

Coursebook

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A2



Business Partner

UNIT 1 > WORKING DAY p.7

▶ **Videos:** 1.1 Working day 1.4 What do you do?

1.1 > Daily tasks Vocabulary: Jobs and tasks Pronunciation: → The -s ending (p.96) Communicative grammar: Facts and routines Video: ▶ Working day Task: Introducing yourself and talking about your job and routine	1.2 > A work plan Vocabulary: Work tasks and activities Reading and listening: ▶ Scheduling meetings Writing: An email to schedule a meeting	1.3 > A survey Reading: An employee survey Communicative grammar: Questions Pronunciation: → Questions (p.96) Writing: A survey about facilities in the workplace	1.4 > Work skills: Talking about people and roles Video: ▶ What do you do? Speaking: Talking about people and roles	1.5 > Business workshop: We want to meet you ... Reading: A webpage; an email Speaking: Arranging to meet; an interview about your job; talking about your company and travel
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UNIT 2 > DOING BUSINESS p.17

▶ **Videos:** 2.1 The Good Eating Company 2.4 Agreeing contract details

2.1 > Orders and deliveries Vocabulary: Orders and deliveries Communicative grammar: Things you can and can't count Video: ▶ The Good Eating Company Task: Asking and answering questions about quantities	2.2 > Placing orders on the phone Listening: ▶ An order by phone Vocabulary: An order by phone Pronunciation: → /i:/, /ɪ/ and /aɪ/ (p.96) Grammar: can/can't Speaking: Placing an order	2.3 > Email enquiries Reading: Frequently Asked Questions (FAQs) Pronunciation: → /tʃ/ and /dʒ/ (p.97) Communicative grammar: Saying something exists Writing: A response to an email enquiry	2.4 > Work skills: Making agreements Video: ▶ Agreeing contract details Speaking: Making agreements	2.5 > Business workshop: Planning a work party Reading: Information from a catering company Speaking: Comparing information about an order Writing: reply to an order enquiry
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UNIT 3 > CHANGES p.27

▶ **Videos:** 3.1 How we started 3.4 How did the project go?

3.1 > A company's story Vocabulary: A company's story Communicative grammar: Talking about the past (1) Pronunciation: → The -ed ending (p.97) Video: ▶ How we started Task: Completing a timeline	3.2 > New office Vocabulary: Email phrases Grammar: Giving instructions Reading: An email about meeting room rules Listening: ▶ A conversation about an office move Writing: An email giving instructions	3.3 > Company performance Reading: Past successes and challenges Pronunciation: → /z:/ and /ɔ:/ (p.98) Communicative grammar: Talking about the past (2) Writing: An email describing successes and challenges	3.4 > Work skills: How did it go? Video: ▶ How did the project go? Speaking: Talking about projects	3.5 > Business workshop: Our first year Reading: A timeline about a new company Writing: Preparing for a move Speaking: Asking questions about a new company; discussing a project
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Review p.89

UNIT 4 > TRAVELLING FOR WORK p.37

▶ **Videos:** 4.1 Away on business 4.4 Technical problems

4.1 > I'm flying to Tokyo tomorrow Vocabulary: Travel arrangements Communicative grammar: Talking about arrangements Pronunciation: → /ŋ/, /ŋk/ and /n/. The -ing ending (p.98) Video: ▶ Away on business Task: Arranging a time to meet	4.2 > The 12.05 is delayed Vocabulary: Airports and train stations Reading and listening: ▶ Dealing with delays Grammar: will/won't Writing: Writing a text message about an announcement	4.3 > An update email Reading: Emails to a project manager Communicative grammar: Things happening now Writing: An update email	4.4 > Work skills: Setting up a video call Video: ▶ Technical problems Grammar: Making suggestions Speaking: Problems with teleconferencing Pronunciation: → /ɪə/ and /eə/ (p.98)	4.5 > Business workshop: A business trip Reading: Travel arrangements Listening: ▶ A change in plans Speaking: Arranging a meeting Writing: Text messages giving updates
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UNIT 5 > ORGANISING p.47		▶ Videos: 5.1 Graduate Fashion Week 5.4 What do you think of the trade fair?		
5.1 > Trade shows and exhibitions Vocabulary: Organising an exhibition Communicative grammar: Talking about intentions Pronunciation: → /æ/, /e/ and /ei/ (p.99) Video: ▶ Graduate Fashion Week Task: Talking about plans for a trade fair	5.2 > Phoning about a conference Vocabulary: Leaving a message Listening: ▶ Organising a conference Speaking: Taking and leaving phone messages	5.3 > Invitations Reading: Messages about an invitation Communicative grammar: Invitations with <i>would</i> and <i>want</i> Pronunciation: → /θ/ and /ð/ vs. /s/, /z/, /f/, /v/, /t/, /d/ (p.99) Writing: Informal messages of invitation	5.4 > Work skills: Socialising with clients Video: ▶ What do you think of the trade fair? Speaking: Socialising with clients	5.5 > Business workshop: The conference Speaking: Phoning to compare conference details Writing: An email about a conference Speaking: Making conversation at a conference dinner
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UNIT 6 > PRODUCTS p.57		▶ Videos: 6.1 Industry futures 6.4 How many do you want to order?		
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UNIT 7 > COMPETITION p.67		▶ Videos: 7.1 Comparing sports cars 7.4 Our products and services		
7.1 > Should I upgrade? Vocabulary: Product qualities Listening: ▶ Talking about using a product Communicative grammar: Comparing (1): comparatives Video: ▶ Comparing sports cars Task: Comparing two models	7.2 > Services Vocabulary: Fees Pronunciation: → /əʊ/ and /aʊ/ (p.100) Listening: ▶ Comparing recruitment agencies Writing: An advertisement for services	7.3 > The best providers Reading: An email comparing services Communicative grammar: Comparing (2): superlatives Writing: An email summarising survey results Pronunciation: → /p/, /b/, /f/ and /v/ (p.100)	7.4 > Work skills: Presentations Video: ▶ Our products and services Speaking: Presenting	7.5 > Business workshop: The big contract Reading: An email about a trade show Speaking: Giving presentations Writing: A summary email giving a recommendation
Review p.93				

UNIT 8 > JOBS p.77		▶ Videos: 8.1 Skills and experience 8.4 The job interview		
8.1 > Work experience Vocabulary: Skills and personal qualities Communicative grammar: Talking about experience Video: ▶ Skills and experience Task: Asking and answering interview questions	8.2 > The best person for the job Vocabulary: Job requirements Listening: ▶ Choosing job candidates Pronunciation: → The vowel /ɒ/. The letter 'o' as /ɒ/, /əʊ/ and /ʌ/ (p.101) Speaking: Describing and comparing candidates	8.3 > Professional profiles Reading: A professional profile Communicative grammar: Talking about experiences and completed past events Pronunciation: → Silent letters (p.101) Writing: An employee profile	8.4 > Work skills: A job interview Video: ▶ The job interview Speaking: Job interviews	8.5 > Business workshop: The interviewer and the candidate Speaking: Interview questions; choosing the best candidate for the job
Review p.94				



Introduction

Who ... is Business Partner for?

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

Why ... a communicative methodology?

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

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

Why ... work skills training?

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

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

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



What's in each unit?

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

Vocabulary and functional language

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

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

Grammar

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

Listening and video

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

Learners will be able to watch short, authentic videos, which they can also use as a model for the group speaking tasks.

Speaking

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

Writing

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

Work skills

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

Business workshops

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

Pronunciation

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

Reviews

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

Signposts, cross-references and MyEnglishLab

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

→ **page 000**

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

MyEnglishLab

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

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

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

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



WORK SKILLS

Video introduction

Introduction

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

Sleek is a new, small fashion design company. They sell directly to customers in their own boutique shops in the UK and Western Europe and also sell their products to larger department stores. Max Hartmann is the Director of Operations in the UK, and Maria Stavrou is a Sales Manager in Spain. In the videos we see Max, Maria and other Sleek employees at work: in meetings, presentations and other day-to-day interactions.

Characters

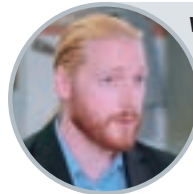


Max Hartmann, German
Director of Operations UK,
(Units 1, 4, 5, 7)



Maria Stavrou, Greek
Sales Manager
(Units 1, 4, 5, 6)

Izabel Nowak, Polish
Office Manager
(Units 1, 2)



William James, Australian
Product Manager
(Units 3, 4)



Josie Marr, British
Administration Assistant
(Unit 1)

Haru Sakai, Japanese -British
Lead Designer
(Units 3, 4)



Ellen Morgan, British
Junior Clothing Designer
(Unit 3)



Robert Harris, British
Cleaning company owner
(Unit 2)



Julia Anderson, Brazilian-British
External client (Unit 5)



Matt Reece, British
Human Resources Manager
(Unit 8)

Eduardo Dias, Brazilian-Portuguese
External client (Unit 6)



Jonathan Potts, British
External client
(Unit 7)



Angela Davies, British
Job candidate (Unit 8)



Video summary

1 What do you do?

Unit 1 video: Maria visits the London office for some meetings and meets the team.

2 Agreeing contract details

Unit 2 video: Izabela has a meeting with Robert to agree the details of an office cleaning contract.

3 How did the project go?

Unit 3 video: William holds a feedback meeting with designers Haru and Ellen.

4 Technical problems

Unit 4 video: Members of the team have technical problems on their video calls.

5 What do you think of the trade fair?

Unit 5 video: Max and Maria meet external client Julia Anderson and make small talk.

6 How many do you want to order?

Unit 6 video: External client Eduardo meets Maria to place an order for some T-shirts.

7 Our products and services

Unit 7 video: External client Jonathan Potts presents his company's products and services to a group, including Max.

8 The job interview

Unit 8 video: Job candidate Angela Davies meets Human Resources Manager Matt Reece for a job interview.

Working day

1

What do you do?



Unit overview

1.1 > Daily tasks

Lesson outcome: Learners can describe work activities and tasks.

Vocabulary: Jobs and tasks

Communicative grammar: Facts and routines

Video: Working day

Task: Introducing yourself and talking about your job and routine

1.2 > A work plan

Lesson outcome: Learners can schedule tasks.

Vocabulary: Work tasks and activities

Reading and listening: Scheduling meetings

Writing: An email to schedule a meeting

1.3 > A survey

Lesson outcome: Learners can ask and answer questions for a survey about their workplace.

Reading: An employee survey

Communicative grammar: Questions

Writing: A survey about facilities in the workplace

1.4 > Work skills: Talking about people and roles

Lesson outcome: Learners can greet a visitor, make introductions and talk about people and roles.

Video: What do you do?

Speaking: Talking about people and roles

1.5 > Business workshop: We want to meet you ...

Lesson outcome: Learners can answer questions about jobs.

Reading: A webpage; an email

Speaking: Arranging to meet; an interview about your job; talking about your company and travel

Review 1: p.87

Pronunciation: 1.1 The -s ending
1.3 Questions p.96

Grammar reference: 1.1 Facts and routines 1.3 Questions
1.4 Subject and object questions p.102

1.1



Daily tasks

Lesson outcome

Learners can describe work activities and tasks.

Lead-in 1A Match the photos (A-D) with the correct jobs (1-8).



- | | |
|-----------------------|-------------------|
| 1 Production Engineer | 5 Admin Assistant |
| 2 Sales Manager | 6 Finance Officer |
| 3 Sales Assistant | 7 Project Manager |
| 4 Digital Designer | 8 IT Specialist |

B Which of the jobs in Exercise 1A do people do where you work?

Vocabulary Jobs and tasks

2A Read about two jobs. Choose a job from Exercise 1A to complete the descriptions.

A I'm a(n) _____. I'm responsible for a team of five people. They often have meetings with customers. They sometimes work in the office and **call customers** on the phone. At the end of the week, they **do research** to find new clients. I sometimes **go to meetings** with important customers, so I often **travel for work**. I **analyse** sales **data**, and I often **write reports**. I also **do research** to find new clients. At the end of the day, I usually **make calls** to the other managers and to my boss, who works in a different location. My office hours are 9 a.m. to 5.30 p.m. but I'm so busy I never **finish work** before 5.30 p.m.

B Elena is a(n) _____. She usually **starts work** at 7 o'clock and she always has a lot of work to do. She **answers the phone** and **makes calls** or **writes emails**. She works with the sales team and often **processes orders** for them. She sometimes **goes to meetings** and takes notes. She rarely **travels for work**.

B Complete the expressions with words from Exercise 2A.

- | | |
|-------------------------|------------------------|
| 1 <u>go to</u> meetings | 6 _____ for work |
| 2 _____ customers | 7 _____ (sales) data |
| 3 process _____ | 8 write _____ / emails |
| 4 do _____ | 9 answer _____ |
| 5 _____ calls | 10 _____ / _____ work |

3 Work in pairs. Ask and answer the questions. Use the words in the box.

0%	100%				
never	rarely	sometimes	often	usually	always

How often do you ...

- | | |
|-----------------------------|---------------------|
| 1 do research? | 6 write emails? |
| 2 go to meetings? | 7 analyse data? |
| 3 start work at 8 o'clock? | 8 answer the phone? |
| 4 finish work at 5 o'clock? | 9 make calls? |
| 5 write reports? | 10 process orders? |

T Teacher's resources: extra activities

→ page 96 See Pronunciation bank: The -s ending

Communicative grammar

FACTS AND ROUTINES

→ Grammar reference: page 102

- + I **am/'m** a Sales Manager. He/She **is/'s** an IT Specialist.
You/We/They **are/'re** Production Engineers

- + I/You/We/They **always start** work at 8 o'clock. He/She **often has** meetings.
I/You/We/They **usually come** to the office on Mondays. It **usually finishes** at midnight.

- I **am/'m not** a Finance Officer. He/She **is not/ isn't** a Finance Manager.
I/you/we/they **do not/ don't call** customers. He/She **does not/ doesn't call** customers.

4 Complete the text with the correct form of the verb in brackets.

Marek, Alberto, Ramona and I ¹ _____ (work) in a computer shop. Marek sells computers, but he ² _____ (not be) a Sales Assistant, he ³ _____ (be) a Sales Manager. Alberto and Ramona ⁴ _____ (be) IT Specialists. They ⁵ _____ (start) work at 9 o'clock. They ⁶ _____ (not finish) work before 7 o'clock.
I ⁷ _____ (analyse) sales reports, but I ⁸ _____ (not be) a Sales Manager, I ⁹ _____ (be) a Finance Officer.

5 Put the words in order to make sentences.

- 1 at / work / I / 8 o'clock / start / often _____
- 2 always / we / call customers / on Fridays _____
- 3 sometimes / they / a team meeting / have _____
- 4 after lunch / you / never / emails / write _____
- 5 data / don't / they / analyse _____
- 6 call / doesn't / she / customers / usually _____

T Teacher's resources: extra activities

VIDEO 6A Watch the video. Match the job titles with the speakers 1-3.

Chief Executive Officer (CEO) Senior Research Manager Student Services Manager

- 1 Liz 2 Ellen 3 Muj

B Watch the video again. Tick (✓) the things that each person does.

Who ...	Liz	Ellen	Muj
starts work at 7.30?			
finishes work at 5.30?			
travels to other countries for work?			
has lunch at 1 o'clock?			
analyses data?			
writes reports?			

C Work in pairs. Talk about what each person does and doesn't do. Use the words in Exercise 3.

Liz never writes reports. Ellen ...



7A Work in pairs. Take turns to introduce yourself. Talk about these things.

- Your name • Some tasks/things you do • Your job • Your routine

My name's Nick. I'm a factory worker. I help make cars. I always start work at seven-thirty.

B Now work with another pair. Take turns to talk about your previous partner.

This is Nick. He's a factory worker. He helps make cars. He always starts work at seven-thirty.



1.2

A work plan

Lesson outcome

Learners can schedule tasks.



Lead-in 1 Which of these tasks do you do in your job?

answer the phone do research go to meetings make calls
process orders travel for work write reports

2 What type of meetings do you go to?

budget client management planning project

Vocabulary Work tasks and activities

3 Read the calendar and to-do list. Match the words in bold with the correct definitions (a-g).

Susan's calendar					
	Mon 25	Tue 26	Wed 27	Thu 28	Fri 29
11.00		Client meeting	¹ Budget meeting		Factory
12.00			Management meeting		
1.00					
2.00	Project planning meeting				Client meeting
3.00					

SUSAN'S TO-DO LIST

Before planning meeting:

- ²**Book** a meeting room
- Create a ³**brief**
- Send out the ⁴**agenda**

Before budget meeting:

- Get data from production
- ⁵**Calculate** production costs

Before management meeting:

- Prepare a ⁶**presentation**
- Get an ⁷**update** from each team member

- a instructions for a work task
- b new information
- c to make a reservation
- d a plan about money
- e to work with numbers to find an answer
- f a list of things to talk about in a meeting
- g a talk about a project, work task, etc.

4 Complete the sentences with the words in bold from Exercise 3.

- 1 She needs to _____ a room for ten people for the meeting.
- 2 Money isn't a problem. The _____ says we have \$10,000 for the project.
- 3 The _____ says the meeting starts at 10 a.m. and we have five points to discuss.
- 4 The work isn't difficult. The _____ gives instructions about the job.
- 5 Jo and Sam have a new project. Their _____ about it was interesting.
- 6 How is your new job? Can you give me an _____ on it?
- 7 We need to prepare a budget. Please _____ the costs before the meeting.

T Teacher's resources:
extra activities

Reading and listening Scheduling meetings

5A Read the emails and number them in the correct order.

A ____

Hi David,

Thanks for your message. I usually meet clients on Tuesdays and on Wednesday 27 March I have a management meeting all afternoon. How about Thursday 28 March at 11.00 a.m.? We can meet for an hour.

Best regards,
Susan

B ____

Hi Susan,

Sorry, I work at home on Thursday mornings. Is Thursday afternoon at 1.00 p.m. OK? Shall we meet in your office?

Best regards,
David

C 1

Hi Susan,

I hope you are well. As you know, we need to have a new project planning meeting by Friday 29 March. I'm available all day on Tuesday or Wednesday. Are you available on those days?

Best regards,
David

D ____

Hi Susan,

Perfect. See you at 2.00 p.m. on Thursday, in your office.

Best regards,
David

E ____

Hi David,

I have a planning meeting at 1.00 p.m. How about Thursday afternoon at 2.00 p.m.? We can meet in my office.

Best regards,
Susan

B Mark the new project planning meeting on David's calendar.

- 1.00** 1 o'clock
- 2.15** two-fifteen
- 3.30** three-thirty
- 4.45** four-forty-five
- 12.00** noon/midday (day)/midnight (night)
- a.m.** morning
- p.m.** afternoon

David's calendar					
	Mon 25	Tue 26	Wed 27	Thu 28	Fri 29
10.00				Work at home	
11.00					
12.00					
1.00					
2.00					
3.00					

6A 1.01 Listen to a conversation between David and Susan. Write the work tasks in the correct place on David's calendar.

- Presentation • Phone call • New project planning meeting (new time)

B 1.02 Complete the sentences with the words in the box. Then listen and check your answers.

about available busy date fine see shall then

- 1 We need to change the _____ of the new project planning meeting.
- 2 Are you _____ on Friday 29th, in the morning?
- 3 How _____ Friday afternoon?
- 4 Sorry, I'm afraid I'm _____ then.
- 5 Friday lunchtime is good. _____ we meet in your office?
- 6 I usually have lunch at 1 o'clock. How about _____?
- 7 Yes, that's _____. Then we can go to lunch for about an hour.
- 8 _____ you then.

T Teacher's resources: extra activities

Writing

7 Work in pairs. You are going to schedule a meeting.

Student A: Look at page 115.

Student B: Look at page 117.

1.3 A survey

Lesson outcome

Learners can ask and answer questions for a survey about their workplace.

Lead-in 1A Which of these facilities do you have at work / where you study?



a meeting room



a car park



an area for relaxing



a canteen or kitchen area



a workspace

B Which ones do you use?

Reading 2A Read the survey. Write the headings in the box in the correct place (A-D).

Meetings and meeting rooms Other facilities The work day The workplace

EMPLOYEE SURVEY

In order to make our workspace and facilities better, we would like your opinion on how to improve it. Please complete the survey and give extra information where possible.

A _____

- 1 How do you get to work?
 Bicycle Car Motorcycle Public transport Walk Other
- 2 What are your working hours?
- 3 How much time do you spend at your desk?

B _____

- 4 Which department do you work in?
- 5 Do you have a problem with noise in your work area? Yes Sometimes No
- 6 Does your workspace have a desk lamp? Yes No

C _____

- 7 How many hours a week do you spend in meetings? 0-2 2-5 More than 5
- 8 Does your office have enough meeting rooms? Yes No
- 9 How often do you have problems booking meeting rooms?
 Never Sometimes Often Always I don't book them

D _____

- 10 How often do you use the company gym?
- 11 How many times a week do you eat in the canteen?
- 12 Where do you take a break?

B Match the answers (a-f) with six questions in the survey.

- a Production.
- b From 9.00 a.m. to 5.30 p.m.
- c About three times a week – I like to exercise in the evening.
- d Five – I have lunch there every day.
- e About six hours per day.
- f In the kitchen area.

C Work in pairs. Ask and answer the questions in the survey.

Communicative grammar

QUESTIONS

→ Grammar reference: page 102

- What are** your working hours?
- Where is** your desk?
- How do** you get to work?
- When does** your working day start?

- Do you have** problems booking meeting rooms?
- How often do** you use the company gym?
- Do you eat** in the canteen?
- Does** your workspace **have** a desk lamp?

3 Put the words in order to make questions.

- 1 are / working / your / what / hours / ? _____
- 2 office / your / workspaces / does / enough / have / ? _____
- 3 have / an area / does / for relaxing / your office / ? _____
- 4 gym / the / you / use / do / ? _____
- 5 is / where / area / the kitchen / ? _____
- 6 work / you / what / do / time / start / ? _____
- 7 does / your / when / finish / day / ? _____
- 8 your / does / have / company / a car park / ? _____

→ page 96 See Pronunciation bank: Questions

4A Complete the questions with the correct word.

- 1 Where _____ the gym?
- 2 _____ the office have a kitchen area?
- 3 What time _____ you usually take a break?
- 4 What _____ the canteen's opening times?
- 5 How long _____ your lunch break?
- 6 _____ you usually work from home on Friday?
- 7 _____ the office have a space for relaxing?
- 8 _____ often do you book a meeting room?

B Match the answers (a-h) with the questions (1-8) in Exercise 4A.

- a About 11.00 a.m.
- b Yes, I do.
- c On the second floor.
- d 10.00 a.m. to 6.00 p.m. every day.
- e Yes, it does.
- f About forty-five minutes.
- g About two or three times a week.
- h Yes, it has a quiet room with sofas.

T Teacher's resources: extra activities

Writing 5A You want to improve facilities in your workplace or where you study. Write a survey to find out what people do and what facilities they use now. Ask eight questions. Use these ideas to help you.

- The workspace
- Meetings and meeting rooms
- The canteen
- Available computers/IT (projectors, etc.)
- Access (stairs/lifts)
- Quiet areas
- Gym facilities
- Other facilities
- Your own ideas



B Give your survey questions to a partner. Write answers to your partner's questions.

_____	_____
_____	_____
_____	_____
_____	_____

Lesson outcome

Learners can greet a visitor, make introductions and talk about people and roles.

Lead-in

- 1 Put conversations 1–3 in the correct order. Then match the conversation with photos A–C.



- 1 a Nice to meet you, too.
b Sylvia, this is Evan from the Tokyo office.
c Nice to meet you.
- 2 a Sarah Jones? Yes. She works in my department.
b She's fine.
c How is she?
d Do you know Sarah in the Beijing office?
- 3 a About ten.
b That's the production team.
c How many people work in production?

VIDEO 2A 1.4.1 Watch the video. Answer the questions.



- 1 Where are Max and Maria?
2 Do Izabela and Maria know each other?
3 Does Izabela know Josie?
4 Does Maria know Josie?
- B Complete the sentences with one word. Watch the video again and check your answers.**
- 1 **Max:** Izabela, _____ is Maria, _____ the Madrid office.
2 **Izabela:** _____ department do you _____ in?
3 **Izabela:** Oh, yes, I _____ Monica. She often _____ this office.
4 **Maria:** I _____ clients and I work with the local _____ teams.
5 **Maria:** I give a _____ about my work, and they give an _____ on their activities.
- C Match the sentences with the answers. Watch the video again and check your answers.**
- | | |
|--|---|
| 1 Maria, do you know Josie? | a Nice to meet you, Josie. |
| 2 Josie, this is Maria. | b I'm a Sales Manager with the Madrid team. |
| 3 What do you do, Josie? | c Pietro Russo. Do you know Pietro? |
| 4 And which department do you work in? | d No. I don't. |
| 5 And who manages that team? | e I'm an Admin Assistant. |
| 6 What about you, Maria? | f I work in office facilities. |

T Teacher's resources:
extra activities

Speaking

> TALKING ABOUT PEOPLE AND ROLES

Introductions

Maria, do you know Josie?	No, I don't. / Yes, I do.
Maria, this is Izabela.	Nice to meet you.
He/She works in the Madrid office.	Nice to meet you, too.
He/She's an Admin Assistant.	

Asking about roles and activities

What do you do?	I'm an Admin Assistant.
Which department do you work in?	(I work in) the Sales department.
Who's your manager?	Monica Lopez.
Do you travel for work a lot?	Yes, I do. / No, I don't.

Talking about roles and activities

Monica Lopez is/She's the Regional Sales Director for Southern Europe.
 I'm a Sales Manager with the Madrid team. I visit clients and ...
 We usually have a planning meeting with the sales team when we visit.
 She's our Office Manager here in London. She manages office facilities.

> SUBJECT AND OBJECT QUESTIONS

→ Grammar reference: page 103

Subject question

Who **manages** the team? **Pietro manages** the team.

Object question

Which team **does** Pietro **manage**? He **manages the sales team**.

T Teacher's resources:
extra activities

3A Complete the information about yourself. Use the example to help you.

NAME: *Miguel Diaz*
 OFFICE: *Singapore*
 JOB: *Engineer*
 DEPARTMENT: *Design*
 ACTIVITIES: *I work with the Design Manager. We develop new products. I sometimes meet customers.*

NAME: _____
 OFFICE: _____
 JOB: _____
 DEPARTMENT: _____
 ACTIVITIES: _____

B Work in groups of three. Use the information from Exercise 3A and write a dialogue where one person introduces two others. Use the videoscripts on page 129 to help you.

Student A: You know Student B and Student C. Introduce them.

Student B: You are visiting from another country.

Student C: You are the Office Manager. Welcome Student B and ask questions about Student B's job, department, manager, activities, etc.

C Practise the dialogue. Changes roles and practise again.

Lesson outcome

Learners can answer questions about jobs.

Introduction

1 Read the webpage. Answer the questions.

- 1 What is *U-Trav-L*?
- 2 Why do they interview business professionals?
- 3 Why do they ask you to contact them?

U-Trav-L is a travel sales website for business travellers. Every month, we interview business professionals around the world for the blog on our website. With their help, our blog shows work life and business travel and how it really is. Readers also see their business profile and what their company does.

We always need business professionals for our blog so we'd like to interview you about your job and business travel. Please contact us by email if you would like to be on our website.

Arranging a meeting

2A Work in pairs. Read the email. What does Maria want to do? When?

Dear Ms Lawrie,

Thank you very much for your interest in *U-Trav-L* magazine and website. We would like to come to your offices in London and interview you. Are you available in March?

Yours sincerely,

Maria Alvarez

Editor, *U-Trav-L*



B Arrange a meeting by email. Student A: Look at page 115. Student B: Look at page 117.

A phone call

3 Maria Alvarez cannot meet on Friday. She needs to call Angela Lawrie and change the time of the interview. Student A: Look at page 118. Student B: Look at page 116.

The interview

4A Complete Maria's questions for the interview.

- 1 Which / department / work in / ?
- 2 What / do / ?
- 3 Where / work / ?
- 4 How / get to work / ?
- 5 How long / be / your journey / to work / ?
- 6 How often / travel / abroad / ?
- 7 Where / travel / to / ?
- 8 Why / travel for work / ?
- 9 Do / work on the train/plane / ?
- 10 What / favourite travel destination / ?

Which department do you work in?

B Maria Alvarez wants to interview Angela Lawrie. Work in pairs. Look at page 116. Take turns to be Maria and Angela.

Talking about your company and travel

5A Work in pairs. You are going to have an interview.

Student A: You are Maria Alvarez. Look at page 115.

Student B: You own a business. Look at page 117.

B Work with a different partner. Take turns to tell each other about the person you interviewed in Exercise 5A. Then decide the best person for Maria to write about in *U-Trav-L* magazine next month.

