

# Coursebook

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with

Digital Resources

access code inside

B1

# Business Partner





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**B1**



# Business Partner





> *'There's only two things you can start without a plan: a riot and a family, for everything else you need a plan.'*  
 Groucho Marx

## Unit overview

<b>3.1 &gt;</b>	<b>Project management</b> <b>Lesson outcome:</b> Learners can use vocabulary related to project management.	<b>Video:</b> Project management <b>Vocabulary:</b> Managing projects; Word building – verbs and nouns <b>Project:</b> A project debriefing and lessons learnt
<b>3.2 &gt;</b>	<b>Large-scale projects</b> <b>Lesson outcome:</b> Learners can understand and practise making comparisons.	<b>Listening:</b> Three canals <b>Grammar:</b> Comparatives and superlatives <b>Speaking:</b> Choosing the winning bid
<b>3.3 &gt;</b>	<b>Communication skills:</b> Giving instructions <b>Lesson outcome:</b> Learners are aware of different ways of telling people what to do, and can use a range of phrases for giving and responding to instructions, and standing their ground.	<b>Video:</b> Resolving a problem with a schedule change <b>Functional language:</b> Giving and responding to instructions, standing your ground <b>Task:</b> Giving and responding to instructions
<b>3.4 &gt;</b>	<b>Business skills:</b> Meetings: Updates and action <b>Lesson outcome:</b> Learners can use a range of expressions to give and receive updates, and to discuss follow-up action items.	<b>Listening:</b> A stand-up meeting <b>Functional language:</b> Asking for and giving updates <b>Task:</b> An update meeting
<b>3.5 &gt;</b>	<b>Writing:</b> Email requesting an update <b>Lesson outcome:</b> Learners can write an internal email requesting updates on a project.	<b>Model text:</b> Email requesting an update <b>Functional language:</b> Asking for information <b>Grammar:</b> <i>(not) enough</i> <b>Task:</b> Email requesting an update



## Lesson outcome

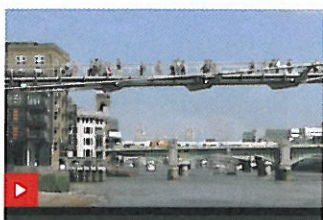
Learners can use vocabulary related to project management.

## Lead-in

- 1 Discuss your views on these comments. Which view do you most agree with in each pair?**
- Having a detailed schedule increases stress. It's better to have a more relaxed approach to work.
  - The only way to do everything you need to do is to organise your life and have a detailed schedule – and follow it.
- Everyone should have a personal budget. Controlling your money is the key to financial happiness.
  - It's important to enjoy life and not to worry too much about how you spend your money.

## VIDEO

- 2A You're going to watch a video about London's Millennium Bridge, which opened on 10 June 2000 but was closed two days later. Do you know or can you guess why the bridge was closed?**



- B** **3.1.1** Watch the video and check your ideas. Did the engineers solve the problem? How?

- 3 Watch the video again and decide if these sentences are true (T) or false (F).**

- The problems with the bridge were a nightmare because many people were hurt.
- Some people crossing the bridge felt ill.
- The designers expected there to be some movement in the bridge.
- The project managers did not try to reduce risk.
- After closing the bridge, one of the most important jobs was to identify the problem and find a solution.
- The problem was caused by people reacting to the slight movement of the bridge.
- Fixing the bridge required a lot of extra time and money.
- Now, Londoners don't like using the bridge because they feel afraid of it.

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

- Think of another example of a project or product failing and becoming big news. What happened?
- Some people still call the Millennium Bridge 'the Wobbly Bridge'. Do you think this means the bridge will always be seen as a failure? Why / Why not?

Teacher's resources:  
extra activities

## Vocabulary

## Managing projects

- 5 Complete the sentences from the video using the words and phrases in the box.**

anticipating budget milestones predict project managers  
risk management risk register setback

- The Millennium Bridge opened in the year 2000, on the millennium, but that was actually slightly behind schedule and slightly over-\_\_\_\_\_.
- One of the central parts of a project manager's job is \_\_\_\_\_.
- ... so that's \_\_\_\_\_ all the things that could possibly go wrong.
- After a \_\_\_\_\_ like this, the project manager's highest priority is to manage all the different specialist teams who are working on the bridge.
- Together, they're going to have to come up with a new plan of what to do, which is going to involve setting new budgets, coming up with new schedules, and agreeing new \_\_\_\_\_.
- I don't think it's fair to blame the \_\_\_\_\_ on the Millennium Bridge for the wobble.
- It's not the kind of risk you can just \_\_\_\_\_ easily.
- From now on, you can be sure that at the top of every project manager's \_\_\_\_\_, 'bridge wobble' will appear.

Teacher's resources:  
extra activities



## Word building – verbs and nouns

**6** Complete the table with the correct word forms.

verb	noun
manage	management
construct	1 _____
suspend	2 _____
3 _____	movement
4 _____	investigation
communicate	5 _____
identify	6 _____
7 _____	solution
add	8 _____
9 _____	attachment
decide	10 _____

**7A** Choose the correct option in *italics* to complete the sentences.

- In large public *construct* / *construction* projects like the Millennium Bridge, why is risk *manage* / *management* so important?
- It took engineers two years to *investigate* / *investigation* and *identify* / *identification* the problem and find a *solve* / *solution*. Was this a reasonable amount of time? Why / Why not?
- After the engineers *attached* / *attachment* additional parts, the *move* / *movement* of the bridge stopped. Imagine that they were unable to stop the wobble. What do you think they could have done?

**B** Work in pairs or small groups. Discuss the questions above.

→ page 115 See Pronunciation bank: Stress in derived words

### PROJECT: A project debriefing and lessons learnt

**8A** Think of a project you have worked on – in education, your job, as a volunteer or as a hobby. Answer the questions and make notes.

- What was the project? (Possible ideas: a presentation, a performance, a drawing or painting, a paper or other piece of writing, building or making something, painting or decorating, organising an event, etc.)
- Who did you work with on the project?
- What went well with the project?
- What was the project's biggest challenge: the schedule, the budget, working with a team, getting the content right, something else?
- What would you do differently next time?

**B** Work in pairs. Ask your partner questions 1–5 above and complete the form opposite with his/her answers.

**9A** Work as a class. Based on your debriefing documents, make a list of dos and don'ts for project managers.

**Don't**

- wait until the last minute to start work.

**Do**

- meet with team members regularly.

**B** As a class, choose the best five dos and don'ts for project managers.

#### PROJECT DEBRIEFING

Project description:

\_\_\_\_\_

Team members:

\_\_\_\_\_

Successes:

\_\_\_\_\_

Challenges:

\_\_\_\_\_

Lessons learnt / Improvements for next time:

\_\_\_\_\_

- 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.



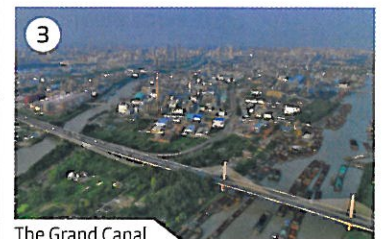
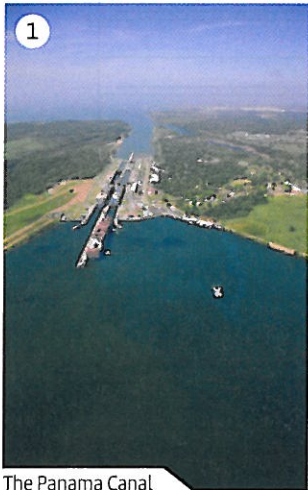
# 3.2 > Large-scale projects

## Lesson outcome

Learners can understand and practise making comparisons.

### Lead-in 1A Work in pairs or small groups. Look at the map and photos and answer the questions.

- 1 Why do governments decide to build shipping canals? What are the benefits?
- 2 What kinds of jobs does this sort of building project create? Who works on a big canal-building project?
- 3 Can you name any other shipping canals?



### B Match each description with a canal on the map.

- a goes through the desert in Egypt, connecting the Mediterranean Sea with the Red Sea
- b connects the Atlantic and Pacific Oceans by crossing Central America
- c connects the Chinese capital city of Beijing with several rivers and other cities

### Listening 2 3.01 Listen. Match each canal with two facts.

- |                    |                                     |
|--------------------|-------------------------------------|
| 1 The Grand Canal  | a took the longest to build.        |
| 2 The Suez Canal   | b was more expensive than expected. |
| 3 The Panama Canal | c was cheaper than expected.        |
|                    | d is the oldest.                    |
|                    | e took ten years to build.          |
|                    | f opened in 1914.                   |

### 3 Listen again. Complete the information about each project.

#### Grand Canal, China

**Length:** <sup>1</sup> \_\_\_\_\_ km

**The budget:** none

**The schedule:** none – took about <sup>2</sup> \_\_\_\_\_ years to complete

**The team:** <sup>3</sup> \_\_\_\_\_ million men and women – mostly labourers and engineers

**Minimum width:** 100 m

**Minimum depth:** less than 1 m

#### Suez Canal, Egypt

**The schedule:** late by <sup>4</sup> \_\_\_\_\_ years

**The team:** <sup>5</sup> \_\_\_\_\_ million people in total, <sup>6</sup> \_\_\_\_\_ at any given time – labourers, engineers, accountants, project managers

**The cost:** \$100 million, over budget by <sup>7</sup> \_\_\_\_\_ percent

**Length:** <sup>8</sup> \_\_\_\_\_ km

**Minimum depth:** 12 m

**Minimum width:** <sup>9</sup> \_\_\_\_\_ m

#### Panama Canal, Panama

**Length:** <sup>10</sup> \_\_\_\_\_ km

**The schedule:** the American project was late by <sup>11</sup> \_\_\_\_\_ years

**The team:** 75,000 engineers, specialised machine operators, labourers

**The cost:** \$<sup>12</sup> \_\_\_\_\_ million – \$23 million under budget

**Minimum width:** <sup>13</sup> \_\_\_\_\_ m

**Minimum depth:** <sup>14</sup> \_\_\_\_\_ m



## Grammar Comparatives and superlatives

### 4A 3.02 Listen and complete the extracts.

- 1 It's the \_\_\_\_\_ artificial waterway in the world.
- 2 But what's \_\_\_\_\_ than the length of the canal is its age.
- 3 When they were working the \_\_\_\_\_ on the project, five million men and women were involved in the construction.
- 4 They finished \_\_\_\_\_ than planned.
- 5 It is still one of the \_\_\_\_\_ shipping routes in the world.
- 6 The canal makes the journey between the North Atlantic and the Indian Ocean much \_\_\_\_\_ than going around Africa.
- 7 It reduces the trip by 7,000 km, making the journey \_\_\_\_\_ and time-consuming.
- 8 The Panama team had to work a lot \_\_\_\_\_ than the Suez team.
- 9 Construction in the jungles of Panama wasn't \_\_\_\_\_ digging in Egypt's dry, sandy desert.
- 10 In fact the digging itself was the \_\_\_\_\_ part of the job.

### B Choose the correct option in italics to complete the sentences.

- 1 We use the *comparative / superlative* form to say how two things are similar or different.
- 2 We use the *comparative / superlative* form to show that one thing has got more or less of a quality than all the others in the same group.

→ page 120 See Grammar reference: Comparatives and superlatives

### 5 Look at the information in Exercises 2 and 3. Complete the sentences with the correct form of the words in brackets. Add *than* or *as ... as* where necessary.

- 1 The Suez Canal is \_\_\_\_\_ the Grand Canal. (long)
- 2 The Suez Canal was \_\_\_\_\_ project of the three. (profitable)
- 3 The Grand Canal is \_\_\_\_\_ of the three canals. (modern)
- 4 The Suez Canal was \_\_\_\_\_ the Panama Canal. (expensive)
- 5 The workforce on the Panama Canal was \_\_\_\_\_ the workforce on the Grand Canal. (large)
- 6 Work on the Panama Canal finished \_\_\_\_\_ work on the Suez Canal. (late)

Teacher's resources:  
extra activities

→ page 115 See Pronunciation bank: Weak forms in comparisons

## Listening 6A 3.03 Listen to three bids to provide a new computer network for a shipping company. Answer the questions.

- 1 Which supplier can start the soonest?
- 2 Which supplier is the cheapest?

### B Listen again and complete the notes.

	Bid A	Bid B	Bid C
When they can start			
How long it will take			
Can we continue using the office?			
Product support			
Guarantee			
Price			

## Speaking 7A You are going to choose a company to install the new computer network. Look at the notes in Exercise 6B. Compare the bids using the comparative and superlative forms of the words in the box.

bad cheap convenient expensive fast good inconvenient slow

### B Hold a meeting to discuss the choices. As a group, decide which bid to choose.

- 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.



# 3.3

## COMMUNICATION SKILLS Giving instructions

### Lesson outcome

Learners are aware of different ways of telling people what to do, and can use a range of phrases for giving and responding to instructions, and standing their ground.

#### Lead-in 1A Work in pairs and discuss the statements. Which one do you agree with more?

- As a leader, you should insist on having your way.
- As a leader, you should be prepared to listen and change your mind.

#### B What are the advantages and disadvantages of each approach?

#### VIDEO 2A 3.3.1 Watch the video from the beginning to 01:15. Match the names with the roles.

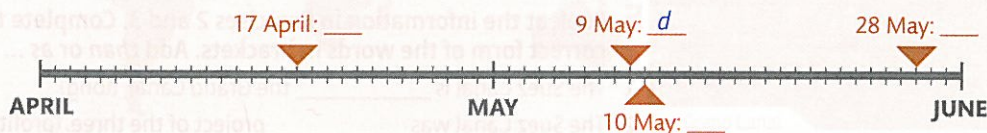


- |           |                   |
|-----------|-------------------|
| 1 Daniel  | a sub-supplier    |
| 2 Beata   | b project manager |
| 3 Clarice | c main contact    |

#### B How do you think Beata feels about her new responsibilities? How do you think the meeting with Clarice will go?

#### C Watch the next part of the video.

- What is the problem?
- Match the dates on the timeline with the events (a-d).



- The container arrives in the UK.
- Beata's new deadline for some components.
- The delivery leaves the factory in Shenzhen.
- The original date for the shipment to arrive in the UK.

#### 3A In small groups, discuss which is the best approach (Option A or B) for Beata to take in this discussion with Clarice. As a class, decide which video to watch first.

**Option A** – Beata should be polite and friendly to Clarice, but at the same time needs to show her authority. She should stand her ground.

**Option B** – Beata should be polite and friendly to Clarice, but at the same time show Clarice that she is willing to help. They need to work well together.

#### B Watch the two videos in the sequence the class has decided and answer the same questions for each video.

- Is there a solution? If so, what is it?
- How do they arrive at the solution?
- How does Clarice feel? Why?
- How will this affect their future working relationship?

#### 4 In pairs, discuss these questions.

- How did the discussions go? Was one approach better than the other? Give reasons for your answer.
- Can you think of any other ways Beata might have handled the situation?

#### 5 3.3.4 Watch the Conclusions section of the video. What do you need to think about when telling people what to do? Do you agree? Why / Why not?

#### Reflection 6 Think about the following questions. Then discuss your answers with a partner.

- Is it always important for leaders to build good relationships with the people they work with? Give examples when it might not be important.
- How do you think you would deal with such a situation?

Go to MyEnglishLab for extra video activities.



Option A 3.3.2

Option B 3.3.3



## Functional language Giving and responding to instructions, standing your ground

### 7A

Match 1–7 with a–h to make sentences from the video. There is one ending you don't need.

- |                         |                      |
|-------------------------|----------------------|
| 1 Can you bring Clarice | a new deadline.      |
| 2 No problem, leave it  | b on this.           |
| 3 I have no room for    | c with me.           |
| 4 You need to meet this | d can do it.         |
| 5 I can't compromise    | e able to do it.     |
| 6 I think we            | f manoeuvre on this. |
| 7 I'm afraid I'm just   | g not that flexible. |
|                         | h up to speed?       |

**B Match the sentences in Exercise 7A with the categories (a–c) below.**

- a telling someone what to do
- b responding to an instruction
- c standing your ground

**C Match the phrases (1–7) below with the categories in Exercise 7B.**

- |   |  |
|---|--|
| 1 I'm sorry, there's no flexibility on this deadline.               | 5 I would like to help you, but I can't. |
| 2 Yes, I can certainly do that.                                     | 6 Sure, no problem.                      |
| 3 We need you to [lower your costs / get more resources].           | 7 My hands are tied.                     |
| 4 I'd like you to change the [delivery date / deadline / supplier]. |  |

**8 Work in pairs. Your classroom is going to be painted. Choose your roles and roleplay the conversation using phrases from Exercise 7. Try to stand your ground.**

**Student A:** You are in charge. You want to make sure the room is empty of all furniture and fittings by tomorrow evening. Your partner is your helper.

**Student B:** You are a helper. Your partner is in charge. You think it is more efficient to leave some things in the room, and cover them with a large sheet of plastic.

**T** Teacher's resources:  
extra activities

**9A Work in small groups. Read the scenarios below and decide who will take the role of the leader for each scenario.**

#### Scenario 1

There has been a small earthquake. No one in your room is hurt. You hear a fire alarm in the distance. All the others in your group are looking at you to lead. Tell them what to do.

#### Scenario 2

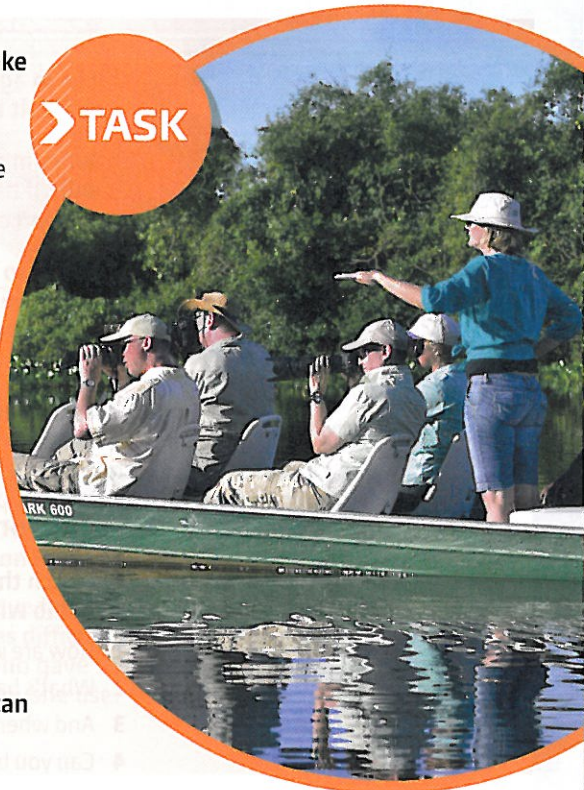
You are looking after some foreign visitors. As a group, you have just decided to go and do some sightseeing in your area. Think about the tasks that need to be done, decide who will do them, and then tell the others in the group what they have to do.

#### Scenario 3

You need to move to new accommodation next month, but you have not yet started the process. The others in your group have offered to help. Tell them what to do.

- B** If you are the leader, think about how to deal with the situation. If you are not the leader, turn to page 129 and read the information.
- C** Take turns to roleplay the scenarios. Try to use phrases from Exercise 7.
- D** At the end, discuss what went well, what didn't go well, and how you can improve next time.

### TASK



### Self-assessment

- 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.



# 3.4

## BUSINESS SKILLS Meetings: Updates and action

### Lesson outcome

Learners can use a range of expressions to give and receive updates, and to discuss follow-up action items.

### Lead-in 1A Work in pairs. Read the definitions and discuss the questions.

**to update someone** (verb) – to tell someone the most recent information about a situation

**an update** (noun) – the most recent information about a situation

**to action something** (verb) – to do a specific thing that needs to be done, especially after discussing it

**an action item** (noun) – the thing that needs to be done

- 1 What kinds of updates do you give and receive in a typical week?
- 2 What action items do you have at the moment?

**B** Meetings are very common in the workplace. With your partner, discuss what kinds of meetings you attend, or have attended.

### Listening 2A 3.04 Listen to a team leader explaining a new procedure for meetings. What type of meeting is it?

**B** Listen again and answer the questions.

- 1 How long does she expect the meeting to take?
- 2 What is the aim of the meeting?
- 3 How often will the meetings take place?
- 4 What time will the meetings start?
- 5 What is the ball for?
- 6 What information will each person give?
- 7 What will happen after the meeting?


### 3A 3.05 Listen to the next part of the meeting as three participants give their information. Complete the table below.

	Yesterday	Today	Problems/Impediments
Jack			
Sal			
Tom			

**B** Listen again and check your answers. Which of the three speakers was the most difficult to understand? Why?

**4** Work in pairs. Use your notes in Exercise 3 to rewrite what the third speaker said. If necessary, look at the audioscript on page 149. Practise reading your version out loud. Compare your version with others in the class.

**5** Listen to the meeting again. Think about who the team leader will speak to after the meeting and what follow-up action items they will discuss. Make notes, then discuss your ideas in pairs.

**6**  3.06 Listen to a conversation after the meeting. The team leader's boss is asking her some questions. Try to answer each question yourself before you listen to the team leader's answer.

**T** Teacher's resources: extra activities

### Functional language

#### Asking for and giving updates

**7** Match the beginnings (1-7) with the endings (a-g) to make questions from the audio which are used to ask for an update.

- |   |                                       |
|---|---------------------------------------|
| 1 How are we doing with the               | a me an update on the plans?          |
| 2 What's happening with                   | b redrafting of the China contract?   |
| 3 And where are                           | c to date on the programme for today? |
| 4 Can you bring me up                     | d the deadlines?                      |
| 5 What's the latest                       | e speed on the factory shutdown?      |
| 6 Can you give                            | f on the new schedule?                |
| 7 When will you be able to bring me up to | g we with the logo?                   |



### 8A Complete the sentences from the audio using the words in the box.

agreed finish followed up impediment progress see spent worked work on

- 1 Yesterday I \_\_\_\_\_ on the new contract for the China project.
- 2 So the draft contract is in \_\_\_\_\_, and I expect to complete it today.
- 3 The only \_\_\_\_\_ I see is time.
- 4 I had a meeting with a sub-supplier in the morning, where we \_\_\_\_\_ some new deadlines.
- 5 We \_\_\_\_\_ the meeting with a nice lunch.
- 6 Today my plan is to \_\_\_\_\_ writing a summary of yesterday's meeting.
- 7 I don't \_\_\_\_\_ any impediments at the moment.
- 8 I'm planning to \_\_\_\_\_ the designs for the new logo.
- 9 Yesterday I \_\_\_\_\_ most of the day discussing ideas for the new logo.

### B Which sentences in Exercise 8A a) give an update on a past action b) talk about planned actions c) refer to an impediment (problem)?

### 9A Work in pairs. Note down possible answers to the questions in Exercise 7. Then listen again to track 3.06 to check your answers.

### B Practise asking and answering the questions.

**T** Teacher's resources:  
extra activities

### 10A Work in small groups. Read the notes on the three scenarios. Think about how you would use the format from the audio (giving an update on a past action, talking about planned actions, referring to any problems) to give updates on these three issues.

## TASK

#### 1 THE PROJECT

The project team has now been agreed.

The first project meeting is planned for next week. We are working on the agenda at the moment.

The final budget is expected by Friday this week, but it may not be sufficient.

#### 2 HOLIDAY PLANS

The agreed dates for the factory shutdown will be 16 Dec-4 Jan.

Discussions with department heads are happening today.

We still need to find volunteers to answer the telephones during the shutdown.

#### 3 DELIVERY OF NEW OFFICE FURNITURE

The delivery dates were changed yesterday. The new date is Wednesday next week.

We need to inform all departments and make sure this date is OK with everyone.

We need to find someone to deal with the delivery company. (Normally Jonathan, but he is away on a course.)

### B When you are ready, take turns to ask for and give updates to the group on the scenarios and answer any questions (maximum five minutes per person). Follow the updates by discussing possible action items and noting these down.

### C When you have finished, discuss what went well and what was difficult about the discussion. In particular, who gave the clearest update? What phrases did he/she use?

## Self-assessment

- 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 write an internal email requesting updates on a project.

### Lead-in 1A Read the email below. What is Wilhelm asking John to do?

**To:** John Carver, Project Manager  
**From:** Wilhelm Haas, Finance Manager  
**Subject:** Building project update

Dear John,

I'd like to know if the first stage of the building project is moving **fast enough** and will meet the original deadlines, so could you let me know what the current position is? If you are not going to meet the deadlines, would you check when we can get together to go over the schedule?

Also the CFO is now worried that there aren't **enough funds** to complete the project on time, especially as there have been several problems. I'd therefore be grateful if you could send me cost details for last month, particularly any additional purchases you made.

I understand that whether conditions were **not good enough** to start the second stage of the project last week. I'd appreciate it if you could meet me tomorrow afternoon to discuss the rescheduled dates. Could you also ask your assistant to join us, please?

Regards  
 Wilhelm

- B** Underline eight spelling mistakes and correct them.
- C** Check your answers with a partner. Then check the spellings in a dictionary.

### Functional language

### 2 Complete the table below with words from the box.

appreciate grateful help if mind possible possibly request to what

Statement	Question
I'd like to know <sup>1</sup> _____ the first stage of the building is moving fast enough.	Could you let me know <sup>6</sup> _____ the current position is?
I'd therefore be <sup>2</sup> _____ if you could send me cost details for last month.	Could you ask your assistant <sup>7</sup> _____ join us, please?
I'd <sup>3</sup> _____ it if you could meet me tomorrow afternoon.	Would you <sup>8</sup> _____ sending me the details?
I need your <sup>4</sup> _____ with the monthly report.	Would it be <sup>9</sup> _____ to have a meeting next week?
I'd like to <sup>5</sup> _____ a meeting with the manager.	Could you <sup>10</sup> _____ meet me tomorrow?

**T** Teacher's resources: extra activities

**L** The email contains examples of adjective/adverb + *enough* and *enough* + noun/to. Go to MyEnglishLab for optional grammar work.

→ page 120 See Grammar reference: (not) enough



- 3A** Turn to page 129 and read the situation. In pairs, discuss the exact information you want to find out about the different points.
- B** Write an email to the project leader requesting an update on the refurbishment in around 150 words.
- C** Exchange emails with your partner. In what ways are your emails the same? How many phrases from the functional language box did your partner use? Did your partner use different phrases from you?

### Self-assessment

- 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.



› 'We have yet to see the full impact of the open, global marketplace.'

Lou Pritchett,  
former Vice-President,  
Procter & Gamble

## Unit overview

### 4.1 › One size fits all

**Lesson outcome:** Learners can use vocabulary related to global markets.

**Video:** A food company's strategy for growth

**Vocabulary:** Global markets: adjective and noun collocations; word building  
**Project:** Adapt to a new market

### 4.2 › Online markets

**Lesson outcome:** Learners can use past and present passive forms when speaking and writing.

**Reading:** Who wants to be a sofapreneur?

**Grammar:** Present Simple and Past Simple passive  
**Writing:** A product description

### 4.3 › Communication skills: Managing conversations

**Lesson outcome:** Learners are aware of different approaches to managing a conversation and can use a range of expressions to signal and respond to a change of topic.

**Video:** Managing conversations

**Functional language:** Changing the subject and staying on track  
**Task:** A conversation between a client and a supplier

### 4.4 › Business skills: Building consensus

**Lesson outcome:** Learners can use a range of expressions to build consensus in a discussion on a familiar topic.

**Listening:** A meeting to build consensus

**Functional language:** Reaching agreement  
**Task:** A discussion to reach agreement

### 4.5 › Writing: Letter confirming an order

**Lesson outcome:** Learners can write an order confirmation letter.

**Model text:** Letter confirming an order

**Functional language:** Confirming order details  
**Grammar:** Verbs + prepositions  
**Task:** Write an order confirmation letter



## Lesson outcome

Learners can use vocabulary related to global markets.

## Lead-in

## 1 Discuss the questions.

- 1 What do you understand by the expression 'one size fits all'? To what extent is that true in global markets? Think about some of the items in the box.

cars clothes coffee fast food ice cream soft drinks

- 2 Will everyone in the world want the same food, clothes and other products in the future? Why / Why not?

## VIDEO

## 2 How do you think Volvo cars and Starbucks coffee adapted their products for the Chinese market?



## 3 Watch the video and check your predictions.

## 4 Watch the video again and choose the correct option in italics.

- China has the world's largest *rich elite* / *middle class*.
- Customising products for the mass market *is* / *is not* an important consideration.
- There is no front passenger seat in *Volvo's* / *Jaguar's* luxury car for China.
- Volvo's and Jaguar's new cars are for people *with a chauffeur* / *who like big vehicles*.
- Global brands have made *slight* / *major* changes to products for China's middle class.
- Starbucks didn't include its *name* / *logo* in the first shop it opened in China.
- The company introduced some special *coffees* / *teas* for Chinese consumers.
- Starbucks *doesn't think* / *thinks* the demand for coffee will grow in China.

## 5 Work in pairs and discuss the questions.

- Why did Volvo and Starbucks make changes for the Chinese market?
- What special features would you most like to have in a car?
- How could Starbucks grow their coffee market in China?
- How could a Chinese tea brand grow their global market?

Teacher's resources:  
extra activities

## Vocabulary Global markets: adjective and noun collocations; word building

## 6A Check you know the meaning of the words in the two boxes.

consumer local luxury marketing target product

brands customisation goods preferences strategy territories

## B Choose a word from each box above to complete the phrases from the video.

Multinationals need to analyse their <sup>1</sup> \_\_\_\_\_, adjust their <sup>2</sup> \_\_\_\_\_ and adapt their products to meet <sup>3</sup> \_\_\_\_\_.

Therefore, <sup>4</sup> \_\_\_\_\_ is an important consideration for selling into China. This can affect both high-end <sup>5</sup> \_\_\_\_\_ as well as mass-market <sup>6</sup> \_\_\_\_\_.



## 7 Complete the table with words from the video.

Verb	Noun	Adjective
1 _____	adaptation/adaptability	adaptable
2 _____	appeal	appealing
consume	consumer/ <sup>3</sup> _____	consumable
customise	<sup>4</sup> _____	<sup>5</sup> _____/customisable
<sup>6</sup> _____	<sup>7</sup> _____	grown
prefer	<sup>8</sup> _____	preferable
produce	<sup>9</sup> _____/production	productive
<sup>10</sup> _____	specialist/specialisation	special
standardise	<sup>11</sup> _____/standardisation	standard
target	<sup>12</sup> _____	

## 8A Complete the text with the correct form of the words in brackets.

## IKEA stores in China invite customers to try out furniture

IKEA opened its first store in Shanghai 20 years ago. In Chinese cities families typically live in small apartments, so the furniture retailer <sup>1</sup> \_\_\_\_\_ (custom) its products based on local needs and <sup>2</sup> \_\_\_\_\_ (prefer). When it opened, IKEA's low-price strategy was confusing for many Chinese <sup>3</sup> \_\_\_\_\_ (consume) because Western products are seen as aspirational in Asian markets. So the company <sup>4</sup> \_\_\_\_\_ (target) young middle-class

professionals, customers with a relatively higher income who were more aware of Western styles. IKEA also <sup>5</sup> \_\_\_\_\_ (adapt) its marketing strategy, using Chinese social media and micro-blogging website Weibo to help make the brand <sup>6</sup> \_\_\_\_\_ (appeal) to the urban youth. Today, the company continues to reduce prices thanks to mass <sup>7</sup> \_\_\_\_\_ (produce) in its local factories and its market is <sup>8</sup> \_\_\_\_\_ (grow) fast in China.

**T** Teacher's resources:  
extra activities

**B** Work in pairs. Say what surprised you most about IKEA's customisation for China.

## PROJECT: Adapt to a new market

**9A** Work in pairs or small groups. As members of a company's marketing team, you want to introduce a store or product to a new international market.

- Make notes to describe a store or product from your country. Use one of these ideas or your own.

a national or local fast-food chain   a regional drink or dish   a clothes store

- Decide where you want to place this new store or product. Choose a country you know about, or use an imaginary country. Create a profile for the country, including information about what customers want.

**B** In your groups, discuss the following points.

- Do you think the standard store or product would do well in the new market? Why / Why not?
- Would you recommend customisation for your new market? If so, what would you customise?
- What would make a good promotion and marketing strategy? (e.g. TV adverts with a local celebrity)

**C** Present the product or store and your recommendations to the class. Then listen to the other groups and, as a class, decide which would be the a) easiest and b) hardest to adapt for a different market.



## Self-assessment

- 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.



# 4.2 > Online markets

## Lesson outcome

Learners can use past and present passive forms when speaking and writing.



### Lead-in

amazon

Alibaba Group

ebay

### 1 Work in pairs. Look at the logos and discuss the questions.

- 1 What type of sites are they? Match each site with a description.
  - a \_\_\_\_\_ is a global online auction and shopping site for individuals and small businesses.
  - b \_\_\_\_\_ is China's biggest e-commerce and shopping website.
  - c \_\_\_\_\_ is an online food delivery service.
  - d \_\_\_\_\_ started as an online \_\_\_\_\_, it's now the largest online retailer in the USA.
- 2 How can an individual earn money using e-commerce websites and apps?

### Reading

### 2 Read the article quickly. How many internet sites are mentioned?

### 3 Read the headline and the article again and answer the questions.

- 1 What is a 'sofapreneur'? Someone who ...
  - a earns money online while working from home.
  - b spends a lot of time sitting on his/her sofa.
  - c runs an online business which sells furniture.
- 2 What two employment statistics are mentioned from the USA?
- 3 Which two groups have difficulties doing traditional jobs?
- 4 What is the risk to other small businesses from sofapreneurs?
- 5 What does the writer think governments must do? Why?
- 6 How does Einar Parker feel about his full-time job?
- 7 Why does he enjoy his jewellery business?
- 8 Is the writer in general positive or negative about sofapreneurs?

### 4 Work in pairs and discuss the questions.

- 1 Can you think of one more benefit and disadvantage of online marketplaces?
- 2 Do you think that websites like PeoplePerHour are changing the way companies employ people?
- 3 Do you know anyone who sells products or gets freelance work via online marketplaces?

**T** Teacher's resources:  
extra activities

FT

## Who wants to be a sofapreneur?

By Sarah O'Connor

Alibaba is used by hundreds of millions of people around the world. Thanks to e-commerce sites like this anyone can be an import-export magnate\* without leaving the sofa. Thanks to Airbnb, anyone can be a hotel manager. Today there is a growing number of 'sofapreneurs' making money from websites like Alibaba, eBay and Airbnb, and many of them are not even doing it full time. Freelancer sites like PeoplePerHour say many of their users are office staff who log on after work.

It is estimated that one percent of U.S. adults earn money from these websites. JPMorgan Chase says of this group that most of them rely on the sites for less than a quarter of their

income. Still, that is valuable in a world of weak economic growth, low wages and insecure employment. In some cases, these sites are giving people who might have difficulties doing a traditional job a way to earn money, for instance because of health reasons or caring responsibilities. They can also offer lower prices to consumers. However, governments will have to make sure sofapreneurs cannot compete unfairly with other small businesses by simply avoiding tax.

One of the biggest benefits is the hardest to measure. Many of the people I've interviewed who sell products on these sites say that it gives them a sense of satisfaction they do not have in their day jobs. Last year I



spoke to Einar Parker, who spent his days working on the production line at a car seat factory. He began making jewellery in his spare time and set up his own shop on Etsy. The site was started twelve years ago to sell homemade goods. 'You don't think a lot when you're on an assembly line, but I've got something to think of, coming up with ideas,' he explained. 'That is my escape.' Sofapreneurship seems to be making people a little richer and a little happier, and that is no bad thing.

\*rich and powerful person in business



## Grammar Present Simple and Past Simple passive

**5A** Look at these extracts from the article. What verb forms are the words in bold? What tense are they?

**1** Alibaba **is used** by hundreds of millions of people around the world.

**2** The site **was started** twelve years ago to sell homemade goods.

**B** Look at sentence 1 again. Which preposition do we use to show who does the action?

→ **page 121** See Grammar reference: Present Simple and Past Simple passive

**6** Complete the listings on an e-commerce site with the active or present passive form of the verbs in brackets.



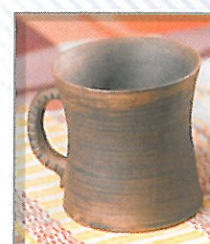
These personalised necklaces <sup>1</sup> \_\_\_\_\_ (make) of wood. Orders <sup>2</sup> \_\_\_\_\_ (deliver) within 72 hours in the EU.



Each handmade ceramic bowl <sup>3</sup> \_\_\_\_\_ (paint) by hand. It <sup>4</sup> \_\_\_\_\_ (not recommend) to put them in the microwave, oven or dishwasher. We <sup>5</sup> \_\_\_\_\_ (ship) worldwide.



Our high-quality cotton T-shirts <sup>6</sup> \_\_\_\_\_ (print) specially to order and <sup>7</sup> \_\_\_\_\_ (dispatch) within two days. Just <sup>8</sup> \_\_\_\_\_ (select) your size and colour and the words you <sup>9</sup> \_\_\_\_\_ (require).



These coffee cups and mugs <sup>10</sup> \_\_\_\_\_ (design) by me and <sup>11</sup> \_\_\_\_\_ (pack) in a gift box. If your items <sup>12</sup> \_\_\_\_\_ (need) by a certain date, please contact me.

**7A** Complete the passive sentences with the past or present passive form of the verbs in brackets.

- Alibaba \_\_\_\_\_ (set up) by Jack Ma, who is said to be one of China's richest men today.
- Sellers using Alibaba's and eBay's sites \_\_\_\_\_ (not charge) a commission on goods sold.
- Airbnb's headquarters \_\_\_\_\_ (base) in San Francisco, California.
- Hotels \_\_\_\_\_ (not allow) to advertise rooms on the Airbnb site.
- Some homes/offices on the website \_\_\_\_\_ (own) by Airbnb.
- When eBay \_\_\_\_\_ (create) in 1995 it \_\_\_\_\_ (call) AuctionWeb.
- eBay \_\_\_\_\_ (buy) by Google in 2016.
- Very little money \_\_\_\_\_ (need) to start an Etsy shop online.

**B** Decide if the sentences in Exercise 7A are *true* (T) or *false* (F). Check your answers on page 129.

**T** Teacher's resources:  
extra activities

## Writing

**8** Work in pairs. Imagine you want to be a sofapreneur. Look at the examples in Exercise 6 again. Think about what products you could make and sell online or what services you could offer. Write a short description of your products or services for an e-commerce site. Write 60 to 80 words.

- 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 are aware of different approaches to managing a conversation and can use a range of expressions to signal and respond to a change of topic.

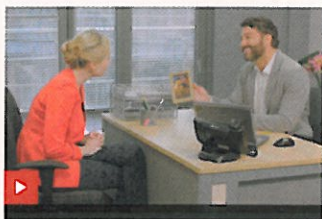
**Lead-in 1A** Work in small groups. Give examples of your own experiences of meeting people who are different from you. Here are some possible differences to think about.

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1 their national culture | 4 the culture of their organisation |
| 2 their age              | 5 their work/profession             |
| 3 their education        |                                     |

**B** Discuss the questions.

- 1 What is easy or difficult about such encounters?
- 2 How is it different from meeting friends, colleagues and members of your family? Why?

**VIDEO 2A**  4.3.1 Watch the video of Alex and Beata talking about Beata's forthcoming trip to Rio de Janeiro. Answer the questions.



- 1 Has Alex ever been to Rio de Janeiro?
- 2 How well does he know Mateo?
- 3 What does Alex mean when he says, 'It's difficult to stay on track sometimes'?
- 4 What preparation has Beata done for the trip?
- 5 What advice does Alex give Beata? Do you think it is useful advice? Why?

**B** Watch the video again. Why is Beata worried about the trip?

**3A** Based on what you have seen so far, how should Beata behave in the meeting with Mateo? As a class, decide which option to watch first.

**Option A** – Listen to Mateo, but politely try to stay on the topic of the Diabsensor and not be distracted. Stay focused on why she is in Rio.

**Option B** – Listen to Mateo, show interest in what he is saying and not worry about the Diabsensor. Go with the flow – he is the client, after all.

**B** Watch the video in the sequence the class has decided and answer the questions for each video.

**Option A**  4.3.2


- 1 What topics do Beata and Mateo talk about?
- 2 How does Beata try to turn the discussion towards the Diabsensor?
- 3 How does Mateo react to these attempts?
- 4 Alex warned Beata that Mateo likes to multitask (do different tasks at the same time). What example of this do we see?
- 5 Overall, how well does Beata manage the conversation?

**Option B**  4.3.3

- 1 What topics do Beata and Mateo talk about?
- 2 How does Beata show an interest in what Mateo is saying?
- 3 Does Beata try to turn the discussion towards the Diabsensor?
- 4 Alex warned Beata that Mateo likes to multitask (do different tasks at the same time). What example of this do we see?
- 5 Overall, how well does Beata manage the conversation?


**4** In pairs, discuss what you have learnt from Beata's experience about adapting your communication style.

- 1 What is the effect of going with the flow?
- 2 What is the effect of focusing on the task in hand?

**5**  4.3.4 Watch the Conclusions section of the video and note down the main learning point. How far do you agree with this? Why?

**Reflection 6** Think about the following questions. Then discuss your answers with a partner.

- 1 Compare yourself to Beata in a similar situation. How do you think you would manage?
- 2 Is 'go with the flow' a useful tip for you when you meet new people? Why / Why not?

 Go to MyEnglishLab for extra video activities.



## Functional language

### Changing the subject and staying on track

**7** Look at these phrases from the video. Decide which are for changing the subject (C) and which are for staying on track (S).

- |  |                                     |
|--|-------------------------------------|
| 1 There will be plenty of time for that later.           | 5 That reminds me.                  |
| 2 I really think we should get to the ...                | 6 We'll get to the ... in a moment. |
| 3 Is this a good moment to start talking about the ... ? | 7 Can we move to ... ?              |
| 4 We'll come to that later.                              | 8 Before I forget, ...              |

**8** Use words from the phrases in Exercise 7 to complete the dialogue. In pairs, practise reading the dialogue.

**A:** So, <sup>1</sup> \_\_\_\_\_ item 3 on the agenda, the new minibus?

**B:** Yes, of course. It will be delivered next Monday morning. So we can use it for the trip to the factory on Tuesday.

**A:** Is <sup>2</sup> \_\_\_\_\_ factory visit? What's the plan?

**B:** We'll <sup>3</sup> \_\_\_\_\_ details of the factory visit <sup>4</sup> \_\_\_\_\_.

**A:** Actually, that <sup>5</sup> \_\_\_\_\_, I need to check if my children are being picked up from school today. The bus company is on strike.

**B:** I'm sure there <sup>6</sup> \_\_\_\_\_. Could we first finish discussing the minibus? Then we'll have a break and you can sort out your children's bus.

**9A** Work in pairs and discuss one of these topics using phrases from Exercise 7. One person tries to talk about the topic, the other tries to change the subject. After a few minutes, change partners and choose a new topic.

- Plans for next week
- A new smartphone on the market
- Organising a surprise birthday party for a friend
- A trip abroad

**B** Write short dialogues based on your discussions.

→ **page 115** See Pronunciation bank: Pronunciation of *-(e)s* endings

**T** Teacher's resources:  
extra activities

**10A** Work in pairs. Read the situation and decide who will be the supplier (S) and who will be the client (C). Go to page 128 (S) or page 131 (C) and read your instructions.

A supplier is visiting a client to talk about a new app which his/her company has just produced. This app will be very useful for managing a database of business contacts, and is easy to install, simple to use and inexpensive.

- B** Hold your meeting. Try to change the subject and stay on track as necessary, using phrases from Exercise 7.
- C** When you have finished, discuss how the meeting went. Was it successful? What was easy and what was difficult? What could you do better?
- D** Find a new partner, change roles and repeat the conversation.

## TASK



## Self-assessment

- 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 expressions to build consensus in a discussion on a familiar topic.

### Lead-in 1 Work in small groups and discuss the questions. Then share your ideas with the class.

- 1 Building consensus (reaching agreement) in a group can be difficult. Why is this?
- 2 How do we decide what *consensus* means? Does everyone have to agree, or is a majority enough?
- 3 Can anyone say no to a decision, or is it a manager's job to decide?
- 4 Some people think that different cultures find consensus in different ways. Do you agree? Think of examples from your own experience to support your arguments.

### Listening 2 4.01 Listen to the beginning of a meeting.

- 1 What does the speaker want to do?
- 2 According to the speaker, what is building consensus about?

### 3 Complete the sentences using the words in the box. Then listen again to check.

chance important involved respected

- 1 If we want to build consensus, we must make sure that everybody is \_\_\_\_\_ in the conversation. Everybody must have the \_\_\_\_\_ to speak.
- 2 And second, everybody's opinion is of equal weight and is to be \_\_\_\_\_. No one in the group is more \_\_\_\_\_ than anyone else.

### 4 4.02 Listen to the next part of the meeting. Has this group reached a consensus? Explain your answer.

### 5 Listen again and answer the questions.

- 1 What are the three options the manager mentions?
- 2 What are 'talking sticks'?
- 3 What does the manager mean by 'process'?
- 4 What does the manager mean by 'narrowing down'?



Teacher's resources:  
extra activities

## Functional language

### Reaching agreement

### 6 Put this conversation in the right order so that it makes sense. The first two are done for you. Then listen to check.

**Manager:** Yes, Jose? What do you think? 1

**Tanya:** **I'm afraid I disagree.** It will be much better in smaller groups. That way everyone gets much more talking time.

**Dorothy:** **Yes, I agree, too.** We can be much more efficient if we work in small groups.

**Dorothy:** **So we need to** find consensus about the number of sticks before we can even start a real discussion?

**Jose:** Well, **I don't think** my idea is that bad. **I agree that** in a big group one or two people could dominate, but that is easy to fix. We use talking sticks.

**Jose:** So **I think we should** stay as one big group. There are not so many of us, and it will be easy for everyone to be heard. 2

**Jose:** Each person has two sticks. This gives them the right to talk twice. Each time they say something they must give up a stick. When they have no more sticks they cannot talk. That way everyone has the same chance.

**Jose:** That was just an example. Of course we need to decide how many sticks to use.

**Sam:** **I agree with** Tanya. Much better. With a big group one or two people always dominate.

**Sam:** What are talking sticks?

**Sam:** Actually **that's not a bad idea.** But we will need more than two sticks.



**7A** Put the phrases in bold from Exercise 6 into the correct category in the table below.

Expressing agreement	<i>Yes, I agree, too.</i>
Expressing disagreement	
Making a suggestion	
Reacting to a suggestion	

**B** Match the phrases in bold (1–6) with the categories in Exercise 7A.

- 1 **Yes, I think you're right.**
- 2 **Sorry, I don't agree with you.**
- 3 **Why don't we** work as one big group?
- 4 **Good idea!** Let's think about that.
- 5 **I'm not sure I agree with you** on that.
- 6 **How about if** we break into small groups after ten minutes?

**T** Teacher's resources:  
extra activities

→ **page 115** See Pronunciation bank: Consonant–vowel linking between words

**8A** Work in small groups. Choose one of the following topics to discuss, or suggest a different topic. Individually, take a few minutes to note down your ideas.

- 1 The maximum and minimum number of working hours in a week.
- 2 The ideal number of public holidays in a year.
- 3 What makes a good language learner.

**B** Follow the four steps to discuss your ideas and try to reach agreement.

- 1 Take turns to explain your ideas. When you are not speaking, listen and make notes.
- 2 Read your notes and decide which idea(s) you prefer.
- 3 Take turns to state your preferences and list them on the board.
- 4 As a group, discuss the preferences list using phrases from Exercises 6 and 7. Try to reach agreement on the best idea.

**C** When you have finished, discuss how well the group participated in the meeting. Share your answers with the class.

- 1 Did you find it useful to write down your ideas?
- 2 Did the discussion follow the structure in Exercise 8B?
- 3 Did the group succeed in reaching agreement?
- 4 Which phrases in Exercises 6 and 7 did you use?

**TASK**



- 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 write an order confirmation letter.

### Lead-in 1 Read the order confirmation letter and complete it with the words in the box.

agreed enclose hesitate order payment received sincerely thank

Dear Mr Chahal,

#### ORDER CONFIRMATION

We **are writing to** you to confirm your <sup>1</sup> \_\_\_\_\_ number 674190 for 1,000 123/XC units a week for 12 weeks, which we <sup>2</sup> \_\_\_\_\_ this morning.

As <sup>3</sup> \_\_\_\_\_ at the meeting last week when we **talked about** your order, I confirm that we will deliver the goods to your factory in Mumbai every week for a twelve-week period at a price of \$4.40 per unit. Last week we discussed a discount of 10 percent providing you **pay for** the goods on time. You will be pleased to know that this is included in the final price of \$4,000 per month. We also confirm that the first delivery will be on 05/11.

<sup>4</sup> \_\_\_\_\_ terms are \$4,000 monthly, 30 days after the date of the invoice and we <sup>5</sup> \_\_\_\_\_ full terms and conditions for your records.

We <sup>6</sup> \_\_\_\_\_ you for your business and look forward to working with you. If you have any queries, please do not <sup>7</sup> \_\_\_\_\_ to contact us.

Yours <sup>8</sup> \_\_\_\_\_,

### Functional language 2 Complete the table with phrases or sentences from the letter, then add the phrases in the box to the table.

cash on delivery Dear Sir/Madam, order number 01 for five chairs Yours faithfully,  
 this is to confirm your order we are pleased to confirm your order  
 we look forward to supplying you again in the future payment in advance  
 details of our new range are enclosed we will deliver the goods to your head office

Function	Examples
Greeting	<i>Dear Mr Chahal,</i>
Opening	
Order details	
Delivery details	
Payment terms	
Enclosures	
Ending	
Closing	

**T** Teacher's resources: extra activities

**L** The letter contains examples of verbs + prepositions. Go to MyEnglishLab for optional grammar work.

→ **page 121** See Grammar reference: Verbs + prepositions

### TASK

- 3A** Turn to page 129 and read the letter. In pairs, discuss how you could improve it.
- B** Look at the order form and handwritten notes on page 130. Write an order confirmation letter to Ms Liang in around 150 words.
- C** Exchange letters with your partner. Did your partner use different language from you? How many phrases from the functional language box did your partner use?

### Self-assessment

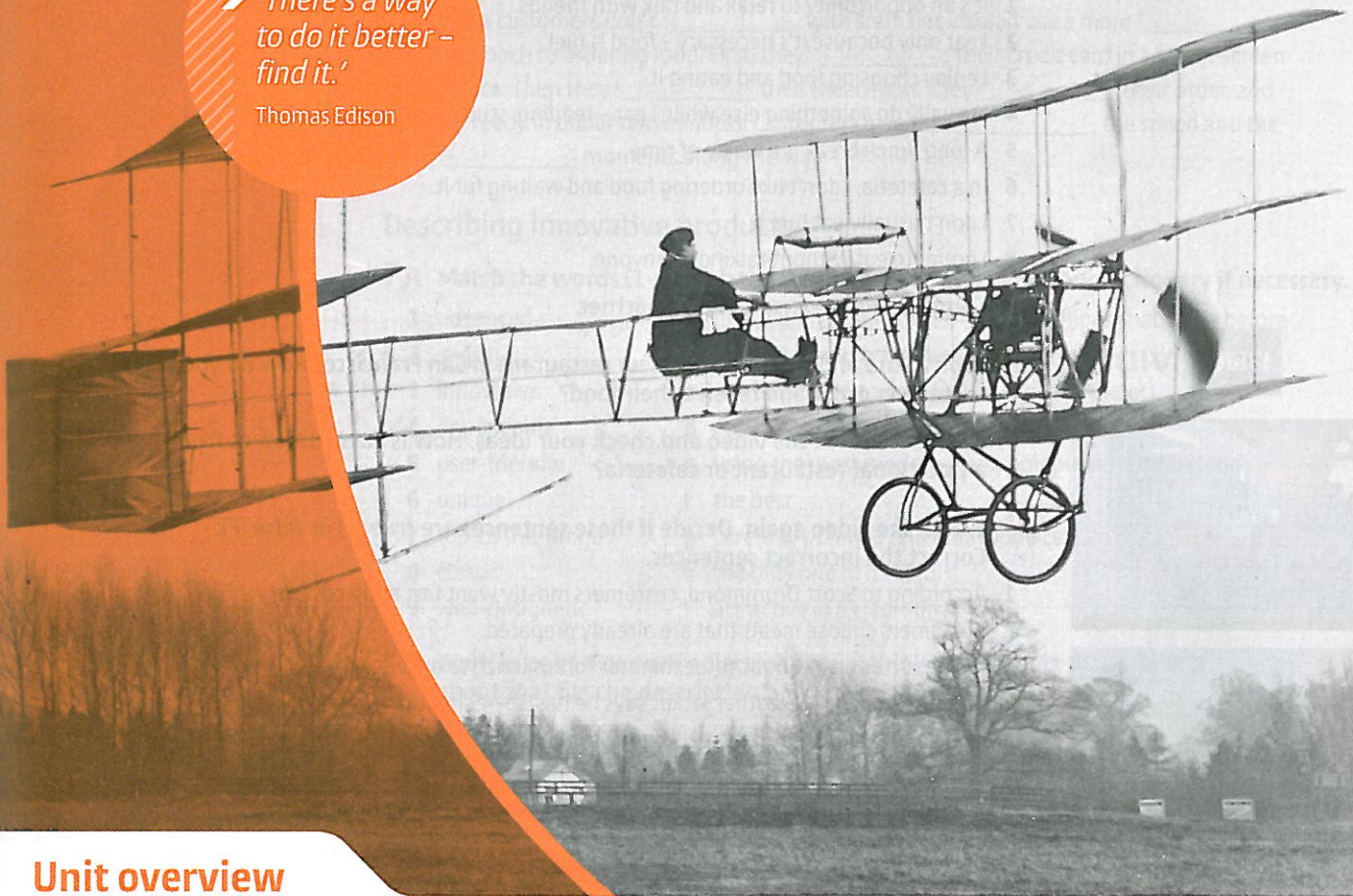
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.





› 'There's a way to do it better - find it.'

Thomas Edison



## Unit overview

### 5.1 › Innovative product design

**Lesson outcome:** Learners can use vocabulary related to innovative product design.

**Video:** Eatsa

**Vocabulary:** Technological innovation; Describing innovative products

**Project:** Innovation in business

### 5.2 › Product testing

**Lesson outcome:** Learners can use the Present Perfect with *just, already* and *yet*.

**Reading:** A dream job in product development

**Grammar:** Present Perfect Simple with *just, already* and *yet*

**Speaking:** A typical day at work

### 5.3 › Communication skills: Managing information

**Lesson outcome:** Learners are aware of different approaches to giving information, and can use a range of questions to ask for different kinds of information.

**Video:** Managing information

**Functional language:** Asking open and closed questions

**Task:** Getting feedback on presentation skills

### 5.4 › Business skills: Selling a product

**Lesson outcome:** Learners are able to use a range of expressions to describe the features and benefits of a product.

**Listening:** Two sales presentations

**Functional language:** Describing features and benefits

**Task:** Present a product

### 5.5 › Writing: Product review

**Lesson outcome:** Learners can write a product review.

**Model text:** Product review

**Functional language:** Language of reviews

**Grammar:** Order of adjectives before nouns

**Task:** Write a review



## Lesson outcome

Learners can use vocabulary related to innovative product design.

**Lead-in 1A** Tick (✓) the sentence(s) that best describe(s) your attitude to your lunch break during the week.

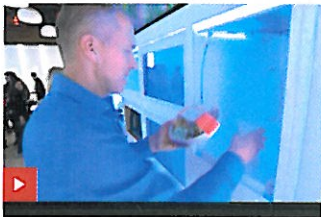
- 1 It's an opportunity to relax and talk with friends.
- 2 I eat only because it's necessary – food is fuel.
- 3 I enjoy choosing food and eating it.
- 4 I usually do something else while I eat – reading, studying, texting.
- 5 A long lunch break is a waste of time.
- 6 In a cafeteria, I don't like ordering food and waiting for it.
- 7 I don't usually eat lunch.
- 8 I prefer to eat without talking to anyone.

**B** Compare your answers with a partner.



## VIDEO

**2A** Look at the photos of Eatsa, a new restaurant in San Francisco. How do you think customers order and receive their food?



**B** 5.1.1 Watch the video and check your ideas. How is Eatsa different from a traditional restaurant or cafeteria?

**3** Watch the video again. Decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 According to Scott Drummond, customers mostly want fast and accurate service.
- 2 Customers choose meals that are already prepared.
- 3 The reporter waits about three minutes for his lunch to arrive.
- 4 The customer in the leather jacket says he has 30–45 minutes for lunch.
- 5 The customer in the red tie feels happy that he didn't have to speak to anyone.
- 6 In general, restaurants are using more technology and fewer workers.
- 7 According to Scott Drummond, though his restaurant doesn't have cashiers, it does offer workers other jobs.
- 8 According to Mike Peng, there are a lot of restaurants exactly like Eatsa in Japan.

**4** Number the sentences and phrases in the correct order. Then watch the video again from 00:14 to 00:41 and check your answers.

- a the patience for the old ways of going out and buying food, interacting with
- b We've addressed that by creating a process that's incredibly fast, incredibly precise
- c Technology is allowing us to provide a product at an unprecedented speed,
- d so the time-pressed consumer in the financial district really doesn't have
- e and ultimately gives the customer much more control about what they want for lunch.
- f somebody who might not hear your order correctly.

**5A** The video mentions several positive and negative things about this type of restaurant. List the ones you can remember and any others you can think of.

Positive	Negative
<i>Fast, ...</i>	<i>No human contact, ...</i>

Teacher's resources:  
extra activities

**B** Would you like to eat at Eatsa? Why / Why not?



**Vocabulary** Technological innovation**6** Complete the summary with the words and phrases from the video.

automated choice customise disrupt innovation interact magical place swipe

**A new way to eat**

Eatsa is using technological <sup>1</sup> \_\_\_\_\_ to <sup>2</sup> \_\_\_\_\_ the cafeteria business. Eatsa customers don't <sup>3</sup> \_\_\_\_\_ with staff, but instead use a more <sup>4</sup> \_\_\_\_\_ approach to ordering food. First, they <sup>5</sup> \_\_\_\_\_ their credit card in a touch-screen device. Then they <sup>6</sup> \_\_\_\_\_ their meal. Next, they <sup>7</sup> \_\_\_\_\_ their order, and it's ready in under two minutes. Customers love the <sup>8</sup> \_\_\_\_\_, the speed and the <sup>9</sup> \_\_\_\_\_ moments along the way.

**Describing innovative products****7A** Match the words (1-9) with the best definition (a-i). Use your dictionary if necessary.

- |                    |  |
|--------------------|--|
| 1 advanced         | a new, different and better than the things that came before |
| 2 stylish          | b attractive in a fashionable way                            |
| 3 innovative       | c can be trusted to do what you need or expect               |
| 4 dependable       | d easy to use or operate                                     |
| 5 user-friendly    | e using the most modern ideas, equipment and methods         |
| 6 unique           | f the best   |
| 7 top-of-the-range | g carefully planned and made for a certain purpose           |
| 8 classic          | h the only one of its kind                                   |
| 9 well-designed    | i attractive in a traditional way                            |

**B** Work in pairs. For each adjective above, think of a product that you own or know about that fits the description.

*My sister's car is a classic design.*

*Ballpoint pens are very well designed.*

**C** Compare your ideas with another pair.

→ **page 116** See Pronunciation bank: Numbers of syllables in words

**T** Teacher's resources:  
extra activities

**PROJECT: Innovation in business****8A** Work in pairs. Think of a business you visit often – a supermarket, clothing shop, car mechanic's, etc. Make a list of three to six things that happen when you go there.

*Car mechanic's: I phone to make an appointment. I drive the car there. I speak with the mechanic and explain the problem. The mechanic repairs the car. I use my credit card and pay for the work.*

**B** Look at your list. Could any of the steps be done in a different way, perhaps using different technology?

*Instead of phoning, I could book my appointment on the internet. At that time, I could add a note about the problem with the car. The mechanic could pick up the car at my house. Instead of paying with my credit card, I could pay by bank transfer.*

**C** Work with another pair and explain your ideas to each other. Then, for each one, make a suggestion for an action to take.

*We should set up an online appointment system.*

**Self-assessment**

- 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.



## 5.2 > Product testing

### Lesson outcome

Learners can use the Present Perfect with *just, already* and *yet*.

**Lead-in 1A** When companies develop new products, they use Quality Assurance Testers. Which of these products would you enjoy testing? Which ones would you not want to evaluate? Why?

cars cleaning products computer games make-up motorcycles  
musical instruments snack foods sports clothes

*I'd love to test cars. I love driving!*

*I wouldn't enjoy testing musical instruments because I can't play one.*

**B** Think of three or four products to add to the list.

**2** What do you think is a) the worst and b) the best part of being a product tester? Why? Think about testing similar products over and over, testing products you don't like, whether or not you would have to pay for the products.

**Reading 3** Read the article and answer the questions.

- 1 What type of product testing is it about?
- 2 What good and bad points of the job does the article mention?

## a dream job in product development

'People think I play video games all day, but that isn't what I do,' says the video games tester who gives us only his online nickname - TestPilot. 'As a tester, I've never really played the games - not in a normal way. I try to find problems with them. For example, I've done a lot of 'matrix testing' where you make every character in a fighting game go against every other character, looking for issues with the game's function, or with the art and design. It's fun, but it's also hard work.' TestPilot adds that he also does a lot of administrative work. 'Today, I've already spent two hours in meetings. And I've just spent an hour writing emails. I haven't even looked at a video game yet today.'

TestPilot has worked as a Quality Assurance Tester in the video games industry for about six years. Before that, he studied economics and politics at university. 'I've always enjoyed gaming, but I never expected to get a job in the industry.' After finishing his degree, TestPilot looked for office jobs. Then a friend mentioned the games-testing job. 'For a laugh, I attended a group job interview, and they selected me. It was a total surprise!' At first, his parents often asked, 'Have you found a real job yet?' But when they realised he was happy and could afford to pay his bills, they stopped asking.

TestPilot has worked for three companies. 'After three years in my first job, I left that company for a position with better pay.' But then two years later, that firm went out of business and TestPilot moved on. 'I've been with my current company for a year. They've just made me Quality Assurance Manager, so I feel happy about that. To be honest, the money isn't great, but it's enough. I've already had two pay increases, and I haven't become bored with it yet, and I don't expect to. So I guess this is my career, now!'

The biggest problem, says TestPilot, is that he doesn't often play games for fun these days. 'It's too much like work.'



**4** Read the article again. The statements below are incorrect. Underline the information in the article that shows the correct information.

- 1 TestPilot spends most of his time playing video games.
- 2 Being a video game Quality Assurance Tester is the easiest job in the world.
- 3 TestPilot has just started working as a video games tester.
- 4 As a child, he dreamt of working as a games tester.
- 5 TestPilot's employer has never promoted him.
- 6 After work, he relaxes by playing video games.

**5A** In your opinion, what are the pros and cons of TestPilot's job? Write a list. Then decide if you would like to do the job or not.

**B** Work in pairs and compare your answers. Did you list the same pros and cons?

**T** Teacher's resources:  
extra activities

## Grammar Present Perfect Simple with *just*, *already* and *yet*

**6** Read the sentences from the article and answer the questions.

- a Today, I've **already** spent two hours in meetings.
- b I've **just** spent an hour writing emails.
- c I haven't even looked at a video game **yet** today.
- d They've **just** made me Quality Assurance Manager, so I feel happy about that.
- e I've **already** had two pay increases.
- f I haven't become bored with it **yet**, and I don't expect to.

Which two sentences

- 1 describe things that have happened very recently?
- 2 describe things that have not been done or have not happened?
- 3 describe things that happened some time in the past, without saying specifically when?

**7** Choose the correct option in italics to complete the sentences.

- 1 I've *tested already* / *already tested* three types of cleaning product today.
- 2 We can ignore this bill because *we've just paid it* / *paid it yet*.
- 3 I need to talk to Jim today, but I haven't seen him *yet* / *already*.
- 4 She's *just* / *yet* finished writing her test report.
- 5 I've been here for six months, and I haven't had a pay increase *already* / *yet*.
- 6 *Has he started his new job already?* / *Already has he started his new job?*

**8** Complete these sentences so they're true for you.

- 1 Today, I haven't \_\_\_\_\_ yet.
- 2 This week, I've already \_\_\_\_\_.
- 3 I've just \_\_\_\_\_.

**T** Teacher's resources:  
extra activities

→ **page 122** See Grammar reference: Present Perfect Simple with *just*, *already* and *yet*

→ **page 116** See Pronunciation bank: Contrastive stress

**Speaking 9A** Look at the list of activities that people do in a typical day at work. Add three or four ideas of your own.

*make phone calls, write emails, go to meetings*

**B** Write five questions using your ideas to find out what your partner has done today. Use the Present Perfect Simple.

*Have you made a phone call yet? Have you written any emails yet?*

**C** Take turns to ask and answer questions.

*A: Have you made a phone call yet? B: No, not yet. But I've had three meetings already.*

- 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 are aware of different approaches to giving information, and can use a range of questions to ask for different kinds of information.

**Lead-in 1A** Read this comment. In pairs, discuss whether you agree with it and why.  
'Questions are the key to success in business.'

**B** Think about meetings or discussions you have in your work or course of study and discuss these questions.

- 1 Do you ask lots of questions or do you simply listen and take notes? Why?
- 2 Why is it important to ask questions?

**VIDEO 2A**  5.3.1 Watch as Beata prepares for her conference call with Daniel and Clarice. Note down what Beata says about:

- 1 Mateo.
- 2 the conference call with Daniel and Clarice.



**B** What do you think will happen during the conference call?

**3A** In small groups, discuss which is the best approach (Option A or B) for Beata to take as she participates in her conference call with Daniel and Clarice. As a class, decide which video to watch first.


**Option A** – Beata tells Daniel and Clarice everything that has happened, including minor and unimportant details.

**Option B** – Beata gives Daniel and Clarice an overview.

**B** Watch the videos in the sequence the class has decided and answer the same questions for each video.

- Option A**  5.3.2
- Option B**  5.3.3
- 1 What information did Beata give Daniel and Clarice about the meeting with Mateo?
  - 2 How did Daniel try to get more information / the right information from Beata?
  - 3 Did Daniel get the information he needed?
  - 4 How did Beata feel at the end of the conference call?

**4** In pairs, discuss the pros and cons of Beata's approach in each option.

**5**  5.3.4 Watch the Conclusions section of the video and note down the points the speaker makes about managing information and asking questions.

**Reflection 6** Think about the following questions. Then work in pairs and discuss your answers.

- 1 What kind of questions do you typically ask in discussion at work or in your studies?
- 2 How can you make sure you take part in discussions in English successfully?





## Functional language Asking open and closed questions

**7A** Match the beginnings (1–5) with the endings (a–e) to form sentences from the video.

- |                   |                               |
|-------------------|-------------------------------|
| 1 Tell us about   | a want us to change, exactly? |
| 2 Why did they    | b the colour?                 |
| 3 Can we change   | c ever met him?               |
| 4 What does Mateo | d your meeting with Mateo.    |
| 5 Have you        | e spend so much time on this? |

a 'Can we change the colour of the product?'

b 'What do you think about changing the colour of the product?'

**B** Read the questions on the left. Which question:

- 1 can be answered with *Yes* or *No*?
- 2 invites the other person to give his/her opinion and provide more details?
- 3 is an open question?
- 4 is a closed question?

**8A** Match the questions from Exercise 7A to the categories in the table.

Encouraging someone to speak	Asking for confirmation	Asking for information
Clarice, what do you think? Tell us about the rest of the discussion. _____	Is it possible to change the packaging design? Can you get back to us by Monday? _____ _____	What do you mean, a problem with the design of the packaging? What's wrong with the colour? How long will it take you to confirm this? _____ _____

**T** Teacher's resources: extra activities

**B** Work in pairs. Write a response for each question in Exercise 7A. Then practise asking and answering the questions.

**9A** Work in pairs. You have both been practising a presentation for an important meeting or assignment. You have agreed to give each other feedback on your presentation skills. You have watched the presentation and made some notes. Read your notes. Student A: Turn to page 136. Student B: Turn to page 133.

**B** Prepare questions to ask about your own presentation skills. Use the questions in Exercises 7 and 8 to help you. Ask about:

- 1 the content of the presentation.
- 2 the length of the presentation.
- 3 the slides.
- 4 your delivery (how clearly you spoke, if you spoke slowly or quickly, your pronunciation).
- 5 your body language.

**C** Take turns to ask your partner questions about your presentation skills. Ask for clarification if you don't understand your partner's feedback.

**D** Think about the questions you used to ask for feedback. Discuss what went well, what didn't go well and how you can improve next time.

**TASK**

### Self-assessment

- 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 are able to use a range of expressions to describe the features and benefits of a product.

**Lead-in 1A** Think about a product you bought recently, e.g. a mobile phone, a games console. Work in small groups and discuss the questions.

- 1 Why did you want to buy this product?
- 2 Did you research similar products first? Why / Why not?
- 3 Why did you finally choose this product?


**B** Read these comments from marketing experts. Then complete the definitions below using the words in the box

*'People don't buy oranges because they are round.'*

*'People buy benefits, not features.'*


benefits	features
----------	----------

- 1 \_\_\_\_\_ are general information about a product, e.g. what it does, its dimensions, etc.
- 2 \_\_\_\_\_ are what a product can do for the buyer, e.g. solve a problem.


**Listening 2A**  5.01 Listen to two Sales Representatives, Kendra and Paolo, describing the new ZX3 Hot-Seat during a product launch. Which speaker talks mainly about *features* and which speaker talks mainly about *benefits*?

**B** Work in pairs and discuss the questions.

- 1 What type of chair is the ZX3 Hot-Seat?
- 2 Who do you think might buy the ZX3 Hot-Seat, and why?

**3A**  5.02 Listen to Kendra's presentation again and complete the product specifications for the ZX3 Hot-Seat.

ZX3 Hot-Seat	Product Specifications
Dimensions:	1 _____ mm x 480 mm
Weight:	2 _____ g
Colour(s):	red, <sup>3</sup> _____ and _____
Materials:	4 _____ : memory foam
	5 _____ : water-resistant nylon mesh
	6 _____ : heavy-duty rubber

**B**  5.03 Listen to Paolo's presentation again and tick (✓) the benefits you hear.

- |  |  |  |  |
|--|--|--|--|
| 1 comfortable <input type="checkbox"/> | 3 easy to clean <input type="checkbox"/> | 5 lightweight <input type="checkbox"/> | 7 easy to carry <input type="checkbox"/>     |
| 2 stylish <input type="checkbox"/>     | 4 practical <input type="checkbox"/>     | 6 cheap <input type="checkbox"/>       | 8 mobile-compatible <input type="checkbox"/> |





## Functional language Describing features and benefits

### Language

**4A** Complete Kendra's description of the retractable arm feature using the verbs in the box.

comes in   comes with   made of   measures   weighs

As you can see, [the ZX3 Hot-Seat] <sup>1</sup> \_\_\_\_\_ retractable arms to provide maximum comfort. Each arm <sup>2</sup> \_\_\_\_\_ 300 by 125 mm, <sup>3</sup> \_\_\_\_\_ 45 g, is <sup>4</sup> \_\_\_\_\_ lightweight plastic and <sup>5</sup> \_\_\_\_\_ black or grey.

**B** Complete Paolo's description of the product's benefits using the phrases in the box.

allow you to   lets you   make it easier to   means that you can   so it's easier to

Well, the ZX3 Hot-Seat is the solution. For example, its heated seat <sup>1</sup> \_\_\_\_\_ combine the excitement of the stadium with the comfort of home. For added comfort, there are optional arm-rests which <sup>2</sup> \_\_\_\_\_ sit back and relax as you watch the game, while the plastic cup-holder <sup>3</sup> \_\_\_\_\_ enjoy your favourite drink at the same time. The Hot-Seat has a washable cover <sup>4</sup> \_\_\_\_\_ clean, plus the lightweight seat with handles and straps <sup>5</sup> \_\_\_\_\_ carry.

**5A** Work in pairs. Match the products/services (A-C) with the features (1-6) and benefits (a-f).

Product	Features	Benefits
<b>A</b> military-style rucksack	<b>1</b> additional side pockets	<b>a</b> place for your student/work ID or keys
<b>B</b> smart phone	<b>2</b> free home-delivery service	<b>b</b> ability to post photos on social media at any time
<b>C</b> newly opened supermarket	<b>3</b> 5G internet connection	<b>c</b> save money
	<b>4</b> washable fabric	<b>d</b> no need to interrupt your busy schedule (to go shopping)
	<b>5</b> weekly discounts on fresh products	<b>e</b> no need to carry two phones
	<b>6</b> dual SIM	<b>f</b> easy to keep clean

*It's for ... ; It has ... , which means you can ... ; It comes with ... , which allows you to ...*

**B** Practise describing the usage, features and benefits of these products/services. Use the phrases in Exercise 4.

**T** Teacher's resources: extra activities

**6A** Work in pairs. Your team at your place of work or college wants to buy a new printer. You have been asked to research the new printer and report back informally to the rest of the team. Follow these steps.

- Turn to page 131 and choose a printer.
- Read about the printer's features and decide on the benefits.
- Prepare your presentation. Decide who will talk about the features and who will talk about the benefits. (You can include a presentation slide if you wish.)

**B** Work with another pair. Take turns to give your presentations using phrases from Exercise 4 to describe the features and benefits. When you are listening, note down one or two questions to ask at the end of the presentation. Decide which printer you will buy.

**C** As a group, discuss what went well and what didn't go so well and how you could improve in the future.

## TASK



### Self-assessment

- 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 write a product review.

**Lead-in 1A** Read the product review and complete it with one word in each gap.

**GKKFONE 2** | Rating: ★★☆☆☆ | RRP: £72.00

I chose this phone because the adverts said it performed <sup>1</sup>\_\_\_\_\_ well as its more expensive competitors. For the price, it is **pretty** good value for money. <sup>2</sup>\_\_\_\_\_ **practical strong** packaging the phone came in also included a screen protector and cover, <sup>3</sup>\_\_\_\_\_ saved me having to buy them. The **extremely attractive silver** phone has a **large clear** screen, making it very easy <sup>4</sup>\_\_\_\_\_ use. It's not quite as fast as some major competitors, but it offers a **fairly good** performance. I was impressed <sup>5</sup>\_\_\_\_\_ the **long-lasting lightweight** battery and, although other reviewers said the battery stopped charging after a month, mine charges perfectly.

The main downside <sup>6</sup>\_\_\_\_\_ the **new** fingerprint ID system, which doesn't always work first time. Another problem is the camera, which sometimes freezes, so I have to turn the phone <sup>7</sup>\_\_\_\_\_ and on to get it to work. However, the picture quality is great.

<sup>8</sup>\_\_\_\_\_ you want a phone to rival the more expensive brands, I recommend the GKKFONE 2.

**B** Work in pairs and check your answers.

### Functional language

**2** Complete the table with the words in the box.

another chose decided downside impressed included  
most particularly problem said thing worst

Introduction	Good points	Bad points
I <sup>1</sup> _____ this phone because ... We bought the phone ... The adverts <sup>2</sup> _____ it performed as well as more expensive ones.	The packaging also <sup>4</sup> _____ a screen protector and cover. <sup>5</sup> _____ good thing is that the phone has a fairly large clear screen. I was <sup>6</sup> _____ by ...	The main <sup>9</sup> _____ is the new fingerprint ID system. Another <sup>10</sup> _____ is the camera. One <sup>11</sup> _____ I didn't like was ...
I <sup>3</sup> _____ to buy this phone because ...	I <sup>7</sup> _____ liked the ... What I liked <sup>8</sup> _____ was ...	The <sup>12</sup> _____ thing about the phone is ...

**T** Teacher's resources: extra activities  
**L** The review contains examples of the order of adjectives before nouns. Go to MyEnglishLab for optional grammar work.

→ page 122 See Grammar reference: Order of adjectives before nouns

### TASK

- 3A** Work in pairs. Turn to page 129 and read the online product review. Discuss how you could improve it, then write your improved review.
- B** Write a review of a product you have recently bought. Say what it does, what you think is good about it and what is not so good and give any recommendations. Write around 150 words.
- C** Exchange reviews with a partner. In what ways are your reviews the same? How many phrases from the functional language box did your partner use? Did your partner use different phrases from you?

### Self-assessment

- 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.



## 3.1 Managing projects

- 1 Choose the correct option in italics to complete the sentences.
- We have reached an important *milestone / setback* in the project, so we're celebrating.
  - There has been another *risk / setback* with the project and it's now behind schedule.
  - We don't *anticipate / manage* any further problems or delays with the project.
  - It's impossible to accurately *anticipate / predict* the future.
  - A Project Manager is responsible for *milestone / risk* management - planning for possible problems.

## Word building - verbs and nouns

- 2 Complete the email using the correct form of the words in the box.

add attach decide construct identify  
investigate solve suspend

Dear all,

I've made a <sup>1</sup>\_\_\_\_\_ to change the project schedule after several <sup>2</sup>\_\_\_\_\_ problems delayed the building project. We failed to <sup>3</sup>\_\_\_\_\_ problems with the quality of some materials and were unable to find a <sup>4</sup>\_\_\_\_\_ to the problem quickly. In <sup>5</sup>\_\_\_\_\_ to this, poor weather conditions are also causing delays. Therefore we decided to <sup>6</sup>\_\_\_\_\_ all work for a week while we <sup>7</sup>\_\_\_\_\_ why we had quality issues.

Please see <sup>8</sup>\_\_\_\_\_ for further details.

## 3.2 Comparatives and superlatives

- 3 Complete the text with the correct comparative or superlative form of the words in brackets.

This is our <sup>1</sup>\_\_\_\_\_ (big) project at the moment but it is progressing <sup>2</sup>\_\_\_\_\_ (quickly) than we would like. One problem is that not all employees are <sup>3</sup>\_\_\_\_\_ (experienced) as we would like and we are currently looking for people who are <sup>4</sup>\_\_\_\_\_ (experienced). Everyone is working <sup>5</sup>\_\_\_\_\_ (hard) as they can to try to finish the project on time. Secondly, although the budget is <sup>6</sup>\_\_\_\_\_ (large) than any of our other budgets, there are problems with a new material. We used it because it was the <sup>7</sup>\_\_\_\_\_ (expensive) - everything else cost much more - but the quality is not <sup>8</sup>\_\_\_\_\_ (good) as we expected. As a result, the job is taking us much <sup>9</sup>\_\_\_\_\_ (long) to complete. Next time we must use <sup>10</sup>\_\_\_\_\_ (good) quality materials.

## Functional language

### 3.3 Giving and responding to instructions, standing your ground

- 4 Complete the dialogue using the phrases in the box.

can do it compromise on leave it  
like you to think about need you to meet  
no problem there's no flexibility up to speed

**Piotr:** Can you bring James <sup>1</sup>\_\_\_\_\_ on the project so far?

**Alicia:** Of course. It's going well but we really <sup>2</sup>\_\_\_\_\_ the new deadline.

**James:** Sure, <sup>3</sup>\_\_\_\_\_.

**Alicia:** We'd also <sup>4</sup>\_\_\_\_\_ shift work, too, so you can complete the work on time.

**James:** The staff refuse to work shifts. They won't <sup>5</sup>\_\_\_\_\_ this. We can't afford to lose them.

**Piotr:** I'm sorry, <sup>6</sup>\_\_\_\_\_ on this. We've decided this is the best way forward.

**James:** I think we <sup>7</sup>\_\_\_\_\_ without the need for shift work. <sup>8</sup>\_\_\_\_\_ with me. I'll sort it out.

### 3.4 Asking for and giving updates

- 5 Choose the correct option in italics to complete the sentences.

- The new design is *in progress / up to date* and I expect to complete it today.
- Where / What* are we with the new design?
- What's the *last / latest* on the Indian contract?
- Can you please give me a *schedule / an update* on the construction?
- How are we *happening / doing* with the project scheduling?
- I don't see any *impediments / deadlines* at the moment.
- We hope to *finish / follow up* drawing up the plans today.

### 3.5 Email requesting an update

- 6 Match the sentence halves.

- |                    |  |
|--------------------|--|
| 1 I'd like to know | a me know what supplies you need?                |
| 2 Would you mind   | b possible to visit the site tomorrow?           |
| 3 I'd like to      | c grateful if you could do this for me.          |
| 4 Could you let    | d if the project is on schedule.                 |
| 5 Would it be      | e request a meeting with the project manager.    |
| 6 I'd appreciate   | f it if you could give me some more information. |
| 7 Could you        | g sending me the staff files?                    |
| 8 I'd be very      | h possibly send me photos of the site?           |



## 4.1 Global markets: adjective and noun collocations

1 Complete the sentences using collocations made from the words in the box. Use the clues in brackets to help you.

brand consumer goods local luxury  
marketing preferences strategy target  
territories

- What are your \_\_\_\_\_?  
(the countries you want to sell to)
- What's your \_\_\_\_\_?  
(plan for selling the product)
- We sell \_\_\_\_\_ to wealthy people. (high-end products)
- You have to know what the \_\_\_\_\_ are. (what different markets want)
- We are a major \_\_\_\_\_.  
(a well-known product bought by individuals)

### Word building

2 Complete the sentences with the correct form of the words in capitals.

- The \_\_\_\_\_ of luxury goods has decreased in the past year. CONSUME
- We \_\_\_\_\_ in making leather goods. SPECIAL
- It is \_\_\_\_\_ to involve local people in the marketing. PREFER
- We need to \_\_\_\_\_ the system so everyone has the same information. STANDARD
- We have seen a considerable \_\_\_\_\_ in sales in the last two months. GROW

## 4.2 Present Simple and Past Simple passive

3 Complete the text with the passive form of the verbs in brackets.

We produce healthy food products, which <sup>1</sup> \_\_\_\_\_ (sell) around the world. The business <sup>2</sup> \_\_\_\_\_ (found) in 2004 when only three people <sup>3</sup> \_\_\_\_\_ (employ). After six months my kitchen, which was our production facility, <sup>4</sup> \_\_\_\_\_ (expand) and in two years a new factory <sup>5</sup> \_\_\_\_\_ (build). Healthy food products <sup>6</sup> \_\_\_\_\_ first \_\_\_\_\_ (export) in the second year, when they <sup>7</sup> \_\_\_\_\_ (ship) to the USA for the first time. This expansion meant that six offices <sup>8</sup> \_\_\_\_\_ (opened) in different U.S. cities. Currently 3,000 staff <sup>9</sup> \_\_\_\_\_ (employ) worldwide and food <sup>10</sup> \_\_\_\_\_ (produce) in ten countries.

## Functional language

### 4.3 Changing the subject and staying on track

4 Complete the conversation using the phrases in the box. There are two extra phrases you do not need to use.

a good moment come to that get back I forget  
plenty of time reminds me wonder if we could

- A: Excuse me, I <sup>1</sup> \_\_\_\_\_ talk about the new office?  
B: Yes, of course. The building's nearly complete. We'll open on schedule, next month.  
A: Is this <sup>2</sup> \_\_\_\_\_ to start talking about the opening party?  
B: We'll <sup>3</sup> \_\_\_\_\_ later. We need to have a video walkthrough of the furniture layout first.  
A: That <sup>4</sup> \_\_\_\_\_, my new sofa's coming today. I've got to go home to wait for it.  
B: OK, but before you go, can we get back to the furniture?  
A: Of course. But before <sup>5</sup> \_\_\_\_\_, we need to order more desks. Is that OK?

### 4.4 Reaching agreement

5 Complete the conversation with one word in each gap.

- A: I think we <sup>1</sup> \_\_\_\_\_ change the design of our logo.  
B: I'm sorry but I don't agree <sup>2</sup> \_\_\_\_\_ you. Why <sup>3</sup> \_\_\_\_\_ we just change the colour?  
A: Actually, that's not a <sup>4</sup> \_\_\_\_\_ idea. It'd look better in red and green.  
C: Sorry, I'm not <sup>5</sup> \_\_\_\_\_ I agree. We need to do something, but changing the colour isn't enough. How <sup>6</sup> \_\_\_\_\_ if we ask the staff what they think?

### 4.5 Letter confirming an order

6 Choose the correct option in italics to complete the text.

<sup>1</sup>This / That is to confirm your order no. 4536 for 100 BK workstations. I also confirm that we will <sup>2</sup>distribute / deliver the workstations to your head office on Friday.

The <sup>3</sup>unit / item price of the workstations is £200 and, in addition, we are offering you a <sup>4</sup>refund / discount of 10 percent providing you pay for the goods on time. Our <sup>5</sup>payment / account terms are 30 days after invoice date and I <sup>6</sup>enclose / involve full terms and conditions for your records.

We <sup>7</sup>appreciate / thank you for your business and look forward to <sup>8</sup>supplying / receiving you again in the future. If you have any <sup>9</sup>orders / queries, please do not <sup>10</sup>hesitate / stop to contact us.



## 5.1 Technological innovation

### 1 Choose the correct option in italics to complete the text.

Today, customers are always looking for something different. This is probably because in today's <sup>1</sup>*disrupted* / *automated* world full of <sup>2</sup>*innovation* / *interaction*, everyone seems to follow the same trends and ends up with the same products despite the fact that there is far more <sup>3</sup>*choice* / *custom* than ever before. Furthermore, many people spend their days <sup>4</sup>*swiping* / *interacting* with machines rather than other people, so they may feel a little disconnected. Consequently, by offering <sup>5</sup>*customised* / *disrupted* products, companies offer something a bit different and perhaps make customers feel more human and individual again.

## Describing innovative products

### 2 Complete the sentences with the adjective form of the words in brackets.

- I think the new car design is very \_\_\_\_\_ (style).
- This phone uses the most \_\_\_\_\_ (advance) technology available.
- It's important to offer user-\_\_\_\_\_ (friend) products.
- The company has a reputation for making very \_\_\_\_\_ (good, design) products.
- People want to buy a brand whose quality is \_\_\_\_\_ (depend).

## 5.2 Present Perfect Simple with *just, already and yet*

### 3 Write sentences or questions in the Present Perfect Simple using the words in brackets.

- (already) we / build / three factories this year.
- (yet) they / not export / to USA.
- (just) Mr Kite / become / Sales Manager of the Year.
- (yet) you / finish the designs for the new product line?
- (just) Liam / get / a new job?
- (just) the boss / send me an email.
- (yet) I / not / start my new job.
- (already) she / finish the report.

## Functional language

### 5.3 Asking open and closed questions

#### 4 Decide if these questions are *open* (O) or *closed* (C).

- Tell us about the new product line.
- Have you worked in packaging design before?
- How long will it take to finish the product?
- Can we change the meeting from today to tomorrow?
- What do you mean exactly?
- Has the machine stopped working?
- Where did the delivery go?
- Why did the customer make a complaint?

### 5.4 Describing features and benefits

#### 5 Match the sentence halves.

- |                                 |  |
|---------------------------------|--|
| 1 The new dishwasher comes with | a allows it to heat up without using electricity.  |
| 2 The new machine comes in      | b to fit the machine neatly into a kitchen.        |
| 3 It is designed                | c measures 60 cm and the other 50 cm.              |
| 4 The use of special crystals   | d lots of new features.                            |
| 5 There are no handles,         | e silver, white and black.                         |
| 6 This makes it easier          | f which means that there are no bits sticking out. |
| 7 There are two widths: one     | g for daily family washes.                         |

### 5.5 Product review

#### 6 Complete the review with one word in each gap. The first letter is given to help you.

#### HLX Multi-cooker

Rating: ★★★★★☆

We <sup>1</sup>c\_\_\_\_\_ this cooker because the adverts said it <sup>2</sup>p\_\_\_\_\_ more economically than most competitors, which is true. It also has a long-lasting battery in case there is a power cut. I was <sup>3</sup>i\_\_\_\_\_ by this innovation, which means that you can cook for six hours even if there is no electricity. <sup>4</sup>A\_\_\_\_\_ good thing is that it has a built-in microwave so everything is in one unit. However, <sup>5</sup>w\_\_\_\_\_ I liked most how was how quickly everything cooks in the main oven.

<sup>6</sup>O\_\_\_\_\_ thing I didn't like was the colour - there is no choice, only black - but the main <sup>7</sup>d\_\_\_\_\_ is the price, which is about 10 percent higher than other similar cookers. Nevertheless, if you want an efficient cooker, we <sup>8</sup>r\_\_\_\_\_ the HLX Multi-cooker.