

# in company 3.0

**UPPER INTERMEDIATE TEACHER'S BOOK PACK**

B2

**PREMIUM PLUS**



Pete Sharma

# in company 3.0

**UPPER INTERMEDIATE** TEACHER'S BOOK

B2

  
MACMILLAN

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# Student's Book contents

Unit	Business communication skills	Reading and listening	Language links
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<b>02</b> Information exchange p13	Describing attitudes to and content of meetings Paraphrasing information Pointing out discrepancies Dialogue-building using the language of meetings <b>Fluency</b> Breaking bad news and writing a report 🗣️ In company interviews Units 1–2	<b>Reading</b> Meeting: breaking bad news <b>Listening</b> A meeting: problems with a product Five meetings: discrepancies The language of meetings	<b>Vocabulary</b> Meetings <b>Grammar</b> Conditionals <b>Phrase bank</b> Debating issues
<b>03</b> People skills: Rapport p20	Strategies and techniques to build rapport <b>Fluency</b> Building rapport with a colleague	<b>Reading</b> Top tips for building rapport Training manual checklists <b>Listening</b> Two meetings to discuss teleworking	
<b>Management scenario A:</b> Culture clash p22	Identifying potential cultural differences Avoiding a culture clash <b>Fluency</b> A meeting to discuss a merger	<b>Reading</b> Cultural sensitivity checklist 🗣️ <b>In company in action</b> A1: A culture clash A2: Positive cross-cultural understanding	
<b>04</b> Voice and visuals p24	Doing a quiz on how to command attention Giving feedback on a presentation Using visuals in a presentation Analyzing the voice in presentations <b>Fluency</b> Giving a speech	<b>Reading</b> Articles on voice and visual impact <b>Listening</b> Voicemail Presenters giving information in different ways Radio programme: drama for business A Shakespeare speech	<b>Vocabulary</b> Presentations <b>Grammar</b> Modal verbs <b>Phrase bank</b> Describing and commenting on visuals
<b>05</b> Problems on the phone p31	Discussing phone usage and its usefulness Dealing with 'chatterboxes' Complaining and dealing with complaints Toning down 'flames' Speculating about a problem <b>Fluency</b> Solving problems on the phone	<b>Reading</b> Article on 'chatterboxes' <b>Listening</b> Someone dealing with a 'chatterbox' Someone dealing with a customer complaint People discussing a problem People solving a problem	<b>Vocabulary</b> Phone, tablet and email <b>Grammar</b> Complex question formation <b>Phrase bank</b> On the phone
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<b>09</b> Relationship-building p55	Discussing first impressions Completing a questionnaire on networking Practising networking skills Getting out of the office <b>Roleplay</b> Visiting a colleague's home	<b>Reading</b> Questionnaire: Are you an effective networker? Article on sport and business <b>Listening</b> Three small talk conversations People chatting at golf Conversation: visiting someone's home	<b>Vocabulary</b> Social English <b>Grammar</b> Multi-verb sentences <b>Phrase bank</b> Networking

Unit	Business communication skills	Reading and listening	Language links
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<b>11</b> People skills: Stress p70	Analyzing attitudes to stress in the workplace Identifying techniques for managing stress <b>Fluency</b> Helping a staff member in a stressful situation	<b>Reading</b> Article on helping colleagues manage stress <b>Listening</b> Talk on stress management Eight managers counselling their staff	
<b>Management scenario C:</b> Pitch and persuade p72	Identifying effective pitching techniques Using Cialdini's six principles of influence <b>Fluency</b> Pitching a new project	<b>Reading</b> Article on building donor circles 🗣️ <b>In company in action</b> C1: A failed pitch C2: An effective pitch	
<b>12</b> Emailing p74	Discussing how to deal with emails Correcting errors in an email Shortening and simplifying an email Adding the personal touch to an email Choosing an appropriate email style <b>Fluency</b> Writing and answering emails	<b>Reading</b> Extracts on emailing <b>Listening</b> Podcast: what your emails say about your career prospects Radio programme: The biggest email blunders ever made	<b>Vocabulary</b> Prepositional phrases <b>Grammar</b> Future forms <b>Phrase bank</b> Emailing
<b>13</b> Making an impact p82	Identifying effective presentation openings Identifying rhetorical techniques Rephrasing to add impact Identifying ways of closing a presentation <b>Fluency</b> Producing a promotional presentation for a new country	<b>Reading</b> Book extract on opening a presentation <b>Listening</b> Presentation openings Extracts from political speeches Closing remarks from four presentations	<b>Vocabulary</b> Metaphor <b>Grammar</b> Rhetorical techniques <b>Phrase bank</b> Opening and closing a presentation
<b>14</b> Out and about p89	Discussing business travel and packing habits Identifying ellipsis in conversation Striking up a conversation Telling an anecdote <b>Fluency</b> Chatting over a business lunch 🗣️ In company interviews Units 12–14	<b>Reading</b> Extracts from <i>The Accidental Tourist</i> <b>Listening</b> People talking about their worst flying experiences Conversations over lunch	<b>Vocabulary</b> Storytelling <b>Grammar</b> Narrative tenses <b>Phrase bank</b> Sharing anecdotes
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<b>16</b> Teleconferencing p100	Discussing potential uses of tele- and videoconferencing facilities Discussing action in a crisis Completing the minutes of a teleconference <b>Roleplay</b> Holding a teleconference	<b>Reading</b> Website extract: Business benefits of <i>TelePresence</i> Emails about a film shoot <b>Listening</b> An unexpected phone call An emergency teleconference	<b>Vocabulary</b> Teleconferencing, Personnel and production <b>Grammar</b> Reporting <b>Phrase bank</b> Teleconferencing
<b>17</b> Negotiating deals p107	Negotiating a tricky situation Identifying negotiating tactics <b>Fluency</b> Negotiating a contract 🗣️ In company interviews Units 16–17	<b>Reading</b> Analysis of a negotiation Article about the music business <b>Listening</b> Negotiations People talking about negotiating strategy Meeting: signing a new band	<b>Vocabulary</b> Negotiations <b>Grammar</b> Diplomacy and persuasion <b>Phrase bank</b> Negotiating
<b>18</b> People skills: Mediation p114	Discussing the qualities of a good mediator Identifying the stages of mediation <b>Fluency</b> Mediating between colleagues	<b>Reading</b> Article about causes of conflict at work <b>Listening</b> Poor and positive mediation	
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# 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 banks' 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.

*How can I exploit the texts further?*

Try some of the following:

- students set each other questions on a text
- students set you questions on a text, and vice versa
- give students several figures from a text and ask them to recall the context in which they were mentioned
- read the text aloud but slur certain words/phrases and have students ask for repetition/clarification
- students read/listen to a text and complete sentences to reflect their own reaction to it, e.g. *I thought the point about ... was interesting; I'm surprised that ...; I'm not sure I agree with what it says about ...; I'm not convinced that ...; I completely disagree with the idea that ...*
- give students the first half of 8–16 collocations and a time limit in which to search for the collocates
- give students a set of miscollimates and ask them to correct them by referring to the text
- students find expressions which mean the same as, e.g. *incidentally = by the way; moreover = in addition; generally = by and large or the opposite of, e.g. in practice / in theory; in general / in particular*
- give students a set of prepositions and ask them to scan the text for noun phrases / phrasal verbs / idioms which include those prepositions
- read out the text, pausing in the middle of collocations / fixed expressions / idioms for students to predict the completions either by shouting out or writing down the answer.

## Fluency work

Each unit culminates in at least one fluency activity which draws on both the specific language presented in the unit and the wider linguistic resources of the students. Activity types comprise:

1. skills workouts, where students practise a specific micro-skill (such as effective interruption or voice projection) in a semi-guided way
2. roleplays and simulations, where students are given a scenario and perhaps some kind of 'personal agenda'
3. case studies, where students are confronted with an authentic business problem and then compare their solution with that of the actual company concerned
4. 'framework' activities, where the students decide on the content for a presentation, email or phone call and the Student's Book provides them with a linguistic framework to help deliver that information

Preparation is essential for types 2–4 and it may sometimes be advisable to carry out the actual fluency activity in a subsequent lesson, allowing plenty of time for feedback.

## Working with video

Here are some suggestions of different ways of working with video.

### *Video dictogloss*

This gives the students practice in grammar and vocabulary, with emphasis on sentence building.

Use a short part of a video. Tell the students to watch and listen carefully as you play the extract. Play it once and ask them to write down in any order any words they can remember from the conversation. Then, ask them to work first in pairs and then in small groups, and to use the words they have written to recreate as much of the dialogue as possible. This activity works better with practice!

### *Questions for answers*

This activity gives the students practice in prediction skills and practises question formation. Find five or six examples of questions and answers in the video script. Write the answers on the board or on a sheet of paper. Ask the students to work in pairs and guess what the questions for these answers are. Listen to their ideas, but don't correct them. Play the video so they can check if their predictions were correct.

### *Multi-listening tasks*

This activity practises taking notes while viewing. Divide students into three or four groups and give each group a different listening task. At the end of the viewing, groups exchange papers with someone else from the same group. Show the video again. Have them check their partner's answers and add more information. Finally, students form groups of three: with one person from A, B and C, and discuss what they learned.

### *Subtitles off / Subtitles on*

This activity practises listening for detail. Write sentences from a section of the video, preferably a continuous conversation. Photocopy the sheet (one copy for every three students) and cut up the slips of paper. Put students into groups of three. Hand out a set of slips to each group, in the wrong order. As students listen to the video (subtitles off), they put the slips into order. Play the video again (subtitles on), so students can check their order. Finally, have them practise the dialogue in their groups.

### *Stop and predict*

This activity motivates students and develops classroom discussion. Press 'Pause' at an appropriate moment and ask students to guess what is going to happen next. Alternatively, ask students what the speaker is going to say next. Elicit ideas from your class. Then watch the next part of the video and find out the answer. Who guessed correctly? This activity only works when students watch the video for the first time.

### *Shadow reading*

This activity gives students practice in rhythm and intonation. After students have watched the video, give