

Workbook

Irene Barrall
Lizzie Wright

B2+

Business Partner

Vocabulary Terms in market research

1 Choose the correct option in italics to complete the excerpt from a report.

We carried out primary ¹*research / market / promotion* on our ²*target / objective / goal* audience and now plan to arrange further feedback. The next stage will use a combination of both online ³*assessments / surveys / evaluations* and focus ⁴*panels / teams / groups*. In order to carry this out as cost effectively as possible, the sample ⁵*amount / quantity / size* will be small. In addition, ⁶*primary / secondary / minor* research will also be carried out using existing data available on the internet.

2 Complete the meeting notes with the words in the box. There is one extra word.

analysis customer satisfaction in-depth qualitative
quantitative researchers respondents tester

Action points

- Select a product ¹_____ group to use the updated app and report back on new features.
- Contact any ²_____ who have not yet returned their surveys from batch 1. Check whether they need any assistance in answering questions.
- Create a batch ³_____ questionnaire to identify whether there was a positive reaction to the new app from the target audience.
- Brief the ⁴_____ about the level of detail required when questions are answered in the ⁵_____ interviews.
- Arrange a meeting to discuss the findings from the data ⁶_____ and agree the best method of communicating the information.
- Add details to the report explaining why ⁷_____ research methods are being used in the second part of the study (as the client wishes to use statistics).

3 Complete the words for these definitions.

- 1 Another term for secondary research: d _ _ _ _ research
- 2 To measure or assess how people feel about a product: g _ _ _ _ _
- 3 The effect that something is likely to have: i _ _ _ _ _
- 4 To collect data or information from a range of sources: g _ _ _ _ _
- 5 To introduce a new product into the market: l _ _ _ _ _
- 6 Describing a realistic plan that has a chance of succeeding: v _ _ _ _ _



Grammar Question tags

1 Match the statements (1–6) with the question tags (a–f).

- | | |
|--|----------------|
| 1 The focus group meeting is this afternoon, | a aren't they? |
| 2 These statistics are reliable, | b are they? |
| 3 No one has seen this report, | c isn't it? |
| 4 The market research questionnaire isn't ready yet, | d were they? |
| 5 Nobody is using this computer at the moment, | e have they? |
| 6 The survey questions weren't too difficult, | f is it? |

2 Complete the sentences with the question tags in the box.

aren't they do they doesn't it shall we will we won't they

- 1 Let's consider all the facts before we make a decision, _____ ?
- 2 Everyone in conference room three is here for the focus group meeting, _____ ?
- 3 Honestly, nobody believes these statistics, _____ ?
- 4 The participants will be here by 10 o'clock, _____ ?
- 5 This data helps us to plan our marketing strategy, _____ ?
- 6 I think you and I won't have enough time to attend the marketing meeting, _____ ?

3 Complete the dialogue with one word in each gap.

- A:** So, the aim of this focus group ¹_____ to select a group of participants that represent our target consumers, isn't ²_____ ?
- B:** That's correct, but none of your team has got experience in organising this type of group, ³_____ they?
- A:** Well, Martina worked in Marketing in her previous role, ⁴_____ she?
- B:** Yes, and Karl ⁵_____ excellent organisational skills, doesn't he? Perhaps they could work together?
- A:** I'm not sure. It's a big responsibility, ⁶_____ ⁷_____ ? Neither Karl nor Martina have a good knowledge of our target consumers. After all, they only joined the company six months ago, ⁸_____ they?
- B:** Well, why don't we get another couple of people with consumer experience to join the team? For example, Julia and Chris ⁹_____ working on a project at the moment, are ¹⁰_____ ?
- A:** No, but they won't want to work on the focus group, ¹¹_____ they? They both made it clear in the meeting last week that they didn't want to be involved.
- B:** Well, they might not have a choice. Look, let's leave it there, ¹²_____ we? We can talk again on Monday and make a decision.

Reading

Focus groups: FAQs

1 _____
 In business contexts, it can often be useful to gather opinions on a product or service during the development stage. For instance, in a focus group, participants might describe what they like or dislike about a company's product or those of its competitors. Based on information gained from the group discussion, modifications or changes could then be made. Later in the process, focus group opinions may be used to gather feedback on a proposed advertising or marketing campaign.

2 _____
 Focus groups are most useful for qualitative rather than quantitative research. Quantitative research (which includes surveys, questionnaires and polls) relies on gathering measurable data which is often transformed into statistics. In contrast, qualitative research aims to understand the reasons and background for opinions. Focus groups and interviews allow participants to explain and expand on their opinions in relation to a topic, product or brand.

3 _____
 The context is important when deciding how large or small to make a focus group. Most market research companies will have groups of ten to twelve participants. However, some research can work better with smaller groups of around five to seven people.

4 _____
 Although many businesses may prefer participants to meet face-to-face, it is also possible to arrange focus groups via video conferencing or online. Ideally the environment should be relaxed and comfortable.

5 _____
 The group usually includes a moderator whose role is to put forward the questions or topics for discussion. Although the moderator may guide the discussion by managing timekeeping, keeping the group on topic and summarising key points at the end, their main role is to remain neutral and encourage participants to contribute. To facilitate this, the moderator should have excellent listening skills and use body language and eye contact to show interest in what the focus group has to say.

6 _____
 Some experts express concerns about the reliability of research gained from focus groups. The small number of people in a group means that the information gained is often specific and may not always be suitable for generalised contexts. Added to this is whether the opinions of participants are reliable, or if they are saying what they think the moderator wants to hear. Some groups might also contain people who dominate or influence the opinions of other participants. Moreover, it can be difficult to analyse the data. However, it can be a more cost-effective method of gathering data compared with interviewing people individually. An effective moderator can also gain insights from participants' body language and their level of interaction. The findings can produce data that is easier to communicate than complex statistics and the flexibility of focus groups means that they can be used for a wide range of topics.

- 1** Read the article and label the paragraphs (1-6) with the correct heading (a-f).
- | | |
|--|---------------------------------------|
| a Are they used for particular research? | d Why use focus groups? |
| b What are the pros and cons? | e How many participants are required? |
| c How is the research carried out? | f How is the group run? |

- 2** Read the article again. Decide if these statements are *true* (T), *false* (F) or the information is *not given* (NG).
- 1 Participants are usually given the opportunity to try the product. _____
 - 2 The qualitative method is most useful for data to be expressed in numeric form. _____
 - 3 The moderator should avoid putting forward their own point of view. _____
 - 4 Moderators use both verbal and non-verbal strategies to put people at ease. _____
 - 5 There are concerns regarding the dependability of data from focus groups. _____
 - 6 A disadvantage of focus groups is that they can only be used for limited subjects. _____

- 3** Tick (✓) the two statements which are supported by the article.
- 1 Focus groups can be used to gain insights into opinions and also gather feedback.
 - 2 A disadvantage of focus groups is that discussions need to be carried out in person.
 - 3 Data gained from focus groups is regarded as more trustworthy than other methods.
 - 4 Participants in focus groups are given the opportunity to describe their views in detail.

Functional language **Using leading and open questions to effect**

1 Choose the correct option to complete the questions.

- 1 What are your thoughts ___ doing an online training course?
a on **b** in **c** around
- 2 What do you think ___ working longer hours on Monday and Wednesday?
a by **b** on **c** about
- 3 Would your team ___ learning new sales strategies?
a have interest in **b** be interesting for **c** be interested in
- 4 Has your intern ___ speaking to HR to discuss options?
a concluded **b** considered **c** contracted
- 5 Have you thought ___ offering the guests refreshments when they arrive?
a about **b** on **c** around
- 6 How would the department ___ about working in smaller teams?
a think **b** conclude **c** feel
- 7 How ___ up the primary research with a focus group?
a about following **b** don't we follow **c** do we follow

Responding to questions during a presentation

2 Match 1–6 with a–f to complete the sentences and questions.

- | | |
|--|---|
| 1 To be perfectly frank, | a in Human Resources to answer that. |
| 2 Can you clarify what you mean | b What's the question exactly? |
| 3 Can we discuss this one-to-one | c I can't give you those figures yet. |
| 4 I'm sorry, I didn't understand that. | d that many people feel strongly about this. |
| 5 Let me put you in touch with someone | e by 'streamline resources'? |
| 6 We need to be mindful | f after the team meeting tomorrow? |

3 Put the words in *italics* in the correct order to make responses to questions.

- 1 Sorry, we can't *very well* / *because the* / *is bad* / *hear you* / *connection*

- 2 It's a bad line *just repeat* / *so let me* / *to be sure* / *I understood* / *your question*

- 3 If you can *directly* / *email me* / *that question,* / *I'll respond* / *to you*

- 4 This is a very *delicate topic* / *to* / *respond* / *sensitively* / *need to* / *which we*

- 5 I'm afraid that *outside* / *presentation* / *question is* / *the scope* / *of today's*

- 6 Sorry, can I *for* / *just* / *pushed* / *stop you* / *there as* / *time* / *we are*



Writing Reports – Summary findings

1 Choose the correct option in italics to complete the summary of a market research report.

Summary findings: Customer survey regarding Chocomax, our new chocolate bar

A recent customer survey ¹*demonstrated / arranged / believed* that many of the changes proposed for our confectionary range are regarded as positive. The survey asked 500 people to comment on the new packaging. Over ²*double / twice / half* of those surveyed approved of the colour and design. Most ³*answers / reactions / respondents* felt that the image is still instantly recognisable. ⁴*Over to / More than / Above which* three quarters believed that it gave our product range a fresh, modern look and ⁵*just / almost / near* over a quarter agreed that it made our products stand out from our competitors. The ⁶*main / mass / majority* of our customers were also in agreement that our commitment to using 100 percent recyclable materials was welcomed, although 15 percent of the 500 ⁷*public / participants / members* commented that the new material did not match the luxury branding of the product. Nevertheless, ⁸*few / none / several* of the data suggested that the new design or material would make customers less likely to buy the chocolate bars. In summary, the survey ⁹*confirmed / completed / demanded* that we should continue to move forward with our plans. However, ¹⁰*these final / a result / the findings* also highlighted some concerns about the quality of the product. We are carrying out some additional market research on this issue.

2 Match the phrases in the box (a–g) with the survey findings (1–7).

Comments	% of respondents (500 people in survey)
Topic: new version of Chocomax chocolate bar	
1 Think the new recipe uses cheaper ingredients.	47% <input type="checkbox"/>
2 Would pay more for a better quality product.	33% <input type="checkbox"/>
3 Prefer the flavour of the new recipe compared to the original.	1% <input type="checkbox"/>
4 Think the original product was bigger and tasted better.	95% <input type="checkbox"/>
5 Are unlikely to buy this bar if the price increases.	68% <input type="checkbox"/>
6 Say the quality of the product does not reflect the luxury brand image.	75% <input type="checkbox"/>
7 Would like to see more flavours introduced to the range.	25% <input type="checkbox"/>

a The majority	of the	participants	think / feel that ...
b Almost none		respondents	believe that ...
c Three quarters		responses	confirm that ...
d Around a third		target audience	indicate that ...
e Just under half	of those	surveyed	are in agreement that ...
f A quarter			raise concerns that ...
g More than two thirds			prefer ...

3 Write a report summary of about 225 words. Include the following:

- information from the survey in Exercise 2.
- functional language from Exercise 2 on page 16 of the coursebook.

4 Choose the sentence which best describes what the reader is likely to infer from your summary.

- a** There are some issues with quality control but they are unlikely to affect sales.
- b** The changes to the recipe have not proved popular and require further thought.
- c** An increase in price is inevitable because the cost of ingredients will rise.

Vocabulary Giving back

1 Put the letters in brackets in the correct order to complete the information.

How to develop collaboration in your team

Create a(n) ¹ _____ environment that helps staff to develop.
(n g r t n u u r i)

Organise group activities so that no one feels ² _____ or alone in the team. (e i o l a d s t)

Encourage ³ _____ so that new employees can learn from those with more experience. (i m g n t e o r n)

Build trust by being honest, open and ⁴ _____ in your communication style. (n d d c a i)

Arrange regular meetings where team members can give ⁵ _____ to their ⁶ _____. (k e b f e c d a) (s e p e r)

Discuss the ⁷ _____ of collaboration. Explain how it will help projects. (e b e s t n f i)

Lead the way with a management style that is ⁸ _____ and shows you care about your team. (p o o i a t s s c m a n e)

2 Complete the sentences with the words in the box.

beneficial call cooperative heart inclusion interests shots two-way

- The success of the project was due to the _____ atmosphere between departments.
- Effective communication means that listening needs to be a(n) _____ street.
- Mentoring can be mutually _____ for both management and staff.
- The board of directors had the companies best _____ at _____ when making these changes.
- This role requires a manager who prefers to work collaboratively rather than _____ the _____.
- What steps has your organisation taken to improve _____ in the decision-making process?

Grammar Cleft sentences

1 Choose the correct option to complete the sentences.

- 1 Look, it is the Project Manager who is requesting these amendments, ____ .
 a isn't the clients b not the clients c none of the clients
- 2 ____ before we leave for Gdansk, is check that all the documents are correct.
 a What will we do b We will do what c What we will do
- 3 It is the board of directors ____ the final decision on this matter.
 a who are making b what have made c they make
- 4 ____ to do was check the data before putting it on the website.
 a Something they fail b Which they have failed c The thing they failed
- 5 The thing I like most about this candidate ____ so enthusiastic about the products.
 a which is she is b is that she is c that she is
- 6 The finance director ____ you need to discuss these budget issues with, not me.
 a is the person b the person who c who the person is

2 Choose the two correct options in italics to complete each sentence.

- 1 *The thing / Something / Which* we must do is make sure the contract is signed.
- 2 Thankfully, it *was / will be / is* the HR manager who has to make this difficult decision.
- 3 Of course, *what / it / something* we need to consider is the time that this will take.
- 4 *The thing / What / That* staff like about this company is that they are treated fairly.
- 5 It *won't / was / wasn't* an issue with quality control which caused these delays.
- 6 *Something / Things / The things* they focused on were health risks and lack of funds.

3 Put the words in the correct order to make cleft sentences.

- 1 compromise on / and reliability / are quality / that we cannot / the things

- 2 from home / allow employees / did was to / successful business / to work / what one

- 3 are finance / that most interest / or consultancy / the areas of business / graduates

- 4 make sure that / completed before / do is / the deadline / the work is / what I will

- 5 cause of / it was a / not our staff / technological problem / that was the / the delay,

- 6 is having regular / meetings to / something that / update the team / works for us

Listening 1 2.01 **Match the terms (1–5) with the definitions (a–g). There are two extra definitions. Then listen to an interview with an HR expert about the importance of empathy in the workplace and check your answers.**

- | | |
|---------------------------|--|
| 1 emotional intelligence | a showing feelings of annoyance or anger |
| 2 communication breakdown | b when people stop talking, listening and exchanging information effectively |
| 3 sympathy | c understanding what someone is feeling or experiencing |
| 4 empathy | d pity or compassion for another person |
| 5 make hard calls | e take difficult decisions or actions |
| | f explain a problem in a calm and relaxed manner |
| | g an understanding of your own feelings and also those of others |

2 Complete the summary of the podcast with one word in each gap. Then listen again and check your answers.

Empathy in the workplace – an interview with Mia Newton, HR Director and Trainer

In today's interview, Mia Newton discusses the importance of ¹_____ intelligence in the ²_____ for both ³_____ and employees. Some of the issues that Mia will look at include the importance of expressing feelings ⁴_____ in the work environment and their role in creating positive interpersonal ⁵_____. She will help listeners understand key terms such as *sympathy* and ⁶_____ and also give practical examples of what can happen when communication fails. Her main message is that ⁷_____ and ⁸_____ emotions are key skills for anyone working with people in a supervisory role and should be an essential part of every manager's tool kit.

3 Read the statements about the management problem Mia describes in the podcast. Decide if they are *true* (T) or *false* (F).

- The manager believed that the employee returning to work would be able to carry out her normal workload. ____
- The thing the manager failed to do was check that he had interpreted the situation correctly. ____
- The employee initially felt positive and enthusiastic about her return to work. ____
- One issue was that the returning employee's colleague was unable to do the extra work. ____

Functional language

Renegotiation of an agreement

1 Complete the dialogue with the phrases (a–f) in the box.

- | | | |
|-------------------------------|--------------------------|-------------------------|
| a discuss this face-to-face | c best interests in mind | e be perfectly frank |
| b after careful consideration | d having had a chance to | f drawing on experience |

- E:** Thanks for coming in today, David. From your email, I had the impression that there might be some issues with our initial agreement.
- D:** That's right, Emma. To¹____, the project is more complicated than we first thought.
- E:** What makes you think that?
- D:** Well, ²____ look through all of the material carefully, it appears that it will require specialised software.
- E:** Why didn't you mention this in your email?
- D:** The main reason is that I wanted to ³____, so that we can agree how to proceed.
- E:** OK, but do you think this specialised software will increase costs significantly?
- D:** Well, no, I don't believe it will. ⁴____, we've written this type of software many times before and the cost would only take us a little above the terms we agreed.
- E:** What about deadlines? Would it create any problems in terms of delivery date?
- D:** I've looked at the schedule and, ⁵____, I've worked out how we could do this with only five extra days.
- E:** Oh, that's actually not as bad as I thought it would be. I wouldn't have a problem changing the agreement along those lines.
- D:** That's good to hear. Thanks for your understanding. We always approach projects by keeping the client's ⁶____ and this solution should provide a much better outcome.

Promoting collaboration

2 Choose the correct option in italics to complete the sentences.

- Let's be *open* / *over* today and come *out* / *up* with some new ideas.
- So, let me just *check* / *approve* that we're all on the same *page* / *book*.
- I think *each* / *both* perspectives are valid because they consider key *issues* / *views*.
- I'll come back *at* / *to* you in a *second* / *time*, if I may.
- Any thoughts on how *well* / *best* to *tackle* / *hold* this?
- Roland, what might be the *wins* / *benefits* of Anya's way of *thoughts* / *thinking*?

3 Choose the best response to match the function in brackets.

- There's no way this suggestion would work. (manage different views positively)
 - You never look on the positive side.
 - Let's not dismiss this idea too quickly.
 - Doesn't anyone have a more practical solution?
- There are many reasons why this is our best option. (quieten louder individuals)
 - Let's consider the options and then move on to the next agenda point.
 - Could you be quiet for a while because nobody else is able to contribute.
 - If I can just stop you there, Jay, because it would be useful to hear other views.
- We should change to a more local venue. (make people engage with others' ideas)
 - Perhaps you can suggest a more sensible idea, Mina?
 - Mina, any reflections on Toby's suggestion?
 - That won't work, Toby. Mina, any thoughts?

Writing Emails – Stating requirements

- 1** Proofread and correct the first draft of an email. There are ten missing words.
Hint: look for missing articles, pronouns, prepositions, etc.

←
✉
📧
📄
📎
🖨
🗑

Dear Michael,

As we discussed in our meeting today, here is a summary of the main areas where we require improvements in team performance for next project.

5 Firstly, we like you to schedule weekly project updates. As project leader, you need check progress and communicate any concerns to your manager that problems can be solved quickly and efficiently.

10 Secondly, it is important that you arrange face-to-face meetings with the client the start of the project to discuss requirements. It is also necessary to arrange regular calls to out if they require changes to the brief. We expect you to inform the team of any amendments immediately.

15 Next, could you arrange for a member of your team to prepare online survey after each project is complete order to check customer satisfaction. Arrange follow calls for customers who do not respond to the survey. Please summarise the findings in a brief report for your overview meeting with the department director.

20 Finally, we realise that you have taken on additional responsibility in your new role and we would therefore like to offer you the opportunity to have further training in project organisation. Speak to the HR Manager next week more information on course dates.

Kind regards,

Bente

- 2** Write an email of about 225 words to a trainee stating some requirements for the next part of the course. Include the following:

- notes from the meeting.
- longer phrases and more formal language.

- **Notes from meeting:**
Completed first part of the course and passed exam.
- **Requirements for next part of course:**
 - *attend seminars/lectures more regularly*
 - *more preparation needed for projects*
 - *hand assignments in on time*
 - *meet tutor weekly to discuss progress*

- 3** What is the main purpose of your email?

- a To identify and give reasons for goals and explain what will happen if they are not met.
- b To explain the impact of the trainee's behaviour on their chances of passing the course.
- c To inform the trainee of how to improve performance and specific actions required.