

Coursebook

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with
Digital Resources
access code inside

A1

Business Partner

Your Employability Trainer

UNIT 1 > WELCOME

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

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

UNIT 2 > WORK

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

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

UNIT 3 > WHAT? WHEN? WHERE?

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

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

UNIT 4 > PROBLEMS AND SOLUTIONS

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

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

UNIT 5 > OFFICE DAY TO DAY		Videos: 5.1 What are they doing? 5.4 Can you help me?					
5.1 > What are you working on? Video: What are they doing? Vocabulary: Word pairs Communicative grammar: Talking about things happening now Pronunciation: → /ŋ/ and the Present Continuous Task: Writing about what people are doing now	5.2 > Are you free at two? Vocabulary: Word pairs Listening: Organising meetings Speaking: Arranging and postponing meetings	5.3 > Can we meet to discuss ... ? Reading: Emails arranging, accepting or changing a meeting Communicative grammar: Talking about future arrangements Pronunciation: → /ɪ/ and /i:/ Writing: An email arranging a meeting	5.4 > Work skills: Can I ask a favour? Video: Can you help me? Speaking: Doing favours	5.5 > Business workshop: The meeting is at 3 p.m. Writing: An email to arrange a meeting to discuss a problem Speaking: Postponing a meeting			
Review							
UNIT 6 > AN OFFICE MOVE		Videos: 6.1 An office move 6.4 A presentation about office equipment					
6.1 > It's cheaper and better Video: An office move Vocabulary: Descriptions Communicative grammar: Comparing two things Pronunciation: → The vowel /ə/ Task: Choosing a warehouse	6.2 > Which is better? Vocabulary: Orders Speaking and reading: Supplier quotes Grammar: L → <i>good – better – best/bad – worse – worst</i> Writing: Describing different options	6.3 > Which is the best? Reading: An email about changing a mobile phone contract Communicative grammar: Making proposals with <i>if</i> Pronunciation: → /æ/ and /ʌ/ Writing: An email comparing two offers	6.4 > Work skills: As you can see on the slide, ... Video: A presentation about office equipment Speaking: Talking about presentation slides	6.5 > Business workshop: The office move Reading: An email from the boss Writing and speaking: Comparing two offices Speaking: Presenting your choice			
Review							
UNIT 7 > PROCEDURES		Videos: 7.1 Paying suppliers 7.4 A new workflow					
7.1 > What's the procedure? Video: Paying suppliers Vocabulary: Describing a procedure Communicative grammar: Talking about obligation Task: Explaining a procedure	7.2 > Workflow Vocabulary: Descriptions Reading and listening: A workflow problem Pronunciation: → /aɪ/ and /eɪ/ Speaking: Improving a workflow	7.3 > A manual Reading: A manual Communicative grammar: Instructions Pronunciation: → /l/ and /r/ Writing: Instructions for creating an invoice	7.4 > Work skills: Changing a workflow Video: A new workflow Speaking: Making and responding to suggestions	7.5 > Business workshop: How can we improve it? Reading: Identifying problems in a workflow Speaking: Discussing solutions; Responsibilities in a new workflow			
Review							
UNIT 8 > MANAGING PROJECTS		Videos: 8.1 Making cars at The Morgan Motor Company 8.4 Feedback in the office					
8.1 > How long does it take? Video: Making cars at The Morgan Motor Company Vocabulary: Production Communicative grammar: Revision of the present Task: Explaining information on a database	8.2 > Reducing costs Vocabulary: Saving money Reading: An online interview Communicative grammar: Revision of the past Pronunciation: → Pronouncing the letter 'o' Writing: Actions and results	8.3 > Planning projects Reading: Scope statements Communicative grammar: Revision of the future Pronunciation: → The vowel /ɜ:/ Writing: Scope statements	8.4 > Work skills: Giving feedback Video: Feedback in the office Speaking: Giving feedback	8.5 > Business workshop: Updates and feedback Reading: A team update email Writing: Replying to an update Speaking: Giving feedback			
Review							
Pronunciation	Irregular verb list	Grammar reference	Numbers	Additional material	Videoscripts	Audioscripts	Vocabulary list



Introduction

Who ... is Business Partner for?

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

Why ... a communicative methodology?

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

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

Why ... work skills training?

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

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

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



What's in each unit?

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

Vocabulary and functional language

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

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

Grammar

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

Listening and video

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

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

Speaking

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

Writing

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

Work skills

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

Business workshops

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

Pronunciation

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

Reviews

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

Signposts, cross-references and MyEnglishLab

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

→ **page 000**

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

MyEnglishLab

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

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

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

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

	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2		
Learn more about the Global Scale of English at english.com/gse									



COMMUNICATION SKILLS

Video introduction

Introduction

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

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

Characters



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



Krzysztof Grzeszak,
Polish
(units 1, 6)



Liz Rendell,
American
(units 1, 4)



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



Jack Taylor,
British
(units 2, 5)



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



Emily Davies,
British
(unit 4)



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



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



Video summary

1 Welcoming a visitor

Unit 1 video: Krzysztof arrives for a meeting with Yumiko in the office.

2 Small talk at work

Unit 2 video: Andrea meets Jack, a new employee.

3 A progress meeting

Unit 3 video: Yumiko asks for an update from her team.

4 There is a problem with ...

Unit 4 video: Liz shows her broken phone to a Customer Service Assistant.

5 Can you help me?

Unit 5 video: Employees ask for and offer help.

6 A presentation about office equipment

Unit 6 video: Krzysztof gives a presentation about printers to Yumiko and Martin.

7 A new workflow

Unit 7 video: Yumiko and Paulo talk about how to improve the onboarding process for new employees.

8 Feedback in the office

Unit 8 video: Yumiko gives feedback to Andrea and Rachel on their work.

Welcome

1



Unit overview

1.1 > Nice to meet you

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

Vocabulary: Countries and nationalities

Communicative grammar: Introductions

Video: What's your name?

Task: Meeting others and making introductions

1.2 > Can you fill this in, please?

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

Vocabulary: Personal details

Reading and listening: Filling in forms

Speaking: Completing a new employee registration form

1.3 > My company

Lesson outcome: Learners can describe their company and workplace.

Listening and reading: Buildings, departments and facilities

Communicative grammar: Describing your company

Writing: A description of a company or workplace

1.4 > Work skills: Welcoming a visitor

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

Video: Welcoming a visitor

Speaking: Workplace visits

1.5 > Business workshop: Your first day

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

Speaking: Meeting human resources and other team members

Writing: Completing your employee profile

Review 1

Pronunciation: 1.2 The alphabet
1.3 Plural -s

Grammar reference: 1.1 Introductions 1.2 *my, your, his, her, its, our, their*
1.3 Describing your company

1.1

Nice to meet you

Lesson outcome

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

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

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

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



A _____



B _____

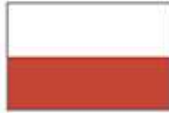


C 1c

Vocabulary Countries and nationalities

★ 2 Match the flags with the countries in the box.

Brazil India Japan
Mexico Poland



- 1 Poland 2 _____ 3 _____ 4 _____ 5 _____

★ 3A Choose the correct word.

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

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

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

★ 4 1.04 Complete the tables. Then listen and check.

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

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

Teacher's resources: extra activities

Communicative grammar

INTRODUCTIONS

→ Grammar reference: page 105

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

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

'm 'm not are (x4)
aren't is isn't 's



Hans: Hello, I ¹ 'm Hans.
Maria: Hi, Hans. My name ² Maria.
Hans: Nice to meet you.
Maria: Nice to meet you, too.
Hans: ³ you from Argentina?
Maria: No, I ⁴ . I'm Brazilian.
Hans: Is your boss Brazilian?
Maria: No, she ⁵ . She's from Mexico.
Mike: Maria! Hello!
Maria: Hi, Mike! And Lisa! Hans, this ⁶ Mike and Lisa. They ⁷ from the UK.
Hans: Nice to meet you.
Mike: Nice to meet you, Hans.
Lisa: Hi.
Hans: ⁸ you from London?
Lisa: No, we ⁹ . We ¹⁰ from Liverpool.

T Teacher's resources: extra activities

VIDEO 6 1.1.1 Watch the video and answer the questions.



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

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

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

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

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

you later see



1.2

Can you fill this in, please?

Lesson outcome

Learners can complete a form giving personal details about themselves.

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



address email address ID card number passport phone number

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

Vocabulary Personal details

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



HOTEL IQBAL: GUEST INFORMATION

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

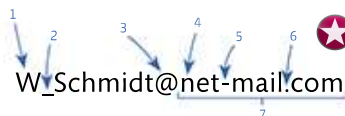
- a first name / given name 2
- b surname / last name _____
- c title _____
- d nationality _____
- e middle name _____
- f postcode / zip code _____
- g home address _____
- h passport / ID card number _____
- i phone/mobile/cell number _____

3 Write information about yourself.

HOTEL ARKADIA: GUEST INFORMATION

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

page 96 See Pronunciation bank: The alphabet



4A Match 1–7 with a–g.

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

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

C 1.08 Listen and write the email addresses.

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

D Practise saying email addresses. Ask your classmates.

What's your email address?

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

Reading and listening **Filling in forms**

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



NEW EMPLOYEE REGISTRATION

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



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

→ **page 112** See Numbers

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

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

T Teacher's resources: extra activities

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

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

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

New Employee Registration

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

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

1.3 My company

Lesson outcome

Learners can describe their company and workplace.

Lead-in 1 Is your workplace like one of these? Which of these places are in your town or city?
Fashion HiQ has workplaces around the world.



A warehouse, Poland



B office, Germany



C factory, China

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

1 _____ 2 _____ 3 _____

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

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

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

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

B Match 1-4 with a-d.

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

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

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

canteen department division factory gym manager office warehouse

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

Communicative grammar

DESCRIBING YOUR COMPANY

→ Grammar reference: page 105

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

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

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

a/one restaurant →
two restaurants
a/one factory →
two factories

Company name: Scarpe, Portafogli e Borse, K.K.

Head office: Yokohama, Japan

- sales division
- marketing department
- Sales Manager, Marketing Manager
- gym and canteen

Factory: Katowice, Poland

- manufacturing division
- production department
- Production Manager
- canteen

Warehouse: Naples, Italy

- distribution division
- shipping department
- Warehouse Manager, Shipping Manager
- canteen

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

7 Choose the correct word.

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

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

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

T Teacher's resources:
extra activities

→ page 96 See Pronunciation bank: Plural -s

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

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

Company name: Muebles Madali, S.A.

Head office: Madrid, Spain

- sales division
- marketing department
- example job: Sales Rep
- offices - light
- canteen and gym

Factory: Puebla, Mexico

- manufacturing division
- production department
- example job: Engineer
- workplace - noisy
- restaurants near the factory

Warehouse: Alicante, Spain

- distribution division
- shipping department
- example job: Warehouse Manager
- building - modern
- canteen

1.4

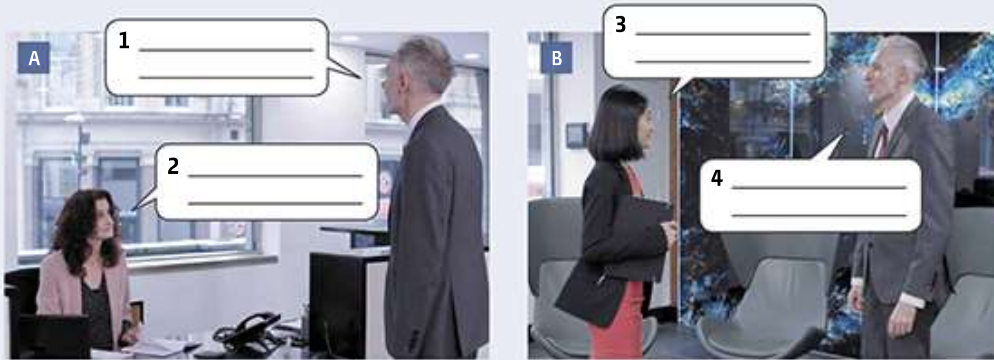
WORK SKILLS Welcoming a visitor

Lesson outcome

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

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

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



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

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

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

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

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

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



tablet



photocopier



laptop



coffee machine



whiteboard



printer

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

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

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

Speaking

WORKPLACE VISITS
Formal language**Greetings**

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

Exchanging information

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

Offers

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

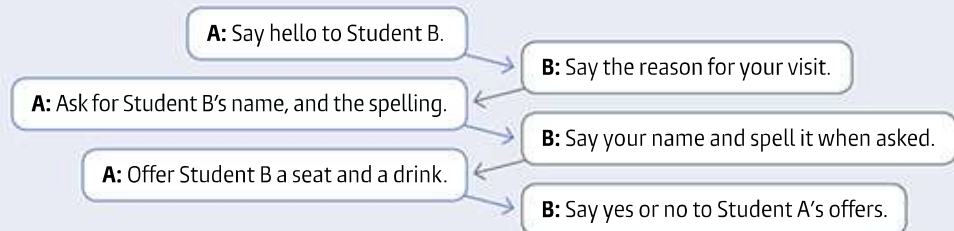
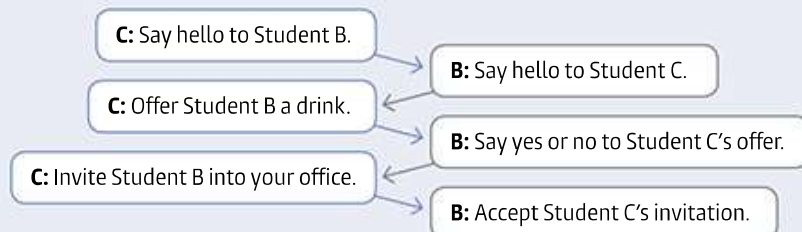
Less formal language**Greetings**

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

Offers

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

Teacher's resources:
extra activities

5 Work in groups of three. Write two dialogues.**Student A:** You work at reception.**Student B:** You visit Student C.**Student C:** Student B visits you.**Dialogue 1****Dialogue 2****6 Practise the dialogues from Exercise 5.**



Lesson outcome

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

Arriving

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

Student A: You're the receptionist.

Student B: You're the new employee.

- Say hello to Student B.
- Ask for Student B's name, and the spelling.
- Offer Student B a seat and a drink.
- Say the reason for your visit.
- Say your name and spell it when asked.
- Say yes or no to Student A's offers.

Meeting human resources

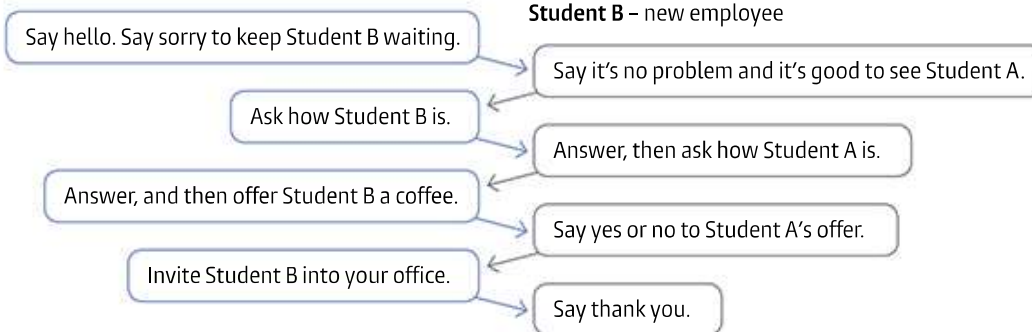
2A Work in new pairs. Take turns being Student A and Student B. Follow the conversation outline below.

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

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

Student A - Human Resources Manager

Student B - new employee



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

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

Meeting other team members

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

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

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

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

Completing your employee profile

4 Write information about yourself.



Employee profile

Surname ¹ _____ First name ² _____

Gender: ³male female other Nationality ⁴ _____

Marital status: ⁵single married other

Email address ⁶ _____

Phone / mobile / cell number ⁷ _____

Emergency contact number ⁸ _____

ID card or passport number ⁹ _____

Start date _____



Unit overview

2.1 > What do you do?

Lesson outcome: Learners can understand and give a short basic description of common jobs.

Vocabulary: The work we do

Communicative grammar: Talking about work

Video: I work in Sales

Task: Where I work and what I do

2.2 > What does the company do?

Lesson outcome: Learners can understand and give a short basic description of a company.

Vocabulary: What companies do

Reading and listening: Company information

Writing: Describing a company

2.3 > A week in the life

Lesson outcome: Learners can write simple sentences about work routines and activities.

Reading: Two different routines

Communicative grammar: Talking about routines

Writing: A short blog post for a company intranet

2.4 > Work skills: Small talk

Lesson outcome: Learners can talk about their jobs and work routines in a simple way.

Video: Small talk at work

Speaking: Making conversation

2.5 > Business workshop: At a conference

Lesson outcome: Learners can introduce themselves in formal situations and talk about their companies and jobs in a simple way.

Reading: A conference website

Listening: Small talk at a conference

Speaking: Networking

2.1

What do you do?

Lesson outcome

Learners can understand and give a short basic description of common jobs.

★ Lead-in

1 Look at the photos. Match the people (A–D) with the jobs.

Digital Designer IT Specialist Production Engineer Sales Manager



Vocabulary The work we do

★ 2A Read the information about people and their jobs below. Match the person, job and department.

Name	Job	Department
Carla Lombardi	Production Engineer	sales
Ben Schmidt	Sales Manager	IT (information technology)
Lucas Sousa	IT Specialist	production
Anna Robinson	Digital Designer	marketing

B Complete the sentences with the correct name: Carla, Ben, Lucas or Anna.

- _____ is German.
- _____ works on projects.
- _____ makes website designs.
- _____ has meetings with clients.
- _____ answers phone calls.
- _____ sells transport services.
- _____ solves technical problems.
- _____ works in Milan.

T Teacher's resources: extra activities



Carla Lombardi

Where are you from?
I'm from Florence in Italy.

Where do you work?
I **work** for an e-commerce company. We **sell** sports clothes and equipment. I **work** in the Milan office.

What's your job?
I'm a Digital Designer. I **work** in the marketing department.

What do you do at work?
I **make** designs for the website and social media.



Ben Schmidt

Where are you from?
I'm from Hamburg in Germany.

Where do you work?
I **work** for a pharmaceutical company in Berlin. It's the capital of Germany.

What's your job?
I'm a Production Engineer.

What do you do at work?
I **check** the production processes are safe and cost-effective.



Lucas Sousa

Where are you from?
I'm from Brasília. It's the capital of Brazil.

Where do you work?
I **work** for Telefónica. It's a big telecommunications company.

What's your job?
I'm an IT Specialist and I **work** in the IT department.

What do you do at work?
I **work** on projects for other departments. I **solve** technical problems.



Anna Robinson

Where are you from?
I'm from Manchester in England.

Where do you work?
I **work** for a transport company.

What's your job?
I **work** as a Sales Manager.

What do you do at work?
I **manage** my sales team. I **have** twelve people in the team. I **make** and **answer** phone calls, **have** meetings with clients and **write** reports.

Communicative grammar

TALKING ABOUT WORK

Grammar reference: page 106

I **work** in the marketing department.
 You **manage** shop assistants.
 We **work** in a shop.
 They **sell** clothes.
 I/You/We/They **have** meetings.

She **works** in the marketing department.
 He **writes** reports.
 She **makes** designs.
 He **sells** clothes.
 He/She **has** meetings.

3 Match 1-4 with a-d and 5-8 with e-h.

- | | | | |
|----------------|-----------------------------|--------------|--------------------------|
| 1 I manage | a phone calls to clients. | 5 I have | e technical problems. |
| 2 You work for | b hybrid and electric cars. | 6 You solve | f the process is safe. |
| 3 We sell | c a team of twelve people. | 7 We write | g meetings with clients. |
| 4 They make | d a multinational company. | 8 They check | h emails and reports. |

4 Complete the texts with the correct form of the verbs in the boxes.

have sell work write

David is an Accountant. He ¹ _____ for a chemical company. It ² _____ chemical products. He ³ _____ meetings with other departments and he ⁴ _____ financial reports.

answer manage work solve

Linda ⁵ _____ as a Customer Service Manager. She ⁶ _____ a team of twenty staff. She ⁷ _____ phone calls from customers and ⁸ _____ their problems.

Teacher's resources: extra activities

5A VIDEO Watch Elena in the video and complete the information in the table.



	Elena	Ellen	Steve
City/Country	Southend-on-Sea	Leicester, England	9 _____
Company	1 _____	5 _____	10 _____
Job/Department	2 _____	Senior Research Manager	11 _____
Responsibilities	3 _____ the phone, 4 _____ and give visitors a pass	6 _____ with the team and 7 _____ with manager, make phone calls and 8 _____ emails	12 _____ the sales team, 13 _____ meetings with clients

B Watch Ellen and complete the information in the table.

C Watch Steve and complete the information in the table.

6A Work in pairs. Ask and answer the questions.

- What's your name? • Where are you from? • Where do you work?
- What's your job? • What do you do at work?

Student A: Read your role card on page 114 or use your own information.

Student B: Read your role card on page 116 or use your own information.

B Work in new pairs. Use the questions in Exercise 6A and introduce yourself to your partner.

C Work with your partner from Exercise 6A. Tell your partner about the person you talked to in Exercise 6B.

His/Her name is ...



2.2

What does the company do?

Lesson outcome

Learners can understand and give a short basic description of a company.

Lead-in 1 Do you have these products? What brand is the product?

car e-reader laptop/computer mobile phone TV washing machine

Vocabulary What companies do



2A Match the photos (A-F) with the business activities.

design cars make clothes make consumer electronics
provide air transport services provide financial services sell products online



B Match the companies with the business activities in Exercise 2A.

Allianz Amazon Inditex Qatar Airways Samsung Volkswagen



3 Choose the correct word. Then listen and check.

- 1 Qatar Airways *designs / provides* air transport services.
- 2 Allianz *provides / makes* financial services.
- 3 Volkswagen *designs / provides*, makes and sells cars.
- 4 Amazon *makes / sells* books and other products online.
- 5 Inditex makes and *sells / provides* clothes in shops and online.
- 6 Samsung *makes / provides* mobile phones and home electronics.

4A Write sentences about these companies using the verbs in Exercise 3.

Alibaba Apple Bank of China H&M Lufthansa Toyota



B Work in pairs. Ask and answer questions about the companies.

A: *What does Apple do?* B: *It makes ...*



5A Write the missing numbers. Then listen and repeat.

100	a/one hundred
_____	three hundred and twenty
647	six hundred _____ forty seven
1,000	a/one thousand
55,367	fifty-five _____, three _____ and sixty-seven
_____	seventy-eight thousand, one hundred and thirteen
100,000	a/one hundred thousand
360,000	three hundred _____ sixty _____
_____	eight hundred and ninety-two thousand, six hundred and seventeen
1,000,000	a/one million

→ page 112 See Numbers

150 220 7,000 174,000
100,000 140,000

B Complete the sentences with the numbers in the box. Then listen and check.

- Allianz has over ¹ _____ employees in more than seventy countries.
Amazon has over ² _____ warehouse robots.
Qatar Airways has ³ _____ aircraft and flies to over ⁴ _____ destinations.
Inditex has over ⁵ _____ stores and over ⁶ _____ employees in ninety-six countries.

C How many employees/students are there where you work/study?

→ page 97 See Pronunciation bank: Numbers

T Teacher's resources:
extra activities