

Coursebook

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Digital Resources

access code inside

B2+

Business Partner

Your Employability Trainer

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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 saying 'no' firmly and politely, giving feedback on performance and diffusing conflict.
- 'Business skills' (Lesson 4) means the practical skills you need in different business situations, such as skills for challenging conversations and developing a convincing argument.

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, letters, blogs and emails, and for different purposes, including internal and external company communications, summarising, making recommendations and describing a business decision.
- 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.

→ page 000

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 ⁺	B1 ⁺	B2 ⁺	C1	C2		

Learn more about the Global Scale of English at 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(s) 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.

- Happenings is an events management agency based in London. It was founded by Prisha Patel who, after fifteen years in corporate event planning in both the UK and Hong Kong, decided to set up her own agency. Fortunately, she managed to bring some of her old clients with her (souring her relationship with her former employer in the process) but, as the agency has only been in business for just over a year, it's still working hard to build up its client base.
- Happenings is gradually earning a reputation for innovation in a highly competitive marketplace although persistent cash flow problems are hindering growth somewhat and the future is uncertain.
- Overlander is an international company which designs and makes Quad bikes and has its Head Office in the USA. It wants Happenings to organise an event in the UK for its global staff where they will be able to try the latest Quad bikes before they go on sale to the public.
- Claremont is a cosmetics company that is looking for an events agency to create something special for the launch of their new perfume.
- Throughout the eight units of the book, we watch Happenings in their attempts to provide their clients with high quality events whilst making enough of a profit to keep the company afloat.

Characters

Prisha Patel (British) Creative Director at Happenings (all units)

David Levy (Irish) Accounts Director at Happenings (units: 1, 2, 3, 4, 6, 7, 8)

Sonia Chung (Swedish and Vietnamese) Project manager at Happenings (units: 2, 3, 8)

Otto Weber (German) Logistics Manager at Happenings (units: 5, 8)

Meghan Matthews (South African) HR Manager at Overlander (units: 1, 2, 4)

Richard Thompson (British) Senior HR Manager at Overlander (units: 2, 4)

Pierre Delacroix (French) Finance Manager at Claremont (units: 3, 7)

Anne Wright (British) Events Coordinator at Claremont (unit 3)



Video context by unit

1 Carrying out a needs analysis

Video synopsis: Prisha and David aren't sure of how they should ask Overlander about what they want for the event.

2 Negotiating skills

Video synopsis: Prisha and David disagree on how they should deal with the mistake they have made.

3 Presenting skills

Video synopsis: Prisha advises Sonia on how to present a pitch to a prospective client.

4 Saying 'no' firmly and politely

Video synopsis: Prisha and David have to deal with last-minute changes requested by Overlander.

5 Giving feedback on performance

Video synopsis: Prisha needs to find the best way of giving Otto feedback in his performance review.

6 Handling tense conversations

Video synopsis: Prisha and David disagree on a matter, but need to find the best way to communicate their differences.

7 Dealing with risk

Video synopsis: Prisha and David have to assess whether or not they can take on another event.

8 Influencing a decision

Video synopsis: The 'Happenings' staff have to decide which companies to work with again on future events.

Market research

1



➤ *'If we knew what we were doing, it wouldn't be called research.'*
Albert Einstein

Unit overview

1.1 ➤ Market research methods

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

Video: Types of market research

Vocabulary: Terms in market research

Project: How market research affects brands

1.2 ➤ Working with a focus group

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

Listening: A focus group about a new app

Grammar: Question tags

Speaking: Catching up with an old friend

1.3 ➤ Communication skills: Carrying out a needs analysis

Lesson outcome: Learners are aware of different ways to complete a needs analysis and can use a range of question types to do this effectively.

Video: The needs of a new client

Functional language: Using leading and open questions to effect

Task: Agreeing details of a corporate event

1.4 ➤ Business skills: Dealing with questions

Lesson outcome: Learners can use strategies for responding effectively to a range of questions during and after a presentation.

Listening: A presentation with questions and answers

Functional language: Responding to questions during a presentation

Task: Propose a change and respond to questions

1.5 ➤ Writing: Reports – Summary findings

Lesson outcome: Learners can summarise the findings of a survey or focus group as part of a report.

Model text: Summary findings from a report

Functional language: Summarising findings of a report or survey

Grammar: Reporting verb patterns

Task: Write a summary of survey findings

Business workshop 1:

Review 1:

Pronunciation: 1.2 Intonation in question tags
1.3 Indian English pronunciation

Grammar reference:



Lesson outcome

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

Lead-in


1 Discuss these questions.

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

VIDEO




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

3  1.1.1 Watch the video. Were any of your ideas in Exercise 2 mentioned? Did you hear about any other ways for companies to collect information?4 Watch the video again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

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

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

 Teacher's resources:
extra activities

Vocabulary Terms in market research

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

customer desk focus in-depth launch online sample target

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

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

7 Match the words and phrases with the definitions.

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

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

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

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

T Teacher's resources:
extra activities

PROJECT: How market research affects brands

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

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

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

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

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



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

1.2

Working with a focus group

Lesson outcome

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

Lead-in

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

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


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


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

Listening

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

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


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

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

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

5 Listen again and answer the questions.

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


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

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

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

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



 Teacher's resources:
extra activities

Grammar Question tags

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

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

B What are the rules for forming question tags?

→ page 118 See Grammar reference: Question tags

→ page 114 See Pronunciation bank: Intonation in question tags

10 Match the sentence beginnings with the question tags.

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

11 Complete the dialogue using question tags.

A: Good morning and welcome to this training session on moderating focus groups effectively. Everyone lives in the area, ¹ _____ ?

B: Yes, we're all from nearby and really looking forward to the course. This is a really important aspect of market research, ² _____ ?

A: It certainly is. Now first we're going to look at the types of questions necessary to run good focus groups. No one has worked on this before, ³ _____ ?

B: No, it's really new. One thing ... unfortunately, I'll have to leave an hour early to catch a flight. But there'll be information I can take along, ⁴ _____ ?

A: Sure. And you can always email me your questions. So let's get started, ⁵ _____ ? First we need to find out what people think about a product, but we rarely ask general questions in surveys, ⁶ _____ ? Would you like to take a few minutes together to think of some specific questions we could ask? Think about ...

T Teacher's resources:
extra activities

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

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

We met at university, didn't we?

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

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

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

- 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.

1.3

COMMUNICATION SKILLS Carrying out a needs analysis

Lesson outcome

Learners are aware of different ways to complete a needs analysis and can use a range of question types to do this effectively.

Lead-in 1A Read and label the questions as 'Leading question' or 'Open question'.

1 What do you think about the new printer?

2 What problems have you had with the new printer?

B Work in groups and read the text. Discuss which statement (a or b) you agree with most. Why?

Leading questions are deliberately designed to influence the listener into choosing a particular response. These questions are 'directional' and either guide the person to the answer wanted by the person who is asking or may try to stop them thinking of alternatives.

- a Leading questions can be manipulative or even dishonest.
- b Leading questions are a very useful technique in the negotiation process.

VIDEO



Go to MyEnglishLab for extra video activities.

2 Watch as Prisha Patel, Creative Director at Happenings, and her partner David Levy, Accounts Director, discuss a future meeting with a new client, Overlander UK. Answer the questions.

- 1 Why is it important for Happenings to get this client?
- 2 Why would Hebden Hall be a good option for Happenings?
- 3 How does Prisha want to approach the meeting?
- 4 What does David think they need to be careful of?

3A In small groups, discuss the advantages and disadvantages of the approaches presented below (Options A and B). Think about your own personal and professional experiences. As a class, decide which video to watch first.

Option A: Encourage the client to express their own ideas and provide suggestions if necessary.

Option B: Think about your own aims/goals and choose questions to lead your client when making decisions.

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

- Option A** 1.3.2
- 1 What are Meghan's criteria for the venue?
 - 2 How much control do Prisha and David have over the proceedings?
 - 3 What do you think Prisha and David are thinking during this meeting?
 - 4 Did Meghan think her demands were realistic?
- Option B** 1.3.3
- 1 How does Meghan respond to the adventure theme idea?
 - 2 What does Meghan think of the zip lining activity?
 - 3 How does Prisha put forward the idea of their own caterers?
 - 4 How much control do Prisha and David have over the proceedings?

4 In pairs, discuss which meeting was more successful and why.

5 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 style of questioning do you prefer to use when trying to obtain information from a client or colleague during a first meeting? Why?
- 2 What are one advantage and one possible disadvantage of your own personal style of questioning?

Functional language Using leading and open questions to effect

7A Complete the phrases in bold from the video with the words in the box.

about considered feel interested think thought thoughts

- 1 What are your **_____ on**
 - a the kind of event that you want?
 - b a two-day conference in Berlin?
- 2 How would the team **_____ about**
 - a us bringing in our own caterers?
 - b an outdoor event?
- 3 Have you **_____**
 - a holding the event in an art gallery?
 - b what your team would like to do?
- 4 How **_____**
 - a some kind of entertainment?
 - b following the evening meal with a party?
- 5 Would your staff be **_____ in**
 - a spending the Saturday morning at a treetop adventure?
 - b a morning activity?
- 6 What do you **_____ about**
 - a going to an exclusive restaurant?
 - b the Friday evening?
- 7 Have you **_____ about**
 - a the kind of activities you would like?
 - b having team-building outdoor activities?

B Which options (a or b) in Exercise 7A are leading and which are open? Explain your choices.

8 Look at these answers to questions from an Events Manager. Use the bold phrases in Exercise 7A to write a question for each one.

- 1 A parachute jump would be excellent. My team would love it.
- 2 My staff would definitely be interested in a trip to Barcelona. They have never been there before.
- 3 I think it should be an Indian restaurant.
- 4 I haven't considered it yet. What kind of facilities are available?
- 5 Taking the clients to dinner after the meeting sounds like a great idea.

T Teacher's resources:
extra activities

→ **page 114** See Pronunciation bank: Indian English pronunciation

TASK

9A Work in groups of four. You are going to roleplay a meeting between an events company and their clients to agree details of an upcoming event. In pairs, read your role cards and prepare for the meeting.

Pair A: Read your role card on page 126.

Pair B: Read your role card on page 128.

- B** Using question phrases from Exercise 7A, hold your meeting and try to persuade your partners that your solution is the best option.
- C** After your meeting, discuss how you could improve communication.
- D** Think of your own event, swap roles and hold another meeting. Take time to prepare your roles first and remember to incorporate the feedback you received in Exercise 9C.



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 strategies for responding effectively to a range of questions during and after a presentation.

Lead-in 1 Work in pairs. It is typical for presentation and lecture audiences to ask questions. Some presenters prefer questions during their presentation while others prefer to have questions at the end. Which approach do you think is better?


2A Some questions can be easy to answer and others more difficult. Discuss how difficult you think these situations are and how you could respond to them. Someone asks a question:

- 1 to which you do not know the answer.
- 2 which is outside the focus of your presentation.
- 3 which challenges the arguments you have made.
- 4 with several other questions all at the same time.
- 5 about something you explained ten minutes ago.
- 6 on a topic you want to talk about later.

B Think of at least one more difficult question which someone might ask and suitable ways to respond.

Listening 3A  1.05 Jon Collins is Head of Marketing for Frisco, an importer of fresh food products for supermarkets. He is presenting the results of a survey about attitudes to the use of plastics in the food supply chain. Listen to the first part of his presentation and note down the three main findings.

B Listen again. What three questions was Jon asked and what answers did he give? How effective do you think his answers were?

C  1.06 Listen to the second part of the presentation. Put the question topics (a–e) into the table in the order you hear them. Then complete Jon's answers.

- | | |
|---|---|
| a How to establish a joint project with growers | d How to motivate growers |
| b How to change quickly | e How to enforce change with growers (to stop using plastics) |
| c How to create a competition for supermarkets | |

Question topic	Answer
1 <i>b</i>	Can you _____ what you mean by 'change faster'?
2	Why do you think their involvement is so _____?
3	This is a very _____ which we need to respond to sensitively.
4	To be perfectly frank, I can't _____ at the moment.
5	As I indicated _____, we need to involve Marketing.

D How effective do you think these types of answers are?

Functional language

Responding to questions during a presentation

4 Look at the categories of questions in the table on page 15. Complete the table with these extracts from the presentation in Exercise 3.

- 1 As I indicated a little earlier, we need to involve Marketing.
- 2 I know many people feel strongly about this question so ...
- 3 This is a very delicate topic which we need to respond to sensitively.
- 4 To be perfectly frank, I can't answer that at the moment.
- 5 Can you clarify what you mean by 'change faster'?
- 6 Sorry to interrupt, but I can answer that question straightaway.
- 7 It's for Purchasing to create a joint project with the growers.
- 8 Sorry, we can't hear you very well. The connection is bad. Can you dial in again?
- 9 Can we discuss this one-to-one after the sales meeting tomorrow?
- 10 That's a very important question, but it's not really on our agenda today.

A question you don't understand	I'm sorry, I didn't understand that. What's the question exactly? _____
A question which is not relevant	I'm afraid that question is outside the scope of today's presentation. _____
A question not for open discussion	If you can email me that question, I'll respond directly to you. Is that OK? _____
A question better handled by someone else	Let me put you in touch with a colleague in Marketing to answer that. _____
An angry question	I understand your frustration. As a solution, I suggest ... _____
A redundant question	We covered that at the beginning of the presentation when I talked about ... _____
A person who takes too long to ask his/her question	Sorry, can I just stop you there as we are pushed for time and ... _____
A question you can't answer	That's a good question but I'm afraid I don't know the answer. However, I'll ... _____
A question you couldn't hear	It's a bad line so let me just repeat your question to be sure I understood. _____
A sensitive question	We need to be mindful that many people feel very strongly about this, so ... _____

5A Work in pairs. A design company has just finished a presentation to an important customer. The customer has commissioned the development of a new website, due for delivery next month. Look at the questions and decide how the design company should respond to them.

- 1 You mentioned some technical issues which need to be resolved. What are these technical problems?
- 2 I'm a little bit frustrated by the two-week delay. Why is this?
- 3 All the photos on the website are white males. Don't we need some diversity?
- 4 What's going to be the final cost?
- 5 Is the search engine optimisation in line with industry benchmarks?
- 6 I know this isn't on the agenda, but could we do a quick run-through of each webpage to check quality?

B Work with another pair. Ask and answer the questions and decide which are the best answers.

T Teacher's resources:
extra activities

6A Prepare a short presentation to explain a change you would like to make/see in your workplace, personal life or in society in general. It could be based on something you read, e.g. a market research report, an article, your own experience. Prepare to explain what the change is, its purpose and the potential benefits.

B Work in small groups to present your ideas. During and after each presentation, the 'audience' asks questions. Use ideas and phrases from Exercise 4 to respond to questions.

C After each short presentation, the 'audience' gives quick feedback on how well the questions were handled.



- 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.