

# Coursebook

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with

## Digital Resources

access code inside

# B2

# Business Partner



Pearson

FT Publishing  
FINANCIAL TIMES



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# Introduction for learners

## Why... Business Partner?

Our research talking to teachers and learners proved a few very obvious points.

- 1 People study business English in order to communicate more effectively in their workplace or to find a job in an international environment.
- 2 To achieve these goals, you need to improve your knowledge of English language as it is used in the workplace, but also develop key skills for the international workplace.
- 3 People studying business English have different priorities and amounts of study time. You therefore need a flexible course which you can adapt to suit your needs.

*Business Partner* has been developed to meet these needs by offering a flexible course, focused on delivering a balance of language and skills training that you can immediately use to improve your performance in your workplace, studies or job search.

## Why... skills training?

Language is only one aspect of successful communication. Effective communication also requires an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

In *Business Partner* we refer to 'Communication skills' and 'Business skills'. Every unit has a lesson on these two areas.

- 'Communication skills' (Lesson 3) means the soft skills you need to work effectively with people whose personality and culture may be different from your own. These include building relationships, handling difficult communicators and managing challenging feedback.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for taking part in meetings, presentations and negotiations.

## Why... authentic content?

In order to reflect the real world as closely as possible, *Business Partner* content is based on authentic videos and articles from leading media organisations such as the BBC, the NIKKEI Asian Review and the Financial Times. These offer a wealth of international business information as well as real examples of British, U.S. and non-native speaker English.

## Why... video content?

We all use video more and more to communicate and to find out about the world. This is reflected in *Business Partner*, which has two videos in every unit:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your level of English.
- a dramatised communication skills video in Lesson 3 (see p.6 for more information).

## Why... flexible content?

This course has been developed so that you can adapt it to your own needs. Each unit and lesson works independently, so you can focus on the topics, lessons or skills which are most relevant to you and skip those which don't feel relevant to your needs right now.

You can then use the extra activities and additional materials in MyEnglishLab to work in more depth on the aspects that are important to you.



## What's in the units?

### Lesson outcome and self-assessment

Each lesson starts with a lesson outcome and ends with a short self-assessment section. The aim is to encourage you to think about the progress that you have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

### Vocabulary

The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. You will get lots of opportunities to use the vocabulary in discussions and group tasks.

### Functional language

Functional language (such as managing bad news, discussing priorities, facilitating a discussion) gives you the capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will practise the language in group speaking and writing tasks.

**L** In MyEnglishLab you will also find a Functional language bank so that you can quickly refer to lists of useful language when preparing for a business situation, such as a meeting, presentation or interview.

## Grammar

The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to.

- There is one main grammar point in each unit, presented and practised in Lesson 2.
- **L** There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice.

Both grammar points are supported by the Grammar reference section at the back of the coursebook (p.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

## Listening and video

The course offers a wide variety of listening activities (based on both video and audio recordings) to help you develop your comprehension skills and to hear target language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native speaker English. Lessons 1 and 3 are based on video (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with significant audio recordings in Lesson 4 and the Business workshop.

## Reading

You will read authentic texts and articles from a variety of sources, particularly the Financial Times. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop.

- **L** In MyEnglishLab, you will also find a Reading bank which offers a longer reading text for every unit with comprehension activities.

## Speaking

Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage you to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own situation.

## Writing

- Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as proposals, reviews, blogs and emails, and for different purposes, including internal and external company communications, summarising, making requests and giving reasons.
- There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar.

- **L** In MyEnglishLab, you will find a Writing bank which provides models of different types of business writing and useful phrases appropriate to your level of English.

## Pronunciation

Two pronunciation points are presented and practised in every unit. Pronunciation points are linked to the content of the unit – usually to a video/audio presentation or to a grammar point. The pronunciation presentations and activities are at the back of the coursebook (p.112), with signposts from the relevant lessons. This section also includes an introduction to pronunciation with British and U.S. phonetic charts.

## Reviews

There is a one-page review for each unit at the back of the coursebook (p.104). The review recycles and revises the key vocabulary, grammar and functional language presented in the unit.

## Signposts, cross-references and MyEnglishLab

**T** **Signposts for teachers** in each lesson indicate that there are extra activities in MyEnglishLab which can be printed or displayed on-screen. These activities can be used to extend a lesson or to focus in more depth on a particular section.

**L** **Signposts for learners** indicate that there are additional interactive activities in MyEnglishLab.

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**Cross-references** refer to the Pronunciation bank and Grammar reference pages.

## MyEnglishLab

Access to *MyEnglishLab* is given through a code printed on the inside front cover of this book. Depending on the version of the course that you are using, you will have access to one of the following options:

**Digital Resources powered by MyEnglishLab** including: downloadable coursebook resources, all video clips, all audio recordings, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional language bank, Writing bank and My Self-assessment.

**Full content of MyEnglishLab:** all of the above plus the full self-study interactive workbook with automatic gradebook. Teachers can assign workbook activities as homework.

The **Global Scale of English (GSE)** is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

GSE	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 <sup>+</sup>	B1 <sup>+</sup>	B2 <sup>+</sup>	C1	C2		

Learn more about the Global Scale of English at [english.com/gse](http://english.com/gse)



# COMMUNICATION SKILLS

## Video introduction

### Introduction

The Communication skills videos (in Lesson 3 of each unit) introduce you to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality.

In each Communication skills lesson, you will:

- 1 watch a setup video which introduces the main characters and challenge of the lesson;
- 2 watch the main character approach the situation in two different ways (Options A and B);
- 3 answer questions about each approach before watching the conclusion.

There is a storyline running through the eight units, with the main characters appearing in different situations. Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.

### Communication skills video storyline

- EN-Tek, which stands for Ethical Energy Technology, is a creative engineering start-up based in Cambridge, UK. EN-Tek develops cheap and innovative solar energy products that improve the lives of people in developing countries.
- Go Global is an investment capital organisation based in London which specialises in supporting innovative projects in developing countries.
- EN-Tek has been talking to Go Global because it needs a financial and business partner to help produce and sell its latest invention, a solar-powered water pump, in Bangladesh.
- The Go Global team suggest China as the production location as they are familiar with the manufacturers there, but EN-Tek want to produce the water pumps in Bangladesh in order to support the local community.
- Throughout the eight units of the book, we watch Go Global and EN-Tek negotiate their differences as they also face a range of challenges at different stages of the project.

### Characters

**Sanjit Singh (British Indian)** EN-Tek Lead Product Developer, (units: 1, 2, 4, 5, 6, 7, 8)

**Claudio Lemos (Venezuelan)** Go Global Key Account Manager (units: 1, 2, 3, 5, 6)

**Katie Evans (Australian)** EN-Tek Sales and Marketing Manager (units: 1, 3, 4, 5, 7, 8)

**Emma Berg (Norwegian)** Financial Analyst at Go Global (units: 1, 2, 6, 7)

**Paweł Polkowski (Polish)** Production Manager at EN-Tek (units: 2, 3, 4, 8)

**Gary Roach (Canadian)** Independent marketing consultant/expert (unit 4)

**Claire James (Canadian)** Go Global Marketing Specialist (units: 4, 5)



### Video context by unit

#### 1 Building relationships

**Video synopsis:** Sanjit is unsure of the relationship with Go Global. Do they have the same values and goals?

#### 2 Team communication

**Video synopsis:** EN-Tek and Go Global meet to discuss their differences of opinion regarding production location.

#### 3 Managing bad news

**Video synopsis:** Katie receives some bad news. Paweł advises her on how to discuss this with Claudio.

#### 4 Handling difficult communicators

**Video synopsis:** An independent marketing expert is brought in to offer advice on branding.

#### 5 Managing challenging feedback

**Video synopsis:** Claudio and Sanjit have differences of opinion regarding sales figures.

#### 6 Transparency in business

**Video synopsis:** Claudio has to decide how transparent to be regarding what might become a serious issue.

#### 7 Dealing with urgency

**Video synopsis:** The teams need to communicate in order to address an urgent issue.

#### 8 Coaching and mentoring

**Video synopsis:** Sanjit offers Katie a role in EN-Tek's next business venture.

# Corporate culture

# 1



► 'If the highest aim of a captain were to preserve his ship, he would keep it in port forever.'

Thomas Aquinas,  
Italian philosopher

## Unit overview

### 1.1 > Workplace culture

**Lesson outcome:** Learners can use vocabulary related to corporate cultures.

**Video:** A culture of equal pay

**Vocabulary:** Elements of corporate culture

**Project:** Company policy

### 1.2 > Employee retention

**Lesson outcome:** Learners can use the Future Continuous and the Future Perfect Simple to talk about events that are taking place or that have finished at a point in the future.

**Reading:** Work-life balance schemes

**Grammar:** Future Continuous and Future Perfect Simple

**Speaking:** How do you see yourself in the future?

### 1.3 > Communication skills: Building relationships

**Lesson outcome:** Learners are aware of different ways to build relationships and can use a range of phrases for building trust.

**Video:** Building relationships

**Functional language:** Building trust

**Task:** Choosing a candidate

### 1.4 > Business skills: Presenting yourself

**Lesson outcome:** Learners are aware of the different stages of presenting themselves and can use a range of phrases for self-presentation.

**Listening:** Presenting yourself to a new project team

**Functional language:** Self-presentation

**Task:** Presenting yourself to international colleagues

### 1.5 > Writing: A company news blog

**Lesson outcome:** Learners can plan and write an informative company news blog.

**Model text:** A company news blog

**Functional language:** Structuring a company news blog

**Grammar:** Phrases with *be*

**Task:** Write a blog

## 1.1

## Workplace culture

## Lesson outcome

Learners can use vocabulary related to corporate cultures.

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

**Lead-in 1** Read the definition and discuss these questions.

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

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

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

**B** Watch the video and find out what the company actually did.**3** Watch the video again and answer the questions.

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

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

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

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

**T** Teacher's resources: alternative video and extra activities

**Vocabulary** Elements of corporate culture**5A** Match 1-4 with a-d to make sentences from the video.

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

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

*dress code - the type of clothes people are expected to wear*



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

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

**7** Complete the text using the words in the box.

atmosphere code flexibility image pay strategy structure values

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

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

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

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

→ page 114 See Pronunciation bank: Stress in compound nouns

**PROJECT: Company policy**

**9A** Work in small groups. Discuss these questions.

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

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

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



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

## Lesson outcome

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

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

diverse work menial tasks promotion sabbatical work-life balance

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

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

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

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

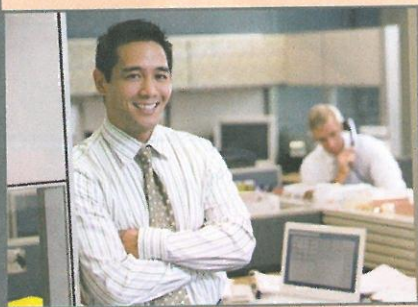
## 4 Read the article again and decide if these sentences are true (T) or false (F).

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

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

FT

## Investment banks' work-life balance schemes will pay off



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

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

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

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

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

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



# 1.3

## COMMUNICATION SKILLS Building relationships

### Lesson outcome

Learners are aware of different ways to build relationships and can use a range of phrases for building trust.

### Lead-in 1 In pairs, read the comments from two professionals and discuss the questions.


- 1 Think of one potential advantage and disadvantage of each style.
- 2 How important do you think building trust is at work? Why?

*'I trust people fast. I like to be open with people from the beginning and share information. I think focusing on common objectives also helps to build trust quickly and makes a team more efficient.'*

*'I don't really focus on trust at the start. I focus on getting my own job done. Relationships and trust building comes later after people prove they're competent and can deliver what the team needs.'*

### VIDEO 2 1.3.1 EN-Tek and Go Global have entered into a partnership. Watch the video. What are Sanjit's three concerns about working with Go Global?




 Go to MyEnglishLab for extra video activities.


### 3A In small groups, discuss which is the best communication style (Option A or B) for Sanjit to use in the meeting with Go Global. Give reasons for your answers. As a class, decide which video to watch first.

**Option A – Focus on building trust and collaboration:** Be open and ask questions to explore others' ideas. State clearly your respect for others' skills and commitment. Focus on positives and joint opportunity.

**Option B – Focus on task completion and your own objectives:** Explain your objectives. Ask questions to explore possible problems with completing the task.

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

- Option A**  1.3.2
- 1 Which two topics does Claudio say are important to discuss?
  - 2 Where do Go Global want to set up production?
  - 3 According to Emma what are the major issues?
  - 4 How does Sanjit remain open to others' ideas, stay positive about the working relationship and show respect for others' commitment?

- Option B**  1.3.3
- 1 At the beginning of the meeting, what does Sanjit say he needs to know?
  - 2 Why aren't the distribution partners good enough according to Emma?
  - 3 How does Sanjit challenge Emma about her analysis of the situation?
  - 4 How do we know Claudio understands and supports Sanjit's objective to go with local people?

### 4 In pairs, discuss which approach you think was most effective in establishing a positive working relationship based on trust. Why?

### 5 1.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

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

- 1 Which of the two relationship building styles in Exercise 3 do you prefer? Why?
- 2 In which situations might you use your non-preferred style? Why?

**Functional language** **Building trust**

**7A** Look at the strategies in the table for building trust with people you work with. Then complete the table with these phrases from the video.

- a Could we help you [with that]?
- b We both want to [go forward with this].
- c I like your suggestion to [get more data].
- d One way to solve this is [just] to [send our analyst].
- e To be honest, I feel [a little] worried [about your proposal].
- f I understand what you're saying about [distributors].

<b>Focus on common objectives</b>	Let's wait until we [have the detailed quality report] and decide together [next week]. 1 _____
<b>Share ideas</b>	Can I suggest that [I give an update on ...]? 2 _____
<b>Be open about thoughts and feelings</b>	Frankly, I'm concerned that ... 3 _____
<b>Show empathy</b>	I can see you're [concerned about ...]. 4 _____
<b>Offer support</b>	Would it be [useful] for me to ... ? 5 _____
<b>Show trust in others</b>	Based on [your experience], how do you think we can ... ? 6 _____

**B** In your experience, what else can you say or do which can help to build trust with other people?

**8** Complete the dialogue between an IT manager (Maria) and an external consultant (Ralf) using phrases a-f from Exercise 7A.

**M:** With these project delays, I don't see how we can possibly finish things on time.

**R:** I'm still very confident.

**M:** And, <sup>1</sup> \_\_\_\_\_ rising costs. We're currently 20 percent over budget.

**R:** <sup>2</sup> \_\_\_\_\_ costs. This is a concern.

**M:** Exactly. And I really don't see what we can do about it.

**R:** OK, look. <sup>3</sup> \_\_\_\_\_ reduce the time we're spending on testing.

**M:** Yes, <sup>4</sup> \_\_\_\_\_ reduce your time. But you need to test as you develop things.

**R:** That's true. <sup>5</sup> \_\_\_\_\_ develop software which works. But testing is expensive.

**M:** <sup>6</sup> \_\_\_\_\_ with the testing? Some of our people could pick this up quickly.

**R:** That could work. We reduce costs, keep testing quality, and deliver on our promise.

**M:** OK, let's try this idea. Thanks, Ralf. I knew you'd come up with something.

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

**9A** Work in pairs. You work at the same company and are meeting to decide which of two candidates (Alice Andrews or Mike Preston) will lead on a new project. Read your role cards and prepare for the meeting. Remember the strategies from Exercise 7A.

Student A: Read the role card on page 126.

Student B: Read the role card on page 128.

**B** Hold your meetings and try to arrive at a decision.

**C** At the end, discuss how you could improve the communication.

**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.

# 1.4

## BUSINESS SKILLS Presenting yourself

### Lesson outcome

Learners are aware of the different stages of presenting themselves and can use a range of phrases for self-presentation.

**Lead-in 1** Work in pairs. Read the blog about presenting yourself. Which idea in each section do you think is the most important? Why? Add your own ideas to the list of things to do when presenting yourself.

### 8 TIPS for presenting yourself to make an impact

First meetings with international colleagues give you the opportunity to present yourself formally and informally. Presenting yourself effectively can help you build long-term positive relationships.

#### STEP 1: Be proactive during informal personal introductions before a team meeting

- 1 Approach people proactively and enthusiastically, and present useful information about yourself.
- 2 Ask questions to show you are open and curious.
- 3 Find common points to build the relationship between yourself and others.

#### STEP 2: Build trust during the formal round of personal presentations to the team

- 4 Volunteer to begin the round of personal introductions to create a positive mood in the room.
- 5 Build trust in yourself by giving details about your role, expertise and experience.
- 6 Show commitment and say something positive about working with the people in the room in the future.

#### STEP 3: Close positively after the team meeting

- 7 Clearly show interest in what people have said during your first meeting with them.
- 8 Say goodbye to everyone. Offer support and express positive feelings about meeting again in the future.



**Listening 2A** 1.01 Listen to Sue Jacobs as she introduces herself to two new colleagues, Angela and Martin, just before a meeting for their new project team. Answer the questions.

- 1 Where does Sue say she works?
- 2 Which questions does she ask?
- 3 What does Sue discover that all three have in common?
- 4 How does she end the conversation?

**B** 1.02 Now listen as Sue and her two colleagues present themselves formally during the meeting. What does each speaker say about the three topics below? Which personal presentation do you prefer, and why?

- responsibility and experience
- main area of expertise
- thoughts about the project

**C** 1.03 Listen as Sue says goodbye to her new colleagues and answer the questions.

- 1 What does Sue want Angela to send her?
- 2 What does she offer to do for Martin?
- 3 How does Sue end the conversation?

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

- 1 How well do you think Sue presented herself across the whole event? Why?
- 2 Which of the blog tips do you think she used?
- 3 In your experience, how effective will her presentation style be in different cultural contexts? Why?

## Functional language Self-presentation

**3A** Look at these phrases used by Sue in Exercise 2. Match each phrase (a–j) with one of the tips in Exercise 1.

- |  |   |
|--|---|
| <b>a</b> I really liked what you said about [your approach to projects in Portugal]. | <b>f</b> If you need any help with [tickets for the theatre ...], just let me know. |
| <b>b</b> I'm happy to start [the introductions].                                     | <b>g</b> So do you [both] work [in local finance teams]?                            |
| <b>c</b> I'm [Sue], from the [London] office.  | <b>h</b> I know what you mean!  |
| <b>d</b> Oh really? Me, too.   | <b>i</b> I joined [Hansens at the beginning of last year].                          |
| <b>e</b> My current job is [Head of Financial Controlling in the UK].                | <b>j</b> I'm really delighted to [be part of this team].                            |

**B** Use phrases a–h to complete the personal presentation below.

- |   |  |
|---|--|
| <b>a</b> the job is quite stressful     | <b>e</b> I'm based in                                  |
| <b>b</b> if you need my help in any way | <b>f</b> I used to work on                             |
| <b>c</b> the main task was              | <b>g</b> it's going to be great working with you again |
| <b>d</b> I'm proud to be involved       | <b>h</b> I'm now responsible for implementing          |

So, my name's Mike Foley and <sup>1</sup> \_\_\_\_\_ the New York office. I've been with the company now for around five years. I've always worked in IT. In the past, <sup>2</sup> \_\_\_\_\_ the service desk, that was my first job, mainly just for our U.S. operations. <sup>3</sup> \_\_\_\_\_ troubleshooting some of the more complex issues. Since last year, I've been working far more internationally, mainly on projects, as <sup>4</sup> \_\_\_\_\_ new software solutions at Group level. What else? OK, I have to

travel quite a bit; probably 30 percent of my time is on the road to the USA, Canada and Latin American locations. I really enjoy it, but <sup>5</sup> \_\_\_\_\_ at times. I have to say, I'm really excited to be working on this project. I know a couple of you, and <sup>6</sup> \_\_\_\_\_. I guess we all understand that this is a really important project for the company, and <sup>7</sup> \_\_\_\_\_. Just finally, <sup>8</sup> \_\_\_\_\_, don't hesitate to ask. I'm here to collaborate. Thank you.

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

**C** Prepare a similar introduction about yourself to a new project team using the phrases in Exercises 3A and B.

**4A** Work in small groups and read the information. Then choose an industry for your company.

### TASK

#### Professional context

You work for a leading company in your industry. You are at the company headquarters for a meeting to kick off a large innovation project. The project aims to bring staff from different levels and countries of the organisation together to brainstorm new product ideas.

**B** Prepare a professional identity for yourself using the template on page 126 and think about how you will present yourself to your group.

**C** Go back to your groups and roleplay the three stages of presenting yourself.

Step 1: Meet and present yourself informally to the people in your project team before the meeting.

Step 2: Present yourself formally to the team during the meeting.

Step 3: Say goodbye to your team members at the end of the meeting.

**D** At the end, vote for who gave the most inspirational personal presentation.



### 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.