

OXFORD

# Business Result

SECOND EDITION



*Intermediate Teacher's Book*

John Hughes & Lynne White

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John Hughes  
& 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. It 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 15 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 individual *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 15 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 15 *Student's Book* units provides around four 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 some lead-in questions to raise awareness of, and interest in, the unit theme. Use these questions to help you establish what students already know about the topic and how it relates to their own working lives. These questions can usually be discussed as a class or in small groups.

#### Working with words

This first main section introduces key vocabulary in a variety of ways, including authentic reading texts, listening texts

and visuals. Students are also encouraged to look at how different forms of words (verbs, adjectives and nouns) can be built from the same root, or to 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.

### 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 *Language point* highlights the target grammar structures, which are then practised in authentic work contexts.

### Practically speaking

This section looks at various practical aspects of everyday communication and social interaction from a 'how to' perspective – for example, *How to show interest*, *How to address people* – as well as useful ways that we use language in communication, such as *say* and *tell*.

### Business communication

This section focuses on one of five broad communication themes – meetings, presenting, exchanging information, phone calls 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.

### Tips

Throughout each unit, there are short, practical tips with useful language points arising from a particular section or exercise.

### Talking point

All units end with a *Talking point*. These provide 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 the opportunity for students to use the language from the unit.

The *Talking point* follows a three-part structure: Input (a short text, listening or infographic), Discussion, Task.

\*Note that in two units (units 2 and 11) the *Talking point* format is presented as a game. This is designed to be fun and is aimed at recycling the language from the unit.

### Viewpoint

After every three units there is a two-page *Viewpoint* video lesson. The topic of the *Viewpoint* lesson relates to a theme from the preceding units and includes interviews with expert speakers and case studies of real companies. Each *Viewpoint* has a number of short videos and is divided

into three or four sections. Each lesson usually opens with an introduction to the topic and interviews with people discussing the topic. Key words and phrases are then introduced before students watch the main video section. 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 discussing the topic of the lesson.

### Additional material

At the back of the *Student's Book*, you will find the following sections.

#### Practice files

These provide unit-by-unit support for your classroom work. Each file provides additional practice of target language from the three main unit sections, *Working with words*, *Language at work* and *Business communication* and 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 93–96 of this book.

#### Communication activities

Additional information for pairwork and group activities.

#### Audio scripts

#### Irregular verb list

# 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.

### 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 for making key expressions sound more natural and fluent.

### Dictionary skills

It's helpful to encourage students to use a good dictionary in class and the relevant 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*. Timing will inevitably vary, but allow approximately four 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) provides an invaluable and time-saving feature 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 user manual for how to use the LMS can be found in the teacher resources in the *Online practice*.

### Downloadable resources for teachers

In the teacher resources in the *Online practice* are a number of downloadable resources for teachers to use to complement the *Student's Book*. These include:

- 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*, *Language at work*, and *Business communication* section from 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 student 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 functions 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. You will find suggestions of when to use the business cards in the teacher notes of the *Teacher's Book*.

### 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*.

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 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](http://www.oxfordlearn.com) and either **register** or **sign in**. Members of the Oxford Teacher's Club can use their existing sign in details.

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](http://www.oup.com/elt/teacher/businessresult).

# 1

# Working life

## Unit content

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

- talk about themselves and their work
- give a short personal presentation using present simple and present continuous
- show interest during conversations
- network with groups of people.

## Context

The topic of *Working life* gives the students the tools to present themselves and their company to clients and competitors. Anybody who works or plans to work in business will need a certain amount of vocabulary to describe a company, including its main areas of business, its working activities and their role in the company. Not only is it important to find out about a contact's company for practical business reasons, but it is also a subject of interest to most business people, and so will be a topic of conversation in many business situations; particularly in initial meetings and setting up contacts.

Social interaction in business is crucial for the forging of good relationships and making new contacts. Cultural differences can lead to misunderstandings if business people do not use the appropriate expressions and intonation when reacting to speakers in their initial exchanges.

In this unit, students will learn how to describe their companies and their role in their company. They will also have the opportunity to practise a very important social aspect of business interaction – reacting to speakers, sounding interested and extending a conversation.

The *Talking point* offers students the opportunity to discuss the area of networking, whilst providing the opportunity to develop their fluency using some of the language from the unit.

## Starting point

Do the first question with the whole class. Give them cues if they are hesitant: *Is it a big or small company? Is it a manufacturing or a service company? Is it local, national or international?* The second question can be done in pairs before whole-class feedback, or with the whole class. The third question can be done individually initially, then students can get into pairs or small groups to compare answers and finally discuss as a whole class. Encourage students to develop their answers.

**PRE-WORK LEARNERS** Ask students to think about their ideal working life. Ask questions about it, for example, *What kind of business or organization would you like to work for? Where would you prefer to spend most of your working day? Would you prefer to work on your own or with colleagues/clients?* You could ask students to discuss the questions in small groups and then report back to the whole class.

## Working with words

### Exercise 1

Allow students a few minutes to look at the question and prompts before speaking. Elicit what they know about online sites. You could do the first prompt as a model, for example, a company website could include the company logo, photos of the buildings or products, endorsements from clients or customers, the company contact details, some information about the company itself and about the staff.

### Possible answers

A company website: logo, clients/customers, contact details, information on company and staff

A personal webpage: probably includes a profile, blog/vlog, photos

A social media site such as Facebook or LinkedIn: contacts, friends, endorsements, news

A brochure or publication such as a conference programme: background information, future plans, conference schedule, speakers at a conference

### Exercise 2

Ask students to read the four profiles and answer the questions. Tell students it's not necessary to understand all the words, only the general sense. Provide feedback on answers with the whole class.

### Answers

- 1 In-balance; high quality training courses on employment law, health and safety, and using mobile technologies in marketing
- 2 Howard Bright and Fey de Boutilier. (Normally when we talk about our jobs, we mean full-time jobs. We generally only state specifically if they are part-time. This is the reason the answers for Howard Bright and Fey de Boutilier are inferred from the text rather than explicitly stated, as in the case of the remaining profiles.)
- 3 Tasia Clifford and Emrann Bhatt.