

# Coursebook

Margaret O’Keeffe  
Lewis Lansford  
Mark Powell  
Ros Wright  
Lizzie Wright

with

Digital Resources

access code inside

A2+

# Business Partner

# Contents

## UNIT 1 > TRAVELLING FOR WORK p.7

▶ Videos: 1.1 Business travel 1.3 Making small talk

<b>1.1 &gt; Business travel</b>  <b>Video:</b> ▶ Business travel <b>Vocabulary:</b> Transport, accommodation and travel <b>Project:</b> Helping a business traveller	<b>1.2 &gt; Events management</b>  <b>Listening:</b> ◀ Interview with an Events Manager <b>Grammar:</b> Comparatives and superlatives <b>Speaking and writing:</b> Choose a venue for a party <b>Pronunciation:</b> → The letter 'r' (p.114)	<b>1.3 &gt; Communication skills: Small talk</b>  <b>Video:</b> ▶ Making small talk <b>Pronunciation:</b> → Showing interest in small talk (p.114) <b>Functional language:</b> Making small talk <b>Task:</b> Practise making small talk with colleagues	<b>1.4 &gt; Business skills: Dealing with problems</b>  <b>Listening:</b> ◀ Talking about problems <b>Functional language:</b> Explaining and solving IT problems <b>Task:</b> Practise explaining and solving an IT problem	<b>1.5 &gt; Writing: Email – Asking for information</b>  <b>Model text:</b> Email asking for information <b>Functional language:</b> Phrases for writing an email <b>Grammar:</b> ▶ <i>can</i> and <i>could</i> to ask for information <b>Task:</b> Write an email asking for information	<b>Business workshop &gt; 1</b> A business trip (p.88)  <b>Reading:</b> Website of a music talent agency <b>Listening:</b> ◀ Phone call to arrange a business trip <b>Task:</b> Rearrange plans
--	---	---	--	--	--

Review p.104

## UNIT 2 > LOCATION p.17

▶ Videos: 2.1 Choosing a business location 2.3 Clarifying information

<b>2.1 &gt; Dovetailed in Cambridge</b>  <b>Video:</b> ▶ Choosing a business location <b>Vocabulary:</b> Location <b>Pronunciation:</b> → Syllables and stress (p.114) <b>Project:</b> Researching the location of a company	<b>2.2 &gt; Visiting Singapore</b>  <b>Pronunciation:</b> → Stress in noun phrases (p.114) <b>Reading:</b> Singapore creates a tropical wildlife paradise <b>Grammar:</b> <i>enough</i> and <i>too</i> <b>Speaking and writing:</b> Describing problematic situations	<b>2.3 &gt; Communication skills: Checking and clarifying</b>  <b>Video:</b> ▶ Clarifying information <b>Functional language:</b> Checking and clarifying <b>Task:</b> Checking and clarifying information in a meeting	<b>2.4 &gt; Business skills: Starting a meeting</b>  <b>Listening:</b> ◀ A meeting <b>Functional language:</b> Opening a meeting, referring to the agenda and stating purpose <b>Task:</b> Opening a meeting	<b>2.5 &gt; Writing: Short communications</b>  <b>Model text:</b> Short messages <b>Functional language:</b> Abbreviations <b>Grammar:</b> ▶ Present Continuous <b>Task:</b> Informal and formal messages	<b>Business workshop &gt; 2</b> A new location (p.90)  <b>Listening:</b> ◀ New office locations <b>Reading:</b> Magazine report <b>Task:</b> Choose a location
---	--	---	--	--	---

Review p.105

## UNIT 3 > RETAIL p.27

▶ Videos: 3.1 An unusual café 3.3 Dealing with a problem

<b>3.1 &gt; The Ziferblat café</b>  <b>Video:</b> ▶ An unusual café <b>Vocabulary:</b> Shops and the shopping experience <b>Project:</b> A survey about shopping habits	<b>3.2 &gt; The retail experience</b>  <b>Listening:</b> ◀ Shopping experiences <b>Grammar:</b> Past Simple and Past Continuous <b>Pronunciation:</b> → Past Simple (p.115) <b>Writing:</b> Writing a tweet	<b>3.3 &gt; Communication skills: Solving workflow problems</b>  <b>Video:</b> ▶ Dealing with a problem <b>Functional language:</b> Solving problems <b>Pronunciation:</b> → Stress in short sentences (p.115) <b>Task:</b> Dealing with a workflow problem	<b>3.4 &gt; Business skills: Presenting results</b>  <b>Listening:</b> ◀ A presentation <b>Functional language:</b> Signposting a presentation <b>Task:</b> A presentation	<b>3.5 &gt; Writing: An online review form</b>  <b>Model text:</b> An online review <b>Functional language:</b> Phrases from a review <b>Grammar:</b> ▶ Types of adverbs <b>Task:</b> An online review	<b>Business workshop &gt; 3</b> Pop-up stores (p.92)  <b>Reading:</b> Article about a famous retailer <b>Listening:</b> ◀ Market research interviews <b>Task:</b> Design your own pop-up store
---	--	--	--	---	---

Review p.106

## UNIT 4 > WORK PATTERNS p.37

▶ Videos: 4.1 The working day 4.3 Approaches to decision-making

<b>4.1 &gt; My working life</b>  <b>Video:</b> ▶ The working day <b>Vocabulary:</b> Describing jobs and contracts <b>Pronunciation:</b> → Vowel sounds: British English and American English (p.115) <b>Project:</b> Researching work patterns	<b>4.2 &gt; Executives at work</b>  <b>Reading:</b> Women in Business <b>Grammar:</b> Present Perfect Simple <b>Pronunciation:</b> → Present Perfect Simple (p.116) <b>Speaking:</b> Asking and answering questions using the Present Perfect Simple	<b>4.3 &gt; Communication skills: Making group decisions</b>  <b>Video:</b> ▶ Approaches to decision-making <b>Functional language:</b> Facilitating a decision-making meeting <b>Task:</b> Discussing proposals in a meeting	<b>4.4 &gt; Business skills: Phoning to change arrangements</b>  <b>Listening:</b> ◀ Changing an appointment on the phone <b>Functional language:</b> Rescheduling appointments on the phone <b>Task:</b> Roleplay a phone call to confirm an appointment	<b>4.5 &gt; Writing: Confirming arrangements</b>  <b>Model text:</b> Emails making and confirming arrangements <b>Functional language:</b> Phrases for confirming, inviting questions, thanking, apologising and concluding in an email <b>Grammar:</b> ▶ Prepositions of time <b>Task:</b> An email to confirm arrangements	<b>Business workshop &gt; 4</b> The Holsted way (p.94)  <b>Listening:</b> ◀ Presentation about company culture; Meeting about work patterns <b>Task:</b> Negotiate changes <b>Writing:</b> Reply to an email
---	---	---	---	---	---

Review p.107

**UNIT 5 > MONEY p.47**
**Videos:** 5.1 Cashless payments 5.3 Negotiating roles

<b>5.1 &gt; Going cashless</b>  <b>Video:</b> Cashless payments <b>Vocabulary:</b> Money; Collocations <b>Project:</b> Creating an advertising campaign to persuade people to go cashless	<b>5.2 &gt; Consumer spending</b>  <b>Listening:</b> Podcast about money <b>Grammar:</b> First conditional <b>Pronunciation:</b> Intonation in conditionals (p.116) <b>Speaking:</b> Talking about yourself	<b>5.3 &gt; Communication skills:</b> Negotiating team roles  <b>Video:</b> Negotiating roles <b>Functional language:</b> Agreeing on team roles in meetings <b>Task:</b> Team Tasks Game	<b>5.4 &gt; Business skills:</b> Presenting facts and figures  <b>Listening:</b> Presentation about retail banking <b>Functional language:</b> Quoting figures in presentations <b>Pronunciation:</b> Numbers and figures (p.116) <b>Task:</b> Give a presentation on equal pay	<b>5.5 &gt; Writing:</b> Letter about a price increase  <b>Model text:</b> Formal letter <b>Functional language:</b> Reasons, explanations, enclosures, conclusions <b>Grammar:</b> <i>because, so, so that</i> <b>Task:</b> A letter explaining price increases	<b>Business workshop &gt; 5</b> Local economy boost (p.96)  <b>Listening:</b> A town council meeting <b>Reading:</b> Information on a local government website <b>Speaking:</b> Choose a project <b>Writing:</b> Announcement for the town council website
---	--	---	--	---	--

Review p.108

**UNIT 6 > TEAMWORK p.57**
**Videos:** 6.1 Teamwork in extreme situations 6.3 Offering support to a colleague

<b>6.1 &gt; Working together</b>  <b>Video:</b> Teamwork in extreme situations <b>Pronunciation:</b> Vowel sounds: /ɪ/, /i:/, /aɪ/ and /ɪə/ (p.117) <b>Vocabulary:</b> Teamwork; Word building – verbs and nouns <b>Project:</b> Plan and make a schedule for a meeting	<b>6.2 &gt; Team building</b>  <b>Reading:</b> The rise of sport at work <b>Pronunciation:</b> Linking between words (p.117) <b>Grammar:</b> Pronouns with <i>some-</i> and <i>every-</i> <b>Speaking and writing:</b> Describing people, places, things, jobs and studies	<b>6.3 &gt; Communication skills:</b> Supporting a colleague  <b>Video:</b> Offering support to a colleague <b>Functional language:</b> Encouraging and motivating <b>Task:</b> Supporting a colleague	<b>6.4 &gt; Business skills:</b> Being positive in meetings  <b>Listening:</b> A recruitment problem <b>Functional language:</b> Supporting, building on and questioning ideas <b>Task:</b> Supporting, building on and questioning ideas in a meeting	<b>6.5 &gt; Writing:</b> Making requests  <b>Model text:</b> Email making requests <b>Functional language:</b> Making requests <b>Grammar:</b> Linking words for sequence <b>Task:</b> An email making a request	<b>Business workshop &gt; 6</b> The Amazing Chair Company (p.98)  <b>Listening:</b> Employees talk about their jobs <b>Reading:</b> Business emails <b>Task:</b> Rearrange team roles
--	---	--	--	---	--

Review p.109

**UNIT 7 > MOVING FORWARD p.67**
**Videos:** 7.1 Developing a new product 7.3 Giving explanations

<b>7.1 &gt; Research and development</b>  <b>Video:</b> Developing a new product <b>Vocabulary:</b> Research and development <b>Project:</b> Planning product testing	<b>7.2 &gt; Innovation</b>  <b>Reading:</b> Henn na Hotel <b>Grammar:</b> <i>can, have to, need to</i> <b>Pronunciation:</b> <i>can</i> and <i>can't</i> (p.117) <b>Speaking and writing:</b> Explanation of a process	<b>7.3 &gt; Communication skills:</b> Giving explanations  <b>Video:</b> Giving explanations <b>Functional language:</b> Explaining a procedure clearly and effectively <b>Pronunciation:</b> Phrasing and pausing when giving instructions (p.118) <b>Task:</b> Explain how to use an app	<b>7.4 &gt; Business skills:</b> Dealing with technical problems  <b>Listening:</b> Problems and solutions in a webinar <b>Functional language:</b> Signalling and dealing with technical problems <b>Task:</b> Dealing with technical problems in an online meeting	<b>7.5 &gt; Writing:</b> Preparing slides  <b>Model text:</b> Presentation slides <b>Functional language:</b> Language used in slides <b>Grammar:</b> <i>Wh-</i> questions <b>Task:</b> Slides for a presentation	<b>Business workshop &gt; 7</b> Zapatos Trujillo S.A. (p.100)  <b>Listening:</b> Conversation about shoe manufacturing <b>Reading:</b> Progress report <b>Task:</b> Manage production <b>Writing:</b> Email explaining the board's decision
---	---	---	--	--	---

Review p.110

**UNIT 8 > GREEN SOLUTIONS p.77**
**Videos:** 8.1 Tourism in Punta de Lobos 8.3 Feedback in a review meeting

<b>8.1 &gt; Green business</b>  <b>Video:</b> Tourism in Punta de Lobos <b>Pronunciation:</b> Vowel sounds: /ɜ:/, /ʊ/, /u:/ and /əʊ/ (p.118) <b>Vocabulary:</b> The environment <b>Project:</b> Protecting the environment	<b>8.2 &gt; Transport solutions</b>  <b>Listening:</b> An interview about public transport <b>Grammar:</b> <i>should</i> and <i>could</i> for advice and suggestions <b>Pronunciation:</b> <i>should</i> and <i>could</i> (p.118) <b>Writing:</b> Email offering advice and suggestions	<b>8.3 &gt; Communication skills:</b> Giving and receiving feedback  <b>Video:</b> Feedback in a review meeting <b>Functional language:</b> Giving and receiving feedback <b>Task:</b> Practise giving and receiving feedback	<b>8.4 &gt; Business skills:</b> Managing questions  <b>Listening:</b> A Q&A session in a presentation <b>Functional language:</b> Managing a Q&A session <b>Task:</b> Roleplay a Q&A session	<b>8.5 &gt; Writing:</b> An intranet update  <b>Model text:</b> An intranet update <b>Functional language:</b> Language for giving an update <b>Grammar:</b> Future forms <b>Task:</b> Write an intranet update	<b>Business workshop &gt; 8</b> Walsh Ryan's green office (p.102)  <b>Reading:</b> Report about office energy use <b>Listening:</b> Ways to reduce energy costs and waste <b>Task:</b> Present ideas on waste and energy reduction
---	--	---	---	--	---

Review p.111

# Travelling for work

1



*'Travel makes one modest. You see what a tiny place you occupy in the world.'*

Gustave Flaubert,  
novelist



## Unit overview

### 1.1 > Business travel

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

**Video:** Business travel

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

### 1.2 > Events management

**Lesson outcome:** Learners can make simple comparisons.

**Listening:** Interview with an Events Manager

**Grammar:** Comparatives and superlatives

**Speaking and writing:** Choose a venue for a party

### 1.3 > Communication skills: Small talk

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

**Video:** Making small talk

**Functional language:** Making small talk

**Task:** Practise making small talk with colleagues

### 1.4 > Business skills: Dealing with problems

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

**Listening:** Talking about problems

**Functional language:** Explaining and solving IT problems

**Task:** Practise explaining and solving an IT problem

### 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.

**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:**

**Review 1:**

**Pronunciation:** 1.2 The letter 'r'  
1.3 Showing interest in small talk

**Grammar reference:**

# 1.1

## 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

2 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?

### VIDEO



3 Watch the video about business travel. Which topics do the speakers talk about?

- |                           |                          |
|---------------------------|--------------------------|
| a Why they travel         | e Accommodation          |
| b Where they travel       | f The cost of travel     |
| c Who they travel with    | g Advice for travel      |
| d Types of transportation | h How to pack a suitcase |

4 Watch the video again and choose the correct option.

- 1 Which type of travel do they talk about?
  - a travel to cities in their own country
  - b travel to other countries
  - c going to and from work
- 2 What does Alex talk about?
  - a 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?
  - a 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?
  - a an idea for having more free time
  - b an idea for saving money
  - c tips for good communication

**T** Teacher's resources:  
extra activities

5 Work in pairs or small groups. Do you think each speaker enjoys travelling for work? Why? / Why not?

Vocabulary Transport, accommodation and travel

flight gate location  
lounge public transportation  
reservation ridesharing app  
stay vehicle

- 6 Complete the sentences with these words from the video.
- They made a \_\_\_\_\_ for two rooms, but when they arrived, only one was available.
  - I took a thirteen-hour \_\_\_\_\_ from Madrid to Buenos Aires.
  - We need to hire a \_\_\_\_\_ to take ten people from the airport to the conference centre.
  - He usually uses a \_\_\_\_\_ to get a car from one meeting to the next.
  - I arrived at the \_\_\_\_\_ five minutes after the plane had left.
  - We had a comfortable \_\_\_\_\_ in Vietnam because the resort was very modern.
  - They waited in the departure \_\_\_\_\_ until it was time to get on the plane.
  - The \_\_\_\_\_ of the apartment is perfect – near the office and the station.
  - I like to take \_\_\_\_\_ so I can see what life in the city is like.

- 7A Match the words in bold with the definitions.
- |  |  |
|--|--|
| 1 I go <b>abroad</b> for work trips quite often.           | a a flight or plane that travels a short distance                          |
| 2 I take several <b>short-haul</b> flights each year.      | b the action of bringing a plane down to the ground after being in the air |
| 3 The flight was <b>delayed</b> by two hours.              | c to or in another country   |
| 4 The captain said that we were ready for <b>landing</b> . | d the action of leaving a place, especially at the start of a journey      |
| 5 The <b>departure</b> 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 _____ |
| 2 take-off _____  | 5 local _____   |
| 3 arrival _____   |                 |

T Teacher's resources: extra activities

8 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 ...



Self-assessment

- 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 3 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.

- 1 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?

Teacher's resources:  
extra activities

### 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.
- 2 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**?

**B** Complete the sentences with *comparative, superlative or irregular*.

- To form the \_\_\_\_\_ of most adjectives, we use *the* before the adjective and *-est* or *most/least*.
- To form the \_\_\_\_\_ of most adjectives, we use *-er* or *more/less* and *than*.
- Some common adjectives are \_\_\_\_\_, e.g. *good – better than – the best*.

→ page 119 See Grammar reference: Comparatives and superlatives

**8** Choose the correct option in italics to complete the sentences.

- The steak is *the most* / *more* expensive meal on the menu.
- Organising a lunch is *difficult less* / *less difficult* than organising a trip.
- Planning a party for 200 people is *the hardest* / *harder* than planning a party for 20.
- Some people think that this is *the worst* / *worse* hotel in town.
- A circus theme is *the most* / *more* fun than just having a meal.
- Managing an informal event is *the easiest* / *easier than* managing a formal event.
- The best* / *Better* option is a big tent in the park.
- The least* / *Less* popular time for a party is during the work day.

**9** Complete the sentences with the comparative or superlative form of the word in brackets. Use *the* and *than* where necessary.

- The Metropole Hotel has \_\_\_\_\_ (big) dining room.
- Today's weather is \_\_\_\_\_ (bad) yesterday's weather.
- Is a phone call \_\_\_\_\_ (easy) a face-to-face meeting for you?
- We don't have much money, so we want to choose \_\_\_\_\_ (expensive) option.
- We need to choose \_\_\_\_\_ (cheap) venue, because we don't have much money.
- For a small group, a restaurant party is \_\_\_\_\_ (good) an office party.
- With ten tables, the Grey room is \_\_\_\_\_ (small) the Blue room, which has twenty tables.
- I think \_\_\_\_\_ (good) day for our party is Friday.

**T** Teacher's resources:  
extra activities

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

Barbecue in the park	Lakeside restaurant	Hotel ballroom
<ul style="list-style-type: none"> <li>• food (€€): meat on the grill</li> <li>• entertainment: country band</li> <li>• up to 200 guests</li> <li>• staff: 12</li> </ul>	<ul style="list-style-type: none"> <li>• food (€€€): fish</li> <li>• entertainment: singer with guitar</li> <li>• up to 150 guests</li> <li>• staff: 15</li> </ul>	<ul style="list-style-type: none"> <li>• food (€€€€): a choice of meat, fish or vegetable pie</li> <li>• entertainment: jazz band</li> <li>• up to 300 guests</li> <li>• staff: 20</li> </ul>

*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'

**Self-assessment**

- 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.



# 1.3

## 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?

**C** 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?

**Video A** **1.3.2** **3A** Watch Video A.



- 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?

**B** 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** **1.3.3** **4A** 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 6** Think about how good you are at making small talk. In pairs, discuss how you could improve your skills.

## Functional language Making small talk

### 7A Match the questions (1–8) with the answers (a–h).

- |  |  |
|--|--|
| 1 <b>Where do you</b> come from?                   | a It's very nice.  |
| 2 <b>What do you think about</b> this restaurant?  | b Not much.  |
| 3 <b>How long was your</b> trip?                   | c Yes, I met her at the interview.                         |
| 4 <b>What do you know about</b> working at TGC?    | d About an hour.   |
| 5 <b>Do you know</b> Turkey?                       | e I'm starting a new job on Monday.                        |
| 6 <b>Which do you prefer</b> , London or Istanbul? | f A little. I went there on holiday about three years ago. |
| 7 <b>Do you know</b> Orla?                         | g I'm from Turkey.   |
| 8 <b>What are you doing</b> in Dublin?             | h I love them both.  |

### B 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?*

### C Write eight more small talk questions using the phrases in bold from Exercise 7A.

### 8A Complete the extract from the video using the phrases in the box.

I'd like to that's right to university you from you know it

**Thiago:** Shaun says you're American. Where are <sup>1</sup> \_\_\_\_\_?

**Jasmine:** <sup>2</sup> \_\_\_\_\_, I'm from Boston. I went <sup>3</sup> \_\_\_\_\_ there. Do <sup>4</sup> \_\_\_\_\_?

**Thiago:** No, I've never been, but <sup>5</sup> \_\_\_\_\_.

### B Look at Jasmine's response in Exercise 8A.

- Does she use the AAA (answer, add, ask) model? Explain your answer.
- Could Thiago also use the AAA model and continue the conversation? What could he say?

### C Watch Video B again and find two more examples of the AAA model.

### 9 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?*

**T** Teacher's resources: extra activities

→ page 114 See Pronunciation bank: Showing interest in small talk

## TASK

### 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

### C Work with a different partner. Choose a different situation and topic(s) from the list in Exercises 10A and 10B.

### D Tell the class what you learnt about your partners.



## Self-assessment

- 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.

# 1.4

## 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.*

**Listening 2** **1.02** It’s Jakob’s first day in a new job. Laura, the HR Manager, is explaining the schedule. Listen and number Jakob’s tasks in the correct order (1–4).

- Set up his email account
- Do the health and safety training
- Go to the induction briefing
- Meet the team

**3A** **1.03** Jakob is speaking to Sue, the IT Technician. Listen and tick (✓) the things Jakob is having problems with.

- |  |   |
|--|---|
| 1 his password <input type="checkbox"/>      | 4 the company phone number <input type="checkbox"/>           |
| 2 his user name <input type="checkbox"/>     | 5 connecting to the company intranet <input type="checkbox"/> |
| 3 his email address <input type="checkbox"/> |   |

**B** 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?     |

**T** Teacher’s resources:  
extra activities

### Functional language 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 <u>the IT</u> . | 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>I’m having problems with the IT.</i>	<i>You need to use your login details.</i>

**T** 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.*

**★ 5A 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.*

**6A Work in pairs. You are going to take turns to explain and solve an IT problem.**

**Student A:** Read the information below. **Student B:** Look at page 127.

You are working on an important document but are experiencing some IT problems. Choose three problems from the list below or think of your own problem and call Student B for help.

You have incorrect login details.  
 Your password has expired.  
 You can't connect to the network printer.  
 You can't connect to the internet/intranet.  
 You are locked out of your computer.  
 Your computer screen freezes every few minutes.

**B Take a few minutes to prepare, then roleplay the situation. Swap roles.**

**C When you have finished, discuss how easy or difficult it was to explain and/or solve an IT problem in English. Share your experience with the class.**

**TASK**

**Self-assessment**

- 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.

## Lesson outcome

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

## Lead-in

- ★ 1 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

< ✉ ✎ ↶ 🔍 🗑️

To: Hotel Manager  
From: Ananya Chadha  
Subject: Conference facilities

Dear Sir/Madam,

I am writing to ask for information about the 1 \_\_\_\_\_ at your hotel.

We are looking for a venue which has at least 2 \_\_\_\_\_ and which can each accommodate 3 \_\_\_\_\_. We need to

have a hotel near the 4 \_\_\_\_\_ so please can you confirm how long it takes to 5 \_\_\_\_\_ to the centre from your hotel? We would like to 6 \_\_\_\_\_ 100 rooms for all the delegates for 7 \_\_\_\_\_ and we would also like each room to have a 8 \_\_\_\_\_ and wi-fi. We are planning to have breakfast and 9 \_\_\_\_\_ at the hotel each day. The conference lasts for five days so could you tell me what your best 10 \_\_\_\_\_ for this is?

I look forward to hearing from you.

Kind regards,  
Ananya Chadha, Conference Manager

## Functional language

- ★ 2 Complete the table using words and phrases from the email.

Greeting/Opening	
1 _____	
Dear Mr Zhao,	
Reason for writing	
2 _____ information about ...	
I am writing to enquire about ...	
Giving information	
3 _____ for a venue ...	
4 _____ to have a hotel near the city centre.	
5 _____ book 100 rooms.	
We 6 _____ each room to have a desk and wi-fi.	
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 know 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,	

**T** Teacher's resources: extra activities

**L** 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.
- C Exchange emails with your partner. Which functional language phrases did your partner use? How many were different from the ones you used?

## Self-assessment

- 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

# 2

‘Be sure you put your feet in the right place, then stand firm.’

Abraham Lincoln

## Unit overview

### 2.1 > Dovetailed in Cambridge

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

**Video:** Choosing a business location

**Vocabulary:** 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

### 2.4 > 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 1 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, Dovetailed. Tick (✓) the five reasons she says Cambridge is a good location for her business.

- |  |   |
|--|---|
| <input type="checkbox"/> cheap location                                  | <input type="checkbox"/> can work with the university     |
| <input type="checkbox"/> international city                              | <input type="checkbox"/> salaries lower than other places |
| <input type="checkbox"/> can work with other companies                   | <input type="checkbox"/> nice place to live               |
| <input type="checkbox"/> good public services (schools, hospitals, etc.) | <input type="checkbox"/> easy to travel to London         |

### 3 Watch the video again and answer the questions.

- When did Dr Kalnikaitė start her company?
- Which company did she work for as an intern in Cambridge?
- What help does she get from her business contacts? *funding / products / advice*
- What help does she get from Judge Business School? *funding / products / advice*
- How long does it take Dr Kalnikaitė to get to work?
- How long does it take to get to London by train? And by car?



Teacher's resources:  
extra activities

- 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

- where to **locate** the business
- access to** skilled staff
- good **transport links**
- reasonable **rents** for **factory** or office space
- a technology design **studio** and innovation **lab**
- it's very **close to** London
- drive to London on a **motorway**

### 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.  |
| i not far from something  |

→ page 114 See Pronunciation bank: Syllables and stress

