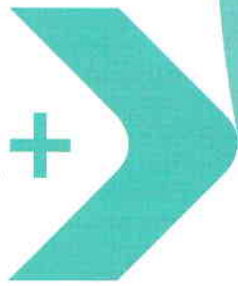


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Business Partner

UNIT 1 > TRAVELLING FOR WORK p.7

Videos: 1.1 Business travel 1.3 Making small talk

1.1 > Business travel Video: Business travel Vocabulary: Transport, accommodation and travel Project: Helping a business traveller	1.2 > Events management Listening: Interview with an Events Manager Grammar: Comparatives and superlatives Speaking and writing: Choose a venue for a party Pronunciation: The letter 'r' (p.114)	1.3 > Communication skills: Small talk Video: Making small talk Pronunciation: Showing interest in small talk (p.114) Functional language: Making small talk Task: Practise making small talk with colleagues	1.4 > Business skills: Dealing with problems Listening: Talking about problems Functional language: Explaining and solving IT problems Task: Practise explaining and solving an IT problem	1.5 > Writing: Email - Asking for information Model text: Email asking for information Functional language: Phrases for writing an email Grammar: <i>can</i> and <i>could</i> to ask for information Task: Write an email asking for information	Business workshop > 1 A business trip (p.88) Reading: Website of a music talent agency Listening: Phone call to arrange a business trip Task: Rearrange plans
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Review p.104

UNIT 2 > BUSINESS LOCATION p.17

Videos: 2.1 Choosing a business location 2.3 Clarifying information

2.1 > Dovetailed in Cambridge Video: Choosing a business location Vocabulary: Location Pronunciation: Syllables and stress (p.114) Project: Researching the location of a company	2.2 > Visiting Singapore Pronunciation: Stress in noun phrases (p.114) Reading: Singapore creates a tropical wildlife paradise Grammar: <i>enough</i> and <i>too</i> Speaking and writing: Describing problematic situations	2.3 > Communication skills: Checking and clarifying Video: Clarifying information Functional language: Checking and clarifying Task: Checking and clarifying information in a meeting	2.4 > Business skills: Starting a meeting Listening: A meeting Functional language: Opening a meeting, referring to the agenda and stating purpose Task: Opening a meeting	2.5 > Writing: Short communications Model text: Short messages Functional language: Abbreviations Grammar: Present Continuous Task: Informal and formal messages	Business workshop > 2 A new location (p.90) Listening: New office locations Reading: Magazine report Task: Choose a location
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Review p.105

UNIT 3 > RETAIL p.27

Videos: 3.1 An unusual café 3.3 Dealing with a problem

3.1 > The Ziferblat café Video: An unusual café Vocabulary: Shops and the shopping experience Project: A survey about shopping habits	3.2 > The retail experience Listening: Shopping experiences Grammar: Past Simple and Past Continuous Pronunciation: Past Simple (p.115) Writing: Writing a tweet	3.3 > Communication skills: Solving workflow problems Video: Dealing with a problem Functional language: Solving problems Pronunciation: Stress in short sentences (p.115) Task: Dealing with a workflow problem	3.4 > Business skills: Presenting results Listening: A presentation Functional language: Signposting a presentation Task: A presentation	3.5 > Writing: An online review form Model text: An online review Functional language: Phrases from a review Grammar: Types of adverbs Task: An online review	Business workshop > 3 Pop-up stores (p.92) Reading: Article about a famous retailer Listening: Market research interviews Task: Design your own pop-up store
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Review p.106

UNIT 4 > WORK PATTERNS p.37

Videos: 4.1 The working day 4.3 Approaches to decision-making

4.1 > My working life Video: The working day Vocabulary: Describing jobs and contracts Pronunciation: Vowel sounds: British English and American English (p.115) Project: Researching work patterns	4.2 > Executives at work Reading: Women in Business Grammar: Present Perfect Simple Pronunciation: Present Perfect Simple (p.116) Speaking: Asking and answering questions using the Present Perfect Simple	4.3 > Communication skills: Making group decisions Video: Approaches to decision-making Functional language: Facilitating a decision-making meeting Task: Discussing proposals in a meeting	4.4 > Business skills: Phoning to change arrangements Listening: Changing an appointment on the phone Functional language: Rescheduling appointments on the phone Task: Roleplay a phone call to confirm an appointment	4.5 > Writing: Confirming arrangements Model text: Emails making and confirming arrangements Functional language: Phrases for confirming, inviting questions, thanking, apologising and concluding in an email Grammar: Prepositions of time Task: An email to confirm arrangements	Business workshop > 4 The Holsted way (p.94) Listening: Presentation about company culture; Meeting about work patterns Task: Negotiate changes Writing: Reply to an email
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Review p.107

5.1 > Going cashless Video: Cashless payments Vocabulary: Money; Collocations Project: Creating an advertising campaign to persuade people to go cashless	5.2 > Consumer spending Listening: Podcast about money Grammar: First conditional Pronunciation: → Intonation in conditionals (p.116) Speaking: Talking about yourself	5.3 > Communication skills: Negotiating team roles Video: Negotiating roles Functional language: Agreeing on team roles in meetings Task: Team Tasks Game	5.4 > Business skills: Presenting facts and figures Listening: Presentation about retail banking Functional language: Quoting figures in presentations Pronunciation: → Numbers and figures (p.116) Task: Give a presentation on equal pay	5.5 > Writing: Letter about a price increase Model text: Formal letter Functional language: Reasons, explanations, enclosures, conclusions Grammar: <i>because, so, so that</i> Task: A letter explaining price increases	Business workshop > 5 Local economy boost (p.96) Listening: A town council meeting Reading: Information on a local government website Speaking: Choose a project Writing: Announcement for the town council website
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Review p.108

6.1 > Working together Video: Teamwork in extreme situations Pronunciation: → Vowel sounds: /ɪ/, /i:/, /aɪ/ and /ɪə/ (p.117) Vocabulary: Teamwork; Word building – verbs and nouns Project: Plan and make a schedule for a meeting	6.2 > Team building Reading: The rise of sport at work Pronunciation: → Linking between words (p.117) Grammar: Pronouns with <i>some-</i> and <i>every-</i> Speaking and writing: Describing people, places, things, jobs and studies	6.3 > Communication skills: Supporting a colleague Video: Offering support to a colleague Functional language: Encouraging and motivating Task: Supporting a colleague	6.4 > Business skills: Being positive in meetings Listening: A recruitment problem Functional language: Supporting, building on and questioning ideas Task: Supporting, building on and questioning ideas in a meeting	6.5 > Writing: Making requests Model text: Email making requests Functional language: Making requests Grammar: Linking words for sequence Task: An email making a request	Business workshop > 6 The Amazing Chair Company (p.98) Listening: Employees talk about their jobs Reading: Business emails Task: Rearrange team roles
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Review p.109

7.1 > A nimble company Video: Developing a new product Vocabulary: Research and development Project: Planning product testing	7.2 > Innovation Reading: Henn na Hotel Grammar: <i>can, have to, need to</i> Pronunciation: → <i>can</i> and <i>can't</i> (p.117) Speaking and writing: Explanation of a process	7.3 > Communication skills: Giving explanations Video: Giving explanations Functional language: Explaining a procedure clearly and effectively Pronunciation: → Phrasing and pausing when giving instructions (p.118) Task: Explain how to use an app	7.4 > Business skills: Dealing with technical problems Listening: Problems and solutions in a webinar Functional language: Signalling and dealing with technical problems Task: Dealing with technical problems in an online meeting	7.5 > Writing: Preparing slides Model text: Presentation slides Functional language: Language used in slides Grammar: <i>Wh-</i> questions Task: Slides for a presentation	Business workshop > 7 Zapatos Trujillo S.A (p.100) Listening: Conversation about shoe manufacturing Reading: Progress report Task: Manage production Writing: Email explaining the board's decision
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Review p.110

8.1 > Green business Video: Tourism in Punta de Lobos Pronunciation: → Vowel sounds: /ɜ:/, /ʊ/, /u:/ and /əʊ/ (p.118) Vocabulary: The environment Project: Protecting the environment	8.2 > Transport solutions Listening: An interview about public transport Grammar: <i>should</i> and <i>could</i> for advice and suggestions Pronunciation: → <i>should</i> and <i>could</i> (p.118) Writing: Email offering advice and suggestions	8.3 > Communication skills: Giving and receiving feedback Video: Feedback in a review meeting Functional language: Giving and receiving feedback Task: Practise giving and receiving feedback	8.4 > Business skills: Managing questions Listening: A Q&A session in a presentation Functional language: Managing a Q&A session Task: Roleplay a Q&A session	8.5 > Writing: An intranet update Model text: An intranet update Functional language: Language for giving an update Grammar: Future forms Task: Write an intranet update	Business workshop > 8 Walsh Ryan's green office (p.102) Reading: Report about office energy use Listening: Ways to reduce energy costs and waste Task: Present ideas on waste and energy reduction
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Review p.111

Lesson outcome

Learners can use vocabulary related to business travel.

Lead-in 1 Tick (✓) the types of transport and accommodation you use when you travel to another country. Then compare with the class.

Transport

boat bus car coach motorcycle plane taxi train

Accommodation

bed and breakfast (B&B) budget hotel business hotel holiday resort
home of friend or family luxury hotel rented apartment youth hostel

2 Work in groups. When you travel, how do you choose which transport to use? Price? Speed? Comfort? How easy it is to use? What about accommodation? Price? Comfort? Location? Something else?

VIDEO

3  1.1.1 Watch the video about business travel. Which topics do the speakers talk about?

- | | |
|---------------------------|--------------------------|
| a Why they travel | e Accommodation |
| b Where they travel | f The cost of travel |
| c Who they travel with | g Advice for travel |
| d Types of transportation | h How to pack a suitcase |

4 Watch the video again and choose the correct option.

- Which type of travel do they talk about?
 - travel to cities in their own country
 - travel to other countries
 - going to and from work
- What does Alex talk about?
 - using his laptop for video chats
 - problems with travelling a lot
 - travelling by plane
- For a hotel, what's important to Alessio?
 - It needs to be near his job.
 - It should have free breakfast.
 - He likes to be able to book it online.
- How does Amira feel about talking with local people?
 - She worries about it a lot.
 - She never tries it.
 - She likes it because they help her.
- What problem did Amira have at the airport?
 - She didn't arrive at the airport on time.
 - She made a mistake about the time.
 - The time of her plane was changed.
- What does Alessio's advice include?
 - an idea for having more free time
 - an idea for saving money
 - tips for good communication



Vocabulary Transport, accommodation and travel

flight gate location
lounge public transportation
reservation ridesharing app
stay vehicle

6 Complete the sentences with these words from the video.

- They made a _____ for two rooms, but when they arrived, only one was available.
- I took a thirteen-hour _____ from Madrid to Buenos Aires.
- We need to hire a _____ to take ten people from the airport to the conference centre.
- He usually uses a _____ to get a car from one meeting to the next.
- I arrived at the _____ five minutes after the plane had left.
- We had a comfortable _____ in Vietnam because the resort was very modern.
- They waited in the departure _____ until it was time to get on the plane.
- The _____ of the apartment is perfect – near the office and the station.
- I like to take _____ so I can see what life in the city is like.

7A Match the words in bold with the definitions.

- | | |
|--|--|
| 1 I go abroad for work trips quite often. | a a flight or plane that travels a short distance |
| 2 I take several short-haul flights each year. | b the action of bringing a plane down to the ground after being in the air |
| 3 The flight was delayed by two hours. | c to or in another country |
| 4 The captain said that we were ready for landing . | d the action of leaving a place, especially at the start of a journey |
| 5 The departure was a few minutes late. | e late, usually because of a problem |

B Write the words in bold in Exercise 7A with their opposites.

- | | |
|-------------------|-----------------|
| 1 long-haul _____ | 4 on-time _____ |
| 2 take-off _____ | 5 local _____ |
| 3 arrival _____ | |

Teacher's resources:
extra activities

8 Work in pairs or small groups. Use adjectives to make sentences about business travel.

Making a hotel reservation Waiting in a lounge
Travelling abroad Using a ridesharing app A delayed train or flight
Driving when you're abroad A long-haul flight

is _____ because ...

Travelling abroad is interesting because you see new places.

PROJECT: Helping a business traveller

9A Work in pairs or small groups. Imagine you need to give advice about your town to a visitor from abroad. For each category, decide what advice you would give and explain why.

- Travel – how to arrive in your town: by plane, bus, train, etc.
- Accommodation – where to stay
- Travelling around town – transportation
- Other useful information – the sights to see in free time, the foods to try, etc.

The City Hotel is quiet and is in a good location. It's a great place to stay.

B Roleplay a conference call with your colleague. Explain the plans for the visit. Remember to talk about all four categories in Exercise 9A.

A: How do I get to your city?

B: Take a flight. Then take a train from the airport to the Central Rail Station.

A: OK. Where can I stay?

B: The City Hotel is quiet and ...



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

Lesson outcome

Learners can make simple comparisons.

Lead-in 1 Work in pairs. Which of these events have you been to?

an anniversary celebration a conference a graduation party
the grand opening of a new business the launch of a new product
a special meal with colleagues from work a wedding

2A Which of the skills and personal qualities below are useful for planning events? Why?

You need to be: organised / able to cook food for a lot of people / good at telling jokes / able to pay attention to details / good with budgets.

B Would you enjoy planning a big event, for example a company's tenth anniversary celebration? Why? / Why not?**Listening****3** You are going to listen to an interview with an Events Manager. Think of one or two things she will talk about for each category.

- The types of events she plans
- Important things to think about
- Important skills for an Events Manager

4 ▶ 1.01 Listen to the interview. Did Alicia talk about any of your ideas from Exercise 3? Did you hear any other ideas?**5** Listen again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

- 1 She helps people plan weddings.
- 2 Most of her clients are businesses.
- 3 In the first meeting, she never talks to clients about money.
- 4 She says that planning a big event is like planning a circus.
- 5 She believes that getting details right is very important.
- 6 She says her job is to make her clients happy.

T Teacher's resources:
extra activities

6 Would you enjoy being an Events Manager? Why? / Why not?**Grammar** Comparatives and superlatives**7A** Look at the sentences from the interview. Which sentences are comparatives? Which are superlatives?

- 1 Weddings are **harder than** business lunches.
- 2 I try to find **the best** location for each event.
- 3 I can't choose **the most expensive** hotel in town for an event for someone with a small budget.
- 4 For a cheap event, we choose **the least expensive** venue possible.
- 5 And for you, are some venues **better than** others?
- 6 Planning an event outdoors is always **the biggest** challenge.
- 7 Was the circus event **more difficult than** your usual events?
- 8 And for you, are any of the skills more important – or **less important**?

B Complete the sentences with *comparative, superlative or irregular.*

- 1 To form the _____ of most adjectives, we use *the* before the adjective and *-est* or *most/least*.
- 2 To form the _____ of most adjectives, we use *-er* or *more/less* and *than*.
- 3 Some common adjectives are _____, e.g. *good – better than – the best*.

→ **page 119** See Grammar reference: Comparatives and superlatives

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

- 1 The steak is *the most / more* expensive meal on the menu.
- 2 Organising a lunch is *difficult less / less difficult* than organising a trip.
- 3 Planning a party for 200 people is *the hardest / harder* than planning a party for 20.
- 4 Some people think that this is *the worst / worse* hotel in town.
- 5 A circus theme is *the most / more* fun than just having a meal.
- 6 Managing an informal event is *the easiest / easier than* managing a formal event.
- 7 *The best / Better* option is a big tent in the park.
- 8 *The least / Less* popular time for a party is during the work day.

9 Complete the sentences with the comparative or superlative form of the word in brackets. Use *the* and *than* where necessary.

- 1 The Metropole Hotel has _____ (big) dining room.
- 2 Today's weather is _____ (bad) yesterday's weather.
- 3 Is a phone call _____ (easy) a face-to-face meeting for you?
- 4 We don't have much money, so we want to choose _____ (expensive) option.
- 5 We need to choose _____ (cheap) venue, because we don't have much money.
- 6 For a small group, a restaurant party is _____ (good) an office party.
- 7 With ten tables, the Grey room is _____ (small) the Blue room, which has twenty tables.
- 8 I think _____ (good) day for our party is Friday.

T Teacher's resources: extra activities

Speaking and writing

10A Work in pairs. Look at the information about event venues. Make sentences comparing the venues.

Barbecue in the park	Lakeside restaurant	Hotel ballroom
<ul style="list-style-type: none"> • food (€€): meat on the grill • entertainment: country band • up to 200 guests • staff: 12 	<ul style="list-style-type: none"> • food (€€€): fish • entertainment: singer with guitar • up to 150 guests • staff: 15 	<ul style="list-style-type: none"> • food (€€€€): a choice of meat, fish or vegetable pie • entertainment: jazz band • up to 300 guests • staff: 20

The barbecue is cheaper than the restaurant.
The restaurant is the smallest.
The ballroom is probably more formal than the other rooms.

B Which location would be the best choice for a party with your English class? Why?

11 Think of three possible event venues in your town, or imagine them. Write three comparative sentences and three superlative sentences about them.

→ **page 114** See Pronunciation bank: The letter 'r'

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.