

OXFORD

# Business Result

SECOND EDITION



**Advanced** *Student's Book*

Kate Baade, Christopher Holloway,  
John Hughes, Jim Scrivener & Rebecca Turner



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# Introduction

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

- 12 units
- 4 Viewpoint video lessons
- Practice files
- Grammar reference
- Useful phrases
- 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

### Business communication

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

### Language at work

- grammar presented in authentic work contexts
- 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

### Talking point

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

## 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

Follow the links to the *Practice file* in each unit.

## Reference sections

- *Communication activities* with roles and information for pair and group work
- *Grammar reference* with detailed explanations of the grammar point in each unit
- *Useful phrases* with a full list of phrases for the *Practically speaking* section
- *Audio scripts* for all the listening activities in each unit

## What's in the *Viewpoint* lessons?

The *Viewpoints* are video lessons that appear at the end of every third unit. The topic of each *Viewpoint* lesson relates to a theme from the main units.

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

- A focus to introduce the topic.
- Key vocabulary and phrases which appear in the videos.
- Video interviews on interesting business-related topics which develop listening and note-taking skills, and build confidence in listening to authentic language in an authentic context.
- Activities which provide speaking practice on the topic of the lesson.

The *Viewpoint* video lessons include authentic interviews with leading academics, business experts and course participants from **Saïd Business School**, University of Oxford.

## 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, but 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](http://www.sbs.ox.ac.uk)











# 1

# Connections

## Starting point

- 1 Can you think of some examples where cultural awareness is important in your work?
- 2 To what extent do you think company culture is influenced by the country the company is based in?

## Working with words | Describing cross-cultural experiences

- 1 Do you agree with the following statements about working across cultures?
  - 1 Organizations generally have the same way of doing things.
  - 2 Non-verbal messages carry more weight than verbal ones.
  - 3 The concept of time is universal.
  - 4 Individual differences can always be attributed to cultural differences.
  - 5 Accepting and embracing ambiguity is essential when working internationally.
  - 6 Consciously developing your cultural skills leads to better business relations.
- 2 Kate Berardo, an intercultural consultant, set up [culturocity.com](http://culturocity.com) in 2003 to help grow her clients' cultural awareness skills. She believes that the ability to work effectively across cultures is a prerequisite for success in business. Read the advice she gives and compare your answers in 1. Which piece of advice do you find most useful?

## Working across cultures

Kate Berardo

### 1 Do your homework

- Essential for building relationships when dealing with businesses across cultures.
- Each organization will have its own culture, personality and way of doing things.

### 2 Keep your eyes open

- Your mind is processing a lot of information in new environments, so observation skills may be clouded or unfocused.
- Notice how people act, dress and treat each other. Look for non-verbal messages. Being able to read a situation will greatly improve your ability to have a successful meeting.

### 3 Take your time

- Appreciate the need for more time. Communication may be slower and logistics may be different. You may be working in a culture with a different concept of time.
- Also, give yourself more time to process all the information before making decisions.

### 4 Take individuals into account

- Individuals may vary greatly from the stereotype of their native culture. Values and behaviour are also influenced by background, experience and personality.
- Keep an open mind: be careful not to form an opinion too early or to attribute too much of what you see to a cultural difference.

### 5 Tolerate uncertainty

- This can be extremely difficult for people from some cultures where directness and precision are valued.
- Business is about managing unknowns. When working with a culture with a high tolerance for uncertainty, you may not get concrete answers. This, of course, can work both ways.

### 6 Build your intercultural skills

- When working with people from different cultures, you need a solid understanding of the norms of that culture.
- Greater cultural awareness will help you weigh up the pros and cons of your way of doing things and will give you a better insight into working across cultures.



**3** Complete these phrases to form verb + noun collocations from the text in **2**.

- |                        |                            |
|------------------------|----------------------------|
| 1 _____ relationships  | 7 _____ an opinion         |
| 2 _____ your eyes open | 8 _____ unknowns           |
| 3 _____ information    | 9 _____ both ways          |
| 4 _____ a situation    | 10 _____ your skills       |
| 5 _____ your time      | 11 _____ the pros and cons |
| 6 _____ an open mind   | 12 _____ you an insight    |

**4** Match the collocations from **3** to these definitions.

- a don't rush \_\_\_\_\_
- b stay alert \_\_\_\_\_
- c don't judge people/things too quickly \_\_\_\_\_
- d develop connections with people \_\_\_\_\_
- e understand what is going on \_\_\_\_\_
- f can have both positive and negative effects \_\_\_\_\_
- g consider the advantages and disadvantages \_\_\_\_\_
- h make a judgement \_\_\_\_\_
- i develop your ability in a certain area \_\_\_\_\_
- j think about and understand things that you find out \_\_\_\_\_
- k provide you with useful information to help you understand something \_\_\_\_\_
- l deal successfully with unfamiliar situations \_\_\_\_\_

**5** What advice would you give people from other cultures/companies who come to work in your culture/company? Try to use the collocations from **3**.**6** ▶ **1.1** Listen to three people talking about their experience of working in other countries. Was each person's overall impression positive or negative?**7** ▶ **1.1** Are the following adjectives used to describe people (*P*), places (*PL*) or experiences (*E*)? Listen again and compare your answers.

- | Speaker 1              | Speaker 2               | Speaker 3             |
|------------------------|-------------------------|-----------------------|
| 1 open-minded _____    | 5 up-and-coming _____   | 9 down to earth _____ |
| 2 out-of-the-way _____ | 6 self-assured _____    | 10 easy-going _____   |
| 3 time-consuming _____ | 7 outspoken _____       | 11 low-key _____      |
| 4 tedious _____        | 8 run-of-the-mill _____ | 12 unexpected _____   |

**8** Work with a partner. Match definitions a–f to six adjectives from **7**. Then write your own definitions for the other six adjectives.

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| a boring                        | d sensible/practical                |
| b saying exactly what you think | e not intended to attract attention |
| c ordinary                      | f relaxed                           |

**9** Use adjectives from **7** to describe:

- how you think you are viewed at work
- your workplace
- your experience of working at your present company

» For more exercises, go to **Practice file 1** on page 102.

**10** Work with a partner. Think about a situation where you have:

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| • been host to a business visitor | • worked in another country / city   |
| • worked with a new colleague     | • started a new job in a new company |

Talk about your experiences with your partner and answer questions 1–4.

- How did you feel to begin with?
- Where did your first impressions come from?
- Did your impressions change with time?
- Were your first impressions right?





Context

Peter works for Johanna, who runs one of the offices for an international operation finding locations for clients. One client, a chain of hotels, has asked them to find a new site for a hotel in Poland to be used mainly as a business or conference centre. Peter has just returned from a fact-finding mission to Poland. On his return he meets Johanna over coffee to report back on his trip.

Business communication | Reporting back on research

- 1 Work with a partner. Read the *Context*. What type of information do you think Johanna will be expecting from Peter?



- 2 ▶ 1.2 Listen to Part 1 from the meeting between Johanna and Peter. Does Peter give Johanna any of the information you discussed in 1? Listen and complete Johanna’s notes below.

PREMIUM PREMISES

**Poland – research**

1 Probable location = \_\_\_\_\_

2 General impression = *up-and-coming place*

**Peter’s feedback**

First site = *city centre*

Pros = 3 \_\_\_\_\_

4 *the area is being invested in for development*

Cons = 5 \_\_\_\_\_

**Conclusions / action points**

6 *Several interesting sites worth considering outside Krakow*

7 Action = \_\_\_\_\_

- 3 ▶ 1.2 Listen again.
- 1 Where does the information in 2 come from? Put points 1–7 into the correct column of the table and make a note of any expressions you hear which help you decide.

What Peter has seen	What someone else has told Peter/Johanna

- 2 Why is it important whether Johanna and Peter saw or heard something, or whether they were told? Work with a partner. Look at the expressions you made a note of and discuss their use in the context.
- Example: ‘... they’ve told us that they definitely want the site to be somewhere in that area.’ (Johanna may want to emphasize that this is not her decision.)*



Key expressions

- Reporting a personal observation**  
It all sounds very promising.  
I found it to be ...  
From what I could see, ...  
I found it to be more of a ... than a ...  
What's your impression of ...?
- Reporting from another source**  
I understand you ...  
According to ...  
I gathered from ...
- Expressing doubt**  
I have my doubts.  
I can't help feeling that ...  
I'm just not 100% convinced.  
... which makes me a bit wary.  
I'm a bit reluctant to ...
- Avoiding commitment**  
It's hard to say.  
I can't promise anything.  
I wouldn't go so far as to say ...
- Being persuasive**  
I've got / have to say (that) ...  
We can't go wrong.  
I'm (totally) convinced.  
I'm sure you'll agree ...  
I'm (fully) confident ...  
The pros (definitely) outweigh the cons.
- Avoiding being negative**  
To be fair, ...  
I'm not saying ..., it's just that ...

4 ▶ 1.3–1.4 Listen to Parts 2 and 3 from the meeting between Johanna and Peter. Johanna makes some further notes about the pros and cons of each site. Complete the table below.

	1 Mountain site	2 City outskirts site
Pros		
Cons		
Concerns		

- 5 ▶ 1.5 How does Peter feel about the two sites? Listen to four extracts from Parts 2 and 3 of the meeting. In which extract (a–d) is he ...?
- 1 expressing doubts \_\_\_\_  
2 being persuasive \_\_\_\_, \_\_\_\_  
3 avoiding commitment \_\_\_\_
- 6 Work with a partner. Your company has come up with a potential new market, and you have been asked to conduct some initial research. **Student A**, read the newspaper extract below. **Student B**, turn to page 143 and read the country briefing.
- 1 Report back to each other on your findings, using the *Key expressions*.  
2 Discuss any differences in your information.

Although lots of new investment is coming into the local market, the airport is insufficient for the volume of traffic expected. This will have a serious impact on the local economy. If a solution is not found, business will go elsewhere.

» For more exercises, go to Practice file 1 on page 102.

- 7 Work with a partner. Choose one of the situations below and report back to your partner. When your partner is reporting to you, ask questions and decide how convinced you are.
- 1 You have just returned from a market research trip overseas. Report back to your team on:
- what you learnt about the local market
  - how well the market is doing generally
  - how your new product line is being received
  - the presence of the competition
- 2 You are behind schedule on a project. Your boss has just called you into his/her office. Fill him/her in on:
- the status quo (current situation)
  - the reasons for the delay
  - how you are going to catch up in the future
  - whose fault the delay is
- 8 Discuss the impression you got from your partner in 7. What did your partner do to ...?
- express doubt
  - avoid commitment
  - be persuasive
  - avoid being negative