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business one:one

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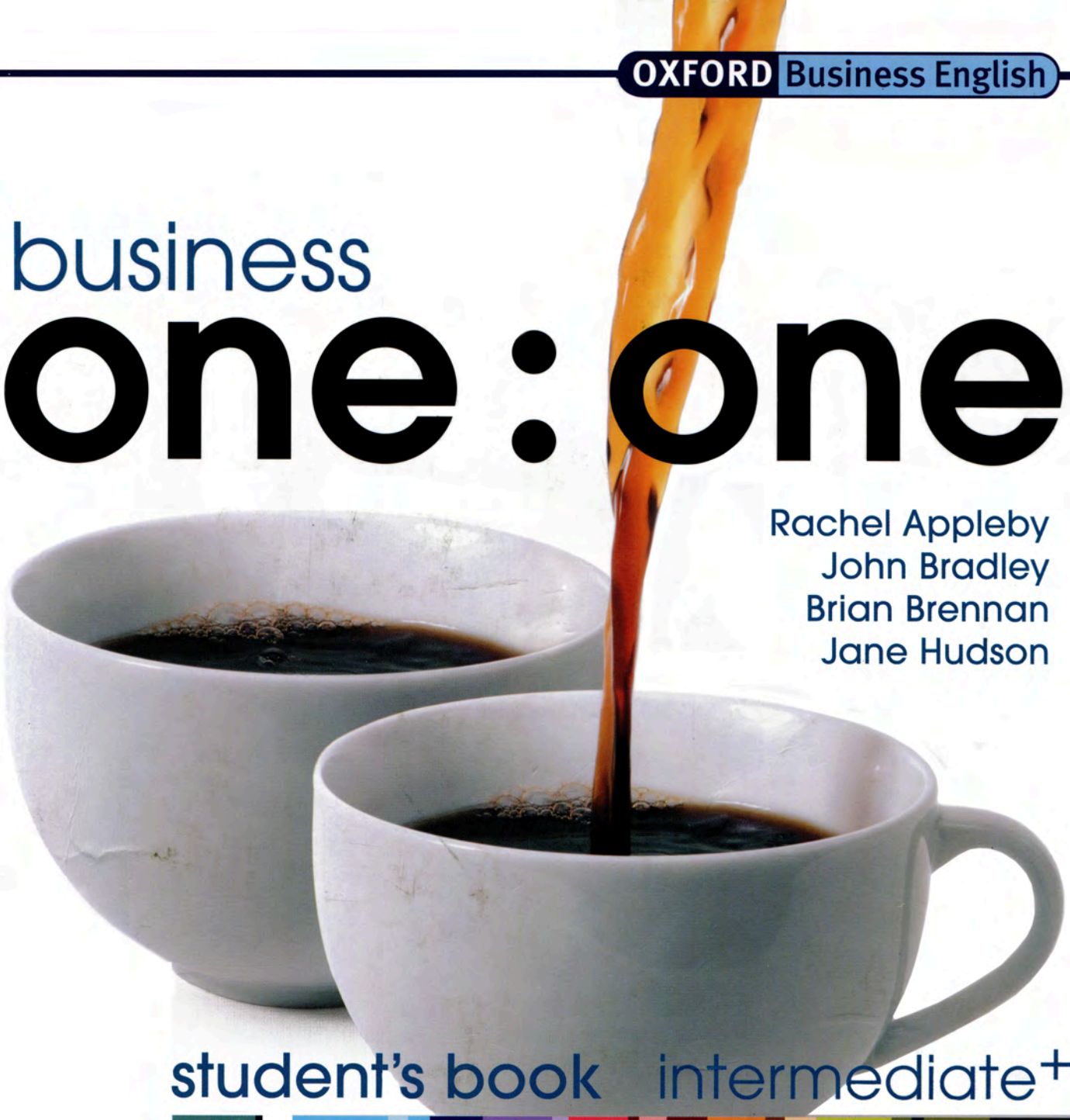

student's book intermediate+

INTERACTIVE

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course syllabus

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03 How to **react to suggestions**
04 How to **praise**
05 How to **criticize**
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How to **ask for something**

01

In this lesson you will learn polite and more direct ways of asking for things.

Starter

1 What do you often ask the following people for?

- a boss
- a bank manager
- a customer
- a colleague
- a supplier

2 Talk about the last time you asked these people for these things. Did anything unusual happen?

Expressions

1.1 ○ 1 Listen to the conversation and answer the questions.

1 Who are the speakers?
2 What do they ask for?
3 Who is polite? Who makes demands? Why?

Speaking

1 Make a suitable request for the following situations. Try to use phrases from Expressions and the Language box. Your teacher will respond to your requests.

1 You ordered twenty colour cartridges for your printer. Unfortunately, you received black cartridges instead. Call the supplier and ask them to correct the order.
2 You ask your boss if you can have the morning off next Friday because you need to sign some papers at the bank.
3 You ask for a return train ticket to Oxford at the ticket office.
4 Your colleague keeps forgetting to finish the report you have both been working on. It needs to be sent to head office today. You call him to help him remember.

1.2 ○ 2 Listen to four conversations role-playing situations 1–4. Compare them to your requests.

Hint

Be careful with pronunciation when making requests:

Polite requests are made with high intonation (the voice goes up).

Demanding requests are made with lower intonation (the voice goes down).

2 Look at the extracts from the conversation. Complete them with the phrases used for asking for something.

1 Hello. I _____ speak to Susan Crawley, please.

2 Would you _____ me a duplicate?

3 Now we'd _____ pay for the computers.

4 Do you _____ wait until next month?

5 We _____ pay before the end of June.

6 If we _____ payment by then, _____ we'll have to send someone round to pick up the computers.

3 Look at the extracts in **2** again. Mark them polite (P) or demanding (D). Then explain your decision to your teacher.

Writing

1 You have received the following note from your boss. Write an email to the travel agency requesting information for his trip.

Hi
I need some info from El Corte Inglés Travel Agency. I'm going to Milan Conference 10-12 Feb. Need to know:

- flights
- cost of tickets
- arrival time back here in Madrid.

Would you mind finding out for me?
Thanks
Jack

Look

Look again at listening script 1.1 and 1.2 on page 111. Find other examples of these structures.

Language box

We can use *would like* in different ways to ask people for something:

I'd like a cup of tea, please.

I'd like to phone home, if you don't mind.

We'd like you to send the cheque today.

The following verbs can also use the verb + object + infinitive pattern.

advise	ask	expect	need
remind	tell	warn	

We would ask you to pay in full by 1st May.

We have warned them to pay promptly.

Remember to use *-ing* after *Would you mind*:

Would you mind opening the window?

Not ~~Would you mind to open the window?~~

Lesson record

3 new words from this lesson	3 useful phrases from this lesson
1	1 .....
2	2 .....
3	3 .....

Things to remember

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How to **make a suggestion**

02

In this lesson you will practise different ways to put forward ideas.

Starter

1 Is there any truth in these humorous quotes?

2 How important is the role of the consultant in business?

3 Would you like to be a consultant?

> Consultants are people who borrow your watch and tell you what time it is, and then walk off with the watch.
>
> Robert Townsend
>
> source: http://www.brainyquote.com/quotes/quotes/r/roberttown165640.html

> All too many consultants, when asked, "What is two and two?" respond, "What do you have in mind?"
>
> Norman R. Augustine
>
> source: http://www.brainyquote.com/quotes/quotes/n/normanrau204561.html

Expressions

1 Bruston Bicycles and Cycling Accessories Ltd is in trouble. Sales are 15% down on last year. It is losing clients. Three of its best sales people have left the company in the last two months. To find out what's going wrong Bright Ideas Ltd, a business consulting group, visited the company a few days ago and made the notes below.

Read the notes and then discuss the different problems with your teacher. In your opinion, which are the three most important issues, and why?

BRIGHT **ideas**

1 Sales and Production - only monthly meetings
2 staff not given enough information
3 products old-fashioned - design manager left a year ago - not replaced
4 company doesn't use Internet at all
5 name of company!
6 sales manager obviously overworked - covers national and export sales - no assistant
7 John Bruston - managing director - 79 years old, son of founder
8 reputation for top quality, but delays of up to a month in deliveries

dealing with people

Speaking

1 Your friend comes to you with the following problems. Make two suggestions in each case. Use as many different expressions as you can.

"I just feel I'm going nowhere in my job."

"I frequently travel to Germany but I don't speak a word of the language."

"I often forget things like meetings and phone numbers."

"My car's always breaking down!"

"I feel so tired and overworked."

Writing

1 You are not happy with the following five things. Tell your teacher why you are not happy and what you would change if you could. Make two different suggestions or proposals about:

1 the organization of your classes (days, time, etc.)
2 the place where you work
3 the work timetable or calendar that you have
4 the TV programmes in the country where you live
5 the traffic and / or parking problems in the city where you live.

2 Explain the reasons behind your proposals. Find out if your teacher agrees with you. Choose one of the topics and write an email to an appropriate person, containing your proposals.

Hint

You can **make** or **put forward a suggestion / proposal** to somebody.

2.1 ○ **2** Listen to the presentation that one consultant from Bright Ideas gives to the management of Bruston. He mentions four of the problem areas. Which ones?

3 Now listen again. This time complete the spaces with the words the man uses to make his proposals.

1 First of all, we _____ a change to the company's name.

2 We _____ to a more international name.

3 Secondly, we'd like to _____ new sales staff.

4 We _____ three new assistant staff – people with languages and experience.

5 Our third _____ the possible use of the Internet as a marketing tool for your company.

6 Finally, we _____ serious and immediate measures to reorganize the production side of the company.

2.2 ○ **4** The consultant and the sales manager go to lunch. Listen to their conversation. What problems does the consultant mention?

5 The consultant uses the following expressions. Listen again and complete the sentences below with his suggestions.

1 Have you _____ the name?

2 You've got big problems there. _____ making meetings more frequent?

3 And, well, I don't really know how _____, but ...

4 How _____ somebody younger to do his job?

5 Let's _____, some of your products look really old. _____ you employed a new designer?

Language box

Two verbs that are often used for making suggestions or proposals are *suggest* and *recommend*. Look at the following examples:

We recommend changing the dates.
We recommend that you change the name.
We suggest using the Internet.
We suggest that you use the Internet.

Other expressions:

How about changing your job?
Have you considered changing your job?
What if you change / changed your job?
We'd like to propose that you invest €9,000.

Look

Look again at listening scripts 2.1 and 2.2 on page 111. Find all the examples of suggestions.

Lesson record

3 new words from this lesson	3 useful phrases from this lesson
1	1 .....
2	2 .....
3	3 .....

Things to remember

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How to **react to suggestions**

03

In this lesson you will learn ways of accepting or rejecting suggestions.

Starter

1 Do you have any colleagues with the following habits?
- They make personal phone calls in a loud voice.
- They arrive late and leave early.
- They never return items they borrow.
- They use bad language all the time.
- Their only subject of conversation is their children.
- They waste time and never get anything done.
- They smoke continuously.
- They never pay for drinks or meals when you go out.

2 Which of the habits do you find most annoying?

3 How could you deal with these colleagues?

Expressions

3.1 ◦ 1 Listen to four situations where someone is making a suggestion. Answer the following questions for dialogues 1–4 by filling in the columns in the table.

1 What is the annoying habit?
2 What is the suggestion?
3 Is the suggestion accepted (✓) or rejected (✗)?

	habit	suggestion	✓ / ✗
1			
2			
3			
4			

Writing

1 Read the following email and suggest ways the supervisor could deal with the problems in the department. Role-play a conversation to follow the email, with you as Charlie and your teacher as Sam.

Hi there Sam,
Sorry to say the situation in the department is getting out of hand. Everyone is frustrated with the new software because no one knows how to use it properly. Two colleagues are still smoking at their desks despite the new legislation and the others are fed up with it. And Richard and Sally have split up so the atmosphere's unbearable. Any ideas as to what I can do?
Charlie

2 Reply to the email with your own ideas.

Language box

When we react to a suggestion, we often suggest specific action, or propose a possible alternative for action. Look at the expressions used to react to the following suggestion:

Everyone in the office seems a bit down. Why don't we all go out together?

That's a good idea ...

... We could have dinner and then go out dancing.

... Let's start planning it right now.

... It would be even better if the company paid for a party!

... Shall we put up a poster?

Hint

You can use the following expressions to talk about irritating situations:

I can't stand it any longer!
I've had enough (of it)!
Eve is driving me crazy.
He's always shouting and swearing.

2 Look at the extracts from the four conversations below. Complete them with the useful phrases for reacting to suggestions.

1 No, _____ do that.
It would be really embarrassing.

2 No, I'm _____ that's such a good idea.
She is the boss _____ !

3 OK, that _____ ,
I suppose.

4 What _____ ! I'll do that next time he calls.

Speaking

3.2 **1** Listen to conversations 1–4. Match each one with a picture a–d below.

2 Your teacher will suggest ways to deal with the situations. Respond in an appropriate way.

Look

Look again at conversations 1–4 in listening script 3.2 on pages 111–112. Find more expressions used to react to suggestions.

Shall is used with *we* and *I*, especially in British English. It is often used to make suggestions along with *let's*.

Shall we leave now?
Yes, let's / let's go.

When we reject a suggestion, we normally give a reason:

Mm, I'm not so sure about that ...
... It might make things worse.
... I think people would prefer a bonus to a night out.

Lesson record

3 new words from this lesson	3 useful phrases from this lesson
1	1 .....
2	2 .....
3	3 .....

Things to remember

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How to **praise**

04

In this lesson you will learn useful language for giving positive feedback to colleagues.

Starter

1 In what circumstances do you praise colleagues at work?

2 Do you find giving praise or receiving praise more difficult? Why?

"I'M SO, SO, SO, SO PROUD OF YOU!!"

Expressions

4.1 ○ 1 Listen to three situations where someone is giving praise.

1 In each dialogue 1–3, what did someone do well?

2 What has happened as a result?

	what they did well	result
1		
2		
3		

Speaking

1 Role-play the following situations to practise giving praise. Your teacher will play the person being praised. Before you begin, decide how you will introduce the topic, and what specific aspect(s) you will praise.

1 Boss to employee – praise for a report.

2 Boss to employee – praise on winning a large new contract.

3 Colleague to colleague – praise for the new company website.

4.2 ○ 2 Now listen to two conversations role-playing the first two situations above. Compare them with your version.

Language box

In the conversations, different words are used to make adjectives stronger or weaker. Here is how you can change the strength of the adjective *good*:

WEAKER	pretty / fairly / quite good
	good
↓	pretty / fairly / quite **good**
	really / very good
STRONGER	extremely good

Note that if you stress *pretty / fairly / quite*, it makes the adjective weaker. If you stress the adjective after *pretty / fairly / quite*, it makes it stronger.

Hint

When praising, it's usual to introduce what you say with a more general comment:
I just wanted to mention ...
I'd just like to say ...
By the way, ...
Oh, have you got a minute?

2 Look at the extracts from the three conversations below. Complete them with the useful phrases for giving praise from listening script 4.1. Then listen again and check your answers.

1 I'd just like to say I'm _____ how successful our stand was ...

2 Jane, you _____ to get such a good location.

3 Well _____, Jane.

4 I want to tell you _____ your presentation yesterday. You did a _____.

5 I really _____ included the customer stories.

6 Anyway, they love it – you _____ very well.

Writing

1 One of your colleagues has just returned from an international conference, where they represented your company. You hear that their presentation went very well. As you are working from home, you decide to drop them an email to congratulate them.

2 You are the boss of a small retail store. A new member of staff noticed that somebody was regularly stealing from you, and by reporting it to you has saved you a lot of money. Write a letter to the member of staff, praising them and telling them the results of their action.

You can also replace the adjective with a stronger one:

extremely good < fantastic / excellent < absolutely excellent

But you have to be careful using strong adjectives like *excellent*, *fantastic*, *amazing*, *wonderful*, etc. You cannot use *very* with these words. You must use *really* or *absolutely*.

That was absolutely brilliant.

That was a really fantastic presentation.

Not ~~It was a very fantastic performance~~.

Look

Look again at conversations 1–3 in listening script 4.1 on page 112. Find examples of *pretty* / *fairly* / *quite* and listen again. In each case, is it making the adjective weaker or stronger?

Lesson record

3 new words from this lesson	3 useful phrases from this lesson
1	1 .....
2	2 .....
3	3 .....

Things to remember

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How to **criticize**

05

In this lesson you will learn useful language for giving negative feedback to colleagues.

Starter

5.1 ○ **1** Listen to a short conversation. A manager is giving feedback to a colleague, but she doesn't do it very well. What problem is she dealing with, and what's wrong with her approach? How could you improve it?

5.2 ○ **2** Now listen to the same situation, but done more effectively. How is the manager's approach different?

3 What is your approach for giving negative feedback to colleagues?

Expressions

5.3 ○ **1** Listen to two short dialogues. For each, decide who the people are, and what is being criticized.

who is speaking?	what is being criticized?
1	
2	

2 Now listen again to the two short dialogues. Complete the spaces with the words used in the recording.

1 Well, _____ I'm quite busy at the moment.

2 The thing is, _____ I can't really stay late at work because of the children.

3 I'd be _____ fix times when you need to discuss work with me.

4 OK. Well. _____ the report you sent.

Speaking

1 Imagine you have to deal with the following situations, in which you have to give feedback. Plan what you will say. Role-play the situations with your teacher.

1 You share an office with a colleague who often goes out, without telling you for how long. When clients phone, you are unable to tell them when to call back. What suggestions can you give your colleague?

2 One of your staff, who often visits clients, insists on wearing jeans at work, despite the office dress code which states 'no jeans'. You feel it is necessary to discuss it formally with the staff member.

5.4 ○ **2** Now listen to a conversation role-playing the second conversation in **1** above. Compare it to your version.

Language box

To describe a difference between two things, we can use *not as ... as* ... Look at the following example:

We're not as busy as last month.

For smaller differences, use *not quite as* ... For bigger differences, use *not nearly as* ..., or *nothing like as* ... :

The design isn't quite as attractive as we'd hoped.

These pictures aren't nearly as good as the last ones.

Your work is nothing like as good as it was.