

Coursebook

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A1



Business Partner

UNIT 1 > WELCOME p.7

▶ **Videos:** 1.1 What's your name? 1.4 Welcoming a visitor

1.1 > Nice to meet you Video: ▶ What's your name? Vocabulary: Countries and nationalities Communicative grammar: Introductions Task: Meeting others and making introductions	1.2 > Can you fill this in, please? Vocabulary: Personal details Pronunciation: → The alphabet (p.96) Reading and listening: Filling in forms Grammar: ▶ <i>my, your, his, her, its, our, their</i> Speaking: Completing a new employee registration form	1.3 > My company Listening and reading: Buildings, departments and facilities Communicative grammar: Describing your company Pronunciation: → Plural -s (p.96) Writing: A description of a company or workplace	1.4 > Work skills: Welcoming a visitor Video: ▶ Welcoming a visitor Speaking: Workplace visits	1.5 > Business workshop: Your first day Speaking: Meeting human resources and other team members Writing: Completing your employee profile
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Review p.87

UNIT 2 > WORK p.17

▶ **Videos:** 2.1 I work in Sales 2.4 Small talk at work

2.1 > What do you do? Video: ▶ I work in Sales Vocabulary: The work we do Communicative grammar: Talking about work Task: Where I work and what I do	2.2 > What does the company do? Vocabulary: What companies do Pronunciation: → Numbers (p.97) Reading and listening: Company information Grammar: ▶ <i>a/an</i> Writing: Describing a company	2.3 > A week in the life Reading: Two different routines Communicative grammar: Talking about routines Pronunciation: → Questions (p.97) Writing: A short blog post for a company intranet	2.4 > Work skills: Small talk Video: ▶ Small talk at work Grammar: ▶ Using 's and 's' Speaking: Making conversation	2.5 > Business workshop: At a conference Reading: A conference website Listening: ▶ Small talk at a conference Speaking: Networking
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Review p.88

UNIT 3 > WHAT? WHEN? WHERE? p.27

▶ **Videos:** 3.1 I can work flexible hours 3.4 A progress meeting

3.1 > We're very busy in December Video: ▶ I can work flexible hours Vocabulary: Months and seasons Communicative grammar: Talking about ability and possibility; <i>at, in, on, from ... to ...</i> Pronunciation: → <i>can</i> and <i>can't</i> (p.98) Task: Asking and talking about your partner's work	3.2 > Requests Vocabulary: Ordinal numbers and dates Pronunciation: → Ordinal numbers (p.98) Reading and listening: Can I have some time off? Grammar: ▶ <i>Can ... ? / Could ... ?</i> Speaking: Talking about taking time off	3.3 > I am writing to complain ... Reading: Complaints Communicative grammar: Talking about the past Writing: An email to describe a problem and request action	3.4 > Work skills: We have a problem Video: ▶ A progress meeting Speaking: A progress meeting	3.5 > Business workshop: A problem with a client Reading: A customer complaint Speaking: A problem-solving meeting; A phone call
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Review p.89

UNIT 4 > PROBLEMS AND SOLUTIONS p.37

▶ **Videos:** 4.1 Problems at work 4.4 There is a problem with ...

4.1 > What went wrong? Video: ▶ Problems at work Vocabulary: Past irregular verbs Communicative grammar: Talking about the past: Past Simple Pronunciation: → The <i>-ed</i> ending (p.99) Task: Talking about problems in the past and how you solved them	4.2 > How can I help? Vocabulary: Solutions Listening: On the phone Grammar: ▶ Making offers and promises with <i>will</i> Speaking and writing: Making phone calls at work	4.3 > We are sorry that ... Reading: An email of complaint and a reply Communicative grammar: Using negatives in the past; Asking questions about the past Pronunciation: → 'th' as /θ/ and /ð/ (p.99) Writing: A reply email	4.4 > Work skills: Face-to-face complaints Video: ▶ There is a problem with ... Speaking: Responding to a complaint	4.5 > Business workshop: Can I help you? Speaking: Making phone calls Reading: An email of complaint Writing: Replying to a complaint
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Review p.90

UNIT 5 > OFFICE DAY TO DAY p.47		▶ Videos: 5.1 What are they doing? 5.4 Can you help me?		
5.1 > What are you working on? Video: ▶ What are they doing? Vocabulary: Word pairs Communicative grammar: Talking about things happening now Pronunciation: → /ɪ/ and the Present Continuous (p.100) Task: Writing about what people are doing now	5.2 > Are you free at two? Vocabulary: Word pairs Listening: Organising meetings Speaking: Arranging and postponing meetings	5.3 > Can we meet to discuss ... ? Reading: Emails arranging, accepting or changing a meeting Communicative grammar: Talking about future arrangements Pronunciation: → /ɪ/ and /i:/ (p.100) Writing: An email arranging a meeting	5.4 > Work skills: Can I ask a favour? Video: ▶ Can you help me? Speaking: Doing favours	5.5 > Business workshop: The meeting is at 3 p.m. Writing: An email to arrange a meeting to discuss a problem Speaking: Postponing a meeting

Review p.91

UNIT 6 > AN OFFICE MOVE p.57		▶ Videos: 6.1 An office move 6.4 A presentation about office equipment		
6.1 > It's cheaper and better Video: ▶ An office move Vocabulary: Descriptions Communicative grammar: Comparing two things Pronunciation: → The vowel /ə/ (p.101) Task: Choosing a warehouse	6.2 > Which is better? Vocabulary: Orders Speaking and reading: Supplier quotes Grammar: ▶ <i>good – better – best/bad – worse – worst</i> Writing: Describing different options	6.3 > Which is the best? Reading: An email about changing a mobile phone contract Communicative grammar: Making proposals with <i>if</i> Pronunciation: → /æ/ and /ʌ/ (p.101) Writing: An email comparing two offers	6.4 > Work skills: As you can see on the slide, ... Video: ▶ A presentation about office equipment Speaking: Talking about presentation slides	6.5 > Business workshop: The office move Reading: An email from the boss Writing and speaking: Comparing two offices Speaking: Presenting your choice

Review p.92

UNIT 7 > PROCEDURES p.67		▶ Videos: 7.1 Paying suppliers 7.4 A new workflow		
7.1 > What's the procedure? Video: ▶ Paying suppliers Vocabulary: Describing a procedure Communicative grammar: Talking about obligation Task: Explaining a procedure	7.2 > Workflow Vocabulary: Descriptions Reading and listening: A workflow problem Pronunciation: → /aɪ/ and /eɪ/ (p.102) Speaking: Improving a workflow	7.3 > A manual Reading: A manual Communicative grammar: Instructions Pronunciation: → /l/ and /r/ (p.102) Writing: Instructions for creating an invoice	7.4 > Work skills: Changing a workflow Video: ▶ A new workflow Speaking: Making and responding to suggestions	7.5 > Business workshop: How can we improve it? Reading: Identifying problems in a workflow Speaking: Discussing solutions; Responsibilities in a new workflow

Review p.93

UNIT 8 > MANAGING PROJECTS p.77		▶ Videos: 8.1 Making cars at The Morgan Motor Company 8.4 Feedback in the office		
8.1 > How long does it take? Video: ▶ Making cars at The Morgan Motor Company Vocabulary: Production Communicative grammar: Revision of the present Task: Explaining information on a database	8.2 > Reducing costs Vocabulary: Saving money Reading: An online interview Communicative grammar: Revision of the past Pronunciation: → Pronouncing the letter 'o' (p.103) Writing: Actions and results	8.3 > Planning projects Reading: Scope statements Communicative grammar: Revision of the future Pronunciation: → The vowel /ɜ:/ (p.103) Writing: Scope statements	8.4 > Work skills: Giving feedback Video: ▶ Feedback in the office Speaking: Giving feedback	8.5 > Business workshop: Updates and feedback Reading: A team update email Writing: Replying to an update Speaking: Giving feedback

Review p.94

Pronunciation p.95	Irregular verb list p.104	Grammar reference p.105	Numbers p. 112	Additional material p.113	Videoscripts p.123	Audioscripts p.126	Vocabulary list p. 130
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Introduction

Who ... is Business Partner for?

- *Business Partner* A1 & A2 is for learners who have studied English before, at school or privately, but what they learnt has not been very useful for them in their job, or they simply don't remember much of it.
- Now they need to study business English in order to better communicate in a workplace that is increasingly international.
- To achieve this, they need to improve their knowledge of the English language but also develop key work skills.
- They need a course which is relevant to their professional needs.

Why ... a communicative methodology?

Students of *Business Partner* may be working in different industries, in different job positions and in different countries but they all have in common the need to communicate in English in an international workplace, in an effective manner.

The objective of the course is to equip students with the skills they need to use English effectively, without anxiety about their language ability.

Why ... work skills training?

Business Partner focuses on delivering practical language and skills training that learners need for successful communication when working with people from different countries, even if those learners begin the course with limited language ability.

In *Business Partner*, every unit has a video-based lesson on 'Work skills' to expose students to best-practice scenarios of various business situations that they can use as models.

The objective of this training is to give learners a better chance of getting a job, or of moving jobs in an organisation.



What's in each unit?

Each unit is divided into five lessons and each lesson starts with a Lesson outcome and ends with a short Self-assessment section: this is to help learners think about the progress that they have made.

Vocabulary and functional language

In order to meet the course objectives, the vocabulary and functional phrases in each unit focus on industries, jobs and job environments that are relevant to students to help them function in a variety of professional situations.

This vocabulary has been selected to answer learners' needs at work and may seem high level or technical compared to a general English course. It is, however, basic professional vocabulary that learners need to function in their jobs.

Grammar

Similarly, the approach to grammar is to help students acquire language to survive in these situations. The grammar content comes from the communicative needs of learners and is given in chunks, with a light approach to rules. The grammar reference section at the back of the book provides additional practice of grammar points and a recorded list of irregular verbs.

Listening and video

There are many listening activities to help develop comprehension skills and to hear language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native-speaker English, so that learners are exposed to a variety of accents, to reflect the reality of their working lives.

Learners will be able to watch and understand short authentic videos, which in turn they can use as a model for the group tasks.

Speaking

There are plenty of opportunities for speaking practice in relevant and engaging activities in each lesson. The objective is to make apprehensive students feel comfortable developing this essential skill for the workplace.

Writing

Learners at this level need to respond to emails and other functional pieces of writing. The lessons provide a model for students to follow, grammar practice of the structures they need to use when writing and functional language stems to help them. The writing tasks allow freer practice of the target vocabulary and grammar, and offer elements of personalisation where possible.

Work skills

Through authentic videos, students are shown best-practice scenarios of different work situations. They then have the chance to study and practise the relevant functional language from each situation. Finally, students are encouraged to activate the skills and language they have learnt and practised by collaborating on group tasks.

Business workshops

Business workshops allow learners to focus mostly on speaking and writing, and offer a practical application and review of the content of the unit.

Pronunciation

Two pronunciation points are presented and practised in every unit, which are linked to the content of the units. The Pronunciation bank is at the back of the book with signposts from the relevant lessons. This section also includes a phonetic chart for British English and American English.

Reviews

There is a one-page review for each unit at the back of the coursebook. The review recycles and revises the key vocabulary, grammar and functional language presented in the unit.

Signposts, cross-references and MyEnglishLab

T **Signposts for teachers** in each lesson indicate that there are extra activities in MyEnglishLab which can be printed or displayed on-screen. These activities can be used to extend a lesson or to focus in more depth on a particular section.

→ page 000

Cross-references refer to the Pronunciation bank and Grammar reference pages.

MyEnglishLab

Access to *MyEnglishLab* is given through a code printed on the inside front cover of this book. Depending on the version of the course that you are using, you will have access to one of the following options:

Digital Resources powered by MyEnglishLab including: downloadable coursebook resources, all video clips, all audio recordings.

Full content of MyEnglishLab: all of the above plus the full self-study interactive workbook with an automatic gradebook. Teachers can assign workbook activities as homework.

The **Global Scale of English (GSE)** is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

GSE	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2		

Learn more about the Global Scale of English at english.com/gse



COMMUNICATION SKILLS

Video introduction

Introduction

The Work skills videos (in Lesson 4 of each unit) show people in situations at work.

Murray&Jahner is an international consumer goods company. They sell many products to the market and work with top brands. Yumiko Kobayashi is the Director at the London office. In the videos we see her and other employees at work: in meetings, presentations and day-to-day interactions.

Characters



Yumiko Kobayashi,
Japanese
(units 1, 3, 5, 6, 7, 8)



Krzysztof Grzeszak,
Polish
(units 1, 6)



Liz Rendell,
American
(units 1, 4)



Andrea Hofmann,
German
(units 2, 5, 8)

Jack Taylor,
British
(units 2, 5)



Martin Evans,
British
(units 3, 5, 6)



Emily Davies,
British
(unit 4)



Paulo Caruso,
Brazilian-British
(units 3, 5, 7)



Rachel Peters,
British
(units 3, 5, 8)



Video summary

- 1 Welcoming a visitor**
Unit 1 video: *Krzysztof arrives for a meeting with Yumiko in the office.*
- 2 Small talk at work**
Unit 2 video: *Andrea meets Jack, a new employee.*
- 3 A progress meeting**
Unit 3 video: *Yumiko asks for an update from her team.*
- 4 There is a problem with ...**
Unit 4 video: *Liz shows her broken phone to a Customer Service Assistant.*
- 5 Can you help me?**
Unit 5 video: *Employees ask for and offer help.*
- 6 A presentation about office equipment**
Unit 6 video: *Krzysztof gives a presentation about printers to Yumiko and Martin.*
- 7 A new workflow**
Unit 7 video: *Yumiko and Paulo talk about how to improve the onboarding process for new employees.*
- 8 Feedback in the office**
Unit 8 video: *Yumiko gives feedback to Andrea and Rachel on their work.*



Unit overview

1.1 > Nice to meet you

Lesson outcome: Learners can introduce themselves and others and say where they are from.

Vocabulary: Countries and nationalities

Communicative grammar: Introductions

Video: What's your name?

Task: Meeting others and making introductions

1.2 > Can you fill this in, please?

Lesson outcome: Learners can complete a form giving personal details about themselves.

Vocabulary: Personal details

Reading and listening: Filling in forms

Speaking: Completing a new employee registration form

1.3 > My company

Lesson outcome: Learners can describe their company and workplace.

Listening and reading: Buildings, departments and facilities

Communicative grammar: Describing your company

Writing: A description of a company or workplace

1.4 > Work skills: Welcoming a visitor

Lesson outcome: Learners can introduce themselves when visiting a company, greet visitors to their place of work and make simple offers.

Video: Welcoming a visitor

Speaking: Workplace visits

1.5 > Business workshop: Your first day

Lesson outcome: Learners can introduce themselves in a new job for the first time, meet new colleagues and complete an employee profile.

Speaking: Meeting human resources and other team members

Writing: Completing your employee profile

1.1

Nice to meet you

Lesson outcome

Learners can introduce themselves and others and say where they are from.

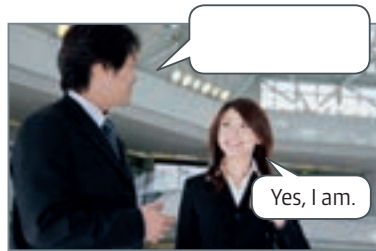
Lead-in 1A 1.01 Listen and match 1-3 with a-c.

- | | |
|------------------------|----------------------|
| 1 Lena, this is Jorge. | a I'm Irish. |
| 2 I'm Kathy. | b Are you Miss Sato? |
| 3 Excuse me. | c He's from Spain. |

B 1.02 Complete the dialogues with the sentences in Exercise 1A. Then listen and check.



A _____



B _____



C 1c

Vocabulary Countries and nationalities

2 Match the flags with the countries in the box.

Brazil India Japan
Mexico ~~Poland~~



1 Poland



2 _____



3 _____



4 _____



5 _____

3A Choose the correct word.

- | | |
|-------------------------------------|----------------------------------|
| 1 Miguel is Mexico / <u>Mexican</u> | 4 Suresh is from India / Indian. |
| 2 Marcin is from Poland / Polish. | 5 Shoko is Japan / Japanese. |
| 3 Paola is Brazil / Brazilian. | |


B 1.03 Complete the dialogues. Use the countries and nationalities in Exercise 3A. Then listen and check.

- | | |
|---|---|
| 1 Miguel: Marcin, this is Paola. She's ¹ <u>Brazilian</u> . | 2 Suresh: Are you ⁴ _____, Shoko? |
| Marcin: Hi, Paola. Nice to meet you. | Shoko: Yes, I am. I'm from Tokyo. And you? |
| Paola: Nice to meet you, too. Where are you from, Marcin? | Suresh: I'm from ⁵ _____. |
| Marcin: I'm ² _____. | Shoko: And where is Paola from? |
| Paola: Are you from Warsaw? | Suresh: She's from ⁶ _____. |
| Marcin: No, I'm not. I'm from Krakow. | |
| Paola: And are you from ³ _____, Miguel? | |
| Miguel: Yes, that's right. | |

4 1.04 Complete the tables. Then listen and check.

Countries	Nationalities
Argentina	Argentinian
¹ <u>Brazil</u>	Brazilian
China	Chinese
² _____	German
India	³ _____
Ireland	⁴ _____

Countries	Nationalities
⁵ _____	Japanese
⁶ _____	Mexican
Poland	⁷ _____
⁸ _____	Spanish
the UK	British
the USA	American

 Teacher's resources: extra activities

Communicative grammar

INTRODUCTIONS

→ Grammar reference: page 105

I'm (= I am) from Poland.	I'm not (= I am not) from Poland.
You/We/They're (= You/We/They are) from Brazil.	You/We/They aren't (= You/We/They are not) from Brazil.
He/She/It's (= He/She/It is) from Spain.	He/She/It isn't (= He/She/It is not) from Spain.
Are you/they from Poland?	Is he/she/it from Poland?
Yes, I am . / Yes, they are .	Yes, he/she/it is .
No, I'm not (= I am not). / No, they aren't (= they are not).	No, he/she/it isn't (= he/she/it is not).
What's (= What is) your name?	I'm (= I am) Kathy.
Where are you from?	My name's (= My name is) Mark.
	This is Julia.

☞ 'm not are (x4)
aren't is isn't 's

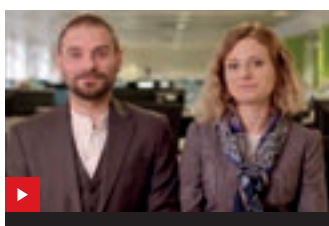


5 1.05 Complete the dialogue with the words in the box. Then listen and check.

- Hans:** Hello, I¹ 'm Hans.
- Maria:** Hi, Hans. My name² is Maria.
- Hans:** Nice to meet you.
- Maria:** Nice to meet you, too.
- Hans:** ³ Are you from Argentina?
- Maria:** No, I⁴ am not. I'm Brazilian.
- Hans:** Is your boss Brazilian?
- Maria:** No, she⁵ isn't. She's from Mexico.
- Mike:** Maria! Hello!
- Maria:** Hi, Mike! And Lisa! Hans, this⁶ is Mike and Lisa. They⁷ are from the UK.
- Hans:** Nice to meet you.
- Mike:** Nice to meet you, Hans.
- Lisa:** Hi.
- Hans:** ⁸ Where you from London?
- Lisa:** No, we⁹ aren't. We¹⁰ are from Liverpool.

T Teacher's resources: extra activities

VIDEO



6 1.11 Watch the video and answer the questions.

- Watch Part 1. Are the sentences *true* (T) or *false* (F)?
 - Her name is Asako.
 - She is Japanese.
 - She's a Designer.
- Watch Part 2. Answer the questions.
 - Are they German?
 - Are they from Warsaw?
 - Is she an Office Manager?
- Watch Part 3. Answer the questions.
 - What's his name?
 - Where is he from?
 - What's his nationality?

7A Work in pairs. Take turns meeting each other and introducing yourselves. Talk about your name, nationality and job.

- A:** Hi. My name's Luis. I'm Spanish.
B: Hi, Luis. I'm Lise.
A: Where are you from?
B: I'm German. I'm from Berlin. Where are you from?
A: I'm from Spain - from Madrid.

B Now work with another pair. Take turns introducing yourself and your partner. Ask questions.

C Put the words in the correct order. Say goodbye to each other.

you later see

TASK



1.2

Can you fill this in, please?

Lesson outcome

Learners can complete a form giving personal details about themselves.

Lead-in

1 1.06 Look at the employee identification card. Complete the dialogue with the words in the box. There is one extra word. Then listen and check.

address email address ID card number passport phone number

EMPLOYEE IDENTIFICATION



Jacek Iwaniec
j.iwaniec@ccce.com
Carlton Carbon Consulting & Engineering
28 Oak Road, London W55 1TF
Tel 020 7946 0800



ID NUMBER 124232

Leah: What's your ¹ _____, Jacek?
Jacek: It's 28 Oak Road, London, W55 1TF.
Leah: What's your ² _____?
Jacek: It's 124232.
Leah: What's your ³ _____?
Jacek: It's j.iwaniec@ccce.com. All lower case.
Leah: OK, thanks. And what's your ⁴ _____?
Jacek: It's 020 7946 0800.

Vocabulary

Personal details

2 Look at the hotel guest information. Match 1-9 with a-i.

- a first name / given name 2
- b surname / last name _____
- c title _____
- d nationality _____
- e middle name _____
- f postcode / zip code _____
- g home address _____
- h passport / ID card number _____
- i phone/mobile/cell number _____

HOTEL IQBAL: GUEST INFORMATION

¹Mr ²Wilhelm ³Ernst ⁴Schmidt
⁵Chausseestrasse 41
 Teterow, Germany
⁶17161
 T: ⁷03996 55 06 78
 E: W_Schmidt@net-mail.com
⁸German
⁹Identification card number T29445678
 One room, two nights
 Leisure/Business



3 Write information about yourself.

HOTEL ARKADIA: GUEST INFORMATION

TITLE: MR / MS / OTHER _____ FIRST NAME _____
 MIDDLE NAME _____ SURNAME _____
 HOME ADDRESS _____ POSTCODE _____
 EMAIL ADDRESS _____ MOBILE NUMBER _____
 NATIONALITY _____ PASSPORT / ID CARD NUMBER _____
 ARRIVAL DATE _____ ARRIVAL TIME _____

page 96 See Pronunciation bank: The alphabet

¹W²S³S⁴S⁵C⁶S⁷hmidt@net-mail.com

4A Match 1-7 with a-g.

- a dot _____ c hyphen _____ e lower case *n* _____ g all lower case _____
- b at _____ d underscore _____ f capital *W* _____

B 1.07 Listen and practise saying the email address in Exercise 4A.

C 1.08 Listen and write the email addresses.


- 1 ben@abc.net 4 _____
- 2 _____ 5 _____
- 3 _____

D Practise saying email addresses. Ask your classmates.

What's your email address?

It's jorge underscore gomez at net hyphen mail dot com. It's all lower case.

Reading and listening **Filling in forms**

5A  1.09 Look at the new employee registration form. Then listen to Anna's phone conversation and complete the form.



NEW EMPLOYEE REGISTRATION

Surname ¹ _____ *Weber* _____
 First name ² _____ *Anna* _____
 Gender: ³ male female other
 Nationality ⁴ _____
 Marital status: ⁵ single married other
 Email address ⁶ _____
 Phone / mobile / cell number ⁷ _____
 Emergency contact number ⁸ _____
 ID card / Passport number ⁹ _____
 Healthcard # _____



Phone numbers			
0	00	22	653-3340
oh	double oh	double two	six five three, double-three four oh
zero	zero zero	two two	six five three, three three four zero

➔ **page 112** See Numbers

B Match 1-6 with a-f. Then listen again and check.

- | | |
|---------------------------|-----------------------|
| 1 What's | a nationality? |
| 2 Can you | b your surname? |
| 3 What's your | c that, please? |
| 4 Sorry, could you repeat | d spell that, please? |
| 5 Are you married | e address? |
| 6 What's your email | f or single? |

➔ **MY, YOUR, HIS, HER, ITS, OUR, THEIR** ➔ Grammar reference: page 105

She's my manager.	Its name is the Hotel Arkadia.
What's your email address?	Our phone number is 232 4578.
This is his office.	What are your passport numbers?
What's her nationality?	What's their address?

T Teacher's resources: extra activities

Speaking 6A Look at the new employee registration form. What questions do you need to ask to get the information? Use Exercise 5B to help you.

New Employee Registration

SURNAME _____ FIRST NAME _____
 GENDER: MALE FEMALE OTHER NATIONALITY _____
 MARITAL STATUS: SINGLE MARRIED OTHER EMAIL ADDRESS _____
 PHONE / MOBILE / CELL NUMBER _____ EMERGENCY CONTACT NUMBER _____
 ID CARD OR PASSPORT NUMBER _____
 NATIONAL INSURANCE NUMBER _____

B Work in pairs. Ask and answer the questions. Complete the form with your partner's information.

1.3 My company

Lesson outcome

Learners can describe their company and workplace.

Lead-in 1 Is your workplace like one of these? Which of these places are in your town or city?

Fashion HiQ has workplaces around the world.



A warehouse, Poland



B office, Germany



C factory, China

Listening 2 1.10 Listen to three people who work for the clothing maker Fashion HiQ. Match each speaker with a picture in Exercise 1.

1 ___ 2 ___ 3 ___

3 Listen again. Tick (✓) the buildings, departments and facilities for each location.

	Buildings			Departments			Facilities		
	factory	office	warehouse	production	sales	shipping and receiving	canteen	gym	employee break room
Head office, Germany		✓							
Manufacturing division, China									
Distribution division, Poland									

4A Look at these staff comments on their workplace. Which comments are positive? Which are negative?

- | | |
|--|---|
| 1 The office is large . (+) / - | 5 It's noisy . + / - |
| 2 It's very light . + / - | 6 The break room is quiet . + / - |
| 3 The canteen is small . + / - | 7 The warehouse is old-fashioned and dark . + / - |
| 4 The factory is modern . + / - | |

B Match 1-4 with a-d.

- | | |
|-----------------|----------|
| 1 dark | a large |
| 2 noisy | b light |
| 3 old-fashioned | c modern |
| 4 small | d quiet |

C Which words in Exercise 4B describe your workplace or place of study?

Reading 5 Complete the description of Fashion HiQ. Use the table in Exercise 3 to help you.

canteen department division factory gym manager office warehouse

My company has three locations in three countries. **There's** a(n) ¹ _____ in Germany, a(n) ² _____ in China and a(n) ³ _____ in Poland. I'm a(n) ⁴ _____, in the production ⁵ _____. It's part of the manufacturing ⁶ _____. The factory is modern. At the factory, **there's** a(n) ⁷ _____, but **there's no** ⁸ _____.

Communicative grammar

DESCRIBING YOUR COMPANY

→ Grammar reference: page 105

There's (= There is) a canteen.
There's no gym.

There are three departments.
There are small restaurants near the office.
There are no offices.

6 Look at the company information. Are the sentences *true* (T) or *false* (F)?

a/one restaurant → two restaurant**s**
 a/one factory → two factor**ies**

Company name: Scarpe, Portafogli e Borse, K.K.		
Head office: Yokohama, Japan <ul style="list-style-type: none"> • sales division • marketing department • Sales Manager, Marketing Manager • gym and canteen 	Factory: Katowice, Poland <ul style="list-style-type: none"> • manufacturing division • production department • Production Manager • canteen 	Warehouse: Naples, Italy <ul style="list-style-type: none"> • distribution division • shipping department • Warehouse Manager, Shipping Manager • canteen

- There's a factory in Naples. *F*
- There are two managers in the warehouse.
- There's no gym in Yokohama.
- There are no factories in Poland.
- There's a canteen in the warehouse.
- There's a production department in Katowice.

7 Choose the correct word.

- There's / are four divisions.
- There's / are no warehouses.
- There's / are a factory.
- There's / are break rooms for employees.
- There's / are no canteen.
- There's / are a gym.

8 Complete the sentences with *There's* or *There are*.

- _____ a sales department in Madrid.
- _____ large factories in Japan.
- _____ a canteen in the factory.
- _____ no managers in the warehouse.
- _____ three departments in the manufacturing division.
- _____ no gym for employees.

T Teacher's resources: extra activities

→ page 96 See Pronunciation bank: Plural -s

Writing 9 Write a description of a company and workplace like the one in Exercise 5. Use your own, or the one below. Include information about:

- locations (offices, factories, warehouses, etc., and countries and/or cities).
- departments and/or divisions.
- facilities in the location where you work.

Company name: Muebles Madali, S.A.		
Head office: Madrid, Spain <ul style="list-style-type: none"> • sales division • marketing department • example job: Sales Rep • offices - light • canteen and gym 	Factory: Puebla, Mexico <ul style="list-style-type: none"> • manufacturing division • production department • example job: Engineer • workplace - noisy • restaurants near the factory 	Warehouse: Alicante, Spain <ul style="list-style-type: none"> • distribution division • shipping department • example job: Warehouse Manager • building - modern • canteen

1.4

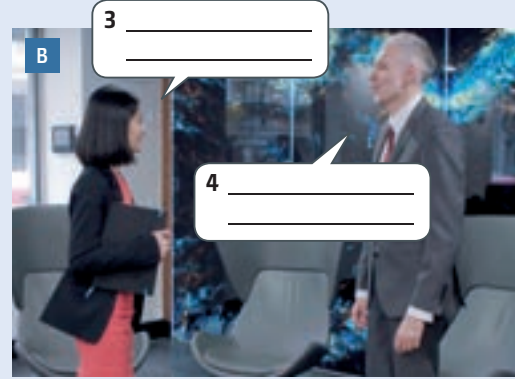
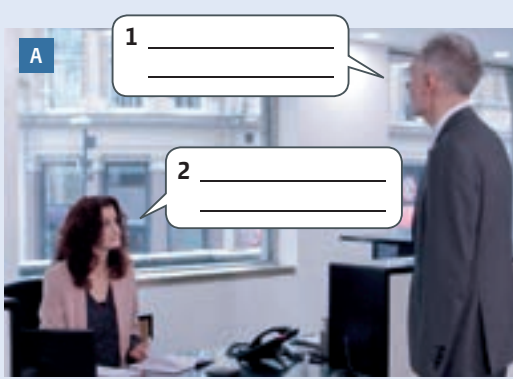
WORK SKILLS Welcoming a visitor

Lesson outcome

Learners can introduce themselves when visiting a company, greet visitors to their place of work and make simple offers.

Lead-in 1A Match the photos (A and B) with the situations in the box. There is one extra situation.

saying hello to a friendly visitor introducing a colleague giving your name at reception



B Complete the dialogues in Exercise 1A with sentences a–d.

- a Could you spell that, please?
- b No, thanks.
- c My name's Krzysztof Grzeszak.
- d Good to see you! How about a coffee?

VIDEO 2A 1.4.1 Watch Part 1 of the video without sound. Tick (✓) who says each line.

	Liz	Krzysztof
1 'Good morning. How may I help you?'		
2 'I'm here to see Yumiko Kobayashi.'		
3 'Sorry, could you repeat that, please?'		
4 'Have a seat, please.'		
5 'Would you like some tea or coffee?'		
6 'Milk, please. No sugar, thanks.'		

B Watch Part 1 of the video with sound. Check your answers.

3A 1.4.2 Watch Part 2 of the video. Which of these items are in the video?



tablet



photocopier



laptop



coffee machine



whiteboard



printer

B Is the receptionist and Krzysztof's conversation formal or less formal? And Yumiko and Krzysztof's conversation?

4 Watch the video again. Match 1–5 with a–e and 6–10 with f–j.

- | | | | |
|---------------------|------------------------------|-------------|------------------------|
| 1 Could you | a a seat, please. | 6 How about | f really well, thanks. |
| 2 Have | b keep you waiting. | 7 How | g a coffee? |
| 3 Ms Kobayashi will | c repeat that, please? | 8 I'm | h you. |
| 4 Sorry to | d see you again! | 9 Please | i come in. |
| 5 Good to | e be ready in a few minutes. | 10 After | j are you? |

Speaking

> WORKPLACE VISITS

Formal language

Greetings

Good morning. How may I help you? I'm here to see Mr Lee. My name's Ella Jones.
I'm sorry, he's not at his desk.

Exchanging information

What's your name, please? It's Michael Connery.
Could you repeat that, please? Yes, it's Michael Connery.
Could you spell that, please? Sure. M-I-C-H-A- ...

Offers

Have a seat, please. Thank you.
Would you like some tea or coffee? Coffee, please. Thanks.
Would you like milk or sugar? Milk, please. No sugar, thanks.

Less formal language

Greetings

Hello! Good to see you again! Good to see you, too!
How are you? I'm really well, thanks. How about you?

Offers

How about a coffee / a tea / some water? No, thanks. / Yes, please.
Please come in. OK, thanks.
After you. Thanks.

T Teacher's resources:
extra activities

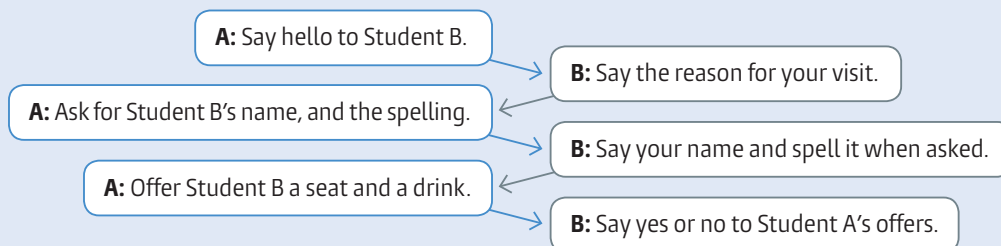
5 Work in groups of three. Write two dialogues.

Student A: You work at reception.

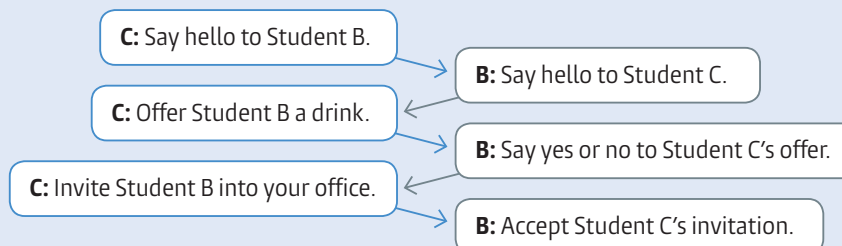
Student B: You visit Student C.

Student C: Student B visits you.

Dialogue 1



Dialogue 2



6 Practise the dialogues from Exercise 5.



Lesson outcome

Learners can introduce themselves in a new job for the first time, meet new colleagues and complete an employee profile.

Arriving

1 Work in pairs. It's your first day in a new job. Take turns being Student A and Student B.

Student A: You're the receptionist.

- Say hello to Student B.
- Ask for Student B's name, and the spelling.
- Offer Student B a seat and a drink.

Student B: You're the new employee.

- Say the reason for your visit.
- Say your name and spell it when asked.
- Say yes or no to Student A's offers.

Meeting human resources

2A Work in new pairs. Take turns being Student A and Student B. Follow the conversation outline below.

Student A: You are the Human Resources Manager. You know Student B.

Student B: You're the new employee. You know Student A.

Student A - Human Resources Manager

Say hello. Say sorry to keep Student B waiting.

Ask how Student B is.

Answer, and then offer Student B a coffee.

Invite Student B into your office.

Student B - new employee

Say it's no problem and it's good to see Student A.

Answer, then ask how Student A is.

Say yes or no to Student A's offer.

Say thank you.

B Work in the same pairs. Student A: Look at page 113. Student B: Look at page 115.

C Change roles. Student A: Look at page 115. Student B: Look at page 113.

Meeting other team members

3 Work in groups of three. Use your real name and nationality.

Student A: You're the Human Resources Manager. Introduce Student B and Student C.

Student B: Say hello to Student C and ask where he or she is from.

Student C: Say hello to Student B, answer his/her question and ask where he or she is from. Also ask where Student A is from.

Completing your employee profile

4 Write information about yourself.



Employee profile

Surname ¹ _____ **First name** ² _____

Gender: ³male female other **Nationality** ⁴ _____

Marital status: ⁵single married other

Email address ⁶ _____

Phone / mobile / cell number ⁷ _____

Emergency contact number ⁸ _____

ID card or passport number ⁹ _____

Start date _____