

OXFORD

Business Result

SECOND EDITION



Intermediate *Student's Book*

John Hughes & Jon Naunton

Business Result

SECOND EDITION

Intermediate *Student's Book*

OXFORD
UNIVERSITY PRESS

John Hughes & Jon Naunton

Contents

Introduction

4–5

1 Working life

6–11

2 Work–life balance

12–17

3 Projects

18–23

	Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
1 Working life 6–11	Describing work	Present simple and present continuous	How to show interest	Networking	Speed networking	<ul style="list-style-type: none"> talk about yourself and your work give a short personal presentation show interest during conversations network with groups of people
2 Work–life balance 12–17	Work–life balance	to + infinitive and -ing form	How to say 'yes'	Exchanging contact details	Corridor conversations	<ul style="list-style-type: none"> talk about work–life balance say 'yes' in different ways exchange contact details
3 Projects 18–23	Projects	Present perfect and past simple	How to give short answers	Updating and delegating tasks	Scenario planning	<ul style="list-style-type: none"> talk about projects talk about the progress of a project give short answers update and delegate tasks

Viewpoint 1 VIDEO Sharing a workspace 24–25

4 Services & systems

26–31

5 Customers

32–37

6 Guests & visitors

38–43

4 Services & systems 26–31	Services and systems	Comparative forms and modifiers	How to be approximate	Explaining features and benefits	Stack ranking	<ul style="list-style-type: none"> talk about services and systems make comparisons talk about approximate numbers talk about features and benefits
5 Customers 32–37	Customer service	Present tenses for future reference	How to say 'sorry'	Making and changing arrangements	Upside down management	<ul style="list-style-type: none"> talk about customer service talk about schedules and future arrangements say 'sorry' in different ways make and change arrangements
6 Guests & visitors 38–43	Business travel	Articles	How to address people	Welcoming visitors	Cultural expectations	<ul style="list-style-type: none"> talk about business travel schedules use articles find out how to address people welcome visitors and talk about their journey

Viewpoint 2 VIDEO Cultural communication 44–45




7 Working online

46–51

8 Finance

52–57

7 Working online 46–51	Online security	Obligation, prohibition and permission	How to sequence an explanation	Teleconferencing	Online, but are you working?	<ul style="list-style-type: none"> talk about online security at work talk about rules explain clearly take part in a teleconference
8 Finance 52–57	Finance and money	Talking about the future	How to use <i>will</i>	Presenting visual information	Investment opportunities	<ul style="list-style-type: none"> talk about how to finance a new business idea talk about future predictions use <i>will</i> in different ways give a presentation with visual information

	Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
9 Logistics 58–63	Logistics and supply chains	Direct and indirect questions	How to use <i>say</i> and <i>tell</i>	Placing and handling orders	Shadow work	<ul style="list-style-type: none"> talk about logistics and supply chains ask direct and indirect questions use <i>say</i> and <i>tell</i> correctly place and handle orders
Viewpoint 3  VIDEO Cybercrime 64–65						
10 Facilities 66–71	Describing a place of work	Quantifiers	How to use <i>too</i> and <i>enough</i>	Making suggestions and recommendations	The Hawthorne Effect	<ul style="list-style-type: none"> describe a place of work and its facilities use quantifiers use <i>too</i> and <i>enough</i> make suggestions and recommendations
11 Decisions 72–77	Decision-making	First and second conditionals	How to use <i>if</i>	Negotiating	The Decision Game	<ul style="list-style-type: none"> talk about decision-making talk about future possibilities use <i>if</i> in different ways negotiate an agreement
12 Innovation 78–83	Innovation	Superlative forms	How to praise and thank people	Presenting new ideas	Music to your online ears	<ul style="list-style-type: none"> talk about innovative ideas talk about extremes praise and thank people formally and informally present new ideas
Viewpoint 4  VIDEO The Falkirk Wheel 84–85						
13 Breakdowns 86–91	Breakdowns and faults	Relative pronouns	How to check someone understands	Discussing and solving problems	A breakdown in public relations	<ul style="list-style-type: none"> talk about breakdowns and faults use relative pronouns check someone understands discuss and solve problems
14 Processes 92–97	Processes	Passive forms	How to explain a process	Dealing with questions	Lean Coffee™	<ul style="list-style-type: none"> talk about, describe and explain processes use passive forms to describe processes deal with questions after a presentation
15 Performance 98–103	Personal qualities	Past continuous and past perfect	How to generalize or be specific	Appraising performance and setting objectives	Extroverts, introverts and ambiverts	<ul style="list-style-type: none"> talk about different personal qualities talk about past events in your life generalize and be specific take part in a performance review
Viewpoint 5  VIDEO Green appeal 104–105						

Practice files **106–135**

Audio scripts **144–158**

Communication activities **136–143**

Irregular verb list **159**

Introduction

Welcome to *Business Result Second Edition Intermediate*. In this book you will find:

- 15 units
- 5 Viewpoint video lessons
- Practice files
- Communication activities
- Audio scripts

What's in a unit?

Starting point

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

Working with words

- reading and listening about a work-related topic
- focus on key words and phrases
- practise the new words in speaking activities

Language at work

- grammar presented in authentic work contexts
- *Language point* box focuses on the key grammar points
- practise using the language in real work situations

Practically speaking

- focus on an aspect of everyday communication at work
- helps you to sound more natural when speaking
- practise speaking in real work situations

Business communication

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

Talking point

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

What's in the *Communication activities*?

- roles and information for pair and group activities
- extra speaking practice for the main sections of each unit

What's in the *Viewpoint* lessons?

The *Viewpoints* are video lessons, which appear after every three units. The topics of the *Viewpoint* lessons relate to a theme from the main units and include:

- interviews with expert speakers
- case studies of real companies

Each *Viewpoint* is divided into three or four sections, with a number of short video clips in each lesson. A *Viewpoint* lesson usually includes:

- A focus to introduce the topic. This contains a short video showing people discussing the topic.
- Key vocabulary and phrases which appear in the videos.
- Main video sections which develop listening and note-taking skills, and build confidence in listening to authentic language in an authentic context.
- Activities which provide speaking practice about the topic of the lesson.

What's in the *Practice files*?

Written exercises to practise the key language in:

- *Working with words*
- *Business communication*
- *Language at work*

Use the *Practice files*:

- in class to check your understanding
- out of class for extra practice or homework

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

Follow the links (as shown below) to the *Practice file* in each unit.

» For more exercises, go to **Practice file 6** on page 116

» For more information, go to **Grammar reference** on page 117

1

Working life

Starting point

- 1 What kind of business or organization do you work for?
- 2 Where do you spend most of your working day? At your desk, in meetings or somewhere else?
- 3 How much of your time is spent working on your own, with colleagues or with clients?

Working with words | Describing work

- 1 What kind of information do these places have about you and your job?
 - A company website
 - A personal webpage
 - A social media site such as Facebook or LinkedIn
 - A brochure or publication such as a conference programme
- 2 Read these profiles about people from a training company website and answer the questions.
 - 1 What is the name of the company? What kinds of training courses does it provide?
 - 2 Which people work full-time for the company?
 - 3 Which people are freelance and sometimes work for the company?



HOWARD BRIGHT

I'm the Director of In-balance, which I set up in 1996. We offer high quality training services

throughout the UK. I'm mainly **in charge of** planning and coordinating our courses. I **work with** a team of full-time office staff and freelance trainers.



EMRANN BHATT

I **work as** a trainer for In-balance and run regular courses on using mobile

technologies in marketing. I'm also a marketing consultant with my own agency. I **specialize in** online marketing and a large part of my work involves developing marketing strategies for small-to-medium sized business owners.



TASIA CLIFFORD

I work part-time for In-balance and I **am responsible for** running their courses on

employment law and health and safety. For the rest of the time, I'm a business lawyer with experience in the fields of employment law and health and safety. Most of my work **consists of** advising managers and businesses in these two areas. My clients come from a range of businesses and organizations.



FEY DE BOUTILIER

I **work in** customer services for In-balance. As the customer

service representative, I mainly **deal with** enquiries and bookings from a variety of clients ranging from multinational corporations to individual customers.

3 Complete this table with information about Tasia, Emrann and Fey from their profiles in 2.

	Job(s)	Colleagues and clients	Main area(s) of business	Workplace activities
Howard	<i>Director</i>	<i>office staff and freelance trainers</i>	<i>training</i>	<i>planning and coordinating courses</i>
Tasia				
Emrann				
Fey				

4 Discuss with a partner. How many full-time, part-time and freelance staff do you have in your company?

5 Complete the verb phrases in these sentences with a preposition. Check your answers by looking for the same verb phrases in **bold** in the profiles in 2.

- 1 I work _____ a large group of people. We make a great team.
- 2 I'm responsible _____ planning and budgeting.
- 3 My job consists _____ advising businesses and organizations on employment law.
- 4 I'm in charge _____ coordinating sales teams across the region.
- 5 I specialize _____ workplace motivation.
- 6 I work _____ a receptionist in a large multinational.
- 7 I work _____ the areas of finance and accounting.
- 8 I deal _____ after-sales enquiries.

6 Which of the categories a–d do sentences 1–8 refer to? (Some of the sentences can refer to more than one category.)

- a Job _____
- b Colleagues and clients 1
- c Areas of business _____
- d Workplace activities _____

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

7 Work with a partner. Tell your partner about your job. Use the verb phrases from 5.

8 Write a profile about yourself and your job for your company website.

Tip | mainly

You can use the adverb *mainly* to emphasize your main workplace activities. Notice the position is after the verb *to be* but before the main verb:

*I'm **mainly** responsible for planning.*

*I **mainly** deal with taking bookings.*

About yourself

Language at work | Present simple and present continuous

- 1 In what situations do you have to give a short personal presentation about yourself and your work?



- 2 ▶ 1.1 Listen to a conversation between Emrann Bhatt and Veronique Denvir and answer the questions.

- 1 What is the course?
- 2 What does Emrann ask everyone to do?
- 3 What kind of charity does Veronique work for?
- 4 What is she responsible for?
- 5 Where is she mainly based?
- 6 What is her reason for taking the course?

- 3 ▶ 1.1 Listen again and write the missing verbs in these sentences.

- 1 I work for a medical charity.
- 2 In my job, I often _____ with fundraising projects and advertising campaigns.
- 3 I _____ currently _____ a campaign to raise over a million euros.
- 4 I _____ and _____ in London for three months.
- 5 Why _____ you _____ this course today?
- 6 My organization usually _____ in traditional media.
- 7 These days, more and more people _____ text and _____ video online.
- 8 I _____ enough about online marketing.

- 4 Answer the questions in the *Language point*.

LANGUAGE POINT

Complete explanations a–f with *simple* or *continuous*. Then match the sentences in 3 to each explanation.

- a We use the present simple to talk about regular or repeated actions.
_____ Sentences 2 and 6
- b We use the present _____ to talk about actions happening now and current projects. _____
- c We use the present _____ to talk about general facts.

- d We use the present _____ to talk about trends and changing situations.

- e We use the present _____ to talk about temporary situations.

- f We use the present _____ with state verbs such as *understand*, *know*, *like*, etc. _____

We often use adverbs with the present simple and present continuous.

Find four adverbs in the sentences in 3 and add them to these categories:

Adverbs of frequency (How often?):

always, sometimes, never, _____, _____

Adverbs of time (When?): *now, at the moment, _____, _____*

Tip | Adverb position

Adverbs of frequency can go before the main verb or after *be*:

*I **always** work from an office.*
*I'm **always** on time.*

Adverbs of time often go at the beginning or the end of a sentence:

***These days**, I'm working online.*
*I'm working online **these days**.*

The adverb of time *currently* is an exception:

*I'm **currently** working from home.*

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

- 5** Underline the correct tense in *italics* and add the adverb in brackets where given.
- 1 What *do you work* / *are you working* on? (at the moment)
 - 2 We *have* / *are having* offices in over 20 countries.
 - 3 More and more of our customers *order* / *are ordering* our goods online. (these days)
 - 4 I'm *responsible* / *'m being responsible* for everyone else's travel arrangements. (normally)
 - 5 We *don't do* / *aren't doing* any business in Brazil until we can all speak Portuguese.
 - 6 Overall, the economic climate *improves* / *is improving*.
 - 7 My company *tries* / *is trying* to increase its trade in China. (currently)
 - 8 I *do* / *'m doing* this course because I *don't understand* / *'m not understanding* Excel software.
 - 9 *Do you give* / *Are you giving* presentations in your job? (often)

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

- 6** Prepare a short personal presentation using the present simple and present continuous. Use adverbs where appropriate. Talk about:
- your job and your responsibilities
 - a current project at work
 - your reasons for taking this English course
- 7** Take turns to give your personal presentations to the class. When you listen to a presenter, take notes and ask follow-up questions at the end of their presentation.

Practically speaking | How to show interest

- 1** When you listen to someone, how can you show interest?
- 2** ▶ **1.2** Listen to a conversation between Veronique and Joel. Match sentences 1–3 to responses a–c.
- 1 But at the moment, I'm doing a lot of work in the USA. ____
 - 2 It's a project for a pharmaceutical company. ____
 - 3 This one gives money to charities and non-profit organizations. ____
- a **Is that right?** My company works with pharmaceutical companies, too.
 b **Really?** How often do you travel there?
 c **That sounds interesting!** It would be good to keep in contact.
- 3** ▶ **1.3** The expressions in **bold** show the speaker's interest. Listen to the intonation and repeat the expressions.
- 4** Which other technique does each speaker use in a–c in **2** to show more interest?
- 1 Suggesting keeping in contact. ____
 - 2 Finding a connection. ____
 - 3 Asking a question. ____
- 5** Work with a partner. Write five sentences about your working life. Take turns to tell each other the information and respond by showing interest using an expression from **2** and a technique from **4**.

Example: A I'm developing a new product at the moment.

B That sounds interesting! What type of product is it?



Business communication | Networking

- 1 Discuss questions 1–3 with a partner.
 - 1 Do you ever attend networking events?
 - 2 How important is networking in your job?
 - 3 In what other situations do you need to network with people?
- 2 ▶ 1.4 The Culham Health Trust is holding an event for its key personnel, staff and fundraisers. Listen to the extracts from two different conversations. Write notes about the jobs and responsibilities for these people.
 Luc Akele: _____
 Jo Johansson: _____
 Walter Mayer: _____
- 3 ▶ 1.4 Listen to the conversations again. Tick (✓) the person who says each expression.

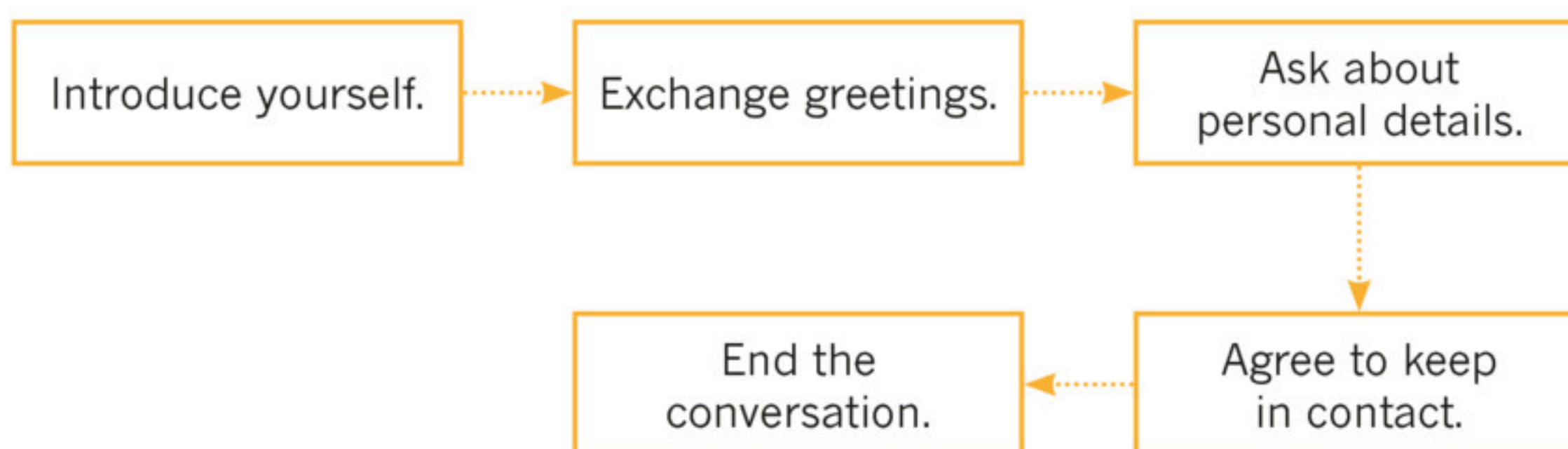
Conversation 1	Hannah	Jo	Luc
1 I want you to meet ...			
2 Nice to meet you.			
3 What do you do, exactly?			
4 I'm afraid I have to go now.			
5 It was nice meeting you, too.			
6 I'd like to keep in contact.			
7 Do you have a card?			

Conversation 2	Dr Mayer	Hiroko
8 Let me introduce myself.		
9 I'm delighted to meet you.		
10 Please, call me Walter.		
11 I'm very pleased to meet you, too.		
12 Here's my card.		
13 Which part of Japan are you from?		
14 It was nice meeting you.		
15 I look forward to hearing from you.		

- 4 Which conversation is more formal? Give reasons for your answer.

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

- 5 Work with a partner. Practise a networking conversation with your own jobs and responsibilities using this flow chart.



- 6 Stand up with your partner from 5 and meet other students in the class. Introduce your partner to other students and continue networking.

Key expressions

Introducing yourself

Hi / Hello / Good evening.
I'm ...

Let me introduce myself.

I don't think we've met
(before). I'm ...

Please, call me (Walter).

Exchanging greetings

Nice to meet you, (too).

I'm very pleased to meet you. /
I'm delighted to meet you.

Introducing other people

I want you to meet ...

This is ...

I'd like to introduce you to ...

Asking about personal details

What do you do, exactly?

Where are you from?

Which part of ... are you from?

Keeping in contact

Do you have a card?

Here's my card.

I'd like to keep in contact.

Ending the conversation

I'm afraid I have to go now.

It was very nice to meet you.

It was nice meeting you, (too).

I look forward to hearing
from you.

TALKING POINT

Speed networking

Contact25 organizes business-to-business speed networking events. At these events, participants have a series of mini-meetings with new contacts. The idea is that within a few minutes of talking to someone, they will know whether it is possible to do business with them. This makes it a very efficient form of business networking. Each meeting lasts five minutes.

You have:

- two minutes to talk about yourself, your company or organization
- two minutes to listen to your partner describe their company or organization
- 30 seconds to score your partner, and note future action
- 30 seconds to move to the next meeting

Contact25 estimates that each participant creates around €5,000 worth of new business at each event.



Discussion

- 1 What are the advantages of speed networking? Can you think of any disadvantages?
- 2 Would speed networking be useful in your job/company? Why/Why not?



Task

- 1 You are going to attend a speed networking event with Contact25. You can be yourself or you can choose a person from the role cards on page 136. Prepare what you are going to say about:
 - yourself and what you do
 - the company or organization you represent
 - why you are at this event
- 2 Follow the rules of speed networking. Meet and talk to one person (two minutes for you to talk and two minutes for them to talk). Then give that person points out of three using the scorecard below and write your reasons.
 - 1 point = I have no reason to contact this person again.
 - 2 points = I might contact this person again but I need more information.
 - 3 points = I definitely want to contact this person again.

	Person 1	Person 2	Person 3
Name and company			
Points (1, 2 or 3?)			
Reason			

- 3 Next, meet and network with another person for four minutes and score them. Then network with a third person and complete the scorecard.
- 4 Tell the class about your most useful contact and give your reasons.

2

Work–life balance

Starting point

- 1 What is 'work–life' balance?
- 2 Is there a 'long-hours' working culture in your country?

Working with words | Work–life balance

- 1 Why should employers care about their employees' work–life balance?
- 2 Read the extract of a company's terms and conditions for its employees. Choose the correct heading for each section.
 - Family and health
 - Working hours
 - Holiday

Terms and conditions of employment

1 _____
The company operates a system of flexitime. All employees must be at work during the core hours of between 10 a.m. and 4 p.m. but they can start and finish work between the hours of 8 a.m. and 6 p.m. Employees must take their lunch break anytime between midday and 2 p.m. and this should not be less than 30 minutes long. Paid overtime must be done outside of the flexible working hours (e.g. before 8 a.m. or after 6 p.m.) and agreed in writing by your manager. The company also allows home-working (where appropriate to the employee's roles and responsibilities) for up to a maximum of eight hours on one day a week. Requests to work from home must be made in writing to your manager.

2 _____
Full-time employees receive 25 working days' holiday (not including public holidays) in a calendar year. Annual leave for part-time staff is calculated

according to the number of days worked per year. After five years of service, an employee can take an extra two days' leave per year. Managers may accept requests for additional leave depending on your circumstances.

3 _____
Expectant mothers can take up to 52 weeks' maternity leave at the following rates: 12 weeks of full pay, 27 weeks of statutory pay and an additional 13 weeks of unpaid leave. Fathers can take two weeks off for paternity leave at any time between the child's birth until eight weeks afterwards.

For sick leave, employees receive full pay for a short-term illness up to 28 days. For longer-term illness, employees with over 24 months' service will receive full pay for up to six months. Employees with under 24 months' service receive statutory pay after 28 days. A medical certificate is required from your doctor if you are absent for more than five days.

- 3 Do you think these terms and conditions provide a good work–life balance for employees? Why/Why not?



Tip | Compound words

Business texts and official documents often contain compound words. Compound words can be written as one word (e.g. *overtime*), with a hyphen (e.g. *home-working*), or as two words (e.g. *statutory pay*). You can use your dictionary to check.

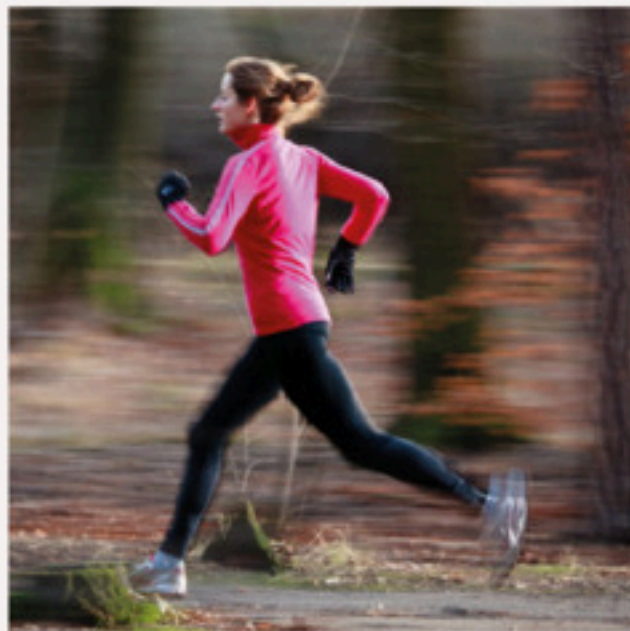
- 4** Look for compound words in the text and match them to definitions 1–10.
- | | |
|---|------------------------------|
| 1 A system of working a particular number of hours each week or month but choosing when you start and finish. | _____ <i>flexitime</i> _____ |
| 2 The times when you always have to work. | _____ |
| 3 Time at work in addition to your normal hours. | _____ |
| 4 Not working in your office but at your house. | _____ |
| 5 The number of days off for holidays per year. | _____ |
| 6 Extra days off. | _____ |
| 7 An official rate of pay according to the law. | _____ |
| 8 Time off with no money. | _____ |
| 9 Time off for men to spend time with a new baby. | _____ |
| 10 All your normal salary. | _____ |
- 5** Read a new employee's questions to their manager. Using the terms and conditions in the text in **2**, what will the manager reply?
- Can I start work earlier in the day so I finish by five o'clock?
 - I'd like to finish work every day at three-thirty. Is that possible?
 - How long can I take for lunch?
 - I worked until eight last night. Do I get paid anything extra?
 - January 1st is a public holiday, but is it part of my normal holiday?
 - Does everyone get the same amount of annual leave?
 - My wife is having a baby next month. Can I take some time off when it's born?
 - Sorry I was off sick yesterday. Do I still get paid?
- 6** Work with a partner.
- Student A:** You are a new employee at Student B's company. Ask the questions in **5**.
- Student B:** Student A is a new employee at your company. Answer their questions with true answers for your company.
- 7** Now change roles and repeat **6**. Afterwards, compare your answers.
- » For more exercises, go to **Practice file 2** on page 108.
- 8** ▶ **2.1** Listen to two people talking about their company and their work-life balance. Make notes on each question in the table.

What is good about the work-life balance at your company?
Speaker 1:
Speaker 2:
What don't you like about the system?
Speaker 1:
Speaker 2:
What would you change about it?
Speaker 1:
Speaker 2:

- 9** Work with a partner. Discuss the three questions in **8** for you and your company.

Language at work | *to* + infinitive and *-ing* form

1 Take this quiz to find out if you have a good work-life balance.



FIND OUT YOUR WORK-LIFE BALANCE

Write 2 if the statement is true for you, 1 if it's mostly true and 0 if it's not true.

- 1 I **enjoy doing** exercise and **playing** sport. ____
- 2 I never think **about checking** work emails in my free time. ____
- 3 This year, I **intend to take** all my annual leave. ____
- 4 I always leave work on time **to make sure** I have free time in the evening. ____
- 5 I think it's **important to take** an hour for lunch. ____

Now add up your score and find out what it means:

- 0-4** Your life is out of balance. Put less emphasis on your job and give more time to family, friends and leisure.
- 5-8** Your work-life balance is OK, but be careful. You need to spend more time relaxing.
- 9-10** You have a great work-life balance. Don't change it!

2 Do you agree with your quiz results? Do you think you have a good work-life balance?

3 Look at the verb patterns in **bold** in the quiz in 1. Choose the correct words in *italics* to complete the explanations a-e in the *Language point*. Then write the sentence number from the quiz that matches each explanation.

LANGUAGE POINT

- a We use *to + infinitive / the -ing form* when it follows an adjective. ____
- b We use *to + infinitive / the -ing form* when it follows a preposition. ____
- c We use *to + infinitive / the -ing form* to express purpose. ____
- d *To + infinitive / The -ing form* often comes after verbs about likes and dislikes. ____
- e *To + infinitive / The -ing form* often comes after verbs about making plans and decisions. ____

4 Which of these common verbs and phrases are usually followed by ...?

to + infinitive _____

the *-ing* form _____

want agree responsible for it's difficult look forward to involve
would like plan interested in I'm pleased enjoy decide

» For more information, go to **Grammar reference** on page 109.

Tip | to: infinitive or preposition?

The *infinitive* form is *to* + *base form* of the verb: **to do**, **to go**, **to make**. When 'to' is a preposition after a verb, remember to use the *-ing* form:

I **look forward to** *meeting* you.

- 5** These questions are from a survey about a new system of flexible working hours to improve employee work-life balance. Decide if the verb patterns in *italics* in the questions are correct or not. Correct any verbs patterns that are wrong.
- 1 How difficult is it *to balance* your current job with your home-life?
 - 2 Do you like *working* at the same times every day?
 - 3 What percentage of your time consists of *to work* in teams and what percentage on your own?
 - 4 Do you often stay late *to finish* what you are working on, or do you leave it until the next day?
 - 5 Do you plan *taking* unpaid leave at any time in the next three years?
 - 6 In your position, is it easy *to take* time off for childcare or to care for a sick or elderly relative?
 - 7 Would you like *managing* your own working hours?
 - 8 If you had flexitime, would you decide *starting* work earlier or later in the day?

» For more exercises, go to **Practice file 2** on page 109.

- 6** Work with a partner. Ask and answer the questions in **5** about your own working hours. Give reasons for your answers.
- 7** Imagine your company wants to survey its own employees' opinions on their work-life balance. Write three questions it should ask. Then ask your partner.

Practically speaking | How to say 'yes'

- 1** When your boss or colleagues ask you to do something, do you always say 'yes'? How difficult is it to say 'no'?
- 2** ▶ **2.2** Listen to four conversations. Match each conversation to the requests in a-d.
- | | |
|----------------------|----------------------------------|
| Conversation 1: ____ | a to work late |
| Conversation 2: ____ | b to do some paid overtime |
| Conversation 3: ____ | c to take a day off next week |
| Conversation 4: ____ | d to work during the lunch break |
- 3** ▶ **2.2** Each person answers 'yes' in different ways. Listen again and match these answers to requests a-d.
- 1 Yes, absolutely! ____
 - 2 Yes, no problem. ____
 - 3 Yes, I suppose so. ____
 - 4 Yes, sure. ____
- 4** Which response in **3** is less positive? In which situations and with whom would you normally use this response?
- 5** Work with a partner. Practise these conversations by making the request and answering 'yes' in different ways.
- A manager asks you to work this weekend and offers a bonus.
 - A manager asks you to work on your day off. Three other employees are off sick today so they need help.
 - A colleague asks you to help him during the lunch break.
 - A manager asks you to work late this evening because no one else is available to help.

