

in company 3.0

INTERMEDIATE TEACHER'S BOOK PACK

B1+



Helena Gomm

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MACMILLAN

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Student's Book contents

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01 Making contacts p6	Describing people Discussing appropriate conversation topics Keeping the conversation going Fluency Networking with colleagues and business contacts	Reading A blog about conference attendance Listening An extract from a business travel programme on conference venues People gossiping at a conference People socializing at a conference	Vocabulary Conferences Grammar Present Simple and Present Continuous Phrase bank Networking
02 Making calls p13	Receiving calls Leaving voicemails Roleplay Exchanging information on the telephone	Listening Planning a telephone call Voicemail messages Telephone conversations	Vocabulary Telephone expressions Grammar Past Simple, time adverbs <i>ago, before, during, for, in, over</i> Phrase bank Telephoning
03 Keeping track p20	Checking and clarifying facts and figures Fluency Querying information Clearing up misunderstandings In company interviews Units 1–3	Reading Articles: two sportswear companies Listening Extracts from meetings A briefing meeting	Vocabulary Business phrasal verbs Grammar Comparatives and superlatives Phrase bank Checking understanding
04 People skills: Listening p26	Effective listening techniques Fluency Active listening	Reading Article about effective listening Listening Problematic and constructive conversations	
Management scenario A: The networking event p28	Identifying networker types Rules for successful networking Fluency A networking event	Reading Making the most of business networking events In company in action A1: The networking event A2: A useful contact	
05 Business travel p30	Expressing likes and dislikes about travelling on business Making polite requests and enquiries Fluency Dealing with travel situations Identifying signs as British or American English Roleplay Greeting visitors	Reading Article from <i>Newsweek</i> about people who live in two cities Article: travel tips Listening Business travel conversations Short exchanges in British and American English Conversations at the airport	Vocabulary Business trips Grammar Polite question forms Phrase bank Business travel
06 Handling calls p37	Discussing your attitude to using the telephone Making polite telephone requests using <i>if</i> and <i>Could you ...?</i> Making telephone expressions with <i>I'll</i> Roleplay Dealing with incoming calls	Reading Mini-texts: telephone statistics Listening Telephone conversations	Vocabulary Office life Grammar <i>will</i> Phrase bank Polite requests, Offering assistance, Ending a call
07 Making decisions p43	Doing a questionnaire on making decisions Using fixed expressions in meetings Fluency Using the language of making decisions In company interviews Units 5–7	Reading Article about James Bond films Actor profiles: James Bond contenders Listening Extracts from a documentary An extract from a meeting Interviews with James Bond contenders	Vocabulary Money and markets Grammar Conditionals (future reference) Phrase bank Decision-making
08 People skills: Influence p50	Influencing peers and subordinates Roleplay Using influencing techniques	Reading Managing up, down and sideways Listening Influencing tactics	
Management scenario B: Meetings on the go p52	Asking for favours Handling meetings on the go Roleplay Constructive meetings on the go	Reading How to handle meetings on the go In company in action B1: Meetings on the go B2: A constructive meeting B3: A failed request	
09 Small talk p54	Completing a questionnaire on cultural awareness Talking about experiences Roleplay Engaging in small talk	Listening Pre-meeting conversations	Vocabulary Exaggeration and understatement Grammar Past Simple or Present Perfect Phrase bank Engaging in small talk
10 Email p60	Discussing email likes and dislikes Guidelines for writing email Simplifying a lengthy email Writing Exchanging emails	Reading Emails Listening Voicemail messages	Vocabulary Computers Grammar Future forms Phrase bank Email

Unit	Business communication skills	Reading and listening	Language links
11 Presenting p67	Discussing qualities of a good presentation Pausing, pacing and sentence stress Delivering a presentation Structuring a presentation Using visuals Fluency Giving a short presentation 🗣 In company interviews Units 9–11	Reading An extract from First Direct website Listening People conversing and giving a presentation An extract from a talk by Guy Kawasaki A presentation about a technical problem	Vocabulary Presentations Grammar Past Continuous, Past Perfect, Past Simple vs Past Continuous vs Past Perfect Phrase bank The language of presentations
12 People skills: Impact p74	Giving presentations with impact Fluency A product presentation	Reading The four Cs of presenting with impact Listening Extracts from presentations A pitch for a mobile app	
Management scenario C: Morale problems p76	Improving morale problems Motivating a team Fluency Delivering a motivation session	Reading Motivating your team 🗣 In company in action C1: Poor motivation C2: Improving morale	
13 Being heard p78	Discussing attitudes to meetings Completing a questionnaire on assertiveness in meetings Roleplay Interrupting a speaker Discussing meeting styles in different countries	Listening People talking about their attitudes to meetings Meetings in different countries Reading Meeting styles in four countries	Vocabulary Meetings Grammar Modal verbs Phrase bank Interrupting and preventing interruption
14 Snail mail p85	Discussing different types of communication Correcting a formal letter Writing Letters following up a sales meeting or business contact	Reading A business letter Listening Someone correcting a colleague's business letter	Vocabulary Prepositions, Prepositional phrases, Preposition + noun + preposition Grammar Multi-verb expressions Phrase bank Letter-writing expressions
15 Solving problems p91	Discussing solutions to problems Expressions for making suggestions Fluency Conducting problem-solving meetings 🗣 In company interviews Units 13–15	Reading Articles: advice on solving problems Listening Case studies: three problems solved Problem-solving meetings	Vocabulary People and products Grammar Conditionals (past reference) Phrase bank Problem-solving, Brainstorming
16 People skills: Collaboration p98	Working in a team Fluency Problem-solving team meetings	Reading Creating team spirit Listening A project problem	
Management scenario D: Tricky conversations p100	Handling tricky conversations Roleplay Difficult conversations	Reading Handling difficult conversations in the workplace 🗣 In company in action D1: Failed conversations D2: Constructive conversations	
17 Eating out p102	Describing restaurants Doing a quiz on table manners and etiquette Describing typical dishes from your country Roleplay Doing business over lunch	Listening A conversation in a restaurant Conversations over lunch	Vocabulary Food and drink Grammar The passive Phrase bank Eating out
18 Telecommunications p108	Discussing teleconferencing Holding a short teleconference Fluency Dealing with emails and voicemail messages	Listening A teleconference Reading An email exchange	Vocabulary Managing a project Grammar Reporting Phrase bank Teleconferencing
19 Negotiating p115	Sounding more diplomatic Expressions for negotiating Completing notes while listening to two negotiations Roleplay Negotiating a contract 🗣 In company interviews Units 17–19	Reading Extract from <i>Getting Past No</i> Joke from <i>Complete Idiot's Guide to Winning Through Negotiation</i> Article about football Listening People's views on negotiating Description of football players' transfer deals	Vocabulary Negotiations Grammar Language of diplomacy Phrase bank Negotiating
20 People skills: Assertiveness p122	Dos and don'ts of being assertive Roleplay Being assertive	Reading Hofstede's power distance Listening Asserting yourself	
Management scenario E: The difficult customer p124	Handling difficult customers Understanding interest-based negotiations Roleplay Dealing with difficult demands	Reading Uncovering interests in negotiations 🗣 In company in action E1: A failed negotiation E2: A successful negotiation	
		Additional material p126	Listening scripts p142

Introduction

A Business English classroom

Madrid. 3pm. At 37° the city is starting to simmer. The teacher, Liz, arrives a couple of minutes early for her class with the bank on the 13th floor. The training room is tastefully ergonomic, if a little soulless. Liz takes out her MP3 player, prepares the track, flips through her handouts, decides there isn't time now for a quick coffee and waits.

There are normally five people in her group: three quiet types from the legal department, Pablo, a talkative mergers and acquisitions specialist, and Lourdes, a young trainee with rather better English than the others (which is sometimes a problem). They all get on well. But only three will turn up today – unfortunately, not exactly the same three who turned up last time, so there'll be some catching up to do. A chunk of the unit in the course book will probably have to be missed out and Liz will have to think of something else to do instead. The message is that Pablo may join them later if he gets out of his lunch meeting in time. But that's unlikely. He misses three lessons out of five. Busy guy.

Three months ago, when Liz's employer discussed the English course with the bank's training department, a formal needs analysis prioritized work on the language of meetings, telephoning and email. Liz's students agreed that's what they need. But as the course went on, she noticed that they often didn't use the so-called useful expressions she was teaching them and they only really came to life when either talking about themselves or taking part in a light-hearted activity she'd originally planned as a filler. She's doing more of that kind of thing now, though, and it seems to be working.

This afternoon the students' heads are full of talk of the forthcoming merger. They're still arguing about it as they come in to the class. Gradually, animated Spanish dissolves into more hesitant English and the lesson begins. Today they're supposed to be doing 'fixing and changing appointments on the phone'. Present continuous. Here we go again. Grim prospect. But maybe Liz has a better idea ...

in company 3.0

in company 3.0 is Macmillan's skills-based Business English series, aimed at professional, adult learners seeking to realize their full potential as speakers of English at work – both in and out of the office – and in social settings. This third edition builds on the success of the previous editions and has been enhanced and updated to reflect the realities of the 21st century professional. Business English learners now face a challenging, fast-paced, technologically-advanced workplace and the process of English language acquisition with **in company 3.0** has been adapted to match this. In addition to a comprehensive Student's Book that offers quick and tangible results, the series now provides students with a wealth of new material online. This allows learners to extend their studies, not only within the classroom, but also outside of the traditional learning environment, on-the-move and in their own time.

Ten key observations regarding teaching English to professional learners underpin the **in company** series:

- 1 Professionals like to be regularly reminded why they are studying and what's in it for them.
- 2 They are used to goal-setting and time constraints, and tend to welcome a fairly fast pace.
- 3 They are motivated by topics which directly relate to their own personal experiences.
- 4 They expect to see an immediate, practical payoff of some kind at the end of each lesson.
- 5 It is English, not business, they have come to you for help with (but see 7).
- 6 They want to be able to actually do business with their English, rather than just talk about it.
- 7 They appreciate texts and tasks which reflect what they have to do in their job.
- 8 They also appreciate texts and tasks which allow them to escape what they have to do in their job.
- 9 They don't regard having fun as incompatible with 'serious learning' (but see 1 and 4).
- 10 They like to see an overall plan and method behind the classes they attend.

Skills-based approach

in company 3.0 Intermediate is a practical course in how to do business in English. With target language selectively introduced on a need-to-know basis, each unit is a fast track to competence in a particular business skill. Recognizing that people need more than just phrase lists and useful language boxes to operate effectively in real-life business situations, each unit provides a substantial amount of guided skills work to give students the chance to fully assimilate the target language and ‘make it their own’, before going on to tackle fluency activities.

Target skills developed at this level include:

- keeping track in cross-cultural meetings
- creating a favourable impression in emails
- handling unexpected phone calls
- getting people to do things for you
- opening, closing and fuelling conversation
- querying and clarifying points under discussion
- making and reporting decisions
- applying and resisting pressure in negotiations
- exploiting the power of your voice in talks.

Student's Book


in company 3.0 Intermediate takes students through 20 progressively more challenging units ranging from basic networking, information-sharing and small talk to higher order skills such as problem-solving, presenting and negotiating. The course reflects the need for students at this level to consolidate their grammatical awareness, increase their lexical range and, above all, boost their communicative power in both professional and social situations.

Structure for the third edition

in company 3.0 Intermediate is organized into five sections. Each section consists of three ‘Business communication’ units, a ‘People skills’ unit and a ‘Management scenario’.

Business communication units

These units deal with vital communication skills such as emailing, telephoning and networking at a conference. These units all contain grammar and lexis elements, and are followed by *Language links* which offer extra vocabulary practice, and grammar consolidation and extra practice.

 Every third Business communication unit concludes with a video: *In company interviews*. These interviews showcase real business professionals discussing the preceding unit topics, and give a context for students’ own discussion and additional worksheet activities.

People skills

Acquiring communication strategies for a variety of work-related and social contexts and developing interpersonal skills is the main emphasis of these units.

The functional language required for interaction with others is presented and practised through dialogues and extensive listening practice. This is then consolidated through a comprehensive roleplay, where students put into practice the skills they have explored in the unit.

Management scenarios

A new feature of the third edition of **in company** are the five Management scenarios which provide learners with additional extended communication practice through a simulation of a real-life business situation. More importantly, these business situations are illustrated through video, providing students with a visual support to the Student’s Book activities which allows them to develop a range of different skills, including perception of body language, comprehension of various accents and an understanding of the importance of interpersonal skills.

Each Management scenario uses video as a prompt for discussion and then as a model for the students’ own free roleplay. This fluency activity simulates a similar situation to the one the students have encountered in the video, but allows them the freedom to play their own characters. A self-evaluation form for every roleplay gives students the chance to assess not only their peers’ performance, but also their own.

Language input

At an intermediate level, students have typically met much more grammar than they have mastered, and recognize far more vocabulary than they are, as yet, able to produce. A certain amount of recycling is, therefore, essential, but the worst thing we, as teachers, can do is simply to go over old ground again. A better idea is to try to help students apply and begin to integrate their existing knowledge – ‘noticing’ grammatical patterns in lexis, lexical patterns in grammar and the underlying function in a business context of both.

For instance, in teaching the expression *I’ll get on to our suppliers right away*, students’ attention could usefully be drawn to any or all of the following:

- the phrasal verb *get on to* (*contact*) and its complement in a business context *get back to*
- the time expression *right away* and other time expressions (*later today, sometime this afternoon, when I’ve got a minute*) that could fill the same slot in the sentence
- the collocation *get on to our suppliers* and some collocates for *suppliers* (*negotiate with, check with, change*)
- the grammar of *will* as a modal verb and its use in the first person singular to respond to urgent requests (*I’ll find out for you, I’ll see what I can do, I’ll get back to you on that*)
- the use of *get* as a generative verb in the context of communication (*get through on the phone, get your ideas across in a meeting*).

Vocabulary syllabus

in company 3.0 Intermediate devotes a lot of attention to vocabulary, showing students how to build words, many of which they may already know, into larger, multi-word items they do not know. For example:

- compounds – *search engine, help menu*
- collocations – *sharp rise, go out of production*
- noun phrases – *cost of living, rate of exchange*
- phrasal verbs – *sell out, buy up, cut back*
- discourse markers – *above all, by the way, to sum up*
- fixed expressions – *Leave it with me, I'll do my best, I'm afraid we'll have to break off here*
- partial frameworks or scripts – *two months ago we were having difficulties with ..., which was also affecting ... and ..., not to mention So, what was going wrong? Well, the problem we were facing was not ... but ... Have a look at this ...*

Pre-constructed vocabulary chunks, like those above, are a crucial part of native-speaker interaction and, if judiciously selected, can significantly speed up the language processing time of non-native speakers too, allowing them to sound more fluent and confident in situations they can predict they are likely to encounter.

Vocabulary, therefore, is given a prominent place in the units. In addition, each of the 15 Business communication units is followed by extra vocabulary practice in the corresponding *Language links* that follow the unit. These exercises effectively double the lexical input in each unit and can either be set for homework or made the basis of vocabulary-building lessons.

Phrase banks

The *Language links* also include *Phrase banks*. These appear as exercises which, once completed, act as a reference bank for useful phrases.

Grammar syllabus

Of course, lexical chunks are only useful in so far as our students are able to produce them in real time, as and when they need them. When, for whatever reason, they are unable to do so, they will fall back on the generative power of grammar and the simplest words in their vocabulary to get the job done.

The approach in **in company 3.0** Intermediate is to highlight target grammar as it naturally emerges in the activities, but there are no long detours in the units themselves into structural matters. The reasoning behind this is that, though some formal errors persist, when it comes to the basic grammar of English, intermediate students tend to have more problems with use than form – and such problems require more than a short exercise or two to put right. This is where the grammar sections of the *Language links* come in. Fifteen grammar sections in the *Language links*, cross-linked to the 15 Business communication units, systematically address the usual questions of time, tense, aspect, voice, modality and

conditionality as well as broader areas such as reporting and diplomacy, where grammar becomes as much a matter of choice as of rules.

In this grammar section, students are encouraged to explore grammatical use and, to some extent, fathom out the rules for themselves. Tenses are usually presented contrastively. Practice exercises are more commonly text- or dialogue-based (rather than simply sentence-based) to give a feel for the discursive role of different structures.

In Company Online

The addition of a blended learning element to the course gives **in company 3.0** a neat and compact learning solution for both students and teachers. For students, this means the opportunity to practise their language online, via the Online Workbook, as well as on-the-move by downloading the class audio and video. For teachers, this online product means the ability to track students' progress through automatic gradebooks, the opportunity to download the audio and video content, as well as gain access to additional photocopiable material, tests and worksheets.

Online Workbook

The **in company 3.0** Online Workbook provides extra skills, grammar and vocabulary practice for every unit of the Student's Book. It contains interactive activities, audio for listening practice and automatic marking – making it perfect for self-study. Your students can instantly check answers and try again, as many times as they want. The Workbook is also linked to an online gradebook, which means you can see your students' marks for each activity as well as the progress they are making. Students will also be able to chart their own progress.

The Online Workbook contains 20 units to match the Student's Book. Students can read and listen to texts on topics similar to those featured in the Student's Book unit, and develop the reading, listening and writing skills that each Student's Book unit introduces. Each Workbook unit also contains lots of extra grammar and vocabulary practice, and there is a grammar reference section for students to consult if they encounter any difficulties.

Resource Centres

In addition to the Online Workbook, students and teachers have access to the Student's and Teacher's Resource Centres. These contain a wealth of additional resource material for use both in and out of the classroom.

Class audio

This includes all audio tracks from the Student's Book class audio CD, along with full listening scripts. Students and teachers can download all the material to a mobile device for listening on-the-move.

Video

In company in action videos accompany each Management scenario in the Student's Book. In the Teacher's Resource Centre, each of these videos has an additional classroom-based worksheet to fully exploit the audiovisual material, including teaching notes and answer keys.

In company interview videos showcase business professionals around the world discussing key business skills and topics. Each interview is supported by a self-study worksheet for students to complete at home.

All video material can be viewed online or downloaded to a mobile device for watching on-the-move.

Tests

Progress and placement tests allow teachers to assess their students' work throughout the course. The automatic gradebook on the Online Workbook also provides the teacher with instant feedback on their students' progress.

Additional student support

Students have access to the following resources to support their learning:

- Unit-by-unit glossary
- Student's Book answer key
- Student's Book phrase banks

Additional teacher support

In addition to the above, teachers have access to an additional 35 photocopiable worksheets which extend and/or revise elements of the Student's Book. The worksheets are written by ten practising Business English teachers, they provide approximately 25 extra hours of material to supplement the Student's Book.

Fast-track map

An invaluable resource for the busy teacher is the new 'fast-track map' that accompanies every level of **in company 3.0**. This detailed map provides teachers with a fast-track route through the Student's Book, which is ideal for those students who have 30–60 hours of English lessons.

The fast-track map gives the teacher the option of following one of three routes (taster, language practice and language input), selecting the most relevant and useful activities to do in class. Each route also provides a comprehensive self-study plan, for students to enhance their learning outside the classroom.

Class audio CDs

Throughout the course, substantial use is made of audio recordings to input business expressions and grammatical structures. Indeed, very little of the language work is not either presented or recycled in a recording.

The recordings feature both native and non-native speaker accents, providing the students with extensive

exposure to real spoken English. There is frequently an element of humour in the recordings which, besides entertaining the students, motivates them to listen again for things they may have missed the first time round.

There are full listening scripts at the back of the Student's Book. All Student's Book class audio material is also available online, accessible to both students and teachers through the resource centres. These audio tracks can be downloaded as MP3 files and played on various devices, from CD players to smartphones and tablets. This allows students to listen again to all audio material in their own time, even when on-the-move, giving them the flexibility to listen and re-listen to the class audio as much as they want.

In addition, the Listening section of the Online Workbook provides further listening practice with new recordings that students will not yet have heard in class.

How can I exploit the dialogues further?

Play some of the dialogues a second time and:

- pause the CD after questions for students to recall or predict the response (if they write these down as they go, you can ask them to recall the questions as well at the end)
- pause the CD after responses to questions and ask students to think of other possible responses
- pause the CD in the middle of lexical chunks (collocations, fixed expressions) for students to complete them either orally or by writing them down
- ask students to speculate about the personalities of the speakers in the dialogue
- ask students if they have ever met / done business with anyone like the speakers
- ask students if they would have reacted differently to the speakers in the dialogue.

Reading texts

The reading texts in **in company 3.0** Intermediate have been chosen to involve, entertain and provoke students into lively discussion, as well as to contextualize key target vocabulary. Squeezing a text completely dry of all useful language usually demotivates a class, but many of the longer texts in **in company 3.0** Intermediate are information- and lexically-rich and can usefully be revisited.

The reading section of the Online Workbook uses new reading texts to provide further reading practice in a different context.