

01

Introductions

Learning objectives

This unit is about introducing yourself, talking about your role in the company you work for, and describing companies and their main areas of operation.

Students begin by looking at some key vocabulary associated with different roles within a company and then listen to an extract from a communications training course in which the participants introduce themselves.

Next, students read a text about a professional networking site and look at one person's profile page. They discuss whether such sites can be useful for people in business.

In the next section, students listen to an extract from a radio programme and complete a company profile. They examine the use of the Present Simple for describing stable situations and the Present Continuous for describing current or changing situations. They also do some work on common collocations which are useful when talking about companies.

In the final section, students discuss ideas for a new start-up company. They then question each other about their new companies and write descriptions.

The grammatical focus in this unit is on the use of the Present Simple and the Present Continuous, and the lexical focus is on words for describing companies and roles within a business.

Digital resources: Unit 1

Online Workbook; Placement test; Extension worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Fast-track map

The training course

In this first section, students begin by matching definitions to some useful words which they will encounter in this unit. They also listen to the start of the first session of a communications training course in which the participants introduce themselves to the group and talk about the companies they work for.

Warm-up

You might like to begin by finding out what type of company each student works for, particularly if this is a new class and students are unknown to you and to each other. If they all work for the same company, ask them to say what it is that they do for the company. If they are not yet employed, ask what kind of business they hope to get into.

Focus attention on the quotation at the top of the page and the question underneath. Explain or elicit the meaning of **networking** and ask the students to say how important they think it is in their industry or an industry they hope to work in.

1:1


If you are teaching one-to-one, your first class is a good opportunity to find out what exactly your student's job entails, so that you have some idea of what topics are most likely to be of interest and the situations in which the student is most likely to have to use English.

1 Students do the matching individually at first and then compare their answers with a partner.

ANSWERS

a 1 b 4 c 7 d 2 e 3 f 10 g 6 h 9 i 5 j 8

2 Ask students to decide which of the words in 1 they associate with their own role at work.

3  1.01 Ask students to listen to the recording and tick the words in 1 which they hear. You may need to pause the recording after each speaker or play it several times in order to allow them time to do this.

ANSWERS

d HR department h management training
c retail chain g sales and promotion
e campaign a online services

 1.01

A: Okay everybody, can we make a start? First of all, allow me to welcome you all to Ashbourne Management College. My name is Mariah Wilson and I am the main tutor for our 'Results Through Collaboration' course. It's always useful to know something about the background of the other participants so we normally begin by asking you to introduce yourself to the rest of the group. Perhaps we could start with you, Jan?

B: Yes, hello. My name is Jan Werner. I work for Metronet Fibre. Our main business is fibre optics. We install urban fibre-optic networks for telecommunication systems all over the world. I'm Director of Communications in the HR department. I'm Norwegian, but I live and work in the Czech Republic. Our headquarters are in Prague. That's where I'm based. At the moment, though, I'm spending a lot of time visiting our other offices in Europe. My job involves organizing and running different management training courses for our senior management.

A: Thank you, Jan. Silvia?

C: Well, I'm Silvia Fortuni. I'm Catalan and I'm from

Barcelona. I work for a big retail chain with franchises all over the world. We manufacture and sell clothes and fashion accessories, but my role is related to sales and promotion. I work out of our headquarters in Barcelona and I'm the Regional Director of Marketing there. I'm responsible for our campaigns in the European area. I have to say I love my job and I welcome the opportunity to learn something more about communication skills. I think that's it. If you want to know anything more, you can ask me.


D: My turn? Hi, everybody. My name is Jean-Christophe Marchal, but most people just call me JC. I'm Commercial Director at PPTT Services in Paris. We mainly work with big public companies in the Paris area. My background is in new technologies and I'm responsible for promoting and selling our ideas for online services and products. I'm in charge of quite a large team and good communication is essential. You probably think from my accent that I'm French. Actually, I'm Belgian but, I'm based in Paris, where we have our main office.

A: Thank you, JC. Now, Elena, I think it's your turn ...

4 Focus attention on the chart and the photos of the people in the recording. Ask students to listen again and complete the chart. Again, pause or play the recording more than once to allow them time to do this.

ANSWERS

	From	Job	Home
Jan Werner	Norway	Director of Communications	Czech Republic (Prague)
Silvia Fortuni	Spain (Barcelona)	Regional Director of Marketing	Spain (Barcelona)
Jean-Christophe Marchal	Belgium	Commercial Director	France (Paris)

5  **1.01** Encourage students to try to complete as many of the sentences as they can before they listen again to check their answers.

ANSWERS

- a name is; work for; main business
- b I'm based
- c is related
- d out of
- e responsible
- f Commercial Director
- g background
- h in charge of

6 Tell students to work with a partner. First they should complete the table for themselves, and then they need to ask questions in order to complete the table for their partner.

1:1

Ask your student questions first in order to demonstrate and note down their answers in the table. Then encourage him / her to ask you similar questions and to complete it for you.

Then, either give a model introduction of the student first, or ask him / her to introduce you as if you were a speaker at a conference and follow this up with your introduction of the student.

7 Give students time to prepare their mini-presentations. Allow them to refer to their tables for help, but discourage

them from preparing and then simply reading out a description. Praise any use of phrases in 5.

1:1

You could ask your student to prepare a mini-presentation introducing themselves for homework. This could be delivered in the next class. Be prepared to ask questions to elicit further information.

Language links

Direct students to the *Phrase bank* in the *Language links* section on page 11, which has a list of useful phrases for introducing yourself and talking about jobs and roles within a company.

8 Put students in groups and ask them to discuss training courses. As they work, go around giving encouragement and help with vocabulary. Encourage each group to report back to the class on the results of their discussion. If anyone has any amusing stories about training courses they have been on, encourage them to tell them to the class.

1:1

This is a good opportunity to find out what experience your student has of training courses and to encourage him / her to talk about any courses he / she has been on. Be prepared to start off the conversation by sharing your own experiences.

Networking

In this section, students read a text about a popular online networking tool called *Work the Net*. They answer questions about it and then look at the *Work the Net* page for one of the speakers on the training course in the previous section. They discuss professional networking sites and how useful they are for people in business – and whether there are any problems with using them.

Warm-up

Introduce the expression *professional networking* and find out if students are familiar with professional networking sites like LinkedIn® and SkillPages, or social networking sites like Facebook and MySpace. Do not pre-empt the discussion at the end of this section, but quickly find out how many students use these sites.

1 Tell students to discuss the questions with a partner, before reading the text. Have a class feedback session, then ask students to read the text to check their answers.

ANSWERS

- a Students' own answers
- b It is a popular online networking tool that connects business professionals all over the world
- c Professional people
- d Information about companies and recruiters

2 Answer any questions students may have about the text and then ask them to find words and phrases in the text to match the definitions.

ANSWERS

a professionals b essential c database
d key contacts e being proactive

3 Focus attention on Jean-Christophe Marchal's *Work the Net* page and remind students that he was one of the speakers on the communications training course they listened to in the previous section. Go through the questions with the class and then ask them to look at the *Work the Net* page and find the answers.

ANSWERS

a Media industry and new TV technologies, social networks, TV on mobile, new technologies for flat screens, Microsoft Excel™, Microsoft Word™, PowerPoint, Microsoft Outlook™, SAP, Photoshop, Acrobat.
b Yes, he does.
c Yes, he is.
d PPTT Services
e He lives in Paris at 7, Rue Richard-Lenoir.
f He enjoys cycling, reading and philosophy.

4 Put students in pairs. Tell them to take turns asking and answering the questions from 3. Make sure they change the pronouns each time. For example: *What are your competencies and skills? Do you have a degree?*

1:1

If you are teaching one-to-one, tell your student to ask you the questions and then reverse roles and ask him / her to answer them.

5 Put students in groups and ask them to discuss the questions about networking sites (both professional and social). Encourage them to report back to the class on their discussions.

1:1

If you are teaching one-to-one, discuss the questions with your student. If you have an entry on a professional or social networking site, you might like to show this to your student and share your experiences of using such sites.

Language links


Direct students to the *Language links* section on page 11, for more useful vocabulary on companies and the Internet.

Company profile

In this section, students listen to an extract from a radio programme and complete a company profile. They then study the use of the Present Simple and Present Continuous in descriptions. Finally, they complete sentences with useful business-related collocations.

Warm-up

Find out whether your students like smoothies or other fruit-based drinks. If they do, ask them what flavours they like best. Have any of them ever had an Innocent smoothie?

1  **1.02** Focus attention on the list of figures. Tell students they are going to listen to an extract from a radio programme in which these figures are used. Ask them to listen carefully and number the figures in the order they hear them. Then play the recording. You may need to play it more than once. Go through the answers with the class and make sure everyone is clear on the pronunciation of these figures.

ANSWERS

Correct order: 7, 3, 2, 5, 8, 6, 1, 4.



1.02

Hello, and welcome to *Business Talk*. This month we're looking at the role of ethics in business. According to Richard Reed, co-founder of Innocent Drinks, the company behind award-winning fruit-based smoothies, ethics are fundamental to the company's success. Innocent says that, as well as making money, the objective is always to leave things a little bit better than it finds them, an inspiring way to approach business.


So, how did the success that is Innocent all begin? Innocent was founded back in 1998 by Richard and two friends from Cambridge University. They decided to set up a business together and spent £500 on fruit to make smoothies to sell at a music festival. A sign above their stall said 'Should we give up our jobs to make these smoothies?' They asked people to put their empty bottles in one of two bins marked 'Yes' and 'No'. At the end of the festival the 'Yes' bin was full, so they went into work the next day and resigned.

At first, finding investment was a problem until an American businessman, Maurice Pinto, put up the £250,000 they needed to get started. With a fresh image and careful use of social media for promotion, Innocent soon became one of the fastest-growing companies in the UK and enjoyed a significant period of success. However, some of its fans were disappointed when, in April 2009, Coca-Cola® bought a small stake in the company for £30 million. There was further negative publicity when, a year later, the multinational increased its stake to 58% for about £60 million. Innocent now operates from its headquarters in London as a subsidiary of Coca-Cola.

Despite any issues they've had, Innocent continues to innovate and the product range now consists of vegetable pots and other healthy, natural products as well as smoothies, and the company is constantly working on new lines. Innocent sells to over 10,000 retailers in 13 European countries, and its market is constantly growing.


So what is it that makes Innocent an ethical company? Apart from only using packaging that can be recycled, it uses only 100% natural products and each year gives 10% of its profits to charities in the countries where its fruit comes from.

Innocent wasn't the first company to tap into the fruit drink market, but it was one of the first. It's always important to be different from the competition and, with Innocent, the combination of ethics and clever marketing is a recipe for success.

2  **1.02** Focus attention on the company profile. Tell students they are going to listen again to the extract in which this company is described. Ask them to look through the profile to see what kind of information is missing and see if any of them can remember any information from the first time they listened. Then play the recording and ask them to complete the profile. You may need to pause the recording or play it more than once.

ANSWERS

a 98 b smoothies c 13 d subsidiary
e social media f London g 10%

3  **1.02** Ask students to complete the sentences. Then play the recording again for them to check their answers. Check answers with the class by asking students to read out the completed sentences so that they hear the phrases in context. Ask them what they notice about the answers (they are a mixture of Present Simple and Present Continuous).

ANSWERS

a 're looking b operates c continues d is constantly working
e sells f is constantly growing g uses

4 Remind students that the phrases they completed in 3 were a mixture of Present Simple and Present Continuous. Working with a partner, ask students to look back at the completed sentences and decide how we use the two tenses. Check answers with the class.

ANSWERS

a b, c, e, g b a, d c f

Language links

Direct students to the *Language links* section on pages 11–12, for more information and practice on the Present Simple and Present Continuous.

5 Ask students to work individually to write their questions, but allow them to compare with a partner before checking answers with the class. Students may come up with valid questions which are different from those given below. Accept any that are grammatically correct and make sense.

SUGGESTED ANSWERS

- a What is the company's name?
- b What are its main products?
- c How much does the company give to charity?
- d Who does the company sell to?
- e What is Innocent's recipe for success?

6 Ask students to work individually to form collocations and decide which sentence to put them in. To make this more interactive and to check the answers, you could ask one student to read out the sentence stem and another student to provide the missing collocation. You might like to follow this up by asking students to use the collocations in sentences of their own.

ANSWERS

a natural products b success story c social networks
d Negative publicity e detailed information f product range

7 Ask students to discuss with a partner whether they agree with the sentences in 6, and why or why not. Then have a class feedback session.

Your start-up

In this final section, students invent a new ethical start-up company and describe it to a partner. They then write descriptions of their partner's company.

1 Go through the instructions and the table with the class. Students work individually at first. Give them time to think of ideas for their new companies and go around offering help and encouragement as they complete the first column of the table. Then ask them to work with a partner and take turns asking and answering questions about their partner's start-up company. They should complete the second column of the table with this new information.

2 Encourage students to use the framework to structure their descriptions. Ask several students to read out their descriptions to the class.

1:1

Ask your student to think of ideas for a new company for homework and to come to the next lesson prepared to talk about it. Either tell him / her to use the framework in 2 to write a description of his / her own new company, or prepare ideas for one yourself. Tell the student to ask you about it and then write a description based on the information you give.

Language links

ANSWERS

Vocabulary

Companies and the Internet

- 1 a promote b franchises c responsible d website
e investment f headquarters g Internet h sales
i network j employs k retail

Jobs

- 2 a executive b chairman c retired d position e title
f manager g accountant h president i description

Grammar

Practice 1

- a am doing (T) b sell (H)
- c do/are doing (O) d is selling (T)
- e works (H) f is thinking (M)
- g am living (T) h gets (H)
- i thinks (O) j is getting (M)
- k are working (C) l lives (H)

Practice 2

- a How does the company make money?
- b Why is your business expanding?
- c Where are they setting up a business?
- d How much money are you looking for?
- e What kind of business experience does he have?
- f What is their unique selling point?
- g How many people does your company employ?
- h Who is the manager of the company?
- i Who are they talking to about further investment?