

# Teacher's Resource Book

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A1



# Business Partner

**FT** Publishing  
FINANCIAL TIMES

**GSE**  
Global Scale of English



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## Overview

*Business Partner* is students' 'Employability Trainer' because it focusses on both language and skills for work. The beginner and elementary levels are designed for learners who have had little exposure to English, or who may have studied English before, at school or privately, but what they learnt has not been very useful for them in their job, or they just don't remember much.

- 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 that is relevant to their professional needs.

*Business Partner* has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on these key concepts: **employability, learner engagement and relevance.**

## Course aims and key concepts

### Employability

#### Balance between language and work skills training

In order to be more comfortable in an international workplace, learners of all ages and professional contexts need to improve their knowledge of the English language as it is used in the workplace. They must also develop key communication skills.

In addition to building their vocabulary and grammar, the key principle of *Business Partner* is to build learning around situations in which our A1 students may find themselves and help them to acquire language to function in these situations. Students learn through engaging content which is divided into short, manageable chunks and is relevant to their experience.

### Learner engagement and relevance

One key element of learner engagement is to make sure that students relate to the material they use; that it is relevant to their needs. All the content in *Business Partner* is rooted in real needs of real people in real life, and pair work or group work requires learners to be themselves, and to practise the language that they will need to use in their real job.

Using business English teaching materials with learners who have little or no work experience can be particularly challenging, even more so at beginner level. *Business Partner* has been carefully designed for such students, as well as for in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers.
- a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them, and with as much or as little language as they may have acquired at any given point.

In order to engage learners, two lessons in each unit (Lesson 1 and Lesson 4) are based around video materials. In Lesson 1 videos, learners will watch professionals talking about their work experience, and the businesses and industries they work in. Videos in Lesson 4 will show workplace situations in which professionals interact. For more on videos in the course, see page 6.

## Approach to teaching

### Vocabulary

The acquisition of vocabulary and functional language is the number one priority for many students in business English classes. The vocabulary and functional phrases in each unit focus on industries and work environments that are relevant to students to help them function in a variety of professional situations.

This vocabulary has been selected to answer learners' needs at work and may seem high level or technical compared to a general English course; it is, however, based on the frequency with which the given topics come up in a work situation and reflects the basic professional vocabulary that learners need in order to function in their jobs.

Vocabulary sets are introduced in Lessons 1 and 2. Extra activities, available in MyEnglishLab and at the Pearson English Portal, are signposted in lessons and offer additional vocabulary practice. Students can revise unit vocabulary on their own through Extra vocabulary practice worksheets. These worksheets are available for students in MyEnglishLab and to teachers in MyEnglishLab and at the Pearson English Portal. See page 18 for a detailed list of additional materials.

### Grammar

The grammar syllabus comes from the communicative needs of learners at beginner level and is taught through a communicative approach. This means that the Communicative grammar boxes aim to teach grammar through its function: whole sentences are presented in these boxes so that students can use the phrases appropriately without having to worry about rules and explanations. Full explanations and additional grammar practice activities are available in the Grammar reference at the back of the book.

As with vocabulary, some of the grammar points may seem higher than A1 level compared to a general English course, but this is done to ensure that students have the grammar they need to function in specific work situations.

Grammar is introduced in Lessons 1 and 3, with additional grammar points appearing throughout the unit, where relevant.

### Listening

The course has a listening syllabus based on both videos and audio recordings. The listening activities are based on work scenarios and are mostly business calls or business meetings.

Listening activities appear in Lessons 1, 2, 4 and some Business workshops. They serve three purposes: to demonstrate a model professional interaction, to reinforce key language, and to help develop comprehension skills by hearing language in context.

**Lesson 1 video:** the video material provides beginner and elementary-level learners with accessible authentic content. The videos are mostly interviews with professionals who talk about their work life or company. The video appears at the end of Lesson 1 and recycles the vocabulary and structures from the lesson. It is followed by a comprehension task and a speaking task. The videos can also be used as a model for students in the final speaking task.

**Lesson 4 video:** A short Work skills video in Lesson 4 of each unit shows people in a range of typical work situations. The videos present functional language used in work situations and offer students a model for the speaking task.

All of the video and audio material is available in MyEnglishLab and at the Pearson English Portal 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.

See page 18 for a detailed list of additional materials.

### Speaking

Speaking is a central feature of the course. It is essential to give students the ability to speak from the very early stages of learning. 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 skill, which is essential for the workplace.

The main focus of Lesson 4 is speaking based on the authentic interactions that have been presented in the lesson's video. In addition, every Lesson 1 and four Lesson 2s end with a speaking task based on the content practised during the lesson. All Business workshops have speaking activities that elicit the language taught in the unit. Throughout the book there are also many 'embedded' speaking opportunities, for example the communicative practice of vocabulary and grammar points.

Extra speaking lessons are available to the teacher in MyEnglishLab and at the Pearson English Portal. These lessons offer additional speaking practice for the language introduced in Lesson 4 of each unit.

The Photocopiable materials section of the Teacher's Books offers additional speaking activities. See page 18 for a detailed list of additional materials.

## Writing

Learners at this level need to respond to emails and other functional pieces of writing. The writing activities provide a model for students to follow, showing the grammar 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.

The main focus of Lesson 3 is writing, with a focus on practising longer forms of writing such as emails. Four Lesson 2s practise shorter guided forms of writing, whereas the writing tasks in the Business workshops require students to use language from the whole unit, and therefore act as a form of revision.

## Pronunciation

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

**Business workshop** lessons at the end of each unit give learners the opportunity to consolidate and activate the language and skills from the unit. They provide interesting and engaging scenarios where students simulate real-life professional situations. Students will have been exposed to and will have practised in the previous lessons enough language to successfully communicate in these situations, thereby adding to their sense of progression and achievement. The Business workshops can also be used by the teacher to informally assess how well students managed to acquire the language from the unit and if any language needs revisiting.

## Flexibility

*Business Partner* offers the teacher the possibility to be flexible with the material. The following signposts in the Coursebook indicate where additional materials offering further practice of the language covered are available:

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

These are PDFs that can be found in the Teacher's Resources folder in MyEnglishLab or Resources section of the Pearson English Portal. Teachers can download and print them or display them on screen.

**Grammar reference:** page 000

This section at the back of the book has complete grammar explanations and additional grammar practice activities.

**→ page 000** See Pronunciation bank

This section at the back of the book introduces two pronunciation points per unit, which are directly linked to the language used in the lesson.

There are additional worksheets available for the teacher at the Pearson English Portal and in MyEnglishLab. For a list of all the extra materials available at the Pearson English Portal and in MyEnglishLab see page 18.

## Approach to testing and assessment

*Business Partner* provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular reviews and ongoing assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise measurement of the progress made in their knowledge and proficiency.

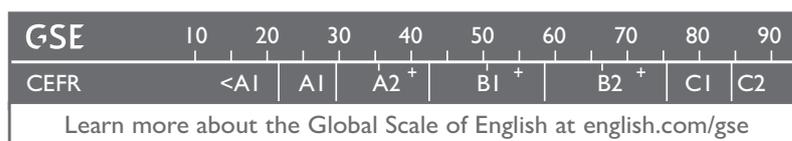
**Formative assessment:** Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a short self-assessment objective which encourages students to reflect on their progress in relation to the lesson outcome.

The course also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit. The Business workshop can also be used as part of formative assessment as the tasks are designed to elicit language students learnt in the unit.

**Summative assessment:** Unit tests and an end-of-year test can be found in MyEnglishLab in the Teacher’s Resources folder and at the Pearson English Portal. They are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so. These tests can also be used as additional revision material.

## The Global Scale of English

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.



*Business Partner* has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each lesson outcome in each lesson in the Coursebook encapsulates a number of special Learning Objectives which are listed in this Teacher’s Resource Book in the Teaching notes. The GSE Learning Objectives for the whole coursebook are listed in the GSE Mapping Booklets, which are available for download from <https://www.pearson.com/english/catalogue/business-english/business-partner/levels.html>.

## Course structure

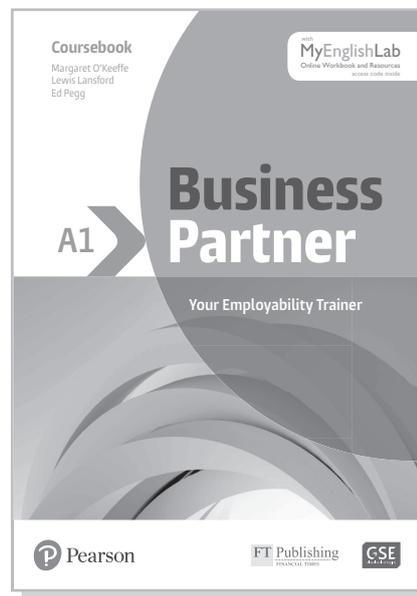
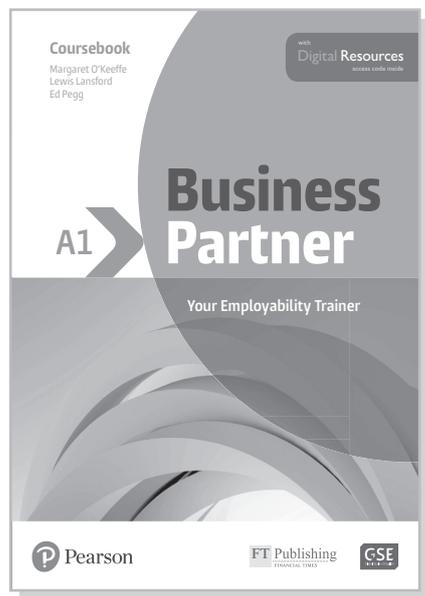
*Business Partner* is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print		Coursebook (with Digital Resources) Workbook
blended	Teacher’s Resource Book with MyEnglishLab	Coursebook with MyEnglishLab (= interactive workbook practice)
digital	Presentation tool (Pearson English Portal)	Coursebook ebook

*Business Partner* is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

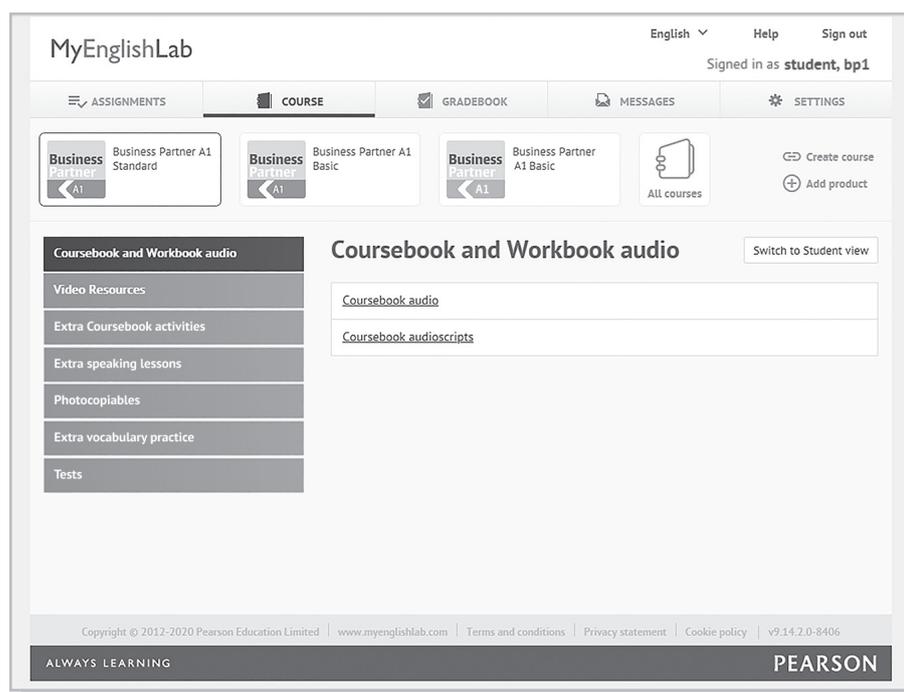
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab, and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:



**Digital Resources** includes downloadable coursebook resources, all video clips, all audio files, Extra Coursebook activities (PDFs), Extra vocabulary practice worksheets and additional interactive activities.

**MyEnglishLab** includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

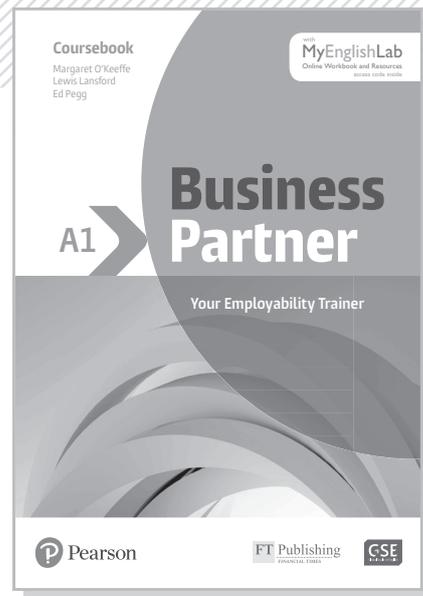
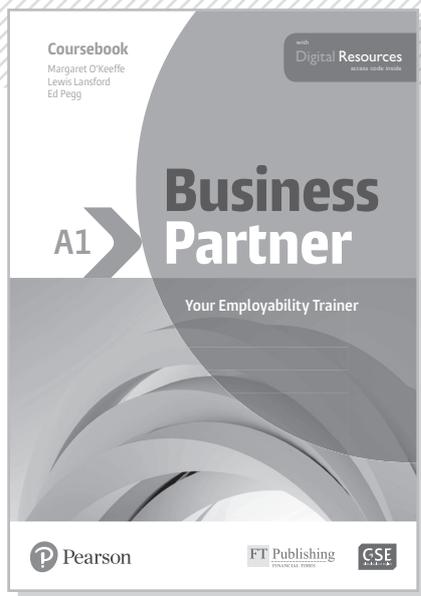


## Coursebook

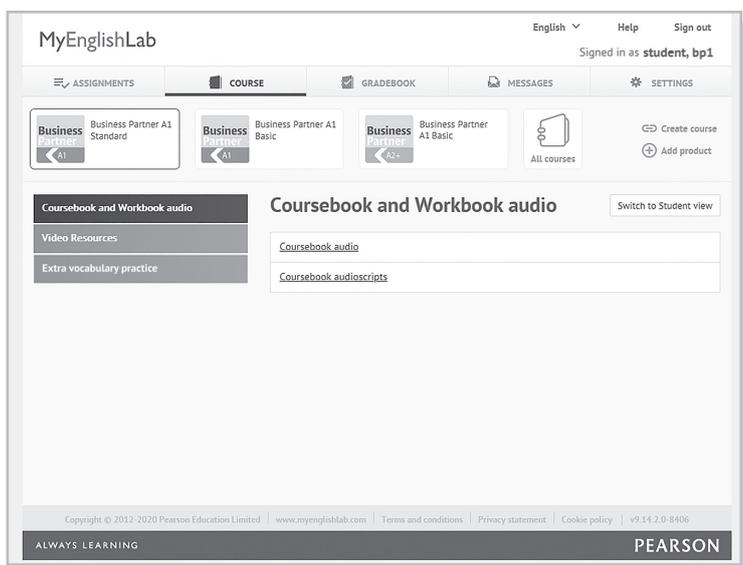
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 12–17 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations, examples and additional grammar practice
- Videoscripts and audioscripts
- A list of key vocabulary by lesson

Coursebook video and audio material is available on MyEnglishLab.



## MyEnglishLab digital component



Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

### Digital resources powered by MyEnglishLab

- Video clips
- Audio files and scripts
- Extra vocabulary practice worksheets
- Additional interactive activities
- Workbook audio files and scripts

### Full content of MyEnglishLab

- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

## Workbook

- Additional self-study practice activities. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank
- Answer key
- Audioscripts

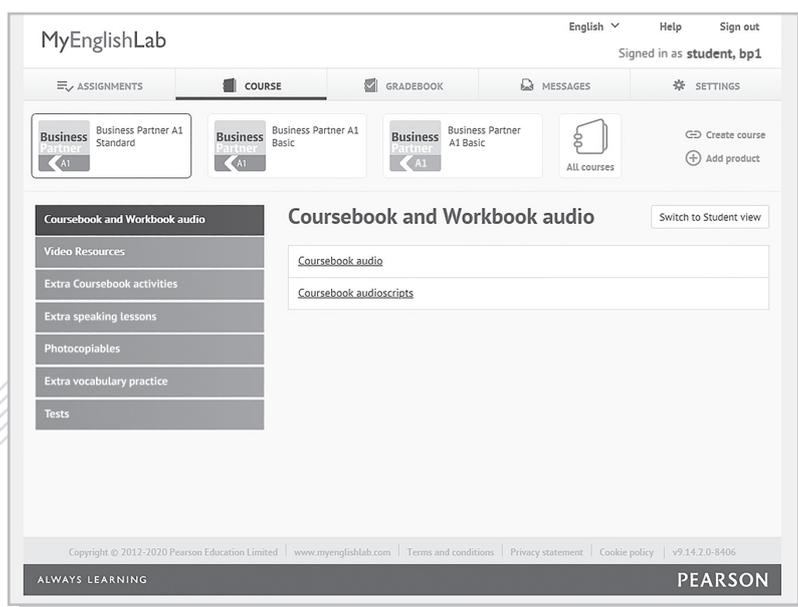
Workbook audio is available on MyEnglishLab.





### Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Active/Passive vocabulary list
- Photocopiable activities – two per unit with teaching notes and answer keys
- Extra vocabulary practice worksheets
- Videoscripts and audioscripts



### MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

#### Coursebook resources

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)

#### Workbook resources

- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

#### Teacher's Book resources

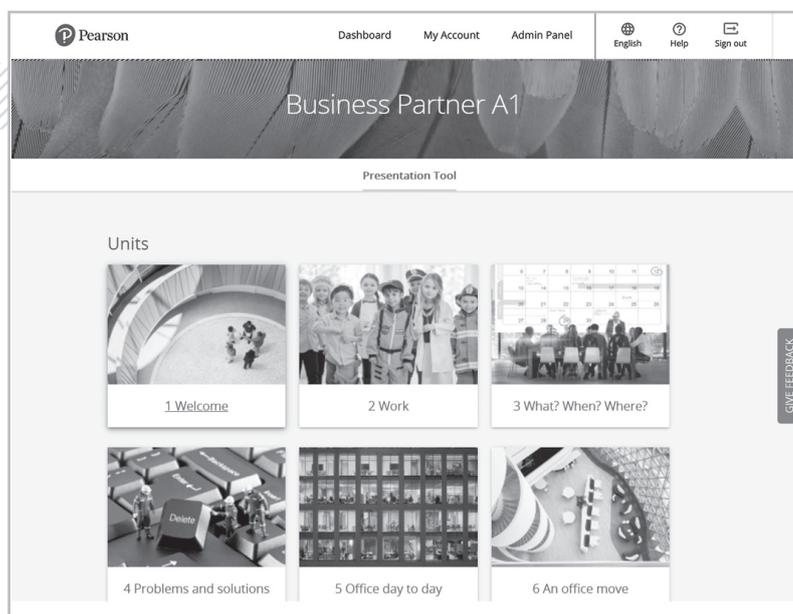
- Extra speaking lessons
- Photocopiable activities + teaching notes and answer keys
- Extra vocabulary practice worksheets

#### Tests

- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

### Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Extra speaking lessons
- Extra vocabulary practice worksheets



## Unit overview page

- ① The unit overview summarises the contents of each lesson as well as the lesson outcomes.
- ② There are also references to content at the back of the book, which supplements the main unit.

3

## What? When? Where?

	6	7	8	9	10	11	12
memo				SEMINAR @ New York			
to do	13	14	15	16	17	18	19
memo						break	
	20	21	22	23	24	25	26
		Annual Meeting		Conference @ Singapore			
	27	28	29	30			



### ① Unit overview

<b>3.1</b>	<b>We're very busy in December</b> <b>Lesson outcome:</b> Learners can talk about their routines and the busy periods in their jobs.	<b>Vocabulary:</b> Months and seasons <b>Communicative grammar:</b> Talking about ability and possibility <b>Video:</b> I can work flexible hours <b>Task:</b> Asking and talking about your partner's work
<b>3.2</b>	<b>Requests</b> <b>Lesson outcome:</b> Learners can make and reply to requests.	<b>Vocabulary:</b> Ordinal numbers and dates <b>Reading and listening:</b> Can I have some time off? <b>Speaking:</b> Talking about taking time off
<b>3.3</b>	<b>I am writing to complain ...</b> <b>Lesson outcome:</b> Learners can write a short email describing a problem and requesting action.	<b>Reading:</b> Complaints <b>Communicative grammar:</b> Talking about the past <b>Writing:</b> An email to describe a problem and request action
<b>3.4</b>	<b>Work skills:</b> We have a problem <b>Lesson outcome:</b> Learners can describe problems in a simple way and explain solutions.	<b>Video:</b> A progress meeting <b>Speaking:</b> A progress meeting
<b>3.5</b>	<b>Business workshop:</b> A problem with a client <b>Lesson outcome:</b> Learners can identify problems, explain solutions and make and reply to requests.	<b>Reading:</b> A customer complaint <b>Speaking:</b> A problem-solving meeting; A phone call

② **Review 3:** p.89 | **Pronunciation:** 3.1 *can* and *can't* p.98 | **Grammar reference:** 3.1 Talking about ability and possibility; *at, in, on, from ... to ...* p.107

> 27 <

# Lesson 1 Vocabulary and Grammar

The aims of this lesson are:

- to present and practise topic vocabulary in business contexts.
- to present and practise grammar using a communicative approach.
- to engage students with the unit topic by exploring a video about real people and real companies, which reinforces the vocabulary and grammar presented in the lesson.
- to encourage students to activate the language they have learnt by collaborating in pairs in the final task.

## 3.1 We're very busy in December

**1 Lesson outcome** Learners can talk about their routines and the busy periods in their jobs.

**2 Lead-in**

1 Match the photos with the seasons.



2 **Vocabulary**

Months and seasons

2A **3.01** Put the months in order. Then listen and check.

2B Match the seasons in Exercise 1 with the months in Exercise 2A.

2C What months are busy in your job?

3A **3.02** Listen to Emily and Mark talking about their jobs. Write the correct name next to each picture.



**3** Listen again. Are the sentences true (T) or false (F)?

<b>Emily</b>	<b>Mark</b>
1 We're never busy in March or April.	5 November and December are busy.
2 Winter is always quiet so I usually go on holiday in July or August.	6 I usually go on holiday in March, April or May.
3 I always go on holiday in spring.	7 I can go on holiday in summer.
4 I can speak Japanese.	8 I can't speak Spanish.

**4 Communicative grammar**

TALKING ABOUT ABILITY AND POSSIBILITY → Grammar reference: page 107

+ I/You/He/She/It/We/They can speak seven languages.  
I/You/He/She/It/We/They can go on holiday in spring.

- I/You/He/She/It/We/They can't speak other languages.  
I/You/He/She/It/We/They can't finish work at 2 p.m.

? Can I/you/he/she/it/we/they speak Japanese?  
Yes, I/you/he/she/it/we/they can. / No, I/you/he/she/it/we/they can't.  
Can I/you/he/she/it/we/they go on holiday in January?  
Yes, I/you/he/she/it/we/they can. / No, I/you/he/she/it/we/they can't.

→ page 98 See Pronunciation bank: can and can't

**3.1 We're very busy in December**

**4 3.03** Complete the office rules with *can* and *can't*. Then listen and check.

In the new flexi-time system, staff need to work thirty-seven hours a week. They 1 \_\_\_\_\_ choose when they start and finish work and they 2 \_\_\_\_\_ decide when to go to lunch.

- All employees need to be in the office from 10.30 a.m. to 3 p.m.
- This means employees 3 \_\_\_\_\_ start after 10.30 a.m.
- They 4 \_\_\_\_\_ finish work before 3 p.m.
- The building opens at 7 a.m. so employees 5 \_\_\_\_\_ start work then.
- Employees 6 \_\_\_\_\_ take one hour for lunch from 11.15 a.m. to 2.45 p.m.
- They 7 \_\_\_\_\_ take lunch before 11.15 a.m. or after 2.45 p.m.
- They 8 \_\_\_\_\_ work until 8 p.m. when the building closes.
- Remember, if you drive to work, you 9 \_\_\_\_\_ only park your car in spaces 120–225.
- Employees need their ID card or they 10 \_\_\_\_\_ enter the car park.

**5 3.04** There are different ways to tell the time. Listen and tick (✓) the one you hear.

1 10:00 ten a.m. <input type="checkbox"/>	2 22:00 ten p.m. <input type="checkbox"/>	3 12:00 twelve o'clock <input type="checkbox"/>	4 19:30 seven thirty half past seven <input type="checkbox"/>
5 03:15 three fifteen quarter past three <input type="checkbox"/>	6 11:45 eleven forty-five quarter to twelve <input type="checkbox"/>	7 20:10 eight ten ten past eight <input type="checkbox"/>	8 16:40 four forty twenty to five <input type="checkbox"/>

We can use the twenty-four-hour clock to talk about schedules, e.g. at the airport.  
The flight is at 20.45 (= twenty forty-five).

**6** AT, IN, ON, FROM ... TO ... → Grammar reference: page 107

at + time  
at 3.30, at 11 o'clock

in + month, season, year, part of the day  
in June, in autumn, in 2020, in the morning

on + day, date, special day, official holidays  
on Friday, on the 19th of June 2020, on my birthday, on New Year's Day

from + day, time, date to + day, time, date  
from Monday to Friday, from 10 o'clock to 6 o'clock, from the 15th to the 31st of August

**7** Teacher's resources: extra activities

**6A 3.11** Watch Part 1 of the video. Are the sentences true (T) or false (F)?

1 Fi usually works from 2.30 to 5.30.	5 Ellie usually finishes work at 5.30 p.m.
2 Fi can't work flexible hours.	6 Ellie has a meeting with her manager on Mondays at 12.00.
3 Fi can speak three languages.	7 Ellie can't go on holiday in September.
4 Fi never goes on holiday in December.	

**B** Watch Part 2 of the video. Answer the questions.

1 What time does Kathryn start work?	3 When is her busy period?
2 When does Kathryn have team meetings?	4 When can she go on holiday?

**7A** Work in pairs. Use the ideas in the box to ask questions about your partner's work.

what time / start/finish work? when / busy? busy / spring? when / go for lunch? when / go on holiday?

A: When can you go on holiday? B: We can go on holiday in spring, so I usually go on holiday in April.

**B** Now explain your partner's work to a new partner.

A: Susan can go on holiday in spring, so she usually goes on holiday in April.

**9 Self-assessment** I can talk about my routine and the busy periods in my job. 😊 😞

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 The lesson vocabulary set is presented, practised and then recycled in the video before being activated in the task.
- 4 Every lesson has a Communicative grammar box, presenting the first of two main grammar points in a unit, followed by practice activities.
- 5 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 6 Every Lesson 1 has an authentic video with comprehension activities, which can be used as a model for students in the final speaking task.
- 7 The tasks and questions in the lesson provide an opportunity for personalisation.
- 8 The Task at the end of Lesson 1 is a collaborative pairwork activity with a strong emphasis on communication.
- 9 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

# Lesson 2 Reading or Listening

The aims of this lesson are:

- to provide examples of real-life workplace written or spoken communication through reading or listening activities.
- to present and practise topic vocabulary in business contexts.
- to encourage students to activate the vocabulary point they have practised through communicative speaking or writing activities.

3.2
Requests

**1 Lesson outcome** Learners can make and reply to requests.

**2 Lead-in** 1 What's your favourite company? Why? **3**

**4 Vocabulary** Ordinal numbers and dates

**2A** 3.05 Listen and complete the list with the company names in the box.

Apple Berkshire Hathaway ExxonMobil General Electric  
Microsoft Novartis PetroChina Toyota-Motor-Corporation

**FT**

**FT Global 500 – World's top companies in 2015**

Rank	Company	Country	Value (\$bn)	Rank	Company	Country	Value (\$bn)
1st		USA	724.7	9th	Industrial and Commercial Bank of China	China	275.3
2nd		USA	356.5	10th		Switzerland	267.8
3rd		USA	356.5	11th	China Mobile	Hong Kong	267.2
4th	Google	USA	345.8	12th	Wal-Mart Stores	USA	266.1
5th		USA	333.5	13th		USA	249.7
6th		China	329.7	14th	Nestlé	Switzerland	243.7
7th	Wells Fargo	USA	279.9	15th	Toyota Motor Corporation	Japan	238.9
8th	Johnson & Johnson	USA	279.7				

**B** The list in Exercise 2A is from 2015. Which companies do you think are first, second and third today? What other companies do you think are on the list today?  
*Look, there are no big e-commerce companies on this list! I think Amazon or Alibaba are on the list today.*

**C** Work in pairs. Practise saying the numbers from 1st to 15th. Then try to say the numbers in the box.

16th 18th 20th 21st 22nd 23rd 27th 30th 31st 40th 100th 500th

*1st – first, 2nd – second, ... 20th – twentieth, ... 23rd – twenty-third*

**3** 3.06 Listen and underline the number you hear.

- Our department always has a meeting on the 1st / 3rd Thursday of the month.
- Mr Barker's office is on the 22nd / 32nd floor.
- The delivery arrives on the 10th / 12th of November.
- Can you come to Sam's 13th / 30th birthday on Monday?
- That's the 15th / 50th email today.
- My holiday starts on the 9th / 19th of July.
- Thank you for waiting, you are 5th / 15th in line.
- I'm out of the office from the 12th / 20th of January for a week.

**4A** 3.07 Listen and write the dates you hear.

1 14/9/2021      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_  
2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_

**B** Work in pairs. Practise saying the dates in Exercise 4A.  
*14/9/2021 – the fourteenth of September twenty twenty-one*

**5** 3.08 Play bingo. Listen and circle the numbers as you hear them.  
Student A: Look at the bingo card on the left.  
Student B: Look at the bingo card on page 113.  
Student C: Look at the bingo card on page 116.  
Student D: Look at the bingo card on page 118.

19	13	60
10	50	1

**T** Teacher's resources: extra activities  
→ page 98 See Pronunciation bank: Ordinal numbers

**5** Reading and listening

**6** Can I have some time off?  
**6** Read the email. What does Michaela want? Why?

Hi Colin,

Good news! We move house on Tuesday 19th July.

Could I please take some time off from Monday 18th to Thursday 21st July for the move? And could I also take Friday 15th July to prepare?

Can you let me know as soon as possible? I need to start organising things!

Thanks,  
Michaela

**6** CAN ... ?? COULD ... ? → Grammar reference: page 107

**Requests**  
Use *could* to make polite requests. Use *can* for requests in informal situations.  
*Could I please take some time off?*      *Can I take some time off?*  
*Could you finish the report before you go?*      *Can you finish the report for me?*

**Replies**  
To reply positively, use: *Yes, of course I/we can.*  
To reply negatively but politely, use:  
*I'm sorry but we can't. I'm afraid you can't. We can't. I'm sorry. We can't. I'm afraid.*

**7** 3.09 Listen to Colin's phone call with Michaela. Answer the questions.

- Does Colin give Michaela some time off?
- How many people are on holiday in July?
- What dates does Colin suggest for Michaela's holiday?
- What does Colin ask Michaela to do?

**8** Match 1–6 with a–f.

1 Could I please take	a as soon as possible?
2 You can take from	b Monday 18th to Wednesday 20th.
3 I'm afraid you can't take	c all the days you want.
4 Could you let me know	d the report before you go?
5 Could I also take Friday	e some time off?
6 Can you finish	f 15th July?

**8** Speaking

**9** Work in pairs.  
Student A: Look at page 114 and read the information.  
Student B: Look at page 119 and read the information.

Self-assessment
I can make and reply to requests. 😊 😞

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 Questions in the lesson provide an opportunity for personalisation.
- 4 The lesson vocabulary set is presented, practised and then recycled in the listening or reading section before being activated in the final speaking or writing exercise.
- 5 The reading or listening section often features a business-related form of communication, such as an email or phone call.
- 6 In some units, there are extra grammar boxes which highlight additional useful bite-size grammar points that appear in the reading or listening. More practice of these grammar points appears in the grammar reference.
- 7 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 8 The final exercise in this lesson is either Speaking or Writing, depending on the unit. It enables the learner to use English in the situational business contexts of the lesson.
- 9 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

## Lesson 3 Grammar and Writing

The aims of this lesson are:

- to present and practise grammar, using a communicative approach.
- to present and practise the skills involved with written business communication.

3.3
I am writing to complain ...

**1 Lesson outcome** Learners can write a short email describing a problem and requesting action.

**2 Lead-in** 1 Match 1-5 with A-E.

A

B

C

D

E

What's wrong?

1 My delivery is late. C

2 The product is broken. B

3 The package is damaged. A

4 An item is missing. E

5 The price is incorrect. D

**Reading 2A** What problems in Exercise 1 are complaints i-iv about? One problem is **not** used.

**How can we help?**

i Our order **was** three parts, not two! Only two parts **were** in the box, the third **wasn't** there. *An item is missing.*

ii The price on the website **was** \$250 but the price on the invoice **was** \$300.

iii Our delivery **was** 8-11 a.m. I **was** here, but my packages **weren't**!

iv My new laptop **was** broken. The package and box **were** both OK, but the screen **was** damaged.

**B Use the questions 1-4 to continue the complaints in Exercise 2A.**

1 iii What time is the delivery?

2 ii Where is the missing part?

3 i What is the correct price?

4 iv When can you send me a new laptop?

**Communicative grammar**

**TALKING ABOUT THE PAST** → Grammar reference: page 108

+ I/He/She **was** late for work. - I/He/She **wasn't (= was not)** late for work.  
 You/We/They **were** late for work. You/We/They **weren't (= were not)** late for work.  
 It **was** broken. It **wasn't** broken.  
**There was** a problem with the order. **There was no** problem with the invoice.  
**There were** three late deliveries in January. **There were no** late deliveries in February.

? **Were** you/they at work yesterday? +/- Yes, I/he/she **was** / No, I/he/she **wasn't (= was not)**.  
**Was** he/she at work yesterday? Yes, we/they **were** / No, we/they **weren't (= were not)**.  
**Was** it broken? Yes, it **was** / No, it **wasn't (= was not)**.  
**Was** there a late delivery yesterday? Yes, **there was** / No, **there wasn't (= was not)**.  
**Were** there items missing? Yes, **there were** / No, **there weren't (= were not)**.

Why **was** the invoice wrong?  
 Where **were** the missing items?

**3 Choose the correct word.**

- 1 There **was** / **were** a problem with the order.
- 2 How many items **was** / **were** missing?
- 3 The delivery **wasn't** / **weren't** correct.
- 4 My items **was** / **were** broken.
- 5 The delivery address on the invoice **was** / **were** wrong.
- 6 **Was** / **Were** there three computers in the package?
- 7 There **was** / **were** five items missing.
- 8 Two items **was** / **were** late, and one **was** / **were** broken.

**4 Write questions with was and were.**

- 1 What / the problem? \_\_\_\_\_
- 2 Why / the packages damaged? \_\_\_\_\_
- 3 When / the meeting? \_\_\_\_\_
- 4 Where / the reports? \_\_\_\_\_
- 5 he / in the meeting / yesterday? \_\_\_\_\_
- 6 Where / the order? \_\_\_\_\_

**5 Teacher's resources: extra activities**

**5A Read the email. Which of the problems in Exercise 1 does Beata have?**

**From:** Beata Minari  
**Beata.Minari@TPY.com**  
**Subject:** Missing order

Dear Sir/Madam,  
 I am writing to complain about the order (Ref: 132678) from Monday last week.  
 Our order \_\_\_\_\_ three different parts. Unfortunately, only two parts \_\_\_\_\_ in yesterday's delivery - parts RJY4653 and PHG847. \_\_\_\_\_ both in the box, but NBG7896 \_\_\_\_\_ . Where is the missing part?  
 This third item is now one week late, and this is a big problem for us.  
 Can you \_\_\_\_\_ , please?  
 I look forward to hearing from you.  
 Best regards,  
 Beata Minari  
 Purchase Manager, TPY Inc.

**6 Complete gaps 1-4 in the email with was(n't) or weren't.**

**C Read the requests below. Then look at gap a in the email. Which **two** requests can Beata use?**

Can you \_\_\_\_\_ please?

- change the part.
- send the missing item.
- send a different item.
- resend the invoice.
- send the correct order.

**6 Put the phrases in the correct order. Use the email in Exercise 5A to help you.**

- I look forward to hearing from you. \_\_\_\_\_
- Best regards, \_\_\_\_\_
- I am writing to complain about ... \_\_\_\_\_
- Dear ... \_\_\_\_\_

**7 Look at the situations i-iv in Exercise 2A. Choose one and write an email like the one in Exercise 5A. Remember to:**

- use the phrases from Exercise 6 in your email.
- describe the problem.
- request action.

**8 Self-assessment** I can write a short email describing a problem and requesting action. 32

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 Every lesson has a Communicative grammar box, presenting the second of two main grammar points in a unit, followed by practice activities.
- 4 Every writing lesson has a model text, which includes the target grammar in context, in a specific form of business communication.
- 5 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 6 The lesson highlights key phrases relevant to the genre that students will use in the writing task.
- 7 The final Writing section allows students to actively reproduce the model reading text, using the grammar taught in the lesson.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

# Lesson 4 Work skills

The aims of this lesson are:

- to present a model of best-practice communication for customer-facing interactions or internal communications within the team, such as meetings or presentations.
- to enable students to successfully communicate in different workplace situations through roleplay.

3.4

**WORK SKILLS**

**We have a problem**

3.4 Work skills: We have a problem

---

**1 Lesson outcome** Learners can describe problems in a simple way and explain solutions.

**2 Lead-in** 1 Look at the photos. Complete the types of meeting (a-c) with the words in the box.

planning progress problem-solving

a \_\_\_\_\_ meeting



Mike, what is the budget for testing?

The project starts next month.

This is a new project team, so let's start with introductions.

b \_\_\_\_\_ meeting



Does anyone have an idea?

Why not make a new product?

We could change the website design.

How can we fix this?

c \_\_\_\_\_ meeting



Where are we with the project?

We're a week late and we need to hire more people.

There's a problem with the schedule.

**4** Put the words in bold in the correct order. Watch the video again if necessary.

- 1 Paulo, **with are where we** planning the new project?
- 2 **aren't we finished.** I'm sorry.
- 3 And Rachel, **situation the what's with** finding a new supplier?
- 4 OK, **what we do can** to solve this?
- 5 **Can finish we** on schedule?
- 6 No, I think **time we more need.**
- 7 Martin, **you about tell can us** the online invoicing system?
- 8 We **a with problem have** the website, but **we solve can** it.
- 9 **we're schedule on.**

---

**3 VIDEO** 2A Match the problems 1-3 with the solutions a-c.

1 can't find parts at a good price	a ask an IT specialist for help
2 people are on holiday in summer	b hire more people in July and August
3 website doesn't work properly	c use big, international suppliers

B Match the problems/solutions in Exercise 2A with the items on the agenda (i-iii).

C 3.4.1 Watch the meeting. Who can meet their deadline? Who can't?





**Speaking**

**5**

**A PROGRESS MEETING**

**Talking about progress**

Where are you with planning the new project? We aren't / It isn't finished.

What's the situation with the product testing? We're / It's on schedule.

**Talking about problems**

The problem is they can't make the parts we need.

We have a problem with the website.

There was a problem with the invoices.

**Talking about solutions**

What can we do to solve this? We can look for international suppliers.

How can we fix this? We need to change how the system works.

We can see the solution.

We can solve it.

**Talking about schedules**

Is everything on schedule? Yes, I think we can finish it by Friday.

Can you/we finish by next week? I think we need more time, I'm sorry.

Can you/we meet the deadline?

**6** Work in groups of four. You all work in a car company. Look at the agenda and have a team progress meeting.

Student A: Look at page 119 and read the information.

Student B: Look at page 113 and read the information.

Student C: Look at page 115 and read the information.

Student D: Look at page 117 and read the information.

---

**7 Self-assessment** I can describe problems in a simple way and explain solutions.

**Team meeting:**

AGENDA

- i Car design
- ii Supplier
- iii Website
- Any other business

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 The video demonstrates best practice in workplace situations and also presents the functional language necessary to perform the final task in the lesson.
- 4 The video is followed by practice of functional language from the video.
- 5 The Speaking box focusses on key functional language necessary to successfully perform in the final speaking task. The language is grouped clearly by functional purpose.
- 6 The final Speaking task enables students to perform in English in a workplace situation, using the functional language from the Speaking box.
- 7 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

## Business workshops >

The aims of the Business workshops are:

- to encourage students to actively use the vocabulary, grammar and functional language from previous lessons in the unit in a series of related productive tasks in a specific workplace scenario.
- to provide further opportunity for students to demonstrate in freer practice the language they have learnt, by replicating the productive tasks from previous lessons in the unit.
- to enable teachers to review students' progress over the course of the unit and identify gaps in their learning.

### BUSINESS WORKSHOP

## A problem with a client

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**1 Lesson outcome** Learners can identify problems, explain solutions and make and reply to requests.

**2 A customer complaint**

- 1 Read the email and choose the correct words.
- 1 The order yesterday was *correct / incorrect*.
- 2 *Three / Five* parts were *got / in* the package yesterday.
- 3 The other parts in the order yesterday were *right / wrong*.
- 4 This is the *first / second* time the delivery was late.
- 5 GKB Production want *the missing parts / different parts*.

C.Charleston <Chris.Charis@GKB.co.uk> <

Order 45231C

Dear Sir/Madam,

I am writing to complain about our order (Ref. 45231C) yesterday from Denilson's.

Unfortunately, the order was wrong. Three parts were missing and the other parts were incorrect. The package was also two hours late.

This is the first time there was a problem with late delivery, but it is the third time there was a problem with an order. Last month, all the parts in our order were broken and last week five of the items were missing.

This is a big problem for us. Can you send us the missing parts and improve delivery for the next order, please?

I look forward to hearing from you.

Best regards,

Chris Charleston,

Purchasing Manager, GKB Production



**3 A problem-solving meeting**

- 2 Read your role card and prepare for the meeting.
- Student A: Follow the instructions on this page.
- Student B: Look at page 113 and follow the instructions.

**Student A**  
Work with another Student A. Put the bold words in the correct order.

- 1 **with are where we** GKB? \_\_\_\_\_
- 2 **we fix how can** this? \_\_\_\_\_
- 3 **with the what's situation** the delivery company? \_\_\_\_\_
- 4 **change can we** the delivery company? \_\_\_\_\_
- 5 **find you can** a solution this week? \_\_\_\_\_
- 6 **give we can** GKB a discount on their next three orders. \_\_\_\_\_

Read your role card and prepare for the meeting with your employee.

You are the Sales Manager at Denilson's.

- Meet your employee. He/She is a Sales Rep and GKB Production is his/her client.
- Discuss the delivery problems with him/her.
- Use the agenda and try to include the sentences above in your conversation.
- Agree on possible solutions and a time to visit GKB together.

Work in Student A/B pairs. Have the meeting.

AGENDA

- 1 Discuss the **problems** with the GKB delivery.
- 2 Discuss possible **solutions**.

**4**

**3 A phone call**

- 3 Work with a partner.
- Student A: Follow the instructions on this page.
- Student B: Look at page 115 and follow the instructions.

**Student A**  
You are the Sales Manager at Denilson's. Your employee, the Sales Representative for Denilson's, calls you to ask for something. Listen to his/her request and use the information below in your call.

- The Sales Representative doesn't need to go to the meeting at GKB.
- You have a meeting with the CEO on Monday 12th May at 2 p.m.
- You are on holiday on Friday 9th May, so you need to know about the new delivery company on Thursday 8th May.

**5 Self-assessment**

> 36 <

I can identify problems, explain solutions and make and reply to requests. 😊 😞

- The lesson outcome encompasses learning outcomes from previous lessons, making it clear which language and skills from the unit the lesson revises.
- The first exercise introduces a problem or a scenario that students will need to deal with and participate in. In Unit 3, the first activity reinforces the language from Lesson 3.3.
- Every Business workshop includes productive tasks that echo real work-life situations, in which students need to actively use the language from the unit. In the Unit 3 Business workshop, Exercise 2 links back to Lesson 3.4 and Exercise 3 to Lesson 3.2.
- During certain exercises, students are given additional scaffolding and/or revision of the target language needed for the productive tasks.
- Every Business workshop ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

## Extra material >

Content	For the teacher	For the learner	Notes
	Available on MyEnglishLab and at the Pearson English Portal	Available on MyEnglishLab	
Extra Coursebook activities with answer key	✓	✗	Available for every <b>lesson 1–4</b> , offering additional language practice
Extra speaking lessons with teaching notes and answer keys	✓	✗	Additional speaking lessons reinforcing language from <b>Lesson 4</b>
Photocopiables with teaching notes and answer keys	✓	✗	Grammar (either from Lesson 1 or 3) and <b>Work skills</b> revision designed for use in class
Extra vocabulary practice worksheets with answer key	✓	✓	Revision of unit vocabulary for self-study or use in class
Numbers with audio	✓	✓	Available as a printable PDF page with an audio recording of numbers 1–100
Irregular verbs list with audio	✓	✓	Available as a printable PDF page with audio recordings of irregular verbs
Coursebook audio	✓	✓	Available as downloadable MP3s
Workbook audio	✓	✓	Available as downloadable MP3s
<b>Tests</b>			
– in PDF format	✓	✗	Eight Unit tests consisting of a Language section (testing grammar, vocabulary and functional language) and a Skills section (testing reading, listening and writing)
– in Word	✓	✗	One End-of-level test
– interactive tasks	✓	✗	Tests tasks are only visible to students if assigned by the teacher.
Tests answer key, audio and audioscript	✓	✗	
Additional interactive activities	available on MyEnglishLab	✓	Self-study interactive activities, which can also be assigned by the Teacher through MyEnglishLab

# Welcome

# 1

## Unit overview

	CLASSWORK	FURTHER WORK
<b>1.1 &gt;</b> Nice to meet you	<p><b>Lead-in</b> Students learn how to introduce themselves and others.</p> <p><b>Vocabulary</b> Students look at vocabulary for countries and nationalities.</p> <p><b>Communicative grammar</b> Students study and practise the verb <i>be</i>.</p> <p><b>Video</b> Students watch a video of people answering questions about themselves.</p> <p><b>Task</b> Students roleplay meeting colleagues and making introductions.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.105 Introductions: <i>be</i></p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.136 Exercises 1 and 2</p> <p><b>Workbook:</b> p.4 Exercises 1 and 2; p.5 Exercises 1 and 2</p>
<b>1.2 &gt;</b> Can you fill this in, please?	<p><b>Lead-in</b> Students look at language for filling in forms.</p> <p><b>Vocabulary</b> Students study vocabulary for giving personal details.</p> <p><b>Reading and listening</b> Students read an employee registration form and listen to a conversation where a new employee supplies information for the form.</p> <p><b>Speaking</b> Students practise asking for and giving personal details in order to complete a form.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.105 <i>my, your, his, her, its, our, their</i></p> <p><b>Pronunciation bank:</b> p.96 The alphabet</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.136 Exercises 3 and 4</p> <p><b>Workbook:</b> p.4 Exercise 3; p.6 Exercises 1-4; p.44 Exercises 1-6</p>
<b>1.3 &gt;</b> My company	<p><b>Lead-in</b> Students learn vocabulary for workplace facilities.</p> <p><b>Listening</b> Students listen to people talking about their workplaces and look at vocabulary for describing workplaces.</p> <p><b>Reading</b> Students read and complete a description of a company and workplace.</p> <p><b>Communicative grammar</b> Students study and practise <i>there is / there are</i>.</p> <p><b>Writing</b> Students write a short description of a company and workplace.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.105 Describing your company: <i>there is/are</i></p> <p><b>Pronunciation bank:</b> p.96 Plural -s</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.136 Exercise 5; Photocopiable 1.3 p.113</p> <p><b>Workbook:</b> p.5 Exercise 3; p.7 Exercises 1-3; p.44 Exercises 1 and 2</p>
<b>1.4 &gt;</b> Work skills: Welcoming a visitor	<p><b>Lead-in</b> Students identify different workplace situations.</p> <p><b>Video</b> Students watch a video about visiting and greeting visitors to a workplace.</p> <p><b>Speaking</b> Students look at useful phrases for different situations during visits at their workplace.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.137 Exercises 6 and 7; Photocopiable 1.4 p.114</p> <p><b>Workbook:</b> p.8 Exercises 1-3</p>
<b>Business workshop:</b> Your first day	<p><b>Speaking</b> Students roleplay conversations: between a new employee and a receptionist; between a new employee and a Human Resources Manager; between colleagues meeting for the first time.</p> <p><b>Writing</b> Students complete an employee profile.</p>	

## Unit vocabulary list

### Active vocabulary

#### 1.1

Argentina	American
Brazil	Argentinian
China	Brazilian
Germany	British
India	Chinese
Ireland	German
Japan	Indian
Mexico	Irish
Poland	Japanese
Spain	Mexican
the UK	Polish
the USA	Spanish

#### 1.2

address ( <i>noun</i> )	nationality
email address	passport / ID card number
emergency contact number	phone/mobile/cell number
first name / given name	number
gender ( <i>noun</i> )	postcode / zip code
home address	surname / last name
marital status	title ( <i>noun</i> )
middle name	

#### 1.3

building	department
canteen	distribution
employee break room	division
facilities	manufacturing
factory	production
gym	sales
office	shipping and receiving
warehouse ( <i>noun</i> )	

### Passive vocabulary

#### 1.2

at (@)	hyphen ( <i>noun</i> )
capital	lower case
dot ( <i>noun</i> )	underscore ( <i>noun</i> )

#### 1.3

dark	noisy
large	old-fashioned
light	quiet
modern	small

#### 1.4

coffee	coffee machine
milk	laptop
sugar	photocopier
tea	printer
water ( <i>noun</i> )	tablet
	whiteboard

## 1.1 > Nice to meet you

### GSE learning objectives

- Can recognise simple informal greetings.
- Can use language related to nation, nationality and language.
- Can use the correct form of 'be' with singular and plural nouns.
- Can use subject pronouns with the correct form of the verb 'be' in the Simple Present.
- Can understand the main information when people introduce themselves (e.g. name, age, where they are from).
- Can introduce themselves using a basic phrase (e.g. 'My name's ...').

### Lead-in

Students learn how to introduce themselves and others.

**1A** 1.01 If this is your first lesson with your students, you could lead into the concept of introductions by introducing yourself to the class and inviting students to do the same. Say: *Hi, I'm [Sam].* and invite a student to introduce himself/herself. Then introduce that student to the person sitting next to him/her. Say: *[Eva], this is [Alex].* and invite the next student to introduce himself/herself. Continue until all students have introduced themselves to the class, then move on to the exercise. Explain the task, play the recording and then go through the answers with the class. Elicit or explain the meaning of each phrase.

2 a 3 b

**1B** 1.02 Explain the task and check that students understand *Nice to meet you*. Get them to complete the exercise individually, then play the recording for them to check their answers. After class feedback, you could get students to practise the dialogues in pairs to help them familiarise themselves with the key phrases here.

A 2a B 3b

### Vocabulary: Countries and nationalities

Students look at vocabulary for countries and nationalities.

**2** Do this as a whole-class activity, checking answers as you go. For each item, elicit the correct country and if necessary, help students with pronunciation. You could list the five countries on the board and then ask students if they know the names of any other countries in English. Add any they mention to the list on the board, again helping them with pronunciation if necessary.

2 India 3 Mexico 4 Brazil 5 Japan

**3A** Draw students' attention to the example sentence and refer them back to 'I'm Irish.' in Exercise 1. Write *Mexican* and *Irish* on the board, underline *-an* and *-ish* and elicit that these are the nationalities for 'Mexico' and 'Ireland'. Explain that to form the nationality word, we usually add a group of letters (suffix) to the country word, and that *-an*, *-ish* and *-ese* are some common suffixes – write these on the board. Highlight the use of just *be* before a nationality word (*I'm/He's/She's* + nationality), and the use of *be from* before a country (*I'm/He's/She's from* + country). Get students to complete the exercise individually, then go through the answers with the class.

2 Poland 3 Brazilian 4 India 5 Japanese

**3B** 1.03 Ask students to do this individually and then get them to compare answers in pairs. Play the recording for them to check their answers, then clarify any errors or difficulties as necessary. If there is time, get them to practise the dialogues in pairs/groups of three. Note that the words in bold are examples of the target grammar in the Communicative grammar section, but they should only be looked at as lexical items here, to make sure students can follow the dialogues. Do not go into detail about the verb *be* yet – students will look at it in the exercises that follow.

2 Polish ('from Poland' is also possible, but this is not what is said in the recording) 3 Mexico 4 Japanese 5 India 6 Brazil

**4** 1.04 You could do this as a whole-class activity, checking answers as you go, or let students try to complete the table individually or in pairs and then go through the answers with the class. Copy the table onto the board and write (or invite students to write) the answers, to make sure they spell them correctly. Play the recording and ask students to listen, then play it again and get them to listen and repeat. You may also wish to refer students to the Vocabulary list on page 130 of their coursebook and encourage them to add translations of the words into their first language as further consolidation. For some further practice, write the following questions on the board and elicit answers around the class: *What country are you from? What's your nationality?* (Students answer, e.g. *I'm from Poland. I'm Polish.*) To extend the activity further, you could put students in pairs or small groups and get them to introduce themselves. Write the following exchange on the board: *A: Hi, my name's [Alex]. I'm from [Poland]. I'm [Polish]. B: Nice to meet you, [Alex].* Students follow the model on the board and, in their pairs/groups, take turns to introduce themselves.

2 Germany 3 Indian 4 Irish 5 Japan 6 Mexico 7 Polish 8 Spain

### Extra activities 1.1

**A** This activity practises vocabulary for countries and nationalities. Ask students to do it individually and tell them that they can refer to the table in Exercise 4 of their Coursebook if they need help. Check answers with the class, writing (or inviting students to write) them on the board, to make sure they have spelt them correctly.

2 Ireland 3 Argentinian 4 the USA 5 German 6 British/English

## Communicative grammar: Introductions

Students study and practise the verb *be*.

### Introductions

Go through the Grammar box with students and highlight the changes in short forms, the inversion in questions and the form of short answers. Point out that we cannot use short forms in affirmative short answers (*Yes, he's. Yes, he is.*). Refer students back to the dialogue in Exercise 3B so they can look again at the target language in context – draw their attention to the verbs in bold in the dialogue. At this point, you could also refer them to the Grammar reference on page 105, go through it with them and clarify any points as necessary. Students could then do the extra grammar activities there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 30.

**5**  1.05 Get students to complete the exercise individually and remind them that they can refer to the Communicative grammar box and/or the Grammar reference if they need help. Play the recording for them to check their answers, then go through them with the class as necessary. If there is time, you could get students to practise the dialogue in groups.

**2** 's **3** Are **4** 'm not **5** isn't **6** is **7** are **8** Are  
**9** aren't **10** are

### Extra activities 1.1

**B** This activity gives further practice of the verb *be*. Ask students to do it individually and before they begin, look at the example with them and explain the +, - and ? symbols in brackets. You may also wish to ask students to use short forms where possible. If there is time, get them to compare answers in pairs before class feedback.

**2** 's/is **3** 's/is **4** isn't / is not **5** 'm/am **6** aren't /  
are not **7** Is **8** aren't / are not **9** is **10** Are

**1** a F b T c F

**2** a no / No, they aren't./No, they are not.

b no /No, they aren't./No, they are not. c yes / Yes, she is.

**3** a Rafael / His name is Rafael.

b Brazil / He is from Brazil. c Brazilian / He's Brazilian.

## Task

Students roleplay meeting colleagues and making introductions.

**7A** Put students in pairs and explain the scenario: they have a new job and are meeting a new colleague. They should take turns to introduce themselves and talk about their name, nationality and job. Pre-teach or elicit *What's your job?* and, if necessary, help students with any job vocabulary they may need. Refer them to the model dialogue in the Coursebook, go through it with them and remind them how they can ask and answer about each other's job (e.g. *A: What's your job? B: I'm a student. What's your job? A: I'm an Engineer.*). During the activity, monitor and check that students are using the language from the lesson correctly, and make notes for any points to highlight during feedback following Exercise 7B.

**7B** Join pairs together into groups of four and explain the activity: students will now take turns to introduce themselves and their partner to their 'colleagues' from the other pair. You could demonstrate the activity with a student and/or write a model dialogue on the board, e.g.

**A:** Hi. My name's Luis. I'm Spanish. I'm a student.

**B:** Nice to meet you, Luis.

**A:** Nice to meet you, too. And this is Lise. She's German.

**B:** Nice to meet you, Lise. Are you a student?

**C:** No, I'm not. I'm an Engineer.

While groups are working, monitor and note down any errors or difficulties but do not interrupt students. When they have finished, have a brief feedback session, highlighting any points you noted during this and the previous activity.

**7C** Do this as a quick, whole-class activity. Elicit the complete phrase and explain its use and meaning.

See you later.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.105 Introductions: *be*

**Teacher's book:** Resource bank Extra vocabulary practice p.136 Exercises 1 and 2

**Workbook:** p.4 Exercises 1 and 2; p.5 Exercises 1 and 2

## Video

Students watch a video of people answering questions about themselves.

**6**  1.1.1 Tell students that they are going to watch a video in three parts and answer questions about each one. Give them time to read the questions, and point out that in question 1 they need to decide if statements a-c are true or false, whereas in questions 2-3 they need to answer questions. Encourage them to make notes for questions 2-3. You could pause after each part of the video and check answers before you play the next one or play the whole video through, twice if necessary, then check the answers to all three questions at the end. You could encourage students to give short answers for question 2 and say full sentences for question 3.

## 1.2 > Can you fill this in, please?

### GSE learning objectives

- Can understand basic personal details if given carefully and slowly.
- Can use language related to numbers.
- Can say the letters of the alphabet.
- Can use language related to personal details.
- Can complete simple forms with basic personal details.
- Can identify a caller's name and phone number from a short, simple telephone conversation.
- Can use possessive adjectives such as 'my', 'your', etc.
- Can extract personal details in a limited way.
- Can understand questions addressed carefully and slowly.
- Can ask for and give a phone number.
- Can ask for the spelling of a word, or for a word to be written down.
- Can read out phone numbers.
- Can give very limited personal information using basic fixed expressions.
- Can use brief, everyday expressions to ask for and give personal details.

### Lead-in

Students look at language for filling in forms.

**1** ▶ 1.06 Draw students' attention to the image, teach *employee identification card* and then go through the words in the box with the class. Help students with the pronunciation of the words – drill them around the class if necessary. You could use the image to teach *address, email address, ID card number* and *phone number*, pointing (or asking students to point) to each item in turn. Point out that *ID* stands for *identification* and explain its meaning – students will come across the word later in the lesson, and this is a good point to pre-teach it. Explain the activity and get students to complete the dialogue individually, then play the recording for them to check their answers. If there is time, you could get students to practise the dialogue in pairs. To extend the activity, you could ask students to answer the four questions in the dialogue about themselves (*What's your address? What's your ID card number? What's your email address? What's your phone number?*). Get them to write down their answers individually. Note that students should only *write down* the information at this point, not practise *saying* it, as the language they will need in order to share it orally is covered in the exercises that follow.

- 1** address **2** ID card number **3** email address  
**4** phone number

## Vocabulary: Personal details

Students study vocabulary for giving personal details.

**2** Depending on the level of your class, you could do this as a whole-class activity, checking answers and clarifying meanings as you go, or you could let students attempt the exercise individually first, then clarify meanings during class feedback. For item 1/c, explain the meaning of *Mr* and how it is used, and pre-teach other titles (see Notes below) – students will need them when they do Exercise 3. You might also like to point out that in items a, b, f and i, the two alternatives given have the same meaning; in the case of *zip code* and *cell (phone) number*, however, these phrases are typically used by American English speakers rather than British English speakers.

**b 4 c 1 d 8 e 3 f 6 g 5 h 9 i 7**

### Notes

**Mr** is a title used before a man's family surname or full name. It is an abbreviation for *Mister*.

**Mrs** is a title used before a married woman's surname or full name.

**Miss** is a title used before the surname or full name of a woman who is not married.

**Ms** is a title used before the surname or full name of a woman, when you do not want to state or do not know if she is married or not. Note that some women prefer to be addressed as *Ms* because it does not draw attention to their marital status. In business settings, the title *Ms* is usually preferred and considered more appropriate than *Mrs* or *Miss* as marital status is irrelevant.

American English writers put a full point after titles, e.g. *Mr. Smith*, not *Mr Smith*.

**3** Explain the activity and give students a minute to look through the information and ask you any questions they may have. Get them to complete the form individually, while you monitor and help as necessary. Note that some students may not feel comfortable sharing some of the personal details on the form. If this is the case, reassure them that they can make up the information. Check students' answers while you are monitoring, but do not get them to share this information orally yet.



### Pronunciation bank p.96: The alphabet

**1A** ▶ P1.01 Ask students to look at the first group of letters. Play the first part of the recording or say the letters yourself. Explain that the letters in group 1 are pronounced with the sound /eɪ/, like the letter 'A'. Continue the exercise in the same way, drawing students' attention to the similarities in the pronunciation of the letters in each group. The letters in group 2 are pronounced with the sound /i:/, like the letter 'E'. Group 3 contains the sound /e/, group 4 contains the sound /aɪ/, like the letter 'I', and group 6 contains the sound /u:/. Groups 5 and 7 (O /əʊ/ in British English or /oʊ/ in American English; and R /ɑ:/ in British English or /ɑ:r/ in American English) are pronounced unlike any other letters. Then play the recording and get students to repeat each group of letters.

**1B** P1.02 If your students need more practice with the English alphabet, write it on the board in order in four lines, as shown below, and encourage students to pronounce the letters as you write them.  
 A B C D E F G  
 H I J K L M N  
 O P Q R S T U  
 V W X Y Z

Then put students in pairs to practise saying the alphabet together. The alphabet is recorded in order, so play the recording as necessary to help students consolidate.

**2** P1.03 Tell students that they are going to write down some well-known company names spelt in English. Play the recording, then check answers with the class. Ask students which of the companies they are familiar with. Play the recording again and ask students to repeat the names as a group. Then put them in pairs and ask them to take turns to spell the names.

**2** KFC **3** BMW **4** LG **5** IBM **6** KLM **7** CNN  
**8** UPS **9** HSBC **10** MTV

**3** P1.04 Before moving on to this activity, do Exercises 4A and 4B on page 10 with students. Play the recording and ask students to complete the names and addresses. Check answers with the class, then put students in pairs and get them to take turns to say the names and addresses. If you wish to extend this activity, ask students to write down an imaginary name/surname and email address/website. In their pairs, they then dictate what they wrote to each other, spelling each word aloud.

**1** Marquez **2** INFO, blkn. **3** -Tkacz  
**4** jj\_diaz, .mx **5** .uoq.jp **6** @Inter-FTV.ar

**4A** Refer students back to the email address on the identity card in Exercise 1 (*j.iwaniec@ccce.com*) and write it on the board. Check if students remember how to say it and elicit or remind them of *at*, *dot*, *com* and *lower case*. Then refer them to the email address in this exercise and, depending on the level of your class, do the activity with the whole class, checking answers and clarifying meanings as you go, or let students attempt the matching task individually and then clarify meanings during class feedback. Help students with the pronunciation of the items as necessary.

**a** 6 **b** 3 **c** 5 **d** 2 **e** 4 **f** 1 **g** 7

**4B** 1.07 Play the recording, twice if necessary, then put students in pairs to practise saying the email address. During the activity, monitor and correct any errors as necessary.

**4c** 1.08 Tell students that they are going to hear and write down different email addresses, and refer them to the example. Play the recording, twice if necessary, for students to check/complete their answers, and get them to compare answers in pairs before checking with the class. Write (or invite students to write) the answers on the board during class feedback so students can check their answers.

**2** JAN.SMITH@SMITH.COM  
**3** Uwe@1-2-3.pl  
**4** Alex\_Aziz@jump.jp  
**5** szulgit-k@bigio.org

**4D** Explain the activity and look at the example with students. If necessary, demonstrate the exchange with a stronger student. Then ask students to mingle and ask as many of their classmates as possible within a given time limit. Reassure them that if they are not comfortable sharing their real email address, they can make one up. During the activity, monitor and note down any errors to highlight during feedback.

## Reading and listening: Filling in forms

Students read an employee registration form and listen to a conversation where a new employee supplies information for the form.

**5A** 1.09 Refer students to the employee registration form, give them a minute to read the information and teach or elicit the meanings of *gender*, *male*, *female*, *marital status*, *single*, *married* and *emergency contact number*. Then draw their attention to the table about phone numbers. If your students do not know how to say the numbers 0–9 in English, write them on the board and help students with their pronunciation as necessary. Alternatively, you could refer them to page 112 of the Coursebook and teach these numbers using the list and the recording (P10.01) there. Note that students will look at large numbers in Lesson 2.2, so it may be better to only focus on numbers 0–9 for now, which students need in order to complete the exercise. After teaching/reviewing numbers, go through the box with students, explaining how to say phone numbers in English. Point out the differences between British English and American English, and if time allows, ask a few students to share their phone numbers with the class (or with each other, in pairs/groups). Remind them that they do not have to share their real numbers if they are not comfortable doing so. Explain that they are going to listen to a conversation where an employee is taking information from Anna, a new employee, in order to complete the form. Play the recording, twice if necessary, and check answers with the class.

**3** female **4** German **5** married **6** a\_weber@net-mail.de  
**7** 232-1056 **8** 457-8812 **9** T13247900

**5B** 1.09 Ask students to complete the exercise individually or in pairs, then play the recording for them to check their answers. Go through the questions with the class, clarifying meanings as necessary. If there is time, you could play the recording a second time for students to repeat.

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

**Extra activities 1.2**

**A** This activity gives further practice of language for giving personal details and filling in forms. Explain that students need to choose the option which correctly describes how we say each piece of information, and look at the example with them. Get them to complete the exercise individually, then check answers with the class.

2 c 3 a 4 c 5 b

**B** Students could do this activity individually and then compare answers in pairs before class feedback or, if time is short, you could do it as a whole-class activity, checking answers as you go.

2 f 3 a 4 d 5 h 6 c 7 g 8 e

**my, your, his, her, its, our, their**

Write *What's your address?* on the board, underline *your* and elicit its meaning. Tell students that it is used to show possession, draw their attention to the Grammar box and explain that the words in bold are used in the same way. Go through the Grammar box with the class and clarify any points as necessary. You could then refer students to the Grammar reference on page 105 and ask them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 30.

**Extra activities 1.2**

**C** This activity practises possessive adjectives. Get students to complete it individually and remind them that they can refer to the Grammar box on page 11 and/or the Grammar reference on page 105 if they need help. Check answers with the class.

2 My 3 our 4 your 5 its 6 His 7 Her

**Speaking**

Students practise asking for and giving personal details in order to complete a form.

**6A** Draw students' attention to the employee registration form and explain the activity. Tell them that they should think about the questions they need to ask in order to complete the form, and remind them that they can look at Exercise 5B if they need help. You may wish to let students make notes at this stage, in preparation for Exercise 6B. During the activity, monitor and help as necessary. Although 'What's your gender?' is not a question that is frequently asked, here it serves as a reinforcement of the 'What's your ...' structure, and the vocabulary item 'gender', that students have been practising.

**Possible answers**

What's your surname?  
What's your first/given name?  
What's your gender?  
What's your nationality?  
What's your marital status?  
What's your email address?  
What's your phone number?  
What's your emergency contact number?  
What's your ID card / passport number?

**6B** Put students in pairs and explain that they are going to take turns to ask and answer the questions from Exercise 6A in order to complete the form with their partner's details. Again, tell them that they do not have to share their real details if they are not comfortable doing so – they can invent the information. During the activity, monitor and note down any errors, but do not interrupt students. Highlight any points in a brief feedback session after the activity.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.105 *my, your, his, her, its, our, their*

**Pronunciation bank:** p.96 The alphabet

**Teacher's book:** Resource bank Extra vocabulary practice p.136 Exercises 3 and 4

**Workbook:** p.4 Exercise 3; p.6 Exercises 1–4; p.44 Exercises 1–6

**1.3 > My company****GSE learning objectives**

- Can follow speech which is very slow and carefully articulated, with long pauses.
- Can understand basic factual statements.
- Can make basic inferences in simple conversations on familiar everyday topics.
- Can use language related to the office.
- Can understand simple descriptions of places.
- Can use 'there' + 'be' to express presence/absence.
- Can write short, basic descriptions of places, people or things.

**Lead-in**

Students learn vocabulary for workplace facilities.

**1** Explain to students that the photos show different workplaces of Fashion HiQ, a clothing maker. Teach or elicit the meanings of *workplace*, *warehouse*, *office* and *factory*, and then ask students if their own workplace is like one of the workplaces in the photos. Elicit answers around the class. Pre-service students could talk about similar workplaces in their area instead.

## Listening

Students listen to people talking about their workplaces and look at vocabulary for describing workplaces.

**2** 1.10 Explain the activity and reassure students that they do not need to worry about unknown words for now – they should focus on understanding the main idea in each description so that they can match it to one of the photos. Play the recording, then check answers with the class.

1 B 2 C 3 A

**3** 1.10 Before students listen again, go through the table with them and teach or elicit the meanings of the words in it. Explain that *office* has two meanings: 1) a room with a desk or desks, where people work; 2) a company location, as in *head office*, which may contain many separate offices (rooms). You may also wish to tell students that some English speakers might use the term *cafeteria* instead of *canteen*. To avoid confusion, also pre-teach *storage area* (or explain its meaning after listening, if students ask about it): make sure they understand that within a warehouse, there will be a 'shipping and receiving department', which will be responsible for the goods moving in and out, but there will also be a – probably very large – area devoted to storing goods. Play the recording, twice if necessary, for students to check/complete their answers. To check answers, you could play the recording again, telling students to ask you to pause each time an answer is heard.

**Head office, Germany:** office, sales, canteen  
**Manufacturing division, China:** factory, production, canteen, employee break room  
**Distribution division, Poland:** warehouse, shipping and receiving

**4A** Depending on the level of your class, you could do this as a whole-class activity, checking answers and clarifying meanings as you go, or you could let students attempt the exercise individually and clarify meanings during class feedback.

2 + 3 - 4 + 5 - 6 + 7 -

**4B** Ask students to do this individually, then check answers with the class. Encourage them to record the pairs of opposites in their vocabulary notebooks.

1 b 2 d 3 c 4 a

**4C** If there is time, let students discuss the question in pairs or small groups first, then elicit answers around the class.

## Reading

Students read and complete a description of a company and workplace.

**5** Explain to students that the text here is a written summary of the information in the table in Exercise 3 and ask them to complete the exercise individually. Encourage them to read the whole text before they complete the gaps. They should be familiar with the words in the box but you may wish to go over them again before they do the exercise. Check answers with the class.

1 office 2 factory 3 warehouse 4 manager  
 5 department 6 division 7 canteen 8 gym

## Communicative grammar: Describing your company

Students study and practise *there is / there are*.

### Describing your company

Refer students back to the text in Exercise 5, and draw their attention to the words in bold and elicit/explain their meaning. Then draw their attention to the Grammar box and go through it with the class. Highlight the use of *a/an* + singular noun after *there is* and the plural noun after *there are*. Also point out the negative meaning after *There is / There are no ...*. (Note that the Coursebook does not cover the negative form *There isn't a(n)/any / There aren't any* at this level as it is a more complicated structure which may require the use of quantifiers.) At this point, you could also refer students to the Grammar reference on page 105, go through it with them and clarify any points as necessary. They could then do the extra grammar activity there, in class or as homework. Depending on the level of your class, you may also wish to teach/review plural nouns: refer students to the box with plural nouns on the left and highlight the use of *-s* and *-ies* for the plural form. Briefly go over the spelling rules with students, writing a few examples on the board (see Notes below). For some quick practice, you could ask students to form the plural of the words in the box in Exercise 5 (*canteens, departments, divisions, factories, gyms, managers, offices, warehouses*).

**Grammar reference answer key:** Teacher's book page 30.

### Notes

#### Spelling rules for plural nouns

- Most nouns: add *-s* (e.g. *location* → *locations*).
- Nouns ending in *-s, -ss, -sh, -ch, x-* and *-o*: add *-es* (e.g. *bus* → *buses*, *boss* → *bosses*, *brush* → *brushes*, *branch* → *branches*, *box* → *boxes*, *cargo* → *cargoes*).
- Nouns ending in consonant + *-y*: add *-ies* (e.g. *country* → *countries*).
- Nouns ending in *-f* or *-fe*: add *-ves* (*half* → *halves*, *life* → *lives*).

**6** Explain the activity and check that students understand the term *marketing* – this is a cognate in many languages. Ask students to do the exercise individually and look at the example with them before they begin. Get them to compare answers in pairs before checking with the class.

2 T 3 F 4 F 5 T 6 T

**7/8** Students can do both activities individually, as consolidation exercises.

7 1 are 2 are 3 's 4 are 5 's 6 's  
 8 1 There's 2 There are 3 There's 4 There are  
 5 There are 6 There's

### Extra activities 1.3

**A** This activity gives further practice of *there is / there are* and can be done individually or, in weaker classes, in pairs. Explain to students that they need to write sentences about what they can see in the pictures, and look at the example with them. Point out that a cross through a picture (in items 4, 7 and 8) means that the sentence should be negative (*There is / are no ...*). If you think your students will find the activity difficult, you could give them the nouns they need to use in a wordpool on the board (*factory, gym, manager/employee, office, warehouse*); tell them that they can use the words more than once and that they may need to change the form to plural for some sentences. If students complete the exercise individually, get them to compare answers in pairs before class feedback.

- 2 There are two managers/employees.
- 3 There's an office.
- 4 There's no gym.
- 5 There are three factories.
- 6 There's a warehouse.
- 7 There are no factories.
- 8 There's no warehouse.

### Pronunciation bank p.96: Plural -s

**1** ▶ P1.05 Play the recording to demonstrate the target sounds. Tell students that both /s/ and /z/ are articulated in the same way and the difference between them is that /s/ is unvoiced and /z/ is voiced. This means that when we pronounce /z/, the vocal cords vibrate, whereas the production of /s/ does not involve any movement of the vocal cords. You can feel the vocal cords vibrating by touching your throat while pronouncing /z/. Refer students to the picture and ask them to put their hands on their throats and say the prolonged sounds: /s/ and then /z/. Finally, play the recording again and ask students to repeat.

**2** ▶ P1.06 While you do not need to explain the phonological rules to students, note that the -s ending can be pronounced /s/ or /z/, depending on the final sound in a word. If the word ends with an unvoiced consonant (/t/, /k/, /p/, /f/, /θ/), the -s ending is pronounced /s/. If the word ends with a voiced consonant (/b/, /g/, /d/, /ð/, /v/, /l/, /r/, /m/, /n/, /ŋ/) or any vowel sound, the -s ending is pronounced /z/. The aim of this activity is to make students aware of the difference in the pronunciation of the -s ending. Devote special attention to this issue if your students have a tendency to devoice word-final sounds under the influence of their first languages. Then they are likely to pronounce the -s ending as /s/ regardless of the final sound in a given word. Play the recording and ask students to repeat. Then put them in pairs to practise saying the phrases.

**3A** ▶ P1.07 Play the recording and ask students why the plural forms are different from those in Exercise 2. Elicit the answer or explain that when we make the plural form of a word that ends with a so-called hissing consonant, such as /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/, we add the full syllable /ɪz/.

These plurals are different because they add an extra syllable at the end of the word, rather than just a phoneme. This is because they end in a hissing consonant, such as /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/.

**3B** Put students in pairs to practise saying the phrases.

**4A** Students could do this in the same or new pairs. Explain the activity and give them 2–3 minutes to complete the exercise, but do not confirm answers yet – students will check them in the next exercise.

**4B** ▶ P1.08 Play the recording for students to check their answers. Then get them to practise saying the words – they could do this as a group, individually or in the same pairs as Exercise 4A.

/s/: breaks, nights /z/: jobs, locations  
/ɪz/: buses, warehouses

## Writing

**Students write a short description of a company and workplace.**

**29** Explain the writing task and go through the list of points to include with students. Point out that they may choose to write about their own company or the one in the table. Give them a minute to look at the table and ask you about any unknown words. Remind them to refer to the text in Exercise 5 as a model and encourage them to try to use *there is/are* and vocabulary from the lesson in their description. Allow plenty of time for students to plan their work and then for the writing task, while you monitor and provide help as necessary. If time is short, students can write their descriptions as homework.

### Model answer

My company has three locations in two countries. There's a head office in Madrid, Spain; a factory in Puebla, Mexico; and a warehouse in Alicante, Spain. I'm an Engineer in the production department, in Puebla. It's part of the manufacturing division. The factory is very noisy. There are restaurants near the factory, but there's no gym.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.105 Describing your company: *there is/are*

**Pronunciation bank:** p.96 Plural -s

**Teacher's book:** Resource bank Extra vocabulary practice p.136 Exercise 5; Photocopiable 1.3 p.113

**Workbook:** p.5 Exercise 3; p.7 Exercises 1–3; p.44 Exercises 1 and 2

## 1.4 > Work skills

### Welcoming a visitor

#### GSE learning objectives

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can understand questions addressed carefully and slowly.
- Can understand basic personal details if given carefully and slowly.
- Can recognise simple formal greetings.
- Can understand basic information about someone when introduced to them using simple language.
- Can accept offers using basic fixed expressions.
- Can make offers using basic fixed expressions.
- Can ask for repetition and clarification when they don't understand, using basic fixed expressions.
- Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').
- Can give basic information to introduce themselves in work-related situations (name, job, etc).

#### Lead-in

Students identify different workplace situations.

**1A** Explain the activity and the meaning of the phrases in the box. You may also wish to pre-teach *receptionist* here, which will come up later in the lesson. Get students to complete the exercise individually, then check answers with the class.

**A** giving your name at reception   **B** saying hello to a friendly visitor

**1B** Give students a minute to look at the phrases and check that they understand *Good to see you.* and *How about ... ?* Ask them to do the matching task individually, then check answers with the class.

1 c 2 a 3 d 4 b

#### Video

Students watch a video about visiting and greeting visitors to a workplace.

**2A** ▶ 1.4.1 As this is the first work skills video for your class, you may wish to give students some background information about Murray&Jahner, the company featured in the videos. Refer them to page 6 of the Coursebook and go through the Introduction with them. Also refer them to the summary for the Unit 1 video. Then explain the activity and go through the sentences in the table. Teach or elicit their meanings and help students with their pronunciation if necessary. Play Part 1 of the video without sound, but do not confirm answers at this point – students will check them in the next exercise.

**2B** ▶ 1.4.1 Tell students that they are going to watch Part 1 of the video again, this time with sound, and check their answers to Exercise 2A. Play the video, then go through the answers with the class.

Liz: 1, 3, 4, 5  
Krzysztof: 2, 6

**3A** ▶ 1.4.2 Explain the activity and before students watch, check that they understand the meanings of the words, and help them with their pronunciation if necessary. Play Part 2 of the video, then check answers with the class.

laptop (at 0:33), whiteboard (at 0:37)

**3B** Do this as a whole-class activity. Briefly explain the concept of different degrees of formality here: explain that in English, it is important to use appropriate language depending on how well we know someone. We use less formal language with people we know well, and more formal language with people we have just met or do not know very well.

The receptionist and Krzysztof's conversation is formal. Yumiko and Krzysztof's is less formal.

**4** ▶ 1.4.1 ▶ 1.4.2 Tell students that they are going to watch both parts of the video again, and explain the activity. In stronger classes, you could get them to try and match as many of the items as they can before watching, then play the video again for them to check/complete their answers. During feedback, check that they understand the meanings of the phrases, and help them with their pronunciation as necessary.

1 c 2 a 3 e 4 b 5 d 6 g 7 j 8 f 9 i 10 h

### Speaking: Workplace visits

Students look at useful phrases for different situations during visits at their workplace.

#### Workplace visits

Draw students' attention to the heading *Workplace visits* and check understanding. Tell them that they are going to look at useful phrases for different situations during *workplace visits* and point out that there are different phrases for *formal* and *less formal* situations. Explain that the phrases on the left are things a receptionist or someone working at the company might say, and the phrases on the right are responses from the person visiting the company. Give students a minute to look at the phrases, then go through the Speaking box with the whole class, clarifying meanings as necessary. You may also need to help students with the pronunciation of some of the phrases. For some quick practice, you could put students in pairs and get them to have quick exchanges using phrases from the box: they take it in turns to say a random phrase from the left-hand column of the Speaking box, for their partner to respond using a phrase from the right-hand column.

#### Unit 1 Extra speaking lesson

This lesson gives further speaking practice related to workplace visits. To access the lesson go to MyEnglishLab > Extra speaking lessons.

**Extra activities 1.4**

**A** This activity gives further practice of the functional language in the Speaking box. As it is a consolidation exercise, it might be better to get students to do it individually. Look at the example with them before they begin and encourage them to refer to the Speaking box if they need help. Check answers with the class.

2 c 3 a 4 a 5 c 6 a

**5** Put students in groups of three, explain the scenario and assign roles (or let students choose). Go through the conversation outline with the class and make sure students understand that they need to write two separate dialogues: one between the receptionist and the visitor, and a second one between the visitor and the person they are there to see. Remind them that they should use phrases from the Speaking box. While they are working, monitor, check they are using the phrases correctly and note down any errors or difficulties to highlight during feedback.

**Model answers****Dialogue 1**

**A:** Good morning. How may I help you?

**B:** I'm here to see Oliver Peters.

**A:** What's your name, please?

**B:** It's Chavez. Antonio Chavez.

**A:** Could you spell that, please?

**B:** Sure. Antonio is A-N-T-O-N-I-O and Chavez is C-H-A-V-E-Z.

**A:** OK, thanks. Would you like some tea or coffee?

**B:** Coffee, please. Thanks.

**A:** Would you like milk or sugar?

**B:** Milk, please. No sugar. Thanks.

**A:** Sure. Have a seat, please.

**B:** Thank you.

**Dialogue 2**

**C:** Antonio, hello! Sorry to keep you waiting!

**B:** Hi, Oliver. No problem. Good to see you again!

**C:** Good to see you, too! How about a coffee?

**B:** No, thanks. I already have one.

**C:** Great. So how are you?

**B:** I'm really well, thanks. How about you?

**C:** I'm well. Please come in.

**B:** OK, thanks. After you.

**C:** Thanks, Antonio.

**6** Get students to practise their dialogues in the same groups as Exercise 5. If there is time, invite a few groups to act out their dialogues to the class. When they have finished, discuss any points you noted while monitoring and get brief feedback from the class: What do students think went well? What did they find difficult?

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.137 Exercises 6 and 7; Photocopiable 1.4 p.114

**Workbook:** p.8 Exercises 1-3

**Business workshop****Your first day****GSE learning objectives**

- Can give basic information to introduce themselves in work-related situations (name, job, etc).
- Can ask simple questions about other people (e.g. their name, age, where they live, things they have).
- Can ask for the spelling of a word, or for a word to be written down.
- Can make offers using basic fixed expressions.
- Can accept offers using basic fixed expressions.
- Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').
- Can introduce people using simple language.
- Can ask someone what their nationality is.
- Can use language related to nation, nationality and language.
- Can complete simple forms with basic personal details.

**Arriving**

**Students roleplay a conversation between a new employee and a receptionist.**

**1** Put students in pairs, explain the scenario, assign roles and go through the conversation outline with them. If you think your students will find this activity difficult, review the *Formal language* section of the Speaking box in Lesson 1.4 before they do the roleplay. During the activity, monitor and note down any difficulties, but do not interrupt students' conversations – discuss any points as necessary at the end of the activity.

**Model conversation**

**A:** Good morning. How may I help you?

**B:** I'm here to see (name). Sorry, I think I'm a bit early.

**A:** What's your name, please?

**B:** It's (name).

**A:** Could you spell that, please?

**B:** Sure. (Name). (N-A-M-E).

**A:** OK, thanks. Have a seat, please. (Name) will be ready in a few minutes.

**B:** Thank you.

**A:** Would you like some tea or coffee?

**B:** Coffee, please. Thanks.

**A:** Would you like milk or sugar?

**B:** Milk, please. No sugar, thanks.

**A:** Sure.

**Meeting human resources**

**Students roleplay conversations between a new employee and a Human Resources Manager.**

**2A** Put students in new pairs, explain the activity and check they understand what a *Human Resources Manager* is. Assign roles and go through the conversation outline with the class. If you think your students will find this activity difficult, review the *Less formal language* section of the Speaking box in Lesson 1.4 before they begin. Monitor the roleplay and note down any points to highlight during feedback.

**Model conversation**

**A:** Hello! Good to see you again! Sorry to keep you waiting.  
**B:** No problem. Good to see you!  
**A:** How are you?  
**B:** Really well, thanks. How about you?  
**A:** Very well, thanks. How about a coffee?  
**B:** No, thanks.  
**A:** Please come in.  
**B:** OK, thanks.

**2B** Keep students in the same pairs and explain that they are now going to practise describing their company and workplace. If you think they will find this activity difficult, review the Reading and Communicative grammar sections in Lesson 1.3 before they begin. Then refer them to pages 113 and 115, give them time to read the information and make sure they are clear about what they have to do. Explain that Student A (the Human Resources Manager) will first talk about the company. While listening, Student B (the new employee) should complete the matching task in Exercise 1 of their role card. The Human Resources Manager will then describe the head office facilities; the new employee should listen and tick the correct facilities in Exercise 2. When they have finished, invite a few students to share their descriptions with the class and check answers to Exercises 1 and 2 for Student B.

**1**

**Student A (model answer)**

The company has three locations in three countries. This is the head office, here in Bern, Switzerland. There's a factory in Shenzhen, China; and a warehouse in Hamburg, Germany.

**Student B**

1 b 2 a 3 c

**2**

**Student A (model answer)**

Here at the head office, there's an employee break room, but unfortunately, there is no gym. There are restaurants near the office.

**Student B**

employee break room, restaurants near office

**2C** Keep students in the same pairs and ask them to swap roles. Student B is now the Human Resources Manager and Student A is the new employee. Refer them to pages 113 and 115, give them time to read the information and ask them to repeat the steps in Exercise 2B for the second roleplay.

**1**

**Student A (model answer)**

The company has three locations in three countries. This is the head office, here in Krakow, Poland. There's a factory in Hong Kong and a warehouse in Dublin, Ireland.

**Student B**

1 c 2 b 3 a

**2**

**Student A (model answer)**

Here at the head office, there's a canteen, but unfortunately, there are no restaurants near the office. There's a gym.

**Student B**

canteen, gym

## Meeting other team members

Students roleplay a conversation between colleagues meeting for the first time.

**3** Put students in groups of three, explain the activity and go through the conversation outline with them. During the activity, monitor and note down any points to highlight during feedback but do not interrupt students' conversations. If you think they will find this activity difficult, review the Grammar box in Lesson 1.1 before they begin. They could also refer to the dialogue in Exercise 3B in Lesson 1.1 as a model answer.

**Model conversation**

**A:** Hello. (Student B), this is (Student C).  
**B:** Hi, (Student C). Where are you from?  
**C:** I'm German.  
**B:** I'm from Shanghai.  
**C:** And are you from Argentina, (Student A)?  
**A:** Yes, that's right.

## Completing your employee profile

Students complete an employee profile.

**4** Students should do this activity individually. If you think they will find it difficult, review the Vocabulary section in Lesson 1.2 before they complete the form. During the activity, monitor, offer help as necessary and note down any difficulties students have. Go through them in a brief feedback session at the end.

## Grammar reference < 1

### 1.1

1 1 Are, am 2 not 3 isn't 4 aren't 5 'm 6 Is, isn't  
 7 're 8 's  
 2 1 b 2 d 3 a 4 c 5 g 6 h 7 e 8 f

### 1.2

1 1 His 2 Her 3 your 4 My 5 their 6 Our 7 Its  
 8 Her

### 1.3

1 1 b 2 a 3 c 4 c 5 b 6 a 7 a 8 b

## Review < 1

1 2 Argentina, Brazilian 3 Chinese, China 4 British, Ireland 5 India, Indian 6 Poland, Japanese  
 2 1 title 2 given 3 middle 4 last 5 nationality 6 address 7 postcode 8 number 9 cell  
 3 2 small ≠ large 3 noisy ≠ quiet 4 modern ≠ old-fashioned  
 4 2 are 3 Are 4 'm not 5 'm 6 Is 7 isn't 8 's 9 's  
 10 is 11 are 12 're 13 Are 14 aren't 15 're  
 5 1 b 2 c 3 a 4 e 5 d 6 f  
 6 1 a 2 b 3 b 4 a 5 a

## Unit overview

	CLASSWORK	FURTHER WORK
<b>2.1 &gt;</b> <b>What do you do?</b>	<p><b>Lead-in</b> Students learn some common job titles.</p> <p><b>Vocabulary</b> Students look at vocabulary for descriptions of common jobs.</p> <p><b>Communicative grammar</b> Students study and practise the positive form of the Present Simple.</p> <p><b>Video</b> Students watch a video with basic descriptions of common jobs.</p> <p><b>Task</b> Students roleplay talking about their and their colleagues' work.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.106 Talking about work: Present Simple positive</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.138 Exercises 1 and 2</p> <p><b>Workbook:</b> p.9 Exercises 1 and 2; p.10 Exercises 1 and 2</p>
<b>2.2 &gt;</b> <b>What does the company do?</b>	<p><b>Lead-in</b> Students look at vocabulary for some common products and discuss brands.</p> <p><b>Vocabulary</b> Students study vocabulary for describing what a company does and review numbers.</p> <p><b>Reading and listening</b> Students read a company profile and listen to a description of a company.</p> <p><b>Writing</b> Students write a short description of a company.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.106 a/an</p> <p><b>Pronunciation bank:</b> p.97 Numbers</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.138 Exercise 3</p> <p><b>Workbook:</b> p.9 Exercises 3-5; p.11 Exercises 1-4; p.45 Exercises 1-5</p>
<b>2.3 &gt;</b> <b>A week in the life</b>	<p><b>Lead-in</b> Students learn the days of the week.</p> <p><b>Reading</b> Students read about the weekly routine of three employees.</p> <p><b>Communicative grammar</b> Students study and practise the negative and question forms of the Present Simple.</p> <p><b>Writing</b> Students write a blog post about their or a colleague's job.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.106 Talking about routines: Present Simple negative and questions</p> <p><b>Pronunciation bank:</b> p.97 Questions</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.138 Exercise 4; Photocopiable 2.3 p.115</p> <p><b>Workbook:</b> p.10 Exercise 3; p.12 Exercises 1-3; p.45 Exercises 1-3</p>
<b>2.4 &gt;</b> <b>Work skills:</b> Small talk	<p><b>Lead-in</b> Students think about different situations in which people may make small talk.</p> <p><b>Video</b> Students watch a video about making small talk.</p> <p><b>Speaking</b> Students look at useful phrases for making small talk at work.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Grammar reference:</b> p.107 Using 's and s'</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.138 Exercises 5 and 6; Photocopiable 2.4 p.116</p> <p><b>Workbook:</b> p.13 Exercises 1-3</p>
<b>Business workshop:</b> At a conference	<p><b>Reading</b> Students read and answer questions about a marketing conference.</p> <p><b>Listening</b> Students listen to people making small talk at a conference.</p> <p><b>Speaking</b> Students roleplay making small talk at a conference.</p>	

## Unit vocabulary list

### Active vocabulary

#### 2.1

answer ( <i>verb</i> )	manage
check ( <i>verb</i> )	sell
have	work ( <i>verb</i> )
make	write

#### 2.2

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

#### 2.3

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

### Passive vocabulary

#### 2.1

Digital Designer	Production Engineer
IT Specialist	Sales Manager

#### 2.2

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

#### 2.4

family	boring
free-time activities	good
health	great
home town	interesting
job	
nationality	
nothing	
weather ( <i>noun</i> )	
work ( <i>noun</i> )	

## 2.1 > What do you do?

### GSE learning objectives

- Can use language related to jobs.
- Can use the Present Simple to refer to daily routines.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can recognise basic information when people introduce themselves in work-related situations (name, job, etc.).
- Can give key information to introduce themselves (e.g. name, age, where they are from).

### Lead-in

Students learn some common job titles.

**1** Depending on the level of your class, you could do this as a quick, whole-class activity, eliciting the correct job title for each photo as you go, or you could let students attempt the matching task individually or in pairs first, then check answers with the class. Help students with the pronunciation of the words – drill them around the class if necessary.

**A** IT Specialist **B** Digital Designer **C** Sales Manager  
**D** Production Engineer

### Vocabulary: The work we do

Students look at vocabulary for descriptions of common jobs.

**2A** Refer students to the four profiles at the bottom of the page and explain the task: the four people in the photos are answering questions about their jobs. Students need to read the profiles and then match the information in the table. They should match each person to their job and then their department. First, check that students understand the vocabulary in the third column of the table: *department, sales, IT (information technology), production and marketing*. Then refer them to the profiles again and check understanding of the four questions in blue (they are the same in all four profiles). Reassure students that they do not need to worry about unknown words at this point – they only need to understand enough in order to complete the matching task. Check answers with the class.

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

**2B** Before students do the exercise, go through the profiles with them and help them with any unknown vocabulary. Note that the words in bold are examples of the target grammar from the next section, but they should only be looked at as lexical items here to make sure that students understand the meaning of the verbs. Do not go into detail about the Present Simple yet as students will look at it in the exercises that follow.

Students can do the exercise individually or in pairs. Give them a minute to read the sentences before they begin and ask you any questions about anything they do not understand. If they work individually, get them to compare answers in pairs before checking with the class.

**1** Ben **2** Lucas **3** Carla **4** Anna **5** Anna **6** Anna  
**7** Lucas **8** Carla

### Extra activities 2.1

**A** This activity practises vocabulary from Exercises 1 and 2, so students should be able to do it individually, as consolidation. Point out that there are two answers for each question and, if necessary, do the first item as an example with the class. After checking answers, you could put students in pairs to practise the exchanges.

**1** c, e **2** a, h **3** d, g **4** b, f

## Communicative grammar: Talking about work: Present Simple positive

Students study and practise the positive form of the Present Simple.

### Talking about work

Go through the box with students and highlight the -s ending for the third person singular. Refer students back to the four profiles in Exercise 2 so they can look again at the target language in context – draw their attention to the verbs in bold in the texts. Explain that we use the Present Simple to talk about habits and routines, things we do regularly – in this case, to talk about work. You could then refer students to the Grammar reference on page 106, go through it with them and clarify any points as necessary – pay particular attention to the spelling rules for the third person -s. Students could then do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 43.

**3** Before students begin, check that they understand the meanings of *hybrid and electric cars* and *multinational (company)*. Get them to complete the exercise individually, then check answers with the class.

**1** c **2** d **3** b **4** a **5** g **6** e **7** h **8** f

**4** Explain the task and give students time to read the texts before they complete them. Teach or elicit the meanings of *Accountant, chemical, Customer Service Manager, staff* and *customer*, then get students to complete the exercise individually or in pairs. Remind them that they can refer to the Grammar reference if they need help. Check answers with the class.

**1** works **2** sells **3** has **4** writes **5** works **6** manages  
**7** answers **8** solves

### Extra activities 2.1

**B/C** These activities give further practice of the positive form of the Present Simple. Ask students to complete them individually and if there is time, get them to compare answers in pairs before class feedback. Remind them that if they need help, they can refer to the Grammar box on page 19 and/or the Grammar reference on page 106.

**B** 1 has 2 answer 3 makes 4 write 5 manages  
6 solves 7 sell 8 work  
**C** 2 works 3 manages 4 has 5 makes  
6 answers 7 has 8 writes

**D** This activity looks at some common verb + preposition collocations which students saw in the lesson. Let them attempt the exercise individually and during class feedback, explain meanings as necessary. Encourage students to record the collocations in their vocabulary notebooks.

1 for 2 with 3 in 4 on 5 for 6 from 7 in 8 as

### Video

Students watch a video with basic descriptions of common jobs.

**5A** ▶ 2.1.1 Explain to students that they are going to watch a video in which three people talk about their jobs and responsibilities at work. Teach or elicit the meaning of *responsibilities*, then refer students to the table and look at the headings in the first column with them. Give them a minute to look at the information about Elena, and check that they understand *visitors* and *pass*. Play the first part of the video, then check answers with the class. Write (or invite students to write) the answers on the board so students can check their spelling.

1 international company 2 Receptionist 3 answer  
4 meet visitors

**5B/C** ▶ 2.1.1 Follow the same procedure for both activities: give students time to look at the information about each speaker before they watch the next parts of the video and to ask you any vocabulary questions they may have. Play the second and third parts of the video, then check answers with the class. Again, write (or invite students to write) the answers on the board.

**5B**  
5 pharmaceutical company 6 work on projects  
7 have meetings 8 write and answer  
**5C**  
9 London 10 e-commerce company 11 Sales Manager  
12 manage 13 have

### Task

Students roleplay talking about their and their colleagues' work.

**6A** Put students in A-B pairs and explain the task: they are each going to practise asking and answering questions about their work. Go through the questions with them, then refer them to the role cards on pages 114 and 116. In stronger classes you may wish to allow students to use their own information rather than the role cards. If using the role cards, give them time to read the information and teach or elicit the meanings of *hotel chain*, *guest*, *import*, *export* and *Sales Representative*. Allow 2-3 minutes for students to prepare for their roleplays and remind them that they can refer to videoscrypt 2.1.1 on page 123 to help them if necessary. You may wish to demonstrate one or two questions with a stronger student before they begin. During the roleplays, monitor and note down any points to highlight during feedback, but do not interrupt students.

**6B** Put students in new pairs for this stage. Make sure to keep them in A-B pairs (rather than A-A or B-B ones), otherwise the students in each pair will have identical information to present to their partner if they are using the role cards. Students now take it in turns to tell their partner about themselves and their work, using the questions and information from Exercise 6A. If necessary, you could elicit a few prompts and put them on the board for students to refer to during the activity, e.g. *I'm ...*, *I'm from ...*, *I work for ...*, *I'm a(n) ...* / *I work as a(n) ...*. Again, monitor and note down any errors/difficulties, but do not interrupt students.

**6C** Students now return to their original pairs from Exercise 6A and tell their partner about the person they talked to in Exercise 6B. Again, they should use the questions in Exercise 6A to help them, and if they cannot remember the details, refer to their partner's role card on page 114 or 116 (if using the role cards). Remind them of the third person -s they will need to use to talk about that person and, as with Exercise 6B, if necessary, write a few prompts on the board for them to refer to during the activity, e.g. *His/Her name is ...*, *He's/She's from ...*, *He/She works for ...*, *He's/She's a(n) ...* / *He/She works as a(n) ...*. When pairs have finished, have a brief feedback session, highlighting any points you noted during this and the previous activities.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.106 Talking about work: Present Simple positive

**Teacher's book:** Resource bank Extra vocabulary practice p.138 Exercises 1 and 2

**Workbook:** p.9 Exercises 1 and 2; p.10 Exercises 1 and 2

## 2.2 > What does the company do?

### GSE learning objectives

- Can use language related to types and parts of a company.
- Can read a simple text and extract factual details.
- Can recognise basic information when people introduce themselves in work-related situations (name, job, etc.).
- Can use basic fixed expressions to write a short description of a company.

### Lead-in

Students look at vocabulary for some common products and discuss brands.

**1** Pre-teach the term *brand* by showing students examples of items you have, e.g. your phone, and saying what the brand is (e.g. *This is my mobile phone. The brand is Samsung.*). Write *brand* on the board and elicit some other phone brands. Move on to the exercise: explain the task and go through the words in the box with students. If there is time, get them to discuss the questions in pairs or small groups first, then get brief feedback from the class. Otherwise, if time is short, do this as a quick, whole-class activity, eliciting answers from one or two students for each product.

### Vocabulary: What companies do

Students study vocabulary for describing what a company does and review numbers.

**2A** Do this as a whole-class activity: go through the phrases in the box with students, explaining their meanings and helping students with their pronunciation if necessary. Then elicit the matching photo for each phrase. Elicit or explain that these are all business activities.

**A** make consumer electronics   **B** sell products online  
**C** design cars   **D** provide financial services   **E** provide air transport services   **F** make clothes

**2B** Ask students if they have heard of any of the companies in the box and explain the task. Again, you may prefer to do this with the whole class, checking answers as you go. If there is time, you may wish to share (or elicit) some of the information in the Notes box below with the class.

Allianz – provide financial services  
 Amazon – sell products online  
 Inditex – make clothes  
 Qatar Airways – provide air transport services  
 Samsung – make consumer electronics  
 Volkswagen – design cars

### Notes

- Allianz SE is a German multinational financial services provider. Its headquarters is in Munich, Germany. It was founded in 1890 and has operations in over seventy countries. Its main businesses are insurance and asset management.
- Amazon is an online retailer, manufacturer of e-book readers and web services provider, headquartered in Seattle, Washington, USA. It was founded in 1994 and is considered one of the 'Big Four' technology companies along with Apple, Google and Facebook.
- Inditex (Industria de Diseño Textil, S.A.) is a Spanish multinational clothing company based in Arteixo, Galicia, Spain. It was founded in 1985 and it runs over 7,200 stores around the world. Its flagship store is Zara, but it also owns other chains such as Bershka, Oysho, Pull&Bear and Massimo Dutti.
- Qatar Airways is one of the Middle East's largest airlines and the national carrier of Qatar. The company is based at Doha Hamad International Airport. It was founded in 1993 and is owned by the government.
- Samsung is a Korean multinational company best known for the design and manufacture of consumer and industry electronics. It was founded in 1938 and is headquartered in Seoul, Korea. It is one of the most recognisable names in technology and produces about one fifth of South Korea's total exports.
- Volkswagen is a major German automobile manufacturer headquartered in Wolfsburg, Germany. It was founded by the German government in 1937 to mass-produce a low-priced 'people's car'.

**3** ▶ 2.01 This activity practises the collocations from Exercise 2A, so students should be able to do it individually. If there is time, get them to compare answers in pairs before playing the recording for them to check their answers. During feedback, check that they understand *home electronics* and address any questions.

**1** provides   **2** provides   **3** designs   **4** sells   **5** sells  
**6** makes

**4A** Students now practise using the vocabulary from Exercise 3 by writing their own sentences. In weaker classes, you could let them work in pairs. Before they begin, look at the companies in the box with them and help them with any they are not familiar with (see the Notes box below). During the activity, monitor and note down any points/difficulties to highlight during feedback. Allow 3–5 minutes for the activity, then invite different students to share their sentences with the class. Finally, clarify any points you noted while monitoring.

### Possible answers

- 1 Alibaba sells products online.
- 2 Apple makes consumer electronics.
- 3 Bank of China provides financial services.
- 4 H&M makes and sells clothes in shops and online.
- 5 Lufthansa provides air transport services.
- 6 Toyota designs, makes and sells cars (and other vehicles).

**Notes**

- Alibaba is a major Chinese multinational company specialising in e-commerce and other internet technologies. Founded in 1999, it provides online sales services, electronic payment services, shopping search engines and cloud computing services. Its headquarters is in Zhejiang, China.
- Apple was founded in 1976 and is headquartered in California, USA. Apple is best known for its creatively designed personal computers, the iPod, iPad and the mainstream launch of touchscreen phones.
- Bank of China (BOC) is one of the largest state-owned commercial banks in China. It was founded in 1912 and is headquartered in Beijing.
- H&M (Hennes & Mauritz AB) is a Swedish clothing retailer, headquartered in Stockholm. It was founded in 1947 and has over 4,500 High Street stores in over sixty countries.
- Lufthansa is Germany's largest airline and one of the five founding members of Star Alliance, the world's biggest airline alliance. It was founded in 1953 and its head office is in Cologne, Germany.
- Toyota Motor Corporation is a Japanese multinational automobile manufacturer and one of the largest corporations in the world by revenue. It was founded in 1937 and is headquartered in Toyota City, Japan.

**4B** Put students in pairs and explain the task. Make it clear that they only need to change the company name in the example sentence to ask the question. By now, students should be gaining confidence to use the target structures without reading out their sentences from Exercise 4A word for word. However, you could remind them that they can refer to their sentences if they need to. For a longer activity, you could get students to ask and answer questions about the companies in Exercise 2B as well. While pairs are working, monitor and note down any points to highlight during feedback.

**5A** 2.02 If your students know how to say numbers in English, get them to complete the exercise individually and then to compare answers in pairs before class feedback. Otherwise, teach numbers: write the numbers 11–19 on the board, inviting students to repeat after you as you point to each number. Continue in the same way with the 'tens', 'hundreds', 'thousands' and 'a/one million', giving a few examples for each group. Alternatively, you could teach numbers using page 112 of the Coursebook. One point you may wish to add depending on where you are teaching is that the comma used in numbers such as 55,367 is a thousand separator (unlike the way it is used in many European countries). For some quick practice, write random numbers on the board and invite different students to say them. Help students with pronunciation and make sure they are pronouncing the numbers correctly, but do not go into detail at this point – leave this for when they do the Pronunciation bank exercises, which focus on numbers. Once you feel your students are confident with numbers, let them attempt the exercise. Give them time to complete it, individually or in pairs, then play the recording for them to check their answers. Finally, play it a second time for students

to listen and repeat.

320  
(six hundred) and (forty-seven)  
(fifty-five) thousand, (three) hundred (and sixty-seven)  
78,113  
(three hundred) and (sixty) thousand  
892,617

**5B** 2.03 Explain the activity, give students a minute to read the sentences and check that they understand *over*, *employee*, *warehouse*, *aircraft*, *destination* and *store*. Get them to complete the exercise individually, then play the recording for them to check their answers. Go over the answers with the class, making sure students are pronouncing the numbers correctly. You may also wish to invite students to come to the board and write the gapped numbers in full.

1 140,000 2 100,000 3 220 4 150 5 7,000  
6 174,000

**5C** Do this as a whole-class activity, inviting different students to share their answers with the class. Again, make sure they are pronouncing the numbers correctly.

**Extra activities 2.2**

**A** This activity practises vocabulary from Exercise 2A. Ask students to do it individually and, if necessary, do the first item as an example with the class. If you think your students will find the activity difficult, you could tell them that the words they need to use are in the box in Exercise 2A. Check answers with the class, writing (or inviting students to write) them on the board, to make sure they have spelt them correctly.

1 designs, makes/manufactures 2 provides 3 sells  
4 provide 5 make/manufacture 6 design 7 sell

**B** This activity gives further practice of numbers. Put students in pairs and explain the activity: students first practise saying the numbers on their own, writing them in words if necessary. Remind them that they can refer to page 112 of their Coursebook if they need help. They then take it in turns to dictate the numbers for their partner to write in the gaps in the table. When they have finished, they look at each other's tables to check their answers.

**Alibaba:** 66,421  
**Apple:** 123,000  
**Bank of China:** 310,042  
**H&M:** 148,000  
**Lufthansa:** 129,424  
**Toyota:** 369,124

## Pronunciation bank

### p.97: Numbers

**1** ▶ P2.01 Write *thirteen* and *thirty* on the board, underlining the stressed syllables. Explain that in the numbers 13–19 the stress falls on the last syllable, while in numbers such as 30, 40, etc. the stress falls on the first syllable. You may want to demonstrate the stress in numbers 13–19 by pronouncing the final syllable *-teen* in isolation before saying the full number (*-teen* → *thirteen*; *-teen* → *fourteen*, etc.). Note, however, that English speakers have a natural tendency to place the stress on the first part of the *-teen* numbers specifically when saying these numbers in order. Play the recording and get students to repeat the contrasting pairs of numbers.

**2** ▶ P2.02 Play the recording and ask students to underline the numbers they hear. Check answers with the class. Then play the recording a second time, pausing after each item; students listen and repeat, phrase by phrase, first as a group and then individually.

2 13 3 40 4 15 5 60 6 70 7 18 8 90

**3** ▶ P2.03 Put students in pairs, explain the task and play the recording. Students take it in turns to practise similar short dialogues based on Exercise 2. During the activity, monitor and correct pronunciation as necessary.

**4A** Students could do this in the same pairs as Exercise 3 or in new pairs. Explain the task and refer students to the example before they begin. Do not confirm answers yet – students will check them in the next exercise.

**4B** ▶ P2.04 Keep students in the same pairs as Exercise 4A. First, play the recording for them to check their answers. Then explain that they will practise saying the numbers in their pairs. You may wish to remind them that in numbers, the words *hundred*, *thousand* and *million* are used in the singular – we do not say *hundreds*, *thousands* or *millions* except in very general statements (e.g. *Hundreds of people work in the factory*). If students need more practice, you could play the recording a second time, pausing after each item for students to repeat the numbers, before they practise on their own. While they are practising in their pairs, monitor and correct pronunciation as necessary.

2 9∧77 3 8,2∧39 4 33,4∧14 5 4∧32,7∧46  
6 7,9∧50,1∧10 7 13,800,5∧14 8 4∧23,049,1∧13

feedback. After checking answers, you may wish to clarify any key/unknown vocabulary from the text, e.g. *e-commerce*, *top brands*, *be based in*.

**Company name:** Tramuntana  
**Business:** e-commerce (clothes and shoes)  
**Head office:** Paris  
**Number of countries:** 18  
**Number of staff:** 700  
**Top sales:** Brazil, Mexico, Spain, Poland, Germany and Ireland

**7** Students could do this individually or, in weaker classes, in pairs. Explain the task and point out that students will also need to correct the statements they mark 'false'. Encourage them to underline the parts of the text that give them the answers and, if they are working individually, get them to compare answers in pairs before checking with the class.

1 F – Tramuntana sells clothes (and shoes).  
2 T  
3 T  
4 T  
5 F – There are 700 staff (in 18 countries) all over the world.  
6 F – The top sales are in Brazil, Mexico, Spain, Poland, Germany and Ireland.

**8** ▶ 2.04 Tell students that they are going to hear a man talking about his company and explain the task. Give them a minute to read the sentence halves before they listen, then play the recording, twice if necessary. Check answers with the class.

1 b 2 e 3 a 4 c 5 d

### a/an

After confirming the answers to Exercise 8, write the following sentences on the board: *We are an international transport company.* *We are a transport company.* Underline *an* and *a*, and elicit their meaning. Ask students what the first letter after *an* is in the first sentence (*i*), and teach or elicit the meaning of *vowel*. Do the same for the second sentence: ask what the first letter after *a* is (*t*) and teach or elicit the meaning of *consonant*. Elicit the five vowels in the English alphabet (*a, e, i, o, u*) and write them on the board. (Note: if students mention *y* as a vowel, add it to the list but do not go into detail about it yet – students will look at the difference between *vowels* and *vowel sounds* later.) Explain that we use *a* before consonants and *an* before vowels. Draw students' attention to the Grammar box, go through it with them and invite different students around the class to give you a few examples for each article. Then draw their attention to *an MBA* and *an hour* in the box. Explain that although the first letter in these words is a consonant, the first sound is a vowel – we say *'em bi: 'ei/* and *'aʊə/* – so we use *an*, not *a* with these words. Similarly, we use *a* before a consonant sound, e.g. *a university*. After going through the Grammar box with students, you could refer them to the Grammar reference on page 106, go through it with them and clarify any points as necessary. Students could then do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 43.

## Reading and listening: Company information

Students read a company profile and listen to a description of a company.

**6** Explain to students that they are going to read a company profile. Draw their attention to the text in the box and tell them that they have to read the profile in order to complete the table. Before they do this, go through the headings with them and check that they understand *head office* and *top sales*. Give them 3–5 minutes to complete the table individually and, if time allows, get them to compare answers in pairs before class

### Extra activities 2.2

**C** This activity gives further practice of *a/an*. Do the first item as an example with the class if necessary, and ask them to complete the rest of the sentences individually. Check answers with the class.

1 a 2 an 3 an 4 an 5 a 6 a 7 a 8 an 9 an  
10 an 11 an 12 a

## Writing

Students write a short description of a company.

**9A** Explain to students that they are going to write a short description of a company. Go through the table with them and check that they understand *hospitality services*, *corporate office* and *globally*. Draw their attention to the phrases in the box and tell them that they should try to use them in their description. Also remind them that they can refer to the description they read in Exercise 6 if they need help. Set a time limit for the writing task and ask students to begin. During the activity, monitor and offer help as necessary.

#### Model answer

About InterContinental Hotels Group (IHG)

We are a hospitality services company. We are based in Denham, England. We have over 5,300 hotels in 100 countries. We have over 375,000 people/staff in hotels and corporate offices globally.

**9B** Put students into 'A' and 'B' pairs and tell them that they are going to write a second description about a different company. Refer Student As to the company profile on page 114 and Student Bs to the company profile on page 115. Alternatively, they may write about a company of their choice: it can be the company they work for, one they know well or a fictional one. Encourage students who do not write about the companies on pages 114 and 115 to copy the table from Exercise 9A (not including the information in the 2nd column) into their notebooks and complete it before they write their descriptions. Remind them to use a heading, and some of the phrases from the box in Exercise 9A. If time is short, this writing task can be assigned as homework.

See model answers in Exercises 6 and 9A.

**9C** If students do the writing task in Exercise 9B as homework, this activity can be done in the next lesson. Put students in pairs and ask them to read their partner's description and compare it with their own. Have they used a heading? Have they included all the necessary information? Have they used phrases from Exercise 9A? What do they think they have done well? What could be improved? If necessary/appropriate, students could then rewrite their descriptions as homework.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.106 *a/an*

**Pronunciation bank:** p.97 Numbers

**Teacher's book:** Resource bank Extra vocabulary practice p.138 Exercise 3

**Workbook:** p.9 Exercises 3-5; p.11 Exercises 1-4; p.45 Exercises 1-5

## 2.3 A week in the life

### GSE learning objectives

- Can understand short, simple texts about everyday activities.
- Can use the Present Simple to refer to daily routines.
- Can answer simple questions about their daily activities or routines, given a model.
- Can write simple sentences about someone's life and routines.

## Lead-in

Students learn the days of the week.

**1A** Get students to complete the exercise individually and then to compare answers in pairs. Do not confirm answers or focus on pronunciation yet – these will be the focus of the next activity.

**1B**  2.05 Play the recording for students to check their answers, then play it a second time for them to listen and repeat. Help them with any pronunciation difficulties they may have.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.  
Saturday and Sunday are the weekend. (This answer might vary depending on country.)

## Reading

Students read about the weekly routine of three employees.

**2** Depending on the level of your class, students could do this task individually or in pairs. Explain the activity, give them time to read questions a-i before they begin and check that they understand *travel* in question f. If they are working individually, get them to compare answers in pairs before class feedback. After checking answers, you may wish to clarify any key/unknown vocabulary from the texts, e.g. *software program*, *solution*, *visa*, *waiter*, *order*, *serve*, *work experience*.

1 c 2 b 3 d 4 e 5 f 6 g 7 a 8 c 9 d 10 h  
11 i 12 e

**3** Get students to do this individually, then check answers with the class. During feedback, invite students to say where in the texts each answer can be found.

1 Charlotte 2 All 3 Álvaro and Pablo 4 Charlotte  
5 Álvaro and Pablo

**Communicative grammar:** Talking about routines: Present Simple negative and questions

Students study and practise the negative and question forms of the Present Simple.

## Talking about routines

Go through the box with students, clarifying any points as necessary. Point out the absence of the third person *-s* after *does/doesn't*. Using *-s* after *does/doesn't* can be a common error, so you may wish to highlight this on the board: *She doesn't studies study in the afternoon.* Does *she works work in the head office?* You could then refer students to the Grammar reference on page 106, go through the tables with them, then get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 43.

## Pronunciation bank

### p.97: Questions

**1A**  2.05 Tell students that they are going to hear the different ways *do* and *does* are pronounced. Play the recording. Explain that in questions, auxiliary verbs like *do* and *does* have no stress and so are often 'weakened' in speech – hence why these forms are called weak forms. Play the recording again and get students to repeat.

**1B**  P2.06 Explain to students that they are going to practise saying each question in the exercise, starting with the last word. By saying the words in an unconventional order, it can provide a fresh way to illustrate how students pronounce and put stress on individual words. They should be using the schwa (ə) sound in the weak forms of *do* and *does*. Play the recording and get students to repeat as a group.

**1C**  P2.07 Play the recording and ask students if they can hear the difference between the auxiliary *do* and the *do* at the end of the question, where it is used as the main verb. Elicit what the difference is.

*Do* at the end of these questions is pronounced /du:/ because it is the main verb in the question. This is in contrast to the weak short pronunciation of the auxiliary *do* /də/.

**2A**  P2.08 Explain to students that intonation is how we say things to create expression and variation in speech; it is how our voice goes up or down to convey our attitude and emotions. Tell them that they are going to hear the questions from this exercise and think about intonation – they should decide whether the speaker's voice goes up or down at the end. Start the recording, pause after the example and ask students if they could hear the difference. Then play the rest of the recording for them to complete the exercise. Check answers with the class, then ask students if they can work out a rule. Elicit an answer or explain that in *yes/no* questions we use rising intonation, while *wh-* questions are pronounced with falling intonation. You may want to play the recording again and ask students to repeat in chorus.

In each pair, the first question has rising intonation and the second question has falling intonation.

**2B** Put students in pairs to practise saying the questions in Exercise 2A. Monitor and correct intonation as necessary.

**4A/B** These activities practise the negative form of the Present Simple. Get students to work on them individually and remind them that they can refer to the Grammar box and/or the Grammar reference if they need help. Check answers with the class.

#### 4A

1 doesn't 2 don't 3 don't 4 doesn't 5 don't  
6 doesn't 7 don't 8 doesn't

#### 4B

1 He does not design websites.  
2 She does not like her job.  
3 The restaurant does not have pizzas.  
4 The college does not provide language classes.  
5 He does not travel for work.  
6 She does not prepare the food.

**5A** Explain that students are going to complete some questions about the three people from the Reading texts in Exercise 2. Remind them of the rule for *do/does* in Present Simple questions before they begin (*do* for *I, you, we, they*; *does* for *he, she, it*), and get them to complete the exercise individually. Check answers with the class.

1 do 2 Does 3 do 4 does 5 do 6 does

**5B** Put students in pairs and explain that they need to look back at the texts in Exercise 2 and take it in turns to ask and answer the questions they completed in the previous exercise. Check answers with the class.

**6A** Depending on the level of your class and the time available, students could do this individually or in pairs. Remind them again that they can refer to the Grammar box and/or the Grammar reference if they need help. If they work individually, get them to compare answers in pairs before class feedback.

1 What do you do?  
2 Where do you live?  
3 What do you do at work?  
4 What days do you work?  
5 Do you work at the weekend?  
6 Do you travel for work?  
7 Do you like your job?

**6B** Put students in pairs and get them to take turns to ask and answer the questions in Exercise 6A. Tell them that they can invent the details – their answers do not have to be true. This will be helpful for pre-service students, as well as students who may not feel comfortable sharing this information with their partner. Do an example with a stronger student if necessary.

### Extra activities 2.3

**A** This activity gives further practice of the positive and negative forms of the Present Simple. It is a consolidation exercise, so it would be better for students to do it individually. Do the first item as an example with the class if necessary, and remind students that they can refer to the Grammar box on page 23 and/or the Grammar reference on page 106 if they need help. Check answers with the class.

1 works 2 makes 3 doesn't spend 4 checks  
5 talks 6 doesn't wear 7 doesn't go 8 spends

## Writing

Students write a blog post about their or a colleague's job.

**7** Explain to students that they are going to write a blog post for their company intranet, similar to the one about Charlotte Thomas in Exercise 2. Ask them if they know what an intranet is and elicit or give the answer (a private network for exchanging information inside an organisation; only an organisation's staff can access it). Explain the details of the task and go through the instructions for options 1 and 2 with students. Tell them that for option 1, they may choose to write about their partner from Exercise 6B if they don't have a new colleague in mind. For option 2, they can write about their real job, if appropriate, or invent the details. Remind them to use the post about Charlotte as a model. Allow plenty of time for them to plan and write their answer, while you monitor and offer help as necessary.

For a model answer, see the *About Charlotte Thomas* post in Exercise 2.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.106 Talking about routines: Present Simple negative and questions

**Pronunciation bank:** p.97 Questions

**Teacher's book:** Resource bank Extra vocabulary practice p.138 Exercise 4; Photocopiable 2.3 p.115

**Workbook:** p.10 Exercise 3; p.12 Exercises 1–3; p.45 Exercises 1–3

## 2.4 > Work skills

### Small talk

#### GSE learning objectives

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can use 's' to express possession with singular nouns.
- Can recognise simple, fixed expressions used in small talk.
- Can make small talk using simple language, given a model.

### Lead-in

Students think about different situations in which people may make small talk.

**1A** Do this as a quick, whole-class activity. Go through the phrases in the box with the class and check understanding, then elicit the correct situation for each photo.

- A** new colleagues by the coffee machine at work  
**B** strangers in a lift **C** friends in a café

**1B** Go through the topics in the box with students and check that they understand each one, then discuss the question with the class. At this point, you may wish to refer them back to

the lesson title and teach or elicit the meaning of *small talk* – explain that the topics in the box are some of the things people may talk about when making small talk in different situations. Note that there are no right or wrong answers here – in some cultures, it is usual to greet and make simple small talk about the weather in a lift with strangers; in other cultures it is normal to say nothing to strangers in lifts. With new colleagues at work, it might be usual to introduce yourself and say something about your department and job. With close friends, there might be a huge range of small talk topics.

#### Possible answers

- A** home town, job, nationality, work  
**B** nothing, the weather  
**C** family, free-time activities, health

**1C** You could do this as a whole-class activity or let students brainstorm ideas in pairs first, while you monitor and help them with any vocabulary they may need. Elicit ideas around the class and list them on the board.

#### Possible answers

a company announcement, sport, travel and holidays, TV

**2** Explain the activity and, if necessary, do the first item as an example with the class. Students could then complete the dialogue individually or, in weaker classes, in pairs. Check answers with the class and, if time allows, get students to practise the dialogues in pairs. As a brief follow-up, you could ask students which topics from Exercise 1B the speakers talk about (work, job).

- 1 What's your name
- 2 Which department do you work in, Susan
- 3 What do you do
- 4 I'm a Sales Rep
- 5 Where do you work

## Video

Students watch a video about making small talk.

**3A**  **2.4.1** Tell students that they are going to watch another video with employees at Murray&Jahner and ask them what they remember about the company. Elicit answers around the class and, if necessary, refer students to the description on page 6 of the Coursebook. Explain the activity, play the video without sound, then elicit students' predictions. Do not confirm answers at this point – tell students that they will check their predictions when they watch the video with sound in the next activity.

No, they do not know each other well. This is their first interaction.

**3B**  **2.4.1** Explain the activity and ask students to make notes as they watch. Play the video, this time with sound, then check answers with the class.

They talk about their jobs, work departments and a little bit about travel.

**4A** ▶ 2.4.1 Tell students that they are going to watch the video a third time and complete the information in the table. Give them time to look at the information before they watch and ask you about any unknown words. Play the video again, then check answers with the class.

1 marketing 2 Manager 3 write 4 check 5 sales  
6 Sales 7 have 8 go

**4B** Depending on the time available, you could do this as a whole-class activity or let students discuss the question in pairs or small groups first, and then elicit answers around the class. Encourage students to give reasons.

### Using 's and s'

Go through the box with students and explain that we use 's and s' after proper names and nouns to show possession. Refer them to the Grammar reference on page 107 and go through it with them, clarifying any points as necessary. Make sure they understand that with nouns ending in -s, both 's and ' are possible (e.g. *Charles's office* / *Charles' office*), but with plural nouns ending in -s, we only use ' (e.g. *the employees' names*). Students could then do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 43.

### Extra activities 2.4

**A** This activity gives further practice of the possessive 's. Ask students to complete it individually and, if necessary, do the first item as an example with the class. You may wish to copy the sentences onto the board while students are working, and during class feedback, invite them to come up and put the 's or ' in the correct place in the sentences.

- 1 Sylvia is Jack's manager.
- 2 The two managers' offices are big.
- 3 Andrea's work is interesting.
- 4 My boss'/boss's name is Philip.
- 5 the four passengers' nationalities
- 6 This is the department's coffee machine.
- 7 Where is Charles'/Charles's car?
- 8 Maria's sales team travel for work.
- 9 the twenty factory workers' jobs
- 10 thousands of clients' messages

**5A** Get students to complete the task individually or, in weaker classes, in pairs. You could play the video again for them to check/complete their answers. As feedback, go over the sentences with the class and check understanding.

1 new 2 right 3 meet 4 department 5 does  
6 provide 7 interesting 8 Where 9 Do 10 Nice

**5B** Put students in pairs and get them to practise saying the sentences in Exercise 5A.

## Speaking: Making small talk

Students look at useful phrases for making small talk at work.

### Making small talk

Draw students' attention to the heading *Making small talk* and check understanding. Tell them that they are going to look at useful phrases for making small talk at work and point out the function of each group of phrases. Give students 1–2 minutes to look at the phrases by themselves, then go through the Speaking box with the class, clarifying meanings as necessary. You may also need to help students with the pronunciation of some of the phrases.

### Unit 2 Extra speaking lesson

This lesson gives further speaking practice related to making small talk. To access the lesson go to MyEnglishLab > Extra speaking lessons.

### Extra activities 2.4

**B** This activity practises the functional language from the Speaking box. Ask students to do it individually and after checking answers with the class, put them in pairs to practise the conversation.

- 1 Nice to meet you. I'm Christina.
- 2 I'm in sales.
- 3 I travel for work and have meetings with customers.
- 4 Yes, it is. And what about you?
- 5 Really? Welcome to the company.
- 6 And you! See you soon.

**6A** Put students in pairs and tell them that they are going to write a dialogue between two people by the coffee machine at work. Explain that they can each choose their role: Student A can be Andrea or Jack from the video, or themselves. Student B is a new person in the company and can be Oscar, Veronica or themselves. Refer Student As to the table in Exercise 4A and Student Bs to the table in this exercise. Explain that if they choose to be themselves, they will need to invent the information and complete the third column of the table in this exercise. Point out that they can use the videoscript on page 123 as a model and that they should try to use phrases from the Speaking box in their dialogue. Encourage them to be creative and develop their own ideas. While they are working, monitor, helping students as necessary and checking they are using the phrases from the Speaking box correctly. At the end of this or the next activity, have a brief feedback session to highlight any problems.

See videoscript 2.4.1 on page 123 for a model dialogue.

**6B** Students practise their dialogue from Exercise 6A in their pairs. If there is time and if your students feel comfortable doing so, you could invite a few pairs to act out the dialogue in front of the class. For further practice with stronger students, you could get them to write (and then practise) a second dialogue using a job and employees of their choice. They could do this in the same or new pairs.

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Grammar reference:** p.107 Using 's and s'

**Teacher's book:** Resource bank Extra vocabulary practice p.138 Exercises 5 and 6; Photocopiable 2.4 p.116

**Workbook:** p.13 Exercises 1-3

## Business workshop

### At a conference

#### GSE learning objectives

- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).
- Can understand basic factual statements.
- Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Can understand questions addressed carefully and slowly.
- Can recognise basic information when people introduce themselves in work-related situations (name, job, etc.).
- Can make small talk using simple language, given a model.
- Can answer simple questions about their daily activities or routines, given a model.
- Can describe a job in a basic way, given a model.

### A conference website

Students read and answer questions about a marketing conference.

**1** Draw students' attention to the lesson title and check that they understand the meaning of *conference*. Refer them to the website, give them time to read the information and elicit the answers. You may wish to teach the following vocabulary from the website: *programme, registration, professional (n), industry*.

**1** London **2** 7-8 March

### Conference small talk

Students listen to people making small talk at a conference.

**2A** Find out briefly what conferences students attend. If they do not attend any, ask them about their colleagues and managers at work and/or other people they know (e.g. friends and family). Students who answer 'yes' to the second question could 'show and tell' their business cards – especially if they are from different companies – to compare designs and content.

**2B**  **2.06** Explain the activity, play the recording and elicit the people's job titles. Then ask students if they think Anthony, Patricia and Katia know each other and why. If necessary, play the recording again for them to check. If you think your students will find this activity difficult, review the Speaking box in Lesson 2.4 before they listen.

Anthony Kowalski is a Social Media Manager.  
Patricia Williams is a Digital Project Manager.  
They don't know each other but introduce themselves and start talking at the conference.  
Anthony knows and works with Katia and he introduces her to Patricia.

**3**  **2.06** Explain the activity and before students listen, go through the phrases in the box with them and check understanding. Play the recording and then check answers with the class.

their companies, their home towns, the hotel, their jobs, their nationalities

**4A**  **2.07** Explain the activity and point out that they should only use *one* word in each gap, then play the recording for them to complete the questions. In stronger classes, you could ask students to try and complete the gaps before they listen, then play the recording for them to check/complete their answers. If you think your students will find this activity difficult, review the Present Simple question form in the Grammar box in Lesson 2.3 and the Speaking box in Lesson 2.4 before they listen.

**1** Where **2** about **3** do **4** work **5** does **6** again  
**7** what **8** does **9** travel

**4B**  **2.07** Play the recording again for students to listen and repeat the questions from Exercise 4A. You could get them to practise the questions in pairs.

### Networking

Students roleplay making small talk at a conference.

**5** Refer students to page 122 and explain the scenario: students are making small talk at a conference. They need to invent a new identity for themselves, then make small talk with other people at the conference. If you think they will find this difficult, you can refer them to a) the model questions in Exercise 4A, b) audioscript 2.06 on page 126 for a model conversation and c) the conversation extracts in Exercise 5 of Lesson 2.4. You may also wish to review the Grammar boxes in Lessons 2.1 and 2.3 if you think students need more practice with the Present Simple. Explain that students can choose from the details in the table, invent their own role, or do a combination of both. Give them time to choose, prepare and memorise their identity and personal details while you monitor and offer help as necessary. When they are ready, they should walk around and make small talk using the identity they invented. Go through the instructions with them and before they begin, pre-teach the phrase *Really? Me, too.* so that if two students have chosen any of the same information, they can reply using this phrase, e.g. *A: I'm from Buenos Aires. B: Really? Me, too.* During the activity, monitor and note down any points to highlight during feedback but do not interrupt the roleplay. When students have finished, go through any points you noted, and praise good use of target language and any other useful language students came up with themselves.

## Grammar reference < 2

### 2.1

- 1 **1** works **2** has **3** sell **4** write **5** manage **6** work  
**7** makes **8** solve **9** checks **10** has

### 2.2

- 1 **1** an **2** a **3** an **4** an **5** a **6** a **7** an **8** a **9** an  
**10** an

### 2.3

- 1 **2** She doesn't work on Sunday.  
**3** Where does she live?  
**4** She doesn't have meetings.  
**5** What does she do at work?  
**6** She doesn't like the work.  
**7** What days does she work?  
**8** She doesn't work in the head office.  
**9** Does she travel for work?  
**10** She doesn't have a car.  
**11** Does she like the job?  
**12** She doesn't have a visa.

### 2.4

- 1 **2** two designers' projects  
**3** James' report / James's report (= same meaning)  
**4** the marketing department's meeting  
**5** Lucas's / Lucas' mobile phone (= same meaning)  
**6** the Sales Director's parking space  
**7** the six managers' offices  
**8** our customer's emails (= one customer) / our customers' emails (= more than one customer)

## Review < 2

- 1 **2** works **3** sells **4** has **5** solves **6** works  
**7** provides **8** design
- 2 **1** a/one hundred and seventy  
**2** 525  
**3** eight hundred and fifteen  
**4** 2,036  
**5** forty-four thousand, two hundred and eight  
**6** 63,918  
**7** a/one hundred thousand  
**8** 321,000  
**9** seven hundred and fifty-two thousand, four hundred  
**10** 1,000,000
- 3 **2** don't design **3** doesn't have **4** doesn't study  
**5** don't spend
- 4A **1** Where do you work?  
**2** What do you do?  
**3** What do you do at work?  
**4** Do you like your job?  
**5** What days do you work?  
**6** Do you travel for work?  
**7** What do you do in your free time?
- 4B **a** 2 **b** 6 **c** 1 **d** 7 **e** 3 **f** 4 **g** 5
- 4C Students' own answers. See Exercise 4B for model answers.
- 5 **1** to meet **2** are you in **3** what about **4** in  
**5** do you **6** an **7** does **8** And you **9** a **10** That  
**11** Do **12** That's **13** See you

# 3

# What? When? Where?

## Unit overview

	CLASSWORK	FURTHER WORK
<b>3.1</b> > We're very busy in December	<p><b>Lead-in</b> Students learn the seasons.</p> <p><b>Vocabulary</b> Students learn the months of the year and listen to people talking about their jobs at different times of the year.</p> <p><b>Communicative grammar</b> Students study and practise <i>can/can't</i> for ability and possibility.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.107 Talking about ability and possibility; <i>at, in, on, from ... to ...</i></p> <p><b>Pronunciation bank:</b> p.98 <i>can</i> and <i>can't</i></p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.139 Exercises 1 and 2; Photocopiable 3.1 p.117</p> <p><b>Workbook:</b> p.14 Exercises 1 and 2; p.15 Exercises 1 and 2; p.46 Exercises 1-3</p>
>		
>		
>		
>		

## > Unit vocabulary list

### Active vocabulary

#### 3.1

autumn	January
spring	February
summer	March
winter	April
	May
	June
	July
	August
	September
	October
	November
	December

#### 3.3

broken	late
damaged	missing
incorrect	

### Passive vocabulary

#### 3.4

planning meeting	progress meeting
problem-solving meeting	

## 3.1 > We're very busy in December

### GSE learning objectives

- Can use language related to seasons.
- Can distinguish between 'can' and 'can't'.
- Can use 'can' to refer to ability in the present.
- Can use the correct preposition ('on' or 'at') with various common time expressions.
- Can understand the time of day when expressed to within five minutes.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can understand information related to people's daily routines.
- Can answer simple questions about their daily activities or routines, given a model.
- Can describe their daily routines in a simple way.

### Lead-in

Students learn the seasons.

**1** Do this as a quick, whole-class activity, checking answers as you go. Alternatively, if your students are already familiar with the vocabulary, get them to complete the exercise individually, then check answers with the class. Check that students can pronounce the names of the seasons correctly – drill them if necessary.

**A** spring **B** summer **C** autumn **D** winter

### Vocabulary: Months and seasons

Students learn the months of the year and listen to people talking about their jobs at different times of the year.

**2A** 3.01 If your students already know the months of the year, get them to complete the exercise individually. Otherwise, you could encourage them to attempt the exercise in pairs. Play the recording for students to check their answers, then check that they can pronounce the words correctly – drill them if necessary and/or play the recording a second time for students to listen and repeat.

January, February, March, April, May, June, July, August, September, October, November, December

**2B** Depending on the time available, you could do this as a quick, whole-class activity or get students to complete the exercise individually and then check answers with the class. Note that answers may differ, depending on what region students live in / are from.

**For the northern hemisphere:**

**Spring:** March, April, May

**Summer:** June, July, August

**Autumn:** September, October, November

**Winter:** December, January, February

**For the southern hemisphere:**

**Spring:** September, October, November

**Summer:** December, January, February

**Autumn:** March, April, May

**Winter:** June, July, August

**2C** If time allows, students could discuss the question in pairs or small groups first, and then as a whole class. Pre-service students could talk about their school year.

**3A** 3.02 Tell students that they are going to hear two people talking about their work at different times of the year. Ask students to look at the pictures and say what countries Emily and Mark are from. Explain the activity and, if desired, pre-teach the following words from the recording: (*take*) *time off*, (*go on*) *holiday*, (*busy*) *period*, *culture*. Play the recording, then check answers with the class.

**A** Mark **B** Emily

**3B** 3.02 Give students time to read the statements before they listen again and, if you did not pre-teach it in Exercise 3A, check that they understand *go on holiday*. Play the recording, twice if necessary, for students to complete their answers, then check answers with the class.

**1 F 2 F 3 T 4 T 5 T 6 F 7 T 8 T**

### Communicative grammar: Talking about ability and possibility

Students study and practise *can/can't* for ability and possibility.

#### Talking about ability and possibility

Go through the box with students, clarifying meanings as necessary. Explain that *can/can't* is used to talk about ability – things we are or are not able to do; and possibility – things that may or may not happen. At this point, you may wish to briefly go over the grammar of modal verbs, explaining that they are verbs we use before other verbs, and that the form is the same in all persons. Point out the inversion in questions, and tell students that in negative sentences, the full form is *cannot* – point out that it is written as one word. Refer students back to the sentences in Exercise 3B so they can look again at the target language in context. Draw their attention to the verbs in bold in sentences 4, 7 and 8. You could then refer them to the Grammar reference on page 107, go through the tables with them and then get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 55

## Pronunciation bank

### p.98: *can* and *can't*

**1** ▶ P3.01 This exercise drills the strong form of *can* /kæn/ and the contraction *can't* /kɑ:nt/, as pronounced by a British English speaker (but note that not all British English speakers will pronounce these words in exactly the same way; see the notes about American speaker pronunciation in Exercise 3A below). These words are used in short answers, where the verb is always stressed. Some students might have difficulty pronouncing *can't* /kɑ:nt/. You could tell them that the /ɑ:/ sound in *can't* /kɑ:nt/ is the same as in *are* /ɑ:/ or *half* /hɑ:f/. Alternatively, start with the word *car* /kɑ:/ and add /nt/ to lead to *can't* /kɑ:nt/. Play the recording and get students to repeat.

**2A** ▶ P3.02 Play the recording and ask students if they can hear the difference between the auxiliary *can* used in questions and the strong form of *can* they practised in Exercise 1. Elicit or explain the answer.

*Can* in questions is unstressed and sounds short. Phonetically, it is pronounced as /kən/, with the schwa (ə).

**2B** ▶ P3.03 Explain to students that they are going to practise saying each question in Exercise 2A in two parts: firstly, they repeat the beginning of the question, then its complete form. This should help them grasp the idea of the schwa sound in the weak form of *can* /kən/. Play the recording and get students to repeat as a group. Make sure they understand that in questions with *can*, the stress is on the main verb, giving the rhythm ooO, e.g. *Can you spell ... ?*

**2C** Put students in pairs and explain that they should take it in turns to ask the questions in Exercise 2A and give short answers. Refer them to the example and, if necessary, demonstrate with a stronger student. During the activity, monitor and correct pronunciation as necessary.

**3A** ▶ P3.04 Play the recording and ask students if *can* and *can't* in the sentences are stressed or unstressed. Elicit an answer or explain that *can* /kən/ in affirmative sentences is the same weak form used in questions. By contrast, *can't* /kɑ:nt/ is always stressed and pronounced the same as in short answers. Make sure students understand the difference in rhythm between affirmative sentences (ooO, e.g. *I can speak ...*) and negative sentences (oOO, e.g. *I can't speak ...*). Draw students' attention to the fact that in fast speech, the /t/ in *can't* is usually dropped in the middle of a sentence and it is pronounced /kɑ:n/, though when followed by a word starting with a vowel sound it is still usually audible, e.g. *They can't open ...*. You may also want to mention that in some varieties of English, such as American English, *can't* is pronounced /kænt/ and contains the same sound as the strong form of *can* /kæn/ used in short answers. This might be useful for those students who still fail to produce the correct vowel sound /ɑ:/ in *can't*.

*Can* in affirmative sentences is unstressed and sounds short. Phonetically, it is pronounced as /kən/, with the schwa. *Can't* in negative sentences is stressed and is pronounced /kɑ:nt/.  
1 u, s 2 u, s 3 s, u 4 s, u

**3B** Put students in pairs to practise saying the sentences. If necessary, play the recording again, and get them to repeat the sentences before they practise on their own. During the activity, monitor and correct pronunciation as necessary.

**4** ▶ 3.03 Explain to students that the sentences show office rules using the *flexi-time system*. Refer them to the explanation in the box, go through it with them and complete the first two gaps as examples with the class. Give students 1–2 minutes to read the sentences and ask you about any words they do not understand, then get them to complete the sentences individually or, in weaker classes, in pairs. Play the recording for them to check their answers.

1 can 2 can 3 can't 4 can't 5 can 6 can 7 can't  
8 can 9 can 10 can't

**5** ▶ 3.04 Note that in order not to confuse students with multiple systems for telling the time, the material in this exercise reflects the standard British English way of telling the time, i.e. *quarter past* and *quarter to*. The usual American English way of telling the time is *quarter after* and *quarter before*; in a context where your students are exposed to greater American English influence, you may wish to adapt the material accordingly. If your students can already tell the time in English, do this as a quick review exercise: play the recording, check answers with the class and clarify any points as necessary. Otherwise, go through the different ways of telling the time with the class before playing the recording, explaining/clarifying as necessary. Then play the recording and check answers with the class. For further practice, you could put students in pairs and get them to take turns to write down (or draw clocks with) different times for their partner to say. At the end of the activity, refer students to the explanation about the twenty-four-hour clock in the box underneath the exercise. Go through it with the class and give or elicit a few more examples.

1 ten o' clock 2 ten p.m. 3 twelve 4 seven thirty  
5 quarter past three 6 eleven forty-five 7 ten past eight  
8 four forty

### *at, in, on, from ... to ...*

Draw students' attention to the heading and explain that these are all prepositions we use to refer to time. Go through the explanations and examples with the class and invite different students to give one or two more examples for each point. Then refer them to the Grammar reference on page 107 and look at the table on that page with them. Students could then do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 55.

### Extra activities 3.1

**A** This activity practises *can/can't* for ability and possibility. Ask students to complete it individually, and look at the example with them before they begin. After checking answers with the class, you could put students in pairs to practise the exchanges.

- 2 Can I take a day off on Monday?  
No, you can't. There's a meeting with the CEO.
- 3 Can you meet clients in your office?  
Yes, I can. We have ten meeting rooms.
- 4 Can they drive?  
No, they can't. They come to work by bus.
- 5 Can you speak (any) other languages?  
Yes, we can. We (can) speak German and French.
- 6 Can we start work at 10 a.m.?  
Yes, you can, but you can't start at 10.30 a.m.

**B** This activity gives further practice of telling the time. Again, get students to complete it individually, as consolidation. Let them refer to Exercise 5 in their Coursebook if they need help.

- 2 eight 3 to 4 eleven 5 half 6 nine  
7 quarter, two 8 twenty past three 9 quarter to six  
10 six o'clock

**C** This activity practises prepositions of time. Students should complete it individually, but can refer to the Grammar box on page 29 and/or the Grammar reference on page 107 if they need help. If there is time, get them to compare answers in pairs before class feedback.

- 1 in 2 on 3 from, to 4 in 5 at 6 in 7 in  
8 on 9 from, to 10 on

## Video

Students watch a video in which people talk about their jobs and daily routines.

**6A**  3.1.1 Tell students that they are going to watch a video in which two women talk about their work. Explain the activity and give them time to read the statements before they watch the first part of the video. Check that they understand *work flexible hours*. You may also wish to pre-teach the following vocabulary from the video: *full name, accountancy agency, office assistant, television production company* and check students remember *be based in* from lesson 2.2. Alternatively, you could look at vocabulary from the video at the end of the activity, after checking answers with the class. Students may need to watch the video more than once to do this exercise.

- 1 T 2 F 3 F 4 T 5 T 6 F 7 F

**6B**  3.1.1 Tell students that in the second part of the video, they are going to hear another woman, Kathryn, talk about her work and routines. Again, pre-teach the following words/phrases from the video or check that students understand them during class feedback: *Student Services Assistant, work part-time, work from home*. Ask students to make notes in answer to the questions while watching, then

play the video, twice if necessary. Check answers with the class. Note that in the video, Kathryn says, 'I work part-time – from 9.30 til 2.30.'. The Coursebook only covers *from ... to ...* at this level, but if your students pick up on this difference while watching, briefly explain that *from ... til ...* means the same as *from ... to* and is also correct.

- 1 9.30 2 on Friday at 1.30 3 February, September, November 4 August (summer/school holidays)

## Task

Students talk about their work.

**7A** Put students in pairs and explain that they are going to ask and answer questions about their work using the prompts in the box. Pre-service students can talk about their studies instead or take on a role and talk about a fictional job, e.g. one they would like to do or know well. In either case, tell students that their answers do not have to be true – they can invent the details. Before they begin, look at the example with them and, if necessary, also go through the questions they need to ask by eliciting the full question for each of the prompts in the box. You may also wish to ask students to make notes of their partner's answers so that they can refer to them in Exercise 7B. During the activity, monitor and note down any points to highlight during feedback after Exercise 7B.

**7B** Put students in new pairs and explain that they are now going to tell each other what they found out about their previous partner's work. Draw their attention to the example before they begin and, if they made notes in Exercise 7A, remind them that they can refer to them. Again, monitor and make notes during the activity. When students have finished, have a brief feedback session, highlighting any points you noted during this and the previous activity.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.107 Talking about ability and possibility; *at, in, on, from ... to ...*

**Pronunciation bank:** p.98 *can* and *can't*

**Teacher's book:** Resource bank Extra vocabulary practice p.139 Exercises 1 and 2; Photocopiable 3.1 p.117

**Workbook:** p.14 Exercises 1 and 2; p.15 Exercises 1 and 2; p.46 Exercises 1–3

## 3.2 Requests

### GSE learning objectives

- Can understand basic factual statements.
- Can recognise basic factual information about times and dates.
- Can understand ordinal numbers from 1 to 100.
- Can give dates using standard formats (day and month).
- Can understand short, simple emails on work-related topics.
- Can understand simple requests or instructions to carry out concrete work-related tasks.
- Can make basic polite requests with 'could'.
- Can make offers, requests, and suggestions using 'can'.
- Can agree to simple requests using a few basic fixed expressions.

## Lead-in

Students talk about their favourite company.

**1** Discuss the question with the whole class. Tell students that they can talk about any company they wish, as long as they can explain why it is their favourite. To give them an example, you could talk about your own favourite company first, e.g. *My favourite company is [name]. They have good products. Help them with any vocabulary they may need.*

## Vocabulary: Ordinal numbers and dates

Students learn ordinal numbers and how to say dates in English.

**2A**  3.05 Draw students' attention to the list, ask them if they know what the *Financial Times (FT) Global 500* is and elicit or give a brief explanation (it is an annual listing of the world's largest companies – the greater the stock market value of a company, the higher it is on the list). The list in this exercise is from the FT Global 500 in 2015. Get students to look at the companies in the box and in the tables, and ask them what they know about each company. If there is time, you could share some of the information in the Notes box below with the class. Refer students to the headings in the table and check that they understand the meaning of *value* and *\$bn* (billions of U.S. dollars). If there is time, you could use this column to give students some further practice with big numbers, which they looked at in Unit 2: put them in pairs or small groups and get them to take it in turns to say the value of each company – they could do this now or after the listening task, when they will have completed the tables. Play the recording, twice if necessary, then check answers with the class. Do not go into detail about ordinal numbers yet – students will look at these in the exercises that follow.

**1st** Apple **2nd** ExxonMobil **3rd** Berkshire Hathaway  
**5th** Microsoft **6th** PetroChina **10th** Novartis  
**13th** General Electric

### Notes

- Apple (see Notes box under the teaching notes for Exercise 4A in Lesson 2.2).
- ExxonMobil Corporation is an American oil and gas company formed in 1999 through the merger of Exxon Corporation and Mobil Corporation. It is headquartered in Irving, Texas, USA. Its key brands are Exxon, Mobil, Esso and ExxonMobil Chemical.
- Berkshire Hathaway is an American holding company for a number of businesses across a diverse range of industries. Its head office is in Omaha, Nebraska, USA.
- Google LLC is a technology company specialising in internet-related services and products. It was founded in 1998, and since 2015 it has been the leading subsidiary of the holding company Alphabet. It is headquartered in California, USA.
- Microsoft is a technology company; its most famous products include Microsoft Windows, Microsoft Office and the Internet Explorer web browser. It was founded in 1975 by Bill Gates and Paul Allen, and is headquartered in Redmond, Washington, USA.
- PetroChina is an oil and gas company founded in 1999 and headquartered in Beijing. It is part of the state-owned China National Petroleum Corporation (CNPC).

- Wells Fargo is a multinational financial services company headquartered in San Francisco, California, USA. It was originally established as a bank in 1852, but now provides a diverse range of services.
- Johnson & Johnson is an American company involved in the research, development, manufacture and sale of healthcare products. It includes some 250 subsidiary companies in around sixty countries. It was founded in 1886 and is headquartered in New Jersey, USA.
- Industrial and Commercial Bank of China is a banking and financial services company. It was founded in 1984 as a limited company and is headquartered in Beijing.
- Novartis is a Swiss pharmaceutical company. It was founded in 1997 following the merger of two major Swiss pharmaceutical companies, Ciba-Geigy and Sandoz. Its headquarters is in Basel, Switzerland.
- China Mobile is a Chinese state-owned telecommunications corporation, founded in 1997 and headquartered in Beijing.
- Walmart Inc. (formerly Wal-Mart Stores, Inc.) is an American retail corporation that operates chains of large discount department and warehouse stores. It was founded in 1962 and its headquarters is in Bentonville, Arkansas, USA.
- General Electric (GE) is an American corporation involved in a variety of segments, including lighting, power, oil and gas, aviation, healthcare, renewable energy and financial services. Founded in 1892 and headquartered in Massachusetts, USA, it is one of the world's most diversified corporations.
- Nestlé is a Swiss multinational manufacturer of food products. Founded in 1866 and headquartered in Vevey, Switzerland, the company has factories in more than 80 countries. Its main products include milk, baby food, instant coffee, tea, confectionery, soups and ice cream.
- Toyota Motor Corporation (see Notes box under the teaching notes for Exercise 4A in Lesson 2.2)

**2B** Search the internet for the most recent list of top companies before going into class in order to have the top three to hand for this exercise. Explain the activity, draw students' attention to the example and if there is time, get them to discuss their ideas in pairs or small groups first. Otherwise, elicit ideas around the class, then confirm the top three companies.

**2C** Do this activity in two stages. First, refer students back to the first column of the tables in Exercise 2A and explain or elicit the meaning of *1st, 2nd, 3rd, 4th*, etc. Write *1st–15th* on the board, both in numbers and in full, and ask students if they can work out a rule for ordinal numbers. Elicit an answer or explain that *first, second* and *third* are different, but for the rest of the numbers we add the ending *-th* to the number. Point out the spelling of *ninth* (we take out the *-e*) and also of *fifth* and *twelfth* (we change *-v* to *-f* and take out the *-e*). Put students in pairs and get them to practise saying the ordinal numbers from *1st* to *15th*. Then explain or elicit how we say bigger numbers. Point out the spelling of *twentieth, thirtieth, fortieth*, etc. Finally, get students to practise saying the numbers in the box in their pairs.

**3**  3.06 Play the recording, twice if necessary, then check answers with the class.

**1** 1st **2** 32nd **3** 10th **4** 30th **5** 15th **6** 9th **7** 5th  
**8** 20th

**4A** ▶ 3.07 Start by referring students to the box on the left about how we say years in English and go through the explanations and examples with them. For some quick practice, write a few more examples on the board and nominate a different student to say each year. Explain the listening task, play the first item and refer students to the example. Then play the rest of the recording and check answers with the class.

2 11/4/2018 3 21/11/2020 4 3/6/1992 5 13/12/2019  
6 22/3/2021 7 30/7/2006

**4B** Put students in pairs and get them to practise saying the dates in Exercise 4A. Draw their attention to the example before they begin. If there is time, you could give students some further practice with dates by getting them to take it in turns to write dates for their partner to say.

2 the eleventh of April twenty eighteen  
3 the twenty first of November twenty twenty  
4 the third of June nineteen ninety-two  
5 the thirteenth of December twenty nineteen  
6 the twenty second of March twenty twenty-one  
7 the thirtieth of July two thousand and six

**5** ▶ 3.08 Put students in groups of four, tell them that they are going to play a game of bingo and refer them to their respective cards on pages 31, 113, 116 and 118. Explain how the game is played: students are going to hear ten sentences containing ordinal numbers. As they hear each number, they should circle it on their card. When they have circled all the numbers on their card, they should call out 'Bingo!' – the first student to do so is the winner. Note that the four versions of the cards for Students A–D contain numbers that will allow them all to win simultaneously after the last sentence. If students complete their cards correctly, the entire class should all call out 'Bingo!' after hearing the tenth and final sentence. Any students who call out 'Bingo!' early or do not call out 'Bingo!' after hearing the tenth sentence must have made a mistake.

### Extra activities 3.2

**A/B** These activities give further practice of ordinal numbers and dates. Ask students to complete the sentences individually, then check answers with the class. For Exercise B, put students in pairs to practise saying the dates. As feedback, invite students from different pairs to say the dates.

**A** 2 14th 22nd 4 23rd 5 1st 6 3rd  
**B** 2 Valentine's Day is on the fourteenth of February.  
3 World Water Day is on the twenty-second of March.  
4 The twenty-third of April is World Book Day.  
5 New Year's Day is on the first of January.  
6 The third of March is World Wildlife Day.

**C** Again, as this is a consolidation exercise, students should work on it individually. If there is time, get them to compare answers in pairs before checking with the class.

2 the third of November twenty twenty-one  
3 the fifteenth of August twenty forty-five  
4 the seventh of July two thousand and seven  
5 the thirty-first of December twenty seventy-eight  
6 the ninth of January nineteen eighty-seven

### Pronunciation bank p.98: Ordinal numbers

**1A** ▶ P3.05 This activity focusses on the ordinals 1st–10th. You may have to demonstrate the pronunciation of /θ/ in the -th ending. To say /θ/, students need to lightly touch the upper teeth with the tip of the tongue and blow air through the mouth. The tip of the tongue is behind the teeth but visible. (Note that the consonant sound /θ/ is covered in more detail in Lesson 4.3.) Tell students that they are going to practise saying just the numbers first. Play the recording and get them to repeat.

**1B** ▶ P3.06 Students practise saying the full phrases. Play the recording and get them to repeat the phrases.

**2** ▶ P3.07 This activity focusses on the ordinals 11th–20th and 30th and 31st, from which students can then form all other ordinals, as well as drilling the basic format of a date. Explain that for each item, they are going to hear the number first, then the full date. Play the recording and get them to repeat.

**3A** ▶ P3.08 Explain the activity and play the recording, twice if necessary. Check answers with the class.

1 14th, 2005 2 40th 3 11th, 1918 4 30th  
5 15th 6 13th, 2014 7 17th 8 23rd, 2019

**3B** Put students in pairs and explain the activity. Remind them that we say years in two parts, e.g. 1970 is *nineteen – seventy* and 2021 is *twenty – twenty-one*. However, 2000 is *two thousand*, and 2001–2009 are *two thousand and one, two thousand and two, etc.* (although some speakers of English will omit 'and' after the word 'thousand'). You may wish to play the recording again and ask individual students to repeat before the pairwork. During the pairwork, monitor and correct pronunciation as necessary.

### Reading and listening: Can I have some time off?

Students read an email and listen to a conversation about taking time off work.

**6** Tell students that they are going to read an email in which Michaela is making a *request* to her colleague, Colin. Explain the noun *request*. You might want to point out that in this email, dates are presented in a different way to how dates were presented in earlier exercises in this lesson. For example, instead of the longer format 'Tuesday the 19th of July', the email uses the shorter format 'Tuesday 19th July'. Briefly mention that it is possible to write dates in different formats in English, but that it is good practice to use the longer format when speaking. Explain the task and get students to complete it individually. Check answers with the class. After checking answers, check students understand any potentially new vocabulary in the email, e.g. *move house, move (n), let someone know, as soon as possible, organise*.

She wants to take time off (five days) to move house.

**Can ... ?/Could ... ?**

Draw students' attention to the Grammar box and explain that they are going to learn how to make and respond to requests in different situations. Go through the explanations and examples with them. If time allows, ask students to underline all the requests Michaela makes in her email (*Could I please take some time off ... ?*, *And could I also take Friday 15th July to prepare?*, *Can you let me know as soon as possible?*). You could then refer students to the Grammar reference on page 107, go through the tables with them, then get them to do the extra grammar activity there, either in class or as homework.

**Grammar reference answer key:** Teacher's book page 55.

**Extra activities 3.2**

**D** This activity practises *can/could* for requests. Ask students to complete it individually and look at the example with them before they begin. Check answers with the class.

- 2** Can/Could, call   **3** Can/Could, give  
**4** Can/Could, meet   **5** Can/Could, have

**7**  3.09 Explain that students are going to hear a phone call between Michaela and Colin, where Colin responds to her request – remind them of the phrases in the *Replies* section of the Grammar box. Give students a minute to read the questions before they listen and check that they understand *suggest* in question 3. Play the recording, then check answers with the class. In weaker classes, you may need to play the recording twice and/or pause at short intervals for students to complete their answers. After checking answers, you may wish to check understanding of the following useful phrases for phone calls from the recording, which students will need in Exercise 9: *[Michaela Werner] speaking; How can I help you?; Hi, it's [Colin]; I'm good, thanks; OK. I understand; See you later!*

- 1** yes   **2** three (not including Michaela)   **3** Monday 18th – Wednesday 20th   **4** finish the (sales) report

**8** Students should do this exercise individually. If time allows, get them to compare answers in pairs before class feedback.

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

**Speaking**

**Students roleplay phone calls in which they make and respond to requests.**

**9** Put students in pairs and explain that they are going to roleplay two phone calls between an employee and their manager. Refer them to pages 114 and 119 and ask them to read the information about Phone call 1 first. Check understanding of the scenario and that students are clear about their roles. Go through the model conversation with them, and if you did not teach the phrases in Exercise 8, check understanding of them now. You could also give students some time to look at audioscript 3.09 on page 127 before they begin their roleplays. When they have finished, explain that they are going to swap roles and roleplay a second phone call. Ask them to read the information about Phone call 2 and again, make

sure they are clear about the details before they begin. Highlight any errors/difficulties during feedback and, if time allows, invite a few pairs to act out their conversations to the class.

**Model answer****Phone call 1**

**B:** Good morning. Sonia Hein speaking. How can I help you?

**A:** Hi, Sonia, it's Lucas.

**B:** Hi, Lucas. How are you?

**A:** I'm good, thanks. Could I please go on holiday on Tuesday, Wednesday and Thursday next week?

**B:** Well, yes, but I'm afraid you can't take all the days you want. The team is very busy next week. You can only have one day of holiday then.

**A:** OK. I understand.

**B:** But if you want more time, you can go on holiday in two weeks. Does that work?

**A:** That's not great but OK.

**B:** Great! Bye, Lucas.

**A:** Bye, Sonia. And thanks. See you later.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.107 *Can ... ?/Could ... ?*

**Pronunciation bank:** p.98 Ordinal numbers

**Teacher's book:** Resource bank Extra vocabulary practice p.139 Exercises 3 and 4

**Workbook:** p.14 Exercise 3; p.16 Exercises 1–4; p.46 Exercises 1–4

**3.3 > I am writing to complain ...****GSE learning objectives**

- Can understand short, simple messages on postcards, emails and social networks.
- Can use 'was' and 'were' with a range of complement phrases.
- Can understand short, simple emails on work-related topics.

**Lead-in**

**Students look at vocabulary for describing problems.**

**1** Get students to look at the pictures and ask them what they all have in common (they all show problems with products/services). Do the matching task with the whole class, checking answers and clarifying meanings as you go.

- 1** D   **2** E   **3** A   **4** B   **5** C

**Reading**

**Students read customer complaints.**

**2A** Explain that in sentences i–iv, some customers are describing the problems with the products/services in Exercise 1; teach *complain* (v) and *complaint* (n). Get students to complete the task individually and then to compare answers in pairs before class feedback. Check answers with the class and help students with any unknown vocabulary. If they ask about *was/were*, explain their meaning but do not go into detail yet – this will be covered in detail in the Communicative grammar section that follows.

- ii The price is incorrect.
- iii My delivery is late.
- iv The product is broken.  
(‘The package is damaged’ is not used.)

**2B** Check that students understand the questions, then get them to complete the exercise individually. Check answers with the class.

2 i 3 ii 4 iv

## Communicative grammar: Talking about the past

Students study and practise the Past Simple of *be*.

### Talking about the past

Go through the Grammar box with students and highlight the changes in short forms, the inversion in questions and the form of short answers. Elicit or explain that *there was/were* is the past form of *there is/are* and point out the use of *there* (rather than *it/they* – a common error) in short answers to *was/were there* questions. Refer students back to the sentences in Exercise 2A so that they can look again at the target language in context – draw their attention to the verbs in bold in the sentences. You could then refer them to the Grammar reference on page 108, go through it with them and clarify any points as necessary. Students could then do the extra grammar practice activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 55.

**3/4** Get students to work on both exercises individually and remind them that they can refer to the Grammar box and/or the Grammar reference if they need help. Check answers with the class.

- 3 **1** was **2** were **3** wasn't **4** were **5** was **6** Were  
**7** were **8** were, was  
**4** **1** What was the problem?  
**2** Why were the packages damaged?  
**3** When was the meeting?  
**4** Where were the reports?  
**5** Was he in the meeting yesterday?  
**6** Where was the order?

### Extra activities 3.3

**A** This activity practises the Past Simple of *be*. Ask students to do it individually and, if necessary, do the first item as an example with the class. After class feedback, you could put students in pairs to practise the exchanges.

- 1** was, was, were **2** Was, wasn't, were  
**3** Was, was, was **4** was, weren't

**5A** Explain that students are going to read an email in which Beata, a customer, is *complaining* to a company about a problem with a product/service. Ask them to read the email

quickly and answer the question – reassure them that they do not need to worry about the gaps for now.

An item is missing.

**5B** Get students to work individually for this activity. Point out that they should only complete gaps 1–4 and ignore gap 5 for now. Check answers with the class.

**1** was **2** were **3** were **4** wasn't

**5C** Explain the task and go through the requests with the class. If necessary, give students time to read the email again, then elicit the answer.

Can you send the missing item, please?  
 Can you send the correct order, please?

## Writing

Students write an email of complaint.

**6** Students could do this individually or in pairs – the second option may be easier for weaker classes. Before students begin, go through the phrases with them and clarify meanings as necessary. Explain that formal emails in English start with *Dear Sir/Madam* if you do not know the name of the person you are writing to. After checking answers, briefly discuss the structure of the email with them. Draw their attention to the subject line and the different parts of the email: the opening, closing and signature, and then the main content, which is organised into clear paragraphs.

**a** 3 **b** 4 **c** 2 **d** 1

**7** If there is no time to do the writing task in class, it can be assigned as homework. Explain to students that they are now going to write a complaint email like the one in Exercise 5A. Refer them back to Exercise 2A and ask them to choose a problem to write about. Then go through the list of points to remember with them and remind them to follow the structure in the model email. In weaker classes, you could let students plan their email in pairs, then complete the writing task individually, in class or for homework.

### Model answer

Dear Sir/Madam,  
 I am writing to complain about the order (Ref: ORJ12B) from Wednesday last week.  
 The package wasn't damaged, but my new laptop was broken.  
 Can you send a new item, please?  
 I look forward to hearing from you.  
 Best regards,  
 Rosalia Cimino

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.108 Talking about the past

**Teacher's book:** Resource bank Extra vocabulary practice p.139 Exercise 5

**Workbook:** p.15 Exercises 3 and 4; p.17 Exercises 1–4

## 3.4 > Work skills

### We have a problem

#### GSE learning objectives

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

#### Lead-in

Students are introduced to the concept of different types of meeting.

**1** Go through the words in the box with students and ask them to complete the exercise individually or in pairs. After checking answers with the class, you could pre-teach some of the vocabulary/phrases in the speech bubbles, but note that these will be looked at in more detail in the exercises that follow.

a planning b problem-solving c progress

#### Video

Students watch a video of a progress meeting.

**2A** Do this as a whole-class activity, checking answers and clarifying meanings as you go.

1 c 2 b 3 a

**2B** Tell students that in the next exercise they are going to watch a video of a progress meeting at Murray&Jahner, in which Yumiko asks for an update from her team – remind them who Yumiko is (the Director at the London office). Refer them to the agenda used in the progress meeting and go through it with them, checking understanding of each of the items. Point out that *Any other business* (sometimes written as 'AOB') is often added to the end of a meeting agenda to allow people to raise points that have not been previously covered. Then explain the activity and get students to complete the matching task individually. Check answers with the class.

i 2/b ii 1/c iii 3/a

**2c** ▶ 3.4.1 Explain the activity and teach or elicit the meaning of *meet a deadline*. Play the video, then elicit the answer.

Can meet their deadline: Paulo, Martin  
Can't meet their deadline: Rachel

**3** Depending on the level of your class, students could do this individually or in pairs. If necessary, let them watch the video again to check/complete their answers. Check answers with the class, clarifying meanings as necessary.

1 where are we with  
2 We aren't finished.  
3 what's the situation with  
4 what can we do

5 Can we finish  
6 we need more time  
7 can you tell us about  
8 have a problem with, we can solve  
9 We're on schedule.

### Speaking: A progress meeting

Students look at useful phrases for discussing progress, describing problems and suggesting solutions in meetings.

#### A progress meeting

Explain to students that they are going to look at useful phrases for the different stages of a progress meeting and point out the function of each group of phrases – look at the headings with them and check understanding. Give them a minute to look at the phrases, then go through them with the class, clarifying meanings as necessary.

#### Unit 3 Extra speaking lesson

This lesson gives further speaking practice related to progress meetings. To access the lesson go to MyEnglishLab > Extra speaking lessons.

#### Extra activities 3.4

**A** This activity practises the functional language from the Speaking box. Ask students to complete it individually and encourage them to look at the Speaking box if they need help. Check answers with the class.

1 are we with 2 aren't finished 3 was a problem  
4 can we do to 5 can see the 6 finish by  
7 we need more 8 are on

**4** Put students in groups of four, tell them that they are going to hold a progress meeting and explain the scenario. Allocate roles and refer students to their respective role cards at the back of the Coursebook. Assign the Student A role to stronger/confident students if possible because they are the ones who will need to guide the meeting and take the initiative. Look at the agenda with the class, then give students some time to read their role cards while you monitor and help them with any questions they may have. Before they begin, remind them to use phrases from the Speaking box. If there is time, encourage them to look at videoscrypt 3.4.1 on page 124 for ideas. You may also wish to allow some preparation time, during which you can monitor and help students with ideas. During the roleplay, monitor and note down any errors/difficulties, but do not interrupt the meetings. When groups have finished, have a brief feedback session, highlighting any points you noted while monitoring.

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.139 Exercise 6; Photocopiable 3.4 p.118

**Workbook:** p.18 Exercises 1–3

## Business workshop

### A problem with a client

#### GSE learning objectives

- Can ask simple questions to find out about a subject.
- Can agree to simple requests using a few basic fixed expressions.
- Can answer simple questions on the phone using fixed expressions.

### A customer complaint

Students read an email of complaint.

**1** Get students to complete the task individually and then to compare answers in pairs before class feedback. If you think your students will find this activity difficult, review the vocabulary from Exercise 1 and the email in Exercise 5A in Lesson 3.3 before you start.

**1** incorrect **2** Three **3** wrong **4** first  
**5** the missing parts

### A problem-solving meeting

Students hold a problem-solving meeting.

**2** If you think your students will find this activity difficult, review the Speaking box in Lesson 3.4 first. For the activity, divide the class into two groups, A and B, and put students in A-A and B-B pairs. Explain that they all work for Denilson's – Student As are Sales Managers and Student Bs are Sales Representatives. They are going to hold a meeting (in A-B pairs) to discuss the email in Exercise 1. Before they hold their meetings, they are going to prepare in A-A and B-B pairs. Ask Student As to look at page 36 and Student Bs at page 113. First, they should complete some useful phrases for their meeting by putting the words in bold in the correct order. Give them some time to complete the task, then check the answers (for both roles) with the class. Now refer students to their role cards and get them to prepare for their meetings. Remind them to refer to: a) the useful phrases they have just completed, b) the email in Exercise 1 and, if necessary, c) the Speaking box in Lesson 3.4. Monitor and offer help as necessary during this stage. When students are ready, put them in A-B pairs to hold their meetings. Again, monitor and note down any problems or difficulties, but do not interrupt students' meetings. Highlight any points you note in a brief feedback session afterwards.

#### First step

##### Student A

**1** Where are we with **2** How can we fix  
**3** What's the situation with **4** Can we change  
**5** Can you find **6** We can give

##### Student B

**1** There were problems with **2** We need to change  
**3** have problems with **4** We can look for  
**5** I think we can **6** We can meet them

#### Second step

(Model conversation – phrases from the previous step are underlined, although students will not necessarily incorporate all of these correctly.)

**A:** Hi. Thanks for coming, Allan.

**B:** No problem, Marc.

**A:** First thing on the agenda, where are we with GKB?

**B:** Well ... There were problems with their last three orders.

**A:** Yes, I know. So how can we fix this?

**B:** We need to change how the warehouse works.

**A:** OK, I can talk about that with the Warehouse Manager. And what's the situation with the delivery company?

**B:** Right ... the delivery company ... We often have problems with this delivery company.

**A:** So, can we change the delivery company?

**B:** Yes, we can look for a different delivery company.

**A:** Can you find a solution this week?

**B:** Yes, I think we can find a solution by Friday.

**A:** That's great. And we can give GKB a discount on their next three orders. They are a big client and we need them to be happy.

**B:** OK, let's do that. And we can meet them to tell them about the solutions. Can you come with me?

**A:** Sure. Next week?

**B:** Great.

### A phone call

Students roleplay a phone call in which they make and respond to requests.

**3** Students should do this in the same A-B pairs as Exercise 2. If you think they will find the activity difficult, review the Grammar box in Lesson 3.2 before you start. Explain that the Sales Representatives (Student Bs) are now going to call their managers (Student As) to make a request. Give them some time to read the instructions and, if necessary, allow 3-4 minutes' preparation time. You could get them to prepare for their phone calls individually or in A-A and B-B pairs. Remind them that they can refer back to the Grammar box and model conversation in Lesson 3.2 if they need help. During the roleplays, monitor and note down any points to highlight during feedback, but do not interrupt students' phone calls. Highlight any points you note in a brief feedback session afterwards.

#### Model answer

**A:** Good morning, Marc speaking.

**B:** Hi, Marc, it's Allan.

**A:** Hi, Allan. How are you?

**B:** Well ... I have a family problem. Could I please take some time off on Monday 12th May?

**A:** Yes, of course.

**B:** Thanks, but we have the meeting with GKB on Monday 12th May.

**A:** What time is the meeting?

**B:** It's at 10 a.m.

**A:** OK. I have a meeting with the CEO at 2 p.m. but there is time. I can go to GKB in the morning.

**B:** That's great. Thanks Marc.

**A:** No problem. One thing. I'm on holiday on Friday 9th May. Can you let me know about the new delivery company on Thursday 8th May?

**B:** Yes, of course I can.

**A:** Great! Bye, Allan.

**B:** Bye, Marc. And thanks. See you later.

## Grammar reference < 3

### 3.1

#### Talking about ability and possibility

- 1 I can't go on 2 I can take 3 She can't take  
 4 They can't go on 5 When can you go on  
**at, in, on, from ... to ...**  
 1 on 2 from, to 3 in 4 at 5 in 6 at

### 3.2

- 1 2 Can/Could we meet the clients in your office?  
 3 Can/Could she call me this afternoon?  
 4 Can/Could you send me the details by email?  
 5 Can/Could I have an extra day to finish the report?  
 6 Can/Could we go for lunch early today, please?

### 3.3

- 1 1 Was 2 were 3 weren't, were 4 Was 5 Were  
 6 were 7 was 8 Was, wasn't

## Review < 3

### 1 For the northern hemisphere:

**Winter:** December, January, February

**Spring:** March, April, May

**Summer:** June, July, August

**Autumn:** September, October, November

### For the southern hemisphere:

**Winter:** June, July, August

**Spring:** September, October, November

**Summer:** December, January, February

**Autumn:** March, April, May

2 2 14th May 2004

3 22nd March 2023

4 4th April 1899

5 3rd December 1973

6 24th February 1965

7 18th August 2013

8 30th September 2040

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

4 2 Can you come to the meeting?

3 They can't come to the meeting.

4 He can't finish the report.

5 Can she finish the report?

6 We can finish the report.

7 They can meet on Wednesday.

8 I can't meet on Wednesday.

9 Can we meet on Wednesday?

5 1 was 2 Were 3 was 4 weren't 5 were 6 Was

7 wasn't 8 was

6 1 Where are 2 aren't finished 3 what can we

4 what's the situation 5 Can we meet 6 I think we

7 Is everything 8 I think we can

# 4

# Problems and solutions

## Unit overview

	CLASSWORK	FURTHER WORK
<b>4.1 &gt;</b> <b>What went wrong?</b>	<p><b>Lead-in</b> Students talk about problems at work.</p> <p><b>Vocabulary</b> Students look at common verbs with irregular past forms.</p> <p><b>Communicative grammar</b> Students study and practise the positive form of the Past Simple.</p> <p><b>Video</b> Students watch a video of people talking about problems at work.</p> <p><b>Task</b> Students practise the Past Simple by talking about problems at work.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.108 Talking about the past: Past Simple</p> <p><b>Pronunciation bank:</b> p.99 The <i>-ed</i> ending</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.140 Exercise 1; Photocopiable 4.1 p.119</p> <p><b>Workbook:</b> p.19 Exercises 1 and 2; p.20 Exercises 1 and 2; p.47 Exercises 1-3</p>
<b>4.2 &gt;</b> <b>How can I help?</b>	<p><b>Lead-in</b> Students talk about problems at work using adverbs and expressions of frequency.</p> <p><b>Vocabulary</b> Students look at vocabulary for discussing solutions to problems at work.</p> <p><b>Listening</b> Students listen to and learn useful phrases for phone calls describing problems and offering solutions.</p> <p><b>Speaking and writing</b> Students roleplay phone calls in which they describe problems and offer solutions.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.108 Making offers and promises with <i>will</i></p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.140 Exercises 2 and 3; p.141 Exercise 4</p> <p><b>Workbook:</b> p.19 Exercises 3 and 4; p.21 Exercises 1 and 2</p>
<b>4.3 &gt;</b> <b>We are sorry that ...</b>	<p><b>Lead-in</b> Students talk about reasons for writing emails.</p> <p><b>Reading</b> Students read an email of complaint and the reply to that email.</p> <p><b>Communicative grammar</b> Students study and practise the negative and question forms of the Past Simple.</p> <p><b>Writing</b> Students write a reply to an email of complaint.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.108 Using negatives and questions in the past: Past Simple</p> <p><b>Pronunciation bank:</b> p.99 'th' as /θ/ and /ð/</p> <p><b>Workbook:</b> p.20 Exercises 3 and 4; p.22 Exercises 1-3; p.47 Exercises 1-4</p>
<b>4.4 &gt;</b> <b>Work skills:</b> Face-to-face complaints	<p><b>Lead-in</b> Students discuss different situations in which a customer may complain.</p> <p><b>Video</b> Students watch a video of people making and responding to complaints.</p> <p><b>Speaking</b> Students look at useful phrases for responding to complaints.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.141 Exercises 5 and 6; Photocopiable 4.4 p.120</p> <p><b>Workbook:</b> p.23 Exercises 1 and 2</p>
<b>Business workshop:</b> Can I help you?	<p><b>Speaking</b> Students roleplay a phone call where they describe a problem and offer a solution.</p> <p><b>Reading</b> Students read an email of complaint.</p> <p><b>Writing</b> Students write a reply to an email of complaint.</p>	

## > Unit vocabulary list

### Active vocabulary

#### 4.1

give	say
go	see
have	send
make	write

#### 4.2

ask for	contact about
ask to	contact by
check	send
check that	send to

### Passive vocabulary

#### 4.2

planning meeting	progress meeting
problem-solving meeting	

## 4.1 > What went wrong?

### GSE learning objectives

- Can make affirmative statements using common regular Past Simple forms.
- Can make affirmative statements using common irregular Past Simple forms.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can talk about familiar topics using a few basic words and phrases.

### Lead-in

Students talk about problems at work.

**1** Give students time to read the sentences and choose the ones that are true for them, while you monitor and help them with any unknown vocabulary. If there is time, you could let them share their answers in pairs or small groups first, then with the class. For pre-service students, you could put them in pairs and ask them to choose the five problems which they think are more serious. Elicit a few answers around the class.

### Vocabulary: Past irregular verbs

Students look at common verbs with irregular past forms.

**2A** 4.01 The aim of this activity is twofold: to introduce students to the concept of verbs with irregular past forms and to provide examples of how the verbs are used in context. Look at the sentences with students and draw their attention to the verbs in pink. Explain that they are the past forms of common verbs – they are familiar with the past form of *be*, so the concept should not be new to them. Tell them that they will look at these in more detail later in the lesson and that, for now, they should only focus on the meanings of the verbs. Elicit or explain the meanings of the verbs (and any other words students may ask about), then ask them to complete the matching task – they could do this individually or in pairs. Play the recording for them to check their answers. If students ask about the past forms *stopped* (sentence d) and *complained* (sentence 5), explain their meanings but do not go into detail about these either – students will look at regular and irregular past forms in the exercises that follow.

1 d 2 b 3 e 4 c 5 a

**2B** Explain the activity and give students 1–2 minutes to read the gapped sentences and ask you about any unknown words. Then get them to complete the exercise, individually or in pairs. Check answers with the class and write (or invite students to write) the past forms on the board. Then, next to each past form, write the base form of the verb. You could then encourage students to record some useful phrases from this and the previous activity in their vocabulary notebooks (*make a mistake, send a report, say sorry, go to work, make a phone call, give (someone) a discount*, etc.). Encourage them to record the base form of each phrase (with the past form of the verb in brackets if they like, to help them remember it).

2 made 3 wrote 4 said 5 sent 6 had 7 saw  
8 gave

### Extra activities 4.1

**A** This activity looks at some of the verbs with irregular past forms that students saw in Exercises 2A and 2B. It is a consolidation exercise, so they should be able to complete it individually. Remind them that they can refer to the Irregular verbs list on page 104 of their Coursebook if they need help. During feedback, write (or invite students to write) the answers on the board. After checking answers, you could put students in pairs to practise the exchanges.

1 said 2 sent 3 had 4 made 5 saw 6 went  
7 wrote 8 were 9 gave 10 was

### Communicative grammar

Talking about the past: Past Simple

Students study and practise the positive form of the Past Simple.

#### Talking about the past

Draw students' attention to the heading in the Grammar box and ask them which verb they can already use to talk about the past in English (*be – was/were*). Invite students to give you a few examples with *was/were*, then explain that they are going to look at how to talk about the past using other verbs as well. Explain that there are two types of Past Simple forms: regular verbs and irregular verbs. Regular verbs form the Past Simple with the ending *-ed* – refer them to the examples in the Grammar box. Then say that irregular verbs do not follow a pattern – they each have their own form in the Past Simple. Refer them to the examples in the Grammar box and remind them of the irregular verbs they looked at in Exercises 2A and 2B. You could then refer them to the Grammar reference on page 108, go through it with them and clarify any points as necessary. Pay particular attention to the spelling rules for *-ed* endings. Students could then do the extra grammar activities there, in class or as homework. Remind them that there is a list of irregular verbs on page 104 of their Coursebook.

**Grammar reference answer key:** Teacher's book page 66.



#### Pronunciation bank

##### p.99: The *-ed* ending

**1** P4.01 While you do not need to explain the phonological rules, it is useful to be aware that the *-ed* ending can be pronounced /t/, /d/ or /ɪd/, depending on the final sound in the word. If the word ends with an unvoiced consonant (/s/, /k/, /p/, /t/, /θ/, /ʃ/, /tʃ/), the *-ed* ending is pronounced /t/. If the word ends with a voiced consonant (/b/, /g/, /z/, /ð/, /v/, /ʒ/, /dʒ/, /l/, /r/, /m/, /n/, /ŋ/) or any vowel sound, the *-ed* ending is pronounced /d/. In the past forms of verbs ending with /t/ or /d/, we add a full syllable, and *-ed* is pronounced /ɪd/. As a minimum, students should recognise that the *-ed* ending has different phonological realisations. Play the recording and get them to repeat the verbs individually. Ask why the verbs *wanted* and *ended* are different from the other examples. Elicit or explain the answer.

The green past forms are different because they add an extra syllable at the end of the word, rather than just a phoneme. This is because they end in the sounds /t/ and /d/.

**2A**  P4.02 Play the recording and get students to practise saying the verbs individually. Encourage them to exaggerate slightly with the careful pronunciation of the endings. This helps form a habit of paying attention to the word-final sound.

**2B**  P4.03 Play the recording for students to listen to the complete sentences and, if you think it will help them, repeat the sentences in chorus. Then put students in pairs to practise saying the sentences. Monitor and correct pronunciation as necessary. Focus individualised correction only on the Past Simple forms; do not draw attention to other errors students might make with the sentences.

**3A**  P4.04 Explain the task and point out that the sentences in each pair only differ by the verb forms: Present Simple or Past Simple. Play the recording, then check answers with the class.

2 managed 3 fixed 4 accepted 5 talk  
6 attended

**3B**  P4.05 Play the recording and pause after each pair of sentences. Ask students how the *-ed* ending is pronounced in the second sentence. Play the recording again and get students to repeat each pair of sentences as a group or individually.

1 arrived /d/ 2 managed /d/ 3 fixed /t/  
4 accepted /ɪd/ 5 talked /t/ 6 attended /ɪd/

**3** Give students some time to read the sentences before they begin the exercise and check that they understand the meanings of *manage*, *miss*, *provide* and *press*. Explain the task, pointing out that all the verbs are regular, and remind students that they can refer to the Grammar reference on page 108 if they need help with the spelling rules. Get them to complete the exercise individually or in pairs, then check answers with the class. Write (or invite students to write) the answers on the board to make sure they have spelt them correctly.

1 worked 2 managed 3 missed 4 provided  
5 travelled (note: American English uses one 'l')  
6 stopped 7 studied 8 pressed

**4A/B** Again, students could work individually or in pairs for these activities. The second option might be easier for weaker students. Point out that some of the verbs are irregular, and remind students that they can refer to the list on page 104 (or to the irregular verbs they looked at in Exercises 2A and 2B). Check answers with the class, again writing them on the board to make sure students have spelt the verbs correctly.

4A 1 had 2 made 3 changed 4 gave 5 sent  
4B 1 had 2 wrote 3 went 4 wasn't 5 missed 6 said

### Extra activities 4.1

**B** This activity gives further practice of the Past Simple of regular verbs. Explain to students that they need to choose *one* of the verbs in brackets first, and then put it in the Past Simple to complete the sentences. Look at the example with them before they begin and remind them to think carefully about the spelling rules for the *-ed* ending – let them refer to the Grammar reference on page 108 if they need help. Check answers with the class, writing (or inviting students to write) them on the board, to make sure they have spelt them correctly.

2 travelled (BrE) / traveled (AmE) 3 called  
4 stopped 5 planned 6 missed 7 changed  
8 finished

### Video

Students watch a video of people talking about problems at work.

**5**  4.1.1 Tell students that they are going to watch a video of three people talking about problems at work, and explain the activity. Give them time to read the sentences and check that they understand *turn off*, *turn on*, *IT specialist*, *(by) metro* and *documents*. Play the video, twice if necessary, then check answers with the class.

Leonora: a 3 b 1 c 2  
Rob: a 3 b 2 c 1  
Ali: a 1 b 3 c 2

### Task

Students practise the Past Simple by talking about problems at work.

**6A** Put students in pairs, explain the activity and give them 1–2 minutes to prepare (individually) before they tell their partner about Leonora's, Rob's or Ali's problem. You could let them refer to videoscript 4.1.1 on page 124 or play the video again and ask them to make notes on their chosen character's problem while watching. Remind them that they will need to use the third person form. When they are ready, ask them to take turns to tell their partner what happened. Monitor and provide help as necessary.

#### Example answer

Leonora's photocopier stopped working. She checked the paper. She turned it off and on. But it didn't work. So she called the IT specialist and he solved the problem.

**6B** Students could do this exercise in the same pairs as Exercise 6A or in new pairs. Explain that they are now going to tell their partner about a problem they had at work. They may choose to talk about the problems on pages 114 and 122, using the notes there, or use one of the ideas in the box. If they choose the latter, they should make similar notes to those on pages 114 and 122, to explain what happened. Go through the ideas in the box with them before they begin, and check that they understand each one. Allow some preparation time while you monitor and provide help as necessary. Point out that students will need to use the Past Simple in their accounts, so while

they are preparing, they can refer to the Grammar reference on page 108 and/or the irregular verbs list on page 104 if they need help. Also tell students that they are going to tell their partner's story to a new partner in the next activity, so if they like, they can make notes while listening to their partner. During the activity, monitor and note down any errors students make with the Past Simple, to go over in a brief feedback session after Exercise 6C.

**Model answers**

Student A

I had a business trip but my train was late so I missed the meeting. I called the client and I said sorry, and then I explained the problem to my manager.

Student B

I had a meeting with a client but I wrote the wrong time. I went to the meeting but I was very late. I missed the meeting so I said sorry to the client.

**6C** Put students in new pairs and explain that they are now going to tell their original partner's story to their new partner. Remind them that they can refer to their notes from Exercise 6B, if they made them. Again, monitor and note down any errors or difficulties with the Past Simple. When pairs have finished, have a brief feedback session, highlighting any points you noted during this and the previous activity.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.108 Talking about the past: Past Simple

**Pronunciation bank:** p.99 The *-ed* ending

**Teacher's book:** Resource bank Extra vocabulary practice p.140 Exercise 1; Photocopiable 4.1 p.119

**Workbook:** p.19 Exercises 1 and 2; p.20 Exercises 1 and 2; p.47 Exercises 1-3

## 4.2 > How can I help?

**GSE learning objectives**

- Can understand specific information in a short, simple phone call.
- Can take simple phone messages using fixed expressions.
- Can use 'will'+ infinitive for spontaneous decisions and offers.
- Can answer simple questions on the phone using fixed expressions.

### Lead-in

Students talk about problems at work using adverbs and expressions of frequency.

**1** Give students a minute to read the sentences, and answer any vocabulary questions they may have. Explain the activity, draw students' attention to the box underneath the sentences and clarify the meanings of the adverbs and expressions of frequency as necessary. You could explain that *never* and

*sometimes* go before the main verb and after the verb *be* (e.g. *Orders never get lost. Deliveries are sometimes late.*), whereas the rest of the expressions usually go at the end of the sentence (e.g. *Orders get lost all the time.*). For this activity, you can accept short answers rather than forcing students to produce full sentences unless you have a particularly strong group. Put students in pairs and give them 2-3 minutes to discuss the question, then get brief feedback from the class. In a class of pre-service students, you could ask them to talk about their place of study or their personal lives instead (e.g. sentence 1 could be changed to *Someone gives you the wrong information*. Sentence 8 could be changed to *You can't find a professor's/teacher's office.*).

### Vocabulary: Solutions

Students look at vocabulary for discussing solutions to problems at work.

**2** Explain that sentences a-h are solutions to the problems in Exercise 1. Go through the sentences with the class, clarifying the meanings of the words in bold as necessary - point out the difference between *ask someone to* + verb and *ask someone for* + noun. Get students to complete the exercise individually or in pairs, then check answers with the class.

**b 8 c 2 d 7 e 3 f 1 g 5 h 4**

**3A** This activity practises vocabulary from Exercise 2, so students should be able to do it individually. If time allows, get them to compare answers in pairs before checking with the class. During feedback, check that they understand the meanings of both the correct and the incorrect option in each item.

**1 check 2 about 3 to 4 contact**

**3B** Explain the activity, pointing out that students will need to use the Past Simple form of the verbs in the box and that all the verbs are regular. Get students to complete the exercise individually, then check answers with the class.

**1 checked that 2 asked, to 3 contacted, about**

**3C** Explain that students will write full sentences using the prompts and point out that they will need to add words in order to form correct sentences - draw their attention to the example. Remind them that they can refer to Exercise 2 if they need help and ask them to work individually. If there is time, get them to compare answers in pairs before class feedback.

- 2** Ask your manager for a new one.
- 3** Check that it's connected to the computer.
- 4** Send him a message.
- 5** Contact the supplier by phone.
- 6** Ask IT to help you.
- 7** Contact the supplier about the invoice.
- 8** Send the document to a different printer.

**Extra activities 4.2**

**A** This activity looks at language for describing solutions to work problems. Ask students to complete it individually and, if there is time, get them to compare answers in pairs before checking with the class. During feedback, also check that students understand the meaning of each phrase.

- 2 Ask your supplier to send ink.
- 3 Contact the client by email.
- 4 Ask the IT department for new headphones.
- 5 Contact the supplier about the problem.
- 6 Send your boss an email.
- 7 Ask a colleague to help you.
- 8 Send an email to the supplier.

**Listening: On the phone**

Students listen to and learn useful phrases for phone calls describing problems and offering solutions.

**4** ▶ 4.02 Explain that the note is one that Maria has left for Chris, a colleague, after a phone call. Give students a minute to read the note and think about the type of information needed for each gap. Then play the recording, twice if necessary, and check answers with the class.

1 ATQ Global 2 invoice 3 895 3421

**5A** Tell students that sentences 1–10 are from the phone call in Exercise 4 and get them to complete the exercise individually or in pairs. Play the recording again if necessary, but get students to listen with their books closed and *then* complete the sentences because a 'listen and complete' task here would pre-empt the next exercise. Do not confirm answers yet – students will check them in the next activity.

1 help 2 speak 3 afraid 4 take 5 This 6 about  
7 ask 8 right 9 give 10 Can

**5B** ▶ 4.03 Play the recording for students to check their answers to Exercise 5A. Then go through the phrases with the class, clarifying meanings as necessary. Finally, play the recording a second time and get students to repeat individually and/or as a group.

**Making offers and promises with will**

Write the following sentences on the board, underlining *will* and the main verb each time: *I'll help you with that bag. I'll be very careful.* Elicit or explain their meanings, then explain that 'll is the short form of *will*, and can be used to offer to do something (first sentence) or make a promise (second sentence). Tell students that *will* is a modal verb and briefly remind them of (or elicit) the 'grammar' of modal verbs (the same form in all persons, followed by another verb in the base form). Then draw their attention to the Grammar box, go through it with them and elicit the meanings of the example sentences. Finally, you could refer students to the Grammar reference on page 108, look at the table with them, and get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 66.

**Extra activities 4.2**

**B** This activity gives further practice of *will* for offers and promises. Ask students to complete it individually and, if necessary, do the first item as an example with them. Check answers with the class.

- 1 I'll call you back.
- 2 You'll get it tomorrow.
- 3 I'll ask our supplier for some more.
- 4 We'll deliver your order tomorrow.
- 5 He'll phone you later.

**6** ▶ 4.04 Explain the activity and check that students understand the meanings of the phrases in the box. Play the recording, then elicit the answer. You could refer students to audioscript 4.04 on page 128 and get them to underline the offers/promises Chris makes using *will* (*I'll create a new invoice, I'll send you a copy of the new invoice today, we'll send it tomorrow*).

to add an item to the order

**7A** Tell students that sentences 1–8 are from Chris's phone call to Sandra, explain the activity and look at the example with the class. Get students to complete the exercise individually or, in weaker classes, in pairs. Do not confirm answers yet – students will check them in the next exercise.

- 2 I'm returning your call.
- 3 I'm afraid we only have
- 4 I can add
- 5 I'll create a new invoice.
- 6 I'll send you a copy
- 7 I can ask the team
- 8 I help you with anything

**7B** ▶ 4.05 Play the recording for students to check their answers to Exercise 7A, then go through the sentences with the class and clarify meanings as necessary. Finally, play the recording again and get students to repeat individually and/or as a group.

**Extra activities 4.2**

**C/D** These activities practise language for phone calls describing problems and offering solutions. Get students to complete them individually and, if necessary, do the first item of each exercise as an example with them. After checking answers, you could put students in pairs to practise the conversations.

- C 1 How can I help you 2 I'm afraid 3 Can I take
- 4 Is that right 5 I'll give 6 anything else
- D 1 is 2 can/'ll/will 3 can/'ll/will 4 anything

## Speaking and writing

Students roleplay phone calls in which they describe problems and offer solutions.

**8** Put students in groups of three and explain that they are going to roleplay six phone calls, taking turns to: a) make a call, b) take a message from the caller and c) return a call and offer a solution. Start with the first scenario (Phone calls 1 and 2). Refer students to their roles and give them time to read their information. Check that they understand who needs to make and answer the call each time, who needs to describe the problem, who needs to take a message and, finally, who needs to return the call offering a solution. Remind them to use phrases from Exercises 5A and 7A, and to refer to Maria's notes in Exercise 4 when they write their notes. Point out that the Customer Service Assistant needs to take notes during the first call, which they will then give to their partner before the second call. During the roleplay, monitor and note down any errors/difficulties to go over during feedback, but do not interrupt students' calls. When they have finished, ask them to swap roles and repeat the procedure for the second scenario (Phone calls 3 and 4), then for the third one (Phone calls 5 and 6). At the end of the activity, get brief feedback from the class: What did they find easy about making the phone calls? What did they find difficult? Did they use phrases from Exercises 5A and 7A? What would they do differently next time? Finally, go over any points you noted while monitoring.

### Model answers

#### Phone call 1

**B:** Good morning. AGTN Logistics. How can I help you?

**A:** This is [name] at Mantala Engineering. Can I speak to [name], please?

**B:** I'm afraid [name] is in a meeting. Can I take a message?

**A:** Yes. Our delivery is late and I want to talk to him/her about it.

**B:** OK. Does [name] have your number?

**A:** No, it's 456 783214.

**B:** So that's 456 783214.

**A:** That's right.

**B:** OK. I'll give [name] the message. Can I help you with anything else?

**A:** No, thank you.

#### Phone call 2

**A:** Good morning. Mantala Engineering. How can I help you?

**C:** Can I speak to [name], please?

**A:** Yes. This is [name].

**C:** Hi. This is [name] from AGTN Logistics. I'm returning your call. How can I help you?

**A:** Our delivery is late.

**C:** I'm sorry about that. I can call the driver to ask when he'll deliver the item.

**A:** OK. Thank you.

**C:** I'll call the driver and then I'll call you back.

**A:** Thanks.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.108 Making offers and promises with *will*

**Teacher's book:** Resource bank Extra vocabulary practice p.140 Exercises 2 and 3, p.141 Exercise 4

**Workbook:** p.19 Exercises 3 and 4; p.21 Exercises 1 and 2

## 4.3 We are sorry that ...

### GSE learning objectives

- Can understand short, simple emails on work-related topics.
- Can write a simple email requesting work-related information.

### Lead-in

Students talk about reasons for writing emails.

**1** Go through the phrases in the box with students and check that they understand them. Ask students to tick the reasons they write emails individually, then put them in pairs to share them with their partner. Get brief feedback from the class.

### Reading

Students read an email of complaint.

**2** Before students read the email, you may wish to pre-teach/check understanding of *run out* and *replace*. Get students to complete the exercise individually and then to compare answers in pairs before class feedback. Note that the verb forms in bold are examples of the target grammar from the next section, but they should only be looked at as lexical items here. Explain their meaning if students ask about them, but do not go into detail about the negative form of the Past Simple yet – students will look at it in the exercises that follow.

- 1** (He wants) to complain (because the new printer/ photocopier doesn't work).
- 2** (The paper ran out and then) it didn't copy documents or print.
- 3** (He wants) the company to replace the machine.

### Communicative grammar: Using negatives in the past: Past Simple

Students study and practise the negative form of the Past Simple.

#### Using negatives in the past

Draw students' attention to the Grammar box and elicit or explain that these are negative sentences in the Past Simple. Look at the examples with them and elicit the positive form of each one (*I/You/He/She/We/They finished the report. The printer printed. The photocopier copied.*). Explain that *didn't* is the short form of *did not* and highlight that the main verb following it is in its base form, not in the Past Simple. Refer students back to the email in Exercise 2 so they can look again at the target language in context – draw their attention to the verb forms in bold in the email. You could then refer students to the Grammar reference on page 108, look at the table on negatives with them, and get them to do Exercise 1 on that page, in class or as homework.

**Grammar reference answer key:** Teacher's book page 66.

**3** Get students to complete the exercise individually and remind them to refer to the Grammar box or the Grammar reference on page 108 if they need help. Check answers with the class.

- 2 My computer didn't work.
- 3 You didn't lose your headphones.
- 4 I didn't have a problem.
- 5 The delivery didn't arrive.
- 6 They didn't complain.

### Extra activities 4.3

**A** This activity practises the negative form of the Past Simple. Look at the example with students before they begin, and ask them to complete the exercise individually. Check answers with the class.

- 2 The delivery didn't come.
- 3 You didn't finish the report.
- 4 They didn't deliver the order.
- 5 We didn't buy the paper.
- 6 He didn't turn the printer on.

## Reading

Students read a reply to an email of complaint.

**4A** Explain to students that the email is a reply to the one they read in Exercise 2. Ask them to read it quickly in order to answer the question, then elicit the answer. Note that, as with the email in Exercise 1, the verb forms in bold are examples of the target grammar from the Communicative grammar section that follows. Explain their meaning if students ask about them, but do not cover Past Simple questions in detail yet.

get some more information, send a technician to look at the machine

**4B** Ask students to read the email again and, individually, answer the two questions. Get them to compare answers in pairs before checking with the class.

- 1 checking the ink, turning the machine off and on, restarting the machine from the settings menu
- 2 after the technician checks the machine

## Communicative grammar: Asking questions about the past: Past Simple

Students study and practise the question form of the Past Simple.

### Asking questions about the past

Give students time to read the examples in the Grammar box and ask them what they all have in common; what time period do they all ask about? (the past). Try eliciting the rules for forming Past Simple questions. Highlight the use of the base form of the verb (rather than the Past Simple form), and also the form of the short answers. Refer students back to the email in Exercise 4A so they can look again at the target language in context – draw their attention to the verb forms in bold. Then refer them to the Grammar reference on page 108, look at the table on questions with them, and get them to do Exercise 2, in class or as homework.

**Grammar reference answer key:** Teacher's book page 66.

**5** Get students to complete the exercise individually, then check answers with the class. Alternatively, if time is short, you could do this as a quick, whole-class activity, checking answers as you go.

- 1 Did you try
- 2 When did the phone stop
- 3 What did the technician
- 4 Where did you send

### Extra activities 4.3

**B** This activity looks at the question form of the Past Simple. Ask students to complete it individually and, if necessary, do the first item as an example with them. After checking answers, you could put students in pairs to practise the exchanges.

- 1 Did the delivery arrive?
- 2 What did you want to order?
- 3 Did you restart the computer?
- 4 When did you order it?
- 5 Where did you buy it?



### Pronunciation bank

#### p.99: 'th' as /θ/ and /ð/

**1A** P4.06 Explain to students that *th* mostly represents the sounds /θ/ and /ð/. For reference, /θ/ is an unvoiced consonant (the vocal cords do not vibrate), whereas /ð/ is a voiced consonant (the vocal cords vibrate), but they are both articulated in the same way by lightly touching the upper teeth with the tip of the tongue and blowing air through the mouth. The tip of the tongue is behind the teeth but visible. However, sticking the tongue out a little may help students produce the sound. Refer students to the picture and ask them to put their fingers on their throats and say /z/ or /v/ for a voiced sound and /s/ or /f/ for an unvoiced one. Play the recording and get students to repeat the sounds as a group and then individually.

**1B** P4.07 P4.08 Play the recordings in turn and ask students to repeat the words in chorus. Then put them in pairs to practise saying the words. You could ask the student in each pair who is listening to their partner to point at the word being pronounced.

**2A** P4.09 Give students a minute to read the sentences and tell them that at first they are only going to practise saying the words with /θ/ and /ð/ in them. Play the recording and get students to repeat as a group or individually.

**2B** P4.10 Explain to students that they are now going to practise saying the full sentences from Exercise 2A. Play the recording and get them to repeat as a group or individually. Then put them in pairs to practise saying the sentences.

## Writing

Students write a reply to an email of complaint.

**6** Explain to students that they are going to look at some useful phrases for replying to an email of complaint. Let them attempt the task individually or in pairs first, then check answers with the class, clarifying meanings as necessary.

- 1 are sorry that    2 some more information  
3 would like to    4 what time is    5 can talk about  
6 are sorry again

**7** Tell students that they are going to read an email of complaint and then write a reply. Refer them to page 115 and give them time to read the email and ask you about anything they do not understand. Then go through the list of steps with them, again explaining any new vocabulary. Before students write their email, encourage them to refer to the model email in Exercise 4A if they need help. If there is time, let them plan their email first, taking notes – they could do this individually or in pairs. The writing task can then be done in class or assigned as homework.

### Model answer

Dear Ms Melinsa,  
We are sorry that your washing machine didn't work. Can we get some more information about the problem? Did you try removing the tape? Did you try turning the machine off and on again?  
We would like to send a technician to look at the machine. Could you tell us what time is suitable?  
We can talk about a replacement when our technician checks the machine.  
We are sorry again for the problems you had.  
Best regards,  
Axel Klopff  
Customer Services Manager

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.108 Using negatives and questions in the past: Past Simple

**Pronunciation bank:** p.99 'th' as /θ/ and /ð/

**Workbook:** p.20 Exercises 3 and 4; p.22 Exercises 1-3; p.47 Exercises 1-4

## 4.4 > Work skills

### Face-to-face complaints

#### GSE learning objectives

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can use language related to making an apology.
- Can make and accept a simple apology.
- Can make offers using basic fixed expressions.

## Lead-in

Students discuss different situations in which a customer may complain.

**1** Explain the activity and check that students understand the meanings of the phrases in the box. Then put them in pairs and give them 1-2 minutes to discuss the question. Check answers with the class.

- A a software problem    B the wrong amount  
C a broken product

**2** ▶ 4.06 Before you start, you may wish to pre-teach the following vocabulary from the dialogues: *this is too much*, *microphone settings*, *screen*, *damaged* and *have a look at something*. Play the recording and ask students to read and listen. Then ask them to do the matching task, individually or in pairs, and check answers with the class. If there is time, you could get students to practise the dialogues in pairs.

- 1 B    2 A    3 C

## Video

Students watch a video of people making and responding to complaints.

**3** ▶ 4.4.1 Before students watch the video, briefly explain the context: Liz, an employee at Murray&Jahner, is describing a problem to a Sales Assistant. Ask students to make notes in answer to the questions while watching, and play Part 1 of the video. Check answers with the class.

- 1 When Liz makes a phone call, people can't hear her.  
2 check the microphone settings, turn the phone off and on again  
3 yes

**4A** ▶ 4.4.2 Explain the activity and go through the phrases in the box with students before they watch Part 2 of the video. Teach or elicit the meanings of *phone maker* and *repair*, then play the video. Check answers with the class.

- to give the customer a different phone, to give the customer her money back, to order a new phone

**4B** ▶ 4.4.2 Give students time to read the questions before they watch again, and play the video. If there is time, get them to compare answers in pairs before class feedback. In stronger classes, you could ask students to try to answer the questions from what they remember from the first viewing, then play the video again for them to check/complete their answers.

- 1 to order a new phone  
2 She likes the model.

**5** Tell students that the phrases in this exercise are things the Sales Assistant tells Liz in the video. Explain the activity and let students attempt the matching task individually. You could play both parts of the video again for students to check their answers or you could go over them with the class. Check that students understand all the phrases, clarifying meanings as necessary.

1 b 2 c 3 a 4 d 5 e 6 g 7 f 8 h

## Speaking: Responding to a complaint

Students look at useful phrases for responding to complaints.

### Responding to a complaint

Go through the Speaking box with the class, pointing out the different function of each group of phrases and clarifying meanings as necessary. You may need to help students with the pronunciation of some of the phrases – drill them around the class if necessary.

### Unit 4 Extra speaking lesson

This lesson gives further speaking practice related to responding to complaints. To access the lesson go to MyEnglishLab > Extra speaking lessons.

### Extra activities 4.4

**A** This activity practises the functional language from the Speaking box. It is a consolidation exercise, so students should do it individually. You could get them to compare answers in pairs before checking with the class. After feedback, you could put them in pairs to practise the conversation.

1 the problem 2 Did you try 3 can give  
4 you can choose 5 I'll order 6 call you

**6** Put students in pairs and explain that they are going to practise making and responding to complaints by roleplaying conversations between a customer and a Sales Assistant. Assign roles, refer students to their information for Scenario 1 on pages 45 and 117, and give them time to read it. Answer any (vocabulary) questions students may have, and explain that they are first going to have some time to prepare for their conversations and think about what they are going to say. They could do this individually or you may prefer to put them in A–A and B–B pairs for this stage. Set a time limit for the preparation stage and remind the Sales Assistants to use phrases from the Speaking box. Monitor and offer help as necessary. When students are ready, they hold their roleplays. Repeat the process for Scenario 2. When pairs have completed both roleplays, invite brief class feedback: What did they think about the activity? What did they find easy/difficult? Did they use phrases from the Speaking box? Finally, highlight any errors/difficulties you noted while monitoring.

### Model answers

#### Scenario 1

**B:** Hello. How can I help you?

**A:** I bought this laptop yesterday but it didn't turn on.

**B:** I'm sorry about that. Did you try charging it?

**A:** Yes, but it didn't work.

**B:** Did you try taking the battery out and putting it back in?

**A:** Yes, but it still didn't turn on.

**B:** OK. I can give you your money back, I can give you a different laptop or I can order a new one.

**A:** I'd like a new one, please.

**B:** OK. I'll order it now and you can collect it on Monday.

#### Scenario 2

**A:** Hello. How can I help you?

**B:** I bought this phone yesterday but the volume doesn't work.

**A:** I'm sorry about that. Did you try turning it off and on?

**B:** Yes, but it didn't work.

**A:** Did you try cleaning the volume button?

**B:** Yes, but it still didn't work.

**A:** OK. I can give you your money back, I can give you a different phone or I can order a new one.

**B:** I'd like a different phone.

**A:** OK. You can choose a different phone and I'll replace it.

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.141 Exercises 5 and 6; Photocopiable 4.4 p.120

**Workbook:** p.23 Exercises 1 and 2

## Business workshop

### Can I help you?

#### GSE learning objectives

- Can answer simple questions on the phone using fixed expressions.
- Can understand short, simple emails on work-related topics.
- Can write a simple email requesting work-related information.
- Can write very simple personal emails/letters expressing thanks and apology.

### Phone calls

Students roleplay a phone call where they describe a problem and offer a solution.

**1** If you think your students will find this activity difficult, review the language in the Listening section of Lesson 4.2 before you start. Put students in pairs, tell them that they are going to roleplay a phone call and explain the scenario: Student A is a customer who has a problem with a product; they are going to call Student B, a Customer Service Assistant, and describe the problem. Student B answers the call and

offers a solution. Refer students to their information on pages 46 and 117, give them time to read it, and point out the list of useful phrases for each role – you may wish to go through this with the class. Answer any questions students may have, then ask them to begin their roleplays. During the activity, monitor but do not interrupt students' phone calls. If there are any points to highlight, go over them in a brief feedback session afterwards. If there is time, and if your students are comfortable doing so, you could invite a few pairs to act out their conversations for the class.

**Model answer**

- B:** Hello, PTC Supplies.  
**A:** Hello, this is [name] from Masacati Manufacturing.  
**B:** Hello, [name]. This is [name]. How can I help you?  
**A:** We bought a part from you but it's broken.  
**B:** I'm sorry about that. Can I take the order number?  
**A:** Yes, it's PTCS00785.  
**B:** OK. I can send you a replacement tomorrow.  
**A:** OK. Thank you.  
**B:** Can I help you with anything else?  
**A:** No, thanks.

## Complaints

Students read an email of complaint.

**2** Explain the activity, go through the phrases in the box with the class and check that students understand them. Get students to complete the task individually, and encourage them to underline the parts of the text that refer to each problem they tick. Check answers with the class. If there is time, ask students to look at the email again and say what the customer wants (another replacement or a refund).

a part was broken, someone sent the wrong replacement

## Replying to a complaint

Students write a reply to an email of complaint.

**3** If you think your students will find this activity difficult, review the second Reading section and the Writing section of Lesson 4.3 before you start. Explain the writing task and give students time to read the list of steps and ask you any questions they may have. Point out the useful phrases in the box and encourage students to try to use them in their emails. Students may also refer to the model email in Exercise 4 in Lesson 4.3 if they need help. In weaker classes, you could let students plan their emails in pairs. If there is no time to do the writing task in class, it can be assigned as homework.

**Model answer**

Dear Ms Piancastelli,  
 We are sorry that you had problems with your order. Can we get some more information about the problem?  
 Did the box arrive damaged?  
 Is the correct part number PNZ2654H?  
 We will send you the correct part today. We would also like to give you your money back because we made a mistake.  
 We are sorry again for the problems you had.  
 Best regards,  
 Ken Yoon

## Grammar reference < 4

### 4.1

- 1 **1** I studied at Oxford.  
**2** My headphones stopped working.  
**3** He managed a big team.  
**4** They missed the meeting.  
 2 **1** made **2** sent **3** gave **4** wrote **5** had **6** was

### 4.2

- 1 **1** She will call you back.  
**2** I will change the order now.  
**3** They will check the database for you.  
**4** I will send it by email.  
**5** We won't write the report.

### 4.3

- 1 **1** didn't go **2** didn't study **3** didn't manage  
**4** didn't have **5** didn't come  
 2 **1** Did you have **2** did the delivery come  
**3** Did you work **4** did you buy **5** Did we get

## Review < 4

- 1 **1** said **2** made **3** went **4** wrote **5** sent **6** had  
**7** saw **8** gave  
 2 **1** Check **2** that **3** send **4** Contact **5** ask **6** for  
**7** to **8** about  
 3 **1** worked **2** sent **3** said **4** stopped **5** planned  
**6** wrote **7** started **8** had **9** studied  
 4 **1** Did you work late last night? No. I didn't work late last night.  
**2** Did they finish the report yesterday? No. They didn't finish the report yesterday.  
**3** Did he meet a new client on Tuesday? No. He didn't meet a new client on Tuesday.  
**4** Did we give the presentation last Friday? No. We didn't give the presentation last Friday.  
 5 **1** can I help **2** you change **3** give you your  
**4** order a new **5** What's the **6** you try turning  
**7** could choose **8** call you when

# Office day to day

# 5

## Unit overview

	CLASSWORK	FURTHER WORK
<b>5.1 &gt;</b> <b>What are you working on?</b>	<p><b>Lead-in</b> Students talk about daily tasks at their place of work or study.</p> <p><b>Vocabulary</b> Students learn common collocations related to day-to-day tasks in the workplace.</p> <p><b>Communicative grammar</b> Students study and practise the positive and negative forms of the Present Continuous to talk about actions happening at the moment of speaking.</p> <p><b>Video</b> Students watch a video of people talking about their present activities at work.</p> <p><b>Task</b> Students practise the Present Continuous by writing about people they know.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.109 Talking about things happening now: Present Continuous</p> <p><b>Pronunciation bank:</b> p.100 /ŋ/ and the Present Continuous</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.142 Exercise 1</p> <p><b>Workbook:</b> p.24 Exercises 1–3; p.25 Exercises 1 and 2; p. 48 Exercises 1–3</p>
<b>5.2 &gt;</b> <b>Are you free at two?</b>	<p><b>Lead-in</b> Students talk about different discussion topics in meetings.</p> <p><b>Vocabulary</b> Students develop their ability to recognise words that commonly go together.</p> <p><b>Listening</b> Students listen to phone calls in which people make arrangements for meetings.</p> <p><b>Speaking</b> Students roleplay phone calls in which they make arrangements for meetings.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Workbook:</b> p.24 Exercise 4; p.26 Exercises 1–4</p>
<b>5.3 &gt;</b> <b>Can we meet to discuss ... ?</b>	<p><b>Lead-in</b> Students look at useful vocabulary for emails to arrange meetings.</p> <p><b>Reading</b> Students read emails about meeting arrangements.</p> <p><b>Communicative grammar</b> Students study and practise the Present Continuous for future arrangements.</p> <p><b>Writing</b> Students write emails discussing meeting arrangements.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.109 Talking about future arrangements: Present Continuous</p> <p><b>Pronunciation bank:</b> p.100 /ɪ/ and /i:/</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.142 Exercises 2A and 2B; p.143 Exercise 3; Photocopiable 5.3 p.121</p> <p><b>Workbook:</b> p.25 Exercises 3 and 4; p.27 Exercises 1–3; p. 48 Exercises 1–3</p>
<b>5.4 &gt;</b> <b>Work skills:</b> Can I ask a favour?	<p><b>Lead-in</b> Students think about situations in which people may ask for help.</p> <p><b>Video</b> Students watch a video about asking for and offering help at work.</p> <p><b>Speaking</b> Students look at useful phrases for asking for and offering help, and responding to offers and requests for help.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.142 Exercises 4 and 5; Photocopiable 5.4 p.122</p> <p><b>Workbook:</b> p.28 Exercises 1–3</p>
<b>Business workshop:</b> The meeting is at 3 p.m.	<p><b>Writing</b> Students write emails to arrange and agree to a meeting.</p> <p><b>Speaking</b> Students roleplay phone calls in which they rearrange meetings.</p>	

## Unit vocabulary list

### Active vocabulary

#### 5.1

go to a meeting	write a report
have a meeting	write an email
prepare for a meeting	write minutes
make a phone call	visit a client
receive a phone call	visit a colleague
wait for a phone call	visit a supplier

#### 5.2

product launch	arrange a meeting
product quality	cancel a meeting
product range	postpone a meeting
product specifications	

### Passive vocabulary

#### 5.3

agenda	notes
contract ( <i>noun</i> )	presentation slides
document ( <i>noun</i> )	report ( <i>noun</i> )
invoice ( <i>noun</i> )	spreadsheet
meeting minutes	

## 5.1 > What are you working on?

### GSE learning objectives

- Can answer simple questions about their daily activities or routines, given a model.
- Can use language related to work activities.
- Can use the Present Continuous to refer to events at the time of speaking.
- Can understand a few simple phrases related to familiar, everyday activities.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can write simple sentences about someone's work and duties.
- Can describe basic activities or events that are happening at the time of speaking.

### Lead-in

Students talk about daily tasks at their place of work or study.

**1** Go through the collocations in the box with the class and clarify meanings as necessary. Then put students in pairs and give them 2–3 minutes to discuss the question. Pre-service students can talk about the tasks which apply to their place of study or say what job they would like to do, and talk about the tasks they think they will be required to do every day. When pairs have finished, get brief feedback from the class.

### Vocabulary: Word pairs

Students learn common collocations related to day-to-day tasks in the workplace.

**2**  5.01 Tell students that they are going to listen to three people talking about their work and explain the activity. Before they listen, check that they understand the meanings of the job titles in the box and encourage them to make guesses about what each person might do in their job. Play the recording and ask students to take notes. With weaker classes, you may need to play the recording a second time or pause briefly after each speaker, to allow students time to process the information and make notes. Check answers with the class.

Jane – Sales Manager – go to meetings, visit clients  
Katie – HR Manager – send and read emails, make phone calls  
Mark – Purchaser – visit suppliers, write reports

**3** Depending on the level of your class, you could do this as a whole-class activity, checking answers and clarifying meanings as you go, or you could let students attempt the task individually or in pairs, and clarify meanings during class feedback. If students work individually or in pairs, teach or elicit the meaning of *minutes* in question 3 before they begin.

**2** do **3** the telephone **4** a presentation

**4A** Draw students' attention to the verbs in bold and explain that the gapped word will form a 'word pair' with those verbs; students need to look for the word from Exercise 3 which completes each pair. Get them to complete the exercise individually and, if time allows, to compare answers in pairs before checking with the class. If students ask about the Present Continuous forms here, explain their meaning but do not go into detail about form and use yet – tell them that they will look at these in more detail in the exercises that follow.

**1** client (also possible: supplier) **2** meeting **3** phone call  
**4** meeting **5** supplier (also possible: client; colleague)  
**6** minutes

**4B** Do this as a quick, whole-class activity, eliciting the correct sentence for each picture.

**A** 3 **B** 6

### Extra activities 5.1

**A** This activity practises the collocations from the Vocabulary section of the lesson. Ask students to complete it individually. To check answers, you could copy the spidergrams onto the board and write (or invite students to write) the words on the board.

- 1** write emails, minutes, reports
- 2** visit clients, colleagues, suppliers
- 3** have, prepare for, go to a meeting
- 4** make, receive, wait for a phone call

### Communicative grammar: Talking about things happening now: Present Continuous

Students study and practise the positive and negative forms of the Present Continuous to talk about actions happening at the moment of speaking.

#### Talking about things happening now

Go through the Grammar box with students and highlight the verb forms in bold and the *-ing* endings in pink. Explain or elicit that all the sentences describe things which are happening now, at the moment of speaking, and elicit or explain how the Present Continuous is formed – write the pattern on the board: *am/is/are + -ing* for positive sentences; *am/is/are + not + -ing* for negative sentences. Draw students' attention to the time phrases at the end of the sentences in the Grammar box (*now, right now, at the moment*), write them on the board and explain that they are often used with the Present Continuous. After going through the Grammar box with students, refer them to the Grammar reference on page 109 and look at the tables with them. Pay particular attention to the spelling rules for verb + *-ing*. Students could then do the extra grammar activities there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 77.



## Pronunciation bank

### p.100: /ŋ/ and the Present Continuous

**1A** P5.01 The /ŋ/ sound is a nasal consonant. It is produced in the same position as /k/ and /g/, with the back of the tongue raised and its front hanging. However, unlike /k/ and /g/, it is a sound with a continuous vibration, not a plosive. When you produce /ŋ/, you can feel your nose tingling. Depending on their first language, your students may have a tendency to say /n/ instead of /ŋ/. The sound /n/ is articulated with the tip of the tongue touching the alveolar ridge.

Play the recording and get students to repeat. Ask them to point to where on their body they feel the pronunciation of /ŋ/ (they should point to their noses). This way, they can establish that the sound is produced with the air going through the nose, not the mouth.

**1B** P5.02 Draw students' attention to the words, and explain that the /ŋ/ sound is usually represented by the letters *ng*, and that the *g* in this sequence is silent. Play the recording and get them to repeat the words individually or as a group. Draw their attention to the fact that the common *-ing* ending is pronounced /ɪŋ/.

**2** P5.03 This exercise presents the contracted forms of the verb *be*: *I'm* /aɪm/, *you're* /jɔː/, *he's* /hiːz/, *she's* /ʃiːz/, *it's* /ɪts/, *we're* /wiə/ and *they're* /ðeə/. Play the recording and get students to repeat as a group.

**3A** P5.04 Ask students to look at the verbs in bold. Play the recording and get them to repeat in chorus – remind them to focus on pronouncing *-ing* /ɪŋ/ correctly.

**3B** P5.05 Play the recording for students to hear the sentences, then put them in pairs to practise saying them. During the activity, monitor and correct pronunciation of the /ŋ/ sound as necessary.

**5** Explain the activity and point out that one of the verbs in the box is in the negative form. Encourage students to read the whole email quickly before completing the gaps. Check answers with the class.

**1** 'm preparing **2** 'm waiting **3** are visiting  
**4** 's travelling **5** 'm not working

**6A** Students could do this individually or, in weaker classes, in pairs. Look at the examples with them before they begin and explain that where there is a speech bubble in the picture, students should write sentences in the first person singular or plural, using *I* or *we*. For the rest of the pictures, they should write sentences with *he*, *she* and *they*. Remind them that they can refer to the Grammar reference on page 109 if they need help with forming the Present Continuous or with the spelling rules for verb + *-ing*. If students complete the exercise individually, get them to compare answers in pairs before checking with the class.

**3** They're having a meeting.  
**4** We're travelling for work.  
**5** She's making a phone call.  
**6** I'm waiting for a phone call.  
**7** He's writing (the) minutes.  
**8** They're preparing for a meeting.

**6B** Explain the activity and look at the example with students, then get them to write their sentences individually. Check answers with the class.

**2** They aren't / 're not visiting a client.  
**3** They aren't / 're not having a meeting.  
**4** We aren't / 're not travelling for work.  
**5** She isn't / 's not making a phone call.  
**6** I'm not waiting for a phone call.  
**7** He isn't / 's not writing (the) minutes.  
**8** They aren't / 're not preparing for a meeting.

## Extra activities 5.1

**B** This activity gives further practice of the positive and negative forms of the Present Continuous. Ask students to complete it individually and look at the examples with them before they begin. Remind them to think carefully about the spelling rules for verb + *-ing* – let them refer to the Grammar reference on page 109 if they need help. Check answers with the class.

**2** We're not having a meeting right now.  
**3** She's meeting a new client at the moment.  
**4** I'm making a phone call at the moment.  
**5** We aren't / 're not preparing for a meeting right now.  
**6** I'm waiting for an email right now.  
**7** He isn't / 's not writing a report at the moment.  
**8** They're visiting a new supplier now.

## Video

Students watch a video of people talking about their present activities at work.

**7A** 5.1.1 Tell students that they are going to watch a video of people at work, talking about what they are doing at the moment. Explain the activity, give students a minute to look at the table and check that they understand the phrases in it. Play the first part of the video, then check answers with the class.

### Who:

is printing some documents? Beata  
is waiting for a phone call? Mo  
is writing invoices? Maria  
is preparing a report? Keir

**7B** 5.1.1 Explain the activity and give students a minute to read the gapped sentences before they watch the next part of the video. To help students, you could tell them that they need to complete the sentences with verbs in the Present Continuous. Play the video, then check answers with the class. Write (or invite students to write) the answers on the board, to make sure students have spelt the *-ing* forms correctly.

**1** is visiting **2** is making a **3** is checking **4** is preparing

## Task

Students practise the Present Continuous by writing about people they know.

**8A** Students should do this individually. Explain the activity, set a time limit and, if appropriate, encourage students to write about people other students in the class may know. In weaker classes, you may wish to give them a few examples by sharing sentences about your own colleagues/friends/family (see model answers below). While students are writing, monitor, helping them with any vocabulary they may need and checking they are using the Present Continuous correctly.

### Model answer

My colleague Natalio is writing a report at the moment.  
My friend Joseph is driving to the office.  
My brother isn't working – he's on holiday!

**8B** Put students in pairs and give them a few minutes to share their sentences from Exercise 8A. Explain that if their partner knows the person a sentence is about, they should say whether they agree and, if not, what they think that person is doing at the moment. As feedback, invite a few students to share their sentences with the class.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.109 Talking about things happening now: Present Continuous

**Pronunciation bank:** p.100 /ɪ/ and the Present Continuous

**Teacher's book:** Resource bank Extra vocabulary practice p.142 Exercise 1

**Workbook:** p.24 Exercises 1–3; p.25 Exercises 1 and 2; p. 48 Exercises 1–3

## 5.2 > Are you free at two?

### GSE learning objectives

- Can understand specific information in a short, simple phone call.
- Can understand key information about arrangements in simple dialogues spoken slowly and clearly.
- Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.
- Can discuss what to do and where to go, and make arrangements to meet.
- Can make simple arrangements to meet or do something.

## Lead-in

Students talk about different discussion topics in meetings.

**1** Check that students understand the words in the box and get them to complete the exercise individually. Get them to share their answers in pairs if time allows, then get brief feedback from the class. If they have ticked *other*, encourage them to specify – help them with any vocabulary they may need for this.

**2** Go through the words in the box with students and check that they understand them. Put them in pairs and give them 2–3 minutes to discuss the question, then invite students from different pairs to share their answers with the class.

## Vocabulary: Word pairs

Students develop their ability to recognise words that commonly go together.

**3A** ▶ 5.02 You could let students attempt the matching task individually or in pairs, then play the recording for them to check, and clarify meanings during feedback. Alternatively, in weaker classes, it may be better to give students more time to read the sentences before they do the exercise, asking you about any vocabulary they do not understand before you play the recording for them to check answers.

2 a 3 b 4 f 5 d 6 h 7 e 8 c

**3B** You could do this as a quick, whole-class activity, checking answers as you go, or let students complete the spidergrams individually, then check answers with the class.

1 product 2 a/the meeting

### Extra activities 5.2

**A** This activity practises vocabulary from Exercise 3. It is a consolidation exercise, so students should do it individually. If there is time, get them to compare answers in pairs before class feedback.

1 postpone 2 quality 3 arrange 4 launch  
5 cancelled 6 range 7 have 8 specifications

## Listening: Organising meetings

Students listen to phone calls in which people make arrangements for meetings.

**4A** ▶ 5.03 Explain that students are going to hear three phone calls in which people are talking about meetings. Give them a minute to look at the table, then play the recording and check answers with the class.

Phone call 1 is to a colleague.  
Phone call 2 is to a customer.  
Phone call 3 is to a supplier.

**4B** ▶ 5.03 Give students time to read the questions and options, and check that they understand the meanings of *price*, *reorder* and *return*. Play the recording, twice if necessary, then check answers with the class.

1 a 2 b 3 b 4 a 5 b 6 a 7 b 8 b 9 c

**5A** ▶ 5.04 Get students to complete the exercise individually or in pairs. Encourage them to read the whole dialogue before they complete the gaps. Play the recording for them to check their answers, then clarify meanings as necessary. Encourage them to record useful phrases from the dialogue in their notebooks (e.g. *Can we arrange a meeting to ... ?*, *That would be great.*, *Are you free on ... ?*, *Let me just check.*, *Sorry, I'm busy on ...*, *I'm free on ...*, *I can't do ...*, *Can we do ... ?*, *That's fine.*, *I'll see you then.*, *See you on ...*). You could also write these phrases on the board for students to refer to when they do the roleplays in Exercises 6 and 7.

- 1 we arrange 2 you free 3 just check 4 I'm busy  
5 free on 6 can't do 7 we do 8 see you

**5B** Put students in pairs and get them to practise the dialogue.

### Extra activities 5.2

**B** This activity looks at the functional language from the lesson. Ask students to complete the exercise individually, then check answers with the class. During feedback, check students' understanding of the phrases. For Q8, a possible alternative answer could be 'Tuesday afternoon I can't do.', but this syntax does not appear in the Coursebook. Generally, it is advisable not to present too many variations of similar expressions to lower-level language learners in order to avoid confusion.

- 1 Can we do Monday morning?
- 2 Let me just check.
- 3 Sorry, I'm busy on Wednesday. / Sorry, on Wednesday I'm busy.
- 4 Are you free on Thursday?
- 5 I'm free on Friday morning. / On Friday morning I'm free.
- 6 I'll see you then.
- 7 Can we arrange a meeting?
- 8 I can't do Tuesday afternoon.

## Speaking

**Students roleplay phone calls in which they make arrangements for meetings.**

**6** Put students in new pairs and explain that they are going to roleplay a phone call in which they make arrangements for meetings. Assign roles A and B (or let students choose) and give them time to look at the conversation outline. Point out that they need to agree on a time for the meeting before they end the phone call. Tell them that they can use the conversation in Exercise 5A as a model and encourage them to use phrases from there – refer them to the list in their notebooks and/or the board (see Exercise 5A above). Allow some preparation time while you monitor and offer help as necessary, then ask them to begin their phone calls. When they have finished, get them to swap roles and repeat the phone call. During the roleplays, monitor and note down any points to highlight during feedback, but do not interrupt students. Go through them in a brief feedback session at the end of the activity.

#### Model answer

- A:** Hello. This is [name]. How can I help you?  
**B:** Hello. This is [name] Can we arrange a meeting to talk about the product specifications / the new product range?  
**A:** Sure. I'm free on Monday at 10 a.m.  
**B:** Oh. I'm busy on Monday. Can we do Wednesday at 1?  
**A:** That's fine. I'll see you then.  
**B:** See you then. Goodbye.  
**A:** Bye!

**7** Students could do this activity in the same pairs as Exercise 6 or in new pairs. Explain that they are going to roleplay two phone calls this time; assign roles A and B (or let students choose) and give them time to read the information for Phone call 1 on pages 116 and 117. Again, remind them to refer to the conversation in Exercise 5A and to use the phrases in their notebooks and/or the board. Give them 1–2 minutes to prepare, then ask them to begin. As before, monitor and note down any points to discuss during feedback – you could go through these after each phone call or at the end of the activity. When students have finished the first phone call, ask them to swap roles, and follow the same steps for Phone call 2.

#### Model answers

##### Phone call 1

- B:** Hello. This is [name]. How can I help you?  
**A:** Hello. This is [name]. Can we meet to talk about the new project?  
**B:** Sure. I'm free on Monday at 12.  
**A:** Oh. I'm busy then. Can we do Tuesday at 12?  
**B:** Sorry, I can't do Tuesday. Are you free on Wednesday at 10 a.m.?  
**A:** Yes. I'm free then.  
**B:** That's fine. I'll see you then.  
**A:** See you then. Goodbye.  
**B:** Bye!

##### Phone call 2

- B:** Hello. This is [name]. How can I help you?  
**A:** Hello. This is [name]. Sorry, I'm afraid I need to postpone our meeting. Are you free on Thursday morning?  
**B:** Sorry, I'm busy on Thursday. Can we do Friday afternoon?  
**A:** Yes, I'm free at 3 p.m. on Friday.  
**B:** That's great. I'll see you then.  
**A:** See you then. Goodbye.  
**B:** Bye!

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Workbook:** p.24 Exercise 4; p.26 Exercises 1–4

## 5.3 > Can we meet to discuss ... ?

### GSE learning objectives

- Can understand short, simple emails on work-related topics.
- Can use the Present Continuous with future reference.
- Can write simple texts or emails making arrangements to meet, given a model.

## Lead-in

**Students look at useful vocabulary for emails to arrange meetings.**

**1A** Go through the words in the box with students and check that they understand them. Give them 2–3 minutes to complete the exercise, individually or in pairs, then check answers with the class. If possible, project the images onto the board and point (or invite students to point) to each item in turn. There could be some debate about which items are present, and stronger classes could try to give reasons for their choices. For example, a contract or a document or a report could be handwritten (left-side item).

**Suggested answer (from left to right)**

notes, a spreadsheet, presentation slides, an invoice

**1B** Depending on the time available, you could do this as a quick, whole-class activity or let students discuss the questions in pairs first, then get feedback from the class. Help students with any vocabulary they may need for the second question.

**Reading**

**Students read emails about meeting arrangements.**

**2A** Students should do this individually. Ask them to read the emails quickly and number them in the order in which they were sent (1–3). Tell them that they do not need to worry about the gap in email C for now. Check answers with the class.

B, C, A

**2B** Draw students' attention to the box on the left and the closings in emails A and B in Exercise 2A. Explain that all the phrases are used in the same way and that all three would be correct for email C. Point out the word *informal* in the box and explain or elicit its meaning; tell students that in a *formal* email, we would use different phrases at the end – the phrases here are only appropriate for emails to people we know. Ask them to complete the email with the phrase they prefer.

**3** Give students time to read the questions and get them to complete the task individually. Encourage them to underline the parts of each email that give them the answers. Get them to compare answers in pairs if time allows, then check answers with the class.

2 Sarah 3 Melissa 4 Sarah 5 Sarah 6 both

**Communicative grammar: Talking about future arrangements: Present Continuous**

**Students study and practise the Present Continuous for future arrangements.**

**Talking about future arrangements**

Ask students what the Present Continuous is used for – refer them back to Lesson 5.1 if necessary – and elicit an answer (to talk about things happening now, at the moment of speaking) and a few examples. Explain that we can also use the Present Continuous to talk about future arrangements, things we have already decided to do and planned for the near future. Refer them to the examples in the Grammar box and go through them with the class. Point out the inversion in the question form – this is new to students because Lesson 5.1 only looked at the positive and negative forms. Refer students back to the emails in Exercise 2A so they can look again at the target language in context – draw their attention to the verbs in bold in the emails. The Grammar reference on page 109 looks at the question form and short answers – you could refer students to it now and go through it with them, then get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 77.

**Extra activities 5.3**

**A** This activity gives further practice of the Present Continuous for future arrangements. Ask students to complete the exercise individually and, if necessary, do the first item as an example with the class. Encourage students to use short forms where possible.

- 1 He's not / isn't meeting clients tomorrow.
- 2 I'm working from home next week.
- 3 Are we visiting a client tomorrow?
- 4 She's not / isn't working next week.
- 5 Are they having a meeting on Monday?
- 6 You're giving a presentation next month.

**Pronunciation bank****p.100: /ɪ/ and /i:/**

**1** P5.06 P5.07 Write the word *it* on the board. Explain that *it* contains the sound /ɪ/. This is a short vowel in which the lips are wide and the centre of the tongue is raised in the mouth. Play the first recording and ask students to repeat the words with /ɪ/ as a group and then individually. Point out that /ɪ/ is usually spelt with the letter *i*, but there are common exceptions such as *gym*, *minute* and *women*. Next, write the word *eat* on the board and explain that it contains the sound /i:/. This is a long vowel. In comparison with /ɪ/, the lips are spread even wider, as if you were smiling broadly, and the centre of the tongue is raised even higher. Play the second recording and get students to repeat the words with /i:/ as a group and then individually. The vowel /i:/ is often spelt with the letters *ee* and *ea*, but there are other spellings, such as *key* and *machine*.

**2** P5.08 Point to the words *it* and *eat* on the board and demonstrate the contrast between their pronunciation. Remember that it can be very hard for students to hear and replicate this difference if their first language has considerably different vowel sounds or more consistent sound-letter correspondence. Play the recording and get students to practise saying the minimal pairs.

**3A** P5.09 Explain that students have to identify the /ɪ/ sounds in the words in bold. Note that the sentences contain new examples as well as some from Exercises 1 and 2. Then let students compare answers with a partner before confirming them with the whole class.

**3B** P5.09 Play the recording again, this time instructing the students to identify the /i:/ sounds in the words in bold. Ask students to compare answers with their partner again, before going through the answers with the whole class.

(Student A: /ɪ/ sounds are circled Student B: /i:/ sounds are underlined.)

- 1 My colleagues feelingill.
- 2 Tom's going your team hos greetings.
- 3 I need to read the minutes of the meeting.
- 4 Can you fix the machine this week, please?
- 5 He's leaving the town to live near the beach.

**3C** Students practise saying the sentences in their pairs. During the activity, monitor and correct the pronunciation of the /ɪ/ and /i:/ sounds as necessary.

**4A-C** These activities practise the Present Continuous as well as providing students with models for the writing tasks in the next section. For each activity, get students to complete the task individually and, if time allows, get them to compare answers in pairs before checking with the class. During feedback, go over any errors or difficulties as necessary.

- 4A** 1 're starting 2 'm not working 3 Are you working  
**4B** 1 am/'m meeting 2 am/'m visiting  
 3 Are you working  
**4C** 1 are not / aren't working 2 am/'m talking  
 3 am/'m visiting 4 am/'m working

## Writing

Students write emails discussing meeting arrangements.

**5** Explain to students that all the sentences here include useful phrases for emails like the ones in Exercises 4A-4C – draw their attention to the text in bold in each sentence. Explain that they need to match each of the sentences on the left (1-6) with one with a similar meaning on the right (a-f). Get them to complete the exercise individually, then check answers with the class, clarifying meanings as necessary.

2 e 3 a 4 c 5 b 6 d

**6A** Go through the instructions with students and before they do the writing task, look again at the email in Exercise 4A with them. Point out the opening and closing, and remind them of the three ways to end an email from Exercise 2B. Get them to highlight any language they think they could use in their own emails, and remind them to also try to use phrases from Exercise 5. Allow enough time for them to plan their answer – they could do this in pairs in weaker classes – then get them to write their emails individually. While they are writing, monitor and offer help as necessary.

### Model answer

Hi Bryant,  
 We're starting a new project next month. Can we meet to discuss the project?  
 I'm free on Wednesday at 2 p.m. Are you free then?  
 Thanks,  
 Jackson

**6B** Put students in pairs and explain the task. If they planned their email in pairs in Exercise 6A, put them in new pairs for this activity. Before they begin, refer them back to the email in Exercise 4B and give them time to read it. Remind them to try

to use phrases from it and/or from Exercise 5 in their emails. Get them to exchange emails with their partner and write their reply. Again, monitor and help students during the writing task. If time is short, students can write their emails for homework.

### Model answer

Hi Jackson,  
 I'm free on Wednesday at 2 p.m. We can meet then.  
 Best,  
 Bryant

**6C** If students write their emails in Exercise 6B at home, you could do this activity in the next class. Alternatively, you could assign this writing task for homework if there is no time for students to write a third email in class. Keep students in the same pairs as Exercise 6B and explain the writing task. Give them time to look at the model email in Exercise 4C and remind them again to try to use phrases from it and/or from Exercise 5. Point out that in their email, they need to give a reason for cancelling the meeting and suggest a new day and time for it. During the activity, monitor and offer help as necessary. When students have written all three emails, you could put them in groups of four for some peer-feedback: get them to read each other's emails and think about what the other pair did well, and what can be improved. How have they opened and closed their emails? Have they used any phrases from the models and/or Exercise 5? Have they included all the necessary information in each email? Can students make any suggestions for improvements?

### Model answer

Hi Bryant,  
 I'm sorry but I can't do our meeting on Wednesday. I'm meeting some clients. Are you working on Thursday morning?  
 Best regards,  
 Jackson

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.109 Talking about future arrangements: Present Continuous

**Pronunciation bank:** p.100 /ɪ/ and /i:/

**Teacher's book:** Resource bank Extra vocabulary practice p.142 Exercises 2A and 2B; p.143 Exercise 3; Photocopiable 5.3 p.121

**Workbook:** p.25 Exercises 3 and 4; p.27 Exercises 1-3; p. 48 Exercises 1-3

## 5.4 > Work skills

### Can I ask a favour?

#### GSE learning objectives

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can use language related to making an apology.
- Can make and accept a simple apology.
- Can use language related to asking for or providing help.
- Can ask for help using basic fixed expressions.
- Can make offers using basic fixed expressions.
- Can accept offers using basic fixed expressions.
- Can decline offers using basic fixed expressions.

## Lead-in

Students think about situations in which people may ask for help.

**1** This can be done as a quick, whole-class activity if time is short. Alternatively, give students time to think about their answers individually or in pairs, then get feedback from the class. Before they begin, teach or elicit the meanings of *IT team* and *(not) well*.

### Possible answers

- 1** a colleague, the IT team, your manager, other
- 2** a colleague, your manager, other (your husband/wife/boyfriend/girlfriend, etc.)
- 3** a colleague, your manager
- 4** your manager
- 5** a colleague, your manager, other

**2** ▶ 5.05 Let students attempt the task individually or, in weaker classes, in pairs first, and play the recording for them to check their answers. Then go through the conversations with the whole class, clarifying meanings as necessary. If there is time, you could also get students to practise the conversations in pairs.

**Conversation 1:** 1c 2d 3e 4b 5a

**Conversation 2:** 1c 2e 3b 4d 5a

## Video

Students watch a video about asking for and offering help at work.

**3A** ▶ 5.4.1 Tell students that they are going to watch a video in which employees at Murray&Jahner are asking for and offering help. Explain that they are going to watch without sound first and identify whether the people in the photos, Martin, Jack and Andrea, are asking for or offering help. Encourage them to look at people's expressions and body language. Play the video without sound and elicit ideas around the class – ask students what helped them decide. You could then play the video a second time, this time with sound, for them to check their answers.

- 1** Martin asks for help.
- 2** Jack offers help.
- 3** Andrea asks for help.

**3B** ▶ 5.4.1 Before you play the video again, give students time to go through the questions and options and ask you about any 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 c 2 b 3 a 4 a 5 c 6 b**

**4** Put students in pairs, give them 2–3 minutes to discuss the question, then invite students from different pairs to share their answers with the class.

**5A/B** ▶ 5.06 Explain to students that this is an extract from the video they have just watched and give them time to read it before they listen. Encourage them to think about what types

of words may go in each gap, then play the recording for them to complete the dialogue. In weaker classes, students may need to listen a second time to check/complete their answers. In stronger classes, you could ask students to complete as many of the gaps as they can before listening, then play the recording for them to check/complete their answers. Go over the answers with the class, then put students in pairs to practise the dialogue.

**5A 1** favour **2** Could **3** Can **4** Fine **5** 'll

## Speaking: Doing favours

Students look at useful phrases for asking for and offering help, and responding to offers and requests for help.

### Doing favours

Draw students' attention to the heading *Doing favours* and check understanding. Tell them that they are going to look at useful phrases for asking for, offering, accepting and refusing help, and point out the function of each group of phrases. Give students a minute to look at the phrases, then go through the Speaking box with the class, clarifying meanings as necessary.

### Unit 5 Extra speaking lesson

This lesson gives further speaking practice related to doing favours. To access the lesson go to MyEnglishLab > Extra speaking lessons.

### Extra activities 5.4

**A–C** These activities practise the functional language from the Speaking box. As they are all consolidation exercises, it might be better for students to do them individually. After checking answers with the class, you could put students in pairs to practise the dialogues.

- A 1** favour **2** Can **3** sure **4** great  
**B 1** can I ask you for some help  
**2** That's no problem  
**3** I'm really sorry, (but) I don't know  
**4** Why don't you ask Anna  
**C 1** help **2** yes, please **3** no problem **4** great  
**5** need

**6** Put students in pairs and explain that they are going to roleplay two conversations. Explain the scenario for the first conversation: Student A has one of the problems in the list and is asking Student B for help. Go through the problems in the list with the class and check that students understand them, then ask Student As to choose one problem for the roleplay. Allow some time for students to prepare for their conversation and think about what they are going to say. Remind them to use phrases from the Speaking box. During the roleplay, monitor and check students' use of the phrases, noting down any errors to highlight during feedback. When pairs have finished, explain the scenario for the second conversation: Student B has one of the problems in the list and Student A is offering to help. Give Student Bs time to choose a problem, and allow some preparation time before pairs begin the roleplay. Again,

monitor during the conversations and note down any errors or difficulties with the phrases from the Speaking box. Round off the activity by going over any points you noted during the two roleplays. For additional practice, you could put students in new pairs and get them to roleplay the conversations again, this time choosing different problems from the list. You could also invite a few pairs to act out their conversations in front of the class, if they are comfortable doing so.

**Model answers**

Conversation 1

**A:** Could I ask a favour?

**B:** Yes, sure.

**A:** I'm having problems writing this report. Can you help me?

**B:** I'm really sorry but I'm too busy at the moment. Why don't you ask Susie?

**A:** Yes. I'll go and ask her. Thanks.

Conversation 2

**A:** Are you OK?

**B:** No, I can't open this document.

**A:** Can I help you?

**B:** Thanks. That would be great.

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.143 Exercises 4 and 5; Photocopiable 5.4 p.122

**Workbook:** p.28 Exercises 1–3

## Business workshop

### The meeting is at 3 p.m.

**GSE learning objectives**

- Can write simple texts or emails making arrangements to meet, given a model.
- Can discuss what to do and where to go, and make arrangements to meet.
- Can make simple arrangements to meet or do something.

### Arranging a meeting

**Students write emails to arrange and agree to a meeting.**

**1** Explain to students that sentences 1–8 are from different types of emails and that they need to choose the correct type of email for each sentence. Give them a minute to read the sentences and ask you any vocabulary questions they may have, then get them to complete the exercise individually and, if time allows, to compare answers in pairs before class feedback. Note that sentence 1 is taken from an email of complaint, which students saw in Lesson 3.3. Sentences 4 and 7 are from an email responding to a complaint, which students saw in Lesson 4.3.

To arrange a meeting: 3, 6, 8  
To agree to a meeting: 2, 5  
Other: 1, 4, 7

**2** Explain the writing task and go through the list of points to include with students. Give them some time to plan their emails first – they could do this in pairs in weaker classes. Remind them to try to use language from Lesson 5.3 where possible. If you think your students will find this activity difficult, refer them back to the model emails in Lesson 5.3 (Exercise 2A, email B and Exercise 4A) and review the language in Exercise 5 in the same lesson before you start.

**Model answer**

Hi Tan,

As you know, we're having some problems with the project. I'd like to talk about these with you. Can we arrange a meeting?

I'm free on Monday at 1 p.m. Are you free then?

Best,

Roberto

**3** Put students in pairs and explain that they are now going to read the email their partner wrote in Exercise 2 and write a reply. Go through the instructions with them and give them time to plan their email, individually or, in weaker classes, in pairs. Again, encourage them to use language from Lesson 5.3 where possible. If you think your students will find this activity difficult, refer them back to the model emails in Lesson 5.3 (Exercise 2A, email C and Exercise 4B) and review the language in Exercise 5 in the same lesson before you start.

**Model answer**

Hi Roberto,

I'm free on Monday. I can meet you at 1 p.m. I'll see you then.

Thanks,

Tan

### Postponing a meeting

**Students roleplay phone calls in which they rearrange meetings.**

**4** Explain the activity and give students time to read the sentences and ask you about anything they do not understand. Get them to complete the exercise individually, then check answers with the class.

1 c 2 d 3 b 4 a

**5A/B** If you think your students will find Exercises 5A and 5B difficult, review the language in Exercise 5A in Lesson 5.2 and the Speaking box in Lesson 5.4 before you start. Put students in the same pairs as Exercise 3 and explain the scenario: Student A has a problem and needs to change the day/time of the first meeting he/she arranged by email in Exercise 3. He/She calls Student B to rearrange it. First, give students time to read Student A's email from Exercise 3 and look at the details of the meeting. Then go through the outline of the phone call in this exercise, and ask students to look at the example. Point out that Student As can choose a reason/request from Exercise 4 or use their own idea. Allow plenty of time for students to prepare for their phone call – tell them that they can look at Exercise 5A in Lesson 5.2 and the Speaking box in Lesson 5.4 if they need help. Help them with any other vocabulary they may need, then ask them to begin their roleplay. When they have finished, ask them to

swap roles, and follow the same steps for the second meeting they arranged in Exercise 3 (Student B's email). During both conversations, monitor and note down any points to highlight during feedback, but do not interrupt students. Round off the activity by asking them what they found easy or difficult when making the phone calls, and going over any errors or difficulties you noted while monitoring.

**Model answer**

**B:** Hello, This is [name] at [company name] speaking. How can I help you?

**A:** Hi. This is [name]. I'm sorry but I can't do our meeting. My son's not well so I need to pick him up from school early this afternoon.

**B:** Oh, I'm sorry about that. Can we meet tomorrow at 9 a.m.?

**A:** Yes, that's no problem. And, can I ask a favour? I'm meeting some new clients at 3 p.m. Can you meet them for me?

**B:** Yes, sure. I'll meet them for you. I hope your son feels better.

**A:** Thanks. I'll see you tomorrow.

**Grammar reference < 5****5.1**

- 1 **1** 'm/am writing 2 're/are having 3 're/are working  
 4 're/are waiting 5 's/is sitting 6 's/is visiting  
 2 **1** I'm not working at the moment.  
 2 We're not having a meeting right now.  
 3 He's not visiting a client now.  
 4 They're not writing the report at the moment.  
 5 It's not working right now.

**5.3**

- 1 **1** Are we having a meeting  
 2 Is she meeting a client  
 3 Are they working from home  
 4 Am I visiting a supplier  
 5 Are you writing the report  
 6 Is he preparing the presentation slides

**Review < 5**

- 1 **1** have 2 visit 3 make 4 visit 5 write 6 write  
 2 **1** meeting 2 product 3 product 4 meeting  
 5 product 6 meeting 7 product 8 meeting  
 3 **2** I'm not talking to the client now.  
 3 They're not / They aren't preparing (for) the product launch right now.  
 4 I'm buying a new car at the moment.  
 5 We're making the presentation slides now.  
 6 She's writing a report at the moment.  
 7 He's not / He isn't travelling for work right now.  
 8 You're visiting a supplier at the moment.  
 4 **1** I'm meeting a new client next week.  
 2 She's giving a presentation in two weeks.  
 3 We're not / We aren't going on a business trip tomorrow.  
 4 Is he sending the report tomorrow?  
 5 You're not / You aren't going to the product launch next month.  
 6 We're visiting our supplier next week.  
 7 I'm working late tomorrow.  
 8 Are they having a meeting next Thursday?  
 5 **1** d 2 a 3 e 4 b 5 c 6 f 7 g 8 h

# 6

# An office move

## Unit overview

	CLASSWORK	FURTHER WORK
<b>6.1 &gt;</b> <b>It's cheaper and better</b>	<p><b>Lead-in</b> Students learn common descriptive adjectives.</p> <p><b>Vocabulary</b> Students learn more descriptive adjectives.</p> <p><b>Communicative grammar</b> Students study and practise the comparative form of adjectives.</p> <p><b>Video</b> Students watch a video of people talking about an office move.</p> <p><b>Task</b> Students compare two warehouses.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.110 Comparing two things</p> <p><b>Pronunciation bank:</b> p.101 The vowel /ə/</p> <p><b>Teacher's book:</b> Resource bank Photocopiable 6.1 p.123</p> <p><b>Workbook:</b> p.29 Exercises 1 and 2; p.30 Exercises 1 and 2; p.49 Exercises 1 and 2</p>
<b>6.2 &gt;</b> <b>Which is better?</b>	<p><b>Lead-in</b> Students talk about their shopping habits.</p> <p><b>Vocabulary</b> Students look at vocabulary related to product orders.</p> <p><b>Speaking and reading</b> Students discuss different product quotes and read an email comparing them.</p> <p><b>Writing</b> Students write sentences comparing product quotes.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.110 <i>good - better - best / bad - worse - worst</i></p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.144 Exercise 1</p> <p><b>Workbook:</b> p.29 Exercise 3; p.31 Exercises 1-4</p>
<b>6.3 &gt;</b> <b>Which is the best?</b>	<p><b>Lead-in</b> Students talk about their mobile phone contracts and look at vocabulary related to services.</p> <p><b>Reading</b> Students read an email comparing mobile phone packages.</p> <p><b>Communicative grammar</b> Students study and practise the first conditional.</p> <p><b>Writing</b> Students write an email recommending a service and giving reasons.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.110 Making proposals with <i>if</i></p> <p><b>Pronunciation bank:</b> p.101 /æ/ and /ʌ/</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.144 Exercises 2 and 3</p> <p><b>Workbook:</b> p.30 Exercises 3 and 4; p.32 Exercises 1-3; p.49 Exercises 1-4</p>
<b>6.4 &gt;</b> <b>Work skills:</b> As you can see on the slide, ...	<p><b>Lead-in</b> Students learn useful vocabulary for describing tables and graphs.</p> <p><b>Video</b> Students watch a video of a presentation using different visual aids.</p> <p><b>Speaking</b> Students look at useful phrases for describing tables and graphs during presentations.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.145 Exercises 4-6; Photocopiable 6.4 p.124</p> <p><b>Workbook:</b> p.33 Exercises 1-4</p>
<b>Business workshop:</b> The office move	<p><b>Reading</b> Students read an email about a possible office move.</p> <p><b>Speaking</b> Students compare different options for a possible office move and decide on the best one; prepare and give a presentation of a possible new office for a company.</p>	

## > Unit vocabulary list

### Active vocabulary

#### 6.1

bad	far
big	good
busy	long
cheap	short
close ( <i>adjective</i> )	spacious
difficult	traditional
easy	
expensive	

#### 6.2

delivery time	product name
minimum order	total price
payment terms	unit price

#### 6.4

bar chart	list ( <i>noun</i> )
bullet point	pie chart
column	row ( <i>noun</i> )
diagram ( <i>noun</i> )	table ( <i>noun</i> )
line graph	

### Passive vocabulary

#### 6.3

competitive price	unlimited data/texts
fixed-term contract	wide range
free national and international calls	

## 6.1 ➤ It's cheaper and better

### GSE learning objectives

- Can understand simple descriptions of places.
- Can make comparisons with regular shorter adjectives + '-er'.
- Can make comparisons with 'more' + longer adjectives.
- Can make simple comparisons between people, places or things.
- Can make simple, direct comparisons between two people or things using common adjectives.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

### Lead-in

Students learn common descriptive adjectives.

**1A** Tell students they are going to look at some pairs of opposite adjectives that can be used to describe places. Look at the adjectives with them and explain or elicit their meanings. Then explain the activity: students need to decide which pair of pictures does not match the pair of adjectives under it. Give them 1–2 minutes to complete the exercise individually, then check answers with the class.

Pair 2 is wrong: the first picture shows a *quiet* baby and the second picture shows a *noisy* baby.

**1B** Depending on the time available, you could do this as a whole-class activity, eliciting answers from different students around the class, or let students discuss in pairs or small groups first, then get brief feedback from the class. If students ask about other adjectives to describe their office/classroom, provide the words and write them on the board.

### Vocabulary: Descriptions

Students learn more descriptive adjectives.

**2A** Explain the activity and give students time to read the adverts and complete the exercise. After checking answers, draw students' attention to the adjectives in bold and teach or elicit their meanings. If students ask about other words from the texts, explain their meanings but do not focus on them at this point – keep the focus on adjectives.

**A** Aztec House **B** The Marshalls

**2B** Ask students to look at the sentences in Exercise 2C and explain that the words in bold are the *comparative forms* of the adjectives in the adverts. Explain that the comparative form is the form we use when we want to *compare* two people, things, places, etc. and elicit the meanings of *more difficult* in the example, and *quieter* in sentence 1. Do not go into detail about the rules for comparative adjectives yet – the main aim of this activity is to familiarise students with the comparative form; they will look at the grammar rules in the exercises that follow. Before students do the matching task, you may wish to point out that two of the adjectives in sentences 1–7 (*smaller* and *cheaper*) are not in the adverts. Get them to complete the exercise individually, then check answers with the class.

quiet – quieter spacious – more spacious modern – more modern short – shorter far – further expensive – more expensive traditional – more traditional busy – busier close – closer long – longer easy – easier

**2C** Get students to do this individually. It may be a good idea to elicit the meanings of the adjectives in bold once again before they begin. Get them to compare answers in pairs if time allows, then check answers with the class.

**1** busier **2** shorter **3** more difficult **4** more traditional **5** smaller **6** further, from **7** cheaper (The price for renting the whole office is lower for The Marshalls, although the price per m<sup>2</sup> is higher: Aztec: €2.16 per m<sup>2</sup>, Marshalls: €3.06 per m<sup>2</sup>.)

### Extra activities 6.1

**A** This activity practises vocabulary from Exercises 1 and 2. Ask students to complete the exercise individually and get them to compare answers in pairs before checking with the class. During feedback, check that students understand the meanings of both options in italics in each item.

**1** large **2** dark **3** noisy **4** modern  
**5** old-fashioned **6** quiet **7** difficult **8** short  
**9** close **10** long **11** easy **12** light **13** traditional  
**14** spacious **15** busy **16** small

## Communicative grammar: Comparing two things

Students study and practise the comparative form of adjectives.

### Comparing two things

Look at the first group of sentences in the grammar box with students and ask them if they notice a pattern in the comparative forms in bold. Explain or elicit that the comparative is formed by adding the ending *-er* to the adjective and the word *than* after it. Point out the differences in spelling and reassure students that you will look at these in more detail later. Move on to the second group of sentences and, again, elicit or explain the pattern: for longer adjectives (two or more syllables), the comparative is formed by adding the word *more* before the adjective and *than* after it. Now ask students to look at the adjectives at the bottom of the grammar box. Explain that they are irregular and do not follow either of the patterns above – each adjective has its own form. Finally, refer students to the Grammar reference section on page 110 and go over the table with them. Pay particular attention to the spelling rules – you could give students one or two more examples for each group and invite them to write the comparative form on the board (e.g. *short – shorter*; *dark – darker*; *noisy – noisier*; *lazy – lazier*; *hot – hotter*; *thin – thinner*). Students could do the extra grammar activities there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 89.

## Pronunciation bank

### p.101: The vowel /ə/

**1** ▶ P6.01 Play the recording and ask students to listen and notice the pronunciation of the *-er* endings. Explain that in comparatives, this ending is unstressed and pronounced /ə/ (the schwa sound – a short, weak vowel). Tell them that in British English, the /r/ sound in *-er* is silent (e.g. *faster car* /'fɑːstə 'kɑː/), unless it is followed by a vowel, e.g. *bigger office* /'bɪgə 'ɒfɪs/. (In the latter case, the /r/ behaves intrusively, meaning it is more closely linked to the initial /ɒ/ sound of the word *office*, and is clearly sounded; intrusive /r/ does *not* appear in this task, so do not focus on the mechanics of it.) Play the recording again and get students to repeat individually and/or as a group. Emphasise the rhythm in the contrasting pairs. This will help students with the schwa sound.

**2** ▶ P6.02 Play the recording and ask students to just listen and notice the pronunciation of *than*. Explain that in these examples, *than* has a weak form, pronounced /ðən/, which contains the same schwa sound as the *-er* ending in the adjectives. *Than* is unstressed and linked to the adjective. Play the recording again and get students to repeat individually and/or as a group.

**3A** ▶ P6.03 Play the recording and ask students to listen and, this time, notice the pronunciation of the articles *a* and *the*. Explain that articles are generally not stressed in English. They are linked to the words they precede and have weak forms, which contain the schwa sound: *a* /ə/ and *the* /ðə/. Play the recording again and get students to repeat the sentences individually and/or as a group.

**3B** Put students in pairs to practise saying the sentences in Exercise 3A. Monitor and correct pronunciation of the schwa sound as necessary.

**3A** Get students to complete the exercise individually and then, if time allows, to compare answers in pairs before class feedback.

- 1 This office is more expensive than our old office.
- 2 Parking here is easier than at our old office.
- 3 This building is more modern than that building.
- 4 It's bigger than our old office.
- 5 The building's darker than our old office.

**3B** Explain the activity and look at the example with the class. Get students to complete the sentences individually and remind them that they can refer to the Grammar reference on page 110 if they need help. Remind them to pay attention to spelling. Check answers with the class, clarifying any points as necessary.

- 1 more traditional, quieter
- 2 closer
- 3 longer
- 4 busier
- 5 larger
- 6 shorter

## Extra activities 6.1

**B** This activity practises comparative adjectives. Ask students to do it individually and remind them to think carefully about the spelling rules for adjective + *-er*; let them refer to the Grammar reference on page 110 if they need help. After class feedback, you could put students in pairs to practise the dialogue.

- 1 cheaper
- 2 small/smaller
- 3 big/bigger
- 4 expensive/more expensive
- 5 closer
- 6 worse
- 7 far/further
- 8 more modern

## Video

Students watch a video of people talking about an office move.

**4A** ▶ 6.1.1 Tell students that they are going to watch three people talking about an office move and comparing their old office with their new office. Explain the activity and go through the words in the box with students, checking understanding of each one. Play the video, then check answers with the class. To check answers, you could play the video a second time and tell students to ask you to pause each time a speaker talks about one of the things in the box.

canteen, car park, distance from the train station, journey time

**4B** ▶ 6.1.1 Before students watch the video again, draw their attention to the information in the box on the left and go through it with them. Explain that we can also make comparisons with nouns, using the pattern *more* + noun. Look at the example with them and elicit or give one or two more example sentences (e.g. *There are more desks in the new office than in the old office. The new office has more meeting rooms than the old office.*). Now explain the activity and point out that for some of the words in the table, the first letter is given. Play the video, twice if necessary, then check answers with the class. Write (or invite students to write) the answers on the board, to make sure they have spelt them correctly.

- 2 lighter
- 3 more modern
- 4 darker
- 5 more traditional
- 6 busier
- 7 noisier
- 8 smaller
- 9 smaller
- 10 more expensive
- 11 busy
- 12 noisy

## Task

Students compare two warehouses.

**5A** Put students in pairs and explain the scenario: they work for a manufacturing company and need to choose a warehouse to rent. They have two options, which they need to compare before they make their choice. Go through the instructions with them, give them time to look at the table and teach or elicit the meanings of *distance*, *truck*, *loading bay* and *rent*. To help them, you could elicit different adjectives they could use to compare the two warehouses and list them on the board (e.g. *big/small*, *close/far*, *easy/difficult (to park)*, *expensive/cheap*). Remind students that they can also make comparisons with nouns, e.g. *more parking spaces*, *more loading bays*.

**Possible answers**

Wilson Lane is bigger than Leadson Road.  
 Leadson Road is closer than Wilson Lane.  
 It's easier to park trucks at Wilson Lane.  
 Wilson Lane is more expensive than Leadson Road.  
 Leadson Road is cheaper than Wilson Lane.

**5B** Students should work in the same pairs as Exercise 5A. Tell them that they will now choose one warehouse to rent and give them time to read the features of the perfect warehouse for their company. Refer them to the example sentence and explain that they should use similar sentences with their partner in their discussion. At the end they should decide which warehouse their company should rent. If you think your students will find it difficult to produce sentences like the ones in the example (and the model answer below), you could write the model answer sentences on the board as a framework, gapping the comparative forms for students to complete. Or you could ask them to choose a warehouse and give just one reason for their choice. There is no single correct choice of warehouse; the aim is to ensure students have more practice of comparative forms.

**Model answer**

Supports Leadson Road:  
 Wilson Lane is bigger, but Leadson Road can fit six trucks. That is enough for us.  
 The Leadson Road rent is cheaper than Wilson Lane.  
 Wilson Lane is too expensive for us.  
 Leadson Road is closer to our factory. The journey is shorter.

Supports Wilson Lane:  
 We can park more trucks at Wilson Lane, so we can be busier.  
 Wilson Lane is further from our factory, but it is only two kilometres further.  
 The space at Wilson Lane is bigger than Leadson Road. It has the best space. We need more than twenty thousand square metres.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.110 Comparing two things

**Pronunciation bank:** p.101 The vowel /ə/

**Teacher's book:** Resource bank Photocopiable 6.1 p.123

**Workbook:** p.29 Exercises 1 and 2; p.30 Exercises 1 and 2; p.49 Exercises 1 and 2

## 6.2 Which is better?

**GSE learning objectives**

- Can use language related to payment terms and conditions.
- Can understand short, simple emails on work-related topics.
- Can make simple, direct comparisons between two people or things using common adjectives.
- Can write basic sentences describing everyday objects (e.g. colour, size), given a model.

## Lead-in

**Students talk about their shopping habits.**

**1** Ask students to look at the captioned pictures and teach or elicit the meanings of the words for the different categories of goods. Explain *in person* and *online* in the instructions and refer to the example sentences for models of good responses. If there is time, let students discuss the question in pairs or small groups first, then elicit answers around the class.

## Vocabulary: Orders

**Students look at vocabulary related to product orders.**

**2** Do this as a whole-class activity. Give students a minute to look at the table, then go through it with them, clarifying meanings as necessary. Pay particular attention to the words in bold in the first column. Elicit the correct answers.

IT equipment

**3** Explain the activity and check that students understand (*do something*) *for free* and *no later than*. Ask them to complete the exercise individually, then check answers with the class.

**2** minimum order **3** payment terms **4** unit price  
**5** quote

**4** Students could do this individually or, in weaker classes, in pairs. Explain the activity and, if necessary, do the first item as an example with the class. Check that students understand *both ... and ...* in sentence 1. If they do the exercise individually, get them to compare answers in pairs before checking with the class.

**1** payment terms **2** delivery time **3** product name  
**4** total price **5** unit price

### Extra activities 6.2

**A** This activity practises vocabulary from Exercises 2–4. Ask students to complete the table individually and, if necessary, do the first item as an example with them. Check answers with the class.

<b>Product name:</b>	390X Tablet
<b>Unit price:</b>	£420
<b>Number of units:</b>	10 tablets
<b>Delivery time:</b>	30 days from order
<b>Payment terms:</b>	10 days from date of invoice
<b>Total price:</b>	£4,200

## Speaking and reading: Supplier quotes

**Students discuss different product quotes and read an email comparing them.**

**5A** Put students in groups of four, assign roles A–D and go through the instructions with the class. Explain that Students A–C are the three suppliers who have sent quotes for the

meeting chairs, and Student D works for Morgan Whitaker; he/she needs some answers from the suppliers in order to complete the table and compare the offers. Refer Students A–C to their respective information on pages 114, 118 and 120, and Student D to the table and instructions on page 61. Give Students A–C time to read their quotes and tell them to be prepared to answer questions about them. While they are reading, Student D should write the questions he/she needs to ask them and then compare them to the ones on page 116. During the activity, monitor and offer help as necessary.

**5B** Student D now asks his/her questions to Students A–C in turn, in order to complete the table. Students A–C answer using information from their quotes. When they have finished, check the answers with the class and get Students A–C to complete the table as well – they will need to refer to it in Exercise 5C.

	The Work Furniture Specialist	Brench Office Supplies	Winners Office Supplies
<b>Product name</b>	Milan office chair	Benson meeting chair	Soldero meeting chair
<b>Unit price</b>	\$90	\$75.50	\$50
<b>Minimum order</b>	15	20	10
<b>Delivery time</b>	20 days	30 days	60 days
<b>Payment terms</b>	60 days	30 days	90 days

**5C** Put students in new groups of three or four for this activity. Explain that they need to compare the three quotes using the information in the table in Exercise 5B. Draw their attention to the example sentences and check that they understand *prefer*. Tell them that they need to make similar sentences, using phrases such as *I think ... is ... because ...* and *I prefer ... because it is ...*, and make it clear that they need to use comparatives. During the activity, monitor and check that students are using the target language correctly – highlight any errors during feedback.

#### Possible answers

The Milan office chair is more expensive than the others. Winners Office Supplies gives you longer to pay, but they have longer delivery times, too. Brench Office Supplies has a larger minimum order than the others.

**6** Explain to students that in the email, Milo, a manager from Morgan Whitaker, is comparing the three options from Exercise 5 and explaining where he thinks they need to buy the chairs from. Students need to look at the information in the table in Exercise 5B again and complete the gaps with the company names. Get them to complete the exercise individually, then check answers with the class.

**1** The Work Furniture Specialist **2** Winners Office Supplies **3** Brench Office Supplies **4** The Work Furniture Specialist

#### good – better – best / bad – worse – worst

Write the following sentences from the email in Exercise 6 on the board, underlining the comparative adjectives: *The Work Furniture Specialist is the best quote. They'll have the worst quality.* Elicit or explain the meanings of *the best* and *the worst*, then refer students to the Grammar box. Look at the example sentences with them, elicit the meanings of the words in bold and point out the article *the* before the superlative adjectives. Note that the Coursebook only covers these two superlative adjectives, which should be looked at as lexical items here – do not go into detail about how to form superlatives because they are not covered in this level. After looking at the Grammar box, you could refer students to the Grammar reference on page 110 and get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 89.

#### Extra activities 6.2

**B** This activity gives further practice of the comparative and superlative forms of *good* and *bad*. Explain that students need to look at the star rating for each chair in order to choose the correct adjective/form each time and, if necessary, do the first item as an example with them. Check answers with the class.

**1** worse than **2** better than **3** better than  
**4** worse than **5** the best **6** the worst

## Writing

**Students write sentences comparing product quotes.**

**7A** Explain the scenario and activity, and check that students understand *standing desk*. Point out that they need to write one word in each gap and that there may be more than one possible answer in some items. Look at the example with students and ask them to complete the exercise individually. If time allows, get them to compare answers in pairs before checking with the class.

**1** more expensive than **2** the best **3** smaller/lower  
**4** is longer than **5** are better/longer than

**7B** Students could do this individually or in pairs. Explain that they now have to write their own sentences comparing the three desks, using the information in the table in Exercise 7A. Tell them that they can write any sentences about the information in the table, but point out that they should be different from those in Exercise 7A. If necessary, elicit or give them an example. Set a time limit for students to write their sentences, and during the activity, monitor and correct any errors with comparative and superlative adjectives. When they have finished, invite different students to share some of their sentences with the class and, if there is time, go over any errors you noted while monitoring.

**Possible answers**

The Work Furniture Specialist has a shorter delivery time than Winners Office Supplies.  
 Brench Office Supplies is more expensive than Winners Office Supplies and The Work Furniture Specialist.  
 Winners Office Supplies has a higher minimum order than Brench Office Supplies but a lower minimum order than The Work Furniture Specialist.  
 Winners Office Supplies has better payment terms than both The Work Furniture Specialist and Brench Office Supplies.  
 Brench Office Supplies has a shorter delivery time than Winners Office Supplies.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.110 *good – better – best / bad – worse – worst*

**Teacher's book:** Resource bank Extra vocabulary practice p.144 Exercise 1

**Workbook:** p.29 Exercise 3; p.31 Exercises 1–4

### 6.3 Which is the best?

**GSE learning objectives**

- Can understand short, simple emails on work-related topics.
- Can read and understand simple prices.
- Can describe possible future outcomes of a present action or situation using the first conditional.

**Lead-in**

Students talk about their mobile phone contracts and look at vocabulary related to services.

**1A** Tell students that they are going to talk about their mobile phones and give them a minute to read the statements. Teach or elicit the meanings of *extra*, *calls*, *texts*, *at no extra cost* and *contract*. Ask them to tick the sentences that are true for them, then invite different students to share their answers with the class. Alternatively, ask for a show of hands for each statement.

**1B** Pre-teach *phone provider* and explain that the phrases in the box are products and services a phone provider might offer. Go through the phrases in the box with the class and check that students understand them. Ask students to complete the task individually, then check answers with the class.

1 free national and international calls 2 unlimited data and texts 3 fixed-term contracts 4 a wide range of phones 5 competitive prices

**1C** Put students in pairs and explain the activity. Remind them to use comparative adjectives and think about their answers to Exercises 1A and 1B. Give them 2–3 minutes to discuss in their pairs, then invite students from different pairs to share their answers with the class.

**2** This exercise looks at vocabulary covered in previous exercises, so students should be able to do it individually. Check answers with the class, clarifying meanings as necessary.

1 prices 2 contracts 3 data and texts 4 international 5 range

### Reading

Students read an email comparing mobile phone packages.

**3A** Go through the instructions with students and check that they understand *financial services (company)*. Ask them to read the email quickly and complete the sentence – tell them not to worry about any unknown words in the text but to focus on understanding the general idea in order to complete the sentence. Check answers with the class.

standard, cheaper

**3B** Explain that students are going to read the email again in order to complete the table. Look at the headings in the first column with them. If necessary, do the first item as an example with the class, highlighting where the answer can be found in the email. Encourage students to do the same when they complete the rest of the gaps. Get them to complete the exercise individually or, in weaker classes, in pairs, then check answers with the class. After feedback, you may wish to teach or elicit the meanings of some useful words from the text, e.g. *package*, *attachment*, *details*, *in summary*, *standard*, *user*, *per (minute)*. Also check that students understand the meaning of *slow* and *faster* related to internet speeds as these two adjectives are both new in this lesson.

	BUSINESS STANDARD	BUSINESS PLUS
Price	\$2,600	\$4,450
Data	3GB per user	unlimited
Texts	unlimited	unlimited
National calls	free	free
International calls	20 cents per minute	free

### Communicative grammar: Making proposals with *if*

Students study and practise the first conditional.

**Making proposals with *if***

Draw students' attention to the heading and explain or elicit that *if* is a conjunction used to introduce a condition when talking about something that might happen. Give students a minute to read the sentences and check understanding. Then draw attention to the words in bold and ask students if they notice a pattern – elicit or give the answer, and write the pattern on the board: *if* + Present Simple (the tense introduced in Lesson 2.3) → *will* + infinitive. If necessary, explain that the infinitive is the base form of a verb. Copy the first example sentence from the Grammar box onto the board and draw a vertical line between the two clauses, dividing the sentence into two parts. Explain to students that the first part is the condition – what needs to happen first in order for something else to happen next; the second part is the result – what happens as a result of the condition. If you wish, you may tell students that a sentence may start with the *if* clause – the condition – or the result clause, but in this lesson the *if* clause will always come first. You could rewrite the example sentence from the board to illustrate this: *It'll cost \$2,600 per month if we choose the 'Business standard' package.* Use the two sentences

on the board to explain that when the condition comes first, we use a comma between the two clauses; when the sentence starts with the result clause, we do not use a comma. At this point, you could refer students to the Grammar reference on page 110, go through the table and examples with them, then get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 89.

## Pronunciation bank

### p.101: /æ/ and /ʌ/

**1** ▶ P6.04 ▶ P6.05 Write the word *app* on the board, model its pronunciation and explain that it contains the sound /æ/. This is a short vowel in which the lips are stretched out, the mouth is wide open and the tongue is low at the front of the mouth. Play the first recording and ask students to repeat the words with /æ/ as a group and then individually. Point out that /æ/ is usually spelt with the letter *a*. Next, write the word *but* on the board, model its pronunciation and explain that it contains the sound /ʌ/, which is also a short vowel. In comparison with /æ/, the mouth is not so wide open and the tongue is between the middle and the back of the mouth. It is important to demonstrate the two vowels in contrast for students to notice the difference in the mouth position. Play the second recording and get students to repeat the words with /ʌ/ as a group and then individually. Tell students that /ʌ/ is often spelt with the letter *u*, but there are other spellings, e.g. *country*, *Monday* and *blood*.

**2** ▶ P6.06 Demonstrate the contrast between *app* /æp/ and *up* /ʌp/. You may wish to explain the meanings of *bat*, *cap*, *match* and *track* as these words are not present in Units 1–6. Play the recording and get students to practise saying the minimal pairs.

**3A** ▶ P6.07 Tell students that they will have to identify the /æ/ sounds in the words in bold. Note that the sentences contain new examples as well as some from Exercises 1 and 2. Play the recording, then get students to compare their answers in pairs before confirming them as a group.

**3B** ▶ P6.07 Tell students that they will listen again but this time they should identify /ʌ/ in the words *not* in bold. Play the recording, then ask students to compare their answers in pairs again before going through the answers together as a group.

(Student A: /æ/ sounds are circled; Student B: /ʌ/ sounds are underlined.)

- We discussed the **current** **contract** at **lunch**.
- See the **attach**ment for the **update** on the **budget**.
- I sent the broken **laptop** **back** to the shop on **Monday**.
- Both the **plus** **package** and the **stand**ard offer free **nation**al calls.
- If **customer**s **have** problems with the **app**, they can **contact** me on this **number**.

**3c** Get students to practise saying the sentences in pairs or individually. They could watch and record themselves saying the sentences on their phones. Monitor and correct pronunciation of /æ/ and /ʌ/ as necessary.

**4A** Explain the activity and, if necessary, complete the first item as an example with the class. Get students to complete the exercise individually and remind them that they can refer to the Grammar reference on page 110 if they need help. Check answers with the class.

- buy, 'll/will get
- orders, 'll/will save
- take, 'll/will cost
- get, 'll/will have
- sell, 'll/will make
- has, 'll/will receive

**4B** Again, as this is a consolidation exercise, students should work on it individually, referring to the Grammar reference on page 110 if necessary. After checking answers, go over any errors or difficulties you noted during this and the previous activity.

- If we take the standard package, we'll / we will have a twenty-four-month contract.
- If he buys now, he'll / he will get better payment terms.
- If I choose the standard package, I'll / I will save money.
- If they order more, they'll / they will have a lower unit price.
- If she changes the order, the delivery time will be longer.

### Extra activities 6.3

**A** This activity gives further practice of the first conditional. Look at the example with students before they begin and point out that the two parts (clauses) of the sentence are separated by a comma. Ask them to complete the exercise individually, then check answers with the class.

- If they buy today, they will save money.
- If I return the order, I will get the money back.
- If we sell more, we will make more money.
- If he buys fifteen, he will pay more.
- If you order today, we will deliver tomorrow.

## Writing

**Students write an email recommending a service and giving reasons.**

**5A** Ask students to look at the table in Exercise 5B and explain that it shows two offers for office phones and internet. Students need to match the sentence halves using the information from the table. Get them to complete the exercise individually, then check answers with the class. After feedback, point out the phrases in bold in the sentences, check that students understand them, and write them on the board for students to refer to during the writing task which follows (*I think ... is better because ... ; I think we should choose ... because ...*).

- c
- b
- d
- a

**5B** Tell students that they are going to write an email comparing the two offers in the table and explaining which one they prefer. Go through the instructions with them. Explain that they can use the email in Exercise 3A as a model, and refer them to the phrases on the board for explaining preferences. Ask them to read the email and find phrases they could use to compare the two offers – elicit these and add them to the list on the board (e.g. *If we choose ... , we'll ... ; We'll get ... but ... ; If we get this package, we'll ...*). Also point out the structure of the email before students begin: there is an opening and closing, an introduction followed by two bullet points, one for each offer, and a final paragraph explaining which offer the writer prefers and why. Encourage students to use the same structure for their emails. If time is short, students could plan their emails in class and then do the writing task for homework. For weaker classes, you may wish to let students plan their emails in pairs.

**Model answer**

Hi Amani,  
I think Magnus 1 is better because it's faster.  
If we choose AmuTel, we'll save money but it's slower.  
If we choose Magnus 1, we will get free national and international calls. It's more expensive than AmuTel but we'll save money on phone calls.  
Let me know if you have any questions.  
Thanks,  
Max

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.110 Making proposals with *if*

**Pronunciation bank:** p.101 /æ/ and /ʌ/

**Teacher's book:** Resource bank Extra vocabulary practice p.144 Exercises 2 and 3

**Workbook:** p.30 Exercises 3 and 4; p.32 Exercises 1-3; p.49 Exercises 1-4

## 6.4 Work skills

As you can see on the slide, ...

**GSE learning objectives**

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can understand simple, factual information in a work-related video.
- Can recognise a few key words or phrases in a simple presentation.

### Lead-in

Students learn useful vocabulary for describing tables and graphs.

**1A** You could do this as a whole-class activity, checking answers and clarifying meanings as you go. Alternatively, for stronger classes, you could let students attempt the exercise individually or in pairs, and clarify meanings during feedback. In addition to the words in the box, check that students understand *customer satisfaction* in slide 3; *move* in slide 4; *poor, satisfactory* and *excellent* in slide 6, as well as the job titles in slide 5: *CEO* (Chief Executive Officer), *COO* (Chief Operating Officer), *CFO* (Chief Financial Officer) and *CMO* (Chief Marketing Officer).

**b** row **c** column **d** line graph **e** bar chart **f** list  
**g** bullet point **h** diagram **i** pie chart

**1B** Give students time to read the sentences and check that they understand *short* and *long* (for time periods), *unfortunately*, *report to* and *satisfied*. Get them to do the exercise individually, then check answers with the class.

**ii** Slide 4 **iii** Slide 5 **iv** Slide 1 **v** Slide 3 **vi** Slide 6

## Video

Students watch a video of a presentation using different visual aids.

**2A** **6.4.1** Tell students that they are going to watch a video in which a Sales Representative (Krzysztof – he appeared in Unit 1) is giving a presentation about laser and inkjet printers to Yumiko and Martin at Murray&Jahner. Check that they understand *laser printer* and *inkjet printer*. Look at the words in the box with them and check again that they understand each one – you could ask them to point to the correct slide in Exercise 1 for each item. Students could watch the video with or without sound for this activity. If they watch it with sound, you may wish to pre-teach the following vocabulary: *guarantee* (n), *toner*, *ink*, *discount* (n). If they watch without sound, you could pre-teach these items before they do the next activity. To check answers, you could play the video and tell students to ask you to pause each time they see one of the items from the box.

a bar chart, a bullet-pointed list, a table

**2B** **6.4.1** Give students time to read the statements before they watch again, and check that they understand *per* (*minute/copy*). Play the video, then check answers with the class.

**1 T 2 T 3 F 4 T 5 T 6 F**

**3** 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. You could play the video again for them to check their answers or confirm them yourself. During feedback, clarify meanings as necessary.

**1 f 2 a 3 g 4 b 5 d 6 c 7 e**

## Speaking: Talking about presentation slides

Students look at useful phrases for describing tables and graphs during presentations.

### Talking about presentation slides

Explain to students that they are going to look at useful phrases for talking about slides, tables, charts and graphs during presentations. Give them a minute to look at the sentences in the two groups, then go through them with the class, clarifying meanings as necessary. Make sure they understand that by changing some words in each sentence, they can refer to different visuals each time, e.g. *Now let's look at customer satisfaction / delivery times. If you look at the table / second column / pie chart, you'll see that ...*

**Unit 6 Extra speaking lesson**

This lesson gives further speaking practice related to presentation slides. To access the lesson go to MyEnglishLab > Extra speaking lessons.

**Extra activities 6.4**

**A** This activity practises the functional language from the Speaking box and is best done in two stages. Start by asking students to match the sentence halves individually and check answers with the class. Then, once students have the complete sentences, they can match them to the correct slides. Again, they should do this individually and if there is time, they could compare answers in pairs before class feedback.

**slide A:** 5e **slide B:** 6c **slide C:** 4b **slide D:** 3f  
**slide E:** 1a **slide F:** 2d

**4** ▶ 6.01 Explain the activity and briefly look at the bar chart with students. Elicit or explain that the numbers on the y axis are pounds (£), and what each of the two coloured bars illustrates (green: costs at the old office; pink: costs at the new office). Check that students understand the words in each category on the x axis and encourage them to read the whole text before they complete the gaps. Point out that some of the letters of each word are given, and that all the words are from the Speaking box so students can refer to that if they need help. Ask them to complete the text individually, then play the recording for them to check their answers. Finally, check that students understand the meanings of the following words from the text: *main differences (in), lower (costs), ink, less, in total, save.*

**1** let's **2** at **3** bar chart **4** shows **5** can see  
**6** look at **7** 'll see

**5A** Put students in pairs and refer them to their respective slides on pages 119 and 122. Explain that they each have to complete the description of their slide using words from the lesson. Point out that the first letters of the words are given and ask them to work individually for this stage. To check answers, elicit the gapped words only for each description, and write (or invite students to write) them on the board, to make sure they have spelt them correctly. Do not get students to read out sentences from their descriptions – this would pre-empt the next activity.

**Student A**

**1** table **2** third column **3** you can **4** look at  
**5** you'll see

**Student B**

**1** line graph **2** can see **3** look at **4** slide **5** you'll see

**5B/C** Explain that students will take turns to give a short presentation to their partner, using their slides. By now, they should be able to use the target language from this lesson more freely, without having to read out the descriptions in Exercise 5A word for word, so encourage them to only refer to those if they have to. Explain that while listening to their

partner, they will each have to decide if a set of statements about their partner's slide are true or false (statements 1–3 in Exercise 5B for Student A's slide, and statements 1–3 in Exercise 5C for Student B's slide). Point out that before giving their presentation, they should look at these statements and make sure they include enough information in their presentation for their partner to decide if the statements are true or false. During the activity, monitor, checking that students are using the language from the lesson correctly. When all pairs have finished, have a brief feedback session to highlight any errors or difficulties.

**5B** 1 F 2 T 3 F  
**5C** 1 F 2 T 3 F

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.145 Exercises 4–6; Photocopiable 6.4 p.124

**Workbook:** p.33 Exercises 1–4

**Business workshop****The office move****GSE learning objectives**

- Can understand short, simple emails on work-related topics.
- Can make simple, direct comparisons between two people or things using common adjectives.
- Can recognise a few key words or phrases in a simple presentation.

**An email from the boss**

**Students read an email about a possible office move.**

**1A** Explain the scenario and activity and ask students to read the email quickly and answer the question.

She wants students to find a possible new office.

**1B** Tell students that they are going to read the email again and find the things Sandra says a perfect office needs. Encourage them to underline the answers as they read and then make notes in answer to the question. If time allows, get them to compare answers in pairs before checking with the class.

should be modern, in the city centre, space for 22 people plus extra space to grow, cost \$2,500 per month maximum, parking, fast internet, five-year contract or longer

**1C** If there is time, put students in pairs or small groups to brainstorm ideas, then get feedback from the class. Alternatively, do this as a quick, whole-class activity, eliciting a few ideas around the class. Help students with any vocabulary they may need.

**Suggested answer**

A new office needs a canteen and gym. It needs big meeting rooms. It needs to be light and quiet.

**Choose an office**

Students compare different options for a possible office move and decide on the best one.

**2A** Put students in A-B pairs and tell them that they are going to look at adverts for different offices and choose the one they think their manager would prefer. Explain that they are going to work individually for this stage, and read two adverts each. Refer them to their information on pages 119 and 121, and give them time to read it. Then ask them to write five sentences like the one in the example, comparing the two offices in their adverts. Set a time limit for this stage, and when the time is up, stop students and ask them to choose the office they think their manager would prefer. Remind them to think about their answers in Exercise 1B before they make their choice. While students are writing their sentences, monitor, offer help if necessary, and check that they are using comparative adjectives correctly. If you think your students will find this activity difficult, review the Communicative grammar section about comparing two things in Lesson 6.1 before you start.

**Model answers**

**Student A**

Berlin House is bigger than 1A Foster Street.  
 There is no parking at Berlin House, but 1A Foster Street has 250 spaces.  
 Berlin House is better if you need public transport, but 1A Foster Street is better if you use a car.  
 1A Foster Street is more expensive than Berlin House.  
 There are more contract options at Berlin House than at 1A Foster Street.  
 I think our boss / Sandra would/will prefer 1A Foster Street.

**Student B**

Amstall House is closer than The Wordells to the city centre.  
 The Wordells is more traditional than Amstall House.  
 There is no parking at Amstall House, but The Wordells has 20 spaces.  
 The contract at Amstall House is longer than at The Wordells.  
 The internet at The Wordells is faster than the internet at Amstall House, but there is no WiFi.  
 I think our boss / Sandra would/will prefer The Wordells.

**2B** If you think your students will find this activity difficult, review the language from Exercise 5 in Lesson 6.3 before you start. In their pairs, students now share their sentences from Exercise 2A and take it in turns to explain to their partner which of the two offices they each read about they think their manager would prefer. Tell students that there is no single correct option but remind them to think about their answers in Exercise 1B and what the manager said a perfect office should have. To help them, you could write some useful phrases on the board, e.g. *I think Sandra would prefer ... because ... ; I think she would like ... because ... ; ... is better because ...*

**2C** Students now compare the two offices they each selected as the better option in Exercise 2B and choose the one they think their manager would prefer. Draw their attention to the example sentence and remind them to refer to the useful phrases on the board.

**Present your choice**

Students prepare and give a presentation of a possible new office for a company.

**3**  6.02 Tell students that they are going to listen to a presentation for a possible new office. Encourage them to read the whole presentation first, before they complete the gaps. Get students to work individually. Play the recording and then go over the answers as a group. If there is time, you could get them to practise the presentation in pairs.

- 1 This slide shows
- 2 as you can see
- 3 let's look at
- 4 at the final bullet point

**4A** Students should do this in the same pairs as Exercise 2. Start by getting them to compare the office they chose in Exercise 2C with their manager's ideas in the email in Exercise 1A. Give them a couple of examples if necessary: *The Wordells is cheaper than the maximum price in Sandra's email. It's \$2,100 a month, but the email says \$2,500. Sandra wants very fast internet, and The Wordells' internet speed is 30 Gbps.* Encourage them to make notes. When they are ready, explain that they are now going to prepare a presentation like the one in Exercise 3, using their notes. To guide students' preparation, they should design an accompanying slide to show their key ideas, like the one in Exercise 3. This slide can be hand-written or prepared digitally if there is enough time and IT equipment is available. Make it clear that they are going to take turns to give their presentation and remind them to use phrases from the Speaking box in lesson 6.4. Allow plenty of time for students to prepare, while you monitor and offer help as necessary.

**4B** Join pairs together into groups of four and ask them to take turns to give their presentations, so that each pair has an audience. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt students - go over these at the end of the activity. If there is time and if your students are comfortable doing so, you could get a few pairs to give their presentations to the rest of the class.

**Model answer**

**A:** So, as you can see on the slide, we think The Wordells is the best option. It's bigger than our office now, and it's close to a train station and a bus stop. They're about a three-minute walk.  
 However, it is not perfect because there are only twenty spaces in the car park.  
 If you look at the third bullet point, you'll see that the internet is very fast.  
**B:** Now, let's look at price. The Wordells costs \$2,100 a month, so it's more expensive than our office at the moment but cheaper than the maximum price in your email. We can choose a five-year contract, so that's really good.

## Grammar reference < 6

### 6.1

1 2 more expensive than 3 bigger/larger than  
4 smaller than 5 closer than 6 further than

### 6.2

1 1 good 2 worse 3 better 4 worst 5 bad 6 best

### 6.3

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

## Review < 6

1 1 difficult 2 busy 3 spacious 4 traditional 5 short  
6 close 7 long 8 easy

2	<b>Product name:</b>	Zindex A320 Toner
	<b>Unit price:</b>	\$60
	<b>Number of units:</b>	40
	<b>Delivery time:</b>	30 days from order
	<b>Payment terms:</b>	60 days from date of invoice
	<b>Total price:</b>	\$2,400

3 1 more modern 2 lighter 3 shorter 4 bigger  
5 cheaper 6 noisier 7 more expensive 8 better  
4 2 If we choose the standard package, it will cost \$500.  
3 If you offer us a discount, we will buy a hundred.  
4 If you order today, we will deliver tomorrow.  
5 If you have a problem, I will help you.  
6 If he asks the clients, they will tell him.  
7 If you look at the screen, you will see a diagram.  
8 If we move offices, we will have more space.  
5 1 look at 2 slide shows 3 As you, on the slide  
4 can see 5 If you, you can 6 you look, you'll see

## 7

## Procedures

## Unit overview

	CLASSWORK	FURTHER WORK
<b>7.1 &gt;</b> <b>What's the procedure?</b>	<p><b>Lead-in</b> Students look at a purchase order and an invoice and learn related vocabulary.</p> <p><b>Vocabulary</b> Students look at common verbs for describing procedures.</p> <p><b>Communicative grammar</b> Students study and practise <i>have to</i> for obligation.</p> <p><b>Video</b> Students watch a video of an employee explaining a procedure.</p> <p><b>Task</b> Students practise explaining simple procedures.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.110 Talking about obligation: <i>have to</i></p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.146 Exercise 1</p> <p><b>Workbook:</b> p.34 Exercises 1 and 2; p.35 Exercises 1 and 2</p>
<b>7.2 &gt;</b> <b>Workflow</b>	<p><b>Lead-in</b> Students look at vocabulary related to office supplies.</p> <p><b>Vocabulary</b> Students learn vocabulary for describing services.</p> <p><b>Reading and listening</b> Students look at a flow chart about an organisation's workflow and listen to managers discussing possible problems with it.</p> <p><b>Speaking</b> Students discuss different solutions to a workflow problem.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Pronunciation bank:</b> p.102 /aɪ/ and /eɪ/</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.146 Exercise 2</p> <p><b>Workbook:</b> p.34 Exercise 3; p.36 Exercises 1–3; p. 50 Exercises 1 and 2</p>
<b>7.3 &gt;</b> <b>A manual</b>	<p><b>Lead-in</b> Students talk about how manuals are used.</p> <p><b>Reading</b> Students read and answer questions about two manuals.</p> <p><b>Communicative grammar</b> Students study and practise imperatives.</p> <p><b>Writing</b> Students write instructions for creating an invoice.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.111 Instructions: Imperatives</p> <p><b>Pronunciation bank:</b> p.102 /ʌ/ and /r/</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.146 Exercise 3; Photocopiable 7.3 p.125</p> <p><b>Workbook:</b> p.35 Exercise 3; p.37 Exercises 1–4; p.50 Exercises 1–4</p>
<b>7.4 &gt;</b> <b>Work skills:</b> Changing a workflow	<p><b>Lead-in</b> Students look at vocabulary to describe tasks for new employees.</p> <p><b>Video</b> Students watch a video of colleagues discussing ways to improve a workflow.</p> <p><b>Speaking</b> Students look at phrases for making and responding to suggestions.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.146 Exercise 4; p.147 Exercises 5 and 6; Photocopiable 7.4 p.126</p> <p><b>Workbook:</b> p.38 Exercises 1–3</p>
<b>Business workshop:</b> How can we improve it?	<p><b>Reading</b> Students look at a flow chart about an organisation's workflow and identify possible problems.</p> <p><b>Speaking</b> Students discuss possible solutions to workflow problems and responsibilities in a workflow.</p>	

## > Unit vocabulary list

### Active vocabulary

#### 7.1

approve	notify
enter	request ( <i>verb</i> )
issue ( <i>verb</i> )	supply ( <i>verb</i> )

#### 7.2

clear ( <i>adjective</i> )	poor
complicated	reliable
efficient	simple
excellent	unreliable

#### 7.3

check ( <i>verb</i> )	organise
click ( <i>verb</i> )	phone ( <i>verb</i> )
complete	prepare
confirm	receive
download ( <i>verb</i> )	remember
forget	send

### Passive vocabulary

#### 7.1

invoice ( <i>noun</i> )	purchase order
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#### 7.2

envelope	pencil ( <i>noun</i> )
headphones	printer ink cartridge
paper	ring binder
pen ( <i>noun</i> )	stapler

#### 7.4

bank details	job-specific training
diploma	medical certificate
health and safety training	office tour
induction meeting	qualification
	reference ( <i>noun</i> )

## 7.1 ➤ What's the procedure?

### GSE learning objectives

- Can follow the sequence of events in a short, simple dialogue or narrative.
- Can express obligation and necessity in the present and near future with 'have to'.
- 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 instructions to complete a basic task, given a model.

### Lead-in

Students look at a purchase order and an invoice and learn related vocabulary.

**1** Go through the instructions with students and refer them to the two documents on page 122. Teach or elicit the meanings of *purchase order* and *invoice*, and ask students if they have ever seen/received/sent one of these documents before. Ask those who answer 'yes' what they are for and when a company might *issue* a purchase order or invoice. Before students do the matching task on page 122, look at the two documents with them. Go through each one, clarifying meanings as necessary. Also point out the abbreviations in both documents: *PO* (*Purchase Order*), *St* (*Street*), *Attn* (*Attention*), *No* (*Number*), *QTY* (*Quantity*). Then give students a minute to read the sentence halves on page 122, and teach or elicit the meanings of *created*, *ordered* and *delivered*. Get students to complete the exercise individually, then check answers with the class.

1 d 2 a 3 b 4 e 5 c

### Vocabulary: Describing a procedure

Students look at common verbs for describing procedures.

**2** Draw students' attention to the flow chart and tell them that it shows the stages a company usually follows when paying a supplier. Look at definitions 1–6 with the class, then explain the activity and give students 1–2 minutes to read the sentences in the flow chart. Check that they understand *Admin Assistant*, *items*, *system*, *approval* and *payment*, and explain the task. Ask students to complete it individually and, if time allows, get them to compare answers in pairs before checking with the class.

1 supply 2 issue 3 enters 4 notifies 5 approves  
6 requests

**3A** 7.01 Go through the instructions with the class and explain that the missing words are all from Exercise 2. Let students read the conversation before they listen, then play the recording for them to complete it. In stronger classes, you could ask students to complete as many of the gaps as they can before listening, then play the recording for them to check/complete their answers. Go over the answers with the class and then, if time allows, put students in pairs to practise the conversation. Note that the verb forms in bold are examples of the target grammar from the Communicative grammar section that follows. Explain their meaning if students ask about them, but do not cover *have to* in detail yet.

1 issue 2 enter 3 notify 4 requests 5 issue  
6 request 7 approves

**3B** Ask students to do this individually and get them to compare answers in pairs before class feedback.

a 2 b 3 c 4 d 1

### Extra activities 7.1

**A** This activity practises vocabulary for describing a procedure from Exercises 2 and 3. Ask students to do it individually and make sure they understand what they have to do – look at the example with them before they begin. You could get them to compare answers in pairs before class feedback.

2 Issue 3 supply 4 notify 5 approve 6 request

## Communicative grammar: Talking about obligation

Students study and practise *have to* for obligation.

### Talking about obligation

Give students time to read the examples in the Grammar box and elicit the meaning of *have to*; explain that we use it to talk about something that is (positive sentences) or is not (negative sentences) necessary. Make sure students understand that the negative form indicates a lack of obligation (as opposed to prohibition), i.e. 'you can do it if you want, but it is not necessary'. Refer them back to the conversation in Exercise 3A so they can look again at the target language in context – draw their attention to the verb forms in bold. Then refer them to the Grammar reference on page 110, go through it with them, and get them to do the extra grammar activities there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 100.

**4/5** Get students to complete both exercises individually and then, if time allows, to compare answers in pairs before class feedback. Remind them that they can refer to the Grammar box and/or the Grammar reference on page 110 if they need help. Highlight any errors/difficulties during feedback and, if time allows, get students to practise the conversations in pairs.

4  
1 have to 2 have to 3 have to 4 does 5 have to  
6 has to 7 have to 8 doesn't 9 have to

5

**2A:** Do you have to approve contracts?

**B:** Yes, I do. I have to approve all contracts.

**3A:** Does he have to notify suppliers about the purchase order?

**B:** No, he doesn't. He doesn't have to notify the suppliers.

**4A:** Does the purchase order number have to be on the invoice?

**B:** Yes, it does. The purchase order number has to be on all invoices.

**Extra activities 7.1**

**B** This activity gives further practice of *have to* for obligation. Explain that each notice/message has a similar meaning to the instruction or question above it and, if necessary, do the first item as an example with students. Ask them to complete the exercise individually, then check answers with the class.

1 has to 2 Does, have to 3 doesn't have to 4 have to  
5 don't have to 6 have to 7 Do, have to 8 have to

**Video**

Students watch a video of an employee explaining a procedure.

**6A** ▶ 7.1.1 Tell students that they are going to watch a video of Bernice, a Project Administrator in a large international company, explaining a procedure. Explain the task and give them time to read items a–h before they watch. Play the video, then check answers with the class.

a, b, c, h

**6B** ▶ 7.1.1 Tell students that they are going to watch the video again and this time think about the tasks Bernice does *not* do – the ones they did not tick in Exercise 6A (d, e, f, g). They should listen for who or what does these tasks. Play the video again, then check answers with the class.

d the system e the manager f the system  
g the supplier

**6C** Explain that students need to write sentences about the tasks in Exercise 6A, saying what Bernice *has to* or *doesn't have to* do. Do an example with the class if necessary, then ask students to complete the exercise individually. If time allows, get them to compare answers in pairs before checking with the class.

- a Bernice/She has to check email for new contracts.
- b Bernice/She has to create a purchase order.
- c Bernice/She has to enter supplier details.
- d Bernice/She doesn't have to notify the manager about new purchase orders.
- e Bernice/She doesn't have to approve purchase orders.
- f Bernice/She doesn't have to send purchase order numbers to suppliers.
- g Bernice/She doesn't have to include purchase order numbers on invoices.
- h Bernice/She has to check invoices.

**Task**

Students practise explaining simple procedures.

**7** Put students in pairs and tell them that they are going to practise explaining simple procedures: Student A is going to explain how to create a new purchase order on a computer system; Student B is going to explain how to create a new invoice. Refer them to their information on pages 118 and 121, and give them time to read it and ask you any vocabulary

questions they may have. Tell them that they are going to take turns to explain their procedure, using the information given. While listening, their partner should write down the steps; he/she can ask questions about anything he/she does not understand. At the end of each task, the student describing the procedure should check their partner's notes: did they write down all the steps? Did they understand the procedure? Remind students that they should use *have to* and vocabulary from Exercises 2 and 3 in their descriptions. Give them 2–3 minutes to prepare and think about what they are going to say, then ask them to begin. During the activity, monitor and note down any errors/difficulties with *have to* and the vocabulary from the lesson, but do not interrupt students. Go through any points you note in a brief feedback session at the end of the activity.

**Model answer**Task 1

You have to go into the system and you have to choose 'Create purchase order'. Then you have to enter the details into the system but you don't have to notify the supplier. Your manager has to approve the purchase order. When you receive the items, you have to request an invoice from the supplier and you have to check it. Then you have to approve payment.

Task 2

You have to go into the system and you have to choose 'Create invoice'. The salesperson has to request the invoice. You have to enter the customer details and you have to put a purchase order number on the invoice. Then, you have to enter the invoice on the customer's system but you don't have to notify the customer. The customer has to approve the invoice.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.110 Talking about obligation: *have to*

**Teacher's book:** Resource bank Extra vocabulary practice p.146 Exercise 1

**Workbook:** p.34 Exercises 1 and 2; p.35 Exercises 1 and 2

**7.2 > Workflow****GSE learning objectives**

- Can read and understand simple prices.
- Can use language related to home office and stationery.
- Can understand the main information in a description of a simple process (e.g. 'making paper'), with the support of a flow chart or diagram.

**Lead-in**

Students look at vocabulary related to office supplies.

**1A** Start by asking students what *supplies* an office might need. Elicit ideas from the class and list them on the board – use this as an opportunity to pre-teach vocabulary from the exercise. You could then ask students to look at the words in the box and see if any of their ideas are mentioned. Go through the rest of the words with students, clarifying meanings as necessary, then get them to do the exercise individually and check answers with the class. During feedback, check that

students understand the word *discount* from the webpage. You may also wish to briefly explain how to say prices in English: practise saying the first couple of prices from the webpage as examples with the class (1 *four dollars seventy-five cents* or *four seventy-five*; 2 *six dollars twenty cents* or *six twenty*), then invite different students to say the rest.

- 1 100 brown envelopes 2 12 black pens 3 5 HB pencils  
4 a stapler 5 a printer ink cartridge 6 a ring binder  
7 500 sheets of paper 8 headphones

**1B** Put students in pairs, explain the activity and encourage them to use calculators (e.g. on their phones). Remind them that there is a five percent discount on orders over \$100, and a ten percent discount on orders over \$200. Before they begin, you may wish to explain or elicit how to say some basic mathematical terms in English; students will need *plus*, *minus*, *is* (or *equals*) and *percent* for this exercise. Do a few examples on the board, e.g.  $20 + 10 = 30$ : *twenty plus ten is/equals thirty*,  $20 - 10 = 10$ : *twenty minus ten is/equals ten*,  $100 - 10\% = 90$ : *one hundred minus ten percent is/equals ninety*.

Leave the examples on the board for students to refer to during the activity, and ask them to begin. Monitor and offer help as necessary, then check answers with the class.

- 1 \$95.20 (eight packs of pens =  $8 \times \$6.20 = \$49.60$ ; twelve packs of pencils =  $12 \times \$3.80 = \$45.60$ ;  $\$49.60 + \$45.60 = \$95.20$ )  
2 \$154.85 (fifteen ring binders =  $15 \times \$7.40 = \$111$ ; ten staplers =  $10 \times \$5.20 = \$52.00$ ;  $\$111 + \$52 = \$163$ ; with a five percent discount = \$154.85)  
3 \$249.30 (five printer ink cartridges =  $5 \times \$17.50 = \$87.50$ ; six packs of paper =  $6 \times \$4.75 = \$28.50$ ; twenty packs of envelopes =  $20 \times \$4.75 = \$95$ ; three sets of headphones =  $3 \times \$22 = \$66$ ;  $\$87.50 + \$28.50 + \$95 + \$66 = \$277$ ; with a ten percent discount = \$249.30)

## Vocabulary: Descriptions

Students learn vocabulary for describing services.

**2** Explain that sentences 1–8 are comments from clients on the service they received from Office2UDirect. You could do the activity with the whole class, checking answers and clarifying meanings as you go. Alternatively, get students to do the exercise individually or in pairs, and clarify meanings during class feedback.

- 2 H 3 H 4 U 5 H 6 H 7 U 8 U

**3** Tell students that these are some more comments from clients and give them time to read the sentences before you start. Again, depending on the level of your class and the time available, this can be done as a whole-class activity, checking answers and clarifying meanings as you go, or you could ask students to try and match the sentences individually or in pairs, and clarify meanings during class feedback. After checking answers, you could ask students to mark the comments *H* (*happy*) or *U* (*unhappy*), as in Exercise 2 (H: 1, 3, 4, 5, 8; U: 2, 6, 7).

- 1 c 2 f 3 e 4 a 5 g 6 b 7 d 8 h

## Extra activities 7.2

**A** This activity practises the descriptive adjectives from Exercises 2 and 3. Ask students to do it individually, and during class feedback, check that they understand the meanings of both options in italics in each item.

- 1 simple 2 reliable 3 clear 4 efficient  
5 excellent 6 unreliable 7 poor- 8 complicated

**B** Again, ask students to complete the exercise individually. To help them, you could give them the first letter of each word before they begin. Check answers with the class, writing (or inviting students to write) the words on the board, to make sure they have spelt them correctly.

- 1 clear 2 simple 3 complicated 4 efficient  
5 excellent 6 reliable

## Reading and listening: A workflow problem

Students look at a flow chart about an organisation's workflow and listen to managers discussing possible problems with it.

**4** Tell students that the flow chart shows the workflow for processing orders at Office2UDirect and then explain the activity. Go through the phrases in the box with students and check that they understand them; also check that they understand *in stock* in the flow chart. Get them to complete the exercise individually or, in weaker classes, in pairs, then check answers with the class.

- 1 enter order into system 2 confirm delivery date  
3 prepare invoice 4 ship order

**5**  7.02 Explain to students that they are going to hear two managers at Office2UDirect discussing the workflow at the company, and give them time to read the sentences. Before you play the recording, check that they understand *complaints*, *inventory*, *warehouse* and *update* (v) in the sentences and if desired, also pre-teach *collect* and *data* from the recording. To check answers, you could play the recording a second time and tell students to ask you to pause when an answer is heard.

- 1 receiving positive and negative comments 2 always  
3 can't 4 big 5 warehouse 6 unreliable



### Pronunciation bank

#### p.102: /aɪ/ and /eɪ/

**1**  P7.01  P7.02 The sounds /aɪ/ and /eɪ/ are diphthongs. A diphthong combines two vowel sounds within one syllable. In /aɪ/, the vowel sound shifts from /a/ towards /ɪ/, while in /eɪ/ it changes from /e/ towards /ɪ/. Speakers of languages that do not have diphthongs may not perceive sounds like /aɪ/ and /eɪ/ as single units, but as a sequence of two separate vowels or a vowel and the consonant /j/.

Write the letter *i* on the board and explain that the name of the letter is pronounced as the sound /aɪ/. Play the first recording and get students to repeat the words as a group and then individually. Point out that /aɪ/ is usually spelt with the letters *i* or *y*. Then write the letter *a* on the board and explain that the name of the letter is pronounced as the sound /eɪ/. Play the second recording and get students to repeat. You could point out that /eɪ/ is often spelt with the letters *a*, *ay* and *ai*.

**2** ▶ P7.03 This exercise focusses on some commonly mispronounced words such as *corporate*, *foreign*, *says* and *said*, which some students tend to say incorrectly with /eɪ/. By contrast, the word *April* might be mispronounced with the sound /æ/ or /e/ instead of /eɪ/. Explain the activity, and point out that in some pairs, both words may have the sound /eɪ/. Play the recording, then check answers with the class.

1 April 2 celebrate 3 eight 4 paid, pay  
5 say 6 say

**3A** ▶ P7.04 Explain to students that they need to listen and identify the /eɪ/ and /aɪ/ sounds in the sentences. To help them, you could tell them that each sentence contains two examples of each sound – two /eɪ/ sounds, which are already in bold for their reference, and two /aɪ/ sounds, which they need to underline. Play the recording but do not confirm answers yet – students will check them in the next exercise.

**3B** ▶ P7.04 Put students in pairs and get them to compare their answers from Exercise 3A. Then play the recording again before you check the answers with the whole class. Finally, get them to practise saying the sentences in their pairs.

(/aɪ/ sounds are underlined.)

- 1 We have to take **five** ring binders and a stapler.
- 2 Our clients complain that the website is complicated.
- 3 Why don't you write me an email with all the details?
- 4 The sales manager says there's a mistake in the final price.
- 5 They need more time to change the design.

**6** Students could do this activity individually or in pairs. Before they begin, give them time to read the sentences and ask you any vocabulary questions they may have. Check answers with the class, clarifying meanings as necessary.

1 d 2 a 3 b 4 c

## Speaking

**Students discuss different solutions to a workflow problem.**

**7A** Put students in pairs and ask them to imagine that they both work for the same company. Explain that the company has a problem and they are going to discuss different solutions to it. Refer them to their information on pages 120 and 121 and explain that they are each going to complete a task individually first, and then take turns to describe their solution to their partner. Student A has to read the steps of the solution and put them in the correct order, 1–5. Student B has to complete the steps with the words in the box. Give them time to complete the tasks individually, while you monitor and offer help as necessary. Check answers to each task by eliciting and confirming the answers only – do *not* get students to read out their sentences as this would pre-empt the next stage of the activity. For Student A's task, elicit the correct order for the five steps. For Student B, elicit the gapped words for each item. Finally, get students to describe their solution to their partner. Monitor during this stage, and note down any points to highlight during feedback, but do not interrupt students.

**Student A**

a 1 d 2 c 3 b 4 e 5

**Student B**

1 inventory 2 update 3 have 4 confirm 5 receive

**7B** In the same pairs as Exercise 7A, students now decide which solution is better. Give them 2–3 minutes to discuss in their pairs, then invite students from different pairs to share their ideas with the class. Encourage them to give reasons. Finally, go over any points you noted during Exercise 7A.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Pronunciation bank:** p.102 /aɪ/ and /eɪ/

**Teacher's book:** Resource bank Extra vocabulary practice p.146 Exercise 2

**Workbook:** p.34 Exercise 3; p.36 Exercises 1–3; p.50 Exercises 1 and 2

## 7.3 > A manual

### GSE learning objectives

- Can follow simple instructions to carry out a straightforward task.
- Can use verbs in the imperative.
- Can write basic instructions with a simple list of points.

## Lead-in

**Students talk about how manuals are used.**

**1A** Teach or elicit the meaning of *manual*, put students in pairs and give them 1–2 minutes to discuss the question. Then invite students from different pairs to share their answers with the class.

**1B** If time allows, get students to discuss the question in the same pairs as Exercise 1A first, then get brief feedback from the

class. Alternatively, do this as a whole-class activity, eliciting answers from different students.

## Reading

Students read and answer questions about two manuals.

**2** Put students in pairs and explain the activity. Reassure them that they do not need to worry about any unknown words for now. Give pairs enough time to read both manuals and discuss the question, giving reasons for their answer. During feedback, elicit reasons from different students but do not confirm them yet – students will look at the content of a good manual in more detail in Exercise 4. List the reasons students give on the board.

Manual A is clearer.

**3** Students could do this activity individually or in pairs. Remind them that they need to correct the sentences they identify as 'false'. If they work individually, you could get them to compare answers in pairs before class feedback. After checking answers, answer any vocabulary questions students may have.

- 1 T
- 2 T
- 3 F (The employee has to organise shipping.)
- 4 T
- 5 F (The employee sends it by email.)

**4** You could do this as a whole-class activity, discussing the answers as you go. Alternatively, get students to work individually and then to compare answers in pairs before class feedback. Before they begin, check that they understand *logical order* and *include*. After checking answers, tell them that they can use the four true statements here as a checklist of things a good manual should have – they can check against this when they do the final writing task in Exercise 7.

Statement 4 is not true.

## Communicative grammar: Instructions

Students study and practise imperatives.

### Instructions

Draw students' attention to the heading and explain or elicit the meaning of *instructions*. Give students a minute to read the sentences and check understanding. Then draw attention to the words in bold and explain or elicit the pattern for imperatives: we use the base form of the verb for positive instructions and *don't (do not) + the base form of the verb* for negative instructions. Refer students back to Manual A in Exercise 2 so they can look again at the target language in context – draw their attention to the verbs in bold. At this point, you could also refer them to the Grammar reference on page 111, go through it with them and then get them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 100.

**5A** Students should do this individually. Teach or elicit the meanings of *fee*, *press* and *continue* before they begin.

- a Approve b don't forget c Remember d Check
- e Complete f Click

**5B** You could let students work in pairs for this activity or get them to do it individually and then compare answers in pairs before class feedback.

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

**6** Explain the activity and give students a minute to read the sentences. Before they begin, check that they understand *register*, *registration form*, *bank account details*, *separately*, *(electronic) signature* and *submit*. Also point out the ticks and crosses before the gaps and explain that they will need to use the negative form of some of the verbs. Check answers with the class.

- 2 Complete 3 Check 4 Don't send 5 Don't forget
- 6 Click 7 Remember 8 Phone

### Extra activities 7.3

**A** This activity practises imperatives. Ask students to complete it individually and, if necessary, do the first item as an example with them. Check answers with the class.

- 1 Order the stapler on the website.
- 2 Don't change the purchase order number.
- 3 Write the delivery terms here.
- 4 Phone the supplier to reorder.
- 5 Don't phone after 6 p.m.
- 6 Send an email to the customer.
- 7 Don't change the information on the invoice.
- 8 Create a new customer number.



### Pronunciation bank

#### p.102: /l/ and /r/

**1** P7.05 P7.06 Either or both of the consonant sounds /l/ and /r/ may present difficulty for speakers of certain languages. Japanese learners of English, for example, are likely to have problems distinguishing between the two sounds because /l/ and /r/ are allophones in Japanese, and correctly pronouncing the English /r/ can be a challenge for many other students for other reasons. For simplicity, these exercises focus mainly on words with /l/ and /r/ in the syllable-initial position. In the presented examples, the /l/ is articulated with the tip of the tongue placed near the alveolar ridge and the back of the tongue flat. The air escapes on both sides of the tongue. By contrast, when we produce the /r/ sound, the tongue is curled and brought near the roof of the mouth without touching it. However, the sides of the tongue are pressed firmly against the roof of the mouth so that the air only escapes over the tip of the tongue.

Play the first recording and ask students to repeat as a group and then individually. Then do the same for the second recording. You could point out that both sounds are always represented by the letters *l* and *r*, respectively, and that in some words, the letters *l* and *r* are doubled.

**2** ▶ P7.07 Tell students that they are going to practise saying pairs of words which only differ in one sound: /l/ or /r/. If your students have problems hearing the difference between the sounds, play the recording and let them only listen. Then play it again and get them to repeat as a group and then individually. Draw their attention to the silent *w* in the word *wrong*.

**3** ▶ P7.08 Ask students to look at the underlined words in the sentences and elicit or explain that they all contain both /l/ and /r/. Play the recording and get them to repeat the words as a group and then individually.

**4** ▶ P7.09 Play the recording, pausing after each sentence for students to repeat. Then put them in pairs and get them to practise saying the sentences.

## Writing

**Students write instructions for creating an invoice.**

**7** Explain the task and before students write their sentences, give them 1–2 minutes to look at the invoice and ask you about any words they do not understand. Remind them to refer back to Exercise 4 and use the four true statements there as a checklist for their instructions. Also tell them that they can use the instructions in Exercises 2 (Manual A), 5A and 6 as models. Allow plenty of time for students to write their sentences while you monitor and help as necessary. If there is time, you could then put them in pairs or small groups to compare and discuss their work.

### Model answers

To create an invoice:

- 1 Write the company name here.
- 2 Put the company address here.
- 3 Add the invoice number here.
- 4 Write the date here.
- 5 Write who the invoice is to.
- 6 Put the amount of the fee.
- 7 Add the purchase order number.
- 8 Write the service fee.
- 9 Write the invoice total here.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.111 Instructions: Imperatives

**Pronunciation bank:** p.102 /l/ and /r/

**Teacher's book:** Resource bank Extra vocabulary practice p.146 Exercise 3; Photocopiable 7.3 p.125

**Workbook:** p.35 Exercise 3; p.37 Exercises 1–4; p.50 Exercises 1–4

## 7.4 > Work skills

### Changing a workflow

#### GSE learning objectives

- Can use language related to work activities.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can follow the sequence of events in a short, simple dialogue or narrative.
- Can make and respond to suggestions.

### Lead-in

**Students look at vocabulary to describe tasks for new employees.**

**1** Draw students' attention to the photo and elicit the situation: a job interview. Ask for a show of hands for students who have had job interviews, then ask: *After a successful job interview, what kind of things does a new employee need to learn?* Elicit a few ideas around the class, then draw students' attention to the phrases in the box. Explain that they are tasks for new employees, and go through them with the class, clarifying meanings as necessary. Then explain the exercise and get students to do it individually or in pairs. If they work individually, get them to compare answers in pairs before checking with the class.

**Before your first day:** get a medical certificate, give references, provide bank details (possibly), send copies of qualifications and diplomas, sign a contract, tour the offices (possibly), set up an email address (possibly)

**On your first day or after your first day:** attend induction meetings, discuss tasks, do health and safety training, do job-specific training, provide bank details (possibly), tour the offices (possibly), set up an email address (possibly)

**2A** ▶ 7.03 Go through the instructions with students and play the recording, twice if necessary. Check answers with the class.

accept job offer, attend induction meetings, do health and safety training, do job-specific training (she didn't do this for three months), get a medical certificate, meet colleagues, send copies of qualifications and diplomas, sign a contract, tour the offices

**2B** ▶ 7.03 Ask students to work individually and play the recording. To check answers, you could play the recording again and tell students to ask you to pause each time an answer is heard.

accept job offer, sign a contract, get a medical certificate, send copies of qualifications and diplomas, tour the offices, meet colleagues, attend induction meetings, do health and safety training, do job-specific training

**2c** Do this as a quick, whole-class activity, nominating a volunteer to answer the question.

Laure didn't receive job-specific training for three months. She had to ask her colleagues what to do.

## Video

Students watch a video of colleagues discussing ways to improve a workflow.

**3A** ▶ 7.4.1 Tell students that they are going to watch a video of Yumiko and Paulo at Murray&Jahner talking about how to improve the process for new employees. Before students watch, you may wish to pre-teach the following vocabulary from the video: *recruitment process, HR, candidate, line manager, Admin Assistant, by post, file (v)* as well as *new starter* from the instructions. Draw students' attention to the flow chart and explain the activity. Give them a minute to look at the steps in the flow chart before they watch, then play Part 1 of the video and check answers with the class.

1 HR 2 HR 4 IT 5 LM

**3B** Look at the question with the class and elicit the answer. If necessary, let students watch the video again.

2 and 3

**3c** ▶ 7.4.2 Tell students that they are going to watch the next part of Yumiko's meeting with Paulo and explain the activity. Again, give them time to look at the flow chart before they watch the video and check that they understand each step. Play Part 2 of the video, then check answers with the class.

Stages 3 and 6 are not necessary.

**4** Students could do this activity individually or in pairs. If they work individually, get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary but do not go into detail about the function of each phrase – students will look at the phrases in more detail in the Speaking section which follows.

1 Why don't we 2 Tell me more 3 How can we  
4 What's the solution 5 Why not use 6 I'm not sure  
about 7 That sounds great 8 Could you get 9 I think  
we should 10 That's a good idea

## Speaking: Making and responding to suggestions

Students look at phrases for making and responding to suggestions.

### Making and responding to suggestions

Draw students' attention to the box heading and check that they understand its meaning. Ask them if they already know any phrases to suggest an idea (e.g. *We could ... , I think we should ...*) and to respond to suggestions (e.g. *That's a good idea.*). Explain that they are going to look at useful phrases for *giving* and *responding to* ideas, and give them a minute to look at the phrases. Then go through the Speaking box with the class, clarifying meanings as necessary. Point out that the last two phrases in *Responding to ideas* are used when we want to politely disagree with what is being suggested.

### Unit 7 Extra speaking lesson

This lesson gives further speaking practice related to making and responding to suggestions. To access the lesson go to MyEnglishLab > Extra speaking lessons.

### Extra activities 7.4

**A** This activity practises the functional language from the Speaking box. Ask students to do it individually, then check answers with the class. If there is time, you could then put students in pairs to practise the conversation.

1 not 2 sure 3 idea 4 think 5 should 6 sounds  
7 don't

**5A** Put students in pairs and explain the scenario and activity. Tell them that in Exercise 5B they are going to create a workflow for the process for hiring new staff. Go through the list of stages with them and check that students understand each one. Explain that students need to decide three things in this first stage of the activity: a) whether any additional stages are necessary, b) whether any of the stages listed are *not* necessary and c) how long the process is going to take. Allow plenty of time for students to discuss in their pairs, while you monitor and provide help as necessary. Remind them to use language from the Speaking box in their discussions. If time is short, you could do this first stage with the whole class, and then let students work in pairs for Exercise 5B.

**5B** In their pairs, students now create the workflow for the process. Go through the instructions with them and write the following on the board for them to refer to during the activity:

*When?* before the first day? on the first day? after the first day?  
*Who?* HR? NS? IT? LM?

Again, monitor while students are working, offering help as necessary, and remind students to use language for making and responding to suggestions.

**Suggested workflow**Before first day:

- sign the contract (HR+NS)
- give qualifications and diplomas (NS)
- check qualifications and diplomas (HR)
- give references (NS)
- check references (HR)
- organise health and safety training (HR/LM)
- organise induction meetings (HR/LM)
- organise job-specific training (HR/LM)
- set up company account/email for new starter (IT)

On first day:

- complete employee's details (address, bank details, emergency contact number, etc.) (HR)
- give office tour (LM)
- attend health and safety training (NS)
- attend induction meetings (NS)

On second day:

- attend job-specific training (NS)
- discuss tasks (NS+LM)

**5c** Join pairs together into groups of four and explain that the original pairs should take it in turns to describe their workflows, and then compare and discuss them as a group. If there is time, you could invite a few pairs to present their workflows to the rest of the class and/or if relevant, students could go on to compare their workflow to what happens in their companies.

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.146 Exercise 4; p.147 Exercises 5 and 6; Photocopiable 7.4 p.126

**Workbook:** p.38 Exercises 1–3

## Business workshop

### How can we improve it?

#### GSE learning objectives

- Can follow simple instructions to carry out a straightforward task.
- Can understand simple notes.
- Can make and respond to suggestions.

### Identifying problems

Students look at a flow chart about an organisation's workflow and identify possible problems.

**1A** Students should do this individually. Give them time to read the information in the flow chart and elicit the correct answer.

ordering a new part

**1B** In this activity, students identify possible problems with the workflow they looked at in Exercise 1A. Give them time to read the sentences and ask you about anything they do not understand, then ask them to complete the exercise individually. Check the answer with the class.

Sentence b is the only problem that is not possible with this workflow.

### Talking about solutions

Students discuss possible solutions to workflow problems.

**2** If you think your students will find this activity difficult, review the Speaking section of Lesson 7.4 before you start. Then, put them in groups of three and explain the scenario: they all work for the same company and are going to hold a meeting to discuss how to improve the workflow they looked at in Exercise 1. Elicit once again what the workflow is for (ordering a new part) and remind students of the possible problems they identified in Exercise 1B. Assign roles (or let students choose them), and refer students to their respective information on pages 76, 118 and 120. Give them time to read the information, and answer any questions they may have. Make sure they are clear about their roles before they begin, and point out the phrases in blue for each role – tell students that they should try to use them in their discussions. Allow groups 3–4 minutes' preparation time, and set a time limit for the meetings before they begin. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt the meetings. When groups have finished, have a brief feedback session, highlighting any points you noted while monitoring.

#### Model answer

**A:** So we have a problem with our workflow. What's the solution?

**B:** Why not use technology?

**A:** OK. Tell me more.

**B:** Why don't we buy a new IT system? The Production Manager can complete a form online to order new parts. And the system can tell us in the supply office, and finance, about the order.

**A:** Really? That's interesting. How can that improve ordering?

**C:** Well, it will be faster. I think we should get a new system, too. In finance, we can approve payments online. And it's good because the system can tell the supply office that we approved a payment.

**B:** And it can tell the Production Manager that we ordered the part and when the part will arrive.

**C:** It can also save the documents automatically – no more paper!

**A:** That sounds great. Can you give me more information about that? ...

## The new workflow

Students discuss responsibilities in a workflow.

**3A** If you think your students will find this activity difficult, review the Vocabulary section in Lesson 7.1 before you start. Explain to students that the company has now created a new workflow to avoid the possible problems in Exercise 1B. Get them to complete the exercise individually and then to compare answers in pairs. During feedback, check that they understand the meanings of both options in italics in each item.

1 Complete 2 Tell 3 Approve 4 Inform 5 Order  
6 Notify 7 Save 8 Send

**3B** Put students in pairs and explain the activity: they have to decide who is responsible for each of the stages in the new workflow in Exercise 3A. Point out that they can look at the role cards from Exercise 2 to help them, on pages 76, 118 and 120. Check answers with the class.

1 PM 2 S 3 F 4 S 5 SO 6 S 7 S 8 S

## Grammar reference < 7

### 7.1

- 1 1 don't have to 2 has to 3 have to 4 doesn't have to  
2 1 Does he have to see the supplier next week?  
2 Do they have to work late every day?  
3 Do you have to visit clients every week?  
4 Does she have to check with the warehouse?  
3 1 Yes, he does.  
2 No, they don't.  
3 Yes, I/we do.  
4 No, she doesn't.

### 7.3

- 1 2 Give us your bank details.  
3 Don't send your bank details by email.  
4 Change the printer ink cartridge.  
5 Speak to the client today.  
6 Complete the report by tomorrow.  
7 Remember to check the purchase orders. / Don't forget to check the purchase orders.  
8 Update the client on the project.

## Review < 7

- 1 1 approve 2 supply 3 enter 4 request 5 notify  
6 issues  
2 1 excellent 2 simple 3 poor 4 clear 5 is reliable  
6 complicated 7 is efficient 8 is unreliable  
3 1 have to 2 has to 3 Do you have to 4 don't have to  
5 Does she have to 6 doesn't have to 7 No, I don't  
8 have to  
4 1 Complete the report by Monday.  
2 Send an email to finance.  
3 Contact the supplier by phone.  
4 Remember to save the document.  
5 Don't forget to email the customer.  
6 Change the paper in the photocopier.  
7 Click 'create invoice' on the system.  
8 Approve the payment in the system.  
5 1 improve 2 don't 3 sounds 4 think 5 more  
6 need 7 information 8 not

# Managing projects

# 8

## Unit overview

	CLASSWORK	FURTHER WORK
<b>8.1 &gt;</b> <b>How long does it take?</b>	<p><b>Lead-in</b> Students look at vocabulary related to supply chains.</p> <p><b>Vocabulary</b> Students look at vocabulary related to production.</p> <p><b>Listening</b> Students listen to an extract from a training session for new employees.</p> <p><b>Communicative grammar</b> Students review and practise the Present Simple.</p> <p><b>Video</b> Students watch a video about the production process of a British car manufacturer.</p> <p><b>Task</b> Students explain information on a database.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.148 Exercises 1 and 2</p> <p><b>Workbook:</b> p.39 Exercises 1 and 2; p.40 Exercise 1</p>
<b>8.2 &gt;</b> <b>Reducing costs</b>	<p><b>Lead-in</b> Students talk about personal expenses.</p> <p><b>Vocabulary</b> Students look at collocations related to reducing company costs.</p> <p><b>Reading</b> Students read an interview about reducing company costs.</p> <p><b>Communicative grammar</b> Students review and practise the Past Simple.</p> <p><b>Writing</b> Students write an online comment about reducing company costs.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Pronunciation bank:</b> p.103 Pronouncing the letter 'o'</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.148 Exercise 3</p> <p><b>Workbook:</b> p.39 Exercise 3; p.40 Exercise 2; p.41 Exercises 1-3; p.51 Exercises 1-3</p>
<b>8.3 &gt;</b> <b>Planning projects</b>	<p><b>Lead-in</b> Students look at vocabulary to describe the tasks involved in different professions.</p> <p><b>Reading</b> Students read two scope statements.</p> <p><b>Communicative grammar</b> Students review and practise <i>will</i>.</p> <p><b>Writing</b> Students write a scope statement.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Pronunciation bank:</b> p.103 The vowel /ɜ:/</p> <p><b>Teacher's book:</b> Resource bank Photocopiable 8.3 p.127</p> <p><b>Workbook:</b> p.40 Exercise 3; p.42 Exercises 1-3; p.51 Exercises 1-3</p>
<b>8.4 &gt;</b> <b>Work skills:</b> Giving feedback	<p><b>Lead-in</b> Students look at useful phrases for giving feedback.</p> <p><b>Video</b> Students watch a video about giving feedback.</p> <p><b>Speaking</b> Students look at useful phrases for giving and responding to feedback.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.149 Exercises 4 and 5; Photocopiable 8.4 p.128</p> <p><b>Workbook:</b> p.43 Exercises 1-3</p>
<b>Business workshop:</b> Updates and feedback	<p><b>Reading</b> Students read two team update emails.</p> <p><b>Writing</b> Students write a reply to a team update email.</p> <p><b>Speaking</b> Students roleplay giving feedback to an employee.</p>	

## Unit vocabulary list

### Active vocabulary

#### 8.1

custom model	lead time
demand ( <i>noun</i> )	manufacturing
in stock	out of stock
inspection	standard model

#### 8.2

automate tasks	review expenses
negotiate	save energy
outsource work	upgrade technology
relocate	work remotely

### Passive vocabulary

#### 8.1

customer	shipping
factory	shop ( <i>noun</i> )
materials	warehouse

#### 8.2

clothes	mortgage ( <i>noun</i> )
food	rent ( <i>noun</i> )
free-time activities	transport ( <i>noun</i> )

#### 8.3

architect	design student tests
chef	design summer/winter collections
fashion designer	order food supplies
teacher	plan building size
	plan lessons
	plan menus
	plan fashion shows
	prepare floor plans

## 8.1 > How long does it take?

### GSE learning objectives

- Can use language related to products and goods.
- Can use language related to duration.
- Can recognise basic time words (e.g. days, months) in simple phrases or sentences.
- Can ask yes/no questions using the Present Simple.
- Can make negative statements using the Present Simple.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

### Lead-in

Students look at vocabulary related to supply chains.

**1** Teach or elicit the meaning of the phrase *supply chain* before you start. Depending on the level of your class, you could do the activity with the whole class, checking answers and clarifying meanings as you go, or you could let students attempt the exercise individually first, then clarify meanings during class feedback.

**1** materials **2** factory **3** warehouse **4** shipping  
**5** shop **6** customer

### Vocabulary: Production

Students look at vocabulary related to production.

**2** You could do this as a whole-class activity, checking answers and clarifying the meaning of the words in bold as you go. Alternatively, ask students to work individually, read the sentences, try to work out the meaning of the words in bold and match them to their definitions. Then check answers with the class, clarifying meanings as necessary.

**1** d **2** a **3** b **4** c

**3** Look at the phrases in bold and their definitions with the whole class, and check that students understand them. Then ask them to complete the exercise individually, and check answers with the class.

**1** out of stock **2** custom model

**4** Before students begin, explain that Cortadino Cars is a car manufacturer, and that the information comes from a section of their website. Teach or elicit the meaning of *FAQs* (*Frequently Asked Questions*) in the title, explain the activity and encourage students to read the whole text before they attempt to complete the gaps. Get them to do the exercise individually, then check answers with the class.

**1** standard model **2** custom model **3** in stock  
**4** out of stock **5** Manufacturing **6** inspection  
**7** lead time **8** demand

### Extra activities 8.1

**A** This activity gives further practice of the vocabulary in Exercises 2 and 3. It is a consolidation exercise, so students should do it individually. If there is time, get them to compare answers in pairs before class feedback.

**1** out of stock **2** manufacturing **3** lead time  
**4** in stock **5** Demand **6** custom model, standard model **7** inspection

### Listening

Students listen to an extract from a training session for new employees.

**5A** ▶ 8.01 Tell students that they are going to hear part of a training session for new employees at Cortadino Cars. Explain the activity and give them a minute to look at the database file and ask you about anything they do not understand. Play the recording, then check answers with the class.

**1** MX **2** standard **3** X **4** 5 **5** 6.5 **6** 1-2 **7** 8

**5B** ▶ 8.02 Explain the activity and give students time to read the statements before they listen. Play the recording, then check answers with the class. In stronger classes, you could play the recording a second time and get students to correct the false statements.

**1** T  
**2** F (There are fifty models in the Liège warehouse.)  
**3** T  
**4** F (Final inspection takes one to two working days.)  
**5** T

### Communicative grammar: Revision of the present

Students review and practise the Present Simple.

#### Revision of the present

This section reviews the Present Simple of *be*, which students looked at in Unit 1 (Lesson 1.1) and the Present Simple from Unit 2 (Lessons 2.1 and 2.3). As this is revision and consolidation, you could approach the Grammar box differently this time, and use it as an opportunity to identify problem areas your students may need further practice in. First, get them to complete the examples in the box individually while you monitor and note down any difficulties/points to highlight during feedback. Check answers with the class, then go over the points you noted while monitoring. With weaker classes, you may prefer to review the grammar first and then get students to complete the examples in the Grammar box. Again, during feedback, highlight any points as necessary. Depending on how you choose to approach the Grammar box, students can look at the relevant Grammar reference sections from Units 1 and 2 before or after they complete the examples. Draw students' attention to the verb *take*. Explain that *take* in this context is used to express duration.

**2** Is it **3** don't need **4** do you need **5** takes  
**6** doesn't take **7** Does it take

**6** Get students to do this individually and remind them that they can refer to the Grammar box and/or the Grammar reference from Units 1 and 2 if they need help. Check answers with the class.

**1** need **2** is **3** doesn't take **4** Do you need **5** Is the lead time **6** takes

### Extra activities 8.1

**B** This activity gives further practice of the Present Simple. Ask students to do it individually, then check answers with the class.

- 1** Is the lead time four weeks?
- 2** We don't need a week.
- 3** Shipping to Europe is three working days.  
/ Shipping is three working days to Europe.
- 4** Product inspection takes four hours.
- 5** I need an hour to write the report.
- 6** Do we need more time?
- 7** The standard model isn't in stock.
- 8** It takes two working days to process an invoice.

## Video

Students watch a video about the production process of a British car manufacturer.

**7A** **8.1.1** Tell students that they are going to watch a video about a British company that makes handcrafted sports cars. Teach *handcrafted*. Explain the activity and go through the words in the box with the class, clarifying meanings as necessary. You may wish to pre-teach the following vocabulary from the video now or before students watch again in Exercise 7B: (*car*) *parts, engine, interior, leather, paint* (n, v), *body panel, final inspection, overseas* (market), *waiting list, launch* (v). Play the video and ask students to tick the topics the speaker mentions. To check answers, you could play the video again and tell students to ask you to pause each time a topic is mentioned.

car colour, demand, lead time

**7B** **8.1.1** Explain the activity and give students time to read the statements before they watch again. If you have not pre-taught any vocabulary from the video, you may also wish to check that they understand *parts* and *paint* (n, v) in statements 2, 3 and 4. Play the video and get students to compare answers in pairs before checking with the class. In weaker classes, students may need to watch the video twice: once to decide whether the statements are true or false and then a second time to correct the false statements.

- 1** T
- 2** F (Some of the parts are manufactured at the factory, some are bought from other companies/countries.)
- 3** F (Customers can choose from about 40,000 paint colours.)
- 4** T
- 5** F (Morgan Motors ship seventy percent of their cars to other countries.)
- 6** T

## Task

Students explain information on a database.

**8** Put students in pairs and tell them that they are going to take turns to explain information on a database to their partner. Refer them to their information on pages 120 and 121 and give them time to read it. Point out that there is information about five different criteria on both databases (*In stock, Manufacturing, Shipping, Inspection* and *Lead time*). Tell students that they should try to use vocabulary from the lesson and ask them what tense they need to use (Present Simple) – refer them to the examples in the Grammar box. They could also look at audioscripts 8.01 and 8.02 on page 129 and/or videoscript 8.1.1 on page 125 for ideas. During the activity, monitor and note down any errors or difficulties; highlight these in a brief feedback session at the end of the activity.

### Model answers

#### Student A

The Rentuno 450 is out of stock. It is a custom model and manufacturing takes 2.5 weeks. Shipping is 6 weeks, and we need 1–2 working days for inspection. So the lead time is 9 weeks.

#### Student B

The Puntoni Lite Standard model is in stock. So we don't need to order it from the factory. Shipping from the warehouse takes 8 working days, and we need 1–2 working days for inspection. So the lead time is 9–10 working days.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.148 Exercises 1 and 2

**Workbook:** p.39 Exercises 1 and 2; p.40 Exercise 1

## 8.2 > Reducing costs

### GSE learning objectives

- Can use language related to money.
- Can understand a simple text about a past event.
- Can make affirmative statements using common regular Past Simple forms.
- Can make affirmative statements using common irregular Past Simple forms.
- Can use negative forms of the Past Simple.
- Can ask yes/no questions using the past tense of verbs.
- Can write short basic descriptions of past events and activities.
- Can write about a past event or activity in a very basic way (e.g. *I went ...*).

## Lead-in

Students talk about personal expenses.

**1** Go through the instructions with the class and teach or elicit the meaning of *budget*. Ask students to look at the words in the box and check that they understand *rent/mortgage* and *transport*. You could also elicit or explain that these are all (*personal*) *expenses*, to pre-teach the word for the next activity. Depending on the time available, you could do this as a quick, whole-class activity, eliciting answers around the class, or let students discuss the question in pairs or small groups first, then get brief feedback.

## Vocabulary: Saving money

Students look at collocations related to reducing company costs.

**2** Explain the activity and look at the example with the class. Ask students to work individually and, if there is time, get them to compare answers in pairs before checking with the class. During feedback, clarify the meanings of the phrases in bold as necessary.

**2** Using a machine to do some of our work **3** didn't work in the office **4** buy new computers and software **5** help us with our work **6** talk about a change **7** moved offices **8** use less electricity

**3** Explain the activity and tell students that all the sentences include phrases from Exercise 2, so they can refer to the phrases in bold there if they need help. Get them to complete the task individually, then check answers with the class.

**1** c **2** d **3** a **4** b **5** h **6** g **7** f **8** e

### Extra activities 8.2

**A** This activity practises key vocabulary from the lesson. Ask students to do it individually, and during class feedback, check that they understand the meanings of both options in italics in each item.

**1** relocated to **2** reviewed **3** negotiated  
**4** automated **5** outsourced **6** saved **7** worked  
**8** upgraded

## Reading: An online interview

Students read an interview about reducing company costs.

**4A** Explain to students that they are going to read an interview with a manager about how he reduced costs at his company. Ask them to read the interview and identify the false statement – encourage them to underline the parts of the text that give them the answer. After checking the answer, you may wish to clarify any key/unknown vocabulary from the text.

Sentence 3 is false.

**4B** Get students to complete the exercise individually and, again, encourage them to underline the parts of the text where they find each answer – elicit these during feedback. To help them, you could tell them that the company did three of the things listed in the box. If there is time, get students to compare answers in pairs before checking with the class.

move office, save money, save time for employees

## Communicative grammar: Revision of the past

Students review and practise the Past Simple.

### Revision of the past

This section reviews the Past Simple of *be*, which students looked at in Unit 3 (Lesson 3.3) and the Past Simple of regular and irregular verbs from Unit 4 (Lessons 4.1 and 4.3). You could use the Grammar box as a diagnostic tool, to identify common errors and areas your students may need further practice in. Ask them to complete the sentences in the box individually while you monitor and note down any difficulties or points to highlight during feedback. Then check answers with the class and go over the points you noted while monitoring. Alternatively, review the grammar before students complete the sentences in the Grammar box – this option may be better for weaker classes. Again, highlight any points as necessary during feedback. Depending on how you choose to approach the Grammar box, students can look at the relevant Grammar reference sections from Units 3 and 4 before or after they complete the examples.

**1** wasn't / was not **2** was it **3** didn't complete  
**4** did you save **5** Did you sell

**5** Explain to students that the texts here feature comments related to the online interview they read in Exercise 4A. Explain the activity and point out that some of the verbs are irregular – remind students that they can refer to the Irregular verbs list on page 104. Also remind them that they can refer to the Grammar box and/or the Grammar reference from Units 3 and 4 if they need help with forming the Past Simple. Check answers with the class.

**1** reduced **2** automated **3** were **4** negotiated  
**5** bought **6** didn't complete **7** didn't save **8** made  
**9** relocated **10** didn't work **11** complained **12** had  
**13** upgraded **14** gave

### Extra activities 8.2

**B** This activity gives further practice of the Past Simple. Ask students to do it individually, and point out that some of the verbs are irregular; remind them that they can refer to the list on page 104 of their Coursebook. Check answers with the class.

**1** I reduced costs in my department last year.  
**2** We saw a presentation about new technology yesterday.  
**3** My computer didn't work this morning.  
**4** Where did you buy the software?  
**5** We didn't save money last month.  
**6** Did you change internet provider?  
**7** I made a mistake on Friday with the contract, sorry!  
**8** We received an email about the budget last week.



**Pronunciation bank**

**p.103 Pronouncing the letter 'o'**

**1** ▶ P8.01 ▶ P8.02 Write the word *not* on the board and explain that it contains the sound /ɒ/. Play the first recording and ask students to repeat the words with /ɒ/ as a group and then individually. Then write the word *no* on the board and explain that it contains the sound /əʊ/ (a diphthong). Play the second recording and get students to repeat the words with the sound /əʊ/. Point out that both /ɒ/ and /əʊ/ are often represented by the letter 'o'.

**2A** ▶ P8.03 Tell students that they have to listen and identify (by circling) which of the words in bold in each sentence contains the /ɒ/ sound. Explain that each sentence contains *one* word with the /ɒ/ sound, one with the /əʊ/ sound and one extra word which students should ignore at this stage. Play the recording, then put students in pairs to compare their answers. Do not confirm answers yet – students will check them in the next exercise.

**2B** ▶ P8.03 Explain that students are going to listen to the sentences from Exercise 2A again and this time identify which of the words in bold contain the /əʊ/ sound and underline them. Play the recording, then put students in the same pairs as Exercise 2A to compare their answers. Check answers to both Exercises 2A and 2B with the class and, if there is time, play the recording one final time for students to hear the words again.

- 2A** 1 office 2 cost 3 product 4 conference  
5 contracts 6 problem  
**2B** 1 relocated 2 process 3 only 4 photos  
5 negotiated 6 notifies

**2C** Put students in pairs to practise saying the sentences from Exercise 2A. Monitor and check they are pronouncing the target sounds correctly.

**3** ▶ P8.04 Explain to students that in all the other words in bold in Exercise 2A (the ones they have not circled or underlined), the letter 'o' is pronounced in the same way. Tell them that they are going to hear these words and need to decide which of the two sounds in this exercise, a or b, the letter 'o' represents. Help them recall the sounds /æ/ and /ʌ/ by modelling the pronunciation of *app* in a and *much* in b before they listen. Play the recording and check the answer with the class.

b

**Writing**

Students write an online comment about reducing company costs.

**6A** Explain the activity: students need to read the comments in Exercise 5 again and match four of the actions and results in the table to the writers. They need to match two pairs to each writer, marking them *E* for Elvira and *H* for Hinako. Give

students time to look at the action–result pairs before they begin, and look at the example with them – show them (or elicit) where in her comment Elvira talks about automating services and having happy employees. If you think students will find the activity difficult, you could let them work in pairs. If they work individually, get them to compare answers in pairs before checking with the class.

**Elvira**

- negotiate with our software supplier → have a bad training experience

**Hinako**

+ upgrade our technology → have better conference calls with clients

- relocate to a new office → have internet problems

**6B** Explain the writing task and go through the bulleted points with students. Point out that they need to use different ideas to Elvira and Hinako – they can choose from the four action–result pairs that were not used in Exercise 6A. Encourage them to read the model texts again before they write their comments and, if you think it will help them, let them plan their work in pairs. Monitor while they are writing, offering help as necessary. If time allows, you could then put them in pairs to compare their comments.

**Model answer**

Last week we reviewed our company expenses. Now we have a better budget. We can save money!  
But also, we worked remotely last month. Employees talked only by email.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Pronunciation bank:** p.103 Pronouncing the letter 'o'

**Teacher's book:** Resource bank Extra vocabulary practice p.148 Exercise 3

**Workbook:** p.39 Exercise 3; p.40 Exercise 2; p.41 Exercises 1–3; p.51 Exercises 1–3

**8.3** ▶ **Planning projects**

**GSE learning objectives**

- Can write simple sentences about someone's work and duties.
- Can understand basic factual statements relating to pictures or simple texts.
- Can use 'will' to ask questions about the future.
- Can use 'will' + infinitive for predictions about the future.
- Can write simple sentences about future plans using fixed expressions.

**Lead-in**

Students look at vocabulary to describe the tasks involved in different professions.

**1A** Do this as a quick, whole-class activity, eliciting answers as you go.

- A** fashion designers **B** chefs **C** teachers **D** architects

**1B** Go through the phrases in the box with the class and check that students understand them. Then explain that they have to match each job in Exercise 1A to two of the tasks in the box. Get them to do this individually, then check answers with the class.

**Architects:** plan building size, prepare floor plans  
**Chefs:** order food supplies, plan menus  
**Fashion designers:** design summer/winter collections, plan fashion shows  
**Teachers:** design student tests, plan lessons

**1C** Give students 1–2 minutes to think about their answers while you monitor and help them with any vocabulary they may need. Then invite different students to share their answers with the class. Pre-service students could talk about the job they would like to do or one they know well.

## Reading

Students read two scope statements.

**2A** Tell students that they are going to read two *scope statements*; draw their attention to the definition in the box on the left and go through it with them. Then explain the activity and check that they understand the titles in the box. Ask them to read the texts quickly and choose the correct title for each one, then check answers with the class.

a Changes in IT   b Reducing costs

**2B** Explain the activity and point out that students will need to read the texts more carefully this time. Give them time to look at the table before they read again, then ask them to complete the exercise individually. If there is time, get them to compare answers in pairs before class feedback. After checking answers, in preparation for the Communicative grammar section that follows, you may wish to point out that scope statement a uses *will be able to* to talk about ability in the future (... *all employees will be able to work online more efficiently*).

2 b   3 b   4 a   5 b



### Pronunciation bank p.103 The vowel /ɜː/

**1A** ▶ P8.05 Tell students that they are going to look at the sound /ɜː/ – as in e.g. *first*. Play the recording and get them to repeat as a group and then individually. Then draw their attention to the letters in blue and elicit which spellings represent the /ɜː/ sound.

ir, ur, er

**1B** ▶ P8.06 Tell students that the letters 'or' are sometimes pronounced as /ɜː/ but they can represent other sounds, too. Explain that in this activity, they need to listen and identify the words with /ɜː/. Play the recording, then check answers with the class.

word, work, world, worse, worst

**1c** ▶ P8.07 Play the recording and get students to repeat the words with /ɜː/ from Exercise 1B. These words can be frequently mispronounced by learners of English, who tend to read them the way they are spelt. Give these words special attention as they are high-frequency words with an unusual pronunciation of the letters 'or'.

**2** ▶ P8.08 Play the recording and get students to repeat the sentences as a group and then individually. Point out that the words with /ɜː/ are in bold. If there is time, you could put students in pairs to practise saying the sentences while you monitor and correct pronunciation as necessary.

## Communicative grammar: Revision of the future

Students review and practise *will*.

### Revision of the future

This section reviews *will*, which students looked at in Unit 4 (Lesson 4.2). In addition to offers and promises, which were covered in Unit 4, the examples in this unit also use *will* for predictions and certainty in the future – you may wish to point this out to students. As with the previous Grammar boxes in this unit, the exercises here are consolidation exercises and can be used to identify problem areas students may need further practice in. Get them to complete the examples individually, while you monitor and note down any difficulties/points to highlight during feedback, then go over these points after checking answers with the class. Alternatively, for weaker classes, you could review the grammar first and then get students to complete the sentences in the Grammar box. Depending on how you choose to approach the Grammar box, students can look at the relevant Grammar reference from Lesson 4.2 before or after they complete the examples.

1 will review   2 'll/will improve   3 won't happen  
4 won't continue   5 will the changes happen

**3** Get students to do this individually, then check answers with the class.

1 f   2 c   3 a   4 e   5 d   6 b

**4** Explain that the email gives employees at Lever&Smith Design an update on the project students read about in scope statement a in Exercise 2A. Get them to complete it individually, then check answers with the class.

1 Will, be   2 won't   3 won't work   4 Will, receive  
5 will   6 will have   7 Will, lose   8 won't   9 will transfer  
10 will be

### Extra activities 8.3

**A** This activity practises *will* for predictions and certainty. Ask students to complete it individually and point out that they should use short forms where possible. Check answers with the class.

2 'll take 3 'll find 4 will be 5 'll have 6 won't happen 7 'll move 8 'll sell

## Writing

Students write a scope statement.

**5** Explain to students that in the next activity, they are going to write a scope statement like the ones in Exercise 2A, and that this exercise will help them plan it. Tell them that the box includes some useful words/phrases, which they will need to use in their statement in a particular order. Explain the activity and get them to complete the exercise individually. Check answers with the class, clarifying meanings as necessary.

2 Firstly, 3 Then 4 Finally, 5 The result is that / This means that

**6** Explain the writing task and go through the notes on page 116 with the class. Check that students understand what the project is (reducing the lead time for the company's computers), and remind them to: a) add a title, b) include all the information from the notes, c) use words/phrases from Exercise 5 and d) use *will* to refer to the future. During the activity, monitor and offer help as necessary. When students have finished, you could put them in pairs for some peer feedback: get them to read each other's scope statements and think about points a)–d) above. What has their partner done well? Can they make any suggestions for improvements?

### Model answer

This project will reduce the lead time for our computers. This will take six months to complete. The deadline is April next year. Firstly, we will negotiate with the supplier and reduce the production time. Then we will use more warehouses and reduce the shipping time. Finally, we will hire more employees. The result is that we will be more competitive.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Pronunciation bank:** p.103 The vowel /ɜ:/

**Teacher's book:** Resource bank Photocopiable 8.3 p.127

**Workbook:** p.40 Exercise 3; p.42 Exercises 1–3; p.51 Exercises 1–3

## 8.4 > Work skills

### Giving feedback

#### GSE learning objectives

- 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 give simple feedback to a classmate.

### Lead-in

Students look at useful phrases for giving feedback.

**1A** Explain the activity and give students a minute to read the sentences. Clarify meanings as necessary, then get students to complete the exercise individually, and check answers with the class.

1 F 2 A 3 E 4 B 5 D 6 C

**1B** Do this as a whole-class activity, eliciting answers from different students. Encourage in-service students to think about receiving feedback from colleagues/managers, and giving feedback to colleagues. Pre-service students could talk about their place of study – receiving feedback from tutors, peers, etc., and giving feedback to peers.

### Video

Students watch a video about giving feedback.

**2A**  8.4.1 Tell students that they are going to watch a video in which Yumiko is giving feedback to two colleagues on their work. Explain that students are going to watch both parts of the video and decide what each part is about. Give them a minute to look at the topics in the boxes, then play the video and check answers with the class.

**Part 1:** reducing lead time

**Part 2:** a presentation

**2B**  8.4.1 Go through the instructions with students and check that they understand *positives* and *areas to improve*. Give students time to read the options before they watch again, and point out that there is one extra option for each part. To check answers, you could play the video again and tell students to ask you to pause each time an option is mentioned.

1 c, e 2 a, b 3 f, i 4 g, j

**3** Tell students that they are going to look at some useful language for giving feedback, and explain the activity. Get students to complete the exercise individually, then check answers with the class, clarifying meanings as necessary.

1 e 2 a 3 d 4 c 5 b 6 j 7 g 8 i 9 h 10 f

## Speaking: Giving feedback

Students look at useful phrases for giving and responding to feedback.

### Giving feedback

Draw students' attention to the Speaking box and tell them that they are going to look at useful phrases for giving and responding to feedback. Point out the function of each group of phrases and give students time to look at them on their own. Then go through them with the class, clarifying meanings as necessary. Highlight the *-ing* form after *Great job ...*, *Well done on ...* and *Good work ...*. To check understanding, you could invite different students to give you a few examples, changing the parts of the phrases which describe the task (e.g. *Great job upgrading the software. Well done on completing the project. Good work negotiating with the suppliers.*).

### Unit 8 Extra speaking lesson

This lesson gives further speaking practice related to giving feedback. To access the lesson go to MyEnglishLab > Extra speaking lessons.

### Extra activities 8.4

**A** This activity practises the functional language from the Speaking box. Ask students to complete it individually and, if necessary, do the first item as an example with the class. If there is time, get students to compare answers in pairs before class feedback.

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

**4** Students should do this individually. Tell them that they can refer to Exercise 3 and the Speaking box if they need help.

1 have 2 with 3 on 4 good 5 result 6 try to

**5** Put students in pairs and tell them that they are going to take it in turns to give their partner feedback. Refer students to their role cards and give them time to read the information. Point out that they each have a different scenario and are going to take it in turns to be the manager giving the feedback and the employee receiving it. Remind them that they should try to use phrases from Exercise 3 and the Speaking box, and encourage them to refer to the text in Exercise 4 and/or videoscript 8.4.1 on page 125 for ideas. Also point out that the student receiving the feedback should respond using phrases from the *Responding to feedback* section of the Speaking box. Allow 3–4 minutes' preparation time, then ask pairs to begin. During the roleplays, monitor and note down any errors/difficulties to highlight in a brief feedback session at the end of the activity.

### Model answers

#### Student A

Do you have a moment?

We're very happy with your work – great job reviewing expenses!

Well done on checking the expenses every week. And good work writing the reports.

This means that we can reduce costs by two percent.

Try to meet the deadline. And remember to have progress meetings with production.

But, well done!

#### Student B

I just want to say – great job upgrading the company's technology!

Good work listening to the employees, and well done on solving the technical problems.

The result is that the IT system in the office is better.

In future, save more money. And try to communicate with the team every week.

Well done!

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.149 Exercises 4 and 5; Photocopiable 8.4 p.128

**Workbook:** p.43 Exercises 1–3

## Business workshop

### Updates and feedback

#### GSE learning objectives

- Can understand short, simple emails on work-related topics.
- Can write short basic descriptions of past events and activities.
- Can give simple opinions using basic fixed expressions.
- Can give simple feedback to a classmate.

### A team update

Students read two team update emails and write a reply.

**1** Explain to students that they are going to read an email from a manager to two members of a project team, in which he is giving them an update on the project and also asking about each employee's tasks. Explain the activity and ask students to work individually. Encourage them to read the statements first, so that they know what they need to look for in the email, and also to underline the parts of the text that help them decide whether a statement is true or false. After checking answers, you could ask students to correct the false statements.

1 T

2 F (The team will be able to review the webpage in April.)

3 F (Tom wants Alex to send him the minutes of the supplier meeting.)

4 F (Tom asks Alex about the supply chain but he asks Sam about the product design.)

5 T

**2A** Ask students what Tom asked Alex about in his email (the supply chain), and explain that this is Alex's reply. Ask them to read it and complete the table; look at the example with them before they begin. If time allows, get them to compare answers in pairs before class feedback.

- 2 reduce the manufacturing costs of the X290 by 4.5 percent
- 3 find a new warehouse in Munich (last Friday)
- 4 the shipping time is now faster

**2B** Explain to students that they are now going to write Sam's reply to Tom. Go through the instructions and table with them, and remind them to refer to the model answer in Exercise 2A. During the activity, monitor and offer help as necessary.

**Model answer**

Hi Tom,  
 You asked me about the product design. Here is my update.

- We upgraded the processor and software on the X290 last month. The result is that there is high demand for the new technology and software from our customers.
- Also, we changed the product materials last week. This means that the product is now higher quality and we can sell it at a higher price.

Regards,  
 Sam

**Giving feedback**

**Students roleplay giving feedback to an employee.**

**3** If you think your students will find this activity difficult, review the Speaking box in Lesson 8.4 before you start. Then, ask students to imagine they are Tom and explain that they are going to take it in turns to give feedback to their employees; Student A will give feedback to Alex and Student B to Sam. Refer students to their respective notes on pages 120 and 121, and give them time to read the information. Point out to students that they need to talk about a) positives, b) areas to improve and c) results – they should use appropriate phrases in their feedback for each of these areas. Also remind them that the student receiving the feedback should respond using appropriate phrases (e.g. *Sure. Of course. Thanks!*). Give students some time to prepare and think about what they can say, then ask them to begin. During the roleplays, monitor and note down any points to highlight during feedback, but do not interrupt students. Have a brief feedback session at the end of the activity, and go over any points you noted while monitoring.

**Model answers**

**Student A**  
 Hi Alex. Do you have a moment?  
 We're very happy with your work – great job improving the supply chain.  
 Well done on negotiating with the suppliers in Poland. And good work finding a new warehouse for Central Europe. The result is that the Managing Director in Rotterdam is very happy.  
 In future, communicate more with finance. And remember to ask for help if you need it.  
 But, well done!

**Student B**  
 Hi Sam. I just want to say – great job improving the product design.  
 Good work upgrading the processor and software on the X290. And well done on changing the product materials. The result is that we can sell a better product.  
 In future, ask for more feedback from customers who use our products. And try to attend all meetings.  
 Well done!

**Review 8**

- 1 1 c 2 f 3 a 4 d 5 b 6 e
- 2 1 Review 2 relocate 3 save 4 work 5 Outsource 6 Automate
- 3 1 The item is out of stock. 2 Manufacturing doesn't take a week. 3 They aren't / They're not in the warehouse. 4 Do you need more time? 5 He needs a week to build a custom model. 6 Are they at a different factory?
- 4 1 did you make 2 hired 3 upgraded 4 bought 5 didn't save 6 improved 7 Did the employees like 8 loved 9 sold
- 5 2 'll take 3 won't start 4 'll have 5 'll hire 6 'll upgrade 7 'll check 8 will have
- 6 2 great job managing 3 well done on selling 4 The result is that 5 In future, talk 6 try to give

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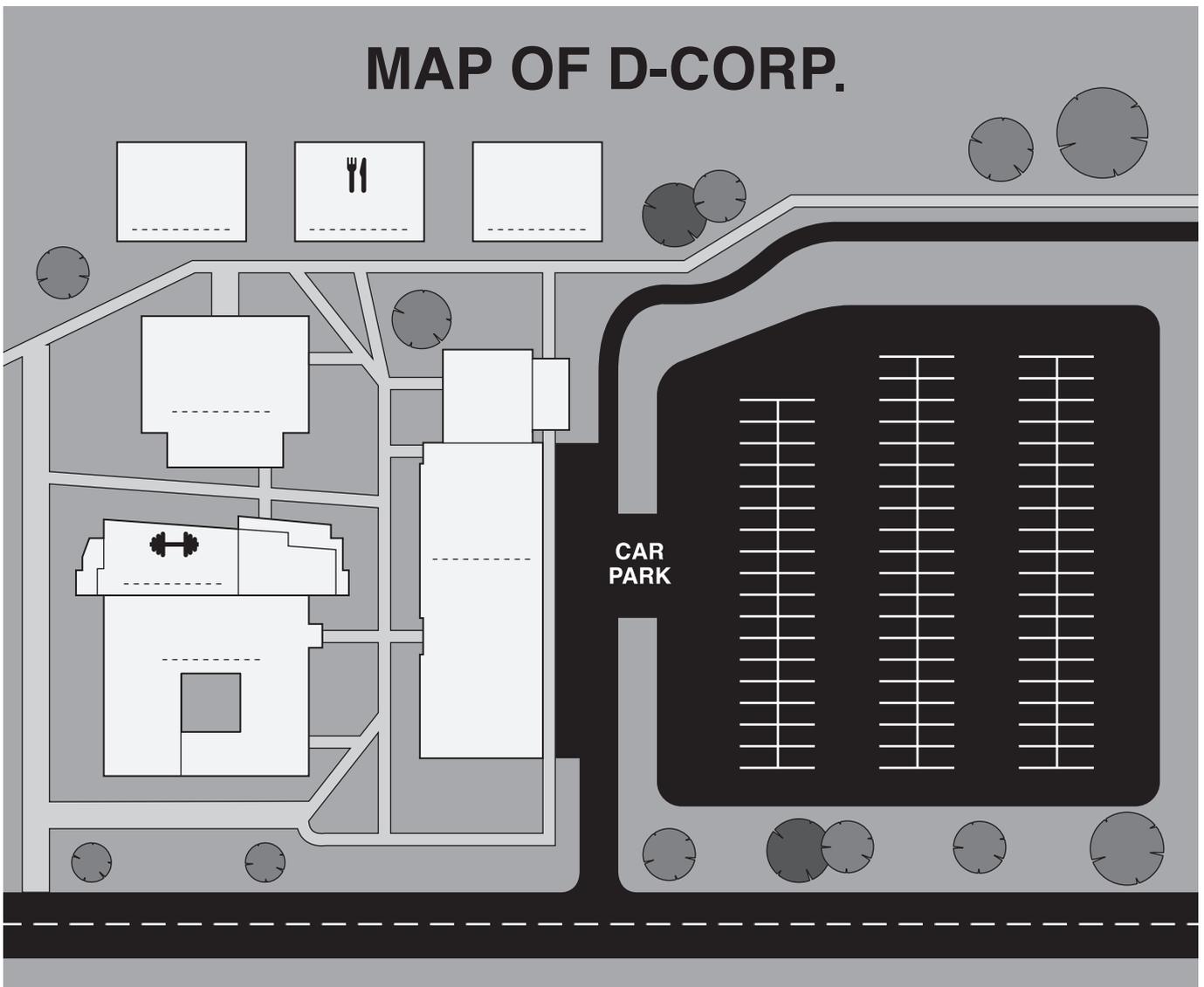
1.3 > Grammar

1 Make some sentences about a real or an invented building. Use the words in the box to help you.

canteen employee break room factory gym office production department  
sales department shipping and receiving department warehouse

- There's ...
- There's no ...
- There are ...
- There are no ...

2 Write the missing buildings, departments and facilities on your map of D-Corp. You can have more than one of each.



3 Work in pairs. Tell your partner about your map. Listen to your partner and make notes.

4 Repeat your partner's information back to him/her. What is the same and what is different about your maps?

## 1.4 &gt; Work skills

1 Look at the phrases from two conversations. Complete the phrases with your own ideas.

## Conversation 1 (a visitor and a receptionist)

\_\_\_\_\_ (*drink*), please. Thank you.

Yes, it's \_\_\_\_\_ (*full name*).

Could you repeat that, please?

Good morning, how can I help you?

I'm here to see Mr/Mrs/Miss \_\_\_\_\_  
(*surname*). My name's \_\_\_\_\_ (*full name*).

Have a seat, please.

Thank you.

Would you like some \_\_\_\_\_ (*drink*) or \_\_\_\_\_ (*drink*)?

## Conversation 2 (a visitor and a host)

Good, thanks. How about some \_\_\_\_\_ (*drink*)?

Hello! Good to see you again!

No, thanks.

Thanks.

Good to see you, too!

I'm really well, thanks. How about you?

OK. Please come in.

How are you?

2 Put the phrases in order to make two conversations.

3 Practise the conversations.

## 2.3 &gt; Grammar

**1** Use the prompts to make questions with *you*.

- 1 What / name?
- 2 Where / live?
- 3 What / do?
- 4 Where / work?
- 5 What / do at work?
- 6 travel for work?
- 7 like your job?
- 8 work at the weekend?

**2** Match questions 1–8 in Exercise 1 with answers a–h.

- a I work in an office.
- b My name's Leah Garza.
- c Yes, I do. I really enjoy it.
- d I make designs for the company website.
- e No. I only work Monday to Friday.
- f I live in Osaka.
- g I'm a Digital Designer.
- h I don't travel much for work.

**Student A** **3** Work in pairs. Ask questions about your partner and complete section 2 of your card.

<p><b>1</b></p> <p><b>Name:</b> <i>Sam Weber</i></p> <p><b>Job:</b> <i>IT Specialist</i></p> <p><b>Where / live:</b> <i>San Francisco</i></p> <p><b>What / do:</b> <i>design software programs</i> <i>/ provide technical solutions</i></p> <p><b>work / weekend:</b> <i>sometimes</i></p> <p><b>travel:</b> <i>X</i></p> <p><b>like / job:</b> 😊 (very much)</p>	<p><b>2</b></p> <p><b>Name:</b></p> <p><b>Job:</b></p> <p><b>Where / live:</b></p> <p><b>What / do:</b></p> <p><b>work / weekend:</b></p> <p><b>travel:</b></p> <p><b>like / job:</b></p>
---	---

**4** Work in pairs. Ask and answer the same questions about you or someone you know.**Student B** **3** Work in pairs. Ask questions about your partner and complete section 2 of your card.

<p><b>1</b></p> <p><b>Name:</b> <i>Jo Hughes</i></p> <p><b>Job:</b> <i>Production Engineer</i></p> <p><b>Where / live:</b> <i>Paris</i></p> <p><b>What / do:</b> <i>check production processes</i> <i>/ manage a team</i></p> <p><b>work / weekend:</b> <i>no</i></p> <p><b>travel:</b> ✓</p> <p><b>like / job:</b> 😊 (very much)</p>	<p><b>2</b></p> <p><b>Name:</b></p> <p><b>Job:</b></p> <p><b>Where / live:</b></p> <p><b>What / do:</b></p> <p><b>work / weekend:</b></p> <p><b>travel:</b></p> <p><b>like / job:</b></p>
---	---

**4** Work in pairs. Ask and answer the same questions about you or someone you know.

## 2.4 &gt; Work skills

**1 Put the conversations in the correct order.**

- 1 a** I'm in sales.  
**b** Hi! My name's Lisa.  
**c** That sounds great.  
**d** Nice to meet you, Lisa. I'm Grant. Which department are you in?  
**e** Oh, I see. And what do you do?  
**f** I meet clients and go to sales conferences.
- 2 a** Nice to meet you, too. What do you do?  
**b** Yes, we work together!  
**c** Hello, I'm Khalid. Nice to meet you.  
**d** I'm an IT Specialist.  
**e** I'm a Digital Designer. What about you?  
**f** Really? That's interesting. Do you know Liam?
- 3 a** And do you work in production?  
**b** That sounds interesting. Nice talking to you.  
**c** Yes, see you soon.  
**d** Nice talking to you, too. See you later.  
**e** Yes, I do. I check the production processes are safe.

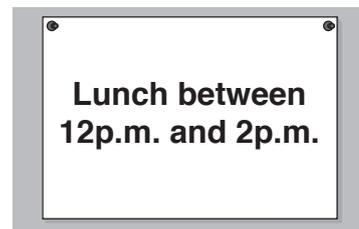
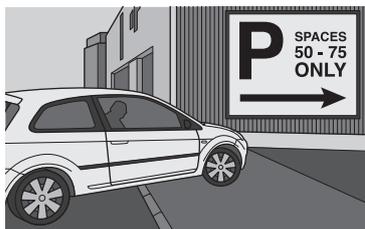
**2 Complete the card with invented information about yourself.**

Name	
Department	
Tasks	

**3 Go around the class and introduce yourself to other students. Ask questions to find out information about others.**

3.1 > Grammar

1 Make sentences with *can* or *can't* for each picture.



1 She \_\_\_\_\_ Japanese.

2 He \_\_\_\_\_ in space 81.

3 Employees \_\_\_\_\_ at 1 p.m.

2 Play the game in small groups. Move around the board and make sentences with *can* or *can't*.

heads = move 1 square tails = move 2 squares

<b>FINISH</b> 	<b>28</b> you / Portuguese? ✓	<b>27</b> Go to square 5! See you later!	<b>26</b> Go down to square 7! Bad luck!	<b>25</b> 
<b>20</b> We can't ...	<b>21</b> We / lunch / 13.30 / 14.30 ✓	<b>22</b> My boss can't ...	<b>23</b> I / go on holiday / July ✓	<b>24</b> Go down to square 11! Oh dear!
<b>19</b> Helen / finish work early / Wednesday X	<b>18</b> Go to square 25! Nice idea!	<b>17</b> She / park / the staff car park ✓	<b>16</b> (Name) can ...	<b>15</b> They / holiday / September X
<b>10</b> Go back to square 4! Try again!	<b>11</b> Miss a turn. 	<b>12</b> My teacher can ...	<b>13</b> Go up to square 21! Promotion!	<b>14</b> I can't ...
<b>9</b> My manager / three languages ✓	<b>8</b> I can ...	<b>7</b> 	<b>6</b> Employees / lunch after 2 p.m. X	<b>5</b> you / leave work early / Fridays?
<b>START</b> 	<b>1</b> James / French ✓	<b>2</b> Go up to square 13! Good job!	<b>3</b> Go forward to square 17! Great work!	<b>4</b> Abdul / finish work / 4 p.m. X

## 3.4 &gt; Work skills

## 1 Complete the conversations with one word in each gap.

- 1 **A:** Where are we \_\_\_\_\_ the new website design?  
**B:** We're \_\_\_\_\_ schedule.
- 2 **A:** What's the \_\_\_\_\_ with the production line?  
**B:** We have a problem with the suppliers. The problem \_\_\_\_\_ they can't make the parts we need.  
**A:** How can we \_\_\_\_\_ this?  
**B:** We \_\_\_\_\_ look for new suppliers.
- 3 **A:** \_\_\_\_\_ everything on schedule?  
**B:** I think we \_\_\_\_\_ more time, I'm sorry.
- 4 **A:** We have a problem with the website.  
**B:** What can we do to \_\_\_\_\_ the problem?  
**A:** We can talk to the IT Specialists.  
**B:** Can we \_\_\_\_\_ the deadline?  
**A:** Yes, I think we can finish it by Monday.

## 2 Invent information about the problem on your card and make notes.

**Student A****You are the Manager.**

- 1 Your colleagues have these problems:
- Student B: a slow website
  - Student C: low sales
  - Student D: a supplier problem
- 2 Ask questions from Exercise 1 to your colleagues. Ask about:
- problems
  - solutions
  - schedules

**Student B****You are the IT Specialist.**

**Problem:** your company website is very slow

**Possible solution:** use a new website provider

**When can we fix it:** in two weeks

**Student C****You are the Sales Manager.**

**Problem:** sales are low in the UK

**Possible solution:** hire more employees

**When can we fix it:** in three months

**Student D****You are the Production Manager.**

**Problem:** there's a problem with our main supplier

**Possible solution:** have a meeting with the supplier

**When can we fix it:** by next week



### 4.1 ➤ Grammar

**1 Complete the sentences with the past form of the words in brackets.**

- 1 Maria \_\_\_\_\_ (send) over forty emails yesterday.
- 2 We \_\_\_\_\_ (see) Connor at the conference last week.
- 3 You \_\_\_\_\_ (give) me the wrong phone number.
- 4 We \_\_\_\_\_ (work) together on a project last year.
- 5 We \_\_\_\_\_ (have) a meeting with the sales team on Tuesday morning.

**2 Match sentences a-e with sentences 1-5 in Exercise 1.**

- a It was a 7 at the end, not 11.
- b They need more time for the project.
- c He works in Singapore now.
- d And she made twenty phone calls.
- e So we know each other well.

**3 Your teacher will give you a piece of paper. Read the sentence on that paper. Is the sentence true or false for you? If it is true, add some real details about what happened. If it is false, choose from the lies.**

**4 Go around the class and tell other students about your story. Listen to others and decide if their story is true or false.**



I sent an important email last week.	<b>False</b> (choose your lie(s)) • I sent it to the wrong person. • There were five spelling mistakes.	<b>True</b> (add detail(s)) •
I had an important meeting.	<b>False</b> (choose your lie(s)) • The client was late. • I missed it.	<b>True</b> (add detail(s)) •
I studied a lot for my last exam.	<b>False</b> (choose your lie(s)) • I arrived late. • I wrote the wrong information in the exam.	<b>True</b> (add detail(s)) •
I gave a presentation.	<b>False</b> (choose your lie(s)) • I had the wrong slides. • I made a mistake in the presentation.	<b>True</b> (add detail(s)) •
My project was delayed.	<b>False</b> (choose your lie(s)) • There was no money for it. • My manager wasn't happy.	<b>True</b> (add detail(s)) •
I made a mistake.	<b>False</b> (choose your lie(s)) • I sent an email to the wrong person. • I went to the wrong office.	<b>True</b> (add detail(s)) •
I wrote a book.	<b>False</b> (choose your lie(s)) • It was a true story. • I stopped work to write it.	<b>True</b> (add detail(s)) •
I went home early yesterday.	<b>False</b> (choose your lie(s)) • There was a problem at home. • I started work early.	<b>True</b> (add detail(s)) •



## 4.4 ➤ Work skills

**1** Match the beginning of the sentences and questions (1–12) with a suitable ending (a–l).

- |                       |                           |
|-----------------------|---------------------------|
| 1 What's the          | a choose a different one. |
| 2 I can order         | b problem?                |
| 3 I'll                | c reinstalling the app?   |
| 4 I'll call you       | d order a new one now.    |
| 5 Did you try turning | e when it's ready.        |
| 6 How can             | f about the problem?      |
| 7 You could           | g a new one.              |
| 8 I could give        | h it on Wednesday.        |
| 9 Can you tell me     | i you your money back.    |
| 10 Did you charge     | j the battery?            |
| 11 Did you try        | k I help you?             |
| 12 You can collect    | l it off and on again?    |

**2** Are the questions/sentences in Exercise 1 *Asking about a problem (A)*, *Suggesting solutions (B)*, *Making offers (C)* or *Making promises (D)*?

**3** Work in pairs.

**Student A:**

You are a Sales Assistant. Ask your customer about his/her problem. Use the (A) sentences/questions from Exercise 2. Deal with your customer's complaint using sentences/questions (B), (C) and/or (D).

**Student B:**

You are a customer. Read your problem and make a complaint.

You bought a tablet but it doesn't turn on.

You bought a laptop but it doesn't charge.

You bought a phone but the screen is broken.

You bought a laptop but the camera doesn't work.

You bought a phone but the volume is very low.

You bought a tablet but paid the wrong amount.



5.3 > Grammar

1 Complete the future arrangements with the correct form of the verbs in brackets.

- 1 I 'm meeting (meet) some clients on Monday morning.
- 2 \_\_\_\_\_ you \_\_\_\_\_ (work) from home next week?
- 3 We \_\_\_\_\_ (start) a new project next week.
- 4 Sharla \_\_\_\_\_ (visit) a supplier tomorrow.
- 5 Leo \_\_\_\_\_ (not work) in the office tomorrow.
- 6 They \_\_\_\_\_ (talk) to head office tomorrow.
- 7 We \_\_\_\_\_ (not have) the meeting tomorrow! It's on Wednesday.
- 8 \_\_\_\_\_ Sara \_\_\_\_\_ (meet) the supplier next week?

2 Add these things to your weekly planner. Add the times, too.

- meeting a supplier
- visiting clients
- sales meeting
- giving a presentation
- progress meeting

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

3 Arrange to meet other students. When you have a time and day to meet, add it to your weekly planner.

Can we arrange a meeting on Tuesday morning?

What time is good for you?

I'm sorry, I'm meeting a supplier then.

Sure. Is 2 p.m. OK?

5.4 ➤ Work skills

Could you help me?  
 I'm really sorry but  
 I'm too busy.  
 No, I'm fine. Thanks.  
 Thanks. That would  
 be great.  
 Why don't you ask  
 Carla?

**1 Complete the conversations with the phrases in the box.**

- 1 A:** \_\_\_\_\_  
**B:** Yes, sure.  
**A:** Do you know Jim Fox's phone number?  
**B:** Yes, it's 865 2961.
- 2 A:** Do you need some help to update your software?  
**B:** \_\_\_\_\_ I don't know where to start.  
**A:** OK, so first open this up ...
- 3 A:** Can I ask a favour?  
**B:** \_\_\_\_\_  
**A:** OK, no problem.  
**B:** \_\_\_\_\_
- 4 A:** Can I help you?  
**B:** \_\_\_\_\_

**2 Go around the class and ask for help with your problem. Listen to other people's problems and offer help, or refuse if you are too busy.**



You need help writing a report. <i>Who can/can't help you?</i> _____	You need help using some software. <i>Who can/can't help you?</i> _____
You need to know someone's email address. <i>Who can/can't help you?</i> _____	You need to leave work early today. <i>Who can/can't help you?</i> _____
You want to work from home on Friday. <i>Who can/can't help you?</i> _____	Your computer doesn't work. <i>Who can/can't help you?</i> _____
You need to know where you can buy a coffee. <i>Who can/can't help you?</i> _____	You can't find a file on the computer system. <i>Who can/can't help you?</i> _____
You need to find a chair for your desk. <i>Who can/can't help you?</i> _____	You need help with the photocopier. <i>Who can/can't help you?</i> _____
You need help to solve a customer's software problem. <i>Who can/can't help you?</i> _____	You need to find a good restaurant for lunch. <i>Who can/can't help you?</i> _____
You need to know someone's phone number. <i>Who can/can't help you?</i> _____	You need a customer's address. <i>Who can/can't help you?</i> _____

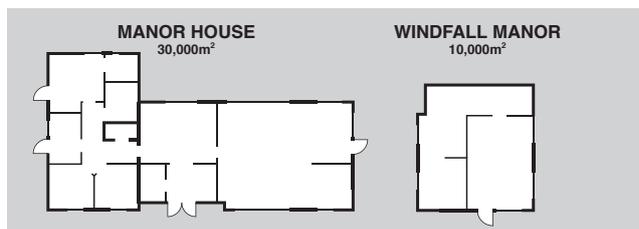


6.1 > Grammar

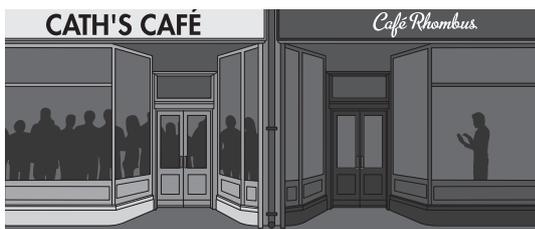
1 Use the adjectives in brackets to make comparative sentences about the pictures.



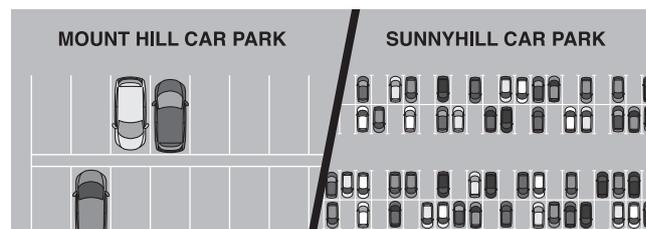
1 \_\_\_\_\_ (expensive)



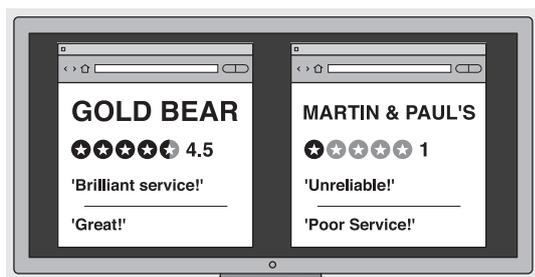
2 \_\_\_\_\_ (spacious)



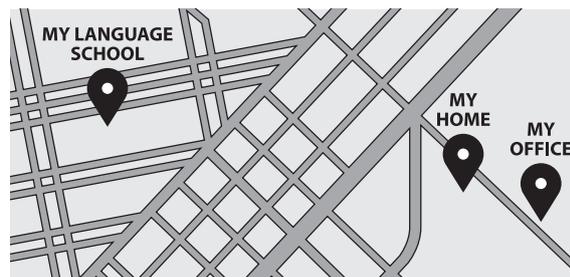
3 \_\_\_\_\_ (busy)



4 Parking at Mount Hill \_\_\_\_\_ (easy)



5 \_\_\_\_\_ (bad)



6 \_\_\_\_\_ (far)

2 Work in pairs. Your teacher will give you some pieces of paper with two things to compare. Write a comparative (-er, -ier, more/less, etc.) sentence about the two things on each piece of paper. Then ask your teacher to check your sentences.



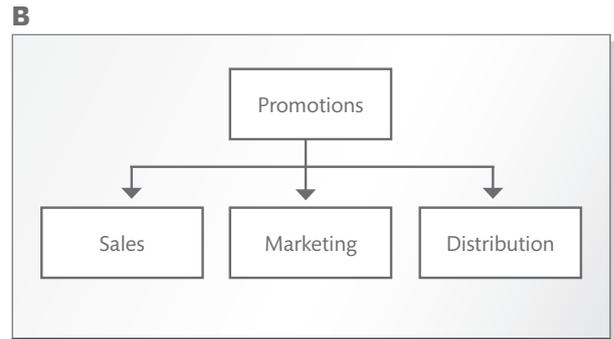
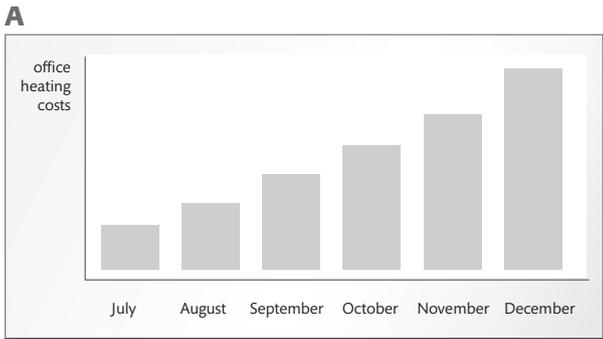
my town/city / London	sales / production
an office / a language school	an airport / a hospital
my home / this building	a warehouse / an office
laptops / tablets	parking at home / parking in the city/town centre



6.4 ➤ Work skills

1 Match phrases 1-6 with slides A-F.

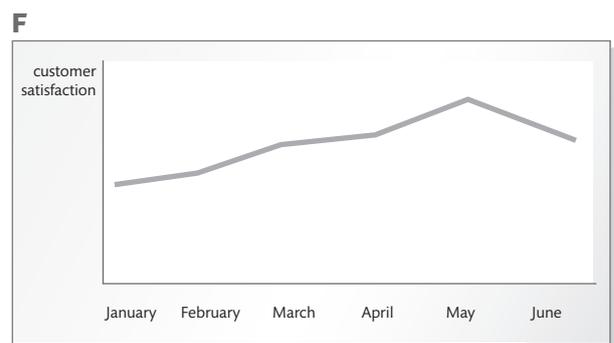
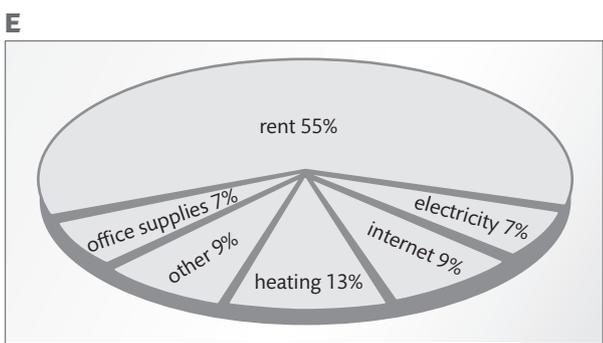
- 1 If you look at the fifth column, you can see that sales are lower but costs are high.
- 2 Now, let's look at how happy customers are.
- 3 This slide shows a bar chart.
- 4 As you can see on the slide, we are getting feedback in the middle of October.
- 5 As you can see from the diagram, the promotions department is made up of three other departments.
- 6 As you can see from the pie chart, we spend less on electricity.



- C**
- print leaflets - 23rd September
  - send to clients - 1st October
  - collect feedback - 15th October

**D**

	July	August	September	October	November	December
Sales	30	34	41	29	37	39
Costs	10	12	19	20	20	20



2 Choose one of the slides in Exercise 1. Prepare a short presentation to describe it. Use the phrases in the box to help you.

As you can see from/in the ...  
 If you look at the ..., you can see that ...  
 Now, let's look at ...  
 This slide shows ...  
 This table/chart/diagram shows ...

3 Work in groups. Take turns to give your presentations to each other.

7.3 > Grammar

1 Complete sentences 1-6 with the verbs in the box.

check click download enter send

**New employee registration**

1 \_\_\_\_\_ the registration form here.

2 \_\_\_\_\_ your details: name, address, job title.

3 \_\_\_\_\_ that all the information is correct.

4 \_\_\_\_\_ here to submit the form.

5 \_\_\_\_\_ us an email if you have any problems.

2 Arrange the pictures into two processes. There are two pictures that you do not need.

**A**



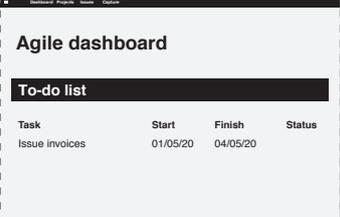
a course

**B**



an invoice

**C**



Task	Start	Finish	Status
Issue invoices	01/05/20	04/05/20	

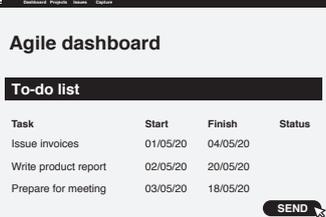
the tasks

**D**



your information

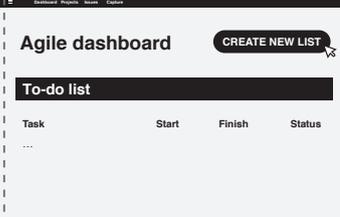
**E**



Task	Start	Finish	Status
Issue invoices	01/05/20	04/05/20	
Write product report	02/05/20	20/05/20	
Prepare for meeting	03/05/20	18/05/20	

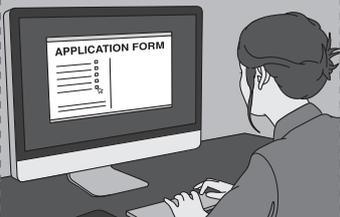
your team

**F**



new list

**G**



the form

**H**



a message

**I**



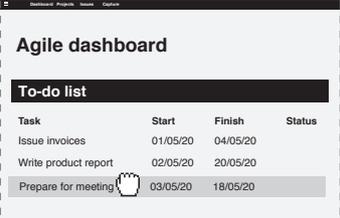
the button

**J**



your password

**K**



Task	Start	Finish	Status
Issue invoices	01/05/20	04/05/20	
Write product report	02/05/20	20/05/20	
Prepare for meeting	03/05/20	18/05/20	

the priority of each task

**L**



the application form

3 Choose one of the processes from Exercise 2. Write instructions for each picture in that process. Use the verbs in the box to help you. Give the process a title, *How to ...*

check choose click complete download enter organise send

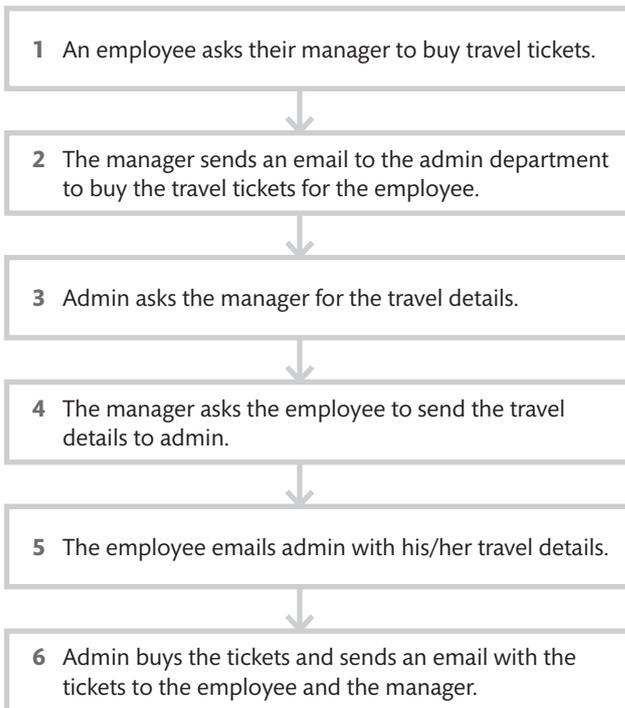
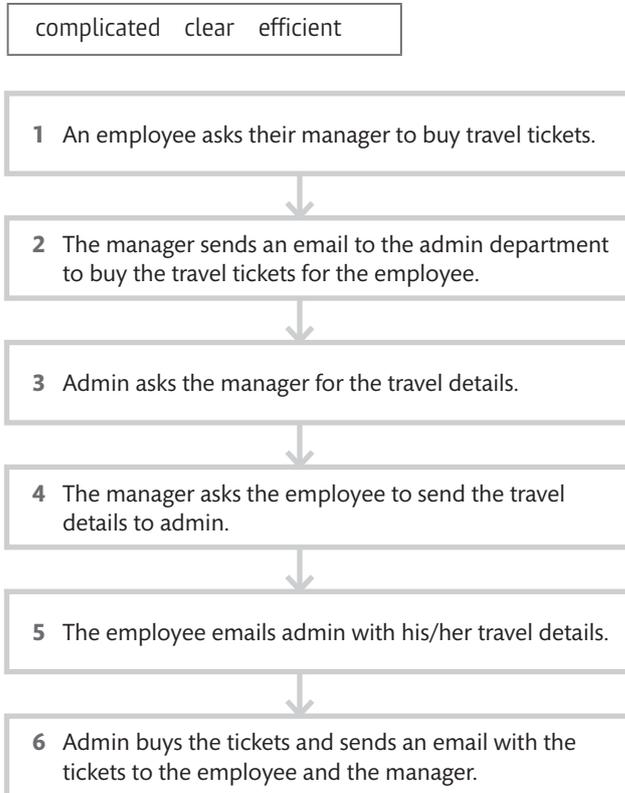
## 7.4 &gt; Work skills

## 1 Put the phrases in the correct order.

- 1 solution / What's / the / ?
- 2 improve / the / we / I / to / process / need / think / .
- 3 interesting. / That's / more / Tell / me / .
- 4 sounds / Really? / great / That / .
- 5 use / Why / an / don't / app / we / ?
- 6 we / can / How / this / improve / ?
- 7 about / I'm / sure / that / not / .
- 8 use / Why / technology / not / ?
- 9 a / idea / good / That's / .
- 10 but / convinced / OK, / totally / not / I'm / .

2 Which of the phrases in Exercise 1 *Give ideas* (G) and which of them *Respond to ideas* (R)?

## 3 Look at the workflow. Which adjective describes the process?



## 4 Have a meeting to improve the workflow. Use the phrases from Exercise 1 to help you.

## Student A

You are the manager. Your employee has an idea how to improve the workflow. Ask questions, listen to his/her ideas and respond.

## Student B

You are the employee. You think the company should use an online system for employee travel. With the new system:

- The employee can complete a form online to buy travel tickets.
- Admin and the manager can approve the employee's tickets on the system.
- The employee can see their travel details on the system.

8.3 > Grammar

1 Complete the gaps with *will* and the correct form of the verb in brackets.

- 1 We \_\_\_\_\_ (spend) more on ...
- 2 I \_\_\_\_\_ (not attend) the ...
- 3 When \_\_\_\_\_ the next ... \_\_\_\_\_ (start)?
- 4 My company \_\_\_\_\_ (not hire) ...
- 5 \_\_\_\_\_ we \_\_\_\_\_ (be) able to use this ... ?
- 6 This project \_\_\_\_\_ (reduce) ...

2 Complete each sentence in Exercise 1 with your own ideas.

3 Choose one of the projects below and complete the project plan. Use the questions to help you.

PROJECT 1	PROJECT 2	PROJECT 3
<p><b>A review of travel expenses</b></p> <p>Start date: 23rd November</p> <p>Time to complete: 3 weeks</p> <p>1: sales submit this year's expenses to the accounting department</p> <p>2: accounting review expenses</p> <p>3: accounting send the results in an email</p> <p>Result: new budget for travel</p>	<p><b>A move to new offices</b></p> <p>Start date: 3rd April</p> <p>Time to complete: 2 weeks</p> <p>1: employees in the IT and finance departments leave the office on 3rd April and work remotely for two weeks</p> <p>2: the production and admin departments leave the office on 10th April and work remotely for one week</p> <p>3: the moving company take the furniture to the new office</p> <p>Result: bigger and better office</p>	<p><b>Review working hours</b></p> <p>Start date: 16th June</p> <p>Time to complete: 3 months</p> <p>1: the HR department review work schedules</p> <p>2: HR have meetings with employees to talk about working hours</p> <p>3: management talk to HR and choose a plan</p> <p>Result: better working hours for employees</p>

- 1 When will the project start?
- 2 How long will it take?
- 3 Which departments will be in the project?
- 4 How many stages will there be?
- 5 What will the result be?

**Project plan** 
 menu send subscribe

1 Start date:	4 Stages:	5 Result:
2 End date:		
3 Departments:		

4 Work in pairs. Describe your plan to your partner, but do not say which project it is. Then listen to your partner's plan and guess which project from Exercise 3 it is.

8.4 > Work skills

1 Match the beginnings of the sentences (1-8) with the endings (a-h).

- |                           |                                 |
|---------------------------|---------------------------------|
| 1 Well                    | a meet the deadline every week. |
| 2 Try to                  | b the project.                  |
| 3 Great job               | c a shorter delivery time.      |
| 4 Fantastic               | d work!                         |
| 5 We're very happy        | e done!                         |
| 6 Remember                | f to complete the correct form. |
| 7 Well done on completing | g reducing costs this year.     |
| 8 In future, ask for      | h with your work.               |

2 Play the feedback game.

<b>Start</b>			
<b>1</b> You saved the company money.	<b>17</b> You increased sales for this year.	<b>16</b> You reduced the lead time of a new product.	<b>15</b> You didn't ask for help and made a mistake.
<b>2</b> You didn't meet the deadline.	<p><b>How to play:</b> Throw the die. Move around the board. Give feedback and one comment for the situation in the square you land on. After you give feedback, you can colour your square. The winner is the player with the most squares in their colour.</p>		<b>14</b> You wrote all the reports.
<b>3</b> You put the wrong information on a form.			<b>13</b> You forgot to send the progress reports.
<b>4</b> You gave a very good presentation.			<b>12</b> You organised a great conference.
<b>5</b> You didn't meet your sales targets.			<b>11</b> You found some great new offices.
<b>6</b> You didn't have a sales meeting with your team.			<b>10</b> You organised an event but didn't invite enough people.
<b>7</b> You managed a project well.	<b>8</b> You negotiated a good contract with your vendors.	<b>9</b> Your team's expenses are high.	<b>10</b> You organised an event but didn't invite enough people.

## 1.3 Grammar

- Tell students that they are going to practise using *there is/are ...* to describe a company building.
- Give everyone their own copy of the worksheet.
- Ask students to read the instructions for Exercise 1. Explain that *invented* means *not to be true*, meaning they do not need to use a real company.
- To remind students of the target language, elicit an example sentence by writing *gym* and *gyms* on the board and asking for a sentence for each word (e.g. *There's a gym. / There are three gyms.*).
- Ask students to either write sentences about their building or say some sentences to a partner.
- Monitor and offer help and/or corrections where necessary.
- When they have finished, ask a few students to share some sentences with the class.
- Lead a short feedback session on their language use as a class.
- Move on to Exercise 2. Read the instructions together. Explain that D-Corp. want to move to a new building and that students need to design the best use of space. Remind them of the words in the box in Exercise 1, and ask them to complete the plan. Some symbols are given, but explain that the building does not need to contain all of the things listed in Exercise 1, and that they can have more than one of each thing.
- Walk around and help where necessary.
- When students are ready, put them in pairs, but make sure they do not show their plans to each other. For Exercise 3, students take it in turns to describe their buildings, while their partner listens and makes notes.
- When they have finished, move on to Exercise 4. Students repeat the descriptions back to their partner. When they have finished, ask a few pairs what was the same and different about their plans.

### 1 Possible answers

There's a sales department.  
There's no warehouse.  
There are three canteens.  
There are no gyms.

### 3/4 Possible answers

In my building, there's a gym.  
There's no production department in his/her building.  
There are three restaurants (near the office).  
There are no factories.

- **Option 1:** (suggested for less confident classes) For Exercise 2, explain that the phrases are not in the correct order. Tell students to work in their groups to draw lines between the receptionist's questions/comments and the visitor's responses in Conversation 1, and then put them in order.
- Students then repeat the activity with Conversation 2, drawing lines between the host's questions and comments, and the visitor's responses.
- Check answers to Exercise 2 with the class. Ask which conversation is formal (Conversation 1) and which is less formal (Conversation 2).
- Move on to Exercise 3. Tell students to practise the conversations.\*
- Monitor and help where necessary. When they have finished, students swap roles and repeat.
- **Option 2:** (suggested for more confident classes) Students can attempt Exercises 2 and 3 at the same time. Assign (or ask students to choose) roles before they begin.\*
- The receptionist starts in Conversation 1, and the host starts in Conversation 2. Students complete the conversation by responding with the correct phrases in order. They have to think quickly and choose the correct phrase mid-conversation.
- When they have finished, ask students in each group to change roles and repeat the activity.
- \*In groups of three, one student is the visitor in both conversations, one is the host and one is the receptionist. In groups of four, the visitor's role can be split between two students, one in each conversation.

### 1/2 Possible answers

#### Conversation 1 (a visitor and a receptionist)

Good morning, how can I help you?  
I'm here to see Miss Ackram. My name's Alina Ackram.  
Could you repeat that, please?  
Yes, it's Alina Ackram.  
Have a seat, please.  
Thank you.  
Would you like some water or tea?  
Water, please. Thank you.

#### Conversation 2 (a visitor and a host)

Hello! Good to see you again!  
Good to see you too!  
How are you?  
I'm really well, thanks. How about you?  
Good, thanks. How about some fruit juice?  
No, thanks.  
OK. Please come in.  
Thanks.

## 1.4 Work skills

- Tell students that they are going to practise visiting a company and receiving a visitor.
- Give everyone their own copy of the worksheet.
- Arrange students in groups of three or four. Ask students to complete Exercise 1. Monitor and help where necessary.
- There are then two options for using this worksheet:

## 2.3 Grammar

- Tell students that they are going to practise asking and answering questions about personal information connected to work.
- Give everyone their own copy of the worksheet.
- Ask students to read the instructions for Exercise 1. For the exercise, you can either ask students to write the questions, then check answers as a class, or put students in pairs to do the exercise as an oral activity.

- Check answers with the whole class. You could ask different students to come to the front of the class and write the questions on the board. Ask which words begin the questions (either a *Wh-* question word or *do*). Ask which question does not contain *do* (question 1).
- Ask students to do Exercise 2. When they are finished, check answers with the class. As an extension, without looking at Exercise 1, students could try to remember the questions for each answer in Exercise 2.
- Put students in A-B pairs for Exercise 3, and give each student one of the role cards. Read the instructions together. Demonstrate the activity with a volunteer by asking the first question, and asking them to answer with the information on their card (*What's your name? My name's Sam Weber.*).
- Students then ask and answer the questions in their pairs, and write their partner's answers in the second column of their card. Monitor and check they are forming the questions and answers correctly.
- When they have finished, ask students to look at each other's cards and check the information is correct.
- For Exercise 4, students ask and answer the same questions with information about themselves or, if they prefer, about someone else they know. Encourage them to give further information where possible.
- When they have finished, nominate a few students to report the information they found out from their partner. Remind them that they will need to change their responses to the third person.

- 1 1 What's your name?  
 2 Where do you live?  
 3 What do you do?  
 4 Where do you work?  
 5 What do you do at work?  
 6 Do you travel for work?  
 7 Do you like your job?  
 8 Do you work at the weekend?  
 2 1 b 2 f 3 g 4 a 5 d 6 h 7 c 8 e

## 2.4 ➤ Work skills

- Tell students that they are going to practise making small talk.
- Give everyone their own copy of the worksheet.
- Read the instruction for Exercise 1 together. Explain that there are three different conversations, but each one is in the wrong order. If you think the class will find this exercise difficult, you could elicit what the first line is in each conversation.
- Students either work individually to put the conversations in order, or work together in pairs or small groups. Monitor and offer help where necessary. When they have finished, check answers with the class. As an extension, students could practise the conversations in pairs, then swap roles and practise them again.

- Move on to Exercise 2. Read the instruction together. Ask students to invent new/false information for themselves to complete the card. Go around and help with ideas and language where necessary, writing any new words/phrases on the board. Students could also refer to the information in Lesson 2.4 for help with ideas.
- When students are ready, move on to Exercise 3. Read the instructions together. Ask students to stand up and walk around the class, introducing themselves to each other and asking questions to find out more information. While they are doing this, monitor and make notes on any examples of good language use and any common errors.
- When they have finished, ask a few students what they can remember about other classmates. Give students feedback by praising any examples of good language use and writing any common errors on the board for the class to correct together.

- 1 b, d, a, e, f, c  
 2 c, a, e, d, f, b  
 3 a, e, b, d, c

## 3.1 ➤ Grammar

- Tell students that they are going to practise using *can* and *can't* to talk about ability and possibility.
- Give everyone their own copy of the worksheet.
- Ask students to look at Exercise 1 and read the instruction. Students could either work individually and then check in pairs, or work orally in pairs and then write the sentences. Monitor and offer help where necessary.
- Check answers with the class and write the sentences on the board, or invite three students to come to the board to write the sentences. Remind students that *can't* is the short form of *cannot*.
- Introduce the game in Exercise 2. Arrange students in groups of three or four, and tell each group to use one person's copy of the game board. Each group will also need one coin, and each player will need a counter (or find some equivalent items they can use instead).
- For each turn, students should toss the coin. If it lands on 'heads', they move one square. If it lands on 'tails', they move two squares. (This information is written on the worksheet.)
- Students take it in turns to move. When they land on a square with prompts (e.g. square 1), they need to use them to say a correct sentence with *can* or *can't* (if the box contains a tick, students should use *can*, but if it contains a cross, students should use *can't*). If they land on a square with a sentence starter (e.g. square 8), they need to say a true sentence with *can* or *can't* about themselves or another person. If they land on a square with a picture (e.g. square 7), they need to say a sentence with *can* or *can't* about that picture. If students land on a square with an arrow (e.g. square 2), they move up or down to the square indicated, without having to say a sentence.
- Monitor and help where necessary.
- The first player to reach the 'Finish' square wins.

- 1 She can speak Japanese.
- 2 He can't park in space 81.
- 3 Employees can have lunch at 1 p.m.
- 2 **Possible answers**
  - 1 James can speak French.
  - 4 Abdul can't finish work at 4 p.m.
  - 5 Can you leave work early on Fridays?
  - 6 Employees can't have lunch after 2 p.m.
  - 7 He can't go on holiday (in May).
  - 8 I can choose when I start work.
  - 9 My manager can speak three languages.
  - 12 My teacher can explain grammar clearly.
  - 14 I can't go on holiday in March.
  - 15 They can't go on holiday in September.
  - 16 Alfredo can solve IT problems.
  - 17 She can park in the staff car park.
  - 19 Helen can't finish work early on Wednesday.
  - 20 We can't work at home on Tuesdays.
  - 21 We can have lunch from 13.30 to 14.30.
  - 22 My boss can't speak German.
  - 23 I can go on holiday in July.
  - 25 They can leave work at 3 p.m.
  - 28 Can you speak Portuguese?

### 3.4 > Work skills

- Tell students that they are going to practise having a progress meeting.
- Give everyone their own copy of the worksheet.
- Ask students to read the instruction for Exercise 1. Students complete the conversations with the missing words, then check in pairs. Check answers with the class.
- Put students in pairs and ask them to practise the conversations. When they have finished, ask students to swap roles and repeat.
- Move on to Exercise 2. Read the instruction together. Arrange students in groups of three or four, and give a set of cards to each group. For a group of three, do not give out the Production Manager card. There must be one Manager in each group.
- Ask students to read the information on their card.
- When students are ready, ask them to have a progress meeting. The Manager should start by asking each student in their group about their problems. They then ask questions to find out about the causes of the problem and offer solutions. Other students in the group can join in and offer solutions, too, until they have come up with possible solutions to each problem.
- Alternatively, if you have a very strong class, students could make their own notes under the headings on each of their role cards. They can review the phrases in the Speaking box on page 35 to help them with ideas.
- When all groups have finished, ask each Manager to report to the class whether they solved the problems and, if they are confident enough, to explain some of the possible solutions they came up with.

- 1 1 with, on
- 2 situation, is, fix/solve, can
- 3 Is, need
- 4 solve, meet

### 4.1 > Grammar

- Tell students that they are going to practise talking about the past.
- Give everyone their own copy of the worksheet.
- Tell students to read the instruction for Exercise 1 and complete the task. Students should complete the sentences with the past forms of the verbs in brackets, then check in pairs. Check answers with the class, and write the past forms on the board, focusing on correct spelling.
- Move on to Exercise 2. Read the instruction together. Explain that each of the sentences gives more detail about each of the sentences in Exercise 1. Students could work in pairs to do the exercise. Check answers with the class.
- For Exercise 3, cut up the strips of paper in advance, and give out one sentence per student. Tell them not to show their paper to anyone else. If you have a small class, you can either give students more than one sentence, or repeat the activity after Exercise 4 with new sentences for each student.
- Ask students to read the instructions for Exercise 3. Tell students that they are making true or false 'stories'. Students first decide if the sentence is true for them or not. If it is true, ask students to write one or two details about it in the third column of their strip of paper.
- While students are preparing, go around and help with ideas and vocabulary where necessary.
- When students are ready, they do Exercise 4. Read the instructions together. Students walk around the class, saying their sentence and giving more details about their story. Other students listen to the story, then try to guess if the story is true or false.
- In feedback, you could ask a few students how many people guessed correctly.

1 1 sent 2 saw 3 gave 4 worked 5 had  
2 1 d 2 c 3 a 4 e 5 b

### 4.4 > Work skills

- Tell students that they are going to practise responding to complaints.
- Give everyone their own copy of the worksheet.
- Ask students to read the instructions for Exercise 1. Point out that there might be more than one suitable ending. Students could do this exercise individually, then check in pairs. Alternatively, they could do it orally in pairs, with one student saying the first part of the sentence/question and their partner finishing it. Students should swap roles halfway through the exercise. When they have finished, check answers with the class.
- Move on to Exercise 2. Read the instructions together with the class. Students categorise each sentence/question individually, then check in pairs. Check answers with the class.
- Arrange the students in A (Sales Assistant) and B (Customer) pairs and tell the students to read the information in the instruction for Exercise 3 that is relevant to them.

- Give one piece of paper to each Student B. Student A should start the conversation by enquiring about Student B's problem. Student B reads out his/her problem, then Student A responds, and together they work to find a solution.
- When they are ready, ask Student Bs to move around the class to the next available Student A and repeat the activity. (Or you could clap your hands (or ring a bell/buzzer) to signal for Student B to move.) Repeat this until all Student Bs have spoken to all the other Student As in the class or until time allows.
- After they have finished, ask Student Bs who gave them the best solution and why.
- After this, ask Student As and Bs to swap roles, and repeat the above steps for Exercise 3.

1 1 b 2 g 3 d (ora) 4 e 5 l 6 k 7 a (ord) 8 i 9 f  
10 j 11 c 12 h  
2 A: 1, 6, 9 B: 5, 10, 11 C: 2, 7, 8 D: 3, 4, 12

### 5.3 ➤ Grammar

- Tell students that they are going to practise talking about future arrangements.
- Give everyone their own copy of the worksheet.
- As a brief reminder of the target grammar, elicit an example of the use of the Present Continuous to talk about future arrangements (e.g. *I'm visiting him on Tuesday.*)
- Ask students to read the instructions for Exercise 1 and draw their attention to the example answer on the first line. Students work individually, then compare their answers in pairs. Monitor and check accuracy. Check answers with the whole class.
- Draw students' attention to the weekly planner in Exercise 2. Read the instructions together with the class, and highlight that students can add the five activities anywhere in the planner they want and that they should write the start and end times, too. Monitor and help where necessary.
- When students are ready, move on to Exercise 3, and read the instructions together. Explain that students are going to try to organise as many meetings as possible with other students. Read the examples of questions and answers the students might need to use. Then ask students to stand up, walk around the class and try to arrange meetings with other students. When they find a mutually acceptable day and time, they should write it in their planner, then move to the next student. Monitor and help where necessary, and check students are forming the Present Continuous correctly.
- Just before they finish, write the following on the board: *I'm meeting ... on ... at ...*. Put students in pairs, and ask them to tell their partner about the different people they are meeting and when.
- When they have finished, find out who managed to arrange meetings with the most people and ask that person to tell the class who they are meeting and when.

1 2 Are (you) working  
3 are/'re starting 4 is/'s visiting 5 is not/ isn't working  
6 are/'re talking 7 are not/ aren't having  
8 Is (Sarah) meeting

### 5.4 ➤ Work skills

- Tell students that they are going to practise doing favours.
- Give everyone their own copy of the worksheet.
- Ask students to read the instructions for Exercise 1. Students should complete the conversations with the phrases in the box by themselves. Check answers with the class.
- Ask students to practise the conversations in Exercise 1 in pairs. When they have finished, students swap roles and practise them again. You could ask one or two pairs to perform one of the conversations in front of the class.
- Cut out the strips of paper in Exercise 2 in advance, and give each student one strip of paper. Each strip of paper contains one problem. If you have a small class, you could either give each student more than one piece of paper, or repeat the activity at the end with a new piece of paper.
- Ask students to read the instructions for Exercise 2. Give students one or two minutes to think about the details of their problem, then ask them to walk around the class, telling other students their problem and asking for help.
- As students receive responses, they should note down the names of who can and who can't help them.
- When they have finished, ask some volunteers to share with the class the names of those who did and didn't help them, and if possible, what they said when agreeing or refusing to help.

1 1 Could you help me?  
2 Thanks. That would be great.  
3 I'm really sorry but I'm too busy.; Why don't you ask Carla?  
4 No, I'm fine. Thanks.

### 6.1 ➤ Grammar

- Tell students that they are going to practise comparing two things.
- Give everyone their own copy of the worksheet.
- For a reminder of the language for comparing things, elicit sentences that use comparatives, such as by writing a couple of gapped sentences on the board (e.g. *This room is bigger than the one next door. The bus stop is closer than the train station.*)
- Draw students' attention to Exercise 1 and ask them to read the instruction. Elicit the first answer by asking students what they can see in the first picture, before asking them to complete the rest of the exercise individually. Monitor and check students are forming the comparatives correctly, and offer help where necessary. When they have finished, ask students to compare sentences in pairs, then check answers with the whole class, writing each sentence on the board.
- Introduce Exercise 2 and put students in pairs. Read the instructions together. Explain that students are going to play a game in which they have to write a number of comparative sentences as a race (i.e. the first pair to finish wins). Make sure you have a complete set of the strips of paper for each pair. It might be helpful to place the sets of the strips of paper on a separate desk away from the pairs in advance, with a sticky note with the pair's initials attached to each set. Tell students that they must use a different adjective for each strip of paper.

- Hand out the sets to each pair and begin the race. When a pair has finished, they should call you over (or raise their hand) to check their work. If all their sentences are correct, and they are the first pair to have completed all the sentences using different adjectives each time, then they are the winner. If this is not the case, the pair must make corrections before calling you over again. During this time, other pairs might be able to claim victory.

- 1 1 The Flashus S is more expensive than the NX500.
- 2 Manor House is more spacious than Windfall Manor.
- 3 Cath's Café is busier than Café Rhombus.
- 4 Parking at Mount Hill (car park) is easier than parking at Sunnyhill (car park).
- 5 Martin & Paul's is worse than Gold Bear / The service at Martin & Paul's is worse than the service at Gold Bear.
- 6 My language school is further (farther) than my office from my home / My language school is further (farther) from my home than my office.

## 6.4 > Work skills

- Tell students that they are going to practise talking about presentation slides.
- Give everyone their own copy of the worksheet.
- Before students do Exercise 1, go through each of the slides on the worksheet and elicit what students can see (they do not have to be too exact in their descriptions, the aim is just to familiarise themselves with the visuals).
- Tell students to read the instructions for Exercise 1, do the activity, then compare their answers in pairs. Check answers with the class and ask why they chose each phrase.
- Move on to Exercise 2. Read the instructions together and remind students that they can look at the phrases from Lesson 6.4 to help them if necessary. While this activity can be done individually, it is probably best to have students prepare their presentations in pairs, in order to help less confident students and improve the standard of each presentation. Go around and offer help with ideas while students are preparing for their presentations. Answer any questions they have about vocabulary and write any new words/phrases on the board.
- When students have finished, give them a few minutes to practise their presentations. If students are working in pairs, encourage partners to split the speaking role evenly.
- Arrange students in small groups to give their presentations. (If you have a small class, then students could just present to the whole class.) Students take turns to give their presentations. While students are giving presentations, ask those listening to think of a question to ask at the end of each presentation. Monitor and make notes on good points and common errors in the presentations.
- When they have finished, give students feedback on their presentations. Praise any good points and write any common errors on the board for class feedback.

1 D 2 F 3 A 4 C 5 B 6 E

## 7.3 > Grammar

- Tell students that they are going to practise giving instructions.
- Give everyone their own copy of the worksheet.
- Read the instructions for Exercise 1 together. Remind students they can look at the processes from Lesson 7.3, Exercises 5 and 6 to help them if necessary.
- Tell students to complete Exercise 1 individually, then compare their answers in pairs. Check answers with the whole class.
- Put students in pairs for Exercise 2, and give each pair a set of cut-up picture cards. Ask them to read the instructions for the exercise. Explain that the pictures on the cards make up two processes that contain five steps each.
- Allow students to arrange the cards into the two processes and put them in order, separating the two 'dummy' cards. Monitor and help where necessary. When they have finished, ask students to set out their organised cards on their table, then get up and look at other pairs' orders to compare.
- In the same pairs, ask students to read the instructions for Exercise 3 and complete the task. Students could stick their cards onto a mini-poster, writing their instructions under each picture and the title at the top. Show the verbs in the box to students to help them complete the task. Monitor and check students are writing instructions correctly, and help with any vocabulary where necessary, writing any new words/phrases on the board.
- Students can then either display their poster or take a photo of it.
- At the end, students should take time to look at the posters/photos and choose their favourite one and/or give positive feedback about a poster/photo they like.

1 1 Download 2 Enter 3 Check 4 Click 5 Send  
2 Process 1: 1 A 2 L 3 G 4 D 5 I  
Process 2: 1 F 2 C 3 K 4 E 5 H  
B and J are the extra pictures.

### 3 Possible answers

- 1 How to register for a training course:  
A Choose a course.  
L Download the course application form here.  
G Complete the form.  
D Check your information is correct.  
I Click the button to submit your completed form.
- 2 How to create a to-do list for your team:  
F Click on 'Create new list'.  
C Enter the tasks to do.  
K Organise the priority of each task.  
E Send to your team.  
H Send a message to check they received it.

## 7.4 ➤ Work skills

- Tell students that they are going to practise making and responding to suggestions.
- Give everyone their own copy of the worksheet.
- Ask students to read the instruction for Exercise 1. Tell students to work individually to complete the exercise, then compare answers in pairs.
- Check answers with the whole class and write them on the board. Alternatively, ask different students to come to the board and write each phrase.
- For Exercise 2, put students in pairs. Read the instruction together and ask students to complete the exercise. When they have finished, check answers with the class and add *G* or *R* to the sentences written on the board for Exercise 1.
- Move on to Exercise 3. Ask students to individually read the workflow and choose the adjective that best describes it. Tell students that they should only look at it briefly, as they don't need to understand all of it. They only need to look at it long enough to realise that it is an unnecessarily complicated workflow. If you think your students won't remember the meaning of the three adjectives, you can quickly review these together as a group, or by getting students to look at Lesson 7.2.
- Tell students that they are going to have a meeting to improve the workflow. Put the students in pairs made up of one Student A and one Student B, and hand out the cards from Exercise 4.
- Ask students to read their cards and think about what to say, reminding them to use the phrases from Exercise 1. Weaker classes should spend longer in preparation, scripting the meeting if necessary.
- Instruct the students to begin their meetings. Monitor and offer help where necessary.
- At the end, ask the Student As whether they agreed with the ideas from the Student Bs.

- 1** 1 What's the solution?  
 2 I think we need to improve the process.  
 3 That's interesting. Tell me more.  
 4 Really? That sounds great.  
 5 Why don't we use an app?  
 6 How can we improve this?  
 7 I'm not sure about that.  
 8 Why not use technology?  
 9 That's a good idea.  
 10 OK, but I'm not totally convinced.
- 2** Give ideas (G): 2, 5, 8  
 Respond to ideas (R): 1, 3, 4, 6, 7, 9, 10
- 3** complicated

## 8.3 ➤ Grammar

- Tell students that they are going to practise using future forms and that they will plan a project.
- Give everyone their own copy of the worksheet.
- Ask students to read the instruction to Exercise 1 and complete the task. Highlight that they should only complete the gaps where the verb in brackets is, and not worry about the other gap (with ellipses) for now. Students complete the sentences alone, then compare their answers in pairs. Check answers with the class.
- Move on to Exercise 2. Ask students to read the instruction and do the exercise. You could help by indicating that they need to complete the rest of the sentence with a noun. Go around and help where necessary, writing any new words/phrases on the board.
- Draw attention to Exercise 3. Read the instructions together, then read through the list of possible projects and questions with the class. Highlight that the question numbers relate to the numbers on the project plan. Tell students to complete the project plan individually. Give students plenty of time to create their plan. Monitor and offer help where necessary. Students can write full sentences if it will help them better describe their plans in Exercise 4, although this isn't necessary for stronger classes.
- When they are ready, put students in pairs to do Exercise 4. Students should take it in turns to explain their completed plan to their partner and talk through each stage, answering any questions their partner has.
- In feedback, ask how many students guessed correctly which plan their partner was describing, and ask a few students to share their plans with the class.

- 1** 1 will spend 2 won't (will not) attend 3 will, start  
 4 won't (will not) hire 5 Will (Won't), be 6 will reduce
- 2 Possible answers**  
 1 new technology 2 conference this summer 3 project  
 4 new staff 5 system 6 our costs
- 3 Possible answers**  
**PROJECT 1**  
 1 The project will start on 23rd November.  
 2 It will take three weeks.  
 3 Sales and accounting will be in the project.  
 4 There will be three stages. (More detailed answers might give a summary of each stage).  
 5 There will be a new budget for travel.  
**PROJECT 2**  
 1 The project will start on 3rd April.  
 2 It will take two weeks.  
 3 IT, finance, production and admin will be in the project.  
 4 There will be four stages. (More detailed answers might give a summary of each stage).  
 5 There will be a bigger and better office.  
**PROJECT 3**  
 1 The project will start on 16th June.  
 2 It will take three months.  
 3 HR and management will be in the project.  
 4 There will be three stages. (More detailed answers might give a summary of each stage).  
 5 There will be better working hours for employees.

## 8.4 > Work skills

- Tell students that they are going to practise giving feedback.
- Give everyone their own copy of the worksheet.
- Read the instruction for Exercise 1 together and elicit the first answer as an example. Students could work individually or in pairs to complete the exercise. Check answers with the class.
- As an extension, put students in pairs and ask one student to cover the sentence endings. The other student then 'tests' him/her by saying the sentence starters at random for his/her partner to complete. Students then swap roles and repeat.
- Before starting Exercise 2, point to the first square of the board game. Copy the sentence *You saved the company money.* on the board. Ask the class if this is a bad thing or a good thing (good thing). Elicit feedback someone might give for this situation (e.g. *Fantastic work!*). Ask for one reason why saving money is a good thing (e.g. *We will have more money for other things.*). Tell the class that this is the type of language they will need to use in the game.
- For Exercise 2, arrange students in groups of three or four, and tell each group to use one person's copy of the board game. Each group will also need one die, and each student will need a counter and a coloured pen/pencil that is a different colour from the other students in their group. If you do not have these, ask each student to use a small piece of paper with their name on as a counter. Instead of a die they can use a coin ('heads' = move one square; 'tails' = move two squares). Instead of coloured pens/pencils, students can draw a selected shape (e.g. a square, a star) in their square. Students should read the *How to play* instructions.
- When students are clear on the rules, they can start playing. Monitor and ensure that students are adding extra comments to their feedback.
- The game ends when all the squares have been 'taken'. The student who occupies the most squares wins.

1 1 e 2 a 3 g 4 d 5 h 6 f 7 b 8 c

**1 Choose the correct word.**

- 1 He's from *China / Chinese*.
- 2 I'm *India / Indian*.
- 3 John is *Irish / Ireland*.
- 4 Loretta is from *Germany / German*.
- 5 Are you *Poland / Polish*?

**2 Complete the table.**

Countries	Nationalities
Brazil	<sup>1</sup> Braz_____
Japan	<sup>2</sup> Jap_____
Mexico	<sup>3</sup> Mex_____
Spain	<sup>4</sup> Sp_____
the USA	<sup>5</sup> Am_____

**3 Complete the dialogue with the words in the box.**

address first hello middle postcode spell surname title

- A:** <sup>1</sup> \_\_\_\_\_! What's your name, please?  
**B:** Jacques Xavier Richard.  
**A:** Is Jacques your <sup>2</sup> \_\_\_\_\_ name?  
**B:** Yes, and Richard is my <sup>3</sup> \_\_\_\_\_.  
**A:** And is Xavier your <sup>4</sup> \_\_\_\_\_ name?  
**B:** Yes, that's right.  
**A:** Can you <sup>5</sup> \_\_\_\_\_ that, please?  
**B:** Sure. It's X-A-V-I-E-R.  
**A:** Thank you. And what's your <sup>6</sup> \_\_\_\_\_?  
**B:** Doctor. It's Dr Richard.  
**A:** Thank you. What's your home <sup>7</sup> \_\_\_\_\_?  
**B:** 13 Rue de Camus, Paris.  
**A:** Thank you. And what's the <sup>8</sup> \_\_\_\_\_?  
**B:** 75004.  
**A:** Thank you, Dr Richard, and welcome to Tokyo.

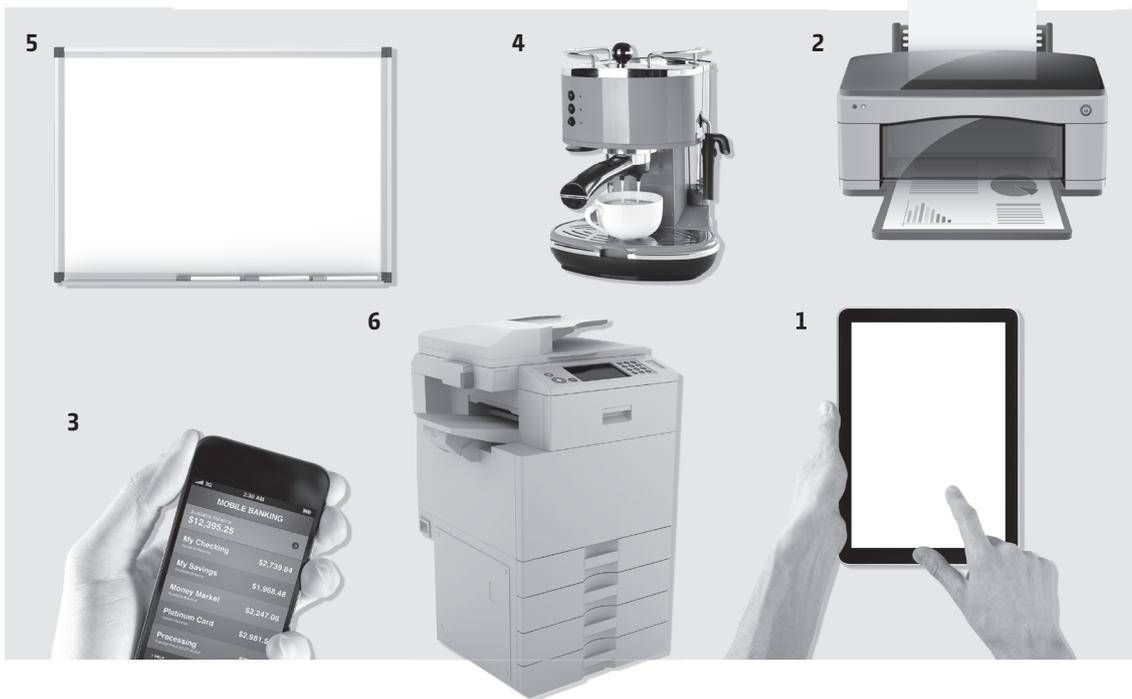
**4**  **V1.01 Listen and write the numbers and email addresses.**

- Speaker 1 \_\_\_\_\_  
 Speaker 2 \_\_\_\_\_  
 Speaker 3 \_\_\_\_\_  
 Speaker 4 \_\_\_\_\_  
 Speaker 5 \_\_\_\_\_

**5 Complete the words.**

- 1 There's no **c** \_\_\_\_\_ **n** in the Rome offices.
- 2 There are three **d** \_\_\_\_\_ **t** \_\_\_\_\_ **s** in the company.
- 3 There are ninety people in the German **f** \_\_\_\_\_ **y**.
- 4 The building isn't **q** \_\_\_\_\_ **t**. It's very noisy.
- 5 The **w** \_\_\_\_\_ **h** \_\_\_\_\_ **e** is very old-fashioned.
- 6 My office isn't old-fashioned. It's very **m** \_\_\_\_\_ **n**.
- 7 The **e** \_\_\_\_\_ **l** \_\_\_\_\_ **e** break room is large and light.
- 8 The manufacturing **d** \_\_\_\_\_ **i** \_\_\_\_\_ **n** is in China.

6 Order the letters of the office items.



- 1 bleatt \_\_\_\_\_
- 2 niprert \_\_\_\_\_
- 3 bolemi nepoh \_\_\_\_\_
- 4 efocef minecha \_\_\_\_\_
- 5 bredawitho \_\_\_\_\_
- 6 cehrooppit \_\_\_\_\_

7 Complete the words in the dialogues.

- A: Hello. Good to see you <sup>1</sup>a \_\_\_\_\_ !
- B: Good to see you, <sup>2</sup>t \_\_\_\_\_ !
- A: <sup>3</sup>H \_\_\_\_\_ are you?
- B: I'm really well, thanks.
  
- C: Good morning. How may I <sup>4</sup>h \_\_\_\_\_ you?
- D: I'm <sup>5</sup>h \_\_\_\_\_ to see Ms Fletcher.
- C: I'm <sup>6</sup>s \_\_\_\_\_, she's not in her office. Have a <sup>7</sup>s \_\_\_\_\_, please. <sup>8</sup>W \_\_\_\_\_ you like some tea or coffee?
- D: Coffee, please. Milk and no sugar.

**1 Complete the words.**

- 1 Johan works for a company that sells sports equipment. He's a **S**\_\_\_\_\_ Manager.
- 2 I'm a **D**\_\_\_\_\_ Designer. I make designs for the company website.
- 3 Indira is an IT **S**\_\_\_\_\_ who solves our technical problems.
- 4 Jimmi is a Production **E**\_\_\_\_\_. He checks that the processes are safe.

**2 Choose a verb to use with the words.**

answer make  
provide work

- 1 \_\_\_\_\_ orders / photocopies
- 2 \_\_\_\_\_ on projects / for Volkswagen
- 3 \_\_\_\_\_ technical solutions / air transport services
- 4 \_\_\_\_\_ phone calls / emails

**3 Choose a verb and put it in the correct form to complete the sentences.**

- 1 The shop \_\_\_\_\_ *sells* clothes. (answer/sell/work)
- 2 Ella and Umi \_\_\_\_\_ in a shop. (work/sell/manage)
- 3 Jan and I \_\_\_\_\_ technical problems. (design/answer/solve)
- 4 Donna \_\_\_\_\_ websites for companies. (work/write/design)
- 5 Jorge \_\_\_\_\_ a team of ten people. (work/manage/provide)
- 6 He \_\_\_\_\_ a report every week. (write/design/sell)
- 7 I \_\_\_\_\_ phone calls in my job. (provide/solve/answer)
- 8 The company \_\_\_\_\_ financial services. (make/provide/have)

**4 Complete the dialogue with the words in the box.**

do (x2) go have  
like relax travel  
work

- A:** Where do you <sup>1</sup>\_\_\_\_\_ ?
- B:** In a telecommunications company.
- A:** What do you <sup>2</sup>\_\_\_\_\_ at work?
- B:** I have meetings with clients.
- A:** Do you <sup>3</sup>\_\_\_\_\_ your job?
- B:** Yes. It's interesting.
- A:** Does the company <sup>4</sup>\_\_\_\_\_ offices in other countries?
- B:** Yes, in the USA and Australia.
- A:** Do you <sup>5</sup>\_\_\_\_\_ for work?
- B:** Yes. I go to the USA every two months. I don't go to Australia.
- A:** What do you <sup>6</sup>\_\_\_\_\_ in your free time?
- B:** I study English and <sup>7</sup>\_\_\_\_\_ to the beach to <sup>8</sup>\_\_\_\_\_.

**5 Complete the words in the dialogue.**

- M:** Hello, I'm Melania.
- J:** Nice to <sup>1</sup>**m**\_\_\_\_\_ you. I'm Jorge.
- M:** Where are you <sup>2</sup>**f**\_\_\_\_\_, Jorge?
- J:** Spain. I'm Spanish. My <sup>3</sup>**h**\_\_\_\_\_ town is Granada. What <sup>4</sup>**n**\_\_\_\_\_ are you?
- M:** I'm Russian, but I don't work in Russia. I'm <sup>5</sup>**b**\_\_\_\_\_ in Milan. What's your <sup>6</sup>**j**\_\_\_\_\_, Jorge?
- J:** I'm a Car Designer. What about you?
- M:** I <sup>7</sup>**s**\_\_\_\_\_ consumer electronics online.
- J:** What <sup>8</sup>**d**\_\_\_\_\_ do you work?
- M:** I work five days a week from <sup>9</sup>**T**\_\_\_\_\_ to Saturday. I don't work on Sunday and <sup>10</sup>**M**\_\_\_\_\_.

**6 Choose the odd word out.**

- 1 Manager Wednesday Designer Sales Representative
- 2 boring good interesting marketing
- 3 specialist production marketing IT
- 4 electronics clients clothes cars
- 5 colleague staff team product

**1 Complete the words.**

- 1 **A** \_\_\_\_\_ and winter are very busy in our company.
- 2 The new UK factory opens in **s** \_\_\_\_\_ – April 24th.
- 3 We often go on holiday near the end of the year in **N** \_\_\_\_\_.
- 4 I can't go on holiday in **s** \_\_\_\_\_ when it's hot because we're always very busy.
- 5 I usually go on holiday in July, **A** \_\_\_\_\_ or September.
- 6 People here often go on holiday in the New Year – usually **J** \_\_\_\_\_.
- 7 Can you go on holiday in **F** \_\_\_\_\_ or March?

**2**  **V3.01 Listen and choose the correct time.**

- 1 **a** 07.15    **b** 07.45    **c** 19.15
- 2 **a** 03.30    **b** 04.30    **c** 05.30
- 3 **a** 01.40    **b** 02.20    **c** 13.40
- 4 **a** 11.40    **b** 22.40    **c** 23.40
- 5 **a** 08.10    **b** 10.08    **c** 20.10

**3 Match 1–6 with a–f. Then complete the gaps.**

- |                  |   |
|------------------|---|
| 1 20/05/1868     | <b>a</b> the fourteenth of September nineteen sixty-eight |
| 2 _____/06/2018  | <b>b</b> the twelfth of March _____                       |
| 3 14/ _____/1968 | <b>c</b> the ninth of _____ nineteen eighty-six           |
| 4 18/10/ _____   | <b>d</b> the eighteenth of October two thousand and six   |
| 5 9/12/1986      | <b>e</b> the sixth of June twenty eighteen                |
| 6 12/03/2032     | <b>f</b> the _____ of May eighteen sixty-eight            |

**4**  **V3.02 Listen and complete the notes.**

- 1 Meet the new client on \_\_\_\_\_ May.
- 2 It's Mike's \_\_\_\_\_ birthday tomorrow.
- 3 Our new office is on \_\_\_\_\_ Street.
- 4 My new job starts on \_\_\_\_\_.
- 5 Our \_\_\_\_\_ shop opens next week.
- 6 The project finishes on \_\_\_\_\_.

**5 Complete the words in the email.**

**Subject:** Late delivery  
**From:** Franz Hartmann  
 f.hartmann@grovenor-it.com

<sup>1</sup>D \_\_\_\_\_ Sir/Madam,

I am writing to <sup>2</sup>c \_\_\_\_\_ about the delivery yesterday. Our package was late because the address was <sup>3</sup>w \_\_\_\_\_ – it was 134 Park Drive and not 134 Park Road. Then the items were <sup>4</sup>i \_\_\_\_\_. We need twelve laptops, but there were only ten. Two of these laptops were <sup>5</sup>d \_\_\_\_\_ – the screens were <sup>6</sup>b \_\_\_\_\_. We also need three printers but they were all <sup>7</sup>m \_\_\_\_\_ from the delivery. Can you send four new laptops and the printers, <sup>8</sup>p \_\_\_\_\_?

I look <sup>9</sup>f \_\_\_\_\_ to hearing from you.

Best <sup>10</sup>r \_\_\_\_\_,

Franz Hartmann

**6 Choose the correct words in the dialogue.**

- A:** Thanks for coming to this <sup>1</sup>progress / problem meeting. What's the <sup>2</sup>situation / solution with the new invoicing system? Is everything on <sup>3</sup>deadline / schedule?
- B:** No. We have a <sup>4</sup>planning / problem with IT and the IT Specialist is on holiday at the moment.
- A:** Well, how can we <sup>5</sup>fix / make this?
- B:** We can <sup>6</sup>work / look for another specialist.
- A:** Can you <sup>7</sup>finish / start by Friday? We need to meet the <sup>8</sup>solution / deadline.
- B:** I think we need more time, I'm sorry.
- A:** There is no more time, unfortunately. We need to find a <sup>9</sup>solution / situation by Friday.
- B:** OK.

## 1 Complete the dialogue with the words in the box. There is one extra word.

apologised   checked   contacted   had   made   sent   was   went

**A:** We <sup>1</sup> \_\_\_\_\_ a big problem this morning. The delivery <sup>2</sup> \_\_\_\_\_ late again. This time, it <sup>3</sup> \_\_\_\_\_ to the wrong office!

**B:** Did you phone the supplier about it?

**A:** Yes. He <sup>4</sup> \_\_\_\_\_ the order details and they were correct.

**B:** Of course they were. I <sup>5</sup> \_\_\_\_\_ them the order!

**A:** I know! The driver <sup>6</sup> \_\_\_\_\_ a mistake. The supplier <sup>7</sup> \_\_\_\_\_ to us for the delay, but I think we need to find a new supplier.

**B:** I agree.

## 2 Choose the correct word.

1 Jan is *never* / *sometimes* late for meetings. He's always the first person in the room.

2 I *sometimes* / *never* drive to work but I also like taking the bus.

3 I answer my emails *a few times a week* / *every day* because people need answers quickly.

4 It's very noisy in the factory *all the time* / *a few times a week*. I can't work there because I need a quiet place to work.

5 We meet customers *a few times a week* / *every day* – on Tuesdays, Wednesdays and Thursdays.

6 We have meetings *every day* / *once or twice* a week.

## 3 Complete the email with the words in the box. There is one extra word.

asked   checked   complain   contacted   made   print   repair   sent   solve



**Subject:** Printer problem

**From:** Julia Robertson

j.robertson@allegra.edu

Dear Mark,

I'm writing to complain about our IT supplier, Mr Fedovic. I <sup>1</sup> \_\_\_\_\_ Mr Fedovic, our IT supplier, by email last week to <sup>2</sup> \_\_\_\_\_ about the new printer. He <sup>3</sup> \_\_\_\_\_ the printer to us last Monday but it doesn't <sup>4</sup> \_\_\_\_\_ anything. I <sup>5</sup> \_\_\_\_\_ that the printer was on and had paper in, but it still doesn't work. I <sup>6</sup> \_\_\_\_\_ Mr Fedovic to come and <sup>7</sup> \_\_\_\_\_ the printer and <sup>8</sup> \_\_\_\_\_ this problem for us. I wrote two more emails, but I didn't receive replies to them. Do we need to cancel our contract with him?

Best,

Julia

**4 Complete the words in the dialogue.**

**A:** Hello, IT. <sup>1</sup>**H**\_\_\_\_\_ can I help you?

**B:** Hi. It's Josh in marketing. Could I <sup>2</sup>**s**\_\_\_\_\_ to Tanek?

**A:** Hi, Josh. I'm <sup>3</sup>**a**\_\_\_\_\_ he's in a meeting. Can I <sup>4</sup>**t**\_\_\_\_\_ a message?

**B:** Could you <sup>5</sup>**a**\_\_\_\_\_ him to call me? My computer doesn't work.

**A:** Sure. I'll <sup>6</sup>**g**\_\_\_\_\_ him the message. Can I help you with anything <sup>7</sup>**e**\_\_\_\_\_?

**B:** No. That's it! Thanks!

**5 Choose the correct word.**

1 I *gave / made / checked* you all the information last week.

2 He *solved / said / asked* me for the invoice.

3 I think I'll *order / repair / change* a new computer for you.

4 I *said / asked / told* sorry because I missed the deadline.

5 I'm sorry. I can't *give / charge / contact* you your money back.

6 Could you *listen / say / tell* me about the problem?

**6 Complete the words in the dialogue.**

**A:** Good morning! Can you help me?

**B:** Of course! What's the <sup>1</sup>**p**\_\_\_\_\_?

**A:** Well ... my phone doesn't work. Can you <sup>2</sup>**r**\_\_\_\_\_ it?

**B:** Did it <sup>3</sup>**w**\_\_\_\_\_ before?

**A:** Yes, it did. It stopped yesterday.

**B:** Did you try <sup>4</sup>**t**\_\_\_\_\_ it off and on?

**A:** I did that, but it still doesn't work. And I charged it all night.

**B:** Did you <sup>5</sup>**c**\_\_\_\_\_ the battery? You know you can take it out.

**A:** No, I didn't. How do I do that?

**B:** Well, you ...

## 1 Complete the words in the diary.

Wednesday 10th May	
08.30:	<sup>1</sup> p _____ for the sales meeting
09.00:	<sup>2</sup> h _____ a meeting with the Marketing Manager
11.00:	<sup>3</sup> g _____ to the sales meeting
12.30:	have lunch with our new client
15.00:	<sup>4</sup> w _____ a report on the new factory
17.00:	<sup>5</sup> t _____ to Scotland for a meeting with our supplier

## 2A Complete the words in the email.



**Subject:** Meeting Friday?

**From:** Mustafa Qadri  
m.qadri@greenlives.org

**To:** s.chakkingal@greenlives.org

Hello Sumitha,

As you know, we have the product <sup>1</sup>l\_\_\_\_\_ next month. I'd like to <sup>2</sup>d\_\_\_\_\_ the plans for this with you in detail. I'm working from <sup>3</sup>h\_\_\_\_\_ today but I'm <sup>4</sup>f\_\_\_\_\_ on Friday. Can we <sup>5</sup>m\_\_\_\_\_ on Friday morning at 11 o'clock? Please find the current plans <sup>6</sup>a\_\_\_\_\_.

Best,  
Mustafa

## B Complete the dialogue with the words in the box. There are two extra words.

afraid busy check favour maybe meeting problem see sorry supplier

**S:** Hello, Sumitha speaking.

**M:** Hello, Sumitha. It's Mustafa. Did you get my email?

**S:** Yes. I'm really <sup>1</sup>\_\_\_\_\_ but I'm very <sup>2</sup>\_\_\_\_\_ on Friday morning. I need to visit the new <sup>3</sup>\_\_\_\_\_ in the morning.

**M:** OK. <sup>4</sup>\_\_\_\_\_ Vihaan can help. Could he go to that <sup>5</sup>\_\_\_\_\_?

**S:** No. He's in the USA this week. Are you free on Friday afternoon?

**M:** Let me <sup>6</sup>\_\_\_\_\_ ... OK. That's no <sup>7</sup>\_\_\_\_\_. I'll <sup>8</sup>\_\_\_\_\_ you then.

**3 Choose the correct word.**

- 1 We need to send the *invoice* / *agenda* to the client today – it's €760.
- 2 Here are the meeting *specifications* / *minutes* for you to check.
- 3 The information is in our *notes* / *prices* from the meeting last week.
- 4 Can you *prepare for* / *cancel* the meeting with the client in Rome? I need to go to Budapest that day.
- 5 This is the *agenda* / *favour* for the meeting.
- 6 We need to check the product *minutes* / *specifications*.
- 7 I'd like to see the presentation *slides* / *contracts*.

**4 Complete the dialogue with the words and phrases in the box.**

can you do   could I ask you   need to arrange   need to meet  
product quality   sorry, I'm busy   why don't you ask   yes, sure

**E:** Hello, Mr Kowalczyk.

**K:** Hi, Eduardo. How are you?

**E:** Fine, thanks. <sup>1</sup> \_\_\_\_\_ for some help? We're having some problems with <sup>2</sup> \_\_\_\_\_.

**K:** Mm, OK but <sup>3</sup> \_\_\_\_\_ Yvette to help you?

**E:** She can't. She says I <sup>4</sup> \_\_\_\_\_ a meeting with you as soon as possible. <sup>5</sup> \_\_\_\_\_ this afternoon?

**K:** <sup>6</sup> \_\_\_\_\_ this afternoon. I <sup>7</sup> \_\_\_\_\_ a new client. Tomorrow morning?

**E:** <sup>8</sup> \_\_\_\_\_. Is 9.30 OK?

**5 Choose the correct word.**

- 1 I'm *making* / *waiting* / *receiving* for a phone call from the supplier.
- 2 Are you *visiting* / *making* / *travelling* a colleague in the head office?
- 3 Sorry, I need to *have* / *cancel* / *postpone* our meeting to Friday. I can't do Thursday.
- 4 Could I ask you a *deadline* / *favour* / *range*? I need help with this.
- 5 **A:** Can I help you?  
**B:** No, I'm *fine* / *well* / *sure*. Thanks.

**1 Complete the dialogue with the words in the box. There is one extra word.**

fashioned large order payment modern time unit
--

- A:** What's the <sup>1</sup>\_\_\_\_\_ price of these desks and chairs?  
**B:** Oh ... They're very big and our offices are so small. I don't think we need <sup>2</sup>\_\_\_\_\_ desks like those.  
**A:** I don't agree. All the small desks are old-<sup>3</sup>\_\_\_\_\_ but these other desks are very <sup>4</sup>\_\_\_\_\_.  
**B:** Well ... OK, if you're sure.  
**A:** I am. Can you check the delivery <sup>5</sup>\_\_\_\_\_ as well?  
**B:** Yes. And I'll check the <sup>6</sup>\_\_\_\_\_ terms, too.  
**A:** Great. Thanks.

**2 Complete the opposites.**

- 1** easy      *difficult*  
**2** far        c \_\_\_\_\_  
**3** cheap     e \_\_\_\_\_  
**4** limited    u \_\_\_\_\_  
**5** modern    t \_\_\_\_\_  
**6** low        h \_\_\_\_\_

**3 Order the letters to make adjectives.**

- 1** I don't like this chair. It isn't very comfortable (m o b c o t l a f e r).  
**2** This phone is \_\_\_\_\_ (t r e e b t) than my old phone.  
**3** Our office isn't very \_\_\_\_\_ (a c o s i p u s). There are only two desks in it!  
**4** This office is \_\_\_\_\_ (e s w r o) than our old office. It's not easy for staff to get to.  
**5** We get free local and \_\_\_\_\_ (a t o n i l n a) calls on our mobile phones.  
**6** This company has very \_\_\_\_\_ (e t i c o v i m p e t) prices.

## 4 Choose the correct word.

- 1 The company sells a wide *list* / *range* / *network* of printers.
- 2 The *minimum* / *payment* / *delivery* order is twenty units.
- 3 I'd like you to look at these five *bullet* / *line* / *bar* points.
- 4 Does the contract include *unit* / *unlimited* / *minimum* data and texts?
- 5 We've got fixed-*time* / *range* / *term* contracts for our phones.
- 6 Those products are the *best* / *worst* / *bad* quality. Don't buy them!
- 7 If you look at this line *column* / *chart* / *graph*, you can see that sales are increasing.
- 8 We have *competitive* / *total* / *unlimited* prices.

## 5 Complete the words in the presentation.

This slide shows a <sup>1</sup>d\_\_\_\_\_ of the phone with its main specifications. You'll see it's bigger than our other phones. This is because customers say they need a bigger screen.

Now, let's <sup>2</sup>l\_\_\_\_\_ at the price plans. This is a <sup>3</sup>t\_\_\_\_\_ with the key details. As you can <sup>4</sup>s\_\_\_\_\_ on the slide, we're offering a range of price plans to new customers.

If you look at the second <sup>5</sup>r\_\_\_\_\_, you'll see that we offer free national calls in every plan. But I think the best offer for customers will be in the fourth <sup>6</sup>c\_\_\_\_\_ because it has unlimited data, too.

## 6 Complete the sentences with the words in the box. There is one extra word.

column graph list name row table

Product	Quantity	Total price
Zindex C145 printers	6	\$7,500
Willow chairs	30	\$1,500
Benson desks	10	\$6,000
Arbro 32" computer screens	10	\$4,500

In the <sup>1</sup>\_\_\_\_\_ you can see a <sup>2</sup>\_\_\_\_\_ of the items we need for our new offices.

In the first <sup>3</sup>\_\_\_\_\_ there is the product <sup>4</sup>\_\_\_\_\_.

In the last <sup>5</sup>\_\_\_\_\_ you can see that we need to order ten computer screens.

**1 Complete the dialogue with the words in the box. There are two extra words.**

approve click enter invoice issue notify purchase receive request

- A:** Hi Jane. We need a(n) <sup>1</sup> \_\_\_\_\_ order for the extra supplies.  
**B:** OK. Can you help me? I don't know how to create purchase orders.  
**A:** No problem. Open the payment system and <sup>2</sup> \_\_\_\_\_ all the details.  
**B:** Then do I <sup>3</sup> \_\_\_\_\_ the supplier?  
**A:** No. The system automatically sends an email.  
**B:** Oh, that's really easy. What happens next?  
**A:** Well, the suppliers deliver the goods and <sup>4</sup> \_\_\_\_\_ payment.  
**B:** They do that with a(n) <sup>5</sup> \_\_\_\_\_, right?  
**A:** Yes. The supplier has to <sup>6</sup> \_\_\_\_\_ that with the purchase order number on it.  
**B:** And then we pay it.  
**A:** Yes, but first the manager has to <sup>7</sup> \_\_\_\_\_ the payment.  
**B:** Right, I think I understand. Thanks for your help.

**2 Complete the words.**

- 1 Their deliveries are always late. That company is totally **u** \_\_\_\_\_ **e**.  
 2 This department is very **e** \_\_\_\_\_ **t** and work is always on schedule.  
 3 This document is difficult to understand. It's very **c** \_\_\_\_\_ **d**.  
 4 Using the new system is very **s** \_\_\_\_\_ **e**. Just follow the instructions on the screen.  
 5 We can't use that supplier again. The quality of their products is very **p** \_\_\_\_\_ **r**.  
 6 The instructions are very **c** \_\_\_\_\_ **r**. They're easy to understand.

**3 Choose the correct words.**

John's job is to <sup>1</sup>*remember / organise / download* the deliveries. When he <sup>2</sup>*supplies / forgets / receives* an order, he checks the product is in stock. Then he <sup>3</sup>*confirms / receives / enters* the delivery date with the customer. He has to <sup>4</sup>*remember / forget / confirm* to put all the details in the order system. He also has to <sup>5</sup>*need / forget / check* all the details carefully.

**4 Complete the sentences with one word from each box.**

bank induction job- medical office safety

certificate details meetings specific tour training

- 1 We give all our employees job-specific training.  
 2 You need a(n) \_\_\_\_\_ to show you are healthy and OK for work.  
 3 There are always \_\_\_\_\_ for new employees on their first day.  
 4 All employees need to receive health and \_\_\_\_\_.  
 5 HR need the \_\_\_\_\_ of all new employees so finance can arrange payment.  
 6 On their first day, new employees have a(n) \_\_\_\_\_ so they can see the building and meet other staff.

## 5 Complete the dialogue with the phrases in the box.

I'm not totally convinced I think we need to I think we should invite  
interesting. Tell me more not sure about that that's a good idea why don't we

- A:** Thank you for coming to the meeting today, Max. <sup>1</sup>\_\_\_\_\_ improve our delivery system. Any ideas?
- B:** Well ... <sup>2</sup>\_\_\_\_\_ Sushant from the shipping department.
- A:** Yes, but he can't come today. His idea is to update our IT system.
- B:** <sup>3</sup>\_\_\_\_\_.
- A:** Mm ... I'm not sure the system is the problem. I think the warehouse employees are more of a problem.
- B:** That's <sup>4</sup>\_\_\_\_\_. Don't all staff have regular training?
- A:** Yes, they do, but they often put the wrong information on the systems and they sometimes don't check things. We need to ask why they make these mistakes. <sup>5</sup>\_\_\_\_\_ have a meeting with all the shipping department staff and ask them for their ideas?
- B:** I'm <sup>6</sup>\_\_\_\_\_. I don't think it'll solve the problem.
- A:** Why don't we try it?
- B:** OK, but <sup>7</sup>\_\_\_\_\_.

## 6 Order the groups of letters. Then use the words (a-d) to complete the sentences (1-4).

- a** lent - cel - ex excellent
- b** a - re - ble - li \_\_\_\_\_
- c** ren - ces - fe - re \_\_\_\_\_
- d** fi - li - qua - ca - tions \_\_\_\_\_

- 1** The system is \_\_\_\_\_. It never stops working.
- 2** He has very good \_\_\_\_\_ for the job, and a diploma.
- 3** They have excellent customer service. All the Sales Reps are very helpful.
- 4** You need to give two \_\_\_\_\_ to HR before you start a job - one personal, one professional.

## 1 Complete the words.

I am happy to say that the <sup>1</sup>m\_\_\_\_\_g of all our products now happens in our new <sup>2</sup>f\_\_\_\_\_y in Malaysia. We're continuing to use our central <sup>3</sup>w\_\_\_\_\_s in the UK and Australia, where we store a large quantity of products. This means that the <sup>4</sup>l\_\_\_\_\_d t\_\_\_\_\_e remains the same – three to five days. Our <sup>5</sup>c\_\_\_\_\_s want good-quality products at a good price – and the <sup>6</sup>m\_\_\_\_\_s we use are now cheaper, but they continue to be very good quality. Product <sup>7</sup>i\_\_\_\_\_n is also very important to be sure that the quality is always high. Finally, <sup>8</sup>s\_\_\_\_\_g from Malaysia to our warehouses is cheaper, too, so we do not need to increase prices. As a result, the <sup>9</sup>d\_\_\_\_\_d for our products is very high and sales are good.

## 2 Choose the correct words in the email.



**From:** Sales Director  
**To:** All sales staff  
**Subject:** Stock situation

Dear All,

Unfortunately, the <sup>1</sup>standard / custom models in our range are <sup>2</sup>in / out of stock in some <sup>3</sup>shops / factories. These will be <sup>4</sup>in / out stock again in two weeks. Customers who are waiting for our special <sup>5</sup>standard / custom models do not need to worry. We will deliver their orders on schedule.

Best wishes,  
 Robert Smith,  
 Sales Director

## 3 Complete the dialogue with the words in the box. There is one extra word.

automate negotiate outsource receive relocate review save work upgrade

- A:** Daniela, we need to <sup>1</sup>\_\_\_\_\_ expenses and think of ways to <sup>2</sup>\_\_\_\_\_ energy.
- B:** Well, we can ask people to <sup>3</sup>\_\_\_\_\_ remotely. Then we can <sup>4</sup>\_\_\_\_\_ to smaller offices.
- A:** That's a good idea, Daniela. I like that.
- B:** And why don't we <sup>5</sup>\_\_\_\_\_ with suppliers to see if we can get bigger discounts?
- A:** Good idea, too. And maybe we also need to <sup>6</sup>\_\_\_\_\_ our technology so we can <sup>7</sup>\_\_\_\_\_ more tasks. That will make us more efficient.
- B:** Yes, I agree with you. And there is one other thing we should think about. We could <sup>8</sup>\_\_\_\_\_ work to that company in Brazil again. That worked well last year.

**4 Complete the dialogue. Use one word in each space.**

**K:** We signed a contract with that new client yesterday. Well <sup>1</sup> \_\_\_\_\_ on signing the contract, Evan!

**E:** Thanks, Katherin!

**K:** Great <sup>2</sup> \_\_\_\_\_ negotiating the price. I'm very happy with your work. This <sup>3</sup> \_\_\_\_\_ that the new factory will soon be in full production. But always remember to <sup>4</sup> \_\_\_\_\_ regular meetings with your team.

**E:** <sup>5</sup> \_\_\_\_\_ course.

**K:** And <sup>6</sup> \_\_\_\_\_ to review the project schedule more regularly. We need to keep projects on schedule. And we don't want to miss deadlines!

**E:** Sure.

**K:** And <sup>7</sup> \_\_\_\_\_ future, send me a weekly report, please.

**5 Choose the correct words.**

I don't often have money at the end of the month. I have to buy food and pay the <sup>1</sup>*rent / mortgage / budget* on the small house I bought last year. Unfortunately, this is my first job and they don't pay me a lot. I can make my own <sup>2</sup>*food / models / clothes* because I'm a fashion <sup>3</sup>*designer / maker / customer*. I like helping design the different <sup>4</sup>*systems / plans / collections* for the company. Also, there's <sup>5</sup>*transport / tasks / technology* to and from work. I don't have a car, so I have to go by bus or train. It's expensive. The <sup>6</sup>*result / question / means* is that I don't have money for free-time <sup>7</sup>*meetings / activities / work*. However, my brother has more money than me. And he doesn't have a house, so he lives with me and pays me <sup>8</sup>*rent / mortgage / budget* for living in my house.

## Unit 1 >

- 1 1 China 2 Indian 3 Irish 4 Germany 5 Polish  
 2 1 Brazilian 2 Japanese 3 Mexican 4 Spanish 5 American  
 3 1 Hello 2 first 3 surname 4 middle 5 spell 6 title  
 7 address 8 postcode  
 4 1 0024660 2 53778316 3 Halek@gef.com 4 1783490044  
 5 walter-Yoga@guru.com  
 5 1 canteen 2 departments 3 factory 4 quiet  
 5 warehouse 6 modern 7 employee 8 division  
 6 1 tablet 2 printer 3 mobile phone 4 coffee machine  
 5 whiteboard 6 photocopier  
 7 1 again 2 too 3 How 4 help 5 here 6 sorry 7 seat  
 8 Would

## Unit 2 >

- 1 1 Sales 2 Digital 3 Specialist 4 Engineer  
 2 1 make 2 work 3 provide 4 answer  
 3 2 work 3 solve 4 designs 5 manages 6 writes  
 7 answer 8 provides  
 4 1 work 2 do 3 like 4 have 5 travel 6 do 7 go  
 8 relax  
 5 1 meet 2 from 3 home 4 nationality 5 based 6 job  
 7 sell 8 days 9 Tuesday 10 Monday  
 6 2 marketing (the others are all adjectives)  
 3 specialist (the others are all departments)  
 4 clients (the others are all things)  
 5 product (the others are all [groups of] people)

## Unit 3 >

- 1 1 Autumn 2 spring 3 November 4 summer 5 August  
 6 January 7 February  
 2 1 a 2 b 3 c 4 c 5 c  
 3 1 f (twentieth) 2 e (06) 3 a (09) 4 d (2006)  
 5 c (December) 6 b (twenty thirty-two)  
 4 1 (the) 21st (of) 2 75th 3 18th 4 (the) 22nd (of) July /  
 22/07 5 34th 6 (the) 3rd (of) October 2024 / 03/10/2024  
 5 1 Dear 2 complain 3 wrong 4 incorrect 5 damaged  
 6 broken 7 missing 8 please 9 forward 10 regards  
 6 1 progress 2 situation 3 schedule 4 problem 5 fix  
 6 look 7 finish 8 deadline 9 solution

## Unit 4 >

- 1 1 had 2 was 3 went 4 checked 5 sent 6 made  
 7 apologised  
 2 1 never 2 sometimes 3 every day 4 all the time  
 5 a few times a week 6 once or twice  
 3 1 contacted 2 complain 3 sent 4 print 5 checked  
 6 asked 7 repair 8 solve  
 4 1 How 2 speak 3 afraid 4 take 5 ask 6 give 7 else  
 5 1 gave 2 asked 3 order 4 said 5 give 6 tell  
 6 1 problem 2 repair 3 work 4 turning 5 change

## Unit 5 >

- 1 1 prepare 2 have 3 go 4 write 5 travel  
 2A 1 launch 2 discuss 3 home 4 free 5 meet 6 attached  
 2B 1 sorry 2 busy 3 supplier 4 Maybe 5 meeting 6 check  
 7 problem 8 see  
 3 1 invoice 2 minutes 3 notes 4 cancel 5 agenda  
 6 specifications 7 slides  
 4 1 Could I ask you 2 product quality 3 why don't you ask  
 4 need to arrange 5 Can you do 6 Sorry, I'm busy  
 7 need to meet 8 Yes, sure  
 5 1 waiting 2 visiting 3 postpone 4 favour 5 fine

## Unit 6 >

- 1 1 unit 2 large 3 fashioned 4 modern 5 time  
 6 payment  
 2 2 close 3 expensive 4 unlimited 5 traditional 6 high  
 3 2 better 3 spacious 4 worse 5 national 6 competitive  
 4 1 range 2 minimum 3 bullet 4 unlimited 5 term  
 6 worst 7 graph 8 competitive  
 5 1 diagram 2 look 3 table 4 see 5 row 6 column  
 6 1 table 2 list 3 column 4 name 5 row

## Unit 7 >

- 1 1 purchase 2 enter 3 notify 4 request 5 invoice  
 6 issue 7 approve  
 2 1 unreliable 2 efficient 3 complicated 4 simple 5 poor  
 6 clear  
 3 1 organise 2 receives 3 confirms 4 remember 5 check  
 4 2 medical certificate 3 induction meetings 4 safety  
 training 5 bank details 6 office tour  
 5 1 I think we need to 2 I think we should invite  
 3 That's a good idea 4 interesting. Tell me more  
 5 Why don't we 6 not sure about that  
 7 I'm not totally convinced  
 6 b reliable c references d qualifications  
 1 reliable 2 qualifications 4 references

## Unit 8 >

- 1 1 manufacturing 2 factory 3 warehouses 4 lead time  
 5 clients/customers 6 materials 7 inspection 8 shipping  
 9 demand  
 2 1 standard 2 out 3 shops 4 in 5 custom  
 3 1 review 2 save 3 work 4 relocate 5 negotiate  
 6 upgrade 7 automate 8 outsource  
 4 1 done 2 job (also possible: work) 3 means 4 have 5 Of  
 6 try/remember (also possible: don't forget) 7 in  
 5 1 mortgage 2 clothes 3 designer 4 collections  
 5 transport 6 result 7 activities 8 rent

## 1.1.1

### Part 1

**I = Interviewer Y = Yumiko**

**I:** Hello.  
**Y:** Hello.  
**I:** What's your name?  
**Y:** My name is Yumiko.  
**I:** Where are you from?  
**Y:** I am from Tokyo in Japan.  
**I:** What's your nationality?  
**Y:** I am Japanese.  
**I:** What's your job?  
**Y:** I am an Admin Assistant.  
**I:** Nice to meet you.  
**Y:** Nice to meet you, too.

### Part 2

**I = Interviewer J = Jan G = Gosia**

**I:** Hello!  
**J:** Hello!  
**G:** Hello!  
**I:** What are your names?  
**J:** My name is Jan and this is Gosia.  
**I:** Where are you from?  
**G:** We're from Gdańsk in Poland.  
**I:** What are your nationalities?  
**J:** We're Polish.  
**I:** What are your jobs?  
**G:** I'm an Office Manager and he's a Customer Service Manager.  
**I:** Nice to meet you.  
**J:** Nice to meet you, too.  
**G:** Nice to meet you.

### Part 3

**I = Interviewer R = Rafael**

**I:** Hello.  
**R:** Hello.  
**I:** What's your name?  
**R:** My name is Rafael.  
**I:** Where are you from?  
**R:** I'm from Brazil.  
**I:** What's your nationality?  
**R:** I'm Brazilian.  
**I:** What's your job?  
**R:** I'm a Marketing Director.  
**I:** Nice to meet you.  
**R:** Nice to meet you, too.  
**I:** Goodbye!  
**R:** Goodbye!

## 1.4.1 L = Liz K = Krzysztof

**L:** Good morning. How may I help you?  
**K:** I'm here to see Yumiko Kobayashi. Sorry, I think I'm a bit early. My name is Krzysztof Grzeszak.  
**L:** Sorry, could you repeat that, please?  
**K:** It's Grzeszak. Krzysztof Grzeszak.  
**L:** Could you spell that, please?  
**K:** Grzeszak is G-R-Z-E-S-Z-A-K. Krzysztof is K-R-Z-Y-S-Z-T-O-F.  
**L:** OK, thanks. Hello, Yumiko. It's Liz. Mr ... There's someone here to see you. ... Uh-huh. ... Sure. Have a seat, please. Ms Kobayashi will be ready in a few minutes.  
**K:** Thank you.  
**L:** Would you like some tea or coffee?  
**K:** Coffee, please. Thanks.  
**L:** Would you like milk or sugar?  
**K:** Milk, please. No sugar, thanks.  
**L:** Sure.

## 1.4.2 Y = Yumiko K = Krzysztof

**Y:** Krzysztof!  
**K:** Hi, Yumiko.  
**Y:** Sorry to keep you waiting!  
**K:** No problem. Good to see you again!  
**Y:** Good to see you, too! How about a coffee?  
**K:** No, thanks ... I already have one.  
**Y:** Great. So how are you?

**K:** I'm really well, thanks. How about you?  
**Y:** I'm well, thank you. Please come in.  
**K:** After you.  
**Y:** Thanks, Krzysztof.

## 2.1.1 Interview 1

**I = Interviewer E = Elena**

**I:** People have different responsibilities at work. What's your name?  
**E:** My name is Elena Clarke.  
**I:** Where are you from?  
**E:** I'm from Southend-on-Sea.  
**I:** Where do you work?  
**E:** I work for an international company.  
**I:** What's your job?  
**E:** I am a Receptionist.  
**I:** What are your responsibilities?  
**E:** I answer the phone. 'Good morning, reception. How can I help?' I meet visitors and I give visitors a pass.

## Interview 2

**I = Interviewer E = Ellen**

**I:** What's your name?  
**E:** My name's Ellen James.  
**I:** Where are you from?  
**E:** I'm from Leicester in England.  
**I:** Where do you work?  
**E:** I work for Small Pharma. It's a pharmaceutical company and it's in London.  
**I:** What's your job?  
**E:** I'm a Senior Research Manager.  
**I:** What do you do at work?  
**E:** I work on projects with my team and I have meetings with my manager. I make phone calls, and I write and answer emails.

## Interview 3

**I = Interviewer S = Steve A = Andrew**

**I:** Hello!  
**S:** Hello!  
**I:** What's your name?  
**S:** My name's Steve Wilson.  
**I:** Where are you from?  
**S:** I'm from London.  
**I:** Where do you work?  
**S:** I work at a big e-commerce company.  
**I:** What's your job?  
**S:** I'm a Sales Manager. I write sales reports, I manage the sales team. I have ten people in my team. I have meetings with clients. Hi! I'm Steve Wilson.

**A:** Andy Morton.  
**S:** Hi, nice to meet you. Right this way.  
**A:** Let's go.  
**S:** I check the clients are happy.

## 2.4.1 A = Andrea J = Jack

**A:** Hi.  
**J:** Hi.  
**A:** You're new here, right?  
**J:** Yes, that's right. It's my first week.  
**A:** I'm Andrea. Nice to meet you.  
**J:** I'm Jack.  
**A:** Which department are you in?  
**J:** I work in marketing. I'm a Community Manager.  
**A:** Oh, really? What does a Community Manager do?  
**J:** Well, basically, I write blogs and provide images and videos for the website and for social media. And I check messages from customers and write answers. It's important for the company's image.  
**A:** I see. That sounds interesting.  
**J:** Erm...what about you? Where do you work?  
**A:** In the sales department. I'm a Sales Director.  
**J:** Do you travel for work?  
**A:** Yes, I travel a lot, especially to the north. I have meetings with my sales team and our big clients. And we go to sales conferences in Europe every year.

**J:** That's interesting.  
**A:** Excuse me. Nice talking to you.  
**J:** And you! See you!

## 3.1.1

**I = Interviewer F = Fi**

**I:** Fi, Ellie and Kathryn talk about their jobs.

### Part 1

**I:** What's your name?  
**F:** My full name is Fatine Ouadaa but everyone calls me Fi.  
**I:** Where are you from?  
**F:** I'm from Morocco.  
**I:** What's your job?  
**F:** I'm a Receptionist. 'Good afternoon, Griffon Stone Moscrop & Co.'  
**I:** Where do you work?  
**F:** I work at an accountancy agency.  
**I:** Where are you based?  
**F:** We are based in Holborn, in London.  
**I:** When do you start work?  
**F:** I usually start work at two thirty.  
**I:** When do you finish work?  
**F:** I usually finish work at five thirty.  
**I:** What days do you work?  
**F:** I work Mondays, Tuesdays, Wednesdays, Thursdays and Fridays.  
**I:** Can you work flexible hours?  
**F:** I can work flexible hours. I sometimes start work at nine thirty and finish at twelve thirty.  
**I:** When can you take a break?  
**F:** I don't usually take a break because I only work for three hours.  
**I:** Can you speak any languages?  
**F:** I can speak English, French, Arabic and Spanish. 'Bonjour, avec qui je parle?' I sometimes use French, because we have French clients.  
**I:** When is your busy period?  
**F:** We're always busy in April and December.  
**I:** When can you go on holiday?  
**F:** I sometimes go on holiday in July, but I never go on holiday in December because we're very busy.

**I = Interviewer E = Ellie**

**I:** What's your name?  
**E:** My name is Ellie Wilson.  
**I:** Where are you from?  
**E:** I'm from Torquay in Devon.  
**I:** What's your job?  
**E:** I'm an Office Assistant.  
**I:** Where do you work?  
**E:** I work at a television production company.  
**I:** Where are you based?  
**E:** I'm based in central London.  
**I:** What days do you work?  
**E:** I work five days a week, Monday to Friday.  
**I:** When do you usually start work?  
**E:** I usually start work at half past nine.  
**I:** When do you finish work?  
**E:** I usually finish work at half past five.  
**I:** Can you work flexible hours?  
**E:** I can't work flexible hours. I always start at half past nine.  
**I:** When can you take a break?  
**E:** I can take a break when I want to, but I usually have lunch at one o'clock.  
**I:** When do you have meetings?  
**E:** I often have meetings in the morning. I always have meetings with my manager at twenty past ten, on Mondays.  
**I:** Can you speak any languages?  
**E:** No, I can only speak English.  
**I:** When is your busy period?  
**E:** August is usually my busy period, so I can't go on holiday then.  
**I:** When can you go on holiday?  
**E:** I usually go on holiday in September and I have a weekend break in May.

**Part 2**

My name's Kathryn Prattley, and I'm a Student Services Assistant at the Event Academy. I'm British and I live near Lewes, in the UK. I'm based in our head office in Lewes. We also have an office in London. I sometimes work in our London office. I work part-time, from 9.30 til 2.30. When I work in London, I work from 9.30 til 5.30. I always work five days a week, from Monday to Friday. I can work flexible hours and I can work from home if I want to. I can take a break whenever I want one - for tea or coffee - and I never have a lunch break. We always have a team meeting on Friday at 1.30. February, September and November are always busy. But summer is never busy. I have children at school, so we always go on holiday in August, in the school holidays.

**3.4.1 Y = Yumiko P = Paulo R = Rachel M = Martin**

**Y:** OK. Thanks for coming, everyone. First thing on the agenda: Paulo, where are we with planning the new project?

**P:** We aren't finished. I'm sorry. The problem is people's summer holidays, but we can see the solution: we need to hire more people.

**Y:** OK, how many?

**P:** We need three extra people to work from the 1st of July to the 31st of August.

**Y:** Right ... and with three extra people, can we meet the deadline?

**P:** Yes. I think we can finish by Friday the 17th of September.

**Y:** That's great. And Rachel, what's the situation with finding a new supplier?

**R:** Well, we now have three possible suppliers, but the problem is they can't make the parts we need at a good price.

**Y:** OK, what can we do to solve this?

**R:** We can look for international suppliers. They have very big factories and can make parts for less money.

**Y:** OK, let's do that. Can we finish on schedule?

**R:** No. I think we need more time. I'm sorry. Probably ...the end of July, not the end of June.

**Y:** OK. Can we talk about this again next week?

**R:** Sure.

**Y:** And finally, Martin, can you tell us about the online invoicing system?

**M:** Yes. We have a problem with the website, but we can solve it. We need to change how the system works, so we need to ask an IT Specialist for help with that.

**Y:** Can you meet the deadline? It's the 24th of June, right?

**M:** Mmm.... yes, we think we can. We're on schedule.

**Y:** That's great. Well done everyone. Is there any other business?

**All:** No./No, I don't think so.

**4.1.1 L = Leonora R = Rob A = Ali**

**L:** My name is Leonora and I'm a Senior Consultant. One day, the office photocopier stopped working. I checked the paper. I turned it off and on. It didn't work. I looked at the photocopier but I didn't know what to do. I called the IT Specialist and he solved the problem.

**R:** My name's Rob Smith. I'm an Accountant. I had a meeting in London, and I went by metro. But the metro stopped working. My telephone stopped working, and I was on the metro with no telephone for one hour. I arrived an hour late to the meeting. The client was no longer there. I telephoned the client. I said sorry and I changed the meeting to a different day.

**A:** My name is Ali and I work as a Trainee Accountant. Last year, I had a difficult client. I waited a long time for the client to answer emails and send documents. I sent more and more emails but the client didn't answer, and then I saw the deadline was in two weeks. It was 17th of June and the deadline was on the 1st of July. Then I called the client, and finally he answered and sent the documents. I finished the work just before the deadline!

**4.4.1 E = Emily L = Liz**

**E:** Hello. Can I help you?

**L:** Hello. Do you remember me? I bought this phone yesterday, but I got home and it didn't work.

**E:** Really? What's the problem?

**L:** Well, when I make a phone call, people can't hear me.

**E:** Oh, no. Did you check the microphone settings?

**L:** Yes, I did. But it didn't work.

**E:** OK. And did you try turning it off and on again?

**L:** Yes, and restarting it, but I had the same problem.

**E:** Right ... OK. Can I have a look at it?

**4.4.2 E = Emily L = Liz**

**E:** So, there's definitely a problem with the microphone.

**L:** I knew it wasn't just me.

**E:** No. It's definitely the phone. So, I can give you your money back, you can choose a different phone, or I can order you a new one. What would you prefer?

**L:** Well, I really like this model. I'd prefer a new one, please.

**E:** Let me just check when we can get you a replacement. I'll order it now and you can collect it on Wednesday. Is that OK?

**L:** Yes. That's fine.

**E:** OK, I'll call you when it's ready for collection. How can I contact you?

**L:** Well... at work. My office number is ...

**5.1.1 S = Sukhjinder I = Interviewer K = Keir B = Beata M = Mo R = Riaz****Part 1**

**S:** My name is Sukhjinder. I'm an Accountant here at Accounts and Legal. Accounts and Legal is five years old. We offer accounting and legal services to small and medium companies. We have two offices, one in Brighton and this is the one in London. Twenty people work here.

**I:** Who are they and what are they doing?

**S:** Keir is the Managing Director.

**K:** I'm preparing a report for a client meeting this afternoon.

**S:** Maria is an Accountant.

**M:** I'm writing invoices.

**S:** Beata is also an Accountant.

**B:** I'm printing some documents.

**S:** Mo is an Accountant.

**M:** I'm writing emails and waiting for a phone call.

**Part 2**

**S:** Megan isn't here. She's visiting a client. Riaz is an Associate Director.

**R:** I'm making a phone call to a client. 'Hi! Can I speak to James, please?'

**I:** Jenny is checking invoices. And John is preparing a sales report. Everyone in the office is working very hard!

**5.4.1 Conversation 1**

**Y = Yumiko M = Martin**

**Y:** Hi, Martin. Do you need something?

**M:** Hi, Yumiko. Yes, could I ask a favour?

**Y:** Go on.

**M:** My daughter is not well and I need to pick her up from school. Could I leave early?

**Y:** Can you work from home?

**M:** Yes. I think I can.

**Y:** Fine. That's OK. I'll see you tomorrow. I hope your daughter feels better.

**M:** Thanks, Yumiko. I'm sure she will.

**Conversation 2**

**J = Jack P = Paulo**

**J:** Are you OK, Paulo? Can I help you?

**P:** Oh, yes thanks, Jack. I hurt my back at the gym. Could you put some paper in the photocopier?

**J:** No problem. Can I do anything else for you?

**P:** No, thanks. That's really nice of you.

**J:** Well, take it easy.

**P:** I will. Thanks again.

**Conversation 3**

**A = Andrea R = Rachel**

**A:** Hi, Rachel. Can I ask you for some help?

**R:** Yes, sure. I'll help if I can.

**A:** Well, I don't have much time to get the presentation ready for the meeting with the new clients. The deadline is Friday and I still have a lot to do. Could you help me with it?

**R:** I'm really sorry, Andrea, but I need to finish this report by tomorrow. I want to help, but I don't have time.

**A:** No. It's OK. Don't worry about it.

**R:** You could ask Jessica. I think she has some free time tomorrow.

**A:** OK. Great. I'll go and ask her. Thanks.

**6.1.1 P = Presenter T = Tim E = Eleonora S = Simon**

**P:** This is the old office of an international company. The company moved to this new office two years ago.

**T:** My name is Tim. I'm a Content Developer. I worked in the old office for one year. The old office was quieter and easier to work in. But the new office is lighter and more modern than the old office.

**E:** I'm Eleonora and I'm a Product Manager. I worked in the old office for three years. The old office was darker and more traditional than the new office. The desks were bigger. The new office is busier and noisier.

**S:** My name is Simon and I'm a Content Developer. I worked at the old office for three months. The new office is smaller but the facilities are better - for example, the gym and the break room. There are more meeting rooms at the new office and they're lighter.

**T:** I travel to work by train. The new office is further from the train station than the old office.

**E:** The old office was closer to the train station and it was easier for me to get to work. My journey to work is now longer.

**S:** I drive to work. The car park at the new office is bigger and parking is easier. My journey to work is shorter.

**T:** The canteen in the new office is smaller but the coffee is better. The canteen in the old office was cheaper.

**E:** I like the canteen in the new office but it is more expensive than the canteen in the old office.

**S:** The canteen in the new office is busy and noisy. But the food is really good.

**T:** I like the new office. I think it's better than the old office.

**E:** I liked the old office better.

**S:** I think the new office is better than the old office. I like working here.

### 6.4.1

**Krzystof:** As you can see from these bar charts, the Zindex A320 is the best laser printer–photocopier on the market and the Macinda 360 is the best inkjet printer–photocopier on the market. Ninety percent of our customers are satisfied with our products. This table shows you the three main differences between the two models. The second column is the Zindex A320 and the third column is the Macinda 360. As you can see in the second row, the Zindex is faster than the Macinda. It can print 50 pages per minute. But if you look at the third column, row three, you will see that the Macinda’s guarantee is longer. Row four of the table shows the price of toner for the Zindex and ink for the Macinda. If you print 100 pages on the Zindex, you will spend one euro fifty on toner. If you print 100 pages on the Macinda, you will spend two euros on ink. OK, so now let’s look at the price, delivery time and payment terms. There is no minimum order. But if you order twenty printers, we will give you a ten percent discount on toner or ink.

#### 7.1.1 P = Presenter B = Bernice

**P:** Every company has procedures. We talked to Bernice about a procedure for issuing purchase orders and paying suppliers.  
**B:** My name is Bernice Luxford and I work as a Project Administrator for a large international company with many suppliers and contracts. I enter each contract into the system, and then I make sure that each invoice is approved for payment. This is how I do it. I receive contracts here. When I receive a new contract, I have to create a purchase order. I have to enter the supplier details: company name and address, the price and the delivery date. When I finish, the system notifies my manager, and my manager approves the purchase order. Then the system sends the purchase order number to the supplier. Then the supplier sends the invoice. The supplier has to include the purchase order number on their invoice. I check the invoice with the purchase order, and I approve it. All done!

#### 7.4.1 Y = Yumiko P = Paulo

**Y:** So, Paulo, you wanted to talk about new starters joining our company.  
**P:** Yes. I think I know how to improve the recruitment process.  
**Y:** Really? I didn’t know we had a problem.  
**P:** Well, there’s no problem really. But I think we can make it better.  
**Y:** OK, go on.  
**P:** Well, as you know, HR first send a job offer to the candidate by email. If they accept the job, HR prepare a contract, and the new starter signs it.  
**Y:** That’s right. Then I ask IT to create their email address and account on the company systems. The new employee starts and their line manager gives them job-specific training. So, what do you want to change?

**P:** Well, why don’t we use technology to make this process better?  
**Y:** That’s an interesting idea. Tell me more.  
**P:** Can I?  
**Y:** Sure.  
**P:** Well, currently, someone in HR has to print two copies of the contract. And you, the Director, have to sign them. Then, an Admin Assistant sends the two copies to the candidate by post. The candidate sends one signed copy back. Then HR have to file it.  
**Y:** I know. It can take weeks to get the contract back.

#### 7.4.2 Y = Yumiko P = Paulo

**Y:** I know. It can take weeks to get the contract back.  
**P:** Yes, you’re right. Do you remember Joe’s contract? You were away for a week, on a business trip, and couldn’t sign the contract. Then he was on holiday. It was a month before we got the contract.  
**Y:** Yes, I remember. And how can we improve this? What’s the solution?  
**P:** So, why not use an electronic contracts system? We can create the contract in the system, and you can sign it.  
**Y:** I’m not sure about that. It won’t help when I’m travelling.  
**P:** It will. It’s an online system. You can sign the contract anywhere. You just need to be online, and log onto the system.  
**Y:** Really? That sounds great.  
**P:** It is. Candidates can also sign the contract online. Then the system saves it automatically. No paper.  
**Y:** That’s great. It’s so simple. How much does it cost?  
**P:** I’m not sure about that. There are different tools. I wanted to talk to you first about the idea.  
**Y:** OK, could you get more information about this? And let’s talk about it again next week.  
**P:** Sure, I’ll check the prices.  
**Y:** And I think we should invite Mark from IT to that meeting.  
**P:** That’s a good idea. I’ll send him an invite.

#### 8.1.1 T = Toby P = Presenter

**T:** My name is Toby Blythe and I’m Marketing Manager for Morgan Motor Company. We make handcrafted sports cars.  
**P:** The company has five standard models, and they build fifteen cars per week.  
**T:** The lead time for one of our cars is typically three to six months. When we receive an order for a car, the first thing we do is order the parts.  
**P:** Morgan Motor have some parts in stock. They make some parts, and they also buy some from companies in other countries.  
**T:** Our engines come from BMW from Germany, and from Ford from the USA. Customers can choose, for example, the colour of the interior leather, between ten and twenty different colours. We keep

a number of the leather colours in stock here at the factory. Some of the more unusual colours we order in from the manufacturer. Customers can choose from around 40,000 different paint colours. To build a Morgan sports car takes around three and a half weeks. It takes a full day to make the wooden body frame. Handcrafting the body panels takes around eight hours. It takes around eight hours to paint the car. The final inspection is around four hours, and then on to its final customer. When the cars are complete, we ship around seventy percent to other countries. France and Germany, for example, are two big overseas markets. There is high demand for our cars, which gives us a waiting list of around three to six months. And the lead time can vary for our products, depending on the season and depending on the product.  
**P:** The company launched a new car at the beginning of this year. They had a lot of orders. When demand is high, customers have to wait longer. But the car is truly special!

#### 8.4.1 Part 1

**Y = Yumiko R = Rachel**  
**Y:** Rachel, do you have a moment?  
**R:** Hi. Yes, I do.  
**Y:** So, we’re very happy with the project. Excellent job!  
**R:** Oh, that’s great!  
**Y:** Yes, well done on negotiating the dates with the suppliers, and great work finding the new warehouses.  
**R:** Thank you.  
**Y:** This means that we can reduce the lead time by two days.  
**R:** Wow! Great news!  
**Y:** Absolutely. Next time, remember to ask for help if you need it!  
**R:** Sure.  
**Y:** And try to communicate every day with the team.  
**R:** Mmm, yes.  
**Y:** But, well done!

#### Part 2

**Y = Yumiko A = Andrea**  
**Y:** Andrea, I just want to say – great work on Thursday!  
**A:** Oh, thanks, Yumiko.  
**Y:** It was a fantastic presentation. Great job selling the product to our clients. And good work answering all those questions.  
**A:** Thanks.  
**Y:** The result is that the clients are now very interested. So in future, invite more people!  
**A:** Sure.  
**Y:** And remember to show the clients our customer reviews.  
**A:** Of course.  
**Y:** Well done.

## 1.01

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

## 1.02

- A:** I'm Kathy. I'm Irish.  
**B:** Nice to meet you.  
**B:** Excuse me. Are you Miss Sato?  
**A:** Yes, I am.  
**C:** Lena, this is Jorge. He's from Spain.  
**B:** Hi, I'm Lena. I'm from Germany.

## 1.03

- 1**  
**Mi = Miguel Ma = Marcin P = Paola**  
**Mi:** Marcin, this is Paola. She's Brazilian.  
**Ma:** Hi, Paola. Nice to meet you.  
**P:** Nice to meet you, too. Where are you from, Marcin?  
**Ma:** I'm Polish.  
**P:** Are you from Warsaw?  
**Ma:** No, I'm not. I'm from Krakow.  
**P:** And are you from Mexico, Miguel?  
**Mi:** Yes, that's right.  
**2**  
**Su = Suresh Sh = Shoko**  
**Su:** Are you Japanese, Shoko?  
**Sh:** Yes, I am. I'm from Tokyo. And you?  
**Su:** I'm from India.  
**Sh:** And where is Paola from?  
**Su:** She's from Brazil.

## 1.04

Argentina	Argentinian
Brazil	Brazilian
China	Chinese
Germany	German
India	Indian
Ireland	Irish
Japan	Japanese
Mexico	Mexican
Poland	Polish
Spain	Spanish
the UK	British
the USA	American

## 1.05 H = Hans Ma = Maria Mi = Mike L = Lisa

- H:** Hello, I'm Hans.  
**Ma:** Hi, Hans. My name's Maria.  
**H:** Nice to meet you.  
**Ma:** Nice to meet you, too.  
**H:** Are you from Argentina?  
**Ma:** No, I'm not. I'm Brazilian.  
**H:** Is your boss Brazilian?  
**Ma:** No, she isn't. She's from Mexico.  
**Mi:** Maria! Hello!  
**Ma:** Hi, Mike! And Lisa! Hans, this is Mike and Lisa. They are from the UK.  
**H:** Nice to meet you.  
**Mi/L:** Nice to meet you, Hans. / Hi!  
**H:** Are you from London?  
**L:** No, we aren't. We are from Liverpool.

## 1.06 L = Leah J = Jacek

- L:** What's your address, Jacek?  
**J:** It's 28 Oak Road, London, W55 1TF.  
**L:** What's your ID card number?  
**J:** It's 124232.  
**L:** What's your email address?  
**J:** It's j.iwaniec@ccce.com. All lower case.  
**L:** OK, thanks. And what's your phone number?  
**J:** It's 020 7946 0800.

## 1.07

My email address is W underscore Schmidt at net hyphen mail dot com. That's capital W, underscore, capital S, lowercase c-h-m-i-d-t, at all lower case net hyphen mail dot com.

## 1.08

- 1**  
**A:** What's your email address?  
**B:** It's all lower case. Ben at abc dot net. That's b-e-n at abc dot net.  
**2**  
**A:** What's your email address?  
**B:** It's all capitals. Jan dot Smith at Smith dot com. J-A-N dot S-M-I-T-H at S-M-I-T-H dot com.  
**3**  
**A:** What's your email address?  
**B:** Capital U, lower case w-e at one hyphen two hyphen three dot p-l.  
**4**  
**A:** What's your email address?  
**B:** It's Alex underscore Aziz at jump dot j-p. That's capital A, lower case l-e-x, underscore, capital A, lower case z-i-z at all lower case j-u-m-p dot jp.  
**5**  
**A:** What's your email address?  
**B:** It's all lower case, s-z-u-l-g-i-t hyphen k at b-i-g-i-o dot org.

## 1.09

- A:** I just need to take a few details ...  
**B:** OK, that's fine.  
**A:** What's your surname?  
**B:** It's Weber.  
**A:** Can you spell that, please?  
**B:** Sure. It's W-E-B-E-R.  
**A:** Weber. OK, got it. You're ... Anna Weber?  
**B:** Yes, that's right.  
**A:** Your gender is female ...  
**B:** Right ...  
**A:** What's your nationality?  
**B:** My nationality? I'm German.  
**A:** Sorry, could you repeat that, please?  
**B:** I'm German - I'm from Germany.  
**A:** OK, got it. Thanks. And your marital status?  
**B:** Sorry?  
**A:** Marital status? Are you married or single?  
**B:** I'm married.  
**A:** Married. OK, thanks. And your email?  
**B:** Sorry?  
**A:** What's your email address?  
**B:** It's all lower case, a underscore weber at net hyphen mail dot d-e.  
**A:** All lower case, a underscore weber at net hyphen mail dot d-e.  
**B:** Yes, right.  
**A:** What's your phone number?  
**B:** Two three two, one oh five six.  
**A:** Two three two, one oh five six.  
**B:** Right.  
**A:** OK. What's your emergency contact number?  
**B:** Let's see ... That's Hans Weber. Four five seven, double-eight one two.  
**A:** Four five seven, double-eight one two? OK, got it. And finally, what's your ID card number?  
**B:** My ID card number?  
**A:** Or your passport number. Can you give me that, please?  
**B:** Sure. My ID card number is T one three two, four seven nine double-oh.  
**A:** T one three two ...  
**B:** T one three two, four seven nine double-oh.  
**A:** OK, thank you.

## 1.10

- 1**  
My company has three locations in three countries. I work at the head office in Munich, Germany. I work for the sales department. There are five people in my department. The office is large and modern. It's very light. There is a small canteen, but unfortunately, there is no gym.  
**2**  
I work in the factory in China, in the manufacturing division. The factory is modern, but it's also noisy. I work in the production department. There's a canteen. And there's an employee break room. The break room is quiet!

## 3

I work in the warehouse in Warsaw. It's old-fashioned - and dark. But it's OK. I'm the manager of the distribution division. There are no offices here. In the warehouse, there's a storage area and a shipping and receiving department. There is no canteen, but there are small restaurants near the warehouse.

## 2.01

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

## 2.02

a hundred  
one hundred  
three hundred and twenty  
six hundred and forty-seven  
a thousand  
one thousand  
fifty-five thousand, three hundred and sixty-seven  
seventy-eight thousand, one hundred and thirteen  
a hundred thousand  
one hundred thousand  
three hundred and sixty thousand  
eight hundred and ninety-two thousand, six hundred and seventeen  
a million  
one million

## 2.03

Allianz has over 140,00 employees in more than seventy countries.  
Amazon has over 100,000 warehouse robots.  
Qatar Airways has 220 aircraft and flies to over 150 destinations.  
Inditex has over 7,000 stores and over 174,000 employees in ninety-six countries.

## 2.04

We are an international transport company. We provide global logistics services. Our global head office is based in Bonn, Germany. We have over 360 offices in 220 countries. We have 85,000 staff and 250 aircraft.

## 2.05

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## 2.06 P = Patricia A = Anthony K = Katia

- P:** Hello, my name's Patricia Williams.  
**A:** Nice to meet you! I'm Anthony Kowalski.  
**P:** Kowalski. Where are you from, Anthony? Are you Polish?  
**A:** No, I'm from Birmingham in England but I'm based in Germany. What about you? You're American, right?  
**P:** Yes, that's right. I'm from Seattle.  
**A:** Ah! Seattle! A great city!  
**P:** Yeah, it is! I live and work in London now. What do you do, Anthony?  
**A:** I work in digital marketing. I'm a Social Media Manager.  
**P:** It's all digital marketing today, isn't it?  
**A:** Yes, you're right!  
**P:** What do you do at work?  
**A:** I write blogs and make videos and content for our website and social media. And I answer guests' messages. Communication with guests is an important part of my job.  
**P:** Really? What does your company do?  
**A:** It's a hotel group. We have over 200 hotels in eighteen countries. In fact, this is one of our hotels.  
**P:** Really! It's a nice hotel, light and modern. I like it.

**A:** And there's a large gym.  
**P:** Yeah, but I don't have time for the gym!  
**A:** What about you, erm ... Sorry, what's your name again?  
**P:** Patricia ... Patricia Williams.  
**A:** Yeah, sorry, Patricia, what do you do?  
**P:** I'm a Digital Project Manager.  
**A:** And what does a Digital Project Manager do?  
**P:** Well, my company provides design services to small businesses. We work on websites, mobile apps, social media and software. I have meetings with clients and manage a team of designers.  
**A:** That sounds interesting! Do you travel for work?  
**P:** Yes! We have projects all over the country. I like my job but travel is boring.  
**A:** Oh, I see. I don't travel for work and I work at home on Fridays.  
**P:** That sounds good!  
**K:** Hi, Anthony.  
**A:** Ah! Hello Katia! Katia, this is Patricia. She's a Digital Project Manager. Katia is a Marketing Assistant in my department.  
**K:** Nice to meet you!  
**P:** Nice to meet you, too!  
**K:** Anthony, I have a message from Mike. There's a problem.  
**A:** OK! Thanks! Excuse us, Patricia. Nice talking to you.  
**P:** And you!

**2.07**

**1** Where are you from, Anthony?  
**2** What about you? You're American, right?  
**3** What do you do, Anthony?  
**4** What do you do at work?  
**5** What does your company do?  
**6** Sorry, what's your name again?  
**7** Patricia, what do you do?  
**8** What does a Digital Project Manager do?  
**9** Do you travel for work?

**3.01**

January, February, March, April, May, June, July, August, September, October, November, December

**3.02**

**Emily:** Summer is always quiet in my job so I usually go on holiday in January or February. We often get busy in autumn so I can't take much time off in March or April but I can usually take two or three days. Winter is a very busy period so I can't go on holiday in July or August. Spring is not very busy, so I always take two weeks in September or October. This September I want to go to Japan. I can speak Japanese and I love Japanese culture so ...

**Mark:** The end of the year is always busy so I can't go on holiday in November or December. I often go on holiday after New Year, usually in early January. March, April and May are also busy so I can never take time off in spring. We're not very busy in summer and autumn so I can go on holiday from June to October. I usually go on holiday for two weeks in June or July. I can't speak other languages, so we usually stay in our country. We don't ...

**3.03**

In the new flexi-time system, staff need to work thirty-seven hours a week. They can choose when they start and finish work and they can decide when to go to lunch. All employees need to be in the office from 10.30 a.m. to 3 p.m. This means employees can't start after 10.30 a.m. They can't finish work before 3 p.m. The building opens at 7 a.m. so employees can start work then. Employees can take one hour for lunch from 11.15 a.m. to 2.45 p.m. They can't take lunch before 11.15 a.m. or after 2.45 p.m. They can work until 8 p.m. when the building closes. Remember, if you drive to work, you can only park your car in spaces 120-225. Employees need their ID card or they can't enter the car park.

**3.04**

**1** ten o'clock  
**2** ten p.m.  
**3** twelve  
**4** seven thirty  
**5** quarter past three  
**6** eleven forty-five  
**7** ten past eight  
**8** four forty

**3.05**

So in 15<sup>th</sup> place is car manufacturer Toyota Motor Corporation from Japan with a value of 238.9 billion dollars – the only Japanese company on this list. Then, in 14<sup>th</sup> place, it's the Swiss company Nestlé, and in 13<sup>th</sup> place is the American company General Electric. In 12<sup>th</sup> place, another American company, Wal-Mart Stores, and then in 11<sup>th</sup> place it's telecommunications company China Mobile, from Hong Kong. And so, to the top ten! Another company from Switzerland is in 10<sup>th</sup> place – Novartis, the pharmaceutical company – with a value of 267.8 billion dollars. Then in 9<sup>th</sup> place, one of two Chinese companies in the top ten – the Industrial and Commercial Bank of China. In 8<sup>th</sup> place is Johnson and Johnson from the USA. Another financial services company is in 7<sup>th</sup> place, Wells Fargo, also from the USA. And the second Chinese company in the top ten is PetroChina, in 6<sup>th</sup> place with a value of 329.7 billion dollars. And now to the 'big five', and they are all from the USA this year. In 5<sup>th</sup> place, with a value of 333.5 billion dollars, is Microsoft. In 4<sup>th</sup> place, with a value of 345.8 billion dollars, is Google. And in 3<sup>rd</sup> place, it's financial services company Berkshire Hathaway. In 2<sup>nd</sup> place this year we have ExxonMobil, with a value of 356.5 billion dollars. And this year's winner, in 1<sup>st</sup> place – a very, very famous brand in consumer electronics and IT – it's Apple with a value of 724.7 billion dollars.

**3.06**

**1** Our department always has a meeting on the 1st Thursday of the month.  
**2** Mr Barker's office is on the 32nd floor.  
**3** The delivery arrives on the 10th of November.  
**4** Can you come to Sam's 30th birthday on Monday?  
**5** That's the 15th email today.  
**6** My holiday starts on the 9<sup>th</sup> of July.  
**7** Thank you for waiting, you are 5th in line.  
**8** I'm out of the office from the 20th of January for a week.

**3.07**

**1** The fourteenth of September twenty twenty one.  
**2** The eleventh of April twenty eighteen.  
**3** The twenty first of November twenty twenty.  
**4** The third of June nineteen ninety two.  
**5** The thirteenth of December twenty nineteen.  
**6** The twenty second of March twenty twenty one.  
**7** The thirtieth of July two thousand and six.

**3.08**

I always win 1st prize.  
 They have a business trip on the 10th of August. I live on the 16th floor.  
 It's her 90th birthday tomorrow.  
 He wants to meet you on the 15th January.  
 You're the 50th customer today.  
 Can you come to a party on Tuesday? It's Mark's 60th birthday.  
 She works on 19th street.  
 I'm going on holiday on the 30th of July.  
 My birthday is on the 13th of July.

**3.09 M = Michaela C = Colin**

**M:** Good afternoon. Michaela Werner speaking. How can I help you?  
**C:** Hi Michaela, it's Colin.  
**M:** Hi, Colin. How are you?  
**C:** I'm good, thanks. So, you have a new house – are you happy?  
**M:** Yes, I am. Really happy. And can I take some time off? I really need four or five days.  
**C:** Yes, of course you can but I'm afraid you can't take all the days you want. Bill, Connor and I all have holidays in July. Connor from the 11th to the 22nd of July and Bill from the 11th to the 15th of July. Then I go on holiday on the 21<sup>st</sup> of July. And we can't have three people off at the same time!  
**M:** OK. I understand.  
**C:** So you can take from Monday the 18th to Wednesday the 20th when Bill is back from his holiday and before I go on my holiday. Does that work? I know it's not perfect but that's what I can offer.  
**M:** That's not great but OK. I'll take those three days.  
**C:** OK. Can you finish the sales report before you go?  
**M:** No problem. I can finish it by Friday the 15th of July.  
**C:** Thank you! See you later!  
**M:** Yes. Thanks, Colin. Bye.  
**C:** Bye, Michaela.

**4.01**

**1** The headphones stopped working. I saw the people talking but there was no sound.  
**2** I sent the report after the deadline. The project was delayed.  
**3** We had a meeting at 3 p.m. yesterday. Tom was late, but he said sorry when he arrived.  
**4** I wrote the wrong address last week. I went to the wrong office this morning.  
**5** I made a mistake on an invoice. The client complained and we gave him the money back.

**4.02 M = Maria S = Sandra**

**M:** Good Morning, Meyer & McNulty. How can I help you?  
**S:** Hello, could I speak to Chris, please?  
**M:** I'm afraid Chris is in a meeting at the moment. Can I take a message?  
**S:** Yes please. This is Sandra Dennison from ATQ Global. We just got an invoice for our last order.  
**M:** OK.  
**S:** And it looks like some of the information is wrong.  
**M:** Oh no. I'm sorry about that. What's the problem?  
**S:** I think one of the items we ordered wasn't included. Could you ask Chris to call me to check it?  
**M:** OK, does he have your phone number?  
**S:** I think so but I'll give it to you now. It's 45 895 3421.  
**M:** So that's 45 895 3421. Is that right?  
**S:** That's right  
**M:** OK. I'll give Chris the message. Can I help you with anything else?  
**S:** No, thanks. Bye.  
**M:** Bye.

**4.03**

**1** How can I help you?  
**2** Could I speak to Chris, please?  
**3** I'm afraid Chris is in a meeting.  
**4** Can I take a message?  
**5** This is Sandra Dennison from ATQ Global.  
**6** I'm sorry about that.  
**7** Could you ask Chris to call me?  
**8** Is that right?  
**9** I'll give Chris the message.  
**10** Can I help you with anything else?

**4.04 S = Sandra C = Chris**

**S:** Good Morning, ATQ Global. Can I help you?  
**C:** Hi, this is Chris from Meyer & McNulty. Can I speak to Sandra, please?  
**S:** Hi, Chris. This is Sandra.  
**C:** Hi, Sandra. I'm returning your call. Is there a problem with your invoice?  
**S:** That's right. There's some information missing.  
**C:** Really? What's missing?  
**S:** Well, we ordered black ink and colour ink but the invoice only shows the black.  
**C:** OK. I can check what you ordered on the database. Just a minute.  
**S:** No problem.  
**C:** Hello, Sandra?  
**S:** Hi.  
**C:** So I'm afraid we only have a record of the black ink. I can add the colour ink to your order now.  
**S:** OK.  
**C:** So you want 200 black ink and 50 colour ink. Is that right?  
**S:** That's right.  
**C:** So, I can add this to your order and I'll create a new invoice. I'll send you a copy of the new invoice today.  
**S:** OK. Thanks, Chris. Will this delay the delivery?  
**C:** No. I can ask the team to add it to your order and we'll send it tomorrow.  
**S:** OK. Great.  
**C:** Can I help you with anything else?  
**S:** No, that's it. Bye.  
**C:** Bye.

**4.05**

**1** Hi, Chris. This is Sandra.  
**2** Hi, Sandra. I'm returning your call.  
**3** So I'm afraid we only have a record of the black ink.  
**4** I can add the colour ink to your order now.  
**5** I'll create a new invoice.  
**6** I'll send you a copy of the new invoice today.  
**7** No. I can ask the team to add it to your order.  
**8** Can I help you with anything else?

**4.06**

**1**  
**A:** Sorry, this is too much. I only bought three. This is the price for four.  
**B:** I'm very sorry about that. I'll just change it and print you a new one.  
**2**  
**A:** When I make a video call, people can't hear me.  
**B:** Really? Did you check the microphone settings?  
**3**  
**A:** I bought this yesterday but when I took it out of the box, I saw the screen was damaged.  
**B:** I'm very sorry. Can I have a look at it?

**5.01**

**Jane:** As a Sales Manager, I go to a lot of meetings. I have seven or eight meetings a week. I normally visit clients three or four times a week, so I have a meeting first to prepare for the visits and then I go to the meetings with the clients.  
**Katie:** I'm an HR Manager for a large company. Because we have over twenty offices, my job is all about email. I send about fifty a day and read hundreds. I also make a lot of phone calls, probably twenty or thirty a day. The good thing is I talk to a lot of people and I like that.  
**Mark:** I work in purchasing. I visit suppliers in my job. After each visit, I write a report about the supplier. In my report I explain if they meet our product specifications. I visit three or four suppliers a month and write a report for each one.

**5.02**

**1**  
**A:** Can we arrange a meeting with the client next week?  
**B:** Sure. I'm free on Wednesday.  
**2**  
**A:** Did you talk to Chris?  
**B:** No, I didn't. I need to speak to him tomorrow.

**3**

**A:** What did you talk about in the meeting?  
**B:** We checked the product specifications.  
**4**  
**A:** Sorry, but I need to cancel the meeting today.  
**B:** OK. I'll email Sandra and tell her.  
**5**  
**A:** How many different models do you have?  
**B:** We have twenty-five models in our product range.  
**6**  
**A:** Can we postpone the meeting until next week?  
**B:** Yes. Can we have it on Monday?  
**7**  
**A:** What is the best thing about your products?  
**B:** We have very high product quality.  
**8**  
**A:** Do you know the date of the product launch?  
**B:** I think it's the 22nd of May.

**5.03**

**1**  
**P = Paulo Gonzalez B = Bill Smith**  
**P:** Good morning. Production. Paulo Gonzalez speaking.  
**B:** Hi, Paulo. It's Bill.  
**P:** Hi, Bill. How are you?  
**B:** Good thanks. Listen, we have the specifications for the new product ready. Can we arrange a meeting to talk about them?  
**P:** That's great news. Yes. I can do this afternoon.  
**B:** Oh, I can't do this afternoon. I have a meeting with a supplier. Are you free tomorrow morning?  
**P:** Let me just check. Yes, I'm free from 9 to 10.30.  
**B:** That's great. Let's meet then. I'll come to your office.  
**P:** Great. See you then. Bye.  
**B:** Bye.

**2**

**S = Sandra Morelo B = Bill Smith**  
**S:** Good afternoon. P.B. Turner. How can I help you?  
**B:** Hello, could I speak to Sandra Morelo, please?  
**S:** Speaking.  
**B:** Hello, Sandra, this is Bill from JTSQ manufacturing.  
**S:** Oh, hello.  
**B:** You sent us an email asking for information about our product range.  
**S:** That's right.  
**B:** I'm calling to arrange a meeting. I'd like to visit you and talk about our range. We could also talk about your needs. Are you free on the 18th?  
**S:** Let me just check. Yes, I'm free on Monday the 18th at 2 p.m. Does that work for you?  
**B:** Yes, I'm available then. I'll see you on the 18th.  
**S:** I'll look forward to it. Bye.  
**B:** Bye.

**3**

**B = Bill Smith N = Noriko Yoshiwa**  
**B:** Hello. JTSQ Manufacturing.  
**N:** Good morning. Could I speak to Bill Smith, please?  
**B:** This is Bill.  
**N:** Hello, Bill. It's Noriko Yoshiwa at Moti Nero here.  
**B:** Hello, Noriko. How are you?  
**N:** I'm good thanks. Listen. I'm afraid I need to postpone our meeting on the 15th to talk about our supply reorder. I have another appointment and I can't come to the meeting.  
**B:** OK, that's not a problem. I'm free in the morning on Monday the 18th.  
**N:** Oh no, I'm not available on the 18th. Are you free on the 19th?  
**B:** I'm available in the morning but I'm busy in the afternoon.  
**N:** OK. Can we do 9 to 11 a.m. on the 19th?  
**B:** Yes, that's fine. I'll see you then.  
**N:** Great. Thanks. Bye.  
**B:** Bye.

**5.04**

**A:** Hello. Travelli. Marco Travelli speaking.  
**B:** Hi, Marco. This is Dianne Grant at Malladi Tech here.  
**A:** Hello, Dianne. How are you?  
**B:** I'm good, thanks. Listen, we have a new product range. Can we arrange a meeting to talk about it?  
**A:** Yes. That would be great.  
**B:** Great. Are you free on Monday?  
**A:** Let me just check. Sorry, I'm busy on Monday. I'm free on Tuesday morning.  
**B:** Oh. I can't do Tuesday. Can we do Wednesday morning?  
**A:** Yes, that's fine. I'll see you then.  
**B:** Great, see you on Wednesday. Bye.  
**A:** Bye.

**5.05**

**Conversation 1**  
**A:** Sorry, Paul, can I ask a favour?  
**B:** Sure, Tony. How can I help?  
**A:** I can't find the presentation we're working on. Where did you save it?  
**B:** Oh ... it's in the 'product descriptions' folder.  
**A:** OK. Found it. Thanks.  
**Conversation 2**  
**A:** Monika, do you have a minute?  
**B:** Yes, sure. How can I help?  
**A:** I'm looking for Viktor Dorret's contact details. Do you have them?  
**B:** Just a minute. Here they are. I'll email them to you.  
**A:** OK, thanks.

**5.06 Y = Yumiko M = Martin**

**Y:** Hi, Martin. Do you need something?  
**M:** Hi, Yumiko. Yes, could I ask a favour?  
**Y:** Go on.  
**M:** My daughter is not well and I need to pick her up from school. Could I leave early?  
**Y:** Can you work from home?  
**M:** Yes. I think I can.  
**Y:** Fine. That's OK. I'll see you tomorrow. I hope your daughter feels better.  
**M:** Thanks, Yumiko. I'm sure she will.

**6.01**

Now, let's look at our office costs. This bar chart shows the main differences in costs between the old office and the new office. As you can see, the rent of the new office is cheaper by £8,000. If you look at the cost of electricity, water, etc., you'll see that this cost is also lower. The cost of office supplies, for example paper, ink, pens and phones is the same, but we pay a little less for the internet. So in total we save about 15 percent per month on our new office.

**6.02**

**Anna:** So, we think 23 Beaker Street is the best option. This slide shows a list of details about 23 Beaker Street. It's bigger than our office now, and it's close to the city centre. It's also close to a train station and a bus stop. They're about a five-minute walk.  
 However, as you can see, it's not perfect because the car park is smaller and the internet is slower than what we have at the moment.  
**Tony:** Now, let's look at prices. The office costs \$1,900 a month so it's more expensive than our office at the moment but cheaper than other offices in the city centre. If you look at the final bullet point, you will see that we can choose a five- or ten-year contract, so that's really good.

**7.01**

**A:** So, to issue a purchase order, you have to go into the payment system. First, you have to open the system.  
**B:** OK.

**A:** Then you enter the supplier's details: name, address, etc. on the system.  
**B:** Do I have to do that every time?  
**A:** No, you don't. You can choose it from a list here. When you have the supplier's details, you enter the price here and the delivery date here. You can find the information on the contract.  
**B:** And do I notify the supplier that the purchase order's ready?  
**A:** No, you don't have to do that. The system notifies the supplier automatically by email.  
**B:** OK, that's clear. What's next?  
**A:** The supplier delivers the items and requests payment.  
**B:** So they have to tell us to pay them. Right?  
**A:** Yes, they issue an invoice with the purchase order number on it. We can't pay invoices without a purchase order number. You have to check the invoice against the purchase order. If it's correct, you can request management approval. The manager approves the payment. And when they approve it, you can make the payment. but that's later. Do you want to try to create a purchase order?  
**B:** Yes, please.

**7.02**

**A:** So we have a problem. We're receiving lots of complaints about late deliveries, missing items and incorrect invoices.  
**B:** I know but I don't understand why. We're also receiving lots of positive comments about deliveries and orders.  
**A:** Right. So, I think we have a problem in the workflow. When we receive an order in the sales department, we always check the inventory system and, if we have enough items, we give a delivery date and send the invoice to the customer.  
**B:** Yes, but often when my warehouse team go to collect the items, we can't always find all of them. Sometimes the inventory system doesn't have the correct data.  
**A:** So that's the problem. When you don't have all the items, what do you do?  
**B:** Well, we wait for more items to arrive or we send the items we have. If we only send the items we have, then we have to send the other items later.  
**A:** OK. So now we know why orders are late and why people don't always get all the items they ordered. But why is this happening?  
**B:** Well, the problems with delivery only happen with large orders. Usually fifty items or more. Do you check with the warehouse before you approve the order?  
**A:** No, we just take the number from the system.  
**B:** Ah ... but the system only updates on Thursdays.  
**A:** So I think that's the answer. If the system only updates once a week then my sales team are looking at old information.  
**B:** OK. And when we look in the warehouse, we don't have the right number of items.  
**A:** Exactly, so we could ...

**7.03**

So I received a job offer after the interview and I accepted. Then the company sent me a contract. I signed it and sent it back with my medical certificate and qualifications. On the first day, I had a tour of the office and met my colleagues. I had an induction meeting and did health and safety training. The company managed everything well. The only problem was I didn't receive job-specific training for three months. I had to ask my colleagues what to do.

**8.01**

So, let's look at the MX2 standard model in the database. Ah yes, here it is. Cortadino MX 2, standard model.  
 Now, there is high demand for this model at the moment and we can see here that it's out of stock. We need to order it from the factory. For the MX 2, manufacturing happens in Asia and takes five working days. Then, shipping from Asia is six and a half weeks. Finally, when we receive it, we always need one to two working days for final inspection. So the lead time is eight weeks. Any questions?

**8.02 P = Paul J = Julia**

**P:** Right, Julia - your turn! Find the Cortadino N20 in the database.  
**J:** OK, sure. Is this it?  
**P:** Yes. So, what can you tell me about the N20?  
**J:** Um ...OK ... the N20 is in stock. So we don't need to order it from the factory - there are fifty models in the Liège warehouse.  
**P:** Good ...  
**J:** And shipping from Liège is five to six working days. And final inspection takes one to two days. So the lead time is ... six to eight working days?  
**P:** Yes! Well done.

**R2.01**

- 1 a hundred and seventy, one hundred and seventy
- 2 five hundred and twenty-five
- 3 eight hundred and fifteen
- 4 two thousand and thirty-six
- 5 forty-four thousand, two hundred and eight
- 6 sixty-three thousand, nine hundred and eighteen
- 7 a hundred thousand, one hundred thousand
- 8 three hundred and twenty-one thousand
- 9 seven hundred and fifty-two thousand, four hundred
- 10 a million, one million

**R3.01**

- 1 the 23rd of November twenty fifteen
- 2 the 14th of May two thousand and four
- 3 the 22nd of March twenty twenty-three
- 4 the 4th of April eighteen ninety-nine
- 5 the 3rd of December nineteen seventy-three
- 6 the 24th of February nineteen sixty-five
- 7 the 18th of August twenty thirteen
- 8 the 30<sup>th</sup> of September twenty forty

**R3.02**

- 1 The meeting is at half past eleven.
- 2 He starts work at eight forty-five.
- 3 I usually finish work at five thirty.
- 4 We have lunch at two o'clock.
- 5 The building closes at quarter to eight.
- 6 The deadline is at half past six.

**P1.02**

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**P1.03**

- 1 DHL
- 2 KFC
- 3 BMW
- 4 LG
- 5 IBM
- 6 KLM
- 7 CNN
- 8 UPS
- 9 HSBC
- 10 MTV

**P1.04**

- 1 It's Ms Marquez. That's M-A-R-Q-U-E-Z.
- 2 Their email address is all capitals I-N-F-O at all lower case b-l-k-n dot com.
- 3 Her surname is Nowak-Tkacz. That's N-O-W-A-K hyphen T-K-A-C-Z.
- 4 My address is lower case j-j underscore lower case d-i-a-z at lower case h-o-l-a dot m-x.
- 5 The address is all lower case w-w-w dot u-o-q dot j-p.
- 6 It's office at capital I lower case n-t-e-r hyphen all capital F-T-V dot a-r.

**P1.08**

/s/ breaks nights  
 /z/ jobs locations  
 /ɪz/ buses warehouses

**P2.02**

- 1 thirty invoices
- 2 thirteen projects
- 3 forty thousand euros
- 4 fifteen products
- 5 sixty employees
- 6 seventy customers
- 7 eighteen million dollars
- 8 ninety cars

**P2.04**

- 1 three hundred and fourteen
- 2 nine hundred and seventy-seven
- 3 eight thousand, two hundred and thirty-nine
- 4 thirty-three thousand, four hundred and fourteen
- 5 four hundred and thirty-two thousand, seven hundred and forty-six
- 6 seven million, nine hundred and fifty thousand, one hundred and ten
- 7 thirteen million, eight hundred thousand, five hundred and fourteen
- 8 four hundred and twenty-three million, forty nine thousand, one hundred and thirteen

**P3.08**

- 1 The fourteenth of August two thousand and five.
- 2 It's on the fortieth floor.
- 3 The eleventh of November nineteen eighteen.
- 4 It's his thirtieth birthday.
- 5 It's their fifteenth shop in the UK.
- 6 The thirteenth of June twenty fourteen.
- 7 It's their seventeenth order.
- 8 The twenty-third of November twenty nineteen.

**P4.04**

- 1 They arrive on time.
- 2 I managed a big team.
- 3 We fixed problems.
- 4 They accepted my offers.
- 5 We talk about the budget.
- 6 I attended all the meetings.

**P8.03**

month, money, colour, love, other, company

**P8.06**

word, work, world, worse, worst

**Pearson Education Limited**

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Essex, CM17 9SR, England  
and Associated Companies throughout the world.

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Business Partner A1 Teacher's Resource Book with MyEnglishLab  
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First published 2020

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