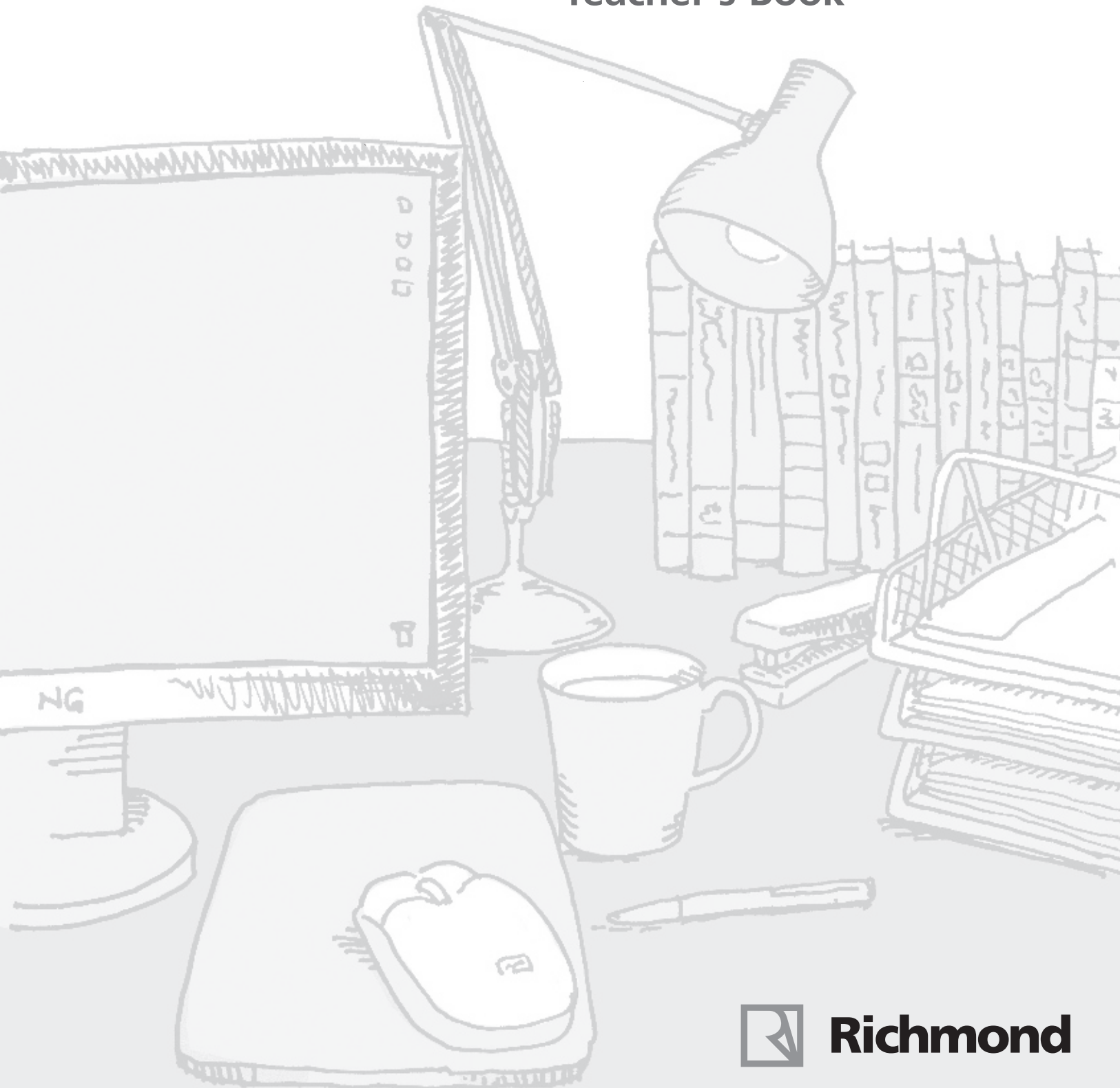


Elementary A2

James Greenan

@work

Teacher's Book



Richmond



58 St Aldates
Oxford
OX1 1ST
United Kingdom

© 2013, Santillana Educación, S.L. / Richmond

ISBN: 978-84-668-1360-0

First edition: 2013

Printed in Spain

DL: M-16463-2013

Publisher: Ruth Goodman

Editor(s): Anna Gunn, Shona Rodger, Nicola Gardner, David Cole-Powney

Digital Publisher: Luke Baxter

Design Manager: Lorna Heaslip

Cover Illustration & Design: This Ain't Rock'n'Roll

Design: Oliver Hutton/www.zoomdesigns.co.uk

Layout: HL Studios, Witney, UK

No unauthorised photocopying

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission in writing of the Publisher.

Publisher acknowledgements:

The Publisher would like to thank the following reviewers for their invaluable feedback on @work. We extend our thanks to the many other teachers and students around the world whose input has helped us to develop the materials.

Photographs:

p62. Istockphoto.com/johnwoodcock

Reviewers:

Angela Lilley, The Open University, Oxford, United Kingdom;
Manuel Hidalgo Iglesias, QUILL Language Learning, Mexico City, Mexico;
Marion Grussendorf, ACADIA GmbH, Cologne, Germany;
Paulo Henrique Vaz Lopes, Cultura Inglesa Belo Horizonte, Brazil;
Radmila Petrova Kaisheva & Anna Rumenova Boyadzhieva-Moskova,
University of National and World Economy, Sofia, Bulgaria;
Andrew Archer, Independent Publishers International, Tokyo, Japan

Every effort has been made to trace the holders of copyright before publication. The Publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Contents

Student's Book contents map	page 4
Introduction to the course	page 6
Unit 1 Introductions	page 22
Unit 2 Work	page 30
Unit 3 A day in the life	page 36
Unit 4 A great place to be	page 43
Unit 5 Food	page 49
Writing emails	page 55
Unit 6 Getting around	page 60
Unit 7 Shopping	page 66
Unit 8 Getting it right	page 72
Unit 9 Best practice	page 78
Unit 10 A helping hand	page 83
Tracklist	page 88

Student's Book contents map

Contents

	Language			Skills			
	Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing
1 Introductions p4							
Pleased to meet you	<i>be</i> – present simple positive sentences Possessive adjectives <i>my, your, his, her, our, their</i>			Registering for a conference Meeting a friend at a conference	Three profiles: Karen Wood, Yuji Kamasaki & Santiago Ramos	Asking for and giving personal details Introductions	Profile of a friend or colleague
Where are they from?	<i>be</i> – present simple negative and question forms	Countries and nationalities The alphabet and spelling	Word stress – countries and nationalities The alphabet	Three conversations: hotel reception, passport control, phone		Countries and nationalities Spelling the names of people and places	
Arriving and leaving	Greetings and goodbyes Exchanging contact details	Numbers 0–100 Email addresses	Numbers 0–100	Greetings and goodbyes Four telephone conversations		Exchanging phone numbers and email addresses	
Scenario: Finding Mr Wu Some people meet up at an international conference, but where is Mr Wu?							
2 Work p12							
My job	Present simple <i>I, you, we, they</i> – positive and negative sentences	Talking about jobs				Talking about jobs	
My week	Present simple <i>I, you, we, they</i> – questions and short answers	Days, months, seasons	Months and seasons	Two people talk about their work life	Working hours	Talking about your working week	
Staying in touch	Telephoning	Phone numbers		Two phone conversations		Making a call	
Scenario: A desk of my own Ana starts a new job on Monday, but is there enough room for her to have her own desk?							
3 A day in the life p20							
Busy days	Present simple <i>he, she, it</i> – positive and negative sentences, questions and short answers	Saying the time	Present simple -s endings		The routines of two top business people	Talking about your day	
Free-time activities	<i>love, like, hate, enjoy</i> + verb + -ing or noun	Leisure time activities		What do you like doing in your free time?	The leisure time activities of two top business people	Talking about what you like doing in your free time	
Time for lunch	Ordering food and drink	Money and prices	Words that are linked	Five people talk about what they have for lunch Five people order food		Ordering food and drink	
Scenario: Work or family? Nick has a lot to do this week both for his job and his personal life.							
4 A great place to be p28							
Around town	<i>there is, there are</i>	Places in a city		Asking about places in a city	Two emails giving information and directions	Giving directions	
Extreme cities	Comparatives and superlatives	Adjectives for describing places		Descriptions of four cities	Descriptions of four cities	Talking about cities	
Hotels	Booking a hotel	Hotel facilities Dates		Three people describe their hotel needs Two people make hotel bookings	Three hotels in Barcelona	Booking a hotel	
Scenario: Which hotel? Colin and Paula need to find hotel rooms for three important visitors.							
5 Food p36							
My diet	Countable and uncountable nouns <i>a/an, some, any</i>	Food items		Describing dishes		Describing dishes	
The business of food	Countable and uncountable nouns <i>much, many, a lot of</i>	The restaurant business			Gastón Acurio: the man taking Peruvian food to the world	Talking about business	
Table talk	Opinions and offers – <i>I'd like</i> and <i>I like</i> Polite requests		Polite requests and responses	Four conversations in a restaurant Small talk		Making small talk	
Scenario: Trouble at the restaurant What can the Morettis do to make their family restaurant business more successful?							



More practice = more practice available on the digital and print Workbook

Writing emails p44

	Language			Skills			
	Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing
6 Getting around p56							
It's quicker to walk	Present continuous	Travel		Four people talk about how they travel to work Three people talk about why they are late	Four people talk about what they're doing this week	Talking about what you do every week and what you're doing this week	
Travel arrangements	Present continuous for future arrangements	Air travel	s at the end of a word	Larry talks about his business trip	An email about a business trip	Talking about your plans for the weekend	
On the move	Travelling by plane and train	Air and train travel		Three conversations at the airport Three conversations at the train station		At the airport At the train station	
Scenario: When and where? Marek, Magda and Rosie need to meet to discuss a new café.							
7 Shopping p64							
A career in retail	Past simple – be and regular verbs	Career and education	Past simple – regular verbs		A company description	Talking about the past	
Getting a bargain	Past simple – irregular verbs	Shopping			Three texts about shopping	Talking about what you did at the weekend	
Buying gifts	Shopping			Three people shopping in a department store	Gifts around the world	Shopping in a department store	
Scenario: A good location Christina and Paul want to start a business selling only British food.							
8 Getting it right p72							
Getting it wrong	Past simple – negative forms	Success and failure		Dal LaMagna's business successes and failures	Dal LaMagna – an American entrepreneur	Talking about mistakes	
The secret of my success		Characteristics for business success		Temi talks about success in business		Talking about successes	
Successful meetings	Meetings Suggesting, giving opinions, agreeing and disagreeing	Talking about meetings		A meeting	Successful meetings	Suggesting, giving opinions, agreeing and disagreeing	
Scenario: A dysfunctional team Alex and Zafira put together a new team to develop and launch a new product.							
9 Best practice p80							
Company rules and dress code	can and can't, have to and don't have to	Company rules		Company rules		Talking about rules in your company	
Working conditions	Question forms with can and have to		can and can't	A supermarket manager talks about his working conditions	Two people talk about their working conditions	Talking about your job	
Email etiquette	Formal and informal emails	Starting and finishing an email			A formal and an informal email Dos and don'ts of email etiquette		A formal and an informal email
Scenario: Problems at reception Youssef needs to sort out the problems at reception.							
10 A helping hand p88							
Making decisions	will for spontaneous decisions and promises			Lia talks to her mentor, José	Mentors	Making decisions	
Team building		Team roles			Creating a team	Discussing a team's strengths and weaknesses	
Suggestions and offers	Suggestions and offers			Three conversations where people make suggestions and offers A phone call discussing suggestions	Emails making suggestions		A formal email
Scenario: In need of help Abdulrahman needs to arrange a team building exercise.							
Pairwork p96 Grammar p102 Irregular verbs p110 Functional language p112 Audioscripts p114							

@ Introduction to the course

About the course

@work is a course designed for working adults and students who need, or will need, English in their professional lives. The course focuses on practical English used in the workplace and would suit institutions teaching general English, although it is easily adaptable to cover the needs of students with more specific learning goals.

The objective of @work is to give **all** students the language skills they need to function in the workplace in a lively and aspirational way. This is how it's done:

- **Cohesive blended learning:** The digital resources are integrated with the print material, allowing students and teachers to move between different formats inside and outside the classroom. This means that the learning situations are fully exploited in a rich and engaging way.
- **Student and teacher flexibility:** @work has been specially designed so that teachers can customise the course to the available teaching hours and learning goals of the class. In addition, individual students can 'pick and mix' extra components to get the exact blend of skills that they need to work effectively in English.
- **People-focused:** This course brings a humanistic approach to professional English. It avoids the dryness of the corporate world and motivates learners by presenting language in contexts that all students can relate to.
- **Get-the-job done language:** The skills-development syllabus helps learners to construct the practical professional language and skills needed around the world in the 21st century workplace.
- **Learning bites:** Optional components are available via apps & the Richmond Learning Platform, giving today's professionals and students access to engaging useful content wherever, whenever and however they want.

Course components

Student's Book

The Student's Book is divided into 10 units and provides over 60 hours of teaching material. This can be expanded with additional resources and digital add-ons, allowing teachers to customise the course to the number of contact hours and the students' requirements.

- Each unit contains 3 double-page lessons and a business scenario.
- New language is introduced in realistic contexts and students are given plenty of opportunity to practise this in communicative situations and pairwork activities.
- Each unit links to the Writing emails section, giving students practice and tips for communicating effectively via email.
- A grammar reference section looks at important grammar points in more detail.

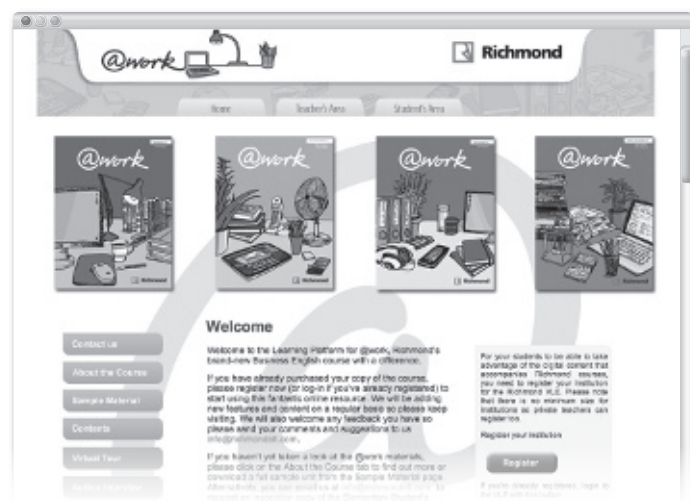
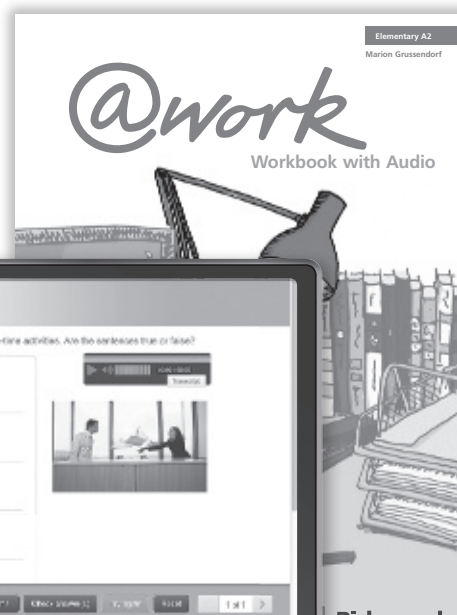


Workbook and eWorkbook

The Workbook can be used in conjunction with the Student's Book in class, or it can be used by students independently as a self-study tool.

The eWorkbook is a fully interactive version of the Workbook and can be linked to the Richmond VLE, letting students share their progress with teachers.

- All the key language and vocabulary from the Student's Book lessons are covered, so students gain confidence.
- A range of activities helps students develop all the key skills, including pronunciation and extra listening practice.
- Progress tests let students assess their own learning.
- An interactive grammar bank takes students through key grammar rules and gives extra practice.



Richmond Learning Platform

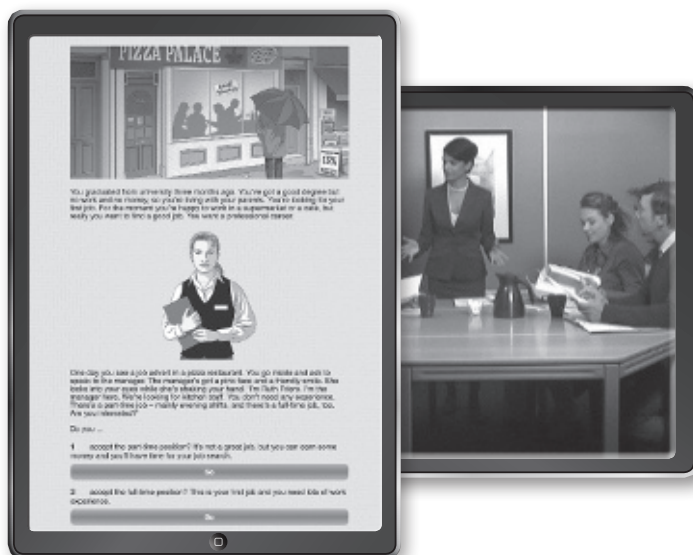
Students and teachers using @work can access the Richmond Learning Platform. This contains additional digital content for both students and teachers and access to a Virtual Learning Environment (VLE).

- For students, there are email templates, unit tests and the Workbook answer key.
- Teachers have access to wordlists, role play task sheets, CEF mapping.
- The VLE allows students to work online and for teachers to monitor their students' progress.

Additional digital materials

A range of value-added content is also available, giving students the opportunity to personalise their learning, try out innovative learning methods and develop particular business skills.

- Business mazes are fun interactive readers set in working environments, where students can determine how the story develops.
- Video modules give students practice in specific business skills, such as giving presentations, attending meetings and negotiating in English.



Student's Book Lesson 1

Every lesson of the topic-driven units starts with an opportunity for students to talk generally about the subject, before exploring it in more detail.

The first lesson introduces the unit topic with engaging reading and listening texts, involving the students in the topic and giving them the chance to see the target language and vocabulary in context.

Concise grammar presentations appear within the units reinforcing key concepts and providing students with a quick reference to the target language.







Engaging practice and personalised speaking activities let students gain confidence with the new language in a meaningful context.

7

Shopping

A career in retail

past simple – be and regular verbs
career and education

Start up 1 Match the phrases with the photos.

apply for a job	be promoted	graduate from university
study at school	study at university	work as an intern

2 Complete any of the sentences you can make them true for you.

1 I studied in my final year at school. 4 I worked as an intern at

2 I a degree. I graduated from university 5 I was promoted in to

in I studied at university. 6 I applied for my first job in

3 I trained in a company as a

3 Tell your partner about the true sentences for you.

Reading 4 Read the text. What company is it describing and what do they sell?

Family business

Stefan Persson was born in 1947. His father, Erling, lived in Sweden and was the son of a butcher. Erling travelled to New York just after World War II and really liked the big department stores there, like Macy's. So when he returned to Sweden he opened a store called Hennes ('Hens' in Swedish). The shop offered cheap but stylish clothes, just like it does today. When the first store opened in Stockholm, people queued for a long time to get into the shop. The company changed its name to the world famous H&M in 1968 after buying Mauritz Widforss. At the same time, Stefan studied at Stockholm University and worked for the company.

He graduated in 1973 and then helped the company get bigger abroad. In 1982, the company promoted him to CEO. By 1985, there were 200 stores across Europe, by 2007, 1,300 stores in 24 countries and, by 2012, 2,500 stores in 45 countries. It didn't open its first US store until 2000, but now it has over 200 shops. Today it sells stylish clothes from top designers and still at cheap prices. It's amazing how a family's situation can change so much in 65 years – his grandfather was a butcher, then his father opened a clothes shop in Sweden. But in 2012, Forbes magazine placed Stefan in the top ten richest people in the world, worth \$26 billion.

5 Read the text again and answer the questions.

1 What did Stefan's grandfather do? 4 How many H&M shops were there in 2007?

2 Why did his father open Hennes? 5 In 2012, how many countries were H&M in?

3 When did Stefan finish university? 6 How much was Stefan worth in 2012?

7

A career in retail

past simple – be and regular verbs

Grammar

Past simple – be and regular verbs

Use the past simple to talk about completed past actions.

Positive

I/He/She/It **was** You/We/They **were**

All other forms of the past simple are the same for all pronouns.

Regular past verbs end in -ed. **finished, worked**

Negative

Use **didn't** + infinitive (without to).

I/He/She/It/We/You/They **didn't** finish school.

GRAMMAR REFERENCE PAGE 108

6 Complete the text with the past simple of the verbs in brackets.

MIUCCIA PRADA

Miuccia Prada¹ (be) born in 1949 in Milan. Her family² (be) rich. Her father³ (manage) a company and her mother's family⁴ (own) a business that⁵ (produce) luxury products. She⁶ (study) Politics at Milan University and⁷ (graduate) in 1973. She then⁸ (train) to be a mime artist for five years. She⁹ (study) fashion, and quickly¹⁰ (become) very successful in her family's business. In 1978, when she¹¹ (start) to work for the family business, there¹² (be) only two shops. She¹³ (add) many new products such as shoes and perfume. The 1990s¹⁴ (be) very successful for Prada and in 2005, Time magazine¹⁵ (name) her as one of the 100 most influential people in the world for her influence on the fashion industry. In 2012, Forbes magazine said that at nearly \$7 billion, she¹⁶ (be) in the top 150 richest people in the world.

Say it right 7.1 Listen to how these three regular past forms are pronounced. Write them in the table.

stopped	lived	wanted
1 /ɪd/	2 /t/	3 /ɪd/

8 Add the words to the table in 7.

awarded	developed	finished	graduated	liked	managed
produced	started	studied	trained	worked	

9 7.2 Listen and check.


Speaking 10 Complete the sentences with *did*, *was* or *were*.

1 Where you born? 4 What you study after school?

2 you like school? 5 you do an internship?

3 What subjects you study at school? 6 What your father's job?

11 Ask and answer the questions in 10 with a partner.

 This icon shows where students can find further practice on one of the many digital add-ons.

The @work Student's Book comes with an access code for the digital materials.

'Say it right' provides an opportunity to identify and practise pronunciation by focusing on individual phonemes and stress patterns.

All the lessons finish with a production exercise, where students can use the target language in a spoken conversation or a written piece of work.

For more in depth explanations and further examples of the grammar covered in each unit, a grammar reference section can be found at the back of the book. This can be used in class as part of the grammar presentations, or referred to whenever students have a doubt.

There are many listening activities throughout the course, allowing students to develop this essential skill. The listening texts often take the form of lively conversations and include a variety of international accents to ensure students are exposed to a range of different speakers and nationalities.

Unit 7

Past simple – be

The past of the verb *be* has two forms: *was* and *were*.

Full form	Questions	Short answers
Positive I / He / She / It was happy. You / We / They were happy.	Was I / he / she / it happy?	Yes, I / he / she / it was. No, I / he / she / it wasn't.
Negative I / He / She / It wasn't happy. You / We / They weren't happy.	Were you / we / they happy?	Yes, you / we / they were. No, you / we / they weren't.

Note:

These are the full forms of the negative verbs and the negative short answer.

I / He / She / It was not very happy.
You / We / They were not very happy.
No, I / he / she / it was not.
No, you / we / they were not.

Only use these full forms:
a) in formal writing.
b) for emphasis.

Past simple – regular forms

Full form	Questions	Short answers
Positive I / You / He / She / It / We / They worked.	Did I / you / he / she / it / we / they work?	Yes, I / you / he / she / it / we / they did. No, I / you / he / she / it / we / they didn't.
Negative I / You / He / She / It / We / They didn't work.		

Note:

These are the full forms of the negative verbs and the negative short answer.

I / You / He / She / It / We / They did not work.
No, I / you / he / she / it / we / they did not.

Only use these full forms:

a) in formal writing.
b) for emphasis.

Use the past simple to talk about events that happened in the past.

Spelling rules for regular past simple verbs

Most of the spelling rules for *-ed* are the same as for *-ing*.

There is one additional rule. When a verb ends in a consonant + *y*, drop the *y*, add an *i* and then add *ed*.

Example:
try – tried

Past simple – irregular forms

Some past simple verbs are irregular and they have an irregular past simple form.

Examples:

go – went, have – had.

Full form	Questions	Short answers
Positive I / You / He / She / It / We / They went to the mountains.	Did I / you / he / she / it / we / they go to the mountains?	Yes, I / you / he / she / it / we / they did. No, I / you / he / she / it / we / they didn't.
Negative I / You / He / She / It / We / They didn't go to the mountains.		

Note:

These are the full forms of the negative verbs and the negative short answer.

I / You / He / She / It / We / They did not work.
No, I / you / he / she / it / we / they did not.

Only use these full forms:

a) in formal writing.
b) for emphasis.

The verb *can* is a special case. The past simple of *can* is *could*.
We form the negative with *couldn't*.

Example:

He could ride a bike, but he couldn't drive a car.

The past of *have* or *has* is *had*.

The past of *get* is *got*.

The past of *do* or *does* is *did*.

See the list of irregular verbs on page 110.

Audioscripts

6.4

- She's working in London next week.
- The bus is leaving at 10 o'clock.
- My flight's leaving at 8 o'clock.
- George's flying to Shanghai on Sunday.
- I'm moving rooms. The noise is awful.
- Paris is wonderful.

6.5

- C = check-in assistant, P = passenger
C: Can I have your passport, please?
P: Here you are. Do you need my booking reference?
C: No, that's fine. How many bags do you have?
P: Just one.
C: Could you put it on the scales for me? Thanks.
P: Could I have an aisle seat?
C: Certainly.

7

- O = tourist information officer, T = tourist
O: Yes, madam. How can I help?
T: I need to go to the Hilton Hotel.
O: You could take the subway, the bus or a taxi.
T: How much is a taxi?
O: Around \$50. The underground is only \$6.
T: How long does it take?
O: Around 25 minutes.
T: Great, thank you.

6.6

1

- A: Good morning. Could you tell me the times of the trains from Ipswich to Cambridge, please?
B: There are two every hour, at quarter past and quarter to the hour.

2

- A: What did they just say?
B: I'm not sure; it wasn't very clear. I think our platform has changed.
A: Which train are you waiting for?
B: The 12.05 to Naples.
A: Me too. Let's ask someone.

3

- A: Where do you want to go to?
B: Brussels, but the machine isn't working.
A: Let me see ... The machine won't take €50 notes.
B: Ah. Do you have change?
A: No, sorry, you'll have to go to the ticket office.

6.7

- P = passenger, T = ticket officer
P: What time does the 14.15 arrive?
T: The 14.15 gets in at 15.15.
P: Could I get a ticket for that train, please?
T: Sure. Single or return?
P: Single, please.
P: Excuse me, can you tell me which platform the 12.05 to Naples departs from?
T: The 12.05 will now depart from platform 12.
P: Great. Thank you.
P: Could I have a single to Brussels, please?
T: How would you like to pay?
P: By card, please.
T: Would you like a receipt?

- P: Yes, please. Which platform is it?
T: Platform 4, but there's a 45-minute delay.
P: OK. Thanks.

6.8

- R = Rosie, M = Marek
R: Hi, Marek. It's Rosie here. Do we have a time for our meeting?
M: For both Magda and myself, Tuesday afternoon is the best. When can you get a flight in?
R: That works well for me. I can get a flight that gets in at 10 in Warsaw.
M: Really? That's great. I can meet you at the airport and we can fly on together to Katowice.
R: Great. Look forward to it!

Unit 7

7.1

stopped, lived, wanted

7.2

- awarded
- graduated
- started
- developed
- finished
- liked
- produced
- worked
- managed
- studied
- trained

7.3

- A = Anna, M = Marc
A: What did you do at the weekend?
M: I stayed in bed in the morning, then I drove to meet Theo.
A: Did you do anything nice?
M: We just went for lunch. It was cheap so I paid the bill. How about you? What did you do?
A: I took the Metro into town and went shopping.
M: Did you buy any nice clothes?
A: No, I tried some on, but I didn't like them.
M: Did you buy anything?
A: Yes, I bought some books.
M: Did you meet anyone?
A: No, it was quite boring!

7.4

- S = sales assistant, M = Martha
S: How can I help you?
M: Is there a restaurant or café near here?
- S = sales assistant, L = Luca
S: You look lost, sir.
L: I think I'm OK.
S: What is it you're looking for?
L: I need to buy a new laptop.

All the Student's Book audioscripts are provided at the back of the coursebook for students to refer to.

Student's Book Lesson 2

The second lesson extends the unit topic and again begins with a general speaking activity to generate interest.

Students analyse an interesting reading or listening text which reinforces the language from the previous lesson and acts as a springboard to look at additional lexical sets and build on grammar points

New lexis and grammar points are presented within boxes, providing a useful reference for students.

There is a variety of activities which let students practise new language in context and develop all the key skills.

Getting a bargain
past simple – irregular verbs
shopping



Start up

- Look at the photos. Which place do you like shopping in?
- Tick (✓) the sentences that describe your attitude to shopping.

1 I'm happy to pay a high price for quality.	4 I'm careful with my money.
2 I like to get a good deal.	5 I don't care what I spend.
3 I try to get things for free.	
- Show your answers to a partner and discuss your reasons why.

Reading

- Read the text and match the headings with the paragraphs.

1 Giving things away	2 Getting a good deal	3 Living on nothing
----------------------	-----------------------	---------------------

Everything is free

a

Mark Boyle didn't spend any money for a year. He didn't buy any food or clothes. He didn't drive anywhere. How did he do it? Well, he grew his own food, he got his clothes from bins and he only took phone calls and didn't make them. Why did he do it? The Irish born Economics graduate thinks we need to change how we shop and live for the environment. However, are companies and technology changing it for us anyway?



b

King Gillette, the founder of the razor company, only sold 51 razors and 168 blades in the first year of his business. Over the next two decades, he gave away or sold razors cheaply wherever he could. The razors were useless without the blade, so using this strategy he created a market for his razor blades. This model is now one that many companies follow. Companies gave away the cell phone and sold the minutes, printers became cheaper and ink became more expensive.



c

The web made even more things become free. Free music, free newspapers, nearly everything Google offers is free. And when it's not free, it helps us find a bargain. Companies like Groupon, created by Andrew Mason, and others like LivingSocial, offer discount vouchers for people to buy. When Nordstrom Rack offered \$50 of clothes for \$25 dollars on Groupon, over 600,000 people bought the voucher. While we might not be prepared to get our clothes from a bin like Mark Boyle, it seems we all like a good deal.




Getting a bargain
7

Vocabulary

Match the nouns in the box with the correct verb. Some can go with more than one verb.

a restaurant	breakfast	clothes	coffee
coke	dinner	friends	lunch
shopping	the bill	the bus	the metro
time	town		

1 go 4 eat 7 pay for 10 meet
2 pay 5 buy 8 have 11 spend
3 drink 6 try on 9 leave 12 take



Grammar

Past simple – irregular verbs

Many verbs in English have an irregular past form.

get – got, have – had, do – did, go – went

Negatives

Use *didn't* + infinitive I didn't go shopping.


Questions

Use *did* + infinitive without *to*. When did you go?

GRAMMAR REFERENCE PAGE 108

Listening

7.3 Listen to Anna and Marc talking about their weekend. Write the name under the things each person did.



Speaking

Work with a partner and find out what they did at the weekend. Tick (✓) the verbs as you use them. Try to use as many as possible.

buy	do	drink	drive	eat	go	have	meet	spend	take
-----	----	-------	-------	-----	----	------	------	-------	------

66

The two-page lesson finishes with a speaking task which rounds up the lesson with a personalised focus or a role play, allowing students to make use of the language they have learnt.

Throughout the lessons students practise their communication skills with tasks that can be carried out in pairs or in groups.

Dedicated activities provide an attractive stimulus to get students communicating between themselves.

The speaking tasks, which take the form of role plays or simple discussion questions, allow students to practise target language, as well as build their confidence when communicating with others.




Pairwork

Unit 1 page 7
Student A

Ask your partner questions to help you complete the profiles with the correct words in the box. Answer your partner's questions.

Is his name Peter? No, it isn't. Is he Austrian? Yes, he is.

British	Danish	Daphne	doctor	Frühoff	German	Goodman
Lars	lawyer	Olsen	teacher	Ursula		

1

First name

Surname

Nationality

Job

2

First name

Surname

Nationality

Job




3

First name

Surname

Nationality

Job

4

First name Leandro

Surname Brito

Nationality Portuguese

Job accounts manager

5

First name Lili

Surname Wong

Nationality Chinese

Job shop assistant

6

First name Dieter

Surname Urbach

Nationality German

Job office worker

Pairwork

Unit 1 page 9
Student A

- 1 Greet students B and C.
- 2 Listen to student B.
- 3 You forgot your business cards, so take turns to ask for each other's email addresses and phone numbers.

Your phone number – 00 44 1284 356 888
 Email address – h.g.mattar@yahoo.com

Unit 3 page 27
Student A

- 1 Nina is Nick's mother. It's her 70th birthday.
- 2 Federico is Nick's colleague and Nick doesn't like him.
- 3 Nick knows that Federico isn't busy. He goes salsa dancing with his girlfriend on Tuesdays.

Unit 4 page 33
Student A

Situation 1. You would like to book a room for three nights. You want to arrive on the 18th and check out on the 21st. You want to know – is the internet free in the rooms and is the gym 24 hours?

Situation 2. You work in the Mirador hotel. The hotel is not near the train station but it is near the airport. It has room service from 6.00 a.m. until midnight.


Unit 6 page 59
Student A

Your friend is going to London at the same time as you. Ask questions to find out the following and arrange a time and day to meet.

My travel information	My friend's travel information
Flying out: 7.00 p.m. 13th April	Flying out:
Arriving: 10.00 p.m. 13th April	Arriving:
Staying at: Travelodge	Staying at:
Plans: 14th April shopping on Oxford Street;	Plans:
15th April 11.00 – 12.00 p.m. visiting the Tower of London	Leaving:
Leaving: 17th April 7.00 a.m.	

Unit 8 page 79
Student C

Benoit: You know the team aren't happy. You agree you made mistakes, but you think people should be more respectful and appreciate your position. Other people didn't do what they had to do. Point out other people's mistakes. Suggest that everyone needs to take responsibility.



96

97


The situations in the pairwork activities are all based around typical working situations, so students will feel confident taking what they learn in class and transferring it to their professional lives.

Student's Book Lesson 3

The third lesson in the unit focuses on functional language and gives students the opportunity to improve their communication skills by learning and practising chunks of useful language.

The functional language items are included for their usefulness in a wide variety of professional contexts. They are presented visually for students to understand quickly and refer back to if necessary.

Buying gifts shopping



Start up 1 Look at the pictures. When did you last receive/buy a gift from/for a visitor? Tell your partner what gift you bought or received and why.

Reading 2 Read the text below and decide which country it is best to take gifts to.

GIFTS AROUND THE WORLD

I had an international visitor last week. As usual I got something from the storeroom to give as a gift. It was just a pen with the company logo on it. The visitor gave me a really good quality designer pen, gift-wrapped beautifully. I was so embarrassed!

Imagine you go to see an international partner. Do you buy them a present? They invite you round for dinner at their house. Do you take them something? Does it matter that the answer is no to both these questions? Well, it depends where you go.

In Mexico, people don't usually give gifts in a first meeting. When you want to give something, make it small, such as something from your company with the company logo. When a Mexican colleague invites you to their house, it's a good idea to take flowers, chocolates or wine. Gifts are opened immediately.

In India, you can take gifts to a first meeting, but it's not important to. There are many religions in India, so don't take some presents like wine or leather goods. It's a good idea to wrap presents in green, yellow or red because they're lucky colours. Gifts are usually opened later.

In Japan, gifts are an important part of business. They're a sign of friendship and respect. The gift doesn't need to be expensive, but should be of good quality. In a group, give the gift to the person with the highest status or give a gift to everyone. Don't wrap it in white, as white is linked to death. Give the gift with two hands and give it at the end of the meeting.

3 Read the text again and answer the questions.

- When should flowers, chocolates or wine be given as gifts in Mexico?
- Why should you not take wine as a gift in India?
- Are gifts opened immediately in India?
- Can you give a cheap gift in Japan?
- What colour paper shouldn't you wrap a gift in for a Japanese person?


4 Discuss the questions with a partner.

- Are there any presents people shouldn't give in your country?
- Are there any colours that are bad luck?

Buying gifts 7

Listening 5 Look at the pictures and the store guide. Which floor are they on?

2	Men's clothes
	Home entertainment and electrical goods
	Toys and games
	Restaurant
1	Women's clothes
	Shoes
	Children's clothes
G	Jewellery
	Perfumes and cosmetics
B	Stationery
	Bags
	Food hall
Home appliances	



6 7.4 Listen to three people in the store. Which floor do they need to go to?

- Martha needs the floor.
- Luca needs the floor.
- Da Long needs the floor.

7 7.5 Listen to the rest of Da Long's conversation and tick (✓) what he buys.

pen ☐ bag ☐ perfume ☐

8 Match the questions and answers.

<ol style="list-style-type: none"> Do you need any help? Can I have one of those, please? How many would you like? Is that everything? Do you take credit cards? Which floor is that on? 	<ol style="list-style-type: none"> Yes, that's all thanks. Which floor are bags on? Certainly, is there anything else? Yes, but not American Express. I'll take four, please. It's on the top floor.
--	--

9 Listen again and check.

Speaking 10 Work with a partner and look at the role cards below.

Student A

- Go to the department store and buy:
 - a business-card holder
 - some shoes.
- You work in the department store. Look at the information and serve the customer.
 - The necklace costs \$75.
 - Books are on the first floor.

Student B

- You work in the department store. Look at the information and serve the customer.
 - The card holder costs \$15.
 - Shoes are on the second floor.
- Go to the department store and buy:
 - a necklace
 - a book.

As always the lesson begins with a speaking activity to introduce the topic.

Students can then see the functional language in context in a range of reading and listening exercises.

The lesson finishes with a speaking or role play activity to personalise and practise the language, so students can go away feeling comfortable and ready to communicate in English in a variety of situations.

12

69

At Elementary level, all the functional language from the Student's Book can be found in a useful reference section at the back of the book.

Functional language

Functional language

Unit 1

Greetings and goodbyes

Hi
Hello
Good morning
How are you?

See you soon
Bye
Goodbye
Have a safe journey

Exchanging contact details

What's your phone / mobile number?
What's the (area) code?
What's your extension?

Unit 2

Answering the phone

Good morning / afternoon, (Pavilion Ltd). (Katia) speaking.
How can I help?

Asking for someone

Can I speak to (Robert Kott), please?

Asking who's calling

May I ask who's calling?

Saying who you are

It's (Thomas Freund) from (Tercol).

Saying if someone isn't there

I'm sorry, he's in a meeting.
I'm afraid he's on holiday this week.

Offering to take a message

Can I take a message?

Taking someone's number

Can I take your number?

Unit 3

Ordering and paying for food

I'd like (a large box of sushi), please.
Could I / we have (a soup of the day), please?
To have here or take away?
Could I have the bill now, please?

Unit 4

Booking a hotel

I'd like to make a reservation for (four nights) from (the fourth of February), please.
What kind of room would you like?
I'd like a single / double room.
Could you tell me the room rate, please?
Does that include breakfast?
OK, we'll take it.

Unit 5

Opinions and offers

Would you like (a coffee)?
Yes, please. / No, thanks. I don't drink coffee.
How would you like your coffee?
White, with two sugars, please. / Black, no sugar, thanks.
Do you like (spicy food)?
Yes, I love it! / No, it's not my favourite.
Could I have an aisle seat?

Requests

I'd like (a table for two), please.
Could we have (a table for four), please?
Could you (pass the water), please?

Unit 6

Air travel

Can I have your passport, please?
How many bags do you have?
Could you put it on the scales for me, please?
Could I have an aisle seat?

Train travel

What time does the (14.15) arrive?
Could I get a ticket for that train, please?
Can you tell me which platform (the 12.05 to Naples) departs from?
Could I have a single / return to (Brussels), please?

Unit 7

Shopping

How can I help you?
Do you need any help?
What is it you're looking for?
How many would you like?
How would you like to pay?
Is there anything else?

Is there (a café) near here?
Which floor are (bags) on?
Which floor is that on?
Can I have one of those, please?
Do you have any (pens)?
How much are they?
Do you take credit cards?

Unit 8

Meetings

Shall we ...?
How about ...?
I think ...
I'm not sure ...
I agree.
Definitely, without doubt.
I see what you mean, but ...
I don't know about that.

Unit 9

Emails

Dear Mr Campbell
Dear Sir
Dear Colin
Hi Colin

Yours sincerely
Best wishes / Best regards
All the best
Cheers

I attach ... / Please find attached ...
Can you ... / I would be grateful if you could ...
It will be great to see you again. / I look forward to seeing you again.

Unit 10

Suggestions

Shall we (go out for dinner tonight)?
What shall we do (for lunch)?
We / You can / could ...
Why don't we ...
Let's ...

Offers

Would you like me to ...
Shall I ...?
Can I ...?
I'll ...
Yes, that's a good idea.
Yes, I agree.
Excellent idea!
No, I don't think so.
No, I'm afraid I ...
Sorry, but I'm not sure ...

The functional language lesson allows students to learn how to communicate effectively with colleagues, clients, suppliers and foreign visitors, and provides students with the tools to build their confidence speaking English at work, in social situations and when travelling.

Student's Book Scenarios

In the fourth and final lesson of the unit, students practise both the language and the skills that they have developed throughout the preceding lessons in a motivating real-life context in the form of a scenario.

Students interpret information from a wide range of sources including adverts, emails, business cards, phone messages, to-do lists, webpages, maps, timetables, charts, as well as excerpts from conversations.

Scenario: Finding Mr Wu

1. Four people want to meet at a business conference in Hong Kong. Look at the business cards of three of them. Find the information.

1. works in Hungary. 4. works in Barcelona.
 2. is Lebanese. 5. and work for software companies.
 3. is the country code to telephone Beirut. 6. is the country code for Spain.

2. 1.17 Listen to the phone messages and complete the business card for the fourth person.

Name:
 Company:
 Job title:
 Phone number:
 Email:

Finding Mr Wu 1

3. Student A, read the emails below. Student B, read the emails on page 99. Complete the information in the table.

1. j.fernandez@estrella.es; manal.obeid@iqbal.com; schmid.agna@kryptosoft.hu

Dear all,
 Look forward to seeing you tomorrow. My mobile number is 778652110. Put the country code 0086 first to call me. Let's meet in reception at 9:00.
 Best wishes
 Henry Wu

2. manal.obeid@iqbal.com; schmid.agna@kryptosoft.hu; h_wu@yahoo.com

Hi Henry,
 Thanks for your number. Here's my number: 0034 777 905 6441. See you all tomorrow at 9:00.
 Best wishes
 Javier

Mr Wu	Ms Schmid
Mobile number:	Mobile number:
Meeting time:	Meeting time:
Email:	Email:

Mr Fernandez	Miss Obeid
Mobile number:	Mobile number:
Meeting time:	Meeting time:
Email:	Email:

4. 1.18 Three people meet in the reception area of the conference hotel. Listen to the conversation and answer the questions.

1. Who's at the meeting?
 2. Who isn't at the meeting?
 3. Correct any false information in the notes in 5.

5. 1.19 Agna asks the hotel receptionist for help. Listen to their conversation. Which room is Mr Wu in? Tick (✓) the correct answer.

Room 18 ☐ Room 80 ☐

6. Work with a partner. Student A, look at the information file below. Student B, look at page 99. You are Javier. Mr Wu comes to reception with his colleague. Speak to Mr Wu's colleague. Greet his colleague. Find out:

INFORMATION FILE

His name:
 His job:
 Where he is from:
 His phone number:
 His email address:

Say goodbye.

The scenario has a narrative thread, which sustains interest and links all the tasks together. Students acquire information about the situation in stages through listening and reading tasks until they have the overall picture of the situation. Students have opportunities to review what they have understood at each stage, before progressing to the final activity, where they have to resolve a problem.

Students are encouraged to work in pairs and in small groups and are given different role plays to practise the language of the lesson. These rolecards can be found in the unit pages and at the back of the book.

Student's Book Writing emails

In the middle of the Student's Book is the extensive Writing emails section, which provides templates and writing practice opportunities.

Each Writing emails lesson is topic driven and relates to one of the units in the Student's Book.

A collection of useful phrases is supplied for students to refer to when compiling their own emails. The phrases are broken down into categories for easy reference.

Writing emails

1 Introducing yourself

Read the emails and answer the questions.

- Why is Montse writing to David?
 - to apply for a job in Madrid
 - to offer David work
 - to ask about possible work
- Who is Daniel Rojas?
 - a manager in the UK
 - a manager in Madrid
 - a temporary* IT worker
- When will David email Montse again?
 - in October
 - next month
 - immediately

*temporary = only for a short time

To: david.martin@opchem.com
From: montse.cabral@gmail.com
Subject: work experience?

Dear David
My name is Montse Cabral. I'm working on a six-month contract for your company in Madrid. Daniel Rojas, the head of IT here, gave me your name. I'm 22 years old, and I'm a graduate in computer science. I want to go to the UK in October for six to twelve months to work and to improve my English. I'm writing to ask if there are any positions in your company. My CV is attached. I look forward to hearing from you.
Montse Cabral

To: montse.cabral@gmail.com
From: david.martin@opchem.com
Subject: Re: work experience?

Hi Montse
Yes, Daniel emailed me about you. Nice to meet you! There are sometimes opportunities for temporary staff in our department. At the moment, I don't know about October. There's a planning meeting next month, so I'll contact you immediately after that.
Best wishes
David

To: david.martin@opchem.com
From: montse.cabral@gmail.com
Subject: Re: work experience?

Thanks, David

Focus on	... the greeting
Dear David	formal
Hi David / Hello David	neutral / informal
Hi / Hello	informal OR when you don't know the name of the person
[no greeting]	very informal; used after the first email of a conversation
Dear all	neutral / formal, writing to a group
Hi all	informal, writing to a group
Dear Sir/Madam	very formal; used when you don't know the person's name

Style tip
Use abbreviated forms in your emails to make them sound more natural:
I am → I'm do not → don't
There is → There's I will → I'll

Language tip
Notice that we use different prepositions after work.
to work **on** a temporary contract / a project
to work **for** a company
to work **in** IT

Task

You want work or work experience. Use the notes to write an email introducing yourself to tanya.nording@opchem.com in the UK. Use expressions from this page or from the Phrasebank to help you.

- subject line
- got Tanya's name from manager, Willi Holst
- polite greeting
- your qualifications / experience / speciality
- your name
- your plan: one year in UK (for experience and language)
- reason for writing: work / work experience opportunities?
- CV attached
- polite ending and signoff

44

Phrasebank

1 Introducing yourself

I'm a 24-year-old graduate in Marketing.
I'm 24, and I'm a Marketing graduate.
I have a degree in Economics from the University of Salamanca.
I have an Economics degree from Salamanca University.
I have a Masters degree in Graphic Design.

Your current activity
I'm a sales representative for a software company.
I'm working as a designer for a magazine.
I work for Enichem. (= long-term job)
I am working in a clothing factory. (= temporary job)
I'm planning to go to the USA.
I'm completing my Masters degree in Business Studies.

Your reason for writing
I'm working with you on the project.
I'm writing to ask you if there are any opportunities for work experience.
I'm writing to ask you if there may be any work experience opportunities next year.

How you know the person
Agnetha Svensson gave me your name.
Agnetha Svensson put me in touch with you.

2 Leaving an out-of-office message

Thank you for your message / email.
I'm away from my desk ...
I will be away ...
from ... to/until ...
I will return on ...
I will not have access to my email.
I will have limited access to my email.
I will reply to your email/message when I return.
I'll get back to you then.
If the issue is urgent, ...
If your message is urgent, ...
If you need to contact me urgently, ...
If you are emailing about conference bookings, ...
... please contact my colleague John Gardner (john.gardner@acme.com, +44 (0)7777-777777)
... please email the department administrator Marie Leven (marie.leven@acme.com)
... you can reach me on +44 (0)7777-777777

3 Sending and replying to an invitation

Inviting
We would like to invite you to dinner / a party / a workshop ...
on 3 June / June 3 / June 3rd / 3rd June
at 7 / at 7 o'clock / at 7 p.m. / from 7 p.m. to 11 p.m.

neutral / informal
We're having a party / a training day for the sales team on 16 April...
...and it would be great if you could come.

formal
...and we would be very pleased if you could attend.

Requesting a reply
neutral / informal
Let me know if you can come.

formal
Please let me know if you will be able to / can attend / will be attending by 21 May.

Accepting
neutral / informal
I'll be there!
I'd / I would love to come.
Thanks! / Thanks for the invitation.

formal
I will be able to attend. I would be delighted to attend.

Saying no
neutral / informal
I'm afraid I can't come.
I'm afraid I can't make it.
I won't be able to make it, I'm afraid.
I can't make that day, unfortunately.

formal
Unfortunately, I will not be able to attend.

Giving a reason
I'd love to come, but I'm flying / I'm in Paris / I'll be on leave that day.
I'm afraid I won't be able to come, as I'll be in Madrid.

4 Giving directions

Instructions
Turn/Go left/right
Turn left into High Street / rue de Rivoli
Take the first turning on the left
Take the second on the right
Go straight on
Cross/Go across the road
Go up/down the road

Where
at the (traffic) lights
at the second set of (traffic) lights
at the end of the road
when you see a tall building
just past the police station
when you get to the end of the road/a crossroads ...
it's on the left/right
it's straight in front of you
it's straight ahead of you
it's next to a supermarket
it's opposite KFC
you'll see it on your right
you can't miss it

54

Students can refer to email writing tips which cover areas such as: style, tone, formal and informal language, grammar, punctuation and spelling.

They then put these tips into practice by carrying out an email writing task.

Workbook

The @work Workbook can be used in the classroom to extend the course or be used independently by students for self-study.

The Workbook is divided into 10 units, which correspond to the Student's Book, and contains a range of activities to review the language from the Student's Book and further develop key skills.

The Workbook contains exercises to review the grammar and key vocabulary from each lesson as well as extra listening practice and activities to improve pronunciation and use functional language.

2

Work

Lesson 1: My job

Vocabulary 1 Match the jobs 1-6 with the descriptions a-f.

- 1 A taxi driver
- 2 An office clerk
- 3 A customer service representative
- 4 A nurse
- 5 A manager
- 6 A waitress/waiter

- a sells things to customers and answers questions about services.
- b is in charge of a business.
- c drives a car and takes customers or tourists to different places, e.g. the airport.
- d serves customers in restaurants or bars.
- e does many office jobs, e.g. takes phone calls or deals with email.
- f works in a hospital.

Listening 2 2.1 Listen to Frank speaking. Are the sentences true or false?

	True	False
1 I'm a sales manager and I work for a computer company.	<input type="checkbox"/>	<input type="checkbox"/>
2 We sell laptops and mobile phones.	<input type="checkbox"/>	<input type="checkbox"/>
3 My colleagues have company cars.	<input type="checkbox"/>	<input type="checkbox"/>
4 I have a mobile phone.	<input type="checkbox"/>	<input type="checkbox"/>
5 I don't have a computer in my office.	<input type="checkbox"/>	<input type="checkbox"/>
6 I always wear a shirt and jeans.	<input type="checkbox"/>	<input type="checkbox"/>
7 It's important that I wear smart clothes.	<input type="checkbox"/>	<input type="checkbox"/>
8 My colleagues deal with customer questions.	<input type="checkbox"/>	<input type="checkbox"/>
9 I often take my customers to restaurants.	<input type="checkbox"/>	<input type="checkbox"/>
10 I don't work on Fridays and Saturdays.	<input type="checkbox"/>	<input type="checkbox"/>

Grammar 3 Complete the text about Ana Garcia with the verbs in the box.

deal do finish go have live start work not work

I _____¹ in a small town near Burgos, Spain. I'm married and I _____² one child. I'm a bank clerk and I _____³ in a bank in the centre of Burgos. In my job, I _____⁴ a lot of things, for example, I _____⁵ with customers on the telephone and by email. I _____⁶ work at 8.30 a.m. and _____⁷ at about 5.30 p.m. I _____⁸ on Saturdays and Sundays. I often _____⁹ to work by bus.

Notepad Exercise 4 Complete the sentences about yourself with a positive or negative verb form.

- 1 I _____ in a big city.
- 2 I _____ in an office.
- 3 I _____ children.
- 4 I _____ to work by train.

- 5 I _____ a lot of interesting things in my job.
- 6 I _____ more than \$1,000 a month.
- 7 I _____ smart clothes for work.

2

Lesson 4: Review

Vocabulary 1 Complete the text with the words in the box.

block boss cups front kitchen light next opposite wall

I work in an office _____¹ in the centre of Singapore, not far away from the National Museum & Art Gallery. My office is on the 2nd floor, _____² the lift. I share an office with four colleagues. Our _____³, Reza, has his own office. It's _____⁴ to the conference room. My desk is in _____⁵ of the window so my workspace is very _____⁶. I have a laptop and a personal computer on my desk, and some paper and pens. I also have some personal things in my office – there's a plant, a photo of my children and some holiday photos on the _____⁷. I drink a lot of coffee so I often have some _____⁸ on my desk. We have a coffee machine in our small _____⁹, which is on the other side of the lift.

Check Your Vocabulary!

2 Complete the crossword. The answers are words from this unit.

Across

- 1 Something to write with.
- 2 The last numbers of your direct line.
- 3 Something to sit on.
- 4 Men often wear it with a suit.
- 5 I go to work _____ train.

Down

- 6 A person you work with.
- 7 A computer you can take with you.
- 8 Another word for apartment.
- 9 The first month of the year.

Notepad Exercise 3 Complete the sentences about yourself.

- 1 I work _____ days a week.
- 2 I usually work from _____ to _____.
- 3 I (sometimes) have _____ off.
- 4 I usually take my holiday in _____.
- 5 I get _____ days holiday a year.
- 6 I don't work on _____.

4 Write down five words or expressions from this unit which you find most useful. Try to make sentences with each of them.

Notepad exercises make the language relevant to students and give them the opportunity to personalise their learning. When put together, these activities will form a personal profile for the students to refer to whenever they want.

Key vocabulary from the unit is reviewed in fun activities, such as crosswords and wordsearches.

At the end of every unit there is a test for students to assess their learning. Students answer 20 multiple-choice questions on different parts of the language from each unit.

To check students understand the grammar points from the Student's Book, there is also an interactive grammar section. Students are invited to complete the grammar rules and then practise them by doing the extra activities.

Test yourself

Choose the correct answer. For every correct answer you score one point.

- 1 A person who delivers things is called a _____.
a salesperson
b truck driver
c cashier
- 2 In my job, I _____ \$1,600 a month.
a use
b earn
c share
- 3 I _____ customer requests.
a work
b call
c deal with
- 4 My colleagues and I always _____ a suit and tie in the office.
a have
b wear
c use
- 5 We _____ long hours.
a work always
b every day work
c usually work
- 6 A day when you do not work is called _____.
a a day off
b a day out
c an away day
- 7 Shift work means that people work _____.
a Monday to Friday
b different and irregular hours
c part-time
- 8 A: When's your birthday?
B: It's _____ July.
a on
b at
c in
- 9 I finish work _____ 6 p.m.
a at
b on
c in
- 10 A: How do you travel to work?
B: _____.
a In the train.
b By train.
c With the train.
- 11 When _____ on holiday?
a you go
b go you
c do you go
- 12 In the English-speaking world, a nine-to-five job is _____.
a an interesting job
b a hard job
c a typical job
- 13 A: Do you start work at nine?
B: _____.
a Yes, I do.
b No, I'm not.
c Yes, I start.
- 14 Good morning. Tower Hotel, Carla Hansen _____.
a speaking
b talking
c on the phone
- 15 A: Can I speak to Peter White, please?
B: _____.
a No, he's not in the office today.
b I'm sorry, he's not in the office today.
c No, can I take a message?
- 16 Just a moment, please. I'll _____.
a put you on
b put you over
c put you through
- 17 The last numbers in your direct line are your _____.
a landline
b telephone line
c extension
- 18 A kind of table in your office which you have your computer on is called a _____.
a desk
b screen
c window
- 19 The people you work with are your _____.
a companies
b colleagues
c customers
- 20 The part of a computer which you type on is a _____.
a screen
b laptop
c keyboard

Score: / 20 points

13

Grammar

Unit 2

- Present simple with *I/you/we/they*
- *have got*

Grammar check: present simple

We use the _____ to talk about facts and routines.

I work in an office.

With *I/you/we/they* we use *do* for _____.
Do you work in an office?

Where do you work?

With *I/you/we/they* we use _____ for negative statements.
I don't like coffee.

We don't work at weekends.

In negative sentences, we only use _____ forms in formal writing or for emphasis.
We do not deal with customer complaints.

1 Complete with the correct verb forms.

- 1 I _____ in Madrid. (live)
- 2 They _____ for an international company. (work)
- 3 We _____ computers at work. (not / use)
- 4 You _____ your job. (like)
- 5 My colleagues _____ smartphones. (not / have)
- 6 I _____ to the gym. (go)

2 Change the sentences from positive to negative.

- 1 I travel to work by car. _____
- 2 You have an interesting job. _____
- 3 We take the bus. _____
- 4 They go to the gym on Mondays. _____

3 Write the questions so that they match the answers.

- 1 _____ – I work in the town centre.
- 2 _____ – We start work at 8.00 a.m.
- 3 _____ – I'm a sales assistant.
- 4 _____ – They travel to work by car.
- 5 _____ – I work with Peter and Lin.
- 6 _____ – They like their job a lot.

4 Reply with short answers.

- 1 Manuel, do you do sport? – Yes, _____.
- 2 Do we need to take a taxi to the airport? – Yes, _____.
- 3 Do they live in Sao Paulo? – Yes, _____.
- 4 Do you go out after work? – Yes, _____.
- 5 Celal, do you work on Sundays? – No, _____.
- 6 Do they finish work at 6.00? – No, _____.
- 7 Frank and Tim, do you smoke? – No, _____.
- 8 Do you play table tennis? – No, _____.

Grammar check: *have got*

We normally use the _____ form of *have got* in positive and negative sentences and in negative short answers.

I've got a computer.

They haven't got a car.

He's got friends in Scotland.

Have they got a laptop? – No, they haven't.

Has she got a key? – No, she hasn't.

We use the full form in _____.
Have you got a mobile phone?

Has she got a company car?

5 Complete with the correct forms of *have got*.

- 1 We _____ two photos on the desk.
- 2 They _____ three children.
- 3 She _____ a new smartphone.
- 4 I _____ a flat in the city centre. (negative)
- 5 We _____ time this week. (negative)
- 6 Laura _____ a ticket for the football match. (negative)

6 Reply with short answers.

- 1 Have you got Andy's phone number? – Yes, _____.
- 2 Have they got a new address? – No, _____.
- 3 Has she got a new bicycle? – Yes, _____.
- 4 Have we got an office in Dubai? – No, _____.
- 5 Has Paris got an airport? – Yes, _____.
- 6 Has Mike got a camera? – No, _____.

55

All the audioscripts from the Workbook activities are supplied at the back of the book.

Answers to all the activities are available on the Richmond Learning Platform.

This Workbook is also available in digital format. Details can be found on the Richmond Learning Platform at: www.richmondatwork.net.

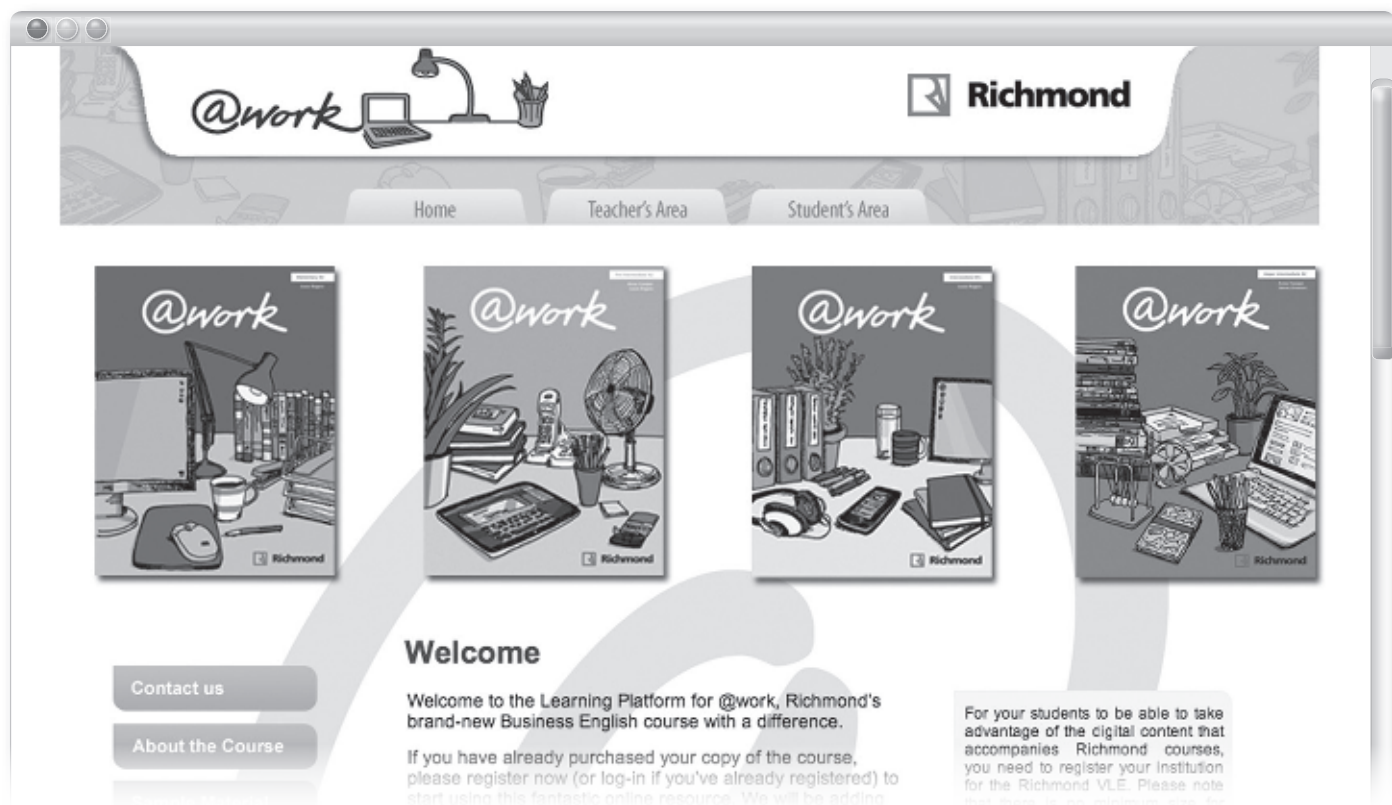


The Richmond Learning Platform

The Richmond Learning Platform is where students and teachers can go to use *@work* online. Students and teachers will find extra resources as well as access to the Virtual Learning Environment (VLE). To start, go to: www.richmondathwork.net.

Any institution that has adopted a Richmond course can register for the Richmond Learning Platform by simply clicking on the 'Register' button of the course homepage and following the registration process. An institution can consist of just a private teacher. As part of the registration process, at least one Training Manager must be allocated.

Training Managers administer the institution's Richmond VLE. They can create classes and add teachers and students. Once a student is added, they can log in using the Access Code found at the back of their Student's Book. They will then have access to the Student's Area and the additional digital material on the VLE.



The Teacher's Area includes:

- Wordlists
- Student's Book audioscripts in Word format
- Role play task sheets
- Role play teacher's notes
- Workbook answers
- CEF mapping documents
- Access to the VLE

The Student's Area includes:

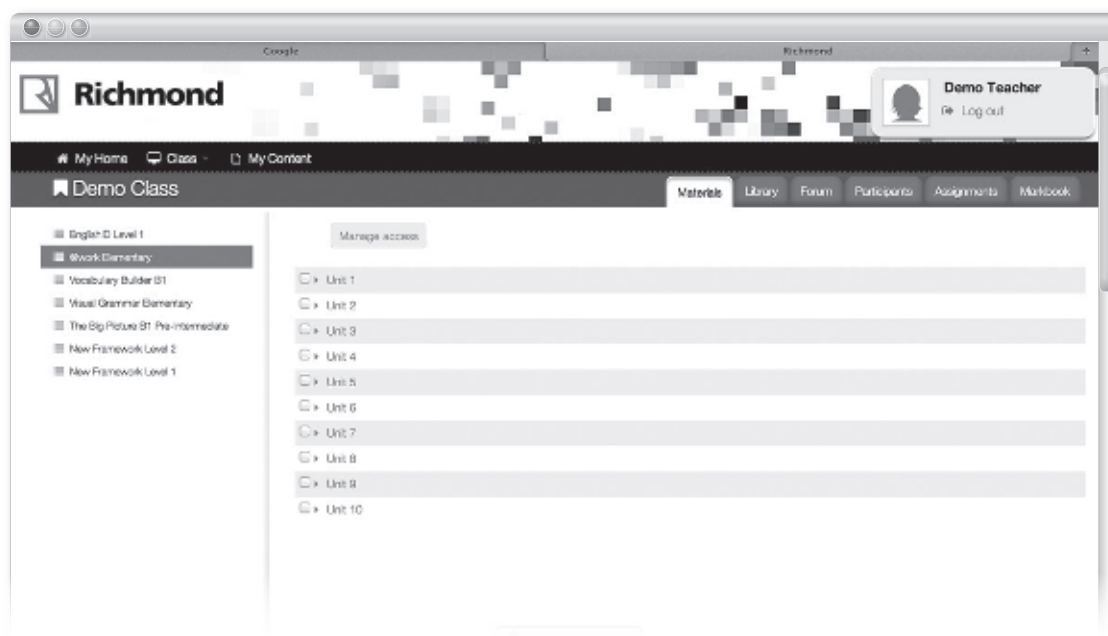
- Email templates
- The Business English Widget
- Links to useful learning sites
- Workbook unit tests
- Access to the VLE

The Virtual Learning Environment

The VLE allows an institution to manage all their classes online. Teachers are able to create their own blended course by communicating with students, setting assignments, monitoring progress and much more.

Richmond provides each student with extra digital content in the VLE to complement their course. Students have access to unit tests taken from the Workbook and interactive email activities that extend the email section in the Student's Book.

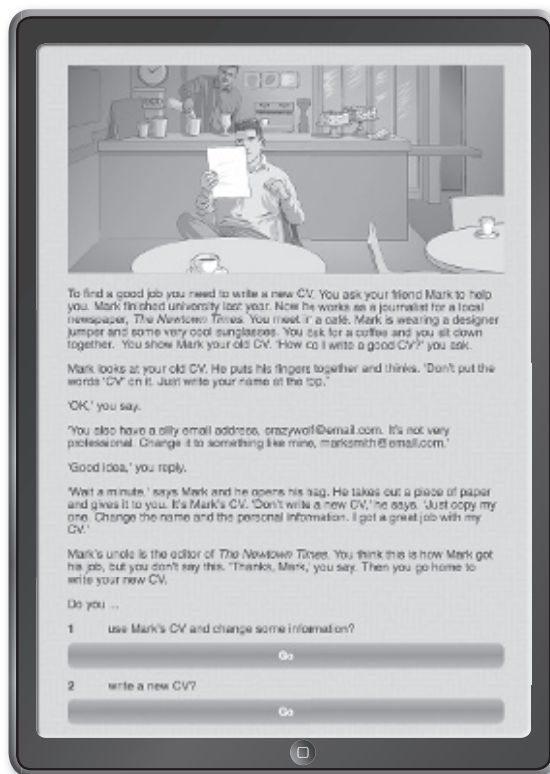
New products, such as the eWorkbook or the Video Modules, can also be accessed via the VLE using the Access Codes found with these products.



The VLE is organised into six different areas:

- **Materials** lets teachers manage the digital resources, such as unit tests and workbook activities, by giving access to students when appropriate.
- **Library**, where teachers can share useful documents with their classes and colleagues.
- **Forum** lets teachers and students create topics and comment on them. An excellent way to get students using English and participating in the learning process.
- **Participants**, where teachers can manage the students in their classes.
- **Assignments** lets teachers set work for their students.
- **Markbook** lets teachers monitor their students' progress so that as students complete activities, their results are updated automatically.

Additional digital materials



Business Mazes

The Business Mazes are entertaining and interactive short stories set in the world of work. Students must decide which route to take, creating their own adventure and dealing with English throughout.

These innovative and fun stories give students the chance to see and react to the language they have learnt throughout the course in a captivating real-life story.

The Business Mazes are available as Apps for Apple and Android devices.

The eWorkbook

For students who wish to practise their English on the move, a digital version of the Workbook is available as a CD-ROM or via the Richmond Learning Platform. The eWorkbook is fully interactive and includes all audio tracks and answers.

The eWorkbook is linked with the Teacher's Markbook on the VLE, so that teachers can monitor students progress and identify any problem areas.





Video modules

These modules are perfect for students who need practice in specialised business skills or for anyone who wants to use English professionally.

Extensive video clips and interactive activities focus on a range of skills, including:

- Presentations
- Negotiations
- Socialising
- Communications
- Meetings

Students watch professional situations where these important skills are used and then analyse and practise the target language. This boosts the students' confidence, giving them the tools they need to deal with these situations where getting English right can be vitally important.

Students can work through the material in conjunction with the *@work* course, or they can focus on individual modules more intensively, in preparation for a specific purpose.



1 Introductions

UNIT OBJECTIVES:

Students will learn ...

present simple *be*
possessive adjectives
greetings and goodbyes
countries and nationalities
numbers 0–100
to talk on the phone

and they will practise ...

asking for and giving personal details
exchanging contact information

Lesson 1: Pleased to meet you, page 4

LESSON OBJECTIVES:

Students will learn and practise ...

- present simple *be* (positive sentences)
- possessive adjectives *my, your, his, her, our, their*
- asking for and giving personal information

Warm up

Write on the board:

I'm _____ *I work for* _____
I'm from _____ *I'm a* _____
I live in _____

Introduce yourself to the students, completing the phrases so that they are true for you. Model the pronunciation for the students to repeat, focusing especially on the weak forms of *from* and *for*. Elicit *Nice to meet you*. Ask the students to stand up and work in pairs to introduce themselves. Call *Change* every few minutes so that the students form new partners. Continue in this way until everyone has spoken to everyone. Ask the students to sit down. Then write on the board:


This is _____ *He/She works for* _____
He/She's from _____ *He/She's a* _____
He/She lives in _____

Choose one student and ask the others to remember what they can and use the prompts to introduce that student. Continue until every class member has been introduced.

Start up

- 1 Focus on the map and ask the students which countries the cities are in. Take answers from the students, but don't give the correct answers at this stage.

Reading

- 2  1.1 Ask the students to follow the text while you play the audio. Then elicit the answers to 1.

ANSWERS

Sydney, Australia Osaka, Japan Montevideo, Uruguay

1.1

Sydney

This is Karen Wood. She's 43 years old. She's an engineer for Alstom in Sydney, Australia. She's married. Her husband's a software designer. His name's Sanjit. He's from Pune in India.


Osaka

This is Yuji Kamasaki. He's 29 years old and he's a sales representative for Nissan. He's single. He works at the Nissan offices in Osaka in the south of Japan, but Yuji's originally from the north of the country. His hometown's Morioka.

Montevideo

This is Santiago Ramos and this is Rosa Perez. They're from Montevideo and they're both computer programmers for Microsoft Uruguay. They're married and their partners also work for Microsoft. Rosa's husband is an administrator and Santiago's wife is a director.

Listening

- 3  1.2 Focus on the registration form. Check the students know the meanings of the headings *First name, Surname, Date of birth, Occupation, Nationality and Address*. Tell the students they are going to listen to Santiago arriving at a conference and they have to complete the form. Play the audio once or twice, then check the answers.

ANSWERS

First name: Santiago
Surname: Ramos
Date of birth: 18 October 1976
Occupation: computer programmer
Nationality: Mexican
Address: Calle Andes N°1, 892

1.2

O = officer, S = Santiago

- O:** Now, can I ask you some questions, please, sir? I just need to complete your registration form.
S: Of course.
O: So, what's your surname, please?
S: I'm sorry ... could you say that again?
O: What's your surname, your family name?
S: Oh, I understand ... it's Ramos. And my first name is Santiago.
O: Thank you, sir. And where are you from?
S: I arrived today from Montevideo, but I'm actually from Mexico. I have a Mexican passport.
O: Thank you, sir. OK – and what's your date of birth?
S: 18 October 1976.
O: What's your job?
S: I'm a computer programmer. I work for Microsoft.
O: OK, thank you and one last question. Can I have your home address, please?
S: Yes. It's Calle Andes N°1 892 ...

- 4 1.2 Play the audio again once or twice to give the students the chance to complete the questions (you might want to stop after every second sentence), then check the answers.

Model the questions. Elicit which syllables are stressed, and ask the students to underline those syllables:

Can I **ask** you some **questions**?

What's your **surname**?

Where are you **from**?

What's your **date** of **birth**?

What's your **job**?

Can I **have** your **home address**, please?

ANSWERS

1 ask 2 your 3 Where 4 What's 5 What's 6 have

Speaking

- 5 Demonstrate the activity with a strong student as the registration officer. Gently correct any major mispronunciations or incorrect stress. Then monitor as the students do the exercise in pairs.

Grammar

- 6 Read the **Grammar** box with the class and demonstrate how using the short form of *be* sounds more fluid and natural:

I am Paul. → *I'm Paul.* *You are Maria.* → *You're Maria.*

Read the long forms and short forms in the table, then ask the students to repeat the pronunciation of the short form.

Point out the grammar reference and look at the relevant section on page 102 together. Return to page 5 and give the students a few minutes to do the exercise. Don't check the answers at this stage.

- 7 1.3 Play the audio for the students to check their answers.

Play the audio again for the students to repeat. Draw their attention to the pronunciation of the verb in sentences 3, 4, 5 and 6, where it sounds like it's joined to the following vowel.

I'm_a manager.

We're_American.

She's_a software engineer.

It's_in Australia.

If your students are learning British pronunciation, contrast the pronunciation of *we're*, where the final /r/ sound is not pronounced, with the pronunciation of *We're American*, where the following vowel causes the /r/ to be pronounced. Demonstrate the same effect in *software* versus *software_engineer*.

ANSWERS

- 1 I'm from Brazil.
2 They're from Australia.
3 I'm a manager.
4 We're American.
5 She's a software engineer.
6 It's in Australia.

1.3

See Answers for audioscript.

Students can find more activities at www.richmondwork.net

Listening

- 8 1.4 Focus on question 1 (*What's his friend's name?*). Ask the students if the 's' in *what's* and in *his friend's name* are the same or different (different). Elicit the difference (*what's* = *what is*, *his friend's name* = *the name of his friend*). Tell the students that 's' meaning of *is* is called 'possessive 's', and focus on the two examples in the **Help** box.

Check students understand *software designer*. Then play the audio for the students to answer the questions. Check the answers.

ANSWERS

1 Chintal Patel 2 Sydney 3 software designer

1.4

S = Santiago, C = Chintal, R = Rosa

S: Hello, Chintal! I saw your name on the list. How are you?

C: Santiago! What a surprise! How good to see you! But what are you doing here?

S: I'm here for the conference of course, and this is my colleague, Rosa Perez. We work together in Montevideo. Rosa, this is my old friend Chintal Patel from Sydney. We were at university together. He's a software designer with Dell.

R: Hello, Chintal, nice to meet you.

C: Hello, Rosa, good to meet you, too.

- 9 Give the students a few minutes to complete the texts, before checking their answers on page 114.

ANSWERS

1 is 2 Montevideo 3 is 4 friend 5 software designer
6 meet 7 meet 8 too

Speaking

- 10 Introduce yourself to a strong student: *I'm [name]. Nice to meet you.*

Demonstrate the answer *Good to meet you, too.*

Demonstrate with another student, then introduce a third student to them: *This is [name]*, then ask them to greet each other.

Read the **Help** box with the class and model the expressions for introducing yourself for the students to repeat.

Demonstrate the activity by introducing yourself to a strong student and asking him/her where he/she is from and what his/her job is. Then introduce the student to the person on your left.

Example:

You: Hello, I'm Paul. Nice to meet you.

S1: I'm Sergio. Good to meet you, too.

You: Where are you from, Sergio?

S1: I'm from Chile.

You: What's your job?

S1: I'm a sales representative.

You: Silvia, this is Sergio. He's a sales representative from Chile.

S2: Nice to meet you, Sergio.

S1: Good to meet you, too.

Ask the students to stand up and get into groups of three or four to have similar conversations, where they introduce each other and ask the questions. Let them do this for several minutes while you monitor. Then call *Change* for the students to form new groups.

Grammar

- 11 Read the **Grammar** box with the class. Model the pronunciation of the possessive adjectives and ask the students to repeat after you. Then ask the students to complete the sentences, referring to the grammar reference on page 102 if necessary. Check the answers.

ANSWERS

1 his 2 my 3 your 4 their

 Students can find more activities at www.richmondwork.net

Writing

- 12 Ask the students to write a profile of a friend or colleague, or one of the students they interviewed in 10. They should use the first text in 9 to help them. Encourage them to use possessive adjectives where possible. Ask a few students to read out their profile. Alternatively, set the task as homework.

Extra activity

Divide the students into A and B pairs, and ask Bs to face away from the board. Write the following words on the board:

engineer married husband software designer director hometown

Ask As to explain each word for their partner to guess. Tell the students they don't have to use full sentences, e.g. the explanation for *married* could be 'the opposite of single' and the explanation for *engineer* could be 'It's a job. The first letter is e.'

When most pairs have finished, write the following words on the board for Bs to explain and As to guess:

sales representative single partner wife administrator south

Lesson 2: Where are they from? page 6

LESSON OBJECTIVES:

Students will learn and practise ...

- present simple *be* (negatives and question forms)
- countries and nationalities
- the alphabet

Warm up

Write the names of some internationally-famous people (e.g. Gustave Eiffel, Eva Perón, Cleopatra, Henry Ford, Pablo Picasso) on small pieces of paper, one per student and one for yourself. Demonstrate the activity by taking one and using language from Lesson 1 to introduce yourself (without the name) for the students to guess who you are, e.g. *I'm from France. I'm an engineer. I work in Paris. I design very big buildings.* When a student guesses correctly, give a piece of paper to each student. Ask the students to walk round and pair up, introducing themselves as the person on the piece of paper. Tell the students to exchange papers after guessing correctly (or giving up) and continue the activity with a new partner. In this way, the students introduce themselves as a different person each time.

Start up

- 1 With books closed, hold up your mobile phone and ask what nationality it is. Discuss what nationality the students' phones are. Then open books and ask the students to complete the sentences with a nationality. Ask the students to compare answers.
- 2 Ask the students to complete the sentences with the nationalities in the box. Check the answers, correcting pronunciation of nationalities where necessary. When you reach number 3, elicit why it has *an* rather than *a* before the gap. Read the **Help** box about articles with the class, then continue checking the answers.

ANSWERS

1 German 2 Japanese 3 Indian 4 Brazilian 5 French
6 Argentinian 7 Spanish 8 Chinese


Say it right

- 3 To demonstrate how the activity works, write on the board:

ooO oOo Ooo

Point to each in turn, saying *da-da-DA*, *da-DA-da* and *DA-da-da*. Then write *Canada* on the board and ask the students which set of symbols represents its stress pattern (answer = Ooo). Repeat the process with the symbols *oooO* *ooOo* *oOoo* *Oooo* and *Canadian* (answer = oOoo).

Ask the students to write the countries and nationalities in the correct column of the table. Don't check the answers at this stage.

- 4  1.5 Play the recording for the students to check their answers.

ANSWERS

- 1 Spain
- 2 Britain, British, China, German, Spanish
- 3 Brazil, Chinese, Japan
- 4 Germany, India, Indian, Mexico, Mexican, Portugal
- 5 Japanese, Portuguese
- 6 America, American, Brazilian

1.5

See Answers for audioscript.

Speaking

- 5 Ask the students to work in pairs and take turns making sentences about the people. Monitor, checking for the correct stress in the nationalities and for the correct use of *an* before *Egyptian* and *American*. Check the answers.

ANSWERS

- 1 Sony is a Japanese company.
- 2 Rafael Nadal is a Spanish tennis player.
- 3 Cairo is an Egyptian city.
- 4 Barack Obama is an American politician.
- 5 Shakespeare is a British writer.

Listening

- 6 1.6 Ask the students to cover the left-hand side of the page so that they can only see the three photos. Explain that they will hear three conversations and they have to match them with photos a–c. Play the audio, twice if necessary, then check the answers.

ANSWERS

1 c 2 a 3 b

1.6

1

R = receptionist, C = customer

- R:** Good evening, sir. Can I help you?
C: Good evening. Yes, I have a reservation.
R: What's your name, please?
C: Manuel Azevedo.
R: Is that a Spanish name?
C: No, it isn't Spanish. It's Portuguese.

2

P = passport officer, T = traveller

- P:** Could I see your passport and visa, please, madam?
T: Here they are.
P: Are you here on holiday?
T: No, we aren't. We're here for a conference.
P: And where are you staying?
T: The Pacific International Hotel on Palm Avenue.
P: Thank you. Enjoy your stay.

3

R = receptionist, C = customer

- R:** Good morning, LSG, Lily speaking. How can I help you?
C: Hello. Could I speak to Wayne Zheng, please?
R: I'm sorry, who?
C: Wayne Zheng.

R: Which department is he in, please?

C: He's in the sales department.

R: One moment, please ... I'm sorry, he isn't at his desk at the moment. Can I take a message?

- 7 1.6 Read the **Grammar** box with the class and tell the students to use it if they need help spelling the missing words. Play the audio again for students to complete the phrases, then check the answers.

ANSWERS

1 it isn't 2 we aren't 3 is he, he isn't

Grammar

- 8 Focus on the **Grammar** box again. Explain that in the negative form, we almost always use the short form, especially when speaking. Look at the grammar reference section on page 102 together.

Model the negative short forms for students to repeat. Point out that in short answers, the full form of *be* is used (e.g. *Yes, I'm* is not correct). Model the questions and short answers for the students to repeat.

Return to page 7 and focus on the example in number 1. Then do number 2 with the class so that everyone understands what to do. Ask the students to continue writing the questions and short answers based on the prompts. Check the answers, listening for correct pronunciation of question and short answer forms.

ANSWERS

- 1 Is it a Spanish company? No, it isn't.
- 2 Are you a computer expert? No, I'm not.
- 3 Is he married? Yes, he is.
- 4 Are they here for the conference? Yes, they are.
- 5 Is she the company director? No, she isn't.
- 6 Who's the CEO? (It's) Ana Leon.
- 7 Where are you from? (I'm from) Brazil.
- 8 Which car is yours? (It's) The Audi.

Students can find more activities at www.richmondwork.net

Say it right

- 9 1.7 Play the audio for the students to repeat the alphabet. If you teach a monolingual class, be ready to do extra work on letters you know may be harder for students of that nationality to pronounce.

1.7

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

- 10 Demonstrate each sound and after each one ask a student to say the letters written next to it. Elicit what letters should go after *A*, *H* (answers = *J*, *K*) and after *B*, *C* (answers = *D*, *E*, *G*, *P*, *T*, *V*). Give the students time to work out the answers for the other sounds, checking that everyone understands the exercise. Don't check the answers at this stage.

- 11 1.8 Play the audio for the students to check their answers.

ANSWERS

/eɪ/	A H J K
/i:/	B C D E G P T V
/e/	F L M N S X Z
/aɪ/	I Y
/əʊ/	O
/u:/	Q U W
/ɑ:/	R

1.8

See Answers for audioscript.

- 12 1.9 Ask the students to write the numbers 1–6 in their notebooks, then play the audio so that they can write down the people and places. Check the answers. When checking number 3, point out that *RR* is pronounced *double R*, and all double letters are spelled in this way.

ANSWERS

- 1 Lara Alexander
- 2 Berezhany
- 3 Sophie Perret
- 4 32 Kirova Street
- 5 Aba ar Ruwath
- 6 Daniel Cohen

1.9

- 1 My boss's name is Lara Alexander. That's L-A-R-A, Lara and A-L-E-X-A-N-D-E-R, Alexander.
- 2 My hometown's a small town in western Ukraine called Berezhany – B-E-R-E-Z-H-A-N-Y. Do you want me to spell it again? B-E-R-E-Z-H-A-N-Y.
- 3 The person you want to speak to is Sophie Perret. That's Sophie, S-O-P-H-I-E, Perret, P-E double R (two Rs) E-T.
- 4 The hotel address is 32 – three two – Kirova Street. Yes, Kirova, K-I-R-O-V-A.
- 5 Yes, it's out in the desert in Saudi Arabia. The nearest town is called Aba ar Ruwath. That's three words: Aba capital A-B-A, then ar, A-R, and the last word is Ruwath, R-U-W-A-T-H.
- 6 The new CEO is American. His name's Daniel Cohen. That's Daniel, D-A-N-I-E-L, Cohen, C-O-H-E-N.

Speaking

- 13 Demonstrate the activity by saying one person and one place and spelling them for the students to write. Then write the two words on the board so that they can check their spelling. Encourage the students to use *that's* when spelling out a word, (e.g. *My boss's name is Lara Alexander. That's L-A-R-A ...*). Monitor, listening for accurate pronunciation of letters.
- 14 Divide the students into A and B pairs. Ask As to look at page 96 and Bs at page 98. Give them time to read the instructions. Ask two strong students, A and B, to demonstrate the activity first by asking and answering questions to complete the profiles. Monitor and help as they do the activity, noting down any language points to deal with later.

Extra activity

Divide the students into small teams. Ask them to prepare a five-question quiz for the other teams, where the answers are countries or nationalities, or the question contains a country or nationality (e.g. *What nationality is Ikea? What's the capital of Pakistan?*). Monitor and help with the questions. Then, when all the teams are ready, organise the quiz, with teams taking it in turns to read a question, and the first person to put their hand up getting the chance to answer.

Lesson 3: Arriving and leaving, page 8

LESSON OBJECTIVES:

Students will learn and practise ...

- greetings and goodbyes
- numbers and email addresses
- exchanging contact details

Warm up

Elicit or teach *shake hands, kiss, wave, bow, nod*. Then write the following question on the board: *What words and actions do you use in your country to say hello to a colleague / your boss / an important visitor?*

Ask the students to discuss the question in pairs, then take feedback from the class and write up any new vocabulary on the board. As well as being an interesting topic in a multilingual class, this is an opportunity to raise awareness of how people greet each other in English-speaking countries, e.g. no handshakes or kisses with colleagues, shake hands with a visitor.

Start up

- 1 Focus on the speech bubbles. Ask the students to work in pairs and decide which expressions are said when arriving and which when leaving. Check the answers. Point out that *Good morning* is often shortened to *Morning*, especially informally, and emphasise that *Good night* is only said when leaving or before going to bed.

ANSWERS

- 1 Hi, Good morning, How are you?, Hello
- 2 Good night, See you soon, Bye, Goodbye, Have a safe journey

Listening

- 2 1.10 Ask the students to cover the left-hand side of the page so that they can only see the four photos. Explain that they will hear four conversations and they have to match them with the photos a–d. Play the audio, twice if necessary, then check the answers.

ANSWERS

- 1 c 2 d 3 b 4 a

1.10

1

A: Hello. Good morning, everybody.

B: Hello, Mrs Kim. Nice to see you again.

2

A: Bye then, and thanks for everything.

B: Bye, Sally, see you soon.

3

A: Goodbye.

B: Thank you for meeting us today.

A: You're welcome.

C: Have a safe journey. Thank you for coming.

4

A: Hi, Leandro, how are you?

B: Fine, thanks. And you?

A: I'm fine.

- 3 1.10 Play the audio again for the students to complete the conversations, then check the answers. Play the audio again, pausing for the students to repeat line by line.

ANSWERS

- | | |
|--------------------------|---------------------|
| 1 morning, see you again | 3 welcome, coming |
| 2 thanks, see you | 4 how are you, fine |

- 4 Ask the students to decide which conversations are formal (answer = 1 and 3) and which are informal (answer = 2 and 4). Then ask the students to practise the conversations with their partner.

Vocabulary

- 5 1.11 Play the recording for the students to complete the list of numbers using the words in the box.

ANSWERS

four, nine, twelve, fifteen, twenty, twenty-four, twenty-eight

1.11

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30 40 50 60 70 80 90 100

- 6 1.11 Play the audio again for the students to repeat the numbers.

Students can find more activities at www.richmondwork.net

Say it right

- 7 1.12 Ask the students to say the numbers out loud. Point out that in 13 and 15 the second syllable is stressed (e.g. **thirTEEN**) and in 30 and 50 the first syllable is stressed (e.g. **fifty**). Then play the audio for the students to circle the numbers they hear. Check the answers.

ANSWERS

13 (thirteen), 50 (fifty)

1.12

See Answers for audioscript.

- 8 1.13 Play the audio for the students to circle the numbers they hear, then check the answers.

ANSWERS

1 90 2 80 3 17 4 16 5 50 6 14 7 30

1.13

See Answers for audioscript.

Speaking

- 9 Demonstrate the activity by dictating two numbers for the students to write. Whisper the second one so that they need you to repeat it. Model the two phrases *Sorry, I didn't get that* and *Could you say that again?* for the students to repeat. Encourage students to use these phrases when dictating their ten numbers to each other.

Listening

- 10 1.14 Focus on the four questions. Then play the audio for the students to complete them. Check the answers, then play the audio again, pausing for the students to repeat the conversations line by line.

ANSWERS

1 mobile 2 area 3 code 4 extension

1.14

1

A: Sorry Sally, I'm very busy. Can I call you back later? What's your mobile number?

B: It's 07995 436 779.

A: Great. Speak to you later.

2

A: I think it's a wrong number. What's the area code for Cologne?

B: It's 0221.

3

A: I need to ring Pablo.

B: He's in Mexico now.

A: What's the code for Mexico?

B: It's 0052.


4

A: Can I call you later?

B: Sure.

A: What's your extension?

B: It's 7224.

- 11  **1.14** Read the **Help** box with the class and look at the pronunciation of 0 and 77. Play the audio again for the students to write the numbers, then check the answers.


ANSWERS

- 1 07995 436 779
2 0221
3 0052
4 7224

Speaking

- 12 Ask the students to stand up and form pairs with other students. After they have asked and answered the questions from 10, they should change partners and ask and answer the questions again.

Vocabulary

- 13  **1.15** Play the audio as students read the email addresses. Give them a few minutes to discuss the questions in pairs, then check the answers.


ANSWERS

- 1 at 2 underscore 3 dot 4 dot com

1.15

r.juszko_05@gmail.com
andrea.szabo@inco.hu
swan_julia@aol.com

 Students can find more activities at www.richmondwork.net

- 14  **1.16** Explain that the students will hear four email addresses and they have to tick the one they hear – a or b. Play the audio, twice if necessary, then check the answers.

ANSWERS

- 1 a 2 a 3 b 4 b

1.16

- 1 t.glock_9@gmail.com
2 l_b.roberts.8@hotmail.com
3 achau_16@yahoo.com
4 zhang_shen@google.com

- 15 Divide the students into groups of three: A, B and C. Ask As to look at page 97, Bs at page 99 and Cs at page 101. Give them time to read the instructions. Monitor as they exchange their contact details.

Extra activity

Elicit or teach *plus, minus, times, divided by, equals* and *point*, then model the pronunciation for the students to repeat. Dictate some sums to the students, e.g. $77 + 18 + 99$ (answer = 194), $201 - 117$ (answer = 84), 27×13 (answer = 351), $311 \div 14$ (answer = 22.21). Point out that in English we would say *twenty-two point two one* for the last of these, not *twenty-two point twenty-one*.

Ask the students to work in pairs and write ten sums of about this level of difficulty to dictate for another pair to solve.

Ask students to then check each other's answers.

Scenario: Finding Mr Wu, page 10

LESSON OBJECTIVES:

Students will practise ...

- greetings
- exchanging personal information and contact details

Warm up

Write the following questions on the board for the students to discuss in pairs: *Do you have a business card? When do you use it? Why is it important?*


Take feedback from the class and write any new vocabulary on the board. Drill the pronunciation.

Ask the students if they have a business card that they would be happy to show. If they don't have business cards, they could quickly make them. If more than half the class do, pass them round and ask everyone to note something they think is interesting about each one.

- 1 Give the students two minutes to find the information to complete the six sentences. Pre-teach *Product designer* and *creative director* if necessary. If you think it's appropriate with the class, you could set a race to find the information first. Check the answers.

ANSWERS

- 1 Agna 2 Manal 3 961 4 Javier 5 Agna and Manal 6 34

- 2  **1.17** Play the audio, twice if necessary, for students to complete the fourth business card. Check the answers.

ANSWERS

Name: Henry Wu
Company: Red Dragon Software
Job title: software programmer
Phone number: 0086 973 6559
Email: h.wu@yahoo.com

1.17

Javier

Hi, Manal. Javier here. I want to try to meet someone called Henry Wu – that's W-U – at the conference. I think he works for Red Software, but I can't find him or the company on the internet. Do you know who I mean?

Manal

Hi Javier, just returning your call. I know a company called Red Dragon Software. I think he might work there.

Agna

Hi Javier, Manal said you want to meet Henry Wu. He's an excellent software programmer. His phone number is 0086 973 6559 and his email is h.wu@yahoo.com.

- 3 Divide the students into A and B pairs. Ask As to read the emails on page 11 and complete the information in the table for Mr Wu and Mr Fernandez. Ask Bs to cover the emails on this page and to read the emails on page 99, then use the information to complete the information for Ms Schmid and Miss Obeid. Then students ask each other questions to complete the whole table.

ANSWERS

Mr Wu

Mobile number: 0086 778 652 110

Meeting time: 9.00

Email: h_wu@yahoo.com

Mr Fernandez

Mobile number: 0034 777 905 6441

Meeting time: 9.00

Email: j.fernandez@estrella.es

Ms Schmid

Mobile number: 0049 7998 883 421

Meeting time: 10.00

Email: schmid.agna@kryptosoft.hu

Miss Obeid

Mobile number: 00961 7683 330 219

Meeting time: 10.00

Email: manal.obeid@iqbal.com

- 4 1.18 Read the three questions, then play the audio for the students to answer them. Check the answers. Tell the students to look at the email addresses on pages 11 and 99 and find the incorrect information.

ANSWERS

1 Manal, Agna, Javier

2 Henry

3 Henry's email is h_wu@yahoo.com

1.18

A = Agna, M = Manal, J = Javier

A: Hi, Manal. How are you?

M: Fine thanks, Agna.

A: Manal, this is Javier.

J: Pleased to meet you.

M: Pleased to meet you, too.

J: Where are you from?

M: I'm from Lebanon, and you?

J: I'm from Spain. Is Henry here?

A: No, he isn't. His email and mobile aren't working.

J: Let me see. That is his mobile number, but that isn't his email. His email is h_wu@yahoo.com.

M: That isn't his number. I called and someone else answered. Is that the code for China?

J: Yes, it is.

- 5 1.19 Play the audio once or twice for students to listen and decide which room Mr Wu is in. Check the answer.

ANSWER

Room 80

1.19

A = Agna, R = receptionist

A: Hello. We need to speak to Mr Wu, Mr Henry Wu. Could you ring him, please?

R: We have two Mr Wu's staying with us. There's a Mr H Wu in room 18 and also another Mr H Wu in room 80.

A: We think his mobile number is 07786 52110.

R: Let me see ... that isn't the mobile number for Mr Wu in room 18 ... and I'm sorry, it isn't the number for the Mr Wu in room 80 either. Do you know his first name?

A: Yes, it's Henry.

R: OK, then he's in room 80.

- 6 Divide the students into A and B pairs. Ask As to look at page 11 and Bs at page 99. Give them time to read the instructions. Monitor as students exchange information. Check the answers.

ANSWERS

His name: Mr Wang

His job: computer programmer

Where he is from: China

His phone number: 07889255691

His email address: k.wang@yahoo.com

Extra activity

Play audio 1.17 again as a dictation activity, stopping at the end of each sentence for students to try to write down as much as they can. Play the audio at least twice, then allow the students to check what they have written against the audioscript on page 115.

Writing emails

Go to **Writing emails 1** on page 44 and do the exercises.

Teacher's Book reference page 55