

Coursebook

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with

Digital Resources

access code inside

A2

Business Partner

Your Employability Trainer

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Review

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Review

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Review



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)



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)



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



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.



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

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

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.



Doing business

2

Can you deliver tomorrow?

Unit overview

2.1 > Orders and deliveries

Lesson outcome: Learners can talk about deliveries, orders and quantities.

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

Lesson outcome: Learners can place a simple order on the phone.

Listening: An order by phone

Vocabulary: An order by phone

Speaking: Placing an order

2.3 > Email enquiries

Lesson outcome: Learners can write a short email responding to an enquiry.

Reading: Frequently Asked Questions

Communicative grammar: Saying something exists

Writing: A response to an email enquiry

2.4 > Work skills: Making agreements

Lesson outcome: Learners can make a simple business agreement.

Video: Agreeing contract details

Speaking: Making agreements

2.5 > Business workshop: Planning a work party

Lesson outcome: Learners can make simple email enquiries and business arrangements on the phone and in person.

Reading: Information from a catering company

Speaking: Comparing information about an order

Writing: Reply to an order enquiry

Review 2

Pronunciation: 2.2 /i:/, /ɪ/ and /aɪ/
2.3 /tʃ/ and /dʒ/

Grammar reference: 2.1 Things you can and can't count
2.2 can/can't 2.3 Saying something exists

2.1

Orders and deliveries

Lesson outcome

Learners can talk about deliveries, orders and quantities.



Lead-in 1 Do you use food delivery apps? Which ones?

Vocabulary Orders and deliveries

★ 2A Read the text. Are the words in bold verbs or nouns?

What is Jangle?

Jangle ¹**delivers** meals to customers from their favourite restaurants. You can ²**order** your food on our website or with our app. Use your postcode to find restaurants in your area, choose your food and place your ³**order**. The ⁴**supplier** prepares your food and our rider ⁵**delivers** it to you. We make ⁶**deliveries** every day of the year.

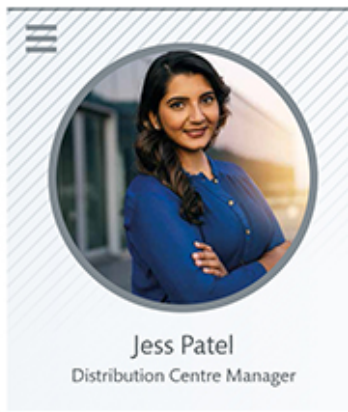
B Complete the sentences about the Jangle app with the correct form of the words in Exercise 2A.

- 1 We often _____ food with the Jangle app. It's quick and easy.
- 2 Jangle _____ food to homes and offices.
- 3 Jangle makes thousands of _____ every day.
- 4 Jangle isn't a food _____, it's a delivery service.
- 5 They place a big _____ with Jangle every Friday and the service is great.

★ T Teacher's resources: extra activities

★ 3 Look at the webpage about a distribution centre for a supermarket chain. Match the questions (a-d) with the paragraphs (1-4).

- a How many products do you have here?
- b What does a distribution centre do?
- c How much food do the supermarkets order?
- d How many people work at the distribution centre?



- 1 _____ We prepare the orders and deliver them to our supermarkets in each region. We have fifteen regional centres in the country. The supermarkets send their orders via the online platform. We don't have **much** time to prepare **an** order. Our delivery trucks leave here the next day with the order.
- 2 _____ We have over 400 warehouse workers and about fifty drivers here. It's **a** big centre. We deliver food to supermarkets in the London area and operate twenty-four hours a day.
- 3 _____ We have over 2,000 products including **some** fresh fruit and vegetables, drinks, tinned food, rice, pasta, cereals and cleaning products. We sell **a lot of** bananas. It's the top-selling product.
- 4 _____ It depends on the size and location of the store. For example, **a lot of** office workers and tourists use the small city-centre shops. **A** customer usually wants **a** sandwich or **some** sushi for lunch, or **some** snacks and water. **Not many** customers buy fresh fish and meat.

Communicative grammar

THINGS YOU CAN AND CAN'T COUNT

→ Grammar reference: page 103

Things you can count

A sandwich, **an** order, **a** delivery

How many deliveries do you have a week?

We have **a lot of / (not) many / some** deliveries on Tuesdays.

We don't have **any** deliveries on Saturdays.

Things you can't count

some / a lot of / not much + coffee, food, fruit, information, money, time

How much coffee do you sell?

We sell **a lot of** coffee. / We don't sell **much** coffee. / We don't sell **any** coffee.

★ **4A** Look at the words in bold in Exercise 4B. Write (C) for things you can count or (U) for things you can't count.

B Complete the sentences with *a lot of*, *any*, *much* or *many*.

- | | |
|--|--|
| 1 Our company sells _____ T-shirts in the summer. | 4 We don't make _____ money doing this. We do it for free. |
| 2 The shop doesn't sell _____ winter jackets , only summer jackets. | 5 We don't eat _____ pasta . Only a small amount. |
| 3 The factory makes _____ coffee . It's a big export for us. | 6 This shop doesn't sell _____ jumpers . Maybe one or two a week. |

★ **5** Complete the sentences with *a*, *an* or *some*.

- This is _____ old warehouse but _____ people still work here.
- He usually has _____ sandwich and _____ fruit for lunch.
- The truck arrives in _____ hour to deliver to _____ UK cities.
- I write _____ email to _____ customer in England every week.

★ **6** Complete the questions with *many* or *much*. Then match the questions and answers.

- | | |
|---|--|
| 1 How _____ people work in your company? | a On some days, I don't get any. When we're busy, I receive a lot. |
| 2 How _____ money do you spend on travel each week? | b A lot. The train to work costs £50 a week! |
| 3 How _____ emails do you receive every day? | c Not many. Twenty in the office and twelve in the warehouse. |
| 4 How _____ time do you have for lunch at work/college? | d About forty a week, from Monday to Friday. |
| 5 How _____ coffee do you drink every day? | e Not much. About thirty minutes to an hour. |
| 6 How _____ hours do you work each week? | f A lot! It helps me concentrate in meetings. |

★ **T** Teacher's resources: extra activities

★ **VIDEO 7A** 2.1.1 Watch the video introduction. What do The Good Eating Company do?



B Watch the complete video. Complete the information about the company.

They run around ¹ _____ cafés and restaurants. ² _____ people work at Maxwell's café. The café serves breakfast, lunch and snacks. They sell ³ _____ different types of coffee and also serve over ⁴ _____ cups of coffee a week. They have lots of different suppliers. They get about ⁵ _____ deliveries a week. To make their food, they use over ⁶ _____ kilos of potatoes, thirty kilos of carrots, ten kilos of lettuce and ⁷ _____ eggs per week.

C Watch the video again. Choose the correct option.

- Jodie is *Operations Manager / CEO* at The Good Eating Company.
- The Good Eating Company have cafes in London and *Scotland / Ireland*.
- Maxwell is a *Chef / Café Manager* at The Good Eating Company.
- The café *sells a lot of / doesn't sell many* flat whites.
- The Good Eating Company like to use *international / local* suppliers.
- Jodie speaks to *delivery companies / suppliers* on the phone.
- Fresh produce arrives in the *morning / afternoon*.
- For lunch customers buy sandwiches, salads, fruit and *hot dishes / dessert*.

*produce = a large amount of food (often fresh) from farms, e.g. fruit and vegetables

*run a business = manage a business

8A Work with a partner. Ask and answer the questions in Exercise 6.

B Look at page 126. Follow the instructions.



2.2

Placing orders on the phone

Lesson outcome

Learners can place a simple order on the phone.

Lead-in

What's the order number?

What's the company address?

What's the product code number?

- 1 Work in pairs. Student A: Look at the order form below. Ask student B questions to complete the information. Student B: Look at page 118.

| | |
|---------------------------|-------------------------|
| ORDER NUMBER | 1 |
| CUSTOMER NAME | Donaldson Group |
| COMPANY ADDRESS | 3 |
| CUSTOMER REFERENCE NUMBER | CR88510765V |
| PRODUCT | Green one-litre bottles |
| PRODUCT CODE NUMBER | 5 |
| QUANTITY | 250 |

Listening An order by phone

- 2A 2.01 Look at the catalogue for Eco Boxes and listen to a phone call. What information does the customer need from Eco Boxes?



ECOBXES: Takeaway boxes

| PRODUCT | REFERENCE NUMBER | SIZE | COLOUR | QUANTITY |
|------------|------------------|------------------|-------------|----------|
| Small box | TGB01 | 57 x 115 x 75 mm | Two colours | 25 units |
| Medium box | TGB02 | 62 x 145 x 95 mm | Two colours | 20 units |
| Big box | TGB03 | 70 x 225 x 95 mm | Two colours | 10 units |

- B Listen again. Choose the correct option (1-8) below.

| PRODUCT PRICES | |
|----------------|---|
| Small Box | TGB01 ¹ £2.50 / 2.60 |
| Medium Box | TGB02 ² £2.00 / 3.00 |
| Big Box | TGB03 ³ £2.00 / 3.00 |
| Colours | ⁴ natural / black / white / beige |
| Quantity | ⁵ 400 / 500 TGB01 and ⁶ 400 / 500 TGB02 |
| Delivery date | ⁷ Monday 25th / 26th |
| Total cost | ⁸ £115 / 150 |
| Delivery | free of charge |

Vocabulary An order by phone

- 3 2.02 Complete the phrases from the dialogue. Then listen and check.

*in stock = the product is in the shop / the supplier has the product you want to buy

- Eco Boxes. Laura _____. How can I help you?
- I'd like to _____ some of your new takeaway boxes.
- Do you _____ the product reference numbers?
- How _____ are the three boxes?
- How much does _____ cost?
- How _____ boxes do you need?
- Can you _____ by Monday 26th?
- I'm very _____, we can't. We don't have any in stock*.
- Certainly, I'll _____ your order on the system.
- How _____ is that in total?

- 4 Categorise the phrases in Exercise 3. Write *customer* (C) or *salesperson* (S).

→ page 96 See Pronunciation bank: /i:/, /ɪ/ and /aɪ/

Teacher's resources: extra activities