

OXFORD

Business Result

SECOND EDITION



Advanced *Teacher's Book*

Rachel Appleby, Heidi Grant & Lynne White

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Introduction

The course

Who is *Business Result Second Edition* for?

Business Result Second Edition is a comprehensive multi-level course in business English suitable for a wide range of learners. The main emphasis is on *enabling* your students, helping them to communicate more effectively in their working lives.

In-work students

Unlike many business English courses, *Business Result Second Edition* addresses the language and communication needs of employees at all levels of an organization, who need to use English at work. It recognizes that the business world is truly international, and that many people working in a modern, global environment spend much of their time doing everyday tasks in English – communicating with colleagues and work contacts by phone, via email, and in a range of face-to-face situations, such as formal and informal meetings/discussions, and various planned and unplanned social encounters. The course contains topics and activities that allow the students to participate in a way that is relevant to them, whatever their level in their company or organization.

Pre-work learners

Business Result Second Edition can also be used with pre-work learners at college level. The course covers a variety of engaging topics over the 12 units, so students without much work experience will receive a wide-ranging overview of the business world, as well as acquiring the key communication skills they will need in their future working lives. Each unit in this *Teacher's Book* contains suggestions for adapting the material to the needs of these students.

One-to-one teaching

Many of the activities in the book are designed for use with groups of students, but they can also be easily adapted to suit a one-to-one teaching situation. Notes in the *Teacher's Book* units offer suggestions and help with this.

What approach does *Business Result Second Edition* take?

Business Result Second Edition helps students communicate in English in real-life work situations. The priority at all times is on enabling them to do so more effectively and with confidence. The target language in each unit has been carefully selected to ensure that students will be equipped with genuinely useful, transferable language that they can take out of the classroom and use immediately in the workplace.

The course recognizes that, with so many businesses now being staffed by people of different nationalities, there is an increasing trend towards using English as the language of internal communication in many organizations. As well as learning appropriate language for communicating externally – with clients or suppliers, for example – students are also given the opportunity to practise in situations that take place within an organization, such as giving a report, making arrangements and taking part in meetings.

The main emphasis of the course is on the students speaking and trying out the target language in meaningful and authentic ways; it is expected that a large proportion of the lesson time will be spent on activating students' interest and encouraging them to talk. The material intentionally takes a communicative, heads-up approach, maximizing the amount of classroom time available to focus on and practise the target language. However, you will also find that there is plenty of support in terms of reference notes, written practice and review material.

The syllabus is essentially communication-driven. The topics in each of the 12 units have been chosen because of their relevance to modern business and the world of work. Vocabulary is presented in realistic contexts with reference to real companies or organizations. Grammar is also a key element of each unit. It is presented in an authentic context and ensures that students pay attention to accuracy, as well as become more proficient at expressing themselves clearly and precisely. The *Business communication* sections ensure that students are provided with a range of key expressions they can use immediately, both in the classroom and in their day-to-day work.

STUDENT'S BOOK

The *Student's Book* pack

The *Student's Book* pack offers a blend of classroom teaching and self-study, with an emphasis on flexibility and time-efficiency. Each of the 12 *Student's Book* units provides around five hours of classroom material with the potential for two to three hours of additional study using other materials in the pack.

The materials that support the *Student's Book* units are:

- *Viewpoint* video lessons
- Practice files
- Progress tests
- Photocopiable worksheets
- *Online practice*

More information on all of these materials and how to use them can be found later in these Introduction pages.

Key features of a unit

Starting point

Each unit opens with lead-in questions to raise awareness of, and interest in, the unit theme. Use these questions to find out what students already know about the topic and how it relates to their own working lives. These questions can be discussed as a class or in small groups.

Working with words

This section introduces key vocabulary in a variety of ways, including authentic reading texts. Students are encouraged to look at how different forms of words (e.g., verbs, adjectives and nouns) can be built from the same root, or look at common combinations (e.g. verb + noun, adjective + noun) that will help them to expand their personal lexicon more rapidly. This section also offers opportunities to work on your students' reading and listening skills.

Business communication

This section focuses on one of six broad communication themes – meetings, presenting, exchanging information, phone calls, negotiating and socializing. These are treated differently throughout the book so that, for example, students are able to practise exchanging information on the phone as well as face-to-face, or compare the different language needed for giving formal and informal presentations. Typically, the section begins with students listening to an example situation (a meeting, a presentation, a social encounter, a series of phone calls). They focus on *Key expressions* used by the speakers which are listed on the page. They are then given the opportunity to practise these in various controlled and more open work-related tasks.

Language at work

The grammar is looked at from a communicative point of view; this will meet your students' expectations with regard to learning form and meaning, but also reminds them how the grammar they need to learn commonly occurs in business and work situations. The target grammar structures are then practised in authentic work contexts.

Practically speaking

This section looks at various practical aspects of everyday communication and social interaction.

Key word

Commonly occurring words with multiple meanings are explored through short exercises in *Practically speaking*.

Culture question

One of the sections in each unit contains discussion questions which raise awareness of how national and company cultures can influence business interaction.

Talking point

The *Talking point* at the end of the unit provides the opportunity for students to discuss a range of business concepts, approaches and ideas and how they might apply these in their own work. All of the topics relate to the unit theme and provide another opportunity for students to use the language from the unit. The *Talking point* generally follows a three-part structure: Input (a short text, listening or infographic), Discussion, Task.

Viewpoint

At the end of every three units there is a two-page *Viewpoint* video lesson instead of a *Talking point*. The topic of the *Viewpoint* lesson relates to a theme from the preceding units and includes authentic interviews with leading business experts from Saïd Business School in the University of Oxford. Each lesson opens with a focus on the topic supported by discussion questions. Key words and phrases are then introduced before students watch the main video section, which includes a number of short videos on different aspects of the topic. Here, students can develop listening and note-taking skills with language presented in an authentic context. Each lesson ends with activities to give students speaking practice on the topics in the videos.

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



Additional material

The following sections are in the back of the *Student's Book*.

Practice files

These provide unit-by-unit support for your classroom work. Each file provides additional practice of target language from *Working with words*, *Business communication* and *Language at work*. This can be used in two ways:

For extra practice in class – refer students to this section for more controlled practice of new vocabulary, grammar or key expressions before moving to the next stage. The optimum point at which to do this is indicated by cross references in the *Student's Book* unit and the teaching notes in this book.

For self-study – students can complete and self-check the exercises for review and revision outside class.

Answers for the *Practice file* exercises appear on pages 92–96 of this *Teacher's Book*.

Grammar reference

This provides grammar explanations relating to the *Language at work* section of each unit.

Useful phrases

This provides an extended list of phrases relating to the *Practically speaking* section of each unit.

Communication activities

Additional information for pairwork and group activities.

Audio scripts

TEACHER'S BOOK

What's in each unit?

Unit content

This provides an overview of the main aims and objectives of the unit.

Context

This section not only provides information on the teaching points covered in the unit, but also offers some background information on the main business theme of the unit, and its importance in the current business world. If you are less familiar with the world of business, you will find this section especially helpful to read before starting a unit.

Teaching notes and answers

Notes on managing the *Student's Book* exercises and various activities are given throughout, with suggested variations that you might like to try. You will find comprehensive answers to all *Student's Book* exercises, as well as notes on possible responses to discussion questions.

One-to-one

In general, you will find that *Business Result Second Edition* can be used with any size of class. However, with one-to-one students you will find that activities which have been designed with groups of students in mind will need some adaptation. The *Teacher's Book* provides suggestions for how to adapt group work activities successfully for one-to-one classes.

Pre-work learners

Although most users of *Business Result Second Edition* will be students who are already in work, you may also be teaching classes of students who have little or no experience of the business world. The *Teacher's Book* provides suggestions for how to adapt certain questions or tasks in the book to their needs, and extra notes are given for these types of learners.

Extension

With some students it may be appropriate to extend an exercise in some way or relate the language point more specifically to a particular group of students. Suggestions on how to do this are given where appropriate.

Extra activity

If you have time or would like to develop further areas of language competence, extra activities are suggested where they naturally follow the order of activities in the *Student's Book*. For example, if your students need writing practice or need to build more confidence with speaking, extra follow-up ideas may be provided for those aspects.

Alternative

With some students it may be preferable to approach an activity in a different way, depending on their level or their interests. These options are provided where appropriate.

Pronunciation

Tips on teaching pronunciation and helping students improve their intelligibility are provided where there is a logical need for them. These often appear where new vocabulary is taught, or where making key expressions sound more natural and fluent is important.

Dictionary skills

It's helpful to encourage students to use a good dictionary in class and the teaching notes suggest moments in the lesson when it may be useful to develop your students' skills in using dictionaries.

USING THE COURSE

How to use *Business Result Second Edition* to fit your teaching context

Business Result Second Edition provides all the flexibility you need as a teacher. The syllabus and content has been carefully designed so that it can be used either from start to finish, or in a modular way, allowing you to tailor the course to suit your and your students' needs.

Using the course from start to finish

You can, of course, use *Business Result Second Edition* conventionally, starting at *Unit 1* and working your way through each unit in turn. If you do so, you will find it works well. Each section of the unit is related thematically to the others, and there is a degree of recycling and a steady progression towards overall competence, culminating in the *Talking point* or *Viewpoint*. Timing will inevitably vary, but allow approximately five classroom hours for each unit. You will need more time if you intend to do the *Practice file* activities in class.

The 'flexible' option

Business Result Second Edition is written in a way that recognizes that many business English courses vary greatly in length. With this in mind, teachers can use *Business Result Second Edition* in a modular way. Although each unit has a logical progression, you will find that all the sections are essentially free-standing and can be used independently of the rest of the unit.

This modular approach provides the flexibility that business English teachers need when planning their course. Teachers might want to choose the sections or unit topics that are the most relevant and interesting to them and their students.

Online practice and teacher resources

For students

The *Online practice* gives your students additional language practice of the *Student's Book* content. For more information, see page 5 of the *Student's Book*.

For teachers

As well as providing access to all of the student online practice exercises, the Learning Management System (LMS) is an invaluable and time-saving tool for teachers.

You can monitor your students' progress and all of their results at the touch of a button. You can also print off and use student reports on their progress.

A training guide for how to use the LMS can be found in the *Guides* section of the *Online practice*.

Downloadable resources for teachers

The teacher resources in the *Online practice* include the following downloadable resources for teachers to use to complement the *Student's Book*:

- Photocopiable worksheets for every unit
- Progress tests for every unit
- Business cards for role-plays
- Class audio
- Class video

Photocopiable worksheets

New for *Business Result Second Edition* are the photocopiable worksheets. These provide extra communicative practice, often in the form of a game, for every *Working with words*, *Business communication* and *Language at work* section in the *Student's Book*.

There are suggestions in the *Teacher's Book* for when to use these worksheets in class. All of the worksheets, as well as the answer key, can be downloaded and photocopied from the teacher resources in the *Online practice*.

Photocopiable Progress tests

These can be administered at the end of each unit in order to assess your students' progress and allow you, the students, or the head of training to keep track of students' overall ability.

Each test is divided into two sections. The first section tests the vocabulary, grammar and key expressions from the unit. This section is scored out of 30 and students will need about 30 minutes to complete the questions.

The second section is a speaking test. In this section students are given a speaking task that resembles one of the speaking activities in the unit. These are mostly set up as pairwork activities in the form of role-plays, discussions or presentations.

Marking criteria is provided to help you assess students' performance in the speaking test. It requires students to perform five functions in the speaking test, and you can grade each of the five stages using a scoring system of 0, 1 or 2, giving a final score out of 10.

The speaking test role-plays can also be used as extra classroom practice without necessarily making use of the marking criteria.

All of the tests, and the answer keys, can be downloaded from the teacher resources in the *Online practice*.

Business cards

There is a set of downloadable business cards in the teacher resources in the *Online practice*.

The business cards are particularly useful to use in role-play situations from the *Student's Book* if you have students from the same company and they are required to exchange information about their company.

Class audio and video

All of the class audio and the videos for the *Viewpoint* lessons can be streamed or downloaded from the teacher resources in the *Online practice*. Students also have access to the class audio and video in their version of the *Online practice*.

Alternatively, class audio can be played from the audio CD and the videos can be played from the DVD that is found in the *Teacher's Book* pack.

How to access the Online practice

For students

Students should use the access card on the inside front cover of the *Student's Book*. This contains an access code to unlock the content in the *Online practice*.

For teachers

Teachers need to go to **www.oxfordlearn.com** and either register or sign in. If you are registered with the Oxford Teachers' Club, Oxford Learner's Bookshelf, or Oxford Learner's Dictionaries, you can use your existing username and password to sign in.

Then click on **Register an organization** and follow the instructions. Note that if you are not part of an organization, or you don't have an authorization code from your institution, you will need to click on **Apply for an organization account**. You will then be asked to supply some information. If you don't have an institution, then put your own name next to Institution name.

Teacher's website

Additional teacher resources can be found at **www.oup.com/elt/teacher/businessresult**

1

Connections

Unit content

By the end of this unit, students will be able to

- talk about cultural differences
- report on research and use tenses correctly
- introduce themselves.

Context

Building connections with other people and companies is integral to the success of any business, and in today's global business climate this often means building relationships with people and companies from different cultures. This is not always easy, since people from different cultures tend to interpret and evaluate situations in different ways. In order to develop successful business relationships across cultures, there needs to be appreciation of, and respect for, these cultural differences.

One of the key issues arising when cultures meet in a business context is the difference in value systems and how this has an impact on styles of decision-making. For example, people from individualistic ('I') cultures (e.g. the USA) tend to value personal goals and concerns over group goals and concerns, and personal rights over collective responsibilities. In contrast, people from collectivistic ('we') cultures (e.g. many countries in Africa and Asia) tend to value group goals and concerns over personal ones, and collective needs over personal needs. In a decision-making meeting, those from an individualistic culture might be more likely to behave competitively rather than cooperatively, and favour a decision that would maximize rewards or individual profit, whilst those from a collectivist culture are more likely to try to maintain group harmony and protect the interests of the whole group. If there is a lack of cultural awareness, these different approaches could cause misunderstandings or conflict.

In this unit, students have the opportunity to discuss different cross-cultural experiences. They then practise the language of participating in an informal meeting. They also review past, present and future tenses. To finish the unit on *Connections*, working across cultures and cross-cultural experiences, the *Talking point* is about working in multinational teams. Students then analyse issues that could arise, and come up with solutions.

Starting point

As a lead-in, write the words *cultural awareness* and *company culture* on the board. Ask students what they think these words mean and write their ideas on the board (e.g. *cultural awareness* = understanding and respecting the fact that people from different cultures have different values, customs, languages and traditions; *company culture* = accepted behaviour within a company, reflected in the organizational structure, work environment, dress code, values, working hours, overtime, etc.). Students then work in pairs and discuss the questions.

This can be a very sensitive topic. Throughout the unit, try to avoid generalizations and stereotyping.

Possible answers

- 1 Cultural awareness is needed if you are doing business with someone from another culture. Simple rules of etiquette are important so that you don't appear impolite. For example:
 - In Japan, people greet each other by bowing.
 - In France, you shouldn't use the familiar *tu* form, or use first names, unless invited to do so.
 - In the USA, you might have a takeout lunch during a meeting. This is usually a sandwich you buy before the meeting and bring with you, and you might drink a coffee out of a plastic cup while walking to work. In Italy, you would be more likely to take a visitor for a longer lunch in a nice restaurant, and talk business over a coffee in a café. Americans are very conscious of time, whereas Italians place more importance on social rapport.
- 2 Company culture is influenced by styles of decision-making and by accepted styles of relationships between management and staff. The culture of the country where a company is based will determine what these accepted styles are.

PRE-WORK LEARNERS Write the following questions on the board and ask students to discuss them in pairs.

- *What cultural differences have you experienced when holidaying in other countries?*
- *What aspects of the culture in your country might be difficult for a foreign visitor to understand?*