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B2+



Business Partner

UNIT 1 > MARKET RESEARCH p.7

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

1.1 > Market research methods Video: 📺 Types of market research Vocabulary: Terms in market research Project: How market research affects brands	1.2 > Working with a focus group Listening: 🗣️ A focus group about a new app Grammar: Question tags Pronunciation: ➔ Intonation in questions tags (p.114) Speaking: Catching up with an old friend	1.3 > Communication skills: Carrying out a needs analysis Video: 📺 The needs of a new client Functional language: Using leading and open questions to effect Pronunciation: ➔ Indian English pronunciation (p.114) Task: Agreeing details of a corporate event	1.4 > Business skills: Dealing with questions Listening: 🗣️ A presentation with questions and answers Functional language: Responding to questions during a presentation Task: Propose a change and respond to questions	1.5 > Writing: Reports - Summary findings Model text: Summary findings from a report Functional language: Summarising findings of a report or survey Grammar: 📖 Reporting verb patterns Task: Write a summary of survey findings	Business workshop > 1 Improving the image (p.88) Listening: 🗣️ A crisis management meeting Reading: Market research options Task: Prepare a market research plan to improve the brand image
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UNIT 2 > GIVE AND TAKE p.17

Videos: 2.1 How can bosses help develop staff? 2.3 Changing an agreement

2.1 > Manager or mentor? Video: 📺 How can bosses help develop staff? Vocabulary: Giving back Project: An ideal mentor	2.2 > Kindness or success? Reading: Why it can be cruel to be kind in the workplace Grammar: Cleft sentences Pronunciation: ➔ Intonation in cleft sentences (p.114) Speaking: Discussing statements about yourself	2.3 > Communication skills: Changing an agreement Video: 📺 Changing an agreement Functional language: Renegotiation of an agreement Task: Renegotiating details of a client agreement	2.4 > Business skills: Collaboration Listening: 🗣️ A brainstorming meeting to address falling sales Pronunciation: ➔ Southern U.S. English pronunciation (p.114) Functional language: Promoting collaboration Task: Leading and participating in meetings to agree on best ideas	2.5 > Writing: Emails - Stating requirements Model text: Email stating requirements Functional language: Formal and less formal phrases for requirements and reasons Grammar: 📖 Future Perfect Simple and Continuous Task: Write a bulleted and non-bulleted email stating requirements	Business workshop > 2 Try to see it my way (p.90) Listening: 🗣️ Conversations between call centre staff about training and communication issues Task: Agree how to address problems between staff and managers based on survey findings Writing: Guidelines for staff and managers
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UNIT 3 > MONEY MATTERS p.27

Videos: 3.1 A mobile money service in Uganda 3.3 Presentation styles

3.1 > Mobile banking Video: 📺 A mobile money service in Uganda Vocabulary: Personal banking Project: Banking preferences survey	3.2 > Managing money Listening: 🗣️ Two experiences of managing money Grammar: Phrasal verbs Pronunciation: ➔ Stress in phrasal verbs (p.115) Speaking and writing: Anecdotes about saving up or paying back money	3.3 > Communication skills: Presentation styles Video: 📺 Presentation styles Functional language: Fact-based and emotion-based presentations Pronunciation: ➔ Chunking and stress in presentations (p.115) Task: Giving a fact-based or emotion-based presentation	3.4 > Business skills: Defending your ideas Listening: 🗣️ Presenting and defending ideas for a banking app Functional language: Defending ideas and describing consequences Task: Presenting a proposal and defending it	3.5 > Writing: Letter of complaint Model text: Letter of complaint Functional language: Useful phrases for a letter of complaint Grammar: 📖 Participle clauses Task: Write a formal letter of complaint	Business workshop > 3 Managing your money (p.92) Reading: Millennials fall behind on living standards Listening: 🗣️ Regional managers discussing banking for millennials Task: Select financial products to meet the needs of millennials
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UNIT 4 > CHALLENGES p.37

Videos: 4.1 Climate change and coffee agriculture 4.3 Saying 'no' firmly and politely

4.1 > Environmental challenges Video: 📺 Climate change and coffee agriculture Vocabulary: Collocations: the environment Project: Sustainable solutions	4.2 > Cyber challenges Reading: Global cyberattack is a warning for 'internet of things' Grammar: Perfect aspect Pronunciation: ➔ Weak forms in perfect tenses (p.115) Speaking: Discussing smart technology Writing: A short blog post	4.3 > Communication skills: Saying 'no' firmly and politely Video: 📺 Saying 'no' firmly and politely Functional language: Managing challenging negotiations Task: Negotiating allocation of tasks with a colleague	4.4 > Business skills: Challenging conversations Listening: 🗣️ A difficult conversation about promotion Functional language: Managing challenging conversations Pronunciation: ➔ Volume and tone of voice in challenging conversations (p.115) Task: Dealing with a challenging conversation to reach a positive outcome	4.5 > Writing: Proposals - Recommendations Model text: Recommendations from a proposal Functional language: Recommendations Grammar: 📖 Compound nouns and adjectives Task: Write the recommendations section of a proposal	Business workshop > 4 Business Challenges (p.94) Speaking: Brainstorm ideas for a documentary series about business challenges Listening: 🗣️ Discussing presentation slides for the documentary proposal Task: Present a proposal for the documentary series using slides
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UNIT 5 > GLOBAL MOBILITY p.47

Videos: 5.1 Experiences of secondments abroad 5.3 Giving feedback on performance

5.1 > Secondments abroad	5.2 > Relocation and retention	5.3 > Communication skills: Giving feedback on performance	5.4 > Business skills: Presentations	5.5 > Writing: Blog describing relocation	Business workshop > 5 Ready for relocation? (p.96)
Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Pronunciation: → Stress patterns in word building (p.116) Project: Relocating to a new country	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Pronunciation: → Stress and intonation in inversions (p.116) Speaking: Discussing your studies or career	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews	Listening: ▶ A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment	Listening: ▶ A presentation about relocation opportunities; Staff discussing the pros and cons of relocation Task: Negotiating a secondment contract Writing: A summary of the outcome of the negotiation

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UNIT 6 > ALLIANCES p.57

Videos: 6.1 Strategic alliances in the airline industry 6.3 Dealing with conflict

6.1 > Strategic alliances	6.2 > Business partnerships	6.3 > Communication skills: Diffusing conflict	6.4 > Business skills: Learning from mistakes	6.5 > Writing: Report extract	Business workshop > 6 Growing the business (p.98)
Video: Strategic alliances in the airline industry Vocabulary: Alliances and acquisitions Project: Choosing a partner	Listening: ▶ Types of business partnerships Grammar: Past modals Pronunciation: → Weak forms in past modals (p.116) Speaking: Anecdotes about when things didn't go according to plan	Video: Dealing with conflict Functional language: Diffusing conflict Task: Managing potential conflict between an event organiser and its sponsor	Listening: ▶ Discussing mistakes in an IT project and lessons learnt Pronunciation: → Scottish English pronunciation (p.116) Functional language: Analysing and learning from mistakes Task: Talking about a useful mistake you learnt from	Model text: Report extract Functional language: Useful structures and phrases for reports Grammar: Different ways of expressing the future Task: Write a formal report extract	Listening: ▶ Business partners discuss ways to grow their business Reading: Options for business expansion Speaking: Complete a SWOT analysis Task: Choose the best option to grow the business and write a summary of your reasons

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UNIT 7 > RISK p.67

Videos: 7.1 Managing earthquake risk 7.3 Dealing with risk

7.1 > A resilient building	7.2 > Risk in investment	7.3 > Communication skills: Dealing with risk	7.4 > Business skills: Analysing risk	7.5 > Writing: Accident report	Business workshop > 7 What could possibly go wrong? (p.100)
Video: Managing earthquake risk Vocabulary: Managing and minimising risk Pronunciation: → Linking between words (p.117) Project: Emergency protocol	Reading: The man who changed the investment industry Grammar: Second, third and mixed conditionals Pronunciation: → Intonation in conditionals (p.117) Speaking: How your life would be different if ...	Video: Dealing with risk Functional language: Talking about risk Task: Discussing how to manage risks for an upcoming event	Listening: ▶ Discussing project risks using a probability impact matrix Functional language: Analysing risks Task: Discussing travel risks and placing them on a matrix	Model text: Accident report Functional language: Useful phrases for an accident report Grammar: Alternatives to <i>if</i> Task: Write an accident report	Reading: Profiles of three start-ups Listening: ▶ Advice on risk assessment for business owners Task: Create a risk-management plan for a start-up Writing: A description of how the start-up performed

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UNIT 8 > DECISIONS p.77

Videos: 8.1 The Idle Man 8.3 Influencing a decision

8.1 > The Idle Man	8.2 > Better decision-making	8.3 > Communication skills: Influencing a decision	8.4 > Business skills: Maintaining relationships	8.5 > Writing: Describing a decision	Business workshop > 8 Decisions, decisions (p.102)
Video: The Idle Man Vocabulary: Decisions Project: The head or heart debate	Listening: ▶ A lecture about decision-making Pronunciation: → South African English pronunciation (p.117) Grammar: <i>to</i> + infinitive or <i>-ing</i> form Writing: A letter giving advice about a difficult situation	Video: Influencing a decision Functional language: Fact-based and emotion-based approaches to decision-making Task: Making decisions about suppliers	Listening: ▶ Managing a conversation in order to maintain a relationship Functional language: Relationship-oriented decision-making Pronunciation: → Stress and intonation in relationship-oriented decision-making (p.117) Task: Managing difficult conversations using relationship-oriented decision-making	Model text: Letter describing a decision Functional language: Describing a decision, potential problems and next steps Grammar: Ways to avoid repeating words Task: Write a formal letter describing a decision	Reading: A report on the growth potential of ethnic food in the USA Listening: ▶ Interviews with managers of the Sushi Bar Brazil restaurants Task: Propose a strategy to expand the restaurant chain and address current issues

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Lesson outcome

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

Lead-in

1 Discuss these questions.

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

VIDEO



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

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

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

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

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

 Teacher's resources:
extra activities

Vocabulary Terms in market research

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

customer desk focus in-depth launch online sample target

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

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

7 Match the words and phrases with the definitions.

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

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

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

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

T Teacher's resources:
extra activities

PROJECT: How market research affects brands

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

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

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

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

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



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

Lesson outcome

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

Lead-in

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

Listening



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

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

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

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

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

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

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

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

5 Listen again and answer the questions.

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

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

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

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

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

Grammar Question tags

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

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

B What are the rules for forming question tags?

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

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

10 Match the sentence beginnings with the question tags.

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

11 Complete the dialogue using question tags.

- A:** Good morning and welcome to this training session on moderating focus groups effectively. Everyone lives in the area, ¹ _____?
- B:** Yes, we're all from nearby and really looking forward to the course. This is a really important aspect of market research, ² _____?
- A:** It certainly is. Now first we're going to look at the types of questions necessary to run good focus groups. No one has worked on this before, ³ _____?
- B:** No, it's really new. One thing ... unfortunately, I'll have to leave an hour early to catch a flight. But there'll be information I can take along, ⁴ _____?
- A:** Sure. And you can always email me your questions. So let's get started, ⁵ _____? First we need to find out what people think about a product, but we rarely ask general questions in surveys, ⁶ _____? Would you like to take a few minutes together to think of some specific questions we could ask? Think about ...

T Teacher's resources:
extra activities

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

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

We met at university, didn't we?

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

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

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