questions, there are changes. Look at the following examples 1 - 4. In the gaps next to each one, write letters a - d if that change is present in the example.**

1. Direct question - What do you do? | Indirect question - Could you tell me what you do? \_\_\_\_\_
  2. Direct question - Is your job interesting? | Indirect question - Could you tell me if your job is interesting? \_\_\_\_\_
  3. Direct question - Did you have a successful year last year? | Indirect question - Can you tell me if you had a successful year last year? \_\_\_\_\_
  4. Direct question - How long have you been working in your industry? | Indirect question - Can you tell me how long you have been working in your industry? \_\_\_\_\_
- a. We use inversion where the subject and the verb change places so the indirect question follows the same word order as a sentence.
  - b. We leave out the auxiliary verb for Present Simple and Past Simple questions that do not use 'be'.
  - c. We use 'if' for Yes/No questions.
  - d. For past simple questions, the verb changes from a present form to a past form.

**Now change the direct questions you wrote for Bao into indirect questions.**

---

## 5

**Roleplay - Job Interview**

You are interviewing candidates for a job. Your teacher will give you a description of the job and some information to find out. Student A interviews Student B for Job A and Student B interviews Student A for Job B. Answer the questions as yourself.

**Job A**

You are looking for someone to work in a new sales job. Find out:

- Their name
- Where they went to school/university
- What experience they have.
- Which company/companies they have worked for
- What sales experience they have
- What their interests are
- Any other information that you think will be useful

**Job B**

You are looking for someone to test computer games for your software company. Find out:

- Their name
- Where they went to school/university
- What experience they have.
- Which company/companies they have worked for
- What sales experience they have
- What their interests are
- Any other information that you think will be useful

## 6

**Extended activity/Homework**

**Rewrite the following question to make them indirect.**

1. Did you see the CEO this morning?

---

2. What time is the meeting tomorrow?

---

3. Where were you yesterday?

---

4. Do you have a copy of the schedule?

---

5. How are you traveling to the conference next week?

---

6. When does the train arrive?

---



# BUSINESS ENGLISH: INTERMEDIATE REVIEW 8



Scan to review worksheet

Expemo code:  
1GT3-E3ZB-F565

1

## Entertaining

Part A: Complete the following article with the vocabulary from the box.

awkward / stylish / impress / casual / socialize / lull / etiquette

It's a good idea to spend time with colleagues and clients in a \_\_\_\_\_<sup>1</sup> setting to get to know them better. Many people *find* it much easier to \_\_\_\_\_<sup>2</sup> outside of the workplace. If you're organizing an event, try to choose somewhere that is \_\_\_\_\_<sup>3</sup>, but not too formal. Don't try too hard to \_\_\_\_\_<sup>4</sup> your guests, the focus should be on relaxing and having fun. However, even if it's not a formal situation, you should make sure you follow social \_\_\_\_\_<sup>5</sup>. For example, avoid constantly checking your phone, plan what you want to talk about so that you can avoid a \_\_\_\_\_<sup>6</sup> in conversation and if there is more than one person with you, make sure everyone knows each other's names so that you stay away from \_\_\_\_\_<sup>7</sup> situations.



**Part B: Which word connected to food and drink is being described in each of the following sentences?**

1. A vegetable that is green and is very good for you. \* **b** \_\_\_\_\_
2. When you heat certain foods, such as cheese and chocolate, it does this. \* **m** \_\_\_\_\_
3. This is a part of a bird which usually has a lot of meat on it. \* **b** \_\_\_\_\_
4. This is a very strong alcoholic drink, *first* made in Scotland and Ireland, but which was later made in other countries. \* **w** \_\_\_\_\_
5. This is a way of cooking something using the gas produced by boiling water. \* **s** \_\_\_\_\_
6. This is a kind of shellfish which is usually quite expensive and is often eaten with butter. \* **l** \_\_\_\_\_

## 2

### The stress timebomb II

Complete the following extract with vocabulary from *The Stress Timebomb II* worksheet.

bullying  
hazards

contractors  
inform

evident  
monitor

eye strain  
procedure

fire  
withdrawn

There can be many physical causes of stress in the office that can be \_\_\_\_\_<sup>1</sup> when completing a proper stress assessment. Firstly, there can be \_\_\_\_\_<sup>2</sup> around the office, such as poorly maintained electrical equipment and blocked \_\_\_\_\_<sup>3</sup> escapes which can cause problems for staff and \_\_\_\_\_<sup>4</sup> working in the area. It's essential to have a \_\_\_\_\_<sup>5</sup> to make sure that all staff are aware of the dangers and there is a way for them to \_\_\_\_\_<sup>6</sup> management of any potential problems. There are also less obvious dangers, such as the way employees are sitting at their desks. For example, if an employee is sitting too close to their \_\_\_\_\_<sup>7</sup> when they are typing at their computer, this can cause \_\_\_\_\_<sup>8</sup> and a chair in the wrong position can create severe back problems. There can also be issues with \_\_\_\_\_<sup>9</sup> in the workplace which management may not see which can affect the mental health of employees. However, if a certain employee seems to be \_\_\_\_\_<sup>10</sup> and isn't speaking to other staff very much, this may show that there is a problem which needs to be looked into. As always, good communication between all levels of staff is the best way to make sure that these problems are avoided.

### 3 Asking direct and indirect questions in English

#### Part A: Asking questions. Read about Henrik.

Hello, my name is Henrik, I come from Stavanger in Norway, but I work in Oslo which is the capital. I work in graphic design. I work in the office three days a week and I work from home on Monday and Friday. I usually go to work on the bus and it takes about 40 minutes. However, sometimes I drive to work with my friend, Jan. He works in an office about ten minutes away from mine. In my free time, I like to go hiking with my girlfriend and play basketball. It's important for me to be active as I spend a lot of time sitting down at my job. I also really love to watch horror movies. I usually go to the movie theater at least twice a month to see the latest movies.

Now, write seven questions you can ask Henrik about his life. Write a mixture of Yes/No, Subject and Object questions.

.....

.....

.....

.....

.....

.....

.....



**Part B: Indirect questions. Rewrite the following questions so that they are more polite.**

1. Is the bathroom over there?

---

2. Did you *finish* the report?

---

3. Who is your manager?

---

4. How much money did you pay for the advertising?

---

5. Are you leaving early?

---

6. When is the presentation going to be ready?

---

**4****Pay crisis**

Complete the opinions below with the vocabulary in the box from the *Pay Crisis* worksheet. There are more words than gaps.

utilities / strike / income / boom / starvation / inflation / instability  
cost of living / trade union / get by / monopoly / shortage

1. As a result of *inflation* in this country, the \_\_\_\_\_<sup>1</sup> is very high for most people with wages not being enough to *afford* the basics, such as rent and food. Some are *finding* it hard to buy enough to eat and there have been problems with some people facing \_\_\_\_\_<sup>2</sup>.
  2. If you can join a \_\_\_\_\_<sup>3</sup>, you should \_\_\_\_\_<sup>4</sup> of it as they give workers more power. When companies refuse to pay workers enough \_\_\_\_\_<sup>5</sup> for them to \_\_\_\_\_<sup>6</sup>, you can join a \_\_\_\_\_<sup>7</sup> which means that everyone stops work until the company rethinks its policy.
  3. Some companies have a \_\_\_\_\_<sup>8</sup> on the supply of certain products. For example, when it comes to \_\_\_\_\_<sup>9</sup> such as gas and electricity, there is often a \_\_\_\_\_<sup>10</sup> of options for people to choose from and so they are forced to pay the prices that the company demands. This hurts everyone, especially the economy.
-

## 5

## Freelancing

## Part A: Choose the correct phrase.

1. If you work as a freelancer, it's important to have a lot of **inflexible / flexibility** about when you work. For example, you might need to work at the weekend and late at night, but then you can take time *off* during the week when others are at the office.
2. When you have completed work for a company, you will need to send an **invoice / invoicing** which lists all of the work and time you have completed on a particular project.
3. For some freelancers, the **solitude / solitary** is something they really enjoy. For others, it's a problem and they would like to **socialize / unsociable** more.
4. Freelancers work for themselves which means you don't have to worry too much about your relationship with your manager. However, you **reliant / rely on** getting work from companies and it can be like looking for a job all the time.
5. One problem can be waiting for a company to **authority / authorize** your payment when you've completed the work. It can sometimes take a lot longer than you expect.

Part B: Complete the following sentences with vocabulary from the *Freelancing* worksheet.

1. If a job requires a lot of skills, *effort* or time then it is \_\_\_\_\_.
2. Some jobs need you to focus and control your behavior so they need a lot of \_\_\_\_\_.
3. If something makes you feel excited because it's full of interesting ideas then it is \_\_\_\_\_.
4. If you are able to focus on two or more tasks at the same time then you can \_\_\_\_\_.
5. If something is not at all interesting and takes a lot more time than you want it to take, then it is \_\_\_\_\_.
6. If a job needs you to do a lot of work in a very short space of time, then it is \_\_\_\_\_.
7. If a workplace isn't very organized and it's very busy with a lot of people doing *different* things, then it is \_\_\_\_\_.

Review 8 _____ out of 100 points in total
---

## 6

**IELTS-style Speaking exercise**

**Part A: Answer the following questions.**

1. What do people in your country usually do when they are entertaining visitors?
2. Where would you take a special business guest if they came to where you work in your country? Why?
3. What do you have to do to prepare for going out with people in a business situation?
4. What kind of food do you like to eat when you go out to eat?

**Part B: Describe what you should do if you are making sure your workplace is a safe environment to work in.**

**You should say:**

- What you need to look for around the workplace.
- What you should do to check workstations are suitable for employees to work at.
- What accidents can happen if there are problems.

**You should also talk about what you would do if you thought a colleague was being bullied at work.**

**Part C: Answer the following questions**

1. Would you join a trade union? Why / why not?
  2. What do you think are the benefits and problems with a free market economy?
  3. What can a business do in a recession to make sure they will continue to have business?
  4. Is the cost of living high in your country? Why / why not?
-

---

# Answer Key

## PART 1

### Unit 1

#### 1. Warm up

5 mins.

This introduces students to the topic and allows them to swap ways of greeting each other in their *first* language for multilingual classes. You may want to bring question 3 back to the class and see if you can collectively come up with a list of phrases that might be useful later.

#### 2. Making introductions

15 mins.

Part A

This introduces some useful phrases to the students before categorizing them and using them to practice introductions. Part C places them into a structure which can then be used as the basis of practice by students.

- |   |  |
|---|--|
| 1. I'm very pleased to meet you.          | 2. How long have you been working for ...? |
| 3. I'd like you to meet ...               | 4. Can I introduce myself? My name is ...  |
| 5. Is this your <i>first</i> trip to ...? | 6. I just want to say 'Hello'. I'm ...     |
| 7. I work in the ... industry.            | 8. Oh! How interesting!                    |
| 9. I mainly work with ...                 | 10. I'd like to introduce you to ...       |

Answers to the table:

**Introducing yourself** → Can I introduce myself?; My name is ...; I just want to say 'Hello'.; I'm ...

**Introducing someone else** → I'd like to introduce you to ...; I'd like you to meet ...

**Talking about your job** → I mainly work with ...; I work in the ... industry.

**Greeting someone** → I'm very pleased to meet you.

**Making small talk** → Is this your *first* trip to ...?; How long have you been working for...?

**Showing interest** → Oh! How interesting!

Part C

---

1. I'd like to introduce you to/I'd like you to meet
2. I'm very pleased to meet you
3. I'm very pleased to meet you
4. Is this your *first* trip to
5. How long have you been working for
6. I mainly work with
7. Oh, how interesting
8. I just want to say 'Hello'. I'm/Can I introduce myself? My name is

### 3. Making small talk

15 mins.

This introduces the students to some ideas for making small talk. A lot of people don't enjoy small talk, but it is essentially a way of communicating that you are someone that they can talk to and is a natural part of getting to know someone before the conversation can move on to more interesting topics. Having a set of go-to questions will help students navigate these situations in future. The questions also introduce students to some vocabulary which is then the basis of further conversation which is also a function of small talk.

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

### 4. Follow-up questions: Part A

10 mins.

You may want students to attempt this in pairs or small groups in order to be able to brainstorm. However, allow them time individually to think about the questions *first*. Of course, there is no one answer to this exercise and students may come up with their own interesting possibilities. Encourage creative thinking. You may want to use this section as a brief reminder of question structure for lower-level students who are having trouble forming questions. This section leads into the listening section and gives the students a chance to listen to the audio ahead of answering comprehension questions.

1. **Possible questions:** What did you see when you were with your family? How was Auckland different then? What do you think of Auckland now? Where else have you been to in New Zealand?
  2. **Possible questions:** Where did you work before this? How is it different to your previous job? What do you enjoy about working here?
  3. **Possible questions:** Have you ever missed a connection before? Have you ever had problems with a flight before? What is the longest journey you've made?
  4. **Possible questions:** What work were you doing in Jakarta? What was it like living in Jakarta? Why was the work monotonous? What do you like about living here? Were you born here?
  5. **Possible questions:** How long have you been running for? How long have you been training for the ultramarathon? How far is the ultramarathon race? Where is the ultramarathon taking place?
-

6. **Possible questions:** What is the weather usually like here? Is the weather often unpredictable? Have you ever been in really cold/hot/extreme weather?
7. **Possible questions:** Do you like really spicy food? Why do you think the chili is so good? How much time have you spent in Mexico? Where have you been in Mexico?
8. **Possible questions:** What did you like about Bruges/Brussels? What would you recommend doing in Bruges/Brussels?

## 5. Listening comprehension

5 mins.

Ask the students to answer the questions after the *first* listening section and then listen again to check their answers.

1. True. "We spent a lot of time camping and on the beach."
2. False. "I *find* this job more interesting and more of a challenge."
3. False. "But it's a fantastic airport and there's so much to do that it was actually a really good time."
4. True. "There were lots of places to go and eat and a lot of people my age."
5. False. "About two months later, I read about ultramarathons and decided to see if I could push myself to go further." (About ten months)

## 6. Follow-up questions: Part B

10 mins.

This gives the students a chance to continue conversations in a structured way by writing their own dialogues. You may want students to do this in pairs, or to do it individually *first* and then compare answers.

## 7. Extended activity/Homework

20 mins+

This gives students a chance to put everything from the lesson together for the *first* time with a focus on accuracy. You may want students to do this at home and then practice the dialogues in the next class. Be sure to give students feedback on their work and give yourself a chance to see their work to spot any errors if you plan to let them perform them. This will avoid them from modeling incorrect language to the rest of the class.

# Unit 2

## 1. Warm up

5 mins.

This opens the lesson by encouraging students to discuss the two main areas of the lesson in general terms. If you have students from the same company, you may not want to push them to say anything negative in front of other colleagues. Keep it light and general at this stage.

## 2. Focus on vocabulary

Part A

5 mins.

Ensure students can correctly pronounce the target language. Ask them to do the task unaided in the *first* instance, but then allow them to use a reference later if needed.

1. → i.    2. → e.    3. → b.    4. → a.    5. → h.    6. → d.    7. → f.    8. → c.    9. → g.

Part B

10 mins.

Ask the students to complete the sentences with the vocabulary and discuss the questions to practice using it. Note that supervise and oversee are synonyms and so can be used interchangeably.

- |                           |                   |
|---------------------------|-------------------|
| 1. overseeing/supervising | 2. administrative |
| 3. freelance              | 4. report to      |
| 5. permanent              | 6. part-time      |
| 7. supervise/oversee      | 8. managerial     |

## 3. Listening for details

5-10 mins.

This activity can be done in threes or by three *different* groups. It can also be done by individuals although you may want to pause after each speaker. Ask students to complete the notes with the key information.

Answers to the table:

**Samantha Hayes** → 1. Director of Sales; 2. CEO; 3. sales targets; 4. travel; 5. long hours, stressful

**Pippa Sorensen** → 1. Head of Design; 2. Chief of Production; 3. eleven, twenty; 4. creative; 5. emailing

**Rashed Nadim** → 1. Head Accountant; 2. Chief Financial Officer; 3. reports, credit; 4. mathematical; 5. managing

## 4. Listening Comprehension

5 mins.

Ask students to answer the questions and then listen again to check their answers.

1. RN    2. SH    3. SH    4. PS    5. RN    6. SH    7. PS    8. RN

---

**5. Identifying vocabulary**

15 mins.

**Part A**

This looks at some of the higher-level vocabulary from the text and focuses on meaning and usage. Ask students to complete and discuss the questions when they have finished. Circulate and help as needed.

- |               |                 |              |                  |                    |
|---------------|-----------------|--------------|------------------|--------------------|
| 1. acquired   | 2. excess       | 3. founded   | 4. exclusively   | 5. publicly traded |
| 6. subsidiary | 7. incorporated | 8. cosmetics | 9. headquartered | 10. co-founder     |

**Part B**

- |              |                |                  |
|--------------|----------------|------------------|
| 1. cosmetics | 2. founded     | 3. headquartered |
| 4. excess    | 5. exclusively | 6. co-founders   |

Sources:

[en.wikipedia.org/wiki/Burt%27s\\_Bees](https://en.wikipedia.org/wiki/Burt%27s_Bees)

[www.burtsbees.co.uk/our-purpose/our-story.list](http://www.burtsbees.co.uk/our-purpose/our-story.list)

**6. Scanning for details**

5 mins.

Ask students to quickly read through the text and complete the questions. You may want to set a time limit for this to encourage scanning for information.

- |               |         |         |         |
|---------------|---------|---------|---------|
| 1. 2020       | 2. 2007 | 3. 2015 | 4. 2017 |
| 5. late 1980s | 6. 1993 | 7. 2018 | 8. 1991 |

**7. Talking point**

10 mins.

Split the students into pairs and give them each one of the following cards. Ask them to take turns asking the questions and take notes on their questions. You could extend the activity by asking students to feedback to the class about their partner's answers.

**8. Optional extension / homework**

20 mins+.

Ask students to research, plan, write and edit their writing. Be sure to give them feedback on their work.

## Unit 3

### 1. Warm up

5 mins.

This introduces the topic with the definition of diplomatic and asks two warm-up questions related to this.

### 2. Focus on vocabulary

Part A

5 mins.

This introduces some key vocabulary on the topic which will be use in the reading exercise. Ask students to complete the exercise unaided in the *first* instance, but allow them to use a reference later if needed. Make sure the students can correctly pronounce the target language.

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

Part B

10 mins.

This encourages students to expand their vocabulary by *finding* other parts of speech connected to the target language. They are likely to need a dictionary to complete this section. When they have *finished*, ask them to skim through the article to put the Part A words into the correct gaps.

1. tact	2. indirect	3. dishonestly	4. superficially
5. misled	6. persuaded	7. discourage	8. support

Answers to the article:

1. persuasive	2. supportive	3. encouraging	4. direct
5. superficial	6. misleading/dishonest	7. dishonest/misleading	8. tactful

Sources:

[www.forbes.com](http://www.forbes.com) 'Business And The Art Of Linguistic Diplomacy'

[www.theguardian.com/education/2013/dec/05/languages-for-diplomacy-key-points](http://www.theguardian.com/education/2013/dec/05/languages-for-diplomacy-key-points)

### 3. Reading comprehension

10 mins.

Ask students to read more carefully and underline and complete the summary with one, two or three consecutive words from the article.

1. high-level	2. they aren't excited
---------------	------------------------

---

3. failure
4. what they want
5. superlative terms
6. the passive
7. navigate difficult situations
8. the point

#### 4. Diplomatic language

20 mins.

This section introduces certain structures students can use to improve the diplomacy of their language. You may need to have a quick revision of what the passive voice is and the second conditional or elicit this from the class. Due to the nature of the topic, there's not always going to be a single answer for some of the questions. Encourage students to be creative and experiment with possibilities. You may want students to work through this in pairs or small groups. It is probably a good idea to make sure each section is clear before moving on to the next one.

Using the passive.

1. wasn't told
2. wasn't completed
3. was lost/wasn't able to be found

Using the past tense / second conditional

1. If you stayed late today, we would *finish* this project.
2. Were you going to *finish* that project today?
3. I needed to talk to you about your work. Were you free at 4pm?
4. If you missed the deadline, I wouldn't be happy.

Replacing negative adjectives with not + positive.

1. Your report wasn't easy to understand.
2. Something in here doesn't smell good.
3. I don't think he's very friendly.

Less certain language.

Possible answers:

1. It seems that a customer has complained about Ahmed's behavior.
2. Apparently, Jamie left her computer on the bus yesterday.

3. It appears that you were late to the office this morning.

There are various possibilities for these sentences to be rewritten using the phrases given. You may want to check them individually or elicit examples from the class and display them.

## 5. Talking point

Part A

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

Part B

10 mins.

Put students into pairs and ask them to act out the situations given in the cards below. Depending on how *confident* they are, you may want them to write down a few ideas about what they can say before they start. You may want to extend the activity by getting some students to repeat their conversations for the class. Don't let students see each other's cards.

## 6. Extended activity/Homework

20 mins+.

This gives students a chance to put all of the language from the Diplomatic language section together. You may want them to do this in pairs as a class activity or individually for homework. Obviously, there is no one answer but a suggested answer is provided here.

Suggested answer:

Dear Jim,

I'm writing because I'm not pleased with your behavior in the office. You aren't polite when you talk to your colleagues and it seems that you aren't on time every day. As far as I know, you didn't *finish* your report last week. I was also told that apparently, you don't clean up after yourself in the kitchen. It seems your mess is left for others to clean up. If you continued like this, I would have to talk to Human Resources and we may have to *fire* you.

# Unit 4

## 1. Introductions

10 mins.

Part A

In this section, students revise vocabulary from the *Introductions* worksheet. Ask them to complete the task individually and then to check and discuss their answers in pairs.

---

**1 point each / 6 points total**

Part B

**1 point each / 8 points total**

- |                       |               |              |           |
|-----------------------|---------------|--------------|-----------|
| 1. learning the ropes | 2. connection | 3. expansion | 4. chili  |
| 5. unpredictable      | 6. monotonous | 7. heatwave  | 8. outing |

Part C

**2 points each / 6 points total**

- |                           |                           |                           |
|---------------------------|---------------------------|---------------------------|
| 1. Students' own answers. | 2. Students' own answers. | 3. Students' own answers. |
|---------------------------|---------------------------|---------------------------|

## 2. Company and job

10 mins.

Part A

This section aims at revising the vocabulary discussed in the *Company and Job* worksheet. Students complete sentences individually. The *first* letter of each word in Part A is already given.

**1 point for each correct word / 9 points total**

- |               |               |                   |
|---------------|---------------|-------------------|
| 1. promotion  | 2. managerial | 3. supervise      |
| 4. part-time  | 5. permanent  | 6. administrative |
| 7. reports to | 8. oversee    | 9. freelance      |

Part B

**1 point each / 6 points total**

- |                    |             |               |
|--------------------|-------------|---------------|
| 1. headquartered   | 2. founded  | 3. subsidiary |
| 4. publicly-traded | 5. acquired | 6. excess     |
-

**3. Birth or upbringing**

10 mins.

Part A

This section aims at revising vocabulary from the *Birth or Upbringing* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**1 point each / 8 points total**

- |                  |                 |             |               |
|------------------|-----------------|-------------|---------------|
| 1. determination | 2. initiative   | 3. aptitude | 4. upbringing |
| 5. trait         | 6. entrepreneur | 7. genetic  | 8. nurtured   |

Part B

**2 points each / 10 points total**

- |               |                   |                |
|---------------|-------------------|----------------|
| 1. start-up   | 2. side hustle    | 3. influencers |
| 4. freelancer | 5. remote working |                |

**4. The career ladder**

10 mins.

Part A

This part focuses on the revision of vocabulary from *The Career Ladder* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**1 point each / 8 points total**

- |                |                  |               |                 |
|----------------|------------------|---------------|-----------------|
| 1. resignation | 2. the sack      | 3. retire     | 4. laid him off |
| 5. headhunted  | 6. self-employed | 7. internship | 8. commission   |

Part B

**2 points each / 12 points total**

---

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. caught my eye             | 2. gone from strength to strength |
| 3. take it to the next level | 4. right <i>off</i> the bat       |
| 5. took the fall for me      | 6. at the expense of              |

## 5. Diplomatic language

10 mins.

Part A

In this section, students revise vocabulary connected to diplomatic language. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**1 point each / 7 points total**

- |               |                |           |               |
|---------------|----------------|-----------|---------------|
| 1. dishonest  | 2. persuade    | 3. direct | 4. misleading |
| 5. discourage | 6. superficial | 7. tact   |               |

Part B

**2 points each / 20 points total**

1. a good idea
2. far as I know, Michael didn't/wasn't able to *finish* his report
3. wasn't booked for Monday
4. you going to complete the report this morning
5. appear/seem to be back from his lunch break yet
6. could come in at 8am tomorrow, it would really help
7. weren't very friendly to them
8. was told you can't come to the meeting on Friday
9. Would it be a problem if you stayed
10. wasn't completed before the deadline

## 6. Speaking exercise

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## PART 2

### Unit 1

#### 1. Warm up

5 mins.

Ask the students to see if they can name the brands/companies based on their logos. Then ask students to think about the topic from the point of view of being a customer. You may want to discuss these questions as a class to bring together *different* experiences.

- |          |               |                      |
|----------|---------------|----------------------|
| 1. Apple | 2. McDonald's | 3. Twitter           |
| 4. Nike  | 5. Shell      | 6. Ralph Lauren Polo |

#### 2. Reading comprehension

20 mins.

Part A

This introduces students to the article and asks them to use their reading skills to put it together. Higher-level vocabulary is highlighted and questions focus on encouraging discussion and usage. Play the recording for students so they can listen and check their answers.

You may want to extend this section by finding a clip of *The Wolf of Wall Street* showing the behavior of the sales people in it for discussion. However, be warned that the *film* is only for adults and contains a lot of profanity and will not be suitable for younger students and students in some cultures.

Everybody is selling something. Whether you're a

business selling a product or a service; a consultant selling their knowledge; a storage company selling space; or a teenage babysitter selling their time

a sale is at the heart of all *financial* transactions.

Selling products and services is certainly a skill that not everyone has. To convince someone to part with their money to buy something from you is *firstly*,

not something that everyone is comfortable doing and *secondly*, a task that isn't easy.

This is, in part, down to the suspicion with which sales people are treated. You need only see *films* such as *The Wolf Of Wall Street* with Leonardo DiCaprio playing the criminal salesman, Jordan Belfort,

or look through the customer reviews on websites such as *Trustpilot* to *find* examples of sales people who, according to the reviewer, have lied in some form.

Of course, lies can range in levels of severity, from a salesman embellishing the *benefits* of a health product he's selling,

to the serious corruption seen by Mr. Belfort resulting in lives ruined and serious losses for his thousands of victims.

---

Part B

1. consultant
2. storage
3. transaction
4. suspicion
5. severity
6. embellish
7. corruption

Questions:

- |                 |                |               |
|-----------------|----------------|---------------|
| 1. consultant   | 2. embellished | 3. suspicion  |
| 4. transactions | 5. storage     | 6. corruption |

**3. Focus on vocabulary**

Part A

5 mins.

This introduces key vocabulary for the second part of the article. Be sure that students can correctly pronounce the target words. Ask them to complete the task unaided in the *first* instance, but allow them to use a dictionary later if needed.

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

Part B

10 mins.

This section encourages students to expand their vocabulary by *finding* words from the same word family as the target words and use them in context. They are likely to need a dictionary for this as many of the words are above level. When they have *finished*, ask them to put the Part A words into the correct gaps in Part 2 of the article. This will give them an opportunity to get an idea of the content ahead of doing the comprehension. You may want to set a time limit for this to encourage skimming.

- |                        |                       |                       |                     |
|------------------------|-----------------------|-----------------------|---------------------|
| 1. motivational (adj.) | 2. dishonestly (adv.) | 3. trustworthy (adj.) | 4. standardize (v)  |
| 5. misconduct (adj.)   | 6. egotistical (adj.) | 7. repute (n)         | 8. ethically (adv.) |

Answers to the text:

- |               |               |          |              |
|---------------|---------------|----------|--------------|
| 1. motivation | 2. dishonesty | 3. trust | 4. standards |
|---------------|---------------|----------|--------------|

5. conduct

6. ego

7. reputation

8. ethical

Sources:

[www.pipedrive.com/en/blog/sales-ethics](http://www.pipedrive.com/en/blog/sales-ethics)

[snov.io/glossary/sales-ethics/](http://snov.io/glossary/sales-ethics/)

#### 4. Reading comprehension

10 mins.

Ask students to read more carefully and complete the sentences with one, two or three consecutive words from the article.

1. based on commission

2. boost profits

3. temptation

4. a bad experience

5. hurt your brand

6. need to serve

7. an advantage

8. driver of sales

#### 5. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

For the roleplay, give each student in a pair a card and get them to give a little talk about their company's products or services containing one lie. Encourage the students to be as convincing as possible about their products or services.

#### 6. Extended activity/Homework

20 mins+

You may want students to do this in pairs in the class to encourage discussion or you may want them to prepare their rules at home in order to discuss it in class. Be sure to give them feedback on their work.

## Unit 2

#### 1. Warm up

5 mins.

This gets students to think about the topic and asks them to think of adjectives they already know which they will hopefully add to. You may want to revise what an adjective is at this stage if needed.

---

## 2. Focus on vocabulary

Part A

5 mins.

This introduces some key adjectives that students will be using for the listening exercise and gets them to think about the usage. Ensure they can correctly pronounce the target language. Ask them to complete Part A unaided in the *first* instance but allow them to use a dictionary later if needed.

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

Part B

10 mins.

This focuses on usage and asks students to think about applying the adjectives in a personal context.

1. wise                      2. sensitive                      3. assertive                      4. principled  
5. forward                      6. easy-going                      7. driven                      8. tolerant

## 3. Listening for gist

5 mins.

This recycles the adjectives from the vocabulary section. The answers are as follows. However, if students can make a case for a *different* answer, then allow it. This isn't a mathematical exercise.

a. assertive                      b. tolerant                      c. principled                      d. driven  
e. easy-going                      f. forward                      g. wise                      h. sensitive

## 4. Understanding idioms

5 mins.

This uses the language from the listening to get students to think about idioms which can often be difficult for language learners. Allow them to use a reference if needed.

1. You're taking life or your job as it comes without really making any decisions or having any strong opinions about it.
2. This means doing something that stands out in a way that other people notice.
3. It means she knows it will happen, but she doesn't know exactly how long it is.
4. It means you don't look well (literally - you look dead)
5. They want you to listen to what they have to say before you make a decision about them or something they are talking about.
6. You're not doing as much work as other people and not contributing to the collective *effort*.

**5. Reading for gist**

5 mins.

You may want to set a time limit to encourage skim reading rather than reading in detail.

- A. Working alongside other people can be a challenge in any business environment.
- B. For example, few people end up in the position of a CEO by chance, so being assertive is going to be an advantage, as is being quite driven.
- C. However, it's a rare situation when all of those characteristics work well together.
- D. These differences of opinion aren't just limited to management style either.
- E. Ultimately, employees should feel connected by having the same objectives.

Sources:

[smallbusiness.chron.com/different-personalities-affect-teamwork-11607.html](http://smallbusiness.chron.com/different-personalities-affect-teamwork-11607.html)

[www.forbes.com/sites/rogertrapp/2018/07/16/how-different-personalities-can-work-together/?sh=50b2529e665](http://www.forbes.com/sites/rogertrapp/2018/07/16/how-different-personalities-can-work-together/?sh=50b2529e665)

**6. Reading comprehension**

10 mins.

Allow them to read the article more closely and ask them to complete the sentences using one, two or three consecutive words so that the sentence is grammatically correct.

- |                              |   |
|------------------------------|---|
| 1. perform various functions | 2. co-ordinating projects internationally |
| 3. as planned                | 4. complicate                             |
| 5. value system              | 6. the career ladder                      |
| 7. verbal play-fight         | 8. Challenging                            |

**7. Finding vocabulary**

5 mins.

This gives further support with the reading and can be done before or after the comprehension. It also gives further adjectives for the students to use.

- |             |              |               |              |
|-------------|--------------|---------------|--------------|
| 1. arrogant | 2. obsessive | 3. judgmental | 4. strict    |
| 5. cunning  | 6. idle      | 7. offensive  | 8. resentful |

**8. Talking point**

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

---

## 9. Extended activity/Homework

30 mins+.

Ask students to pick an activity and then plan, write and edit their writing. Be sure to give them feedback on their work.

# Unit 3

## 1. Warm up

5 mins.

This asks students to discuss the meaning of an idiom and asks them to identify examples in their own language as well as any they may have heard in English. Idioms can often be challenging to non-native speakers as they are a collection of words which mean something *different* to what they are describing. So it can be hard to understand how they are used.

## 2. Idioms with verbs

15 mins.

Part A

This asks students to put idioms together with their verbs and then discuss questions to put them into context. You may want to allow students to use a dictionary, but ask them to see if they can complete Parts A and B without one to begin with.

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

Part B

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. get/start the ball rolling | 2. start <i>off</i> on the right foot |
| 3. keep someone on their toes | 4. think outside the box              |
| 5. hit the nail on the head   | 6. bring something to the table       |
| 7. go back to square one      | 8. cut your losses                    |

Questions:

- |                                 |                    |                           |
|---------------------------------|--------------------|---------------------------|
| 1. <i>off</i> on the right foot | 2. your losses     | 3. everyone on their toes |
| 4. to the table                 | 5. outside the box | 6. the ball rolling       |

## 3. Understanding a conversation

5 mins.

---

This gives students a chance to quickly read the dialogue ahead of comprehension and also adds further context for the correct use of the idioms. You may want to set a time limit for this exercise to encourage students to skim read rather than read in detail.

1. get the ball rolling
2. go back to square one
3. bring something to the table
4. cut our losses
5. start *off* on the right foot
6. hit the nail on the head
7. think out of the box
8. keep you on your toes

#### 4. Reading Comprehension

5 mins.

Ask students to underline where they *find* the answer. If they are unable to do so, the answer will be Not Given.

1. Not Given. We don't know if they had a contract, we just know that the French company was a supplier.
2. True. "It could be almost a year before they shut down their factories, so it's still possible they could help us. Failing that, there's a Spanish supplier that could bring something to the table."
3. False. "I think we're going to have to cut our losses with the French company and make sure that we start *off* on the right foot with whoever we get to replace them."
4. True. "I've got some good contacts there. They all say the situation is more serious than that and I think they'll be shutting down much sooner."
5. Not Given. He doesn't know and wants to do more research *first*.
6. True. "Let's arrange some time after this meeting, Stuart."

#### 5. Idioms with prepositions and adverbs

15 mins.

This introduces further idioms which will be used in the listening exercise and looks at their usage and meaning ahead of those tasks. The meanings are as follows:

1. on the ball - know what is happening and be able to react to it quickly
  2. from the ground up - start something from the beginning and see it through to completion
  3. in the loop - being part of a group that is being informed about something in progress
  4. by the book - strictly following the rules in a situation
-

5. on the same page - two or more people agreeing about what to do or having the same opinion on a subject

6. ahead of the game - having an advantage because you're better prepared or have more talent in a particular area than other people involved

7. behind the scenes - in a place or a manner that most people don't see

8. up in the air - not decided or having no plans

1. on

2. from

3. in

4. by

5. on

6. ahead

7. behind

8. up

Questions:

1. up

2. by

3. in

4. ahead

5. on

6. from

7. on

8. behind

## 6. Listening for details

5 mins.

This helps the students put the idioms into context and then practice their skills in listening out for specific information.

1. on the ball o Speaker 2

2. from the ground up o Speaker 1

3. in the loop o Speaker 2

4. by the book o Speaker 2

5. on the same page o Speaker 1

6. ahead of the game o Speaker 1

7. behind the scenes o Speaker 1

8. up in the air o Speaker 2

## 7. Listening comprehension

5 mins.

This focuses on more details from the audio script and checks the students' understanding.

Answers:

a → Speaker 1 and Speaker 2;

b → Speaker 1;

c → Speaker 2;

d → Speaker 2;

e → Speaker 1;

f → Speaker 2;

g → Speaker 2;

h → Speaker 1

### 8. Talking point

10 mins.

Ask students to discuss the idioms in pairs or small groups, with a dictionary if you think it is needed. Circulate and help as needed.

### 9. Extended activity/Homework

30 mins +.

This gives the students an opportunity to personalize one or more of the idioms they have been discussing. Ask students to plan, write and edit their writing. Be sure to give them feedback on their work.

## Unit 4

### 1. Liar Liar

10 mins.

Part A

In this section, students revise vocabulary from the *Liar Liar* worksheet. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**1 point each/6 points total**

1. transaction

2. consultant

3. embellish

4. corruption

5. suspicion

6. storage

Part B

**2 points each/8 points total**

1. dishonesty; trustworthy

2. ethically; standard

3. ego; conduct

4. motivation; repute

---

## 2. Different perceptions

10 mins.

Part A

This part focuses on the revision of vocabulary from the *Different Perceptions* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**2 points each/16 points total**

- |               |                 |               |               |
|---------------|-----------------|---------------|---------------|
| 1. prior      | 2. criticism    | 3. regardless | 4. perceive   |
| 5. competency | 6. participates | 7. feed back  | 8. unexpected |

Part B

**2 points each/6 point total**

1. a chance
2. into account/into consideration
3. into account/into consideration

## 3. Describing workers

10 mins.

Part A

This section aims at revising the vocabulary discussed in the *Describing workers* worksheet. Students complete sentences individually.

**2 points each/16 points total**

- |               |              |              |              |
|---------------|--------------|--------------|--------------|
| 1. driven     | 2. sensitive | 3. assertive | 4. wise      |
| 5. principled | 6. tolerant  | 7. brash     | 8. easygoing |

Part B

---

**2 points each/12 points total**

- |                        |              |                   |
|------------------------|--------------|-------------------|
| 1. your weight         | 2. warmed up | 3. matter of time |
| 4. with the <i>how</i> | 5. me out    | 6. our mark       |

**4. Common Idioms in business**

10 mins.

Part A

In this section, students revise vocabulary connected to common idioms in business. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**1 point each/8 points total**

- |          |          |          |              |
|----------|----------|----------|--------------|
| 1. think | 2. go    | 3. start | 4. get/start |
| 5. cut   | 6. bring | 7. keep  | 8. hit       |

Part B

**2 points each/16 points total**

- |               |                |                  |                  |
|---------------|----------------|------------------|------------------|
| 1. in the air | 2. the time    | 3. the ground up | 4. the loop      |
| 5. the book   | 6. of the game | 7. the scenes    | 8. the same page |

**5. Work clothes**

10 mins.

Part A

This part focuses on the revision of vocabulary from the *Work Clothes* lesson. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**1 point each/8 points total**

- |             |                  |                 |                |
|-------------|------------------|-----------------|----------------|
| 1. facially | 2. piercing      | 3. disciplinary | 4. expectation |
| 5. discreet | 6. tattoo artist | 7. conformity   | 8. acceptable  |
-

Part B

**2 points each/4 points total**

1. hijab

2. a word

## 6. Speaking exercise

10 mins.

Ask students to discuss the activities in Part A, B and C in pairs or small groups. Circulate and help as needed.

# PART 3

## Unit 1

### 1. Warm up

5 mins.

This introduces the topic with three words ending in -line. Ask the students to discuss the questions and how the words relate to the topic.

Meaning of the words:

streamline (v) –improve how something works

outline (v) –make a plan with the main points

outline (n) – a plan showing the main points

timeline (n) – a plan showing what changes will happen over a period of time

### 2. Focus on vocabulary

Part A

5 mins.

This introduces key vocabulary and gets the students to interact with the article ahead of reading. Be sure the students can correctly pronounce the target vocabulary.

1. adjustment

2. brainstorm

3. budget

4. corrective

5. market research

6. milestone

7. objective

8. out of the loop

9. sign-off



3. lifecycle

4. delivery

5. making life difficult

6. green light

7. progress

8. going nowhere

## 6. Listening comprehension

5 mins.

Ask the students to complete this task after the *first* listening and then listen again to check their answers.

- a. False. "The main issue we have with our projects is that we're always up against a very tight schedule."
- b. True. "This creates a lot of stress because, inevitably, unexpected delays happen."
- c. True. "I think the problem is that the manager takes too long over the planning and the market research at the beginning of the lifecycle of the project."
- d. False. "You can't take a year over planning and then expect the project to get to delivery in eight months."
- e. True. "I *find* that the team you're working with on a project is essential."
- f. False. "If there's someone who sees themselves as the most important person in the team, then you've got a problem.....They always end up making life difficult for other people."
- g. False. "you all need to work together and you have to be prepared to do tasks that aren't necessarily your job if it means you can progress."

## 7. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups.

## 8. Extended activity/Roleplay

30 mins+.

Ask the students to get together in groups of three. You can have pairs by just using Students A and B. Ask them to do some research looking at local printing services and looking at possible prices and times. Then ask them to have a conversation about how they are going to organize the printing. Ask students not to look at each other's cards.

# Unit 2

## 1. Warm up

5 mins.

---

This introduces the topic with questions asking students to think about a recent presentation they saw as preparation for their own work later in the lesson.

## 2. Focus on vocabulary

Part A

5 mins.

This introduces key vocabulary from the reading exercise. Ensure students can correctly pronounce the key vocabulary. Ask students to complete the exercise unaided in the *first* instance, but allow them to use a reference later if needed.

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

Part B

10 mins.

This exercise encourages students to expand their vocabulary by looking at parts of speech connected to the key vocabulary. They are likely to need a dictionary to complete this. When they have *finished*, ask them to skim through the article and complete it with the vocabulary from Part A.

1. clarification            2. conveyance            3. distraction            4. disengagement  
5. outlining                6. overwhelming            7. unstructured            8. visually

## 3. Skimming for gist

5 mins.

You may want to set a strict time limit on this exercise to encourage students to skim rather than reading in detail.

1. D            2. Not used    3. Not used    4. B            5. E            6. A            7. C

Vocabulary in the article:

1. convey                2. overwhelm            3. outline                4. clarify  
5. visual                6. engage                7. distract                8. structured

Sources:

[www.bbc.com/worklife/article/20150223-secrets-of-the-perfect-speech](http://www.bbc.com/worklife/article/20150223-secrets-of-the-perfect-speech)

[www.theguardian.com/small-business-network/2017/sep/12/want-to-win-over-an-audience-how-to-improve-your](http://www.theguardian.com/small-business-network/2017/sep/12/want-to-win-over-an-audience-how-to-improve-your)

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#### 4. Reading comprehension

10 mins.

Ask students to complete the sentences so that they are grammatically correct after reading the article. Note that two endings are not used.

1. e      2. f      3. h      4. a      5. d      6. i      7. c

#### 5. Phrasal verbs

15 mins.

Part A

This looks at some useful phrasal verbs in a business context. Students are asked to search for them in the text, complete questions and then discuss the questions to practice using them.

1. map out      2. cut down      3. *figure out*      4. space out  
5. back up      6. think over      7. try out      8. pitch in

Part B

1. cut down      2. map out      3. think over      4. try out  
5. pitch in      6. space out      7. *figure out*      8. back up

#### 6. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 7. Extended activity/Homework

30 mins+.

You may want students to prepare these presentations individually at home and then present them in class, or take some time in class to prepare their presentations. Students could work together if they are from the same company, although be sure that everyone in the group has a clearly *defined* role and that everyone does their part in presenting. You may want to ask students to take notes about the presentations of others and give feedback about them.

## Unit 3

#### 1. Warm up

5 mins.

---

This introduces the topic with questions aimed at getting students to talk about their personal experiences of flying. At this stage, it's *fine* to include *flying* for personal reasons, it doesn't have to be just business.

## 2. Skimming for details

5 mins.

You may want to set a time limit on this task to encourage students to skim for information rather than read in detail.

Answers to the table:

Hans → London; Hong Kong; 12 hours; Friday

Sheila → Amsterdam; New York City; 8 hours; Sunday

## 3. Finding vocabulary

5 mins.

This offers extra support and helps students to identify useful vocabulary on the topic.

- |               |               |                  |            |
|---------------|---------------|------------------|------------|
| 1. cabin      | 2. aisle      | 3. boarding pass | 4. legroom |
| 5. turbulence | 6. cabin crew | 7. immigration   | 8. visa    |

## 4. Reading comprehension

10 mins.

Ask students to read in more detail and underline where they *find* the answers. If they are unable to do this, the answer will be Not Given.

1. Not Given. It says he had been working all day but doesn't mention if he went home *first* or not.
  2. True. 'I usually got to fly business class, but as this was already an expensive flight, I had to fly economy.'
  3. False. 'I thought I had a seat at the front of a section which would mean plenty of legroom. But no, I was actually in a seat behind that row.'
  4. Not Given.
  5. False. 'I'd always wanted to see New York City and I got the opportunity to go over on business.'
  6. False. '...although there was a bit of turbulence which was a bit scary at one point.'
  7. Not Given. It says there were 500 people at immigration, but they could have come from other flights.
  8. True. 'It was almost four hours between getting *off* the plane and leaving the airport which was ridiculous.'
-

## 5. Focus on vocabulary

5 mins.

This focuses on key vocabulary from the listening exercise. Ensure students can correctly pronounce the key vocabulary. Ask them to complete the task unaided in the *first* instance, but allow them to use a reference later if needed.

Please note that in American English and "airsickness bag" is commonly and informally referred to as a "barf bag."

1. → d.    2. → e.    3. → i.    4. → b.    5. → c.    6. → a.    7. → h.    8. → f.    9. → g.

### Part B

10 mins.

This helps students use the vocabulary in context ahead of the listening. When they have *finished*, ask them to discuss the questions to practice using the key vocabulary.

1. connection	2. arrival card	3. last call	4. transit
5. domestic	6. airsickness	7. lounge	8. carry-on

### Part C

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 6. Listening for gist

5 mins.

This allows students to listen for the *first* time and get the gist of the audio ahead of the comprehension.

Which of the following questions are they answering? → a.

## 7. Listening comprehension

5 mins.

Ask students to complete the table after the *first* listening and then listen again to check their answers.

Answers to the table:

a → Speaker 2; b → Speaker 1; c → Speaker 1; d → Speaker 3; e → Speaker 2; f → Speaker 3; g → Speaker 1; h → Speaker 2

---

**8. Talking point**

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

**9. Extended activity/Homework**

20 mins+.

Ask students to plan, write and edit their emails. Encourage them to be inventive with their ideas and point out that what they write doesn't have to be true. Encourage them to use vocabulary from the lesson.

## Unit 4

**1. Warm up**

5 mins.

This introduces the idea of negotiation without using the term (this will be covered in the vocabulary section) by getting students to consider getting cheaper prices and their experience of that.

**2. Focus on vocabulary**

Part A

5 mins.

This covers some of the key vocabulary used in the listening exercise. Ensure students can correctly pronounce the target language. Ask students to complete the task unaided in the *first* instance, but allow them to use a reference later if needed.

You may need to elicit or tell the students the following words in addition to those covered in the vocabulary section.

guarantee (n) – an official promise that something will happen

green light (n) – official permission for something to continue

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

Part B

15 mins.

This exercise encourages students to expand their vocabulary by linking other parts of speech to the target vocabulary. They are likely to need a dictionary to do this. Students are then asked to complete sentences from the audio script with the target vocabulary to practice using it in context. They can then check their answers by listening to the audio for the *first* time.

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Students might need help with number 7.

- |                   |                      |                    |                   |
|-------------------|----------------------|--------------------|-------------------|
| 1. resolution (n) | 2. confirmation (n)  | 3. negotiation (n) | 4. settlement (n) |
| 5. urge (n)       | 6. accommodation (n) | 7. wrapping (adj.) | 8. expiration (n) |

Part C

- |            |           |              |                |
|------------|-----------|--------------|----------------|
| 1. confirm | 2. settle | 3. negotiate | 4. accommodate |
| 5. resolve | 6. urge   | 7. expires   | 8. wrap o up   |

### 3. Listening comprehension

5 mins.

Ask students to answer the questions after the *first* listening, then listen again to check.

1. False. 'You want to talk about the laptops we were discussing last week, yes?'
2. False. 'We'll need 50 as soon as possible, with another 30 in three months from now when our Berlin office opens.'
3. True. '... in three months from now when our Berlin office opens. However, we also have plans to open an office in Paris and Amsterdam within the next 48 months.'
4. True. 'We can certainly accommodate all of your needs...'
5. True. 'The LX model is usually \$800 per unit, but we can let you have it for \$750.'
6. False. 'my budget really only covers \$700 per unit.'
7. True. 'Now that usually costs \$49.99 per unit for two years, but I can *offer* you that service for free for *five* years.'
8. False. 'I may need to have a conversation with someone in *finance* before I can agree to that...'
9. True. 'I think I could agree to a discount on orders of over 100 units in future. I can also *offer* you a 15% discount if you buy from us again when the guarantee expires.'

### 4. Skimming for gist

5 mins.

You may want to set a time limit to encourage skimming rather than reading in detail.

- A. Do your homework
  - B. Be polite and flexible
  - C. Don't take the *first offer*
  - D. Build a relationship
-

Sources:

[www.bbc.com/worklife/article/20150707-six-ways-to-get-what-you-want](http://www.bbc.com/worklife/article/20150707-six-ways-to-get-what-you-want)

[www.theguardian.com/small-business-network/2013/jul/31/startups-negotiation-compromise-credibility](http://www.theguardian.com/small-business-network/2013/jul/31/startups-negotiation-compromise-credibility)

## 5. Finding vocabulary

5 mins.

This provides further support with vocabulary and can be done before or after the comprehension.

- |  |                       |
|--|-----------------------|
| 1. terms (n)                               | 2. talk over (phr. v) |
| 3. acceptable (adj.)                       | 4. persuasive (adj.)  |
| 5. push (v) (someone into doing something) | 6. propose (v)        |
| 7. understanding (n)                       | 8. commitment (n)     |

## 6. Reading comprehension

10 mins.

Ask students to complete the summary with one, two or three consecutive words from the article, while making sure the sentences are grammatically correct.

1. one aspect
2. options
3. pleasant and polite
4. point of view
5. other possibilities
6. get something back
7. bargain
8. you pay less

## 7. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

Part B

---

20 mins+

Split the students into pairs. Give them the cards, allow them to read them and prepare for before their conversation. There are some possible resolutions to the negotiation, but encourage the students to be inventive and create their own options. They can invent their own deals, the information on the cards is just a guide. You may want students to act out their negotiation for the class if the students are happy to do so. You may want the students to prepare their negotiation for homework and then act it out in class.

### Student A

**You want to buy business phones for your company and have made arrangements to talk to a seller. Note the following points:**

- There are 150 people in your company at the moment, but you are expanding and expect to employ 30 more people in the next 6 months, and an additional 60 in the next 18 months.
  - Most of the people who work for you will need the phones for international travel and communication.
  - The maximum you can spend on the phones is \$600 per unit. However, you have seen that the company you are talking to have a deal for \$400 per unit if you buy more than 100 units.
  - You will need to make sure you have insurance for the phones in case anything goes wrong with them.
  - Your boss is very worried about money and doesn't want to spend any more than absolutely necessary.
-

### Student B

**You sell phones and have a new customer. Note the following points:**

- Your sales this year haven't been going as well as usual and you need to increase them.
- You have just received a stock of the brand new LKD phone which is the best you have seen. It includes an international call and Wi-Fi package and sells for \$650 per unit. However, if you can sell more than 200 units, you could reduce the price to \$600 per unit.
- You have another phone which doesn't include an international call and Wi-Fi package that you can offer for \$500 per unit on orders of over 100 units. An international call and WIFI package will cost an extra \$40 per phone.
- You currently have a deal on a phone for \$400 if the customer buys more than 100 units, but you know that phone hasn't worked very well, and a lot of customers have had problems with it.
- Your company sells insurance for the phones but will often include that if there's a large order. The insurance is usually \$70 per phone for 3 years.
- Your phones range in price from \$300 up to \$1500 per unit.

## Unit 5

### 1. Warm up

5 mins.

This introduces the topic with asking the students to consider their own experiences as a customer. Ask the students to discuss the questions and you may want to ask students with good examples give them to the class.

### 2. Skimming for gist

5 mins.

You may want to set a time limit on this task to encourage students to skim rather than read in detail.

---

- |                  |                |                |                |
|------------------|----------------|----------------|----------------|
| 1. a customer    | 2. a complaint | 3. the problem | 4. the ability |
| 5. the situation | 6. the details | 7. a colleague |                |

Sources:

[www.ksl-training.co.uk](http://www.ksl-training.co.uk) "Handling Customer Complaints"

[www.upwork.com/resources/how-to-handle-customer-complaints](http://www.upwork.com/resources/how-to-handle-customer-complaints)

### 3. Finding vocabulary

5 mins.

This provides further support with vocabulary and can be done before or after the comprehension.

- |               |              |                |
|---------------|--------------|----------------|
| 1. handle     | 2. conflict  | 3. loyal       |
| 4. distressed | 5. interrupt | 6. sympathetic |
| 7. paraphrase | 8. outcome   | 9. empathize   |

### 4. Reading comprehension

10 mins.

Ask students to read more carefully and complete the sentences with one, two or three consecutive words from the article.

- |                        |                     |                   |                |
|------------------------|---------------------|-------------------|----------------|
| 1. rude and unpleasant | 2. Reacting         | 3. calm down      | 4. comments    |
| 5. the facts           | 6. paying attention | 7. feel satisfied | 8. overpromise |

### 5. Focus on vocabulary

10 mins.

Part A

This looks at vocabulary used in the listening task. Ensure students can correctly pronounce the target vocabulary. Ask the students to complete the task unaided in the *first* instance, but allow them to use a reference later if needed.

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

Part B

The aim of this exercise is to expand students' vocabulary by asking them to identify other parts of speech or forms connected to the target vocabulary. They are likely to need a dictionary to do this. When they have finished, ask them to discuss the questions to practice using the target vocabulary.

- |                   |                     |                    |                    |
|-------------------|---------------------|--------------------|--------------------|
| 1. irritation (n) | 2. excusable (adj.) | 3. humiliation (n) | 4. frustration (n) |
|-------------------|---------------------|--------------------|--------------------|
-

5. assurance (n)      6. convenient (adj.)      7. summary (n)      8. furiously (adv.)

Part C

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

**6. Listening for gist**

5 mins.

This gives students a chance to listen to the audio for the *first* time and get the gist ahead of comprehension.

1. a camera                      2. shirts                      3. a (wedding) dress

**7. Listening comprehension**

5 mins.

Ask students to complete the table after the *first* listening and then listen again to check their answers.

Answers to the table:

A → 2, 3; B → 2; C → 3; D → 1; E → 1, 3; F → 2; G → 3; H → 1, 3

**8. Talking point**

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

**9. Extended activity / homework**

15 mins+.

You may want to ask students to prepare their roleplays at home and then do them in class. Divide students into pairs and give them cards A or B. Ask them to have a conversation using the language from the lesson. Encourage them to use their own ideas and *find* solutions. They don't have to just stick to the information on the card.

---

### **Customer A**

- You bought a book from the company, but when it arrived someone had written in the pages.
- The book was a birthday present for a friend.
- It cost \$15.00.
- If they get another book to you in the next two days, you could still give it to the friend in time for their birthday.

### **Customer Service Adviser A**

- Your company sells books.
  - If there's a problem with a book costing more than \$10, you usually ask the customer to send it back.
  - You can replace any books that are a problem for free.
  - You can offer a discount on future purchases up to 30%.
  - Try and resolve the problem in the best way you can.
-

### Customer B

- You bought a laptop computer from the company. The camera doesn't work.
- You need the laptop for work and you travel next week where you will have to use the camera for remote meetings.
- The laptop cost \$1200.
- You don't have enough time to send the laptop back to them before you go away because you're very busy.
- You think it might be easier to get your money back and quickly order a new laptop from a different company.

### Customer Service Adviser B

- Your company sells computers.
- You can send someone out to fix any problems with computers free of charge.
- You can give money back to customers who aren't happy with their computer, but they need to send the computer back first.
- You will give them the money back plus the cost of delivery.

## Unit 6

### 1. Project management

10 mins.

Part A

In this section, students revise vocabulary connected to project management. They practice using the words in context by completing the dialogue and sentences.

---

**2 points each / 12 points total**

- |               |                    |             |
|---------------|--------------------|-------------|
| 1. budget     | 2. adjustment      | 3. market   |
| 4. corrective | 5. out of the loop | 6. sign-off |

Part B

**1 point each / 8 points total**

- |                            |                     |
|----------------------------|---------------------|
| 1. make o life o difficult | 2. green o light    |
| 3. inevitably              | 4. lifecycle        |
| 5. delivery                | 6. up o against     |
| 7. progress                | 8. going to nowhere |

**2. Planning presentations**

10 mins.

Part A

This part aims at revising words and phrases from the worksheet *Planning Presentations*. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**1 point each / 8 points total**

- |                 |            |                |                 |
|-----------------|------------|----------------|-----------------|
| 1. visually     | 2. clarify | 3. distraction | 4. unstructured |
| 5. overwhelming | 6. outline | 7. engage      | 8. convey       |

Part B

**2 points each / 12 points total**

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. figure out | 2. map out     | 3. try o out    |
| 4. pitch in   | 5. space o out | 6. think o over |

**3. Flying for business**

10 mins.

---

In this section, students revise vocabulary connected to *flying* by plane. Ask them to complete the task individually and then allow them to check their answers in pairs. You may give them the *first* letter of each word to make it easier.

**2 points each / 20 points total**

- |             |            |                  |                      |                |
|-------------|------------|------------------|----------------------|----------------|
| 1. carry-on | 2. legroom | 3. boarding pass | 4. immigration       | 5. transit     |
| 6. cabin    | 7. visa    | 8. connection    | 9. <i>final</i> call | 10. cabin crew |

#### 4. Negotiations

10 mins.

This section aims at revising the vocabulary discussed in the *Negotiations* worksheet. Students complete emails individually. The *first* letter of each word is already given.

**1 point each / 12 point**

Email 1

1. talk over
2. *conf*irm
3. settle
4. proposed
5. terms
6. agreement
7. urge
8. expire

Email 2

1. understanding
2. accommodate
3. commitment
4. wrap up

#### 5. Complaining and apologizing

10 mins.

---

## Part A

Students revise the vocabulary connected to complaining and apologizing. In both parts they have to complete the sentences with the correct word from the *Complaining and Apologizing* worksheet. Some letters in Part B are given.

**3 points each / 21 points total**

- |                |                |            |                |
|----------------|----------------|------------|----------------|
| 1. irritated   | 2. distressed  | 3. loyal   | 4. humiliating |
| 5. sympathetic | 6. frustrating | 7. furious |                |

## Part B

**1 point each / 7 points total**

- |                  |           |               |           |
|------------------|-----------|---------------|-----------|
| 1. interrupt     | 2. excuse | 3. outcome    | 4. assure |
| 5. inconvenience | 6. handle | 7. paraphrase |           |

## 6. IELTS-style Speaking exercise

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## Part B

This section is not marked for points but you may want to award a score out of ten. One point for each bullet point mentioned, one point for fluency, one point for accuracy, one point for lexical range and one point for grammatical range. And two extra points for speaking for more than 1 minute.

# PART 4

## Unit 1

### 1. Warm up

5 mins.

This introduces *different* parts of speech for the title word and asks students to discuss questions to practice using them.

- |           |                |             |              |
|-----------|----------------|-------------|--------------|
| 1. motive | 2. demotivated | 3. motivate | 4. motivated |
|-----------|----------------|-------------|--------------|

### 2. Skimming for gist

5 mins.

---

You may want to set a time limit on this task to encourage skimming rather than reading in detail.

1. Where are we going?
2. Show appreciation
3. Welcome new ideas
4. Help them aim higher

Sources:

[www.huffpost.com/entry/15-effective-ways-to-moti\\_b\\_5854242](http://www.huffpost.com/entry/15-effective-ways-to-moti_b_5854242)

[www.linkedin.com/pulse/5-effective-strategies-motivate-your-team-humanoo-gmbh](http://www.linkedin.com/pulse/5-effective-strategies-motivate-your-team-humanoo-gmbh)

### 3. Finding vocabulary

5 mins.

This offers support with the vocabulary and focuses on some useful words for the topic.

- |              |                 |                 |
|--------------|-----------------|-----------------|
| 1. pace      | 2. vision       | 3. contribution |
| 4. gratitude | 5. satisfaction | 6. seek         |
| 7. empower   | 8. pursue       | 9. advance      |

### 4. Reading comprehension

10 mins.

This is an IELTS style exercise and students should complete the sentences based on the article making sure they are grammatically correct.

1. h      2. b      3. i      4. a      5. f      6. e      7. c

### 5. Focus on vocabulary

Part A

5 mins.

This introduces vocabulary used in the listening task. Ensure students can correctly pronounce the target vocabulary. Ask students to complete the task unaided in the *first* instance but allow them to use a reference later if needed.

1. → a.    2. → d.    3. → e.    4. → f.    5. → c.    6. → h.    7. → b.    8. → i.    9. → g.

Part B

10 mins.

This puts the target vocabulary in context for the students and then gives them questions aimed at helping them practice using it.

---

- |                |                |              |             |
|----------------|----------------|--------------|-------------|
| 1. pessimistic | 2. ineffective | 3. desperate | 4. struggle |
| 5. hopeless    | 6. let down    | 7. abandoned | 8. failure  |

## 6. Listening for gist

5 mins.

This gives students a chance to listen to the audio ahead of the comprehension to get the general gist of what is being said.

- |             |              |              |             |              |
|-------------|--------------|--------------|-------------|--------------|
| 1. Not used | 2. Speaker 2 | 3. Speaker 3 | 4. Not used | 5. Speaker 1 |
|-------------|--------------|--------------|-------------|--------------|

## 7. Listening comprehension

5 mins.

Ask students to complete the table after the *first* listening and then listen again to check their answers.

Answers:

a → Speaker 1; b → Speaker 3; c → Speaker 2; d → Speaker 1; e → Speakers 1 and 3; f → Speaker 1; g → Speaker 3; h → Speakers 1 and 2

## 8. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/Homework

40 mins+.

Ask students to plan, write and edit their essays based on the work done in class. Ensure you give them feedback on their work.

# Unit 2

## 1. Warm up

5 mins.

This opens the class with students talking about their personal experience of meetings which may be addressed later in the lesson.

## 2. Focus on vocabulary

5 mins.

---

This looks at key vocabulary from the reading exercise. Ensure students can correctly pronounce the target words. Ask students to do the task unaided in the *first* instance, but allow them to use a reference later if needed.

1. → a.    2. → d.    3. → e.    4. → f.    5. → c.    6. → h.    7. → b.    8. → i.    9. → g.

Part B

10 mins.

The *first* part of this task is aimed at students expanding their vocabulary by *finding different parts of speech or forms connected to the target vocabulary*. They are likely to need a dictionary to complete this. When they have *finished*, they are asked to put the target vocabulary from Part A into context in the article.

- |                       |                       |                     |
|-----------------------|-----------------------|---------------------|
| 1. deviation (n)      | 2. exclude (v)        | 3. interruption (n) |
| 4. meaningless (adj.) | 5. participate (v)    | 6. prime (adj.)     |
| 7. intention (n)      | 8. unnecessary (adj.) | 9. convince (v)     |

**3. Skimming for gist**

5 mins.

You may want to set a time limit to encourage students to skim rather than read in detail.

- |                |                |                |                |
|----------------|----------------|----------------|----------------|
| 1. Not used    | 2. Paragraph D | 3. Paragraph A | 4. Paragraph C |
| 5. Paragraph E | 6. Not used    | 7. Paragraph B |                |

Vocabulary in the article:

- |                    |                  |                 |
|--------------------|------------------|-----------------|
| 1. Primarily       | 2. meaningful    | 3. necessity    |
| 4. exclusive       | 5. convinced     | 6. deviate      |
| 7. unintentionally | 8. participation | 9. interrupting |

Sources:

[www.bbc.co.uk/programmes/articles/3rJY7YgPglMd9gn7sVfwtwc/nine-ways-to-succeed-in-meetings](http://www.bbc.co.uk/programmes/articles/3rJY7YgPglMd9gn7sVfwtwc/nine-ways-to-succeed-in-meetings)

[www.theguardian.com/money/1999/nov/21/careers.business](http://www.theguardian.com/money/1999/nov/21/careers.business)

[uk.indeed.com/career-advice/career-development/how-to-chair-meeting](http://uk.indeed.com/career-advice/career-development/how-to-chair-meeting)

**4. Synonyms**

5 mins.

---

This provides further support with the vocabulary and helps students explore synonyms.

- |             |               |          |                 |
|-------------|---------------|----------|-----------------|
| 1. running  | 2. reconsider | 3. vital | 4. embarrassing |
| 5. uncommon | 6. additional | 7. voice | 8. aspect       |

## 5. Reading comprehension

10 mins.

Ask the students to read the article more carefully and complete the sentences so that they are grammatically correct and make sense.

- |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|
| 1. h | 2. i | 3. a | 4. d | 5. e | 6. g | 7. c |
|------|------|------|------|------|------|------|

## 6. Listening for gist

5 mins.

This allows students to hear the audio for the *first* time and get a general idea of what is said.

- |         |         |         |
|---------|---------|---------|
| 1. → b. | 2. → a. | 3. → c. |
|---------|---------|---------|

## 7. Listening comprehension

5 mins.

Ask students to complete this task after the *first* listening and then listen again to check their answers.

1. False. 'Lily and Sebastian have been working quite closely with the production team ... I think they would be good at it...'
2. False. 'I'm sorry, didn't you see my email?'
3. True. 'The sales conference isn't happening next month now, it's going to be in November.'
4. False. 'Oh, Madrid is wonderful. I was there last year.'
5. True. 'Sandra is currently working on ...' Gloria: 'Oh, Madrid is wonderful. I was there last year.'
6. False. 'We stayed in this amazing hotel, but I made the mistake of not eating on the plane...'
7. True. 'I'm actually going to be in Germany next week and then I'll be there every third week.'
8. True. 'I'm not really sure we need you there for the meetings, it's just good for you to know what's happening.'

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

---

9. Extended activity/Homework

15 mins+

Divide the class into groups and give each of them a *different* card. Make it clear that they don't have to actually do the activity they are planning, it's just to give the meeting a focus and to practice their English.

If you want to add extra difficulty, you could secretly ask participants who aren't the chair person in each group to do one of the following things.

- \* Keep interrupting whoever is talking
  
- \* Talk about personal things not related to the meeting
  
- \* Talk as much as thy can without letting others talk

**Group A**

You are going to decide when you are all going to meet to study English. Consider the following questions:

- Who is going to chair the meeting?
  - When can you all meet? (use your real schedules)
  - What are you going to study together?
  - Where are you going to meet?
  - What do you all need to bring?
-

### Group B

You are going to buy a present for your teacher. Consider the following questions:

- Who is going to chair the meeting?
- What do you think is the best gift to buy for them?
- How much money can you spend on it?
- Who is going to buy the present?
- When are you going to give it to your teacher?

### Group C

You are going to plan an afternoon out together. Consider the following questions:

- Who is going to chair the meeting?
- When can you all go out together? (use your real schedules)
- Where are you going to go?
- How are you going to get there?
- How much money will you need?
- What are you going to do when you are there?

## Unit 3

### 1. Warm up

10 mins.

---

This introduces *different* forms of the word ethics and asks students to discuss *different* situations where ethics can be applied to introduce the topic.

1. unethical                                      2. ethically                                      3. ethical

## 2. Reading for gist

5 mins.

You may want to set a strict time limit to encourage skimming for gist rather than reading in detail.

- A. What is business ethics?
- B. Why is a code of ethics important?
- C. How do you make sure the code of ethics is being followed?

Sources:

[www.ganintegrity.com/blog/building-an-ethical-culture/](http://www.ganintegrity.com/blog/building-an-ethical-culture/)

[www.ganintegrity.com/compliance-glossary/business-ethics/](http://www.ganintegrity.com/compliance-glossary/business-ethics/)

## 3. Finding vocabulary

5 mins.

This provides vocabulary support and can be done before or after the comprehension exercise.

- |                     |                   |                      |                     |
|---------------------|-------------------|----------------------|---------------------|
| 1. <u>principle</u> | 2. <u>conduct</u> | 3. <u>corruption</u> | 4. <u>guideline</u> |
| 5. <u>regulate</u>  | 6. <u>moral</u>   | 7. <u>restrict</u>   | 8. <u>comply</u>    |

## 4. Reading comprehension

10 mins.

Ask students to read more carefully and complete the summary with one, two, or three consecutive words from the article.

- |             |                 |                            |                       |
|-------------|-----------------|----------------------------|-----------------------|
| 1. society  | 2. human rights | 3. company's social values | 4. building trust     |
| 5. fairness | 6. the impact   | 7. treated poorly          | 8. unethical behavior |

## 5. Focus on vocabulary

5 mins.

Ensure students can correctly pronounce target language. Ask them to complete the task unaided in the *first* instance, but allow them to use a reference later if needed.

---

1. → a.      2. → d.      3. → e.      4. → f.      5. → c.      6. → g.      7. → b.

10 mins.

This exercise helps students put the target vocabulary in context and gives them a chance to practice using the vocabulary in conversation.

1. minority                      2. supply chain                      3. renewable                      4. infrastructure  
5. packaging                      6. Diversity                      7. sustainable

Part C

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 6. Listening for general details

5 mins.

Ask students to listen to the audio and write down the numbers they hear next to the information.

- a. 24                      b. 80                      c. 12 billion                      d. 16  
e. 64                      f. 172 million                      g. 22 million

## 7. Listening comprehension

5 mins.

Ask students to complete the exercise after the *first* listening, then listen again to check their answers.

1. True. 'I'm an area manager for the Co-operative Group which is based in Manchester in the UK.'
2. False. 'I manage 24 supermarkets for them, but they do a lot more than just retail.'
3. True. 'We've been leaders in *Fairtrade* for years which makes sure that ... everyone in the supply chain is able to work in safe working conditions.'
4. False. 'Last year, we made a revenue of £12 billion which shows that you can be ethical and make a profit.'
5. False. 'They invest a lot of money in training staff in ethics.'
6. False. 'We also do a lot for the environment, having given \$252 million last year to green development, renewable energy and aiding people in poorer communities with the infrastructure needed to improve their lives.'
7. True. 'I think that it's unusual for a *financial* company to give back to the community in this way. And yet it helps us to profit. Last year, we had a revenue of over \$22 billion.'

## 8. Talking point

10 mins.

---

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

### 9. Extended activity/Homework

30 mins+.

Ask students to plan, write and edit their code of ethics. You may want students to work in pairs or small groups to complete this and compare lists as a class. Point out that students aren't expected to write a detailed code, but produce some main rules that they think should be followed. Ensure you give students feedback on their work.

## Unit 4

### 1. Warm up

5 mins.

This introduces vocabulary around the topic and asks students to discuss questions using it. Note with students that they can feel *stressed out*, whereas a situation can be *stressful*, so they are used differently even though they are used in a similar way and are both adjectives. *Stressed out* is also fairly informal and can be replaced with *stressed* (adj.)

1. stressful (adj.)                      2. stress (n)                      3. stressed out (adj.)

### 2. Focus on vocabulary

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask students to complete the task unaided in the *first* instance, but allow them to use a reference later if needed.

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

Part B

15 mins.

The *first* stage of this task is aimed at increasing students' knowledge of vocabulary by encouraging them to *find* other parts of speech connected to the target vocabulary. The questions then give them practice using the vocabulary and then they can use the words in context in the article.

1. accomplishment    2. autonomous    3. conflicting    4. demotivated  
5. exhausted    6. optimism    7. praising    8. unproductive

Vocabulary in the article:

1. accomplish    2. praise    3. autonomy    4. optimum  
5. productivity    6. demotivation    7. exhaustion    8. conflict
-

Sources:

[www.forbes.com/sites/stephaniedenning/2018/05/04/what-is-the-cost-of-stress-how-stress-is-the-business-w](http://www.forbes.com/sites/stephaniedenning/2018/05/04/what-is-the-cost-of-stress-how-stress-is-the-business-w)  
[manunderstress.com/the-effects-of-stress-in-a-business/](http://manunderstress.com/the-effects-of-stress-in-a-business/)

### 3. Scanning for details

5 mins.

You may want to set a time limit on this task to encourage students to scan the text for the information rather than read in detail.

1. The culture in China of working 9 till 9, 6 days per week.
2. The percentage of workers who check email at the weekend.
3. The best number of working hours after which, productivity falls.
4. The amount in American dollars spent on health care as a result of stress.
5. The percentage of workers in Poland who felt that stress *affected* them every day.
6. The percentage of workers in France who felt their employer didn't care about their mental health.

### 4. Reading comprehension

10 mins.

Ask students to complete the summary with one, two, or three consecutive words from the article.

- |                   |                      |                       |                       |
|-------------------|----------------------|-----------------------|-----------------------|
| 1. is no secret   | 2. personal ambition | 3. working long hours | 4. efficiency         |
| 5. financial cost | 6. making mistakes   | 7. profits            | 8. family and friends |

### 5. Listening for gist

5 mins.

This allows students to hear the audio ahead of the main comprehension task and get the gist of what is being said.

**Which of the following questions are they answering?** → b.

### 6. Listening comprehension

5 mins.

Ask students to complete the table after the *first* listening and then listen again to check their answers. You may want to mention that some questions have more than one answer.

---

Answers to the table:

a → Speakers 2 and 3; b → Speakers 1, 2 and 3; c → Speaker 2; d → Speakers 1, 2 and 3; e → Speaker 3; f → Speaker 3; g → Speaker 1; h → Speaker 1

### 7. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

### 8. Extended activity/Homework

40 mins+.

Ask students to plan, write and edit their essays based on the work done in this lesson. Be sure to provide feedback on their work.

## Unit 5

### 1. Motivation

10 mins.

This section aims at revising the vocabulary discussed in the *Motivation* worksheet. Students have to choose one correct answer. They complete the task individually.

**2 points each / 20 points total**

- |            |             |                |                 |              |
|------------|-------------|----------------|-----------------|--------------|
| 1. pace    | 2. struggle | 3. vision      | 4. contribution | 5. failure   |
| 6. empower | 7. pursue   | 8. pessimistic | 9. ineffective  | 10. hopeless |

### 2. Chairing meetings

10 mins.

Part A

In this section, students revise the vocabulary connected to business meetings. You can ask them to complete both parts individually and then to check and discuss their answers in pairs.

**1 point each / 6 points total**

---

- |              |              |                  |
|--------------|--------------|------------------|
| 1. necessity | 2. convinced | 3. deviate       |
| 4. exclusive | 5. primarily | 6. participation |

#### Part B

**2 points each / 14 points total**

- |                 |               |          |               |
|-----------------|---------------|----------|---------------|
| 1. vital        | 2. reconsider | 3. voice | 4. additional |
| 5. embarrassing | 6. run        | 7. rare  |               |

### 3. Ethics and conduct

10 mins.

This part focuses on the revision of vocabulary from the *Ethics and Conduct* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**2 points each / 20 points total**

- |               |              |                |             |                  |
|---------------|--------------|----------------|-------------|------------------|
| 1. guidelines | 2. ethically | 3. comply      | 4. conduct  | 5. diversity     |
| 6. minorities | 7. packaging | 8. sustainable | 9. regulate | 10. supply chain |

### 4. Sick leave

10 mins.

In this part, students revise vocabulary connected to illness and sick leave. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**2 points each / 20 points total**

- |               |                   |              |            |              |
|---------------|-------------------|--------------|------------|--------------|
| 1. contagious | 2. food poisoning | 3. infection | 4. allergy | 5. sunburned |
| 6. bed rest   | 7. fever          | 8. rash      | 9. isolate | 10. check-up |

### 5. The stress timebomb

10 mins.

---

This section aims at revising vocabulary from *The Stress Timebomb* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**2 points each / 20 points total**

- |                 |                 |             |                 |                   |
|-----------------|-----------------|-------------|-----------------|-------------------|
| 1. exhaustion   | 2. stressed-out | 3. autonomy | 4. praise       | 5. accomplishment |
| 6. unproductive | 7. optimal      | 8. stress   | 9. demotivation | 10. conflicting   |

**6. IELTS-style Speaking exercise**

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

Part B

This section is not marked for points but you may want to award a score out of ten. One point for each bullet point mentioned, one point for *fluency*, one point for *accuracy*, one point for *lexical range* and one point for *grammatical range*. And two extra points for speaking for more than 1 minute.

## PART 5

### Unit 1

**1. Warm up**

5 mins.

Part A

This helps students to identify *different* kinds of representations of data and in what situations they would be useful. Ask them to discuss the questions and then you may want to bring them back to the class and discuss them together.

- |              |                |              |                 |               |
|--------------|----------------|--------------|-----------------|---------------|
| 1. bar chart | 2. spreadsheet | 3. pie chart | 4. Venn diagram | 5. line graph |
|--------------|----------------|--------------|-----------------|---------------|

Part B

- |              |               |                 |                |              |
|--------------|---------------|-----------------|----------------|--------------|
| 1. pie chart | 2. line graph | 3. Venn diagram | 4. spreadsheet | 5. bar chart |
|--------------|---------------|-----------------|----------------|--------------|

**2. Useful verbs**

10 mins.

---

This asks students to identify *different* verbs as a foundation for them using *different* language to describe the same thing. Then they are asked to identify the noun form of each verb. Ask them to complete the table. Lower-level students may require a reference, but ask them to attempt the task unaided in the *first* instance.

Answer to the table:

**verbs to show something going up** → increase, rise, grow, boost

**verbs to show something going down** → decrease, reduce, drop, decline

**verbs to show change** → change, fluctuate, modify, alter

- |                   |                |             |                  |
|-------------------|----------------|-------------|------------------|
| 1. an increase    | 2. a reduction | 3. a growth | 4. a fluctuation |
| 5. a modification | 6. a reduction | 7. a boost  | 8. an alteration |

### 3. Adverbs and adjectives

5 mins.

Part A

This helps students to connect adjectives and adverbs and identify the *differences* they express.

Answers to the table:

1. gradual; 2. gently; 3. slowly; 4. sharp; 5. quick; 6. rapidly; 7. sudden; 8. steadily

Part B

1. sudden/suddenly; quick/quickly; rapid/rapidly; sharp/sharply
2. gentle/gently; slow/slowly; steady/steadily

### 4. Describing change

10 mins.

This gives students guided practice in describing graphs. Ask them to study the graph carefully and decide on the best answer for each sentence.

1. increased slightly
  2. sharp rise
  3. fluctuated slightly
  4. rose suddenly
  5. gradual increase
  6. declined sharply
  7. slight increase
-

## 5. Focus on vocabulary

5 mins.

Part A

Ask the students to complete the task unaided in the *first* instance, but allow them to use a reference later if needed. Ensure they can correctly pronounce the key vocabulary.

1. → a.      2. → g.      3. → d.      4. → b.      5. → c.      6. → e.      7. → f.

5 mins.

Part B

This asks the students to put the vocabulary into context so that they will better understand how to use it.

1. budget
2. *offset*
3. obviously
4. stellar
5. understaffed
6. editorial
7. precise

## 6. Listening for details

5 mins.

This allows students to listen to the audio for the *first* time and connect it to the visual information.

Answers: Editorial - 31.4%; Design - 11.6 %; Marketing - 19.8%; Sales - 29.8%

## 7. Listening comprehension

5 mins.

Ask students to attempt to answer these questions after the *first* listening and then listen again to check.

1. They don't have enough managers.
  2. They will be getting new managers and their current manager is leaving.
  3. Lots of new projects
  4. They will rise sharply as projects come in.
  5. Traveling
-

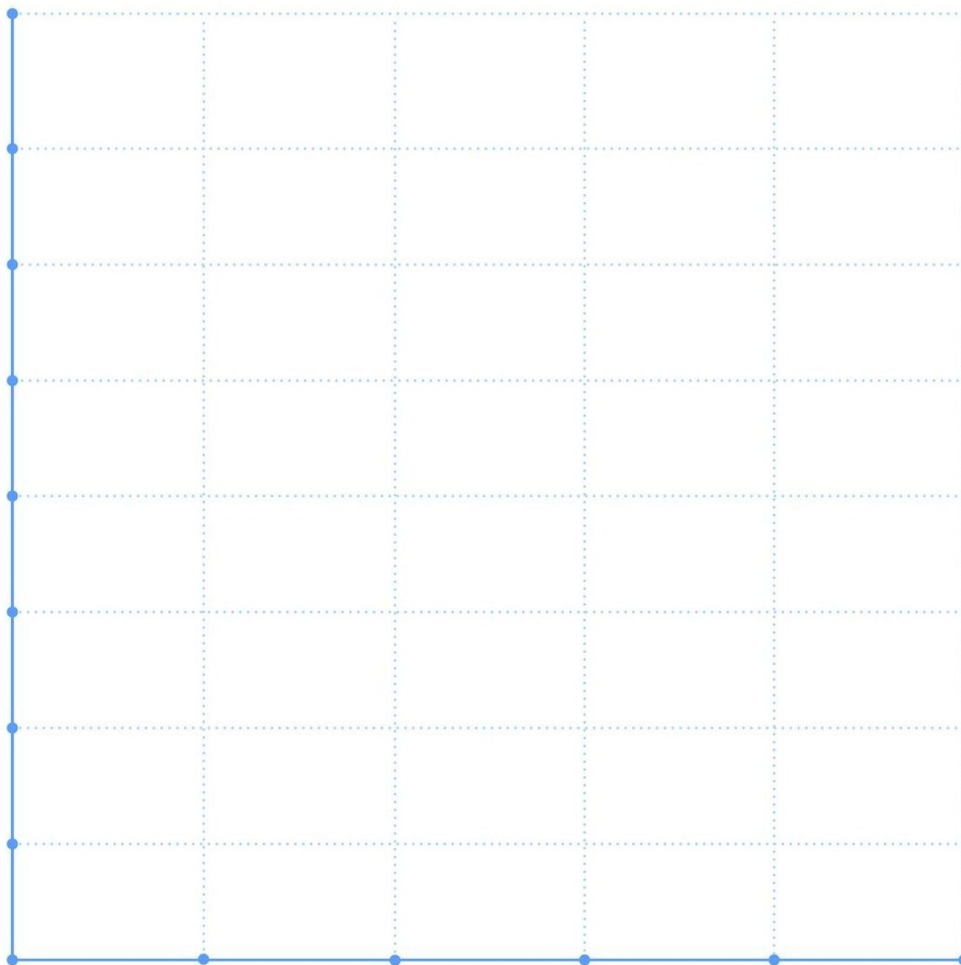
6. They will decrease steadily
7. A slow growth

### 8. Talking point

10 mins.

This is an information gap activity which asks students to use the language from the lesson to describe their graphs to each other. They will mark the sales of the other person's company on their own graph and then compare them at the end. Divide students into pairs and give one the graph for Student A and the other the graph for Student B. Ask them to not show each other their graphs until they have completed the activity.

If your students would like to take some notes during the lesson, give them the empty graph below:



## Unit 2

### 1. Warm up

5 mins.

This opens with a *definition* of a recession and asks students to relate their own experiences of a recession and what it means for society. You may want them to research when the last recession *affected* their country as it may not be obvious to younger students.

### 2. Finding vocabulary

5 mins.

This task *offers* support with some of the higher level vocabulary and *identifies* key words for discussion.

- |                              |                         |
|------------------------------|-------------------------|
| 1. confidence                | 2. sales cycle          |
| 3. knee-jerk                 | 4. paid search campaign |
| 5. key performance indicator | 6. downturn             |
| 7. cross-selling             | 8. customer base        |

### 3. Skimming for gist

5 mins.

You may want to set a time limit on this task to encourage students to skim read rather than read in detail.

- |                                    |   |
|------------------------------------|---|
| A. Bad weather ahead               | B. The effect of a recession on marketing |
| C. Swim in the other direction     | D. Change how you measure success         |
| E. Be thankful for what you've got |   |

Sources:

"Marketing in Recession: Post COVID-19 Marketing" Profile

[Tree audience.com/insights/recession-marketing/](https://treeaudience.com/insights/recession-marketing/)

[fortune.com/2021/02/12/covid-pandemic-online-dating-apps-usage-tinder-okcupid-bumble-meet-group/](https://fortune.com/2021/02/12/covid-pandemic-online-dating-apps-usage-tinder-okcupid-bumble-meet-group/)

### 4. Reading comprehension

10 mins.

Part A

Parts 1&2. Ask the students to read more carefully and answer the questions. For Part 1, they need to identify which paragraph they can *find* the *specific* information in. For Part 2, there's a multiple choice question on the meaning of the quote.

---

- |                |                |                |
|----------------|----------------|----------------|
| 1. Paragraph E | 2. Paragraph B | 3. Paragraph A |
| 4. Paragraph D | 5. Paragraph C | 6. Paragraph E |
| 7. Paragraph B | 8. Paragraph C | 9. Paragraph A |

Part B

**Part B: What do you think is the meaning of the quote by Henry Ford in paragraph B?** → d.

## 5. Focus on vocabulary

Part A

5 mins.

Ask the students to complete the gaps in the vocabulary with vowels. Ask them to do it unaided in the *first* instance, but they may need to check their work with a dictionary. This focuses on vocabulary used in the listening task.

- |                  |           |              |                       |
|------------------|-----------|--------------|-----------------------|
| 1. psychological | 2. psyche | 3. hierarchy | 4. physiological      |
| 5. wealthy       | 6. esteem | 7. tap       | 8. self-actualization |

Part B

10 mins.

This allows students to put the target vocabulary in context and then gives them a chance to practice using it in conversation.

- |                  |                       |                  |              |
|------------------|-----------------------|------------------|--------------|
| 1. physiological | 2. tap                | 3. esteem        | 4. psyche    |
| 5. wealthy       | 6. self-actualization | 7. psychological | 8. hierarchy |

## 6. Listening for details

5 mins.

Ask the students to listen carefully and complete the notes with one or two words.

- |               |             |                |
|---------------|-------------|----------------|
| 1. energy     | 2. clothing | 3. job         |
| 4. employment | 5. safety   | 6. dating apps |
| 7. community  | 8. cars     | 9. vacations   |

## 7. Listening comprehension

5 mins.

Ask the students to complete the questions as best as they can, then listen a second time to check their answers.

1. Given. [1943.]
-

2. Not given.
3. Given. ['...early humans needed ... to eat, to drink. .... This is why businesses such as grocery stores, ... are often said to be recession-proof.']
4. Given. ['..wealthy people around the world have been investing in safe places underground to live in the event of another pandemic, or something worse, like another world war.']
5. Not given.
6. Given. ['On the dating app Bumble, video calls increased by 70% because people needed to make contact with other people, even if they couldn't see them in person.']
7. Given. ['...the jewelry we have, the designer clothes we wear, the cars we drive, the list goes on: all these are sold to us because we want to feel significant or want other people to think highly of us.']
8. Given. ['When we have the confidence of all the other levels, then we can start achieving our dreams, being creative, thinking about our morality, and so on. Plenty of products use this level to make people feel that if they buy them, High-end houses also do it. They make you think of your perfect life in the dream home.']

#### 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 9. Extended activity / homework

30 mins+.

Ask the students to write the email which should use some of the ideas from the lesson, but personalize them to the specific situation of each student. Ask them to plan, write and edit their emails. Be sure to give them feedback on their work.

## Unit 3

#### 1. Warm up

5 mins.

This introduces the vocabulary and looks at verb collocations and gets students to think about making a pitch from a personal point of view.

1. make, do, give, deliver

2. verb

#### 2. Skimming for gist

5 mins.

You may want to set a strict time limit for this task to encourage skim reading.

---

- A. 3. What's the big idea?
- B. 1. How big?
- C. 2. Who is the target?
- D. 5. How long?
- E. 4. What do you think?

### 3. Finding vocabulary

5 mins.

This offers support with the vocabulary and can be done before or after the comprehension.

- |                  |              |                |            |
|------------------|--------------|----------------|------------|
| 1. think through | 2. resolve   | 3. scope       | 4. extent  |
| 5. unsolicited   | 6. variation | 7. perspective | 8. justify |

### 4. Reading comprehension

10 mins.

Ask students to complete the summary with one, two or three consecutive words from the article.

- |              |                       |                         |                       |
|--------------|-----------------------|-------------------------|-----------------------|
| 1. audience  | 2. every angle        | 3. a reality            | 4. no obvious benefit |
| 5. look weak | 6. the decision-maker | 7. three short versions | 8. a friendly face    |

### 5. Focus on vocabulary – language of suggestion

10 mins.

Part A

Ensure students can correctly pronounce the key vocabulary. Ask them to complete the task unaided in the *first* instance, but allow them to use a dictionary if needed. Some of the terms are quite close in meaning, so you may need to look at situations where more than one term could be used for the same thing, e.g., propose/put forward.

1. → d.    2. → e.    3. → g.    4. → a.    5. → f.    6. → c.    7. → b.

Part B

This helps students to put the target words in context and then gives them a chance for discussion to practice using the vocabulary.

- |              |              |                |                  |
|--------------|--------------|----------------|------------------|
| 1. receptive | 2. volunteer | 3. put forward | 4. alternatively |
| 5. nominated | 6. say       | 7. propose     |                  |

Part C

Students work in pairs and discuss the questions. Monitor the task.

---

**6. Listening for gist**

5 mins.

This gives students an opportunity to get the gist of the pitches ahead of the comprehension.

1. a new invention
2. new responsibilities
3. a new production center

**7. Listening comprehension**

5 mins.

Ask students to complete the table after the *first* listening and then listen again to check their answers.

Answers to the table:

a → 2; b → 3; c → 1; d → 3; e → 2; f → 1; g → 2; h → 1

**8. Talking point**

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

**9. Extended activity / homework**

30 mins+.

Ask students to plan, write and edit their pitch. You may want them to work in pairs or small groups, especially if they work at the same company. Be sure to give them feedback on their work.

## Unit 4

**1. Warm up**

5 mins.

This introduces the topic by asking students to consider their own experience. Ask the students to discuss the questions and then you may want to bring it back to the class to pool ideas for new products.

**2. Scanning for vocabulary**

5 mins.

This helps students identify useful vocabulary. Be sure that students can correctly pronounce the target vocabulary.

1. creativity
  2. generate
  3. threat
  4. rival
  5. offering
  6. consideration
  7. resilience
  8. foundation
-

### 3. Skimming for gist

5 mins.

You may want to set a time limit on this task to encourage students to skim read rather than read in detail.

1. f. The process can be divided into six main stages.
2. e. Ask yourself, 'Who is going to buy this?'; 'What needs do they have?'
3. c. It must do something better.
4. g. This is information you can use to improve your product or service, or make your marketing of it clearer.
5. b. Consider to your own existing range of products and how it will *fit* into that.
6. h. Remember that it's much better to go back to the beginning during this stage than it will be later on.

Sources:

[asana.com/resources/product-development-process](https://asana.com/resources/product-development-process)

[www.theguardian.com/small-business-network/2013/jan/29/how-to-sell-your-product](https://www.theguardian.com/small-business-network/2013/jan/29/how-to-sell-your-product)

### 4. Reading comprehension

10 mins.

Ask students to read more carefully and complete the sentences with three consecutive words from the article.

1. exciting and interesting
2. The most important
3. a SWOT analysis
4. unique selling point
5. point of view
6. into in the future
7. time and investment

### 5. Focus on vocabulary

Part A

5 mins.

---

This focuses on some of the higher-level vocabulary used in the audio. Ask students to do the task unaided in the *first* instance, but allow them to use a reference later if needed. Be sure the students can correctly pronounce the target language.

You may need to elicit or tell the students the following vocabulary.

**Allergy** (n) - a medical condition making you have a negative reaction to certain substances, such as dust, certain foods, or plants.

**Pricepoint** (n) - one of the potential prices that could be charged for a product or service.

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

### Part B

5 mins.

The focus of this exercise is to encourage students to increase their vocabulary by making them aware of other forms of words connected to the target language. They are likely to need a dictionary to do this, but see if students are able to guess any of the words before allowing them to look them up.

- |                       |                      |                 |                     |
|-----------------------|----------------------|-----------------|---------------------|
| 1. potentially (adv.) | 2. intolerant (adj.) | 3. lever (n)    | 4. demanding (adj.) |
| 5. emphasis (n)       | 6. convenience (n)   | 7. minority (n) | 8. supply (v)       |

### 6. Listening for gist

5 mins.

This gives the students a chance to hear the recording ahead of the main comprehension.

a fan

### 7. Listening comprehension

10 mins.

Ask students to complete the notes to the best of their ability after the *first* listening, but then allow them to check their answers by listening for a second time if required.

- |           |                   |                  |              |
|-----------|-------------------|------------------|--------------|
| 1. design | 2. clean          | 3. beautiful     | 4. 30% - 40% |
| 5. larger | 6. Western Europe | 7. cooler months | 8. Sweden    |

### 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

---

## 9. Extended activity/Homework

20 mins+.

Split the class into pairs or small groups and give them a card. Allow them some time to prepare but ask them to conduct a meeting as if they had just decided on that product. Ask them to create a SWOT analysis in a similar way to the one they heard in the audio. Circulate and help as needed.

1. **Product:** The iPhone
2. **Company:** Apple
3. **Year:** 2007
4. **Consider:** the Strengths, Weaknesses, Opportunities and Threats you have from other products in the market at the time and what may happen in future.

1. **Product:** Aston Martin Vulcan
2. **Company:** Aston Martin
3. **Year:** 2015
4. **Consider:** the Strengths, Weaknesses, Opportunities and Threats you have from other products in the market at the time and what may happen in future.

1. **Product:** The Pill - portable speaker
2. **Company:** Beats Electronics
3. **Year:** 2013
4. **Consider:** the Strengths, Weaknesses, Opportunities and Threats you have from other products in the market at the time and what may happen in future.

## Unit 5

### 1. Statistics and trends

10 mins.

---

Part A

In this section, students revise the vocabulary connected to statistics, trends and line graphs. You can ask them to complete both parts individually and then to check and discuss their answers in pairs.

**2 points each / 10 points total**

- |                        |                      |                    |
|------------------------|----------------------|--------------------|
| 1. slight modification | 2. sharply increased | 3. rapid reduction |
| 4. rapid boost         | 5. slightly altered  |                    |

Part B

**2 points each / 12 points total**

- |                    |                        |                |
|--------------------|------------------------|----------------|
| 1. sharp increase  | 2. fluctuated slightly | 3. steady rise |
| 4. dropped sharply | 5. decreased rapidly   | 6. steady rise |

**2. Recession marketing**

10 mins.

This section aims at revising the vocabulary discussed in the *Recession marketing* worksheet. Students complete sentences individually. The *first* letter of each word is already given.

**2 points each / 20 points total**

- |                                  |                    |
|----------------------------------|--------------------|
| 1. key o performance o indicator | 2. downturn        |
| 3. knee-jerk                     | 4. sales o cycle   |
| 5. cross o selling               | 6. customer o base |
| 7. paid o search o campaign      | 8. hierarchy       |
| 9. self o actualization          | 10. wealthy        |

**3. Career crossroads**

10 mins.

This section aims at revising vocabulary from the *Career crossroads* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

---

Part A

**1 point each / 6 points total**

1. well-being of reduction
2. daydream to shake off
3. distracted o commitment

Part B

**2 points each / 14 points total**

- |                 |           |             |              |
|-----------------|-----------|-------------|--------------|
| 1. fulfilled    | 2. grumpy | 3. misery   | 4. worthless |
| 5. satisfaction | 6. gloom  | 7. absorbed |              |

#### 4. Pitching an idea

10 mins.

In this section, students revise vocabulary from the *Pitching an Idea* worksheet. They practice using the words in context by completing the dialogue.

**2 points each / 20 points total**

- |                  |                  |                |              |              |
|------------------|------------------|----------------|--------------|--------------|
| 1. think through | 2. perspective   | 3. put forward | 4. receptive | 5. propose   |
| 6. extent        | 7. Alternatively | 8. justify     | 9. say       | 10. nominate |

#### 5. Innovation and product development I

10 mins.

Part A

In this part, students revise vocabulary connected to innovation and product development. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**2 points each / 12 points total**

---

- |                  |               |               |
|------------------|---------------|---------------|
| 1. consideration | 2. foundation | 3. creativity |
| 4. offering      | 5. threat     | 6. generate   |

Part B

**1 point each / 6 points total**

- |              |               |              |
|--------------|---------------|--------------|
| 1. minority  | 2. intolerant | 3. demanding |
| 4. potential | 5. emphasize  | 6. supply    |

#### 6. Speaking exercise

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## PART 6

### Unit 1

#### 1. Warm up

5 mins.

This gets the students thinking about the next stages of the process and draws on their own experience.

#### 2. Using vocabulary

10 mins.

This focuses on key vocabulary in the article and gets students to use it in context.

1. → a.   2. → c.   3. → e.   4. → g.   5. → i.   6. → d.   7. → f.   8. → b.   9. → h.

#### 3. Reading comprehension

10 mins.

Ask the students to read the article more carefully and answer the questions in their own words.

1. Product definition
  2. Your success metrics
  3. A business analysis
-



**Conversation 1:** Deborah → homes and furniture; Sylvia → Internet advertising, 10 second; Sebastian → TV

**Conversation 2:** Deborah → 6000; Sylvia → 4000; Sebastian → time, October

**Conversation 3:** Sylvia → genuine; Sebastian → silence

## 7. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 8. Extended activity/Homework

20 mins+.

Ask students to spend some time researching what they would need to do to create a prototype for each of the products. You may want them to do this for homework or during class time. When they have finished, ask them to discuss their ideas in pairs or a small group. Task each pair/group with formulating a plan which they can present to you or to the class.

# Unit 2

## 1. Warm up

5 mins.

Introduce the topic by asking students to talk about their personal experience of streaming. You may want to open this up to the class and do a quick survey of the streaming sites that are the most popular. You may want to elicit or tell them the meaning of the following vocabulary:

streaming (n) - a way of sending or receiving TV shows and movies over the Internet

## 2. Ordering the introduction

10 mins.

Ask students to read the extracts and use their reading skills to put them in the correct order. You may want to pair lower-level students with more advanced students. Then, play the recording for students to check their answers.

H. Back in 1997, Reed Hastings and Marc Randolph started Netflix with a library of 900 movies that could be rented for 50 cents each for

B. a maximum of a week. By 1999, they'd changed the business to

---

A. a subscription model where customers could select which movies they wanted on

D. the Internet. They would then be sent up to four movies in the post, when they sent them back, they would receive the same number of new movies. The beauty of this for customers was they didn't have

E. to leave their homes, they didn't get *fin*ed if they were late, and they could watch as many movies as they liked for \$15.95 per month. By 2003, Netflix had over one million regular customers. In 2007, Internet speeds allowed streaming

G. to be introduced meaning people could bypass the need for DVDs altogether. However, it took a while before this happened and Netflix only had 1000 titles on its website. However, it wasn't long before that collection had grown and Netflix was able

I. started to commission its own original programming. In 2013, they introduced the series *Lilyhammer*, followed by *Orange is the New Black* and *House of Cards*. It seemed as though they had changed the way we watched entertainment and traditional TV and movies

F. to notice falling revenues. They even changed the language with the term 'binge-watching' being word of the year in 2015, reflecting a modern way of consuming shows. In 2017, 100 million people had Netflix, a membership which had doubled by 2021.

C. By now, Netflix were making their own movies and big-name directors, such as Martin Scorsese, were choosing to show their new work exclusively on the service. It seemed like they could do no wrong. But it wasn't to last.

### 3. Finding vocabulary

5-8 mins.

This supports students' understanding of the more challenging vocabulary and focuses on useful words for discussion. You may want to do this task ahead of ordering the extracts.

- |                   |               |                |
|-------------------|---------------|----------------|
| 1. subscription   | 2. select     | 3. <i>fine</i> |
| 4. bypass         | 5. commission | 6. programming |
| 7. binge-watching | 8. membership | 9. exclusively |

### 4. Scanning for details

5 mins.

Ask the students to scan the introduction for information to complete the table. You may want to set a time limit on this task to encourage scanning rather than reading in detail.

1. 900/nine-hundred movies
-

2. 4/four movies
3. 1/one million
4. Streaming
5. New Black
6. year
7. 100,000
8. 200,000

## 5. Focus on vocabulary

### Part A

5 mins.

Ensure students can correctly pronounce the key vocabulary. Ask them to complete the task unaided in the *first* instance but allow them to use a dictionary later if needed.

1. → g.   2. → d.   3. → e.   4. → b.   5. → f.   6. → h.   7. → i.   8. → a.   9. → c.

### Part B

10 mins.

This task is aimed at encouraging students to broaden their vocabulary by looking at parts of speech that are connected to the key vocabulary. Ask them to complete the sentences, then ask them to put the Part A words into context in the second part of the article.

- |                       |                    |                       |
|-----------------------|--------------------|-----------------------|
| 1. allied (adj.)      | 2. catalogue (v)   | 3. demographic (adj.) |
| 4. exceedingly (adv.) | 5. franchising (v) | 6. intention (n)      |
| 7. modeling (v)       | 8. launch (n)      | 9. remarkable (adj.)  |

### Part C

- |              |                |              |
|--------------|----------------|--------------|
| 1. exceeded  | 2. launched    | 3. franchise |
| 4. catalogue | 5. demographic | 6. remarked  |
| 7. models    | 8. intended    | 9. alliance  |

Sources:

[www.ibc.org/news/nethix-turns-25-looks-back-on-crazy-younger-years/8835.article](http://www.ibc.org/news/nethix-turns-25-looks-back-on-crazy-younger-years/8835.article)

[producthabits.com/how-nethix-became-a-100-billion-company-in-20-years/](http://producthabits.com/how-nethix-became-a-100-billion-company-in-20-years/)

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[www.abc.org/news/streaming-wars-disney-overtakes-netflix-in-subscriber-battle/8784.article](http://www.abc.org/news/streaming-wars-disney-overtakes-netflix-in-subscriber-battle/8784.article)

[www.abc.org/trends/streaming-vs-cinema-what-does-the-future-hold-for-film/3517.article](http://www.abc.org/trends/streaming-vs-cinema-what-does-the-future-hold-for-film/3517.article)

## 6. Reading comprehension

10 mins.

### Part A

Ask students to read the article more carefully and answer the questions. For Part A, tell them to scan through the article quickly to *find* the numbers. For Part B, tell them to underline where they *find* the answer. If they are unable to do this, the answer will be Not Given.

- a. 14.4                      b. 245                      c. 20.96                      d. 760                      e. 8.9

### Part B

1. False. [They also acquired the rights to the hugely popular Star Wars franchise and also have the highly successful Marvel movies.]
2. True. [They anticipate their customer base to increase to a maximum of 245 million by September 2024, although this is down from their previous forecast of 260 million.]
3. False. [Regal, the second largest movie theater chain in the US, reported a revenue of \$1.8 billion at the end of 2021, but had debts of \$8.9 billion.]

## 7. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 8. Extended activity/Homework

40 mins+.

Ask students to plan, write and edit their essays based on their work in the lesson. Be sure to give them feedback on their work.

## 9. Optional vocabulary/homework

5 mins.

Ask students to complete the sentences with the vocabulary to practice using it in context.

- |                |                   |                |
|----------------|-------------------|----------------|
| 1. membership  | 2. subscription   | 3. exclusively |
| 4. select      | 5. commissioned   | 6. bypass      |
| 7. <i>fine</i> | 8. binge-watching | 9. shows       |
-

## Unit 3

### 1. Warm up

5 mins.

This defines the subject and asks students to think about it. These questions are answered later. It may be useful to put students' ideas about pros and cons on the board and come back to them later to see if they correctly predicted all the main points.

### 2. Scanning for vocabulary

5 mins.

This focuses on key vocabulary in the article and will allow students to understand the article better and reuse the key vocabulary in their own writing and discussion.

- |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| 1. <u>outweigh</u>  | 2. <u>time</u> zone | 3. <u>domestic</u>  | 4. <u>revenue</u>   |
| 5. <u>overheads</u> | 6. <u>diversity</u> | 7. <u>viewpoint</u> | 8. <u>liability</u> |

### 3. Reading for gist

5 mins.

You may want to set a time limit on this activity to encourage students to skim read rather than read in detail.

1. Outsourcing is the answer to that problem
2. Here, we look at further reasons why you should be considering outsourcing.
3. When work is sent abroad, this is known as 'offshoring'.
4. This can improve standards of living and boost their economy
5. This can be a time-consuming process with a lot of costs attached.
6. This can be particularly true with *offshoring* where the rules of one country will not necessarily apply to another.

Sources:

[www.cio.com/article/272355/outsourcing-outsourcing-definition-and-solutions.html](http://www.cio.com/article/272355/outsourcing-outsourcing-definition-and-solutions.html)

[www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-outsourcing](http://www.nibusinessinfo.co.uk/content/advantages-and-disadvantages-outsourcing)

[www.techtarget.com/searchcio/definition/outsourcing](http://www.techtarget.com/searchcio/definition/outsourcing)

### 4. Reading comprehension

10 mins.

---

Ask students to connect the sentences and endings so that they are both grammatically correct and give the same information as the article.

1. → c.    2. → b.    3. → a.    4. → d.    5. → g.    6. → f.    7. → e.

## 5. Focus on vocabulary

10 mins.

This focuses on the higher-level vocabulary used in the listening task. Be sure students can correctly pronounce the target language. Ask them to do the task unaided in the *first* instance, but allow them to use a reference later if needed. When they have *finished*, ask them to discuss the questions in pairs.

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

## 6. Listening for gist

5 mins.

This provides an opportunity for students to hear the audio for the *first* time and focus on the gist of what is being said ahead of the main comprehension.

1.  Did you *find* that it reduced costs?
2.  What were the *first* problems you ran into when you started?
4.  Did this have any *effect* on the quality of your products?

## 7. Listening comprehension

10 mins.

Part A

Parts A & B. For Part A, ask them to take notes and decide if the statement is True or False. For Part B, ask them to answer the questions. Ask students to try the questions after the *first* listening and then listen again to check their answers.

1. False. "Although the people we were working with had excellent English skills, there was still a language barrier to deal with."
  2. True. "...even if you share the same language, a word can have *different* meanings and what is said and what is understood can often be two *different* things."
  3. False. "Although many companies *find* they can reduce their costs by up to 70% by outsourcing the work to a developing country."
  4. True. "...where we thought it would be 60% cheaper to do business with another country, it actually turned out to be closer to 20% when we had *finished*."
  5. True. "We did have a situation with one of our products where some of the material we wanted them to use had been replaced for a cheaper material."
  6. False. "This meant our customers had to wait longer than we promised so some of them canceled their orders."
-

Part B

Exercise 1

- |  |   |
|--|---|
| 1. <input type="checkbox"/> C Delivery of products               | 3. <input type="checkbox"/> C Accessing materials |
| 4. <input type="checkbox"/> C The costs of energy in the country | 6. <input type="checkbox"/> C Higher taxes        |

Exercise 2

Answer: It means you believe something is true without making sure it is.

**8. Talking point**

10 mins.

Ask students to talk in pairs or small groups. Circulate and help as needed.

**9. Extended activity/Homework**

5 mins.

This allows students to use some of the *different* vocabulary from the lesson in context. It can be used as homework or for revision.

- |               |              |              |              |
|---------------|--------------|--------------|--------------|
| 1. anticipate | 2. domestic  | 3. shipment  | 4. overheads |
| 5. barrier    | 6. paperwork | 7. diversity | 8. monitor   |

## Unit 4

**1. The fame game**

10 mins.

This section aims at revising the vocabulary discussed in *The Fame Game* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed. The *first* letter of each word is already given.

**2 points each / 20 points total**

Here football refers to "American football" as it is simply called football in American English.

- |           |          |                |           |               |
|-----------|----------|----------------|-----------|---------------|
| 1. appeal | 2. niche | 3. marketshare | 4. costly | 5. influencer |
|-----------|----------|----------------|-----------|---------------|
-

6. endorsement    7. risky    8. loyalty    9. embody    10. photoshoot

## 2. Innovation and product development II

10 mins.

In this part, students revise vocabulary connected to innovation and product development. The *first* letter of each word is already given.

**2 points each / 20 points total**

- |                |                       |
|----------------|-----------------------|
| 1. e-commerce  | 2. promotion          |
| 3. prototype   | 4. the o wow o factor |
| 5. demographic | 6. genuine            |
| 7. assign      | 8. feasible           |
| 9. visual      | 10. refine            |

## 3. The future of streaming

10 mins.

This section aims at revising vocabulary from *The Future of Streaming* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**2 points each / 20 points total**

- |                |                 |              |                   |                |
|----------------|-----------------|--------------|-------------------|----------------|
| 1. programming | 2. subscription | 3. franchise | 4. exclusively    | 5. select      |
| 6. fine        | 7. bypass       | 8. intend    | 9. binge-watching | 10. commission |

## 4. Mixed signals for outsourcing

10 mins.

This section aims at revising the vocabulary discussed in the *Mixed signals for outsourcing* worksheet. Students complete sentences individually. The *first* letter of each word is already given.

**2 points each / 20 points total**

---

- |                               |               |
|-------------------------------|---------------|
| 1. non disclosure o agreement | 2. anticipate |
| 3. outweigh                   | 4. liability  |
| 5. time o zone                | 6. domestic   |
| 7. revenue                    | 8. overheads  |
| 9. viewpoint                  | 10. slang     |

## 5. Starting a new career

10 mins.

Part A

In this section, students revise vocabulary connected to starting a new career. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**1 point each / 8 points total**

1. restlessness 2. evaluate 3. meaningful 4. dread 5. skill set 6. imaginative 7. extensive 8. transferable

Part B

**2 points each / 12 points total**

- |               |                  |                  |
|---------------|------------------|------------------|
| 1. leap       | 2. significantly | 3. life-changing |
| 4. accumulate | 5. decline       | 6. accelerate    |

## 6. IELTS-style Speaking exercise

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

# PART 7

## Unit 1

### 1. Warm up

5 mins.

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This starts the lesson with some questions aimed at getting the students to consider their own experiences. There's an assumption here that everyone will have traveled somewhere on business, even if it's locally. Encourage students to talk about any travel experiences they've had, even if it wasn't on business or internationally if they haven't been on a business-related trip.

## 2. Scanning for vocabulary

5 mins.

This highlights some of the higher-level vocabulary in the article and will be useful in later discussion and writing tasks.

- |                     |                         |                       |
|---------------------|-------------------------|-----------------------|
| 1. <u>visa</u>      | 2. <u>purchase</u>      | 3. <u>navigate</u>    |
| 4. <u>etiquette</u> | 5. <u>embarrassment</u> | 6. <u>appropriate</u> |
| 7. <u>differ</u>    | 8. <u>itinerary</u>     | 9. <u>adjust</u>      |

## 3. Skimming for gist

5 mins.

You may want to set a time limit on this task to encourage students to skim read rather than read in detail.

Note: You may need to elicit or tell them the following vocabulary.

SIM card (n) - a small card inserted into a mobile phone which stores information about the phone and the user. SIM stands for Subscriber Identification Module.

- A. a. This will vary depending on where you are from and how long you are planning to stay in your host country
- B. b. The further in advance you can make your travel arrangements, the better o c. Once you have made bookings, be sure to put any important addresses into your phone
- C. d. If you haven't not been to the country before, take some time to *find* out about the culture and customs. o e. You also need to check the weather at your destination so that you will have the right clothes
- D. f. Having a plan will also help you to reschedule if anything goes wrong

Sources:

[www.indeed.com/career-advice/career-development/business-trip](http://www.indeed.com/career-advice/career-development/business-trip)

[www.theguardian.com/women-in-leadership/2014/mar/12/tips-women-solo-business-trip](http://www.theguardian.com/women-in-leadership/2014/mar/12/tips-women-solo-business-trip)

## 4. Reading comprehension

10 mins.

Part A

---

For Part A, ask students to decide which paragraph has the information given and write the letter A-D. For Part B, ask them to answer the questions on language in their own words.

1. C                      2. A                      3. D                      4. C                      5. B                      6. B

Part B

1. That you can use it with any service provider and you're not forced to use only one.
2. Be willing to accept new ideas and do things in a *different* way.
3. To *find* an answer or a solution to the issue.

**5. Focus on vocabulary**

5 mins.

Part A

This helps students with key vocabulary in the listening task while getting them to focus on spelling. Ask them to do the task unaided in the *first* instance, but allow them to use a reference later if needed. Be sure that students can correctly pronounce the target words.

- |          |              |             |            |
|----------|--------------|-------------|------------|
| 1. weird | 2. sandal    | 3. sweat    | 4. awkward |
| 5. cheek | 6. nightmare | 7. headbutt | 8. lean    |

5 mins.

Part B

Ask students to identify which parts of speech can *fill* the gaps ahead of completing the exercise to put the vocabulary in context.

- |             |            |              |               |
|-------------|------------|--------------|---------------|
| 1. sweating | 2. awkward | 3. cheek     | 4. headbutted |
| 5. weird    | 6. leaned  | 7. nightmare | 8. sandals    |

**6. Listening for gist**

5 mins.

This allows students to get the gist of the audio ahead of the main comprehension while listening for *specific* details.

1. Thailand                                      2. UAE (United Arab Emirates)    3. France

**7. Listening comprehension**

10 mins.

---

Ask students to complete the table after the *first* listening and then listen again to check their answers if needed. Ensure students are aware that there may be more than one speaker for each letter.

Answers to the table:

Speaker 1 → a, e, f, g; Speaker 2 → a, b, f, g; Speaker 3 → b, c, d, f, g, h

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/Homework

40 mins+.

This is aimed at getting students to think about countries beyond their own experience. You could ask them to research for homework and then write in class or do the whole task for homework. Be sure they have access to the internet or a library to complete the task. Make sure you give them feedback on their work.

# Unit 2

## 1. Warm Up

5 mins.

This gets students thinking about the *final* stages of product development and asks them to think about topics that will be covered in the lesson.

## 2. Scanning for vocabulary

5 mins.

This focuses on higher-level vocabulary used in the article and will be useful for students to use in their work and discussion.

- |                   |                       |                        |                     |
|-------------------|-----------------------|------------------------|---------------------|
| 1. <u>initial</u> | 2. <u>stakeholder</u> | 3. <u>mock-up</u>      | 4. <u>front-end</u> |
| 5. <u>beta</u>    | 6. <u>phase</u>       | 7. <u>manufacturer</u> | 8. <u>recall</u>    |

## 3. Reading for gist

5 mins.

You may want to set a time limit on this task to encourage skimming rather than reading in detail.

1. d. With that done, you are ready for the *final* testing.
-

2. b. When creating a new product, it's very easy to forget about what it is like to use the result as a new customer.
3. h. For example, before the launch of a new computer game, a company will employ a group of people who will essentially try to play it and break it.
4. g. Marketing should be fully up to speed by this stage, although they may need help as they start to introduce the product to your customer base.
5. e. Communication with all members of the team as well as management, sales and marketing and any other stakeholders is essential as you move through the stages.
6. a. The expense of bringing the cars back was not the only problem, there were also the legal problems and the damage to the company's reputation.

Sources:

[asana.com/resources/product-development-process](https://asana.com/resources/product-development-process)

[peekage.com/blog/product-testing-importance](https://peekage.com/blog/product-testing-importance)

#### 4. Reading comprehension

10 mins.

Ask students to read more carefully and identify which paragraphs discuss these ideas and information.

1. B      2. C      3. A      4. C      5. B      6. D      7. A      8. D

#### 5. Focus on vocabulary

10 mins.

Part A

This focuses on key vocabulary in the listening and encourages students to think about spelling and use in context. Be sure that students can correctly pronounce the target language.

- |             |                |               |             |
|-------------|----------------|---------------|-------------|
| 1. flame    | 2. publicity   | 3. bacteria   | 4. outbreak |
| 5. bankrupt | 6. accelerator | 7. unexpected | 8. defect   |

Part B

- |             |              |                |             |
|-------------|--------------|----------------|-------------|
| 1. bankrupt | 2. outbreaks | 3. unexpected  | 4. defect   |
| 5. flames   | 6. publicity | 7. accelerator | 8. bacteria |

#### 6. Listening for gist

5 mins.

This gives students the opportunity to hear the audio ahead of the main comprehension and focus on the main idea of each speaker.

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Sources for the audio:

[www.kiplinger.com](http://www.kiplinger.com) "10 Biggest Product Recalls of All Time"

[www.cnet.com](http://www.cnet.com) "Samsung Galaxy Note 7 recall: Here's what happens now"

1. The Galaxy Note 7 smartphone
2. peanuts
3. Toyota cars

## 7. Listening comprehension

10 mins.

Ask students to complete the table as best they can after the *first* listening, then listen again to check their answers if needed.

Answers to the table:

Speaker 1 → c, f, h; Speaker 2 → b, e, g,; Speaker 3 → a, d

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/Homework

40 mins+.

Ask students to consider the question then plan, write and edit their essays. You may want to encourage students to discuss the question in pairs or groups ahead of writing to gather as many ideas as possible. Be sure to give them feedback on their work.

# Unit 3

## 1. Warm up

5 mins.

This gets students to think about the *different* parts of speech, identify brands and think about the origins of the term which should help them remember it.

1. Branding (n) Brand (v) Brand (n) Branded (adj.)
  2. From burning a mark into cattle with a 'branding iron' to identify them and deter thieves
-

## 2. Vocabulary

5 mins.

This highlights useful vocabulary and will aid the students' comprehension.

- |              |              |            |
|--------------|--------------|------------|
| 1. perceive  | 2. visual    | 3. logo    |
| 4. tone      | 5. emotional | 6. acronym |
| 7. publicity | 8. emblem    | 9. mascot  |

## 3. Reading for gist

5 mins.

You may want to set a time limit on this task to encourage students to skim read rather than read in detail.

- |                           |                            |
|---------------------------|----------------------------|
| A. Attracting attention   | B. Who are your customers? |
| C. What should I call it? | D. The need for design     |

Sources:

[www.oberlo.com/blog/how-to-build-a-brand](http://www.oberlo.com/blog/how-to-build-a-brand)

[www.theguardian.com/careers/build-personal-brand](http://www.theguardian.com/careers/build-personal-brand)

## 4. Reading comprehension

10 mins.

Ask students to complete the sentences with one, two or three consecutive words from the article.

- |                           |                            |
|---------------------------|----------------------------|
| 1. noticed                | 2. values                  |
| 3. identify your audience | 4. determine your position |
| 5. feel something         | 6. successful branding     |
| 7. designer               | 8. quality                 |

## 5. Focus on adjectives

10 mins.

Part A

This allows students to identify the meaning of the adjectives and then think about usage. Note that *tough* and *sturdy* are similar in meaning and are synonyms. *Sturdy* places a little more emphasis on how

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long the object is likely to last whereas tough is more about how strong something is in a particular situation.

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

Part B

Ask the students to discuss the questions in pairs or small groups.

## 6. Listening for details

5 mins.

This allows students to hear the audio for the *first* time and practice identifying details.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 2. <input type="checkbox"/> jeans    | 4. <input type="checkbox"/> boots    |
| 5. <input type="checkbox"/> sneakers | 7. <input type="checkbox"/> lipstick |
| 8. <input type="checkbox"/> a dress  | 9. <input type="checkbox"/> a phone  |

## 7. Listening comprehension

10 mins.

For Part A, ask them to listen and identify which of the adjectives from the vocabulary section are used about each of the brands. For Part B, ask them to answer the questions about some of the details of the audio.

Part A

Answers to the table:

Levi's → steep, tough; Timberland → sturdy; Laura Ashley → elegant, not flashy; Christian Louboutin  
\* sophisticated; iPhone → conventional; Volvo → conventional

Part B

- 3 hours
  - 3 years
  - Fall (It will be winter soon)
  - No
  - 2
-

6. 1. They last for a long time 2. Her friends are jealous of them 3. Robert likes them 4. She thinks they are good quality
7. At Robert's Mom's house
8. On the bus

#### 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 9. Extended activity/Homework

15 mins+.

Encourage the students to work in pairs. Ask them to spend a short amount of time thinking about their answers before they answer the question. Ask them to do their best to talk continuously for 1 - 2 minutes to build fluency.

## Unit 4

#### 1. Warm up

5 mins.

Open the lesson by eliciting what a trade fair is and ask students to discuss the questions. Allow them to look up where the main trade fairs are for their industry if they need to.

#### 2. Finding vocabulary

15 mins.

Part A

Ask the students to scan the article to look for the vocabulary in the appropriate paragraph. When they have finished, ask them to complete and discuss the questions in pairs or small groups.

Note that *booth* and *stand* are similar, but a stand is a table or display for a company's products or services and there can be several stands inside a booth. A booth can be quite large and may be similar to a small temporary store for customers to walk around. At smaller exhibitions, some companies may only have a stand rather than a booth. Also the preposition *on* would be used for a stand but *in* would be used with a booth.

- |          |                  |             |             |
|----------|------------------|-------------|-------------|
| 1. booth | 2. potential     | 3. stand    | 4. showcase |
| 5. rival | 6. underestimate | 7. relevant | 8. informed |

Part B

---

- |                  |             |             |              |
|------------------|-------------|-------------|--------------|
| 1. booth         | 2. rival    | 3. showcase | 4. potential |
| 5. underestimate | 6. informed | 7. relevant | 8. stand     |

Sources:

[travel2fair.com/news/the-6-major-reasons-it-s-always-good-to-attend-trade-fairs](http://travel2fair.com/news/the-6-major-reasons-it-s-always-good-to-attend-trade-fairs)

[www.expometalica.com/reasons-why-trade-fairs-are-important-for-businesses/](http://www.expometalica.com/reasons-why-trade-fairs-are-important-for-businesses/)

### 3. Reading comprehension

15 mins.

Part A looks at some of the language used in the article. Ask students to underline the words and use the context to help them. Part B asks students to complete the sentences with one, two or three consecutive words from the article.

Part A

1. Hanover, Las Vegas, Guangzhou, Cairo
2. become well-known or successful at something
3. It's a good idea to get to know other people
4. General information about something without going into a lot of detail

Part B

- |               |                    |                 |                  |
|---------------|--------------------|-----------------|------------------|
| 1. trip       | 2. marketing       | 3. face-to-face | 4. make contacts |
| 5. colleagues | 6. the competition | 7. returns      |                  |

### 4. Focus on vocabulary

5 mins.

This looks at key vocabulary used in the listening exercise. Ask students to do the exercise unaided in the *first* instance but allow them to use a reference later if needed. Be sure students are able to correctly pronounce the key vocabulary.

1. → g.    2. → d.    3. → f.    4. → a.    5. → c.    6. → b.    7. → e.

### 5. Listening for gist

5 mins.

---

This allows students to get the general idea of what is said ahead of the main comprehension task.

Which of the following products are they talking about? → b.

## 6. Listening comprehension

5 mins.

Ask the students to complete the notes after the *first* listening and then listen again to check their answers. Note that their answers must be grammatically correct for the notes.

Answers to the table:

1. fold 2. creative 3. 500 4. sharp 5. edit 6. ear buds 7. Cheaper 8. connect (up)

## 7. Talking point - Roleplay

10 mins.

Ask the students to think about their company's products or services and make some notes. You may want to extend this activity by having it on a separate lesson and allow the students to bring in products or prepare photos of their products or services to make the conversation more realistic. You should encourage students to ask each other as many questions as they can about their products. You may want to give them time to prepare questions too.

## 8. Extended activity/Homework

10 mins+.

Part A

You may want to give students the audio script and ask them to *find* the phrasal verbs. You may also want to extend this activity by asking students what other combinations of the verbs with the given prepositions could make phrasal verbs (zoom out, edit in, block in, call out, *fit* in). Ask the students to complete the phrasal verbs with the words from the box so that they *fit* the definitions. Then ask them to complete the sentences with the correct phrasal verbs.

1. in                      2. out                      3. into                      4. out                      5. in                      6. up

Part B

1. *fit* into                      2. block out                      3. zoom in  
4. calling in                      5. connect up                      6. edit out

# Unit 5

## 1. Going on a business trip

10 mins.

---

This section aims at revising the vocabulary discussed in the *Going On a Business Trip* worksheet. Students complete sentences individually. The *first* letter of each word is already given.

**2 points each / 20 points total**

- |                  |          |              |             |               |
|------------------|----------|--------------|-------------|---------------|
| 1. awkward       | 2. sweat | 3. itinerary | 4. differ   | 5. visa       |
| 6. embarrassment | 7. cheek | 8. headbutt  | 9. navigate | 10. nightmare |

## 2. Innovation and product development III

10 mins.

In this section, students revise vocabulary connected to innovation and product development. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**2 points each / 20 points total**

- |              |           |                 |              |                 |
|--------------|-----------|-----------------|--------------|-----------------|
| 1. bankrupt  | 2. beta   | 3. manufacturer | 4. recall    | 5. stakeholders |
| 6. publicity | 7. defect | 8. mock-up      | 9. front end | 10. phase       |

## 3. Branding

10 mins.

In this section, students revise vocabulary from the *Branding* worksheet. They practice using the words in context by completing the dialogue.

**2 points each / 20 points total**

- |                            |                  |
|----------------------------|------------------|
| 1. logo                    | 2. publicity     |
| 3. visual                  | 4. perceive      |
| 5. elegant / sophisticated | 6. stylish       |
| 7. mascot                  | 8. steep         |
| 9. tone                    | 10. conventional |

## 4. Side jobs

10 mins.

---

This section aims at revising vocabulary from the *Side Jobs* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**2 points each / 20 points total**

- |                |                   |
|----------------|-------------------|
| 1. tight       | 2. living wage    |
| 3. spiral      | 4. debt           |
| 5. loan        | 6. pay <b>off</b> |
| 7. woes        | 8. side hustle    |
| 9. gig economy | 10. exploitation  |

## 5. Trade fairs

10 mins.

This part focuses on the revision of vocabulary from the *Trade Fairs* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

**2 points each / 20 points total**

- |                  |                  |                 |
|------------------|------------------|-----------------|
| 1. underestimate | 2. showcase      | 3. megabyte     |
| 4. projector     | 5. booth o stand | 6. interact     |
| 7. capabilities  | 8. stylus        | 9. touchscreens |

## 6. Speaking exercise

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

# PART 8

## Unit 1

### 1. Warm up

5 mins.

---

This opens the lesson by asking students about their experience. You may want to bring it back to the class and list what everyone's worries are about socializing in English. Practicing in the lesson will help, but it will also help students to see their fears are shared.

## 2. Focus on vocabulary

Part A

5 mins.

Allow students to look up the vocabulary if needed, but see how far they can get without it.

1. being difficult in a social situation that is embarrassing
2. not formal
3. in a way that is happening all the time
4. the rules expected in a social situation
5. do something that makes people have a better opinion of you
6. a short pause in a conversation or event that wasn't planned
7. spend time with people for enjoyment
8. attractive in a fashionable way

Part B

10 mins.

Ask students to put the vocabulary into the correct gaps and then discuss the questions. When they have finished, ask them to skim read the article and put the vocabulary into the correct gaps.

- |               |              |            |              |
|---------------|--------------|------------|--------------|
| 1. constantly | 2. etiquette | 3. impress | 4. casual    |
| 5. stylish    | 6. lull      | 7. awkward | 8. socialize |

## 3. Reading for gist

5 mins.

You may want to set a time limit on this task to encourage students to skim read rather than read in detail.

- |                |                |                |             |
|----------------|----------------|----------------|-------------|
| 1. Paragraph A | 2. Paragraph E | 3. Paragraph B | 4. Not used |
| 5. Paragraph C | 6. Paragraph D | 7. Not used    |             |

Answers to the article:

- |              |              |            |            |
|--------------|--------------|------------|------------|
| 1. socialize | 2. etiquette | 3. impress | 4. stylish |
|--------------|--------------|------------|------------|
-

5. awkward                      6. casual                      7. lull                      8. constantly

Sources:

[www.intelligentto\\$ce.com/blog/top-9-ways-to-effectively-entertain-clients](http://www.intelligentto$ce.com/blog/top-9-ways-to-effectively-entertain-clients)

[www.theguardian.com/money/2010/jun/18/business-working-lunch](http://www.theguardian.com/money/2010/jun/18/business-working-lunch)

#### 4. Reading comprehension

10 mins.

Parts A & B. For Part A, ask them to complete the sentences so that they are both grammatically correct and give the same ideas as the article. For Part B, ask them to answer the questions about the language in their own words.

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

Part B

1. Very fashionable, although it might not last for a long time.
2. Not within usual office hours (generally 9 - 5)
3. To pay 50% of the bill each (assuming there are two people. If there are more, we usually say 'split the bill' to mean everyone pays an equal share.

#### 5. Focus on food vocabulary

10 mins.

Ask the students to match the vocabulary to the photos and answer the questions.

- |                 |                       |                      |                       |
|-----------------|-----------------------|----------------------|-----------------------|
| 1. whisky (n)   | 2. chicken breast (n) | 3. goat's cheese (n) | 4. salad dressing (n) |
| 5. broccoli (n) | 6. steam (v)          | 7. lobster (n)       | 8. melt (v)           |

Part B

- |  |                   |
|--|-------------------|
| 1. chicken breast, goat's cheese, broccoli | 2. lobster        |
| 3. whisky                                  | 4. melt           |
| 5. steam                                   | 6. broccoli       |
| 7. salad dressing, whisky                  | 8. chicken breast |

#### 6. Listening for gist

5 mins.

---

This gives the students an opportunity to listen for details while listening to the meeting. There is not *specific* comprehension for this exercise, as it will be used as a basis for discussion by the students. You may want to allow them to play it again during the discussion to clarify anything they may have missed.

1.  Have you been waiting long?
2.  What are you having?
3.  What would you like?
4.  Do you like living there?
5.  Would it be possible to order?
6.  How long have you been with the company now?

## 7. Talking point

10 mins.

This serves partly as a comprehension task for the listening. Answers are given for the *first* two questions, but *different* cultures may view *different* things as inappropriate. Be sure to include all reasonable views. This could be a good starting point for discussing etiquette in *different* countries. Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

1. She was late, makes awkward comments about the cost of Staci's food and drink, didn't know where Staci came from, made overly personal comments about her private life, takes a phone call and leaves Staci alone again.
2. Drank spirits before the meal, is wearing a T-shirt to the dinner, orders really expensive food when it's being paid for her

## 8. Extended activity/Homework - Roleplay

20 mins+

Divide the students into pairs and give each of them a role. Allow them to understand the information and then improvise a conversation.

# Unit 2

## 1. Warm up

5 mins.

This opens the lesson with a *definition* of assessment and *different* types of assessment, encouraging students to talk about their experience of each. Understanding a risk assessment is critical to the reading task. First, ask the students to add the words from the list to the *definitions* of *different* types of assessment.

1. continuous
2. self
3. risk

Finally, students complete the questions with the *different* types of assessment. Then encourage students to answer the questions in pairs.

1. continuous assessment
  2. self-assessment
  3. risk assessment
-

## 2. Finding vocabulary

5 mins.

This gives support with key vocabulary in the article and helps students identify useful words for use in discussion.

- |              |               |              |              |
|--------------|---------------|--------------|--------------|
| 1. indicator | 2. evident    | 3. withdrawn | 4. high-risk |
| 5. hazard    | 6. eye strain | 7. bullying  | 8. monitor   |

## 3. Skimming for gist

5 mins.

You may want to set a time limit to encourage students to skim read rather than read in detail for this task.

- |                                      |                         |
|--------------------------------------|-------------------------|
| A. Signs of stress                   | B. A manager's response |
| C. What is a stress risk assessment? | D. Taking action        |

Sources:

[www.hse.gov.uk/stress/signs.htm](http://www.hse.gov.uk/stress/signs.htm)

[www.hse.gov.uk/stress/standards/index.htm](http://www.hse.gov.uk/stress/standards/index.htm)

## 4. Reading comprehension - Part 2

10 mins.

Part A

For Part A, ask the students to complete the notes using one, two or three consecutive words from the article. For Part B and C, ask them to tick all correct options and note that there may be more than one. Lower-level classes could be told that there are three correct options for each to make it easier.

1) sick; 2) complaints; 3) in mood; 4) personal; 5) find professional help; 6) open

Part B

1.  a chair that is too low for the desk.
3.  computer wires very close to a door
5.  parcels in front of a fire door

Part C

2.  let the employees know what you are planning to do.
  3.  explain the reasons for doing the assessment.
-

5.  C make it clear that you are not looking at employees' work.

## 5. Focus on vocabulary

Part A

5 mins.

Ask the students to complete the key vocabulary with the missing vowels. Ensure they can correctly pronounce the target vocabulary. They may need a reference to do this, but ask them to do it unaided in the *first* instance, but let them check their spelling later if needed.

- |                |               |                   |
|----------------|---------------|-------------------|
| 1. fire escape | 2. ongoing    | 3. suitability    |
| 4. warehouse   | 5. contractor | 6. reimbursement  |
| 7. inform      | 8. procedure  | 9. administration |

Part B

10 mins.

This encourages the students to think about the context of the vocabulary and practice using it in conversation.

- |                   |                |              |                |
|-------------------|----------------|--------------|----------------|
| 1. inform         | 2. procedure   | 3. warehouse | 4. fire escape |
| 5. administration | 6. suitability | 7. ongoing   | 8. contractors |

## 6. Listening for details

5 mins.

This gives students an opportunity to listen to the audio ahead of the main comprehension.

1.  C Linda
2.  C Nathan

## 7. Listening comprehension

5 mins.

Ask students to complete the stress risk assessment form as best as they can after the *first* listening, then listen a second time to check their answers.

1. Delivery items; 2. collection; 3. October 15th; 4. recording; 5. eye tests; 6. signs of stress; 7. once per month; 8. July 18th

## 8. Talking point

10 mins.

---

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

### 9. Extended activity / homework

30 mins+

Give the students a copy of the following form or let them design their own. Essentially, they are preparing a mini-presentation based on the lesson. You may want them to complete the form for homework or do it in class. Explain that they are not expected to do an actual stress risk assessment in their current place of work but simulate the experience. Be sure to give them feedback on their work.

## Unit 3

### 1. Warm up

10 mins.

Ask students to take some time to ask and answer the questions. These questions will form a basis for exercises later. Ensure that they understand the questions and circulate and help as they discuss them.

### 2. Types of questions

5 mins.

Ask the students to read the information or go through it with the class and answer any questions they have. Then ask them to return to the questions from the Warm up and decide which type they are.

Answers:

1. O, 2. S, 3. O, 4. O, 5. YN, 6. O, 7. YN, 8. O, 9. S, 10. O

### 3. Asking questions

15 mins.

Ask the students to read the information and write down 8 different questions to ask. Ask them to focus on accuracy. Circulate and help as needed.

Suggested Questions:

Why do you enjoy your job?

Why don't you own a car?

Who picks you up and takes you to the office?

Why do you work on Saturdays?

How long do you work for on Saturdays?

---

What games do you play?

Who plays online games with you?

Is your job interesting?

How long have you known your friends?

What do you chat/laugh about?

#### 4. Indirect questions

15 mins.

Ask the students to read the information or go through it with them as a class. Then ask them to match the examples to the rules. Allow them enough time to focus on accuracy and note the details of the differences. Then ask them to change the questions for Bao to indirect questions.

1. b

2. a, c

3. d, c

4. a

#### 5. Roleplay - Job Interview

15 mins.

Divide the students into pairs and give each of them a card. Give them time to prepare their questions *first* and then ask them to play out the interview. Ask them to use a mixture of direct and indirect questions.

#### 6. Extended activity/Homework

10 mins+.

This gives students further practice in changing questions from direct to indirect.

1. Could you tell me if you saw the CEO arrive this morning?
2. Could you tell me what time the meeting is tomorrow?
3. Could you tell me where you were yesterday?
4. Could you tell me if you have a copy of the schedule?
5. Could you tell me how you are traveling to the conference next week?
6. Do you know when the train arrives?

## Unit 4

#### 1. Entertaining

10 mins.

Part A

---

In this section, students revise vocabulary connected to entertaining. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**2 points each / 14 points total**

- |              |              |            |            |
|--------------|--------------|------------|------------|
| 1. casual    | 2. socialize | 3. stylish | 4. impress |
| 5. etiquette | 6. lull      | 7. awkward |            |

Part B

**1 point each / 6 points total**

1. broccoli
2. melt
3. breast
4. whisky (Note: It can also be spelled whiskey. This spelling is common in the US and Ireland, whereas whiskey is used in other countries where it is produced)
5. steam
6. lobster

**2. The stress timebomb II**

10 mins.

This section aims at revising the vocabulary discussed in *The Stress Timebomb II* worksheet. Students complete sentences individually.

**2 points each / 20 points total**

- |            |            |               |                |               |
|------------|------------|---------------|----------------|---------------|
| 1. evident | 2. hazards | 3. fire       | 4. contractors | 5. procedure  |
| 6. inform  | 7. monitor | 8. eye strain | 9. bullying    | 10. withdrawn |

**3. Asking direct and indirect questions in English**

10 mins.

Part A

---

This section aims at revision of creating direct and indirect questions in English. Students complete sentences individually.

**2 points for each grammatically correct question / 14 points total**

Part B

**1 point each / 6 points total**

Possible answers:

1. Could/Can you tell me if the bathroom is over there?
2. Could/Can you tell me if you *finished* the report?
3. Could/Can you tell me who your manager is?
4. Could/Can you tell me how much money you paid for the advertising?
5. Could/Can you tell me if you are leaving early?
6. Could/Can you tell me when the presentation is going to be ready?

#### 4. Pay crisis

10 mins.

In this section, students revise vocabulary from the *Pay Crisis* worksheet. Ask them to complete the task individually and then to check and discuss their answers in pairs.

**2 points each / 20 points total**

- |                   |               |                |                   |              |
|-------------------|---------------|----------------|-------------------|--------------|
| 1. cost of living | 2. starvation | 3. trade union | 4. take advantage | 5. income    |
| 6. get by         | 7. strike     | 8. monopoly    | 9. utilities      | 10. shortage |

#### 5. Freelancing

Part A

10 mins.

This part focuses on the revision of vocabulary from the *Freelancing* worksheet. You can ask students to complete the exercises unaided in the *first* instance, but allow them to use a reference to check their answers if needed.

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**1 points each / 6 points total**

1. *flexibility*
2. invoice
3. solitude / socialize
4. rely on
5. authorize

Part B

**2 points each / 14 points total**

- |              |               |                |              |
|--------------|---------------|----------------|--------------|
| 1. demanding | 2. discipline | 3. stimulating | 4. multitask |
| 5. tedious   | 6. intensive  | 7. hectic      |              |

**6. IELTS-style Speaking exercise**

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

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