

Coursebook

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Digital Resources

access code inside

B2+

Business Partner

Your Employability Trainer

UNIT 1 > MARKET RESEARCH

Videos: 1.1 Types of market research 1.3 The needs of a new client

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Introduction for learners

Why... Business Partner?

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

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

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

Why... skills training?

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

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

- 'Communication skills' (Lesson 3) means the soft skills you need to work effectively with people whose personality and culture may be different from your own. These include saying 'no' firmly and politely, giving feedback on performance and diffusing conflict.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for challenging conversations and developing a convincing argument.

Why... authentic content?

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

Why... video content?

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

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

Why... flexible content?

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

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



What's in the units?

Lesson outcome and self-assessment

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

Vocabulary

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

Functional language

Functional language (such as managing bad news, discussing priorities, facilitating a discussion) gives you the capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will practise the language in group speaking and writing tasks.



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

Grammar

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

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

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

Listening and video

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

Reading

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

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

Speaking

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

Writing

- Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as proposals, letters, blogs and emails, and for different purposes, including internal and external company communications, summarising, making recommendations and describing a business decision.
- There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar.

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

Pronunciation

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

Reviews

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

Signposts, cross-references and MyEnglishLab

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

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

→ **page 000**

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

MyEnglishLab

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

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

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

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

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



COMMUNICATION SKILLS

Video introduction

Introduction

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

In each Communication skills lesson, you will:

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

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

- Happenings is an events management agency based in London. It was founded by Prisha Patel who, after fifteen years in corporate event planning in both the UK and Hong Kong, decided to set up her own agency. Fortunately, she managed to bring some of her old clients with her (souring her relationship with her former employer in the process) but, as the agency has only been in business for just over a year, it's still working hard to build up its client base.
- Happenings is gradually earning a reputation for innovation in a highly competitive marketplace although persistent cash flow problems are hindering growth somewhat and the future is uncertain.
- Overlander is an international company which designs and makes Quad bikes and has its Head Office in the USA. It wants Happenings to organise an event in the UK for its global staff where they will be able to try the latest Quad bikes before they go on sale to the public.
- Claremont is a cosmetics company that is looking for an events agency to create something special for the launch of their new perfume.
- Throughout the eight units of the book, we watch Happenings in their attempts to provide their clients with high quality events whilst making enough of a profit to keep the company afloat.

Characters

Prisha Patel (British) Creative Director at Happenings (all units)

David Levy (Irish) Accounts Director at Happenings (units: 1, 2, 3, 4, 6, 7, 8)

Sonia Chung (Swedish and Vietnamese) Project manager at Happenings (units: 2, 3, 8)

Otto Weber (German) Logistics Manager at Happenings (units: 5, 8)

Meghan Matthews (South African) HR Manager at Overlander (units: 1, 2, 4)

Richard Thompson (British) Senior HR Manager at Overlander (units: 2, 4)

Pierre Delacroix (French) Finance Manager at Claremont (units: 3, 7)

Anne Wright (British) Events Coordinator at Claremont (unit 3)



Video context by unit

1 Carrying out a needs analysis

Video synopsis: Prisha and David aren't sure of how they should ask Overlander about what they want for the event.

2 Negotiating skills

Video synopsis: Prisha and David disagree on how they should deal with the mistake they have made.

3 Presenting skills

Video synopsis: Prisha advises Sonia on how to present a pitch to a prospective client.

4 Saying 'no' firmly and politely

Video synopsis: Prisha and David have to deal with last-minute changes requested by Overlander.

5 Giving feedback on performance

Video synopsis: Prisha needs to find the best way of giving Otto feedback in his performance review.

6 Handling tense conversations

Video synopsis: Prisha and David disagree on a matter, but need to find the best way to communicate their differences.

7 Dealing with risk

Video synopsis: Prisha and David have to assess whether or not they can take on another event.

8 Influencing a decision

Video synopsis: The 'Happenings' staff have to decide which companies to work with again on future events.

Market research

1



› *'If we knew what we were doing, it wouldn't be called research.'*
Albert Einstein

Unit overview

1.1 › Market research methods

Lesson outcome: Learners can use a range of vocabulary related to market research.

Video: Types of market research

Vocabulary: Terms in market research

Project: How market research affects brands

1.2 › Working with a focus group

Lesson outcome: Learners can use a range of question tags to ask for information, confirm things they think they know, make requests and express polite commands.

Listening: A focus group about a new app

Grammar: Question tags

Speaking: Catching up with an old friend

1.3 › Communication skills: Carrying out a needs analysis

Lesson outcome: Learners are aware of different ways to complete a needs analysis and can use a range of question types to do this effectively.

Video: The needs of a new client

Functional language: Using leading and open questions to effect

Task: Agreeing details of a corporate event

1.4 › Business skills: Dealing with questions

Lesson outcome: Learners can use strategies for responding effectively to a range of questions during and after a presentation.

Listening: A presentation with questions and answers

Functional language: Responding to questions during a presentation

Task: Propose a change and respond to questions

1.5 › Writing: Reports – Summary findings

Lesson outcome: Learners can summarise the findings of a survey or focus group as part of a report.

Model text: Summary findings from a report

Functional language: Summarising findings of a report or survey

Grammar: Reporting verb patterns

Task: Write a summary of survey findings

Business workshop 1:

Review 1:

Pronunciation: 1.2 Intonation in question tags
1.3 Indian English pronunciation

Grammar reference:



Lesson outcome

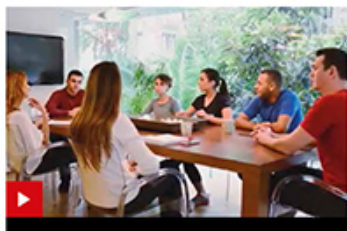
Learners can use a range of vocabulary related to market research.

Lead-in

1 Discuss these questions.

- 1 Why do you think market research is necessary for companies?
- 2 Have you ever completed a market research survey? If so, what was it about?
- 3 What kind of information do you think companies try to get about their products and the people who use them?

VIDEO



2 You are going to watch a video about market research. How many different ways can you think of for a company to collect information before they launch a new product?

- 3 1.1.1 Watch the video. Were any of your ideas in Exercise 2 mentioned? Did you hear about any other ways for companies to collect information?

4 Watch the video again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Companies use market research for both new and existing products and services.
- 2 Research is usually done by the company that needs it.
- 3 Surveys, focus groups and in-depth interviews are used to collect new data from people.
- 4 Focus groups are used when companies want to gather information from larger groups of people than they can reach with a survey.
- 5 Some small businesses may enlarge a sample size in order to make the research cheaper.
- 6 Both primary and secondary research are used to help companies make plans and to form future business strategies.

5 Work in pairs or small groups. Why do you think companies put money into market research when it is so expensive? What do you think is better: primary research you design yourself or secondary research that you buy? Why?

Teacher's resources:
extra activities

Vocabulary Terms in market research

6A Complete the sentences with the words in the box to make collocations used in the video.

customer desk focus in-depth launch online sample target

- 1 Today it is very common to use _____ **surveys**.
- 2 Although _____ **groups** are small, it is possible to use them to predict reactions from target customers.
- 3 Market research can help a company to find out about the level of _____ **satisfaction**.
- 4 One method in **primary research** is to hold _____ **interviews** with potential customers.
- 5 **Secondary research** is also known as _____ **research** because it makes use of data that can be found on the internet or in printed form.
- 6 Finding out what competitors are doing is helpful when a company plans to _____ a **product**.
- 7 The main goal of both primary and secondary research is to determine the _____ **audience** and decide how best to communicate with them.
- 8 If a company needs to find a way to make research more affordable, they can consider making the _____ **size** smaller.

B Are the collocations in bold in Exercise 6A adjective + noun, noun + noun or verb + noun?

★ 7 Match the words and phrases with the definitions.

- | | |
|------------------|--|
| 1 quantitative | a measure how people feel about something or the effect that something is likely to have on them |
| 2 product tester | b used to describe something that is realistic and therefore may succeed |
| 3 impact | c someone who tries out something new to determine how well it performs |
| 4 respondent | d a person whose job is to study a particular subject to find out new things about it |
| 5 gauge | e relating to the quality or standard of something rather than the quantity |
| 6 researcher | f the effect or influence that an event, situation, etc. has on someone or something |
| 7 qualitative | g relating to research where the results can be shown in the form of numbers, percentages, etc. |
| 8 gather | h someone who answers a set of questions, especially in a survey |
| 9 viable | i careful examination of something in order to understand it better |
| 10 data analysis | j collect or accumulate over a period of time |

★ 8 Choose the best option to complete the explanations of the underlined words and phrases.

- 1 Qualitative research gathers a great deal of information about a product / information to find out how good a product is.
- 2 Primary research consists of new data / data that has been put together already.
- 3 A company can judge the level of customer satisfaction by using market research tools / testing the product.
- 4 A viable product does not have / has a good chance of selling well.
- 5 A sample size is the number of questions / people used by researchers to get the information they need.
- 6 When a company wants to gauge how people may respond to a product, they watch their reactions to / ask them if they have bought it.

9 Work in pairs. Do you think it is important to do market research before launching a new product? What kind of information would a company need to get? Use some of the vocabulary from Exercises 6A and 7.

T Teacher's resources:
extra activities

➤ PROJECT: How market research affects brands

10A Work in small groups and think of an everyday product that you use. Choose two different well-known brands for that product. Then use these questions to create brand profiles of each of them.

- How does the brand attract customers? What does it offer them?
- What does the brand promise to do?
- What makes the brand visible or memorable?
- Who is the ideal customer for the brand?

B Work together to come up with a new product which is related to the original one. Write questions for a survey to find out what customers feel about it and what they would like.

C Work with another group. Take turns playing the respondents and the researchers. Ask each other your questions.

D In your original group, use the answers you got to come up with a brand profile for the new product you have thought about. Present your ideas to the group of respondents you worked with. Get their feedback on how well you have integrated their wishes, desires, needs, etc. into your presentation.



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

1.2

Working with a focus group

Lesson outcome

Learners can use a range of question tags to ask for information, confirm things they think they know, make requests and express polite commands.

Lead-in

focus group: a small diverse group of participants chosen using criteria to represent target customers for a new product or service. A company brings them together with a moderator who asks questions to find out what they think to gather qualitative data.

★ Listening



1 Work in pairs. Read the definition of a focus group. Would you find it interesting to be in one to discuss a new product? Why / Why not?

2 Look at the definition in Exercise 1 again and find words and phrases which match these meanings.

- 1 very different from each other
- 2 people who take part in an activity or event
- 3 standards to judge something
- 4 a specific group which a product or service is aimed at
- 5 someone whose job is to control a discussion between people

3A Look at the statements. Which do you think are false?

- 1 Focus groups may be used to gather information before a product is put on the market.
- 2 The moderator helps to keep the conversation focused.
- 3 Participants should try to agree with each other.
- 4 Participants in focus groups should all be very similar.
- 5 It can be helpful for the moderator to record focus group discussions.

B 1.01 Listen to a moderator welcoming participants to a focus group and check your answers to Exercise 3A.

★ 4 1.02 Listen to the first part of the focus group discussion and tick the topics which are mentioned.

business lunches company canteens convenience
eating healthy food eating lunch at home favourite restaurants
people's jobs where people work or study

★ 5 Listen again and answer the questions.

- 1 What do the people who were chosen for the focus group have in common?
- 2 Do all the people go out for lunch every day? If not, what do they eat?
- 3 Do they all have the same amount of time for lunch?
- 4 What do customers see on the app in addition to photos of the meals and the prices?
- 5 What are the options for getting lunch once the order is placed?

★ 6 1.03 Listen to the second part of the focus group discussion. What new type of question does the moderator ask?

★ 7 Complete the gaps to form typical focus group questions and answers. Then listen again and check your answers.

- 1 Now that you've had a look ... what's your general i _____?
- 2 I like the way it looks and the idea is very a _____.
- 3 What specific f _____ are the most interesting for you?
- 4 Is there anything about it that doesn't meet your e _____?
- 5 I'd really need to use it for a while before I can answer that question h _____.
- 6 I'm not completely c _____ yet.

8 Work in pairs and discuss the app. Would you be interested in a service like this? Why / Why not? Is there anything you would change about it? If so, what?

Grammar Question tags

★ **9A** 1.04 Look at the extracts from the focus group discussion. Can you complete the question tags? Then listen and check.

- 1 There isn't anything like this at the moment, _____?
- 2 ... you would go there sometimes, _____?
- 3 It really combines convenience with healthy eating, _____?
- 4 But there are hardly any really healthy choices around here, _____?
- 5 That seems to be what we all want, _____?
- 6 But someone with less time would have more of a problem, _____?

B What are the rules for forming question tags?

→ **page 118** See Grammar reference: Question tags

→ **page 114** See Pronunciation bank: Intonation in question tags

★ **10** Match the sentence beginnings with the question tags.

- | | |
|--|----------------|
| 1 He isn't in the office today, | a shall we? |
| 2 Someone told him about the meeting, | b will you? |
| 3 Please call later, | c are they? |
| 4 Those documents are for the meeting, | d is he? |
| 5 We always go to lunch at midday, | e isn't it? |
| 6 They never take a full hour for lunch, | f didn't they? |
| 7 Nothing is clear in this report, | g is it? |
| 8 Something is wrong here, | h don't we? |
| 9 Let's see if we can fix it, | i aren't they? |
| 10 Nobody is joining us, | j do they? |

★ **11** Complete the dialogue using question tags.

A: Good morning and welcome to this training session on moderating focus groups effectively. Everyone lives in the area, ¹ _____?

B: Yes, we're all from nearby and really looking forward to the course. This is a really important aspect of market research, ² _____?

A: It certainly is. Now first we're going to look at the types of questions necessary to run good focus groups. No one has worked on this before, ³ _____?

B: No, it's really new. One thing ... unfortunately, I'll have to leave an hour early to catch a flight. But there'll be information I can take along, ⁴ _____?

A: Sure. And you can always email me your questions. So let's get started, ⁵ _____? First we need to find out what people think about a product, but we rarely ask general questions in surveys, ⁶ _____? Would you like to take a few minutes together to think of some specific questions we could ask? Think about ...



T

Teacher's resources:
extra activities

Speaking 12A Imagine you have just met someone you haven't seen for a while and would like to chat with him/her. Work with a partner to write down some sentences with question tags you could use to make conversation. Use the ideas in the box or your own ideas.

clubs friends local restaurants or cafés home town
parties school sports university volunteer organisations

We met at university, didn't we?

You're friends with Filippo in the Rome office, aren't you?

Let's go for a drink tonight to catch up, shall we?

B Work with a new partner and roleplay the conversation. Use some of your sentences with question tags from Exercise 12A and improvise where necessary.

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

Lesson outcome

Learners are aware of different ways to complete a needs analysis and can use a range of question types to do this effectively.

★ Lead-in 1A Read and label the questions as 'Leading question' or 'Open question'.

1 What do you think about the new printer?

2 What problems have you had with the new printer?

B Work in groups and read the text. Discuss which statement (a or b) you agree with most. Why?

Leading questions are deliberately designed to influence the listener into choosing a particular response. These questions are 'directional' and either guide the person to the answer wanted by the person who is asking or may try to stop them thinking of alternatives.

- a Leading questions can be manipulative or even dishonest.
- b Leading questions are a very useful technique in the negotiation process.

★ VIDEO



L Go to MyEnglishLab for extra video activities.

2 1.3.1 Watch as Prisha Patel, Creative Director at Happenings, and her partner David Levy, Accounts Director, discuss a future meeting with a new client, Overlander UK. Answer the questions.

- 1 Why is it important for Happenings to get this client?
- 2 Why would Hebden Hall be a good option for Happenings?
- 3 How does Prisha want to approach the meeting?
- 4 What does David think they need to be careful of?

3A In small groups, discuss the advantages and disadvantages of the approaches presented below (Options A and B). Think about your own personal and professional experiences. As a class, decide which video to watch first.

Option A: Encourage the client to express their own ideas and provide suggestions if necessary.

Option B: Think about your own aims/goals and choose questions to lead your client when making decisions.

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

- Option A 1.3.2**
 - 1 What are Meghan's criteria for the venue?
 - 2 How much control do Prisha and David have over the proceedings?
 - 3 What do you think Prisha and David are thinking during this meeting?
 - 4 Did Meghan think her demands were realistic?
- Option B 1.3.3**
 - 1 How does Meghan respond to the adventure theme idea?
 - 2 What does Meghan think of the zip lining activity?
 - 3 How does Prisha put forward the idea of their own caterers?
 - 4 How much control do Prisha and David have over the proceedings?

4 In pairs, discuss which meeting was more successful and why.

★ 5 1.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection

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

- 1 Which style of questioning do you prefer to use when trying to obtain information from a client or colleague during a first meeting? Why?
- 2 What are one advantage and one possible disadvantage of your own personal style of questioning?

★ Functional language Using leading and open questions to effect

7A Complete the phrases in bold from the video with the words in the box.

about considered feel interested think thought thoughts

- 1 What are your **_____** on **_____**
 - a the kind of event that you want?
 - b a two-day conference in Berlin?
- 2 How would the team **_____** about **_____**
 - a us bringing in our own caterers?
 - b an outdoor event?
- 3 Have you **_____** **_____**
 - a holding the event in an art gallery?
 - b what your team would like to do?
- 4 How **_____** **_____**
 - a some kind of entertainment?
 - b following the evening meal with a party?
- 5 Would your staff be **_____** in **_____**
 - a spending the Saturday morning at a treetop adventure?
 - b a morning activity?
- 6 What do you **_____** about **_____**
 - a going to an exclusive restaurant?
 - b the Friday evening?
- 7 Have you **_____** about **_____**
 - a the kind of activities you would like?
 - b having team-building outdoor activities?

B Which options (a or b) in Exercise 7A are leading and which are open? Explain your choices.

8 Look at these answers to questions from an Events Manager. Use the bold phrases in Exercise 7A to write a question for each one.

- 1 A parachute jump would be excellent. My team would love it.
- 2 My staff would definitely be interested in a trip to Barcelona. They have never been there before.
- 3 I think it should be an Indian restaurant.
- 4 I haven't considered it yet. What kind of facilities are available?
- 5 Taking the clients to dinner after the meeting sounds like a great idea.

T Teacher's resources:
extra activities

→ **page 114** See Pronunciation bank: Indian English pronunciation

9A Work in groups of four. You are going to roleplay a meeting between an events company and their clients to agree details of an upcoming event. In pairs, read your role cards and prepare for the meeting.

Pair A: Read your role card on page 126.

Pair B: Read your role card on page 128.

B Using question phrases from Exercise 7A, hold your meeting and try to persuade your partners that your solution is the best option.

C After your meeting, discuss how you could improve communication.

D Think of your own event, swap roles and hold another meeting. Take time to prepare your roles first and remember to incorporate the feedback you received in Exercise 9C.

TASK



Lesson outcome

Learners can use strategies for responding effectively to a range of questions during and after a presentation.

Lead-in

1 Work in pairs. It is typical for presentation and lecture audiences to ask questions. Some presenters prefer questions during their presentation while others prefer to have questions at the end. Which approach do you think is better?

2A Some questions can be easy to answer and others more difficult. Discuss how difficult you think these situations are and how you could respond to them. Someone asks a question:

- 1 to which you do not know the answer.
- 2 which is outside the focus of your presentation.
- 3 which challenges the arguments you have made.
- 4 with several other questions all at the same time.
- 5 about something you explained ten minutes ago.
- 6 on a topic you want to talk about later.

B Think of at least one more difficult question which someone might ask and suitable ways to respond.

★ Listening

3A  1.05 Jon Collins is Head of Marketing for Frisco, an importer of fresh food products for supermarkets. He is presenting the results of a survey about attitudes to the use of plastics in the food supply chain. Listen to the first part of his presentation and note down the three main findings.

B Listen again. What three questions was Jon asked and what answers did he give? How effective do you think his answers were?

C  1.06 Listen to the second part of the presentation. Put the question topics (a–e) into the table in the order you hear them. Then complete Jon's answers.

- | | |
|--|--|
| a How to establish a joint project with growers | d How to motivate growers |
| b How to change quickly | e How to enforce change with growers (to stop using plastics) |
| c How to create a competition for supermarkets | |

Question topic	Answer
1 <i>b</i>	Can you _____ what you mean by 'change faster'?
2	Why do you think their involvement is so _____?
3	This is a very _____ which we need to respond to sensitively.
4	To be perfectly frank, I can't _____ at the moment.
5	As I indicated _____, we need to involve Marketing.

D How effective do you think these types of answers are?

Functional language

Responding to questions during a presentation

4 Look at the categories of questions in the table on page 15. Complete the table with these extracts from the presentation in Exercise 3.

- 1 As I indicated a little earlier, we need to involve Marketing.
- 2 I know many people feel strongly about this question so ...
- 3 This is a very delicate topic which we need to respond to sensitively.
- 4 To be perfectly frank, I can't answer that at the moment.
- 5 Can you clarify what you mean by 'change faster'?
- 6 Sorry to interrupt, but I can answer that question straightaway.
- 7 It's for Purchasing to create a joint project with the growers.
- 8 Sorry, we can't hear you very well. The connection is bad. Can you dial in again?
- 9 Can we discuss this one-to-one after the sales meeting tomorrow?
- 10 That's a very important question, but it's not really on our agenda today.

A question you don't understand	I'm sorry, I didn't understand that. What's the question exactly? _____
A question which is not relevant	I'm afraid that question is outside the scope of today's presentation. _____
A question not for open discussion	If you can email me that question, I'll respond directly to you. Is that OK? _____
A question better handled by someone else	Let me put you in touch with a colleague in Marketing to answer that. _____
An angry question	I understand your frustration. As a solution, I suggest ... _____
A redundant question	We covered that at the beginning of the presentation when I talked about ... _____
A person who takes too long to ask his/her question	Sorry, can I just stop you there as we are pushed for time and ... _____
A question you can't answer	That's a good question but I'm afraid I don't know the answer. However, I'll ... _____
A question you couldn't hear	It's a bad line so let me just repeat your question to be sure I understood. _____
A sensitive question	We need to be mindful that many people feel very strongly about this, so ... _____

5A Work in pairs. A design company has just finished a presentation to an important customer. The customer has commissioned the development of a new website, due for delivery next month. Look at the questions and decide how the design company should respond to them.

- 1 You mentioned some technical issues which need to be resolved. What are these technical problems?
- 2 I'm a little bit frustrated by the two-week delay. Why is this?
- 3 All the photos on the website are white males. Don't we need some diversity?
- 4 What's going to be the final cost?
- 5 Is the search engine optimisation in line with industry benchmarks?
- 6 I know this isn't on the agenda, but could we do a quick run-through of each webpage to check quality?

B Work with another pair. Ask and answer the questions and decide which are the best answers.



Teacher's resources:
extra activities

6A Prepare a short presentation to explain a change you would like to make/see in your workplace, personal life or in society in general. It could be based on something you read, e.g. a market research report, an article, your own experience. Prepare to explain what the change is, its purpose and the potential benefits.

B Work in small groups to present your ideas. During and after each presentation, the 'audience' asks questions. Use ideas and phrases from Exercise 4 to respond to questions.

C After each short presentation, the 'audience' gives quick feedback on how well the questions were handled.

TASK



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

Lesson outcome

Learners can summarise the findings of a survey or focus group as part of a report.

Lead-in

- 1 Read the summary of findings from a market research report. Proofread it and find nine more language mistakes. Think about spelling, grammar, wrong words and extra words. Then compare in pairs.

SUMMARY FINDINGS

According to the customer survey, the majority of respondents were inagreement that the proposed logo and packaging changes would be a good move. However, 10 percent of the 2,000 respondents raised ~~concerns~~ ^{concerns} that these changes did not match the luxury image of the brand. In addition, just over one quarter beleived that the current logo and packaging were fine and should not be change. Several customers suggest that we should keep the current logo and just change the colour while others were demanded that we use 100 percent recycleable materials. Some people even insisted that there should be no packaging at all, as this would be much more eco-friendlier. However, this is somewhat surprising given that our products can easily bedamaged in transit. Nevertheless, the survey confirmed that our image and reputation are instant recognisable. As for result, the findings indicate that any changes we make should be minimal.

★ Functional language

- 2A Complete the table using words and phrases from the summary. Use one to four words in each gap.

Who/What	Opinions/Actions	Findings
The ¹ _____ of respondents	were in ² _____ that	the proposed logo and packaging changes would be a good move.
10 percent ³ _____ 2,000 respondents	⁴ _____ concerns that	these changes did not ⁵ _____ of the brand.
Just ⁶ _____ one quarter	believed that	the current logo was fine.
The survey	⁷ _____ that	our image is ⁸ _____.
The findings	⁹ _____ that	any changes we make ¹⁰ _____.

- B Now make three sentences using phrases from the box and the structure in the table (*Who/What* → *Opinions/Actions* → *Findings*).

a recent customer survey admitted that demonstrated that felt that
 none of the participants our image has been damaged over half of those surveyed
 the changes were positive they would never buy it

T Teacher's resources: extra activities

L The summary contains examples of reporting verb patterns. Go to MyEnglishLab for optional grammar work.

→ page 118 See Grammar reference: Reporting verb patterns



- 3A Work in pairs. Look at the table on page 126 with information from a recent customer survey about increasing prices. Write a short summary of the results and comments.
- B Look at the detailed survey results on page 132 and write a summary of the findings in around 225 words.
- C Exchange summaries with your partner. Did you use the same language to summarise the findings? Did your partner make any mistakes with the data?

Self-assessment

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

Give and take

2



'Being a giver is not good for a 100-yard dash, but it's valuable in a marathon.'

Adam Grant, U.S. author and professor at the University of Pennsylvania

Unit overview

2.1	Manager or mentor? Lesson outcome: Learners can use a range of vocabulary related to cooperation and mentoring in the workplace.	Video: How can bosses help develop staff? Vocabulary: Giving back Project: An ideal mentor
2.2	Kindness or success? Lesson outcome: Learners can use a variety of cleft sentences to emphasise new information, subjects and objects and adverbial, noun and verb phrases.	Reading: Why it can be cruel to be kind in the workplace Grammar: Cleft sentences Speaking: Discussing statements about yourself
2.3	Communication skills: Changing an agreement Lesson outcome: Learners are aware of different ways of changing an agreement and can use a range of phrases for renegotiation.	Video: Changing an agreement Functional language: Renegotiation of an agreement Task: Renegotiating details of a client agreement
2.4	Business skills: Collaboration Lesson outcome: Learners can use a range of language and strategies for helping people to collaborate and work together effectively.	Listening: A brainstorming meeting to address falling sales Functional language: Promoting collaboration Task: Leading and participating in meetings to agree on best ideas
2.5	Writing: Emails – Stating requirements Lesson outcome: Learners can write an email clearly stating what someone must do in order to achieve something.	Model text: Email stating requirements Functional language: Formal and less formal phrases for requirements and reasons Grammar: Future Perfect Simple and Continuous Task: Write a bulleted and non-bulleted email stating requirements

Business workshop 2:

Review 2:

Pronunciation: 2.2 Intonation in cleft sentences
2.4 Southern U.S. English pronunciation

Grammar reference:



Lesson outcome

Learners can use a range of vocabulary related to cooperation and mentoring in the workplace.

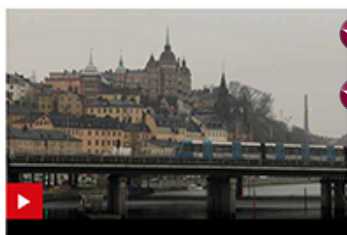
Lead-in 1 Discuss these questions.

- 1 Do you expect to be mentored when you begin a new job? How important do you think this is?
- 2 Do you personally think that bosses should pass on knowledge to employees? Why / Why not?
- 3 Do you think that people with more experience can also learn from those with less?



VIDEO

2 You are going to watch a video called 'How can bosses help staff develop?' Work in pairs and make a list of things you think will be discussed.



3 Watch the video and tick any topics on your list that are in the video.

4 Watch the video again and complete the notes using the words in the box. Some are not used.

act community honest loops pace provide
results satisfaction street thoughtful trust

Best way to get ¹ _____ is for the CEO to evolve from being a dictator to being a mentor.
Long-term success: organisations need to be compassionate, ² _____ and nurturing.
Sense of ³ _____ formed when everyone gives back to each other.
Good mentors ⁴ _____ opportunities to learn.
Important to create feedback ⁵ _____ between team members.
Employees need to know that bosses ⁶ _____ in their best interests.
Being a mentor isn't a one-way ⁷ _____.
Bosses shouldn't be isolated and have their own ⁸ _____ of development.



Teacher's resources:
extra activities



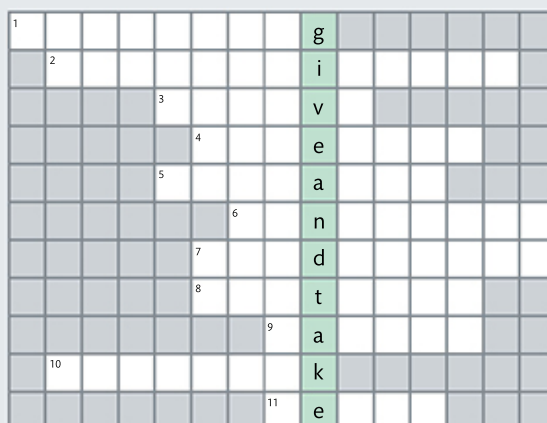
Teacher's resources:
alternative video and extra
activities

5 Work in pairs or small groups. What advantages do you think companies have when their leadership feels that mentoring is important?

Vocabulary Giving back

6 Read the definitions and complete the puzzle with words from the video.

- 1 helping a plan, idea, person to develop
- 2 caring about others
- 3 develop and change gradually over a long period of time
- 4 good effects or advantages that something has
- 5 feeling alone and unable to meet or speak to other people
- 6 a system where experienced people advise and help others, also used to describe such programmes
- 7 specific qualities needed in order to be good at leading a group, organisation, etc.
- 8 the feeling that you cannot trust someone, especially because you think they may treat you unfairly or dishonestly
- 9 truthful, even when the truth may be unpleasant or embarrassing
- 10 advice or criticism about how well someone does their job and what needs improvement
- 11 people who have the same type of job or are on the same level in an organisation



★ 7 Choose the correct option to complete the sentences.

- 1 A **cooperative atmosphere** means that people _____.
a compete all the time b help each other c work independently
- 2 If something is **mutually beneficial**, _____ benefit from it.
a all those involved b those receiving help c those giving help
- 3 If someone **calls the shots**, it means that they _____.
a listen to others b work with others c tell others what to do
- 4 A company that has the **best interests** of its employees **at heart** _____.
a organises sport events b supports their efforts c promotes them quickly
- 5 In a company where feedback is a **two-way street**, employees _____ what they feel.
a can't tell their bosses b can tell their peers c can tell their bosses
- 6 A company interested in **inclusion** tries to involve _____ in decision-making.
a management and staff b different departments c mentors

★ 8 Complete the text with words and phrases from Exercises 6 and 7.

Many businesses are finding today that a(n) ¹ _____ is not only good for employees but for the business itself. When bosses act as mentors and realise that ² _____ can be a two-way street, it helps the business build a sense of community, which is ³ _____ for both the mentors and the mentees. Management shouldn't be ⁴ _____ but should include junior staff members when possible so that everyone can learn from each other. Setting up mentoring programmes can make it clear to staff that management has their ⁵ _____ at heart. A(n) ⁶ _____ organisation helps new employees to feel comfortable and those at the top to feel they are giving something back. Providing opportunities for others to learn is part of good ⁷ _____. As difficult as it can be to break the habit of being the one to call the shots, sometimes it is necessary to ⁸ _____ into a more compassionate boss in order to move the business forward.



★ T Teacher's resources:
extra activities

9 Work in pairs. Do you agree that companies should have an atmosphere of give and take? Why / Why not? Look at the vocabulary in Exercises 6 and 7 and agree on the elements you think are most important.

PROJECT: An ideal mentor

10A Work in small groups. Discuss these questions.

I don't have much experience of mentoring or being mentored.

- 1 What do you think a mentor should do?
- 2 What expectations could a mentee have?
- 3 How can a mentoring programme help a company?

I have some experience of being a mentor or a mentee.

- 1 What did you find useful or necessary when being a mentor or mentee?
- 2 What information should you have before a mentoring session?
- 3 What effect did this have in the workplace?

B Work in pairs, if possible with someone who discussed the other box of questions in Exercise 10A. Consider what characteristics a good mentor should have. You can use the list below as a guide.

candid cooperative compassionate
expert in the field inclusive knowledgeable
nurturing has best interests of employees at heart
feels feedback is a one-way / two-way street

C The Human Resources Department has asked you to draw up some guidelines and tips for effective mentoring within your company. Use your ideas from Exercises 10A and 10B to compile a leaflet for first-time mentors.

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

Lesson outcome

Learners can use a variety of cleft sentences to emphasise new information, subjects and objects and adverbial, noun and verb phrases.

- ★ **Lead-in** 1 Work in pairs. Read the quotations (1–4) and match the bold idioms with the meanings (a–d). Then discuss how these phrases might be connected to the topic of balancing kindness and success in a company.

1 If a company keeps workers on even when it is necessary to cut back on the workforce, it could find itself being **killed by kindness**.

2 When we read about a major failure, we can use it as a **cautionary tale**.

3 Just because you're trying your best doesn't mean you can **cut the mustard**.

4 One of the more difficult parts of being a manager is when you have to **make hard calls**.

- a take difficult decisions
- b be good enough to do something
- c too kind in a way that causes harm because it competes with what should be done
- d story of an event used to warn people

- ★ **Reading** 2 Read the article quickly and put the word chunks in the correct order to make a sub-heading for the article.

a different view / is admirable / but managers / compassion among / have to take / teammates

- 3 Read the article again and answer the questions in your own words.

- 1 What requirement in a recent job vacancy advert was unusual?
- 2 Which four positive results of kindness at work are mentioned?
- 3 What problem could arise for a boss who has made 'decency' a corporate value?
- 4 Which problem is said to be worse than staff feeling let down by management?
- 5 What is mentioned as 'a cautionary tale' of trying to make the world a better place?
- 6 What did another executive find no problem balancing?
- 7 What is said about kindness and corporate success?
- 8 What is mentioned as being very difficult for new managers to do?



Teacher's resources:
extra activities

FT

Why it can be cruel to be kind in the workplace

Alongside the predictable specifications for a job vacancy at the *Financial Times* there is a new one. The ideal candidate must 'exude* kindness'. This raises an interesting question: at work, how much kindness is enough, and how much is too much? One study showed workers who received small acts of kindness behaved more positively and givers and receivers were generally happier. Another study showed that it was acts of kindness combined with a friendly culture that moderated risk-taking and reduced health problems triggered by trying to balance work and family.

Kindness, however, gets more complicated as people climb the corporate hierarchy. I suggested to some Chief Executives that one risk of including 'decency' in your corporate values was that staff might consider you had broken your promise if you had to let them go. One promptly answered that a far more serious problem would be to keep staff on at the expense of the company's long-term health.

Companies are occasionally killed by kindness. The owner of a Massachusetts textile company rehired his entire workforce after a fire, instead of offshoring

production. He misread the global market and plunged everybody into bankruptcy. It was

'a cautionary tale' of efforts to make the world a better place. What another business had to do was to become tougher and get rid of its kindly Chief Executive to survive. 'Being good doesn't cut the mustard,' its current CEO told the *New York Times*. On the other hand, another CEO sees no contradiction between making hard calls and being an empathetic leader. 'You should carry out difficult decisions with empathy,' he told me recently.

Kindness and corporate success are not mutually exclusive, but balancing the two is a fine art. One of the hardest pieces of advice to new managers is to distance themselves from ex-teammates. Too often, they take this as an invitation to start behaving coldly. But a manager who exudes kindness all the time risks destroying the trust of his team, when what seems the kindest thing to do clashes with what is the right thing.



★ Grammar Cleft sentences

Cleft sentences are used to _____ information.

This can be:

- a new information.
- b the subject or object of a sentence or an adverbial phrase.
- c the action or the verb phrase in a sentence.
- d a noun or verb phrase.

4A Look at the two underlined sections in the text. What is the function of cleft sentences like these? Complete the rule with the correct word from the box.

emphasise explain introduce

B Match the sentences (1–4) with the grammar explanations (a–d) in Exercise 4A.

- 1 It is **the CEO** who he is going to meet with tomorrow.
- 2 The thing that works best for us is **the weekly meeting**.
- 3 It is **his line manager** who is asking him to stay late this time, **not his colleagues**. a
- 4 What they did was to **change the structure** of the feedback loops.

C Look at the sentences in Exercise 4B. What constructions are used to start each sentence, which specific word or words do they emphasise and what role do those words play?

3 The sentence starts with 'It ...' and emphasises the line manager, which is new information.

→ page 119 See Grammar reference: Cleft sentences

→ page 114 See Pronunciation bank: Intonation in cleft sentences

★ **5** Match the sentence halves to make cleft sentences. Then match the sentences with the grammar explanations (a–d) in Exercise 4A.

- | | |
|--|--|
| 1 The thing I like about my job | a was to keep the same mistakes from happening. |
| 2 It will be the new supplier | b is to make sure the contract is ready. |
| 3 What we failed to do | c not the work his colleagues are doing. |
| 4 Something they forgot to take | d who will talk to him about the problem. |
| 5 What I will do tomorrow before I leave | e was the latest version of the quality control agreement. |
| 6 It is a problem with the software that is causing the delay, | f is working independently. |

6 Rewrite the sentences to emphasise the information in bold.

- 1 He rehired his entire workforce **after the fire**.
It _____.
- 2 We will have to **rethink** our conditions of employment.
What _____.
- 3 My boss is trying to reach **the supplier in Mexico**.
It _____.
- 4 He always says he **will not break his promise** to his employees.
Something _____.
- 5 The office atmosphere was pleasant, but **the boring work made him leave**.
It _____.
- 6 The last person we will speak to seems to be the **most promising candidate** for the vacancy.
The _____.

★ T Teacher's resources:
extra activities

Speaking 7A Complete the sentences to make true statements about you.

- 1 The person I have learnt the most from is _____.
- 2 The job I would like to have in the future is _____.
- 3 The subject I disliked most at school was _____.
- 4 The area of business that most interests me is _____.
- 5 Something I would really like to achieve is _____.
- 6 The electronic gadget I use most often is _____.

B In pairs or small groups, discuss the sentences you wrote in Exercise 7A.

Lesson outcome

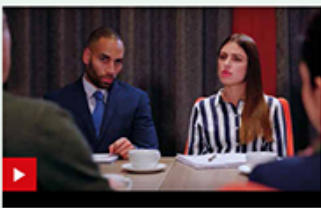
Learners are aware of different ways of changing an agreement and can use a range of phrases for renegotiation.



Lead-in 1A Work in small groups. Discuss a time when you realised you had made a mistake or a miscalculation. How did you deal with it? Were you completely honest in admitting your mistake or did you find another way of approaching the subject in order to save face?

B In a professional environment, if you make an incorrect judgement or a miscalculation of some sort, do you think it's better to 'come clean' or should you find a way to protect your professional image/reputation?

★ VIDEO



L Go to MyEnglishLab for extra video activities.

2 2.3.1 Watch the video and answer the questions.

- 1 Why do they need to renegotiate the agreement?
- 2 How does Prisha want to approach the issue?
- 3 Why does David disagree?

3A In small groups, discuss which is the best approach (Option A or B) for renegotiating the contract with Meghan. As a class, decide which video to watch first.

Option A: Prisha and David are honest about their misjudgement.

Option B: Prisha and David claim that, as professionals, they have re-analysed the situation.

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

Option A 2.3.2

- 1 How does Prisha address the issue?
- 2 What is Meghan's reaction?
- 3 How do you think Prisha and David look to Richard? Why?
- 4 How successful is the renegotiation process?

Option B 2.3.3

- 1 How does Prisha explain why they want to change the event?
- 2 What is Meghan's initial reaction?
- 3 How does Prisha defend Happenings after Richard's comment?
- 4 How do you think this meeting might have affected their business relationship?

★ 4 In pairs, discuss the advantages and disadvantages of David and Prisha's renegotiation strategy in each option.

★ 5 2.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

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

- 1 Which of the two renegotiation strategies do you use/would you use? Why?
- 2 Do you think the strategy you would use might change according to the situation?

★ Functional language

Renegotiation of an agreement

7A Complete the table with the expressions from the video (a-f).

- a having had a chance to [look more carefully] ...
- b in all honesty ...
- c drawing on [our team's / my personal] experience ...
- d to be perfectly frank, ...
- e keeping your best interests in mind, ...
- f [I / We] would rather discuss this face to face

Expressing honesty	
If the truth be told, [I can't blame you].	
1 _____, [we agreed to more than we can provide].	
2 _____, [we got carried away].	
Explaining your business ethic	
[I / We] like to be fully transparent [especially when we make mistakes].	
3 _____ [which is why we called this meeting].	
Reassuring the client	
Putting you first, [we think our idea will make life easier for everyone].	
With your needs always being our first priority, [we have come up with an excellent alternative].	
4 _____, [we've devised a more streamlined experience].	
Showing reflection / further analysis	
After careful consideration, [we have decided to make some important changes].	
On further thought, [we would like to revise some aspects of our initial agreement].	
5 _____ [at the logistics of the original agreement] ...	
Emphasising experience	
Having been in the business for a number of years, [we understand this market well].	
6 _____, [perhaps an alternative would be better].	

B Do you know or can you find other expressions for each of the above categories?

★ 8 Choose the correct options to complete the dialogue.

- A:** Hello there. Good to see you. So, how is it coming along?
- B:** Well, ¹*to be honest / on further thought*, I have to admit that this is turning out to be more complicated than we had anticipated.
- A:** Really? Well, I would have expected to be notified earlier of any problems.
- B:** This isn't something that I would want to discuss over emails. I ²*have been in the business for a number of years / would rather discuss this face to face*.
- A:** Fair point. So, what is the issue?
- B:** ³*Keeping your best interests in mind / After careful consideration*, it looks like your company will need more sophisticated software than originally anticipated.
- A:** Is this going to be a big problem?
- B:** Nothing that can't be overcome. ⁴*Drawing on our company's experience / With your needs always being our first priority*, we can anticipate such issues at the design stage.
- A:** I guess that's a good thing.
- B:** ⁵*If the truth be told / Having had a chance to look more carefully*, it's preferable that we try to account for all eventualities at the design stage.
- A:** Will this cause a big delay? Any delay will cost money.
- B:** Trust me. I ⁶*like to be fully transparent / am putting you first* when I say that it will be far more cost effective to deal with problems now than shut the system down later.
- A:** OK. That seems to make sense. So, how much are we talking about?



Teacher's resources:
extra activities

9A You are going to roleplay a renegotiation. Work in pairs and read your role cards. Student A: Look at page 134. Student B: Look at page 133.

B Hold your discussion. When you have finished, discuss how the situation was handled.

C Create another similar situation with roles for Students A and B and give them to another pair to roleplay.



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

Lesson outcome

Learners can use a range of language and strategies for helping people to collaborate and work together effectively.



Lead-in 1 Read the comments describing issues which make collaboration challenging in different situations. Have you experienced any of these challenges? Which one do you think might be the biggest challenge?

Some people are direct, some indirect; different communication styles have created problems in every team I've been in.

Today, people don't have time to collaborate. There is so much pressure that you need to focus just on your own job, not on helping others.

Most people don't listen properly to each other. This is the real issue.

Using a foreign language, like English, in international teams is a big problem for me.

Some cultures focus on family over work. I have seen this create conflicts in international teams.

2A 2.01 Listen to advice from three team leaders on how to support collaboration in teams. Note down the main advice that each person gives.

- 1 _____
- 2 _____
- 3 _____

B Which of these ways of supporting collaboration do you think is the best?

★ Listening 3A 2.02 Listen to Patrizia Bergomi, Head of Global Marketing for REMKO, a retailer of luxury chocolates, and its regional managers. Sales have been falling recently so they brainstorm ideas to resolve this issue. Patrizia leads the meeting. Answer the questions.



- 1 What is the average decrease in sales across all regions?
- 2 What is Ray's suggestion?
- 3 What does Frank say about online sales and traditional advertising for his markets?
- 4 What does Patrizia propose at the end of the discussion? Why?

B How effectively do you think the team collaborated in the meeting?

C 2.03 Listen to the second part of the meeting and answer the questions.

- 1 What is Maria's suggestion to drive more sales?
- 2 How far does Ray agree with Maria? Why?
- 3 What does Arun offer to do?
- 4 What does Patrizia ask Maria and Ray to do at the end of the meeting?

D How effectively do you think the team collaborated in the second part of the meeting?

→ page 114 See Pronunciation bank: Southern U.S. English pronunciation

★ Functional language Promoting collaboration

4A Look at the phrases in the table. Then match the strategies for promoting collaboration (a-h) with the correct section in the table (1-8).

- a Ask people directly for solutions
- b Include quieter individuals
- c Encourage people to be creative
- d Make people engage with others' ideas
- e Paraphrase to ensure team understanding
- f Focus on common ground
- g Quieten louder individuals
- h Manage different views positively

1	So, what we're all looking to achieve today is to ...
2	Let's be open today and come up with some new ideas.
3	[Francesca], do you see any quick wins with regard to ... ?
4	[Kate] what might be the benefits of [Jin's] line of thinking?
5	So, let me just check we're all on the same page.
6	[Emily] you haven't said much. Any thoughts?
7	[Marco], I'll come back to you in a second, if I may, because ...
8	I think both perspectives are very valid because ...

B Add these extracts from the recordings in Exercise 3 to the correct category in the table.

- 1 So, let me just make sure everyone understood that.
- 2 [Arun], you haven't commented so far. What's your take on this?
- 3 [Arun], any reflections on [Ray's] suggestions?
- 4 We need to get things moving in a positive direction.
- 5 Let's not dismiss this idea too quickly.
- 6 [Maria], if I can just stop you there because [I want to hear some other views].
- 7 [Ray] any thoughts on how best to tackle this?
- 8 I think we're all in the same boat here.

★ T Teacher's resources:
extra activities

5A Work in groups of four and brainstorm ideas for the following.

- 1 ideas to raise money for charity with colleagues or friends
- 2 options to make your organisation/institution more environmentally friendly
- 3 ways to speak more English on a regular basis
- 4 recommendations to a foreign visitor on things to see in and around your city

B Now hold a short mini-meeting on each topic. Your aim is to agree on the two best ideas for each. Take turns to lead the meetings using phrases from Exercise 4 to help you.

C After each meeting, discuss which strategies and phrases the meeting leader found useful or difficult. Which phrases could the next meeting leader use?

D Compare your final ideas for each topic with the rest of the class.

TASK



Self-assessment

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

Lesson outcome

Learners can write an email clearly stating what someone must do in order to achieve something.

★ Lead-in 1 Complete the email from a mentor with one word in each gap.

Dear Priya,

As you will have been working with us for a year by the end of next week, I am happy to say that you ¹ _____ done very well. I believe that your team could win the quarterly award ² _____ you make a few changes ³ _____ your working practices so, as discussed earlier, you should:

- contact all existing customers so that you can find ⁴ _____ if they plan to continue using our products. Emails ⁵ _____ sent last month asking them to complete an online survey, but only 10 percent have responded. Therefore follow-up phone calls ⁶ _____ needed. Speak to the purchasing managers to encourage ⁷ _____ to complete the survey.
- prepare a brief report summarising the findings for next week's directors' meeting.
- arrange face-to-face meetings ⁸ _____ five of our biggest existing and potential clients in ⁹ _____ to present the new product line.

You will have achieved a lot in your first year if you ¹⁰ _____ the award.

Best,

Frank Jenner

Functional language 2 Complete the table. Use words and phrases from the email for the first and last columns and the words and phrases in the box for the middle column.

expect you to finally firstly is important next secondly you need to would like

Bulleted points (less formal)	Non-bulleted points (more formal alternative)	Reasons
• ¹ _____ every customer	² _____, I ³ _____ you to contact all existing customers	⁴ _____ find out if they plan to continue using our products.
• ⁵ _____ the purchasing managers	⁶ _____, it ⁷ _____ that you speak to the purchasing managers	⁸ _____ to complete the survey.
• ⁹ _____ a brief report	¹⁰ _____, ¹¹ _____ prepare a report	¹² _____ next week's directors' meeting.
• ¹³ _____ face-to-face meetings	¹⁴ _____, I ¹⁵ _____ arrange meetings with our biggest clients	¹⁶ _____ present the new product line.



T

Teacher's resources: extra activities

L

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

➔ page 119 See Grammar reference: Future Perfect Simple and Continuous



3A Work in pairs. Look at the mentor's notes on page 133. Prepare a bulleted email stating what Helena needs to do.

B Look at the mentor's notes on page 128. Write a non-bulleted email of about 225 words stating what David Jessops is required to do. Add reasons for the actions suggested.

C Exchange emails with your partner. How many functional language phrases did your partner use? Is there anything you think could be improved?

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

Money matters

3



› *'Stop buying things you don't need, to impress people you don't even like.'*

Suze Orman, U.S. TV host, financial adviser and author

Unit overview

3.1 › Mobile banking

Lesson outcome: Learners can use a range of vocabulary related to banking and personal finance.

Video: A mobile money service in Uganda

Vocabulary: Personal banking

Project: Banking preferences survey

3.2 › Managing money

Lesson outcome: Learners can correctly use a range of transitive and intransitive phrasal verbs.

Listening: Two experiences of managing money

Grammar: Phrasal verbs

Speaking and writing: Anecdotes about saving up or paying back money

3.3 › Communication skills: Presentation styles

Lesson outcome: Learners are aware of different presentation styles and can use a range of fact-based and emotion-based phrases.

Video: Presentation styles

Functional language: Fact-based and emotion-based presentations

Task: Giving a fact-based or emotion-based presentation

3.4 › Business skills: Defending your ideas

Lesson outcome: Learners can defend their ideas using a range of strategies and make others aware of the impact and consequences of decisions.

Listening: Presenting and defending ideas for a banking app

Functional language: Defending ideas and describing consequences

Task: Presenting a proposal and defending it

3.5 › Writing: Letter of complaint

Lesson outcome: Learners can write a formal letter of complaint with supporting details and clearly state the desired outcome.

Model text: Letter of complaint

Functional language: Useful phrases for a letter of complaint

Grammar: Participle clauses

Task: Write a formal letter of complaint

Business workshop 3:

Review 3:

Pronunciation: 3.2 Stress in phrasal verbs
3.3 Chunking and stress in presentations

Grammar reference:



Lesson outcome

Learners can use a range of vocabulary related to banking and personal finance.

Lead-in 1 Discuss these questions.

- Who do you bank with: a high street bank or online? Why?
- Have you ever paid for something using your mobile phone?
If so, when was the last time and what was it for? What payment system did you use?
If not, do you think you will in the future?
- What do you think are the benefits of paying for things using your mobile phone?

★ VIDEO

2 Watch the video. What is M-Sente? Has it been successful in Uganda?

3 Watch the video again and decide if these sentences are *true* (T) or *false* (F).
Correct the incorrect sentences.

- Under 25 percent of people have a bank account in certain African countries.
- The costs of opening and maintaining a bank account in Uganda are very low.
- A basic money transfer service involves sending money from a person to a family member.
- The way it works is that you give money to an agent and that amount is saved to the SIM card in your mobile phone.
- Money is transferred to another account using a free text message.
- All you need is an internet connection and a smartphone.
- You can use M-Sente to pay utility bills, send money to other people and receive your salary.
- Mobile money services mostly benefit the economy in wealthier countries.

4 Work in pairs or small groups. How successful is mobile payment where you live?
What other new trends are you seeing in the banking sector?

Teacher's resources:
extra activities

Vocabulary Word building – verbs, adjectives and nouns

★ 5 Complete the table with the correct word forms.

Verb	Adjective / Past Participle	Noun
account for	accounting / accounted (for)	¹ _____, accountancy, accounting, ² _____ (person)
balance	balanced	³ _____
⁴ _____	banking	⁵ _____ (place), banking, ⁶ _____ (person)
(open / close) a branch		⁷ _____
deposit (into)	deposited	⁸ _____
finance	⁹ _____	¹⁰ _____, finances, financing, financier (person)
¹¹ _____	paying / paid (for)	¹² _____ / pay, payer (person), payee (person)
¹³ _____	¹⁴ _____	prohibition
¹⁵ _____	saved	¹⁶ _____
¹⁷ _____	topped up	top-up
(make / carry out) a transaction, transact	transactional	¹⁸ _____
¹⁹ _____	transferred	transfer
²⁰ _____	withdrawn	withdrawal

Personal banking

- 6** Work in pairs. Discuss the meaning of the words in the box. Which of them are payment methods via a bank?

(by/in) cash bills cheques credit card debit card
direct debit fees money order the rent

- 7** Choose the correct option in *italics* to complete the text about mobile banking in Kenya.

Mobile banking is transforming Africa

Imagine you live in rural Kenya and your daughter attends university in Nairobi and needs help to buy books and pay the ¹*rent* / *cash*. How do you send money without a bank ²*account* / *credit* or the internet? Some countries have various options including PayPal, online banking or money ³*cheques* / *orders*. However, many people in rural communities don't have access to basic ⁴*banking* / *money*

services such as direct ⁵*credit* / *debit*. There are two billion 'unbanked' adults in developing countries that cannot make transactions or ⁶*top up* / *transfer* money. Their ⁷*finances* / *credit cards* are unstable because they have no way to ⁸*save* / *savings* for the future.

Giving people access to banking is called 'financial inclusion'. By lowering the cost of ⁹*credit* / *transactions*, financial

inclusion encourages economic growth. Kenya has brought many people into its financial system with mobile banking. It is easy to use, has low ¹⁰*balance* / *fees* and doesn't involve credit ¹¹*cards* / *cheques*. All you need is an old mobile phone and money is sent via text messages. Most customers use it for person-to-person (P2P) payments, but some use it to pay utility ¹²*fees* / *bills*.

- 8** Put the words in the correct order to complete the sentences. Then discuss the statements with your partner. How true are they for you?

- 1 ATMs withdraw from ever I hardly cash
- 2 carry your never safe to phone transactions banking on It's out
- 3 easy can by prohibitive card is credit fees be Paying but the
- 4 visit banking have Mobile my means I branch never local to
- 5 pay direct I always companies utility debit using

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

PROJECT: Banking preferences survey

- 9A** Work in pairs. You are going to survey your classmates to find out about their banking preferences. Prepare 6–8 questions before you start. Use the ideas in the box or your own ideas.

banking before mobile phones check your balance online
deal with a bank cashier in person
look at your bank balance on paper
use your mobile phone for a transaction visit your branch
withdraw money from an ATM / a cash dispenser
write a cheque or money order

Have you ever written a cheque? / Do you know someone who wrote a cheque recently?

- B** Carry out your survey by asking each other about your banking preferences. Then each of you interviews four other people. Make careful notes of people's answers.

- 10A** Work with your first partner. Combine your data and prepare some simple graphs to illustrate it.

- B** Present your findings to another pair. Refer to your research data to support your arguments as you discuss these questions.

- 1 How did people use to bank before mobile phones?
- 2 What do your findings reveal about banking preferences in your class?



Self-assessment

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

3.2 Managing money

Lesson outcome

Learners can correctly use a range of transitive and intransitive phrasal verbs.

Lead-in 1A Look at the sentences. Can you work out the meaning of the words in bold from the context?

- 1 What kind of unexpected **expenses** might **come up** if you are/were a student?
- 2 Why might an older relative **set up** a **trust fund** for a young person?
- 3 How do students in your region/country **get by on** a monthly **allowance** or student **grant**?
- 4 Why might you have to **dip into** your **savings** at some time in your life?

B Discuss the questions in Exercise 1A in pairs or small groups.

★ **Listening 2A**  3.01 Listen to Aaron talking about life as a student. How did he run up huge debts?

B  3.02 Listen to Bethan talking about managing her money. How could she afford to buy a flat when she was still young?

3 Work in pairs. One of you retell Aaron's story and the other retell Bethan's story. Which details can you add to your partner's version?

★ **4** Complete each summary using the words in the boxes below. Two words in each box are not used. Listen again to the two speakers if necessary.

account allowance budget costs
debts fund rent savings trouble

bills expenses financial inherited initiative
loan mortgage sudden unexpected



Aaron had some financial ¹ _____ while he was studying in Dublin. He found it difficult to manage on a low ² _____. He had to put a deposit down for the ³ _____ and he had to buy new clothes but he carried on spending and going out too much. However, he didn't want to ask for more money from his parents so he ran up huge ⁴ _____, and he had to dip into his savings ⁵ _____. Fortunately, his parents in Arizona were very understanding and paid off his debts, although they didn't put up his student ⁶ _____. They even bought him a bike, which has cut down on his transport ⁷ _____ and now to save money Aaron eats at home rather than eating out.



Bethan got a job after finishing school and carried on living with her mother but helped pay the ⁸ _____. She then got another job and managed to put some money by each month. After four years she got a(n) ⁹ _____ to buy a flat. She had ¹⁰ _____ some money from her grandfather who had set up a trust fund for her. She's studying at university now. She realises she's been fortunate but says it can be stressful when you're living away from home: you can have ¹¹ _____ expenses, for example, the rent suddenly goes up or your computer breaks down. Bethan helps run a(n) ¹² _____ which offers ¹³ _____ advice such as how to get by on a low income or negotiate with your bank when taking out a(n) ¹⁴ _____.

5 Work in pairs. Discuss these questions.

- 1 How would you feel if you were Aaron? What would you have done to pay off your debts?
- 2 Do you think it's a good idea to put off studying like Bethan until you're older? Why / Why not?

★ Grammar Phrasal verbs

6A Look at the summaries in Exercise 4. Underline all the phrasal verbs.

Aaron – put (a deposit) down, ... Bethan – carried on (living), ...

B Transitive verbs have an object but intransitive verbs do not. Which phrasal verbs in Exercise 4 are transitive and which are intransitive?

→ **page 119** See Grammar reference: Phrasal verbs

★ 7A Read the grammar reference. Then match the types of phrasal verbs (1–3) with the examples (a–c).

1 Transitive, separable

2 Transitive, non-separable

3 Intransitive, i.e. no object

a *They don't want to **go out**.*

b *He can **get by on** very little money.*

*He can **get by on** it.*

*He can ~~get~~ very little money **by on**.*

*He can ~~get it~~ **by on**.*

*He can ~~get by~~ very little money **on**.*

*He can ~~get by it~~ **on**.*

c *I **took out** a mortgage.*

*I **took** a mortgage **out**.*

*I **took it out**.*

~~I took out it~~.

B Work in pairs. Look at the verbs in the box. Match them with the three categories in Exercise 7A. If you are unsure, try making different sentence types as in Exercise 7A and see which combinations sound correct.

carry on cut down (on) look into eat out fall behind (with)
look forward to pay back put by put off run up set up

C Which of the verbs in Exercise 7B can be followed by a verb + *-ing*?

★ 8 Complete the sentences with the correct form of the words in brackets. There may be more than one possible answer.

1 Many students have trouble _____. (get by on / student grant)

2 I often _____ a record of my expenses. (put off / make)

3 It's easy to save if you _____ each month. (put by / a little money)

4 I'll _____ by the end of the month. (pay back / the money)

5 I would ask my parents for money if I _____. (run up / huge debts)

6 If we _____ like this, we'll need to take out a loan. (carry on / spend)

7 Are you _____ your own place after college? (look forward to / have)

8 Have you _____ a savings account? (look into / open)



Teacher's resources:
extra activities

→ **page 115** See Pronunciation bank: Stress in phrasal verbs

Speaking and writing

9A You are going to describe a time when you, or someone you know, needed to save up or pay back some money. Think about how you can use some of the phrasal verbs from this lesson in your anecdote.

B Work in pairs and tell each other your anecdotes. Write down the phrasal verbs and the objects your partner uses while you listen. How many verbs did he/she use?

C Write your anecdotes in 150–180 words. Use at least five phrasal verbs.

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

Lesson outcome

Learners are aware of different presentation styles and can use a range of fact-based and emotion-based phrases.

Lead-in



1A Work in pairs. Think about how you would present the following information to colleagues. Would you use the same approach for both situations? Why / Why not?

- the summer barbecue • the latest sales figures

B Which of the topics below would you present:

- a using facts and figures? b by engaging the audience's emotions?
- an office move • a company merger • a mentoring programme • a new workflow

2A Ideally, a successful presentation is when the presenter knows his/her audience. In pairs, discuss what it means to 'know your audience'.

B Discuss these questions.

I have some experience in a work situation.

- 1 Have you ever had to substitute for another person and take over their presentation? What happened?
- 2 Did you know your audience? If not, what approach did you use?

I don't have much experience in a work situation.

- 1 Have you ever been in a class or lecture where another teacher had to step in at short notice? What was the impact? How did the teacher deal with the situation?

★ VIDEO

3A 3.3.1 Watch the video as Sonia and Prisha discuss making a presentation to Claremont, a cosmetics company.

- 1 Why has Prisha asked Sonia to make this presentation?
- 2 Why shouldn't Sonia be cynical about the perfume industry?
- 3 How does Prisha want Sonia to describe the event?
- 4 What does Prisha remind Sonia?

B In small groups, discuss which is the best approach (Option A or B) when presenting to the new client. As a class, decide which video to watch first.

Option A: Use a fact-driven presentation style.

Option B: Use a style that appeals to the audience's senses and emotions.

C Watch the videos in the sequence the class has decided and answer the questions.

Option A 3.3.2

- 1 Why has the Ambassador Hotel been chosen for the launch?
- 2 How will a feeling of exclusivity be accomplished?
- 3 What does Sonia say about the flowers?
- 4 In the videoscript, find adjectives used to describe the event.

Option B 3.3.3

- 1 How does Sonia begin the presentation?
- 2 Why do you think Claremont would rather have only their photographers present?
- 3 What does Sonia say about the flowers?
- 4 In the videoscript, find adjectives used to describe the event.

★ **4** In pairs, discuss the pros and cons of Sonia's approach in each option.

★ **5** 3.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection

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

- 1 Which of the two presentation styles would you choose if you did not know your audience? Why?
- 2 What are one advantage and one possible disadvantage of your own personal style when making a presentation?

★ Functional language

Fact-based and emotion-based presentations

7A Complete the sentences from the video using the words in the box.

anticipation attention aware breakdown objective
opportunity picture react think visualise

- 1 I would like to take this _____ to talk to you about how much it will all cost.
- 2 My _____ today is to present you with our plan for your special event.
- 3 Try and _____ the looks on [their / your guests'] faces when they enter the banquet room.
- 4 As you are all _____, the cosmetics industry is worth billions!
- 5 [You / Your guests / They] will be able to feel the _____ of what is about to happen.
- 6 Now, turning our _____ to financial matters.
- 7 _____ it, a huge line of limousines as far as the eye can see.
- 8 I'd like to give you a brief _____ of the expenditure.
- 9 Imagine how everyone will _____ when they see the choice of activities available.
- 10 Can you _____ of anything more [magical / beautiful / impressive]?

B Now put the phrases in bold in Exercise 7A in the correct category in the table.

Fact-based	Appealing to emotions/senses

★ T Teacher's resources:
extra activities

C Using the bold parts of the sentences in Exercise 7A, create your own sentences for a pitch.

→ page 115 See Pronunciation bank: Chunking and stress in presentations

8A Work in pairs. Read your role cards and prepare your presentations.

Student A

You have been asked to visit your local college / high school. You will be presenting to students to inform them about opportunities to work at your company or study at your university.

Decide:

- which approach you will take.
- what information you will include.

Student B

You are presenting to the board at your place of work or study to ask for some money to organise a big end-of-year event. You think this will be a great reward and good for morale.

Decide:

- which approach you will take.
- what information you will include.

TASK



B Deliver your presentations to each other. Make sure you include phrases from Exercise 7A.

C Give each other feedback on your presentations. How could you have made it more emotive? Did it sound over-exaggerated? How could you have sounded more neutral?

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

Lesson outcome

Learners can use a range of phrases to defend their ideas and to make others aware of the impact and consequences of decisions.

Lead-in

- 1 Work in pairs. Read the comment about budgeting and discuss which approach you think is better and why.

'Some people manage their finances by planning and budgeting each month and each year. Others are happier with a general sense of how much they are spending and what they are spending their money on and prefer not to budget.'

- 2 Many banking and financial apps have features to support people with their finances. Which feature below would you be most interested in?

An app feature ...

- a that tracks your spending.
- b that finds the best deals for specific items you're looking for.
- c that gives you personalised tips linked to your spending habits.

★ Listening



- 3A Match the words and phrases in bold (1-8) with their meanings (a-h).

- 1 The **spending habits** of many people change at the beginning of the year.
 - 2 We need to understand **the big picture** of how the whole market is developing.
 - 3 If we have a **shrinking market**, we'll have to win over customers from our competitors.
 - 4 This just isn't working. We need to plan the strategy again **from scratch**.
 - 5 Our customers are **dependent on** quick access to their accounts.
 - 6 Everyone in the team should focus on **collective targets**.
 - 7 Why don't we **redistribute** the budget so we can spend money on other areas?
 - 8 It's vital that we are **persistent** if we are going to win this deal.
- a from the beginning without using anything that was prepared before
 - b needing something in order to be successful
 - c to share or divide something up in a way which is different than before
 - d settled or regular tendencies to spend money on certain items/activities
 - e targets that are shared by a group of people
 - f continuing to do something although it is difficult
 - g the entire perspective of a situation or issue, rather than just the smaller details
 - h a market which is becoming smaller

- B 3.03 Charlie Montoya is a strategist at Argent, a bank that is facing difficulties competing. Listen to him presenting his ideas to Marianne Durand, his boss, and answer the questions.

- 1 Which of the two app features from Exercise 2 does Charlie suggest in his proposal?
- 2 What is Marianne's main objection to Charlie's proposal?
- 3 Do they reach agreement in the end? What are the next steps?

- C Listen again and look at the information below. Decide which option Charlie initially suggests for both features and which they agree on in the end.

Good - Cheap - Fast

- 1 If we do it cheap and fast, it won't be good.
- 2 If we do it fast and good, it won't be cheap.
- 3 If we do it cheap and good, it won't be fast.

Good

Fast

Cheap

★ Functional language Defending ideas and describing consequences

4A Complete the sentences from the meeting in Exercise 3 using the phrases in the box.

backing of others best opportunity break down the main reasons
consider the big picture reasons which warrant there might be objections

Defending your ideas

- 1 These are the _____ [doing it this way].
- 2 When you _____ you'll see that [our market share is shrinking].
- 3 This idea is the _____ we have of [offering added value].
- 4 I can see why _____. However, ...
- 5 Let me _____ this [proposal is the best one we have].
- 6 You'll see I also have the _____ in the room.

B Now match these sentence halves from the meeting in Exercise 3. If necessary, use the audioscript on page 144 to help you.

Talking about consequences

- | | |
|--|--|
| 1 We should rethink our current strategy, as otherwise ... | a spread our focus. |
| 2 If we fail to act, then ... | b taking on more things to do in your role. |
| 3 We won't achieve our collective targets if we don't ... | c that the overall cost is lower. |
| 4 Committing to this action would mean ... | d we'll lose an opportunity to engage our customers. |
| 5 The consequences of that would be ... | e we'll lose out to our competitors. |

5 Work in pairs. Take turns to present one of the ideas below. Defend your idea and talk about consequences using phrases from Exercise 4. Your partner should listen and challenge your ideas.

- a a new mobile app for booking holidays
- b a secure mobile payment system that scans one of your hairs for personal identification

★ T Teacher's resources: extra activities

6A Work in pairs. You are each going to present a proposal and defend it in a discussion. Read about the two scenarios. Then read your role cards and prepare.

Student A: Look at page 126. Student B: Look at page 128.

Scenario 1

You have an idea for a better way to communicate within the department by using a live online calendar for all team members.

Scenario 2

You have an idea for electronically logging expenses when on a business trip using a new platform.

B Present your ideas and hold your discussions. After each discussion, reflect on how well you defended your ideas and explained consequences. Which phrases from Exercise 4 did you find useful?

➤ TASK



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

Lesson outcome

Learners can write a formal letter of complaint with supporting details and clearly state the desired outcome.

Lead-in

- ★ 1 Read the letter of complaint to a bank. Complete it with the words in the box. Then compare in pairs.

advance assurance charged confidence
dissatisfaction express forced matter
notice overdraft payments resolution

Dear Sir/Madam,

We are writing to ¹ _____ our deep ² _____ with your service. Last week we had a cash flow problem because payment from a large customer was delayed. We gave you ³ _____ of the potential situation, and you promised to increase our ⁴ _____ allowance to cover all scheduled ⁵ _____. Instead, suppliers were not paid and then you ⁶ _____ us for being overdrawn without notice.

Having informed you well in ⁷ _____ both in writing and over the phone and receiving your written ⁸ _____ that everything would be in order, we expected no problems. We now feel that you have dealt with this ⁹ _____ most unprofessionally. Your actions have damaged both our reputation and our ¹⁰ _____ in your bank.

Being a long-standing customer, we request you kindly resolve this matter immediately and pay compensation for the charges and damaged reputation. Unless you do this, we shall be ¹¹ _____ to seek legal action.

We look forward to your prompt response and ¹² _____.

Yours faithfully,

Jelena Hopper

Functional language

- ★ 2A Complete the table using phrases from the letter. Are these phrases *very formal* (VF) or *semi-formal* (SF)?

Reason for writing
We are writing to ¹ _____ with ...
Action required
We request ² _____ immediately.
Warning
Unless you ³ _____ this, we shall ⁴ _____ legal action.
Closing
We look forward to your ⁵ _____.
We request immediate acknowledgment of this letter.

- B Write these phrases in the correct place in the table in Exercise 2A. Then decide if each phrase is *very formal* (VF) or *semi-formal* (SF).

If you cannot sort this matter out, we will find another supplier.
If you do not reply immediately, we shall have no alternative but to ...
It is with deep regret that I am writing to complain about ...
We are very unhappy with your service.
We expect you to solve this immediately ...
We hope to hear from you soon.
We would appreciate immediate action on this matter.

➔ page 120 See Grammar reference: Participle clauses

★ T Teacher's resources: extra activities

L The letter contains examples of participle clauses. Go to MyEnglishLab for optional grammar work.



- 3A Work in pairs. Read the email to a bank on page 126. Rewrite the email as a formal letter of complaint.

- B Look at the situation on page 127 and use the information to write a formal letter of complaint to the bank in around 225 words.
- C Exchange letters with your partner. Did your partner organise the letter well? How formal was your partner? Did your partner add any extra information?

Self-assessment

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

Challenges

4

► *'We are using resources as if we had two planets, not one. There can be no "plan B" because there is no "planet B".'*

Ban Ki-moon, eighth Secretary-General of the United Nations

Unit overview

4.1 ► Environmental challenges

Lesson outcome: Learners can use a range of vocabulary related to environmental challenges.

Video: Climate change and coffee agriculture

Vocabulary: Collocations: the environment

Project: Sustainable solutions

4.2 ► Cyber challenges

Lesson outcome: Learners can use a range of past, present and future perfect tenses and understand how the perfect aspect links two points in time.

Reading: Global cyberattack is a warning for 'internet of things'

Grammar: Perfect aspect

Speaking: Discussing smart technology

Writing: A short blog post

4.3 ► Communication skills: Saying 'no' firmly and politely

Lesson outcome: Learners are aware of different strategies to be able to say 'no', give supporting arguments and explore options while still reaching a satisfactory agreement.

Video: Saying 'no' firmly and politely

Functional language: Managing challenging negotiations

Task: Negotiating allocation of tasks with a colleague

4.4 ► Business skills: Challenging conversations

Lesson outcome: Learners are able to use a variety of strategies and phrases to manage challenging conversations.

Listening: A difficult conversation about promotion

Functional language: Managing challenging conversations

Task: Dealing with a challenging conversation to reach a positive outcome

4.5 ► Writing: Proposals – Recommendations

Lesson outcome: Learners can make recommendations as part of a written proposal.

Model text: Recommendations from a proposal

Functional language: Recommendations

Grammar: Compound nouns and adjectives

Task: Write the recommendations section of a proposal

Business workshop 4:

Review 4:

Pronunciation: 4.2 Weak forms in perfect tenses
4.4 Volume and tone of voice in challenging conversations

Grammar reference:

Lesson outcome

Learners can use a range of vocabulary related to environmental challenges.

Lead-in

- 1 Discuss these questions. Use some of the words in the box in your discussion and add your own ideas.

carbon emissions clean energy electricity extreme weather forest fires
fossil fuels greenhouse effect pollution recycling solar panels waste

- 1 What are some of the causes of climate change?
- 2 Has your region been affected by rising temperatures or rising sea levels? If so, how? If not, are there other regions in your country which have?
- 3 How environmentally friendly or sustainable is the organisation where you work/study?

★ VIDEO

- 2A You are going to watch a programme about coffee production in South America. Look at the words and phrases in the box. Which do you expect to hear?

altitude beans decaffeinated drought farmer flood
ground pesticides supply chain seasons temperature



- B 4.1.1 Watch the video and check your predictions.

- ★ 3 Watch the first part of the video again (00:00–02:05) and complete the summary. Use one or two words in each gap.

Illycaffè is an Italian ¹ _____ whose work with ² _____ is focused on managing the ³ _____ of climate change. Chairman Andrea Illy explains that climate change is a serious threat for coffee agriculture. For example, on a plantation in ⁴ _____, coffee beans have turned out ⁵ _____ instead of pale green following a drought and then a ⁶ _____. The beans had to be ⁷ _____ instead of in the sun. Coffee growers are now breeding ⁸ _____ and introducing systems to ⁹ _____, even in extreme weather.

- ★ 4 Read the summary below and watch the second part of the video again (02:05–04:21). Find ten more content errors in the summary and then discuss the corrections with a partner.

the founder of

Stephen Rapaport is ~~a farmer~~ ^{the founder of} Pact Coffee. He says the best coffees need to grow in a broad temperature band. One of Pact's growers in Vietnam has been growing coffee for four generations and they've often had to move part of their farm to a higher altitude. Coffee plants need humid seasons to grow well.

Illy is planning to decrease production. He says they might need to halve productivity to satisfy demand. Training programmes for managers offer benefits to companies like Illycaffè: growers can protect their livelihood and coffee companies protect their produce. Climate change can be stopped and there *are* ways to embrace the challenge.

- 5 Work in pairs or small groups. How have other sectors or industries you are familiar with been affected by climate change?

Vocabulary

Collocations: the environment

- 6 Which word that is repeated in the video collocates with all the words in box A? And which word collocates with all the words in box B?

A ... agriculture ... growers ... plants ... plantation ... production

B deal with a ... embrace the ... face a ...



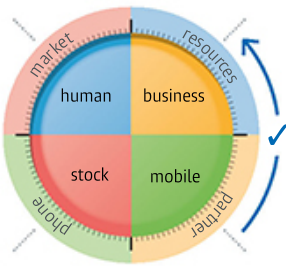
T

Teacher's resources:
extra activities

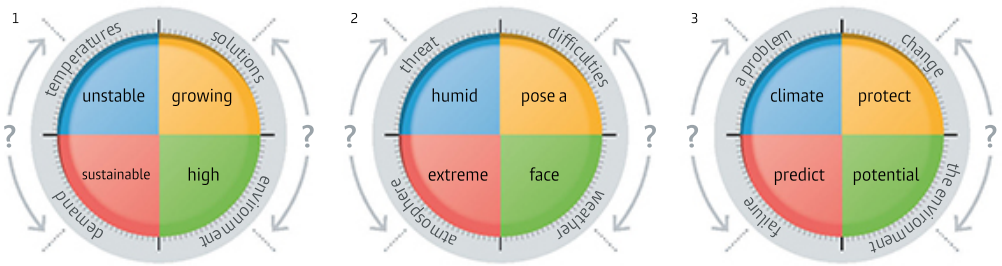
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Teacher's resources:
alternative video and
extra activities

Example: Turn dial anti-clockwise once.



7 How do you need to move each dial to make collocations using all the words?



8 Choose the correct options to complete the text.

Climate change and global health

Climate change is challenging our health worldwide. More frequent and intense ¹ _____ weather, such as storms and floods, not only damages our planet but also poses a serious ² _____ to both our mental and physical health. Some of the main causes of ³ _____ change, namely the use of fossil fuels, the prevalence of unhealthy diets and our dependency on cars, also damage our health through air pollution, high saturated fat intake and physical inactivity. There is ⁴ _____ demand from the public to deal with these challenges. We need actions that mitigate climate change and implement ⁵ _____ solutions across all sectors. By facing these difficulties together, we can improve our health and protect our ⁶ _____ for future generations.

- | | | | |
|-----------------|---------------|--------------|---------------|
| 1 a stable | b humid | c extreme | d sustainable |
| 2 a threat | b problem | c difficulty | d challenge |
| 3 a embracing | b agriculture | c facing | d climate |
| 4 a growers | b extreme | c growing | d high |
| 5 a growing | b sustainable | c unstable | d humid |
| 6 a environment | b atmosphere | c climate | d demand |

9 Complete the questions using suitable words from Exercises 6 and 7. Then discuss the questions with a partner.

- Why do rising temperatures _____ a serious _____ to our planet?
- What are some of the _____ that businesses face when dealing with a(n) _____ environment?
- What are some possible _____ solutions for coffee _____ globally?
- If you could do three things to mitigate climate _____ and protect the _____, what would they be?

Teacher's resources:
extra activities

PROJECT: Sustainable solutions

10A Work in pairs or small groups. Prepare a presentation on the environmental challenges that a particular industry faces. Follow these steps.

- Choose an industry that you are familiar with.
- Give some examples of specific environmental challenges the industry currently faces.
- Propose two or three sustainable solutions for dealing with these challenges.
- Think about how to persuade your classmates that your solutions are sustainable and will help to mitigate climate change in the long term.

B Listen to each other's presentations and decide a) how viable you think each solution is and b) which presenters used persuasive language most effectively.



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

4.2 Cyber challenges

Lesson outcome

Learners can use a range of past, present and future perfect tenses and understand how the perfect aspect links two points in time.

Lead-in 1 Work in pairs. How many devices do you have connected to the internet at home? Have you ever had a problem with a virus? What happened?

★ **2** Match the words in the box with the definitions.

incompatibility outdated
spread standstill update

- 1 no longer considered useful or effective because something more modern exists
- 2 when something affects a larger number of people or involves a larger area; an increase
- 3 when two things are of different types and so cannot be used together
- 4 a change or addition to a computer file so that it has the most recent information
- 5 a situation in which there is no movement or activity at all

Reading 3 Read the article on the Wannacry cyberattack quickly. Why was the cyberattack a warning for interconnected devices and bitcoin?

★ **4** Read the article again and complete the sentences. Use one to three words in each gap.

- 1 The day after the cyberattack about _____ computers had been affected in _____.
- 2 By _____ Hitachi employees still hadn't recovered their _____.
- 3 Victims in Europe included several car manufacturers, hospitals, Telefónica (the _____) and railways in _____.
- 4 The Cyber Defense Institute said that the ransomware had been aimed at organisations that would _____ if they could not recover data rapidly.
- 5 Devices and equipment using _____ were _____ by the attackers.
- 6 Banks are not involved in transactions with _____, making it more difficult to locate and catch hackers.



T

Teacher's resources:
extra activities

NIKKEI
ASIAN
REVIEW

Global cyberattack is a warning for 'internet of things'

Tuesday May 16, 2017

TOKYO – The recent global cyberattack targets security weaknesses in web-connected devices and the anonymity of bitcoin.

Chief Cabinet Secretary Yoshihide Suga said on Monday he had been told of a number of victims in Japan. By Saturday morning, roughly 2,000 terminals at some 600 Japanese IP addresses had been hit.

One computer was affected at water and sewer services in the city of Kawasaki. A Hitachi company's appliance-ordering system came to a standstill, preventing transactions with retailers, and workers were still trying to bring the system back online on Monday.

Elsewhere, there were attacks on infrastructure and production centers. A UK plant belonging to Japan's Nissan Motor had been

targeted, as was French automaker Renault. British hospitals and the Spanish telecom Telefónica were hit as well. German railways suffered attacks on electronic boards, as well as in ticket machines.

The attackers had chosen targets that would suffer greatly if they did not recover their data quickly, says analyst Toshio Nawa of Japan's Cyber Defense Institute. Such organisations are easy to extort money from because they cannot afford for operations to stop.

Attackers targeted production control devices and other equipment that runs outdated operating systems. Users cannot install the latest security updates due to software incompatibility, which is an alarm bell for the internet of things, says Hiroki Takakura, a professor at the National Institute of Informatics.

This cyberattack came in the form of ransomware, which encrypts users'

data, making it inaccessible, then displays a message demanding payment in order to restore it. Many of those affected have reportedly paid up.

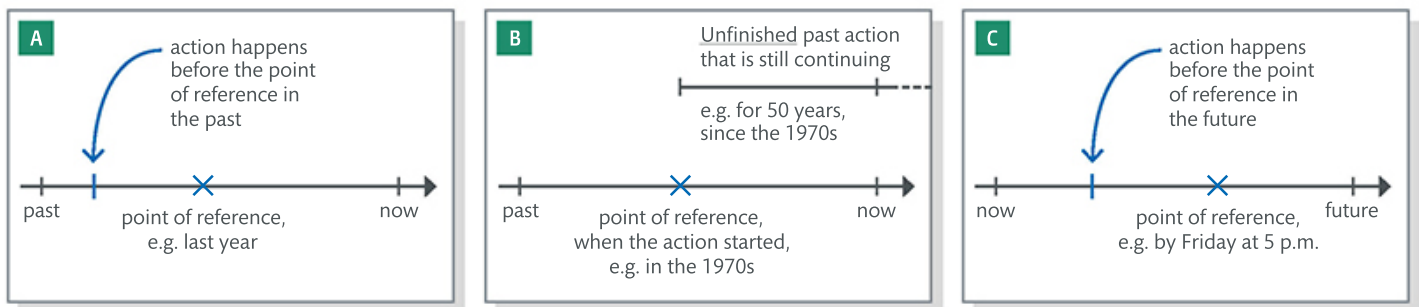
Ransomware has existed since the 1990s, but has become more prevalent with the spread of bitcoin. The virtual currency can be bought with a credit card and easily sent digitally. No financial institutions are involved, so users are harder to identify, giving hackers in this cyberattack reason to think they will have escaped capture.

The attack happened in Europe on a Friday, when it would be harder to respond. Attackers had counted on victims being impatient to solve the problem that day, said Nawa of the Cyber Defense Institute.



Grammar Perfect aspect

- ★ **5A** Look at the underlined verb forms in the article and match them with the timelines (A–C). What are the names of these three tenses?



- B** Can you find any more examples of these tenses in the article?

- ★ **6** What do all perfect tenses have in common?

- a They link events to the present.
- b They link two points in time.
- c They refer to an indefinite time.

→ **page 120** See Grammar reference: Perfect aspect

→ **page 115** See Pronunciation bank: Weak forms in perfect tenses

- ★ **7** Choose the correct options to complete the text. Sometimes both are possible.

The smart workplace

Five years ago it seemed like science fiction to have a smart office, but within another five years it ¹*has become* / *will have become* a reality for many. A smart workplace allows us to interact with computers in a way we ²*have never done* / *never do* before. By 2025, smart offices ³*will have used* / *will be using* different technologies, such as webcams, sensors and voice recognition. We ⁴*will have integrated* / *will integrate* these technologies by the end of the decade and using them ⁵*will be* / *will have been* as easy as using a light switch.

Unfortunately, the growth of online devices in recent years, estimated to be growing five times faster than the number of people on the planet, ⁶*is giving* / *has given* hackers the perfect opportunity to attack the internet of things. However, this ⁷*is not* / *has not been* the only challenge for companies. Our organisation ⁸*had experimented* / *experimented* with smart desks years before everyone else did. There was still conflict about office conditions between colleagues even though management ⁹*had given us* / *gave us* smart desks to control the heating and blinds. Some things ¹⁰*never change* / *are never changing*!

T Teacher's resources:
extra activities

Speaking and writing

- 8A** Write six sentences about the challenges of smart technology in your organisation or place of study. Think about past, recent and future challenges you dealt with / have dealt with / will have dealt with by 2030. Try to use different perfect tenses in each sentence. Look at Exercise 7 to help you.

- B** Compare your sentences with a partner. Discuss the most significant technological challenges in the workplace in the past, present and the future.

One of the biggest challenges is that we have had to become more flexible.

The number of smart desks will have increased by the time I graduate.

- C** Write a short blog post summarising your ideas in Exercise 8B. Give your blog post a suitable heading.

Self-assessment

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

Lesson outcome

Learners are aware of different strategies to be able to say 'no', give supporting arguments and explore options while still reaching a satisfactory agreement.

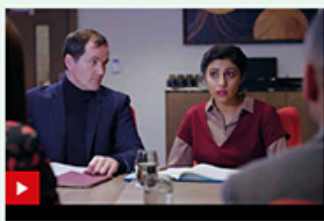
Lead-in 1A Read the comments below. What are the pros and cons of each person's attitude to saying 'no'?

I'm a bit of a people pleaser and tend to cave in easily when people ask for things. I try to avoid conflict in my personal and professional relationships. Anything for a quiet life.

I'm good at getting my own way and don't take 'no' for an answer. It's better to be strong and uncompromising to get what you want.

B How might a negotiation develop between these two people? What advice would you give each person about how to be a better negotiator?

★ VIDEO



L Go to MyEnglishLab for extra video activities.

2 4.3.1 Prisha Patel, Creative Director of Happenings, receives an email from her client Meghan Matthews at Overlander UK. Watch Prisha discuss the email with her colleague, David.

- 1 What type of policy has been introduced at Overlander?
- 2 What does Overlander want Happenings to do?
- 3 What does David think they should do?
- 4 What is Prisha's approach regarding the matter?

3A In small groups, discuss which approach (Option A or B) Prisha and David should use during the meeting with Overlander. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Firm 'no' approach: Say 'no' firmly and politely. Explain clearly to Overlander why something can't be done and see what they say.

Option B – Collective responsibility approach: Say 'no' firmly and politely. Offer to explore alternatives with Overlander and see what they say.

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

Option A 4.3.2

- 1 What does Meghan insist on?
- 2 How do Prisha and David respond to that?
- 3 What does Richard propose? How does Prisha respond?
- 4 How does this meeting end? Why?

Option B 4.3.3

- 1 How long would ISO certification take?
- 2 Who provides an immediate solution?
- 3 What changes does Richard suggest?
- 4 What is Prisha and David's main concern?

4 In pairs, discuss which approach you think was most effective in a challenging negotiation. Why?

- 1 What is the effect of using a firm 'no' approach?
- 2 What is the effect of using a collective responsibility approach?

★ 5 4.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection

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

- 1 How do you think you would have managed in this particular situation?
- 2 Which of the two approaches to saying 'no' do you prefer? Why?
- 3 In which situations might you use your non-preferred style? Why?

Lesson outcome

Learners are able to use a variety of strategies and phrases to manage challenging conversations.

★ Lead-in 1A 4.01 Listen to a story about a difficult manager. What happened?

B Work in pairs and discuss the questions.

- 1 What could Fatima have done to avoid the discussion breaking down? How could she have managed the conversation?
- 2 Have you ever experienced difficulties with a boss or team leader, e.g. at work, during studies or when doing leisure activities with other people? Tell your partner about what happened and how you managed the situation.

2 What makes a leader easy or difficult to work with? Consider the options below.

structured $\longleftrightarrow$ flexible	practical $\longleftrightarrow$ creative
analytical $\longleftrightarrow$ beliefs-driven	extroverted $\longleftrightarrow$ introverted

★ Listening 3A Are items 1–12 examples of a) abilities and skills, or b) role-related responsibilities? Tick the correct box.

- | | A | B |
|--|--------------------------|--------------------------|
| 1 work with other team leaders to align corporate strategy | ☐ | ☐ |
| 2 strong PowerPoint, Excel and Word skills | ☐ | ☐ |
| 3 team player | ☐ | ☐ |
| 4 meet monthly and quarterly key performance indicators (KPIs) | ☐ | ☐ |
| 5 structured and analytical | ☐ | ☐ |
| 6 work with the sales teams to develop promotional campaigns | ☐ | ☐ |
| 7 help develop a flexible working scheme in the office | ☐ | ☐ |
| 8 experience in project planning | ☐ | ☐ |
| 9 proven ability to influence others and drive meaningful change | ☐ | ☐ |
| 10 good listener | ☐ | ☐ |
| 11 support the implementation of the new customer software | ☐ | ☐ |
| 12 supply monthly reports | ☐ | ☐ |

B 4.02 Daniela is a team member who recently applied for the role of team leader. Listen to a difficult conversation between Daniela and her line manager, Martin. Answer the questions.

- 1 Why is Daniela disappointed?
- 2 What would have happened to Daniela's team if she had got the job? Does she agree?
- 3 How has Daniela performed recently?
- 4 What is the outcome of the conversation?

C Listen again. Look at the strategies for managing difficult conversations. Which ones does Daniela use?

- 1 Find the positives in what the other person is saying. ____
- 2 Say that you won't interrupt the other person. ____
- 3 Collaboratively identify a way forward. ____
- 4 Put yourself in the other person's shoes. ____
- 5 Focus on the facts. Separate the person from the issue. ____
- 6 Confirm you've understood the other person. ____
- 7 Bring in an objective person to help. ____
- 8 Ask questions to learn more about what they're saying (and what they're not saying). ____

Lesson outcome

Learners are able to use a variety of strategies and phrases to manage challenging conversations.

★ Lead-in 1A 4.01 Listen to a story about a difficult manager. What happened?

B Work in pairs and discuss the questions.

- 1 What could Fatima have done to avoid the discussion breaking down? How could she have managed the conversation?
- 2 Have you ever experienced difficulties with a boss or team leader, e.g. at work, during studies or when doing leisure activities with other people? Tell your partner about what happened and how you managed the situation.

2 What makes a leader easy or difficult to work with? Consider the options below.

structured ↔ flexible	practical ↔ creative
analytical ↔ beliefs-driven	extroverted ↔ introverted

★ Listening 3A Are items 1–12 examples of a) abilities and skills, or b) role-related responsibilities? Tick the correct box.

- | | A | B |
|--|--------------------------|--------------------------|
| 1 work with other team leaders to align corporate strategy | ☐ | ☐ |
| 2 strong PowerPoint, Excel and Word skills | ☐ | ☐ |
| 3 team player | ☐ | ☐ |
| 4 meet monthly and quarterly key performance indicators (KPIs) | ☐ | ☐ |
| 5 structured and analytical | ☐ | ☐ |
| 6 work with the sales teams to develop promotional campaigns | ☐ | ☐ |
| 7 help develop a flexible working scheme in the office | ☐ | ☐ |
| 8 experience in project planning | ☐ | ☐ |
| 9 proven ability to influence others and drive meaningful change | ☐ | ☐ |
| 10 good listener | ☐ | ☐ |
| 11 support the implementation of the new customer software | ☐ | ☐ |
| 12 supply monthly reports | ☐ | ☐ |

B 4.02 Daniela is a team member who recently applied for the role of team leader. Listen to a difficult conversation between Daniela and her line manager, Martin. Answer the questions.

- 1 Why is Daniela disappointed?
- 2 What would have happened to Daniela's team if she had got the job? Does she agree?
- 3 How has Daniela performed recently?
- 4 What is the outcome of the conversation?

C Listen again. Look at the strategies for managing difficult conversations. Which ones does Daniela use?

- 1 Find the positives in what the other person is saying. ____
- 2 Say that you won't interrupt the other person. ____
- 3 Collaboratively identify a way forward. ____
- 4 Put yourself in the other person's shoes. ____
- 5 Focus on the facts. Separate the person from the issue. ____
- 6 Confirm you've understood the other person. ____
- 7 Bring in an objective person to help. ____
- 8 Ask questions to learn more about what they're saying (and what they're not saying). ____

Functional language

Managing challenging conversations

4 Complete the table with these extracts from the conversation in Exercise 3.

- 1 That doesn't sound unreasonable/unrealistic/unfair.
- 2 I don't think that's a fair reflection of the facts.
- 3 So, to put it differently, you're saying that [additional experience didn't matter]?
- 4 Are you perhaps overlooking [my recent performance]? Can we talk about that for a moment?
- 5 If I follow you correctly, you mean that [you still think he was the better person for the job].
- 6 Can we discuss some logical next steps?
- 7 I can see the benefits of what you're saying.
- 8 Can we look at this objectively for a moment?
- 9 Could you elaborate on [what I might be able to do after this project]?
- 10 What would need to happen for us to move beyond this?

Focus on the facts not the person	The fact of the matter is that [the project went over budget]. _____
Confirm you've understood	I get your point. / I see what you mean. _____
Find the positives	That doesn't sound all bad. / That's not a bad idea. _____
Ask questions to find out more	Can we dive deeper into the topic of [efficiency savings]? _____
Collaboratively identify a way forward	How can we work together to move beyond this point? _____

5 Work in pairs. Think of ways to respond to these statements and discuss how your response could influence the rest of the discussion.

- 1 You have missed three deadlines recently. You need to improve.
- 2 Several colleagues feel that you are a disruptive member of the team.

→ **page 115** See Pronunciation bank: Volume and tone of voice in challenging conversations



Teacher's resources:
extra activities

6A Work in pairs and read the scenarios. You are going to practise managing challenging conversations and reaching positive outcomes.

Scenario 1

A local group of people with similar interests has planned a meal out at a local restaurant famous for its meat dishes. There is one vegetarian meal option and there is a vegetarian in the group.

Scenario 2

A new colleague has joined a company based in a small office. He/She has to make regular phone calls to customers. Not everyone is happy about this.

Scenario 3

There are two key members on a project team. One goes to a lot of international meetings for the project and the other one doesn't.

B Read your role cards and prepare. Student A: Look at page 127.
Student B: Look at page 129.

C After each conversation give each other feedback and reflect on what went well, what didn't go well and how you could improve next time.

TASK



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

Lesson outcome

Learners can make recommendations as part of a written proposal.

- Lead-in** 1 Read the recommendations section of a proposal about changes required due to digital developments. Find the extra word in each line.

Recommendations

- 1 Taking all the factors mentioned into an account, the research indicates several courses of action in
2 order to move the company forward. Based on the investigation into mobile technology, that it is
3 clear that most people use their smartphones order to look at our website. Research also indicates
4 that mobile visitors are far too less patient than those on a desktop. We should therefore ensure that
5 we have a much more mobile-friendly website. I would also like to recommend that we would
6 develop a mobile app for our customers to give them more easier access to our business. With the
7 ever-increasing growth of voice search for, in my opinion we need to optimise web content so that
8 we can stay ahead of the competition. Furthermore, it would be advisable not to provide more
9 video content because of this is what generation Z is interested in. Consequently, it would be a
10 good idea to have look into how we can implement this as soon as possible.

★ Functional language

- 2A Complete the table using words and phrases from the proposal.

Introductory phrases	Specific advice
I would like to ¹ _____ that	we ² _____ a mobile app for our customers.
It would be ³ _____ to	⁴ _____ more video content.
It would be a ⁵ _____ to	⁶ _____ how we can implement this.

- B Match the sentence halves in the box and add them to the table in Exercise 2A.

a reasonable approach would be to based on our research, it is essential that
having considered all the options in my opinion, the company
produce a new low-cost product should invest in a consultant
we investigate possible courses of action immediately
you may want to change your procedures

→ page 121 See Grammar reference: Compound nouns and adjectives



- 3A Work in pairs. Discuss ways in which you could improve the green footprint of your place of study/work. Use as many phrases as you can from Exercises 2A and 2B.

- B Look at the situation on page 133. Use the information to write the recommendations section of the proposal in around 225 words.
- C Exchange recommendations with your partner. Did your partner include all the points? Did your partner use a range of introductory phrases?

Self-assessment

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

Global mobility

5



'Moving on is a simple thing, what it leaves behind is hard.'

Dave Mustaine,
U.S. musician

Unit overview

5.1 > Secondments abroad

Lesson outcome: Learners can use a range of vocabulary related to job relocation and secondment.

Video: Experiences of secondments abroad

Vocabulary: Relocation and secondment

Project: Relocating to a new country

5.2 > Relocation and retention

Lesson outcome: Learners can use a variety of inversions to emphasise new information in statements.

Reading: Toyota helps relocating employees stay in the family

Grammar: Inversion

Speaking: Discussing your studies or career

5.3 > Communication skills: Giving feedback on performance

Lesson outcome: Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.

Video: Giving feedback on performance

Functional language: Talking about performance

Task: Conducting performance reviews

5.4 > Business skills: Presentations

Lesson outcome: Learners can use a range of strategies and phrases to convince others when presenting an argument.

Listening: A presentation about global careers

Functional language: Developing a convincing argument

Task: Presenting an argument for or against something

5.5 > Writing: Blog post describing relocation

Lesson outcome: Learners can write a company blog post describing a personal experience connected with work.

Model text: Blog post about a relocation experience

Functional language: Describing an experience in a blog post

Grammar: Past Perfect Continuous

Task: Write a blog post about a secondment

Business workshop 5:

Review 5:

Pronunciation: 5.1 Stress patterns in word building
5.2 Stress and intonation in inversions

Grammar reference:



Lesson outcome

Learners can use a range of vocabulary related to job relocation and secondment.

Lead-in 1 Discuss your views on these comments.

Moving abroad for a job is always helpful for one's career.

People who come to my country to work find it fairly easy to adapt to our work patterns and lifestyle.

The opportunities gained by working abroad are much better than staying in your own country.

★ VIDEO 2A Read the definitions. Which do you think is the most appropriate for 'secondment'?

- a being the second most important person in a company located abroad
- b a time when you are learning about a new job in a place you have not been to before
- c a period of time that you spend working for the same organisation but in a different location
- d moving permanently to a new place for a job

B  5.1.1 Watch the video and discuss with a partner which definition in Exercise 2A is correct and why.

★ 3 Watch the video again. Which two options are correct according to what is said in the video?

- 1 KPMG encourages their employees to go abroad because they
 - a have a chance to develop. b bring back new ideas. c bring back great skills.
- 2 Administrative tasks the company does for secondees include helping with
 - a an interpreter. b visas. c accommodation.
- 3 Lucie said in Sydney someone
 - a met them on arrival. b found them a car. c helped with a bank account.
- 4 Ryoma said the UK office helped him
 - a to stay for 2–3 years. b meet a property agent. c get his money back for the move.
- 5 Anna feels that secondments
 - a help the company keep good staff. b make people want to work there. c are always a fantastic experience.

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

4 Work in pairs or small groups. What do you think would be most difficult to get used to in a new country?

★ Vocabulary

Relocation and secondment

5 Match the words and phrases from the video with the synonyms and definitions.

- | | |
|-----------------------------|---|
| 1 settle in | a request money from an employer for something an employee has paid for |
| 2 international network | b the department in a company which supports colleagues on secondment |
| 3 developmental opportunity | c become comfortable in a new place |
| 4 brief someone | d give someone all the information about a situation that he/she will need |
| 5 claim expenses | e pay money when you rent something, which will be given back if you do not damage it |
| 6 pay a deposit | f a group of people or organisations that are connected or work together globally |
| 7 personal perspective | g a way of thinking about something that one particular person has |
| 8 global mobility team | h a chance to grow and learn new things about oneself or one's job |

★ Word building – verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective / Past Participle
¹ _____	adoption	adopted, adoptive
assign	² _____	assigned
compensate	³ _____	compensatory
globalise	globe, globalisation	global, ⁴ _____
⁵ _____	immigrant, immigration	
mobilise	mobility	⁶ _____
⁷ _____	process	processed
relocate	relocation	⁸ _____
⁹ _____	ship, shipping, shipment	shipped
tax	tax, ¹⁰ _____	taxable

★ 7 Complete the description of a secondment using words and phrases from Exercises 5 and 6.

My secondment was really interesting, and it was very exciting being part of a(n) ¹ _____ of people around the globe. I usually work in Germany and my ² _____ was in India, so I got to experience a completely new culture. I was very pleased though that my line manager was able to ³ _____ me before I left on the way things work there and on some of the cultural differences.

The company helped my family and me to ⁴ _____ to our new surroundings. My 'buddy' also came along when we had to ⁵ _____ for the flat. The day the ⁶ _____ company let us know our furniture had arrived was when we really began to feel at home. What an amazing experience!

8 Work in pairs or small groups. Which of these aspects of secondment would be most important for you?

- being part of an international network
- broadening your personal perspective
- the opportunity for professional development
- financial compensation
- other

★ T Teacher's resources:
extra activities

➔ page 116 See Pronunciation bank: Stress patterns in word building

PROJECT: Relocating to a new country

9A Work in pairs. Imagine that you have the chance to study or work in one of four countries: Romania, Thailand, Chile or South Africa.

- Choose one country. What would be important for you to know before deciding whether or not to go?
- Where could you find the information you need?

B In pairs, write an email to a contact in the country with your questions.

C Exchange emails with another pair and look up or invent the information in order to answer their questions.

D When you have finished, work with the other pair and discuss the information you have found. Give your reasons for deciding for or against the move.



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

5.2

Relocation and retention

Lesson outcome

Learners can use a variety of inversions to emphasise new information in statements.

Lead-in 1A Look at the sentences. Can you work out the meaning of the words in bold from the context?

- 1 It is important for companies to work on **broad-based** initiatives to help employees at all levels and locations.
- 2 It's always best to go to a **dealership** if you want to buy a new car.
- 3 A computer crash is not ideal, but sometimes starting **from scratch** means an even better piece of work in the end.
- 4 Everyone starting out as an intern has the goal to become a **fully-fledged** member of staff.
- 5 It is more profitable to sell innovative products through **independent outlets**.
- 6 In **labour-scarce** countries, companies have to work hard to retain the staff they have.

B Work in pairs or small groups. Do you agree with the statements in Exercise 1A? Why / Why not?

★ Reading 2A Look at the article headline and sub-heading. What do you think is the connection between relocation and employment retention?

B Read the article quickly. Which summary fits best?

A Toyota has found that relocating employees helps them to keep skilled members of staff. This has the effect that employees do not need to begin jobs again from the beginning but can continue working with the same conditions at independent outlets or dealerships.

B Toyota has implemented a programme to help employees who relocate for personal reasons to find jobs in independent outlets and dealerships. This is aimed at keeping skilled staff members and provides a support system to encourage them to stay with the company and make use of their experience.

NIKKEI
ASIAN
REVIEW

Toyota dealerships help relocating employees stay in the family

Rehiring program aims to keep skilled personnel within automaker's Japan dealer network

Toyota Motor dealerships across the country are offering employees who relocate to get married, care for loved ones or for other reasons a chance to work at other locations – an unusually broad-based effort in labor-scarce Japan to retain experienced hands. Rarely has an organization dealt with employee relocation with this goal in mind.

The Toyota Dealer Association, a Tokyo-based group overseeing 394 operators of dealerships, has created a rehiring support network covering about 130,000 full-fledged workers at some 7,000 locations.

Workers whose circumstances require them to move – say, when their spouse has a job transfer – can choose to receive a list of human resources managers for Toyota

dealerships in the part of Japan where they will relocate. Not only will their work experience be taken into account in the rehiring process, but also any network-wide accreditation they have, thus making it easier for them to be rehired at terms similar to their old workplace.

Toyota does not own equity stakes in most of these auto sellers. Until now, dealership employees looking to be hired at another independent outlet would need to go through the entire employment process from scratch.

The program aims to prevent work-ready talent going to competing automakers' dealership networks or other industries. Little had the industry done in the past to retain female employees, who are more



likely than men to leave work for marriage or a spouse's job relocation. Women make up more than a tenth of the employees covered by the program.

'It is becoming harder every year to secure workers,' said Kanetaka Hisatsune, head of the Toyota Dealer Association, 'especially young ones.'

★ T Teacher's resources:
extra activities

- ★ **3** Decide if these sentences are *true* (T) or *false* (F). Find evidence in the text for your answers.
- 1 There are more jobs than people to fill them in Japan.
 - 2 Some 130,000 permanent and temporary workers are entitled to help if they need to relocate within the company.
 - 3 The conditions in a new job will most likely be quite different in a new workplace when employees have to relocate for personal reasons.
 - 4 Most of the dealerships in the programme are not owned or controlled in any way by Toyota.
 - 5 One reason for the programme is to keep skilled employees from going to work for competitors.
 - 6 This programme works mostly with women as they are more likely to move or leave.

Grammar Inversion

- ★ **4A** Look at the underlined sentences in the text. They all use inversion for the same function. What is it?
- a to contrast information b to emphasise information c to give detailed information
- B** What are the words or phrases used to introduce the inversions in the underlined sentences? What do you notice about the subject and the auxiliary which appears immediately afterwards?

→ page 121 See Grammar reference: Inversion

→ page 116 See Pronunciation bank: Stress and intonation in inversions

5 Correct these sentences. Think about word order, missing auxiliaries and verb changes.

- 1 Little she imagine that the new job would be so exciting.
- 2 Not only they had to book a flight, but they also had to find accommodation.
- 3 Seldom I have heard such a poor excuse for being late.
- 4 Not until he began the job he realised that it was the opportunity of a lifetime.
- 5 Only by accepting the opportunity you will understand how helpful it will be for your career.
- 6 Not once they told her that she was doing a good job.

★ 6 Complete the sentences using the words and phrases in the box. Two are not used.

little no sooner not once not only not until only rarely under no circumstances

- 1 _____ did he have to find his own flat, but he also had to make all the arrangements for the secondment.
- 2 _____ had they settled into their new job than they were relocated again.
- 3 _____ if they agree will they be sent on secondment.
- 4 _____ would I accept that assignment abroad.
- 5 _____ we had all the information we needed did we sign the contract.
- 6 _____ did anyone offer to help when we first started in the new job.

★ T Teacher's resources:
extra activities

Speaking 7A Complete these sentences about your studies or your career using inversions.

- 1 Under no circumstances would I ever _____.
- 2 Not only do I _____, but I also _____.
- 3 Little did I know _____.
- 4 Only by _____.
- 5 Not until I _____.
- 6 At no time did I _____.

B Listen to each other's sentences and ask questions. Which of your partner's sentences are true for you, too?

★ Functional language Talking about performance

7A Complete the sentences from the video with the words and phrases in the box.

achieved describe evidence of excelled at handling improve on
in particular lack rewarding room for thoughts on

- 1 Is there anything _____ that you're not prioritising?
- 2 I'd like to hear your _____ that.
- 3 How would you _____ your on-the-job performance?
- 4 You're consistently imaginative when _____ problems.
- 5 What do you think you could do to _____ that?
- 6 There's definitely _____ improvement.
- 7 And you've provided strong _____ problem-solving skills.
- 8 What has been the most _____ aspect of the work?
- 9 You've _____ making sure everything runs smoothly.
- 10 You've certainly _____ everything we've asked of you.
- 11 You tend to _____ organisation there.

B Now match the phrases in Exercise 7A with the correct category, a or b.

- a Directive approach b Interactive approach

C Match the sentence halves. Is each sentence positive or negative feedback?

- | | |
|----------------------------|---|
| 1 You have a tendency | a to new instructions. / changing situations. |
| 2 You demonstrate | b to meet deadlines. / to make decisions in stressful situations. |
| 3 You respond quickly | c yourself focused on goals. / your staff updated. |
| 4 You find it difficult | d the correct procedures. / instructions from your manager. |
| 5 You do not always follow | e to interrupt others in meetings. / to arrive late for work. |
| 6 You keep | f an ability to learn quickly. / initiative. |

8 Choose one of the profiles below. In pairs, imagine you are either the lecturer or the manager. Decide which feedback approach to use and develop a dialogue using phrases from Exercise 7. Practise the dialogue in pairs.

Tatiana is an economics student. She often asks to extend deadlines on assignments. She is bright and learns new concepts quickly. The content of her written work is good but poorly organised. In lectures she often sits at the back of the class chatting and checking her phone.

Josef is an experienced salesman. He knows everything there is to know about the company's products and the market. He has an old-school approach to sales and marketing and resists change. He does not enter client details and visits into the database, nor does he attend training sessions on the company's online sales platform.

★ T Teacher's resources:
extra activities

- 9A** Work in pairs. You are going to roleplay two performance reviews. Go to page 128 and work individually to read your role cards for scenario 1 and prepare what you will say.
- B** Roleplay the first performance review. How have you decided to improve any weaknesses?
- C** Now read scenario 2 on page 130. Repeat the steps in Exercises 9A and 9B for the second performance review.
- D** Discuss what went well in each performance review and which phrases from Exercise 7 you found useful. Did you improve anything in the second review?



- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
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extra activities

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Lesson outcome

Learners can use a range of strategies and phrases to convince others when presenting an argument.



- Lead-in**
- 1** Work in pairs. Discuss the potential advantages and disadvantages of a global career, travelling to and working in many different countries. Use the ideas below and add your own. Try to agree on the biggest advantage and disadvantage.
Advantages: experience exciting new cultures, develop as a person, ...
Disadvantages: culture shock, feel isolated or lonely, ...
 - 2A** Look at a promotion text from Globe Trotters, a recruitment agency which supports young professionals to develop a global career. Which of the benefits you discussed in Exercise 1 are mentioned?
 - B** What other benefits used in the promotion are important? Why?

Globe Trotters *Developing the career which takes you places!*

Why focus on an international career?

There are a lot of benefits to developing an international career. For many, it's a lifestyle decision – simply to travel, to meet new people, to see great places, to learn new languages and to develop cultural understanding.

For others, it's about developing a global business understanding – discovering what it means to work in a global company by understanding local markets and customers.

It's also about personal development and growth and leaving the comfort zone of home behind.

Interested? Contact us and find out about how we can open up the world to you!

FAST FACTS

- Europe's largest international recruitment consultancy
- We hire for major international organisations working across the globe in ALL sectors.
- We promise to help you every step of your journey – from CV, to interview, to final relocation.

- 3** Work in pairs. Discuss how global you would like your career to be. Which countries interest you professionally and why?

- ★ Listening**
- 4A** 5.01 Listen to Celine Thorat, Head of HR for Cafexel, a global technology company based in Paris, giving a presentation on the topic of international careers to MBA students. Which three main advantages of having an international career does Celine mention?

- B** Listen again and answer the questions.

- 1** How do the customers of Cafexel differ around the world?
- 2** What is 'triple three'?
- 3** Why does Celine argue that travelling is important for people who want to work at Cafexel?

- C** Work in pairs. Discuss how far you agree with Celine's ideas about social responsibility, and why.

★ Functional language

Developing a convincing argument

5 Look at the strategies for developing a convincing argument in the table. Then match these sentences with the correct strategy.

- 1 Without this, it's unlikely that [you'll ever reach a top leadership position].
- 2 Data on [early career travel] proves without doubt that [this is a reality].
- 3 In a nutshell, [travel is not an option, it's an obligation].
- 4 Even if things don't go well, [you'll still be able to come home].
- 5 This alone can undoubtedly [enable you to have a successful career].
- 6 It's simply a matter of [taking a look at our website].
- 7 This gives you the twin benefits of [a bigger network] and [a better career].

Highlight the positives	One clear benefit is that [you will meet new people].
State two advantages together for impact	This is not only [cheaper] but also [quicker].
Give data to defend an argument	The evidence from [the survey] clearly shows that [employees want more feedback].
Reduce negative risks	What's the worst thing that can happen? Maybe ...
Simplify to make a clear point	Put simply, [you need experience of working abroad].
Suggest easy steps for success	The obvious thing to do is [to talk to your manager].
Emphasise possible lost opportunities	If you don't [work harder] then you'll never [be promoted].

6A Work in pairs. You are giving a presentation to university graduates to encourage them to apply for a six-week internship at a company in New York. Use the strategies in Exercise 5 and the advertisement below to prepare some sentences.

6^x6

A GREAT SUMMER
INTERNSHIP
OPPORTUNITY
FOR THE RIGHT
CANDIDATES

6 great reasons why you should apply to work in New York for 6 weeks.

- 1 Easy application process: apply online in 60 seconds
- 2 Once-in-a-lifetime opportunity
- 3 Meet interesting people while gaining invaluable work experience
- 4 Improve your chance of senior leadership by 50 percent
- 5 Earn more in the long term with international experience
- 6 Be valued more by potential employers if you have international experience



Teacher's resources:
extra activities

B Work in groups. Read out your sentences. Decide which ones are most convincing and why.

7A Prepare to give a short presentation that argues for or against one of the following statements. Use phrases from Exercise 5 to build convincing arguments.

- The most important skill for an international career today is to be able to speak good English.
- Specialising in one area at work and staying in one role is a mistake. It's better to change jobs frequently and get a broad experience.
- Global travel creates a lot of air pollution. Companies should try to limit this by encouraging international teams to work more with online resources (email, virtual meetings).
- It's essential to dedicate time to learning the art of public speaking if you want to become a convincing leader in any professional area.

B Work in pairs or small groups to give your short presentations. After each presentation, the 'audience' may ask questions.

C After each presentation and questions the audience should give quick feedback on how convincing the presentation was and why.

➤ **TASK**



Self-assessment

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

★ Functional language

Developing a convincing argument

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- 5 This alone can undoubtedly [enable you to have a successful career].
- 6 It's simply a matter of [taking a look at our website].
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Emphasise possible lost opportunities	If you don't [work harder] then you'll never [be promoted].

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INTERNSHIP
OPPORTUNITY
FOR THE RIGHT
CANDIDATES

6 great reasons why you should apply to work in New York for 6 weeks.

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- 3 Meet interesting people while gaining invaluable work experience
- 4 Improve your chance of senior leadership by 50 percent
- 5 Earn more in the long term with international experience
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T Teacher's resources:
extra activities

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- It's essential to dedicate time to learning the art of public speaking if you want to become a convincing leader in any professional area.

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C After each presentation and questions the audience should give quick feedback on how convincing the presentation was and why.

TASK



Self-assessment

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

Alliances

6

'If you do not seek out allies and helpers, then you will be isolated and weak.'

Sun Tzu, Chinese General
545–470 BC

Unit overview

6.1 Strategic alliances

Lesson outcome: Learners can use a range of vocabulary related to business alliances.

Video: Strategic alliances in the airline industry

Vocabulary: Alliances and acquisitions

Project: Choosing a partner

6.2 Business partnerships

Lesson outcome: Learners can use a range of past modals to express regrets, disapproval, inferences and assumptions about the past or to talk about past possibilities.

Listening: Types of business partnerships

Grammar: Past modals

Speaking: Anecdotes about when things didn't go according to plan

6.3 Communication skills: Diffusing conflict

Lesson outcome: Learners are aware of different ways to diffuse conflict and are able to use different strategies to inquire, acknowledge, clarify positions and explore options.

Video: Dealing with conflict

Functional language: Diffusing conflict

Task: Managing potential conflict between an event organiser and its sponsor

6.4 Business skills: Learning from mistakes

Lesson outcome: Students can use a range of phrases and strategies for analysing and learning from mistakes.

Listening: Discussing mistakes in an IT project and lessons learnt

Functional language: Analysing and learning from mistakes

Task: Talking about a useful mistake you learnt from

6.5 Writing: Report extract

Lesson outcome: Learners can write a report extract using a variety of formal language structures.

Model text: Report extract

Functional language: Useful structures and phrases for reports

Grammar: Different ways of expressing the future

Task: Write a formal report extract

Business workshop 6:

Review 6:

Pronunciation: 6.2 Weak forms in past modals
6.4 Scottish English pronunciation

Grammar reference:



Lesson outcome

Learners can use a range of vocabulary related to business alliances.

Lead-in 1 Discuss these questions.

- 1 Why do you think companies decide to work together?
- 2 What advantages and disadvantages could this have?
- 3 Do you know of any alliances between companies? Which ones are you familiar with and which industries are they in?

★ VIDEO



2 You are going to watch a video about strategic alliances in the airline industry. Complete the gaps to make collocations. Then discuss with your partner how you think these might be used in the video.

- | | |
|----------------------------------|----------------------------|
| 1 pursue business ob ___ t ___ s | 4 id ___ l partner |
| 2 market l ___ r | 5 ac ___ ss to markets |
| 3 broader n ___ tw ___ k | 6 codeshare ag ___ m ___ t |

3 6.1.1 Watch the video. Did you predict correctly how the words would be used?

★ 4 Watch the video again and complete the sentences. Use only one word in each gap.

- 1 A strategic alliance is a(n) _____ which is set up when companies want to share both knowledge and resources with each other.
- 2 China Southern formed an alliance with American Airlines in order to _____ their business in the United States.
- 3 The Chinese airline felt that there was a lot of _____ for cooperation.
- 4 There are advantages in a(n) _____ between two large airlines which both have a strong presence in different places around the globe.
- 5 The codeshare agreement* between China Southern and American Airlines enabled them to offer new destinations without investing large _____ of money.
- 6 Because strategic alliances can be set up with _____ investment, the companies involved can benefit from the agreement.

5 Work in pairs or small groups. Why do you think companies feel that strategic alliances are good investments? What are some of the advantages of working together?

★ T Teacher's resources:
extra activities

★ Vocabulary Alliances and acquisitions

6 Match the sentence halves to contextualise the words and phrases used in the video.

- | | |
|---|--|
| 1 A company looking to expand its business may enter into a strategic | a knowledge and resources with each other. |
| 2 When companies work together to pursue business objectives, they often gain | b an advantage over their competitors. |
| 3 When a business looks for an ideal partner, they often want one with a strong | c a foundation which leads to both having more business possibilities. |
| 4 Companies that cooperate find they can build | d access to markets for both of them. |
| 5 When alliances are successful, companies find the benefits greatly | e alliance with a company that has specific advantages to offer them. |
| 6 One advantage of working with another business is that it is possible to share | f presence in their own home market so that they can also take advantage of this. |
| 7 An alliance with a company in the same field can lead to greater | g outweigh the costs . |

★ **7 Match the words and phrases with the definitions.**

- | | |
|-----------------------|---|
| 1 acquisition | a someone who owns shares in a company or business |
| 2 joint venture | b a situation or solution that will end well for everyone involved in it |
| 3 long-term | c continuing for a long period of time, or relating to what will happen in the distant future |
| 4 regulatory approval | d the percentage of shares that a person or organisation owns in a business |
| 5 shareholder | e when a plan or decision is accepted by an official power which has control over activities and makes sure they are done in a satisfactory way |
| 6 equity stake | f when one company takes control of another by buying more than half its shares |
| 7 synergy | g the additional effectiveness when two or more companies or people combine and work together |
| 8 takeover | h when one company buys another one or part of another one |
| 9 turnaround | i a complete change from a bad situation to a good one |
| 10 win-win | j a business activity which two or more companies have invested in together and work on together |

★ **8 Complete the sentences using the words and phrases in the box.**

equity stake foundation
gain outweigh presence
regulatory approval
synergy turnaround

- In order to form a joint venture, companies need to have _____ and follow legal guidelines of the countries they are based in.
- A company may buy shares in another company in order to have a(n) _____ in it.
- Two companies working together can more easily _____ a competitive advantage over other businesses in the same field.
- Many companies have found that the benefits substantially _____ the costs when they work with another company and share knowledge.
- A company which is having problems may experience a dramatic _____ when forming an alliance with another business.
- Working together can produce _____ which helps companies to increase profits and run the business more effectively.
- A company with a strong _____ in its domestic market may be the ideal company to collaborate with.
- A strategic alliance can help companies to build a strong _____ in order to increase their own networks and expand their businesses.

★ **9 Work in pairs. If a business was looking into a partnership, what do you think they would need to consider? What might they feel is important and why? Use some of the vocabulary from Exercises 6 and 7.**

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

PROJECT: Choosing a partner

10A Work in small groups. Discuss what type of organisation would make an ideal partner for your university or company. Think about these questions and make a checklist of the requirements you have.

- What do we do? Where do we need to expand or share knowledge?
- Which other markets would be interesting for us?
- What could another organisation offer us and what could we offer them?
- How would we find these organisations?
- What factors do we need to bear in mind? Language? Investment of time and money? Other factors?

B Research possible organisations to partner with. Then discuss the options and decide on the best partnership for your university or company.

C Present your idea to the class. Vote on the best proposed alliance.



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

6.2

Business partnerships

Lesson outcome

Learners can use a range of past modals to express regrets, disapproval, inferences and assumptions about the past or to talk about past possibilities.

Lead-in

1 Work in pairs. Discuss these questions.

- 1 Do you know about any companies which were taken over by another company? Why do you think one company would want to acquire another?
- 2 Can you think of any companies that have merged? What is the company now called and which field of business is it in?
- 3 Can you name any strategic alliances? What do you know about them and what advantages do you think they offer customers?

2 Think about acquisitions, mergers and strategic alliances. How might these factors be affected in each situation?

brands competition efficiency leadership management structure
ownership stakeholders technology trademarks

When companies agree to work together in a strategic alliance, they become partners instead of being in competition with each other.

★ Listening

3A Look at the statements. Which do you think are false?

- 1 Strategic alliances allow companies to share certain aspects of their companies with another company for a certain period of time.
- 2 Strategic alliances and mergers are the same.
- 3 Mergers are less permanent than strategic alliances.
- 4 A company formed by a merger usually has a new management structure.
- 5 In an acquisition both companies continue to exist.
- 6 Acquisitions can be friendly or hostile.

B 6.01 Listen to an interview with an expert about different types of business partnerships and check your answers to Exercise 3A.

★ 4 Complete the table using the phrases in the box. One phrase is used twice. Then listen again and check your answers.

brand names may be kept choose pre-defined areas company wants to grow
decrease competition easy to end friendly or hostile have new ownership
make use of synergy mutually beneficial goals new company formed
reissue shares share parts of business smaller company stops existing

Strategic alliances	Mergers	Acquisitions

5 Work in pairs. What do you think needs to happen for a strategic alliance or a merger to work out well?



★ T Teacher's resources:
extra activities

★ Grammar Past modals

6A Look at these extracts from the interview. What feeling about the past does each phrase in bold express?

disapproval regret surprise

- 1 We really **shouldn't have** joined forces with 'so and so' because of all the problems it's caused.
- 2 We **ought to have** been consulted before this was agreed.
- 3 We **couldn't have** predicted that merging with another company would make us the market leader in only a few years!

B Past modals can also be used to make deductions. Match the sentences with the meanings of the modal verbs.

- | | |
|---|------------------------------|
| 1 She's never normally late. She must have forgotten about the staff meeting this morning. | a possibly true |
| 2 She might have finished the report last night. I know she left later than usual. | b not true based on evidence |
| 3 He can't have worked on last year's merger. He only joined the company three months ago. | c true based on evidence |

➔ **page 122** See Grammar reference: Past modals

➔ **page 116** See Pronunciation bank: Weak forms in past modals

★ **7** Choose the correct option in *italics* to complete the sentences.

- 1 We *ought not to* / *can't* have merged with them as they want to make all the decisions now.
- 2 No, they *ought not to* / *can't* have left on time or they would be here by now.
- 3 They *may* / *must* have told their employees about the upcoming strategic alliance as everyone knows about it already.
- 4 She *could* / *may* have decided to stay with the company and take on the new role that was offered to her, but she didn't want to relocate.
- 5 She *ought to* / *shouldn't* have been more careful about her choice of a business partner.
- 6 They *couldn't* / *mustn't* have known that their new brand would become so popular.

★ **8** Match the sentence halves.

- | | |
|---|--|
| 1 They must have run into a problem with their flight as | a because they were still waiting for important information. |
| 2 I should have taken the other job I was offered because | b he was holding a sign with your name on it! |
| 3 You can't have missed our driver at the airport because | c they were due here about an hour ago. |
| 4 They might have found the perfect company | d you were thinking about leaving the company. |
| 5 You shouldn't have told your boss that | e I have not been happy at this company since I started. |
| 6 They couldn't have worked out the details last week | f to form a strategic alliance with. |

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

Speaking 9A Think about occasions when things didn't go according to plan. Use the ideas in the box and make notes.

 arriving late for an important appointment forgetting a friend's birthday
 not getting a mark you expected not getting the work placement you wanted
 not having free time at the weekend not wearing suitable clothes to a party

B In pairs or small groups, discuss your ideas. Use past modals in your answers.

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

Lesson outcome

Learners are aware of different ways to diffuse conflict and are able to use different strategies to inquire, acknowledge, clarify positions and explore options.

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

- 1 Do you tend to shy away from conflict or do you enjoy a good argument?
- 2 What is a healthy argument and what is an unhealthy argument?
- 3 Should conflict be avoided at all costs in the workplace?
- 4 What are some of the benefits of conflict?
- 5 When tensions get high at work, how do you generally feel?

B Look at these situations. What would you say or do in each situation? In which situations would you do nothing? Why not?

- 1 You ask for service in a café and a waiter is very rude to you.
- 2 Someone at work or college takes the credit for an idea that was yours.
- 3 You can see a better way to do a task at work but your manager may not agree.
- 4 A friend tends to dominate all the group's decisions.

★ VIDEO



L Go to MyEnglishLab for extra video activities.

2 **6.3.1** Watch the staff at Happenings discussing some news that affects their industry and answer the questions.

- 1 What is the news about ZX Corporate Entertainment?
- 2 Who has been in touch with Prisha and why?
- 3 What happened when Prisha left ZX to set up Happenings?
- 4 How does Prisha possibly feel about working with ZX?

3A In small groups, discuss which approach (Option A or B) Prisha should use during the conversation with her partner, David. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Assertive approach: Try to convince David it's not a good idea by giving clear reasons for her position on a possible alliance with ZX.

Option B – Collaborative approach: Find out the reasons behind David's position on a possible alliance with ZX and try to reach a compromise on the issues.

B Watch the videos in the sequence the class has decided and answer the questions for each video.**Option A** **6.3.2**

- 1 What is Prisha's main concern?
- 2 What is David's response to this?
- 3 What does Prisha remind David of?
- 4 What does Prisha agree to?

Option B **6.3.3**

- 1 How does Prisha start the conversation with David?
- 2 What does David feel their main problem is?
- 3 What will Prisha consider doing with ZX?
- 4 What else do they agree to do?

4 In pairs, discuss which approach you think was most effective in this discussion. Why?★ **5** **6.3.4** Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection

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

- 1 How do you think you would have managed in this particular situation?
- 2 In which situations might you use your non-preferred style? Why?

★ Functional language

Diffusing conflict

7A Complete the phrases from the video with the words in the box.

agree agreed collaborating concern concerns figure out
potential prepared raise reached straight were to

- 1 I'll get _____ to the point.
- 2 What if we _____ just [meet them and see how it goes]?
- 3 The _____ problem I see is [they'll try to take us over].
- 4 What most _____ me is [our cash-flow problems].
- 5 Would you be _____ to [hear them out at least]?
- 6 I'll _____ to [set up a meeting with ZX].
- 7 I'd like to _____ the issue of [that call].
- 8 What's your main _____?
- 9 So, we're _____ on that.
- 10 How would you feel about [_____ on one project]?
- 11 I'm glad we've _____ a compromise.
- 12 Let's _____ other ways to [drum up some new business].

B Now complete the table with the phrases from Exercise 7A.

Identify and explore issues clearly	____, ____ , ____ , ____ , ____
Come up with options	How about if we reduced our costs? ____, ____ , ____ , ____
Develop agreements	It's good we've come to an agreement. I think we've worked out a good solution. ____, ____ , ____

8A Work in pairs. What would you do in these situations?

Scenario 1: Two colleagues work in the same department. They both want to take the same two weeks off work in July. Their manager says that one of them has to be in the office and tells them to 'sort it out' between themselves.

Scenario 2: Two students are working on a joint assignment that they will get the same mark for. They are very behind schedule. Both of them have weekend jobs. The risk now is that they fail the assignment.

T Teacher's resources:
extra activities

B Choose one situation in Exercise 8A and develop a dialogue. Include some phrases from Exercise 7.

9A Work in two teams. You are organising a tennis tournament and there are a lot of problems. Prepare to meet the other team to discuss the problems.

Team A: You are the tennis tournament organisers. Read the role card on page 132.

Team B: You are a major sponsor of the tournament. Read your role card on page 129.

B Hold your meeting. Try to use some of the phrases in Exercise 7.

C When you have finished, discuss how successfully you each managed the potential conflict.

TASK



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

Lesson outcome

Students can use a range of phrases and strategies for analysing and learning from mistakes.



- Lead-in** 1 Work in pairs. Look at different comments from people about making mistakes. Discuss which you agree with and why.

I believe that honesty is very important. Not admitting mistakes is a huge weakness.

With so much complexity at work, mistakes are inevitable.

I'm so busy I inevitably make mistakes. If I tried to deliver 100 percent all the time, I'd go crazy.

I hate making mistakes. I'm a perfectionist.

I've learnt most of the important things in life by making mistakes.

My boss says, if you fail, then fail fast, but don't make the same mistake again.

- 2 Write a sentence which expresses your own attitude to making mistakes. In small groups, read out your sentences and see if others agree or disagree with you.

- ★ **Listening** 3A 6.02 Listen to Paul Hayes, a project leader, and his project team discussing mistakes made during an IT project. Complete the notes for the final project report.

Mistake	Outcomes
1 <u>Lack of detailed planning</u>	_____
2 _____	_____
3 _____	_____

- B Work in pairs. Discuss Paul's comment at the end of the meeting. How do you think the team should answer his question and why?

'But senior management will read this report. We need to be careful what we say about ourselves. So, what do we put in the report?'

- C 6.03 Listen to a later part of the meeting. The team brainstorms alternative actions they could have taken to avoid mistakes and agrees on specific recommendations to help future projects. Make notes under the headings.

Alternative past actions	Specific recommendations for the future
1 _____	_____
2 _____	_____
3 _____	_____

- D How far do you agree with the recommendations of the project team? Why?

➔ **page 116** See Pronunciation bank: Scottish English pronunciation

★ Functional language Analysing and learning from mistakes

4A Match the strategy headings in the box with correct category in the table.

Describe unexpected problems Explain the results of the mistake
Propose alternative past actions Recommend future actions Specify the mistake clearly
Summarise the main learning point Summarise the general experience

¹ Specify the mistake clearly	In many ways, I think that the main problem was [a leadership failure]. Our biggest mistake was (not) to [have regular progress meetings].
²	It meant that [people lost trust in us]. This created the problem that [people had different versions of the schedule].
³	With hindsight, we should have [used a project planning tool]. If we'd spent much more time [getting to know the other team], we would have [identified problems earlier].
⁴	One thing I hadn't expected was [that they'd need so much guidance]. It wasn't foreseen that [budgets would be cut].
⁵	The key takeaway for me is [building on relationships]. My main lesson learnt is [that problems need to be addressed early].
⁶	All in all, [the project has been a success]. Considering everything that happened, [I'm very proud of what we achieved].
⁷	Going forward [I would suggest that project leaders budget for regular travel]. In future [roles and responsibilities should be defined more clearly].



Teacher's resources:
extra activities

B Read the text about a challenging tunnel project in Georgia. Complete the text with phrases from Exercise 4A. There may be more than one possible answer.

Expect the unexpected – a lesson from a US\$1bn project in Georgia

I guess my most challenging project experience was working on the construction of a tunnel in Georgia. ¹ _____, I think we can view the project as a success despite the fact that it finished over budget by some US\$20m and three months behind schedule. The main issues were around contractors. ² _____ not to do the necessary background checks, and so we found out too late that many of the contractors were not qualified. Additionally, despite extensive planning, ³ _____ that the summer would be so wet. It was actually the wettest summer in one hundred

years! With all the rain, ⁴ _____ the tunnel was constantly flooded, which slowed down drilling immensely. ⁵ _____ made provision for bad weather and had contingencies in place. But you live and learn. ⁶ _____ never to overestimate yourself as an engineer. Mother Nature is always ready to give you nasty surprises. ⁷ _____, I would highly recommend you always expect the unexpected. That way you're always ready for what comes, and, believe me, in complex projects, there's always something coming, just around the corner.

5A Prepare to talk about a 'useful mistake' you made at work or in life and the important lessons which you learnt from the experience. Use the questions below to help you. Make notes first and include phrases from Exercise 4A.

- What was the mistake and what happened exactly?
- Why did it happen?
- What unforeseen events happened, and with what results?
- What could have been done to avoid the mistake?
- What was your main learning point from this mistake?
- What advice would you give to prevent others from making this kind of mistake?

B Work in small groups. Use your notes to talk about your experience. When everyone is finished, vote for which story is the most interesting.

TASK



Self-assessment

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

Lesson outcome

Learners can write a report extract using a variety of formal language structures.

★ Lead-in 1 Complete the report extract with one preposition in each gap. Then compare in pairs.

**Strategic
alliance
changes**

Last year we formed a strategic alliance ¹ _____ Vizqin Tech ² _____ the hope of expanding ³ _____ new markets and exchanging technical knowledge and expertise ⁴ _____ them.

Unfortunately, our company does not appear to be benefiting as much as expected; problem areas have been identified by both parties. These include a lack of interest ⁵ _____ cross-company team meetings, which are constantly being cancelled, and failure to agree ⁶ _____ how to measure success across the alliance.

We have therefore been ⁷ _____ discussion with our partners and are now ⁸ _____ the verge of breaking up the current alliance and focusing ⁹ _____ one specific joint venture for the development ¹⁰ _____ robots for the health industry. This change is bound to lead ¹¹ _____ some structural changes within the organisation but it should ultimately result ¹² _____ a more successful company.

★ Functional language 2A Complete the table using words and phrases from the report extract.

Background information
Last year we formed a ¹ _____ alliance. ... in the ² _____ of expanding into new markets ...
Description of problems
Our company ³ _____ to be benefiting as much as expected. Problem areas ⁴ _____ identified by ...
Action points for the future
... focusing on one specific joint ⁵ _____ ... This change is bound to lead to some ⁶ _____ changes.

B Where in the table in Exercise 2A would you place the following phrases?

As a result of these issues ... For these reasons, we are considering ...
Following the friendly takeover last year ... There is hardly any advantage for us in ...
It is clear that the alliance is not working for us. Furthermore, we plan to ...
The intention at the time was to facilitate the growth of the company ...
It is evident that the rewards are not as great as expected.



T

Teacher's resources:
extra activities

L

The report extract contains
examples of different ways
of expressing the future.
Go to MyEnglishLab for
optional grammar work.

➔ page 123 See Grammar reference: Different ways of expressing the future



3A Work in pairs. Read the short report extract on page 128. Rewrite the extract to make it more formal. Include examples from all three categories in Exercise 2A.

B Look at the notes on page 131 and use the information to write a formal report extract of about 225 words.

C Exchange report extracts with your partner. Did your partner use all three categories in Exercise 2A? Which phrases did your partner use that were different from yours?

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

'A ship in harbour is safe, but that is not what ships are built for.'

John Augustus Shedd, U.S. author and professor

Unit overview

7.1 > A resilient building

Lesson outcome: Learners can use a range of vocabulary related to risk and managing risk.

Video: Managing earthquake risk

Vocabulary: Managing and minimising risk

Project: Emergency protocol

7.2 > Risk in investment

Lesson outcome: Learners can use a range of conditional sentences to talk about hypothetical present and past actions and their consequences.

Reading: The man who changed the investment industry

Grammar: Second, third and mixed conditionals

Speaking: How your life would be different if ...

7.3 > Communication skills: Dealing with risk

Lesson outcome: Learners are aware of different attitudes to risk and can discuss both tolerance and sensitivity to risk.

Video: Dealing with risk

Functional language: Talking about risk

Task: Discussing how to manage risks for an upcoming event

7.4 > Business skills: Analysing risk

Lesson outcome: Learners can use a model to analyse and discuss risk, and decide on a course of action.

Listening: Discussing project risks using a probability impact matrix

Functional language: Analysing risks

Task: Discussing travel risks and placing them on a matrix

7.5 > Writing: Accident report

Lesson outcome: Learners can write a work-related accident report giving details of what happened, analysing reasons for the accident and making recommendations.

Model text: Accident report

Functional language: Useful phrases for an accident report

Grammar: Alternatives to *if*

Task: Write an accident report



Lesson outcome

Learners can use a range of vocabulary related to risk and managing risk.

Lead-in

1 Discuss these questions.

- 1 How do natural disasters like earthquakes affect business and the economy?
- 2 What are the disadvantages of living or working in high-rise buildings?
- 3 Have you ever worked in or visited a skyscraper? If so, did you consider how you might get out quickly in an emergency?

★ VIDEO

2 Watch the video and decide if these sentences are **true (T)** or **false (F)**.

- 1 Buildings in Mexico City are less at risk than those in other areas in Mexico.
- 2 Enrique Martínez Romero, Alan Burden and Ahmad Rahimian are different kinds of engineers.
- 3 Torre Mayor was designed to deal with the risks of its location by being heavier than similar buildings and by using smart technology.

★ 3 Watch the video again and answer the questions.

- 1 After the 2017 earthquake, what happened to many of the buildings that had been damaged?
- 2 What was the expected total of insured losses?
- 3 Which adjective is used by the presenter to describe quakeproof buildings?
- 4 What's very important for buildings in an earthquake region?
- 5 Which material was chosen as Torre Mayor's main material?
- 6 Which speaker explains that shock absorbers keep the building stable?
- 7 What happens when you try to press the rod into the cylinder?
- 8 Which people are automatically protected by the building's smart systems?
- 9 Who can learn a lesson from Torre Mayor?
- 10 What is the most important consideration when managing risk, according to the video?

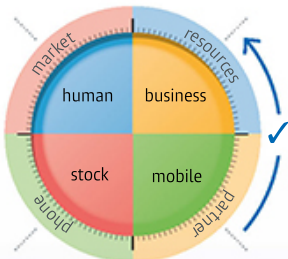


Teacher's resources:
extra activities

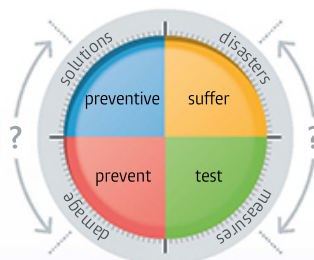
4 Work in pairs or small groups. Which natural disasters or other risks are common in your city/region?

Vocabulary Managing and minimising risk

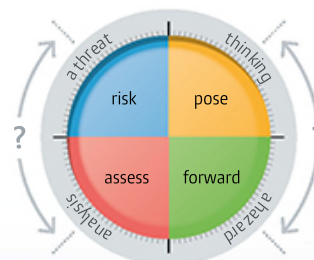
Example: Turn dial anti-clockwise once.



dial 1



dial 2



5A How do you need to move each dial to make collocations using all the words?

B Which of the collocations are adjective + noun, noun + noun or verb + noun?





Lesson outcome

Learners can use a range of vocabulary related to risk and managing risk.

Lead-in

1 Discuss these questions.

- 1 How do natural disasters like earthquakes affect business and the economy?
- 2 What are the disadvantages of living or working in high-rise buildings?
- 3 Have you ever worked in or visited a skyscraper? If so, did you consider how you might get out quickly in an emergency?

★ VIDEO

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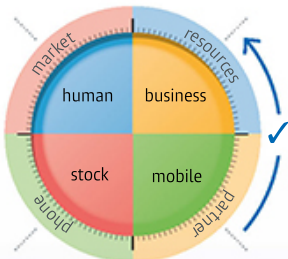


Teacher's resources:
extra activities

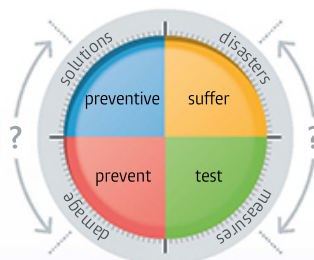
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Vocabulary Managing and minimising risk

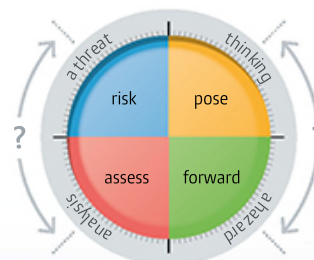
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dial 1



dial 2



5A How do you need to move each dial to make collocations using all the words?

B Which of the collocations are adjective + noun, noun + noun or verb + noun?



7.2 ➤ Risk in investment

Lesson outcome

Learners can use a range of conditional sentences to talk about hypothetical present and past actions and their consequences.

Lead-in 1 Work in pairs. What factors do you think make people successful in their life and work? Use the ideas in the box and add your own.

contacts effort intelligence luck qualifications taking risks talent

★ **2** Match the words in the box with the definitions.

groundbreaking portfolio stockbroker variance volatile

- 1 describes a situation that is likely to change suddenly, for example rising and falling without warning
- 2 a group of stocks owned by a particular person or company
- 3 describes work or research that involves making new discoveries, using new methods
- 4 the amount by which two or more things are different or by which they change
- 5 a person or organisation whose job is to buy and sell stocks, shares, bonds, etc. for people

★ **Reading 3** Read the article quickly and choose the best heading.

A

A short history of risk in investment

B

Harry Markowitz, father of modern portfolio theory

C

The man who defined variance in investment

FT

1 If he were a teenager today, Harry Markowitz probably wouldn't have spent his childhood playing the violin or reading the philosophy of René Descartes. But growing up in Chicago in the 1930s, Markowitz enjoyed both, as well as playing baseball and football. The bookish son of two grocers had little interest in the world of money.

Yet after his undergraduate degree at the University of Chicago, Markowitz decided to stay on and pursue a graduate degree in economics. 'Descartes was a big inspiration, so when I went into economics I naturally gradually gravitated towards the economics of uncertainty,' he recalls. 'It was a wonderful time.'

In 1950, a chance meeting set Markowitz on the path towards revolutionising how the investment industry functioned.

25 For a long time, people intuitively understood that riskier investments should generate higher returns to compensate for the dangers of losing their money, but there was little rigour to it. 30 If Markowitz hadn't struck up a conversation with a visiting stockbroker one day while waiting for his university supervisor, we wouldn't apply his economic thinking to markets today.

The 25-year-old went on to write a groundbreaking paper entitled 'Portfolio Selection'. Published in the *Journal of Finance* in 1952, it argued that returns should be judged against, and optimised for, the amount of risk taken. Since risk can be a vague concept, Markowitz used 'variance', or volatility, as a substitute. According to his argument, if stocks are more volatile than bonds, investors



should expect better returns to justify the increased risk.

While Markowitz was not the first to use volatility as a synonym for risk, he was the first to put it in a framework, according to Richard Bookstaber, a former risk manager who now works for the University of California. 'It became self-evident that this was the way to look at the world.'

Together with other insights – such as the importance of diversification – this became known as 'modern portfolio theory'. Today it underpins much of the modern investing world.

4 Read the article again and answer the questions.

- 1 How did Harry Markowitz spend his childhood?
- 2 Which university did he go to and what did he study?
- 3 Who or what coincidence inspired him to write his research paper in 1952?
- 4 What did he argue in his paper?
- 5 What did Richard Bookstaber use to do?
- 6 Name two concepts that led to 'modern portfolio theory' in investment.

5 Work in pairs. Discuss these questions.

- 1 Why do you think Harry Markowitz was successful? Refer to the factors in Exercise 1.
- 2 Who or what was an inspiration for you when you were growing up?
- 3 Has a chance meeting ever led to a turning point in your life? What happened?



Teacher's resources:
extra activities

★ Grammar Second, third and mixed conditionals

6A Look at the sentences about modern portfolio theory and Harry Markowitz. What sort of conditionals are they? How is each conditional formed?

- 1 According to modern portfolio theory, investors are cautious and would only take on more risk if they were promised a higher reward.
- 2 If Markowitz hadn't made a key contribution to economics, he wouldn't have received a Nobel prize in 1990.

B Look at sentences 1 and 2 in the article. What is different about these conditionals? How is each conditional formed?**C Why do we use mixed conditionals like these? Match uses i and ii with sentences 1–2 in the article.**

- i to hypothesise about the present consequences of a past action
- ii to hypothesise about the past consequences of a present situation or state

➔ **page 123** See Grammar reference: Second, third and mixed conditionals

➔ **page 117** See Pronunciation bank: Intonation in conditionals

★ 7 Match the sentence halves. Then say whether they are second, third or mixed conditionals, (i) or (ii).

- | | |
|---|---|
| 1 If Descartes hadn't inspired Harry Markowitz, | a the world would look very different today. |
| 2 If there hadn't been a major financial crisis in 2008, | b if she hadn't met the right people. |
| 3 If you invested that money in real estate rather than stocks, | c he wouldn't have become interested in the economics of uncertainty. |
| 4 She wouldn't be where she is today | d if Zurich wasn't such an expensive city. |
| 5 We wouldn't have spent our entire travel budget on one trip | e if I weren't so hopeless at maths. |
| 6 I wouldn't have failed the economics module | f it would probably make you more in the long term. |



Teacher's resources:
extra activities

Speaking 8A Complete the sentences. Try to use different conditional forms.

- 1 I would speak better English now if ...
- 2 If I could choose again, I ...
- 3 If [*name of a famous person*] hadn't come up with the idea of ... , ...
- 4 If I weren't so ...
- 5 The world today would be very different if ...

B In pairs, compare your sentences from Exercise 8A and discuss how your lives would be / would have been different if you had made different decisions or if certain things hadn't happened.

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

Lesson outcome

Learners are aware of different attitudes to risk and can discuss both tolerance and sensitivity to risk.

Lead-in 1A Look at these quotations. Which do you agree or disagree with? Why?

By failing to prepare, you are preparing to fail.
Benjamin Franklin

Preparedness is the ultimate confidence builder.
Vince Lombardi

Take risks. If you win, you will be happy. If you lose, you will be wise.
Anonymous

B Which of these options best describes your attitude when you make a plan? Discuss your ideas with a partner.

- a I try to imagine – and prepare for – every possible outcome.
- b I think of as many possible problems as I can and prepare for most of them.
- c I consider the most likely problems I might have and prepare for those.
- d I try to have a Plan B, just in case.
- e I assume things will go as expected, so I don't worry at all.

★ VIDEO



L Go to MyEnglishLab for extra video activities.

2 ▶ 7.3.1 Prisha Patel, Creative Director at Happenings, receives a call from her client. Watch the exchange and answer the questions.

- 1 Who has Pierre been speaking to?
- 2 What does the fashion house want to do?
- 3 Why did Pierre call Prisha?
- 4 What does Prisha have doubts about?

3A In small groups, discuss which approach (Option A or B) Prisha and David should consider regarding the potential new client. Give reasons for your answers. As a class, decide which video to watch first.

Option A – A risk-tolerant approach: Take on the event and deal with any problems as they arise.

Option B – A risk-sensitive approach: Consider all possible problems before deciding whether or not to take on the event.

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

Option A ▶ 7.3.2

- 1 Why would Prisha like to take on the event?
- 2 How does David feel about them working extra hours?
- 3 What does Prisha think they should do?
- 4 Does David agree to take on the client? On what grounds?

Option B ▶ 7.3.3

- 1 What does David say is their biggest problem?
- 2 Why doesn't David want to just deal with problems as they arise?
- 3 Does Prisha think that David is being overcautious?
- 4 Does David agree to take on the client? On what grounds?

4 What is the effect of using a) a risk-tolerant approach, and b) a risk-sensitive approach? In pairs, discuss which approach you think was most effective in responding to Prisha's concerns. Give reasons and examples.

★ 5 ▶ 7.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection

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

- 1 How do you think you would have managed in this particular situation?
- 2 Which of the two approaches to risk would you prefer in a similar situation? Why?

★ Functional language Talking about risk

7A Complete the sentences from the video with the phrases in the box.

as and when as it comes as they arise for everything foresee
scaremongering time-consuming and expensive what might happen

- 1 We can deal with issues _____ [on the day / along the way / in the lead-up].
- 2 We could hire temporary staff _____ we need to.
- 3 It's impossible for us to _____ every problem [that might arise].
- 4 We'll take it _____ ; work extra hours.
- 5 I think you're probably paying too much attention to the media's _____ .
- 6 There's no knowing _____ .
- 7 We can't plan _____ .
- 8 Trying to imagine every possible problem, and then prepare for it, would be incredibly _____ .

B Match the sentence halves.

- | | |
|-----------------------------------|---|
| 1 We need to be prepared | a is that the whole day is ruined. |
| 2 The worst case scenario | b all bases. |
| 3 We should expect | c for all eventualities. |
| 4 We need to cover | d by considering all the possibilities. |
| 5 We're not being over-cautious | e the unexpected. |
| 6 We're just | f we'll seem more professional. |
| 7 If we're prepared for anything, | g give us a lot of confidence. |
| 8 Those plans | h doing damage limitation. |

C Complete the sentences with 7A and 7B.

- 1 The sentences in _____ show a risk-sensitive attitude.
- 2 The sentences in _____ show a risk-tolerant attitude.



T

Teacher's resources:
extra activities

- 8A** Work in pairs. You are colleagues at a company of 500 employees. You have been planning the company's annual picnic, which will take place next weekend. Read the checklist. Can you think of any other arrangements you need to make, or problems you should prepare for?

- 1 Food – ordered, delivery reconfirmed
- 2 Risk assessment completed
- 3 Delivery of portable toilets arranged and scheduled
- 4 Delivery and collection of waste and recycling bins arranged and scheduled

- B** Read some local news stories then tell your partner about what you've read. Student A: Look at page 132. Student B: Look at page 130.
- C** Continue your meeting. Decide if you need to make any further preparations for the picnic. Student A, take a risk-tolerant position. Student B, take a risk-sensitive position. Use phrases from Exercises 7A and 7B to help you. Discuss possible courses of action.
- D** Discuss how you each responded to the possible risks, and which phrases from Exercise 7 you found useful.



TASK

Lesson outcome

Learners can use a model to analyse and discuss risk, and decide on a course of action.

Lead-in 1A Think of some things that might make you late for a morning flight / class / meeting, e.g. traffic, bad weather, feeling ill.

B Work in pairs and compare your ideas. Which risks can you plan for in advance? How?

★ **Listening 2A**  7.01 Marion Robinson, a project manager in a manufacturing company, is planning a new project with her team. She's concerned about the risks facing the project. Listen to part of a project meeting and answer the questions.

1 Why are they not ready to start the project planning?

2 Why does Marion feel some things could go wrong?

3 Which risk analysis model do they decide to use?

4 Which two factors does this model look at?

5 What does Marion ask the team members to do before the next meeting?

B  7.02 Listen to their next meeting. Are these statements *true* (T) or *false* (F)?

1 The first risk they identify is the project running over schedule.

2 They already have a handover plan in case people change jobs.

3 The flood risk is an urgent issue which they decide to deal with first.

4 They decide to act on all three of the identified risks.

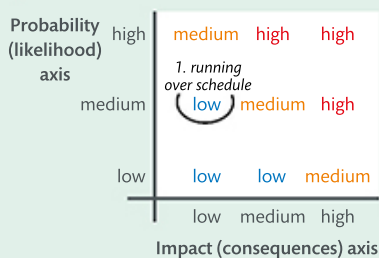
C Listen again and decide where these risks should be placed on the matrix. The first one has been done as an example.

1 Running over schedule

2 Employee turnover mid-project

3 Flood risk in testing area

3 Work in pairs. One person explains how the matrix works to the other. The second person explains the risks in Exercise 2C and where they placed them on the matrix.



★ **Functional language** **Analysing risks**

4A Complete the phrases from the meeting in Exercise 2 using the words and phrases in the box.

address catastrophic establish which risks identified
impact likely our radar probability to analyse urgent

A Talking about risk analysis	1 We need _____ the situation / market / issues so we can better understand the possible risks. 2 I'd like to look into things that can go wrong as I feel there may be some not on _____.
B Identifying risks	3 We can use various methods to _____ we're facing. 4 From our analysis we _____ three main areas of risk.
C Talking about probability and possible outcomes	5 There's a medium level of _____ that it will happen, and if it does the _____ will be low. 6 It's very _____ that this will happen, so we obviously want to avoid that. 7 If that happens and we're not ready, the effect would be _____.
D Deciding on action	8 Let's _____ this one next week. 9 There is a(n) _____ need to mitigate this one as soon as possible. We're going to prioritise this.

B Look at the phrases in bold in these sentences. Match phrases 1–4 with categories A or B in the table on page 74. Then match phrases 5–8 with categories C or D.

- 1 **Which process should we use to analyse** the risks / situation / challenges we're facing?
- 2 **We have found risks that range from** medium to critical.
- 3 **It's important to look into** all risks, or at least make sure we are aware of them.
- 4 **The biggest risk we can see is that** we will go over budget / experience delays / have poor quality.

5 **Let's research the risks / consequences / possible impact further** and take time to understand this better.

6 **This will likely cause us / lead to big problems if we** don't do something about this risk.

7 **We possibly / probably / definitely need to be prepared for** this outcome.

8 **Please make sure that** the following measures are taken.

5 Work in pairs. Place one or two of the risks you discussed in Exercise 1 onto the matrix in Exercise 2C. Use phrases from Exercises 4A and 4B to talk about the risks.



Teacher's resources:
extra activities

6A Work in pairs. You are planning a trip for friends or colleagues. Read the possible risks below. Then read your role cards and prepare for a discussion. Student A: Look at page 128. Student B: Look at page 130.

TASK

Risks:

- 1 Someone forgets their ID/passport.
- 2 The weather forecast is very bad.
- 3 The flight/train is overbooked when you arrive at the airport/station.
- 4 Someone needs a dentist while you are away.

Add two more possible risks:

- 5 _____
- 6 _____

B Discuss the possible risks with a partner. Place them into the probability impact matrix, then decide which risks to act on and what action to take.

Probability (likelihood) axis	high	medium	high	high
	medium	low	medium	high
	low	low	low	medium
		low	medium	high
		Impact (consequences) axis		

C After the discussion, compare your results with another pair and discuss any differences.



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

Lesson outcome

Learners can write a work-related accident report giving details of what happened, analysing reasons for the accident and making recommendations.

Lead-in 1 Read the accident report. Find the extra word in each numbered line.

Accident report

FACTS

Person(s) involved: Joseph Cottrel, Machine Operator, Employee # 3619

Date and time: Monday 1st August 10 a.m. **Location:** Factory B, Station 12

¹ **Events leading to accident:** Mr Cottrel was operating the bottle-filling machine and has needed to slow it
² down. The speed switch was stuck so he stepped back order to move it. Unfortunately, he slipped, and fell against
³ the machine. Someone had dropped a bottle earlier and there was being some liquid left on the floor.

⁴ **Injuries and treatment:** He hit to his head and cut his hand on the side of the machine. The nurse checked
⁵ his head and bandaged the cut. He went home and he will not be unable to work for a while.

ANALYSIS

⁶ There seem to have been two main reasons for the accident: firstly, there poor cleaning after
⁷ an earlier accident and, secondly, by poor equipment maintenance.

RECOMMENDATIONS

⁸ There should be a review of cleaning. Even if a spillage has been cleaned up, so the
⁹ supervisor must double-check for it. Furthermore, operators should change the machine speed only if they have
¹⁰ had extra a health and safety training. Everyone needs further training, whether they operate machines or not.

★ Functional language

2 Complete the table. Use the words in the box for the first column and words and phrases from the accident report for the second column.

avoid causes details
injuries involved location

FACTS	
Person(s) ¹ _____	Joseph Cottrel, Machine ⁷ _____, Employee # 3619
Date, time and ² _____	Monday 1st August 10.00 a.m. Factory B, Station 12.
Full ³ _____ of incident	He ⁸ _____ the bottle-filling machine. He needed to ⁹ _____ it down but ¹⁰ _____ when he stepped back and ¹¹ _____ against the machine.
⁴ _____ and treatment	He ¹² _____ his head and ¹³ _____ his hand. The nurse checked his head and ¹⁴ _____ the cut.
ANALYSIS	
⁵ _____ of incident	There seem to have been two main reasons: firstly poor ¹⁵ _____ after an earlier accident and, secondly, poor equipment maintenance.
RECOMMENDATIONS	
How to ⁶ _____ it in future	There should be a ¹⁶ _____ of cleaning. A supervisor must always ¹⁷ _____ it. Operators should only change speed if they have had extra training. Everyone ¹⁸ _____ more training.

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

L The accident report contains examples of alternatives to *if*. Go to MyEnglishLab for optional grammar work.

➔ **page 124** See Grammar reference: Alternatives to *if*



3A Work in pairs. Imagine there has been an accident at your place of work or study. Use your imagination to make notes about what has happened.

B Write an accident report of about 225 words using your notes from Exercise 3A.

C Exchange accident reports with your partner. Did your partner change or add any details? Did your partner structure the accident report clearly?

Self-assessment

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

Decisions

8

▶ *'The risk of a wrong decision is preferable to the terror of indecision.'*

Maimonides, Spanish philosopher

Unit overview

8.1 ▶ The Idle Man

Lesson outcome: Learners can use a range of vocabulary related to decision-making.

Video: The Idle Man

Vocabulary: Decisions

Project: The head or heart debate

8.2 ▶ Better decision-making

Lesson outcome: Learners can use a range of verbs with *to* + infinitive or the *-ing* form.

Listening: A lecture about decision-making

Grammar: *to* + infinitive or *-ing* form

Writing: A letter giving advice about a difficult situation

8.3 ▶ Communication skills: Influencing a decision

Lesson outcome: Learners are aware of different influences on a decision and can discuss both fact- and emotion-based aspects of decision-making.

Video: Influencing a decision

Functional language: Fact-based and emotion-based approaches to decision-making

Task: Making decisions about suppliers

8.4 ▶ Business skills: Maintaining relationships

Lesson outcome: Learners can use a range of phrases and strategies to maintain relationships while discussing difficult decisions.

Listening: Managing a conversation in order to maintain a relationship

Functional language: Relationship-oriented decision-making

Task: Managing difficult conversations using relationship-oriented decision-making

8.5 ▶ Writing: Describing a decision

Lesson outcome: Learners can write a formal business letter describing a business decision.

Model text: Letter describing a decision

Functional language: Describing a decision, potential problems and next steps

Grammar: Ways to avoid repeating words

Task: Write a formal letter describing a decision

Business workshop 8:

Review 8:

Pronunciation: 8.2 South African English pronunciation
8.4 Stress and intonation in relationship-oriented decision-making

Grammar reference:

Decisions

8

➤ *'The risk of a wrong decision is preferable to the terror of indecision.'*

Maimonides, Spanish philosopher

Unit overview

8.1 ➤ The Idle Man

Lesson outcome: Learners can use a range of vocabulary related to decision-making.

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Project: The head or heart debate

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Lesson outcome: Learners can use a range of verbs with *to* + infinitive or the *-ing* form.

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Grammar: *to* + infinitive or *-ing* form

Writing: A letter giving advice about a difficult situation

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Functional language: Fact-based and emotion-based approaches to decision-making

Task: Making decisions about suppliers

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Lesson outcome: Learners can use a range of phrases and strategies to maintain relationships while discussing difficult decisions.

Listening: Managing a conversation in order to maintain a relationship

Functional language: Relationship-oriented decision-making

Task: Managing difficult conversations using relationship-oriented decision-making

8.5 ➤ Writing: Describing a decision

Lesson outcome: Learners can write a formal business letter describing a business decision.

Model text: Letter describing a decision

Functional language: Describing a decision, potential problems and next steps

Grammar: Ways to avoid repeating words

Task: Write a formal letter describing a decision

Business workshop 8:

Review 8:

Pronunciation: 8.2 South African English pronunciation
8.4 Stress and intonation in relationship-oriented decision-making

Grammar reference:

★ **7A** Order the sections a–f in this model for decision-making. What do you think the model is called?

THE '_____'
MODEL

In 2008, Kristina Guo published a model for decision-making, which has six parts.

- **a** **Identify the best alternative.**
- **b** **Evaluate** and **monitor your solution** and **examine feedback** and **reconsider** when necessary.
- **c** **Develop** and **implement a plan of action.**
- **d** **Establish** or **list** all the **criteria** or **constraints.**
- **e** **Define the problem.**
- **f** **Consider** or **collect** all the **alternative options.**

B Discuss these questions with a partner.

I don't have much experience of decision-making at work.

- 1 How helpful do you think the model in Exercise 7A would be for you?
- 2 What kind of key decisions do you think you will need to make in the near future? Will this model help you make them?

I have some experience of decision-making at work.

- 1 Would you add to or change any of the stages in the model in Exercise 7A? Why?
- 2 Can you think of a past decision when you followed (most of) the steps in the model? What happened?

★ **8** Complete the questions with the correct form of the word in capitals. Then discuss the questions with a partner.

- 1 How good are you at decision-_____ in general? MAKE
- 2 When was the last time you listed all the criteria or _____ and considered all the _____ options when making a decision? CONSTRAIN / ALTERNATE
- 3 When was the last time you regretted making the wrong decision and had to _____ it? What happened? CONSIDER
- 4 When _____ a tough situation, do you think it's better to make the wrong decision rather than do nothing? Why? EXAMINE
- 5 Why do you think some people are indecisive compared to others who like to make decisions more quickly following a gut _____? FEEL

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

PROJECT: The head or heart debate

9A Work in groups. Debate the following motion, using the steps below.

'It is always best to follow your head, not your heart, when making a decision.'

Group A: You are FOR THE MOTION.
Your role in the debate is to present all the arguments to support the motion, regardless of your personal opinion.

Group B: You are AGAINST THE MOTION.
Your role in the debate is to present all the arguments against the motion, regardless of your personal opinion.

- Prepare your arguments for or against the motion. Consider using famous quotes, business examples and personal experience.
- Prepare any counter-arguments you think the other team will make.

A: *If you follow your head, you are more likely to make successful decisions.*

B: *There are certain decisions where you have to follow your heart, not your head, for instance, when ...*

- B** Debate in groups or as a class. Then vote individually for or against the motion.
Be prepared to change your mind depending on the strength of your classmates' arguments.



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

Lesson outcome

Learners can use a range of verbs with *to* + infinitive or the *-ing* form.

Lead-in **1A** Look at the questions. Can you work out the meaning of the words in bold?

When you need to make an important decision, do you:

- 1 make the decision trusting your **intuition**?
- 2 write a list of all the **pros and cons**?
- 3 look at similar cases before considering the **specifics** of your own situation?
- 4 think about how an alternative option will lead to a different **outcome**?
- 5 try to avoid certain cognitive **biases** by considering what usually happens?

B Work in pairs or small groups. Discuss the questions in Exercise 1A.

★ Listening

**2** 8.01 Listen to the beginning of a lecture and answer the questions.

- 1 Where is the lecture taking place?
- 2 Who is speaking and to whom?
- 3 What is the speaker going to talk about?

★ **3** Listen again and correct the content errors in each sentence.

- 1 We sometimes put off making choices because we're scared of taking a decision.
- 2 We often make decisions depending on our past experiences.
- 3 Two things are required for effective decision-making: probability and good judgment.
- 4 Considering all the specifics and biases is a key stage in decision-making.
- 5 We should understand how different predictions change the probability of different consequences.

★ **4** 8.02 Listen to the second part of the lecture and answer the questions.

- 1 What did the psychologist Kahneman ask his co-authors first?
- 2 What were their answers?
- 3 What was Kahneman's second question?
- 4 What did one of the experienced writers say about how long it takes to write a book?
- 5 What was the experienced writer's mistake?
- 6 What is the difference between the 'inside view' and the 'outside view'?

★ **5** 8.03 Listen to the final part of the lecture and complete the summary. Use one or two words in each gap.

Rule three is to think in terms of ¹_____. Research shows that basic training in probability makes us better at ²_____, and helps us to predict better ³_____. Thinking about probability will also help to avoid certain ⁴_____ and apply the other ⁵_____.

The expert concludes that even simple decisions can ⁶_____. He then reviews the rules: the first rule is, 'Be ⁷_____.' The second, ask yourself, 'How often does this ⁸_____?' and take an 'outside view'. And the third, learn more about probability.

★ Teacher's resources:
extra activities

➔ page 117 See Pronunciation bank: South African English pronunciation

Grammar *to* + infinitive or *-ing* form**6A** Look at the extracts from the lecture. Which verbs are followed by *to* + infinitive? Which verbs are followed by *-ing*? Which verb can be followed by either form?

- 1 Have you ever decided to do something just following your intuition?
- 2 Do you ever put off making an important decision?
- 3 Some people avoid taking any decision.
- 4 Try looking at a problem from a different perspective.
- 5 Try to think in terms of probability.

- B** The expressions in the box were also used in the lecture. Which are followed by *to* + infinitive and which are followed by *-ing*?

be afraid of be good at be/get better at be no point in be worth

→ **page 124** See Grammar reference: *to* + infinitive or *-ing* form

- 7** Look at the underlined verbs in these sentences and the verb form that follows them. How does the meaning of the underlined verbs change?

- 1 **a** I regret not taking the job in Weimar.
b We regret to inform you of our decision.
- 2 **a** I want to finish that report by the end of the day.
b That report wants finishing before you go home.
- 3 **a** Weighing up the pros and cons means making better decisions.
b Do you mean to stay in this country for long?
- 4 **a** You need to remember the three rules.
b It's a tough decision that needs thinking about.

- ★ **8** Complete the blog with the correct form of the verb in brackets. There may be more than one possible answer.

Tips for critical thinking

Thinking critically is a very useful tool when deciding ¹ _____ (do) something but we shouldn't use it for day-to-day situations. I try ² _____ (save) my critical thinking for things that matter. If I started ³ _____ (think) critically about every decision, I would be mentally exhausted all the time! Remember ⁴ _____ (go) to work on your first day? The first week probably consisted of hundreds of potential decisions. Then, after three months, you probably got better at ⁵ _____ (make) those decisions. Although we mostly choose ⁶ _____ (do) things based on habit or automatic processes [Bargh, 2002], at other times, we need to make considered choices. Automatic thinking has its pros and cons: we want ⁷ _____ (avoid) getting 'decision-fatigue' when an outcome requires careful judgments [Baumeister, 2003]. However, we can depend on automatic thinking too much, particularly when we prefer ⁸ _____ (go) with our instinct. To give an example, it doesn't really matter what coffee you get one morning – there's no point in ⁹ _____ (think) about it that much; but if you bought the wrong kind of car, you would end up ¹⁰ _____ (regret) a bad decision much more.

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

- Writing 9A** Work in pairs. Invent a tough decision you have to make at work or in your studies. Discuss the situation together and make notes of the details.

- B** Work individually. Imagine you are Professor Falkner from the Listening section of this lesson. Write a letter giving advice about the decision. Try to think of the advantages or disadvantages of a specific course of action. Write 150–180 words. Remember to use some verbs from the lesson in your answer.
- C** Compare your answer with your partner from Exercise 9A. What do you think of the advice your partner gave?

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

Lesson outcome

Learners are aware of different influences on a decision and can discuss both fact- and emotion-based approaches to decision-making.

★ Lead-in 1A Which of the following do you think are the best reasons for buying a car? Do you think any of them are not good reasons? Why?

1 I love the colour.

2 It's good value for money.

3 I feel powerful when I drive it.

4 It has great fuel economy.

5 My parents used to drive the same make as this one.

6 The engineering is among the best in the world.

B Which of the reasons in Exercise 1A are based on facts and which ones on emotions?

★ VIDEO



L Go to MyEnglishLab for extra video activities.

2 8.3.1 Prisha Patel, Creative Director at Happenings, and David Levy, the Account Director, are discussing their recent project with Overlander UK. Watch and answer the questions.

- 1 How do David and Prisha feel about their events this past month?
- 2 What does Prisha think of the suppliers they had?
- 3 Does David agree with Prisha?
- 4 What immediate course of action do they decide on?

★ 3A In small groups, discuss which approach (Option A or B) Prisha and David should use during the meeting to decide which suppliers to work with again. Give reasons for your answers. As a class, decide which video to watch first.

Option A – An emotion-based approach: Consider not only the brief, schedules and other data, but also how it felt working with the suppliers.

Option B – A fact-based approach: Carefully consider the brief, schedules and other data, and don't be distracted by how it felt working with the suppliers and the emotional side of the service provided by them.

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

Option A 8.3.2

- 1 What was the problem with one of the suppliers?
- 2 What does Prisha think of the florists?
- 3 Who takes a more emotion-based approach? What is the evidence for that?
- 4 What does David see as the main problem with the florists?
- 5 What conclusion do they reach?

Option B 8.3.3

- 1 What does Sonia say about the florists?
- 2 What did Claremont, the client, think of the florists' contribution?
- 3 Who takes a more fact-based approach? What is the evidence for that?
- 4 How does Sonia back her argument?
- 5 What conclusion do they reach?

4 In pairs, discuss the questions.

- 1 Which do you think is more important in business decisions, facts or emotions?
- 2 Which approach do you think was most effective in deciding whether or not to use the supplier again? Why?

★ 5 8.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

Reflection

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

- 1 Do you think it's ever possible to make a decision based entirely on facts, without considering the emotional side? Explain your answer.
- 2 Do you think even when the facts don't present any problems, 'a bad feeling' shouldn't be ignored? Explain your answer.

Lesson outcome

Learners can use a range of phrases and strategies to maintain relationships while discussing difficult decisions.



Lead-in

1 Work in pairs. Think of a situation when you had to communicate a difficult decision to another person.

- 1 What was the situation? Who was involved? What did you need to decide?
- 2 How did you reach your decision?
- 3 Did you manage to find a balance between the result you were looking for and maintaining the relationships involved?
- 4 What did you learn from the situation?



Listening

2A 8.04 Vera works in the marketing department of her company. Listen to her talking to a colleague, Jack, about a difficult discussion she needs to have with another colleague, David. What's the issue?

B 8.05 Now listen to Vera's meeting with David. Answer the questions.

- 1 How does Vera approach the issue?
- 2 What is David's initial reaction?
- 3 Do they both have the same priority?
- 4 What decision do they finally make?



3A Look at this four-step approach to relationship-oriented decision-making. Which of these things did Vera and David do during their discussion?

a Be transparent

b Show positive intention

c Learn more about the other person's position

d Focus on shared interests and look to the future

B How effectively do you think Vera handled the discussion with David?



Functional Language

Relationship-oriented decision-making

4A Look at these expressions from the conversations in Exercise 2. Match them with the correct stage (a-d) in the four-step process. There are three in each stage.

- 1 **There's no easy way to say this, so** I'll just say it.
- 2 **Let's put it on hold for** a few weeks until our time pressures ease.
- 3 **How do you think we can get beyond this?**
- 4 **Initially, it looked like a good idea, but now** I'm not so sure.
- 5 **I don't want to cause any hostility between us.**
- 6 **To be honest, I have an issue with** the lack of support we have for this.
- 7 Future collaboration on this **is in both of our interests.**
- 8 **How will it negatively affect you if** we decide to drop it?
- 9 **I'd like to find a quick resolution where we can** keep all interests in focus.
- 10 **When we started this, we both had good intentions.**
- 11 **We need to think about both mutual and individual gain.**
- 12 **I'd like to get a feeling for** your priorities.

Lesson outcome

Learners can use a range of phrases and strategies to maintain relationships while discussing difficult decisions.



Lead-in

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- 1 What was the situation? Who was involved? What did you need to decide?
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- 10 **When we started this, we both had good intentions.**
- 11 **We need to think about both mutual and individual gain.**
- 12 **I'd like to get a feeling for** your priorities.

B Look at these examples of discussing dilemmas to find an agreement. Match the sentences (1–4) with the possible responses (a–d).

- | | |
|---|--|
| 1 I really don't want us to fall out over this. | a OK. That works for me. |
| 2 We need to decide on option A or B. | b I'm not sure. It's a tricky situation. |
| 3 What do you think we can do about this? | c Neither do I and there's really no need to. |
| 4 Let's just decide to postpone our decision. | d I know we do but I don't know which is best. |

5 Work in pairs and read the two scenarios. Use suitable phrases from Exercises 4A and 4B to complete the table for each scenario. Then roleplay the two dialogues.

1 You work in an open-plan office. Your friend/colleague is always eating snacks at his/her desk. This is distracting and he/she doesn't clear away wrappers and leftover food either. What do you say to him/her?

2 You've double-booked yourself for lunch with two friends/colleagues, and need to cancel or postpone one of them. What do you say to the person you want to cancel with?

	a Be transparent	b Show positive intention	c Learn more about the other person's position	d Focus on shared interests and look to the future
1	<i>To be honest, I have an issue with you eating at your desk so much.</i>			
2				



Teacher's resources:
extra activities



page 117 See Pronunciation bank: Stress and intonation in relationship-oriented decision-making

6A Work in pairs and choose one of the following:

- 1 You're good friends and have realised that you're both applying for the same job.
- 2 You are both co-presenting the results of a report at work and are discussing the approach to take.
- 3 Think of your own situation.

B Read your role cards and prepare to discuss your issue. Student A: Look at page 131. Student B: Look at page 132.

C Hold your discussion. Try to follow the four-step process from Exercise 3A.

D Reflect on how well you managed the discussion, the relationship and decisions made. Which phrases from Exercises 4A and 4B did you find useful?

TASK



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

Lesson outcome

Learners can write a formal business letter describing a business decision.

★ Lead-in

- 1 Read the letter describing a company decision. Choose the correct option in *italics*. Then compare in pairs.

Dear Ms Pagel,

Further to recent discussions about introducing centralised purchasing, it has been decided to set up such a system. Currently, each region makes their own arrangements with suppliers, ¹*resulting / causing / leading* to duplication, which is both ²*costly / cost-cutting / overcharged* and inefficient.

Centralised purchasing will enable the company to ³*benefit / help / advantage* from lower prices, greater discounts and more ⁴*happy / agreeable / pleasant* terms and to ⁵*order / standardise / repair* quality across the group. The company realises that local suppliers have ⁶*done / played / shown* an important part in its success and will consider some of them when ⁷*selecting / opting / deciding* new central suppliers, providing that they can ⁸*make / balance / meet* company requirements.

For those of you who are worried about delivery delays due to a centralised system, we can assure you that these will be ⁹*minimal / smallest / least* and, with good planning, should not cause any problems.

In view of these changes, a webinar training session will take place next month for all staff involved. I would be grateful if you would share this information with all Regional Purchasing Managers.

Yours ¹⁰*faithfully / sincerely / truthfully*,

Marc Barber

★ Functional language

- 2A Complete the table using words and phrases from the letter.

Introducing topic (Para 1)
¹ _____ to recent discussions ...
... it ² _____ to set up a centralised system.
Describing decision (Para 2)
Centralised purchasing ³ _____ the company to ...
The company will ⁴ _____ some local suppliers ...
Potential problems (Para 3)
... delivery delays due to a centralised system, we can ⁵ _____ you that ...
Next steps (Para 4)
In ⁶ _____ of these changes, a training session ⁷ _____ next month.

- B Where in the table in Exercise 2A would you place the following phrases?

As a result of these changes, staff will be retrained.
 Efficiency will be improved with the new system.
 In light of these issues, we will be contacting all our customers.
 The factory will be closed for a week, so some orders may be delayed.
 The new equipment will improve output in all departments.
 We can guarantee that delays will be minimal.
 With regard to yesterday's meeting, a decision has been made to ...

➔ page 125 See Grammar reference: Ways to avoid repeating words



T

Teacher's resources: extra activities



L

The letter contains examples of different ways to avoid repeating words. Go to MyEnglishLab for optional grammar work.



- 3A Work in pairs. Read the email announcing a decision on page 131. Rewrite the email as a formal letter.

- B Look at the meeting notes on page 127 and write a formal letter of about 225 words to all Regional Managers using the information given.
- C Exchange letters with your partner. Did your partner set out the letter with an appropriate greeting and closing? How well did your partner present the information?

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

Business Workshops

1 >

Improving the image

Lesson outcome: Learners can understand details of an unfolding crisis and devise a market research plan to work on improvement of a company image.

Listening: A crisis management meeting

Reading: Market research options

Task: Prepare a market research plan to improve the brand image

2 >

Try to see it my way

Lesson outcome: Learners can participate in a meeting between an employee and a manager and express different opinions about training, support and giving feedback.

Listening: Conversations between call centre staff about training and communication issues

Task: Agree how to address problems between staff and managers based on survey findings

Writing: Guidelines for staff and managers

3 >

Managing your money

Lesson outcome: Learners can understand a target market's needs and can participate in a meeting to select financial products to market to a specific group.

Reading: Millennials fall behind on living standards

Listening: Regional managers discussing banking for millennials

Task: Select financial products to meet the needs of millennials

4 >

Business Challenges

Lesson outcome: Learners can discuss ideas for a business TV documentary and make a professional presentation with slides.

Speaking: Brainstorm ideas for a documentary series about business challenges

Listening: Discussing presentation slides for the documentary proposal

Task: Present a proposal for the documentary using slides

5 >

Ready for relocation?

Lesson outcome: Learners can understand issues relating to secondment and participate in a negotiation between an employee and a manager to discuss possible relocation.

Listening: A presentation about relocation opportunities; Staff discussing the pros and cons of relocation

Task: Negotiating a secondment contract

Writing: A summary of the outcome of the negotiation

6 >

Growing the business

Lesson outcome: Learners can use a SWOT analysis to decide the best way to grow a business through a business partnership.

Listening: Business partners discuss ways to grow their business

Reading: Options for business expansion

Speaking: Complete a SWOT analysis

Task: Choose the best option to grow the business and write a summary of your reasons

7 >

What could possibly go wrong?

Lesson outcome: Learners can understand the main points about risk assessment and can prepare and deliver a short presentation on the potential risks of a start-up.

Reading: Profiles of three start-ups

Listening: Advice on risk assessment for business owners

Task: Create a risk-management plan for a start-up

Writing: A description of how the start-up performed

8 >

Decisions, decisions

Lesson outcome: Learners can analyse pros and cons, recognise different styles of decision-making and take strategic decisions to expand a restaurant chain.

Reading: A report on the growth potential of ethnic food in the USA

Listening: Interviews with managers of the Sushi Bar Brazil restaurants

Task: Propose a strategy to expand the restaurant chain and address current issues

Lesson outcome

Learners can understand details of an unfolding crisis and devise a market research plan to work on improvement of a company image.

Background 1 Read the background and discuss the questions with a partner.

- 1 What business is Wear It! in?
- 2 What type of reputation do they have and why?
- 3 What led to their corporate social responsibility (CSR) profile being well thought of?
- 4 What problem are they now facing?
- 5 What do you think their next step could be?



BACKGROUND

Wear It! is a multinational retail clothing chain with a good reputation for treating their employees well. Close to 150,000 people work in their 500 plus shops around the globe, mainly in the northern hemisphere. They offer their employees paid holiday, sick leave, retirement benefits and pay more than the minimum wage. This has all helped their image and since they have been careful to source ethically when choosing suppliers, their CSR profile has been outstanding. However, they ran into a problem recently with an advert that has since triggered a campaign on social media to boycott the company. People feel it was inappropriate and, as adverts circulate around the world in minutes, the campaign continues to grow quickly. Top management is becoming extremely concerned and need to discuss steps they could take to rectify the problem.

Customer reaction 2 Read the negative social media comments from customers. Do you think Wear It! needs to take them seriously? Why / Why not? What do you think the company should do about the posts?

Just #horrified by the advert #WearIt! thought was funny or cool. What century are they in? Really! 😞

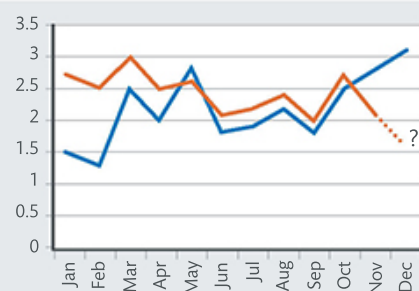
Loved @Wear_It! till that awful advert. Don't they have a marketing department? #boycottWearIt! 😞

So sorry to see my favourite brand so uninterested in diversity. Don't think I can still be a customer or a supporter. #goodbyeWearIt

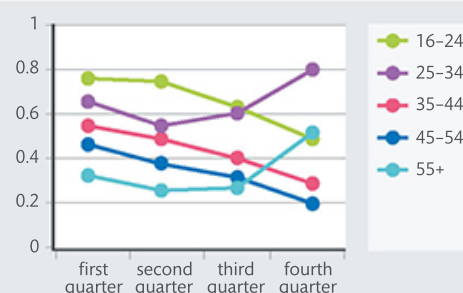
I always loved @Wear_It! - bought most of my clothes there. But now they seem to only want a certain type of customer and it's not me. Bye bye 🙋 @Wear_It!

3 Look at the graphs. What do you notice? Does anything surprise you about the development of sales? If so, what? What do you think needs to be done?

Total sales in *previous* year (blue) and *current* year (red) in billions



Sales according to age demographics in *current* year



Teacher's resources:
extra activities

★ Management response

4  BW 1.01 Barbara Holcome, CEO of Wear It!, has seen the most recent sales figures and called an online crisis management meeting. Listen to the meeting and answer the questions.

- 1 What information did each person prepare in advance of the meeting?
- 2 What steps does Barbara propose?

5 Barbara has put together some information on different kinds of research. Read the information below and underline any aspects that you think are of interest or complicated. Then discuss with a partner.



Teacher's resources:
extra activities

Market research

he two types of research available to us are primary and secondary. Primary uses a set of questions specifically designed for one research project while secondary research is standardised and can be sold to clients who need it, although some secondary research can come from the internet or government sources. Primary research is more focused and will most likely be more expensive. However, it will give us the reasons customers buy something, in other words 'the why behind the buy', whereas secondary will give us general information about the market. Both types of research, however, will break down our target customers into demographics, meaning their age, gender, household income and location, etc.

In our case, secondary research would help us to get further quantitative data and make sure that our picture of the market and current trends among certain demographics is really up to date. We have access to our sales figures but not the most recent data for all our competitors, so we need to buy that. Once we have this, we can look more carefully at the impact of the advert and the negative publicity. Then we can move to qualitative data, which will help us to understand what went wrong here and the thinking behind our customers' loyalty or their lack of it, so that we can decide on our next steps.

Our options in primary research:

- focused questions to get the information we need, including buying habits and opinions on other issues
 - can use open or closed questions, multiple-choice questions or ranking and rating questions
 - can be carried out in person, on the telephone, as an email or as a pop-up option online
 - questions should be formulated to generate subjective (opinions) or objective (facts) answers
 - would need about 1,000 respondents
 - data will need to be analysed after it has been collected
-
- run by a moderator and uses diverse groups of six to ten people
 - allows for discussion of questions
 - could be used to determine motivation, attitudes and behaviour of customers
 - can be used to observe facial reactions or body language related to the topic

6A Work in small groups. You are going to come up with a market research plan to help Wear It! improve its image. Decide which method to use to collect qualitative data.

- use a survey – face-to-face? telephone? email? on the internet as a pop-up on a social media site?
- set up a focus group?

B Design at least ten questions to get the information you need. Think carefully about which type of questions you should use. It is best to start with general questions before asking people about their opinions on more sensitive issues. Use the ideas below and your own ideas.

You would like to know:

- what people think of the Wear It! brand.
- why people shop or don't shop at Wear It!
- what types of adverts they like or don't like.
- which particular demographics should be looked at:
 - age?
 - location (urban or rural, which country, part of the world)?
 - attitude towards social issues?

➤ TASK

Improving the brand image



C Take turns to present your market research plans and give examples of questions you would use. After listening to the other groups, who you do think has the best approach?

7 Write a text of between 120 and 140 words explaining the approach you are going to take and the sorts of questions you plan to ask customers.

Self-assessment

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

Lesson outcome

Learners can participate in a meeting between an employee and a manager and express different opinions about training, support and giving feedback.

Background

1 Read the background and discuss the questions with a partner.

- 1 What kind of company is TeleServ?
- 2 What problems are they facing today?
- 3 What do they expect of their employees?
- 4 What are they going to do to solve the problems?



BACKGROUND

When the call centre boom began in India in the early 2000s, TeleServ began with a small staff in one room in a town near New Delhi. Since then, the company has grown to its current size of close to 150 employees including agents and managers, and services a number of companies around the globe. Although TeleServ has seen success in the past, they are facing more and more problems today. It is becoming increasingly difficult to keep staff, competition is growing, and their agents are having problems helping customers satisfactorily. TeleServ has long prided itself on the high quality of service it offers as all employees must be proficient in English, have excellent technical knowledge and know where to find the information that customers may ask for. The HR department has decided to take the initiative, talk to employees in a range of positions and see what solutions they can find.

★ Initial discussions 2A BW 2.01 Listen to Jiya, from Human Resources, speaking to Charvi and Arnav, two agents who work on the night shift at the call centre. Which of the topics in the box do Charvi and/or Arnav identify as problems?

finding time for training getting support from line manager
giving clients specialised information helping clients with complicated IT issues
helping callers who don't understand IT not doing a good job
speaking English working nights

B How does Jiya summarise the problem and what does she suggest doing?

★ 3 BW 2.02 Listen to Charvi and Arnav discussing the situation after their interview with Jiya and answer the questions.

- 1 What reason does Charvi give for people leaving the job and why is she staying?
- 2 What promise was made to Arnav and Charvi when they began their jobs?
- 3 What did Arnav say about the training period they had at the beginning?
- 4 What positive aspect does Charvi mention about the job?
- 5 What does Arnav feel he needs more training in?
- 6 What does Charvi say about technology?

4 Work in pairs. What types of things could be covered in a training course on different cultures for Charvi and Arnav? Do you think that this is something the company should focus on? Why / Why not?

Management's perspective

- 5 You are going to listen to Jiya speaking to Hiram, the night shift line manager. Work in pairs. Knowing the problems that the agents mentioned, make a list of the specific topics you think Jiya and Hiram will discuss.
- 6 BW 2.03 Listen to the conversation and tick the topics you had on your list. Do Jiya and Hiram mention any topics you didn't think of?
- 7 Listen again and complete the notes that Jiya made during the meeting.

Hiram's comments:

on training: ¹ _____

Jiya's comments from agents about training:

explaining products: ² _____ ;
also more practice dealing with specialised questions

Jiya's suggestions:

extra training: ³ _____ ;

⁴ _____

Jiya's comments from agents about expectations:

goals: ⁵ _____

Hiram's comments on agents:

working with older staff members:

⁶ _____

Jiya's suggestion:

next steps: ⁷ _____

Survey results

- 8 In the survey, agents and their managers rated various aspects of their jobs from 1–10, with 1 being the worst and 10 the best. Look at the averages in the table. Discuss the opinions of the line managers and the agents. Is there anything in particular that you notice or think is important?

	feedback from manager	integration into team	training on products	communication skills training	performance	attitude towards work	motivation	English proficiency	support from line manager
agents	3.3	4.1	8.2	3.1	5.1	8.4	5.5	9.1	4.1
line managers	7.8	3.2	10	8.7	3.6	4.2	3.2	7.4	9

Teacher's resources: extra activities

- 9 Work in small groups. Discuss the reasons you think there are problems between agents and line managers at TeleServ. List the areas you think need improvement.

- 10A TeleServ want agents and line managers to have an open discussion in order to understand each other's point of view. Work in a group of four divided into two sub-pairs. Two of you are agents and two are line managers. Use these tips to prepare for a meeting to discuss the problems.

For agents

- don't take criticism personally
- work at seeing the big picture
- try to understand the viewpoint of your boss
- use your own mistakes as feedback for yourself

For line managers

- think carefully about the situation and gather all the information before you take action
- focus on the problems not the people
- speak to them as individuals, not as a group
- be clear with your message

- B In your groups of four, hold the meeting, discuss the areas you think need improvement and see how many specific solutions you can come up with together.

TASK

Improving communication



- Writing 11 Write a set of guidelines of between 140 and 160 words to help agents and line managers work better together in the future.

Self-assessment

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

Lesson outcome

Learners can understand a target market's needs and can participate in a meeting to select financial products to market to a specific group.

Background 1 Read the background and discuss the questions with a partner.

- 1 Where does the bank want to open new branches?
- 2 What does the market research done in the USA say about the needs of younger people in the personal banking sector?
- 3 What kind of financial products does ConnectBank want to innovate?

BACKGROUND

ConnectBank, founded in Cork, Ireland, has branches in the USA and Europe and plans to expand into Asia and Latin America.

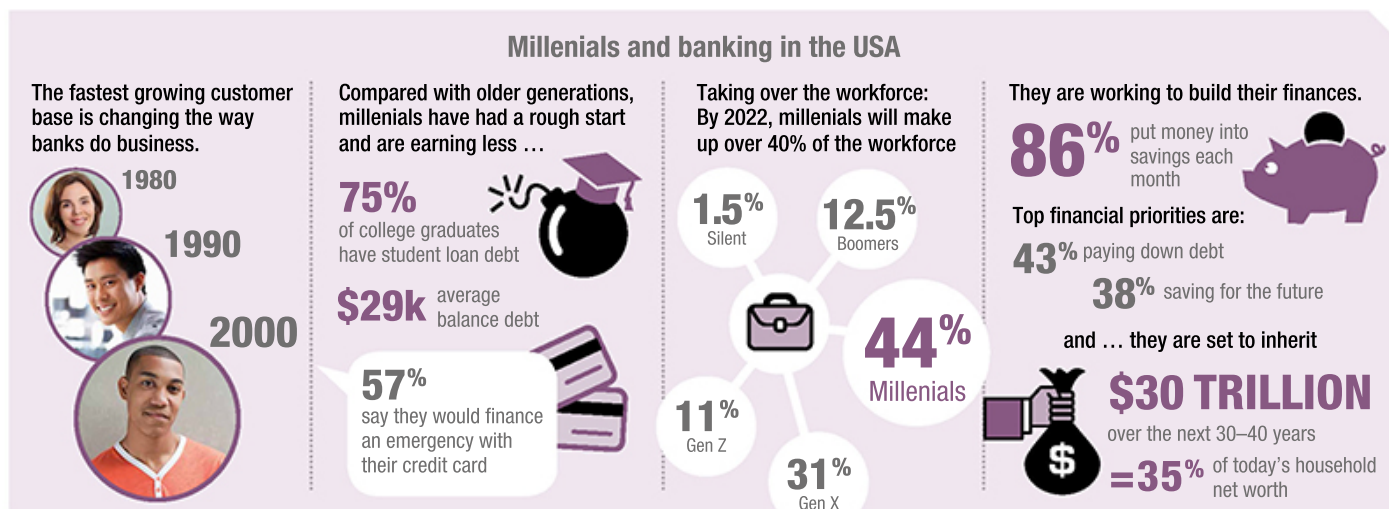
According to recent market research, millennials (born between 1980 and 2000) are the majority of today's consumers; they will control \$7 trillion

of assets by 2022 in the USA alone. What is worrying is that nearly 25 percent of adults don't have any money saved for an emergency, e.g. unexpected redundancy or medical emergencies. Many young people have seen their parents suffer in the economic recession and they want to

be better at managing their money. ConnectBank has identified this opportunity in the banking sector and wants to develop innovative products for millennials who never visit their local branch but want to manage their money online or on their smartphone.

Millennials and banking 2 Work in pairs. Look at the infographic and discuss the questions.

- 1 Why are the figures important for companies offering banking services?
- 2 Is there anything in the infographic that particularly surprises you? Why?
- 3 Do you think the figures would be similar for your country? Why / Why not?



3A Read the article on page 93 about whether people think today's youth will have a better or worse life than their parents. Answer the questions.

- 1 Are most millennials worldwide better or worse off than their parents?
- 2 Which three issues did the think tank consider in the study?
- 3 What was significant about the findings for British millennials?
- 4 Which countries had a greater number of people saying young people would be worse off in the future?
- 5 According to the think tank, what was the major difference between Generation X and baby boomers?
- 6 What is the increase in salaries for people in their thirties now compared with Generation X at the same age?

B Work in pairs. What might the implications of these findings be when offering personal banking products for millennials in your region?



Teacher's resources:
extra activities

FT

UK millennials fall behind on living standards

Millennials across the world, with the exception of Norway, can expect lower living standards than their parents says the Resolution Foundation think tank*. In a recent report, the think tank looked at how incomes, employment and home ownership rates have changed since the Second World War in nine advanced economies.

They found that millennials in most of the countries studied have done scarcely better than the generation before. In the UK, millennials saw deterioration in most measures of living standards following a long post-war period when each generation enjoyed significantly better living standards than the one before.

In other high-income countries, such as Germany and the USA, previous progress had been slower. In Scandinavian countries, the turnaround for millennials has been less dramatic.

'This "having it" then "losing it" generational story has only taken place in a small number of countries,' said

Daniel Tomlinson of the Resolution Foundation. 'It is only in the UK in which it is clearly evident in relation to both incomes and housing.'

A poll in 2016 surveyed people in more than 20 countries and found that only four – France, Belgium, Spain and South Korea – had a higher fraction of respondents saying the prospects for young people were worse.

According to the report, 'Generation X' enjoyed incomes in their early 30s that were 54 percent higher in real terms, on average, than those of the 'baby boomers' born between 1946 and 1965 at the same age. But the think tank found that for millennials progress has slowed. Their income in their early-30s has been just 6 percent higher than that of Generation X.

'Britain may have avoided the shocking levels of youth unemployment seen in southern Europe, but it's still a long way off providing the progress for young families that they and their parents had come to expect,' said Mr Tomlinson.

***think tank**: a group of people with experience or knowledge of a subject, who work to produce ideas and give advice

★ ConnectBank reacts 4 BW 3.01 Listen to the regional managers from ConnectBank discussing banking for millennials. Complete the notes. Then compare with a partner.

Aim: _____

Key findings:

- Millennial customer profile: _____
- Priorities for millennials: _____
- Technology: _____
- Customer loyalty: _____

Three recommendations: _____

★  Teacher's resources:
extra activities

5A Work in pairs or groups of four. You are part of a think tank at ConnectBank and have been asked to come up with personal banking products targeted at millennials. Look at the agenda below and read your information.

Student(s) A: Look at page 130.

Student(s) B: Look at page 132.



Agenda: New banking products for millennials

- 1 Discuss ways of improving online banking services and the mobile app
- 2 Brainstorm new banking products
- 3 Evaluate those products and services that are likely to be more successful
- 4 Decide on a low-cost marketing campaign to attract millennial customers

TASK

New products for millennials



B In your pairs or groups, hold the meeting. Try to agree on which new financial products you will introduce. One person should lead the meeting and take notes in order to sum up the group's decisions at the end.

C Share your ideas as a class and decide on an action plan for ConnectBank.

Self-assessment

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

Lesson outcome

Learners can discuss ideas for a business TV documentary and make a professional presentation with slides.

Background

1 Read the background and discuss the questions with a partner.

- 1 Who has the Malaysian public TV channel contacted?
- 2 What will the focus of the TV series be?
- 3 What is the main purpose of the TV documentary?
- 4 What are the prizes for the winning team?



BACKGROUND

A Malaysian public TV channel has approached professors on an international Business Management Masters programme in Kuala Lumpur. The producers are inviting proposals from students for a TV series called *Business Challenges*. The documentary series will look at seven global challenges in business today and will be broadcast in the Malaysian language and in English. The documentary series will be broadcast in other countries in Southeast Asia and around the world, so it should have a global reach. The underlying aim of the series is to encourage young Malaysians to become entrepreneurs. The student team that submits the best proposals for *Business Challenges* will have the opportunity to co-present the series. In addition, they will receive prize money worth 200,000 MYR (approximately 50,000 USD) as capital for their own start-up based in Malaysia.

Ideas for a documentary

2 Work in pairs or groups of four. You are Masters students on an international Business Management programme and your professor has told you about the *Business Challenges* competition. You would like to enter. Consider these points.

- your target audience and the time slot for broadcasting the series
- the most significant business challenges today and seven topics you will cover
- USPs (unique selling propositions) for the series, i.e. how it will differ from other documentaries
- initial proposals for interviews with business leaders, entrepreneurs, opinion leaders, professors or politicians. The interviewees may be local or international, although they should be people that are admired for their business expertise or entrepreneurship

3A Here are the names of four businesspeople. What do you know about them?

- Elon Musk
- Indra Nooyi
- Rubens Menin
- Larissa Tan

B Read business profiles of two of the people. Which person would you like to interview for the programme? Why?

Student A: Read the profiles on page 126.

Student B: Read the profiles on page 134.

C Tell your partner or group who you read about and which person you think would be a more interesting interviewee.

D Work in your pairs or groups from Exercise 2. Discuss your ideas for four interviewees. Include two of the people from Exercise 3B and two of your own suggestions. Remember your choice of interviewees will depend on the business challenges you are thinking of covering.

Lesson outcome

Learners can understand issues relating to secondment and participate in a negotiation between an employee and a manager to discuss a possible relocation.

Background

1 Read the background and discuss the questions with a partner.

- 1 What kind of company is MedLab?
- 2 What business decision are they currently facing?
- 3 What do they need to decide about staff?
- 4 Which employees might be affected?



BACKGROUND

MedLab was founded in the early 1950s in Germany to produce high-quality, specialised medical equipment. Today they are a leading manufacturer of medical devices ranging from MRI scanners to blood-pressure measuring kits which aid medical professionals to make early and accurate diagnoses in doctors' offices and in hospitals. The main production facility is still located in Germany. Due to increasing sales they need to decide where to expand their technical support – in Scandinavia, the Arab World or South America – and are currently considering where to send people on secondment for up to two years. This will include both new and long-term employees, as they are searching for those they feel would be the best fit for the individual markets and would also be comfortable training local staff.

★ The CEO's presentation

2 BW 5.01 Listen to a presentation by the CEO of MedLab to employees. Complete the information with the figures in the box. Some are not used.

€775 million 1 billion 1/10th 2 years 6 6 months 7 %
about 21% almost 8 less than 5% nearly 100 over 100
roughly €1.75 billion within 3 weeks

Background

how many countries the company does business in: ¹ _____
decades the company has been in business: ² _____



Norway

amount of GDP spent on healthcare: ³ _____
approximate amount spent on medical/dental needs: ⁴ _____



Saudi Arabia

percentage of GDP dedicated to healthcare: ⁵ _____
how much of the health market is private: ⁶ _____



Argentina

money spent on imported medical devices: ⁷ _____
number of pieces of equipment bought: ⁸ _____

Secondment

the longest period people will be expected to stay abroad: ⁹ _____
when interested employees should speak to HR: ¹⁰ _____

3 Work in pairs. Imagine you work for MedLab and feel that secondment might be interesting for you. Discuss the pros and cons with a partner.

★ First thoughts

Paul
Network
Support
Specialist



Karen
Client
Support
Specialist

4 BW 5.02 Listen to Paul and Karen discussing the possibility of secondment. Decide which person each statement belongs to.

Paul: ____ / ____ / ____ / ____

Karen: ____ / ____ / ____ / ____

- 1 This person feels relocation is a learning experience.
- 2 This person would like to continue studying while on secondment.
- 3 This person is single.
- 4 This person would like to become more visible in the company.
- 5 This person has to consider other people before deciding to go on secondment.
- 6 This person did not plan to stay in Germany for very long.
- 7 This person has a list of questions to ask before deciding.
- 8 This person is not very concerned about socialising while on secondment.

5 Look at the list of possible issues that Paul and Karen have. Rank them in order of importance for you. Then work with a partner and compare your lists.

accommodation company car education allowance food healthcare
home visits job guarantee at home language classes payments to pension fund
residency permit for family schools security social life tax requirements and advice
temporary visa transportation work permit for family member

★ Teacher's resources:
extra activities

★ Down to details

6 BW 5.03 Listen to a discussion between Piet, an HR Manager, and Paul. Answer the questions.

- 1 What is Paul concerned about regarding his wife if he goes on secondment for two years?
- 2 What does Paul feel is important regarding his sons' education?
- 3 What advantage would Paul and his family have if they flew home only once a year?
- 4 What does Paul not want to give up as his family would be unhappy?
- 5 Can they use the car Paul will be given in their free time? Are there any conditions?
- 6 What will Paul's financial package include?

★ Teacher's resources:
extra activities

7 Work in pairs. If you were Paul or Brigitte, would you be in favour of the move? Why / Why not?

8A Work in pairs. You are going to roleplay a negotiation. One of you is a manager at MedLab and the other an employee considering secondment. Look at your information and prepare for the negotiation.

Managers: Read your role card on page 131.

Employees: Read your role card on page 129.

B Hold the negotiation and make notes on what you agree.

TASK
Negotiating a
secondment
contract



Writing 9A Write a summary of between 120 and 140 words, confirming what you negotiated.

Introduction

This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement...

Conclusion

As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

B Read your partner's summary. Did you have the same understanding of what was agreed in your negotiation?

Self-assessment

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

Lesson outcome

Learners can use a SWOT analysis to decide the best way to grow a business through a business partnership.

Background

1 Read the background and discuss the questions with a partner.

- 1 What type of business is More than a Beverage!?
- 2 What have they done recently?
- 3 What consideration do they have when thinking about how to grow the business?
- 4 What do they feel will help them expand?



BACKGROUND

More than a Beverage! is based in Zagreb, Croatia, and was started by three friends – Zora, Karoline and Paul – who met on an international business course. After graduating, they began making juices and smoothies from local organic fruit and vegetables. They started with one beverage truck but were eventually able to buy additional ones and expand to other cities in Croatia. They recently added soups to the products they offer and have also published a successful recipe book. They are now looking for a way to grow the business without losing the reputation for excellence they have built up. They are considering a strategic alliance, a merger or even selling the business to a larger company in a friendly acquisition. Their business is successful, but they feel there is potential for expansion with the right type of partnership and have decided to look into the different possibilities for growth.

★ The way ahead 2A Zora, Karoline and Paul are going to meet to discuss different ways to grow the business. In pairs, discuss what types of proposals you think they might have.

B BW 6.01 Listen to the discussion. Were any of your ideas mentioned?

★ 3 Listen again and answer the questions.

- 1 How has the business changed since it was founded?
- 2 What specific ideas came up for possible business partnerships?
- 3 What is each of them going to do before the next meeting?

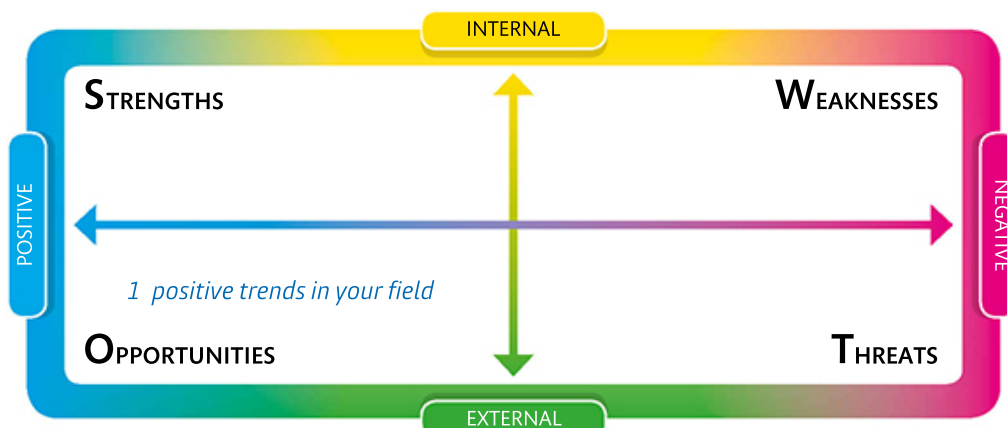
4 Which of the ideas mentioned do you think would be best for the business? Why?

5 Work in pairs. Look at the SWOT analysis chart below. Match these factors (1–8) with the correct category in the chart: 'S', 'W', 'O' or 'T'. Which other factors can you think of for each category?

- | | |
|--------------------------------------|------------------------------------|
| 1 positive trends in your field | 5 growth of your customer base |
| 2 what your competitors are up to | 6 staffing problems |
| 3 what your business does best | 7 USP (unique selling proposition) |
| 4 stricter regulations in your field | 8 areas you need to improve |

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

★ The SWOT analysis



6A Zora, Karoline and Paul have each prepared a short summary of one of the options they discussed. Work in groups of three and read one summary each. You will return to this group later in the lesson.

Option A (Zora): Read the information on this page.

Option B (Karoline): Read the information on page 129.

Option C (Paul): Read the information on page 133.



Option A: Acquisition by well-known retail chain

- This option involves being acquired by a larger company which would help us expand, something we are finding difficult at the moment.
- Earlier this week I visited 'Sportski and More', a retail chain with a good reputation which has branches throughout the Balkans. The idea of a healthy juice bar selling beverages to people in the shop is a new concept for them, so I think we might be able to be part of the decision-making process. Their goal is to make the shopping experience special for their customers and also to win new ones. They would give us the space for the juice bar and although we would belong to them, they said we could work with them to decide how to set it up. This chain has a strong presence in Southeast Europe and they are looking to grow their business and feel that we could contribute to this. As they sell sporting goods and clothes, they feel our healthy products would be very positive for them.
- It would mean that we no longer own the business, but we would be involved in running the juice bars in the stores, at least at the beginning. We would receive the cash we need if we want to move into another area of the beverage business, concentrate on our recipe books or perhaps start a small production company to sell our products directly to supermarkets throughout the area. We would have to find out if we can keep our brand name, however, or if we will have to start over with new branding. If we go for the buyout, this could be one of the points we negotiate with them.
- It would certainly be a major change for us and something we'd have to think about very carefully. With competition increasing and costs for our trucks growing, we may be forced into a move like this in a few years anyway. At the moment, we can still ask for a good price but it's hard to say what the future will bring. This particular business seems to be a good fit, but we should consider everything before making such a major decision.

B Now work with a partner who read the same text. Complete the SWOT analysis in Exercise 5 for the business option you read about.

C Did you find that using the SWOT analysis helped you to organise your thoughts? Why / Why not?

7 What is your general impression of the idea of finding a business partner and the specific option you read about?



Teacher's resources:
extra activities

8A Work in your group of three from Exercise 6A. You are Zora, Karoline and Paul. Take turns to explain what you learnt from your SWOT analysis.

B Compare the different options and discuss the pros and cons of each. Take notes of key information and points of agreement. Then decide on the best option.

C Compare your conclusions with the rest of the class, giving reasons for your decisions.

9 Write a summary of around 125 words listing the pros and cons as bullet points for the option you chose.

TASK

Choosing
an option



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

Lesson outcome

Learners can understand the main points about risk assessment and can prepare and deliver a short presentation on the potential risks of a start-up.

Background 1 Read the background and discuss the questions with a partner.

- 1 What pros and cons can you see for setting up a tourism business in this region?
- 2 What kind of services does the local government provide for start-ups?
- 3 What kind of professionals are included on the team?

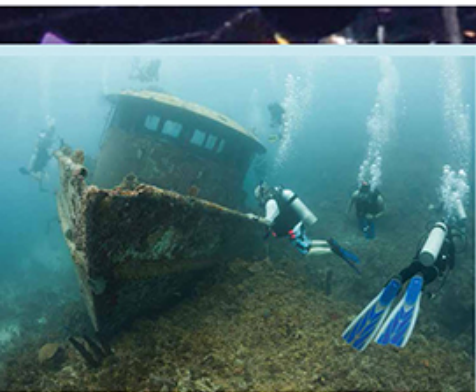
BACKGROUND

Calabria in Southern Italy is a huge peninsula with mountains and sea and is, some say, the Mediterranean's best kept secret. The long summer and high temperatures mean it is an area that can be enjoyed almost all year round. The local government authority wants to improve tourism in an area where it is

underdeveloped and provides advice for prospective business owners and entrepreneurs. Despite having a strategic location and relatively modern infrastructure, conducting business in the region can be complicated owing to complex bureaucracy, high corporate tax, a rigid labour market and high

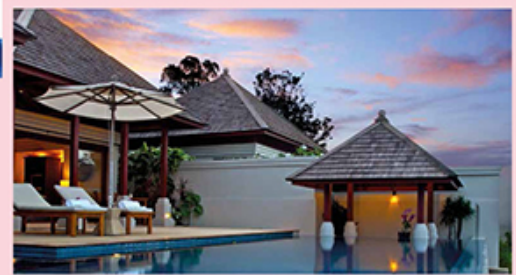
energy costs. Having local help is essential. The department in Calabria includes risk analysts, financial advisers and safety experts. The team can assess potential risks for start-ups, give detailed advice and make recommendations for managing risk.

Three start-ups 2 Read the information about three start-ups. Would these activities appeal to you? Why / Why not?



NEPTUNE ADVENTURES is a recently established scuba-diving firm that is starting out by offering diving courses for people aged 12–70 in the Mediterranean. Calabria offers some of the best diving in Italy with unique underwater scenery. Divers might even see one of the 50 sunken wrecks! The founder, Lorenzo Abano, is an accredited diving instructor from the region who has recently returned from working in Indonesia and Australia, where he specialised in shipwreck diving. He has already hired a local boatman and two less experienced instructors. The course requirements are to be a strong swimmer and be in good physical health. The target customer includes both national and international tourists, families and individuals looking for adventure. There are a few competitors in the immediate area.

SHIMIZU SPRINGS is going to be a newly refurbished spa, set in a mountain village which boasts natural beauty and local spring water. The spa will have outdoor and indoor pools, jacuzzi tubs and steam rooms and offer a range of beauty treatments and Zen-style activities. The business owners are Sedna Wells and her partner, Valerio Pozzi, who have just bought a run-down, nineteenth-century hotel-spa and plan to renovate it. They will take on local staff and target high-income couples at weekends but also businesspeople and senior citizens with mid-week and low-season promotions. Several health spas exist in the region. Sedna previously worked as a wellness manager in California and Valerio used to have a high-powered job in finance in the USA, but now wants to enjoy a peaceful life back in his home country.



FIESTA ITALIA plans to offer large-scale dance music parties. The differentiation factor is that parties will be held early evening or during the day and focus on party-goers rather than star DJs. Participants will wear fancy dress. The founder is Elisa Marino. Elisa recently returned from Spain, where she worked as a nurse and was inspired by a successful party organiser there. She wants to employ a team of eight part-time employees, mostly students. Her team will be responsible for making sure party-goers have fun at the same time as supervising events, for example, controlling huge balloons, party foam, etc., and also for responding to any incidents. She will train them in first aid herself. Elisa will initially sell tickets at a low price, but later aims to set high prices for online tickets that will only be available for short periods.



3 Think about the lesson title and look at the risk-level indicator. What is your general impression of the risk level for each business plan?

Risk level	Neptune Adventures	Shimizu Springs	Fiesta Italia
low			
medium			
high			
very high			

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

★ Risk assessment **4**  **BW 7.01** Sedna has been researching how to carry out a risk assessment on their spa business. She has found a podcast by Renata Zavaglia, an American health and safety expert, giving advice to business owners. Listen to the podcast and complete Sedna's notes. Use one to four words in each gap.

Avoid Risk with Renata: what is risk assessment?

- 1 Think about what might _____ to people and decide whether you are taking steps to _____ risk. Real risks are those that are _____ happen in your business.
- 2 Create a risk assessment document – but it's only effective if _____ act on it.
- 3 Risk management is about ensuring that _____ are protected; people who create risks should manage them _____; not managing risks will lead to _____.
- 4 Three steps for risk assessment:
 - (i) _____ the risks.
 - (ii) Decide _____ might be harmed and _____.
 - (ii) _____ the risks and decide on _____.
- 5 Don't forget to _____ your risk _____ document regularly.
- 6 Evaluating risk is not about _____ people, or _____ having fun.

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

5 Work in pairs or small groups and focus on one of the companies from Exercise 2. You are risk assessment specialists and are responsible for helping to assess and manage the risks for that company. Follow the steps in this flow chart.

6A You are going to present your ideas to the prospective business owners.

Remember to:

- explain the main potential risks clearly.
- suggest how to mitigate these risks and make recommendations for what controls should be put in place.
- highlight any other external risks you have identified that are not within the business owners' control.

B Work in groups with students who assessed the other companies. Present your ideas. Are there any risks you think your classmates have overlooked?

TASK

Recommendations
for risk
management

1 Identify the risks – think in detail, not just about health and safety, but also about financial risks, risks to the company's reputation, etc.

2 Assess the risks – think about who might be harmed and how; use the 'risk-level indicator' in Exercise 3 to assign each risk a level from 'low' to 'very high'.

3 Suggest controls – think about what can be done to mitigate each risk and identify any risks which are not in your control.

Writing 7A Using your imagination, write a text of about 150 words about how successful your chosen start-up has been one year on.

Neptune Adventures did well in the first year despite ...

Although health spas are associated with well-being, staff ...

The party organiser was potentially a medium- to high-risk business ...

B Read some of the stories written by your classmates. Which start-ups turned out to be risky businesses? Which ones were successful? Why?

Self-assessment

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

Lesson outcome

Learners can analyse pros and cons, recognise different styles of decision-making and take strategic decisions to expand a restaurant chain.



Background

1 Read the background and discuss the questions with a partner.

- 1 What kind of a restaurant is Sushi Bar Brazil?
- 2 What is the origin of this type of ethnic food?
- 3 Where have Sushi Bar Brazil opened branches in the USA?
- 4 What kind of dishes might they serve?
- 5 What could be some of the potential problems of opening this type of restaurant in the USA, or in your country?



BACKGROUND

Sushi Bar Brazil is an upmarket restaurant chain that specialises in a unique blend of Japanese and Brazilian cuisine that has proved popular in Brazil and many European cities. Sushi Bar Brazil was born from two distinct cultures that began to merge when thousands of Japanese emigrants travelled to South America to cultivate coffee plantations in the early twentieth century. In cities like São Paulo, the fusion of Japanese and Brazilian cultures flourished. The chain has opened three restaurants in the USA: in Los Angeles, Washington D.C. and New York City, where customers are served miso soup and sashimi alongside 'moqueca' (Brazilian fish stew). Management are now planning where else to expand. They hope their fusion cuisine will appeal to customers in other U.S. cities.

Japanese cuisine in the USA

2 Read the report by the Marketing Director of Sushi Bar Brazil on the growth potential of ethnic food in the USA. How has the position of ethnic food changed in U.S. society in recent decades?



**SUSHI BAR
BRAZIL**



Report on the growth potential of ethnic food in the USA

Background

The marketing team has carried out extensive research on the influence of ethnic food in the USA. Traditional dishes, such as chicken teriyaki and sushi, were first eaten only among Japanese immigrants. Later, in the early 1980s, entrepreneurial chefs contributed to the popularisation of sushi in Los Angeles, and Japanese foods became more popular in all of the USA.

Today, as a result of international trade, globalisation and international travel, the role of ethnicity has gained even more importance, not only in terms of consumer behaviour in the ethnic food market but also throughout the food industry. Consumers of ethnic foods have significantly increased in number and ethnic restaurants have become mainstream. The ethnic food market is expected to reach sales of about \$12.5 billion this year. For these reasons, we consider Sushi Bar Brazil to be an innovative concept continuing in the spirit of those entrepreneurial chefs and having enormous growth potential.

Findings

- Today it is estimated there are approximately 9,000 Japanese restaurants in the USA, although there are few restaurant chains.
- Despite positive reviews in New York City and L.A., our Washington D.C. branch is underperforming. We believe opening branches in Honolulu, Sacramento, Seattle, San Francisco, San José, San Diego, Portland or Boston would be more profitable.
- Customers from Washington said they appreciated the quality, the service and the restaurant design, although they had expected larger portions. Food servings are much larger in the USA than in Japan and Europe – as much as one and a half times larger.
- Customers appreciated being served by bilingual staff, either Brazilian or Japanese, who could describe the menu in detail.
- Certain health issues need addressing when preparing raw fish.

Recommendations

As our findings show, it is recommended that restaurants serve slightly larger portions for certain dishes. Although U.S. diners are familiar with ethnic food from Japan and Mexico, many are not familiar with Brazilian dishes. We therefore recommend that waiting staff are given training to describe dishes confidently and communicate our unique concept of Japanese–Brazilian fusion cuisine. In addition, we would recommend hiring more Japanese and Brazilian staff to give restaurants an authentic feel.

Bearing these recommendations in mind, over the coming weeks we will be conducting calls with all restaurant managers to help to define the business's strengths and weaknesses and standardise certain concepts.



★ 1.1 Terms in market research

1 Choose a word from each box to complete the sentences.

focus gauge in-depth launch online
product secondary target

audience group interviews impact
product research surveys testers

- 1 A company needs to know its _____ so it can direct its marketing more accurately.
- 2 Information that can be found in printed form or on the internet is known as desk or _____.
- 3 _____ will try out any new line before it is launched.
- 4 Most of the people in the _____ reacted well to the design changes.
- 5 We are going to _____ the new _____ early next year.
- 6 We held individual _____ with some potential customers.
- 7 It's difficult to _____ the _____ of this failure on the business at the moment.
- 8 Five hundred customers responded to the _____ we asked them to complete.

★ 1.2 Question tags

2 Complete the conversation using question tags.

A: Hi. Now you both know why you're here, ¹ _____?

B: Yes, we do. We're going to talk about the results of the focus group, ² _____?

A: That's right.

B: They were hardly unexpected, ³ _____? I mean we knew that there were issues with the design, ⁴ _____?

A: Yes, but we didn't think there were so many problems, ⁵ _____?

C: Well, someone didn't check the design carefully enough before going into production, ⁶ _____?

A: That's true, unfortunately. Anyway let's focus on the positive points for now, ⁷ _____?

C: Of course. There were several positive comments about how light the product is, which makes it much more attractive to potential customers, ⁸ _____?

A: Exactly. And that's our USP.

★ Functional language

1.3 Using leading and open questions to effect

3 Complete the questions. Use only one word in each gap. Then decide if they are *leading* (L) or *neutral* (N).

- 1 What do you _____ about including team-building activities in the programme?
- 2 Have you _____ the type of event you'd like?
- 3 Would your staff be _____ in an event overseas?
- 4 How _____ asking your colleagues to make some suggestions?
- 5 What are your _____ on the evening meal?
- 6 How would the team _____ about using a much bigger venue?

★ 1.4 Responding to questions during a presentation

4 Match the sentence halves.

- | | |
|---|--|
| 1 Can we discuss this | a 'expensive' exactly? |
| 2 To be perfectly frank, I'm not entirely | b which we need to respond to sensitively. |
| 3 Let me put you in touch with | c sure of the answer to that question. |
| 4 Can you clarify what you mean by | d could you dial in again? |
| 5 This is a very delicate topic | e a colleague in Finance to answer that. |
| 6 Sorry, as we can't hear you very well, | f one-to-one in my office later? |

★ 1.5 Reports – Summary findings

5 Complete the findings using the phrases in the box.

admitted been damaged demonstrated
in agreement just over majority none of
of the positive recent customer

According to a(n) ¹ _____ survey, the ² _____ of respondents were ³ _____ that the design changes we made were ⁴ _____. ⁵ _____ a quarter of those asked believed that we offer good value for money. However, 10 percent ⁶ _____ respondents ⁷ _____ that they were a little worried about the reliability of our products since a faulty batch of machines had to be recalled. We cannot deny that our image has ⁸ _____ but ⁹ _____ the respondents felt that this was a significant problem.

The survey ¹⁰ _____ that our products are still very popular although the findings indicate that we need to rebuild trust in product reliability.

★ 1.1 Terms in market research

1 Choose a word from each box to complete the sentences.

focus gauge in-depth launch online
product secondary target

audience group interviews impact
product research surveys testers

- 1 A company needs to know its _____ so it can direct its marketing more accurately.
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★ Functional language

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|---|--|
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| 3 Let me put you in touch with | c sure of the answer to that question. |
| 4 Can you clarify what you mean by | d could you dial in again? |
| 5 This is a very delicate topic | e a colleague in Finance to answer that. |
| 6 Sorry, as we can't hear you very well, | f one-to-one in my office later? |

★ 1.5 Reports – Summary findings

5 Complete the findings using the phrases in the box.

admitted been damaged demonstrated
in agreement just over majority none of
of the positive recent customer

According to a(n) ¹ _____ survey, the ² _____ of respondents were ³ _____ that the design changes we made were ⁴ _____. ⁵ _____ a quarter of those asked believed that we offer good value for money. However, 10 percent ⁶ _____ respondents ⁷ _____ that they were a little worried about the reliability of our products since a faulty batch of machines had to be recalled. We cannot deny that our image has ⁸ _____ but ⁹ _____ the respondents felt that this was a significant problem.

The survey ¹⁰ _____ that our products are still very popular although the findings indicate that we need to rebuild trust in product reliability.

★ 2.1 Giving back

- 1 Complete the text using the words in the box. Some words are not used.

beneficial candid compassionate cooperative
inclusion interests isolated leadership
mentoring mistrust peers shots street

Gemma's boss, Goran, believes he calls the ¹ _____. However, Gemma knows she is really the one with the company's best ² _____ at heart. While Goran's idea of feedback is to criticise the staff, Gemma realises that feedback is a two-way ³ _____ where each side can be ⁴ _____ with the other. Goran only recruits people who will not question him and fails to realise that a company should have a ⁵ _____ atmosphere where people can work together rather than competing with each other all the time. Good ⁶ _____ today means caring about staff and providing ⁷ _____ opportunities. Staff need to feel confidence in the boss because ⁸ _____ leads to poor results and low morale. Feeling involved in a company is important so people don't feel ⁹ _____ and far away from the decision-making process.

★ 2.2 Cleft sentences

- 2 Rewrite the sentences using cleft sentence structures.

- The leader is responsible for the final outcome.
It _____.
- We need to make some changes before starting production.
What _____.
- He contacted the staff last.
The last thing _____.
- The new equipment has been the biggest problem.
It _____.
- The mentoring programme has improved morale.
What the mentoring programme _____.
- My manager only wants to be a successful businessperson.
All that my manager _____.
- My assistant worked the hardest.
The person _____.
- They hired a consultant.
Something they _____.

★ Functional language

2.3 Renegotiation of an agreement

- 3 Complete the sentences using the words in the box. Some words are not used.

careful drawing frank further having
honesty keeping prefer putting rather truth

- _____ you first, we need to look at alternatives and not just accept what's being offered.
- In all _____, this shouldn't be too difficult for us to resolve.
- _____ on my personal experience, this is the best package available.
- To be perfectly _____, this is going to be very expensive.
- On _____ thought, we realised that closing the plant down was not the best option.
- We would _____ discuss these options face to face.

★ 2.4 Promoting collaboration

- 4 Choose the correct option in *italics*.

- We need to get things moving in a positive *line / direction / way*.
- James, what might be the benefits of Gerhard's *line / process / side* of thinking?
- So, let me just make sure we're all on the same *boat / page / plan* now.
- Yusef, you haven't *commented / said / dismissed* so far.
- Any thoughts on how best to *take / deal / tackle* this?
- Sarah, I'll come *back / forward / in* to you in a second.
- Let's not *dismiss / comment / stop* this idea too quickly.
- I think we're all in the same *place / page / boat* here and want to find a workable solution.

★ 2.5 Emails – Stating requirements

- 5 Complete the text. Use only one word in each gap.

Further to our discussion this morning, I confirm that you should investigate the current problems.

¹ _____, I ² _____ like you to contact all customers who have complained to customer service in the last six months ³ _____ that you can find out why they complained.

⁴ _____, ⁵ _____ is important that you see how satisfied they were with our response and, if they were not satisfied, confirm why not.

Next you ⁶ _____ to prepare a report ⁷ _____ the directors' meeting next week.

⁸ _____, I ⁹ _____ you to write to all dissatisfied customers in ¹⁰ _____ to assure them that we are investigating each complaint carefully.

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★ 4.1 Collocations: the environment

- 1 Complete the text using the words in the box. Some words are **not** used.

deal embrace extreme face growing
humid pose potential predict
produce protect sustainable unstable

Many businesses are now having to ¹ _____ with the challenges of climate change, with uncertain conditions and ² _____ weather. Agricultural businesses particularly ³ _____ major difficulties. Whether it is tea, wheat, rice or coffee production, as the population increases there is a ⁴ _____ demand for such crops. However, unreliable weather patterns ⁵ _____ a great threat. Farmers are able to ⁶ _____ some of the possible problems and prepare for them but, in today's ⁷ _____ environment, they can never know exactly what the weather will be like each season. Businesses are also expected to do more to ensure that their actions ⁸ _____ the environment, forcing them to look for ⁹ _____ solutions.

★ 4.2 Perfect aspect

- 2 Complete the text using the correct perfect tense of the verbs in brackets.

Our company ¹ _____ (exist) for fifty years now and we have gained a solid customer base and a good reputation for reliable products. Nevertheless, we ² _____ (have) some really difficult times as well as some very good ones. We ³ _____ (always/offer) good quality at reasonable prices but a few years ago there was a serious downturn in our fortunes. Since then, we ⁴ _____ (listen) carefully to customer feedback and, as a result, we ⁵ _____ (redesign) all our products. We believe that by the end of the year, sales ⁶ _____ (double), thanks to the new marketing campaign which sees our products trending all over digital media. We ⁷ _____ (not use) digital marketing much before this campaign, but it is certainly the way to go. We launched the new range on Monday last week and, by the end of the week, more than a 100,000 people ⁸ _____ (already/view) the video and orders were pouring in. This past year ⁹ _____ (see) the company expanding greatly and, by this time next year, we ¹⁰ _____ (build) two new factories in India.

★ Functional language

4.3 Managing challenging negotiations

- 3 Complete the sentences using the words in the box. Then decide if they are *saying no* (A), *showing empathy* (B) or *exploring options* (C).

appreciate besides heads interests put willing

- 1 Let's put our _____ together and see if we can come up with a solution.
- 2 It's in both our _____ to deal with this as quickly as possible.
- 3 I _____ that this is going to be difficult for you.
- 4 If we were able to change the schedule, would you be _____ to lead the project?
- 5 To _____ it simply, we just don't have the funds to do that.
- 6 _____ that, there are other costs to consider.

★ 4.4 Managing challenging conversations

- 4 Choose the correct option in *italics*. Then match the statements (1–5) with the strategies (a–e).

- 1 How can we work together to move beyond this *point / step / topic*?
 - 2 If I *sound / dive / follow* you correctly, you mean that you don't think I'm ready.
 - 3 Can we look at this *objectively / differently / collaboratively* rather than personally for a moment?
 - 4 Are you perhaps *discussing / elaborating / overlooking* what I've achieved recently?
 - 5 I can see the *matters / benefits / points* of what you're saying.
- a Focus on facts not the person
 - b Confirm you've understood
 - c Find the positives
 - d Ask questions to learn more
 - e Collaboratively identify a way forward

★ 4.5 Proposals – Recommendations

- 5 Match the sentence halves.

- 1 Having considered all the options,
 - 2 In my opinion, the company
 - 3 I would like to recommend that
 - 4 Furthermore, it would be advisable to
 - 5 It would also be a good
- a idea to remind staff about using less energy.
 - b we realise we must reduce our fossil fuel usage.
 - c we put solar panels on all our buildings.
 - d should therefore invest in green energy.
 - e change our fleet of diesel vehicles to electric ones.

★ 5.1 Relocation and secondment

1 Choose a word from each box to complete the text.

claim developmental global
international paying personal

deposit expenses mobility
network opportunity perspective

I agreed to go on secondment to Argentina as I wanted to use my Spanish skills. In addition, from a(n) ¹ _____, I'd never been to South America and was keen to see what it was like. The ² _____ team were absolutely great with things like ³ _____ the _____ on my flat and helping me to ⁴ _____. Evaluating my experience now, I can confirm that secondment is an important ⁵ _____ that helps you understand a company's ⁶ _____ and can enable you to work more effectively.

★ 5.1 Word building – verbs, nouns and adjectives

2 Complete the text with the correct form of the words in brackets.

The ¹ _____ (adopt) of a relocation and secondment policy has definitely boosted staff morale and improved productivity. ² _____ (global) has made it even more important for good communication and understanding of different cultures. When staff ³ _____ (relocation) to other countries, the company organises the ⁴ _____ (ship) of their personal property as well as the necessary immigration and work visas. Staff of course receive full ⁵ _____ (compensate) for higher living expenses.

★ 5.2 Inversion

3 Complete the second sentence so that the meaning does not change.

- I've worked here for a long time and we've never been so successful.
Never in all _____ so successful.
- As soon as he arrived in India he was sent to China instead.
No sooner _____ he was sent to China instead.
- You must always wear protective shoes when you go into the factory.
Under no _____ without protective shoes.
- You'll hardly ever need to work overtime.
Rarely _____ overtime.
- No one was impatient with me because I couldn't speak the language.
Not once _____ because I couldn't speak the language.

★ Functional language

5.3 Talking about performance

4 Choose the correct option in italics.

- What has been the most rewarding *room* / *aspect* / *improvement* of the work?
- You've *provided* / *described* / *followed* strong evidence of problem-solving skills.
- You *find* / *make* / *have* it difficult to be imaginative when solving problems.
- How would you describe your on-the-job *handling* / *improvement* / *performance*?
- You have a(n) *evidence* / *tendency* / *improvement* to interrupt others in meetings.
- You *respond* / *achieve* / *demonstrate* quickly to changing situations.

★ 5.4 Developing a convincing argument

5 Complete the presentation using the words in the box. Some words are not used.

alone clear doubt looks matter nutshell
proves reality twin undoubtedly unlikely

Working for our company gives you the ¹ _____ benefits of travelling abroad and a great career plan. In a(n) ² _____, we can offer you experience, training and personal development second to none. One ³ _____ benefit is that you will get the best skills training available – we have won several awards for our training scheme. Data on our courses ⁴ _____ without ⁵ _____ that our new recruits receive only the very best. This ⁶ _____ can ⁷ _____ enable you to have a very successful career. It's simply a(n) ⁸ _____ of completing the online application form. So why not start the process now?

5.5 Blog describing relocation

6 Find the extra word in each line.

- ¹As you know, for thanks to the company secondment
- ²scheme, I'm now in Melbourne, Australia. I arrived at
- ³last Monday and in next week I'm moving into a flat
- ⁴which the company has been found for me. I'm looking
- ⁵forward to moving in but the downside this is that,
- ⁶while the hotel it is close to the office, the flat isn't so
- ⁷I'll have a much too longer daily journey. The job is
- ⁸definitely there living up to my expectations and my
- ⁹colleagues are great. I'm sure this such experience
- ¹⁰will be great for my career. After all this secondment,
- ¹¹I will understand better how much the company works.
- ¹²I very highly recommend the programme.

6.1 Alliances and acquisitions

1 Choose the correct option in *italics* to complete the text.

A few years ago, when our company was in trouble, we formed a strategic alliance with one of our suppliers. We hoped this would lead to a dramatic ¹*takeover / turnaround / foundation* of fortunes and a chance to ²*gain / share / build* an advantage over our competitors. Unfortunately, after an initial improvement, the benefits no longer ³*gain / share / outweigh* the costs. As a result, we are now ending the alliance and looking at various other options. These include a ⁴*joint / strategic / equity* venture with a competitor; or purchasing an equity ⁵*presence / stake / access* in another company, allowing us to build a(n) ⁶*foundation / acquisition / access* for an expanded network. We are also considering the ⁷*acquisition / equity / venture* of a similar company in Australia, giving us a stronger ⁸*shareholder / presence / synergy* in that country and greater ⁹*acquisition / approval / access* to the Australian market.

6.2 Past modals

2 Complete the sentences using the words in brackets. Make the verbs negative where necessary.

- You _____ (ought / speak) to them before making that decision. It was a big mistake not to.
- We _____ (could / break) into that market without their help. It would have been too difficult.
- She _____ (must / get) caught in the traffic because she's never usually late.
- We _____ (should / buy) that company. It was a total disaster.
- He _____ (can / refuse) to sign the contract. I don't believe it. He was so keen.
- We _____ (might / be) able to get a better deal if we had known that, but we'll never know for sure.
- You _____ (can / write) the report yet. You only started an hour ago.

Functional language

6.3 Diffusing conflict

3 Complete the dialogue with one word in each gap.

- A: Right, I'll get straight to the ¹_____. We need to invest more.
- B: OK, but what ²_____ concerns me is our current financial situation. Can we afford to invest more?
- C: Good question. I'd like to raise the ³_____ of more borrowing. Now is not the time to do it.
- A: So, how ⁴_____ if we looked for a new business partner? How would you ⁵_____ about that?
- B: Mm, the ⁶_____ problem is they'll take us over.
- C: I disagree. I think it's a great idea.
- B: Do you? Well, perhaps it's worth looking into.
- A: So we're ⁷_____ on that. I'm glad we've reached a(n) ⁸_____.

6.4 Analysing and learning from mistakes

4 Complete the text using the phrases in the box.

all in all biggest mistake going forward
I hadn't expected it meant that
key takeaway we'd spent

Of course, our ¹_____ was to make our decision too quickly and thinking principally about cost.

²_____ we discovered the supplier's lack of expertise too late. If ³_____ more time considering our options, we would probably have foreseen this problem. One thing ⁴_____ was the serious delay this lack of expertise would cause.

The ⁵_____ for me is that expertise should always be our main focus rather than saving money. ⁶_____, however, we did get the work done, even if it was delayed, and we've learnt from the experience. ⁷_____, I would suggest that we ensure we do more detailed research before selecting suppliers.

6.5 Report extract

5 Choose the correct option in *italics* to complete the report extract.

In the ¹*hope / failure* of ensuring future success, we intend to ²*do / form* a strategic alliance. Our company does not ³*appear / appearing* to be benefiting from globalisation and online sales as much ⁴*with / as* our competitors. As a ⁵*result / reason* of these issues, we are making major changes as ⁶*this / it* is evident that we need to rethink our strategy. We intend to form an alliance with a company which has expertise in online sales and marketing in order to facilitate the ⁷*growth / increase* of the company. This change will ⁸*lead / result* in structural changes which will be announced shortly.

★ 8.1 Decisions

1 Complete the missing words.

Good decision-making takes time and experience. First, you must recognise and ¹d _____ e a problem that needs a decision instead of ignoring it. In addition, you need to pull ²t _____ r all the data required to make that decision and not be afraid to make mistakes. Then you should ask the people around you for their opinions and ideas. And remember not to ignore your ³g ____ - _____ g because if it feels right, it often is. Effective decision-makers will quickly ⁴i _____ y the best alternative and will go on to ⁵e _____ e and monitor the solutions they come up with. Finally, when you ⁶e _____ e feedback, be prepared to ⁷r _____ r your decision in order to resolve a problem.

★ 8.2 *to + infinitive or -ing form*

2 Rewrite the sentences with *to + infinitive* or the *-ing form*.

- He didn't finish his course and he's sad about it now.
He regrets _____.
- Why don't you talk to your line manager?
I suggest _____.
- We need to discuss the situation.
The situation needs _____.
- I told my manager about the problem. I know I did.
I clearly remember _____.
- I'm sorry I wasn't there when the meeting started.
I apologise _____.
- Would it be a good idea to ask Olga to help?
Is it worth _____?

★ Functional language

8.3 Fact-based and emotion-based approaches to decision-making

3 Complete the dialogue with one word in each gap.

- A:** Now, even ¹_____ we had some problems, I ²_____ felt that the event was amazing. I know the budget went through the roof, but we can't let our feelings about money ³_____ our judgement, can we?
- B:** I agree it was great, but the fact of the ⁴_____ is we were 40 percent over budget. That's completely unacceptable.
- A:** It's ⁵_____ that we spent much more than planned but I think you're being too ⁶_____. You can't deny that the end result was worth it!

★ 8.4 Relationship-oriented decision-making

4 Complete the dialogue using the phrases in the box.

a feeling for a tricky situation beyond this
good intentions I'm not so it looked like
negatively affected no easy way on hold

- A:** There's ¹_____ to say this, so I'll just say it. I'm not at all happy about the situation.
- B:** I understand. Initially ²_____ a good idea, but now ³_____ sure either. I take it we'd both like to find a quick solution?
- A:** Absolutely. How do you think we can get ⁴_____? I'd like to get ⁵_____ your priorities.
- B:** Well, this has ⁶_____ our image, so I'd like to avoid further bad publicity.
- A:** I agree completely.
- B:** When we started this, we both had ⁷_____, didn't we?
- A:** Yes, we really wanted to succeed. And we still do, don't we?
- B:** Of course, so should we wait a bit before finding a solution?
- A:** I don't think we can. It's ⁸_____ but we can't really put it ⁹_____ for a few weeks or even a few days. I think we have to sort it out now.

★ 8.5 Describing a decision

5 Put the sentences in the correct order.

Dear colleagues,

- In light of this restructuring, we will be contacting all employees individually to arrange a meeting with each of you to discuss your position and future plans.
 - Although we have yet to finalise the details of these changes, we can guarantee that there will be no redundancies and we will try to match your skills with the most appropriate job.
 - Further to recent discussions with the management team, it has now been decided to restructure the company.
 - In fact, we expect these changes to offer more opportunities for you to utilise your skills more effectively and for personal development.
 - It is therefore obvious that we need to make some major changes in order to retain our most valuable asset – our employees.
 - As you know, over the past two years the company has grown considerably but, along with higher turnover, there has also been increased employee turnover.
- Yours sincerely,
Mel Jackman

★ 7.1 Managing and minimising risk

1 Choose the correct option.

- We took a _____ risk when we invested in the new equipment.
a forward b calculated c preventive
- By moving the factory abroad, we _____ the risk of losing quality control.
a ran b suffered c managed
- They recommended some preventive _____ to manage the risks involved.
a analysis b measures c hazards
- How much damage did the factory _____ in the fire last week?
a pose b suffer c risk
- The old equipment _____ a serious threat to safety.
a suffers b runs c poses
- A risk _____ must be carried out before any work can start.
a analysis b solutions c measures
- Thanks to the _____ thinking of the CEO, the company is now ahead of its rivals.
a calculated b preventive c forward
- When we _____ the hazards, we had no idea that the building itself would be a problem.
a tested b prevented c assessed

★ 7.2 Second, third and mixed conditionals

2 Match the sentence halves.

- If he hadn't worked so hard,
 - We wouldn't have been able to set up the company in 2012
 - If I were better at English,
 - We would invest more money in the company
 - If I had taken that course last year,
 - They wouldn't be in so much trouble right now
- a it would have helped me get a better job when I left university.
b if Joshua hadn't found that investor.
c if they had done a full risk assessment.
d I would be fully qualified by now.
e he wouldn't be so successful today.
f if we had it.

★ Functional language

7.3 Talking about risk

3 Choose the correct option in italics to complete the text.

There's no ¹*knowledge / knowing / known* what might happen, but the worst ²*option / case / scaremongering* scenario is that we lose the contract. However, we should be able to deal with issues as they ³*expect / arise / foresee* and reschedule things as and ⁴*why / when / where* we need to. We can't plan for ⁵*anything / something / everything*, but if we're flexible enough, we'll be able to manage. Nevertheless, it's always a good idea to expect the ⁶*limitations / eventualities / unexpected* and try to ⁷*cover / prepare / make* all bases if possible.

★ 7.4 Analysing risks

4 Complete the sentences using the words in the box. Some words are not used.

addressed analyse catastrophic identified
likely probability radar urgent

- I'd like to look into things that can go wrong as some of them may not be on our _____.
- From our analysis we _____ some main areas of risk which could cause problems.
- This will _____ lead to big problems if we don't do something about it.
- The team needs to agree which process we should use to _____ the challenges we're facing.
- There's a medium level of _____ that it could happen, I'm afraid.
- If it happens and we're not ready, the effect would be _____ for the company.

★ 7.5 Accident report

5 Match the sentences (1–10) with the correct part of the accident report (a–e).

- Extra training is necessary.
 - Reijo slipped and fell.
 - Somebody dropped a bottle of water and didn't deal with it as company policy dictates.
 - He hurt his back and twisted his ankle.
 - He was walking to another workstation when he fell.
 - The nurse checked him over and sent him to hospital.
 - Reijo Hänninen, IT technician
 - The bottle was left on the floor and the water spilled out.
 - Someone should have put a sign by the spillage.
 - There was water on the floor.
- a Person(s) involved d Causes of incident
b Full details of incident e Recommendations
c Injuries and treatment

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Mel Jackman

Introduction

Pronunciation is important. You can use the right words and the right grammar, but other people won't understand you if your pronunciation isn't clear. Learning about the important features of pronunciation will also help you to understand spoken English better.

Syllables, stress and intonation

Different words have different numbers of syllables:

1 syllable *grow, growth* 4 syllables *in•ter•view•er, co•or•di•nate*
 2 syllables *prod•uct, re•port* 5 syllables *char•ac•ter•is•tic*
 3 syllables *in•ter•view, pro•duc•tion* 6 syllables *re•spon•si•bil•i•ty*

In words with more than one syllable, one of the syllables is stressed, i.e. clearer, louder and longer than the other syllables, and it carries the main intonation, i.e. the movement of the voice up or down:

PRODuct INterview INterviewer
 rePORT proDUCTION coORDinate

In longer words and compound nouns there is often a second, less important stress, i.e. a less strong stress earlier in the word:

characterISTic responsIBILity mobile PHONE

Stress is important in making words easy to recognise. Stress and intonation are used to highlight important information:

A: Are you still using that same old compUter? **B:** No, I've got a NEW one.
A: Did you get it as a PREsent? **B:** No, I BOUGHT it.

The sounds of English

These are the sounds of standard British English and American English pronunciation. See also the section 'Varieties of English' on the following page.

Consonants	
Symbol	Keyword
p	pen
b	back
t	tea
t̬ (AmE)	city
d	day
k	key
g	get
tʃ	church
dʒ	job
f	fact
v	view
θ	thing
ð	this
s	soon
z	zero
ʃ	ship
ʒ	pleasure
h	hot
m	more
n	nice
ŋ	ring
l	light
r	right
j	yet
w	wet

Vowels		
Symbol	Symbol	Keyword
BrE	AmE	
ɪ	ɪ	kit
e	e	dress
æ	æ	bad
ʌ	ʌ	but
ʊ	ʊ	foot
ɒ	ɑ	odd
ə	ə	about
i	i	happy
u	u	situation
i:	i	feel
ɑ:	ɑ	father
ɔ:	ɔ	north
u:	u	choose
ɜ:	ə	stir
eɪ	eɪ	face
aɪ	aɪ	price
ɔɪ	ɔɪ	boy
əʊ	oʊ	no
aʊ	aʊ	mouth
ɪə	ɪr	near
eə	er	hair
ʊə	ʊr	sure

/t̬/ means that many American speakers use a voiced sound like a quick /d/ for the /t/ in words like *city, party, little*.
 : shows a long vowel

Sounds and spelling

In English, the relationship between spoken and written language is particularly complicated.

The same sound can be spelt in different ways, e.g.

- /əʊ/ *slow go loan toe although know*
- /s/ *sell science cent*

The same letter can be pronounced in different ways, e.g.

- the letter *u* can be pronounced /ʌ/ as in *cut*, /ʊ/ as in *full*, /ɜ:/ as in *sure* in British English or /ɪ/ as in *busy*;
- the letter *s* can be pronounced /s/ as in *sell*, /z/ as in *easy*, /ʃ/ as in *tension* or /ʒ/ as in *decision*.

Using a dictionary

Try to learn the phonetic symbols in the table in The sounds of English section. When you recognise these you will be able to use a dictionary to find the pronunciation of any word. As well as the sounds in a word, dictionaries also show word stress. Look at this dictionary entry for *controversial*:

con-tro-ver-sial /kɒntrəˈvɜːʃəl/ *adj* causing a lot of disagreement, because many people have strong opinions about the subject being discussed

- The ' sign shows you that the syllable immediately after it is stressed.
- The , sign shows you that the syllable immediately after it has secondary stress.
- The : sign shows you that the vowel is long.

Simplifications

In normal everyday speech, however, words often do not have the same pronunciation as shown in dictionaries. This is important for listening. Vowels in stressed syllables are usually pronounced clearly, but sometimes speakers make various simplifications:

- Some sounds are missed out, e.g. *facts* can sound like 'facs', *compete* can sound like 'cmpete', *characteristic* can sound like 'charrtristic'.
- Some sounds are merged together, e.g. *on Monday* can sound like 'om Monday', *ten groups* can sound like 'teng groups', *this show* can sound like 'thishow'.

Varieties of English

English is spoken by some people as a first language, but it is also spoken by more people who learn it as an additional language and use it as a lingua franca for international communication.

There is a large amount of variation in how English is pronounced:

- Variation among traditional 'native' accents such as British, American and Australian. There are also big differences between the accents of different regions of the United Kingdom.
- Variation among accents of English as a lingua franca. Many of these differences are caused by the influence of speakers' first languages, e.g. Japanese speakers often do not distinguish between /l/ and /r/, and Spanish speakers often add an /e/ at the front of words beginning with /sp/, /sk/ and /st/.

Consonant sounds are generally similar in different varieties of English, but there is much more variation in vowel sounds. The number of vowel sounds speakers use and the exact quality of the sounds can be different.

In the course audio and video recordings – and in your everyday life and work – you will hear speakers from various English-speaking and non-English-speaking backgrounds communicating successfully with each other despite their differences in pronunciation. For example, many speakers do not use the /θ/ sound of 'think' and the /ð/ sound of 'then', but this does not generally affect their ability to make themselves understood. Particularly important things to concentrate on include:

- word stress,
- stress and intonation in phrases and sentences, for highlighting important information,
- consonant sounds,
- groups of consonants at the beginning of words – e.g. *strong*,
- the difference between long and short vowels.

Good pronunciation does not necessarily mean speaking like a 'native' speaker; it means being understood by others when communicating in English. Understanding pronunciation features and practising them will help you improve both your speaking and your listening comprehension.

★ Lesson 1.2 ➤

Intonation in question tags

In question tags, use a rising intonation if you are really asking a question. For example:

Someone told him about the meeting, didn't they?

Use a falling intonation if you are just checking, making sure or asking for agreement. For example:

Someone told him about the meeting, didn't they?

1 P1.01 Listen to the question tags. Which are asking a question and which are just checking?

- 1 He isn't in the office today, is he?
- 2 He isn't in the office today, is he?
- 3 Those documents are for the meeting, aren't they?
- 4 Those documents are for the meeting, aren't they?
- 5 No one's worked on this before, have they?
- 6 No one's worked on this before, have they?

2 Listen again and repeat.

3 Work in pairs. Take turns to say one of the sentences in Exercise 1. Your partner says if you are asking a question or just checking.

★ Lesson 1.3 ➤

Indian English pronunciation

English around the world is often heard with different accents. There are many types of Indian English pronunciation, but some common differences from British and American pronunciation include:

- 1 Some vowel sounds are different, e.g. *late* with a long /e/ sound.
- 2 Some consonants are pronounced with the tongue further back in the mouth, e.g. *does* with the tongue further back for /d/ and /z/.
- 3 Some consonants are pronounced less strongly, e.g. *pay* may sound similar to *bay*.
- 4 /t/ and /d/ are used instead of /θ/ and /ð/, e.g. *thought* may sound like *taught*.
- 5 /v/ and /w/ may sound alike, e.g. *verse* may sound like *worse*.

1 P1.02 Listen to two versions of these words. Which is the Indian English version, the first or the second?

- | | |
|-------------|-----------|
| 1 that | 7 well |
| 2 clarify | 8 know |
| 3 involve | 9 explain |
| 4 topic | 10 scope |
| 5 straight | 11 OK |
| 6 indicated | 12 these |

★ Lesson 2.2

Intonation in cleft sentences

Cleft sentences starting with *It* typically have a fall in the *It*- clause. For example:

It's a problem with the software that's causing the delay.

Cleft sentences starting with *What*, or with a noun, typically have a fall-rise in the *What*- clause and a fall in the second clause. For example:

What's causing the delay is a problem with the software.

1A P2.01 Listen and underline the main stress where the fall begins.

- 1 It's his line manager who's asking him to stay late this time.
- 2 It's the CEO who he's going to meet with tomorrow.
- 3 It'll be the new supplier who'll talk to him about the problem.

B P2.02 Listen and underline the main stresses where the fall-rise and the fall begin.

- 1 What they did was to change the structure of the feedback loops.
- 2 The thing that works best for us is the weekly meeting.
- 3 What we failed to do was to keep the same mistakes from happening.

2 Listen again and repeat the sentences in Exercises 1A and 1B.

3 Work in pairs and practise saying the sentences.

★ Lesson 2.4 ➤

Southern U.S. English pronunciation

English around the world is often heard with different accents. 'Southern U.S.' refers to the English of the south-eastern and south-central parts of the USA (except Florida). There is a great deal of variation in pronunciation across this region, but some common features include:

- 1 Some short stressed vowels are followed by /ə/ or even /jə/, e.g. *bad* /bəd/ or /bədjə/.
- 2 /ɑ:/ is used instead of /aɪ/, e.g. *time* /tɑ:m/.
- 3 /ɪ/ and /e/ may sound alike, e.g. *pin* may sound like *pen*.
- 4 A few words have different stress, e.g. *July* (not *July*).

1 P2.03 Listen to two versions of these words. Which is the Southern American English version, the first or the second?

- | | | |
|---------|-------------|-----------|
| 1 ten | 5 line | 9 types |
| 2 I | 6 indicated | 10 minute |
| 3 back | 7 defence | 11 Jack |
| 4 might | 8 benefit | 12 many |

★ Lesson 3.2 >

Stress in phrasal verbs

Phrasal verbs usually have the stress on the adverb, but not on the preposition. For example:

*I took it **out**.*

*He can get **by** on very little money.*

1 P3.01 Listen and match the sentences with the stress patterns.

- | | |
|---|-------------|
| 1 He had to dip into his savings. | a oOooO |
| 2 They paid off his debts. | b oOoOoooOo |
| 3 The bike has cut down on his transport costs. | c oOoOooOoo |
| 4 He had to put a deposit down. | d oOoOooOoo |

2 Work in pairs and practise saying the sentences in Exercise 1.

★ Lesson 3.3 >

Chunking and stress in presentations

In presentations, it is important to speak clearly, not too fast and with pauses and stresses at appropriate points. This helps you to breathe calmly and makes your message clear to your audience.

1 P3.02 Listen to two versions of part of a presentation. Which is more effective and why?

Just picture it. There you are, having the launch at the beautiful art deco Ambassador Hotel, which perfectly matches the design of the beautiful Gold bottle! The paparazzi are there. Celebrities mingle. It's the event of the year. The interior is decorated in a sumptuous manner. Performers provide extraordinary entertainment. Your guests will be able to feel the anticipation as they walk the red carpet on their way to the Ambassador's historic ballroom.

2 P3.03 Listen to the more effective version again. Mark the pauses and underline the words the speaker stresses.

Just picture it. | There you are, | having the launch | at the beautiful...

3 Work in pairs. Take turns to give the presentation.

★ Lesson 4.2 >

Weak forms in perfect tenses

In the Past Perfect Simple, Present Perfect Simple and Future Perfect Simple, we usually use weak forms of auxiliary verbs. For example:

*Management **had** / (h)əd/ given us smart desks.*

*Cyberattacks **have** / (h)əv/ become more prevalent in recent years.*

*Within another five years, it'll **have** / (h)əv/ become a reality.*

We usually use strong forms in short answers:

A: *Has* /həz/ *she kept up to date?*

B: *Yes, she has* /həz/. OR: *No, she hasn't* /hæznt/.

And for stress:

A: *I **didn't** think you'd* /d/ *installed the new software.*

B: *I **had** /həd/ installed it!*

1 Are the words in italics weak or strong?

- A:** *Do* you think ransomware *has* existed for nearly thirty years?
B: Yes, I think it *has*.
- A:** *Do* you think they *will have* escaped capture?
B: I'm afraid they *will*.
- A:** I don't think they *had* brought the system back online on Monday.
B: They *had*!

2 P4.01 Compare with a partner, then listen and check.

3 Work in pairs and practise the exchanges in Exercise 1.

★ Lesson 4.4 >

Volume and tone of voice in challenging conversations

Speaking at a moderate speed and not raising your voice will help you to sound clear, but not aggressive, in challenging conversations.

1 Work in pairs and read the exchanges aloud. Does your partner sound aggressive or not?

- A:** I'm afraid Pablo was just the right person for the job.
B: I don't think that's a fair reflection of the facts.
- A:** I'm not saying you don't have the necessary skills.
B: OK. Can we look at this objectively for a moment?
- A:** I appreciate you stepping up beyond your role when necessary.
B: Can you elaborate on what I might be able to do?

2 P4.02 Listen to effective examples of the exchanges.

3 Practise the exchanges again, trying to sound like the speakers in the recording.

★ Lesson 5.1 ➤

Stress patterns in word building

When suffixes are used to form new words, the stress sometimes stays on the same syllable and sometimes moves. For example:

enCOUrage → enCOUragement
aCCOMModate → accommoDation

- 1 Work in pairs. Look at the words. In which pairs does the stress stay on the same syllable? In which does it move?

adopt → adoption
assign → assignment
compensate → compensation
immigrate → immigration
mobile → mobility
relocate → relocation
ship → shipment
tax → taxation

- 2 P5.01 Listen, check and underline the stressed syllables in the words in Exercise 1.

- 3 Work in pairs and take turns. Your partner draws a word stress pattern using a large circle for the stressed syllable and small circles for the unstressed syllables – e.g. oOo – and you say a word from Exercise 1 – e.g. *assignment* – that fits the pattern.

★ Lesson 5.2 ➤

Stress and intonation in inversions

Words and phrases introducing inversions are often spoken on quite a high level with stress, and the main stress and intonation is later in the clause.

- 1 P5.02 Listen and repeat the sentences step by step.

- Seldom – Seldom have I heard – Seldom have I heard such a poor excuse for being late.
- Little – Little did she imagine – Little did she imagine that the new job would be so exciting.
- Only – Only by accepting the opportunity – Only by accepting the opportunity will you understand how helpful it will be for your career.
- No sooner – No sooner had they settled into their new job – No sooner had they settled in to their new job than they were relocated again.
- Not once – Not once did they tell her – Not once did they tell her that she was doing a good job.

- 2 Work in pairs and practise saying the sentences in Exercise 1.

★ Lesson 6.2 ➤

Weak forms in past modals

In past modals, *have* is pronounced /ʰəv/ and *not* is reduced to /nt/, written *n't*. This is also true in short forms such as *You shouldn't have*: /ʰʊdntəv/. An exception is *ought not to have*, where the full form of *not* is sometimes used.

- 1 P6.01 Listen and complete the exchanges.

- A: She _____ forgotten about the meeting.
B: Yes, I think she _____.
- A: You _____ told your boss.
B: No, perhaps I _____.
- A: _____ decided to stay with the company?
B: She _____, but she didn't want to relocate.
- A: Do you think she _____ finished the report?
B: She _____ – she only started it this morning.

- 2 Work in pairs. Practise the exchanges in Exercise 1, using weak forms as appropriate.

★ Lesson 6.4 ➤

Scottish English pronunciation

English around the world is often heard with different accents. Some typical features of Scottish English pronunciation include:

- There is a relatively small number of different vowel sounds, and all vowels are approximately the same length, e.g. the same vowel is used in *put*, *boot* and *poor*.
- The letter *r* is always pronounced, e.g. *bear* /ber/ (not /beə/).
- /h/ is pronounced at the beginning of words spelled with *wh*-, e.g. *which* /hwɪtʃ/.
- /t/ is often pronounced as a glottal stop.
- A few particular words have different stress or pronunciation, e.g. *realise*, *with* /wɪθ/ (not /wɪð/), *though* /θəv/ (not /ðəv/).

- 1 P6.02 Listen to two versions of these words. Which is the Scottish English version, the first or the second?

- | | |
|-----------|------------|
| 1 careful | 7 pressure |
| 2 mistake | 8 all |
| 3 more | 9 need |
| 4 learned | 10 main |
| 5 with | 11 under |
| 6 where | 12 deliver |

★ Lesson 7.1 >

Linking between words

In spoken English, a consonant sound at the end of a word is often linked to a vowel sound at the beginning of the next word. For example:

get_out

Words can also be linked using /r/ between vowel sounds where it would not otherwise be pronounced. For example:

other_areas

Sometimes /w/ is also used for linking between vowel sounds. For example:

two_others

- 1 Mark where you expect to hear consonant-vowel links.
 - 1 Which floor is most at risk in a fire?
 - 2 What advice would you give on how to leave in an emergency?
 - 3 Which electrical equipment is a major risk or a fire hazard?
- 2  P7.01 Listen and check.
- 3  P7.02 Listen and mark where you hear a linking /r/ or /w/.
 - 1 Have you ever lived in a high-rise building?
 - 2 It's important to anticipate possible dangers.
 - 3 Don't forget to consider all the risks.
 - 4 Make sure you know how to exit safely.
- 4 Work in pairs. Take turns to say the sentences and questions in Exercises 1 and 3.

★ Lesson 7.2 >

Intonation in conditionals

When the *if* clause is first in a conditional sentence, it often has a fall-rise, and the main clause has a fall. These tones begin on the main stressed word, which is usually towards the end of the clause. For example:

If you took more risks, you'd make more money.

- 1  P7.03 Listen and mark where you hear the change in intonation in each clause.
 - 1 If she hadn't met the right people, she wouldn't be where she is today.
 - 2 If Zurich wasn't such an expensive city, we wouldn't have spent our entire travel budget.
 - 3 If I weren't so hopeless at maths, I wouldn't have failed the economics module.
 - 4 If Descartes hadn't inspired Markowitz, he wouldn't have become interested in the economics of uncertainty.
- 2 Listen again and repeat. Then work in pairs and practise saying the sentences.

★ Lesson 8.2

South African English pronunciation

English around the world is often heard with different accents. Some typical pronunciation features of South African English include:

- 1 /ɑ:/ is pronounced very far back in the mouth.
- 2 /ə/ is used in some cases instead of /ɪ/, e.g. *bit, village*.
- 3 Many other vowel sounds are rather different from British and American English, and single vowels are often used instead of diphthongs.
- 4 /p/, /t/ and /k/ are pronounced less strongly.

- 1  P8.01 Listen to two versions of these words. Which is the South African English version, the first or the second?

1 decided	7 store
2 started	8 market
3 profit	9 time
4 indecisive	10 designer
5 compared	11 finance
6 present	12 costs

★ Lesson 8.4

Stress and intonation in relationship-oriented decision-making

Speaking clearly and calmly, using a wide voice range and stressing key words can help to build and maintain relationships.

- 1  P8.02 Listen and underline the main stresses.
 - 1 When we started this, we both had good intentions. (3 stresses)
 - 2 We need to decide on option A or B. (4 stresses)
 - 3 What do you think we can do about this? (2 stresses)
 - 4 Let's just decide to postpone our decision. (3 stresses)
 - 5 That works for me. (2 stresses)
 - 6 I'm not sure. (2 stresses) It's a tricky situation. (2 stresses)
 - 7 Yes, we wanted to succeed. (3 stresses)
 - 8 I know we do, but I don't know which is best. (3 stresses)
- 2 Listen again and repeat.
- 3 Work in pairs and take turns. Say one of the sentences in Exercise 1 (1–4). Your partner replies with the appropriate response (5–8).

1.2 Question tags

To change a statement into a question, we can add a question tag to the end. We do this by using *be*, an auxiliary or modal verb and the subject from the original sentence.

- When the original sentence is positive, we add a negative tag, and vice versa.

*There isn't anything like this at the moment, **is there?***

*We don't know how good the restaurants are, **do we?***

*If there was a place nearby for lunch, you would go there sometimes, **wouldn't you?***

- When the original sentence doesn't have *be*, an auxiliary or a modal, we use a form of *do*.

*It combines convenience with healthy eating, **doesn't it?***

*We always had about an hour last semester, **didn't we?***

*You know this will be recorded, **don't you?***

Note: When the subject is I, we use are/aren't in the tag.

*I am in the right place for the focus group, **aren't I?***

- When the original sentence contains a negative adverb, like *hardly*, *never*, *rarely*, etc., we add a positive tag.

*He's never on time, **is he?***

- When the original sentence contains *this* or *that*, the tag uses *it* and a singular verb. When the original sentence contains *these* or *those*, the tag uses *they* and a plural verb.

*That wasn't a very good idea, **was it?***

*These are the menus you wanted, **aren't they?***

- When the original sentence contains *somebody*, *someone*, *everybody* or *everyone*, the tag uses *they* and a plural verb.

*Everyone knows about the new product already, **don't they?***

- When the original sentence contains *nobody* or *no one*, the tag uses *they* and a plural positive verb.

*Nobody knows the answer, **do they?***

- When the original sentence contains *something*, the tag uses *it* and a singular verb.

*Something is wrong here with the app, **isn't it?***

- When the original sentence contains *nothing*, the tag uses *it* and a singular positive verb.

*Nothing is as easy as it looks, **is it?***

- When the original sentence contains *Let's*, the tag is *shall we?*

*Let's get started, **shall we?***

- We can also use question tags with imperatives. The tags usually use a form of *will*.

*Please speak slower, **will you?** (request)*

*Have a seat, **won't you?** (invitation)*

*Listen carefully, **would you?** (polite command)*

1.5 Reporting verb patterns

Patterns in reported speech

When we tell someone what another person said, we use reporting verbs like **said**, **told**, **asked**, **informed**, **announced**, **suggested**, **replied**, **agreed** and **thanked**.

There are three sentence patterns used with reporting verbs.

1 reporting verb + *that* clause

*Several customers **suggested that** we should keep the current logo and just change the colour.*

*She **told us that** we should increase our offering.*

After *said*, *told* and some other verbs we can write the clause without *that*. Even without the word *that*, we still call it a 'that clause'.

*He **said** (that) the product was very expensive.*

*He **told me** (that) the product was very expensive.*

Say, add, admit, announce, complain, reply and state never have an object before the that clause.

*They **announced that** they were launching a new product range.*

Tell, advise, inform, remind and warn always have an object before the that clause.

*They **informed us that** they were launching a new product range.*

2 reporting verb + *to* infinitive

Agree, offer, promise and refuse never have an object.

*They **agreed to** complete the survey.*

Advise, ask, encourage, invite, order, remind, tell and warn always have an object.

*Some people **wanted us to** use no packaging.*

*We **encouraged customers to** suggest improvements.*

3 reporting verb + *-ing* or noun phrase

*Admit, apologise for, discuss and suggest never have an object and are followed by an *-ing* form or a noun phrase.*

*He **suggested keeping** the same logo and packaging.*

*We **discussed changing** the logo.*

*Thank (someone for) and accuse (someone of) always have an object and are followed by a preposition and an *-ing* form or a noun phrase.*

*They **thanked us for** the excellent service.*

*They **accused us of** selling poor-quality goods.*

Note: tell can be used with two patterns.

*He **told us that** the service needed to be improved.*

*He **told us to** improve the service.*

2.2 > Cleft sentences

We use **cleft sentences** to add emphasis or to make a contrast to previously presented information. We also use them to connect new information to information the listener is already familiar with. Cleft sentences have two clauses, each with its own verb.

- Cleft sentences starting with **It ...** emphasise new information in the *It ...* clause. The *It ...* clause is connected using *that* or *who* to the information which was previously known. These sentences often follow questions or other statements.

A: *Did they criticise the mentoring programme?*

B: *No, **it was the lack of time to implement the ideas** that was criticised, not the mentoring programme.*

C: *His colleagues often need him to stay late.*

D: *Yes, but **it is his line manager** who is asking him to stay late this time, not his colleagues.*

- Cleft sentences which begin with *It ...* can also be used to emphasise the subject or object of a sentence as well as an adverbial phrase.

***It is the CEO** who will make the final decision.* (subject)

***It is the new factory** that Bill is visiting this week.* (object)

***It was last month** that he travelled to the supplier in Mexico.* (adverbial phrase)

- Cleft sentences beginning with **What ...** can be used to emphasise the action or the verb phrase in a sentence. The *What ...* clause usually includes a form of *do* whereas the second clause uses an infinitive.

What they did** was (to) **change the structure of the feedback loops.

What he has done** is (to) **add a new element of training.

- Cleft sentences can be used to emphasise noun or verb phrases with **the thing / person, the only thing / person, the last thing / person, something / someone** or **all**. These cleft sentences, with the exception of *the last thing / person* and *all*, can also use negative verbs.

The thing that** works best for us is **the weekly meeting.

The last thing that** I did was **to contact the supplier.

All that** the junior staff want is **to learn.

- In addition, **other nouns** can also be used which focus on the noun or verb phrase following the main verb. These can use positive or negative verbs.

The innovation that** didn't work was **the one that was most expensive.

The idea that** I like best is **the one regarding overtime pay.

***The day that** we wanted to have the meeting **wasn't Tuesday,** but it was the only day everyone had time.*

- If **that** refers to the **object of the verb**, we can **omit** it.

The only thing (that)** he said was **to send in our reports on time.

Something (that)** they remembered later was **the contract with the union.

Note: If **that** refers to the **subject of the verb**, we **cannot omit** it.

***The person that** was most difficult was **his boss.** ✓*

~~The person was most difficult was his boss.~~ ✗

2.5 > Future Perfect Simple and Continuous

We can talk about the future using a variety of forms depending on the function:

- We use the **Future Perfect Simple** to **look forward to a future time and then look back to completed actions before that time.**

*You **will have achieved** a great deal by the end of the month.*

***Will** you **have finished** the research by Monday?*

- We form the **Future Perfect Simple** using the auxiliary verb **will + have + past participle** of the main verb.

Note: We can sometimes use the **Future Perfect Simple** for **continuing situations** using the verb **be**.

*He **will have been** my boss for two years in October.*

*On Friday I **will have been** here for six months.*

- We usually use the **Future Perfect Continuous** for **continuing situations and activities.**

*You **will have been working** with us for a year by the end of next week.*

*The company **will have been producing** hi-tech items for forty years next month.*

- We form the **Future Perfect Continuous** using the auxiliary verb **will + have been + present participle** of the main verb.

3.2 > Phrasal verbs

Phrasal verbs

Phrasal verbs are verbs with an adverb particle, which adds meaning to a verb.

*We can **work something out.** (= solve)*

*My landlord is **putting the rent up.** (= raise)*

*She **ran up** a lot of debts as a student. (= owe money)*

Transitive, separable phrasal verbs

Transitive phrasal verbs have an object.

- If a phrasal verb has a noun object, then this can usually go BEFORE or AFTER the adverb particle.

*I'll pay back **the loan.***

*I'll pay **the loan** back.*

- If a phrasal verb has a pronoun object, then this usually goes BEFORE the particle.

*I'll pay **it** back.*

Intransitive phrasal verbs

Many phrasal verbs do not have an object (they are 'intransitive').

*My rent is **going up.***

*We're **eating out** tonight.*

*Something has **come up.***

Three-part phrasal verbs (transitive, non-separable)

Some phrasal verbs have three parts: a verb + an adverb particle + a preposition

*I **look forward to** hearing from Mr Jones.* (*forward* = adverb particle; *to* = preposition)

*We've **fallen behind with** our payments.* (*behind* = adverb particle; *with* = preposition)

- Whether the phrasal-prepositional verb has a noun or a pronoun object, the object must go **AFTER** the preposition.

*They have to cut down on **travel expenses**.*

*Have you come up with **any ideas**?*

Phrasal verbs + -ing form

Verbs that follow phrasal verbs are always in the -ing form.

*I have **put off buying** a house for too long.*

*We're **looking forward to seeing** you soon.*

3.5 Participle clauses

Participle clauses are made with verb forms called participles. There are two types of participle:

- ing participles, e.g. *living, working, seeing, going*
- ed participles, e.g. *lived, worked, seen, gone*

Note: -ed participles may also be irregular verbs.

- There are two **active participle forms**:

continuous = present participle

***Arriving at work this morning**, I noticed that something was wrong.*

perfect = *having* + past participle

***Having informed you well in advance**, we expected no problems*

- Participle clauses are often used at the **beginning of a sentence**.

***Looking up**, I saw my boss walk by.* (= *As I looked up, I saw my boss walk by.*)

A participle clause refers to a noun or pronoun in the main clause: *I* in the above sentence. When the participle clause goes at the beginning of the sentence, it refers to the subject.

When a participle clause goes at the **end of the sentence**, it may change the meaning.

*I saw my boss walk by **looking up**.* (= *My boss was looking up as he walked by.*)

The participle clause here refers to *my boss*.

- State verbs** are not usually used in the continuous form but are used in participle clauses.

***Being a long-standing customer**, we request you kindly resolve this matter immediately.*

- Negative participle clauses** are formed with **not** + participle.

***Not having worked here for very long**, I was unaware of the problems.*

- There are three **passive participle forms**:

simple = past participle

***Designed by one of our factory workers**, the new product became a best-seller.*

continuous = *being* + past participle

*The new product, **currently being promoted** in big stores, is doing very well.*

perfect = *having* + *been* + past participle

***Having been promoted to manager last week**, Ana decided to change many procedures.*

- We use participle clauses more in **formal written English** than spoken English. In spoken English we would probably say:

'This cable is made of a new hi-tech material. It's extremely strong. It can carry the weight of three double-decker buses.'

However, these three sentences would become one in written English, using participle clauses.

***Made of a new hi-tech material**, this cable is extremely strong, **being able to carry the weight of three double-decker buses**.*

- We can use participle clauses to **show reasons, results, conditions** and **situations**.

***Being very light and flexible**, this material is ideal for our products.* (= reason – the participle clause explains why the material is ideal for the products)

*This new material is extremely versatile, **changing the way we work**.* (= result – the participle clause explains what happens because of the versatile material)

***Used wisely**, this material could change the world.* (= condition – the meaning is the same as *If the product is used wisely ...*)

***Presenting the product at the conference**, she felt very proud.* (= situation)

4.2 Perfect aspect

Past Perfect Simple

Perfect tenses share one common feature: they all link two points in time. The **Past Perfect Simple** links a point in the past with a point further in the past. We can use the **Past Perfect Simple**:

- to talk about a **finished or completed past action/event that happened before another action/event in the past**.

***Before I worked in this office**, I **hadn't worked** at a smart desk.*

- to talk about **life experience before a point of time in the past**. In this case, we often use the Past Perfect Simple with the adverbs *ever, never, already, yet* and *just*.

***I had never seen** this kind of smart building before!*

- with **time expressions** such as *by, by 2010, by the end of the week, by the time*, etc.

***By the time I had installed** the new software, it was already outdated.*

Present Perfect Simple

The **Present Perfect Simple** links a point in the past with a point in the present. We can use the **Present Perfect Simple**:

- to talk about **indefinite time in the past**. In this case, we either don't know when something happened or we don't consider when it happened important. We often use the Present Perfect Simple with time expressions such as *recently, in recent years, this week/month/year, etc.*

*The number of online devices **has grown** exponentially in recent years.*

- to talk about **past actions or states which are relevant now**. In this case, we often use the Present Perfect Simple with expressions such as *already, before, ever, never, recently, always, still, just* and *yet*.

*We've **just installed** security updates in the system.*

- to talk about **past actions or states which are still continuing or are still true now**. In this case, we often use the Present Perfect Simple with the time expressions *for* and *since* to say how long an action or state has continued or when it started.

*Malware and ransomware **have existed since** the 1990s. (since = the point when the period of time began)*

*I **have worked** in IT **for** nearly twenty years. (for = the length of time)*

Future Perfect Simple

The **Future Perfect Simple** links two points in the future. We can use the **Future Perfect Simple**:

- to talk about **events in the future which will happen before a certain time**.

*Within a few years most companies **will have installed** smart technology in the office.*

*By the end of the year, we **will have implemented** a policy for security updates.*

4.5 > Compound nouns and adjectives

A **compound noun** is a noun made from two words.

Some compound nouns are written as one word and others as two words.

website, keyboard, marketplace, product manager, focus group, conference centre

The first word is usually singular even if the compound noun is plural.

websites, keyboards, marketplaces, product managers, focus groups, conference centres

The first word usually gives information about the second word.

*What **kind of** group? a **focus** group*

*What **kind of** sites? **websites***

The most common compound nouns are:

- noun + noun**
desktop, website, product manager, conference centre, market research, marketplaces

There are many other ways to make compound nouns.

- noun + -ing**
event marketing, materials handling, brainstorming, book-keeping
- ing + noun**
managing director, trading company, working party, outstanding invoices
- adjective + noun**
direct marketing, central bank, industrial production, mobile phones
- verb + adverb**
checkout, giveaway, takeover, drawbacks

Compound adjectives are also made from two words.

They usually have a hyphen between the two words when they come *before* a noun.

*The **strategy** for the **short term** is clear.*

*The **short-term** **strategy** is clear.*

We can make compound adjectives in various ways.

- number + noun**
*a **one-hour** flight, a **hundred-dollar** taxi ride, **ten-minute** meetings*
- adjective + noun**
*a **low-cost** flight, a **long-term** commitment, **high-speed** trains*
- noun + adjective**
*a **worldwide** problem, **user-friendly** software, **mobile-friendly** websites*
- adjective/adverb + participle**
*a **long-lasting** product, a **widely recognised** brand, **highly respected** manufacturers*
- verb + adverb**
*a **broken-down** vehicle, a **written-down** agreement, **built-up** areas*
- self + adjective**
*a **self-confident** young woman, a **self-financing** project, **self-employed** consultants*

5.2 > Inversion

Inversion means changing the normal word order of a sentence. It is used for emphasis in statements.

- There is a range of **negative or restrictive adverbs and adverbial expressions** which can be used to begin sentences. We change the order of the subject and the auxiliary or modal verb which directly follow these phrases.

***Seldom** has the business seen the profits that were generated this past year.*

***Rarely** will you have the chance to experience a foreign culture first hand.*

***Little** did they know that moving to a new country would entail so many challenges.*

***Never in all their years in business** had they come across these business practices.*

At no time did the company tell me that I would have to learn a new language.

Under no circumstances should you consider taking your family to that location.

In no way did they mean to imply that the company was not doing a good job.

On no account would I volunteer to move abroad for a long period of time.

No sooner had we arrived than the weather became cold.

- We also change the order of the subject and the auxiliary or modal verb in the clauses which follow expressions beginning with **only + time expression or prepositional phrase** or **only + conjunction**.

Only much later did they discover the cultural differences.

Only by putting in many hours of overtime was he able to catch up with the workload.

Only when someone has lived and worked abroad can they understand the true differences in working cultures.

- The order changes as well after phrases beginning with **not only + time expression, person or thing**. In this case the inversion occurs in the opening phrase containing 'not only'. **Not only** can also be used with **but** or **but also** to indicate contrast. The second phrase uses the normal word order.

Not only are they late, they haven't phoned to say how long it will still take.

Not only is she next in line for a promotion, she is also my favourite colleague.

Not only is the culture here completely different, we can't even read the alphabet!

Not only did I have to travel so far for the interview, **but** I had to take two days off work.

Not only is secondment interesting for employees, **but it is also** helpful for many companies to send their employees abroad for a time.

- Inversion also occurs following phrases beginning with **not until** or **not once**.

Not until he signed the contract did he find out about the relocation planned for his department.

Not once did they offer her any training. She had to learn the job on her own.

5.5 Past Perfect Continuous

- We use the **Past Perfect Continuous** to show that **a situation or a continuous action was before another past action**.

We arrived in Nairobi last month, but I **had been hoping** *to work in Africa for years.*

We **had been expecting** *to settle into our new home straightaway.*

- We often use the Past Perfect Continuous with **for + period of time**.

We **had been planning** *the relocation to Kenya* **for months.**

My children **had been looking** *forward to going on safari* **for ages.**

- We often use **when** to introduce the second action.

The project had been going well **when** *the rains came and damaged the site.*

I had been working there for two years **when** *I was made redundant.*

Past Perfect Continuous or Past Continuous?

- We use the **Past Perfect Continuous** with **when** to indicate that **a situation existed before another past action**.

I **had been working** *on the report for hours* **when** *the power went off and I lost everything.*

- We use the **Past Continuous** with **when** to indicate that **a situation existed at the time of another past action**.

I **was working** *in my office* **when** *the fire alarm went off.*

Past Perfect Continuous or Past Perfect Simple?

- We use the **Past Perfect Continuous** with **periods of time**.

I **had been working** *as project assistant* **for two years** *when I was promoted to manager.*

- We use the **Past Perfect Simple** with **numbers and completed actions**.

I **had worked** *on several projects* *when I was promoted to manager.*

6.2 Past modals

We can use a range of modal verbs to **talk about regrets and express disapproval, disbelief and surprise about the past**.

- We can use **should(n't)** or **ought (not) to + have + past participle** to talk about regrets about the past.

I really **should have known** *better. Everyone warned me not to work with him on long-term projects.*

We **ought not to have formed** *an alliance with that particular company.*

- We can use **should(n't)** or **ought (not) to + have + past participle** to express disapproval about the past.

You **should have solved** *the problem when we spoke about it several months ago.*

You **ought to have been** *more careful with those documents as our competition has now seen them.*

- We can use **can't** or **couldn't + have + past participle** to express disbelief or surprise about an event in the past.

He **can't have told** *you the details of the acquisition as he doesn't know them himself.*

We **couldn't have imagined** *that this merger would create such a demand for our products!*

- We can also use **could(n't) + have + past participle** to talk about things that were possible or not possible in the past.

You **couldn't have met** *him in the office last Wednesday, as he was on a business trip until Friday.*

We can use a range of modal verbs to **make deductions about the past**.

- We use **can't + have + past participle** to say something that happened in the past is not true based on evidence.

*They **can't have signed** the contract yet – the details haven't been agreed.*

- We use **could/might/may + have + past participle** to speculate and talk about possibilities regarding a past event.

*He **could have given** her advance warning of the merger as she didn't seem very surprised.*

*She **might have written** the report already, you should ask.*

*They **may have taken** the laptop with them as it isn't here.*

- We use **must + have + past participle** to make a deduction or express inferences and assumptions about what happened in the past based on evidence.

*They **must have got stuck** in traffic as they left for their appointment several hours ago but still haven't arrived.*

Note: When making deductions, *can't + have + past participle* and *must + have + past participle* are opposites. *can't + have + past participle* is used to say something is not true while *must + have + past participle* is used to say something is true.

*They **can't have agreed** to that contract because we haven't sent them the final version yet.*

*They **must have agreed** to that contract because their lawyer has sent us a copy with their signatures.*

6.5 > Different ways of expressing the future

We can express the future without using *will*, *going to* or particular verb tenses. We can do this by using **adjectives**, **prepositional phrases** or certain **verbs**.

Adjective + infinitive

- We use **be about to** for something which is going to happen almost immediately.

*The CEO **is about to** make an announcement.*

- We use **be due to** for something which is going to happen at a fixed or expected time.

*The meeting **is due to** start at ten o'clock.*

- We use **be bound / sure / certain to** for something which is definitely going to happen.

*We **are bound to** have some problems during the project.*

*There **are sure to** be some initial issues.*

- We use **be (un)likely to** to express probability.

*The company chair **is likely to** make a statement in the next few hours.*

*The merger **is unlikely to** go ahead.*

Prepositional phrases + noun or -ing

- We use **on the verge / point of** for events that seem about to happen.

*We **are on the verge of** making an offer for the company.*

*They **are on the point of** a merger.*

Verbs

- We can use certain **verbs + infinitive** to give a future meaning, e.g. *arrange*, *expect*, *hope*, *intend*, *plan*.

*We **are expecting to** start building next month.*

*We **plan to** make an announcement soon.*

- We can often use **modal verbs** to express a degree of possibility for the future.

*It **may** rain tomorrow and there **might** even be a storm.*

7.2 > Second, third and mixed conditionals

Second conditional

We use **second conditional** sentences when we are **less certain of potential consequences or to talk about imaginary or 'unreal' situations**. In these situations, we consider the action more difficult to achieve and so less likely to happen. The usual structure is:

If + Past Simple, would/could/might + main verb

*If you **took** more risks, you **might make** more money.*

*She **wouldn't be** so successful if she **didn't work** so hard.*

Third conditional

We use **third conditional** sentences to talk about **hypothetical past actions or situations**. In these sentences, we are **speculating about past possible actions or situations that didn't happen**. The usual structure is:

If + Past Perfect, would/could/might have + past participle

*If he **had listened** to me, he **could have had** higher returns on his investment.*

*Markowitz **wouldn't have received** a Nobel Prize if he **hadn't contributed** to economic thinking.*

Mixed conditionals

i Hypothetical past actions with present consequences

We can use **mixed conditional** sentences, combining parts of the second and third conditional, to talk about **hypothetical past actions or situations and their imaginary present consequences**.

*If he **hadn't taken** some calculated risks, he **wouldn't be** a billionaire today.*

(But he **did** take some calculated risks and he **is** a billionaire today.)

*She **wouldn't have** her own company now if she **hadn't met** that investor.*

(But she **does** have her own company now because she **met** that investor.)

The usual structure of this type of mixed conditional sentence is:

If + Past Perfect, would/could/might + infinitive
[3rd conditional] + [2nd conditional]

In mixed conditionals, like all conditional sentences, the two clauses can appear in either order.

ii Hypothetical present situations or states with past consequences

We can also use **mixed conditional** sentences to talk about **hypothetical present situations or states and their imaginary past consequences**.

*If it **weren't** so difficult to find investors in the current economic climate, we **would have set up** our business by now.*

(But it **is** difficult to find investors and we **haven't** set up our business.)

*He **wouldn't have become** an accountant **if he weren't (wasn't)** so good at maths.*

(But he **is** very good at maths and he **did** become an accountant.)

The usual structure of this type of mixed conditional sentence is:

If + Past Perfect, would/could/might + past participle
[2nd conditional] + [3rd conditional]

7.5 Alternatives to if

Although *if* is the most common way to introduce a conditional clause, there are different words and phrases we can use.

- We use **even if** for **surprising or difficult conditions**.

***Even if** a spillage has been cleaned up, the supervisor must double check it.*

- We use **provided that**, **providing that**, **only if**, **as long as** and **on the condition that** to **emphasise that something depends on a condition**.

*He can continue to work **provided that** the company nurse says it is OK.*

*Employees should change the machine speed **only if** they have had extra training.*

- We use **whether or not** to say that **something does not depend on a condition**.

*All staff should have further training, **whether or not** they operate machines.*

Note: We can also put *or not* at the end.

*All staff should have further training, **whether** they operate machines **or not**.*

- We use **in case of + noun** in written notices to mean **if there is**.

***In case of accident**, please notify the supervisor immediately.*

- We use **in case + verb** to indicate that an action happens **before** the condition arises. It is often used for precautions.

*Wear protective gloves **in case** the bottles break.*

Note: If we use the word *if*, it changes the meaning to an action that happens *after* the condition arises.

*Wear protective gloves **if** the bottles break. (= first the bottles break, then you wear protective gloves)*

- We use **unless** for exceptions to mean **if not**.

*The machine won't work again **unless** the engineer can repair it.*

- We can also use *not* with *unless*.

A: Are you coming back to work tomorrow?

*B: **Not unless** the nurse says my hand is better.*

8.2 to + infinitive or -ing form

When a verb is followed by another verb, the first verb dictates the form of the second verb.

- verbs which take to + infinitive**

choose, decide, hope, learn, manage, offer, plan, prepare, promise, would like

*You should **learn to manage** your time more effectively.*

- verbs which take -ing**

avoid, consider, (dis)like, enjoy, postpone, recommend, reconsider, risk, suggest

*I **suggest talking** to him first.*

- verbs + preposition which take -ing**

apologise for, end up, insist on, look forward to, put off, succeed in, think about, think of

*You might **end up regretting** your decision.*

- verbs which take to + infinitive or -ing with little or no change in meaning**

begin, continue, hate, intend, like, love, prefer, start, think

*I prefer **using / to use** my gut feeling for some decisions.*

- verbs which take to + infinitive or -ing with a change in meaning**

forget, go on, mean, need, regret, remember, stop, try, want

*Don't **forget to learn** this list of verbs that take -ing.* (Here *forget* means not to remember facts, information, or things.)

*I'll never **forget meeting** my mentor for the first time.* (Here *forget* refers to having the memory of doing something or seeing someone in the past.)

*I'm sure he will **go on to be** a successful business leader.*

(Here *go on* means to do something after you have finished doing something else.)

*They **went on** discussing the issue even though the chair had taken the final decision.* (Here *go on* means to continue doing something or being in a situation.)

***Remember not to always rely** on your instinct.* (Here *remember* refers to a future action, something we need to do.)

*I **remember discussing** the different options with you last month.* (Here *remember* refers to a past action, something the person knows happened.)

*Don't **stop to think** about the pros and cons of unimportant decisions.* (Here *stop* means to pause in an activity, journey, etc. in order to do something before you continue.)

Stop analysing everything so much! (Here *stop* means not to continue doing something.)

*We should **try to leave** out our emotions when making key decisions.* (Here *try* refers to something we want to do, but that is difficult to do.)

He **tried thinking** of all the arguments for and against, but it didn't really help him decide. (Here *tried* refers to something the person did, but which didn't work as planned.)

- **expressions with *be* and *get* which take *-ing***
be afraid / scared of, be good / bad at, be / get better at
*Are you **afraid of taking** the wrong decision?*
*My manager is very **good at predicting** possible outcomes.*
*We're **getting better at thinking** critically.*
- **other expressions which take *-ing*** can express the (lack of) usefulness or value of an action or suggestion.
*It's **worth waiting** a bit before reaching a final decision.*
*It **isn't worth worrying** about day-to-day decisions.*
*There's **no point in discussing** this until we have all the facts.*

8.5 > Ways to avoid repeating words

We can use a range of reference words to refer to something in a previous sentence or clause.

- **personal pronouns**
*The new Marketing Director, Kate Spillers, is joining the company next week. **She** has ten years' experience in the industry.* (*She* is a substitute for *The new Marketing Director, Kate Spillers*.)
*We contacted some new suppliers. We spoke to **them** for the first time last week.* (*Them* is a substitute for *new suppliers*.)
- **quantifiers – *a few, all, both, each, either, some, neither, none***
*We currently have various local suppliers. The company will consider **some** when selecting new central suppliers.* (*Some* is a substitute for *local suppliers*.)
*We tested all their products, but **none** came up to our standard.* (*None* is a substitute for *products*.)

- **demonstrative pronouns – *this, that, these, those***

*Currently, each region makes their own arrangements. However, **this** is costly and inefficient.* (*This* is a substitute for *makes their own arrangements*.)

*If you are worried about delivery delays due to a centralised system, we can assure you that **these** will be minimal* (*These* is a substitute for *delivery delays*.)

- **pronouns – *one, ones***

*We've researched several locations, but the **one** we're really interested in is too expensive.* (*One* is a substitute for *locations*.)

*We are using three new suppliers in India and two existing **ones** in China.* (*Ones* is a substitute for *suppliers*.)

- **alternative words**

*Our main competitor has centralised purchasing, so we have decided set up **such a system** ourselves.* (*System* is a substitute for *centralised purchasing*.)

*We purchased the goods from Turkey. We **bought** them very cheaply.* (*Bought* is a substitute for *purchased*.)

- ***do/did* for present/past verb phrases**

*She doesn't enjoy working on these projects, but I **do**.* (*Do* is a substitute for *enjoy working on these projects*.)

*I didn't like the changes, but my colleagues **did**.* (*Did* is a substitute for *like the changes*.)

- **replace some repeated phrases**

We have just made a decision to have centralised purchasing. (= *We have just made a decision. We have decided to have centralised purchasing.* We do not need to include *we have decided*, so we can make one sentence instead of two.)

Note: If we need to refer to the same noun more than once, we try to use a variety of substitute words to avoid repetition within a text.

Lesson 1.3 ➤ 9A

Pair A

You are having a meeting with your clients who want to organise a two-day conference for their staff from all over the country. On the first night, there will be food and entertainment.

You would like the clients to agree to:

- a good hotel for the conference that has all the required facilities but isn't too expensive.
- have the hotel provide the catering as that will be more practical for them and profitable for you.
- have a party with a DJ in the hotel.

You don't want to give your clients too much freedom with their answers, so think carefully about the questions you are going to ask.

Lesson 1.5 ➤ 3A

Comments	% of respondents
'I think it's a bad idea to reduce quality to keep prices low.'	55%
'We'll have to change supplier if you increase your prices.'	10%
'We'd prefer to pay more for high quality.'	25%
'You shouldn't increase prices by more than 5 percent.'	15%
'Your prices are already very high.'	15%
'We can't pass the increase on to our own customers.'	20%

Lesson 3.4 ➤ 6A

Student A

Scenario 1

You're responsible for maintaining an overview of the department's activities and some people, including your partner, don't often share an up-to-date version of their activities and schedule. When they do share files, these quickly become out of date and no longer accurate. You have found a new online shared calendar system. Everyone can join it and keep it updated in real time. Everyone will know when the rest of the team are in meetings, travelling or potentially free. It's easy to use and will make the team more efficient. Present this idea to Student B.

Scenario 2

Student B will present an idea for an app which automatically logs purchases into your IT system. Your job is to support customers but you sometimes fall behind on logging expenses. You catch up once a month and are happy with your current system. Personally, you don't see a need to change anything and don't have time to learn new processes. Challenge your partner's idea and offer some alternative suggestions.

BUSINESS WORKSHOP 4 ➤ 3B

Student A, Business profiles

Elon Musk

Elon Musk was born in South Africa, later moved to Canada, and became a U.S. citizen in 2002. After leaving university with degrees in economics and physics, Musk started studying for a PhD at Stanford University but dropped out after two days as he wanted to focus on the internet, renewable energy and space exploration.

He first started a software company called Zip2 with his brother. In 1999 he sold it, becoming a millionaire. Musk then set up X.com, which later became Paypal. He is the founder and CEO of Tesla Motors, and CEO and Chief Technology Officer of SpaceX, which he also founded.

In 2017, Musk founded Neuralink, which aims to merge human brains and computers. He is known for creating the Falcon Heavy rocket that launched successfully in 2018. His goals include reducing global warming and establishing a colony on Mars. Musk once said, 'I would like to die on Mars. Just not on impact.'

Larissa Tan

Larissa Tan is CEO of Vanda Electrics and one of the few female leaders in the technology and automotive industry. Tan and her team recently launched Dendrobium, the world's first fully electric hypercar.

Tan was educated in the UK and studied economics at the London School of Oriental and African Studies. She then went on to complete a Masters of Science in Financial Management at the University of London. She has a background in strategic branding and marketing and prior to Vanda Electrics, was director of marketing at Wong Fong Engineering Works in Singapore.

On being a female leader she says, 'The automotive world is a male-dominated industry, which to me means that there happens to be a lot of men within the industry, ... My advice is to embrace the challenges without dwelling too much on the gender role.'

Lesson 3.5 ➤ 3A

From: Sara_Long@JapaKaneLtd
To: customer_services@stratford Bank
Subject: Appalling customer service.

You closed our business account without telling us. This is dreadful and we're very angry. No one at the bank can explain why. Also you overcharged us last month by €600. Why?

Open the account again immediately. We've been customers for a very long time.

Lesson 3.5 > 3B

Your bank business manager had agreed to a loan for your company. You were waiting for the contract to come when the bank sent a letter saying they couldn't give you a loan (surely an admin error?). You are very unhappy because:

- they didn't give you any reason.
- the business manager hasn't returned your phone calls for the past three days.
- without the loan to purchase new materials, your business is in a very difficult situation.
- you are a long-standing customer and have always had a good relationship with the bank.

Remind them of the following from their customer service promise:

'We will do everything possible to resolve your complaint by the end of the next business day.'

Lesson 8.5 > 3B

Meeting notes

To: decide whether to buy HegGah Supplies

Attendees: CEO, Finance Director, Marketing Director, Production Director

agreed to buy HegGah Supplies – loyal supplier for many years – best quality materials – can't keep up with our demand – needs funds to expand

benefits both – avoids looking for new suppliers + more control over supplies – HegGah gets funds for expansion

some workflow disruption probable – will not affect current orders – no redundancies

video meeting required re number of new staff required – mentoring programme must be organised for them – must be familiar with our vision and goals

Lesson 5.5 > 3B

Describe your first day	arrived last month / met at airport by local manager / taken to company apartment in city centre
What happened in your first week	started work next day / introduced to everyone in central office / tour around São Paulo offices following day
What you like about the secondment	learning how company operates in Brazil / learning Portuguese – lessons twice a week
What you don't like about the secondment	apartment a little small / should've learned Portuguese before coming
Conclusion	good for career / better global perspective

Lesson 4.4 > 6B

Student A

Scenario 1

You are the local interest group leader and have organised a night out for dinner. One of your members is a vegetarian. He/She was in the meeting when the restaurant was decided upon and you specifically checked that there are vegetarian options. This person is often seen as 'difficult' and is seen to complain a lot.

Scenario 2

You are just back from holiday and have a new colleague working near you. This person is often on the phone and is quite loud. You can't work like that and need to talk to him/her about it.

Scenario 3

You feel your partner gets to go on a lot of international trips to nice places and you are stuck back in the office all the time. On these trips, he/she usually visits customers that you both manage. Anytime he/she has asked you to go it's always been last minute when you already have personal appointments or holidays planned. You never get to travel for work and you think it's unfair.

Lesson 5.5 > 3A

Hi everyone! How are you all? Here I am working in the Malta office. Got here last month. Stayed in hotel first. Started work the Monday after. Found apartment next day. Malta's really great. Weather's fabulous and colleagues are friendly but the apartment's very small and noisy. Why don't you try secondment?

Lesson 4.3 > 9B

Student A

- You're happy to follow up on past clients by email but definitely don't want to phone them. You really don't want to cold call potential clients either.
- You'd have to talk to the company manager about an advertising budget to attract more business. Frankly he/she terrifies you and you'd rather avoid that conversation. You think your colleague would do a better job of speaking to the boss.
- Finding ways to team up with another transport company sounds like a lot of work and you really haven't got time with all your other commitments.
- Using your personal network of family and friends to make business contacts does not appeal to you. However, it may be what your company expects you to do.

Lesson 5.3 ➤ 9A

Scenario 1

Student A: You are a Marketing Assistant in a hotel chain. You have been working in the company for six months. Student B is the Head of Marketing.

- Read part of your performance review form your manager completed below.
- Think of some ways you can improve on your weaknesses.
- Prepare for your performance review. There will be two more categories in the review that you haven't seen in advance. You will need to 'think on your feet'.

Student B: You are the Head of Marketing in a hotel chain. You are student A's manager.

- Read your employee's performance review form below.
- Add two more categories* with any details you want.
- Think of possible ways of improving student A's weaker points.
- Prepare for the performance review. Decide whether to use a directive or interactive approach and use phrases from Exercises 7A and 7C.

Name: _____ Job title / Department: Marketing Assistant / Marketing Company: Hotel chain		
	Rating 1-3	Evidence and comments
Job knowledge	2	learns quickly and demonstrates a good knowledge of the administration tasks and duties finds it difficult to use spreadsheets to the required level
Quality of work	3	consistently achieves a high standard of work
Ability to work independently	1	is not always able to handle own projects without constant supervision
Communication skills	2	demonstrates good written communication skills sometimes lacks confidence when giving presentations
RATING SCALE: 1 Poor/Unsatisfactory performance – major improvement needed 2 Fair/Good performance – meets some standards but needs some improvements 3 Excellent performance – consistently exceeds the required standard		

*other possible categories: adaptability, attitude, creativity, time management, decision-making, problem-solving skills, punctuality

Lesson 6.5 ➤ 3A

We hope to expand into new markets so we want to make a strategic alliance with another company. Consumers don't seem to be interested in our products anymore and we appear to be losing market share rapidly. So we are going to move forward with this alliance.

Lesson 1.3 ➤ 9A

Pair B

You are having a meeting with an events company that is going to organise your company's two-day conference.

Ideally, you would like:

- a hotel with all the necessary conference facilities, preferably in the more exclusive part of town, but not if it's too expensive.
- a meal at a nearby restaurant that is large enough for everyone.
- a large group outing to either a club or a show.

Work with the options that the events company offers you but, if you get the opportunity, see if you can get what you would prefer.

Lesson 2.5 ➤ 3B

NOTES FROM MENTORING MEETING WITH DAVID JESSOP

Aim: to improve productivity

plan work more – attend training course (time management); hold fewer/shorter meetings; listen more actively to team members; delegate more tasks potential for promotion?

Lesson 3.4 ➤ 6A

Student B

Scenario 1

Student A will present the idea of an online team calendar. You think it's a good idea to have a shared calendar, but you travel a lot for work and are regularly 'offline' on trains and planes. It's not suitable for you to work with a live online calendar as you tend to update your schedule during such offline times. Challenge your partner's idea and offer some alternative suggestions.

Scenario 2

You know that some people in your team often fall behind on their admin and paperwork relating to their expenses. Your idea is to use an app which automatically logs purchases directly into your IT system. It won't take long to learn how to use it and it will save a lot of time in the long term. Present this idea to Student A.

Lesson 7.4 ➤ 6A

Student A

You think the most likely risk is that someone will forget their passport. This happened last time and the person had to cancel his/her trip. The impact would therefore be high.

You also think the flight/train might be overbooked. It happens so often these days.

Discuss with your partner where you should place these risks, and the others, on the matrix. Then decide what you should do to mitigate them.

Lesson 6.3 > 9A

Team B: Event sponsors

- There has been a total lack of communication from the tournament organisers. You are furious. You would consider pulling out if you hadn't already signed a deal with them.
- You think it is a priority now to agree when, where and how this event is going to be advertised. You were promised national coverage; that's why you agreed to sponsor it.
- You agreed to provide the uniforms for the tournament staff. You've now had these made. They are white shorts and red tops and your logo is highly visible across the back of the t-shirts.

BUSINESS WORKSHOP 6 > 6A

Option B: Karoline



Merger with similar size restaurant

We discussed the possibility of merging with a restaurant which prepares organic dishes and is more or less the same size as we are. I have been in touch with a couple of them and the Restoran Jana chain in Serbia has an excellent reputation and seems like a good fit for us. Their basic concepts are very similar to ours; they source fresh food and use high-quality ingredients. They would also like to offer more variety on their menus, which is why they are interested in a merger. Because our ingredients are fairly expensive, cash flow is not what we would like it to be and a merger would help us as we would share some of the expenses. In addition, we should be able to grow fairly quickly.

Lots of questions arise here, though, such as who would actually own the new company, what name would we give it so that our customers still recognise us, how would we deal with the management structure and staffing as well as taking major decisions and creating strategies going forward. It would give us a foothold in new markets, however, and we could make use of synergy to expand the business. We would need to spend some time working together on the menu, make sure our supply chain would still be in place and make some suggestions on the design of the beverage area and the 'feel' people get when they visit.

Although our trucks are doing well, we are uncertain about the future as competition is growing, so working with another business could be really positive. We might even be able to expand into other areas of the Balkans and possibly work on another recipe book together based on the farm-to-table philosophy, which the restaurant already promotes. With both companies specialising in the same general area, a merger like this could really strengthen the brand.

BUSINESS WORKSHOP 5 > 8A

Employees

Your task is to negotiate a contract acceptable to you (and your family).

These are the areas you are not willing to give in on without further discussion with your spouse or partner.

- guarantee of same job at home
- help with finding appropriate school for children
- relocation company to move you, family and household goods
- flights home twice a year, preferably in business class

These are areas you are willing to negotiate.

- tax advice and information on double taxation treaties
- cost of housing
- transportation (public transport, company car)
- work permit for spouse or partner
- same healthcare as at home

Lesson 4.4 > 6B

Student B

Scenario 1

Your local interest group have organised a meal in a restaurant. You're not very happy about the restaurant that the group has decided on and you're thinking of not going. The group has chosen a meat specialist restaurant and there's only one vegetarian option on the menu. You were in the meeting where it was decided but you didn't want to cause trouble by speaking out. You really don't want to be around that much meat and feel that the group leader should be more sensitive about that.

Scenario 2

You just started a new job in a role that involves a lot of international calls to customers. The connections are sometimes bad and you need to speak loudly. You can imagine this isn't good for your new colleagues who work next to you, but you can't work anywhere else. There are never meeting rooms available and you need to be near your computer to access files while talking to customers.

Scenario 3

You travel a lot for work due to your specialisation on a specific project. Sometimes it's nice, but you'd really prefer to be home with your young family more often and not travelling so much. Your work colleague works closely with you and has often been asked to travel but always seems to have an excuse not to. You don't really feel supported by him/her.

Lesson 5.3 > 9C

Scenario 2

Student A: You are the Production Manager in a food manufacturing company. Student B is a Production Supervisor in your department.

- Read your employee's performance review form below.
- Add two more categories* with any details you want.
- Think of possible ways of improving student B's weaker points.
- Prepare for the review. Decide whether to use a directive or interactive approach and use phrases from Exercises 7A and 7C.

Student B: You are a Production Supervisor in a food manufacturing company. You have been working in the company for two years. Student A is the Production Manager.

- Read part of your performance review form your manager completed below.
- Think of some ways you can improve on your weaknesses.
- Prepare for your performance review. There will be two more categories in the review that you haven't seen in advance. You will need to 'think on your feet'.

Name: _____		
Job title / Department: Production Supervisor / Production		
Company: Food manufacturer		
	Rating 1-3	Evidence and comments
Job knowledge	3	demonstrates excellent technical skills recommends innovative strategies to improve processes
Quality of work	2	meets production targets that achieve high customer satisfaction levels has a tendency to order more supplies than are necessary
Managerial skills	1	does not always follow procedures when it is necessary to discipline staff
Interpersonal skills	2	has an excellent working relationships with staff and managers within the department sometimes clashes with Sales department colleagues over production schedules
RATING SCALE: 1 Poor/Unsatisfactory performance – major improvement needed 2 Fair/Good performance – meets some standards but needs some improvements 3 Excellent performance – consistently exceeds the required standard		

*other possible categories: adaptability, creativity, time management, decision-making, leadership skills, problem-solving skills

Lesson 7.4 > 6A

Student B

You think the most likely risk is that someone will need a doctor or a dentist while away. You are a large group and think it is statistically very likely. Medical care abroad is very expensive, so the impact would be high.

You also think the weather forecast doesn't look good and you have many outdoor activities planned.

Discuss with your partner where you should place these risks, and the others, on the matrix. Then decide what you should do to mitigate them.

Lesson 7.3 > 8B

Student B

POSSIBLE INDUSTRIAL ACTION

City council employees, in a pay dispute, are threatening to refuse to work next weekend. Though most office workers have a Monday-to-Friday working week, workers in the Parks and Recreation Department frequently work weekends. This may mean trouble for anyone with a party or other event scheduled at a local park.

AIR SHOW NEXT WEEKEND

Litchworth Airfield will host its annual open day and air show next weekend. Visitors to the event will see a variety of planes both on the ground and in the air. Organisers warn that some of the flights may cause increased noise at local country parks, pointing out that the event – including the flyovers – has been fully approved by the local council.

BUSINESS WORKSHOP 3 > 5A

Student(s) A

Use some of these ideas and add your own ideas when discussing banking products for millennials in the meeting.

- Improve online banking: develop a relationship with the bank via social media; only 25 percent of our products are online
- Target the millennial market as potential homeowners
- Offer new products, e.g. 'top-up as you go' credit cards when travelling
- Offer promotional gifts when opening a second bank account to encourage loyalty
- Offer a discount card for retailers, leisure and entertainment
- Your own idea(s)

Lesson 8.3 > 9A

Supplier 1

- They missed almost all of the deadlines by at least seven days.
- They had a very open, honest communication style.
- They didn't manage their budgets well – they spent too much on small details – and went over by 40 percent.
- They delivered a final product that everyone loved.
- They didn't use the latest technology, which contributed to the seven-day delays.
- The planning meetings were very enjoyable and they came up with some creative ideas.

Supplier 2

- They were on time or early for all the deadlines.
- They weren't easy to communicate with and often didn't answer emails.
- Their costs came in exactly as budgeted.
- They delivered a final product that was acceptable, but nothing special.
- They use the latest technology, so there were no problems there.
- The planning meetings were rather dull and uncreative.

BUSINESS WORKSHOP 5 > 8A

Managers

Your task is to negotiate a contract favourable to the company.

These are the areas you cannot change without discussion with your superior.

- education allowance up to €5,000 a year to cover school costs for each child
- free accommodation for three months, then employee pays his/her own rent
- two flights home a year in economy class for employee and family
- healthcare as provided by the country employee is sent to

These are areas you can negotiate freely.

- free tax advice
- guarantee of same job at home
- work permit for spouse or partner
- fuel for company car for free time
- expenses incurred by relocation

Lesson 8.5 > 3A

To: All Service Managers
From: Fred Collier, Service Director
Subject: New ordering and distribution systems

Hi everyone,

After talking last week, we've made some changes to the ordering and distribution systems.

We've made them more efficient to avoid the delivery delays we've been having.

Don't worry about redundancies. Nobody will lose their jobs.

There will be training for everyone.

Thanks,

Fred Collier

Lesson 8.4 > 6B

Student A

Scenario 1

You found the job online first and told your friend about it. You don't want him/her to apply as you think he/she might have more of a chance of being successful with the application. However, you want to protect your friendship and relationship and you know he/she is not happy in his/her current job.

Scenario 2

This is an important presentation for both of you. You think that you should work together to prepare a structured PowerPoint slide deck. It will make you both look good in front of the audience and you'll probably be too nervous without it. Your partner will begin the discussion. Remember that maintaining the relationship is your core focus, though you also want the presentation to go well. It's important for your career.

Lesson 6.5 > 3B

Notes for report

- > decision to exit strategic alliance – due to many problems – not meeting objectives
- > joint venture for Lima housing project – large Peruvian construction company
- > Why?
 - experience and expertise of partner company
 - need their facilities + specialised staff
 - good record for city-centre projects
 - their large workforce needed to finish on time
 - benefits:
 - 1 only a temporary contract
 - 2 no effect on whole business
 - 3 common objectives = better communication + fewer problems

Lesson 7.3 ➤ 8B

Student A

LOCAL UFO EXPERT PREDICTS ALIEN INVASION NEXT WEEKEND

Local space enthusiast Lee Kim says that, according to his calculations, there's an 80 percent chance that aliens will visit this area next weekend. He's reported his concerns to the police, who promise to be standing by. They've encouraged Mr Kim and any others who have concerns to go about their usual business, but remain vigilant.

WEATHER NEWS: 50% CHANCE OF EXTREME HEAT NEXT WEEKEND

Our usual mild weather for the season may come to an end next weekend. Weather forecasters warn that unusual conditions may cause dangerously hot weather all weekend. However, because of unstable weather to the north, it's almost impossible to say with any certainty this far ahead what might happen.

BUSINESS WORKSHOP 3 ➤ 5A

Student(s) B

Use some of these ideas and add your own ideas when discussing banking products for millennials in the meeting.

- Improve the mobile app to help establish a personal relationship with millennials
- Don't offer long-term loans like mortgages – millennials tend not to have a regular income
- Offer financial products that save money, e.g. savings accounts to young people studying for degrees with good salary prospects (medicine, engineering, etc.)
- Promotional offers should be low-cost, not expensive gifts
- Your own idea(s)

Lesson 6.3 ➤ 9A

Team A: Tournament organisers

- The person who was in charge of liaising with the sponsor hadn't been good at keeping them informed. He left your tennis club a few weeks ago so there's been no regular contact with the sponsor since.
- You think it is a priority now to decide the colour of the uniforms you need for the staff on the day of the event. The sponsor has agreed to pay for and supply all of these. You want blue shorts and white tops and a discreet company logo on the front of the uniforms.
- You have had a lot of unexpected expenses so the advertising budget for the event has been cut significantly.

Lesson 1.5 ➤ 3B

Your company has recently carried out a survey to find out how satisfied existing client companies are and what improvements they would like to see. Here are the results of the survey.

1 = Poor 2 = Could be better 3 = Satisfactory 4 = Good 5 = Excellent

Question: How would you rate:	1	2	3	4	5
product quality?	0%	0%	5%	35%	60%
speed of delivery?	2%	0%	10%	82%	6%
price?	10%	13%	72%	5%	0%
product range?	21%	34%	40%	4%	1%
customer service?	6%	15%	76%	2%	1%
value for money?	10%	9%	20%	61%	0%

ADDITIONAL COMMENTS

What improvements could we make?

Offer bigger discounts for regular orders over €20,000. 59%

Communication – staff don't reply to our emails quickly enough. 22%

Would like you to offer a maintenance service for all products. 12%

Lesson 8.4 ➤ 6B

Student B

Scenario 1

Your friend knows that you're not happy in your current job and are currently looking for another one. He/She told you about a job which you think would be perfect for you and you're preparing your application. You've just found out that he/she wants to apply for the same job, too. You think this is a little unfair, but you want to protect your relationship at the same time.

Scenario 2

This is an important presentation for both of you. You think that you should both speak freely without a PowerPoint slide deck as it is more natural and will enable you to connect with your audience more. You begin the discussion. Remember that maintaining the relationship is your core focus, though you also want the presentation to go well. It's important for your career.

Lesson 4.5 > 3B

Your company has asked you to look into ways of improving the company's green footprint. Here are your notes for the recommendations section of the proposal.

- conduct waste review – what do you throw away and what can be recycled?
- office supplies – use reusable pens, recycled paper, recycle old computers and other devices – find business that does this
- review purchasing policy – buy products which are manufactured sustainably, i.e. no toxic substances
- old/unwanted office furniture – donate to charities or refurbish it so we can still use it
- energy – change to renewable energy, e.g. wind/solar
- encourage staff to consider environment – use of paper/water/plastic/energy, etc.
- plastic cups for drinks machine – bring own mug / refillable water bottles
- more staff to use public transport

Lesson 4.3 > 9B

Student B

- You're happy to follow up on past clients by email but would prefer not to phone them. You really don't want to cold call potential clients either. You think your colleague would do a better job of speaking to people on the phone.
- You'd have to talk to the company manager about an advertising budget to attract more business. He/She is never keen on spending money though and would be hard to convince.
- Finding ways to team up with another transport company sounds like it could be fun, although time-consuming. You want your colleague to work with you on this one.
- Using your network of family and friends to make business contacts sounds interesting, although you're not sure how to do this. Perhaps you and your colleague could exchange names of useful friends and family to contact rather than talking to your own network.

Lesson 2.3 > 9A

Student B

You have already had one meeting with the client where you had agreed on what the event would be. The original plan was to include:

- 3 nights in a five-star hotel
- a day zorbing
- sightseeing tour of the local area with a history tour guide (weather permitting)

However, you have had problems finding a five-star hotel with enough availability for that many people (150). You have come up with an alternative, but there aren't any zorbing facilities there. You need to renegotiate this with your client without upsetting them. Decide how you will approach the matter. You will now offer:

- three nights in a medieval castle which is now a health spa.
- a tough mudder race on the castle grounds.
- a day to enjoy all the spa facilities at no extra cost.

BUSINESS WORKSHOP 6 > 6A

Option C: Paul



Strategic alliance with a hotel

With this option we would form a strategic alliance with a small boutique hotel.

I have been in touch with the Mirjana Inn which is located in the centre of Zagreb. It is well known and attracts similar customers to those we tend to serve from our trucks. They have offered to take care of the initial costs, such as creating the space to prepare our beverages and creating a special juice/smoothie/soup bar area in the lobby. We could also open quite quickly as they would take care of lots of the details which we are unfamiliar with, such as hiring the people to build the special kitchen we need and setting up and decorating the juice bar itself. They would, however, want to be involved in hiring staff and deciding on pricing and possibly suppliers. We would have to make sure that we can keep our basic business model, which includes fresh fruit and vegetables from local and organic sources, as this is what makes us special.

This move would help us to grow the business quite quickly without us having to spend a lot ourselves. The hotel would also promote us, but we'd need to make sure any PR they do goes along with our brand and the image we have worked hard to build. That may be a challenge, but it would also give us a great opportunity for expansion and could be the start of a rollout in other hotels. They also asked me if I thought we might consider expanding our menu to include other snacks, but we would need to think about this carefully as it is really not our area of expertise. Another factor to consider is that there would be more people involved in decision-making than we have at the moment. As we have remained a fairly small and compact business, this could seem very different to what we are used to.

Lesson 2.5 > 3A

NOTE FROM MENTORING MEETING WITH HELENA BARQUE

Aim: to meet sales targets

prepare a feedback survey for existing customers, follow up with phone calls to purchasing managers – discuss results? encourage them to complete?, arrange more meetings with current customers – increased orders? new ways to help them?, phone/email ten potential new customers each week, arrange meetings with at least two new potential customers each week.

BUSINESS WORKSHOP 4 ➤ 3B

Student B, Business profiles

Indra Nooyi

Indra Nooyi is an Indian-born American and CEO of PepsiCo. Nooyi is one of the top female executives in the USA and is consistently ranked among the World's 100 Most Powerful Women.

She had a rebellious streak as a child. She played guitar in a band and was also a member of an all-girls' cricket team. On her childhood she says, 'I grew up with a mother who said, "I'll arrange a marriage for you at 18," but she also said that we could achieve anything we put our minds to.'

Nooyi later completed her MBA at the Indian Institute of Management in Calcutta, and then worked with Johnson & Johnson. She won a scholarship to study at the Yale School of Management, then worked with Boston Consulting Group (BCG) and Motorola and later joined PepsiCo, where she became CEO in 2006. She has a reputation as a strategist, diversifying and expanding PepsiCo's food and beverages brands.

Rubens Menin

Brazil's Rubens Menin, Chairman of property developer MRV Engenharia, was the first South American winner of the EY World Entrepreneur of the Year in 2018. The independent judges said they had given him the award for his work in bringing housing to some of the poorest communities in Brazil.

Menin, who founded MRV in 1979, when he was just 21 years old, was picked from among 56 finalists from 46 countries competing for the prestigious title. His building company has delivered more than 320,000 houses and apartments in Brazil, allowing over one million people to realise their dream of homeownership. He is handing over the business to the next generation. His son and nephew are now Co-chief Executives of MRV.

The judges praised Menin's social vision. 'Rubens has a passion for seeking a fairer and more egalitarian society,' said the chair of the judging panel. While Menin says, 'It's not enough to be profitable for shareholders and to give jobs, although this is important ... A company that does not have purpose is not sustainable.'

Lesson 2.3 ➤ 9A

Student A

You have already had one meeting with the events company and they agreed to most of your requests. You are very happy with what was agreed on and you and your staff are looking forward to the event. You are assuming that the events company wants to meet to iron out a few details. However, you will discover that it is more serious than that. How would you like to be approached regarding this? The event, as it stands, involves:

- three nights in a five-star hotel.
- a day zorbing.
- sightseeing tour of the local area with a history tour guide (weather permitting).

1.1.1

P = Presenter K = Kate Watson

P: Market research involves gathering, analysing and interpreting data. It provides companies with crucial information that can help them make better strategic business decisions and improve their chance of success. Kate Watson is Research Manager at Opinium Research in London.

K: Market research can be used to help a business grow and develop. It can be used to help launch a new product into the market and test its appeal. It can help a brand with its performance and effective communications, through to helping a company with customer satisfaction and employee satisfaction.

P: In order to generate the information needed, some companies have in-house market research teams, while others outsource projects to specialist companies. Market research is big business but, regardless of who is doing the work, there are specific methods for collecting the information.

K: Market researchers gather information in two main ways. This is done either through primary research or secondary research. Primary research consists of gathering new data from consumers, and this can be in the form of surveys, focus groups or in-depth interviews, for example.

P: Surveys gather responses from a large number of people giving information about attitudes and behaviour towards particular products or issues.

Focus groups bring together a small number of carefully selected people to explore their perceptions of a product or an issue. They provide an in-depth analysis of opinion and may reveal information not anticipated by the researcher. Although the groups are small, findings from focus groups are a guide to the reactions that can be expected from a larger population.

However, collecting such detailed data in this way can be costly. Luckily, for small businesses and start-ups unable to afford these approaches, there are other more cost-effective alternatives.

K: One erm good way to do market research erm, which is more affordable, is through online surveys and they're also a very efficient way of researching the market. What you can also do is think about the sample size you use when looking at a particular audience and reducing that to make it more affordable.

P: Whereas primary market research involves gathering entirely new data, secondary market research is based on data that has already been compiled.

It's also known as desk research. Like primary market research, it is often carried out by specialist companies, who charge for this service, though it is less expensive than primary research.

K: Secondary research consists of data that already exists and is publicly available. You then collate all that information and provide analysis on that. You can find this data through various sources, including government reports and statistics, companies' websites and brochures, through to academic publications, for example.

Secondary market research can be used for various different things to help with the business. For example, if a business was looking to launch a new product or service offering, the secondary data can look at what else competitors are doing within that space, and therefore helps the company provide a product that's gonna be different and helps make them stand out in the marketplace.

P: Whether primary or secondary, the key to useful market research is to plan carefully and keep it relevant in order to gain the most valuable

feedback and insights on which future strategy can be based.

K: It's all about finding out who the target audience is, and then how to communicate effectively to them.

1.3.1

P = Prisha D = David

P: Great. Thanks.

Where were we? Oh yes. Happenings has been going for just over a year. We're only a small events company. Competition is fierce and ... well, I've learnt that attracting clients can be tough. Like the one I was just speaking to.

David would agree. With twenty years' experience in PR and communications, he knows this business well.

We're still to see a net profit despite having very few employees like Sonia, who handles the day-to-day management of the different projects.

And Otto. He's our logistics guy. If we have problems, he finds solutions.

D: Any news on the contract?

P: Well. We're being considered. We really need them, David, the money situation is not great at the moment.

D: I'm fully aware of that. What are the details?

P: All their global sales staff gather for a weekend event which includes an afternoon of trying out the new Overlander quad bikes. The budget is decent.

D: What about Hebden Hall as a location?

Remember, we have the ...

P: ... special agreement with them. Yes. Meaning we could make a tidy profit.

D: That would be nice. But let's not assume Overlander will go for it. In the end, they'll want to choose.

P: That's the trick, isn't it? We make them think they're choosing, but we're in control.

D: Well, let's tread lightly here. We don't want to frighten them off.

1.3.2

P = Prisha M = Meghan D = David

P: So, Meghan, what are your thoughts on the kind of event you want for your team?

M: Well, the quad bike launch is the focus, obviously. But that won't take all weekend. We'll need something else to do.

P: Do you have anything in mind? Have you considered the kind of venue you'd like?

M: A top-class hotel. We want this to feel like a real treat.

P: But where will the quad biking take place?

M: I was thinking somewhere nearby. A large plot of land, so obviously we'd need transport ...

D: What do you think about the Friday evening when everyone is arriving?

M: We'd need a welcome reception.

P: OK. Would your staff be interested in any other activities?

M: Maybe a ... murder mystery night? With costumes. You could arrange that, right?

D: The quad bike demo is on Saturday afternoon. How would you feel about another event in the morning?

M: I think the team will just want to hang around the hotel beforehand. Maybe use the spa.

P: How about Sunday?

M: Sunday lunch, maybe? A private chef.

P: Great.

M: Fantastic! I wasn't really expecting you to agree to all of that!

1.3.3

P = Prisha M = Meghan D = David

P: Quad biking is the focus. So what are your thoughts on continuing with the adventure theme?

M: Could work. Can you tell me a little more about it?

P: Have you considered a stately home? A grand countryside place? Lots of activities!

M: Is that possible?

D: There's a lovely place called Hebden Hall. Enough outdoor space for quad biking and also an adventure area within the grounds. Would your staff be interested in spending Saturday morning zip lining through the treetops?

M: They'd love that, I'm sure.

P: Great! And how would you feel about us bringing in our own caterers for the weekend? Hebden Hall serves food ... but it would be better if we could provide a wider variety and better quality, wouldn't it?

M: Probably, yes. That way we can tailor food towards the staff.

D: No problem. Vegan, vegetarian, gluten-free, we've got you covered. And after the meal ... what about a chill-out area?

M: I love that idea! Everyone can really wind down after a busy day. And will we be having a large Sunday lunch the next day?

P: What do you think about a large buffet, instead? A bit more informal. Maybe outside, if the weather's nice.

M: Perfect! I love the idea of something more informal.

1.3.4

The kind of questions we ask and the approach we take when asking a prospective client what their needs are, influence how much control we have over the meeting or conversation.

In Option A, Prisha and David use open questions to encourage Meghan to express herself regarding what she wants for Overlander's upcoming event. Meghan responds freely, without taking into consideration the costs or logistics. After all, that's not her responsibility. Despite feeling uneasy about her requests – this is evident from their anxious faces and their exchanged glances – Prisha and David don't modify their approach, but instead choose to hear Meghan out. They don't at any time during the meeting take control of the situation, so they end up agreeing to everything that Meghan asked for.

In Option B, Prisha and David ask Meghan leading questions, which suggest possible ideas for the event. They demonstrate far more control of the meeting, and the potential outcomes, steering the client towards their proposed ideas, which they know will provide them with a much-needed profit. And Meghan never feels that she has had anything imposed on her, and is happy with the ideas they put forward.

2.1.1

S = Steve J = James E = Elisa Se = Sebastian

St = Stewart A = Aaron

S: For a long time, the accepted wisdom has been that the CEO controlled everything in the company. The organisations serve them, not the other way round.

Today, that's all changed. Good bosses are learning to support those around them, so what's the best way for modern CEOs to become great mentors?

More and more businesses are recognising that the CEO's role has to evolve from being a dictator to being a mentor. And experts say that's because it's the best way to get results.

J: Science has shown that uh, you can get great results in the short term from ruthlessness, but long-term results, which may not be the type that suddenly go up but are progressively going up, over and over again, relate to how compassionate, how thoughtful, how kind, how nurturing an organisation is.

S: The need for bosses to act more like coaches or mentors is driven by the war to win the best talent.

E: It's really important for all leaders and peers to give back to each other 'cause it creates that sense of community. You know, I call it everyday mentoring. You have to get into an everyday motion to do something that takes action that creates an opportunity for someone.

Those small things that you do every day to help open doors for people or create new opportunities or introduce them to uh a new resource in the company, that really helps people do the best work that they can.

S: Being a good mentor is not just about passing on advice, it's also about providing opportunities to learn.

Se: It's also very clear when you think about uh teams, you want to start creating the feedback loops between individuals of the team creating the trust, and then maybe you need to step back and let them solve this exercise totally themselves and not get involved at all. And they might actually be very frustrated with you and say, 'Hey, why are you not providing more leadership, why are you not providing more clarity here?' And you're like, 'Yeah, but this is, you know, actually part of you, you know, learning.'

S: Successful mentoring depends on an honest and open relationship between those involved.

St: There is no room for mistrust, there is no room for, kind of, hedging or passive aggression or anything like that, um because if you can be really candid with people, uh in, and in a way that they understand that you're acting in their best interests and they're predisposed to react in, in your best interest and you can move really quick, you know, you can really capture the best of, of each person.

So I think there's a lot of mentorship that happens on the fly in that way that's not necessarily the more senior person in the organisation mentoring the more junior person, um but it, it's going in all directions. You know, I have learnt a tremendous amount from the people who nominally report to me.

S: Being a mentor is not just a one-way street and CEOs can learn as much, if not more, from those they are coaching, as well as from their peers.

A: You always wanna, kind of, give back and, kind of, pass down the, the benefits that you had and then uh, and then selfishly you also learn a lot because you're talking to new start-ups that have new ideas that are, that are pushing boundaries in, in ways that you hadn't thought about.

The worst thing you can do is get isolated um in, in your own business, your own industry, uh with your own, sort of, pace of, of development, and change, and thinking um and so in, when I work with, you know, younger early-stage start-ups it, it causes me to think completely differently.

S: When you're used to calling the shots, letting go and learning to support others does not always come easily.

The best CEOs know it's not all about them; the most important part of their job is to help those around them to be at their best. If they win, the company wins too.

2.3.1

S = Sonia D = David P = Prisha

S: What's wrong? Overlander?

D: We didn't take the lead in the meeting and now they have unrealistic expectations.

P: It can't be done within the allocated budget. Let alone leave us a margin.

S: So ... what now?

D: Another meeting. Renegotiations. The question is ... how?

P: I say we come clean. We messed up and now we need to rethink things.

D: No, no, no. We'll look like amateurs. We tell them we've thought about it ... and that they could really benefit from a more streamlined event. Somehow ...

2.3.2

P = Prisha M = Meghan D = David R = Richard

P: I'll be upfront here. To be perfectly frank, at the meeting we had with you Meghan, we ... agreed to more than we can provide.

M: Why did you do that?

D: In all honesty, Meghan, we got carried away. We were eager to please you. Maybe too eager.

P: We like to be fully transparent ... especially when we make mistakes. So we would rather discuss these matters face to face.

R: Well, I appreciate your honesty. But this has hardly filled us with confidence.

D: I get that. And if the truth be told, I can't blame you. That's why we wanted to discuss this in person.

M: Fine. Here we are. So, what's the plan?

P: Well, there's a stunning stately home called Hebden Hall that's surrounded by ...

2.3.3

P = Prisha M = Meghan D = David R = Richard

P: I'll be upfront here. After careful consideration, we feel that the event we agreed on could be improved.

M: So you don't like my ideas?

P: Your ideas were great. We just think that ... drawing on our team's experience ... perhaps an alternative would work better.

D: Keeping your best interests in mind, we've devised a far more streamlined, improved experience.

R: More streamlined? Why does that sound like 'cheaper' to me?

P: I assure you, there will be no drop in standards. Putting you first, and having had a chance to look more carefully at the logistics of the original agreement, we think our new idea will make life easier for everyone.

M: Alright. What do you have in mind?

P: Well, there's a stunning stately home called Hebden Hall that's surrounded by ...

2.3.4

Admitting mistakes to a prospective client can be difficult. It's important to maintain an honest relationship, in which a feeling of trust can be developed. But at the same time, it's vital that you and your company don't come across as unprofessional.

In Option A, Prisha and David choose to be honest in their approach by insisting on being transparent. And they explain that they won't be able to deliver what had been agreed on. The advantage of this approach is that the business relationship between the two companies is not harmed. However, Meghan and Richard are not happy about it, and are left wondering whether Prisha and David know what they're doing.

In Option B, David and Prisha explain that, on further analysis, they realise, as professionals in the field, that the event can be improved on. The advantage of this approach is that they come across as professionals, and they also protect the image of the company. However, they risk offending Meghan, by rejecting her ideas, and they also raise the suspicions of Richard, who's now wondering whether they have a hidden agenda.

3.1.1

P = Presenter J = Joseph Arinaitwe S = Stephen Waiswa I = Isaac Mwende L = Leonard Massa

P: In developing countries, rural populations have limited access to banks. In some sub-Saharan African countries, like Uganda, less than a quarter of the population have a bank account. One of the reasons for this is that there are very few branches.

J: The average Ugandan, the average East African has no time to come to the bank. Some of the banks are ... are situated very far from ... from where the people are, where they live and where they do their businesses.

P: And in countries like Uganda, one of the key issues is that bank accounts are simply too expensive for many.

J: Secondly, the cost of opening a bank account in this part of the world is still very prohibitive. Thirdly, the cost of maintaining a bank account is very high.

P: However, there are other ways of accessing the services banks can provide. In 2018, seventy percent of the Ugandan population had a mobile phone.

This is why the mobile money service M-Sente has become popular and has significantly improved many aspects of people's lives.

S: Mobile money is typically a money transfer service. It is, in the ordinary language, sending of money from one person to another.

P: Sending money through a mobile phone is safe and easy. An agent, usually a shopkeeper, can accept your deposit and top up your balance, which is saved to the SIM card in your phone.

I: Most of people use mobile money 'cause it's very easy. There is no need of carrying money, taking to bank way away, carrying money, paying somebody.

P: Once a customer has made a deposit, money can then be transferred to another account through a text message for a small fee. This system doesn't require an internet connection so people can use even a very basic phone. It can be used to pay for anything from food to gas and electricity.

They are in control of their money and expenses without having to open a bank account.

L: People are going in for the service of M-Sente because of the various services offered like paying for utility bills.

P: Customers can also use the system to send money to friends and relatives and can even have their salary paid directly into their M-Sente account.

The success of M-Sente's mobile money services in Uganda has encouraged companies in other African countries and in other continents to set up similar models.

It is spreading quickly through Asia, where rural communities also face challenges with traditional banking.

Wherever they are used, mobile money services provide financial freedom for people in developing countries and benefit the economy from the bottom up. The simpler it is to make transactions, the easier it is for poorer or rural communities to do business, and more business means more economic growth.

3.3.1

P = Prisha S = Sonia

P: Thanks for taking on the Claremont pitch. Sorry it was at such short notice, but I'm snowed under with Overlander.

S: It's no problem. Besides, I think we've put together a great event for their new perfume launch.

P: Mmm. Gold. 'The most beautiful fragrance ever created.'

S: Again. ... I thought the last one was ...

P: Now, don't be cynical about perfume Sonia. We're talking about a \$40 billion industry. Give them images of a lavish and glamorous evening. But don't forget, these are serious businesspeople. The Finance Manager will be there so your numbers need to add up. Got it?

S: Got it!

3.3.2

S = Sonia A = Anne Pi = Pierre

S: I would like to take this opportunity to talk to you about the launch of Gold. My objective today is to propose a launch event at the historic Ambassador Hotel. As you can see, with its art deco architecture and interior, it really matches the aesthetics of the bottle.

A: That's a great choice.

S: As you're all aware, the ideal perfume launch must be dramatic and newsworthy. And by keeping the press out, we add a feeling of exclusivity. People will be asking 'What's going on in there?' But only the select few will know. With more than one hundred circus performers ...

Pi: Woah, this is beginning to sound very expensive.

S: It's all in the budget. Here we go. I would like to give you a brief breakdown. Apart from food and drink – all at a very high standard – there will be, as I said, more than one hundred circus performers. Acrobats, jugglers, fire acts and trapeze artists. And turning our attention to the décor, we have struck a deal with an exclusive designer florist for a sixty percent discount in return for the publicity they will get ...

3.3.3

S = Sonia A = Anne Pi = Pierre

S: Just picture it. There you are, having the launch at the beautiful art deco Ambassador Hotel, which perfectly matches the design of the beautiful Gold bottle! The paparazzi are there. Celebrities mingle. It's the event of the year.

The interior is decorated in a sumptuous manner. Performers provide extraordinary entertainment. Your guests will be able to feel the anticipation as they walk the red carpet on their way to the Ambassador's historic ballroom. And no press will be allowed into the event. Only your private photographers. This is exclusive, after all.

A: Full control of coverage. Perfect.

S: Then ... try and visualise the looks on your guests' faces as they enter the ballroom and see more than one hundred circus performers all dressed in gold. Fire acts! Acrobats! Jugglers! Trapeze artists! All surrounded by enormous golden urns with thousands of flowers cascading from them. Imagine how everyone will react to this incredible sight.

A: It sounds like it will leave an impression ...

S: Absolutely. A feast for the senses. Can you think of anything more magical?

Pi: This sounds way too expensive ...

3.3.4

When deciding how to make a presentation, we need to take into account the subject matter of the talk as well as the audience that we are speaking to. This helps us to determine which style will be most appropriate for the presentation.

In Option A, Sonia just gives the facts and figures of the event, focusing on the budget and the deals that have been struck up with the vendors. The advantage of this approach is that it provides the information that is important to the Finance Manager of Claremont. And it shows that Happenings is on top of the business side of things. The disadvantage, however, is that it doesn't make for a very exciting presentation.

In Option B, Sonia is more dramatic in her approach. She appeals to the senses, and asks her audience to visualise what the event will be like. The advantage of this approach is it makes for a more exciting and emotive presentation that is more likely to draw the client in. The disadvantage is that it doesn't provide the facts and figures that are still the most fundamental aspect of any business.

4.1.1

N = Narrator A = Andrea Illy S = Stephen Rapaport

N: Coffee is the world's most popular beverage. Millions of cups are consumed daily and there is growing demand in new global markets such as Asia. One would usually increase supply to meet demand. However, increasing coffee production is harder than it seems due to climate change, which is damaging harvests. One company has a solution. Illycaffè is an Italian coffee company whose innovative work with coffee producers is focused on managing the impact of climate change, so production can continue. Chairman Andrea Illy explains what challenges they're facing.

A: The production is very frequently cut off by the climate change. And particularly the water security is jeopardising the coffee agriculture. In some regions there are too many droughts. In some other regions there is too much water, which is causing some proliferation of diseases. And this is a problem which we cannot predict. It's becoming less and less predictable.

N: The impact of climate change is clear on this plantation in Vietnam: coffee beans that *should* be pale green are dark brown instead. The El Niño weather system caused a drought and then a flood. The resulting beans were smaller than usual because of the drought, and they couldn't be dried naturally in sunlight and open air because the flood had made the atmosphere too humid. This meant that the beans had to be dried artificially using heaters, affecting their quality.

In order to deal with these challenges, growers are now breeding stronger plants and introducing new irrigation systems that allow them to regulate water, even in cases of extreme weather.

Stephen Rapaport, founder of the ethical company Pact Coffee, has worked closely with growers and knows they depend on a stable environment.

S: To grow effectively the best coffees on the planet need to be kept in a very specific temperature band. So, obviously, if the temperature changes, that's bad.

N: One of Pact's growers has had to take regular action to maintain the right temperature.

S: One in particular in Colombia, his family have been growing coffee for four generations and they've had to repeatedly move their whole farm to a higher

altitude to stay within this really specific temperature range that ... that great coffee grows at.

N: And coffee plants don't *just* need steady temperatures; they need wet and dry seasons in order to develop well.

Illy knows that climate change poses a serious threat, but he is using his expertise to plan a big-picture solution that could ensure the industry's future. He plans to increase production more than necessary, to deal with the challenge of potential crop failures.

A: We will need twice as much coffee ... from here to 2050. And the expectation is that half of the suitable land will be available from here to there so that means that we ... we don't know exactly the algebra now – but we might need to quadruple productivity in order to satisfy the demand, which is quite a challenge.

N: Quadrupling productivity is an ambitious goal, and a stronger, more knowledgeable supply chain is a key part of the solution. Coffee growers are already undergoing training on how to manage the effects of climate change on their farms. These programmes are funded by companies like Illycaffè and offer benefits to both sides: growers can protect their livelihood and coffee companies can protect their supply.

Approaches like this show that while climate change cannot be stopped, with effective planning and collaboration, there *are* ways to find sustainable solutions and embrace the challenge.

4.3.1

D = David P = Prisha

D: How are you?

P: OK, I suppose.

D: Are you worried about something?

P: Meghan at Overlander just emailed. They have a new 'green' policy we have to comply with. They also want us to have some international environmental certification – ISO one four, something like that. Our subcontractors too. She sent a PDF if you want to read it. Fifty-three pages of guidelines.

D: I guess we'll save some trees by not printing it. OK, look. They can't just spring this on us. This wasn't discussed as part of the bid. We'll just have to say a very firm 'no'.

P: To be fair, it's not really Meghan's fault. These are 'orders from on high'. We can't just say 'no', David. We need their business.

D: So what do we say?

P: I think we should try to explain ...

4.3.2

M = Meghan P = Prisha D = David R = Richard

M: Ah, yes. Our green policy. Our supply chain needs to be in sync with our new environmental initiatives. All our suppliers need the ISO 14001.

P: Meghan, there's no way we'll be able to get the certification in time – no matter how much we'd like to. For one thing, we'd have to carry out a series of audits.

M: It's just that ... this is important. How long would it take you?

P: Four months minimum. Maybe even six.

D: For this precise reason, we can't get our subcontractors to do it in time either. Besides that, there are major costs involved.

M: I can see that this puts you in a difficult position.

P: We totally understand you didn't know this when we won the bid. I hope you can see things from our perspective. We'd obviously like to cooperate, but ... how can it be done within the timeframe and without incurring extra costs?

R: Yes, well it's in all our interests to find a satisfactory solution. So, if you were to just start the process now, would that work for you?

P: I suppose that's doable, provided we don't have to incur extra costs.

D: OK then, we'll look into that. By the way, some good news is that the hotel already has the ISO 14001 and the ISO energy efficiency certificate for accommodation. So that's something, at least.

M: OK, let's put our heads together and see if we can find some other ways to make the event 'greener'.

D: Would you be willing to provide more funding for that if necessary?

M: Probably not. The budget is pretty much spent.

P: Well, in that case, you leave us with no room for manoeuvre.

4.3.3

M = Meghan P = Prisha D = David R = Richard

M: Ah, yes. Our green policy. Our supply chain needs to be in sync with our new environmental initiatives. All our suppliers need the ISO 14001.

P: We appreciate that your green policy is important. We obviously want to cooperate as much as we can, but the whole certification process takes at least four to six months. To put it simply, there just isn't time to do all the required audits beforehand. But let me tell you what we can do. We may not be able to get certification before this particular event ... but there's no reason why we can't take other measures to make things greener.

M: That sounds fair. After all, we all want to avoid a situation where the event gets cancelled.

R: What if the outdoor caterers were to use some eco-friendly tableware? Some biodegradable stuff? And recycling bins for waste food, tins, bottles?

D: Well ... that could still increase the costs quite a bit.

P: Would you be willing to take on the additional costs if we were able to make these changes?

M: I think we can contribute something.

D: It's just we really don't want to lose money on this contract. That's not in our best interests or yours.

R: Sure ...

P: OK. I can't guarantee anything but let me speak to the caterers. I'll see what they say. In the meantime, why don't we throw a few other low-cost ideas around?

R: OK. Have you considered looking into other ways of providing ...

4.3.4

In business, being able to say 'no' in a polite, firm and friendly way is an essential skill. It's possible to do this in a positive way that builds trust and preserves relationships. And giving good, clear reasons for saying 'no' is a fundamental part of this. In Option A, we see how Prisha and David do this. Their firm approach ensures Happenings won't have any extra expenses on this project. However, there may be a risk that they won't get another project from this client if they're perceived as inflexible. As well as giving good reasons for saying 'no', it's important to consider what you can say 'yes' to. In Option B, Prisha and David open up a collaborative approach by offering to start the process of certification. It's also useful to explore options and reach a compromise where possible, especially if resources or extra time can be found. This helps to preserve the relationship, and in the case of Happenings, there may be more likelihood

of future projects from Overlander. However, the risk is Happenings loses its profit margin on this particular project. In the end, there will always be situations where giving a firm, polite 'no' and standing your ground is the most appropriate response.

5.1.1

P = Presenter A = Anna Purchas

L = Lucie Alexander-Orr R = Ryoma Dodo

P: Many people employed by major companies have opportunities to interact with colleagues and customers from abroad. It may be during phone conversations or video conferences or on short business trips to other countries. But some global corporations also offer the exciting possibility of working on secondment in one of their offices abroad. KPMG is one of these companies. It provides tax and auditing services and has around 200,000 employees worldwide.

Anna Purchas is Head of People at KPMG in London.

A: We proactively encourage our people to go abroad because it's such a great developmental opportunity for them and we know they get great skills that they can bring back to our firm for the benefit of the firm and our clients.

Once somebody has identified that the global secondment option is the right one for them then they get a lot of support from our global secondment team who start talking to them about the country they're looking at, all the support we can give them in planning their move there.

P: Lucie Alexander-Orr and her boyfriend, both from KPMG's London office, spent two years on secondment in Sydney, Australia.

L: KPMG London's global mobility team support any secondees with lots of the administrative erm work, so sorting out our visas, sorting out somewhere to live when you're in Sydney, erm helping you arrange flights, erm helping brief you on the erm the culture in the place where you're going to go so there's lots of support available.

P: Ryoma Dodo is currently on secondment in London from KPMG in Tokyo. He chose London for several reasons.

R: I wanted to work in an English-speaking country so I thought the US or the UK is my best choice, so and er, comparing US and UK – I love football so I chose the UK.

P: KPMG helped Ryoma with the visa application process and offered other support.

R: KPMG offered me language classes for 100–150 hours. KPMG UK supported me er to looking for accommodation.

P: Once they arrived in Sydney, what support did Lucie and her boyfriend receive?

L: As soon as we landed in Sydney we had someone there to greet us, to take us to some accommodation that had already been organised. I had a buddy who was assigned to me to help me settle in.

P: And there was yet more help from KPMG.

L: Opening a bank account, setting up a house, how you pay your deposit, how you pay your rent. It was a great experience. Australian life is great, very easy place to live and to settle in.

P: What support did Ryoma receive when he arrived in London? How did they help him with accommodation?

R: Global mobility team in KPMG UK introduced me to a property agent who showed me seven or eight flats. And also mobility team showed me how to claim the expense of the relocation. I'm planning to stay for two or three years in the UK.

P: For companies like KPMG, secondments are a valuable offer to staff.

A: Offering secondments is an important way of retaining some of our very talented staff. It's a reason people choose to join a firm like KPMG, an international network.

I went on secondment myself to Denmark as a partner and working with Danish colleagues as opposed to British colleagues – a fantastic experience and I learnt so much from it myself.

P: What do Lucie and Ryoma think they will gain from their secondments abroad?

R: To work in a different business culture is very important to lead a global team for the audit so I think this experience in London is very helpful for me.

L: From a personal perspective I think it's definitely opened my eyes as to other places in the world that you can travel to and live in.

Erm, from a work perspective it just gives you a much broader perspective of different issues, different challenges that different areas of the world have. I think longer term that breadth of experience will definitely be beneficial for my career.

5.3.1

P = Prisha O = Otto

P: Nice work on Saturday.

O: Thanks!

P: How are you settling in anyway? Feeling at home in the UK yet?

O: Oh yes. It rains just as much here as it does in Germany.

P: Oh, we get one or two days of sunshine a year. Watch out for them. Anyway, I really need to set a time for your six-month performance review. Next week?

O: That's fine.

P: Good. I'm fairly new to the whole 'performance review' thing. I guess I should just tell Otto what he's doing well and what he needs to improve on. Get straight to the point. How hard can it be? Or maybe I'll let him do the talking. Let him open up a bit.

O: I think it'll be a good opportunity for me to talk about how I feel about the job. I'm confident that Prisha's feedback will be good. Reasonably confident ...

5.3.2

P = Prisha O = Otto

P: You've certainly achieved a lot as Logistics Manager. You've excelled at making sure everything runs smoothly. And you've provided strong evidence of problem-solving skills. You're consistently imaginative when dealing with last-minute hiccups. And the clients and suppliers love you. You have a natural rapport.

O: Thank you! This is all great to hear.

P: On the other hand, your administration skills aren't the best. You tend to lack organisation there. And I know that creates problems. There's definitely some room for improvement in this area.

O: Mm, could you give me a specific example?

P: Well ... general paperwork stuff. Sometimes you don't pass on the invoices when they are needed.

O: Yes. That can happen, I know. Especially when I'm having a busy day.

P: I understand that. But we all need to follow admin procedures. Don't forget the needs of your colleagues. Teamwork is really important.

O: Of course. I'll keep an eye on that.

P: Now, there were a few other things I wanted to mention.

5.3.3

P = Prisha O = Otto

P: So, in general, how would you describe your on-the-job performance over the last six months?
O: A good job on the whole. I manage to keep calm in a crisis. I always find solutions to problems.
P: Definitely. You're consistently imaginative when handling difficulties that pop up. Like they have a habit of doing now and then. And what has been the most rewarding aspect of the work?
O: Dealing with different kinds of people, without a doubt.
P: Yes, you're certainly a 'people person'. Clients and suppliers love you. You have a natural rapport. And what about challenges? Anything you find tough?
O: I'd say multi-tasking. Sometimes it's really hard for me to prioritise.
P: Is there anything in particular that you're not prioritising that you feel you should be?
O: Erm ...
P: How about communication? Dealing with the team in the office? How do you think you could you possibly make the workflow a little easier with the invoices? I'd like to hear your thoughts on that.
O: Ah! Invoices! Yes, I'm sorry, I know. I can forget all about them sometimes. Especially when I'm busy.
P: So, what do you think you could do to improve on that in the coming year?
O: Well ... I'd really like your help with that, Prisha. It's probably my weakest point.
P: Alright, let's make a concrete, measurable plan for improvement before your next review. You could also chat to accounts to see how you can handle invoices better.
O: Will do. Thanks!
P: No problem. Keep up the good work. So ...

5.3.4

The approach the manager takes when dealing with their team has a direct effect on their working relationship. A good manager should always be working towards getting the most out of team members.
 In Option A, we see Prisha use a more directive approach in her feedback at Otto's performance review. This approach can be more efficient, and avoid any confusion. It makes things clear, it's honest and fast, and some people actually prefer to receive feedback in this way. This approach may also be best in certain situations, such as when talking to a young, inexperienced employee, or when an issue needs to be dealt with as quickly as possible. However, it can be a missed opportunity for the person on the receiving end of the feedback to air their views and express their feelings. In some cases, it can even come across as rude and authoritarian. In Option B, Prisha uses a more interactive approach, and asks Otto open questions to explore his perceptions of his job performance. This can take longer to be effective, but is more inclusive, and the person receiving feedback feels that their opinion is welcome and valid, and they may well provide new insights. However, it can be time-consuming, and if not handled well, it might not always be clear that certain behaviours need improve.

6.1.1

P = Presenter W = Wan Geng Tan R = Robert Isom

P: There are over 5,000 airlines around the world – all of them in the business of providing air transport services for passengers and goods. This, of course, makes them natural competitors. However, airlines frequently choose to work together by forging strategic alliances. A strategic

alliance is an agreement between two or more companies who agree to share their knowledge and resources to pursue common business objectives. In this type of arrangement, companies benefit from each other's strengths and expertise, while remaining completely independent.

Take China Southern for example. A relatively young airline, China Southern was formed in 1988 and is now one of the largest airlines in the world. In recent years, their interest in expanding their business in the US has grown significantly. As the CEO of China Southern explains, this has led them to form a strategic alliance with American Airlines.

W: I do think we have lot of er ... potential to cooperate. The market between China and the United States, the market is the biggest one so we need a strong support, and that's the reason why we set the corporation relationship or strategy relationship with AA.

P: American Airlines is the market leader in the US. Their interest in expanding into China has also increased.

R: China Southern er ... gives us a great opportunity to cooperate and build a foundation for a much broader network. American Airlines is the world's largest airline. China Southern is the largest airline in China. It is an ideal partner for us.

P: A strategic partnership between these two large airlines with strong presence in different parts of the world, has various advantages. It gives both companies greater access to each other's markets for business and leisure travel, thus gaining an advantage on competitors.

The first step of the agreement between American Airlines and China Southern allowed the American company to expand their reach in China. A codeshare agreement enabled them to add new destinations across China to their offer, including Guangzhou, Xi'an and Hangzhou. These domestic flights are operated by China Southern. This allows American Airlines to offer its customers new destinations without having to invest huge sums of money. At the same time, it increases the number of passengers on domestic China Southern flights.
 The next step of the agreement allowed China Southern to offer their own passengers new destinations in the US. They now have access to several American Airlines flights connecting Los Angeles and San Francisco to some of the country's other main cities. And according to Tan, the number of flights and routes on offer will continue to grow.

W: It's just the beginning. I think in the future China Southern will fly more flights to the United States and AA will fly more too, to China.

P: The benefits significantly outweigh the costs in a strategic alliance like this one, where with little investment, both companies are able to gain new customers and reach new destinations.

6.3.1

P = Prisha

P: So my old employer, ZX Corporate Entertainment, has just teamed up with a big European events company. They're expanding. As if we needed the competition right now. And if that wasn't enough, my old boss wants a meeting with David and I. Normally, I'd think 'great, a possible partnership'. But things didn't end too well when I left ZX. I took a few clients with me. There was bad blood, a lot of bitterness. I don't know if meeting them again is a good idea, but I suspect that David will disagree. I need to be careful in how I approach this.

I guess I'd better see what David thinks. He's waiting in my office now. This could be awkward.

6.3.2

D = David P = Prisha

D: Working with ZX could open a lot of doors for us. You have to understand that.
P: Look, I'll get straight to the point. I think it would be a really bad move for us. I didn't exactly leave that place on good terms. In fact, I'd say I burnt my bridges. So, I can't see us working together now.
D: You won't even consider it? Hear me out. They suggested teaming up, right? So maybe things aren't as bad between you as you think. What if we were to just meet them? See how it goes?
P: I still don't think it's a good idea. The potential problem I see is they'll try to take us over.
D: What's so bad about that? They're a big name. One of the biggest.
P: Yes – but we've worked hard to build up this business. Our business. We wanted to be our own bosses. Remember?
D: We did. That's true. But what most concerns me is our cash flow right now. No point being our own bosses if we don't have a company left.
P: Come on, David. We've been through worse. We'll get through it.
D: Will we? I honestly don't know. Look, all I'm trying to say is that we need to take this opportunity seriously. I'm not saying we rush into business with ZX, but would you be prepared to hear them out at least? That's all. What's to lose?
P: Alright. Look. I'll agree to set up a meeting with ZX, if that's what you want. But I'm only agreeing to a meeting. I'm not committing to anything else. And I still think this is a bad idea ...

6.3.3

P = Prisha D = David

P: So let's get right to it then. I'd like to raise the issue of that call from my old boss at ZX. I think you and I might think differently about this ... but I really don't want to fall out with you.
D: Me neither. What's on your mind?
P: I think it would be a bad move. We've worked hard to build up our own business. Why risk everything?
D: Would we be risking everything? What's your main concern?
P: Honestly? They're big, we're small. Do you think they'll want to work on equal terms? No. They'll want to take us over in the end. We've both seen it happen before.
D: Look. Prisha. I like being our own bosses. I like that we run the show. But just look at our cash flow right now. We're running on fumes. Soon we won't be running at all.
P: I know, I know. OK. Desperate times, desperate measures. Let's hear what they have to say.
D: So, we're agreed on that?
P: In theory. I'll set up a meeting. But I'm not saying I definitely want to work with them.
D: How would you feel about collaborating on one project? We could see how things go ... ?
P: It really depends on what they have to say. But ... yes. Alright.
D: Great! I'm glad we've reached a compromise. We've nothing to lose by trying this out.
P: I know. I just wonder what we have to gain. Anyway ... let's not bet everything on this. Let's figure out other ways to drum up some new business. How about we take another look at our marketing strategy?

6.3.4

When we think about ways to handle conflict, there are three basic modes: fight, flight and collaborate. The approach we adopt can depend on many factors. However, we all have a preferred approach to conflict.

In Option A, we see that Prisha is very assertive and direct with David. She wants to win the argument. And we see how the tension rises as David offers counter-arguments. In the end, Prisha reluctantly agrees to accommodate him, and they get a result that they can both live with, for now at least. This direct style is honest and open, but the risk is it can harm the relationship with the other person, especially if someone is competitive and always wants to win.

In Option B, Prisha tries to use a more collaborative approach. She still has reservations, but tries to be less direct in her communication style, and is more willing to develop solutions with David. This approach prioritises the relationship over personal interests. It helps to explore options, and can generate more solutions. However, it can be slow, and the compromise reached might leave both people dissatisfied with the outcome. In the end, these different approaches to conflict are neither inherently right nor wrong. One or more approach can be appropriate and effective in any given situation.

7.1.1

P = Presenter E = Enrique Martinez Romero

A = Alan Burden Ah = Ahmad Rahimian

P: In September 2017, an earthquake measuring 7.1 on the Richter scale hit Mexico, near Mexico City. Forty-four buildings in the capital collapsed. Hundreds of others were very badly damaged and many had to be demolished. Insured losses were expected to total \$2 billion. Incredibly, one 225-metre-tall, 55-storey building stayed standing. How? It was designed to.

Torre Mayor, built in the heart of an earthquake region, is one of the tallest buildings in Mexico City. Engineer Enrique Martinez Romero explains what is unusual about earthquakes in the region.

E: In Mexico City we have very long-duration earthquakes, with long, long shocks.

P: As buildings in Mexico City are at risk of being exposed to longer earthquakes, they need to be more resilient than those in other vulnerable regions. Using computer models, engineers carried out a detailed risk analysis to assess the specific threats and hazards posed by earthquakes on the site chosen for Torre Mayor. They then began testing possible solutions to see how these potential risks could be minimised. So, what preventive measures were taken to ensure that Torre Mayor would stay standing in the event of a disaster?

Structural engineer Alan Burden explains that a building is less dangerous if it is lighter.

A: Sometimes buildings which are very heavy and have a lot of walls, a lot of columns, a lot of thick slabs, are not very good in earthquakes. And in fact, it's very, very important to keep the weight as light as you can when you're in an earthquake region.

P: In comparisons with traditional brick, steel offers twice the strength, for only a quarter of the weight. Steel was therefore chosen as Torre Mayor's principal material, as a lighter building suffers less damage in the event of a disaster.

These x-shaped elements are called shock absorbers. They form a protective, moving skeleton across the structure. Architect Ahmad Rahimian explains how they resist the force of an earthquake, keeping the building stable.

Ah: What you see in my hand is a smaller version of the shock absorber that is placed on the building. As you try to press the rod into the cylinder, you have resistance.

P: Torre Mayor was designed as an 'intelligent building'. Its integrated smart systems automatically reduce risk to occupants in the building.

Ah: The building knows when there is an earthquake coming, how to deal with it in the most efficient way, and how to deal with the energies and the impulses that is coming through the building.

P: A key example are the detectors installed in each of the 29 passenger elevators. In the event of any unusual ground movement, the elevators automatically stop at the closest floor so passengers can exit safely.

City planners, governments and architects around the world can learn a great deal from Torre Mayor. Although technology can provide warnings about natural disasters, they often come too late for anyone to act effectively. The evidence is clear. Instead, the most effective methods of managing or minimising risk are those which focus on prevention, such as quakeproof architecture.

Although it's not possible to stop earthquakes from happening, the forward thinking shown by the engineers and architects of Torre Mayor prove that it is possible to mitigate the risk and prevent greater disasters from happening.

7.3.1

P = Prisha Pi = Pierre D = David

P: Hello Pierre, how are you?

Pi: I'm very well, thank you Prisha. I hope all is well with you.

P: Yes, fine. What can I do for you?

Pi: Well, Prisha, very quickly, I'm calling to inform you that I've been speaking to a friend in Paris.

P: Yes, and ... ?

Pi: He works for a famous fashion house there and they are looking to put on an event here for London fashion week. It will be a rather grand affair, as you can imagine, so I recommended Happenings.

P: That's very good of you, Pierre.

Pi: Not at all. I thought I'd let you know to expect a phone call. He'll get in touch in the next couple of days. I must go now. Speak soon.

P: Bye Pierre and thank you very much!

D: Prisha.

P: David, we need to talk. We're about to be offered an amazing event, but I'm not sure we can handle it. Pierre just called ...

7.3.2

P = Prisha D = David

P: This could be the opportunity we've been looking for to expand the business. There aren't enough of us, but we could hire temporary staffs and when we need to. Having said that, people like that aren't just sitting around waiting for a call.

D: And we can't afford to hire full-time staff. I'm not sure we can take on another event at the moment.

P: Look, we can stretch ourselves. We'll take it as it comes; work extra hours.

D: We're already doing that. If we stretch ourselves too thinly, we'll provide a poor service and damage our reputation. This could be a great opportunity and it's impossible for us to foresee every problem that might occur, but this could break us if we're not careful.

P: I'm aware of that, David, but trying to imagine every possible problem, and then prepare for it would be incredibly time consuming and expensive. I think we take the project on and we can deal with issues as they arise along the way.

D: But ... there's no knowing what might happen. These are unsure times in the business. There are all sorts of rumours about some of the major players being in trouble.

P: None of the big boys are in trouble, David. I think you're paying too much attention to all the scaremongering. What do you think? Shall we go for it?

D: Look, we can't plan for everything, no one ever can, but we do have more than enough troubleshooting experience to deal with issues as they come up. Let's do it!

7.3.3

P = Prisha D = David

P: If we're going to consider taking on another client right now, we need to be prepared for all eventualities.

D: Agreed. If we're prepared for anything, we'll seem more professional. We can't just go diving in, especially with a potential client this big. The main issue, however, is that we have neither the manpower nor the finances with which to stretch ourselves to another event.

P: I know, but this could be the opportunity we've been waiting for to expand our portfolio. We could consider taking on the project and then deal with any issues as they come up.

D: And be completely unprepared? Then as problems arise, which they always do, we're just doing damage limitation. What kind of a service will we end up providing, Prisha? No, we need to cover all bases before we even agree to consider this.

P: I agree that we should expect the unexpected and be prepared but, what if we did agree to the event and then took on any problems as and when, how bad could it get?

D: Well, the worst-case scenario is that we provide a terrible event, our reputation is ruined, the client doesn't pay and we go bust! How bad do you want?

P: That would be disastrous and the sad thing is, it's not an exaggeration. Shame. This could have catapulted us in the events industry, but we're not being overcautious by considering all the possibilities. Are we?

D: No, we're definitely not. I'm sure we'll have another opportunity like this at a more appropriate time but, right now, it's just not worth the risk.

P: I guess so.

7.3.4

Attitudes to risk are very personal. We know that any successful venture includes an element of risk. But the amount of risk that seems acceptable varies from person to person. This variation can be the result of experiences that people have had, their age, or just their personality.

In Option A, Prisha and David take on a risk-tolerant approach. David points out that stretching the team too thinly could damage the reputation of Happenings, or even break the company. Prisha points out they can't foresee and prepare for every issue that might come up, and they can deal with problems as they arise, so they decide that taking the opportunity to expand the business is worth the risk.

In Option B, Prisha and David take the risk-sensitive approach. David emphasises the importance of being prepared in advance for all the problems they may encounter, and not just deal with issues as and when – the risk to the company's reputation would be too great. In this instance, they both decide that it's best to let this opportunity go.

8.1.1

P = Presenter O = Oliver Tezcan A = Alex Outlaw

P: In the business world, decision-making plays a crucial part in a company's performance. Bad decisions can lead to loss of revenue, staff lay-offs and even closure. But good decisions made by gathering and analysing relevant information and exploring different options before choosing a way forward, are what drive business success.

The Idle Man is a UK start-up based in East London. It launched in 2014 as an online store offering fashionable clothes and accessories to young men in their twenties. At a time when other retailers are closing stores in the face of online competition, The Idle Man came up with a disruptive idea – to open a bricks and mortar shop. How did they make their decision whether or not to go ahead? Oliver Tezcan is the CEO.

O: My attitude towards opening a bricks and mortar store was that it's a way for a digital brand to really build a brand identity, erm and my gut feeling was that erm, if you can make a retail store pay for itself, then it's effectively a free marketing channel.

P: Alex Outlaw is the Marketing Director and one of the small team involved in making the decision.

A: As a new company, we're always looking at other successful companies and what they've done. Two in America stood out: Warby Parker and Bonobos.

P: These two companies, like The Idle Man, both started as online-only stores.

A: What they've done is create physical stores to allow their customers to come in and try these products on, and touch them and experience them.

O: We follow Warby Parker and Bonobos very closely, so we kind of knew there was a prize there erm if we could get it right.

P: So they started looking for possible locations. The first was in Peckham, South London.

O: The reason we didn't end up going for the Peckham store in the end was that it just ended up being a little bit too expensive for us.

P: So the team looked at various areas before settling on Clerkenwell in East London.

O: The street it's on is primarily a food market so at lunchtime hundreds of people come there to buy their lunch and we knew that by having a storefront there we would capture that market.

A: The area is quite interesting as it has a lot of media companies, start-ups, tech businesses and all these offices have young guys in that are generally paid very well but ultimately don't need to wear a suit for work, which is perfect for the customer that we're trying to target.

What you need to do is go and 'click the street'; that is, to count how many of your customers pass the store or area in a certain amount of time. And this is a simple job but you need to do it to make sure that it's going to be an effective location.

P: Oliver drew up a simple business plan to present to the board.

O: We worked out what the costs were and then we worked out what the revenue needed to be to cover those costs. The information we needed to pull together was staffing levels and the costs attached to that, rent and rates and insurance and other things like that. Erm, the set-up costs for the store, and then really just the ongoing costs. In

terms of presenting the store concept to the board, we did a very simple mood board showing sketches of the store, some photography and some similar stores that we're inspired by.

P: The board gave the go ahead. The Idle Man store is now open and making a profit.

A: One of the next big decisions for The Idle Man is whether to open another store.

O: The logic would dictate it's either another store in London, one elsewhere in the UK – possibly Manchester – or you know the US is now twenty-five percent of our business so do you open one in New York and really get The Idle Man name known in the new market?

8.3.1

D = David P = Prisha

D: Well, we've had two successful events this month. Both almost perfect.

P: The best thing is that we now have a whole new list of excellent suppliers to work with.

D: Well, there are a couple of suppliers that weren't that great to work with. I'm just not sure we should use them again.

P: Really? I thought we got on well with them.

D: We did, but it's important that suppliers provide what's been agreed. One of them, in particular, just did whatever they wanted.

P: OK. Listen, how about we get Otto and Sonia in on this conversation? I'm sure they'll have a lot to say.

8.3.2

D = David S = Sonia P = Prisha O = Otto

D: ... and going over our suppliers this past month, there have been some concerns.

S: You mean the designer florists for the perfume launch? Their head designer was impossible to get in touch with.

P: Right. Although I personally feel that they made a huge contribution to the day. The flowers were amazing.

O: I agree. Even though we had some communication problems, they were still great to work with – very creative.

D: I'm not saying they did a bad job. Far from it. I just worry – we had agreed to a certain floral design that matched the theme of the evening. This time it didn't look too out of place. What about next time?

P: It may have been off brief, but I know that everyone was very impressed. That's what our clients will remember.

O: My instinct would be to go back to them and let them know we've had this conversation. Tell them we loved their work but if they want our business again, they'll need to stick to what's been agreed.

S: How can we guarantee they will do that, though? They've proven that they can't.

P: I think you're being too harsh there. They went off brief, yes, but our clients definitely noticed the breathtaking flower displays. And isn't that what we're selling in the end? Customer satisfaction.

D: I think Otto's right. Let's have a word with them. But we really do need to stay on top of our suppliers, Prisha.

P: Agreed.

8.3.3

P = Prisha S = Sonia D = David O = Otto

P: ... and going over our suppliers this past month, there have been some concerns.

S: The designer florists, yes. The fact of the matter is they were way off the brief. And they used far fewer flowers than had been agreed.

P: Hmmm. That's not good. But still, they delivered for us – they were great to work with, and everyone loved the flowers.

D: I know everyone was happy in the end, but the lack of communication was a problem. At no point whatsoever did they inform us they were changing the designs. We can't work with suppliers who don't provide what's been agreed.

O: I have to say, I really enjoyed working with them. We had a few problems, yes, but they were very creative.

P: Claremont loved them too – Anne especially.

S: It's true that the event was incredible, but the brief went out the window! It was just lucky that this time the floral designs didn't look too out of place with the rest of the theme.

D: Prisha, I know they did a great job. But there are other florists out there. We can't let our feelings cloud our judgement. Look at the original designs and compare them to what was provided. If they do their own thing again in the future, it could completely ruin our concept.

S: I think David's right. It's there in black and white.

P: OK. I see your point. Otto, are there other florists we've looked at?

O: I have a few on my list. I didn't like any of them as much as the one we used, but there's definitely some good names to choose from.

P: OK, well, why don't you put out a few enquiries? Let's not get too despondent, though. This issue aside, we did a great job. More like that and we're going to be a huge success story.

8.3.4

In this scenario, we see the difference between making a decision based on facts, and making one based on feelings. In most cases, decisions need to be made by considering both facts and feelings, while being aware that sometimes feelings can cloud good judgement.

In Option A, David and Sonia focus on the fact that the florists didn't stick to the brief. Prisha and Otto acknowledge that there were some communication problems with that supplier, but stress the importance of the working relationship, and that overall the project went well, so they feel they should use the same florists in the future.

In Option B, David and Sonia acknowledge that the event went well, but strongly emphasize the facts. The florists didn't follow the brief regarding the floral design, used far fewer flowers than had been agreed, and were difficult to communicate with. David points out that problems like these can have serious consequences. In the end, the team decides not to work with the same florists on any future projects.

1.01 C = Carla

C: Good afternoon and welcome everyone. Thank you very much for joining us today. For those of you who have not taken part in focus groups before, I'd like to explain a bit about how they work. It's really important for us to gather information on what customers or users really need, and their attitudes towards new products or new ideas. My job as moderator is to ask questions and to keep the discussion on topic, and I encourage people to speak out: there are no right or wrong answers, there are just opinions, and you are very welcome to disagree with each other or compare your experiences or your situations. These groups usually have between six and ten participants, so that the conversation is manageable, and you are a diverse group but representative of our target customers. Thank you also for agreeing to this session to be recorded; this is only so that I can listen to the discussions again in case there is anything I missed during the session. I hope you enjoy the discussion. OK, do you have any questions before we start?

1.02 C = Carla M = Marcus F = Frank

S = Sarah A = Abby G = George V = Vanessa

C: So everybody, I'd like to start by asking you to introduce yourselves and say what you do very briefly.

M: Thanks for inviting us. I'm really interested in how this is going to work because I'm studying business. I'm Marcus, by the way.

F: Hi everyone, I'm Frank and I'm a banker. Good to meet you all.

S: I'm Sarah, also a student but I study medicine.

A: OK, and my name is Abby and I'm an estate agent here in the city centre.

G: Hi, I'm George. I'm a sales trainee at a retail shop in the city.

V: I'm Vanessa and I'm a technical writer at an IT company downtown.

C: Great. Thanks, everyone. One of our criteria for choosing you was that you all work or study in the city centre, and we're interested in finding out what you do for lunch, where you eat and what you eat.

F: Since we don't have a company restaurant at the bank, I usually go out to buy something quickly to have for lunch.

S: That sounds like me, Frank. But there are hardly any really healthy choices around here, are there? I certainly don't know of any near the university.

G: Sarah, same for me. That's why I usually just bring something from home because there is nowhere decent to eat near work.

V: George, I have the same problem at our IT company. But if there was some place nearby which had healthy food that wasn't too expensive, you would go there sometimes, wouldn't you?

G: Yeah, probably.

A: I would as well. I'm often out of the office showing apartments or houses but I try to take time for lunch and something healthy and close would be great.

C: Thanks, Abby. So what you're all saying is that you try to find healthy food options for lunch, that are affordable.

M: Yeah, I'd say so.

F: That seems to be what we all want, doesn't it?

All: Yes, that's right ...

C: OK, thanks. And how long is your lunch break?

F: I try to keep it to about thirty minutes because that's when many clients have time to come to the bank and I need to be there then. What about the rest of you?

M: Well Frank, it really depends on my classes and when they are. But Sarah, I would say we always had about an hour last semester, didn't we?

S: Yup.

V: Every day is different, but I usually manage to have close to an hour. I'm lucky because I'm responsible for my own time and just need to get the job done. But someone with less time would have more of a problem, wouldn't they?

C: Thanks Vanessa. OK this is interesting. So, I understand that most of you aim to eat healthy food for lunch on a limited budget and with limited time.

M, V, G, F: Yes, that's right. / Indeed. / Quite ...

C: At this point I'd like to show you some ideas. Here are some initial designs for a new app that we're developing. I'd like you to discuss your views on each piece of information provided. I'll also ask you what you think of how it works and how ... if ... it helps you get what you want. As you can see here ... you can start by choosing from different lunch menus. You can see photos of the meals that are offered along with their prices and read about their nutritional values. You can check on the fat or calories in each and also find out if they are suitable for vegetarians or vegans.

The app will also list the participating restaurant or restaurants which offer the different meals and show the locations. So, then you decide where you want to get the food from the available options. When you place your order, you can decide if you want to pick it up from the restaurant, if you'd like to eat it there or if you want it delivered. And the corresponding final price will be displayed at that point. What do you think?

M: Wow, sounds great. There isn't anything like this at the moment, is there?

V: I agree with Marcus. It really combines convenience with healthy eating, doesn't it?

F: Well, I'd like to try it out first. It sounds great, but we don't know how good the restaurants are, do we?

A: Good point, Frank. That would be essential for me, too. Will that be possible Carla?

C: Of course, that's part of the plan for the day. But if it's all right with you I'd like to continue this morning by having you try out the app and tell me what you think.

1.03 C = Carla M = Marcus A = Abby

G = George F = Frank V = Vanessa S = Sarah

C: OK everyone, so, now that you've had a look at the different menus and the options on the app, what's your general impression? I'd like you to rate the product. Could you give me a number from one to ten, with ten being the best?

M: I still think it's really unique. I mean nothing else is quite like this, is it? It seems to be easy to use and the photos make me want to order the food. I'd give it an eight.

A: I agree with Marcus. I like the way it looks and the idea is very appealing. For me, it's a nine.

G: I'll go along with Abby, also a nine.

C: What specific features are the most interesting for you? Abby?

A: The nutritional information is great. But I'd like to know if there's a list of ingredients because I have allergies. Anyone else with this problem?

F: Not me, but my son does. So if he comes to town and we go to eat, that would make it easier to decide what to order. We can also pay with it, can't we?

C: Thanks Frank and Abby – that's helpful info about the allergies. And, yes, mobile payments are one of the features. Is there anything about it that doesn't meet your expectations?

V: Not for me. I'd actually give it a ten from what I've seen so far.

S: Well, I'd really need to try it out more to decide. At the moment I can give it a seven. But give me a week with it and that might change!

M: I'm with Sarah on this, I'd really need to use it for a while before I can answer that question honestly.

F: Me, too. At the moment I'll give it an eight, but you need to spend some time with an app to really know if it's any good or not!

C: Thanks everyone. So now I'd like to ask how likely you are to use the app. Again, I need a number from one to ten, ten being very likely and one not at all.

M: I guess it would depend on the variety and the overall costs for me. But if the food isn't expensive and there are lots of choices, then a seven.

A: For me maybe a five. The idea is great, but I'm not completely convinced yet. For those of us who aren't very techy, I'm afraid it might be too complicated to use.

V: Really, Abby? It looks pretty simple to me. I give it a ten.

F: I am at a nine but let's see what it develops into. This is not the final product, is it?

C: No, Frank, you're right, it's still in the development stage. But your answers so far have been helpful and will help the developers to improve the functionality of this app. Now George, and Sarah could you give me a number from one to ten for ...

1.04

1 There isn't anything like this at the moment, is there?

2 But if there was some place nearby which had healthy food that wasn't too expensive, you would go there sometimes, wouldn't you?

3 It really combines convenience with healthy eating, doesn't it?

4 But there are hardly any really healthy choices around here, are there?

5 That seems to be what we all want, doesn't it?

6 But someone with less time would have more of a problem, wouldn't they?

1.05 J = Jon T = Tom Ju = Julia H = Hans

J: So, having looked at the survey results in some detail, we've come up with three main findings ... and I think important findings, which will lead us to some key recommendations. Paula will talk about these at the end. Tom, you have a question?

T: Thanks, Jon, but before we start, could you just tell us which customers were asked? I think it's important to know that we have a good representative sample of the customers. After all, they are very different and ...

J: Sorry to interrupt Tom, but I can answer that question straightaway. Yes, the survey is very representative of all our customers, so no issues there. OK?

T: Fine, very good. Thanks.

J: OK, moving on, as you can see, the findings are clustered per focus group – grower, supermarkets and customer. Starting with customers, the main finding is that eighty-five percent of customers want to see significantly less plastic packaging within the next twelve months. That's a clear mandate for everyone to change, and change fast. Julia?

Ju: Jon, that's very ambitious. Is twelve months realistic?

J: That's a good point, but let me just finish with all the findings, and then we can discuss the question of change in more detail. OK?

Ju: Sure.

J: OK, so the second big finding was that the supermarkets have committed independently to reduce plastic food packaging by 50 percent in the next two years.

T: OK, interesting.

J: Very, yes. And finally, and maybe a problem, the growers see the reduction of plastic to be only of *medium* importance in their business strategy; they don't see a clear alternative at the moment. And, to be honest, I think they are less concerned. They have other priorities. Anyone on the line have an opinion?

H: Yes, Hans, speaking. Can I ask why growers are not concerned about plastics? Why is that exactly?

J: Sorry, Hans, we can't hear you very well. The connection is bad. Can you dial in again?

H: OK. Sorry, will do.

J: OK, so, while we wait for Hans, those are the findings. Any first thoughts or responses?

1.06 J = Jon T = Tom H = Hans Ju = Julia

J: So, coming to recommendations, I think the first one relates back to what was said earlier, that we need a better understanding of customers' expectations, because they are a little unrealistic for us to act on. So, the suggestion would be to set up focus groups to engage and learn more about what customers actually want. Tom, any thoughts?

T: I'm worried about delaying. How can we change faster?

J: Can you clarify what you mean by 'change faster'?

T: Customers talked about a twelve-month response. So, I guess we need to begin planning properly in three months.

J: Absolutely, so we'll set up focus groups next week, very fast, and we want to finish this process inside six weeks.

T: OK, that's good.

J: Hans, this is also a big topic for you.

H: Yes, for me the question is how can we motivate growers to engage with this? Isn't their involvement critical to all of this?

J: Why do you think their involvement is so critical?

H: The growers use so many plastics, a lot of which are not recycled, and this creates real issues. I'm thinking, do we have the option to enforce change, to make them give up plastics, if they won't do it themselves?

J: This is a very delicate topic which we need to respond to sensitively. I think the solution probably lies in using financial incentives to motivate change, not forcing.

H: Yes, my thinking too. It's for purchasing to create a joint project with the growers.

Ju: Hold on, that's a great idea but this is not budgeted for. Jon, do we really have the money to invest in such a project right now?

J: To be perfectly frank, I can't answer that at the moment. But I'll raise it at the Global Purchasing meeting next week and come back to you. OK?

Ju: OK.

J: And finally, on the supermarket front, we want to sponsor a competition to encourage them to reduce plastics in their stores over the next six months. OK? Tom, what do you think?

T: OK, but how do we create a supermarket competition which is effective?

J: As I indicated a little earlier, we need to involve marketing. They've done this kind of thing before.

T: Yes, sounds like a good idea. I'm happy to support this.

J: Great. So, let's talk about what needs to happen next.

2.01

1 One of the biggest challenges is getting everyone to talk, particularly those who are not confident with their English. The worst thing is when people don't say anything, and sometimes when people talk too much. My main advice would be to ask quieter people directly to say something, by asking a question like, Mike, what do you think? This way you pull them in. And tell the noisier people to be quieter, for example, 'Thanks, Paul, but can we hear some other ideas?'

2 I work in Dubai, which is very international. That is good, as there are so many different types of people from around the world, lots of experience and ideas, but it also means a lot of different ideas, which can lead to arguments sometimes. So, it's very important to encourage people to say what they think, but really to show respect and curiosity for ideas which are different to theirs. This usually helps when building teamwork.

3 With teams, there are so many different ideas and ways people prefer to do things. I like to focus people on the common ground, shared objectives, get people on the same page. Like they say, there is no 'I' in a team, and the 'we' is the focus point in my opinion – the common interest in a team. This is the same whether it's an international or domestic team.

2.02 P = Patricia R = Ray F = Frank A = Arun M = Maria

P: So, let's move onto the sales topic. I think we're all in the same boat here with numbers down across all the regions, I think ten percent on average, so we need to get things moving in a positive direction. Ray, any thoughts on how best to tackle this?

R: I think it has to be about digital marketing. We need to increase spending here. Really, it's a no brainer. We need to diversify and not have all our eggs in one basket.

F: No, that won't work.

R: But, Frank, the world is going online, even for luxury chocolate. We're still relying too much on glossy magazines and television promotion. I just feel it's really time to invest more in digital.

F: I totally disagree. In our markets, people are not so digital when it comes to luxury chocolates.

R: Yes, but we might be able to ...

F: No, I insist. Online sales are low. People still buy mostly in stores in my markets. They respond well to traditional advertising.

P: Hold on. Let's not dismiss this idea too quickly.

Arun, you haven't commented so far and you have a lot of digital experience. Any reflections on Frank's suggestions?

A: Um, well ...

F: But it doesn't work for Germany in this particular sector and for this type of product. Or for the UK.

P: OK, we're not really seeing eye to eye on this. I think we need to slow down a bit. Let's take a ten-minute coffee break, and then see how we can come up with some solutions. Maria, are you still there?

M: Yes.

P: Take ten. We all need a break.

2.03 P = Patricia M = Maria R = Ray A = Arun

P: OK, so, where were we? Maria, what do you think about Ray's idea to focus on digital?

M: Digital is a clear trend, so I would support it. I think investment in website functionality is probably vital to drive more sales.

R: Definitely, we're falling behind our competitors. But it's not just about website. It's digital marketing which is the problem.

P: So, let me just make sure everyone understood that. For you, Ray, it's more digital marketing than website per se.

R: Yes, the marketing is really problematic.

P: OK. Arun?

M: But I think the website itself is really the main issue because ...

P: Maria, if I can just stop you there because I want to hear some other views now. Arun, you haven't commented so far. What's your take on this?

A: You know, I think both perspectives are valid. But I have some data from the USA which shows that digital marketing can really impact on sales, very quickly. It can be a gamechanger. And selling online really depends on a having a great website experience, especially for luxury markets. I'll pass it on to you all.

P: Great, OK, Maria, for you, what might be the benefits of website investment?

M: Look, I'm sure website investment can increase visibility and sales. But it is a cost. I think a business case would be good.

P: Excellent idea. And that is your area, Maria. Can you put together a business case for us, with costs and benefits to give us a better basis to decide? Just ballpark figures will do.

M: OK. I can do that.

P: Very good. And Ray, can you support? It would be good if you worked together.

R: Sure, happy to.

P: Good, so let me just make sure we're all on the same page before we move on to ...

3.01

My parents thought it would be a good idea for me to study medicine in Dublin and we have family in Ireland, so I liked the idea. The problem was that it's difficult living on a student income, and when you're far away from home, you can't ask your parents for twenty dollars to go out one evening. You have to ask them for a money transfer, and I felt bad asking them because the university fees were so expensive. Then there's the cost of living in Dublin, which isn't cheap. To start with, I had to put a deposit down for the rent. It's pretty expensive here compared to back home in Arizona. And coming from a hot climate, as soon as I arrived, I needed to buy new clothes, warmer clothes and boots, and I would put the heating up really high because I felt so cold. But this meant our utility bills got more expensive and my flatmate complained. Being a typical student, I was also spending a lot of money on going out, especially eating out, and public transport, too.

So, by the end of my first term, I wasn't doing well getting by on my student allowance from my parents: I ran up huge debts and I had to dip into my savings account and I got a small loan because I didn't want to ask my parents for more money. I was worried I wouldn't be able to pay them back but I was paying a high interest rate on the loan, so things just got worse and I carried on spending and spending.

Finally, when I got back home in the summer, that's when I told my family about my money trouble. They were pretty understanding and, very kindly, they agreed to pay off my debts, but they wouldn't put up my student allowance. And I promised I would tell them if I wasn't managing well, so we could work something out sooner rather than later. My dad has also paid for a bike and that has helped to cut down on my travel expenses.

My flatmate also came up with ideas for saving money. She told me about the cheapest stores in town and, instead of eating out this year, we've decided we'll eat in, and we can invite friends round.

3.02

Most of my friends went to university after we finished school, but I wanted to get a job first and save up before studying at university. I didn't think it was fair to ask my mum for money to travel or take a year out, and then run up debts. So I started working for a telecom company in customer service, and I carried on living with my mum. Of course I paid towards the bills, but I didn't have to pay rent so that was a huge saving. Meanwhile, I saw how my friends, who lived in student accommodation, were spending most of their money on rent and going out and then asking their parents for more money to go on holiday. I didn't want that. I had decided that I wanted to study later, as a mature student, after I had bought my own studio flat. That way I would be able to study comfortably in my own place, and I wouldn't have to worry about falling behind with paying the rent, or living with flatmates who play their music too loud all the time!

After a year of working in customer service, I started working for an insurance company, doing admin. I was putting money by every month, and I managed to save up quite a bit after four years, and together with some money I'd inherited, I paid a deposit for my own flat. Luckily, my grandfather, who had passed away, had set up a trust fund for me, which I could use when I turned 21. So I got a mortgage, and that's when I applied for university. I'm studying business administration now and I'm really enjoying it. Most of my friends are mature students because the first-year students are more interested in partying than studying. But I can see how young people have trouble getting by on a student grant or a student loan. For many students, it's the first time you're away from home. It can be

a very stressful time, and then something comes up, I mean, suddenly your rent goes up, or you get an unexpected expense, like your computer breaks down. You have to learn a lot of life skills very fast. In fact, a group of us have set up an initiative called *Managing your money*. We've got a blog with financial advice and once a month, we arrange for a financial adviser to give a talk on, for instance, how to manage on a low budget and keep a record of your expenses. I'm looking forward to hearing next week's talk; it's on how to negotiate with your bank manager when taking out a bank loan. When I finish my degree, I want to start my own business and I'm sure I'll need to borrow some capital to get going.

3.03 C = Charlie M = Marianne Ma = Marco

C: So, in conclusion, that's why I think we should further develop our banking app to include customer features which can help them track their spending and also give them personalised tips linked to their spending habits.

M: Thanks Charlie, that was very interesting though I'm sorry to say I'm not entirely convinced. Both of your proposals will cost time and money to develop and we simply don't have a lot of either at the moment.

C: That may be true Marianne, but when you consider the big picture, you'll see that our market share is shrinking.

M: OK, you're not wrong there.

C: We should rethink our current strategy, as otherwise we'll lose out to our competitors. The overall market has become more competitive with new virtual banking services. This idea is the best opportunity we have of offering added value to our existing customers and to make us interesting for new customers in the short term.

M: That may be, but we simply don't have the budget for it. What you're suggesting will cost too much.

C: I can see why there might be objections. However, if we want to create something quickly that's of high quality, then we need to spend the money.

M: Hmm. I see your point. But maybe we should look at other options such as ...

C: Let me break down the main reasons this proposal is the best one we have. Firstly, we already have a banking app. It's not like we have to build something from scratch.

M: That's true.

C: Secondly, our users are asking for more features when giving online reviews of our app. And finally, we can make it *sticky* so we don't lose customers.

M: Sorry?

C: By *sticky*, I mean we can try to make customers dependent on these features so they are less likely to switch banks.

M: I see.

C: You'll see I also have the backing of the others in the room.

Voices: Yeah. / Me too.

M: OK Charlie. I take your point and I can sense your personal investment in this idea also, but committing to this action would mean taking on more things to do in your role. I don't want you getting distracted from the main areas we've budgeted for.

C: I understand, but we're all in this together. We won't achieve our collective targets if we don't spread our focus area and consider redistributing the budget.

Ma: Can I jump in here for a second?

M: Of course, Marco, Go ahead.

Ma: Charlie has laid out the situation very clearly, and as I see it, if we fail to act, then we'll lose an opportunity to engage our customers. How about if we do go for the first feature, the one that tracks spending? We can do this quickly and to a high standard, and this is something that will have a real impact on customer engagement and satisfaction.

C: Yes, good idea Marco, and then we move a little slower with the second feature. The one with

personalised tips. The consequences of that would be that the overall cost is lower. We still do it to a high quality, just not as quickly, so we don't have to drop other priorities. These are the reasons which warrant doing it this way.

M: OK Charlie, you're persistent. And you've convinced me. Please draw up a new draft budget as you're proposing.

C: Thanks Marianne. Will do.

4.01

One time I tried to have a conversation with my manager about why she kept moving the project deadlines, but she wasn't listening to me. She avoided the issue and kept changing the subject. So I was persistent and asked again. I said I wanted to know because her constant changes were putting me under pressure. This was when she became angry and defensive and the discussion broke down. She said she had to go to a meeting and we haven't been able to talk about it again since then. I'm not very happy about the situation.

4.02 D = Daniela M = Martin

D: Well, to be honest Martin, I'm a little disappointed that I didn't get the team leader position and Pablo got it instead.

M: Oh, right. I understand Daniela, but I'm afraid Pablo was just the right person for the job and I don't think you quite fit a team leader profile yet.

D: Hmm. I don't think that's a fair reflection of the facts, Martin.

M: Pablo's a good listener and has both excellent IT skills and a proven ability to influence others.

D: Maybe, but I also have those skills.

M: I'm not saying you don't.

D: OK. Can we look at this objectively for a moment?

M: Hmm.

D: If I follow you correctly, you mean that even though Pablo and I have similar skills and abilities, you think that he was still the better person for the job. Is that right?

M: Well, yes.

D: So, to put it differently, you're saying that the additional years of project planning experience I have over Pablo didn't matter in this case.

M: Sure, your experience is extensive and very useful in your current role. Anyway, the team you're currently in would struggle without you and it's best you stay where you are, at least until your current project is finished.

D: OK, I can see the benefits of what you're saying. And that doesn't sound unreasonable. Are you perhaps overlooking my recent performance though? Can we talk about that for a moment?

M: Sure. It's all fine.

D: I know. I've met all my KPIs for the past nine months and have worked outside my area of responsibility when needed.

M: Yes, that's all been good and I appreciate you stepping up beyond your role when necessary.

D: Thanks, so bearing that in mind, can you elaborate on what I might be able to do after this current project?

M: Well, there are a few new projects coming next year, for example we'll need someone to lead on the new customer software implementation.

D: That sounds interesting. So, what would need to happen for us to move beyond this current situation?

M: Well, I guess some further training could be useful.

D: OK. Thanks. Can we discuss some logical next steps more clearly?

M: Sure. Let's talk again next week to agree what further training you might need to be ready for a new role.

D: Thanks, Martin. That's a good way forward. I was worried this was going to be a difficult conversation.

M: Wasn't it?

D: Not really. See you later.

5.01

So, *bonjour* everybody, many thanks to Jean and Pierre for inviting me here today to speak about international careers and the opportunities they bring for you. As you know, I work as head of HR for Cafexel, which is a global technology company with offices all over the world. We are also a company which supports young professionals and young talent to develop an international career as soon as possible.

Of course, you'll ask, why are we so focused on developing international careers for people? I think there are three main advantages we speak about. Firstly, one clear benefit is that you get the opportunity to learn about the 'customer'. We sell our products all over the world and our customers are all over the world. We need people to understand our customers very, very well, and the best way is to work in the country, close to them. And believe me, customers are very different – some buy our products for our technology features, some for our design, some for our price. Remember, at the end of the day, business is all about relationships and networks. So, travelling is not only a way to experience working in fantastic places, but also it allows you to build on important customer relationships, which can be vital in the future.

The second big benefit for you is the opportunity for fast-track promotion. We send people around the world who we see as talents, who we see as future leaders. So, if you do join our international career programme, it means we want you to succeed quickly – we want to promote you to your next role. It's important to know this: you will only reach a senior level in this company if you have 'triple 3' – you have worked for us in three countries, you have the ability to communicate in three languages, and you have experience of three different job functions. So, going international early is the only way to the top. And data on early career travel proves without doubt that this is a reality. But, you know what we also say at Cafexel is, even if things don't go well, and living and working abroad is not for you, you'll still be able to come home. We'll look after you, and find you a job at home that suits you.

Finally, and this may sound like an obvious point, an international career gives you the opportunity to become open – really open for new ideas, new processes, new solutions, and makes you more creative and able to drive innovation, which is essential for us to survive. And if we talk about survival, just to close before I take some questions, I want to mention social responsibility, which today is very important in Cafexel. We expect our leaders of the future to take responsibility, not just for business results but for the world in which we all live. We expect leaders to think internationally, to understand the international environment, and make a positive contribution with Cafexel to the planet. In a nutshell, travel is not an option, it's an obligation. If you don't commit to travel, then you'll never broaden your understanding of the world, and you'll also limit your opportunities to make a difference to future generations. At Cafexel, we want people who want to make a difference! So, if that interests you, what next? It's simply a matter of taking a look at our website, learning more about us, and registering interest on the careers portal by posting your CV. We would be delighted to talk to you. Thank you.

So, *bonjour* everybody, many thanks to Jean and Pierre for inviting me here today to speak about international careers and the opportunities they bring for you. As you know, I work as head of HR for Cafexel, which is a global technology company with offices all over the world. We are also a company which supports young professionals and young talent to develop an international career as soon as possible.

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6.01 G = George C = Carmen

G: Hello and thank you for listening to this *Business Basics* podcast. My guest today is a lecturer in business strategy: Carmen Rodriguez. Many thanks for joining us on the podcast, Carmen, and for taking the time to talk to us about business partnerships, specifically the different types of business partnerships that companies can enter into.

C: My pleasure, George. Now, as there are so many different possibilities, I thought it would be best to limit this to strategic alliances, mergers and acquisitions.

G: That sounds fine. Thanks.

C: Great. Then let's start with strategic alliances. These are well known as they are common in the travel business. Many airlines have entered into them and customers are often familiar with them through codesharing or mileage programmes.

G: Can you explain exactly how they work?

C: Of course. A strategic alliance is an agreement that is set up legally by lawyers between two or more companies. It allows the companies to share different parts of their business assets with each other, such as access to their technology, their trademarks and brands, and so on.

G: Yes, that sounds familiar. But why do companies do this? What advantages do they have?

C: Well ... they generally choose pre-defined business areas for specific time periods and look for companies with goals that are mutually beneficial. In other words, companies usually form strategic alliances when each of them has a business asset or expertise that the other feels it can benefit from. Both then feel they are in a win-win situation and can make use of the synergy that comes from working together.

G: But they remain independent entities?

C: Exactly. One of the advantages of a strategic alliance is that it doesn't result in a new company as a merger does. This can prevent companies regretting it later and thinking 'We really shouldn't have joined forces with "so and so" because of all the problems it's caused.'

G: So is it easier to retreat from a strategic alliance than another form of business partnership?

C: Absolutely. It's just necessary to inform employees, customers and other stakeholders that you are winding down and possibly reallocate work and roles.

G: And mergers, how do they work?

C: In a merger, two companies enter into a deal to form one new company. Sometimes they combine their names and sometimes find a new one.

G: So would you say that a merger is more permanent than a strategic alliance?

C: Yes, definitely. In a merger two similar sized companies consolidate and become a new entity. The management structure is generally new and includes members of both the previous companies. Ownership is also new. Mergers do not occur very often as the leadership of one – or perhaps both – of the companies has to hand over power to someone else. The shares of the company may be bought back or converted into a new number of shares and reissued with the name of the new company.

G: It does seem like it would be difficult to find two companies who are willing to do this. I can imagine after the event, management being unhappy and saying things like 'We ought to have been consulted before this was agreed.'

C: Yes, that can happen but basically both companies agree to the merger and they are still considered to be 'friendlier' than acquisitions. There are clear advantages of mergers, however, which include increasing efficiency and decreasing competition in a particular field. For small companies this can be a good way to grow and executives have been heard to say things like 'We couldn't have predicted that merging with another company would make us the market leader in only a few years!'

G: I see. And can you explain acquisitions to us?

C: Of course. In an acquisition, one business completely buys out or takes over another one. No new company is formed, and the smaller company stops existing completely. Well-known brand names may be kept, however, or even be made into a separate division in the new company.

G: And its assets?

C: They become part of the company which bought them. This is generally seen more negatively than either strategic alliances or mergers.

G: Aren't these also known as takeovers?

C: Yes, although there are small technical differences between the two. These acquisitions can be considered friendly or hostile depending on the situation of the company being taken over. Acquisitions generally take place because the stronger company is looking to grow as quickly as possible and feels that ownership of the weaker company gives them that chance.

G: Thanks so much for this, Carmen. It's been really useful for me and I'm sure it will clarify things for our listeners too.

D: Delighted to speak to you, thanks for asking me to do the interview.

6.02 P = Paul J = Jo D = David A = Anna

P: OK, thanks, everyone. Let's get started. So, to begin, I just want to think about the final project report which needs to focus on any significant mistakes or oversights made in the project. Then we can talk about lessons learnt from these mistakes. OK? I'm happy to get the ball rolling, and I think it's clear, looking back, that because of time pressure there was a lack of detailed planning. So, pretty soon after we got started, we had quite a few unexpected issues, which then led to problems controlling costs and a few project delays.

J: Exactly.

D: The big mistakes were with our partners – the Polish software developers. They delivered software with so many bugs, and it meant that the people who had to use the software lost trust in us, in our ability to deliver the project. They simply stopped cooperating.

J: That's true, David. I had a lot of conversations with our users about trust. They weren't confident the software would ever work.

A: In many ways, I think that the main problem was a leadership failure on our side, if we're honest. I feel that the developers in Poland lacked expertise and experience. But we didn't provide clear leadership. They had to make decisions under pressure; they didn't know exactly what to deliver. And they got it wrong. But it wasn't just their fault, it was ours.

P: Yes, there's probably a lot of truth in that, Anna. We can't just blame everybody else. But senior management will read this report. We need to be careful what we say about ourselves. So, what do we put in the report?

6.03 P = Paul J = Jo A = Anna D = David

P: So, we need to agree on some recommendations based on lessons learnt from the project. Any thoughts, Jo?

J: I think, with hindsight, we should have used a proper project planning tool to support us. It's a bit crazy, we actually commission and develop software on a professional basis and we didn't have a decent project management program for ourselves!

P: Very true. Using a better planning tool would have improved things.

J: There was a lot of pressure on us to get going quickly, Paul. When we did that, we just ran into problems.

P: OK, so our main recommendation ... what do we want to write in the report?

A: I would recommend that the company buys GOTO Project. It's the best planning tool on the market at the moment. And make it available to all major projects in the company.

P: Everyone agree?

All: Yes. / Absolutely.

P: OK, what else? David?

D: Well, I think it's clear from the earlier discussion that we didn't manage our external developers very effectively. One thing I hadn't expected was that they'd need so much guidance. I think we all just assumed they'd know what to do.

P: So, could we have documented our requirements more clearly?

A: Definitely. That must be a recommendation.

P: OK, so we should develop clearer documentation and templates for external partners.

A: Yes, and I'm happy to look at that, come up with some new templates.

P: OK, great. So, anything else?

J: I think in addition to tools and documentation, the key takeaway for me is building on relationships. The major issue was around trust.

A: I agree. If we'd spent much more time getting to know the other team and understanding their expertise levels, we would have identified any problems earlier. But, we didn't do it. We relied on email and conference calls. Working like this just caused constant misunderstanding.

D: Yes, we need to recommend more time investment in building relationships for future projects.

P: OK, I'm happy with that. But is there a specific recommendation?

A: Yes, going forward I would suggest that project leaders have to budget for regular travel to meet external partners, so they can create a clear and common picture of the project, and develop trust.

P: OK, so, I think that's everything on specific recommendations. Just to say, I feel, all in all, the project has been a success. We achieved a lot, and I intend to make that point in the report.

All: Yes, agreed. / Sure.

P: OK, then can we just take a few minutes to ...

7.01 M = Marion L = Lena N = Nisha G = Giulio

M: OK, thanks for making time for this meeting – I know how busy you all are. And it's great to have you all involved in this new project, I'm really looking forward to working with you all. Now, before we start planning the project, we need to analyse the situation so we can better understand the possible risks, especially in the new market areas we are less familiar with.

L: What would you like us to do Marion?

N: Yes, what should we look into?

M: I'd like to look into things that can go wrong as I feel there may be some not on our radar.

L: On our radar?

M: Sorry, Lena. I mean, I don't think we're aware of them. We don't know what we don't know. ... Do you know what I mean?

L: Ah, yes.

N: Would you like me to look into it and see if I can identify the risks?

M: Yes, Nisha, thank you. I know we can use various methods to establish which risks we're facing and then consider the impact of each risk.

G: How about a probability impact matrix?

N: A what, Giulio?

G: A probability impact matrix. It's a matrix, or graph, you can use to identify whether risks are high, medium or low. You have two axes. You plot the probability of something happening on the vertical axis. That means you decide how likely you think it is to happen; if it is high, medium or low probability.

N: OK, I see.

G: Then, on the other axis, the horizontal one, you think about the effect or impact of that thing happening. Will it have a high, medium or low impact if it happens? You then move up from the bottom and in from the left at the same time until the probability intersects with impact. And then you get an overall risk rating of low, medium or high.

M: Yes, that's it. Thanks, Giulio. We can use it to help us decide which action to take with each risk we're facing. Can each of you please identify the key risk in your area, how likely it is to happen and what the impact would be if it did happen?

L: Sure.

G: Yes.

N: OK.

M: Great. Let's pick this up again in Friday's meeting. OK, let's move on to the next item on today's agenda ...

7.02 M = Marion N = Nisha G = Giulio

L = Lena

M: Hi again, everyone. I hope you've had time to look into the risks we discussed earlier in the week. So, what did you find out?

N: Well, from our analysis we identified three main areas of risk.

G: The first one is a low risk. It's that we run over schedule on the project. Let me show you here on the matrix. There's a medium level of probability that it will happen, and if it does, the impact will be low. So, we can position the risk here ... on the matrix ... on the left ... at mid-height.

M: I see. So, why is it there?

L: Well, you know we have built extra time into the schedule, so we can afford to run over a little.

M: OK, let's forget this one for now, then. What's next? Lena?

L: The second risk is the issue of employee turnover. If people change their jobs or leave the company in the middle of the project, we'll lose time briefing people and handing over tasks.

G: There's only a low level of probability it will happen as it's a short project, and if it does there will only be a medium impact. So, that gives us a low overall risk, as I've indicated here on the matrix.

M: Fine, Giulio. Let's address this one next week and we can put a handover plan in place. Anything else?

N: Well, the third risk is that we've found a flood risk in the new testing area. It's near the river and water levels can be unpredictable in spring when the snow in the mountains melts, and that'll be in three months.

M: You mean we're going to get flooded?

N: It's very likely this will happen, so we obviously want to avoid that.

G: Yes, if that happens and we're not ready, the effect would be catastrophic for our project. This is why we've positioned it high on both axes of the matrix.

M: OK. There is an urgent need to mitigate this one as soon as possible. We're going to prioritise this. So, everyone ...

8.01 PB = Professor Bauer CF = Professor Clarence Falkner

PB: So I'd like you all to give a very warm welcome to Professor Clarence Falkner.

CF: Thank you for that flattering introduction, Professor Bauer, and for inviting me to the university in Weimar. And thank you for calling me a business expert! I'm delighted to be here with you today in Weimar, home to many eminent German figures of course, like Goethe, Schiller, Liszt, and the creators of the Bauhaus movement such as Paul Klee. Now, I'm sure those successful writers, composers, artists and architects would have taken many successful decisions in their professional lives. And you've probably already made many successful decisions so far. To study for this business degree, to come to Weimar, and to come and listen to me speak! But seriously, what I'm talking about today is how to make your decision-making more successful.

Have you ever decided to do something just following your intuition? I certainly have. I did this morning. Although it's March, when I looked out of my hotel window, I saw there was still snow on the ground and decided to put on some gloves. That was a good move. And do you ever put off making an important decision? ... Yes? We all do. Why? I think we sometimes put off taking decisions because we are afraid of taking the wrong decision. Some people avoid taking any decision. But in doing that, we actually make another person decide for us. And what about making the wrong decision? Hands up, if you've ever regretted making a bad decision. That's almost everyone in the room, right? Well, last night, I hadn't booked a table at the restaurant next to my hotel. I thought it wouldn't be necessary on a Monday night. But then I needed to wait an hour. That was a bad decision! We all make bad decisions at some point in our lives, don't we?

The thing is, we often rely on our intuition or

instinct but decision-making actually requires two things: prediction and good judgment. So, today I'd like to share with you three rules to help you with your decision-making in your professional lives.

First of all, rule number one, be less certain ... Be. Less. Certain. You'll all probably agree that considering all the pros and cons is a key part of decision-making. To take that a step further, to come to a *good* decision, we need to understand how different choices change the probability of different outcomes. Yet most people are over-confident when considering important decisions. Psychologist Daniel Kahneman has said that overconfidence is the first bias we should remove. This over-confidence is very common, he says, especially among men. That's right, men more than women ... but not only men, also the rich, and ... ironically ... experts ... I'm the exception, of course. What I'm saying is, if you think option A will lead to outcome B, this outcome is actually *less likely* than you think. So you need to ask yourself, 'What else could happen if I were less certain that option A would cause outcome B?' So rule number one is, remember to be less certain about your predictions. Don't worry, we can't always be right!

8.02

Now the next rule, rule number two, is ask yourself, 'How often does this *usually* happen?' Let me tell you a story. It's not my story, it's actually Kahneman's story. He talks about a time when he was collaborating on a textbook and he asked his co-writers to estimate the date when they would complete the first draft, the first version of the textbook. Everyone, including Kahneman, said somewhere between 18 months and two and a half years. Then he asked one of those co-authors who'd been involved in many textbook projects, how long it *usually* took. The co-author answered that 40 percent of groups never finished a book, and he couldn't think of a project that had finished in less than seven years. So this person had answered Kahneman's first question without thinking about his actual previous experiences. That was a mistake. The point of the story is that they should have considered how long similar projects usually take before giving an answer. What are the implications of that? Well, next time you need to make a decision, it's worth remembering the question, 'How often does something *usually* happen?' For instance, if you're considering beginning a start-up, you might want to ask: what percentage of start-ups fail? Or, what percentage survive the first year? This rule is known as the base rate, and it's used a lot in research on prediction. It can help us with our judgment to make better decisions.

Let's go back to the example of starting a business, ... so you're thinking about setting up a company. Imagine you're weighing up your options; you're weighing up the possibility of spending years on a company that might fail, or staying in your current job. Another question could be, 'How often do entrepreneurs who fail, end up wishing they'd stayed in their previous job?' The idea here is that we should get away from the '*inside view*', where the specifics, the specific details of our decision get in the way of our analysis. Instead, try taking an '*outside view*', where you look at similar cases before considering your own personal situation. Try looking at a problem from a different perspective, be more objective. Does that make sense?

8.03 PB = Professor Bauer CF = Professor Clarence Falkner A = Audience members

CF: That brings me to the third rule. Rule number three is try to think in terms of probability. Research has shown that even basic training in probability makes people better at forecasting, and helps them predict better outcomes. Probability helps us to avoid certain cognitive biases. One way to improve your decision-making is to start studying probability. There are lots of videos explaining probability on

the internet. In fact I'll show you one from the Khan Academy in my next talk. Improving your ability to think about probability will help you to apply the other two rules. The three rules together are more powerful than one rule on its own. There's no point in using only one of them. Really effective decision-makers recognise that even apparently simple decisions can be hard. So, now I'm going to test you. Are you good at remembering stuff? OK, what was the first rule? ...

A: Be less certain.

CF: Brilliant! Secondly, ask yourself the question, 'How often does this ... ?'

A: ... usually happen?

CF: That's right, and take an outside view. And thirdly, try to learn more about ...

A: ... probability?

CF: Exactly. Thanks for listening. I'll be happy to take any questions now.

8.04 V = Vera J = Jack

V: Hi, Jack. Do you have a minute?

J: Sure, what's up, Vera?

V: Well, I've been developing an idea with David from the marketing team which we thought could help the company, but now I'm not so sure.

J: OK. And?

V: Well, we've been doing this on our own, you know, without having been asked to. I feel like we're spending too much time on it, or at least I don't have time for it anymore. I don't think it's a priority. At least not right now.

J: I see ...

V: I feel we should take a break from working on it, but I think David's really into it. He's so enthusiastic about it and I don't want to upset him or damage our relationship.

J: Hmm.

V: Do you see my difficulty?

J: Yes, that does sound like dilemma.

8.05 D = David V = Vera

D: Hi Vera, how's it going?

V: Well, actually David, there's something I've been wanting to talk to you about.

D: Oh, no problem. Go ahead.

V: There's no easy way to say this, so I'll just say it. I don't think we should continue working on our marketing idea.

D: Really? I wasn't expecting that.

V: Well, initially, it looked like a good idea, but now I'm not so sure. We never got asked to do this and I'm afraid that we're wasting our time.

D: You're kidding! We've spent a lot of time on this already, and you tell me now that you think we're wasting our time. Come on!

V: I'm sorry David. I'm sure this is frustrating for you. I'm really overloaded at the moment and there are too many other priorities for my boss right now.

D: Hmm. I see. To be honest, I have an issue with the lack of support we have for this type of thing. If we were actually given time to work on new ideas, we wouldn't feel under so much pressure and that we're struggling to find time to work on this.

V: I know. And we both have the same perspective; we want to create something of benefit for the company.

D: Yes, absolutely.

V: And I don't want to cause any hostility between us. I can see you're really into it.

D: Vera, don't worry about that, everything's fine. I'd like to find a quick resolution where we can keep all interests in focus.

V: I would too.

D: So, how do you think we can get beyond this?

V: The most important thing for me is that there's no bad blood between us if we stop working on this now. I'd like to get a feeling for your priorities.

D: Yes, that's mine too. And I really don't want you to be under pressure or feeling stressed.

V: Thanks, David. I'm sorry, I feel we need to think about stopping for the moment, then. How will it negatively affect you if we decide to drop it, or at least put it on hold?

D: Well, yes, it's taking time, but I think we can create something really useful for the company. And to be honest, I need something positive I can bring to my boss. My last project failed so I'd appreciate your help.

V: I see. I didn't know. Unfortunately, as I said, I'm under pressure at the moment and don't have much time. Hmm. We need to think about both mutual and individual gain.

D: Look, I have a crazy workload at the moment, too. Let's put it on hold for a few weeks until our time pressures ease.

V: Good idea. OK, but we'll try to revisit it in a few weeks. Future collaboration on this is in both of our interests.

D: OK. Let's catch up again in a few weeks. Thanks, Vera.

BW1.01 B = Barbara G = Giorgio J = Jane P = Peter

B: Morning everyone. Can you all hear me?

J, G: Morning. / Hi. / Yes. / Fine.

B: No? You may need to adjust your volume, Peter. OK, now?

P: It's OK now, thanks Barbara. Good morning, everyone.

B: Thanks everyone for making it at such short notice. I know some of this isn't the best time of day to be dialling in, but I think we'll all agree that this is turning into a real crisis. Jane, could you start by filling us in on figures?

J: Sure. We've put some numbers together for you all and I agree that this doesn't look good. Sales have really taken a hit since the advert came out. On the surface, it looks like the millennials seem to be the most offended. Their posts on social media are saying that we have little interest in social justice, and millennials as a group strongly support equality and inclusiveness. We have to restore their confidence in us as a brand. They make up one-third of our customer base.

P: Yes, we really can't be complacent about them. I've gone back and looked at our marketing campaigns to be able to fill you all in on this. I wanted to be sure about which groups of customers we've been targeting specifically and although they are not the largest group, we have often aimed our advertising at millennials. But it seems the negative PR is having an effect on other groups as well, right Jane?

J: Yes, it seems to, although the older groups appear to be less affected. What seems very worrying is that last year's figures were very different to what we are seeing now.

B: Thank you, Jane. Giorgio, do you want to give us your opinion here about how the company is being affected as a whole?

G: Well, I don't think we'll lose a third of our customers due to an advert but, if we don't quickly win back the customers we have lost, we will need to start looking for cheaper suppliers to keep costs down. This would have a negative effect on our pledge to source ethically. I checked this out a bit and costs for the items we buy have been rising lately and we cannot afford the drop in sales we are currently experiencing.

B: Thanks, Giorgio. I agree. This problem goes beyond just the campaign itself and could end up affecting all sorts of areas; it's not something that we can take lightly.

J: What do you suggest we do, Barbara? Do we have enough information?

B: Well, obviously, we're going to have to come up with a marketing campaign that will restore the image of the company. However, we can't rush into it. We need to do some serious market research into who our customers really are and what they want. We thought we knew, but we obviously got it wrong which is why this last advertising campaign has backfired so seriously.

J: Sounds like a plan.

G: I think that's the best option, Barbara. We really need to put some money into this. No cutting corners. Peter and Jane, do you feel that market research will be useful?

P: Absolutely. We have to find out exactly who we should be talking to. Once we've got that information, marketing can start coming up with an appropriate campaign. Jane, what do you say?

J: I agree as well. And I'm happy to work with you, Peter, on campaigns, messaging, and so on once we have decided what to do.

B: Thanks, everyone. I think we now have a way forward. I'd like to set up another meeting as soon as possible and will ask my assistant to send you all invitations. Have a good rest of the day. Bye for now.

All: Bye. / Talk soon. / Thanks.

BW2.01 J = Jiya C = Charvi A = Arnav

J: Good evening. How're you both today? Please, have a seat.

C: Fine, you said you wanted to speak with us?

J: Yes, we've been hearing about some problems in your team and I wanted to have a chat with you both to get some feedback on how you think the job is going. You've been with us for several months now and I'd be interested in your opinions. Charvi?

C: Well, when I was hired, I was told that we'd have a lot of training in specialised areas but when I ask about it, I'm usually told that there's no time for that and we should know by now what we are doing. And the training we did have is not what we actually need for the job.

J: I'm sorry to hear that, Charvi. And do you both think it's affecting your job performance?

A: In my case, yes. Some of the clients who call us need very specific information and I'm unsure how to help them.

J: This sounds serious, Arnav. Charvi, do you have the same problem?

C: Yes, absolutely. I had actually expected to find the job stressful because we have to work nights and speak English all the time but in fact that part really isn't so bad.

J: What do you mean?

C: I like speaking English and most of the people that call speak slowly so that I usually don't have problems following them. Sometimes they use words I don't know or slang and that's difficult but it doesn't happen a lot. The real problem for me is when they want me to explain things very simply. I find it really difficult to help them and I don't always understand their questions, because they are just so basic. When people know so little about how to use a computer, it's hard to know where to start. I know we had some training sessions when we started and I really try to do my best, but I don't think they're very happy with me.

A: I feel the same. At one end of the scale there are callers like the ones Charvi talked about – who are hard to help because they are so ...um ... uncomfortable with technology really. But at the other end of the scale, sometimes callers ask about extremely complicated IT problems too, and I just can't make them understand what I'm saying. I try my best, but I really feel I could be doing a better job, especially with these types of questions.

J: Have you told your line manager?

A: Yes, several times. He's just too busy explaining the system to the new people that we seem to get every week.

C: We all realise this is necessary, but it makes our jobs more difficult because we simply need more help.

J: So to summarise the problem, you feel that you don't get enough support from your line manager, you don't know how to explain things in simple terms and you think people aren't happy with the help you give them. Is that right?

A: Yes, that is more or less it. Do you agree Charvi?

C: Yes.

J: OK. Let me have a chat with my boss and your line manager and let's speak again next week. We need to look at this from both the point of view of our employees and those in management, but I think this is something we should be able to work on all together.

BW2.02 C = Charvi A = Arnav

C: Arnav, what do you think? Do you think that Jiya really listened to us? I'm not so sure.

A: I don't know. I think she wants to help but the problems seem to be growing all the time. For example, it really doesn't help that so many people keep quitting and new ones come every week it seems.

C: Yes, I know. I spoke to Rachit last week and he said he was going because he found a much better job. So many of us are really overqualified for this work and I understand why people leave. But in this region, this is one of the only places that is offering work so I'm going to stay and hope that things improve.

A: True, and Rachit went back to his home city. I hope it all goes well for him there. But I have a question. Is the night shift really no problem for you?

C: It was at first, but now I'm used to it. I sometimes go out with friends in the evening before I come to work and then I go to sleep in the morning and sleep till the evening. I don't mind it so much anymore and hopefully it won't be forever.

A: Well, I'm still finding it difficult. I only hope they do what they said when we were hired and move us to daytime shifts after we've been here for a while. My other problem though is that the job really hasn't lived up to my expectations at all. I try to stay motivated but sometimes it's difficult.

C: What do you mean?

A: Well, when I was hired they told me that a degree in a technical field was a real plus, but it hasn't made much difference at all. I get the same salary as everyone else and I didn't need to study to explain most of the products people phone about. We spent several weeks during our initial training looking at fairly basic products, but those ones are usually pretty simple to explain.

C: But some of the features were new to me.

A: To me too, so that part was OK. But we could have spent time looking at the more advanced products and learning the best way to explain them to our callers.

C: Yes, but I'm happy that I get to speak English for my entire shift. After all those years at school it's great to be able to speak it at work. I find it more of a problem that the feedback we get isn't very motivating. I'm not sure our line manager really knows what we're doing or how to help us. I've tried talking to some of the other people on the team but that's also difficult, especially those who've been here for a while because they really stick together.

A: I've noticed that too. I thought we'd be given goals when we began but so far everything we do is just answer phones and try to help the people who call. We had marketing training at the beginning but I've never needed it. But there is something that I would really like training in.

C: And what's that?

A: I think we need more information about the people who call us. We speak the same language they do but we don't know very much about their culture.

C: What do you mean?

A: We can't imagine the places where they live or what their lives are like there. Some of them are also much older than we are and I think we may not understand why they ask some of the questions they do. This is one of the reasons I think they're not so happy with my answers.

C: I think you may be right. One problem is that technology is fairly easy for us, but I think for some of the people who call us, it's really challenging. I agree that we need some training in how to speak to them to help them understand.

A: Yes you're right. I wish we'd thought of all of this when we were talking to Jiya! Actually, this is really important. I'm going to have another word with her before she speaks to the managers. Thanks, Charvi – ugh our shift is starting. Better go, I'll see you later.

BW2.03 J = Jiya H = Hiram

J: Thanks for taking the time to talk to me, Hiram.
H: No problem. What did you want to talk to me about?
J: Well, I've just had a chat with two of the agents on the night shift and they don't feel that they're getting a lot of support.
H: Really? That surprises me. As you know, I run their induction, get them on their training courses, answer their questions ... and then they leave and I have to start all over again.
J: I totally understand how frustrating the high turnover is for you, too. The agents mentioned it when I spoke to them and they can see how busy you are. It's clearly a problem, and maybe it's because so many of them are assigned to the night shift when they start.
H: It might be. Did they complain about that too? I mean working nights?
J: No, that wasn't the major problem. They were also OK speaking English all the time.
H: So what exactly was the problem?
J: They felt that although they'd been promised training, it stopped after the first few weeks and that they don't get enough support now. They felt they could use more guidance in explaining the products in simple terms in a way that makes sense to callers who aren't confident with technology. But they also said that they needed some additional information on the more advanced products and maybe some practice on how to help customers with specialised questions. Have you had any complaints from clients?
H: Only the usual.
J: I am thinking of arranging some extra training sessions to address these particular areas. What do you think? It seems they need additional training on specific advanced products as well as more training in communication in general. It could be that, although their English is fine, they lack some knowledge of the people they have to communicate with.
H: Sounds like a good idea.
J: Do you think it would help if we worked out some sort of evaluation system with clear objectives? I got the feeling their expectations of the job weren't being met. They commented on problems like not having clear goals and having some problems integrating into the team.
H: Well, I probably should tell you that some of our new recruits' attitudes aren't always the best. A few of them give the impression that they're overqualified for the job and several seem to lack motivation. I've also noticed they often ask for help instead of thinking for themselves and they don't always interact well with older, more experienced staff members.
J: This sounds quite worrying. Is it also affecting their performance?
H: No, not as far as I can see and so far I haven't heard anything specific from clients. It just seems to me that they could take more initiative at times and find solutions on their own.
J: Thanks for the feedback, Hiram. We're planning to run a survey to see how both management and staff view different issues and your participation will be really helpful. Once we have those figures, we'll get together to work out some solutions to improve communication between management and staff.
H: That sounds like a really good approach. Let me know if you need anything else from me for the survey. The results should be really interesting.
J: That's what we in HR think too. Thanks so much for your input today – hope you have a quiet shift!

BW3.01 D = Deidre F = Fernando

R = Robert S = Sheena

D: Now, I know you've all read the report. By the way, I don't mind taking the notes today. ... So, I think it's significant that our research shows that millennials are more careful with their money than the previous generation. So, the aim of this meeting today is to identify ways to target

millennial customers and create innovative personal banking products for them. They may be students looking for a loan, first-time house buyers, or professionals in search of savings products ...
F: Sorry to interrupt, Deidre, but are you saying we need to target more students?
D: Not just students, Fernando. Millennials may be students or first-time house buyers or young professionals looking for the best savings products.
F: But with youth unemployment being so high in countries like Italy and Spain, perhaps they don't have much money to save?
R: Can I just make a point here?
D: Yes, Robert?
R: Although we know southern Europe has suffered from high youth unemployment in recent years, that doesn't mean to say that no millennials there have savings. We do know that in the USA, eighty-six percent manage to put by a small amount every month.
F: But that's because they're on U.S. salaries, not southern European salaries ...
D: Could I just come in here, Fernando? I think Robert has a point. Many millennials are in work. And others may come into a substantial inheritance when their parents pass away ...
S: Yes, but probably not for another thirty years!
D: Even so, according to the reports, they have two main priorities: they are looking at paying off student debts, and at making the most out of the money they have.
R: That's right.
F: So, what are we saying here?
R: What we're saying is that despite the fact that Generation Y – millennials – have a lower disposable income than the previous generation, and find it difficult to buy property, at Connectbank we can offer banking products that help them save and pay off their debts.
D: Exactly.
S: Well, we already offer them some benefits like student discount cards and a thirty-dollar voucher when they finish studying.
D: Yes, but that's not enough. It doesn't help those who are working. Remember, today millennials are the largest group among customers buying a home for the first time. For that reason, I would recommend offering young professionals promotional gifts when opening accounts and facilitating long-term loans.
F: What about the fact that they are digital natives? They are not walking into their high street branch to chat to the bank manager. They want to access banking products or promotional gifts online.
S: That's right. Asian millennials are used to banking on their smartphones.
D: I think that's true in nearly all markets, Sheena.
R: So, we agree on the how.
F: Sorry, I'm not following you. What do you mean?
R: What I mean is we agree on *how* millennials want to bank. They want everything online and they get easily frustrated if they can't find customer support on the website. It is important to make online banking user-friendly and develop our banking app, considering that the majority of online users are younger customers who want to carry out transactions in just a few clicks.
X: I see.
E: Yes, I agree. And another point is that millennials often travel abroad for work or pleasure. Given the importance of mobile transactions, and the difficulty of finding ATMs in some regions, I'd suggest we improve our mobile money remittance in order to meet the needs of young people who are working or studying abroad. They may be experiencing financial difficulties.
D: Good point, Sheena. Mobile money remittance ...
S: And can I add something here?
D: Go ahead, Sheena.
S: Loyalty, or, lack of loyalty. I mean, market research says that young people judge everything

by their own experience. It's essential they feel valued. So, in simple terms, if a millennial thinks the bank is not meeting their needs, they will go to a competitor.

D: That's right. Millennials are not as loyal as Generation X. Nearly two-thirds say they would change their bank for one with better technology.
F: Yes, technology is key.
D: Technology is key ... Thank you. So, at this point, I'd just like to sum up the discussion so far, all right?
R, F, E: Yeah, sure. / Fine. / Uhuh.
D: I think we all agree that our approach centres on technology and we recommend providing a more efficient online banking service and improving our mobile app. Mobile money remittance is one area which could be developed for millennials who are living or travelling abroad. I would also suggest investing in promotional gifts when millennials open an account, or sign up for a financial product. Mmm, was there anything else?
F: I'd like to emphasise Robert's point about technology. Our website needs to be *much* more user friendly, just a few clicks to complete a transaction.
S: And we need to be talking to our customers more interactively because they're constantly connected.
D: Yes, good. So, user-friendly website *and* talking to customers interactively. Right, let's look at the next steps then. What kind of products can we offer millennials? Sheena has already mentioned mobile remittance. Any other ideas?

ExtBW3.01

- The aim of this meeting today is to identify ways to target millennial customers and create innovative personal banking products for them.
- But with youth unemployment being so high in countries like Italy and Spain, perhaps they don't have much money to save?
- We do know that in the USA, eighty-six percent manage to put by a small amount every month.
- Many millennials are in work. And others may come into a substantial inheritance when their parents pass away ...
- ... despite the fact that Generation Y – millennials – have a lower disposable income than the previous generation, and find it difficult to buy property, at Connectbank we can offer banking products that help them save and pay off their debts.
- We already offer them some benefits like student discount cards and a thirty-dollar voucher when they finish studying.
- They are not walking into their high street branch to chat to the bank manager.
- It is important to make online banking user-friendly and develop our banking app, considering that the majority of online users are younger customers who want to carry out transactions in just a few clicks.
- Given the importance of mobile transactions, and the difficulty of finding ATMs in some regions, I'd suggest we improve our mobile money remittance in order to meet the needs of young people.
- And we need to be talking to our customers more interactively because they are constantly connected.

BW4.01 J = Jack A = Aina

J: Hi, Aina. I'm sorry I haven't had much time to work on this, but I've put together the first couple of slides.
A: Great. I've also prepared a few slides. Let's talk through them, shall we?
J: Right. As we discussed the other day, I started off with the aim of the proposal, as you can see here. After that, we can suggest the topics for the TV series and finally, we describe the four business leaders we'd like as interviewees. I think the first slide should say that the documentary targets a wide audience, from students to baby boomers.
A: Yes, I agree, but I don't think 'business' is spelt like that.

J: Oh yeah, sorry, my mistake.
A: And I think 'proposal' is misspelt too.
J: Don't worry. We can sort the details out later, when we've finalised the content.
A: Sure. But perhaps I would include our surnames too on this first slide.
J: Really? Isn't that too formal?
A: I don't think so. It's a formal proposal, isn't it?
J: Good point. I'll add our surnames then. And what do you think about the second slide?
A: 'Topics for the TV series, the world economy, challenges, impact of social media, entrepreneur ... , entrepreneurship, I think you need another 'r' there. Shall I run a spell check for you, Jack?
J: Like I said, I haven't had much time to prepare this. I think it's more important to brainstorm our ideas first and then we can check the spelling, add animation and visuals, or whatever.
A: Sure. I don't mind checking the spelling in the slides before we send the proposal.
J: OK; thanks. I know spelling isn't one of my key strengths!
A: Really?
J: So, what do you think about the topics? I included the ones we brainstormed the other day, plus a few more.
A: Yes, ... they look very interesting. My only concern is that the producers have specifically asked for seven topics, and we've got ten here. Ten points seems a lot for one slide, don't you think?
J: Maybe. I just thought we could give the producers a choice. But do you think we should cut any?
A: Well, numbers six and seven are kind of similar. I mean, we're going to talk about environmental challenges in business, and climate change will be part of that topic, not a separate programme.
J: Yeah, I see what you mean. So that makes nine topics, but we still need to cut two more. Perhaps we can combine numbers two and three? I mean, one of the challenges that millennials face is social media. What do you think?
A: Err, I'm not so sure. I think social media has an impact on everyone. And I'm not convinced about point ten because we'll have leaders talking in each episode, so we might not need a whole programme on leadership. Let's think about those.
J: No problem, we can remove three topics later. Anything else?
A: Well, my other concern is that there is quite a lot of text in one slide ...
J: Yes, you're right. What if we cut out the examples, so we just say 'environmental challenges'?
A: That's 'environmental' with an 'n'.
J: What? Oh yes. And we don't mention sustainable cities.
A: Yes, that will work better, the text without examples. Good. Can I show you my slides, Jack?
J: Sure.
A: OK, as you can see, we've got three possible interviewees so far.
J: I really like what you've done here with the quotes for each business leader.
A: Thanks. Yes, Elon Musk is so controversial! He has to appear in the series!
J: The only thing is, I don't think we need *three* quotes. I think one or two for each leader and a short profile is fine.
A: Mmm, I guess you're right. So which one should I delete?
J: I wouldn't include that one. Those two quotes from him are enough.
A: OK, but what do you think about the colour scheme?
J: The colours? Mmm, yeah, interesting, ... It's just that I can't read them very clearly.
A: But yellow and orange go well together. They're eye-catching.
J: Uhuh, but perhaps we could aim for a more professional colour scheme? Like you said, it's a formal proposal.
A: Or a formal '*proporsal*'.

J: Yeah, very funny.
A: Sorry, what colours do you suggest?
J: I dunno. Perhaps dark blue and perhaps the headings and sub-headings in dark grey?
A: OK, blue or grey ...
J: Dark blue.
A: Dark blue, not *pale* blue, on white. And I need to add our university logo and the date.
J: Yes, that will look good. So that brings us to the end of the presentation. But what's this slide on sustainable development goals? Can you explain that?
A: Oh, this is completely relevant to business challenges in terms of social business. You see the UN drew up a list of goals, 17 in total, to achieve by the year 2030. The goals include challenges like economic growth, gender equality, sustainable cities and ...
J: But I can't read them all.
A: Yes, I know. Sorry, I took a screenshot from the website.
J: Don't you think it would be better if we listed the goals on two slides so that they are easier to read?
A: Don't you like the colours?
J: Yes, they are very colourful – much better than the last one – but some of it's got cut off ... And you've left out the header?
A: The header? What do you mean?
J: The main title, *Business Challenges Proposal*. Actually, I'm not sure whether we should include this slide at all – there might not be space. Perhaps we should stick to the brief?
A: Mmm, you're probably right.
J: What was the brief again? Let's see ... What have we forgotten ... erm ...

BW5.01

Good morning, everyone. Welcome to this update on the business. As you know, the company is expanding and we've recently taken on new staff. We currently have operations in more than 100 countries and have been looking into places we feel there is potential for growth. As you all know, selling medical equipment does not end with the sale and it's the service we supply to our customers that has made our business so successful for nearly eight decades. We need people in the market to explain our wide range of products as well as to help out with support when technical problems arise. Based on our market research we have chosen three countries where we see opportunities for growth, namely Norway, Saudi Arabia and Argentina. For this reason, we are looking for personnel to send on secondment to these countries. Norway currently spends about ten percent of its GDP on healthcare, third worldwide after the USA and Switzerland. Of this money, about €1.75 billion goes for equipment for medical and dental purposes and this will most likely increase in the future. They have limited domestic production, so we have a good chance here to supply what they need. On the downside, most of the business is done in Norwegian so we may need to look for employees who speak it or feel they can learn the local language in a short period of time. In the Arab World, a quickly growing market is Saudi Arabia. Although they spend under five percent of GDP on healthcare they still spend an enormous amount on medical equipment. They are building new hospitals and although much of the funding for medical equipment comes from government outlays, approximately twenty-one percent of the market is private. Due to laws and customs within Saudi Arabia, we would need to send a male and a female employee who speak a high level of English there. We have a strong foothold in South America although sales have been decreasing recently in some places. In Argentina, however, we are seeing growth and they are currently importing some

€775 million worth of equipment and around one billion individual units. These include investments in large equipment for hospitals as well as syringes and other instruments which are bought in large quantities for doctors' offices and pharmacies. We predict this figure will rise and would like to expand our support staff there as quickly as possible. Healthcare costs are about seven percent of GDP, one of the highest in South America. Although some medical needs are supplied locally, they need high-tech equipment, making them an excellent market for us. Ideally, anyone we sent should be able to speak Spanish, although the medical profession generally speaks English as well. As these secondment assignments will most likely last between six months and two years, we are asking people interested to contact their managers and set up an appointment with HR in the next three weeks. There are many details to work out including replacements for people here in Germany or our other offices around Europe, moving expenses, accommodation, salaries and plans for returning to your original jobs. Please let us know if you might be interested. As someone who has been on secondment abroad, I can highly recommend it as a learning and development experience. Thank you all for your attention.

BW5.02 P = Paul K = Karen

P: Interesting presentation, wasn't it Karen?
K: Yes, it was. What do you think? You've been in Germany for a few years, are you ready to go somewhere else?
P: Well, when I came here, I thought I'd only stay a year or two but then I got my first job, met Brigitte, got married and had two kids. So here I am. But I speak pretty good Spanish, so it would be good to go to a Spanish-speaking country like Argentina for a couple of years, although it also depends on what Brigitte thinks of the idea.
K: I don't have a family so it's just up to me I guess. I'm thinking about Saudi Arabia. I've heard that we can earn good money while we're there, and I might be able to continue working long-distance on a university degree.
P: That sounds doable. You could have lots of free time as I don't know how much chance you would have to socialise there.
K: Right, I've heard that socialising mostly happens within the expat community. But I think I could probably use my time well. I also think it would be a good career move and make me more visible within the company.
P: I agree. Once we have gone off to another country and shown what we can do, people start to notice us. And it really is a learning experience, I've learnt so much since I came here from the UK, although my German is going more slowly than I expected.
K: Probably because you speak English at home with Brigitte and the kids.
P: Probably. But I'd like to find out more about what I would need to do on secondment. When I came here, I was just a student looking for a job. This time I would be travelling with my family and leaving a job I'm really comfortable in. I assume the company will help us with the move by finding us a relocation company, a place to live and schools for the kids or give us an education allowance.
K: Right. The job itself is a big factor for me as well. And what about Brigitte, would she want to work?
P: I am sure she would. As you know, she's one of the company's translators and she loves what she does. We need to find out if they can get work permits for both of us so that she can work there or if it is easiest for her to keep her current job and work online.
K: Yes, all important info to check on. But at least there would be colleagues in the market to help us settle in. So, are you going to talk to your manager?
P: Yes, tomorrow. What about you?

K: Probably, but I want to think about it first. I need to write down all my questions, you know about things such as the residency permit, healthcare, language courses, living arrangements, getting to and from work, things like that. I realise that Argentina is farther away than Saudi Arabia, but I think the move would be more of a change for me than for you.

P: I think you're probably right. Good luck with it all.

K: You too! See you later. Let me know what you decide ...

BW5.03 Pi = Piet Pa = Paul

Pi: Good morning, Paul. How are you this morning?

Pa: Fine, thanks and you?

Pi: Fine, just a bit busy as you can imagine.

Pa: I'm sure. I guess lots of people are making appointments with you at the moment. Now, I wanted to talk to you about this possible secondment in Argentina. I'm wondering whether it would be a good move for me and my family. What do you think, Petra?

Pi: Yes, I remember you speak Spanish, so I imagine that this assignment would be very interesting for you all. I'm guessing you've got lots of questions.

Pa: Yes, I have. The first thing would be the length of the contract. Jürgen said they are between six months and two years. How long would this one be for?

Pi: Well, we feel that we have a lot of training to do of local medical technical staff so we are hoping to find someone who will go for two years. Is that OK?

Pa: It might be. But I want to first make sure that Brigitte can continue with her job. I don't know if she can work locally or online with the department she is in.

Pi: Yes, that is something we'd need to look at. I'll need to double-check with the Argentinian works council representative and our contact at the Argentinian government about the type of visas they are able to offer. I can also look into her staying in her position and working remotely. Would that be OK?

Pa: Yes, that's fine. Brigitte returned to work two years after our second child was born and doesn't want to stop again, especially for a period of two years. This would need to be settled before we decide.

Pi: Understood. Anything else?

Pa: My two boys are in primary school here and I would like to find equivalent schools for them there. Do you know if there is a German school they can go to?

Pi: That shouldn't be a problem. I'll ask my colleague there to get some information for you about the educational possibilities. OK?

Pa: Great, thanks. Then there is the question of how often we can come back to Germany. Brigitte has family here and the children also want to be able to visit their cousins and friends. We wouldn't want it to be too long between trips.

Pi: Well, our standard contract if you go for two years is a trip home every six months for the employee and the family. We would fly you back and forth but in economy class.

Pa: But I heard from another employee that they all flew business class. Has that changed?

Pi: No, but in the two years you can either choose to come every six months on cheaper flights or once a year in business. That would be up to you. And remember that your holiday time is used for these visits home.

Pa: I see. I'll have to think about that. Flying such a long distance in economy class is not easy with small children but a year is a really long time to be away. And what about accommodation? We have a house here and a garden. I don't think that any of us would be happy in an apartment.

Pi: We always try to find something similar in the other country and would set you up with a property agent who would help you find something you are happy with. This should be covered by your housing allowance. With families,

we recommend that one of the parents go first for a month or so and get everything organised and then have everyone follow. Would that work?

Pa: That would be fine. And since I speak Spanish, it makes more sense for me to go first anyway and bring the family over once everything is settled.

Would we also get a car for the time we are there?

Pi: Yes, of course. You'll need to be able to travel to the physicians and the hospitals that use the equipment to give them technical support, so we provide a company car and a fuel allowance for business travel. If you want to use the car on weekends, that's fine but you need to pay for fuel yourself.

Pa: That makes sense. Just one more question, what about the salary? Would I get the same as I get here?

Pi: Yes, you will continue to draw the same salary and your pension fund contributions won't be affected. You'll also have healthcare as you have here. Once we have the information about the school we can have a look at an education allowance.

Pa: Thanks so much, Piet. Now that I have more details I can discuss this with Brigitte again and we can decide if it is the right thing for us at this time. I realise it's not always easy to move the family to another place but I think the biggest perk for my children will be to learn Spanish. They need to keep up their studies in German too though, which is why the school is important. When will you have all that information for us?

Pi: It shouldn't take more than a week. I'll give you a ring so we can set up the next appointment. I'm glad to hear that you're interested in the post.

Pa: Wonderful. And I'd like to arrange a time when Brigitte can be here as well in case I have forgotten anything. Thanks, Piet. Till our next meeting.

Pi: Looking forward to it.

BW6.01 Z = Zora K = Karoline P = Paul

Z: Morning guys. Hope you had a good weekend.

K: Thanks Zora, it was great.

P: Yeah, glad we finally had some sunshine on Sunday. Was yours good Zora?

Z: Great thanks!

P: So ... I guess we have a lot to discuss this morning, right?

Z: Definitely, we really need to talk through our ideas for how to grow the business and I think we probably have some difficult decisions to make. Things have changed a lot since the days when we had one truck with our juices and smoothies on the streets of Zagreb.

K: Absolutely. Just look at us now with trucks in five cities and selling more beverages than ever. We really made the right decision when we expanded to the coast; the trucks in Split, Zadar and Pula do really well with all the tourists. Osijek was also a great choice because of the university there.

P: That's all true, but also Karoline, your idea to add in soups was brilliant and the recipe book was fun to put together, wasn't it?

K: Yes, that was something totally different.

P: OK, so we've come a long way. But, I guess the big question for us is how we can continue to grow the business while keeping the quality of food and service people know us for.

K: I think so too. Paul, have you got any specific ideas?

P: Well ... I've been thinking about this. What if we opened some fixed locations in Croatia?

Z: Mmmmm ... now I thought about that too. But it could limit us and it might be very hard to find locations that would have lots of customers all year round. And renting a place of business would be expensive.

P: I see your point. Any other ideas?

Z: I was actually thinking of the strategic alliances made between coffee shops and bookshops. Many coffee shops opened up in existing stores and came to agreements with them regarding the products and the staff and things like that ...

K: So do you think we need to start looking into bookshops that might be interested?

Z: Oh no, no, no, no ... I was just using the idea but was actually thinking more about places like family-run hotels and B&Bs.

P: Right. It's true those places don't usually have restaurants as they only serve breakfast and we could offer their guests our products later in the day. But would we get enough business? Could we perhaps look at boutique hotels in the city centre where we could have a fixed area to prepare and serve the beverages? We could sell the idea of offering 'boutique beverages' in a boutique hotel. If it were visible from the street, we could also get walk-in trade too so we wouldn't just have to rely on guests in the hotel. Another option would be hotels which run conferences or provide space for business meetings. We will never know unless we ask but some of them may be interested in us setting up a small juice and soup bar for the participants.

K: Those are both great ideas and something we could definitely look into. I think another possibility we should consider is merging with another small business, maybe with a business that has food trucks.

Z: Interesting idea, we would both have our specialities and be equal partners. Or we could go for a restaurant that has interesting and healthy food but hasn't developed their drinks line at all.

K: Right, I actually prefer that idea. Merging with a restaurant would probably be easier than fitting out new trucks or travelling together. Some of our trucks already feel a bit claustrophobic at times! Are there any other options?

Z: Well, I thought about the idea of letting ourselves be bought out by another company. I was in 'Sportski and More' the other day - that huge sports shop in the town centre - and I overheard a customer asking if they had a café - which they don't. And their image is all about promoting a healthy lifestyle. If I remember right, someone we were at university with is in their marketing department and I could approach her - if I could remember her name - with a proposal for a juice and soup bar which would add to the overall experience for customers. That chain is huge throughout southern Europe and might be prepared to pay us well to buy us out.

P: Mmm. Interesting idea. We could also consider selling to a supermarket chain with the arrangement that we help set up a way to produce beverages they can sell in bottles.

K: Good idea, Paul. What do you think, Zora?

Z: Definitely a possibility. It sounds as if at some point we'll need to decide if we want to expand and continue working for the business or sell it and do something new with the money we make. Can I suggest that we begin to gather details about the different types of businesses we mentioned and perhaps start by speaking with just a few of them?

K: Good idea.

Z: Paul, do you want to look into the hotel idea and Karoline, why don't you find out about a possible restaurant to merge with? I'll start checking into the sports chain idea.

K: How about if each of us puts together a summary of what we find out and then we can meet again and discuss the various options in a bit more detail?

P: Sounds good to me.

Z: Yes, I can do that.

BW7.01

Hi there! Welcome to my podcast, *Avoid Risk with Renata!* Firstly, I'd like to say, I am here to help you develop your business. But if you're gonna manage health and safety in your business, you need to know how to avoid risk in your workplace. Now, the type of potential risks to your business will depend on your sector, but they will also depend on you and your staff, and the precautions you take. If you are the owner of a small local business, doing

a risk assessment or analysis is something you are legally required to carry out in most countries. You may have already thought of some ways to protect your employees and the public, but a risk-assessment document will help you make sure you have covered everything. OK? So, first we need to identify the risks. Next, you gotta think about what might cause harm to your customers and staff and then decide whether you are taking the right steps to prevent risk.

Now, you're probably thinking, 'but it's impossible to cover everything', right? So, what I'm saying here is, think about how accidents and ill health could happen and concentrate on real risks. By real risks, I mean the risks that are most likely to happen in your business and which will cause the most damage. In certain sectors, industry regulations require very specific preventive measures. To give you an example, if you run a spa or a fitness centre, water spillage is very common and people slipping or falling over is a real risk. A good risk assessment can identify these risks so that you take the necessary measures to control them.

Can I also just say here, you don't have to be a health and safety expert, like me! Many start-ups that understand their business can do the risk assessment themselves. A risk-assessment document is not about creating lots of paperwork or dealing with natural hazards. But it is only gonna be effective if you and your staff act on it. So, say you are an events organiser and the events you hold start getting bigger and bigger. This would mean you would need to review the potential risks, in case of an emergency, because of the number of people getting involved. Right? If you want your business to be a success, a global risk assessment is not enough, you need to assess all the potential risks in each area, OK?

As I mentioned before, risk management is about taking practical steps to protect people from harm. You wanna make sure that both your workers and your customers are properly protected. It's also about making sure that those people who create risks manage them responsibly. If people don't take responsibility, those risks are going to lead to injury and accidents, accidents that could have been avoided. You've heard of the expression, 'an accident just waiting to happen', right? Those are the accidents we want to prevent. But we also need to help your customers to understand that they have to be responsible for their actions. So, if a seventy-year-old wants to jump out of a plane with a parachute, or try a risky sport while on holiday, they should consult their doctor first and make sure that their medical insurance covers them in the event of personal injury. Am I making sense? Good. To assess risk in your new business, I strongly recommend following these three steps: number one, identify the risks; number two, decide who might be harmed and how; and number three, evaluate those risks and decide on precautions or preventive measures you gotta take. Once you've taken these three key steps, you can follow up by, for example, recording any significant findings or data. And don't forget to review your risk-assessment document. Don't just put it in a drawer somewhere and forget about it! Update it regularly. I mean, if you manage a hotel, or you're managing

public events, you need to carry out fire drills and make sure fire exits are clearly visible, and that your staff know how to use the fire extinguishers, and perhaps have training in giving first aid. Finally, I'd like say risk management is not about just scaring people and exaggerating risks. It isn't about preventing people from enjoying themselves. Of course, we can't live in a risk-free society. If you believed some of the stories you hear, you would think health and safety measures were all about preventing people from having fun. If that were true, people would never eat out in restaurants, or go on holiday, or practise adventure sports. That is not our idea of sensible health and safety – we want to save lives, not stop them. Thanks for listening. Remember you can listen to more of my podcasts at avoidriskwithrenata.com.

BW8.01 RM1 = Restaurant manager 1

W = Waiter RM2 = Restaurant manager 2

C1 = Chef 1 C2 = Chef 2

RM3 = Restaurant manager 3

1

RM1: Personal hygiene is incredibly important for handling raw ingredients when making Japanese food like sushi and sashimi. Here at the LA branch, we make sure there is no bare hand contact during preparation or serving. All of our kitchen staff wear disposable gloves. Our kitchen hygiene is impeccable. And our waiting staff are generally quite motivated. I think I'm good at training them to feel comfortable when they're explaining the dishes and the restaurant concept to our customers. Of course, in cities like LA, staff turnover is very high in the restaurant business. That's probably one of our biggest issues. But we're very lucky in that we have employed some Japanese kitchen staff including our head chef and sous chef. These chefs came from 'Sushi Bar Brazil' restaurants in London and Amsterdam and they've adapted quickly to what our customers want. Our customers love the idea of fusion food but perhaps that's because this is LA. Our clientele tend to be from the high end of the market and they are very demanding. But people in California are generally open to ethnic foods so they don't mind trying something different as long as it's healthy and of high quality.

W: Salmon teriyaki and rice for table 7! *Moqueca* for table 5! *Moqueca*!

2

RM2: So, your question is, does anything we prepare in our kitchens present a health hazard? Well, there are some foods and dishes that we have to be especially careful with. Things like *Tamago Toji*, that's soft egg with vegetables and meat, then there's pork cooked in soy sauce. Other dishes like sushi and sashimi are prepared using raw fish so they might have parasites, yep ... you sure don't want those in your system! Now, it isn't always the restaurant's fault, because parasites in sushi and sashimi are due to inappropriate treatment, either when catching fish, or freezing fish, not when cooking. That means we have to buy fresh fish as much as possible. Although our supplier tends to arrive a little late. But Enrique's great. He's been working in the business for years. And of course, I make sure that our kitchen staff comply with our hygiene standards. They're a great team and ...

C1: Where's the soy sauce? Where d'ya hide it this time? You ... idiot!

C2: It's there in front of you!

RM2: Anyway ... The thing is, we did take on some new staff recently, and they are still on their probation period, so we'll see how that goes. I realise our restaurant in Washington hasn't been doing as well as those in other locations, but I think, to be honest, the public here are more conservative in their tastes. I mean, some customers aren't 100 percent convinced about the concept, I mean, the idea of Japanese-Brazilian fusion food. Everyone's tried sushi but some customers don't like the idea of eating *sawagani*, you know, whole crabs. Many of the Brazilian recipes are new to them, so they don't know what to order from the menu. But I'm pretty sure that reservations will pick up in two months' time, when all the new staff have settled in. A friend of mine actually wrote a great online review the other day ...

C1: What do you mean Enrique is late with the fish! Again? I can not work in these conditions.

C2: Yeah? Well, guess what? I wouldn't eat this if you paid me! I quit!

RM2: Er, excuse me for one second, will you?

3

RM3: Why are we so successful? You know, New Yorkers are used to eating all kinds of international cuisines, whether it's Italian, Chinese, Mexican, Polish, Japanese or Middle-eastern. Here in New York, we love anything that is new, so the idea of Japanese-Brazilian fusion food is perfect. We're offering high-quality dishes served in a beautiful setting with spectacular views of Manhattan. And I've been in the restaurant business for a long time so I make sure we hire waiting staff who are motivated, super friendly and attentive. Another thing that I think has worked well here is that we like to employ some Japanese and Brazilian staff to give it that feeling of authenticity. The clients appreciate that. They love watching the Japanese chefs work in the open kitchen. The Brazilian cocktails are also very popular here with the after-work crowd, who like to relax after a long day in the office. I'm not sure if this concept would work so well in other cities, but it's definitely a winner in New York. Hygiene? Erm, ... sure, my staff are clean. They always wash their hands. The food is great. What more do you want? Sorry guys, gotta go now, we're fully booked this evening.

P6.01

1

A: She might have forgotten about the meeting.

B: Yes, I think she must have.

2

A: You ought not to have told your boss.

B: No, perhaps I shouldn't have.

3

A: Couldn't she have decided to stay with the company?

B: She could have, but she didn't want to relocate.

4

A: Do you think she might have finished the report?

B: She can't have – she only started it this morning.

- **adjective** (*adj.*) Headwords for adjectives followed by information in square brackets, e.g. [only before a noun] and [not before a noun], show any restrictions on where they can be used.
- **noun** (*n.*) The codes [C] and [U] show whether a noun, or a particular sense of a noun, is countable (*a customer, two customers*) or uncountable (*authority, access*).
- **verb** (*v.*) The forms of irregular verbs are given after the headword. The codes [I] (intransitive) and [T] (transitive) show whether a verb, or a particular sense of a verb, has or does not have an object. Phrasal verbs (*phr. v.*) are shown after the verb they are related to.
- **region labels** The codes *AmE* and *BrE* show whether a word or sense of a word is used only in American or British English.

access *n.* [U] the ability or opportunity to do or use something

account *n.* [C] an arrangement in which a bank keeps your money safe so that you can pay more in or take money out

account for *phr. v.* [T] to form a particular amount or part of something

accreditation *n.* [U] the fact of being officially approved to do something, because of reaching an acceptable standard

accredited *adj.* having official approval to do something, especially because of having reached an acceptable standard

acknowledge *v.* [T] to show someone that you have noticed them or heard what they have said

acquire *v.* [T] to obtain something by buying it or being given it

acquisition *n.* [C] when one company buys another one or part of another one

across *preposition* in every part of a country, organisation, etc.

address *v.* [T] to start trying to solve or deal with a problem

admirable *adj.* having many good qualities that you respect and admire

adopt *v.* [T] to choose to accept a proposal or idea

advisable *adj.* [not before noun] suggesting that something should be done in order to avoid problems or risks

afford *v.* [I,T] **cannot afford** if you cannot afford to do something, you must not do it because it could cause serious problems

affordable *adj.* cheap enough for most people to be able to buy or pay for

agreeable *adj.* able to be accepted

alarm bell *n.* [C] something that makes you worried that something bad may be happening

align *v.* [T] to organise or change something so that it has the right relationship to something else

all in all used to show that you are considering every part of a situation

alliance *n.* [C] an arrangement in which two or more countries, groups, etc. agree to work together to try to change or achieve something

allow *v.* [I,T] to make it possible for something to happen or for someone to do something

allowance *n.* [C] an amount of money that you are given regularly or for a special purpose

alternative *n.* [C] something you can choose to do or use instead of something else

altitude *n.* [C] the height of an object or place above the sea

analytical *adj.* thinking about things in a detailed and intelligent way, so that you can examine and understand things

anonymity *n.* [U] when other people do not know who you are or what your name is

anticipate *v.* [T] to expect that something will happen and to be ready for it

anticipation *n.* [U] when you are expecting something to happen

appealing *adj.* attractive or interesting

approach *v.* [T] to begin to deal with a situation or problem in a particular way or with a particular attitude

arise *v.* [I] (**arose, arisen**) if a problem or difficult situation arises, it begins to happen

artificially *adv.* in a way that is not natural, but that is made or done by people, often using machines or chemicals

aspect *n.* [C] one part of a situation, idea, plan, etc. that has many parts

assembly point *n.* [C] the place where people should go to if there is a fire or other emergency

assess *v.* [T] to make a judgement about a situation after thinking carefully about it

asset *n.* [C] something belonging to an individual or a business that has value or the power to earn money

assign *v.* [T] to give someone a particular job or make them responsible for a particular person or thing

assignment *n.* [C] a piece of work that is given to someone as part of their job

assurance *n.* [C] a promise that something will definitely happen or is definitely true, made especially to make someone less worried

assure *v.* [T] to tell someone that something will definitely happen or is definitely true, so that they are less worried

attitude *n.* [C] the opinions and feelings that you usually have about something, especially when this is shown in your behaviour

attract *v.* [T] to make someone interested in something, or make them want it

background *n.* [C usually singular] the area that is behind the main thing that you are looking at, especially in a picture

background check *n.* [C] an examination by an employer of the work history, qualifications, etc. of someone who wants to work for them

backing *n.* [U] support or help

balance¹ *v.* [T] to calculate how much money a person or company has spent, and how much money they have received, especially to make sure there is money left in their account

balance² *n.* [C] the amount of money that you have in your bank account

balanced *adj.* if your budget or account is balanced, you are not spending more money than you have available

band *n.* [C] a range of numbers within a system

bank *v.* [I] **bank with/at** to keep your money in a particular bank

2 [T] to put or keep money in a bank

bank balance *n.* [C] the amount of money that you have in your bank account

banking *n.* [U] using the services that a bank provides

bankruptcy *n.* [C,U] (*plural bankruptcies*) the state of being unable to pay your debts

bear (something) in mind to remember a fact or piece of information that is important or could be useful in the future

beliefs-driven *adj.* strongly influenced by the beliefs and ideas you have

benchmark *n.* [C] something that is used as a standard by which other things can be judged or measured

beneficial *adj.* having a good effect

better off *adj.* having more money than someone else or than you had before

beverage *n.* [C] a hot or cold drink

bias *n.* [C,U] (*plural biases*) an opinion about whether a person, group or idea is good or bad, that influences how you deal with it

big picture the situation considered as a whole

bitcoin *n.* [C,U] a kind of money that only exists online, and that is not connected with any government or bank

blend *n.* [C] a mixture of different things that combine together well

board *n.* [C] a group of people in a company or other organisation who make the rules and important decisions

boast *v.* [T] if a place, object or organisation boasts something, it has something that is very good

boat *n.* [C] **be in the same boat** to be in the same unpleasant situation as someone else

bond *n.* an official document promising that a government or company will pay back money that it has borrowed, often with interest

bookish *adj.* enjoying reading and studying, and more interested in books than in sports or other activities

boom *n.* [C usually singular] a quick increase of business activity

boomer (also baby boomer) *n.* [C] people born between 1945 and 1965

bound to *adj.* to be very likely to do or feel a particular thing

boycott *v.* [T] to refuse to buy something, use something or take part in something, as a way of protesting

branch *n.* [C] a local business, shop, etc. that is part of a larger business, etc.

brand profile *n.* [U] the qualities or images that express what a particular brand (=type of product) is like, so that people remember it

break a habit to stop doing something that you do regularly, especially something you should not do

break something ↔ down *phr. v.* [T] to separate information or a total amount into parts, especially so that it is easier to understand

breakdown *n.* [C] a list of all the separate parts of something

breed *v.* [T] (*past tense and past participle bred*) to develop a seed or plant to produce new plants with particular qualities

bricks and mortar store *n.* [C] a physical store as opposed to an online store

brief *v.* [T] to give someone all the information they will need about a situation

bring someone into something *phr. v.* [T] to make someone become involved in something

broad *adj.* including many different kinds of things or people

broadcast *v.* [I,T] (*past tense and past participle broadcast*) to send out radio or television programmes

- broaden** *v.* [T] to increase something such as your knowledge, experience or range of activities
- broadly-based** (also **broad-based** *AmE*) *adj.* based on many kinds of things or people
- build a foundation** to do the work that makes it possible for something to be successful in the future
- bullet point** *n.* [C] a black circle appearing before each item in a list
- bureaucracy** *n.* [U] a complicated official system that has a lot of rules and processes that you must follow
- buyout** *n.* [C] a situation in which someone gains control of a company by buying all or most of its shares
- a calculated risk** *adj.* something that may be dangerous or unpleasant, that you do after thinking carefully about what might happen
- call the shots** to give orders and make decisions, because you are in a position of authority
- candid** *adj.* being honest, even when the truth may be unpleasant or embarrassing
- carry something ↔ out** *phr. v.* [T] to do something that needs to be organised and planned
- cash flow** *n.* [U] the movement of money coming into a business as income and going out as wages, materials, etc.
- cashier** (also **teller** *AmE*) *n.* [C] someone whose job is to receive or pay out money in a bank
- catastrophic** *adj.* extremely bad
- caterer** *n.* [C] a person or company that provides and serves food and drinks at a party, meeting, etc.
- cautionary tale** *n.* [C] a story of an event that is used to warn people
- cautious** *adj.* careful to avoid danger or risks
- cave in** *phr. v.* [I] to finally stop opposing something, especially because someone has persuaded or threatened you
- centralise** (also **centralize**) *v.* [T] to organise the control of a country, organisation or system so that everything is done or decided in one place
- centralised** (also **centralized**) *adj.* organised so that something is done or decided in one place
- challenge** *v.* [T] to question something and refuse to accept that it is right or fair
- charge** *n.* [C] the amount of money you have to pay for goods or services
- circulate** *v.* [I, T] to become known about by many people, especially because of information being passed from person to person
- circumstance** *n.* [C usually plural] the conditions that affect a person, situation, action, etc.
- claim expenses** to officially ask your employer to pay you back money that you have spent while doing your job
- clarify** *v.* [T] (**clarified, clarifying, clarifies**) to make something clearer or easier to understand
- clash** *v.* [I] to be so different from another thing that both things cannot be accepted together
- classical** *adj.* relating to the most usual or traditional way of doing something
- climb the hierarchy/ladder** to move to a better job or position in your work
- cloud** *v.* [T] to make someone less able to think clearly or make sensible decisions
- cognitive bias** *n.* [C, U] (*plural biases*) a mistake in the way you think about something, which affects your decisions and judgements
- cold calling** *n.* [U] the act of telephoning or visiting someone you have never met before and trying to sell them something
- collaborate** *v.* [I] to work together with a person or group in order to achieve something
- collaboration** *n.* [C, U] when you work together with another person or group to achieve something
- collaboratively** *adv.* in a way that involves two or more people working together to achieve something
- collect** *v.* [T] to get things or information from different places and bring them together in one place
- collective** *adj.* [only before noun] shared or made by every member of a group or society
- come along** *phr. v.* [I] **be coming along** to be developing or making progress
- come clean** to finally tell the truth about something you have been hiding
- come up** *phr. v.* [I] if a problem or difficulty comes up, it appears or starts to affect you
- comfort zone** *n.* [C usually singular] the range of activities or situations that you feel happy and confident in
- commit** *v.* [I, T] to say that someone will definitely do something
- common ground** *n.* [U] facts, features or beliefs shared by people or things that are very different
- community manager** *n.* [C] someone whose job is to use social media to talk to customers and to help a company or brand grow
- compassion** *n.* [U] a strong feeling of caring about others and having sympathy for their problems
- compassionate** *adj.* caring about others and having sympathy for their problems
- compensate** *v.* **1** [T] to pay someone in money and other ways for work that they do **2** [I] to replace or balance the effect of something bad
- compensation** *n.* [U] **1** money paid to someone because they have suffered injury or loss **2** the total amount of money and other advantages that someone receives as an employee
- compensatory** *adj.* intended to reduce the bad effects or harm from something
- competing** *adj.* trying to be more successful than each other
- competitive advantage** *n.* [C] an advantage that makes a company more able to succeed in competing with others
- complexity** *n.* [U] the state of being complicated (=difficult to understand or deal with, and having many parts or details)
- compromise** *n.* [C, U] an agreement that is achieved after everyone involved accepts less than what they wanted at first, or the act of making this agreement
- concept** *n.* [C] an idea for a business, product, service, etc.
- concept board** *n.* [C] a collection of pictures, words, colours, etc. that show ideas for what one wants to create as a product or service
- conduct** *v.* [T] to do a particular activity or process
- confidence** *n.* [U] the feeling that you can trust someone or something to be good, work well or produce good results
- conflict** *n.* [C, U] a state of disagreement or argument between people, groups, countries, etc.
- consequently** *adv.* as a result
- consideration** *n.* [C] a fact that you think about when you are making a decision
- considered** *adj.* [only before noun] a considered opinion, reply, choice, etc. is one that you have thought about very carefully
- consistently** *adv.* in a way that is always the same
- constrain** *n.* [C] something that limits your freedom to do what you want
- contingency** *n.* [C] (*plural contingencies*) a plan for dealing with an event or situation that might happen or cause problems in the future
- contractor** *n.* [C] a person or company that agrees to do work or provide goods for another company
- contribute** *v.* [I] to do something that helps to make something happen
- control** *n.* [C, U] an action, method or law that limits the amount or growth of something, especially something that is dangerous
- convenience** *n.* [U] the quality of being suitable or useful, especially by making something easier or saving you time
- convinced** *adj.* feeling certain that something is true or good
- convincing** *adj.* making you believe that something is true or right
- cooperative atmosphere** *n.* [C] the feeling that people in a place will help you and work well with you
- corporate value** *n.* [C] an idea or way of doing something that a company thinks is good, right and important
- corporate social responsibility** *n.* [U] (*abbreviation CSR*) a way of doing business that tries to help people, society, the environment and the economy
- cost effective, cost-effective** *adj.* bringing the best possible profits or advantages for the lowest possible costs
- counter-argument** *n.* [C] a fact or reason that shows why another fact or reason is wrong or not good
- course of action** an action or series of actions that you could take in order to deal with a particular situation
- cover all the bases** to make sure you can deal with any situation or problem so that nothing bad happens
- creative** *adj.* good at using imagination to make things or solve problems
- credit** *n.* [U] an arrangement with a shop, bank, etc. that allows you to buy something and pay for it later
- criteria** *n.* [plural] (*singular criterion*) standards used to judge something
- critical** *adj.* very important, because what happens in the future depends on it
- critical thinking** *n.* [U] the process of thinking very carefully about something, and not letting your feelings or beliefs influence you
- critically** *adv.* in a way that shows careful thought and judgement about something
- cross-** *prefix* going between two things and joining them
- cuisine** *n.* [U] a particular style of cooking
- cultivate** *v.* [T] to prepare land and grow crops and plants
- customer satisfaction** *n.* [U] how pleased customers are with a product or service

- cut the mustard** to be good enough to do something
- cyber-** *prefix* relating to computers, especially to messages and information on the internet
- cyberattack** *n.* [C] the use of the internet to illegally see or damage the information on someone's computer system
- cylinder** *n.* [C] the tube within which a piston (=metal rod) moves forwards and backwards
- cynical** *adj.* unwilling to believe that people have good, honest or sincere reasons for doing something
- damage limitation** *n.* [U] the act or process of controlling how much harm or damage something will cause
- data analysis** *n.* [U] careful examination of specific information in order to understand it better or to find an answer to a question
- dealership** *n.* [C] a business that sells a particular company's product, especially cars
- decency** *n.* [U] polite, honest and moral behaviour and attitudes that show respect for other people
- decision-fatigue** *n.* [U] a feeling of being very tired and so not able to make good decisions anymore
- decision-making** *n.* [U] the process of making important decisions
- dedicate** *v.* [T] to use a place, time, money, etc. only for a particular purpose
- defend** *v.* [T] to use arguments to protect something or someone from criticism, or to prove that something is right
- define** *v.* [T] to describe something correctly and thoroughly, and to say what standards, limits, qualities, etc. it has that make it different from other things
- deliberately** *adv.* done in a way that is intended or planned
- delicate** *adj.* needing to be dealt with carefully or sensitively in order to avoid problems or failure
- demand** *v.* [T] to ask for something very firmly, especially when you feel very strongly about it
- demographic** *n.* [C] a part of the population that is considered as a group, especially by advertisers who want to sell things to that group
- demonstrate** *v.* [T] to show or prove something clearly
- dependency** *n.* [U] when you depend on the help and support of someone or something else in order to exist or be successful
- dependent** *adj.* needing something in order to be successful
- deposit**¹ *v.* [T] to put money in a bank where it will be safe
- deposit**² *n.* [C] **1** an amount of money that is paid into a bank account
2 a part of the cost of something you are buying that you pay some time before you pay the rest of it
- desk research** *n.* [U] another name for **secondary research**
- deterioration** *n.* [U] the process of becoming worse
- device** *n.* [C] a machine such as a computer, tablet or smartphone that uses computer technology
- devise** *v.* [T] to plan or invent a new way of doing something
- diagnosis** *n.* [C,U] (*plural diagnoses*) the process of discovering exactly what is making someone ill, by examining them closely
- dial in** *phr. v.* [I] to use a phone or online system to join a group discussion
- dictator** *n.* [C] someone who tells other people what they should do, in a way that seems unreasonable
- differ** *v.* [I] to be different from something in some way
- differentiation** *n.* [U] the process of showing or seeing that one thing is different from something else
- diffuse** *v.* [T] to make a bad feeling or situation less strong or serious
- dip into something** *phr. v.* [T] to use some of an amount of money that you have
- direct** *adj.* saying exactly what you mean in an honest, clear way
- direct debit** *n.* [C,U] an instruction you give your bank to pay money directly out of your account regularly to a particular person or organisation
- directional** *adj.* giving advice or suggestions about what to do or choose
- dismiss** *v.* [T] to refuse to consider someone's idea, opinion, etc. because you think it is not serious, true or important
- disruptive** *adj.* causing problems and preventing something from continuing in its usual way
- dissatisfaction** *n.* [U] a feeling of not being satisfied, because you did not get what you needed or wanted
- distance yourself (from someone/something)** to say that you are not involved with someone or something
- distract** *v.* [T] to take someone's attention away from something by making them look at or listen to something else
- dive deeper into something** to find out more details or information about something
- diverse** *adj.* very different from each other
- diversification** *n.* [U] the process of changing something to increase the range of goods or services it produces
- diversity** *n.* [U] the fact of including many different types of people or things
- documentary** *n.* [C] (*plural documentaries*) a film or a television or radio programme that gives detailed information about a particular subject
- dominate** *v.* [I,T] to control someone or something or to have more importance than other people or things
- downside** *n.* [singular] **the downside** the negative part or disadvantage of something
- dramatic** *adj.* great and sudden
- drive** *v.* [T] (**drove, driven**) to make something happen, especially using a lot of effort
- drum something ↔ up** *phr. v.* [T] to get support, interest, attention, etc. from people, by doing something
- duplication** *n.* [U] the process of repeating something in exactly the same way
- eco-friendly** *adj.* not harmful to the environment
- efficiency** *n.* [U] the quality of doing something well and effectively, without wasting time, money or energy
- elaborate** *v.* [I] to give more details or new information about something
- embrace** *v.* [T] to eagerly accept a new idea, opinion, way of doing something, etc.
- emigrant** *n.* [C] someone who leaves their own country to live in another
- empathetic** *adj.* able to understand other people's feelings and problems
- empathy** *n.* [U] the ability to understand other people's feelings and problems
- enable** *v.* [T] to make it possible for someone to do something, or for something to happen
- encrypt** *v.* [T] to protect information by putting it into a special code that only some people can read, especially information that is on a computer
- end up** *phr. v.* [I] to be in a particular situation, state or place after a series of events, especially when you did not plan it
- enforce** *v.* [T] to make something happen or force someone to do something
- engage** *v.* [T] to attract someone's attention and keep them interested
- engage with someone/something** *phr. v.* [I] to become involved or interested in someone or something, and do things because of this
- enlarge** *v.* [I,T] to increase in size or scale, or to make something do this
- equity stake** *n.* [C] when a company or organisation owns shares in a business
- establish** *v.* [T] to find out facts that will prove that something is true
- ethnic food** *n.* [U] food from countries that are far away from your own, especially food that seems different and unusual
- ethnicity** *n.* [C,U] the state of belonging to a particular race, nation or tribe, or a group of people who belong to the same race, nation or tribe
- evacuation** *n.* [C,U] the process of making people leave a dangerous place
- evaluate** *v.* [T] to judge how good, useful or successful something is
- event** *n.* [C] **in the event of** used to tell people what they should do if something happens
- eventuality** *n.* [C] (*plural eventualities*) something that might happen, especially something bad
- evidence** *n.* [U] facts or signs that show clearly that something exists or is true
- evident** *adj.* easy to see, notice or understand
- evolve** *v.* [I,T] to develop and change gradually over a long period of time
- examine** *v.* [T] to look at something carefully and thoroughly because you want to find out more about it
- excel** *v.* [I] to do something very well, or much better than most people
- exclusive** *adj.* expensive, and often available only to particular people
- exclusivity** *n.* [U] the fact of only being available or belonging to particular people, and not shared, and often being expensive
- expand** *v.* [I,T] to make a company or business bigger by opening new shops, factories, etc., or to become bigger by doing this
- expansion** *n.* [C,U] when a company, business, etc. becomes larger by opening new shops, factories, etc.
- expect the unexpected** to know that surprising things are likely to happen, and try to be ready to deal with them
- expectation** *n.* [C] a feeling or belief about the way something should be or what it should do
- expenditure** *n.* [C,U] the total amount of money that a government, organisation or person spends during a particular period of time
- expense** *n.* [C,U] something you have to spend money on, for example food or rent

- expenses** *n.* [plural] money that you spend on things such as travel and food while you are doing your job, and which your employer then pays to you
- expertise** *n.* [U] special skills or knowledge in a particular subject, that you learn by experience or training
- express** *v.* [T] to tell or show what you are feeling or thinking by using words
- extend** *v.* [I,T] to make something continue into a time in the future
- extensive** *adj.* containing or dealing with a lot of information and details
- extort** *v.* [I,T] to illegally force someone to give you something, especially money, by threatening them
- extreme** *adj.* very unusual and severe
- extroverted** *adj.* active, confident and enjoying spending time with other people
- face** *v.* [T] to have a difficult situation that you must deal with
- facial** *adj.* on your face or relating to your face
- facilitate** *v.* [T] to make it easier for a process or activity to happen
- facilities** *n.* [plural] rooms, equipment or services that are available in a place
- factor** *n.* [C] one of several things that influence or cause a situation
- fall out** *phr.* *v.* [I] to have an angry argument or disagreement and stop being friendly to someone
- fancy dress** *n.* [U] clothes that make you look like a famous person, a character from a story, etc., that you wear to a party
- fee** *n.* [C] an amount of money that you pay to do something or that you pay to a professional person for their work
- feedback** *n.* [U] advice or criticism about how well someone does their job and what needs improvement
- feedback loop** *n.* [C] a situation in which feedback (=advice about your work) is given, which is used to improve your work, and then feedback is given again
- feel strongly** to have an opinion that you are very sure and serious about
- figure something ↔ out** *phr.* *v.* [T] to think about a problem or situation until you find the answer
- finances** *n.* [plural] the money that an organisation or person has, and the way that they manage it
- financial inclusion** *n.* [U] the act of making banking services available to people who do not have much money
- financial system** *n.* [C] the organised set of rules or ways of working that a country uses to manage its banks, money, etc.
- financier** *n.* [C] someone who controls or lends large sums of money
- finding** *n.* [C usually plural] the information that someone has discovered as a result of their study, work, etc.
- fine** *adj.* a **fine art** an action that needs a lot of skill
- fit** *n.* [singular] something that is suitable for someone or something
- flexible** *adj.* able to change or be changed easily to suit a new situation
- flourish** *v.* [I] to develop well and be successful
- focus** *n.* [singular] the thing, person, etc. that you are paying special attention to
- focus group** *n.* [C] a small group of people that a company, political party, etc. asks questions in order to find out what they think of their products, actions, etc.
- focused** *adj.* paying attention to one thing
- follow-up** *adj.* done in order to find out more or do more than you did earlier
- follow up on something** *phr.* *v.* [T] to do something in addition to what you have already done
- follow your heart/head** to do what you feel emotionally is the best thing, or to do what you think carefully is the best thing
- font** *n.* [C] a set of letters of a particular size and style, used for printing books, newspapers, etc. or on a computer screen
- footer** *n.* [C] a line of writing at the bottom of each page of a document
- force** *v.* [T] to make someone do something they do not want to do
- forecasting** *n.* [U] the process of saying what is likely to happen in the future, based on the information you have now
- foresee** *v.* [T] to think or know that something is going to happen in the future
- form** *v.* [T] to develop or make something
- formulate** *v.* [T] to think carefully about what to say or write, and express it clearly
- fortunate** *adj.* having good things happen, or being in a good situation, especially by chance
- forward thinking** plans, ideas, etc. that are helpful in a way that prepares you for the future
- found** *v.* [T] to start something such as an organisation
- fraction** *n.* [C] a small amount, or a part of a whole amount or number
- framework** *n.* [C usually singular] a set of ideas, rules or beliefs from which something is developed, or on which decisions are based
- frank** *adj.* honest and truthful
to be frank used when you are going to say something that is true, but which other people may not like
- frustrated** *adj.* feeling annoyed, upset and impatient, because you cannot control or change a situation, or achieve something
- frustration** *n.* [U] the feeling of being annoyed or upset because you cannot achieve something or cannot control or change a situation
- fully-fledged** (*also full-fledged* *AmE*) *adj.* [only before noun] completely developed, trained or established
- function** *v.* [I] to work in a particular way
- further to** *adv.* used in letters to mention a previous letter, conversation, etc. about the same matter
- fusion** *n.* [C,U] a combination of separate things, qualities, ideas, etc.
- garment** *n.* [C] a piece of clothing
- gather** *v.* [I,T] to get information from different places and put it together in one place
- gauge** *v.* [T] to judge how people feel about something, what they are likely to do, or the effect that something is likely to have on them
- GDP** *n.* [singular] (**gross domestic product**) the total value of all goods and services produced in a country, in one year, except for income received from abroad
- Gen X** *n.* [U] people born between 1965 and 1985
- Gen Z** *n.* [U] people born between 1995 and 2010
- generate** *v.* [T] to produce something
- get beyond** to no longer care about or be affected by something
- get by** *phr.* *v.* [I] to have enough money to buy the things you need, but no more
- get carried away** to be so excited, angry, interested, etc. that you are no longer really in control of what you do or say, or you forget everything else
- give something ↔ back** *phr.* *v.* [T] to do something kind or helpful for other people or for your community, because you have been helped by others
- give someone the go-ahead** to give or be given permission to start doing something
- global** *adj.* affecting or including the whole world
- globalisation** (*also globalization*) *n.* [U] the process of making something such as a business operate in a lot of different countries all around the world, or the result of this
- globalise** (*also globalize*) *v.* [I,T] to have business activities all over the world
- go through the roof** to increase to a very high level
- going forward** in the near future
- grant** *n.* [C] an amount of money given to someone, especially by the government, for a particular purpose
- gravitate** *v.* [I] to be attracted to or interested in something and therefore become involved with it
- groundbreaking** *adj.* work or research that involves making new discoveries, using new methods, etc.
- grounds** *n.* [plural] a good reason for doing, believing or saying something
- grower** *n.* [C] a person or company that grows fruit or vegetables in order to sell them
- guidance** *n.* [U] help and advice that is given to someone
- guideline** *n.* [C usually plural] a rule or instruction about the best way to do something
- gut feeling** *n.* [C usually singular] a feeling that you are sure is right, although you cannot give a reason for it
- hacker** *n.* [C] someone who secretly uses or changes the information in other people's computer systems
- handle** *v.* [T] to deal with something by doing what is needed and making particular decisions
- hardly** *adv.* almost not
- hazard** *n.* [C] a risk that cannot be avoided
- header** *n.* [C] a line of writing at the top of each page in a document
- heading** *n.* [C] the title written at the beginning of part of a book, article, etc.
- high-powered** *adj.* very important or successful
- hindsight** *n.* [U] understanding of a situation only after it has happened
- honestly** *adv.* in a way that tells the truth
- hostile** *adj.* relating to a situation in which one company tries to buy another company whose shareholders do not want to sell
- hostility** *n.* [U] when someone is unfriendly and full of anger towards another person
- humid** *adj.* with air that is very wet and usually hot
- identify** *v.* [T] (**identified, identifying, identifies**) to recognise or discover something and understand what it is like
- idle** *adj.* not working or producing anything
- image** *n.* [C usually singular] the way people think of a person, organisation, product, etc., or the way a person, organisation, etc. seems to be to the public

- imaginative** *adj.* good at thinking of new and interesting ideas
- immigrate** *v.* [I] to come into a country in order to live there permanently
- impact** *n.* [C] the effect or influence that an event, situation, etc. has on someone or something
- implement** *v.* [T] to take action or make changes that you have officially decided should happen
- implementation** *n.* [U] the act of doing something or making changes that you have officially decided should be done or happen
- importer** *n.* [C] a person, company or country that buys goods from other countries, so that they can be sold in their own country
- impression** *n.* [C,U] the opinion or feeling you have about someone or something because of the way they seem
- improvement** *n.* [U] **there is room for improvement** used to say that something is not perfect and needs to be improved
- inclusion** *n.* [U] the act of including someone in a larger group
- inclusive** *adj.* including a wide variety of people, things, etc.
- incompatibility** *n.* [U] when two things are of different types and so cannot be used together
- indecisive** *adj.* unable to make clear decisions or choices
- independent outlet** *n.* [C] a shop that sells a particular company's product, but is not owned by that company
- in-depth** *adj.* thorough, complete and considering all the details
- indicate** *v.* [T] to say or do something to make your meaning or intentions clear
- indicator** *n.* [C] a mark or pointer on a machine that shows the level of something such as temperature, speed, etc.
- indirect** *adj.* not saying or showing something in a clear definite way
- inevitably** *adv.* used for saying that something is certain to happen and cannot be avoided
- influence** *v.* [T] to affect the way someone or something develops, behaves, thinks, etc. without directly forcing or ordering them
- infrastructure** *n.* [C,U] the basic systems and structures that a country or organisation needs in order to work properly, for example roads, electricity stations, computer networks, etc.
- inherit** *v.* [I,T] to receive money, property, etc. from someone after they have died
- initial** *adj.* happening at the beginning
- initiative** *n.* [C] an important new plan or process to achieve a particular aim or to solve a particular problem
- innovative** *adj.* new, different and better than what existed before
- insight** *n.* [C] a new and clear understanding of something or part of something, especially a complicated situation or idea
- install** *v.* [T] to add new software to a computer so that it is ready to be used
- instinct** *n.* [C] a natural tendency to behave in a particular way or a natural ability to know something, which is not learned
- insured loss** *n.* [C] something you have lost or that has been damaged, but for which you have insurance that pays you the value of it
- intake** *n.* [U] the amount of food, drink, etc. that you take into your body
- integrate** *v.* [I,T] to combine two or more things so they work together in a way that makes something more effective
- integration** *n.* [U] when people become part of a group and are accepted by them
- intention** *n.* [C,U] a plan or desire to do something
- interact** *v.* [I] to talk to someone or use something that reacts to you
- internet of things** *n.* [singular] things that have computer chips in them that can connect them with the internet and with other things—used especially about things people use often in the house
- internship** *n.* [C] a job that lasts for a short time, that someone, especially a student, does in order to gain experience
- interviewee** *n.* [C] the person who answers the questions in an interview
- introverted** *adj.* quiet, shy and not always enjoying being with other people
- intuition** *n.* [U] the ability to understand or know something because of a feeling rather than by considering the facts
- intuitively** *adv.* in a way that is based on a feeling or the understanding you have of something, but not on proven facts that you know
- invaluable** *adj.* extremely useful
- invite** *v.* [T] to politely or formally ask someone to do something
- involve** *v.* [T] to ask or allow someone to take part in something
- IP address** *n.* [C] (**Internet Protocol address**) a special number that is used to identify a computer, and which the computer needs in order to be able to connect to the internet
- isolated** *adj.* feeling alone and unable to meet or speak to other people
- issue** *n.* [C] **have an issue with someone/something** to not like or approve of something, and feel upset about or bothered by it
- joint** *adj.* [only before noun] involving two or more people or groups
- joint venture** *n.* [C] a business activity in which two or more companies have invested together and in which they work together
- judge something against something** to form or give an opinion about how good or bad something is, by comparing it to something else
- justify** *v.* [T] (**justified, justifying, justifies**) to be a good and acceptable reason for something
- kill by/with kindness** to be too kind to someone, in a way that causes harm because you are helping them too much
- labour market** (*also* **labor market** *AmE*) *n.* [C] all the people looking for work and the jobs that are available at that time
- labour-scarce** *adj.* not having enough people to work for an organisation or in a company
- lack** *v.* [T] to not have something that you need, or not have enough of it
- large-scale** *adj.* large in size or amount, and using or involving a lot of effort, people, supplies, etc.
- launch** to show or make a new product available for sale for the first time
- learn a lesson** *v.* [T] to begin to understand a situation, and change your behaviour or actions because of it
- legal action** *n.* [U] the process of trying to get what you want in a court of law
- let someone/something down** *phr.* *v.* [T] to not do something that someone trusts or expects you to do
- live and learn** used to say that you have just learned something that you did not know before, especially from a mistake you have made
- live up to something** *phr.* *v.* [T] if something or someone lives up to a particular standard or promise, they do as well as they were expected to, do what they promised, etc.
- livelihood** *n.* [C,U] the way you earn money in order to live
- log** *v.* [T] to make an official record of events, facts, etc.
- logo** *n.* [C] (*plural* **logos**) a small design that is the official sign of a company or organisation
- long-standing** *adj.* having continued or existed for a long time
- long-term** *adj.* continuing for a long period of time, or relating to what will happen in the distant future
- lose out to** *phr.* *v.* [I] to not get something good, valuable, etc. because someone else gets it instead
- loyalty** *n.* [C,U] (*plural* **loyalties**) the quality of being loyal to (=supporting) a particular company, store, product, etc.
- mainstream** *adj.* suitable for or accepted by ordinary people, rather than for a particular section of society
- maintain** *v.* [T] **1** to keep something working, active or in good condition **2** to make something continue in the same way as before
- make hard calls** to make difficult decisions
- make provisions for something** to make sure you provide what is needed for something that may happen in the future
- manipulative** *adj.* (*disapproving*) clever at controlling or deceiving people to get what you want
- market research** *n.* [U] a business activity that involves collecting information about what goods people in a particular area buy, why they buy them, etc.
- meaningful** *adj.* serious, important or useful
- measure** *n.* [C] an action, especially an official one, that is intended to deal with a particular problem
- memorable** *adj.* worth remembering, because of being good, enjoyable or unusual
- mentee** *n.* [C] someone who is being advised and helped by a mentor
- mentor**¹ *v.* [T] to give help or advice to a less experienced person, especially at work or school
- mentor**² *n.* [C] an experienced person who advises and helps a less experienced person, especially at work or school
- mentoring** *n.* [U] a system where experienced people advise and help others, especially at work
- merge** *v.* [I,T] to join together and become one company
- merger** *n.* [C] the joining together of two or more companies or organisations to form one larger one
- method** *n.* [C] a planned way of doing something, especially one that a lot of people use
- mindful** *adj.* remembering a particular fact and thinking about it when you are making decisions
- minimal** *adj.* very small in degree or amount, especially the smallest degree or amount possible
- minimise** (*also* **minimize**) *v.* [T] to reduce something that is difficult, dangerous or unpleasant to the smallest possible amount or degree
- miscalculation** *n.* [C] a wrong judgement about a situation
- misjudgement** (*also* **misjudgment**) *n.* [C,U] a wrong opinion or judgement about a person or situation
- mistrust** *n.* [U] the feeling that you cannot trust someone, especially because you think they may treat you unfairly or dishonestly

- mitigate** *v.* [T] to make a situation or the effects of something less unpleasant, harmful or serious
- mobile banking** *n.* [U] a system in which you can receive or pay money using your mobile phone
- mobile money service** *n.* [C] a way to store, pay and receive money on a mobile phone
- mobilise (also mobilize)** *v.* [T] to start to use the things or people you have available in order to achieve something
- mobility** *n.* [U] the ability to move easily from one job, area or social class to another
- moderate** *v.* [I,T] **1** to control a discussion between people, so that people get a fair chance to speak and discuss the right subject **2** to make something less extreme, or become less extreme
- moderator** *n.* [C] someone whose job is to control a discussion between people
- money order** *n.* [C] a document that you buy in a post office or a bank and send to someone so that they can exchange it for money in a bank
- money transfer service** *n.* [C] a way of sending or paying money to someone without using cash, usually done on a mobile phone or computer
- monitor** *v.* [T] to carefully watch and check a situation in order to see how it changes over a period of time
- mood board** *n.* [C] a collection of pictures, words, colours, etc. that show in a very general way what you want something to look or feel like
- morale** *n.* [U] the level of confidence and positive feelings that people have, especially people who work together, who belong to the same team, etc.
- mortgage** *n.* [C] a type of loan to buy a house, that you pay back over a period of many years
- motion** *n.* [C] a proposal that is made formally at a meeting, and then is usually decided on by voting
- motivate** *v.* [T] to encourage someone and make them want to work hard
- mutual** *adj.* shared or given by two or more people, for each other
- mutually beneficial** in a way that is acceptable or good for both or all the people involved
- mutually exclusive** if two things are mutually exclusive, you cannot have or do both of them
- needs analysis** *n.* [U] a process in which you examine what a person or business needs from a product, activity, etc.
- network** *n.* [C] a group of people or organisations that are connected or work together
- network-wide** *adj.* affecting all the people on a network
- net worth** *n.* [U] the value of a company calculated by taking its total debt away from its total assets
- neutral** *adj.* deliberately chosen to avoid expressing any strong opinion or feeling
- notice** *n.* [U] information or a warning about something that is going to happen
- notify** *v.* [T] (**notified, notifying, notifies**) to formally or officially tell someone about something
- nurturing** *adj.* helping a plan, idea or person to develop
- nutshell** *n.* [C] **in a nutshell** used when you are stating the main facts about something in a short, clear way
- objection** *n.* [C] a reason that you have for opposing or disapproving of something, or something you say that expresses this
- objective** *adj.* able to think about a situation in a way that is based on facts, rather than on your feelings or beliefs
- objectively** *adv.* in a way that is based on facts, rather than on your feelings or beliefs
- occupant** *n.* [C] someone who lives or works in a building
- odds** *n.* [plural] **the odds** how likely it is that something will or will not happen
- offshore** *v.* [T] to move jobs or processes to a foreign country where costs are lower
- old-school** *adj.* old-fashioned, and doing things in the way they were done in the past
- on the/someone's radar** if something is on your radar, you have noticed it and are giving it some attention
- on the same page** if a group of people are on the same page, they are working well together and have the same aims
- one-to-one** *adj., adv.* between only two people
- one-way street** used to say that a situation has only one person giving information or orders to another person
- ongoing** *adj.* continuing
- online banking (also electronic banking)** *n.* [U] a service provided by banks that allows people to pay money from one account to another, pay bills, etc. over the internet
- on-the-job** *adj., adv.* while working, or at work
- open** *adj.* honest and not wanting to hide any facts from other people
- operator** *n.* [C] a person or company that runs a particular business
- opinion leader** *n.* [C] someone in a group who gives advice or influences other people's opinions
- optimise (also optimize)** *v.* [T] to improve something so it is done in the most effective way possible
- order** *n.* [U] **be in order** to be correct or legal
- outcome** *n.* [C] the final result of a meeting, discussion, war, etc.—used especially when no one knows what it will be until it actually happens
- outdated** *adj.* no longer considered useful or effective because something more modern exists
- outlet** *n.* [C] a shop through which products are sold
- output** *n.* [C,U] the amount of goods or work produced by a person, machine, factory, etc.
- outside the scope of something** beyond the limits or range of a situation, discussion, activity, etc.
- outweigh** *v.* [T] to be more important or valuable than something else
- over-cautious** *adj.* more careful to avoid danger or risks than you need to be
- overdraft** *n.* [C] the amount of money you owe to a bank when you have spent more money than you had in your account
- overdrawn** *adj.* [not before noun] having spent more money than you had in your account, and so owing the bank money
- overestimate** *v.* [T] to think something is better, more important, etc. than it really is
- overlook** *v.* [T] to not notice something, or not see how important it is
- oversee** *v.* [T] to be in charge of something and check that work is done satisfactorily
- owing to** *preposition* because of something
- pace** *n.* [singular] the speed at which something happens or is done
- paraphrase** *v.* [T] to express in a shorter, clearer or different way what someone has said or written
- participant** *n.* [C] someone who takes part in an activity or event
- pass something ↔ on** *phr. v.* [T] to give someone information, knowledge, help, etc. that you were given
- passerby** *n.* [C] (**plural passersby**) someone who is walking past a place by chance
- payee** *n.* [C] the person or organisation to whom money must be paid
- payer** *n.* [C] someone who pays someone or something
- peer** *n.* [C] someone who has the same type of job or is on the same level in an organisation
- pension fund** *n.* [C] a large amount of money that a company invests and uses to pay pensions (=money for people who no longer work)
- people pleaser** *n.* [C] someone who wants to make other people happy or satisfied, or to make people like them
- perfectionist** *n.* [C] someone who is not satisfied with anything unless it is completely perfect
- performance review** *n.* [C] a meeting between an employee and a manager to discuss the quality of the employee's work and areas for future progress
- permit** *n.* [C] a document that gives you legal permission to do something
- persistent** *adj.* continuing to do something although it is difficult
- perspective** *n.* [C] a way of thinking about something, that is influenced by the type of person you are or by your experiences
- picture** *v.* [T] to imagine something by making an image in your mind
- planning tool** *n.* [C] a method of planning a project, usually a computer program, that lists tasks, dates, project information, etc.
- plantation** *n.* [C] a large area of land in a hot country, where crops such as tea, cotton and sugar are grown
- platform** *n.* [C] the type of computer system or software that someone uses
- play a part** to have an effect or influence on something
- plunge someone/something into something** *phr. v.* [T] to make someone or something suddenly experience a difficult or unpleasant situation
- popularisation (also popularization)** *n.* [U] the process of making something more well known and liked
- portfolio** *n.* [C] (**plural portfolios**) a collection of shares and other investments owned by a particular person or company
- pose** *v.* [T] to exist in a way that may cause a problem, danger, difficulty, etc.
- potential** *adj.* [only before noun] likely to develop into a particular type of person or thing in the future
- practical** *adj.* good at dealing with problems and making decisions based on what is possible and what will really work
- pre-defined** *adj.* described in an exact way that says what the limits of something are before it happens or is agreed
- predict** *v.* [T] to say that something will happen, before it happens

- predictable** *adj.* doing something or happening in a way that you expect
- preparedness** *n.* [U] when someone is ready for something
- presence** *n.* [C usually singular] the ability to gain sales because your business is strong or noticeable
- prevalence** *n.* [U] the fact of being common at a particular time, in a particular place or among a particular group of people
- prevalent** *adj.* common at a particular time, in a particular place or among a particular group of people
- preventive** *adj.* intended to stop something you do not want to happen, such as illness, from happening
- pride yourself on something** to be especially proud of something that you do well, or of a good quality that you have
- primary research** *n.* [U] the activity of finding out new information by doing something such as an experiment or survey
- prioritise (also prioritize)** *v.* [T] to put several things, problems, etc. in order of importance, so that you can deal with the most important ones first
- probability** *n.* [C,U] (*plural probabilities*) how likely something is, sometimes calculated in a mathematical way
- proceedings** *n.* [plural] **the proceedings** an event or a series of things that happen
- produce** *n.* [U] food or other things that have been grown or produced on a farm to be sold
- product tester** *n.* [C] someone who tries out something new to determine how well it performs
- productivity** *n.* [U] the rate at which something is produced, and the amount produced, especially in relation to the work, time and money needed to produce it
- proficient** *adj.* able to do something well or skilfully
- prohibit** *v.* [T] to say that an action is illegal or not allowed
- prohibitive** *adj.* relating to costs that are so high that they prevent people from buying or doing something
- prompt** *adj.* done quickly, immediately or at the right time
- pros and cons** the advantages and disadvantages of something, which you consider when making a decision about it
- prospective** *adj.* [only before noun] **prospective entrepreneur/customer** someone who might become an entrepreneur, customer, etc.
- prospects** *n.* [plural] chances of future success
- protocol** *n.* [C] a set of rules about the correct actions or way of behaving in a particular situation
- providing (also providing that)** *conjunction* used to say that something will only be possible if something else happens or is done
- pull together** *phr.* *v.* [I] to all work together to achieve something
- purchasing** *n.* [U] the activity of buying the materials, stock, equipment, etc. that a company needs to produce goods
- pursue** *v.* [T] to continue doing an activity or trying to achieve something over a long period of time
- pushed for time** to not have much time available to do something
- put something ↔ by** *phr.* *v.* [T] to save money regularly in order to use it later
- put something ↔ down** *phr.* *v.* [T] to pay part of the total cost of something as a deposit
- put something on hold** to delay dealing with or doing something until a later date
- put something ↔ off** *phr.* *v.* [T] to delay doing something or to arrange to do something at a later time or date, especially because there is a problem or you do not want to do it now
- put someone in touch with someone** to give someone an email address, phone number, etc., so that they can talk or write to someone
- put your heads together** to think about and discuss a difficult problem together
- put yourself in someone's shoes** to imagine that you are in someone else's situation, in order to help you understand their point of view
- quakeproof** *adj.* able to not be harmed by an earthquake
- qualitative** *adj.* relating to the quality or standard of something rather than the quantity
- qualitative data** *n.* [plural] information that relates to the quality or standard of something, rather than the quantity
- qualitative research** *n.* [U] a type of market research that finds out how people feel about something or the effect that it is likely to have on them
- quantitative** *adj.* relating to amounts or numbers, rather than to the quality or standard of something
- quantitative data** *n.* [plural] information that is presented in the form of numbers or amounts
- quantitative research** *n.* [U] a type of market research where the results can be shown in the form of numbers, percentages, etc.
- quarterly** *adj., adv.* produced or happening four times a year
- quiet life** *n.* [singular] a way of living in which you do not argue much and are not bothered by people or activities
- raise** *v.* [T] to begin to talk or write about something that you want to be considered or discussed
- range** *v.* [I] to include the things or amounts mentioned, and all the things or amounts in between
- ransomware** *n.* [U] software that stops a person or organisation from being able to use the information stored on their computer, unless they pay money to a criminal
- rates** *n.* [plural] a local tax, paid before 1990 by owners of buildings in Britain. Many people still use the word, but it is now called 'council tax'.
- reach** *n.* [singular, U] the number of people that see or hear an advertisement, television programme, etc.
- real estate (esp. AmE)** *adj.* property in the form of land or houses
- realistic** *adj.* possible to achieve
- recognisable (also recognizable)** *adj.* known, because of seeing, hearing, experiencing or learning about it in the past
- reconsider** *v.* [I,T] to think again about something in order to decide if you should change your opinion or do something different
- recruitment** *n.* [U] the process of finding new people to join a company, organisation, the army, etc.
- rectify** *v.* [T] (**rectified, rectifying, rectifies**) to correct something that is wrong
- redistribute** *v.* [T] to share or divide something in a way that is different from before
- redundancy** *n.* [C,U] (*plural redundancies*) a situation in which someone has to leave their job, because they are no longer needed
- redundant** *adj.* not necessary because something else means or does the same thing
- refurbished** *adj.* having been repaired, decorated and improved in appearance
- regardless** *adv.* without being affected or influenced by something
- regret¹** *n.* [U] sadness that you feel about something, especially because you wish it had not happened
- regret²** *v.* [T] to feel sorry about something you have done and wish you had not done it
- regulate** *v.* [T] to control an activity or process
- regulation** *n.* [C] an official rule or order
- regulatory approval** *n.* [U] when a plan or decision is accepted by an official power that has control over activities and makes sure they are done in a satisfactory way
- relevant** *adj.* directly relating to the subject or problem being discussed or considered
- relocate** *v.* [I,T] to move to a different place, especially for work
- relocation** *n.* [U] the process of moving to a different place, especially for work
- renegotiate** *v.* [I,T] to discuss something again in order to reach a new agreement on the same thing
- renegotiation** *n.* [C,U] the process of discussing again in order to reach a new agreement on the same thing
- renovate** *v.* [T] to repair a building so that it is in good condition again
- reputation** *n.* [C] the opinion that people have about someone or something because of what has happened in the past
- residency** *n.* [U] legal permission to live in a country for a certain period of time
- resilient** *adj.* strong, not easily damaged, and recovering quickly after damage or a problem
- resist** *v.* [T] to try to prevent a change from happening, or prevent yourself from being forced to do something
- resistant** *adj.* not easily damaged or affected by something
- resolution** *n.* [singular, U] when someone solves a problem, argument or difficult situation
- resolve** *v.* [T] to find a satisfactory way of dealing with a problem
- respondent** *n.* [C] someone who answers a set of questions, especially in a survey
- restore** *v.* [T] to make something return to its former state or condition
- retain** *v.* [T] to continue to employ workers for a long time
- retention** *n.* [C] the act of keeping someone or something
- return** *n.* [C,U] the amount of profit that you get from something
- revolutionise (also revolutionize)** *v.* [T] to completely change the way people do something or think about something
- rewarding** *adj.* making you feel happy and satisfied because you feel you are doing something useful or important
- rigid** *adj.* **a rigid labour market** having a lot of rules about hiring people to work and getting rid of workers
- rigour** *n.* [U] great care and thoroughness in making sure that something is correct
- risk analysis** *n.* [U] a careful examination of a situation or activity to see what the risks may be and what you can do to prevent them

- risk analyst** *n.* [C] someone whose job is to examine a business or activity to see what the risks may be and what can be done to prevent them
- risk assessment** *n.* [C,U] an examination of the possible risks involved in doing something, so you can decide whether something is worth doing, and can plan to reduce the risks
- risk-sensitive** *adj.* easily upset or worried about the possibility that something bad, unpleasant or dangerous may happen
- risk-tolerant** *adj.* able to accept the possibility that something bad, unpleasant or dangerous may happen
- rod** *n.* [C] a long pole or bar
- rough** *adj.* relating to a time in which you have a lot of problems or difficulties
- run a/the risk** to do something that may be dangerous or unpleasant
- run up a debt/bill etc.** to use a lot of something or borrow a lot of money, so that you owe a lot of money
- run-down** *adj.* in very bad condition
- run-through** *n.* [C] an examination or practice of something to make sure it works or happens correctly
- sample** *n.* [C] a small group of people who have been chosen from a larger group to give information or answers to questions
- satisfactorily** *adv.* in a way that is good enough
- satisfy** *v.* [T] (**satisfied, satisfying, satisfies**) to provide what is needed or wanted
- save face** to do something that will stop you from looking stupid or feeling embarrassed
- scarcely** *adv.* almost not or almost none at all
- scaremongering** *n.* [U] the practice of deliberately making people worried or nervous, especially in order to get a political or other advantage
- scheduled** *adj.* planned to happen at particular times
- scratch** *n.* [U] **from scratch** from the beginning, without using anything that was prepared before
- screenshot** *n.* [C] a picture of what is on a computer screen at a particular time, which can be saved and put into a document or printed out
- scuba diving** *n.* [U] the sport of swimming under water while breathing through a tube that is connected to a container of air on your back
- search engine optimisation** (*also optimization*) *n.* [U] (*abbreviation SEO*) the different ways a company uses to make sure its website appears near the top of the list of results in an online search
- secondary research** *n.* [U] the activity of finding out new information by reading or analysing information that has already been published
- seconded** *n.* [C] someone who is being seconded (=sent to work in another part of a company for a period of time)
- secondment** *n.* [U] a period of time that you spend working for the same organisation, but in a different location
- sector** *n.* [C] a part of an area of activity, especially of business, trade, etc.
- secure** *v.* [T] to get and keep something or someone for a long time
- seek** *v.* [T] (*past tense and past participle sought*) to try to achieve or get something
- self-evident** *adj.* clearly true and needing no more proof
- sense of community** the feeling that you belong in a group of people
- sensitive** *adj.* needing to be dealt with carefully, because it may offend people or because it is secret
- sensitively** *adv.* in a way that is careful and considers people's feelings
- sensor** *n.* [C] a piece of equipment used for discovering the presence of light, heat, movement, etc.
- service** *v.* [T] to provide people with something they need or want
- set someone on the path to/towards something** to make someone start doing something that will help them achieve something, especially over a long period of time
- set something ↔ up** *phr. v.* [T] to make the arrangements that are necessary for something to happen
- settle in/into** *phr. v.* [I] to become comfortable and happy in a new place or situation
- settle on something** *phr. v.* [T] to decide or agree on something, especially after a long discussion
- shareholder** *n.* [C] someone who owns shares in a company or business
- ship** *v.* [T] to send goods somewhere by ship, plane, truck, etc.
- shipping** *n.* [U] the delivery of goods, especially by ship
- shipwreck** *n.* [C] a ship that has sunk
- shock absorber** *n.* [C] a device that reduces the effects of motion on something
- shrink** *v.* [I,T] (**shrank, shrunk**) to become smaller or make something smaller in amount, size or value
- shy away from something** *phr. v.* [T] to avoid doing or dealing with something because you are not confident enough or you are worried or nervous about it
- silent generation** *n.* [singular] people born between around 1925 and 1945, who worked very hard and kept quiet
- smart** *adj.* relating to something that is controlled by computers and is designed to react in a suitable way to changing situations
- somewhat** *adv.* more than a little but not very
- source** *v.* [T] to get materials, parts, etc. from a particular place or company
- spa** *n.* [C] a place where people go to improve their health and beauty, especially through swimming, exercise, beauty treatments, etc.
- specifics** *n.* [plural] particular details
- spending habits** *n.* [plural] the way you usually spend your money and the kinds of things you spend it on
- spillage** *n.* [U] an amount of something that accidentally flows over the edge of a container
- spouse** *n.* [C] a husband or wife
- spread¹** *v.* [T] to include more, or share something among more things
- spread²** *n.* [singular] when something affects a larger number of people or involves a larger area
- spring water** *n.* [U] water that comes directly from a spring (=place where water naturally comes up from under the ground)
- stakeholder** *n.* [C] someone who has invested money into something, or who has some important connection with it, and therefore is affected by its success or failure
- standardise** (*also standardize*) *v.* [T] to make all the things of one particular type the same as each other
- standstill** *n.* [singular] a situation in which there is no movement or activity at all
- stay ahead of someone/something** to continue to be more successful or make more progress than someone or something else
- steam room** *n.* [C] a warm room filled with steam (=hot mist made by boiling water) that people sit in to relax
- step in** *phr. v.* [I] to become involved in an activity or discussion, especially one you were not involved in before
- stockbroker** *n.* [C] a person or organisation whose job is to buy and sell stocks, shares, bonds, etc. for people
- strategic alliance** *n.* [C] an agreement in which companies share knowledge and resources with each other
- strategist** *n.* [C] someone who is good at or responsible for planning the actions that are needed to achieve something
- streamlined** *adj.* made simple and effective, so there are fewer delays
- strike up a conversation** to start to talk to someone
- structural** *adj.* relating to the way in which the parts of something are organised and connected with each other
- structured** *adj.* carefully organised, planned or arranged
- subheading** *n.* [C] a short phrase used as a title for a small part within a longer piece of writing
- substantially** *adv.* very much or a lot
- substitute¹** *v.* [I] to do a task or job instead of the person who usually does it
- substitute²** *n.* [C] something that can be used instead of something else, often because it is similar
- suffer** *v.* [I,T] to have something bad happen to you, or to experience something bad
- summarise** (*also summarize*) *v.* [I,T] to make a short statement giving only the main information and not the details of a plan, event, report, etc.
- survey¹** *n.* [C] a set of questions given to a group of people to find out about their opinions or behaviour
- survey²** *v.* [T] to ask a large number of people questions in order to find out their attitudes or opinions
- sustainable** *adj.* able to continue without causing damage to the environment
- SWOT analysis** *n.* [C] **strengths, weaknesses, opportunities, threats** an examination of the way a company is run or the way someone works, in order to see what the good and bad features are
- synergy** *n.* [C,U] (*plural synergies*) the additional effectiveness, advantages or profits that are produced when two or more companies or people work together and combine their ideas and resources
- tackle** *v.* [T] to try to deal with a difficult problem
- take** *n.* **someone's take (on something)** someone's opinion about a situation or idea
- take something ↔ out** *phr. v.* [T] to legally arrange to get something such as a loan, mortgage, insurance policy, etc.
- takeaway** *n.* [C] something that you learn from a discussion, event, article, etc., that you should remember
- takeover** *n.* [C] when one company takes control of another by buying more than half its shares
- take (the) credit for something** to accept the approval or praise of other people for a piece of work or an achievement

take something into account to consider or include particular facts or details when making a decision or judgement about something

take something personally to get upset by the things other people say or do, because you think that their remarks or behaviour are directed at you in particular

target *v.* [T] to choose a particular person or place to do something to, especially to attack them

target audience/market/customer etc. the group of people that a product, service, idea, etc. is aimed at

tax¹ *v.* [T] to charge a tax on something

tax² *n.* [C,U] an amount of money that you must pay to the government according to your income, property, goods, etc. and that is used to pay for public services

tax requirement *n.* [C] a rule about what you must pay as income tax

taxable *adj.* if money that you receive is taxable, you have to pay tax on it

taxation *n.* [U] the system of charging taxes, or the money that is collected as a tax

team-building *n.* [U] the process of getting employees to work together well and communicate effectively

tendency *n.* [C] (*plural tendencies*) to be likely to do a particular thing, especially because you often do it and it is part of your character

tension *n.* [C,U] the feeling that exists when people do not trust each other and may suddenly start arguing

terminal *n.* [C] a piece of computer equipment consisting of at least a keyboard and a screen, that you use for putting in or taking out information from a large computer

terms *n.* [plural] the details, situations, etc. that two people or companies agree to as part of a contract, agreement or arrangement

in real terms a change of a price or cost in real terms has been calculated to include the effects of other changes such as inflation (=price increases over time)

think tank *n.* [C] a group of people with experience or knowledge of a subject, who work to produce ideas and give advice

thoughtful *adj.* always thinking of the things you can do to make people happy or comfortable

top up *phr. v.* [T] to add more money to a mobile phone account

tough *adj.* physically or emotionally strong and able to deal with difficult situations

track *v.* [T] to record the progress or development of something over time

trademark *n.* [C] a special name, sign or word that is marked on a product to show that it is made by a particular company, that cannot be used by any other company

transaction *n.* [C] the action of buying or selling something

make/carry out a transaction to buy or sell something

transactional *adj.* relating to doing business, especially to buying or selling things

transfer¹ *v.* [T] to move money from one person, account or bank to another

transfer² *n.* [C] the action of moving money from one person, account or bank to another

transit *n.* [U] **in transit** while something is being moved

transparent *adj.* **be transparent** to be very clear about what you are saying or doing, so everyone understands and sees that you are being fair and honest

tricky *adj.* difficult to deal with or do because it is complicated and full of problems

trigger *v.* [T] to make something happen very quickly, especially a series of events

trust fund *n.* [C] money belonging to someone that is controlled for them by someone who has legally been asked to do so

turnaround *n.* [singular] a complete change from a bad situation to a good one

turning point *n.* [C] the time when an important change starts, especially one that improves the situation

two-way street used to say that a situation depends on two people talking to each other and working well together

ultimate *adj.* better, bigger, worse, etc. than all other things or people of the same kind

ultimately *adv.* finally, after everything else has been done or considered

unbanked *adj.* not having a bank account or not able to use the services of a bank

uncertainty *n.* [U] the feeling or fact of not knowing what will happen

uncompromising *adj.* unwilling to change your opinions or intentions

underlying *adj.* most important, although not easily noticed

underperform *v.* [I] to not make as much profit as expected

underpin *v.* [T] to give strength or support to something and to help it succeed

unprofessionally *adv.* in a way that is not acceptable in a particular profession

unreasonable *adj.* not fair or sensible

unstable *adj.* likely to change suddenly and become worse

upcoming *adj.* happening soon

update *n.* [C] a change or addition to a computer file so that it has the most recent information

upmarket *adj.* designed for or used by people who have a lot of money

USP *n.* [C] (**unique selling proposition**) a feature of a product that makes it different from other similar products, and therefore more attractive to people who might buy it

utility *n.* [C usually plural] (*plural utilities*) a service such as gas or electricity provided for people to use

vague *adj.* unclear, often because you do not have enough detailed information

variance *n.* [C,U] the amount by which two or more things are different or by which they change

viable *adj.* realistic and likely to succeed

view *n.* [U] **in view of something** used to introduce the reason for a decision or action

viewpoint *n.* [C] a particular way of thinking about a problem or subject

virtual currency *n.* [C] a type of currency (=money) that only exists online and is protected by secret computer codes

visible *adj.* noticed by other people

visual *n.* [C usually plural] something such as a picture or short video, as opposed to information that you hear or read

visualise (also visualize) *v.* [T] to form a picture of someone or something in your mind

voice recognition *n.* [U] a system in which a computer understands and obeys instructions spoken by a human voice

volatile *adj.* a volatile situation is likely to change suddenly and without warning

volatility *n.* [U] the fact or state of being likely to change suddenly and without warning

warrant *v.* [T] to need or deserve something

way *n.* [C] **the way forward** an action, plan, etc. that seems a good idea because it is likely to lead to success

be a long way off something to have many changes or developments to make before reaching a particular goal or state

wellness *n.* [U] good mental and physical health—used especially when talking about activities you do to keep or get good health

win-win *adj.* ending well for everyone involved in it

withdraw *v.* [T] (**withdrew, withdrawn**) to take money out of a bank account

withdrawal *n.* [C,U] the act of taking money from a bank account, or the amount you take out

workflow *n.* [U] the way that a particular project is organised by a company, including which part of a project someone is going to do, and when they are supposed to do it

worse off *adj.* having less money than someone else or than you had before

worst-case scenario the worst situation that could possibly happen

wreck *n.* [C] a ship that has sunk

Zen-style activity *n.* [C] an activity you do that makes you feel calm and aware of what you are feeling or thinking in that moment

zip lining *n.* [U] the activity of sliding down a strong wire from a high place to a low place

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