

IBDIS
Coursebook

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B1+



Business Partner

FT Publishing
FINANCIAL TIMES



UNIT 1 > ORGANISATION p.7

📺 Videos: 1.1 A news organisation 1.3 Managing first meetings

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|--|--|---|---|---|---|
| 1.1 > A news organisation Video: 📺 A news organisation Vocabulary: Roles and responsibilities Pronunciation: → Word stress (p.114) Project: Showing someone around a department | 1.2 > Innovative organisations Listening: 📻 Flat and tall organisations Grammar: Future forms: Present Simple, Present Continuous and <i>be going to</i> Writing: An email about future plans and arrangements | 1.3 > Communication skills: Managing first meetings Video: 📺 Managing first meetings Functional language: Greetings, introductions and goodbyes Pronunciation: → Intonation and politeness (p.114) Task: Making introductions and contacts at an event | 1.4 > Business skills: Small talk in first meetings Listening: 📻 Interview with a communication coach; Small talk between colleagues Functional language: Asking and answering questions in first meetings Task: Meet a visitor and manage small talk | 1.5 > Writing: Emails – Organising information Model text: Invitation to an induction day Functional language: Ordering information in an email Grammar: 📖 Present Simple and Continuous Task: Write a reply to a work-related invitation | Business workshop > 1 Office space (p.88) Listening: 📻 Employee views on their workspace Reading: Millennial-friendly workspaces Task: Design a new office space |
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UNIT 2 > BRANDS p.17

📺 Videos: 2.1 A luxury brand 2.3 Teamwork

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| 2.1 > The life of luxury Video: 📺 A luxury brand Vocabulary: Marketing and brands Pronunciation: → Stress in compound nouns (p.114) Project: Research and discuss an advertising campaign | 2.2 > Asian brands go west Reading: Chinese combine holidays with luxury shopping Grammar: Connectors Pronunciation: → Connectors: intonation and pausing (p.114) Speaking: Discussing brands using connectors | 2.3 > Communication skills: Supporting teamwork Video: 📺 Teamwork Functional language: Giving and responding to advice Task: Asking for and giving advice | 2.4 > Business skills: Making a presentation Listening: 📻 Different ways to open a presentation Functional language: Signposting in presentations Task: Prepare and give a presentation | 2.5 > Writing: Formal and semi-formal emails Model text: Invitation to a corporate event Functional language: Writing, accepting and declining an invitation Grammar: 📖 Verbs + <i>-ing</i> vs. infinitive Task: Write a formal reply to an invitation | Business workshop > 2 Kloze-Zone (p.90) Listening: 📻 Customer and staff feedback on a clothing store Task: Brainstorm a brand awareness campaign Writing: An email summary of the campaign |
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UNIT 3 > JOB HUNTING p.27

📺 Videos: 3.1 Applying for an internship 3.3 Demonstrating active listening

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|--|---|--|--|---|---|
| 3.1 > A job search Video: 📺 Applying for an internship Vocabulary: Getting a job Pronunciation: → Stress in derived words (p.115) Project: Plan and write a job advertisement | 3.2 > Job interview questions Listening: 📻 Interview questions and answers Grammar: Indirect questions Pronunciation: → Voice range and intonation in indirect questions (p.115) Speaking: A job interview | 3.3 > Communication skills: Listening actively Video: 📺 Demonstrating active listening Functional language: Active listening Task: The listening/distracton game | 3.4 > Business skills: Interviews Listening: 📻 Two job interviews Functional language: Useful phrases for candidates Task: Create a job and interview for it | 3.5 > Writing: Covering letters Model text: Covering letter Functional language: Useful phrases for covering letters Grammar: 📖 Past Simple and Present Perfect Task: Write a covering letter | Business workshop > 3 Social media manager required (p.92) Listening: 📺 📻 Three video CVs; 📻 First interviews Reading: Analysis of three CVs and covering letters Task: Conduct a second interview |
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UNIT 4 > BUSINESS STRATEGY p.37

📺 Videos: 4.1 A food company's strategy for growth 4.3 Problem-solving styles

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| 4.1 > Food industry strategies Video: 📺 A food company's strategy for growth Vocabulary: Business strategy collocations and word building Project: Investigate a food brand's attitude to health | 4.2 > PEST analysis Listening: 📻 A lecture on PEST analysis Grammar: Modal verbs: obligation, prohibition, necessity, recommendation Writing: A short PEST analysis of a company or organisation | 4.3 > Communication skills: Solving problems Video: 📺 Problem-solving styles Functional language: Offering and asking for help Pronunciation: → /i:/, /ɪ/, /eɪ/ and /a:/ (p.115) Task: Offering and asking for help in work and social situations | 4.4 > Business skills: Problem-solving meetings Listening: 📻 A problem-solving team meeting Functional language: Leading and participating in problem-solving meetings Pronunciation: → Intonation in 'OK' (p.115) Task: Take part in a problem-solving meeting | 4.5 > Writing: Reporting reasons and results Model text: Report extract Functional language: Reporting problems, reasons and results Grammar: 📖 Comparison Task: Write a short report outlining problems, reasons and results | Business workshop > 4 Supermarket wars (p.94) Reading: Profiles of competing supermarket chains Task: Select the best strategies for growth Listening: 📻 Compare your strategies with a business news report |
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| 5.1 > E-commerce | 5.2 > Driverless technology | 5.3 > Communication skills: Collaborating | 5.4 > Business skills: Negotiating | 5.5 > Writing: Letter of complaint | Business workshop > 5 Robots wanted for warehouse (p.96) |
| Video: Amazon: the logistics of e-commerce Vocabulary: Logistics and word building Pronunciation: → Pausing and stress in presentations (p.116) Project: Debate the use of drones | Reading: Lorries lead cars in the technology race Grammar: Passive forms Pronunciation: → Auxiliary verbs in passives (p.116) Speaking: Describe a process | Video: Collaborating on a project Functional language: Agreeing and disagreeing Task: A meeting to discuss controversial proposals | Listening: Negotiating new terms and conditions Functional language: Negotiating Task: Negotiate a new deal | Model text: Letter of complaint Functional language: Useful phrases for letters of complaint Grammar: Linking Task: Write a letter of complaint | Listening: Criteria for choosing a supplier; Teleconferences with suppliers Task: Negotiate and select a supplier Writing: A formal email confirming the result of the negotiation |

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UNIT 6 > ENTREPRENEURS p.57 Videos: 6.1 The world's first ethical smartphone 6.3 Influencing styles: push and pull

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| 6.1 > Fairphone | 6.2 > Young entrepreneurs | 6.3 > Communication skills: Influencing | 6.4 > Business skills: Presenting facts and figures | 6.5 > Writing: Summarising | Business workshop > 6 Double crowdfunding (p.98) |
| Video: The world's first ethical smartphone Vocabulary: Running a business Pronunciation: → Consonant-vowel linking (p.116) Project: Brainstorm and present new business ideas | Reading: Leaving Harvard to start a business Grammar: Reported speech Speaking: Talk to a journalist about your start-up Writing: An email/article based on the interview | Video: Influencing styles: push and pull Functional language: Dealing with objections Task: Influencing others to overcome objections | Listening: A presentation based on visual data Functional language: Presenting visual information Pronunciation: → Intonation and discourse marking in presentations (p.116) Task: A presentation to an investor | Model text: Summary of a business talk Functional language: Summarising Grammar: Order of information in sentences Task: Listen to a talk and write a summary | Listening: Three crowdfunding pitches Speaking: Decide which crowdfunding project to back Task: Prepare and deliver a crowdfunding pitch |

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UNIT 7 > WORKING ABROAD p.67 Videos: 7.1 Working abroad 7.3 Decision-making styles

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|--|---|---|--|--|---|
| 7.1 > Global work cultures | 7.2 > Cultural anecdotes | 7.3 > Communication skills: Decision-making | 7.4 > Business skills: Relationship-building | 7.5 > Writing: Making recommendations | Business workshop > 7 Cross-cultural consultants (p.100) |
| Video: Working abroad Vocabulary: Working abroad: Adjectives, prefixes, opposites Project: Research a different work or study culture | Listening: Working in other cultures Grammar: Past tenses: Past Simple, Past Continuous and Past Perfect Simple Pronunciation: → Phrasing and intonation in past sentences (p.117) Speaking: Tell an anecdote Writing: An anecdote | Video: Decision-making styles Pronunciation: → Strong or weak? (p.117) Functional language: Expressing preferences Task: Discuss preferences and reach agreement | Listening: Conversations at a networking event Functional language: Keeping a conversation going Task: Meeting new people at an induction day | Model text: Report giving suggestions, advice and recommendations Functional language: Formal/neutral/informal language for recommendations Grammar: First and second conditional Task: Write a report giving suggestions, advice and recommendations | Reading: Blog posts on cultural awareness Listening: Interviews with staff about working internationally Task: Prepare and present recommendations for working in your culture Writing: A formal email confirming the outcome of the presentations |

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UNIT 8 > LEADERSHIP p.77 Videos: 8.1 Safari Vet School 8.3 Positive and developmental feedback

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| 8.1 > Learning to lead | 8.2 > Neuroleadership | 8.3 > Communication skills: Giving and receiving feedback | 8.4 > Business skills: Leading meetings | 8.5 > Writing: Informing of a decision | Business workshop > 8 Talent management (p.102) |
| Video: Safari Vet School Pronunciation: → Glottal stops (p.117) Vocabulary: Leadership Project: Discuss and write about a great leader | Reading: Business leaders need neuroscience Grammar: Relative clauses Pronunciation: → Phrasing and intonation in relative clauses (p.117) Speaking: Truth or lie game using relative clauses | Video: Positive and developmental feedback Functional language: Giving and responding to feedback Task: Give and respond to developmental feedback | Listening: Managing a team meeting Functional language: Leading and managing meetings Task: Lead a mini-meeting | Model text: Email about decisions made by Board of Directors Functional language: Formal and semi-formal language for decisions Grammar: Reduced relative clauses Task: Write a formal email to inform staff of decisions made | Listening: Three employees talking about their training needs Reading: Profiles of training courses Task: Design a development plan for an employee Writing: An email to justify a training course |

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Lesson outcome

Learners can use vocabulary related to a range of job roles and responsibilities within a company or organisation.

Lead-in 1 Discuss these questions.

- 1 These are some typical departments in a company. What do you think each one does? Use some of the key words and phrases in the second box to help you.

finance human resources marketing operations production sales

brand image cash flow customer service health and safety invoicing
manufacturing pricing promotion quality control recruitment supply chain

- 2 Can you name any other departments?
3 Which departments do you think do the most important work? Why?

VIDEO 2A Would you like to work for a news organisation? What do you imagine it is like?

B In what ways do you think working for a news organisation is:

- a stressful? b glamorous? c interesting?

3A 1.1.1 Watch the video and match the five speakers with the jobs.

Director of Human Resources Finance Supervisor News Editor
Programme Director News Reporter



1 _____



2 _____



3 _____



4 _____



5 _____

B Which of these people probably work closely together on a daily basis?

4 Watch the video again and complete the information. Use one word in each gap.

- It is important that individuals and teams understand their _____ and responsibilities.
- Staff [in the newsroom] are responsible for _____ the teams gathering* news globally.
- Arti gives a(n) _____ the task of covering a news story.
- Nick works with a camera _____ to make sure they are getting the right pictures.
- John's role is to lead the production _____.
- He describes his job as similar to the _____ of an orchestra.
- The HR director has several strategic and _____ priorities.
- Ray says it's important to make sure the _____ come in on time.

5 Work in pairs or small groups. What do you think each person likes most and least about their job?

T Teacher's resources:
extra activities

Vocabulary Roles and responsibilities

6 What do the words in the box mean? Complete the extracts from the video using the words and phrases in the box.

involves lead make sure
running

- My job _____ newsgathering for a major news organisation.
- My role as Programme Director is to _____ the production team.
- I'm responsible for _____ the human resources team.
- We need to _____ we're getting cash in.

7 Look at some expressions people use to talk about their jobs. Complete the expressions in bold using the prepositions in the box.

after for of of of to with with

- 1 I **report** _____ the IT Director.
- 2 I'm the **Head** _____ Sales.
- 3 I **work closely** _____ the Head of Marketing.
- 4 I **look** _____ the company website.
- 5 I **take care** _____ the export documentation.
- 6 I'm **responsible** _____ coordinating the production team.
- 7 I'm **in charge** _____ the research and development team.
- 8 I **coordinate** _____ all departments to ensure customer satisfaction.

8 Read how two more people at the news organisation describe their jobs. Complete the texts using words from Exercises 6 and 7. Use one word in each gap.

My name's Frances Mullan. I'm the Head of Marketing. I ¹ _____ a small team of two marketing managers and a video producer. Our work ² _____ a variety of marketing strategies to promote the business, including events, social media and printed advertising. I'm in ³ _____ of attracting new customers, retaining existing customers and positioning the business as innovative and creative. I ⁴ _____ directly to the Head of Strategy and Development.

My name's Donovan Parsons. I'm a camera operator and I take ⁵ _____ of the camera equipment. I'm ⁶ _____ for interpreting what the director wants to happen and putting it on screen. I ⁷ _____ closely with other technical departments, such as lighting and sound. My duties also include supervising the work of the camera assistant. We're in a live television environment so we have to make ⁸ _____ we can do the job under pressure.

9 Work in pairs. How would you describe your own job, a job you would like to have in the future, or a job in the box? Use some of the vocabulary from Exercises 6 and 7.

actor hotel manager journalist personal shopper photographer sports trainer

T Teacher's resources: extra activities

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

PROJECT: Showing someone around

10A Work in pairs or small groups. Imagine that you are going to show a new member of staff around the organisation where you work or a new/overseas student around the campus of the place where you study.

- Decide which departments/areas you would take the new employee/student to and why.
- Which key people would you introduce your new employee/student to?
- How would you briefly describe the roles and responsibilities of three people you meet?

B Roleplay the introductions with the new employee/student. What would be some good questions to ask the three people about their roles and responsibilities?



- 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 future forms to talk about intentions, plans, arrangements and predictions.

Lead-in

1 Look at the tall and flat organisational structures. What do you think are some advantages and disadvantages of each?

2A Match the words and phrases in the box with the definitions.

bureaucracy centralised decentralised hierarchy innovative promotion

- 1 a move to a more important job in a company or organisation
- 2 new, different and better than before
- 3 a system of organisation in which people are divided into levels of importance
- 4 a complicated official system that has a lot of rules and processes
- 5 organised the control of an organisation so that everything is done or decided in one place
- 6 moved parts of an organisation, etc. from a central place to several different smaller ones

B Work in pairs. Can you use any of the words in Exercise 2A to talk about the organisational structures in Exercise 1? Compare your ideas with the information on page 126.

Listening

3 Look at the two company profiles: W. L. Gore and Zappos. Do you think they are likely to have flat or tall structures? Why?

4  1.01 Listen to the radio discussion with Janet Wood, an organisation consultant. Check your answers in Exercise 3.

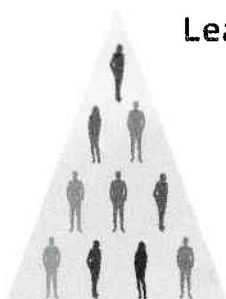
5 Listen again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 Organisations with tall structures can change and innovate fast.
- 2 Bob and Genevieve Gore started their company in the 1960s.
- 3 Employees voted to decide who should be the CEO of Gore.
- 4 'Holacracy®' is a system without traditional managers.
- 5 All the functions at Zappos are now done by teams.
- 6 The transition at Zappos will take a few months to complete.

6 Choose the correct option. Listen to the discussion again if necessary.

- 1 Janet Wood seems
 - a critical of hierarchies.
 - b positive about hierarchies.
 - c sceptical about flat structures.
- 2 Which statement about W. L. Gore is true?
 - a Employees work in teams of 30.
 - b Staff are called associates.
 - c Nobody in the company has a job title.
- 3 Which statement about Zappos is true?
 - a The company started two years ago.
 - b Staff work in about 500 teams called circles.
 - c The lead link of a circle decides what everyone does.
- 4 What do W. L. Gore and Zappos have in common?
 - a Senior executives are elected by the employees.
 - b Any member of staff can start a new project team.
 - c Staff decide their own roles in a team.

7 Work in pairs. How would you feel about working in a flatter organisation with few or no managers?



Tall organisation



Flat organisation

W. L. GORE

CEO: Terri Kelly

Sector: Manufacturing

Number of staff: Over 10,000

ZAPPOS

CEO: Tony Hsieh

Sector: Online shoe and clothing sales

Number of staff: Over 1,500

Grammar Future forms: Present Simple, Present Continuous and *be going to*

1 You decide what you **are going to contribute** to the team.

2 Zappos **has** a training session next week.

3 I'm **flying** to Las Vegas tomorrow.

4 I'm sure that's **going to be** a very interesting experience.

8A Look at these extracts from the discussion. Which one is:

- a a personal intention? c a prediction?
b a plan/arrangement? d a scheduled event?

B Which verb form is used in each example in Exercise 8A?

→ **page 118** See Grammar reference: Future forms

9 Decide which is the best option in each sentence and explain your choice. There may be more than one possible answer.

- 1 What time _____ the first flight _____ on Sundays?
a does ... leave b is ... leaving c is ... going to leave
- 2 When I get more free time, I _____ a gym.
a join b am joining c am going to join
- 3 He can't remember what time he _____ the client tomorrow.
a visits b is visiting c is going to visit
- 4 I _____ to her email until later today.
a don't reply b am not replying c am not going to reply
- 5 We _____ some friends after work this evening.
a meet b are meeting c are going to meet
- 6 Susan hasn't studied all year. She _____ her final exams next week.
a fails b is failing c is going to fail
- 7 The conference _____ until 10 o'clock but let's get there early.
a doesn't start b isn't starting c isn't going to start
- 8 There's a lot of traffic. _____ in time to catch the train?
a Do we arrive b Are we arriving c Are we going to arrive

10A Complete the conversation with appropriate future forms, using contractions where possible. There may be more than one possible answer.

A: Hi, Juliana. What time ¹ _____ (the department meeting / start) tomorrow?

B: At 10 o'clock as usual, but I think I ² _____ (be) about fifteen minutes late. I have a dentist's appointment.

A: ³ _____ (you/be) able to talk after your trip to the dentist's?

B: Yes, it's just a check-up. In fact, I ⁴ _____ (give) a presentation on the company restructuring.

A: I'm sure that ⁵ _____ (be) interesting. Is it true we ⁶ _____ (move) to offices outside the city?

B: I ⁷ _____ (not tell) you anything before the meeting. You know that.

A: Well, I ⁸ _____ (sit) right at the front. I don't want to miss anything.

B ▶ 1.02 Listen to the conversation in Exercise 10A. Which future forms do the speakers use in each case? Why do you think this is?

T Teacher's resources: extra activities

Writing 11 Write an email to a friend or colleague about a real or imaginary trip you have planned for work or pleasure. Write 100–120 words.

- Say when and where you are going and how you are travelling there.
- Say where you are staying.
- Mention your predictions for the weather.
- Talk about your intentions and arrangements for the visit.