

OXFORD

# Business Result

SECOND EDITION



Intermediate *Student's Book*

John Hughes & Jon Naunton



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**Intermediate** *Student's Book*

**OXFORD**  
UNIVERSITY PRESS

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	Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
	Describing work	Present simple and present continuous	How to show interest	Networking	Speed networking	<ul style="list-style-type: none"> <li>• talk about yourself and your work</li> <li>• give a short personal presentation</li> <li>• show interest during conversations</li> <li>• network with groups of people</li> </ul>
	Work–life balance	to + infinitive and -ing form	How to say 'yes'	Exchanging contact details	Corridor conversations	<ul style="list-style-type: none"> <li>• talk about work–life balance</li> <li>• say 'yes' in different ways</li> <li>• exchange contact details</li> </ul>
	Projects	Present perfect and past simple	How to give short answers	Updating and delegating tasks	Scenario planning	<ul style="list-style-type: none"> <li>• talk about projects</li> <li>• talk about the progress of a project</li> <li>• give short answers</li> <li>• update and delegate tasks</li> </ul>
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	Finance and money	Talking about the future	How to use <i>will</i>	Presenting visual information	Investment opportunities	<ul style="list-style-type: none"> <li>• talk about how to finance a new business idea</li> <li>• talk about future predictions</li> <li>• use <i>will</i> in different ways</li> <li>• give a presentation with visual information</li> </ul>



		Working with words	Language at work	Practically speaking	Business communication	Talking point	Outcomes – you can
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# 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	Director	office staff and freelance trainers	training	planning and coordinating courses
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



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## 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?

