**Teacher's
Resource Book**

Maria Karyda

A2+

Business
Partner

Coursebook contents

Contents

Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

• are interesting and relevant to their life experiences.
• match their learning needs and priorities.
• are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability**, **flexibility** and **learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

• 'Communication skills' (Lesson 3) provides the soft skills needed in order to work effectively with people whose personality and culture may be different from your own. This includes teamwork, decision-making and influencing skills.
• 'Business skills' (Lesson 4) provides the practical skills needed in different business situations, such as taking part in meetings, presentations and negotiations.

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on and extend material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class as well as activities which draw attention to useful language in reading texts.

T ❭ Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

T ❭ Teacher's resources: alternative video and activities

Alternative videos with worksheets are available for lessons 3.1 and 8.1 and are clearly signposted. You can use them in the classroom as an alternative approach to the topic in Lesson 1, depending on your students' needs.

L ❭ The text messages and email contain examples of the Present Continuous. Go to MyEnglishLab for optional grammar work.

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic, or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

➤ **page 112** See Pronunciation bank   Pronunciation activities are included at the back of the book. This allows teachers to focus on aspects of pronunciation which are most useful for their students.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Functional language bank

You can use these resources as and when needed with your classes. The Photocopiables further activate and practise, vocabulary from Lesson 1 and grammar from Lesson 2 as and when needed.

The Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams. The Writing bank provides supplementary models of professional communication and the Functional language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in 8 business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Approach to language and skills

Business Partner offers fully integrated skills, including the essential critical thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Functional language (such as making small talk, solving problems, rescheduling appointments on the phone,) supports learners' capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Functional language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their comprehension skills and to hear target 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 (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with a significant number of audio recordings in Lesson 4 and the Business workshop.

Grammar The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to. There is one main grammar point in each unit, presented and practised 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. Both grammar points are supported by the Grammar reference section at the back of the Coursebook (p.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of authentic texts and articles from a variety of sources, particularly the *Financial Times* and the Nikkei Asian Review. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop. There is a Reading bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as slides, letters, intranet updates and emails, and for different purposes, including formal and informal communication, explaining, confirming arrangements, making updates. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

Pronunciation Two pronunciation points are presented and practised in every unit. Pronunciation points are linked to the content of the unit – usually to a video or 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.

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include dealing with a problem, negotiating roles, giving explanations.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-service learners who may not have direct experience of the particular situations they are about to see. In each of these videos students watch two videos (Video A and Video B) in which a different communication style is used. These options give students the opportunity to engage in critical viewing of each option and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allows students to evaluate their own progress and encourages them to persevere in their studies. Formal testing offers a more precise value on the progress made on their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also section on the Global Scale of English and the Learning Objectives for Professional English.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; they are structured to reflect the modularity of the course.

Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains extra professional English practice activities. The content and level of the tasks match the Coursebook so they can also be used as additional revision material.

The Global Scale of English

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
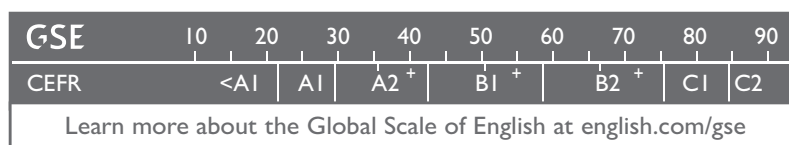
Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher's Resource Book in the Teaching notes. These Learning Objectives are also listed in the Self-assessment sheets available to students in MyEnglishLab. (See also Self-assessment above in Approach to testing and assessment.)

Course structure

Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print	Teacher's Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Pearson English Portal	Coursebook with MyEnglishLab

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab, and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:
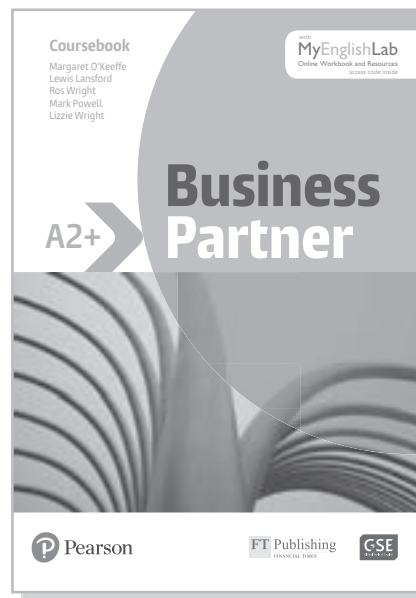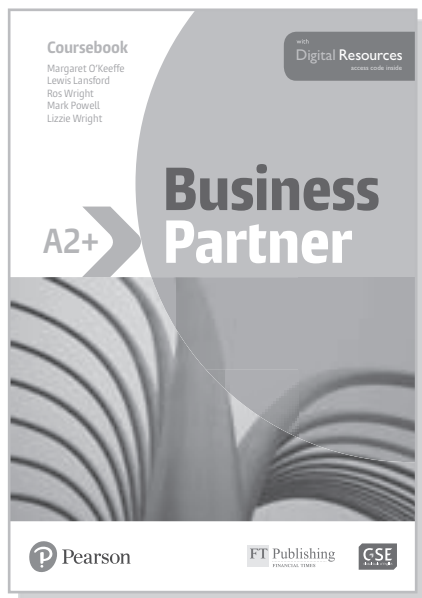
Digital Resources includes downloadable coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional Language bank, Writing bank, and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

Components for the learner

Coursebook
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

Coursebook video and audio material is available on MyEnglishLab.
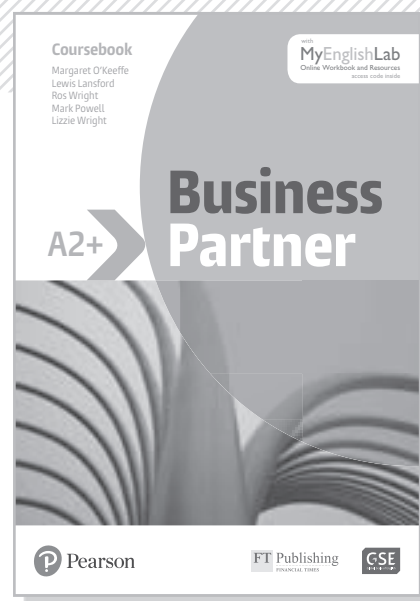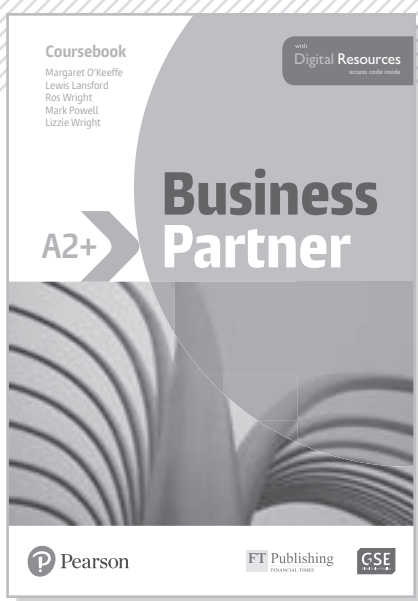
Coursebook
Margaret O'Keeffe
Lewis Lansford
Ros Wright
Mark Powell
Lizzie Wright

with **Digital Resources**
access code inside

A2+ **Business Partner**

Pearson | FT Publishing FINANCIAL TIMES | GSE

Coursebook
Margaret O'Keeffe
Lewis Lansford
Ros Wright
Mark Powell
Lizzie Wright

with MyEnglishLab
Online Workbook and Resources
access code inside

A2+ **Business Partner**

Pearson | FT Publishing FINANCIAL TIMES | GSE

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab
- Video clips
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Functional language bank
- Extra professional English practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab
- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank.
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.

Workbook
Madeleine Williamson

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Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments

- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Functional language bank – useful phrases for different business situations, e.g. meetings, interviews
- Videoscripts and audioscripts
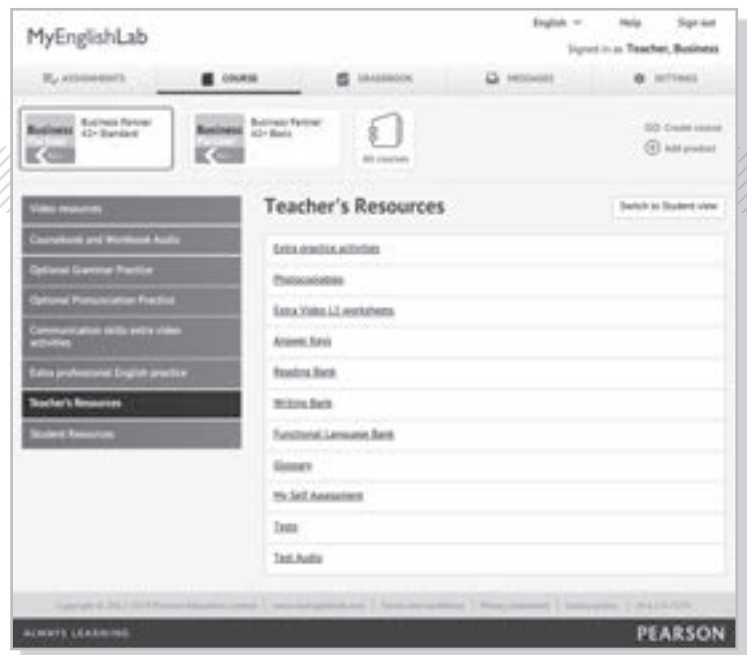
MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

Coursebook resources
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- Extra professional English practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources
- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

Teacher's Book resources
- Alternative video (Units 3 and 8) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

Tests
- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)

Unit overview page ❯

1 ❯ A well-known or provocative quote related to the unit topic is provided as a talking point. There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.

2 ❯ The Unit overview summarises the contents of each lesson as well as the lesson outcomes.

3 ❯ Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

Business location 2 ❯

1 *'Be sure you put your feet in the right place, then stand firm.'*
Abraham Lincoln

2 ❯ **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

3 ❯ **Business workshop 2:** p.90 | **Review 2:** p.105 | **Pronunciation:** 2.1 Syllables and stress 2.2 Stress in noun phrases p.114 | **Grammar reference:** p.119

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Lesson 1 ➤

The aims of this lesson are:

- to engage students with the unit topic through a video based on authentic material.
- to present and practise topic business vocabulary, drawing on vocabulary from the video.
- to encourage students to activate the language they have practised in a group project.

2.1 ▸ Dovetailed in Cambridge

① Lesson outcome — Learners can use vocabulary related to places of work and business locations.

② 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?

③ 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.**

- ☐ cheap location
- ☐ international city
- ☐ can work with other companies
- ☐ good public services (schools, hospitals, etc.)
- ☐ can work with the university
- ☐ salaries lower than other places
- ☐ nice place to live
- ☐ easy to travel to London

3 Watch the video again and answer the questions.

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

④ Ⓣ 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 **⑤**

5 Look at these extracts from the video. Match the words in bold with the definitions.

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

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

> 18 ‹

2.1 ▸ Dovetailed in Cambridge

6 Replace the underlined phrase in each sentence using the words and phrases in the box.

> car park convenient facilities headquarters (HQ) port warehouse

1 This is the place where we store large quantities of our products.
2 The transport company is close to the place where the ships arrive and leave.
3 The place with spaces for people to leave their vehicles outside the office is very small.
4 The train station is very close and easy to reach.
5 Google's main offices are in Mountain View, California.
6 The conference rooms, equipment and services at the hotel are excellent.

7 Match the facilities with the examples. Can you think of another example for each?

1 office facilities
2 hotel facilities
3 sports and leisure facilities

a 24-hour reception, car park, room service, free wi-fi
b swimming pool, gym, football stadium, park
c car park, printers, meeting rooms, staff kitchen

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

1 Where are the most expensive *rents / locate* for office space in your town or city? Where are the cheapest? Why is this?
2 Which part(s) of your town or city have good *access / close* to an airport / a port / a motorway? How does this help a business?
3 What are the best *headquarters / facilities* where you work or study?
4 What sports and leisure facilities are there *close / access* to your home?
5 Where would you *locate / convenient* a new hotel in your town or city? Why?
6 How good are the transport *links / ports* in your town? What would make them better?

B Work in pairs or small groups. Discuss the questions in Exercise 8A.

Ⓣ Teacher's resources: extra activities

⑥

⑦ ➤➤ **PROJECT: Location, location, location**

9A Work in pairs or small groups. You are going to research the location of a company in your town or city. Choose from one of these options or use your own idea.

> an airport   a bank   a factory   a gym
> the headquarters of a company   a hospital
> a luxury hotel   a restaurant   a shop
> a transport company   a university   a warehouse

B Find out why the company chose that location. Describe the advantages of the location. Are there any disadvantages?

C Present what you found out about the location to another pair or group.

⑧ 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.

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① ➤ The Lesson outcome defines a clear learning outcome for every lesson. Each Lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

② ➤ Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.

③ ➤ Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.

④ ➤ Ⓣ ➤ Teacher's resources: extra activities   Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
Ⓣ ➤ Teacher's resources: alternative video and activities   Alternative videos with worksheets are available for some units and are clearly signposted.

⑤ ➤ The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.

⑥ ➤ Follow-up questions provide an opportunity for personalisation.

⑦ ➤ The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.

⑧ ➤ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Lesson 2 › Reading or Listening

The aims of this lesson are:

- to provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- to present and practise the unit grammar point, drawing on examples from the text.
- to encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

2.2 › Visiting Singapore

2.2 ›| Visiting Singapore

① Lesson outcome — Learners can use *enough* and *too* to express sufficiency and insufficiency.

② Lead-in — **1A** Work in pairs or small groups. Do you ever visit any of these places?

aquarium bird park city zoo ski resort theme park wildlife park

B Tell each other about a visit to one of these places.

→ page 114 See Pronunciation bank: Stress in noun phrases

Reading — **2** Read the article quickly and choose the best headline.

1. Singapore opens more parks in the city centre
2. Singapore creates a tropical wildlife paradise
3. Singapore offers more shopping experiences
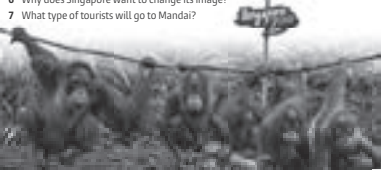
3 Read the article again and answer the questions.
1. What are the names of the five parks in the Mandai project?
2. Which of the Mandai parks are already open?
3. How long do tourists usually stay in Singapore?
4. Why is the government creating the Mandai project?
5. What type of rooms will the Banyan Tree resort offer?
6. Why does Singapore want to change its image?
7. What type of tourists will go to Mandai?

T Teacher's resources: extra activities

③ NIKKEI ASIAN REVIEW

JUSTINA LEE, Nikkei staff writer

Singapore is creating an eco-tourism hub* with five wildlife parks in Mandai, in the northern part of the country. Mandai is already home to the Singapore Zoo, the Night Safari and the River Safari, which opened in 2014. The famous Jurong Bird Park in the southwestern side of the country is now [1]too small. It will soon relocate to a site in Mandai, which is [2]big enough for the 5,000 birds that come from 400 species. In addition the new Rainforest Park will open in a few years. Within the hub, there will also be conservation projects for endangered species.

Singapore is a stopover for visitors going to other parts of Asia or travelling from Europe to Australia. Most holidaymakers feel three or four days is [3]enough time to see the country. The government wants to attract tourists to less visited parts of the city and get them to stay longer. It hopes the Mandai project will receive more than 10 million visitors each year.

Luxury resort operator Banyan Tree will open its eco-resort with around 400 rooms in Mandai by 2023. Apart from the standard and family rooms, visitors will also be able to stay in treehouses and cabins that will provide a unique experience. Visitors can also go on nature walks.

The government wants Singapore to offer more than the usual shopping and dining experiences to attract tourists. Today there is [4]too much competition from online shopping and bigger destinations in Asia.

Seshan Ramaswami, associate professor of marketing education at Singapore Management University, said the Mandai project and Banyan Tree resort will appeal to travellers who want 'to experience nature in a sophisticated urban environment.'

› 20 ‹ *hub: the most important part of an area, system or activity that other parts are connected to

Grammar — *enough* and *too* **④**

4 Look at the underlined phrases (1–4) in the article. Match them with the meanings (a–d).
a it is as big as it needs to be   c it is not as big as it needs to be
b it is more than needed or wanted   d it is a good amount of time to do what is needed or wanted

1 Great theme park with enough attractions for all ages!

2 There are too many people in summer! It's too hot to queue for hours.

5 Look at these comments on a review site about a theme park. Which visitors were satisfied? Which visitors were not? Why?

3 A day isn't long enough to do and see everything. Fantastic!

4 Too many shops and not enough rides!

5 My children weren't tall enough to go on the best rides.

6 Look at the underlined phrases in the article and the sentences in Exercise 5. Choose the correct options.
1 (**not**) *adjective / noun* + **enough**
2 (**not**) **enough** + *adjective / noun*
3 **too** + *adjective / noun*
4 **too many** + *countable / uncountable* noun
5 **too much** + *countable / uncountable* noun

→ page 119 See Grammar reference: *enough* and *too*

7 Put the words in the correct order to complete the sentences.
1 This office _____ for six people. enough / big / isn't
2 The station _____ to walk. too / is / far
3 Are there _____ everyone? attractions / for / enough
4 There _____ to finish the presentation. time / wasn't / enough
5 There are _____ waiting. customers / many / too
6 It's _____ for one person. too / work / much

8A Complete the dialogue with *(not) enough, too, too many* and *too much*.
A: Is there [1]_____ space in this room for the meeting?
B: Yes, but I think there are [2]_____ chairs.
A: You're right! I'll move some next door.
B: And it's [3]_____ hot in here, isn't it? Let's open the windows.
A: Oh no! There's [4]_____ noise from outside. I'll put the air conditioning on.
B: OK! I see there are [5]_____ glasses. I'll get some more from the kitchen.
A: Is there [6]_____ time to make some photocopies?
B: Yes! We have lots of time. It's still [7]_____ early for people to arrive.

T Teacher's resources: extra activities

B ◀ 2.01 Listen and check your answers to Exercise 8A.

⑤ Speaking and writing — **9** Work in pairs or small groups. What would you say in these situations? Use *too* and *(not) enough*.

1 You went to bed at 2 a.m. last night and got up at 7 a.m. this morning. You are having difficulties concentrating on your work/studies now.

2 You arrived late for lunch in the canteen. There was one person serving a long queue of customers. The only dessert option was apples. All the tables were occupied or had dirty plates on them.

10 Choose one of these options. Write 80–100 words and use *too* and *(not) enough*. 1) Write an email complaining to the canteen manager at work. Explain some recent problems with the canteen. 2) Write a short online review for a tourist attraction (e.g. a park or museum), hotel or restaurant.

⑥ 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.

› 21 ‹

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① The Lesson outcome defines a clear learning outcome for every lesson.

② Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level. This section includes pre-teaching of vocabulary needed for the reading or listening to come.

③ The reading text is generally an article, often from the *Nikkei Asian Review* or *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle, and it contains examples of the grammar point presented.

④ There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to examples in the reading (or listening) text, followed by controlled practice.

⑤ Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.

⑥ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 3 ▸ Communication skills

The aims of this lesson are:

- to introduce students to the skills needed to interact successfully in international teams.
- to encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- to present and practise functional language associated with the communication skill in the lesson.

2.3 ▸ COMMUNICATION SKILLS
Checking and clarifying

(1) Lesson outcome Learners can check, confirm and clarify information using a range of expressions.

(2) Lead-in **1A** Work in pairs. Think about the last meeting or discussion you took part in at your place of work or study. How many of these people attended your meeting? Think of two or three more.
1 The person who always arrives late.
2 The person who talks a lot but is very unclear.
3 The person who takes lots of notes.
4 The person who spends a lot of time looking at their mobile phone.

B In small groups, discuss where on the line you would put the people in Exercise 1A. Explain your choice.

Least annoying ——————— Most annoying

(3) VIDEO **2A** ▶ 2.3.1 Watch the video as Shaun and Alex prepare to meet their client, Nick from Zapna Clothing. Answer the questions.
1 What is the purpose of the meeting?
2 What type person in Exercise 1A does Shaun say Nick is?

B How easy do you think it will be for Shaun and Alex to get the information they want from Nick?

Video A ▶ 2.3.2 **3A** Watch Video A and complete as much of the information sheet as you can. How do you think Shaun and Alex feel about the meeting now? Why?

(4)

Candidate Profile Form		TGC THE GALLAGHER CONSULTANCY
Company name	Zapna Clothing	
Job title	Assistant Manager	
Location	Poznań, Poland	
Contract type	¹replacement / maternity cover / new post	(circle)
Contract length	²_____ months	
Experience	³_____	
Language(s) spoken	English and ⁴_____	
Language level	⁵basic knowledge / working knowledge / fluent	(circle)
Package offered	bonus scheme	⁶(tick) ☐
	subsidised staff canteen	☐
	gym membership	☐
	private healthcare	☐
	pension	☐
Relocation package	⁷Yes / No / Needs further discussion	(circle)
No. of candidates for interview	6 maximum	

B What can Shaun and Alex do to get the information they need from Nick?

Video B ▶ 2.3.3 **4A** Watch Video B and complete the rest of the information sheet in Exercise 3A. How do you think Shaun and Alex feel about the meeting now?

B What did Shaun and Alex do to improve their communication with Nick? Compare your answers with your ideas in Exercise 3B.

5 ▶ 2.3.4 Watch the Conclusions section of the video and note the main points the speaker makes about checking and clarifying information.

(5) Reflection **6** Think about how you check and clarify information in English. In pairs, discuss how you could improve your skills.

(6)

▸ 22 ◂

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(7) 2.3 ▸| Communication skills: Checking and clarifying ◂ ■ ■ ◻ ■ ■ ▸

Functional language **Checking and clarifying**

7A Watch Video B again and complete these expressions for checking and clarifying.
1 So Nick, _____ _____ _____ _____ you want someone with logistics experience?
2 And _____ _____ _____ _____, you're looking for someone with a good language level?
3 _____ _____ _____ you want to hire someone locally?
4 Yes, you said that, but _____ _____ _____ _____ _____ _____?
5 There's an international airport not far from Poznań, _____ ?
6 _____ _____ _____, it's a sensitive topic.

B Match the responses (a–f) with the correct questions in Exercise 7A.
a No, not necessarily, but they must be prepared to move.
b Exactly; fluent in English and Polish.
c That's right, Poznań has its own airport.
d Yes, of course. We understand.
e Correct, but they also need a diploma in management.
f I mean there's a good bonus scheme and a subsidised staff canteen.

Tip You can use *Right*, *That's right*, *Correct* and *Exactly* to confirm information.

8 Put the words in the correct order to make sentences.
1 you / for / confirm / us / just / can / that / ?
2 I / what Tim / think / means / is / the best candidate / that / won't live locally
3 relocation / what / package / you / by / do / mean / ?
4 right / that / is / ?
5 you say / it's a / what / sensitive topic / when / you / do / mean / ?

(8) T Teacher's resources: extra activities

(9) ▸TASK

9A Work in two groups. Group A: Look at page 128; Group B: Look at page 138. Read your scenario and prepare for the meeting in your group.

B In pairs, roleplay Scenario 1 using expressions from Exercises 7 and 8 to check, clarify and confirm information. Student A, take the role of the client. Student B, take the role of the TGC staff member and complete the Candidate Profile Form. Exchange roles and roleplay Scenario 2.

C When you have finished, discuss how easy or difficult it was to check, clarify and confirm information in English. Share your experience with the class.

(10) 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.

▸ 23 ◂

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(1)▸ The Lesson outcome defines a clear learning outcome for every lesson.

(2)▸ Every Communication skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level and to set-up the video which follows.

(3)▸ The Communication skills training video introduces learners to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality. There is a storyline running through the eight units, with the main characters appearing in different situations. Note: Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.

(4)▸ In each Communication skills lesson, you will:
a watch a set-up video which introduces the main characters and challenge of the lesson;
b watch the main character approach the situation in two different ways (Options A and B);
c answer questions about each approach (Option A and Option B) before watching the conclusion.

(5)▸ Students work alone on a short reflection activity. The approach to this reflection activity may change to suit each lesson. The idea is to encourage students to think about communication styles and their implications.

(6)▸ The lesson to this point works as a standalone lesson for teachers who have a limited amount of time to work on communication skills. In other teaching situations, the lesson can be extended using the activities on functional language.

(7)▸ This page presents and practises a set of useful functional language from the video in the Communication skills lesson.

(8)▸ T Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.

(9)▸ The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.

(10)▸ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 4 ❯ Business skills

The aims of this lesson are:

- to give students exposure to a functional business skill or sub-skill using a listening comprehension, encouraging them to notice successful and unsuccessful techniques.
- to present and practise relevant functional language drawing on examples from the listening.
- to encourage students to activate the skill and language they have practised by collaborating on a group task.


2.4 ❯ BUSINESS SKILLS
Starting a meeting

① Lesson outcome Learners are able to use a variety of expressions to open meetings.

② Lead-in 1A In pairs, discuss the questions.
1 What kind of meetings do you attend at your place of work or study?
2 What topics do you usually discuss during meetings in your place of work or study?
3 Are your meetings always successful? Why? / Why not?

B Look at the list of reasons why meetings are sometimes unsuccessful. Discuss whether you agree or disagree, and why. Add two or three more reasons.
1 The meeting doesn't have a clear purpose.
2 Some people are not invited to the meeting.
3 The chairperson has no control over who speaks, or for how long.
4 People are not prepared for the meeting.

C Discuss your ideas in Exercise 1B with another pair. What can make meetings more successful?

③ Listening 2A Josh and Samia are discussing the next staff meeting. Before you listen, match the words and phrases (1–6) with the correct definitions (a–f).
1 action point
2 agenda item
④ 3 AOB (Any Other Business)
4 deadline
5 minutes
6 matters arising

a a written record of what people say during a meeting
b the time when something must be finished by
c something that will be discussed during the meeting
d the time when you can ask questions about the previous meeting
e a task for someone to do after the meeting
f things that need to be discussed but are not included on the agenda

B ◀ 2.02 Listen to Josh and Samia discussing the meeting and complete the agenda (a–f). How do you think they feel about the meeting?

Staff Meeting
8 December (15.00–16.30) Room 2. Chair: Don A.

DRAFT AGENDA

Item	Responsible	Time
1 Matters arising		15.00–15.10
2 Staff reports	All	15.10–15.25
3 ᵃ____	Mike	15.25–15.35
4 ᵇ____	ᶜ____	15.25–15.45
5 Micro-kitchen	Deirdre	15.45–16.00
6 ᵈ____	ᵉ____	16.00–16.15
7 AOB		16.15–16.30
8 ᶠ____		16.30

❯ 24 ❮

2.4 ❯❙ Business skills: Starting a meeting

3A ◀ 2.03 Listen to part of the meeting and decide if the sentences are *true* (T) or *false* (F). In pairs, correct the incorrect sentences.
1 Everyone is on time for the meeting except Josh.
2 Harry has just joined the team.
3 Harry agrees to manage the timing of the meeting.
4 Ellen doesn't want to take the minutes.
5 The team discussed the micro-kitchen idea during the last staff meeting.
6 The budget for the micro-kitchen is more than 500 pounds a month.

B Listen again and complete the expressions.
1 Right, so let's ____ .
2 Does anyone want to add anything ____ ?
3 Harry, ____ you to be time-keeper?
4 And could I have a volunteer to ____ ?
5 So, ____ to item 5: this is Deirdre's point, I think.
6 The reason ____ discuss this ____ agree on a budget.

⑤ Functional language Opening a meeting, referring to the agenda and stating purpose

4A Look at these expressions from the meeting. Match the beginnings (1–8) with the endings (a–h).
1 I'd like to start
2 Nice to see everyone, and
3 So, one reason for meeting is to
4 Does everyone have
5 The main aim today is to
6 Could I have a volunteer
7 Let's look at
8 Sorry, can we just go back

a item 1, Matters Arising.
b to item 2?
c introduce you all to Harry.
d on time.
e a copy of the agenda?
f catch up before the holidays.
g welcome back to Ellen.
h to take the minutes?

B Complete the table with the expressions from Exercise 4A.

Opening a meeting	Stating purpose	Giving tasks	Referring to the agenda
I'd like to start on time.			

⑥ T Teacher's resources: extra activities

C Add the expressions in Exercise 3B to the correct section of the table.

⑦ 5A Work in groups of four. Write up an agenda for a meeting.

B Work in different groups of four. You are going to take turns to chair the opening of a meeting. Use your agendas from Exercise 5A to chair your meetings.

- Open the meeting
- Welcome and introduce everyone
- Give roles – minute-taker, time-keeper
- Discuss the agenda
- Explain the purpose of the meeting and/or one or two agenda items

❯ **TASK**

C When you have finished, discuss how easy or difficult it was to open a meeting in English. Share your experience with another group.

⑧ 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.

❯ 25 ❮

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①❯ The Lesson outcome defines a clear learning outcome for every lesson.

②❯ Every Business skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.

③❯ An original listening comprehension introduces the business skill and related key techniques and key functional language.

④❯ Listening comprehension activities check that students have understood the meaning of key concepts or vocabulary, and move on to listening for detail.

⑤❯ The section on Functional language offers presentation and practice of a set of useful functional language related to the business skill of the lesson. The language exponents come from the audioscript, and common tasks include gap-fill activities.

⑥❯ **T Teacher's resources: extra activities** The optional extension activities for this lesson provide controlled practice of the functional language and additional listening practice using the lesson listening text.

⑦❯ The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.

⑧❯ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 5 ⟩ Writing

The aims of this lesson are:

- to present and practise a specific aspect of business writing, focusing on either genre, function or register.
- to present and practise relevant functional language, drawing on examples from the model text.

2.5 ⟩ WRITING
Short communications

◁ ▪ ▪ ▪ ▪ ▫ ▷

① Lesson outcome — Learners can communicate by text message, write short emails and use abbreviations and shortened forms appropriately.

② Lead-in

1A Read the messages between an estate agent and his secretary and answer the questions.
1 What is the problem?
2 Why does Jeff, the estate agent, want to contact his client, Dana, urgently?

> Hi Jeff. Where are you?
>
> Waiting outside Duke St offices for Dana Matthews.
>
> FYI Dana sent email last night to cancel. She's in Rome. Didn't you see it?
>
> No. She needs to see offices ASAP. Other companies interested, appointment times TBC. Emailing her now.
>
> Are you coming back now?
>
> Yes. With you in 20.

B Read the email reply to Jeff from Dana. What does she want to do?

Hi Jeff,

Thanks for your email and sorry I had to cancel our meeting today. I'm working in Rome at the moment. Back tomorrow, ETA 1800 hrs, so can we rearrange the appointment for Thurs? About 4 p.m.? I'm WFH that day and Duke Street is very close to my apartment.

I hope this is OK for you.

Regards,

Dana Matthews

③ Functional language

2A What do you think the underlined abbreviations in Exercises 1A and 1B mean?

B Match the abbreviation in each sentence to the meaning in the box.

> by the way   close of business
> end of day   to be announced

1 We should get an answer by COB.
2 Will complete report by EOD.
3 Product ready for markets. Launch date TBA soon.
4 Thanks for finishing presentation. BTW, it looks good.

C Look at the table and complete the gaps. Use two to three words in each gap.

Formal	Informal
Use full forms 1_____ outside the Duke St offices. Other companies 2_____ .	**Use shortened forms** Waiting outside Duke St offices. Other companies interested.
Use pronouns Sorry I had to cancel.	**Don't use pronouns** 3_____ to cancel.
Use articles She sent 4_____ last night.	**Don't use articles** Sent email last night.
Use all words I will be with you 5_____ .	**Don't use unnecessary words** With you in 20.

④ T ⟩ Teacher's resources: extra activities

⑤ L ⟩ The text messages and email contain examples of the Present Continuous. Go to MyEnglishLab for optional grammar work.

→ page 120 See Grammar reference: Present Continuous

⑥ ⟩TASK

3A Work in pairs. Read the email on page 127. Discuss how you could shorten it.

B Look at the notes on page 127 and write both an informal text message and a more formal email. Use no more than 50 words for the text and 80 for the email. Abbreviations like BTW (by the way) count as one word.

C Exchange text messages and emails with your partner. Did your partner use the same abbreviations as you? Did your partner use all the techniques in Exercise 2C?

⑦ 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.

⟩ 26 ◁

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① ⟩ The Lesson outcome defines a clear learning outcome for every lesson.

② ⟩ Every Writing lesson starts with a writing model with an associated task. The task often requires students to notice or do something with the language within the model text.

③ ⟩ The functional language is presented in a table summarising useful language associated with the target writing skill, and includes a related activity. The table is likely to be categorised according to the different sections of the writing model. Tasks include completing exponents in the table or identifying which ones are formal and informal.

④ ⟩ **T ⟩ Teacher's resources: extra activities** The optional extension activities for this lesson provide controlled practice of the functional language.

⑤ ⟩ **L ⟩** The text messages and email contain examples of the Present Continuous. Go to MyEnglishLab for optional grammar work.

There is a signpost to the optional second grammar point. Some examples of the target language point are included in the writing model. The teacher's notes include instructions to focus students on the examples before directing them to the activities in MyEnglishLab if they choose to do so.

⑥ ⟩ The lesson ends with at least two writing tasks, from controlled to freer practice.

⑦ ⟩ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Business workshops ❯

The aims of the Business workshops are:

- to simulate a real-life professional situation or challenge which is related to the theme of the unit.
- to provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP 2 ❯ **A new location**

① Lesson outcome Learners can identify the main points in short presentations about business locations and participate in a short meeting to choose a new location.

Background **1** Read the background and answer the questions with a partner.
1 Why do EM Animations need to leave London?
2 Why is Berlin a good place for the company to go?
3 What situation(s) would make you want to move to another country to live and work?

② BACKGROUND

Ewa Kowalska and Mark Anderson started EM Animation Studios four years ago. They began their animation partnership at university, where Ewa studied business and Mark studied animation. After finishing university, they moved to London, where they have a small team of staff. They work on many animation projects including advertisements, software apps and video games. The company now needs more space but rents for bigger offices in the capital are too expensive for them.

Ewa, now CEO, is thinking about moving the company to Berlin. With a population of 3.5 million, Berlin is an exciting, international city in the heart of Europe which offers excellent value. EM Animation Studios will still be able to hire great people from all over the world. Also, with the money they save on rent and other costs, they can attract staff with better salaries and invest more in their business.

③ ④

Offices for rent **2A** ◀)) BW 2.01 Listen to Ewa presenting three possible locations for the new office in Berlin. Put her slides in the correct order.

SLIDE A OFFICE LOCATIONS

SLIDE B OFFICE LOCATIONS: KREUZBERG
- Co-working space in an old ¹_____ in the south of the city.
- ²_____ m² in total with workstations for ³_____ people and meeting rooms.
- Includes high-speed internet, use of ⁴_____, shared kitchen.
- Rent €⁵_____ per workstation/month. No deposit required. Min. rent period ⁶_____. One-month cancellation.

SLIDE C OFFICE LOCATIONS

SLIDE D OFFICE LOCATIONS: MITTE
- Office room in modern building in the ¹_____ of Berlin.
- ²_____ m² large room and ³_____ m² small office for meetings.
- Includes furniture, high-speed internet, ⁴_____ service, shared kitchen.
- Rent €⁵_____/month plus one-month deposit. Min. rent period ⁶_____. One-month cancellation.

SLIDE E OFFICE LOCATIONS

SLIDE F OFFICE LOCATIONS: PRENZLAUER BERG
- Has no ¹_____. Office in old building in ²_____ Berlin.
- ³_____ m² including two _____.
- Includes kitchen, two toilets.
- Rent €⁵_____/month plus ⁶_____ deposit. Min. rent period six months. Three-month cancellation.

T Teacher's resources: extra activities

B Listen again and complete Ewa's presentation slides. Use one to two words in each gap.

3 Discuss the good and bad points of each location. Which would you choose for the company? Why?

A trip to Berlin **4A** ◀)) BW 2.02 Listen to Ewa and Mark discussing the three offices after their visit. Complete the notes.

MITTE OFFICE	PRENZLAUER BERG OFFICE	KREUZBERG OFFICE
Pros _____	Pros _____	Pros _____
Cons _____	Cons _____	Cons _____

B What do you think they should do?

5 Ewa reads this report in a magazine on the flight back to London. What are the possible advantages/disadvantages of Estonia?

World's best places to locate your business

Estonia is a small country with a population of just 1.3 million. This country in northern Europe, which is becoming well-known for advances in technology, was the first in the world to introduce an e-residency scheme with a digital ID card. It allows an e-resident to access digital services without living in Estonia. In business-friendly Estonia, most people speak more than one language and younger people in particular have a high level of English. About one in four residents come from countries close by, including Russia and Finland, as well as professionals from other EU countries and the USA. The capital, Tallinn, famous for its medieval old town, has one of the highest number of start-ups per person in the EU.

T Teacher's resources: extra activities

⑤

❯ TASK Choose a location

6A Work in groups of three or four. You're going to decide on the new location for EM Animation Studios. Decide who is going to be Ewa and who Mark. The other students choose from the roles as other employees. Look at your information and prepare for the discussion.
Ewa: Look at page 138.
Mark: Look at page 131.
Paul: Look at page 133.
Yelena: Look at page 139.

B Hold a meeting and agree on the new location. Consider these points in your discussion.
- The size and type of the space
- The cost and conditions of rent
- The pros and cons of each location
- Your personal preferences

⑥ 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.

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①❯ The Lesson outcome defines a clear learning outcome for every lesson.

②❯ The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.

③❯ Business workshops always include a significant additional listening or reading practice. In many of the workshops, both skills are practised.

④❯ This section includes an activity to check understanding.

⑤❯ The task is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing. The Business workshops provide a good variety of output task types.

⑥❯ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Extra material ❯

Extra coursebook activities (PDFs)
❯ go to MyEnglishLab, Teacher's Resources

Photocopiables (PDFs)
❯ at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Resource Bank: Reading bank, Writing bank, Functional language bank (PDFs)
❯ at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Unit tests, with audio files and answer keys (PDFs and Word documents)
❯ go to MyEnglishLab, Teacher's Resources; also available as Interactive tests.

1 > Travelling for work

Unit overview

	CLASSWORK		FURTHER WORK
1.1 > **Business travel**	**Lead-in**	Students discuss different aspects of travel.	**MyEnglishLab:** Teacher's resources: extra activities
	Video	Students watch a video about different aspects of business travel.	**Teacher's book:** Resource bank Photocopiable 1.1 p.134
	Vocabulary	Students look at vocabulary related to transport, accommodation and travel.	**Workbook:** p.4 Exercises 1–3
	Project	Students roleplay a conference call giving advice to a colleague who is visiting from overseas.	
1.2 > **Events management**	**Lead-in**	Students talk about planning different corporate and social events.	**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
	Listening	Students listen to an interview with an Events Manager.	**Grammar reference:** p.119 Comparatives and superlatives
	Grammar	Students study and practise comparatives and superlatives.	**Pronunciation bank:** p.114 The letter 'r'
	Speaking	Students practise the grammar from the lesson by talking and writing about venues for a party.	**Teacher's book:** Resource bank Photocopiable 1.2 p.135
			Workbook: p.5 Exercises 1–4, p.6 Exercises 1–3
1.3 > **Communication skills:** Small talk	**Lead-in**	Students discuss their views on making small talk.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank
	Video	Students watch a video giving a model for making small talk in professionally related social contexts.	**Pronunciation bank:** p.114 Showing interest in small talk
	Reflection	Students reflect on the conclusions from the video and discuss their own small-talk skills.	**Workbook:** p.7 Exercises 1 and 2
	Functional language	Students look at useful questions for making small talk.	
	Task	Students practise making small talk with colleagues in different situations.	
1.4 > **Business skills:** Dealing with problems	**Lead-in**	Students talk about the first day at a new college/job.	**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
	Listening	Students listen to conversations between a new employee and some of his colleagues.	**Workbook:** p.7 Exercises 3A–B
	Functional language	Students look at useful language for explaining and solving IT problems.	
	Task	Students roleplay a telephone call where they explain and solve IT problems.	
1.5 > **Writing:** Email – Asking for information	**Lead-in**	Students read and complete an email asking for information.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
	Functional language	Students look at useful language for writing emails asking for information.	**Grammar reference:** p.119 *can* and *could* to ask for information
	Task	Students write an email asking for information.	**Workbook:** p.8 Exercises 1–3
Business workshop 1 > A business trip	**Reading**	Students read about an Australian music talent agency.	**MyEnglishLab:** Teacher's resources: extra activities
	Listening	Students listen to phone communications about the details of a business trip.	
	Task	Students write an email rearranging travel plans.	

Business brief

The main aim of this unit is to introduce students to the concept of **travelling for work**. Many employees travel for work; this can be divided into **commuting**, travelling daily to get to and from their place of work, and **business travel**, where certain roles within a company require employees to travel outside the office for research, promotion, meetings, etc.

Recent surveys show that the countries where workers spend the longest time commuting are Kenya, Hong Kong, India and the United Arab Emirates. In these places people commute for around one and a half hours each day. In the UK there has been a significant rise in those who now spend more than two hours on their daily **commute** in the last decade. In contrast, employees in Japan are likely to have the shortest commute globally, with an average of less than forty minutes daily.

While the majority of **commuters** still rely on traditional means of transport like trains and buses to get to work, there has been a rise in the last fifteen years in the use of **car-pooling** and **ridesharing apps**. These apps allow people who are travelling in the same direction to travel in one car. In the case of car-pooling, they are usually work colleagues who live in the same area. Ridesharing apps, on the other hand, allow people who don't know each other to share a car. This is often quicker and less stressful than public transport and reduces the impact of traffic pollution as it means there are fewer cars overall on the road.

Mobile technology has also had an impact on travelling for work, making it possible for **commuters** to use some of their journey time to work. Employees can check and reply to emails, make calls to clients, and even write reports using their smart phones, tablets and laptops while on the move. Some companies also now allow their employees to **work remotely** part of the time, usually from home, in order to avoid travel delays due to long commutes. Effective working from home allows them to manage their time more efficiently.

Although the volume of business travel traffic continues to increase worldwide, recent technological advances mean that **video conferencing** is now frequently used to communicate instead, making it unnecessary for people to meet face-to-face. However, because human communication is both verbal and non-verbal, time invested in actually meeting people and getting to know them still plays a vital role in the success of negotiations. This is particularly true in cross-cultural business situations where nuances in communication can be difficult to pick up or via a computer screen. Furthermore, in some cultures the **small talk** which precedes a face-to-face business meeting is extremely important and this type of **networking** can build stronger **business relationships**.

Business travel can come at a high price for both companies and employees. For businesses, sending employees abroad to do business in person is an expensive part of their budget which they are sometimes forced to reduce to contain costs. Employees who travel a lot for work find that the experience is often far from glamorous. The reality can consist of frustrating delays, flight cancellations and sitting in long meetings while coping with **jetlag**!

Travelling for work and your students

Many students regard travel as an attractive part of a corporate role but they should also be aware of its wider implications. Pre-work students need to understand the effects of commuting and business travel on employees' lives, as well as their professional success, when applying for jobs. Students who are in work also need to be aware of the high costs of travel to their employer and the need to measure this against the desired business outcomes.

Unit lead-in

Elicit a brief description of the photo and draw students' attention to the unit title. Look at the quote with the class and check that they understand the meanings of *modest* and *occupy*. Briefly discuss the quote as a class: Can students explain it in simpler words? Do they agree with it? Why? / Why not?

1.1 ❯ Business travel

GSE learning objectives

- Can understand simple informal advice on a work-related situation.
- Can identify key details in a simple recorded dialogue or narrative.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can give simple opinions using basic fixed expressions.
- Can make and respond to suggestions.
- Can ask for basic advice using simple language.

Warm-up

Put students in pairs or small groups and dictate or write the following questions on the board: *How often do you travel? Where to? What for? What do you like about travelling?* Give pairs/groups 3–5 minutes to discuss the questions, then invite brief feedback from the class.

Lead-in

Students discuss different aspects of travel.

1 Go through the words in the boxes with students and check understanding. Give them a minute to tick the items they have used, then get feedback from the class. If time allows, you could get students to discuss their answers in pairs or small groups first.

2 Go through the questions with students and teach or elicit the meanings of *comfort* and *location*. Then put them in groups and give them 2–3 minutes to discuss the questions. Invite a few students to share their answers with the class. If time allows, you could draw a table on the board with rows for the criteria (see example below) and invite volunteers to tick the criteria they each use to choose transport and accommodation. For the other items, get students to explain what each criterion is and why it is important for them.

Transport	
price	
speed	
comfort	
Accommodation	
price	
comfort	
location	
something else	

Video

Students watch a video about different aspects of business travel.

3 ▶ 1.1.1 Explain to students that they are going to watch a video where businesspeople talk about different aspects of travelling for work. Give them a minute to look at the list of topics, play the video then check answers with the class.

> a, b, d, e, g

4 ▶ 1.1.1 Before you play the video again, give students two minutes to go through the questions and options and ask you about any words they do not understand. To check answers, you could play the video again and tell students to ask you to pause when an answer is heard.

> **1** b **2** c **3** a **4** c **5** b **6** a

Extra activities 1.1

A ▶ 1.1.1 Explain to students that the sentences in this exercise are from the video. Get them to match the sentence halves individually or, in weaker classes, in pairs, then play the video again to check answers. Get students to tell you which words in each half helped them match the two parts of each sentence: was it a grammatical or lexical clue? Do not focus on the meanings of the words in bold at this point as students will look at them in the next exercise.

> **1** c **2** d **3** a **4** f **5** e **6** b

B This activity practises useful vocabulary from the video. Students could do it individually or in pairs. Encourage them to read the sentences carefully, thinking about the meaning of the whole sentence each time. This will help them work out the meanings of the words in bold. Allow them to use their dictionaries to help them if necessary. Check answers with the class and clarify meanings as necessary.

> **i** stay overnight **ii** the locals **iii** timings **iv** overseas **v** organisation **vi** workplace

5 Put students in pairs or small groups and give them 3–4 minutes to discuss the question. As feedback, invite students from different pairs/groups to share their ideas with the class, giving reasons.

Possible answers

Probably. They all speak about it with enthusiasm.

Vocabulary: Transport, accommodation and travel

Students look at vocabulary related to transport, accommodation and travel.

6 Go through the words in the box with students before they begin, or let them use their dictionaries to check any unknown vocabulary. Get them to complete the exercise individually and compare answers in pairs before checking with the class. During feedback, clarify any vocabulary items as necessary.

You could then ask students to categorise the sentences: write the headings *Air travel, Accommodation* and *Travelling around town* on the board and ask them to match each sentence with the correct heading (*Air travel:* 2, 5, 7; *Accommodation*: 1, 6, 8; *Travelling around town*: 3, 4, 9).

> **1** reservation **2** flight **3** vehicle **4** ridesharing app
> **5** gate **6** stay **7** lounge **8** location
> **9** public transportation

7A You could do this as a whole-class activity, checking answers and meanings as you go. Alternatively, get students to complete it individually or in pairs, then check answers with the class.

> **1** c **2** a **3** e **4** b **5** d

7B Students could do this individually or in pairs, using their dictionaries if necessary. Check answers with the class and encourage students to record the pairs of opposites in their vocabulary notebooks.

> **1** short-haul **2** landing **3** departure **4** delayed
> **5** abroad

Extra activities 1.1

C This activity practises key vocabulary from the lesson. It is a consolidation exercise, so you may prefer students to do it individually. Get students to compare answers in pairs before class feedback.

> **1** flight **2** delayed **3** reservation **4** gate
> **5** vehicle **6** departure lounge **7** location **8** local
> **9** arrival **10** on time

8 Put students in pairs or small groups, explain the activity and refer them to the example sentence. Check that they understand the meanings of the phrases on the left before they begin. You could also elicit a few opinion adjectives they could use in their sentences (*interesting, boring, easy, difficult, helpful, exciting*, etc.) and list them on the board for students to refer to during the activity. To help students, you could give them a couple more example sentences, using the adjectives on the board (e.g. *Using a ridesharing app is easy because you can book in advance. Driving when you're abroad is exciting because you get to see new places*.) Allow pairs/groups 3–5 minutes to make the sentences, then invite students from different pairs/groups to share their ideas with the class.

Project: Helping a business traveller

Students roleplay a conference call giving advice to a colleague who is visiting from overseas.

9A Put students in pairs or small groups and explain the task. Go through the list of categories with students, refer them to the example sentence and set a time limit. Encourage students to make notes and remind them that they can refer to Exercises 1, 6 and 7 for useful vocabulary to use in their advice. During the activity, monitor and help as necessary.

9B Students now roleplay their conference calls in pairs. Explain the task and read through the example exchange with students. Set a time limit and remind students to talk about all the categories in Exercise 9A and refer to their notes. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt the conference calls. When students have finished, have a brief feedback session, highlighting any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank Photocopiable 1.1 p.134
Workbook: p.4 Exercises 1–3

1.2 ❯ Events management

GSE learning objectives

- Can identify specific events from short spoken descriptions.
- Can identify key details in a simple recorded dialogue or narrative.
- Can form the superlative of longer regular adjectives with *most*.
- Can form the superlative of regular adjectives with *-est*.
- Can use all forms of comparatives and superlatives of adjectives.
- Can make simple, direct comparisons between two people or things using common adjectives.
- Can give an extended description of everyday topics (e.g. people, places, experiences).
- Can make simple comparisons between people, places or things.

Warm-up

Ask students to think about the last social or corporate event they went to and put them in pairs or small groups to discuss the following questions: *What was the event? Do you think it was well organised? Why? / Why not? What did you like/dislike about it?* Give pairs/groups 3–5 minutes to discuss, then get brief feedback from the class.

Lead-in

Students talk about planning different corporate and social events.

1 Put students in pairs or small groups for this activity. Check that they understand the meaning of the events in the box before they begin. You could get students who understand some of the more difficult terms (e.g. *anniversary celebration, grand opening of a new business, launch of a new product*) to explain them in their own words to the rest of the class. This activity can also be done with the whole class, asking for a show of hands for each event.

2A Do this as a whole-class discussion, inviting different students to share their views. Make sure they give reasons for their answers.

Suggested answers

organised, able to pay attention to details, good with budgets

2B If time allows, let students discuss the question in pairs or groups first, then broaden this into a class discussion. Again, remind them to give reasons for their answers. In weaker classes, before students discuss the question, you could help them by writing some prompts on the board, e.g. *I'm (not very) … , I'm (not very) good at/with … , I (don't) like … , I can/can't … , I enjoy … .*

Possible answers

No. I'm not organised. I don't like budgets.
Yes. I enjoy paying attention to details.

Listening

Students listen to an interview with an Events Manager.

3 Explain the activity and give students 2–3 minutes to note down ideas for each category, individually or in pairs. Go over the answers with the class to get the biggest possible pool of ideas before students listen. List students' ideas on the board. If your students are not familiar with circuses, draw their attention to the photo and elicit what they know about them, so they have a general idea before they listen to the interview.

See answers to Exercise 4.

4 🔊 1.01 Explain the activity and remind students to refer to the list on the board and/or their notes as they listen. Play the recording, then check answers with the class.

The types of events she plans: parties, conferences, corporate hospitality events, not weddings, events for corporate clients, parties for individual people, grand openings, welcoming new employees

Important things to think about: type of event, schedule, budget, location, theme – an original idea, entertainment, food, tables and chairs, sound system for speeches and music

Important skills for an Events Manager: attention to detail, organisation, people skills

5 🔊 1.01 Allow students to read through the statements before they listen again, then play the recording. In weaker classes, students may need to listen twice for this activity: once to decide whether the statements are true or false and then a second time to correct the false statements. Get students to compare answers in pairs before checking with the class.

1 F – She doesn't help people plan weddings because they're usually done by people who only plan weddings. She helps people plan parties, conferences, corporate hospitality events, etc.
2 T
3 F – She talks about budget in the first meeting.
4 F – She once planned an event that had a circus theme.
5 T
6 T

Extra activities 1.2

A 🔊 1.01 This activity practises key vocabulary from the listening. Explain to students that the sentences are things Alicia said in her interview, and give them 3–4 minutes to complete the exercise. Play the recording again for students to check their answers. Pause after each sentence is heard, eliciting the correct answer and clarifying meanings as necessary.

1 plan 2 client 3 venue 4 guests 5 arrange
6 organise 7 staff 8 manage

6 Depending on time available, you could let students discuss this in small groups first, then get brief feedback from the class.

Grammar: Comparatives and superlatives

Students study and practise comparatives and superlatives.

7A Before students do the exercise, write the following sentences on the board: *Planning a business lunch is easier than planning a wedding. Planning a small party is the easiest event.* Underline *easier than* and *the easiest*, explain or elicit that they are comparative/superlative adjectives and check students understand meaning. At this point, you may wish to refer students to the Grammar reference on page 119, go through the explanations and examples with them and answer any questions they may have. Alternatively, students can look at the Grammar reference after Exercise 7B. The exercise can be done individually or in pairs.

Sentences 1, 5, 7 and 8 are comparatives.
Sentences 2, 3, 4 and 6 are superlatives.

7B Do this as a quick whole-class activity.

1 superlative 2 comparative 3 irregular

8 Get students to do the exercise individually and then compare answers in pairs. Check answers with the class and go over any points that need clarification.

1 the most 2 less difficult 3 harder 4 the worst
5 more 6 easier than 7 The best 8 The least

9 Explain the activity and point out that students may need to add *than* or *the* in some items. Go over the answers with the class, checking that they have spelt the adjectives correctly. If there are any difficulties with spelling, refer students to the table on page 119 again.

1 the biggest 2 worse than 3 easier than
4 the least expensive 5 the cheapest 6 better than
7 smaller than 8 the best

Extra activities 1.2

B This activity gives further practice of comparatives and superlatives and can be done individually or in pairs. As an extension, after checking answers, you could ask students to underline the comparative/superlative adjectives in the sentences and use them to make their own sentences.

1 We want the cheapest option.
2 A party for 50 is cheaper than a party for 500.
3 We need the biggest dining room.
4 We want to hire the best staff.
5 An informal meal is easier than a formal meal.
6 Rain is the worst weather for an outdoor party.
7 Orange juice is more expensive than water.
8 Managing three people is less difficult than managing twenty people.

Speaking and writing

Students practise the grammar from the lesson by talking and writing about venues for a party.

10A Put students in pairs, explain the activity and go over the example sentences with them. With weaker classes, you may wish to do another example on the board or write some possible adjectives for students to use in their sentences (e.g. *large, expensive, good, bad*). During the activity, monitor and note down any errors students make with comparatives and superlatives, for some brief class feedback afterwards.

Possible answers

The ballroom is the most expensive.
The barbecue is the least expensive.
The ballroom is the biggest.
The barbecue is bigger than the restaurant.
The ballroom has the most staff.
The barbecue has the least staff.
The country band is more exciting than the jazz band.

10B Students should do this in the same pairs as Exercise 10A. To help them explain their reasons for choosing a venue, you could list some prompts on the board, e.g. *location, price, entertainment, size*. Give pairs 2–3 minutes to discuss the question, then invite different pairs to share their ideas with the class.

11 Depending on the level of your class, students could do this individually or in the same pairs as the previous two exercises. Before they begin, you could do an example on the board: write three different venues from the students' town on the board and some details about each one (e.g. capacity, location, price). Then write (or elicit from stronger students) one comparative sentence and one superlative sentence about each venue. During the activity, go round monitoring and correcting students' sentences as necessary.

Possible answers

Metropole Hotel, city park, community centre
The community centre is smaller than the park.
The Metropole Hotel is bigger than the community centre.
The city park is worse than the others in bad weather.
The Metropole is the most expensive hotel in town.
The city park is the least formal venue.
The community centre is the most boring option.

❯ **Pronunciation bank**
p. 114: The letter 'r'

Warm-up

🔊 P1.01 Refer students to the explanation in the box and go through it with them. Play the recording for students to just listen and compare the rhotic and non-rhotic pronunciation. Do not focus on students' own pronunciation at this point.

1 Get students to do this exercise individually. You may wish to copy or project the sentences onto the board, and record the answers there.

1 A pa_r_ty fo_r_ 50 is cheape_r_ than a pa_r_ty fo_r_ 500.
2 The bette_r_ option is a big tent in the pa_r_k.
3 Some people think this is the wo_r_st hotel in town.
4 The ba_r_becue is bigge_r_ than the _r_estau_r_ant.
5 A ci_r_cus theme is mo_r_e fun than just having a meal.
6 A_r_e some venues bette_r_ than othe_r_s?

2A 🔊 P1.02 Play the recording, twice if necessary, and get students to compare their answers in pairs before checking with the class. If you have the sentences written or projected on the board, invite students to come to the board and circle the 'r's that are pronounced.

1 A party for 50 is cheaper than a party for 500.
2 The bette_r_ option is a big tent in the pa_r_k.
3 Some people think this is the wo_r_st hotel in town.
4 The barbecue is bigger than the _r_estau_r_ant.
5 A circus theme is more fun than just having a meal.
6 A_r_e some venues bette_r_ than othe_r_s?

2B You may wish to play the recording again for this activity. Remind students of the explanation in the box: 'r' is usually pronounced by American, Irish and Scottish English speakers; British English speakers usually only pronounce 'r' after a vowel.

British: 1, 4, 5
American: 2, 3, 6

3 Put students in pairs. Before they begin, make sure they understand that pronouncing or not pronouncing the letter 'r' is something native speakers do, but that does not mean students, as non-native speakers, have to do it. Also point out that an advantage of rhotic pronunciation is that it makes it easier for listeners to identify words.

1.3 ❯ Communication skills

Small talk

Warm-up

Write the following questions on the board: *How do you feel about small talk? Do you think you're good at it?* Underline *small talk* and check that students know what it means. Then put them in pairs or small groups to discuss the questions. After 2–3 minutes, invite different students to share their answers with the class. If time allows, ask for a show of hands on who has had to make small talk in English. Invite students who raise their hand to share their experience with the class: What was the situation? How did they feel?

Lead-in

Students discuss their views on making small talk.

1A Put students in pairs and refer them to the comment on small talk. Give pairs 2–3 minutes to discuss whether they agree or disagree, then get brief feedback from the class. Encourage students to give reasons for their answers.

1B Depending on time available, students could discuss the questions in pairs or small groups first, then as a whole class. For questions 1 and 3, list students' ideas on the board.

Possible answers

1 in a lift, on a bus/train/plane, in the staff canteen, in a queue, by the coffee machine, before a meeting, at a conference
2 to be polite as they are waiting for a meeting, etc., to learn about the other person, to develop new contacts, i.e. for business
3 Students' own answers

1C Put students in small groups and give them 3–4 minutes to rank the topics on the line. Then invite a few students to share their answers with the class, giving reasons. Are there any other topics they definitely would or wouldn't talk about?

Notes

- Your home town, music, the place you are in, sports, travel and the weather are considered safe topics in most countries/cultures. The weather is a good starter as it is something that affects everyone and is an immediate context.
- Asking about someone's family often means you are making assumptions about the other person, e.g. 'Do you have children?' may be interpreted as discourteous in some cultures.
- Health, personal finances, politics and religion are generally considered as subjects too personal to discuss with someone you have just met.

Video

Students watch a video giving a model for making small talk in professionally related social contexts.

2 ▶ 1.3.1   Before students watch the video, briefly explain the context and characters' roles (or refer students to page 6 of the coursebook). The Gallagher Consultancy (TGC), an Irish HR consultancy firm, have recently hired four new people. Senior management have invited the new starters to a welcome dinner. Play the video and ask students to make notes in answer to the questions. Check answers with the class. In weaker classes, students may need to watch the video a second time to check/complete their answers.

1 trainee at TGC, an HR consultancy
2 It gives advice to companies about recruitment, company strategy, etc.
3 They are new recruits and their managers/bosses. It's a welcome dinner for the new recruits.
4 She is stuck in traffic.

3A ▶ 1.3.2   Explain that students are going to watch the next part of the welcome dinner. Give them a minute to read the questions and check that they understand the meaning of *typical*. Play the video and get students to compare answers in pairs before checking with the class.

1 home town, the place they are in (the restaurant)
2 Turkey, Dublin
3 **a** It sometimes takes him hours to get home because there is a lot of traffic.
 b Los Angeles: the traffic was bad and he missed the time to give his presentation. Bangkok: the airline lost his luggage.

3B Put students in pairs and give them time to discuss the question. Check the answer with the class.

b

4A ▶ 1.3.3   Explain that Video B will show the next part of the dinner and a different approach to making small talk. Explain the activity and encourage students to make notes about each character. Check answers with the class.

1 She's an American from Boston. She went to university in Boston. She met Orla at her interview. She thinks Orla is a nice person.
2 He's never been to Boston, but would like to go. His name is Brazilian, but he's from Italy. His father is Brazilian. He doesn't know much about working at TGC.
3 Azra is originally from Turkey. She was born in Istanbul, but moved to London when she was five. She returns regularly to Istanbul to see family. She loves London and Istanbul, and it is difficult to say which she prefers.
4 Alex knows Turkey a bit. He went to Turkey on holiday three years ago.

4B ▶ 1.3.3 Before students watch again, go through the table with them and check that they understand the meanings of *lean forward* and *eye contact*. Use this as an opportunity to teach *body language* (= changes in your body position and movements that show what you are feeling or thinking), which will come up in the Conclusions video in Exercise 5. Play the video and check answers with the class.

All four speakers do all the things in the table, so students should tick all the boxes.

5 ▶ 1.3.4 Explain that students are going to watch the last section of the video, with conclusions on the different approaches to small talk they looked at in Videos A and B. Play the video and elicit the answer. With stronger classes, you could ask students to watch the video a second time and note down the four tips the speaker gives for making small talk (*1 Choose your topic carefully and don't be too negative. 2 Listen and show interest in what the other person is saying. 3 Don't dominate the conversation and change the subject if the other person looks bored. 4 Follow the AAA model.*).

The AAA model is:
Answer the speaker's question,
Add new information and then
Ask him or her another question.

Reflection

Students reflect on the conclusions from the video and discuss their own small-talk skills.

6 Allow students to work individually on this so that they can reflect on what they do when they make small talk and whether they notice any difference in doing this in their native language and in English. Ask them to think about their answers and make notes. Then put them in pairs to discuss and compare their ideas. Get brief feedback from the class.

Possible answers

Don't talk about personal finances, politics or religion, and don't be too negative.
Show interest in the other person and their views.
Don't dominate the conversation and if the other person looks bored, change the subject.
Use the AAA model.

Functional language: Making small talk

Students look at useful questions for making small talk.

7A You could do this as a whole-class exercise, checking answers as you go. Alternatively, get students to do the matching individually, then check answers with the class.

1 g **2** a **3** d **4** b **5** f **6** h **7** c **8** e

7B Students could do this individually or in pairs. Encourage them to think about the type of information after each expression in bold to help them do the matching (e.g. Is it a place? A verb? A name?). Point out that more than one answer may be possible in some items.

1 live
2 David / the company / the food / the project / Angelina's Pizzeria / fashion / the town / Prague or Barcelona
3 flight
4 David / Angelina's Pizzeria / the company / the food / the project / the town / fashion / Prague or Barcelona
5 David / Angelina's Pizzeria / the company / the town / Prague or Barcelona
6 Prague or Barcelona
7 David / Angelina's Pizzeria / the company / the town / Prague or Barcelona / the project
8 in Boston

7C Give students time to write their questions individually, then get them to compare answers in pairs. Monitor and help as necessary. If time allows, you could put students in pairs to practise asking and answering their questions.

8A Students should do this individually. To check answers, you could play the extract from the video again.

1 you from   **2** That's right   **3** to university
4 you know it   **5** I'd like to

8B Elicit or remind students of the AAA model: when someone asks you a question, *answer*, *add* some new information and *ask* another question. If time allows, put students in pairs to discuss the questions and come up with suggestions for question 2. Then discuss the answers with the class.

1 Yes. She answers Thiago's question, adds some more information (*I'm from Boston.*) and then asks him a question (*Do you know it?*).
2 Yes. He could ask Jasmine another question after ... *but I'd like to,* e.g. *Have you ever been to Italy?*

8C Play Video B again and elicit the answers. Alternatively, you could refer students to the videoscript on page 142 and ask them to find the examples there – this option might be easier for weaker classes. There are three examples in the video; in stronger classes, you could ask students to find all three.

Possible answers

1 Jasmine: Thiago, that's a Brazilian name, isn't it?
Thiago: It is. My father's from Brazil, but I'm Italian. So …
Do you know Orla?
Jasmine: Yeah, I met her at the interview.
2 Alex: So, I heard you come from Turkey. Whereabouts?
Azra: Well, I was born in Istanbul, but my parents moved
to London when I was five. We go back there quite often
to see family. Do you know Turkey?
3 Alex: A little. I went there on holiday about three years
ago. Which do you prefer, London or Istanbul?

9 Put students in pairs and explain the activity. Allow 3–4
minutes for pairs to ask and answer the questions, then invite
different pairs to act out their AAA exchanges to the class. If
your students need more practice, you could put them in new
pairs and get them to repeat the activity with the questions
from Exercise 7B and/or the ones they wrote in Exercise 7C.

❯ **Pronunciation bank**
p. 114: Showing interest in small talk

Warm-up
🔊 P1.03 Elicit or remind students that
intonation is how we say things to create
expression and variation in speech. Explain that
intonation can convey our attitude and emotions.
Refer students to the information in the box and
go through it with them. Play the recording and
ask: *In which version did the speaker sound more
interested?* (the second one) *How do you know?*
(The intonation was different – the speaker used
falling intonation to sound interested.) Model the
question again and drill it around the class.

1 🔊 P1.04 Play the recording, twice if necessary,
and check answers with the class.

1 b **2** b **3** a **4** b **5** a

2 🔊 P1.05 Play the recording for students to listen
and repeat. If time allows, put them in pairs to practise
saying the questions while you monitor and correct
their intonation as necessary.

3 Put students in pairs and set a time limit for the
activity. Keep the focus on intonation rather than
speaking and, again, monitor and correct students'
intonation as necessary.

Extra activities 1.3

A This activity practises the functional language from
the lesson. As it is a consolidation exercise, you may
wish to ask students to work individually. Weaker classes
could compare answers in pairs before class feedback.
Depending on time available, students could also practise
the conversation in pairs.

a 4 **b** 6 **c** 2 **d** 3 **e** 1 **f** 5

B Let students write their questions individually, then get
them to compare them in pairs. Monitor while they are
writing, correcting any errors as necessary. As feedback,
elicit questions from different students for each answer.

1 Do you know (Zurich)?
2 Do you know (Carla)?
3 How long was your trip?
4 What are you doing in Paris?
5 Which do you prefer, Dublin or Belfast?
6 What do you know about Buenos Aires?
7 Where do you live?
8 What do you think about (this hotel)?

Task

**Students practise making small talk with colleagues in
different situations.**

10A Put students in pairs and ask them to imagine they are
colleagues. In weaker classes or if your students find roleplays
challenging, you could tell them that they invent their own
character for the roleplay. Explain the activity and go through
the list of situations with them. You could also ask students to
suggest more situations, list them on the board and let them
choose from those. Give pairs a minute to choose the situation
they want to roleplay.

10B Let pairs choose their topic and remind them of the
AAA model again. Write *Answer*, *Add* and *Ask* on the board
for students to refer to during the activity. Remind pairs to
use phrases from Exercise 7A and to think about their body
language, make eye contact and remember to smile. Set a time
limit of 5–10 minutes for the activity. Monitor and check that
students are using the functional language correctly, and make
notes for any points to highlight during feedback.

10C Students repeat the steps in Exercises 10A and 10B in
new pairs.

10D Invite different students to share with the class what they
found out about their partners. Did anything surprise them?
Was there anything they found particularly interesting? Finally,
highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Interactive
video activities; Functional language bank
Pronunciation bank: p.114 Showing interest in small talk
Workbook: p.7 Exercises 1 and 2

1.4 > Business skills

Dealing with problems

GSE learning objectives

- Can extract key details from conversations between colleagues about familiar topics.
- Can identify key details in a simple recorded dialogue or narrative.
- Can follow the sequence of events in a short, simple dialogue or narrative.
- Can suggest possible solutions to a problem using simple language.
- Can describe how often a work-related problem has occurred using simple language.
- Can make and respond to suggestions.

Warm-up

Write the following statement on the board: *Starting a new job is scary – it's like the first day of school*. Discuss the statement as a class. Do students agree? Why do many people feel scared in this situation?

Lead-in

Students talk about the first day at a new college/job.

1A If time is short, discuss this briefly with the whole class, nominating a few different students to answer. Alternatively, let students discuss in pairs or small groups first, then get feedback from the class.

1B Put students in pairs and give them 3–4 minutes to note down their advice. You could provide or elicit a few examples before they begin or, if students are struggling, you could go round and help them with prompts/ideas (see possible answers below). Then invite different pairs to share their advice with the class. Once students have shared their ideas, the class could draw up a list of 'Top tips for your first day at work'.

Possible answers

smile at everyone, ask questions, apologise if you forget someone's name, offer to make coffee, reflect on the day

Listening

Students listen to conversations between a new employee and some of his colleagues.

2 🔊 1.02 Go through the instructions and list of tasks with students and check that they understand the meaning of *induction briefing* – ask them what kind of information is shared at one (details about a new job or a new employee's role, values of the organisation, terms of employment, etc.). Play the recording, then check answers with the class.

> **1** Go to the induction briefing
> **2** Meet the team
> **3** Do the health and safety training
> **4** Set up his email account

3A 🔊 1.03 To help students, you could tell them that they need to listen for *three* things Jakob is having problems with. Play the recording, then check answers with the class.

> **5** connecting to the company intranet
> **2** his user name
> **3** his email address

3B 🔊 1.03 Give students a minute to read the questions and play the recording. To check answers, you could play the recording again, telling students to ask you to pause each time an answer is heard.

> **1** intern32
> **2** He couldn't read Sue's writing and thought his username was intern82.
> **3** DAVIS
> **4** 5182

Extra activities 1.4

A 🔊 1.03 Play the recording, twice if necessary, then check answers with the class. Students could then work in pairs and practise the conversation.

> **1** having problems with   **2** kind of
> **3** can't connect to   **4** how to log on   **5** need to use
> **6** Can you try   **7** it's not working   **8** just check your

Functional language: Explaining and solving IT problems

Students look at useful language for explaining and solving IT problems.

4A 🔊 1.03 This exercise can be done individually or, in weaker classes, in pairs. With stronger classes, you could ask students to try to do the exercise first, then listen again to check/complete their answers. During feedback, check that students understand the meaning of all the expressions and point out the verb + infinitive or -*ing* patterns in some of the items (e.g. *can't / know how to* + infinitive; *try / have trouble* + -*ing*).

> **1** the IT   **2** connect to the intranet   **3** log on
> **4** use your login details   **5** logging on   **6** 'intern32'
> **7** a company email address   **8** set up my email account
> **9** set that up   **10** finding my extension number

4B Ask students to do this individually and compare answers in pairs before checking with the class. Then look at the tip on page 15 with students. Explain/Clarify as necessary and elicit examples for each pattern from different students.

Explaining a problem

I'm having problems with the IT.
I can't connect to the intranet.
I don't know how to log on.
I need to get a company email address.
How do I set up my email account?
I'm having trouble finding my extension number.

Solving a problem

You need to use your login details.
Can you try logging on again?
Try 'intern32'.
I'll set that up for you.

Extra activities 1.4

B Quickly go through the expressions in the box with students and check understanding. Point out that more than one answer may be possible in some items. Get them to compare answers in pairs, then check with the class.

Possible answers

1 a company email address / logging on / my password / the internet / the login details
2 connect to the intranet / log on / set that up / set up my email account / use your login details
3 connect to the intranet / log on / set up my email account / set that up
4 connect to the intranet / log on / set up my email account / use your login details
5 finding my extension number / 'intern32' / logging on
6 a company email address / finding my extension number / 'intern32' / logging on
7 connect to the intranet / log on / set up my email account
8 connect to the intranet / set that up
9 finding my extension number / logging on / with that

5A Do this as a whole-class activity, checking answers and clarifying meanings as you go. Note that more than one answer is possible in some cases.

1 b/c/d 2 a 3 b/c 4 b/c

5B Explain the activity and look at the example with students. While they are practising their conversations, monitor and make sure they are using the expressions from Exercise 4A correctly. If time allows, invite a few pairs to act out their conversations to the class and highlight any errors/difficulties during feedback.

Task

Students roleplay a telephone call where they explain and solve IT problems.

6A Put students in pairs and explain that they are going to roleplay a phone call where they explain and solve IT problems. Assign roles (or let students choose) and give students a minute to read their information. Answer any vocabulary questions they may have and make sure they are clear about what they have to do.

6B Set a time limit for the preparation stage. Remind students to refer to the table in Exercise 4B and the information in the Tip box, then set a time limit for the roleplay and ask them to begin. During the activity, monitor and check students' use of the functional language. Note down any errors to highlight during feedback but do not interrupt the phone calls. When students finish the first phone call, they should swap roles and roleplay a different situation. Again, allow some preparation time and set a time limit for both stages.

6C Do this as a whole-class discussion, inviting different students to share their experience with the class. Finally, highlight any points you noted during Exercise 6B.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank
Workbook: p.7 Exercises 3A–B

1.5 ❯ Writing
Email – Asking for information

GSE learning objectives

- Can understand standard emails on work-related topics.
- Can write a simple email requesting work-related information.

Warm-up

Ask students if they've ever written emails in English to ask for information. If so, what kind of information have they asked for? Who did they write to?

Lead-in
Students read and complete an email asking for information.

1 Ask students to read the email quickly and answer the following questions: *Who is it from/to?* (from a conference manager, to a hotel manager) *Why did the writer send the email?* (to ask for information about the hotel) *Is the style formal or informal?* (formal) Then ask them to read the email again and do the exercise individually. Get them to compare answers in pairs before class feedback.

1 conference facilities 2 two large rooms 3 50 people
4 city centre 5 walk 6 book 7 five nights 8 desk
9 lunch 10 price

Functional language

Students look at useful language for writing emails asking for information.

2 Before students complete the table, look at the structure of the email with them. Refer them to the headings in the table and then get them to match the headings with the different parts of the email in Exercise 1. Then ask students to complete the table individually. During feedback, check that students understand the meanings of all the expressions in the table.

> **1** Dear Sir/Madam, **2** I am writing to ask for
> **3** We are looking **4** We need **5** We would like to
> **6** would also like **7** Please can you confirm
> **8** Could you tell **9** I look forward to **10** Kind regards,

Extra activities 1.5

A This exercise provides students with a second model answer and practises useful language for emails asking for information. Before they begin, tell students that they should look carefully at the words around each gap – this will help them decide what type of word is missing.

> **1** writing **2** for **3** Please **4** know **5** would
> **6** Can/Could **7** confirm **8** long **9** hearing
> **10** best

Optional grammar work

The email in Exercise 1 contains examples of *can* and *could* to ask for information, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 119 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write an email asking for information.

3A Put students in pairs and refer them to the questions on page 127. Explain that for each question, they should write a sentence asking for the information, using the language in Exercise 2. Check that they understand the questions before they begin. Monitor, checking students are using the phrases correctly. Have a brief feedback session to highlight any errors.

Suggested answers

1 Please can/could you confirm / Can/Could you tell me / Please can/could you let me know how big your main conference rooms are?
We would also like more information about the size of your main conference room.

2 Can/Could you tell us / Please can you let me know which hotels you recommend?

3 Please can/could you tell us if you offer other facilities? We would also like more information about other facilities you have.

4 Please can/could you confirm / Can/Could you tell me if you are near the city centre?

5 Can/Could you please confirm / Can/Could you let me know how many parking spaces are available?

3B Go through the information on page 130 with students and, if time allows, put them in pairs to plan their email. If there is no time to do the writing task in class, it can be set for homework.

Model answer

Dear Sir/Madam,

I am writing to ask for information about your hotel as I am staying there for three nights next month. Please could you confirm that my room is a double room? I also need to have a large desk in the room. I would also like to know if meals are included in the price. Can you also let me know how far the hotel is from the AXCentre? In addition, could you tell me if there is parking, because I am driving to the hotel? Finally, I would like more information about other facilities you have. Do you have a swimming pool and gym for your guests?

I look forward to hearing from you.

Kind regards,

3C If students write their emails for homework, this exercise can be done in the next lesson. Put students in pairs and ask them to read each other's emails, underline the functional language phrases from Exercise 2 their partner has used and give their partner feedback: How many / Which phrases did they use? Did they use them correctly? In addition, they could discuss what their partner did well and if there is anything in their email that could be improved.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank
Grammar reference: p.119 *can* and *could* to ask for information
Workbook: p.8 Exercises 1–3

Business workshop ❯1

A business trip

GSE learning objectives

- Can identify specific information in simple letters, brochures and short articles.
- Can understand the key details of hotel, restaurant, and transport reservations.
- Can understand simple work-related questions asked on phone calls.
- Can make basic inferences in simple conversations on familiar everyday topics.
- Can make simple future arrangements and plans with reference to a diary or schedule.
- Can describe plans and arrangements.
- Can discuss what to do next using simple phrases.
- Can write a simple email, giving details of work-related events or plans.

Background

Students read about JK Talent Spot, a talent management agency in Japan.

1 Go through the questions with the class. Then put students in pairs and ask them to read the background and answer the questions. Check answers with the class.

> **1** music/entertainment **2** Australia
> **3** Students' own answers

Making contacts

Students read about an Australian music talent agency.

2A Ask students to look at the title of the text and explain that *Oz* is a nickname for Australia. Pre-teach *Down Under,* another nickname for Australia, which is used in the text. Ask them how they think these names originated. (See Notes below.) Set a time limit for the reading task and get students to compare answers in pairs before class feedback.

> **a** 2 **b** 4 **c** 6 **d** 1 **e** 5 **f** 3

> *Notes*
>
> An informal reference to Australia is the first three letters of its name, *Aus*; and an informal reference to a resident of the country is *Aussie*. When Australians pronounce these words it sounds as though they are saying *Oz* and *Ozzie*, which has resulted in the country being nicknamed *Oz*.
>
> The nicknames *Down Under* or *the Land Down Under* derive from the country's position in the Southern Hemisphere: looking at a globe, Australia is below the equator and many other countries, which is how the nickname originated. The term is often also used to refer to New Zealand.

2B Do this as a whole-class activity.

> Yes, it's exactly what Junko needs.

Extra activities Business workshop 1

A This activity provides students with extra reading practice. Give them time to read the statements first. Ask students to underline the parts of the text that give them the answers.

1 F – Australia's biggest cities
2 F – Bands don't need to do their own marketing. OzMusicNow deals with the advertising and promotion.
3 T
4 T
5 F – OzMusicNow offers professional advice. They help entertainers learn to manage their time, money and image.
6 T

A business trip

Students listen to phone communications about the details of a business trip.

3A 🔊 BW 1.01 Explain the activity and ask students to look at the notes carefully and think about the type of information they need to listen for (a date, a number, a place, etc.). Play the recording, then check answers with the class.

> **1** 2 June **2** one **3** Brisbane **4** bed and breakfast / B&B (in Spring Hill) **5** 5 June

Extra activities Business workshop 1

B 🔊 BW 1.01 This activity looks at useful language for discussing travel plans. Check students understand the verbs in the box and ask them to complete the exercise individually. Play the recording for students to check their answers and clarify meanings as necessary.

> Answers in parentheses are possible because they are logical and grammatical, but they aren't the words that are used in the recording.
> **1** finalise **2** arrive **3** book (or arrange)
> **4** recommend (or book/arrange)
> **5** arrange (or book/recommend) **6** depart

3B 🔊 BW 1.01 Go through the instructions with students and check that they understand the meaning of *itinerary*. Give them time to read the email and correct the mistakes, then play the recording again. In weaker classes, you may need to play the recording twice and/or pause at short intervals for students to complete their answers.

> The dates are June 2–5.
> In Sydney, she needs one room, not two.
> In Brisbane, she wants a bed and breakfast, not a town-centre hotel.
> On June 5 she flies to Singapore, not back to Japan.

4 🔊 BW 1.02 Ask students to read the questions first so they know what they need to listen for. Play the recording, then check answers with the class.

> **1** Junko's flight is going to land at Canberra, not Sydney.
> **2** a computer problem
> **3** He is going to make new arrangements for Canberra.

Task: Rearrange plans

Students write an email amending travel plans.

5A Put students in pairs and give them time to read the scenario. Point out that Junko is trying to save money but also wants to use her time in Australia well. Ask them what they think the implications of this might be for her travel plans. Then refer students to 1–3. Point out that there are two choices for each item and explain that students should first compare the two choices and then decide on the best one. Draw their attention to the example exchange. Before they begin, give them time to read the options and check they understand

them. If time allows, they could make notes for each option individually first, then discuss in their pairs. Finally, allow pairs 3–4 minutes to discuss the three items, while you monitor and help as necessary.

Students' own answer (but see Note, below)

Note

Although the company doesn't have a lot of money, Junko's priority is to use her time well. The taxi is more expensive, but it's quicker. Savings can be made on the hotel. Although the coach (3hr30m) is quicker and cheaper than the train (4–4hr30m), the train leaves earlier than the coach. Therefore, Junko would arrive in Sydney earlier if she took the train.

5B Students should do this in the same pairs as Exercise 5A. Give them plenty of time to write their emails and offer help where necessary.

Model answer

Dear Junko,

Thanks for your messages. I'm sorry your arrival airport has changed. I'm writing to confirm your new travel arrangements. Please don't worry – everything is going to go well on your trip. Here's the new itinerary:

2nd June
Evening: Take taxi to Canberra Lodge Hotel. It takes about 10 minutes and costs $30. The hotel is near the city centre and costs $150 per night.

3rd June
Morning: Take 7:00 train from Canberra to Sydney. I will meet you at the train station at 11:10. It costs $80 for a ticket.

I'll send you the train ticket and the hotel reservation in a separate email. Let me know if you have any questions. I'm looking forward to meeting you!

Best regards,

Sam

MyEnglishLab: Teacher's resources: extra activities

Review ◀ 1

1 **1** reservation **2** public transportation **3** long-haul
   4 stay **5** abroad **6** ridesharing **7** vehicle
   8 delayed
2 **1** more difficult than **2** happier than **3** The worst
   4 the best **5** the least expensive **6** less important than
3 **1** That's right **2** you come from **3** How long was
   4 About six hours **5** do you live **6** Do you know
   7 Yes, a little **8** What are you **9** visiting
4 **1** having **2** how **3** need/have **4** can't **5** Try
   6 Can **7** How **8** do
5 **1** Dear **2** ask **3** looking **4** would **5** need
   6 confirm **7** look **8** Kind