

LENDIS

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books

Resource Book

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A2+



Business Partner

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LEAD-IN

We know books

Unit lead-in

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

1.1 Business travel

GSE learning objectives

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

Warm-up

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

Lead-in

Students discuss different aspects of travel.

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

Transport	
price	
speed	
comfort	
Accommodation	
price	
comfort	
location	
something else	

Video

Students watch a video about different aspects of business travel.

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

a, b, d, e, g

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

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

Extra activities 1.1

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

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

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

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

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

Possible answers

Probably. They all speak about it with enthusiasm.

Vocabulary: Transport, accommodation and travel

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

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

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

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

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

1 c 2 a 3 e 4 b 5 d

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

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

Extra activities 1.1

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

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

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

Project: Helping a business traveller

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

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

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

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank Photocopiable 1.1 p.134

Workbook: p.4 Exercises 1–3

1.2 Events management

GSE learning objectives

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

Warm-up

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

Lead-in

Students talk about planning different corporate and social events.

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

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

Suggested answers

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

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

Possible answers


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

Listening

Students listen to an interview with an Events Manager.

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


See answers to Exercise 4.

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

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

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

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

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

1 F – She doesn't help people plan weddings because they're usually done by people who only plan weddings. She helps people plan parties, conferences, corporate hospitality events, etc.

2 T


3 F – She talks about budget in the first meeting.

4 F – She once planned an event that had a circus theme.

5 T

6 T

Extra activities 1.2

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

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

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

Grammar: Comparatives and superlatives

Students study and practise comparatives and superlatives.

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

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

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

1 superlative **2** comparative **3** irregular

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

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

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

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

Extra activities 1.2

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

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

Speaking and writing

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

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

Possible answers

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

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

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

Possible answers

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

Pronunciation bank

p. 114: The letter 'r'

Warm-up

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

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

- 1 A party for 50 is cheaper than a party for 500.
- 2 The better option is a big tent in the park.
- 3 Some people think this is the worst hotel in town.
- 4 The barbecue is bigger than the restaurant.
- 5 A circus theme is more fun than just having a meal.
- 6 Are some venues better than others?

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

- 1 A party for 50 is cheaper than a party for 500.
- 2 The better option is a big tent in the park.
- 3 Some people think this is the worst hotel in town.
- 4 The barbecue is bigger than the restaurant.
- 5 A circus theme is more fun than just having a meal.
- 6 Are some venues better than others?

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

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

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

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.119 Comparatives and superlatives

Pronunciation bank: p.114 The letter 'r'

Teacher's book: Resource bank Photocopiable 1.2 p.135

Workbook: p.5 Exercises 1–4, p.6 Exercises 1–3