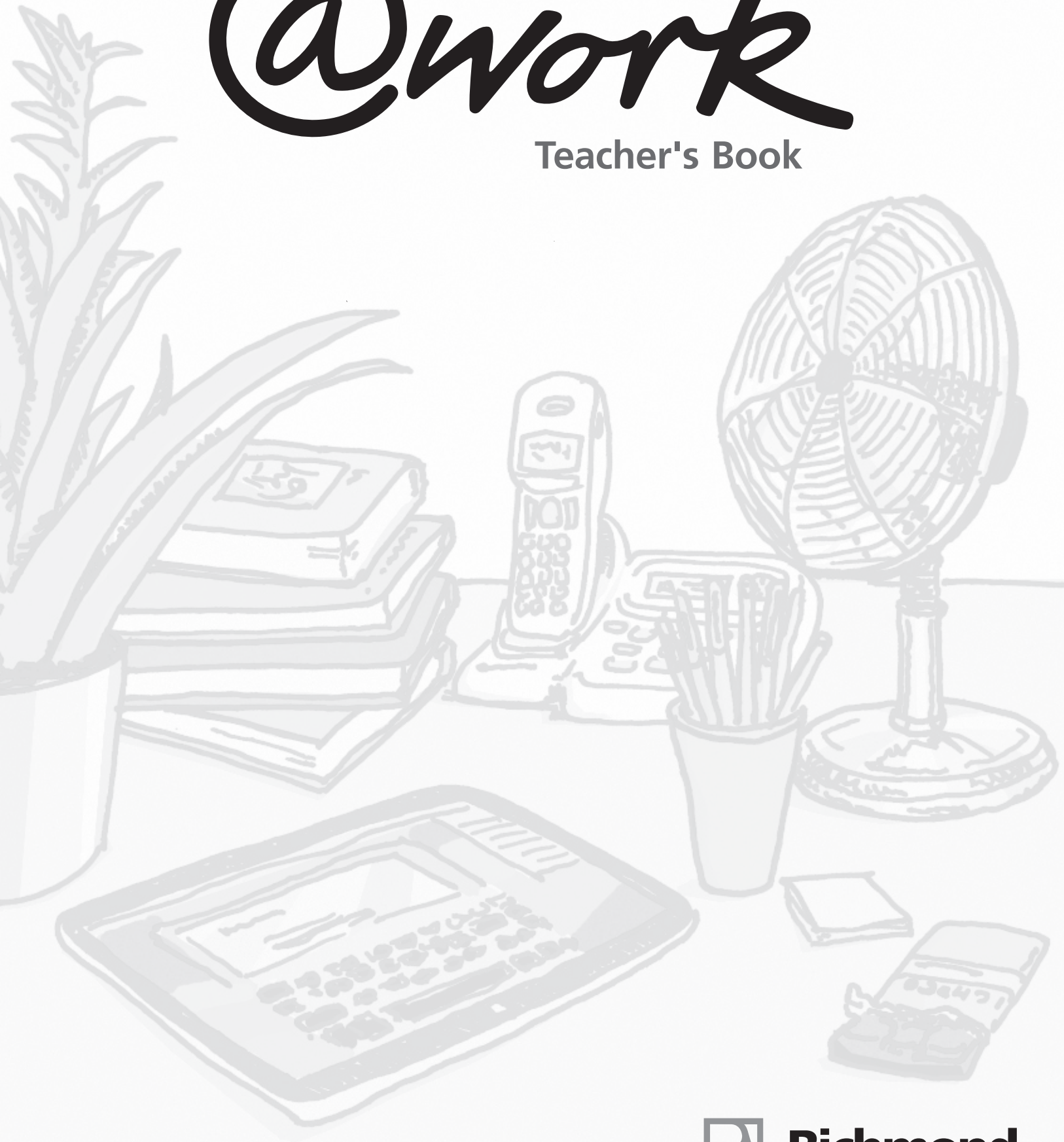


@work

Teacher's Book



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Student's Book contents map

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Time in your life	Present simple Adverbs of frequency	Describing routines			Four people's answers to a time questionnaire	Talking about how often you do different things	
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Is that the time?	Beginning and ending conversations	Telling the time	Sentence stress	Two conversations	How to make successful small talk	Keeping a conversation going	
Scenario: A question of time Can a language school sort out its timetable problems?							
2 Meeting people p12							
The right person	Present simple and present continuous	Describing people	s at the end of words	Looking for someone in a crowded room	Business cards	Describing people	
The right impression		Describing your job		Two first conversations	First impressions	Making a good first impression	
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Scenario: Visitors Mikael has to meet three visitors, but can he find them?							
3 Companies p20							
My first job	Past simple	Pay and conditions		Two people talk about their first jobs		Talking about pay and conditions Talking about your first job	
Company history		Describing companies	Saying dates		Two of the oldest companies in the world	Presenting your company history	
Speaking in public	Structuring a presentation			A presentation about a company	Tips for public speaking	Making a short presentation	
Scenario: The worst company in the world? Can Leviathan Steel improve its public image?							
4 Great ideas p28							
Luck?	Past simple and past continuous			Three people talk about old and new jobs	Great business ideas	Talking about decisions you've made	
Where were you when ...?		Describing past trends			Events in three decades	Describing graphs	
Selling your idea	Getting heard in meetings	Expressions for putting forward your views and ideas	Intonation – interrupting and offering your opinion	A short meeting	Selling your ideas in a meeting	Discussing workplace ideas	
Scenario: Still popular? Can a fairtrade company improve its performance?							
5 Advice p36							
The life coach	Advice and obligation – <i>should</i> and <i>shouldn't</i> , <i>must</i> and <i>mustn't</i>	Verbs for advice and targets	Word stress – giving advice or talking about obligation	A life coach talks about her work	Life coaches	Giving advice	
Experts at work	Obligation and permission – <i>have to</i> and <i>don't have to</i> , <i>can</i> and <i>can't</i>	Help and problems		The IT helpdesk deals with phone calls	Does anyone like the IT department?	Talking about obligations	
Asking for help	Asking for help			Five people ask for help and advice	Asking for help at work	Asking for help and giving advice	
Scenario: A terrible job Nasouh is unhappy. Should he apply for another job?							



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

	Language			Skills			
	Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing
6 Pressure p56							
Under pressure	Present perfect with <i>ever</i>	Budgets, schedules and deadlines		A man talks about pressure at work	Pressure at work	Discussing how you manage pressure at work	
Have you done it yet?	Present perfect with <i>yet and already</i>			What have they done?		Six things to do before you die	
Getting things done	Polite requests and reminders	Word-building			Top tips for successful time management Three emails	Polite requests and reminders	An email reminder
Scenario: The Pressurehead tour Organising a tour schedule and the budget							
7 Careers p64							
Qualified for success?		Education and training Academic qualifications			Three Brazilian brothers talk about their qualifications and training		Your education and training
Stages in a career	Present perfect with <i>for and since</i>	Career development	Word stress	A designer talks about her career		Talking about career development	
Selling yourself	Job interviews	Job skills and qualities		Three people answer job interview questions	Seven ways to flunk a job interview	Interviewing your partner for your job	
Scenario: The promotion Who will Anu promote in her department?							
8 Planning p72							
Being organised	<i>be going to</i> and the present continuous for plans and intentions		Intonation in questions	Three people talk about going on a time management course	A messy success	Talking about your plans and intentions	
I must do it!	<i>will and be going to</i> for spontaneous decisions and predictions			Two people talk about their work situation	Spontaneity at work	Making spontaneous decisions	
Let's make it Wednesday instead	Making arrangements			A phone call to make arrangements	Emails making arrangements	Arranging meetings	An email to confirm arrangements
Scenario: Chaos Making arrangements for international visitors							
9 Products p80							
Best-sellers	Present and past passives	Product development			How to create a best-selling product	Talking about your 'objects of desire'	A description of a product
Design features		Design features and product life cycle		New products		Launching a new product	
I'm afraid I disagree	Agreeing and disagreeing	Direct and indirect cultures	Tone and intonation for agreeing and disagreeing	A boss and her employee disagree	Diplomacy and directness	Discussing topics, agreeing and disagreeing	
Scenario: Cerulean Sky A company is involved in a lawsuit							
10 Selling p88							
Extra money	First conditional	Selling goods or services		Advice on selling on auction sites	Making extra money	Talking about making and saving money	
Consumer choice	Second conditional			Three people talk about what they're thinking of doing	Consumer types	Imaginary situations	
Negotiating a price	Negotiating	Negotiating		Three price negotiations	Four golden rules for negotiating the price	Negotiating with your partner	
Scenario: A good deal Should a supermarket stock a new product line?							
Pairwork p96	Grammar p106	Irregular verbs p115		Functional language p116		Audioscripts p118	

1 Time

UNIT OBJECTIVES:

Students will practise ...

and they will learn how to ...

present simple

talk about social media and

adverbs of frequency

networking

present continuous

tell the time

begin and end conversations

Lesson 1: Time in your life, page 4

LESSON OBJECTIVES:

Students will practise ...

present simple

adverbs of frequency

Warm up

Start the course with a 'Getting to know you' activity. For example, write the following areas on the whiteboard: (1) *name / nickname*, (2) *hometown*, (3) *current job*, (4) *ambitions* and (5) *hobbies and interests*. Divide the class into groups of five. Each student has a number. Ask students to take notes on everyone in their group by asking questions in their area, e.g. *What do you do in your free time?*


Then, students report back to the whole class, introducing everyone they interviewed and themselves. Encourage questions across the class. Take notes and be ready to feed back on any major language problem areas.

Introduce yourself briefly to the students and encourage questions.

Start up

- 1 Tell students that they will complete a questionnaire on 'time'. Check students know the word *waste* in the sense of *waste time and money* (not using something valuable in an effective way). Put the students in pairs to compare their answers. Encourage discussion. Find out from the students how much they agreed or disagreed with their partner.

Reading

- 2  1.1 Focus on the photos and check students can work out the meaning of *stylist* and *astronomer*. Pre-teach some words from the text, such as *recital* (a musical performance) and *spare* (as in *spare time* – free; additional or extra). Ask students to read the time questionnaire and then listen to four people answering the questionnaire. Tell students to note down the names of the people being described. Check the answers.

1.1

- a He never goes to meetings. He spends most of his time with his customers. He likes his job, but his favourite time of day is about 9.00 in the evening when he finishes work. He usually goes for something to eat at the snack bar next to the salon. He thinks cooking is a waste of time when there are so many good, cheap restaurants nearby. After dinner,

he often goes out to a karaoke bar or the cinema with his colleagues. He rarely gets home before midnight.

- b Her favourite time of day is late at night, but she doesn't spend all her time at work looking at the stars through a telescope. She spends a lot of time on the supercomputer at the university and in meetings, and she only uses the telescope one or two nights a week. She sometimes thinks that the meetings are a waste of time because they last so long, but she likes talking to her colleagues.
- c His favourite time of day is early in the morning because it's quiet and calm. He often gets up early to practise and he usually spends three or four hours playing. If he has an important concert or recital, he practises for five or six hours. To relax, he enjoys cooking or taking his daughters to the park, but he says he doesn't have enough time to go to concerts.
- d She thinks emails are a waste of time and that it's much better to talk to people face to face. She spends most of her time at work in meetings or travelling. She says that with a husband, three children and a full-time job, she doesn't have any spare time! But she always stops work at 6.00 in the evening and never works on Saturday afternoons or Sundays.

ANSWERS

- a Li Bo
- b Talia Karshadian
- c Oleg Karpinsky
- d Janaki Goswami

- 3 Ask students to read the texts again carefully. They should tick the questions in 1 that each person answered. Check the answers.

ANSWERS

	1	2	3	4
Li Bo	✓	✓	✓	
Talia Karshadian	✓	✓	✓	
Oleg Karpinsky	✓	✓		✓
Janaki Goswami		✓	✓	✓

- 4 Ask students to complete the sentences with the names of the people in 1. Use this exercise as a chance for students to practise using the third person *s* in their answers. Check the answers.

ANSWERS

- 1 Janaki / Oleg
- 2 Oleg
- 3 Li Bo
- 4 Talia
- 5 Janaki
- 6 Talia

Grammar

- 5 Read the **Grammar** box with the class. Focus on the present simple table. Focus attention on the grammar reference section link and look at page 106 together. Give the students a few minutes to do the exercise. Check the answers.

 Students can find more activities at www.richmondwork.net

ANSWERS

- a He never goes to meetings. He spends most of his time with his customers. He likes his job, but his favourite time of day is about 9.00 in the evening when he finishes work. He usually goes for something to eat at the snack bar next to the salon. He thinks cooking is a waste of time when there are so many good, cheap restaurants nearby. After dinner, he often goes out to a karaoke bar or the cinema with his colleagues. He rarely gets home before midnight.
- b Her favourite time of day is late at night, but she doesn't spend all her time at work looking at the stars through a telescope. She spends a lot of time on the supercomputer at the university and in meetings, and she only uses the telescope one or two nights a week. She sometimes thinks that the meetings are a waste of time because they last so long, but she likes talking to her colleagues.
- c His favourite time of day is early in the morning because it's quiet and calm. He often gets up early to practise and he usually spends three or four hours playing. If he has an important concert or recital, he practises for five or six hours. To relax, he enjoys cooking or taking his daughters to the park, but he says he doesn't have enough time to go to concerts.
- d She thinks emails are a waste of time and that it's much better to talk to people face to face. She spends most of her time at work in meetings or travelling. She says that with a husband, three children and a full-time job, she doesn't have any spare time! But she always stops work at six in the evening and never works on Saturday afternoons or Sundays.

- 6 Focus students on the chart and ask them to complete it with the adverbs of frequency in 5. Check the answers.

ANSWERS

- 1 always 2 usually 3 often 4 rarely 5 never

- 7 Tell students that in this exercise they should use each adverb of frequency once. When they have completed the sentences with the correct adverb of frequency, check the answers.

ANSWERS

- 1 never 2 always 3 usually 4 often 5 rarely
6 sometimes

Speaking

- 8 Divide the students in pairs. Do one of the examples with the whole class first. Then ask students to discuss the activities. Monitor the conversations and provide language feedback. There are several ways of doing this and you can vary the way you provide feedback during the course. Note: it is also motivating for students to see language they have used well and successfully. Write up the students' mistakes on the whiteboard or an OHT and ask students to correct these. You can write up the mistakes at home and photocopy them, and then hand them out to students in the next lesson. Students work in pairs to correct these and then you can give general feedback to the class.

Extra activity

Ask students to write six sentences about their own lives similar to the sentences in 7. Monitor and check the students' sentences for accuracy.

Lesson 2: What are you doing at the moment?, page 6

LESSON OBJECTIVES:

Students will practise ...

present continuous

talking about social media and networking

Warm up

Find out which students have changed their mobile phones for a smartphone. Ask if anyone has a tablet and / or a laptop. Ask students how much their life has changed with these new gadgets, and if their working life and social life has improved, or has become worse in any way. Why?

Start up

- 1 As a lead in, do a quick check as to who is on Facebook. Divide the class into pairs in order to discuss the questions. Take answers from the students and encourage further discussion.

Vocabulary

- 2 Ask students to skim the descriptions. Pre-teach some words from the descriptions, such as *profile* (the information you put up about yourself, or a company) and *networking* (to be in touch with a lot of people socially, often across the internet). Students complete the names. Check the answers.

ANSWERS

- 1 LinkedIn 2 Twitter 3 Facebook 4 Tumblr
5 Foursquare

- 3 Check students know the words in the box. If necessary, pre-teach: *device* (a piece of equipment or machine that does a particular thing) and *link* (connect). Ask students to complete the sentences with the words in the box. Check the answers.

ANSWERS

- 1 share 2 post 3 network 4 profile 5 device
6 link 7 location

 Students can find more activities at www.richmondwork.net

Grammar

- 4 Read the **Grammar** box with the class. Focus on the present continuous table. Check students know the adjective *temporary*, the opposite of *permanent*. Tell students they can read more about the present continuous in the grammar reference section on page 106. Ask students to complete the text about Twitter with the verbs in the box in the present continuous. Check the answers.

ANSWERS

- 1 are, doing
2 's happening
3 are reading
4 are drinking
5 is happening
6 is staying
7 is, changing
8 are planning
9 are developing

 Students can find more activities at www.richmondwork.net

Speaking

- 5 Put students in pairs to interview their partner using the ideas in the box. They should find out what they are doing at the moment, or 'nowadays'. Monitor the activity for accuracy. When students have finished, ask some of the students to give examples of some of the things they discussed, e.g. what current projects students are working on; who is the most followed person on Twitter in the class. Check the answers.

ANSWERS

Which / How many projects are you working on?
Which news stories are you following?
Which books are you reading?
What kind of music are you listening to?
Who are you following on Twitter?
Which TV programmes are you watching?

Extra activity

Students create five sentences about a classmate, using the information they found out in 5. If you feel it is appropriate, they could perhaps read out the sentences to the class and the other students guess which student the sentences are about.

Lesson 3: Is that the time?, page 8

LESSON OBJECTIVES:

Students will practise ...

telling the time

beginning and ending conversations

Warm up


Find out from students how 'sociable' they think they are on a scale from (1) = *not very sociable, prefers to stay in* to (5) = *very sociable, likes going out a lot and meeting people at parties*. Encourage discussion on this topic, suggesting perhaps that we are more sociable when we're less tired and stressed.

Start up

- 1 Write the word *stranger* on the whiteboard and get students to tell you what it means: someone you don't know and have never met. Ask students to discuss the question and they can get some ideas from the photos at the top of the page. Elicit some ideas from the students, e.g. sport – *Did you see the match yesterday?, Do you think it'll rain later?*
- 2 Point out to students that in the UK, where the weather is changeable, this topic is frequently used in conversations. Ask the students to complete the expressions.

ANSWERS

See 3.

- 3  1.2 Ask students to listen to the sentences to check the answers.

1.2

- 1 It's terrible weather, isn't it? Look at that rain!
2 Can you tell me what the time is?
3 Do you know what time this talk finishes?
4 It's a beautiful day, isn't it? The sun's really hot.
5 It must be nearly time for lunch.
6 Is that the time already? I didn't realise it was so late.

ANSWERS

- 1 rain 2 time 3 time 4 sun 5 lunch 6 time

Vocabulary

- 4 Put students in pairs to study the clock faces. They should write down the correct time, using the times in the box. Check the answers.


ANSWERS

- a two o'clock
- b seven forty-five
- c ten past six
- d ten to six
- e quarter past three
- f one fifty-five
- g four twenty
- h five past eleven
- i half past three
- j twelve forty

- 5 Focus students on the example of an alternative way of saying the time and then ask them to continue. When students have finished, ask them to compare their answers with a partner. Check the answers.

ANSWERS

See 6.

- 6  1.3 Ask students to listen and check their answers. Play the audio. Check the answers.

1.3


- a two o'clock
- b Seven forty-five or quarter to eight.
- c ten past six
- d ten to six
- e Quarter past three or three fifteen.
- f One fifty-five or five to two.
- g Four twenty or twenty past four.
- h five past eleven
- i Half past three or three thirty.
- j Twelve forty or twenty to one.

ANSWERS

See audioscript 1.3.

 Students can find more activities at www.richmondwork.net

Say it right

- 7  1.4 Check your students know the terms *stress* and *syllable*. Provide an example of word stress, perhaps using a name e.g. *Maria* / *Maria*. Write this name twice on the whiteboard, drawing a small square to show the stressed syllabus over the first syllable (MA-ria) and then the second (Ma - RI - a) to demonstrate that changing the position of word stress produces a completely 'different' name. Play the audio so students can listen and underline the stressed syllables. Tell students about the 'weak form' in English, which is shown by the 'schwa' symbol. Ask students to circle the unstressed vowels. Check the answers.

1.4

- 1 It's quarter past three.
- 2 We start at seven forty-five.
- 3 They arrive at eleven-thirty.
- 4 We want to finish before quarter to one.
- 5 It's already half past two.
- 6 Can you get here for eight forty-five?

ANSWERS

- 1 It's quarter past three.
- 2 We start at seven forty-five.
- 3 They arrive at eleven thirty.
- 4 We want to finish before quarter to one.
- 5 It's already half past two.
- 6 Can you get here for eight forty-five?

- 8 Ask students to work alone and practise saying the sentences in 7. You could then do some individual and choral drilling to encourage them to work on their pronunciation of schwas. Some students whose first language has very strong vowel sounds, like Spanish, often struggle with this sound, so it's good to do a lot of practice and consolidation.

Reading

- 9 Write the term *small talk* on the whiteboard and ask students to say what they understand by the term, e.g. talking about areas which are not so important, like the weather, in order to build up a socialising relationship with someone, and not allow silences which can cause discomfort. In some cultures it is important to make small talk; it is less so in others. Elicit students' thoughts and encourage further discussion.

ANSWER


Making small talk is making polite conversation about unimportant or trivial subjects, at social or business occasions.

- 10 Ask students to read the text and the six sentences and decide if they are true or false. Check or pre-teach: *remark* (a few words which give the facts or your opinion about something). Check the answers.

ANSWERS

1 False 2 True 3 True 4 False 5 False 6 False

Listening

- 11  1.5 Point out that there is a definition of the word *taboo* in the vocabulary box in the text. Tell students you will play the audio of two conversations, and that they should tick the topics discussed in each one. Check the answers.



1.5

1

K = Kamla, M = Mike

K: Hi, Mike. How are you?

M: Not too bad. How are things with you?

K: Good. It's such a lovely day today!

M: Yes, beautiful, isn't it?

K: Did you hear Techno Apps are buying Solsystems?

M: Really? That's interesting.

K: I know. Do you think there'll be job cuts?

M: Probably, that's what usually happens when Techno Apps are involved.

K: Hmm, let's hope they keep away from our companies. Anyway, it's been nice talking to you.

M: And you. See you again soon.

2

N = Nikki, M = Mark

N: Mark!

M: Oh, hi Nikki. How's business?

N: Good. I got promoted last week!

M: Really? I didn't know that. Congratulations.

N: Yep, now I'm a regional manager!

M: Excellent! Are you staying on after the conference?

N: No, but I might come back here with my family for a holiday.

M: It's an amazing location, isn't it?

N: Yes, it's wonderful.

M: Well, it was nice seeing you. I really must rush to this next talk.

N: Sure, let's do lunch later.

M: OK, great!

ANSWERS

- | | | |
|--------------------|-------------------|----------------|
| 1 weather ✓ | business gossip ✓ | where they are |
| 2 where they are ✓ | TV | family ✓ |

- 12 The second time you play the audio, pause after each gapped phrase in order to give students a chance to complete the phrases. Check the answers.

ANSWERS

- 1 are
- 2 interesting
- 3 talking to you
- 4 business
- 5 know that
- 6 amazing
- 7 wonderful
- 8 seeing

- 13 Ask students to transfer the phrases from 12 to the table. Choose some of the expressions to write on the whiteboard, and draw arrows to show the rise and fall of the intonation. Point out that this is important to show interest. Drill the pronunciation with students chorally and individually (you might find it helpful to use the speakers on track 1.5 for this).

ANSWERS

Opening the conversation	Showing interest
How are things with you? How's business?	Really? That's interesting. Really? I didn't know that.
Keeping the conversation going	Ending the conversation
It's an amazing location, isn't it? Yes, it's wonderful.	It's been nice talking to you. Well, it was nice seeing you.

Speaking

- 14 Ask students to work with a partner. They should choose a topic from the box and try to keep the conversation going by using some of the expressions from the table in 13. Monitor the conversations and take language notes. In feedback, praise students for any good examples of successfully making small talk. Point out any important language mistakes.

Extra activity

Set up a mingling activity, where students pretend they're at a cocktail party and they have to socialise. Before starting, issue the students with 2-3 'topic' cards each, and tell students to try and use each of them. Ideas for topic cards are: the business news / sports news / recent film / recent trip / forthcoming trip / next holiday, etc. Circulate and listen in on the conversations; take notes on common problem areas such as forgetting the third person s; pronunciation problems. Finish the activity with general feedback, using the whiteboard. Remember to praise students for any good use of language or strategies for showing interest, etc.

Scenario: A question of time, page 10

SCENARIO OBJECTIVES:

Students will look at the problems at a language school called Casa Inglesa SP.

Warm up

Ask students who has ever taken language classes at a private language school. Find out what it was like. Encourage students to say something about the class size; what time of day the classes were; what they liked and didn't like about the school.

- 1 Ask students to read the social networking page of Casa Inglesa SP and answer the three questions. Check students know how to pronounce the word 'personnel', with the stress on the final syllable. Check the answers.


ANSWERS

- 1 A language school.
- 2 English-language training for adults and children, in-company classes, exams training, other language services including technical translation and interpreting, Portuguese language classes.
- 3 Students' own answers.

- 2 Ask students to match the four words with their meanings. Check the answers, and check that they can pronounce the four words correctly.

ANSWERS

1 c 2 b 3 d 4 a

- 3  1.6 Check if students can remember the job titles of Jordi Morales and Kate Peroni. Tell them they will listen to a meeting between them. Ask students to read the questions. Play the audio. Check the answers.

 1.6

J = Jordi, K = Kate

J: Congratulations on the new Air Brasilia contract, Kate! That's great news. The only problem is that we don't have enough teachers for all these new classes at the moment, do we?

K: No, we don't, and unfortunately a lot of teachers are leaving us at the moment.

J: Why do you think so many people want to leave? What's the problem?

K: The problem is the teachers hate the new shifts and schedules. The new courses now start at 7.30 in the morning and finish at 10.30 at night. Adult students only have time for their lessons at the beginning or the end of the day, so the school must be open at these times to make money. I ask the teachers to work split shifts and come in twice a day – for some hours in the morning and some hours in the evening, but they don't like it.


J: Why's that?

K: Oh, I don't know. I'm having so many problems with the staff at the moment, I'm sick of it. Nobody arrives on time. People try to change their classes without telling me. It's getting more and more difficult and I'm exhausted.

J: Yes, Kate, you are looking very tired at the moment. We need to do something to improve the situation.

ANSWERS

- 1 They don't have enough teachers.
- 2 They begin at 7.30 a.m. and end at 10.30 p.m.
- 3 They don't like working split shifts.
- 4 Nobody arrives on time; people try to change their classes without telling her.
- 5 Kate.

- 4  1.7 Pre-teach or check that the students know the term *professional* as in *professional job* (one where you behave in a correct way at work and do your job well). Now ask the students to listen to the conversation between the two teachers. Make a note of the hours each works and the problem they have. Check the answers.

 1.7

H = Hernani, R = Rebekah

H: Hi, Rebekah. What are your hours now?

R: I work from half past seven to half past eleven in the morning and then from half past two to half past four in the afternoon. This is OK in general, but the difficult thing is starting at half past seven.

H: Why's that?

R: My daughter's nursery doesn't open until seven o'clock and that means I usually only have 20 minutes to get to work! So, if the traffic's bad, which it usually is, I arrive late. Kate gets angry about it, but she won't change my hours ... What about you?

H: I teach Portuguese to the managers at Air Brasilia. My working hours are from 7.30 until 12.30 and then from 3.30 to 6.30. That's fine. But, like you, my problem is Kate. A lot of my students don't arrive until almost quarter to eight. They have traffic problems like you or they live a long way away. We often don't start class until almost eight o'clock. It's not a problem for me – we still have class for an hour and a half because we don't stop in the break. But Kate says this is unprofessional and I need to make them arrive on time.

ANSWERS

- 1 Half past seven to half past eleven in the morning and half past two to half past four in the afternoon.
- 2 Her daughter's nursery doesn't open until 7.00. She's late if the traffic's bad.
- 3 7.30 to 12.30 and 3.30 to 6.30.
- 4 His students often arrive late, and Kate thinks it is unprofessional that they start late, and Hernani should encourage them to arrive on time.

- 5 Pre-teach or check students know the noun *resignation* and the verb *resign* (where you officially say you will not continue to work somewhere). Ask students to read the emails and complete the information about the teachers' hours and problems. Check the answers.

ANSWERS

- 1 7.30 to 9.30 in the morning and 5.30 to 10.30 in the evening.
- 2 She lives a long way from the school and commuting takes a lot of time every day.
- 3 2.30 to 5.30.
- 4 He's studying and often has lectures in the afternoon.

- 6 Give students time to read their role cards and review the information covered so far. Circulate and ask students comprehension check questions to see if they understood information about their character, e.g. what does (he / she) think about the school director? What does (he / she) want to say at the meeting? Also, be ready to help with any vocabulary questions. Divide the class into groups of four. Use an extra student as 'chair person'. Create name cards. Remind students that they have time to socialise before the meeting itself starts. This is an important chance to find out about the person next to you, and that this kind of 'small talk' helps meetings run much better. Remind them they need to ask questions as well as answer them to socialise well. Check the answers.

POSSIBLE ANSWERS

Rebekah could start later in the morning to give her time to get her daughter to nursery. This would also mean that students with children would have similar challenges to Rebekah in arriving on time.

Hernani could start later in the morning to give his students the chance to arrive on time.

Consuela could swap her morning classes with Tim, so that she teaches in the afternoon and evening and doesn't have to go home in the middle of the day. Consuela could help Kate with the timetabling. Consuela might want to swap classes with Tim as she likes teaching children and Tim has lots of children's classes this year.

Tim would prefer not to work in the afternoon, so he could work in the morning or evening.

Extra activity

Students can follow up this project by writing the actual email to Kate and Jordi, summarising the points which came out of the meeting. Monitor the writing activity and provide support and correction as necessary.

Writing emails

Go to **Writing emails 1** on page 44 and do the exercises. Teacher's Book reference on page 53.