Coursebook

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Business A2+ Partner









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Travelling for work

1



111) Business travel

Lesson outcome: Learners can use vocabulary related to business travel.

1.2> Events management

Lesson outcome: Learners can make simple comparisons.

Communication skills: Small talk

Lesson outcome: Learners can make small talk using a simple model.

Business skills: Dealing with problems

Lesson outcome: Learners can use a range of expressions to explain and solve problems with IT.

1.5) Writing: Email - Asking for information

Lesson outcome: Learners can organise information in a work-related email and write an email to ask for information.

Video: Business travel

Vocabulary: Transport, accommodation and travel Project: Helping a business traveller

Listening: Interview with an Events Manager Grammar: Comparatives and superlatives Speaking and writing: Choose a venue for a party

Video: Making small talk

Functional language: Making small talk
Task: Practise making small talk with colleagues

Listening: Talking about problems

Functional language: Explaining and solving IT problems Task: Practise explaining and solving an IT problem

Model text: Email asking for information

Functional language: Phrases for writing an email Grammar: can and could to ask for information Task: Write an email asking for information

Business workshop 1: Pronunciation: 1.2 The letter 'r' Grammar reference: 1.3 Showing interest in small talk

Business travel



Lesson outcome

Learners can use vocabulary related to business travel.

Lead-in 1

Tick (✓) the types of transport and accommodation you use when you travel to another country. Then compare with the class.

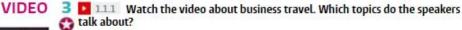
Transport

boat bus car coach motorcycle plane taxi train

Accommodation

bed and breakfast (B&B) budget hotel business hotel holiday resort home of friend or family luxury hotel rented apartment youth hostel

Work in groups. When you travel, how do you choose which transport to use? Price? Speed? Comfort? How easy it is to use? What about accommodation? Price? Comfort? Location? Something else?







a Why they travel

f The cost of travel

b Where they travel

e Accommodation

c Who they travel with

g Advice for travel

d Types of transportation

h How to pack a suitcase

- Watch the video again and choose the correct option.
- 1 Which type of travel do they talk about?



- b travel to other countries
- c going to and from work
- 2 What does Alex talk about?
 - using his laptop for video chats b problems with travelling a lot
 - c travelling by plane
- 3 For a hotel, what's important to Alessio?
 - a It needs to be near his job.
 - b It should have free breakfast.
 - c He likes to be able to book it online.
- 4 How does Amira feel about talking with local people?
 - She worries about it a lot.
 - b She never tries it.
 - c She likes it because they help her.
- 5 What problem did Amira have at the airport?
 - a She didn't arrive at the airport on time.
 - b She made a mistake about the time.
 - c The time of her plane was changed.
- 6 What does Alessio's advice include?
 - an idea for having more free time
 - b an idea for saving money
 - c tips for good communication
- Work in pairs or small groups. Do you think each speaker enjoys travelling for work? Why? / Why not?



Vocabulary Transport, accommodation and travel

😯 🌀 Complete the sentences with these words from the video. 1 They made a ______ for two rooms, but when they arrived, only one was available. flight gate location 2 I took a thirteen-hour _____ _____ from Madrid to Buenos Aires. lounge public transportation **3** We need to hire a ______ to take ten people from the airport to the conference centre. reservation ridesharing app 4 He usually uses a ______ to get a car from one meeting to the next. stay vehicle 5 Tarrived at the ______ five minutes after the plane had left. 6 We had a comfortable ______ in Vietnam because the resort was very modern. 7 They waited in the departure _____ until it was time to get on the plane. _____ of the apartment is perfect – near the office and the station. _____so I can see what life in the city is like. 7A Match the words in bold with the definitions. 1 I go abroad for work trips quite often. a a flight or plane that travels a short distance 2 I take several **short-haul** flights b the action of bringing a plane down to the ground after being in the air each year. 3 The flight was delayed by two hours. c to or in another country d the action of leaving a place, especially 4 The captain said that we were ready for landing. at the start of a journey 5 The departure was a few minutes late. e late, usually because of a problem B Write the words in bold in Exercise 7A with their opposites. 1 long-haul _____ 4 on-time

Teacher's resources:
extra activities

2 take-off 5 local

3 arrival

Work in pairs or small groups. Use adjectives to make sentences about business travel.

Making a hotel reservation Waiting in a lounge Travelling abroad Using a ridesharing app A delayed train or flight Driving when you're abroad A long-haul flight

is______because ... Travelling abroad is interesting because

you see new places.

PROJECT: Helping a business traveller

- 9A Work in pairs or small groups. Imagine you need to give advice about your town to a visitor from abroad. For each category, decide what advice you would give and explain why.
 - Travel how to arrive in your town: by plane, bus, train, etc.
 - Accommodation where to stay
 - Travelling around town transportation
 - · Other useful information the sights to see in free time, the foods to try, etc. The City Hotel is quiet and is in a good location. It's a great place to stay.
 - B Roleplay a conference call with your colleague. Explain the plans for the visit. Remember to talk about all four categories in Exercise 9A.
 - A: How do I get to your city?
 - **B:** Take a flight. Then take a train from the airport to the Central Rail Station.
 - A: OK. Where can I stay?
 - B: The City Hotel is quiet and ...



- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.2

Events management

Lesson outcome

Learners can make simple comparisons.

Lead-in 1 Work in pairs. Which of these events have you been to?

an anniversary celebration a conference a graduation party
the grand opening of a new business the launch of a new product
a special meal with colleagues from work a wedding

2A Which of the skills and personal qualities below are useful for planning events? Why?

You need to be: organised / able to cook food for a lot of people / good at telling jokes / able to pay attention to details / good with budgets.

B Would you enjoy planning a big event, for example a company's tenth anniversary celebration? Why? / Why not?

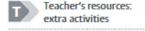
Listening

You are going to listen to an interview with an Events Manager. Think of one or two things she will talk about for each category.

- · The types of events she plans
- · Important things to think about
- Important skills for an Events Manager
- 4 1.01 Listen to the interview. Did Alicia talk about any of your ideas from Exercise 3? Did you hear any other ideas?



- 5 Listen again and decide if these sentences are true (T) or false (F). Correct the incorrect sentences.
- She helps people plan weddings.
- 2 Most of her clients are businesses.
- 3 In the first meeting, she never talks to clients about money.
- 4 She says that planning a big event is like planning a circus.
- 5 She believes that getting details right is very important.
- 6 She says her job is to make her clients happy.
- 6 Would you enjoy being an Events Manager? Why? / Why not?



Grammar Comparatives and superlatives

- 7A Look at the sentences from the interview. Which sentences are comparatives? Which are superlatives?
 - 1 Weddings are harder than business lunches.
 - I try to find the best location for each event.
 - 3 I can't choose the most expensive hotel in town for an event for someone with a small budget.
 - 4 For a cheap event, we choose the least expensive venue possible.
 - 5 And for you, are some venues better than others?
 - 6 Planning an event outdoors is always the biggest challenge.
 - 7 Was the circus event more difficult than your usual events?
 - 8 And for you, are any of the skills more important or less important?



	В	Complete the sentences with complete	arative, superlative or irregular.
	1	To form the of most adject most/least.	ctives, we use <i>the</i> before the adjective and <i>-est</i> o
	2	To form the of most adject	ctives, we use -er or more/less and than.
	3	Some common adjectives are	, e.g. good – better than – the best.
	->	page 119 See Grammar reference: Com	paratives and superlatives
	08	Choose the correct option in italics	to complete the sentences.
	1	The steak is the most / more expensive	meal on the menu.
	2	Organising a lunch is difficult less / less	s difficult than organising a trip.
	3	Planning a party for 200 people is the I	hardest / harder than planning a party for 20.
	4	Some people think that this is the wors	st / worse hotel in town.
	5	A circus theme is the most / more fun to	han just having a meal.
	6	Managing an informal event is the easi	iest / easier than managing a formal event.
	7	The best / Better option is a big tent in	the park.
	8	The least / Less popular time for a part	y is during the work day.
	0 9	Complete the sentences with the coin brackets. Use the and than where	omparative or superlative form of the word e necessary.
	1	The Metropole Hotel has	(big) dining room.
		Today's weather is	
			(easy) a face-to-face meeting for you?
	4	We don't have much money, so we war (expensive) option.	nt to choose
	5	We need to choose much money.	(cheap) venue, because we don't have
	6	For a small group, a restaurant party is	(good) an office party
Teacher's resources:	7	With ten tables, the Grey room is which has twenty tables.	(small) the Blue room,
extra activities	8	I think (qood	d) day for our party is Friday.

writing

Speaking and 10A Work in pairs. Look at the information about event venues. Make sentences comparing the venues.

Barbecue in the park	Lakeside restaurant	Hotel ballroom
 food (€€): meat on the grill 	food (€€€): fish	 food (€€€€): a choice of meat,
· entertainment: country band	entertainment: singer	fish or vegetable pie
• up to 200 quests	with guitar	entertainment: jazz band
• staff: 12	up to 150 guests	up to 300 guests
	• staff: 15	• staff: 20

The barbecue is cheaper than the restaurant.

The restaurant is the smallest.

The ballroom is probably more formal than the other rooms.

- B Which location would be the best choice for a party with your English class? Why?
- 11 Think of three possible event venues in your town, or imagine them. Write three comparative sentences and three superlative sentences about them.
- page 114 See Pronunciation bank: The letter 'r'
 - How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- · Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

COMMUNICATION SKILLS Small talk

Lesson outcome

Learners can make small talk using a simple model.

Lead-in 1A Work in pairs. Read the comment on the left about small talk and discuss whether you agree or disagree.

'Small talk' is an unimportant conversation about unimportant things, usually with people you don't know very well.

- B Discuss the questions. 1 In which situations and places can small talk take place? Make a list.
- 2 Why do people make small talk?
- 3 What do you usually talk about when you meet someone for the first time?
- In small groups, discuss where on the line you would put these small talk topics. Explain your choice.

I definitely would talk about this.

I definitely wouldn't talk about this.

family health home town music personal finances the place you are in politics religion sports travel the weather

VIDEO 🛟 2 🔼 1.3.1 Watch the video as Jasmine arrives at The Gallagher Consultancy dinner and answer the questions.

- 1 What is Jasmine's new job?
- 2 What does The Gallagher Consultancy (TGC) do?
- 3 Who are the people in the restaurant? Why are they meeting?
- 4 Why is Jasmine late?





- 1 Which topics in Exercise 1C do Orla and Azra talk about?
- 2 Where is Azra from originally? Where does she live now?
- 3 What do we learn about:
 - a Shaun's typical journey home?
 - b Shaun's trips to Los Angeles and Bangkok?
- In pairs, decide which sentence best describes how Shaun speaks.
- a He asks Jasmine a number of questions and listens carefully to her answers.
- b He doesn't really listen to Jasmine, but prefers to talk about himself.

Video B 13.3 4 Watch Video B. What do you learn about:

- 1 Jasmine? 2 Thiago? 3 Azra? 4 Alex?
- B Watch Video B again and tick (✓) the things the speakers do as they make small talk.

	Thiago	Jasmine	Alex	Azra
Ask a question				
Answer the question				
Add new information				
Show interest (lean forward, use eye contact, smile)				

🚺 5 🔼 1.3.4 Watch the Conclusions section of the video. What is the AAA model?

Reflection Think about how good you are at making small talk. In pairs, discuss how you could improve your skills.

language

Functional Making small talk

- 7A Match the questions (1–8) with the answers (a–h).
- 1 Where do you come from?
 - 2 What do you think about this restaurant?
 - 3 How long was your trip?
 - 4 What do you know about working at TGC?
 - 5 Do you know Turkey?
 - 6 Which do you prefer, London or Istanbul?
 - 7 Do you know Orla?
 - 8 What are you doing in Dublin?

- a It's very nice.
- b Not much.
- c Yes, I met her at the interview.

- d About an hour.
- e I'm starting a new job on Monday.
- f A little. I went there on holiday about three years ago.
- g I'm from Turkey.
- h I love them both.
- Match words from the box with the expressions in bold in Exercise 7A to make more small talk questions. There may be more than one possible answer.

Angelina's Pizzeria the company David fashion flight the food in Boston live Prague or Barcelona the project the town

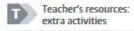
- 1 Where do you live?
- Write eight more small talk questions using the phrases in bold from Exercise 7A.
- \$\bigseleft\ \text{SA} \quad \text{Complete the extract from the video using the phrases in the box.

l	I'd like to	that's right	to university	you from	you know it		
	Thiago:	Shaun says yo	ou're American.	Where are	11	?	
	Jasmine:	2	I'm from Bos	ton. I went [:]		there. Do 4	?
	Thiago:	No, I've never	been, but 5				
	Look at Jac	mino's rosno	nco in Evercic				

- B Look at Jasmine's response in Exercise 8A.
- Does she use the AAA (answer, add, ask) model? Explain your answer.
- 2 Could Thiago also use the AAA model and continue the conversation? What could he say?
- Watch Video B again and find two more examples of the AAA model.
- Work in pairs. Use the AAA model and the question forms in Exercise 7A to practise making small talk.

Where do you come from?

Answer: Italy. Add: I live in Trieste. Ask: Do you know it?



page 114 See Pronunciation bank: Showing interest in small talk

10A Work in pairs. Choose one of the situations below to practise making small talk.

- at the coffee machine on an aeroplane during a conference
- · in the staff canteen · at a train station
- B Practise making small talk using the AAA model and the expressions in Exercise 7A to discuss two or more of these topics. Remember to show interest as you speak.
 - food holidays home town music sports the weather
- Work with a different partner. Choose a different situation and topic(s) from the list in Exercises 10A and 10B.
- Tell the class what you learnt about your partners.



- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

BUSINESS SKILLS Dealing with problems



Lesson outcome

Learners can use a range of expressions to explain and solve problems with IT.

Lead-in 1A Look at the photo. How did you feel on your first day at a new college or job?



B Work in pairs. Note down 3-4 pieces of advice for someone's first day in a new job.

Take notes during	the day. Arrive at your new workplace 10 minutes early.
	bb's first day in a new job. Laura, the HR Manager, is explaining ten and number Jakob's tasks in the correct order (1–4).
 Set up his email ac Go to the induction 	
3A 103 Jakob i Jakob is having j	speaking to Sue, the IT Technician. Listen and tick (🗸) the thing problems with.

1	his password		4	the company phone number	
2	his user name		5	connecting to the company intranet	
3	his email address	П			

Teacher's resources:
extra activities

- Listen again and answer the questions.

1 What is Jakob's user name?

- 3 How do you spell Jakob's family name?
- 2 Why couldn't Jakob log on to the intranet? 4 What is Jakob's extension number?

language

Functional Explaining and solving IT problems

4A Listen again and complete the expressions from the audio using the phrases in the box.

a company email address connect to the intranet finding my extension number 'intern32' log on logging on set that up set up my email account the IT use your login details

1	I'm having problems with	the IT	6	Try
2	I can't		7	I need to get
3	I don't know how to		8	How do I?
4	You need to		9	I'll for you.
5	Can you try	again?	10	I'm having trouble

B Put the expressions in Exercise 4A into the correct section in the table.

Explaining a problem	Solving a problem
I'm having problems with the IT.	You need to use your login details.

	Teacher's resources:					
extra activities						



Tip

Explain a problem using I'm having problems/trouble (with) + the -ing form of a verb, OR with + a noun. I'm having problems connecting to the intranet / with the intranet

Solve a problem using You can try / Try + the -ing form of a verb, OR You need to + the infinitive form of a verb. Try logging on again. / You need to log on again.

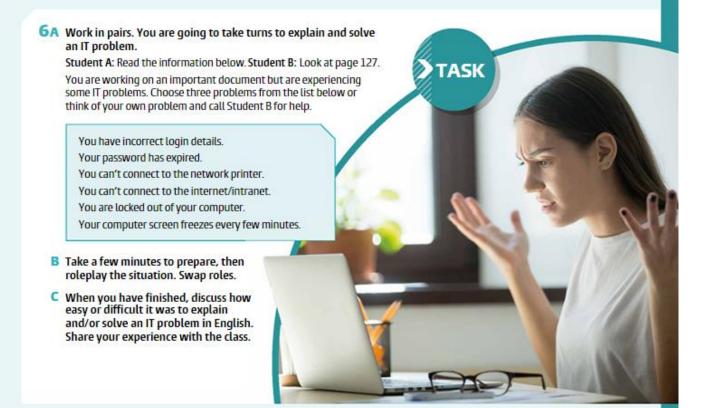
Match the IT problems (1-4) with the solutions (a-d). There may be more than one possible answer.

Problems

- 1 connecting to the network printer
- 2 finding Dan's extension number
- 3 logging onto the intranet
- 4 can't access the internet

Solutions

- a search for his surname in the online phonebook
- b check your wi-fi settings
- c restart your computer
- d go to the printer settings and select printer 004AC
- B Work in pairs. Use the expressions in Exercise 4A to practise explaining and solving the problems in Exercise 5A.
- A: What's the problem?
- B: I'm having trouble finding Dan's extension number.
- A: You need to search for his surname in the online phonebook.
- B: OK, thanks.



- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- · Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

1.5

WRITING



Email - Asking for information

Lesson outcome

Learners can organise information in a work-related email and write an email to ask for information.

Lead-in

Read the email asking for information from a hotel. Complete it with the words and phrases in the box. Then compare in pairs.

> book city centre conference facilities desk five nights lunch price two large rooms walk 50 people

<	⊠	ď	Ø	0	0	Û
From	Hotel : Anany ect: Confe		15			
	Dear Sir	/Madam,				
I am writing to ask for information about the						
We are looking for a venue which has at least 2 and which can each accommodate 3 We need to						
	please of We would for all the we would 8	notel near th an you con to the ald like to 6 ne delegate Id also like and	firm how the centr s for 7 each roo	v long it e from y 10 om to ha le are pl	takes to your hotel: 00 rooms and we a anning	?
	to have hotel ea days so	breakfast a ch day. The could you t	nd 9 confere tell me w	nce last	_ at the s for five	
	I look fo	rward to h	earing fro	om you.		
Kind regards,						

Functional language

Complete the table using words and phrases from the email.

Greeting/Openin	19		
1			
Dear Mr Zhao,			
Reason for writin	ng		
2	information about		
I am writing to er	nquire about		
Giving informati	on		
3	for a venue		
4	to have a hotel near the city centre.		
5	book 100 rooms.		
	each room to have a desk and wi-f		
Asking for information			
7	how long it takes ?		
8	me what your best price is?		
Please can/could you let me know what/if ?			
Can/Could you confirm that you have my booking, please?			
I would like to kn	ow how far it is to the city centre.		
We would also like more information about			
Concluding email			
9	hearing from you.		
I hope to hear from you soon.			
Closing			
10			
All the best,			



Teacher's resources: extra activities



The email contains examples of *can* and *could* to ask for information. Go to MyEnglishLab for optional grammar work.



page 119 See Grammar reference: can and could to ask for information



- 3A Work in pairs. Look at the questions on page 127. Write questions asking for this information using the structures in the table in Exercise 2.
 - B Look at the notes about a hotel booking on page 130. Write an email of about 120 words asking for information about the hotel.
 - Exchange emails with your partner. Which functional language phrases did your partner use? How many were different from the ones you used?
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
 - · Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Business location





Dovetailed in Cambridge

Lesson outcome: Learners can use vocabulary related to places of work and business locations.

Vocabulary: Location

Video: Choosing a business location

Project: Researching the location of a company

2.2> **Visiting Singapore**

> Lesson outcome: Learners can use enough and too to express sufficiency and insufficiency.

Reading: Singapore creates a tropical wildlife paradise Grammar: enough and too

Speaking and writing: Describing problematic situations

2.3> Communication skills: Checking and clarifying

> Lesson outcome: Learners can check, confirm and clarify information using a range of expressions.

Video: Clarifying information

Functional language: Checking and clarifying Task: Checking and clarifying information in a meeting

2.43 Business skills: Starting a meeting

> Lesson outcome: Learners are able to use a variety of expressions to open meetings.

Listening: A meeting

Functional language: Opening a meeting, referring to the agenda and stating purpose

Task: Opening a meeting

2.5> Writing: Short communications

> Lesson outcome: Learners can communicate by text message, write short emails and use abbreviations and shortened forms appropriately.

Model text: Short messages Functional language: Abbreviations Grammar: Present Continuous Task: Informal and formal messages

Business workshop 2:

Review 2:

Pronunciation: 2.1 Syllables and stress 2.2 Stress in noun phrases

Grammar reference:

2.1

Dovetailed in Cambridge



Lesson outcome

Learners can use vocabulary related to places of work and business locations.

Lead-in

Discuss these questions.

1 What is good or bad about the location where you live, work or study? Use some of the expressions in the box to help you.

I (don't) really like (my town) because ... It's (not) a very (interesting, nice, etc.) place. It's full of (parks, etc.). There are lots of good (shops, etc.). I think it's very (quiet, noisy, etc.). It's near (the station, etc.).

2 Which factors are most important to you when choosing a place to live, work or study?

VIDEO



2	2.1.1	Watch the video interview with Dr Vaiva Kalnikaitė about her
	company	y, Dovetailed. Tick (✓) the five reasons she says Cambridge is a good for her business.
_	location	for her husiness

cheap location	can work with the university
☐ international city	 salaries lower than other place
an work with other companies	nice place to live

3 Watch the video again and answer the questions.

- 1 When did Dr Kalnikaité start her company?
- 2 Which company did she work for as an intern in Cambridge?
- 3 What help does she get from her business contacts? funding / products / advice

good public services (schools, hospitals, etc.) easy to travel to London

- 4 What help does she get from Judge Business School? funding / products / advice
- 5 How long does it take Dr Kalnikaite to get to work?
- 6 How long does it take to get to London by train? And by car?
- 4 Based on what you saw in the video, would you like to live and work in a city like Cambridge? What would you like most? What would you like least?

Vocabulary

Location

- 5 Look at these extracts from the video. Match the words in bold with the definitions.
- a a special room or building in which a scientist does tests
- b a room where an artist, photographer or designer regularly works
- c a very wide road for travelling fast over long distances, especially between cities
- d something that makes travel between two places possible
- e a building in which goods are produced in large quantities, using machines
- f put or build something in a particular place
- g how easy or difficult it is for people to enter a public building, to reach a place or to talk to someone or contact them
- h money that is paid regularly to use office buildings, etc.





1 where to locate the

2 access to skilled staff

3 good transport links

4 reasonable rents for factory or office space

5 a technology design

studio and innovation lab

6 it's very close to London

husiness