

Claire Hart

# in company 3.0

**STARTER** TEACHER'S BOOK PACK

A1+

**PREMIUM PLUS**



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<b>02</b> I start work at 8 am p14	Using numbers and times Looking at work routines <b>Fluency</b> Talking about your daily work routine <b>In Company interviews</b> Units 1–2	<b>Reading</b> Text messages Article about a typical day in the office <b>Listening</b> Conversations about daily routines	<b>Vocabulary</b> Numbers and work-related verbs <b>Grammar</b> Present Simple with key words for work Questions with <i>When</i> , <i>What time</i> and <i>How many</i> <b>Phrase bank</b> Telling the time
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<b>03</b> Where do you work? p22	Looking at jobs and companies <b>Fluency</b> Talking about your job and your company	<b>Reading</b> Work the Net profiles <b>Listening</b> Conversations about jobs, sectors and companies	<b>Vocabulary</b> Jobs, sectors and numbers 10–100 (tens), 100–1,000 (hundreds), 10,000–50,000 (thousands) <b>Grammar</b> Questions with <i>do/does</i> <b>Phrase bank</b> Describing your job and company
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Unit	Business communication skills	Reading and listening	Language links
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<b>07</b> Business on the move p50	Talking about changes in technology <b>Fluency</b> Talking about your life and career	<b>Reading</b> Article about changing technology <b>Listening</b> The life of a business speaker -ed pronunciation	<b>Vocabulary</b> Adjectives and opposites <b>Grammar</b> Past Simple <b>Phrase bank</b> Talking about technology and communication
<b>08</b> I'd like to talk about ... p56	Giving presentations <b>Fluency</b> Talking about changes and results <b>Roleplay</b> Giving a sales presentation <b>In Company interviews</b> Units 7–8	<b>Reading</b> Email about investment opportunities <b>Listening</b> Presentation about sales results Question and answer session	<b>Vocabulary</b> Describing change <b>Grammar</b> Past Simple irregular verbs Questions and negatives in the past <b>Phrase bank</b> Useful presentation language
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# Introduction

Michaela is on her way to a company to teach a new English class. She takes the slow train that stops every five minutes, and then the tram, before walking the last 500 metres across the industrial estate to a large heavy goods vehicle manufacturer. As she goes through the entrance, she ponders the new course she is about to start teaching. She knows they are a mixed bunch: two factory foremen, one finance guy, the PA to the Managing Director, a woman from the sales department and a Quality Engineer. When she did level tests with them on the phone she found they ranged from A1 through to A1+ with a couple at low A2 level.

Michaela has taught learners at this level before, but this is the first time she's been asked to choose the course book. If you're teaching learners at starter level, you have to get down to basics, right? They won't even know how to conjugate *have* in the third person singular. One thing they *do* know about is business. Their English competence may be limited, but they are nevertheless expected to attend meetings in English with international partners, and receive streams of emails in English from Chinese suppliers or their manager's Italian counterpart. As a result, they will have heard some words that are commonly used in business, words like 'supplier,' 'networking' and 'negotiation', even if they can't use them readily. Michaela also remembers how much her old A1+ groups lit up when she asked them to practise communicating in real-life work situations, such as presenting the sales results or simply talking about themselves and explaining what they do.

She needs something that will give the learners this 'real' vocabulary from the get-go and give them practice using it in situations that they are likely to find themselves in at work. At the same time though, she needs to do this at the right pace, so that the students won't feel overwhelmed. She needs a book that will build on the foundations the students already have and help them to develop into the successful communicators they need to be. In her bag she has a few course books to show the learners today, but she now realizes only one of them ticks all of those boxes. Only one of them will meet her students' expectations and boost their confidence in using English in their work. It's clear to Michaela that the only course book she can recommend is *In Company 3.0*.

## 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. The series aims 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 accordingly. In addition to a comprehensive Student's Book that offers quick and tangible results, the series now also 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 on the teaching of 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.

## Practical approach

*in company 3.0* Starter is a practical course in how to do business in English. 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 basic fluency activities.

Target skills developed at this level include:

- describing your work and company
- using the telephone
- discussing pros and cons
- taking part in meetings
- networking
- writing emails and reports
- giving presentations
- discussing change and developments
- dealing with social situations
- making requests
- negotiating



## Student's Book

**in company 3.0 Starter** takes students through ten progressively more challenging units which include introducing yourself, describing your work and company, giving presentations and negotiating. The course reflects the need for students at this level to develop their grammatical competence, increase their lexical range and, above all, acquire strategies to communicate confidently and effectively in both professional and social situations.

## Structure for in company 3.0 Starter

**in company 3.0 Starter** is organized into five sections. Each section consists of two 'Business communication' units and a 'Survival scenario'.

### Business communication units

These units deal with business and communication skills through informative and interesting topics. These topics can be divided into core four areas of a business professional's life:

#### Business basics

These units focus on essential skills such as introducing yourself and others, using numbers and times, as well as days, dates and months. The approach taken provides students with the foundations on which to build their business communication skills, whether it be meeting new clients or arranging a meeting or a business trip.

#### Everyday business

These units are built around themes which are common to everyday working life, such as making telephone calls and arrangements, taking part in meetings and making small talk. The approach taken ensures that these topics are brought to life. For example, in Unit 5 we see a business person visiting another company for the first time. We explore the range of linguistic needs necessary for such an event, from arranging the meeting to introducing yourself when you arrive, from having an informal conversation, then moving on to the more formal setting of the meeting itself.

#### Company life

These units include a focus on the different grammatical tenses to enable learners to discuss their jobs and work routines as well as talking about their life and career. Students are also encouraged to think outside the realms of their own working life and look at other types of jobs, companies and sectors.

#### Communication

These units focus on business situations where communicating your ideas and thoughts is key, such as giving a presentation, planning a business event, negotiating a deal or expressing an opinion. In Unit 6, for

example, students have the opportunity to discuss the effectiveness of different types of advertising, and look at different ways to convey their opinions and structure discussions.

Every second 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.

As well as the core activities, the Business communication units have several additional features which serve to complement the content of the corresponding unit:

#### Writing tips

These sections offer quick and handy writing tips which are relevant to the activities in the unit. Unit 4, for example, teaches days, dates and months, and the writing tip highlights the difference between how we say the date and how we write the date.

#### Question time

These sections highlight question forms in preceding and subsequent activities. Students are asked to complete an example (or examples) of the target question in order to fix that particular structure in their minds. Set in a grey box, this feature stands out on the page and serves as a useful reference which students can go back to as they progress through the units.

#### Natural language

These sections include useful and interesting language points. For example, in Unit 3 the Natural language section introduces students to the phrases 'I'm in ...' and 'I work in ...' to talk about their working sector. These additional words and/or phrases enhance language explored in the unit.

#### Survival scenarios

The five Survival scenarios in the course provide learners with additional extended communication practice through a simulation of a real-life business situation. Most 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 interpersonal skills.

Each Survival scenario uses video as a prompt for activities and then as a model for the students' own roleplay. A *Reviewing objectives* box for every scenario unit gives students the chance to evaluate their own performance.