

Coursebook

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A2+



Business Partner

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Review p.111



Introduction for learners

Why ... Business Partner?

Our research showed that:

- You study business English in order to communicate better in your workplace.
- To achieve this, you need to improve your knowledge of the English language that is used in the workplace, and also develop key communication skills.
- You need a flexible course which you can adapt to suit your needs.

Business Partner focuses on delivering a balance of language and skills training that you can use to improve your work, studies or job search.

Why ... skills training?

Language is only one aspect of successful communication. You also need to understand different business situations and be aware of different ways of communicating, especially when working with people from different cultures.

In *Business Partner*, every unit has a lesson on 'Communication skills' and a lesson on 'Business skills':

- 'Communication skills' (Lesson 3) means soft skills such as *small talk, solving workflow problems and supporting a colleague*.
- 'Business skills' (Lesson 4) means practical skills such as *starting a meeting, presenting results and being positive in meetings*.

Why ... authentic content?

Business Partner is based on authentic videos and articles with a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English. You can hear and read about the real world to understand better the world of work.

Why ... video content?

Business Partner has two videos in every unit:

- an authentic video in Lesson 1, based on real-life video clips and interviews suitable for your level of English. These videos show interesting business documentaries.
- a dramatised Communication skills video in Lesson 3 (see p.6 for more information). These videos show different skills and behaviours in professional situations.

Why ... flexible content?

This course can be adapted to your needs.

- Each unit and lesson works independently, so you can focus on the topics, lessons or skills which are most relevant to you.
- You can then use the extra activities and additional materials in MyEnglishLab to work more on the aspects that are important to you.



What's in the units?

Lesson outcome and self-assessment


- Each lesson starts with a Lesson outcome and ends with a short Self-assessment section: this is to help you think about the progress that you have made.
- You can find detailed self-assessment tasks and suggestions for extra practice in MyEnglishLab.

Vocabulary

The main topic vocabulary is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. You will get lots of opportunities to use the vocabulary in discussions and group tasks.

Functional language

Functional language includes phrases to deal with *giving and receiving feedback, managing questions and making requests*). Learning functional language helps you communicate in real work situations in English. You will practise the language in group speaking and writing tasks.

-  There is a Functional language bank in MyEnglishLab. You can quickly look at lists of useful language when preparing for a work situation, such as a meeting, presentation or interview.

Grammar

The approach to grammar is flexible: you can spend a lot of time on grammar or only consolidate when you need to.

- There is one main grammar point in each unit, in Lesson 2.
- There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice.

There is more information on these grammar points in the Grammar reference section at the back of the coursebook (p.119).

Listening and video

- There are lots of listening activities to help you develop your 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.
- Lessons 1 and 3 are based on video.
- In four of the eight units, Lesson 2 is based on audio.
- In all units, you also work with audio recordings in Lesson 4 and the Business workshop.

Reading

There are authentic texts and articles, mainly from the *Financial Times*. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop.

L There is also a Reading bank in MyEnglishLab, with a longer reading text for every unit and comprehension activities.

Speaking

There are collaborative speaking tasks at the end of Lessons 1, 3, 4 and the Business workshop in every unit. You can practise the language and the skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own situation.

Writing

- Lesson 5 in every unit has a model text and practice in a business writing skill. There is a wide range of genres such as emails, short messages or presentation slides.
- There are also short writing tasks in Lesson 2 with grammar practice.

L There is also a Writing bank in MyEnglishLab, with models of different types of business writing and useful phrases.

Pronunciation

- There are two pronunciation points in every unit. Pronunciation points are linked to the content of the unit – usually to a video/audio presentation or to a grammar point.
- The pronunciation presentations and activities are at the back of the coursebook (p.112), with signposts from the relevant lessons. This section also includes an introduction to pronunciation with British and U.S. phonetic charts.

Reviews

There is a one-page review for each unit at the back of the coursebook (p.104). 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** 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.

L **Signposts for learners** indicate that there are additional interactive activities in MyEnglishLab.

→ page 000

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

MyEnglishLab

There is a code on the inside cover of this book. Use it to access MyEnglishLab.

There are two versions of the course (look on the front cover to see which one you have):

Digital Resources powered by MyEnglishLab including: downloadable coursebook resources, all video clips, all audio recordings, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional language bank, Writing bank and My Self-assessment.

Full content of MyEnglishLab: all of the above, plus the full self-study interactive workbook with 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 Communication skills videos (in Lesson 3 of each unit) show the skills you need to work in teams, especially with people from different cultures.

In each Communication skills lesson, you will:

- 1 watch a set-up video which introduces the main characters and challenge of the lesson.
- 2 watch different approaches to a situation (Video A and Video B).
- 3 answer questions about each approach before watching the conclusion.

There is a storyline running through the eight units, with the main characters appearing in different situations. However, you can watch each clip separately and do each lesson independently; you will still understand the story.

Communication skills video storyline

TGC is an Irish HR consultancy firm. They advise companies on different aspects of their business: recruitment, learning and development and company strategy. The company is growing and recently hired four new people. In the eight units of the book we see the characters in various work-related and social situations.

Characters

Jasmine Wilson (American) Associate Consultant (units 1, 4, 5, 6, 7, 8)

Azra Kaya (British) Consultant (units 1, 3, 5, 6, 7)

Alex Schmidt (German) Consultant (units 1, 2, 5, 6)

Shaun Kelly (Irish) Senior Consultant (units 1, 2, 3, 4, 5, 7, 8)

Thiago Silva (Italian) Associate Consultant (units 1, 3, 4, 5, 6, 7, 8)

Orla Murphy (Irish) Senior Consultant (units 1, 4, 5, 7, 8)

Graham O'Brien (Irish) Managing Director (units 1 and 4)

Ethan Firth (British) Recruiter (units 1 and 4)

Della O'Reilly (Irish) Office Manager (unit 8)

Nick Walsh (British) Head of HR at Zapna Clothing, TCG's client (unit 2)

Michael (or 'Mike') Hammond (British) Recruiter (unit 4)

Caroline Smith (British) Recruiter (unit 7)



Video context by unit

1 Small talk

Video synopsis: Senior management have invited new starters to a welcome dinner.

2 Checking and clarifying

Video synopsis: Shaun and Alex are meeting a client, Zapna Clothing.

3 Solving workflow problems

Video synopsis: Thiago is late with a report for Shaun.

4 Making group decisions

Video synopsis: Shaun is trying to persuade the team to get involved in reverse coaching.

5 Negotiating team roles

Video synopsis: Orla is building a team to work on a new project.

6 Supporting a colleague

Video synopsis: Thiago, Azra and Alex try to encourage and motivate Jasmine.

7 Giving explanations

Video synopsis: The company is introducing a new procedure for claiming expenses.

8 Giving and receiving feedback

Video synopsis: Thiago has his mid-year review meeting with Orla.

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: p.88

Review 1: p.104

Pronunciation: 1.2 The letter ‘r’
1.3 Showing interest in small talk p.114

Grammar reference: p.119

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  1.1.1 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

 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.

- 1 They made a _____ for two rooms, but when they arrived, only one was available.
- 2 I took a thirteen-hour _____ from Madrid to Buenos Aires.
- 3 We need to hire a _____ to take ten people from the airport to the conference centre.
- 4 He usually uses a _____ to get a car from one meeting to the next.
- 5 I arrived 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.
- 8 The _____ of the apartment is perfect – near the office and the station.
- 9 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 abroad for work trips quite often. | a a flight or plane that travels a short distance |
| 2 I take several short-haul flights each year. | b the action of bringing a plane down to the ground after being in the air |
| 3 The flight was delayed by two hours. | c to or in another country |
| 4 The captain said that we were ready for landing . | d the action of leaving a place, especially 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 _____ |
| 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

Speaking and writing 10A 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"> • food (€€): meat on the grill • entertainment: country band • up to 200 guests • staff: 12 	<ul style="list-style-type: none"> • food (€€€): fish • entertainment: singer with guitar • up to 150 guests • staff: 15 	<ul style="list-style-type: none"> • food (€€€€): a choice of meat, fish or vegetable pie • entertainment: jazz band • up to 300 guests • 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.

Functional language Making small talk

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

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

Jasmine: ² _____. I'm from Boston. I went ³ _____ there. Do ⁴ _____?

Thiago: No, I've never been, but ⁵ _____.

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.

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

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

TASK

- 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.