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B1



Business Partner

UNIT 1 > CAREER CHOICES p.7

Videos: 1.1 Transferable skills 1.3 Building rapport

1.1 > Transferable skills Video: 📺 Transferable skills Vocabulary: Transferable skills Pronunciation: ➔ Word stress (p.114) Project: Writing a job description	1.2 > Careers advice Listening: 🗣️ Careers advice programme Grammar: Advice and suggestions Pronunciation: ➔ Voice range (p.114) Speaking: Advising how to improve an online profile	1.3 > Communication skills: Building rapport Video: 📺 Building rapport Functional language: Asking questions to build rapport Task: Building rapport during a short conversation	1.4 > Business skills: Networking Listening: 🗣️ Advice on networking Functional language: Networking at a careers event Task: Meeting a recruiter at a careers event	1.5 > Writing: Emails – Introducing yourself Model text: Email introducing yourself Functional language: Formal and informal language Grammar: 📖 Adverbs of degree Task: Write an introduction email	Business workshop > 1 Global recruitment agency (p.88) Listening: 🗣️ Initial job interviews Reading: Job listing Task: Discuss job candidates
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Review p.104

UNIT 2 > BUSINESS SECTORS p.17

Videos: 2.1 Japan's economy 2.3 Induction meeting

2.1 > Japan's economy Video: 📺 Japan's economy Vocabulary: Sectors and industries Project: Research sectors and industries	2.2 > The energy industry Pronunciation: ➔ Stress in compound nouns and noun phrases (p.114) Reading: Big oil: From black to green Grammar: Past Simple and Past Continuous Writing: A short story	2.3 > Communication skills: Dealing with interruptions Video: 📺 Induction meeting Functional language: Interrupting and dealing with interruptions Pronunciation: ➔ Stress in phrases for turn taking (p.114) Task: Discussion during a meeting	2.4 > Business skills: Voicemail messages Listening: 🗣️ Four voicemail messages Functional language: Leaving a voicemail message Task: Leave a voicemail message	2.5 > Writing: Emails – Action points Model text: Email with action points Functional language: Action points Grammar: 📖 will and going to Task: Email with action points	Business workshop > 2 Investing your money (p.90) Listening: 🗣️ Investing Speaking: Investor's checklist Task: Choose a company to invest in
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Review p.105

UNIT 3 > PROJECTS p.27

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

3.1 > Project management Video: 📺 Project management Vocabulary: Managing projects; word building Pronunciation: ➔ Stress in derived words (p.115) Project: A project debriefing and lessons learnt	3.2 > Large-scale projects Listening: 🗣️ Three canals Grammar: Comparatives and superlatives Pronunciation: ➔ Weak forms in comparisons (p.115) Speaking: Choosing the winning bid	3.3 > Communication skills: Giving instructions Video: 📺 Resolving a problem with a schedule change Functional language: Giving and responding to instructions, standing your ground Task: Giving and responding to instructions	3.4 > Business skills: Meetings: Updates and action Listening: 🗣️ A stand-up meeting Functional language: Asking for and giving updates Task: An update meeting	3.5 > Writing: Email requesting an update Model text: Email requesting an update Functional language: Asking for information Grammar: 📖 (not) enough Task: Email requesting an update	Business workshop > 3 The grand opening (p.92) Listening: 🗣️ Understanding project priorities Reading: Analysing follow-up emails Task: Hold a project meeting
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Review p.106

UNIT 4 > GLOBAL MARKETS p.37

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

4.1 > One size fits all Video: 📺 A food company's strategy for growth Vocabulary: Global markets: adjective and noun collocations; word building Project: Adapt a product to a new market	4.2 > Online markets Reading: Who wants to be a sofapreneur? Grammar: Present Simple and Past Simple passive Writing: A product description	4.3 > Communication skills: Managing conversations Video: 📺 Managing conversations Functional language: Changing the subject and staying on track Pronunciation: ➔ Pronunciation of -(e)s endings (p.115) Task: A conversation between a client and a supplier	4.4 > Business skills: Building consensus Listening: 🗣️ A meeting to build consensus Functional language: Reaching agreement Pronunciation: ➔ Consonant-vowel linking between words (p.115) Task: A discussion to reach agreement	4.5 > Writing: Letter confirming an order Model text: Letter confirming an order Functional language: Confirming order details Grammar: 📖 Verbs + prepositions Task: Write an order confirmation letter	Business workshop > 4 Hand-made (p.94) Listening: Key factors for global business Speaking: Doing market research Task: Choose a strategy to go global
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Review p.107

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

5.1 > Innovative product design Video:  Eatsa Vocabulary: Technological innovation; Describing innovative products Pronunciation: → Numbers of syllables in words (p.116) Project: Innovation in business	5.2 > Product testing Reading: A dream job in product development Grammar: Present Perfect Simple with <i>just</i> , <i>already</i> and <i>yet</i> Pronunciation: → Contrastive stress (p.116) Speaking: A typical day at work	5.3 > Communication skills: Managing information Video:  Managing information Functional language: Asking open and closed questions Task: Getting feedback on presentation skills	5.4 > Business skills: Selling a product Listening:  Two sales presentations Functional language: Describing features and benefits Task: Present a product	5.5 > Writing: Product review Model text: Product review Functional language: Language of reviews Grammar:  Order of adjectives before nouns Task: Write a review	Business workshop > 5 Smart fabric (p.96) Reading and listening:  Market research Task: Choose a product to develop
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Review p.108

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

6.1 > Safety at work Video:  Health and safety at a company Vocabulary: Health and safety Project: Accident questionnaire	6.2 > Being security-conscious Listening:  Security measures in the workplace Grammar: Modal verbs of prohibition, obligation and no obligation Pronunciation: → Phrasing and pausing (p.116) Writing: Email about new security measures	6.3 > Communication skills: Dealing with disagreement Video:  Dealing with disagreement Functional language: Explaining rules and requirements Task: Convincing someone of your arguments	6.4 > Business skills: Dealing with conflict Listening:  Discussion about a problem at work Functional language: Resolving a conflict Pronunciation: → Stress in phrases (p.116) Task: Resolving a conflict	6.5 > Writing: Instructions and warnings Model text: Instructions on using equipment Functional language: Instructions and warnings Grammar:  Linking words for time Task: Guidelines for company staff	Business workshop > 6 Visitor safety (p.98) Reading: Safety and security Listening: Risk assessment Task: Prepare a visitor safety and security report
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Review p.109

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

7.1 > Airline customer service Video:  Customer service in the airline industry Vocabulary: Customer service Project: Design a premium service	7.2 > Hanging on the telephone Listening:  Complaint about a service Grammar: Verb + <i>to</i> -infinitive or <i>-ing</i> Pronunciation: → Unstressed syllables at the end of a sentence (p.117) Writing: A complaint on a company forum	7.3 > Communication skills: Responding to customer concerns Video:  Solving customer problems Functional language: Responding to customer concerns Task: Deal with customer complaints	7.4 > Business skills: Generating and presenting ideas Listening:  Training day on customer service Functional language: Discussing and presenting ideas Pronunciation: → Introducing a topic (p.117) Task: Generate and present ideas	7.5 > Writing: External 'thank you' email Model text: A 'thank you' email Functional language: Opening, giving details and closing a 'thank you' email Grammar:  <i>some (of)</i> , <i>any</i> , <i>all (of)</i> , <i>most (of)</i> , <i>no</i> , <i>none (of)</i> Task: A 'thank you' email	Business workshop > 7 Red Cushion Furniture (p.100) Reading: Customer complaints Listening:  Dealing with angry customers Task: Turn failure into success
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Review p.110

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

8.1 > Face to face? Video:  Improving communication in the workplace Vocabulary: Digital communication Project: Communication survey	8.2 > How to communicate Reading: Three tips for effective workplace communication Grammar: First and second conditional Pronunciation: → Conditional sentences (p.117) Speaking: Solutions to communication problems	8.3 > Communication skills: Closing a deal Video:  Closing a deal Functional language: Closing a deal Task: Trying to close a deal	8.4 > Business skills: Talking about priorities Listening:  Setting priorities Functional language: Talking about priorities Task: Prioritising	8.5 > Writing: Short report Model text: A short report Functional language: Introduction, findings and recommendations Grammar:  Past Perfect Simple Pronunciation: → Contractions in speech (p.117) Task: Write a short report	Business workshop > 8 Global communication (p.102) Listening:  Communication problems Reading: Email exchanges about a problem Task: Recommend ways to improve communication
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Review p.111

Lesson outcome

Learners can use vocabulary related to skills and personal qualities.



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

Lead-in

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

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

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

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

VIDEO



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

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

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

4A Watch the video again. Answer the questions.

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

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

5 Work in pairs or groups. Discuss these questions.

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

Teacher's resources:
extra activities

Vocabulary

Transferable skills

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

You ...

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

You ...

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

You ...

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

You ...

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

7 Complete the tables with the correct words.

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

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

8 Work in pairs or small groups.

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

T Teacher's resources:
extra activities

→ page 114 See Pronunciation bank: Word stress

PROJECT: Writing a job description

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

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

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

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

- B Write a job description based on your research.

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

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

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



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

Lesson outcome

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

Lead-in



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

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

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

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

Listening

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

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

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

4 1.01 Listen to the programme. Were any of your ideas from Exercise 3 mentioned? What advice did the host give?5 Listen to the programme again. Decide if these sentences are *true* (T) or *false* (F).

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

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

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



Teacher's resources:
extra activities

Grammar Advice and suggestions

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

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

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

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

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

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

→ page 118 See Grammar reference: Advice and suggestions

8 Correct the errors in these sentences.

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



Teacher's resources:
extra activities

Listening

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

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

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

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

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

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

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

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

→ page 114 See Pronunciation bank: Voice range

Speaking

12 Read the online profile and other information on page 126. With a partner, give advice to the person who wrote the profile, so he/she can improve it.

13A You are going to roleplay helping a friend set up a profile on a professional networking website. Student A: Turn to page 126. Student B: Turn to page 128.

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