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in company

Pre-intermediate
Teacher's Book

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Contents

Introduction	iv
Practical approach	iv
Having something to say	iv
Why are the units divided into categories?	iv
Lexical syllabus	v
Grammar syllabus	v
Controlled practice	v
Class cassettes and CDs	v
How can I exploit the dialogues further?	v
Reading texts	v
How can I exploit the texts further?	v
Fluency work	vi
Teacher's Book	vi
Ten 'rules of thumb' teaching tips	vi
Student's Book contents	2
Student's Book pages with answers and Teacher's Notes	
1 Selling your company	4
2 Women in business	10
3 Telephone talk	15
4 Networking	20
5 Company histories	23
6 Correspondence	28
7 Making comparisons	33
8 Did I ever tell you ...?	38
9 Spirit of enterprise	40
10 Stressed to the limit	44
11 Top jobs	49
12 Conversation gambits	54
13 Air travel	58
14 Hiring and firing	62
15 Time	67
16 Getting things done	73
17 Office gossip	76
18 E-commerce	81
19 Working from home	87
20 Working lunch	91
Grammar and Lexis links with answers	94
Additional material with answers	124
Resource materials	
Contents	134
Teacher's Notes	136
Photocopiable worksheets	145

Spring has arrived, judging by the number of tourists that have appeared in the streets. Phil has an hour free before his next lesson. Picking out a nice café, he chooses a window table and orders a coffee. After spending a few minutes people-watching, he starts to think about the lesson he's just come out of: his first class with a new group of students at the central offices of a pharmaceutical company. Half the lesson was spent in an informal chat based on the needs analysis, and there seem to be some potential problems. Phil opens his briefcase and takes out his notes.

Jean Claude Duval, Purchasing Manager. Pre-int. Has been studying English for 'many years'. Uses English at work most days in e-mails and phone calls to suppliers, though these tend to follow the same pattern most of the time. Also has occasional face-to-face meetings: wants to improve general communication for these. Has difficulty just chatting during breaks in meetings or over lunch.

Anton Brun, IT Systems Manager. Int. Three years' English at school. Doesn't currently use English at work but thinks it will be 'useful for the future'. Mainly interested in social English. Fairly fluent, but some grammar problems.

Marie Nöelle Rousillon, Chief Financial Officer. Pre-int. Studied English at school and university, but didn't use it for years. Has now had to start using English regularly in monthly meetings with the new American shareholders and feels 'completely lost'. And it isn't just the meetings – says she goes to hide in her office during breaks to avoid having to engage in any conversation. Also receives occasional phone calls, mainly to check financial information, but her bilingual secretary deals with e-mails.

Phil knows the company well. There's no way he can move Anton to another group at a higher level: the other classes are all in the research labs outside the city. And, anyway, Anton's warmth and interest in people helped the group to gel and work more productively together. But will he get bored working at a lower level? As long as the topics are interesting enough, perhaps he'll stay focused. And Phil could give him extra grammar and vocabulary work, which he'd really benefit from.

Marie Nöelle's needs are certainly the most urgent, but also the most specialised, and will probably involve lexis the others have no need for. Still, terminology is probably not her main problem. The real challenge is coping with complex interactions. The skills she needs – getting her point of view across, understanding different opinions, dealing with telephone calls, handling social situations – are useful for just about everyone.

Jean Claude's most immediate need is probably to develop self-confidence. Lots of tasks with concrete outcomes, guided conversation on different topics and vocabulary building activities would suit him.

As he thinks things through, Phil begins to feel more confident. Now, what about writing skills?

In Company is Macmillan's skills-based Business English series, aimed at professional, adult learners seeking to realise their full potential as speakers of English at work – both in and out of the office – and in social settings. It aims to

provide learners with the language and skills they need using motivating and engaging material. Authentic and realistic business stories and situations form the basis for texts, dialogues and speaking activities.

In Company Pre-intermediate takes students through twenty progressively more challenging units which include describing your work and company, obtaining and sharing information, networking and travelling on business. The course reflects the need for students at this level to develop their grammatical competence, increase their lexical range and, above all, acquire strategies to communicate effectively in both professional and social situations.

Ten key observations on the teaching of English to professional learners underpin the course:

- 1 Professionals like to be regularly reminded why they are studying and what's in it for them.
- 2 They are used to goal-setting and time constraints and tend to welcome a fairly fast pace.
- 3 They are motivated by topics which directly relate to their own personal experiences.
- 4 They expect to see an immediate, practical payoff of some kind at the end of each lesson.
- 5 It is English, not business, they have come to you for help with (but see 7).
- 6 They want to be able to actually *do* business with their English rather than just talk about it.
- 7 They appreciate texts and tasks which reflect what they have to do in their job.
- 8 They also appreciate texts and tasks which allow them to escape what they have to do in their job.
- 9 They don't regard having fun as incompatible with 'serious learning' (but see 1 and 4).
- 10 They like to see an overall plan and method behind the classes they attend.

Practical approach

In Company Pre-intermediate is a practical course in *how* to do business in English. With target language selectively introduced on a need-to-know basis, each unit is a fast track to competence in a particular business skill. Recognising that people need more than just phrase lists and useful language boxes to operate effectively in real-life business situations, each unit provides a substantial amount of guided skills work to give students the chance to fully assimilate the target language and 'make it their own', before going on to tackle fluency activities.

Topics and skills developed at this level include:

- describing your work and company
- using the telephone
- discussing pros and cons
- making comparisons
- telling anecdotes
- writing e-mails and reports
- obtaining and giving information
- dealing with social situations
- making requests
- discussing consequences
- making plans

Having something to say

In Company Pre-intermediate taps into students' emotions, with the assumption that by focusing on areas which have some human interest or twist, they will have more to say. The

classroom is an artificial environment in which imagination and fantasy play an essential role. Whilst learners' backgrounds and needs must be respected, what happens in the classroom doesn't necessarily have to be a rehearsal for real life. It is unlikely that students will have to use their English in a situation in which they are approached by an executive headhunter (Unit 11, page 53), or discover that a job candidate is a fraud (Unit 14, page 65). Yet situations like these have a dramatic impact which makes the target language memorable.

Why are the units divided into categories?

In Company Pre-intermediate contains four types of unit: *Conversation skills*, *Work issues*, *Connecting* and *Company life*.

Conversation skills

Acquiring communication strategies for a variety of work-related and social contexts is the main emphasis of these units. Functional language is presented and practised through dialogues. There is some lexical input but no grammar focus in these units.

Work issues

These units are built around themes which are common to all working situations such as work-related stress, time management, office gossip, business travel and working from home. The approach taken is designed to bring these topics to life. For example, in *Unit 14 Hiring and firing*, the themes of sacking and labour conflicts have been included because topics like these are likely to generate strong opinion and interest in the classroom.

Connecting

The focus of these units is the world of communication and travel. Particular importance has been given to the Internet and the role of information technology in present-day business practice. Not only does this reflect the reality of the IT revolution in the workplace over recent years, but it also gives students the opportunity to look at the conventions and language of this world.

Company life

These units include tense work to enable learners to discuss their routines, past experiences, achievements and future plans in relation to their work and their company. Students are also encouraged to think outside the realms of their own experience and use their imagination, for example, by inventing their own dot.com (Unit 1, page 9) or writing a report on a company with problems (Unit 10, page 48).

Categorising the units in this way helps teachers to identify more easily areas which are of interest to their students. It also helps students to keep track of the progress they are making.

Lexical syllabus

In Company Pre-intermediate devotes a lot of attention to lexis, which is presented through both written and recorded texts. Students are encouraged to take note of common collocations and word building, and this is reinforced by the optional Lexis links (at the back of the Student's Book), which can either be set for homework or made the basis of vocabulary-building lessons.

Grammar syllabus

At pre-intermediate level, although students have met some of the major structures previously, they are meeting others for the first time. The approach in *In Company Pre-intermediate* is to highlight the grammar as it naturally emerges in the activities. Meaning and concept are made clear through context and example, and provision is made for adequate controlled practice before students attempt to use the language in a more ambitious context. Throughout the course, there is a strong, progressive grammar syllabus, which learners particularly appreciate at this level. This is backed up by fifteen Grammar links (at the back of the Student's Book), cross-linked to the fifteen main skills-based units, which provide more explicit explanation and practice exercises.

Controlled practice

For pre-intermediate students, the most appreciated parts of the lesson are often those moments when they are asked to produce stretches of accurate English in a controlled context. *In Company Pre-intermediate* places special emphasis on controlled practice as part of the build-up for fluency-based work. For example, students listen to a conversation and then reconstruct it from prompts before going on to act out their own dialogues.

Class Cassettes and CDs

Throughout the course, substantial use is made of audio recordings to input business expressions and grammatical structures. Indeed, very little of the language work is not either presented or recycled in a recording.

The recordings feature both native and non-native speaker accents, providing the students with extensive exposure to real spoken English. There is frequently an element of humour in the recordings which, besides entertaining the students (and teacher!), motivates them to listen again for things they missed the first time round. The target language in the units is printed in bold in the recordings (provided at the back of the Student's Book and in the Teacher's Book with the accompanying lesson notes).

How can I exploit the dialogues further?

Distinguish between different types of listening skills practice. The exercises are initially task-based activities which focus on comprehension. However, it is also important to give learners the opportunity to listen to texts again in a more detailed way. In other words, having understood *what* was said, you should then give some attention to *how* things are said. Try the following intensive listening techniques:

- allow the students to listen to the recording again in a relaxed way while they follow the script at the back of the Student's Book.
- pause the recording after questions for students to recall or predict the response (if they write these down as they go, you can ask them to recall the questions as well at the end).
- pause the recording after responses to questions and ask students to think of other possible responses.
- pause the recording in the middle of lexical chunks (collocations, fixed expressions) for students to complete them either orally or by writing them down.

- ask students to write down a recording as you play it, line by line. If they miss a word, encourage students to look at the words around it and imagine what could go in the gap. Ask students to compare their transcripts to the original. Focus on common errors and spelling problems.
- ask students to listen to a conversation and repeat line by line. Then build up the conversation on the board using word prompts. Ask students to re-create the conversation from the prompts.
- looking at the recording line by line, ask students to ‘play’ each line in their heads without actually speaking, and then listen and compare to how it actually sounds.

Reading texts

The reading texts in *In Company Pre-intermediate* have been chosen to involve, entertain and provoke students into lively discussion, as well as to contextualise key target vocabulary. Squeezing a text completely dry of all useful language usually demotivates a class, but many of the longer texts in *In Company Pre-intermediate* are informationally and lexically rich and can usefully be revisited.

How can I exploit the texts further?

Try some of the following:

- ask students to set each other questions on the text.
- ask students set you questions on the text, and vice versa.
- give students several figures from the text and ask them to recall the context in which they were mentioned.
- read the text aloud but slur certain words/phrases and get students to ask for repetition/clarification.
- give students the first half of 8–10 collocations and a time limit in which to search for the collocates in the text.
- give students a set of miscollocates and ask them to correct them by referring to the text.
- read out the text pausing in the middle of collocations / fixed expressions / idioms for students to predict the completions either by shouting out or writing down the answer.
- read out the text pausing at specific vocabulary items and ask questions like: *What’s the opposite of X? What’s the word we learned the other day which is like X? X is a noun: what’s the verb form / adjective? X often goes with the word Y: what other words can go with Y? Give me another sentence using X.*
- ask students to read the text aloud as a pronunciation exercise. Don’t look at the text yourself as they read: this will force you to concentrate on the comprehensibility of their output. Ask them to do this in pairs.
- write key words on the board relating to the main ideas in the text and ask students to reconstruct the text orally.

Fluency work

In Company Pre-intermediate includes two types of fluency activity which draw on both the specific language presented in a unit and the wider linguistic resources of the students. These are:

- roleplays and simulations, where the students are given a scenario and perhaps some kind of ‘personal agenda’.
- ‘framework’ activities, where the students decide on the content for an interview, report or phone call and the Student’s Book provides them with a linguistic framework to help deliver that information.

In order to avoid learner and teacher frustration, sufficient preparation for both types of activity is essential, and it may sometimes be advisable to carry out the actual fluency activity in a subsequent lesson to ensure plenty of time for preparation and feedback.

Teacher’s Book

In this book you’ll find comprehensive teacher’s notes which give an overview of each unit, detailed procedural instructions for all the exercises and an ‘If you’re short of time’ section at the end of each unit. These are interleaved with the Student’s Book pages and contain the recordings scripts which relate to the Student’s Book page opposite. The Student’s Book pages themselves are faded slightly so that the overprinted answer key stands out clearly, helping teachers to locate the answers easily. Suggested answers for longer tasks are provided in the teacher’s notes. The Grammar and Lexis links pages may be photocopied and given to students to check their answers.

The book also features a Resource materials section containing thirty photocopiable worksheets which extend and/or revise elements in the Student’s Book. These were written by nine practising business English teachers and provide approximately twenty extra hours of material to supplement the Student’s Book.

Ten ‘rules of thumb’ teaching tips

- Avoid saying ‘Let’s turn to page ...’ when starting a new lesson. Instead try to generate interest in the subject matter while students still have their books closed.
- Always do the first item of an exercise with the whole class to make sure that students know what they have to do.
- When doing written exercises in pairs, don’t let students write to begin with. This will encourage them to speak and to remember their answers for a subsequent feedback session. Allow them to write the answers after the feedback so that they have a written record to refer to at a later date.
- Use drills to give students the opportunity to get their tongues round new language. Most students enjoy well-executed drills (and it’s also a way to pick up a flagging lesson).
- Students sometimes complain about not being corrected enough, but rarely about being corrected too much.
- Always revise something from a previous class during the lesson.
- Arrange your classroom to suit your class. In small classes, make sure students sit near you.
- Avoid asking questions which are impossible to answer. For example, for students to answer ‘What does X mean?’ often requires more complicated language than you’re actually trying to teach.
- Plan your lesson backwards. Decide what you want the students to be doing at the end of the lesson and work out how to get there.
- Keep a note of ad-hoc items which crop up and critical mistakes that students make. Use these as the basis for informal revision and warm-up activities.

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July 2003

(with thanks to Mark Powell)

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Contents: Student's Book

Unit and topics	Communication skills and tasks	Reading and listening texts	Grammar and Lexis links
1 Selling your company p4 Company life Company descriptions Dot.com start-ups	Completing a report Discussing ideas for dot.com start-ups Preparing a web page	R Web page: the elevator pitch L Someone describing his company in 60 seconds R Report: Moonpig R Web page: betterdogfood.com	Present Simple Present Continuous Business & the Internet
2 Women in business p10 Company life Work routines Stress & exercise	Identifying answers for questions Asking about work routines Asking about frequency Completing a questionnaire on exercise & stress Discussing exercise & ways to relax	R Web page: careers&women.com L Conversation: people talking about someone's job R Article on stress & exercise	Expressing frequency Work & routines
3 Telephone talk p15 Connecting Using the telephone Telephone frustrations	Identifying telephone skills from telephone language Completing a questionnaire on telephone frustrations Asking indirect questions Telephoning for information & taking notes	L Saying numbers in words R Magazine article: <i>Ringin' in the millions</i> L Conversation: checking flight details L Conversation: telephoning for an estimate	Indirect questions On the telephone
4 Networking p20 Conversation skills Asking questions Making small talk Talking about other people	Constructing questions to use in conversation Putting a conversation in order Roleplays: talking about other people	L Two conversations: people meeting by chance on business trips L Conversation about a business contact	
5 Company histories p23 Company life Talking about the past	Asking questions about the past Doing a quiz about the Internet Asking questions using prompts Asking questions with no subject Preparing a web page with company information	R Company history: Nintendo L Radio documentary: the history of Nintendo L Radio documentary: the birth of the Internet R Magazine article: <i>Birth of the Internet</i>	Past Simple Time expressions <i>in, on, at, ago, when</i> Business verbs
6 Correspondence p28 Connecting Methods of communication On-the-spot decisions	Discussing the advantages & disadvantages of communication methods & summarising results Solving problems quickly Recreating a conversation from prompts Putting a conversation in order Writing an e-mail from prompts Roleplay	R Magazine article: <i>Does grammar matter?</i> L Conversation: a request L Conversation: on-the-spot decisions L Conversations (x3): an important order	Will for unplanned decisions Business communication
7 Making comparisons p33 Company life Comparing hotels & cars	Recreating a conversation from prompts Comparing two sports cars Comparing hotels & car manufacturers Discussing options for acquiring a hotel Ordering room service	L Conversation: at a hotel reception R Magazine article: <i>Hotel chain takeover</i> L Conversation: ordering room service	Comparatives & superlatives <i>As or than</i> Hotel services
8 Did I ever tell you ...? p38 Conversation skills Telling anecdotes	Making sentences from prompts Using <i>did</i> for emphasis Telling an anecdote from prompts	L Anecdote L Extracts from anecdotes L Using <i>did</i> for emphasis	
9 Spirit of enterprise p40 Company life Entrepreneurs Change	Putting a summary in order Recreating a conversation from prompts Describing change Finding out about a company	L Conversation between a bank manager & an entrepreneur L Interview: worm farm entrepreneur R Business briefing: Inditex	Present Perfect Present Perfect vs Past Simple Word building
10 Stressed to the limit p44 Work issues Work-related stress	Discussing what factors produce stress at work Describing people's jobs using <i>have to</i> Making recommendations using <i>should</i> Writing a report on a company with problems	L Interviews: people talking about work-related stress R Magazine article: <i>Stressed to the limit</i>	Have to, should Giving advice Using should/n't Stress at Work

Unit and topics	Communication skills and tasks	Reading and listening texts	Grammar and Lexis links
 11 Top jobs p49 Company life Company history A top job Headhunting	Describing a company using the Present Perfect Asking questions with <i>How long ...?</i> Interviewing & writing a report	R Company history: Shimano L Radio profile: Steve Ballmer L Conversation: the headhunter	Present perfect – the unfinished past <i>Since & for;</i> <i>from ... to ...</i> <i>How long ...?</i> Company news
 12 Conversation gambits p54 Conversation skills Starting & leaving conversations	Introducing yourself Starting a conversation Deciding on 'safe' topics for conversation Saying goodbye/leaving a conversation Starting & maintaining a conversation	R Magazine article: <i>Remote Lounge</i> L Introductions at a conference L Conversation (in four parts): two people meet by chance in a bar	
 13 Air travel p58 Connecting Conditions & consequences Negotiating	Completing a conversation Using conditionals with <i>will</i> Negotiating	L Conversation: at check-in L Advice on getting a good seat on a flight R Magazine article on air rage L Negotiating a deal	Conditionals with <i>will</i> Negotiating & air travel
 14 Hiring and firing p62 Work issues Losing your job Applying for a job A job interview	Using the passive to complete a report & rephrase facts Discussing when sacking is justified Identifying approaches to applying for a job Discussing workers' rights	R Newspaper article: a sacking L People talking about their approach to applying for a job R Job advert & CV L A job interview R Newspaper articles	The passive Procedures
 15 Time p67 Work issues Time management Wasting time	Discussing time in general terms Summarising a talk Discussing time management Making plans using <i>going to</i> and <i>will</i>	L A talk on time management R A talk on time management R Article: <i>Life without time</i> L Conversations: making plans R Web page: <i>Wasting time</i>	<i>Going to</i> <i>Going to vs will</i> Working conditions
 16 Getting things done p73 Conversation skills Asking favours Saying 'no' tactfully Being polite	Asking favours using prompts Saying 'no' tactfully Putting a dialogue in order Identifying polite language and using it to re-enact a conversation	L Conversations: asking favours L Conversation: saying 'no' L Conversation: a request, persuasion & a threat L Conversations: asking for an upgrade & complaining about a room	
 17 Office gossip p76 Work issues Gossip in the workplace	Using reported speech Reporting gossip Classifying e-mails Interviewing & writing a report	L Conversation: an office rumour L Conversations: office gossip R Newspaper article: <i>City Council gags workers</i> R Extracts from e-mails L Interview: changing relations in the workplace	Reported speech Relationships at work
 18 E-commerce p81 Connecting Internet marketing Online shopping Predictions	Completing notes on a discussion Completing a report Emphasising using <i>... is one thing, but ... is another</i> Focus group roleplay: marketing to the over-sixties Making predictions using <i>will</i>	L Focus group discussion L Emphasising using <i>... is one thing, but ... is another</i> R Magazine article: <i>Shopping from home</i>	<i>Will</i> for future predictions <i>I think + will</i> Shopping & the Internet
 19 Working from home p87 Work issues Teleworking	Expressing hypothetical situations using conditionals Identifying advantages & disadvantages Performing a roleplay	R News item: <i>Go home and work</i> L Interviews: two people who work from home R Magazine article: <i>Working at home</i>	Conditionals (future reference) Teleworking
 20 Working lunch p91 Conversation skills Describing food Chatting over lunch	Putting a dialogue in order Describing food Explaining who does what in your company Identifying and discussing cultural differences in business	L Conversation (in four parts): people from different cultures doing business R Extract about business etiquette in Japan	

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1 Selling your company

First salesman: I made some very valuable contacts today.

Second salesman: I didn't get any orders either. *Anon*

1 The words on the left are from a business presentation. Match them to the definitions on the right.

- | | | |
|------------------------|---|---|
| a website | 1 | money you spend on rent, equipment, salaries, etc. |
| b potential market | 2 | companies who put money into new businesses |
| c average | 3 | people who you can sell to |
| d costs | 4 | pay someone to do a job |
| e investment | 5 | a group of web pages on the Internet |
| f employ | 6 | publicity you send to people's homes by post |
| g direct mail campaign | 7 | money you need to establish or expand a business |
| h venture capitalists | 8 | the sum of, for example, ten different numbers divided by ten |

elevator pitch: a concise, carefully planned description about your company that your mother could understand in the time it takes to ride up an elevator. A good elevator pitch is less than 60 seconds long.

a 5 b 3 c 8 d 1 e 7 f 4 g 6 h 2

2 Use the words in 1 to talk about an idea for a new business.

For example: *Millions of people are learning English. The **potential market** for the new electronic dictionary is enormous.*

3 Read this extract from the web page of a venture capitalist.

The elevator pitch

Present your business idea in 60 seconds or less.

We invite you to make your elevator pitch to Jon Day, technology analyst at netinvest.org, the Internet investment boutique.

- What exactly do you do?
- What is your previous experience?
- What is your competitive advantage?
- What is your future potential/potential market?
- How successful are you?
- How much money do you need?

Call 555 875 4476 during The Investment Hour, Saturdays from 6-7 pm

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1 Selling your company

This unit is about promoting a company (or a business idea) to potential investors. Students look at some useful vocabulary from a business presentation and then read an extract from the web page of a venture capitalist. Then they listen to a pitch by a businessman who is keen to find investors for his business and read a report on this company, written by a business analyst. They comment on what they think about the business idea and then examine the tenses used in the report.

Work on collocations which are useful when talking about companies and investment follows and students use these to complete sentences. An amusing web page from an imaginary dog food company with an innovative approach to sales provides a fun reading text and practice in making sentences with some of the vocabulary from the unit.

In the final section, students think of their own dot.com start-up company. They work in pairs to make investment pitches and then write descriptions of each other's companies.

The grammatical focus is on the Present Simple and Present Continuous, and the lexical focus is on business and the Internet.

In this first section, students begin by matching definitions to some useful words which they will encounter in this unit. They also look at the website of a venture capitalist which invites people to make an 'elevator pitch' – a quick presentation of their company that can be understood in the time it takes to ride up an elevator (or *lift* in British English).


Warm-up

Particularly if this is a new class and students are unknown to you and to each other, you might like to begin by finding out what type of company each student works for. If they all work for the same company, ask them to say what it is that they do for the company. If they are not yet employed, ask what kind of business they hope to get into.

- 1 Students do the matching individually at first and then compare their answers in pairs.
- 2 Give students plenty of time to formulate sentences using the words in exercise 1.
- 3 Focus students' attention on the definition for *elevator pitch* before they read the text on the web page. Ask them to brainstorm the kinds of information that they think should be included in an elevator pitch. Remind them that they only have 60 seconds for the pitch!

If you have time, you might like to ask students if they know of any other meanings of the word *pitch* (to throw something, such as a ball; the ground where sports such as football, rugby, cricket and hockey are played). The term may have come from the fact that the person doing the pitching is in a way throwing their presentation to someone else in the hope that they will catch it or pick it up and act on it.

Give students time to read the web page and ask them whether the questions on it will produce the kind of information they suggested earlier should be included in an elevator pitch.

- 4 It may not be immediately obvious from the pictures what Nick Jenkins' business is, so encourage students to come up with a range of ideas. Write them on the board, but do not confirm or deny anything at this stage.
- 5  **1.1** Play the recording for the first time just to establish the answer to the question in exercise 4. (He runs an on-line greeting card company.) Then play it again for them to complete the answers to the questions.
- Ask students if they have ever used a company like Nick's or if they have ever received an on-line card. Don't ask them what they think of his business idea yet because this will be discussed in exercise 7.
- 6 Students attempt to complete the text before they listen to the recording. Allow them to compare and discuss their answers in pairs or small groups before you play the recording for them to check.

 **1.1**

Hello, my name is Nick Jenkins, and the name of my company is Moonpig. We operate a website that allows users to select and personalise greetings cards, which we print and post within 24 hours. Customers can choose from more than 650 cards and can customise the captions on the cover as well as the greeting.

I have an MBA and previous experience setting up sugar and grain trading operations in the former Soviet Union. I employ 12 people at Moonpig.

Our competitive advantage is that this is one of the few times that you can buy something from the Internet that's actually better than a similar product that you can buy in a shop. We have a £750,000 digital printing system that allows us to print and laminate cards. Our running costs are low and we are making a profit of £1.20 on each card sold, which is a margin of 60%.

Our potential market is enormous. 92% of the British population buy an average of 12 cards each a year. The greetings card business is worth more than £1 billion a year in the UK and £10 billion worldwide.

We're very successful. At the moment we have 15,000 registered users. Our turnover is increasing by 50% a month and we are expecting to be profitable within six months. Our target is to get 300,000 customers in the UK and 750,000 worldwide in five years. We are looking for between two million and three million pounds of investment to finance marketing in the UK and the US. Our direct mail campaigns are proving particularly successful, and I am talking to venture capitalists in the US about setting up a website there.



- 4 Nick Jenkins phoned The Investment Hour with his business idea. Look at the three pictures on this page. What do you think his business is?
- 5 1.1 Listen to Nick Jenkins' elevator pitch. What are his answers to the questions on the web page in 3?
- We operate a website that allows users to select and personalise greetings cards, which we print and post within 24 hours.
 - I have an MBA and previous experience setting up sugar and grain trading operations in the former Soviet Union.
 - Our product is something you can buy from the Internet that is actually better than a similar product you can buy from a shop.
 - The 92% of the British population who buy around 12 cards a year plus the worldwide greetings card market, worth £10 billion.
 - We have 15,000 registered users and our turnover is increasing by 50% a month. We expect to be profitable within 6 months.
 - Between two and three million pounds.
- 6 After listening to Nick Jenkins' elevator pitch, Jon Day, the investment analyst, wrote the following report. Complete it using the figures in the box. Then listen again and check your answers.

750,000	£1 billion	24	60%	92%	650	300,000
£2 million	and £3 million	50%	£1.20	£750,000	12	15,000

Moonpig

Moonpig operates a website that allows users to personalise, print and send greetings cards within (a) 24 hours. Users can choose from more than (b) 650 cards and can customise the captions on the cover as well as the greeting.

- 5 The founder, Nick Jenkins, has an MBA and previous experience setting up businesses in the former Soviet Union. He employs (c) 12 people at Moonpig.

He says their competitive advantage is that this is one of the few times that you can buy something from the Internet that's actually better than a similar product that you can buy in a shop. They have a (d) £750,000 digital printing system. Their running costs are low and they make a profit of (e) £1.20 on each card sold, a margin of (f) 60%.

Their potential market is enormous. (g) 92% of the British population buy an average of 12 cards each a year. The greetings card business is worth more than (h) £1 billion a year in the UK alone and £10 billion worldwide.

At the moment they have (i) 15,000 users and more and more people are registering each month. Turnover is increasing by (j) 50% a month and they are expecting to be profitable within six months. Their target is to get (k) 300,000 customers in the UK and (l) 750,000 worldwide in five years.

They are looking for between (m) £2 million and £3 million of investment to finance marketing in the UK and the US. Their direct mail campaigns are proving very successful, and they are talking to venture capitalists in the US about setting up a website there.

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- 7 What do you think of Nick Jenkins' business idea? Look at page 124 to see what Jon Day, the investment analyst, thought.

Grammar link

for more on the Present Simple and Continuous see page 94

Present Simple vs Present Continuous

- 8 Complete the chart as in the example. Find two more examples in the report in 6 and add them to the chart.

	Present Simple	Present Continuous	Stable situation	Current situation /activity	Situation of change
92% of the British population buy an average of 12 cards each a year.	✓		✓		
Turnover is increasing by 50% a month.		✓			✓
He employs 12 people at Moonpig.	✓		✓		
They are looking for between £2 million and £3 million of investment.		✓		✓	

Talking business

Collocations

- 1 Combine the verbs in A with the words in B. Make as many different combinations as possible. For example: *make a profit*

A make have hire run set up

B a company a business a profit staff a website previous experience

<u>have a company</u>	<u>run a company</u>
<u>have a business</u>	<u>run a business</u>
<u>have a website</u>	<u>set up a company</u>
<u>have previous experience</u>	<u>set up a business</u>
<u>hire staff</u>	<u>set up a website</u>

- 2 Use the collocations in 1 to complete the sentences below. You may need to change the form of the verb.
- Our investors are happy because we are making a profit.
 - We set up a website so that people can get information about our products online.
 - They use a recruiting agency to hire staff.
 - Giovanni Bianchi runs a company which his family owns in Milan.
 - He has the right qualifications for the job but does he have previous experience?
- 3 Choose three collocations from 1 and make your own examples.

Word building

- 4 The words in brackets are from the report on page 5. They are all important business words. Use the correct form of each to complete the sentences.

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- 7 Ask students to discuss this question in pairs or groups and get feedback from them on their own ideas before they turn to page 124 to read what Jon Day thought. Then ask them to report back to the class on whether they agreed with him or not.

Present Simple vs Present Continuous

- 8 Allow students to work in pairs to complete the chart.

Direct students' attention to the Grammar link on page 94 where they will find more information about the uses of the Present Simple and Present Continuous and practice exercises to help them use these tenses correctly.

Other examples from the text that students could add to the chart are as follows:

Moonpig operates a website that allows users to ...
(Present Simple; Stable situation)

The founder, Nick Jenkins, has an MBA and previous experience ...
(Present Simple; Stable situation)

He says their competitive advantage is that ...
(Present Simple; Stable situation)

They have a £750,000 digital printing system.
(Present Simple; Stable situation)

Their running costs are low and they make a profit of ...
(Present Simple; Stable situation)

Their potential market is enormous.
(Present Simple; Stable situation)

The greetings card business is worth ...
(Present Simple; Stable situation)

At the moment they have 15,000 users ...
(Present Simple; Stable situation)

... and more and more people are registering each month.
(Present Continuous; Situation of change)

... they are expecting to be profitable within six months.
(Present Continuous; Current situation/activity)

Their target is to get 300,000 customers in the UK ...
(Present Simple; Stable situation)

Their direct mails campaigns are proving very successful ...
(Present Continuous; Current situation/activity)

... and they are talking to venture capitalists in the US ...
(Present Continuous; Current situation/activity)

Talking business

In this section, students do more work on the kind of vocabulary which can be used to talk about companies and the business they engage in. They look at some common collocations, using them to complete sentences and then practise word building and using the correct form of a word in a sentence.

Collocations

- 1 You could do this as a team game with teams competing to find as many different combinations as possible. Have the teams read their collocations out to the class so that everyone gets a chance to hear them. Teams could challenge each other to produce a sentence if they disagree with any of the combinations suggested.
- 2 To make this more interactive and to check the answers, you could ask one student to read out the sentence stem and another student to provide the missing collocation.
- 3 Using these collocations in sentences of their own will help to give students a context for them, which may make it easier to memorise them. Have students read their sentences to the class and make sure that a new sentence is provided for each collocation.

Word building

- 4 Students often think that it is sufficient to know one form of a word, and they may make mistakes such as *My business is succeed*. Emphasise the importance of using words in their correct form. When students learn a new word, it is a good idea for them to write it down together with its other forms. From time to time, give them an adjective and ask them what the noun form is, or vice versa. This recycles vocabulary and is a good way of improving the accuracy of their vocabulary use.

Direct students' attention to the Lexis link on page 95 where they will find a practice exercise with more useful words connected to running a business, and a crossword using computer and Internet-related vocabulary, which will be a useful follow-up for the next section.

The company web page

In this section, students will read the web page of betterdogfood.com, a company which claims to ensure a thriving market for its product by supplying people with hungry dogs and then selling dog food to them! The web page is used to practise vocabulary related to computers and the Internet, as well as another example of a company pitch.

Warm-up

Ask students to tell the class about the most interesting websites they have ever visited. Encourage them to say whose website it was, what the aim of the website was and why they found it so interesting.

- 1 Give students plenty of time to read the web page and elicit their reactions to it before they scan the text to find the matching words. This site does actually exist, though of course the dogs you can download are not real! If you have access to computers, students might like to go online and have a look at it. It has many amusing pages which will give them excellent practice in English. You could even download a class dog or get students to work in teams to write quiz questions on the site for other teams to answer.

When checking the answers, encourage students to produce their own sentences, using the words in a meaningful context.

Lexis link

for more on the vocabulary of business and the Internet see page 95

- a His new business is a great success. (successful)
- b We have good ideas, but we need to convince our investors. (investment)
- c As the market grows, they are increasing productivity. (product)
- d It's a very profitable business. (profit)
- e Every day I read the financial newspapers. (finance)
- f We are looking for capital to start up a new business. (capitalist)

The company web page

- 1 You are surfing the Internet and you see the web page below. Find words which mean the same as the following:
- a move information to a computer from the Internet (para 1) download
 - b take to a specific place (para 1) deliver
 - c growth (para 2) expansion
 - d goods or money that a company owns (para 3) stock
 - e without competition (para 3) unrivalled
 - f original (para 4) innovative
 - g running after (para 6) chasing
 - h maintain (para 7) sustain

betterdogfood.com

betterdogfood.com is revolutionizing the pet food industry. Our business proposition is simple: we give you the dog and then sell you the dog food! The customer chooses a dog on our website and we download it directly from our state-of-art logistical centre. We have a competitive advantage over traditional dog food suppliers: we deliver the dogs hungry so they want food!

Everybody likes dogs. Those people who don't like dogs probably like cats, so it's a market with lots of potential for expansion.

The company has a pioneering investment programme. "You give us your dog and we give you stock!" This way, we make sure we have loyal investors as well as a guaranteed supply of dogs. We have an experienced management team with unrivalled experience and commitment. Team members have worked in 30 start-ups over the last two years, and all own dogs.

Rebecca Hargrave, President and Chief Creative Officer of betterdogfood.com, is well known for her innovative designs and her love of the animal kingdom.

Carl Malamud is the Chairman/CEO/Founder of betterdogfood.com. His dog's name is Bob.

Spot is the cuddly, lovable mascot of betterdogfood.com. When he's not chasing cars, he is working like a dog on his personal web page. As a result, he's able to sit, stay, fetch, play dead, code HTML and optimize graphics.

Fortunately, we are able to use this unique combination of skills to sustain our competitive advantage.

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- 2 Reorganise the words to form questions.
- a company's the what's name
What's the company's name?
 - b exactly they do what do
What exactly do they do? / What do they do exactly?
 - c of competition what is kind there
What kind of competition is there?
 - d their advantage what competitive is
What is their competitive advantage?
 - e their is market what potential
What is their potential market?
 - f for do they investment how the business get
How do they get investment for the business?
 - g behind people company the who are the
Who are the people behind the company?
 - h experience previous they what do have
What previous experience do they have?

- 3 Answer the questions in 2 with information about betterdogfood.com.
- a Betterdogfood.com
 - b They give people dogs and then sell them dog food.
 - c Other dog food suppliers.
 - d They supply hungry dogs so they want food.
 - e There is potential for expansion into cats.
 - f They give investors stock in exchange for dogs.
 - g Rebecca Hargrave, Carl Malamud and Spot.
 - h Rebecca has design experience and a proven track record for love of animals. Carl has a dog. Spot can code HTML and optimise graphics.



"Whatever you're selling, they're buying."

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2,3 You could check the answers to these two exercises by asking one student to form a question and nominate another student to answer it. Alternatively, check that all the questions have been formed first and then ask students to read the web page on page 7 again and write the answers.

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Your dot.com start-up

In this section, students invent their own company and write and present a pitch for it. They then write a description of a company whose pitch they have listened to.

Warm-up

Brainstorm some ideas for companies which could be used in this section. Students may want to devise humorous ideas in the style of the betterdogfood site, or they may want to do something more serious.

Fluency

- 1 Students work in pairs to devise their own dot.com start-up. Give them time to complete all the sections of the first column of the table and to discuss how best to pitch their idea. Then they change partners, make their pitch and listen to their new partner's pitch, making notes about this in the second column of the table.

If you have time, you could get students to listen to a variety of pitches around the class, nominate the best ones they heard and have a class vote on which is the most interesting.

- 2 Students write up their new partner's company using the framework provided. Encourage them to refer back to the betterdogfood.com web page for help if necessary.

You could display the finished descriptions on the wall to allow everyone in the class to read them. As there should be two descriptions of each company, you could put them side by side so that students can compare the different treatments.

If you're short of time

Have students complete exercise 6 on page 5 for homework and then play the recording again at the beginning of the next class for them to check their answers.

The preparation for *Your dot.com start-up* exercise 1 could be done at home and the pitches made in the next lesson. Exercise 2 could be set for homework.

Set the *Grammar and Lexis links* exercises for homework and check the answers at the beginning of the next class.

Your dot.com start-up

- Fluency** 1 Work with a partner. Discuss your ideas for your own dot.com. It can be either serious or humorous. Complete the 'Your dot.com start-up' column in the table below. Then change partner and pitch your idea to your new partner. Listen to your new partner's pitch and take notes.

	Your dot.com start-up	Your new partner's dot.com start-up
Name of company		
Product or service		
Potential market		
How you make money		
Management team		
Competition		
Competitive advantage		
Investment needed		



- 2 Use the framework below to write a web page describing your new partner's company.

_____ (name of company)

is a _____ (type of company)

The main activity of the company is _____

Their potential market is _____

It makes money by _____

The management team _____

The competition _____

Their competitive advantage is _____

They are looking for investment to _____

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