

IBBIS

Teacher's

We know
books

Resource Book

Bruce Wade

with

Maria Karyda

B1+



Business Partner

Student's Book contents

LBDIS

We know
books

UNIT 1 > ORGANISATION p.7

▶ Videos: 1.1 A news organisation 1.3 Managing first meetings

1.1 > A news organisation	1.2 > Innovative organisations	1.3 > Communication skills: Managing first meetings	1.4 > Business skills: Small talk in first meetings	1.5 > Writing: Emails – Organising information	Business workshop > 1 Office space (p.88)
Video: ▶ A news organisation Vocabulary: Roles and responsibilities Pronunciation: → Word stress (p.114) Project: Showing someone around a department	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	Video: ▶ Managing first meetings Functional language: Greetings, introductions and goodbyes Pronunciation: → Intonation and politeness (p.114) Task: Making introductions and contacts at an event	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	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	Listening: ▶ Employee views on their workspace Reading: Millennial-friendly workspaces Task: Design a new office space

Review p.104

UNIT 2 > BRANDS p.17

▶ Videos: 2.1 A luxury brand 2.3 Teamwork

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

Review p.105

UNIT 3 > JOB HUNTING p.27

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

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

Review p.106

UNIT 4 > BUSINESS STRATEGY p.37

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

4.1 > Food industry strategies	4.2 > PEST analysis	4.3 > Communication skills: Solving problems	4.4 > Business skills: Problem-solving meetings	4.5 > Writing: Reporting reasons and results	Business workshop > 4 Supermarket wars (p.94)
Video: ▶ A food company's strategy for growth Vocabulary: Business strategy collocations and word building Project: Investigate a food brand's attitude to health	Listening: ▶ A lecture on PEST analysis Grammar: Modal verbs: obligation, prohibition, necessity, recommendation Writing: A short PEST analysis of a company or organisation	Video: ▶ Problem-solving styles Functional language: Offering and asking for help Pronunciation: → /i:/, /ɪ/, /eɪ/ and /aɪ/ (p.115) Task: Offering and asking for help in work and social situations	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	Model text: Report extract Functional language: Reporting problems, reasons and results Grammar: ▶ Comparison Task: Write a short report outlining problems, reasons and results	Reading: Profiles of competing supermarket chains Task: Select the best strategies for growth Listening: ▶ Compare your strategies with a business news report

Review p.107

UNIT 5 > LOGISTICS p.47					
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
Review p.108					

UNIT 6 > ENTREPRENEURS p.57					
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
Review p.109					

UNIT 7 > WORKING ABROAD p.67					
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
Review p.110					

UNIT 8 > LEADERSHIP p.77					
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
Review p.111					

Contents

>	Introduction	4
Unit 1 >	Organisations	20
	Unit overview	20
	Business brief	21
	Teaching notes	22–34
Unit 2 >	Brands	35
	Unit overview	35
	Business brief	36
	Teaching notes	37–41
Unit 3 >	Job-hunting	49
	Unit overview	49
	Business brief	50
	Teaching notes	51–63
Unit 4 >	Business strategy	64
	Unit overview	64
	Business brief	65
	Teaching notes	66–76
Unit 5 >	Logistics	77
	Unit overview	77
	Business brief	78
	Teaching notes	79–91
Unit 6 >	Entrepreneurs	92
	Unit overview	92
	Business brief	93
	Teaching notes	94–105
Unit 7 >	Working abroad	106
	Unit overview	106
	Business brief	107
	Teaching notes	108–119
Unit 8 >	Leadership	120
	Unit overview	120
	Business brief	121
	Teaching notes	122–132
>	Resource bank	134
>	Videoscripts	192
>	Audioscripts	200

Unit lead-in

Elicit a brief description of the main photo and then look at the quote with the class. Check that students understand *be your best* and give students 2 minutes to discuss in pairs or small groups: do they agree with the quote? Once students have discussed in their pairs/groups, you could broaden this into a class discussion.

1.1 ➤ A news organisation

GSE learning objectives

- Can understand a large part of a video on a work-related topic.
- Can describe what someone likes or dislikes about their job or workplace.
- Can use key words and phrases related to company structure, departments, jobs and duties.
- Can extract the meaning of unknown words from context if the topic discussed is familiar.
- Can write descriptions of familiar job roles and responsibilities.
- Can understand duties and responsibilities listed in job descriptions.
- Can describe job roles and responsibilities they would like in the future.
- Can provide a basic description of professional goals.
- Can make formal introductions in a professional or work-related situation.
- Can describe a range of jobs in their department or company.

Warm-up

Write the names of three organisations on the board that you think students will know (e.g. *Google, BMW, the World Wildlife Fund*). Ask students what the three names have in common (they are all organisations) and in what ways they are different (*Google* is a company that provides a service; *BMW* is a company that makes cars and motorcycles / sells products; the *World Wildlife Fund* is an organisation, not a company, that protects endangered species). Ask the class to think of more examples for each of the three groups (e.g. *Facebook, Ferrari, the World Trade Organization*).

Lead-in

Students look at vocabulary related to typical departments in a company and the role of each department.

1 Go through the words in the boxes before students begin and get them to check the meanings of any unknown words in a dictionary. Then put students in pairs and ask them to discuss question 1. Go round the class and help each pair where necessary. As feedback, elicit a description for each department from a pair, and a list of activities for that department. Encourage other pairs to add more details for each department. Do question 2 as a whole class. Give some ideas and clues if necessary (e.g. *This department looks after all the computers, online security, downloading software, etc. (IT)*). Finally, discuss question 3 as a whole class. Make sure students give reasons for their answers.

Possible answers

1 **Finance** is the part of an organisation that manages its money and cash flow. The business functions typically include planning, organising, auditing, accounting for and controlling its company's finances. It raises invoices and chases payment. The department also usually produces the company's financial statements.

Human resources is responsible for recruiting, interviewing and contracting workers. It may also handle employee relations, health and safety, payroll, benefits and training.

The **marketing department** is responsible for market research, promotional campaigns, brand promotion and brand image as well as customer relationship programmes such as social media management. Its main role is to increase revenue for the business.

Operations department's primary functions include the design and management of products, services and processes. It controls the supply chain. The operations department of a manufacturing company is in charge of making the products that a company sells and is therefore often called the production department instead. Performing quality assurance or audits are also functions of an operations department.

Production is the functional area responsible for making sure that raw materials are provided and made into finished goods effectively through a series of production processes.

Sales is the division of a business that is responsible for selling products or providing services such as after-sales customer services. The role of a sales department varies and different companies interpret 'sales' and 'marketing' in widely varying ways. In some companies sales may be part of the marketing department. In general the sales team works closely with the marketing department to plan promotion campaigns and sales strategies.

2 research and development, legal, logistics, customer service, IT

3 Students' own answers

Video

Students watch a video featuring five employees from ITN, a British news organisation. The employees explain their roles and responsibilities, and how the organisation works.

2A Discuss the questions with the class. If students answer *yes* to the first question, ask them which jobs they would like to do.

2B Check that students understand *stressful* and get them to give examples of things they find stressful in their lives. Ask them how working for a news organisation might be stressful. Do the same for *glamorous* and *interesting*.

Possible answers

- a It's probably stressful because they have deadlines every day to produce news programmes.
- b It could be glamorous if they meet and interview powerful and famous people.
- c It is interesting in the sense that the world and the news is changing constantly and dramatic things can happen.

3A ▶ 1.1.1 Tell students they are going to watch a video about five people who work for ITN. You could pre-teach *hub*, *gather*, *deploy* and *bulletin*, which are used in the video and will help students answer the questions. Check that students understand the meaning of the jobs in the box, then play the video, twice if necessary, and get students to complete the task. Encourage students to listen just for the information they need to complete the task. Check answers with the class.

- 1 News Editor 2 News Reporter 3 Programme Director
4 Director of Human Resources 5 Finance Supervisor

3B Discuss the question as a whole class, getting students to justify their answers.

Arti Lukha and Nick Thatcher probably work closely together on a daily basis since she would pass the news to him to report on. Nick probably also works closely with John, who has to coordinate the news programmes.

4 ▶ 1.1.1 Explain to students that sentences 1–8 are spoken by the people in the video. Give students a few minutes to read the sentences and try to guess the missing words where possible. Then play the video again, pausing after each sentence where the gaps occur for students to complete the information. Check answers with the class.

- 1 roles 2 coordinating 3 reporter 4 operator
5 teams 6 conductor 7 operational 8 payments

5 Put students in pairs or small groups. Suggest they write the name of each person and *Likes most* and *Likes least* on the right to make a table and note down their ideas. Go round the class and monitor. Then check answers with the class, encouraging students to justify their answers.

Extra activities 1.1

A ▶ 1.1.1 This activity gives further practice of key vocabulary from the video. Ask students to complete it individually, then check answers with the class. Alternatively, you could play the video again for students to check their answers.

- 1 leading 2 hub 3 deploy 4 covering 5 bulletins
6 base 7 ongoing 8 broadcast live 9 build-up
10 tightly 11 behind the scenes 12 billing

B Students could do this individually or in pairs.

- 1 behind the scenes 2 base 3 broadcast live
4 covering 5 hub 6 bulletins 7 billing 8 tightly
9 deploy 10 leading 11 ongoing 12 build-up

Vocabulary: Roles and responsibilities

Students look at vocabulary related to roles and responsibilities in the workplace.

6 Explain that sentences 1–4 are used by the people in the video to talk about their jobs. Go through the words and phrases in the box with the class, then ask students to complete the exercise individually. During feedback, point out the verb form after *involves* and *responsible for* (-ing).

- 1 involves (If an activity or situation involves something, that thing is part of it or a result of it.)
2 lead (the position of having control of or responsibility for a group of people or an activity)
3 running (organising or being in charge of an activity, business, organisation or country)
4 make sure (check that something has been done)

7 You could ask students to do this exercise in pairs or get them to complete it individually and then check answers in pairs before class feedback. Encourage students to record the expressions in their notebooks.

- 1 to 2 of 3 with 4 after 5 of 6 for 7 of 8 with

8 Tell students that this is an opportunity to practise the words and phrases from Exercises 6 and 7, and get them to complete the texts individually or in pairs. Check answers with the class.

- 1 lead 2 involves 3 charge 4 report 5 care
6 responsible 7 coordinate/work 8 sure

9 Put students in pairs. Depending on whether your students are in work or not, ask them to describe either their own job, a job they would like to do or a job from the box. You may want to go through the job titles in the box as a class before students begin, to check that they understand the meanings. Go round monitoring, and help students with any extra vocabulary they may need.

Extra activities 1.1

C Explain to students that this activity will help them check their vocabulary from this lesson, and get them to complete it individually as a quick vocabulary quiz. You could get them to compare answers in pairs before checking answers with the class.

- 1 look after 2 report 3 involves 4 charge
5 closely 6 head 7 lead 8 Running

Pronunciation bank p.114: Word stress

Warm-up

Check that students can identify the number of syllables in a word. Write *vacation* on the board and ask the class how many syllables it has (three). Ask students to break the word up into the three syllables: *va-ca-tion*. Now ask students to identify which syllable is stressed (the second syllable, *ca*).

Get students to read the explanation in the box. Check they understand by getting a few students to pronounce *photographer* correctly. Model its pronunciation if necessary. Finally, ask a student to come up to the board and mark the pronunciation pattern for *vacation* (oOo).

1 Put students in pairs for this activity. Do *advertising* as an example with the class, then give pairs 3–4 minutes to categorise the rest of the words in the box.

2 ▶ P1.01 Play the recording for students to check their answers. Then play the recording a second time for students to listen and repeat. You could drill the words chorally first, then individually.

- 1 Oo: programme, website
- 2 Ooo: manager, marketing
- 3 Oooo: advertising, operator
- 4 oO: involves, report
- 5 oOo: director, resources
- 6 oOoo: coordinate, responsible

3 Put students into pairs. Make sure each pair has one large coin and three small coins. Alternatively, you could use paper circle cut-outs. Do an example with a stronger student: put coins/circles into one of the patterns (e.g. Oo) for the student to say a word from Exercise 1 with this stress pattern (e.g. *website*). Then ask him/her to use this word in a sentence. Students then practise in their pairs. Monitor and make a note of any errors/points to highlight during feedback.

10B Students roleplay the situation. Depending on your teaching situation and the time available, students could do their roleplays in the classroom or you could get them to physically walk around the building, showing their partner(s) around. Monitor and note down any errors or points to highlight during class feedback.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Pronunciation bank: p.114 Word stress

Teacher's book: Resource bank Photocopiable 1.1 p.136

Workbook: p.4 Exercises 1 and 2

1.2 ▶ Innovative organisations

GSE learning objectives

- Can compare the advantages and disadvantages of different types of company structure.
- Can understand charts and visual interpretations of company structure.
- Can understand the key points of a radio programme on a work-related topic.
- Can express opinions and attitudes using a range of basic expressions and sentences.
- Can use a range of future forms to talk about intentions, plans and predictions.
- Can write an email giving some detail of work-related news and events.

Warm-up

Write on the board: *small companies vs. large companies*. Put students in small groups and ask them to think about and discuss the differences and the advantages/disadvantages of each. To help them, you could write prompts on the board of different aspects to think about (e.g. *structure? number of employees? layers of management? security? career opportunities? training? contact between management and staff?*). You could also ask them to discuss whether they would prefer to work for a smaller or larger company. Give students 4–6 minutes to share their ideas. Once students have discussed in their groups, you could broaden this into a class discussion.

Project: Showing someone around

Students roleplay showing someone around an organisation/campus, putting the language from this lesson into practice.

10A Put students in pairs or small groups and explain the situation. Working students are going to show a new member of staff around their organisation. Students who are not yet working are going to show a new/overseas student around their campus. Go through the bullet points so students are clear about what they need to decide, and give students some time to prepare for their roleplays. Encourage them to make notes, and to also think about questions they could ask the three people they are being introduced to. Depending on your class size, you could put students into larger groups, and ask them to also assign roles for the people who are being introduced.

Lead-in

Students discuss the differences, advantages and disadvantages of tall and flat organisational structures.

1 Ask students to look at the two organisational structures and describe the main differences. Ask a few questions to check that students understand the difference between the two structures, e.g. *Who is the person at the top of each structure? How many layers are there in each structure?* Then discuss the question as a whole class. You could put students' ideas on the board into a table with two columns (*Advantages* and *Disadvantages*) and two rows (*Tall organisation* and *Flat organisation*). This will allow you to come back to the list when students do Exercises 2B and 7.

2A Students could do this individually or in pairs, using their dictionaries if necessary.

- 1 promotion 2 innovative 3 hierarchy 4 bureaucracy
5 centralised 6 decentralised

2B Put students in pairs and give them 2–3 minutes to discuss the question. Go round the class and help pairs where necessary by asking questions, e.g. *Which structure is more complicated / involves more communication, emails, meetings, etc.?* Then refer students to page 126 and give them another 2–3 minutes to read the information and compare their answers. As feedback, ask students if they disagree with any of the criticisms in the descriptions.

Listening

Students listen to a radio discussion with an organisation consultant, where she talks about tall and flat company structures, and their benefits and drawbacks.

3 Put students in pairs and ask them to look at the company profiles and discuss the questions. If your students have access to the internet, you could ask them to find out more information about each company (e.g. its history, what sort of products it makes, where it is based). Invite a few students to share their ideas with the class, but do not confirm answers yet.

Notes

W. L. Gore was founded in 1958 and is based in Delaware, USA. It specialises in products derived from fluoropolymers and is best known for the fabric Gore-Tex.

Zappos is an online shoe and clothing store, founded in 1999 and based in Las Vegas, USA. In 2009, Amazon.com Inc. acquired Zappos for about \$1.2 billion, but lets it operate as an autonomous subsidiary.

4 ▶ 1.01 Tell students that they are going to listen to an organisation consultant talk about the two companies. Play the recording for them to check their answers to Exercise 3.

W. L. Gore started out as a company with a flat structure in the 1950s. Zappos changed to a flatter structure two years ago.

5 ▶ 1.01 Ask students to read the sentences and see if they can answer any of the questions from memory. Then play the recording, twice if necessary, for them to complete the activity. Check answers with the class.

- 1 F (Organisations with tall structures can be slow to change and innovate.)
2 F (in the 1950s)
3 T
4 T
5 T
6 F (The CEO of Zappos says the transition will take two to five years to complete.)

6 Give students 3–4 minutes to complete the activity, individually or in pairs. If necessary, play the recording again. During feedback, you could get students to explain their answers using the audioscript on page 146 (e.g. *I think Janet Wood is critical of hierarchies because she says '... this traditional pyramid hierarchy has many problems'.*)

- 1 a 2 b 3 b 4 c

7 Put students in pairs. Remind them of the list of advantages and disadvantages of tall and flat companies they discussed in Exercise 2. When students have had enough time to discuss the question in pairs, have a whole-class discussion. You could also take a class poll on who would prefer to work for a tall or flat organisation.

Notes

A lot will depend on each student's personality. Some people will enjoy the creative freedom of the boss-free environment. They'll feel more engaged and empowered. Some will not be happy in an organisation that does not offer a clear career path, and will be concerned about how to get promotion and pay rises. (See Zappo's voluntary redundancy scheme.)

Completely manager-free companies are the extreme version of a more general recent trend to flatten out management hierarchies. In flatter hierarchies the remaining managers can have much more responsibility and work.

Extra activities 1.2

A ▶ Ext 1.01 Students could do this individually or in pairs, using a dictionary if necessary. Give them 3–5 minutes to complete the exercise, then play the recording for them to check their answers.

- 1 decision-making 2 bureaucratic 3 successful
4 fabric 5 organisational chart 6 job title
7 delegated 8 join

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

Students study and practise future forms.

8A You could do this as a quick whole-class exercise, checking answers as you go along. Check that students understand the difference between *intention* and *arrangement*.

- 1 a 2 d 3 b 4 c

8B Refer students to the Grammar reference on page 118. Check that they understand the explanations and clarify any points as necessary. Then give them 2 minutes to match the future forms with the examples. Check answers with the class.

- 1 *be + going to + infinitive* 2 Present Simple
3 Present Continuous 4 *be + going to + infinitive*