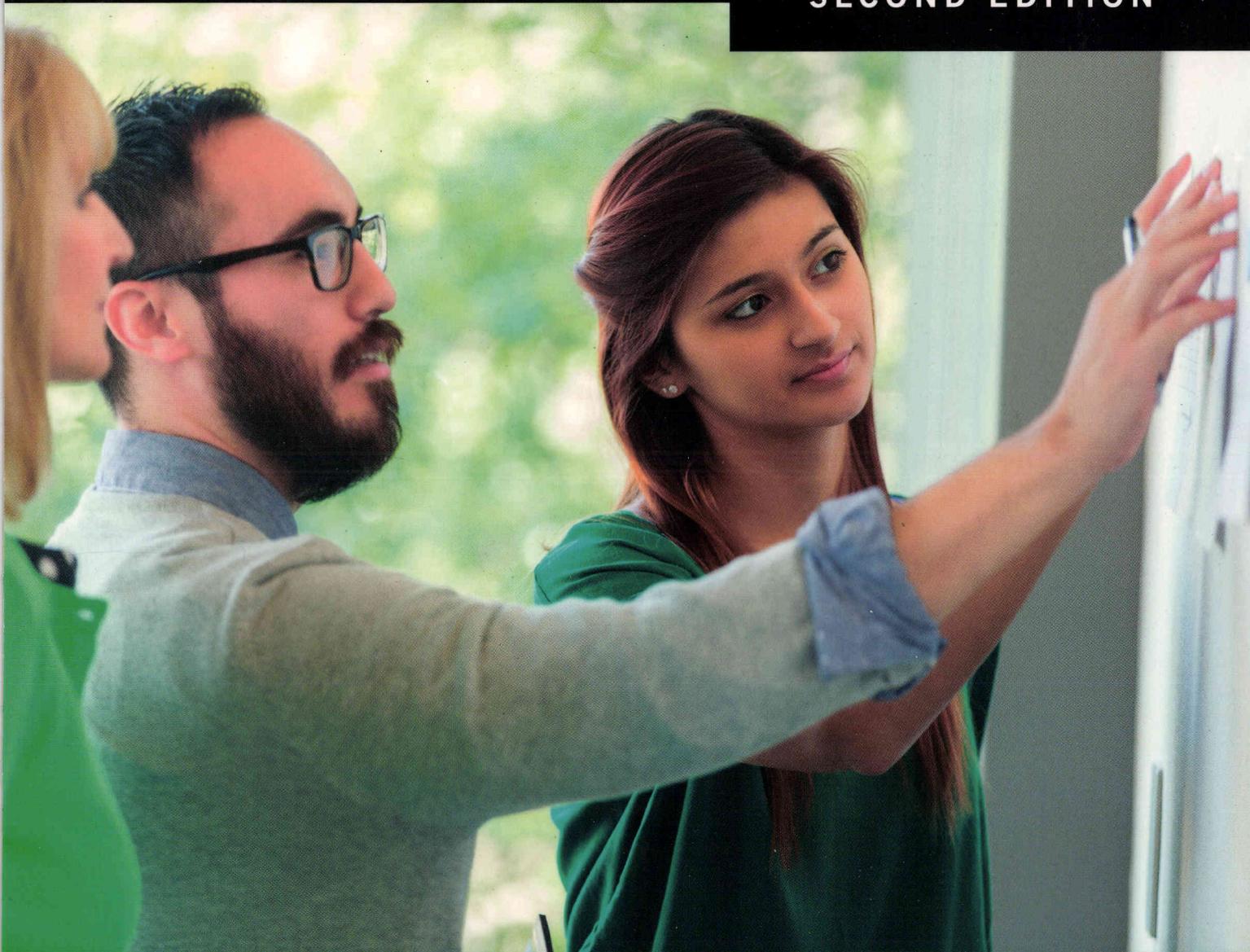OXFORD

Business Result

SECOND EDITION

Upper-intermediate *Student's Book* with **Online practice**

Michael Duckworth, John Hughes & Rebecca Turner

Contents

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Introduction

What's in a unit?

Starting point
- an introduction to the theme of the unit
- discussion questions

Working with words
- reading and listening about a work-related topic
- focus on key words and phrases

Business communication
- improve your communication skills for meetings, presentations, socializing, and phone calls
- *Key expressions* list in every unit

Language at work
- grammar presented in authentic work contexts
- *Language point* box focuses on the key grammar points

Practically speaking
- focus on an aspect of everyday communication at work
- helps you to sound more natural when speaking

Talking point
- focus on interesting business topics and concepts
- *Discussion* and *Task* activities improve fluency and allow you to apply the topics to your own area of work

What's in the *Practice files*?

Written exercises to practise the key language in:
- *Working with words*
- *Business communication*
- *Language at work*

Use the *Practice files*:
- in class to check your understanding
- out of class for extra practice or homework

The *Practice files* include a *Grammar reference* section with more detailed explanations of the grammar from each unit.

Follow the links to the *Practice file* in each unit.

What's in the *Communication activities?*

- role cards and information for pair and group activities

What's in the *Viewpoint* lessons?

The *Viewpoints* are video lessons that appear after every third unit. The topic of each *Viewpoint* lesson relates to a theme from the main units.

Each *Viewpoint* is divided into three or four sections, with a number of short video clips in each lesson. A *Viewpoint* lesson includes:
- A focus to introduce the topic.
- Key vocabulary and phrases from the videos.
- Video interviews on interesting business-related topics which develop listening and note-taking skills, and build confidence in listening to authentic language in an authentic context.
- Activities which provide speaking practice about the topic of the lesson.

All of the videos in the *Viewpoint* lessons can be streamed or downloaded from the *Online practice*.

The *Viewpoint* video lessons include authentic interviews with leading academics, business experts, and course participants from **Saïd Business School**, University of Oxford.

About Saïd Business School

Saïd Business School is part of the University of Oxford. It blends the best of new and old – it is a vibrant and innovative business school, yet deeply embedded in an 800-year-old world-class university. Saïd Business School creates programmes and ideas that have global impact – it educates people for successful business careers and, as a community, seeks to tackle world-scale problems. The school delivers cutting-edge programmes and ground-breaking research that transform individuals, organizations, business practice and society. Find out more at www.sbs.ox.ac.uk
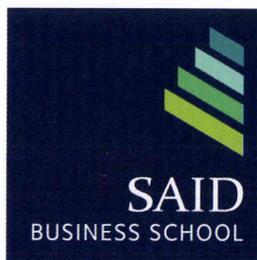
What's in the *Online practice?*

- practice exercises for each *Working with words*, *Language at work*, and *Business communication* section
- unit tests
- email exercises for each unit
- automatic marking for instant answers
- gradebook to check your scores and progress

Additional resources

- watch and download all of the *Viewpoint* videos
- listen to and download all of the class audio
- sample emails for each unit

How to access your *Online practice*

To access your *Online practice*, you will find an access card on the inside cover of your Student's Book. This contains an access code to unlock all the content in the *Online practice*.

Go to **www.oxfordlearn.com** and activate your code, and then follow the instructions online to access the content.

Starting point

1 Why are first impressions so important in business?

2 What gives us a first impression of a company or a person?

Working with words | Talking about first impressions

1 When you want to know more about other companies or about colleagues and clients before you meet them, where do you normally start looking?

2 Read this text about online impressions. Which paragraph (1–3) is about …?

    a how companies need to make sure their website maintains a visitor's interest ___

    b how people get their first impression of you or your business by going online first ___

    c how people looking for work need to check their digital history before applying for a job ___

VIRTUAL IMPRESSIONS

1 These days creating a good impression is more than just shaking hands and presenting a well-designed business card when you first meet someone. That's because before you even attended a meeting with a prospective client or a potential employer, you can guarantee that they've already searched your name, checked to see if your company has a good reputation via online review sites and even searched your personal online history.

2 To manage your online profile, start with your company's website. According to researchers at the Missouri University of Science and Technology, it takes under three seconds for an online visitor to start to form an opinion of your brand from the website. The researchers also tracked eye movements and discovered that visitors tend to gain their first impressions from the logo, photographs, menus and, in particular, the opportunity to make contact via social media. In other words, projecting the right kind of online image is not just about looking good, but companies should also make sure their customers can interact with them and start building a relationship.

3 Individuals such as freelancers and job-seekers also need to think carefully about their social media image before posting photos and comments online. A recent survey of 450 employers showed that more than 40% had taken a dislike to a potential employee as soon as they'd checked the person's Facebook page. One typical reason for rejection was finding out that the information on the CV didn't match the applicant's online profile. It's a good idea for anyone who is self-employed or looking for a job to think about how they come across to people and to make sure their online profile promotes a positive and truthful image.

3 Underline the answers to questions 1–3 in the text.

    1 What are the different ways we can find out more about companies/people?

    2 Which parts of a website are especially important to focus on?

    3 What might potential employers find out about you online? What can you do about this?

4 Complete questions 1–8 with the correct verbs from the list. Check your answers by finding the words in **bold** in the article.

build   come   create   form   have   manage   project   take

1 What kind of **impression** would your company like to _____ on its website?
2 What sort of **reputation** do you or your company _____?
3 How does your company _____ the right kind of **image** through its advertising?
4 How important is it to _____ your own online **profile**?
5 When you meet someone for the first time face-to-face, how do you _____ an **opinion** of them?
6 How do you think you _____ **across** to people you meet for the first time?
7 In your line of work, how important is it for you to _____ a close **relationship** with customers or clients?
8 Do you ever _____ an instant **dislike** to someone when you meet them for the first time? What are the reasons?

5 Work with a partner. Choose five of the questions in **4** to ask and answer.

6 ▶ **1.1** Listen to Zhifu Li, a website designer in Hong Kong, talking about adapting websites to local needs. Answer questions 1–2.

1 In what way is website localization like other forms of advertising?
2 What differences between Western and Asian websites does Zhifu mention?

7 Match each of these adjectives from audio script **1.1** to an adjective with a similar meaning from 1–12.

expensive   ineffective   arrogant   trustworthy   suspicious   complex
functional   modest   ostentatious   successful   wary   favourable

1 reliable _____
2 unsuccessful _____
3 showy _____
4 positive _____
5 costly _____
6 mistrustful _____
7 practical _____
8 complicated _____
9 simple _____
10 effective _____
11 over-confident _____
12 cautious _____

8 Work with a partner.

1 Which of the adjectives in 7 are positive and which are negative? Explain your choices.
2 Using as many of the adjectives as possible, discuss what makes an effective website in your culture.
3 What aspects of a website would give a negative first impression?

>> For more exercises, go to **Practice file 1** on page 106.

9 Work with a partner. Look at these things which can create a good or bad first impression of a company.

- uniform
- office / business premises
- telephone answering system
- reception area
- meeting / conference rooms
- quality of product / service
- warm greeting
- dress code
- website
- advertisements in the media
- brochures / printed materials
- price
- speaking customer's language
- reputation

1 Which four are the most important and why?
2 Choose two of the factors that create a good impression of your company. Explain how.
3 Choose two of the factors that are less successful at creating a good impression of your company. How could they be improved?

Business communication | Arranging a meeting

1 What percentage of your time is spent in meetings? What kinds of meetings do you attend? How do normally arrange them (e.g. by email or by phone)?

2 Read this email from Ivan Formanek, owner of a translation agency in Prague.
1 How did he find out about Sean McFee?
2 Why is he contacting him?
3 What does he ask Sean to do?

To: sean.mcfee@sfdesign.com
From: ivanformanek@sspeaking.cz
Subject: Designer for new website needed

Dear Mr McFee

My name's Ivan Formanek and I have my own translation agency – Simply Speaking. I was given your details by one of your former colleagues, Ursula Vladikova. She recommended you to me as we are planning to renew our website.

If you are interested in discussing this further, could you either call us or send an email in reply and we will arrange a meeting with you?

Best regards

Ivan Formanek

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3 ▶ 1.2 Sean sends an email in reply to Ivan and then calls him. Listen to their conversation and answer questions 1–3.
1 What is the purpose of the call?
2 What is the outcome?
3 Why is there a delay before the meeting can take place?

4 ▶ 1.2 Listen again and put sentences a–j in the correct order (1–10).
a Yes. I, remember. ___
b I'm calling about the email I sent you … _1_
c Thanks for responding so quickly. ___
d We can meet when I get back. ___
e Let's say, provisionally, Tuesday the 13th at eleven o'clock. ___
f See you in a couple of weeks. ___
g I wondered if you'd had time to look through the portfolio I sent. ___
h I suggest we meet to discuss things further. ___
i When would you like to meet? ___
j Fine, whatever's best for you. ___

Tip | *actually* and *currently*

Don't confuse *actually* with *currently*. Use *actually* as an alternative to *in fact* or *as a matter of fact*.

I'm **actually** going to be in Prague already.

Use *currently* to express something you are doing at the moment.

We're **currently** updating our corporate image.

Key expressions

Introducing self (email)
My name's … and I (have / work for / represent) …
I was given your details by …
(She) recommended you to me as …

Making a follow-up call
Hello … This is …
I'm calling about the email I sent you regarding …
I wondered if you'd had time to …?
I wanted to see if you are still interested in …

Responding to a follow-up call
Yes, I remember.
Thanks for responding so quickly.
Thanks. I wanted to speak to you about …

Arranging to meet
I suggest we meet to discuss things further.
When would you like to meet?
We can meet …
Fine, whatever's best for you.
Let's say, provisionally, Tuesday the 13th at 11.00.
I'll get my assistant to call you later today to confirm.
See you (in a couple of weeks).

Discussing travel arrangements
You'll be travelling in from …, won't you?
Can you tell me how I get to …?
Is it best by taxi or public transport?
Let me know where you're staying and I'll email you a map and directions from your hotel.
There's a train that leaves at …
Will I have time to catch that one?
It only takes … to get to …
Let me know if you need a taxi and I'll book one for you.

5 ▶ **1.3** Listen to a call Sean receives and answer questions 1–3.
  1 Who is calling Sean and why?
  2 How will Sean know how to find Simply Speaking?
  3 What transport is he going to use to get to the meeting?

6 ▶ **1.3** Listen again.
  1 What phrase does Sean use to …?
    a enquire about transport
    b refer to the time of the train
    c discuss the possibility of catching the train
  2 What phrase does Catherine use to offer help with …?
    a directions
    b a taxi

  ▶▶ For more exercises, go to **Practice file 1** on page 106.

7 Write a short introductory email to your partner, following steps 1–3.
  1 Introduce yourself and your company.
  2 Explain that your partner was recommended to you.
  3 Suggest a meeting to discuss some future business.

8 Work with a partner. Exchange your emails from **7** and take turns to make a follow-up call. Remember to:
  • introduce yourself and explain why you are calling
  • arrange to meet
  • discuss the travel arrangements

Practically speaking | Exchanging contact details

1 Are you good at remembering people's names and contact details? Do you have any special techniques for helping you remember names when you meet people for the first time? In what situations do you have to exchange names and contact details?

2 ▶ **1.4** Listen to three conversations and answer questions 1–2 for each one.
  1 How does each speaker give their contact details?
  2 Why do they want to keep in contact with each other?

3 ▶ **1.4** Listen again and match these phrases to each call in **2**.
  1 Let me take your name and number. _Call 1_
  2 I have an email address for you, but I'm not sure if it's current. _____
  3 I'll send you her contact details by text. _____
  4 Can I have Suzy's number and email address? _____
  5 It's probably easiest if I email you when I get back to the office. _____
  6 Here's my card. _____

4 Match phrases 1–6 in **3** to categories a–c.
  a asking for details _____
  b giving details _____
  c promising details _____

5 Stand up and walk around the class talking to each person. Ask each person for their contact details. Either give your details straightaway or promise to give them.

Language at work | Present simple and continuous

1 Work with a partner. Read sentences a–i and discuss why each sentence uses either the present simple or present continuous tense in **bold**.

a I**'m calling** about the email I sent you …

b Yes, I **remember**.

c We**'re** currently **updating** our corporate image.

d I **go** to Berlin once a month.

e It only **takes** 20 minutes to get to the station.

f I**'m leaving** the day after tomorrow.

g There's a train that **leaves** at 3.00.

h We can meet when I **get** back.

i I**'m covering** for a colleague who's on maternity leave.

2 Answer the questions in the *Language point*.

LANGUAGE POINT

In which sentence in **1** is the present simple used to refer to …?

1 a routine ___

2 something always or permanently true ___

3 a thought / feeling / reaction rather than an action ___

4 an item on a timetable ___

5 the future after a time word ___

In which sentence in **1** is the present continuous used to refer to …?

6 an action in progress at the moment of speaking ___

7 a current (unfinished) project ___

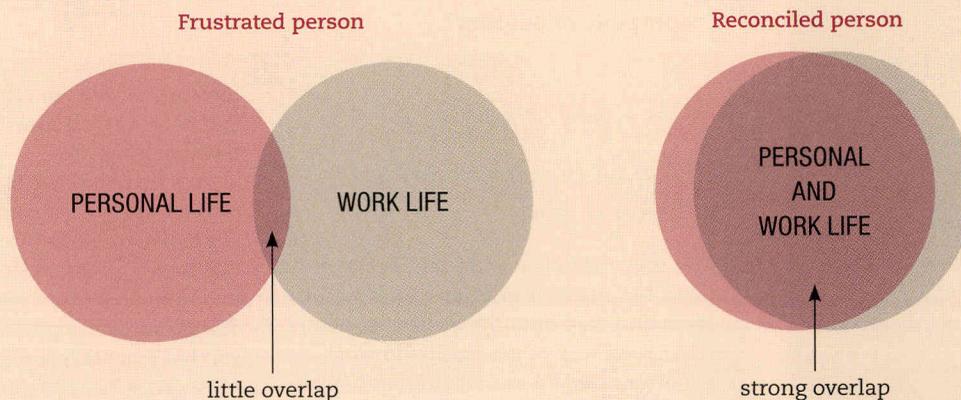8 an arrangement in the future ___

9 a temporary situation ___

>> For more information, go to **Grammar reference** on page 107.

3 You want to find out this information from someone you meet for the first time. What questions would you ask?

who they work for	the department or area they work in
their responsibilities at work	a current project they are involved in
their daily routine	how regularly they need English at work
how their English studies are going	what their schedule is next week

4 Work with a partner. Ask and answer the questions in **3**.

5 Which of these phrases would you normally use with the present simple, and which with the present continuous?

*for the moment   at the moment   generally speaking   for the time being
on the whole   tomorrow afternoon   once a week   most of the time
every winter   right now   once in a while   as a rule   currently*

6 Work with a partner. Use the phrases in **5** to make true statements about your activities in or out of work.

>> For more exercises, go to **Practice file 1** on page 107.

7 Give a short presentation about your company using these points.

1 The industry as a whole:

• how important it is and whether it employs a lot of people

• current changes taking place and future developments

2 Your company:

• where it is based, what it does and who its customers are

• current projects and future plans

The life overlap

These two Venn diagrams compare how the overlap between our working life and personal life can affect us. The first diagram highlights how frustrated we can become when we try to separate our personal life from our working life; there is very little overlap in the diagram and so this person is leading two separate lives which often leads to frustration. In contrast, the second Venn diagram shows a much larger overlap. This kind of person tends to be reconciled to the fact that their work is also part of their personal life; they don't change their character at work and in general they work on things that interest them and so aren't frustrated by their situation.

Frustrated person

PERSONAL LIFE   WORK LIFE

little overlap

Reconciled person

PERSONAL AND WORK LIFE

strong overlap

Discussion

1 Are you able to stop working when you leave your place of work or do you often continue dealing with work from home (or on your phone)?

2 How easy do you think it is to separate your work and non-work life?

3 How much do you agree with the solution of allowing your personal and business life to overlap?

Task

1 Draw two Venn diagram circles to represent your personal life and your working life. Include the amount of overlap between the two circles which represents the relationship between these lives. Then show your partner and explain why you drew the circles in this way.

2 Work with a partner and draw two new circles to represent 'You' and your 'Partner'. With your partner, talk about your life at work and outside work, and find out what you both have in common. Make notes in the Venn diagram circles about 'You' and your 'Partner' while you speak. When you find something in common, note it in the overlap between the two circles; e.g. you both work in the same area of business or you both play tennis. Try to find as many things in common as possible.

YOU   What you have in common   PARTNER