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B2



Business Partner

UNIT 1 > CORPORATE CULTURE p.7

Videos: 1.1 A culture of equal pay 1.3 Building relationships

1.1 > Workplace culture	1.2 > Employee retention	1.3 > Communication skills: Building relationships	1.4 > Business skills: Presenting yourself	1.5 > Writing: A company news blog	Business workshop > 1 Keeping the workforce happy (p.88)
Video: A culture of equal pay Vocabulary: Elements of corporate culture Pronunciation: → Stress in compound nouns (p.114) Project: Company policy	Reading: Work-life balance schemes Grammar: Future Continuous and Future Perfect Simple Pronunciation: → Auxiliary verbs (p.114) Speaking: How do you see yourself in the future?	Video: Building relationships Functional language: Building trust Task: Choosing a candidate	Listening: Presenting yourself to a new project team Functional language: Self-presentation Task: Presenting yourself to international colleagues	Model text: A company news blog Functional language: Structuring a company news blog Grammar: Phrases with <i>be</i> Task: Write a blog	Listening: Employee suggestions for improvements Reading: Analysing a survey Task: Brainstorm ways to improve staff retention Writing: A proposal confirming your ideas

Review p.104

UNIT 2 > TRAINING AND DEVELOPMENT p.17

Videos: 2.1 Types of training 2.3 Team communication

2.1 > Learning on the job	2.2 > Human resource strategies	2.3 > Communication skills: Team communication	2.4 > Business skills: Facilitating a meeting	2.5 > Writing: A training request	Business workshop > 2 Quality service for all (p.90)
Video: Types of training Pronunciation: → Stressing key words in sentences (p.114) Vocabulary: Training and development Project: Induction to a new job	Listening: Strategy for training and development across a whole company Grammar: Modals in the passive voice Speaking: Agreeing action points Writing: A memo outlining action points	Video: Team communication Functional language: Exchanging ideas Task: Organising a team-building event	Listening: Possible changes to learning management Pronunciation: → Linking between words (p.114) Functional language: Facilitating a discussion Task: Facilitating a discussion to come to an agreement	Model text: Email with a request for training Functional language: Requests and reasons Grammar: Linking words for reason and purpose Task: Write an email requesting a course	Listening: Regional HR Directors discussing training issues Reading: Analysis of Regional Directors' reports Task: Create and present an online course

Review p.105

UNIT 3 > FINANCE p.27

Videos: 3.1 Past crashes and crises 3.3 Managing bad news

3.1 > Recessions and depressions	3.2 > Catching up with rivals	3.3 > Communication skills: Managing bad news	3.4 > Business skills: Telephoning to clarify	3.5 > Writing: Annual report summary	Business workshop > 3 Investment opportunities (p.92)
Video: Past crashes and crises Vocabulary: Finance and economic crises Project: Research the history of a bank or financial institution	Reading: Adidas raises targets Grammar: Expressing certainty and probability; Position of adverbs and adverbial phrases Speaking: Discussing future changes	Video: Managing bad news Functional language: Responding to bad news Pronunciation: → The letter 't' (p.115) Task: Balancing positives with negatives when giving bad news	Listening: A phone conversation to check details Pronunciation: → Strong and weak forms of <i>that</i> (p.115) Functional language: Asking for clarification and paraphrasing Task: Making a call to clarify information in a financial document	Model text: Summary of an annual report Functional language: Useful phrases for annual report summaries Grammar: Articles – <i>a/an, the</i> , no article Task: Write an annual report summary for shareholders	Listening: Managers' meeting and a guide to VC investment Speaking: Describing and analysing graphs Task: Presenting a company that is worth investing in Writing: A report explaining your investment decision

Review p.106

UNIT 4 > DIGITAL BUSINESS p.37

Videos: 4.1 A disruptive marketing start-up 4.3 Handling difficult communicators

4.1 > Digital disruptors	4.2 > Talking technology	4.3 > Communication skills: Handling difficult communicators	4.4 > Business skills: Negotiating strategies	4.5 > Writing: Short business proposal	Business workshop > 4 Rise of the robots (p.94)
Video: A disruptive marketing start-up Vocabulary: Digital business and technology Pronunciation: → Stress in word building (p.115) Project: Disruptive technology	Listening: Product presentations at a trade show Grammar: Zero, first and second conditionals; Linkers Speaking: Trade show demonstration of an app Writing: Instructions for the app	Video: Handling difficult communicators Functional language: Keeping a meeting on track Task: Managing a difficult meeting successfully	Listening: Positional and principled negotiation Pronunciation: → Stress in phrases (p.115) Functional language: Reaching agreement in a negotiation Task: Negotiating an agreement at work	Model text: Short business proposal Functional language: Useful phrases for business proposals Grammar: Noun phrases to replace verb phrases Task: Write a short proposal	Reading: Robots in the workplace Listening: Incidents with robots at an exhibition Task: Analyse feedback statistics and discuss future improvements Writing: A report analysing feedback and giving recommendations

Review p.107

UNIT 5 > PERFORMANCE p.47		Videos: 5.1 The cyber manager 5.3 Managing challenging feedback			
5.1 > Performance and rewards	5.2 > A culture of rewards	5.3 > Communication skills: Managing challenging feedback	5.4 > Business skills: Reviewing projects	5.5 > Writing: Performance review summary	Business workshop > 5 Changing expectations (p.96)
Video: 📺 The cyber manager Vocabulary: Rewarding performance Project: Moving up in the company	Reading: How to develop a rewarding culture Grammar: Linking words and concessive clauses Pronunciation: ➡ Intonation and linking words (p.116) Speaking: Concessions and compromises in your own life	Video: 📺 Managing challenging feedback Functional language: Responding to challenging feedback Pronunciation: ➡ Intonation when handling challenging feedback (p.116) Task: Responding to feedback	Listening: 🗣️ A project review meeting Functional language: Leading and participating in review meetings Task: A performance development workshop	Model text: Performance review summary Functional language: Positive comments and constructive criticism Grammar: 📖 Phrasal verbs Task: Write a performance review summary	Listening: 🗣️ A meeting to find new ways of rewarding performance Task: Negotiating for change in rewards/benefits Speaking: How the negotiations went

Review p.108

UNIT 6 > ETHICS p.57		Videos: 6.1 Ethics in the fashion industry 6.3 Transparency in business			
6.1 > Ethical choices	6.2 > The triple bottom line	6.3 > Communication skills: Transparency in business	6.4 > Business skills: Sales and selling	6.5 > Writing: Company newsletter	Business workshop > 6 AFhomes, Tanzania (p.98)
Video: 📺 Ethics in the fashion industry Vocabulary: Business ethics Project: Survey – How ethical are your clothes?	Listening: 🗣️ The triple bottom line Grammar: Third conditional Pronunciation: ➡ Contractions and weak forms in third conditionals (p.116) Speaking: Discuss an organisation's ethical performance	Video: 📺 Transparency in business Functional language: Voicing and responding to concerns Task: Voicing and responding to concerns with a colleague	Listening: 🗣️ A local networking event Functional language: Selling a product or service Task: Promoting a product or service	Model text: Company newsletter Functional language: Recent news, current news and future plans Grammar: 📖 Linking words for causes and results Pronunciation: ➡ Chunking, pausing and stress when reading aloud (p.116) Task: Write a newsletter	Reading: Articles on the ethics of AFhomes Listening: 🗣️ A radio investigative programme Task: An action plan to maintain ethical reputation

Review p.109

UNIT 7 > TIME MANAGEMENT p.67		Videos: 7.1 Time management 7.3 Dealing with matters of urgency			
7.1 > Managing time	7.2 > Smart work	7.3 > Communication skills: Dealing with urgency	7.4 > Business skills: Difficult negotiations	7.5 > Writing: An email giving reasons	Business workshop > 7 Planning for a trade fair (p.100)
Video: 📺 Time management Vocabulary: Managing time Project: The working from home debate	Reading: Cutting overtime in Japan Grammar: Adverbials and time expressions Pronunciation: ➡ Stress in adverbials and time expressions (p.117) Speaking: Are you good at managing time?	Video: 📺 Dealing with matters of urgency Functional language: Discussing priorities Task: Following up on emails	Listening: 🗣️ A difficult meeting Functional language: Dealing with difficulties in negotiations Pronunciation: ➡ Intonation when negotiating (p.117) Task: Dealing with difficult people at work	Model text: An email giving reasons Functional language: Problem, reasons and required action Grammar: 📖 Prepositions of time Task: Write an email giving reasons	Listening: 🗣️ Details of an upcoming trade fair Task: Create a plan to exhibit at a trade fair Writing: A summary of successful participation in a trade fair

Review p.110

UNIT 8 > CHANGE p.77		Videos: 8.1 Brompton Bikes 8.3 Discussing future options			
8.1 > Change at Brompton Bikes	8.2 > Managing change	8.3 > Communication skills: Coaching and mentoring	8.4 > Business skills: Brainstorming	8.5 > Writing: Press release	Business workshop > 8 Chillhot Sauces, Malaysia (p.102)
Video: 📺 Brompton Bikes Vocabulary: Change management Project: Adaptability quiz	Listening: 🗣️ Difficult decisions and changes Grammar: Reported speech and reporting verbs Pronunciation: ➡ /s/, /z/, /ʃ/, /tʃ/ and /dʒ/ (p.117) Speaking and writing: Telling and reporting a story	Video: 📺 Discussing future options Functional language: Coaching and mentoring Task: The GROW model	Listening: 🗣️ A brainstorming meeting Pronunciation: ➡ Voice range (p.117) Functional language: Leading a brainstorming session Task: Brainstorming in small groups	Model text: A press release Functional language: Useful phrases for a press release Grammar: 📖 Passive voice with reporting verbs Task: Write a press release	Reading: A change at Michelin Reading and listening: 🗣️ Rumours about a company Task: Putting a stop to rumours

Review p.111

Pronunciation p.112	Grammar reference p.118	Additional material p.126	Videoscripts p.137	Audioscripts p.144	Glossary p.154
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Lesson outcome

Learners can use vocabulary related to corporate cultures.

Lead-in

cul•ture /ˈkʌltʃə/ n [C,U] the attitudes or beliefs that are shared and accepted by a particular group of people or in a particular organisation

1 Read the definition and discuss these questions.

- 1 Can you think of attitudes and beliefs that are shared in your culture?
- 2 How would this affect the workplace? Discuss these points.
 - how people feel about hierarchy in companies
 - the way people behave and communicate
 - what people wear
 - how people work together
- 3 What other aspects of work might be affected by culture?

VIDEO

2A You are going to watch a programme about a company which feels it is important to treat all employees fairly and equally. Think of all the things the company might do to carry this out.

Well, they could give everyone free lunches or more time off.



B Watch the video and find out what the company actually did.

3 Watch the video again and answer the questions.

- 1 What exactly was the change that Gravity Payments made in their pay to employees?
- 2 How did this change help Korinne?
- 3 What was Alyssa able to do?
- 4 What did some senior staff do in response to the change and why?
- 5 How did this change directly affect the employees and the quality of their work?
- 6 What positive effect did the publicity about the increase in salaries have on the company?
- 7 What did one of their customers say about the change?
- 8 What did staff do to thank their boss?

4 Work in pairs or small groups. Discuss these questions.

- 1 What are some of the effects that corporate culture can have on the lives of employees?
- 2 How important is a high salary to you? Is it more important than a good working atmosphere?
- 3 What do you think motivates employees? What motivates you personally to work or study hard?
- 4 Do you think other companies should use Gravity Payments as a role model? Why / Why not?

T Teacher's resources: extra activities

T Teacher's resources: alternative video and extra activities

Vocabulary Elements of corporate culture

5A Match 1-4 with a-d to make sentences from the video.

- | | |
|--|---|
| 1 We talk about the 'culture' of a company – this might mean its dress code or | a go up to \$70,000 a year. |
| 2 Dan Price announced the company's minimum salary would | b recognised in the new more equal pay structure. |
| 3 We are going to have | c the way in which staff communicate with their managers. |
| 4 They felt their skills and experience were not | d a minimum \$70,000 pay rate for everyone that works here. |

B Work in pairs. Look at the sentences in Exercise 5A again and underline the collocation* in each sentence which refers to corporate culture. What do the collocations mean?

dress code – the type of clothes people are expected to wear

6 Decide if the definitions of the underlined words are correct. Correct the incorrect definitions.

- 1 Company hierarchy refers to staff organised on one level.
- 2 The values of a company are the amount of money the company is worth.
- 3 Organisational behaviour looks at how people in an organisation work together and how this affects the organisation as a whole.
- 4 A good atmosphere in a company means that employees can open the windows when they want to get fresh air.
- 5 A strategy is a plan for achieving an aim.
- 6 Company structure means that the company has a very strict hierarchy.
- 7 The image of a company refers to the TV commercials a company produces.
- 8 An open-plan office is one which does not have walls dividing it into separate rooms.
- 9 Flexibility refers to people or plans that can be changed easily to suit any new situation.

7 Complete the text using the words in the box.

atmosphere code flexibility image pay strategy structure values

Corporate culture is different from company to company but very often it is connected to the ¹ _____ the company has. This affects the company ² _____ as well as the ³ _____ rate. Some companies are more formal and have a specific dress ⁴ _____ while others feel that it's important to have ⁵ _____ in what people can wear. Asking employees for input when developing a(n) ⁶ _____ for the future can make employees feel valued and can help to create a good ⁷ _____. Each company has to decide these issues for itself and they all go together to create the ⁸ _____ the company has both internally and externally.

8A Work in pairs. How important is it to find out about the culture of a company before you begin to work there?

- B Choose the elements of corporate culture in Exercises 5B and 6 that are most important for you and put them in order, starting with the most important. Then discuss your list with a partner.**

T Teacher's resources:
extra activities

➔ **page 114** See Pronunciation bank: Stress in compound nouns

PROJECT: Company policy

9A Work in small groups. Discuss these questions.

- Which values and/or company practices do you think cause most problems in companies in your country? Explain why and give examples where possible.
- Have you had personal experience of this yourself? If so, give examples.

B Work in pairs and decide on a fictional company in which you work. Choose three of the problem areas in Exercise 9A and decide what your company policy is on each. Prepare a 'mini welcome' for new employees. Include explanations about why your company has these policies.

C Regroup with someone from another pair. Roleplay your two different 'mini welcomes'. Take turns to be the employee who explains company policy and the new employee who listens and asks questions.



- 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 the Future Continuous and the Future Perfect Simple to talk about events that are taking place or that have finished at a point in the future.

Lead-in 1 Match the words and phrases in the box with the definitions.

diverse work menial tasks promotion sabbatical work-life balance

- 1 work which needs little skill
- 2 a fixed period of time when someone takes an agreed break from their job
- 3 the fact of getting a better paid, more responsible job
- 4 a situation in which you are able to give the right amount of time and effort to your work and to your personal life outside work
- 5 jobs that are very different from each other

2 Work in pairs or small groups. Discuss the terms in Exercise 1 and what you think their effect might be on employee retention.

Reading 3 Read the article quickly. What details does it mention about the terms in Exercise 1? What other ideas for employee retention does the article mention?

The text says work-life balance efforts could make young employees' lives better.

4 Read the article again and decide if these sentences are true (T) or false (F).

- 1 All bankers at Morgan Stanley are given month-long paid sabbaticals.
- 2 JP Morgan expects its employees to dress formally for work.
- 3 People outside the banking world think that not working Friday nights or having two free hours every week are very important for employees.
- 4 Goldman Sachs has a specific strategy to keep their junior bankers.
- 5 Millennials do not put salary first when looking for a job.
- 6 Employees need to believe that they have a future at a company in order to support it.

Teacher's resources:
extra activities

FT

Investment banks' work-life balance schemes will pay off



Morgan Stanley has started extending its month-long paid sabbatical scheme to include some of its junior bankers. Credit Suisse is now encouraging all European employees to take Friday night and Saturday morning off. Swiss rival UBS tells employees to keep two hours a week for personal business. And JP Morgan

has told employees to take every weekend off unless they are working on a 'live deal' and has relaxed its dress code to business casual. Non-bankers may think these work-life balance efforts (Friday nights off? two hours a week?) are not important, but they may truly improve the lives of many young Wall Street and City employees.

The banks are also taking specific steps to improve retention at a time when other companies have been stealing some of their young stars. Goldman Sachs was the first to implement a junior banker retention initiative that included quicker promotions, fewer menial tasks and more diverse work. Royal Bank of Scotland and Barclays soon followed. By the time they have been there a

few months, Morgan Stanley will have told top first-year analysts that they have a bright future at the bank.

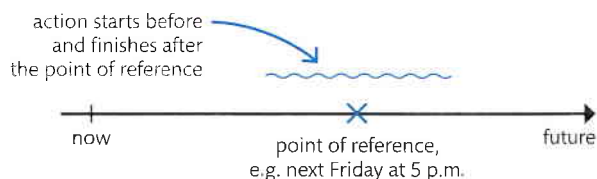
These retention efforts make sense when looking at the recent survey of millennials in 25 countries by Manpower Group. It found that 21- to 36-year-olds prioritise job security above everything except money when choosing their employers. Before the financial crisis, Wall Street could use huge bonuses to keep its young employees. Now the banks have to find other ways to do this. Humane working environments and proper career development are a good way to start.

Hopefully, within a few years these new initiatives will have made a real difference. The best way to get staff members to care whether their employer will be doing business in the future is to convince them that they will be working there when it happens.

Grammar Future Continuous and Future Perfect Simple

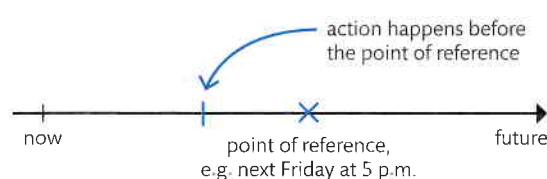
5A Look at the underlined verb forms in the article and match them with the definitions of the Future Continuous and Future Perfect Simple.

- 1** We use the **Future Continuous** to talk about an event that will be taking place at a particular moment in the future.



Next Friday I will be finishing the report.

- 2** We use the **Future Perfect Simple** to talk about events in the future which will be finished by a certain time.



By next Friday I will have finished the report.

- B** What information can you find near the underlined verb forms in the article that tells you when each action will take place?

By the time they have been there a few months, Morgan Stanley will have told top first-year analysts that they have a bright future at the bank.

- C** How are the Future Continuous and the Future Perfect Simple formed?

The Future Continuous is formed with ¹ _____ + ² _____ + ³ _____ participle.

The Future Perfect Simple is formed with ⁴ _____ + ⁵ _____ + ⁶ _____ participle.

➔ **page 118** See Grammar reference: Future Continuous and Future Perfect Simple

- 6** Complete the sentences with the Future Continuous or Future Perfect Simple forms of the verbs in the box. Consider if they will be in progress or will be finished.

change do improve promote rest take

- In April he _____ a month-long paid sabbatical.
- My company has just announced that it _____ the office to an open-plan set-up over the weekend. It's a shame, I really liked my quiet office.
- I'm glad the weekend is here. By next Monday I _____ and should have the energy for a very busy week.
- By the middle of the next decade, investment banks _____ the working conditions of their employees a great deal and should see better rates of employee retention.
- There is a lot of discussion about what companies _____ in the future to keep their employees motivated.
- Our boss said that by the end of the year they _____ a number of junior staff to more senior positions.

T Teacher's resources:
extra activities

➔ **page 114** See Pronunciation bank: Auxiliary verbs in the Future Continuous and Future Perfect Simple

Speaking **7A** Complete the questions with the Future Continuous or Future Perfect Simple forms of the verbs in brackets.

- What kind of job _____ (you / look for) in the future? Do you think this is going to be an exciting field?
- By the end of the year what _____ (you / finish)? Is there anything _____ (you / not finish)?
- What do you think _____ (you / do) ten years from now?
- By the time you have worked for five (more) years, what position _____ (you / reach)? And in ten years?

- B** In pairs or small groups, ask and answer the questions in Exercise 7A.

- 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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