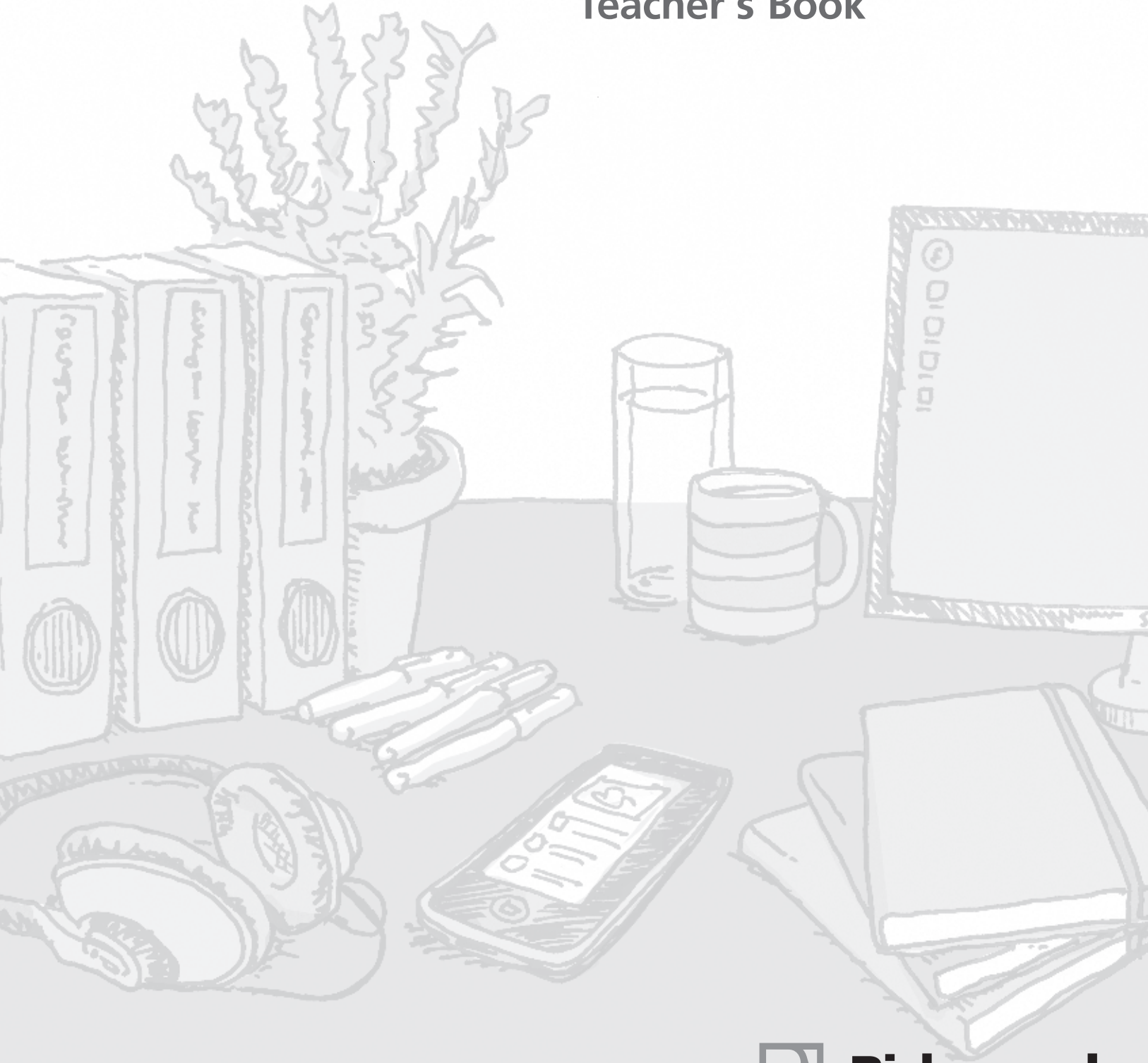


Intermediate B1+

Pete Sharma

@work

Teacher's Book



Richmond



Richmond

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

ISBN: 978-84-668-1408-9

First edition: 2013

Printed in Spain

DL: M-20983-2013

Publisher: Ruth Goodman

Editor(s): Nicola Gardner, Stephanie Parker, 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

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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.

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

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Student's Book contents map

Contents

	Language			Skills			
	Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing
1 My world of work p4							
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Company structure		Company structures and organisation		Jan describes the company he works for	Oticon, a new organisational structure	Describing your job	
Communicating at work	Telephone phrases		Intonation in requests	Telephone calls	Take the stress out of phoning	Leaving and taking messages on the phone	
Scenario: New boss Richmond Design Solutions has a new administration manager, but will his changes work?							
2 Motivation p12							
Think success	Past simple review				Think and grow rich	Talking about successful events in your life	
It's all about the money	Past continuous	Job attributes		Three people talk about why they left their job	Employee job satisfaction	Talking about previous jobs	
Climbing the ladder		Career-related vocabulary Talking about skills and strengths	Word stress	A job appraisal		Talking about your strengths and weaknesses	
Scenario: Staff morale Arco is having trouble with staff motivation. How can they improve?							
3 Decision making p20							
How do you decide?		Decisions	ei, oi, ai sounds		Types of decision makers	Talking about making decisions	
Which one?	Comparatives and superlatives	Conferences		Two people discuss a conference	The biggest conference in the world	Talking about going to conferences	
Making your mind up	Giving your opinion Agreeing and disagreeing			Three people discuss which hotels to recommend	Managing conflict	Giving your opinion, agreeing and disagreeing	
Scenario: The best option What's the best option for a book launch?							
4 Careers p28							
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Experience	Past simple and present perfect	Staff recruitment	-ed past simple endings	A description of working for a company	Two job applications	Talking about three events in your working life	
First impressions	Meeting and greeting people Making small talk			Three conversations with introductions		Meeting and greeting Making small talk	
Scenario: The right person for the job Who would be the best hotel manager?							
5 Visitors p36							
What can I do?	Modal verbs for advice, obligation and necessity – <i>must</i> and <i>mustn't</i> , <i>have to</i> and <i>don't have to</i> , <i>should</i> and <i>shouldn't</i>			Alain gives Lars advice on doing business in Argentina	An email about working in Argentina	Giving advice about doing business in your country	
So much to do, so little time	Making suggestions	Cities		Making suggestions	Rio de Janeiro	Asking for and giving suggestions	
Presenting	Features of and structuring a presentation			Features of a good presentation	Entrepreneurship	Making a presentation	
Scenario: A job abroad Who's the best person to give a presentation?							



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

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	Language			Skills			
	Grammar / Functions	Vocabulary	Say it right	Listening	Reading	Speaking	Writing
6 Customer care p56							
Customer satisfaction	Present perfect simple and continuous	Adjectives to describe people		Three customers make complaints	Improving customer service	Providing good customer service	
Measuring customer satisfaction		Describing change		A marketing manager talks about changes to customer service	Generation Y	Describing graphs	
Complaints	Making and dealing with complaints		Sentence stress	Three complaints	Complaining on Twitter	Complaining and dealing with a complaint	A Twitter complaint
Scenario: How rude! What can a mobile phone company do to improve customer service?							
7 The future of work p64							
Making predictions	<i>will and be going to</i> – predictions			Two people discuss predictions	The end of gender	Discussing predictions for your company or sector	
Organising yourself	Future forms – present simple, present continuous and <i>be going to</i>	Organising yourself		Three meetings about organisational problems Fehim's week	Work smarter, not harder	Talking about your plans and intentions	
Emailing	Opening and closing emails			People say what they don't like about email			Formal and informal emails Correcting errors in emails
Scenario: The world's getting smaller Can an insurance company work successfully across time zones?							
8 Striking a deal p72							
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Show me the money	Second conditional				What would you do if you could name your own salary?	Discussing what you would do in different work situations	
Negotiating	Negotiating			Two negotiations	Negotiating in India	Holding negotiations	
Scenario: A tough deal Can you get the best deal on company cars?							
9 Responsibility p80							
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Compensation culture	Past perfect, past simple and past continuous			Three people describe accidents	Compensation culture	Discussing an accident	
Say sorry!	Explaining and apologising		Saying sorry	Four conversations where something has gone wrong	What to do when you've made a mistake	Explaining and apologising	
Scenario: Supply problems Can Alto Café get its supply of coffee beans?							
10 Environment p88							
Carbon footprint		Good intentions and ethics		Marcus Dowse talks about a 'go-green' initiative in his company	Three green ideas	Discussing which green initiatives would work in your workplace	
Buy local	Passives		Words with differing stress		Italian products	Discussing products made in your country	
Tell me	Asking for and reporting information			A customer survey on going green	Going green	Discussing the results of a survey	
Scenario: Going green Choosing a green policy							
Pairwork p96	Grammar p102	Irregular verbs p114	Audioscripts p116				

@ 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:

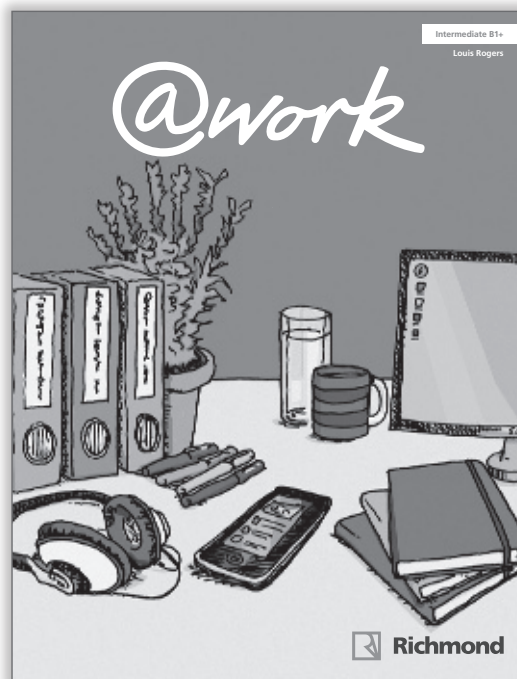
- **Cohesive blended learning:** The digital resources are integrated with the print material, allowing students and teachers to move between different formats inside and outside the classroom. This means that the learning situations are fully exploited in a rich and engaging way.
- **Student and teacher 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.

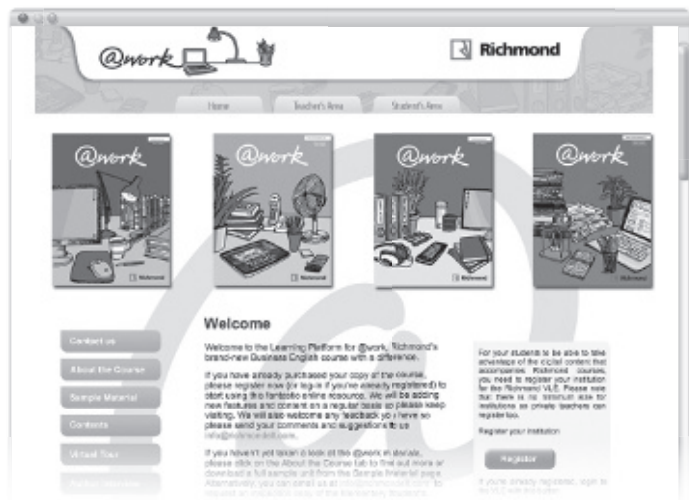


Workbook and eWorkbook

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 www.richmondathwork.net

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.

10

Environment

Carbon footprint

good intentions and ethics


Start up

- 1 Work with a partner. Look at the pictures and discuss the most important things to consider when you buy these things. Think about quality, price, who made it, where it's made, etc.
- 2 Tell your partner what environmental issues people think about when they buy these products.

Reading

- 3 Work in groups of three and choose one text each. Quickly read your text and then tell your group what the main idea is.

Meals-on-wheels




Santropol Roulant is an organisation providing healthy, sustainable meals to Montreal citizens who cannot leave their own home. Instead of relying on cars or vans like traditional Meals-on-Wheels, they deliver on bicycles. But cutting emissions from their delivery wasn't enough for the organisation. They hired Natural Step (a non-profit research and education group) to help further reduce their environmental impact. Now they grow fruit and vegetables in organic gardens on top of buildings, and recycle their food waste in basements using worms. The compost is given to urban farmers to support them starting their own gardens.

?

sustainable – able to continue for a long time at the same level. Often linked to not damaging the environment.
emission – a substance such as a gas that goes into the air. Often linked to gases that damage the environment.
organic – produced without chemicals
carpooling – sharing cars with other people

Fix-it




At Amsterdam's first Repair Café people can bring in whatever they want to have repaired, at no cost, by volunteers who just like to fix things. Around 30 Repair Cafés have started across the Netherlands. Neighbours donate their skills and labour for a few hours a month to mend clothing, coffee makers, broken lamps, vacuum cleaners and toasters and much more. Marlene Postma, a former journalist, started the idea to stop people throwing away so much. 'The things we throw away are usually not that broken. There are more and more people in the world, and we can't keep handling things the way we do. I had the feeling I wanted to do something, not just write about it.'

The Repair Café Foundation has received enquiries from France, Belgium, Germany, Poland, Ukraine, South Africa and Australia for help starting similar schemes.

9th May 2012 ©The New York Times

Carbon footprint 10

Car share



Australian based start-up Jayride helps you get from A to B, suggests car sharing, or carpooling, as well as buses, and other options if there are no carpools available. Since 2006, Jayride has been one of Australia's leading sources of carpooling. Jayride collaborates with music festivals to solve transport problems – 3,000 cars carpooled to Splendour in the Grass festival. They also help tourists see sights in ways that are greener and more fun. To date, they have about 7,000 members who've shared 80,000 rides. Consistent carpoolers save 1.38 tonnes of carbon emissions a year and about \$2,400. By helping Australians fill empty seats in cars, buses, trains and ferries, Jayride helps reduce traffic and the nation's need for fuel.


4 Read all of the texts and answer the questions.

- 1 Where do Santropol Roulant grow some of their food?
- 2 What do Santropol Roulant do with their waste?
- 3 How many Repair Cafés are there in the Netherlands?
- 4 Who started the Repair Café and why?
- 5 How many members does Jayride have?
- 6 How much money can people save per year?

Vocabulary

5 Complete the questions with a highlighted word from the text in 4.

- 1 Do you try to your carbon footprint?
- 2 How do you try to energy?
- 3 Have you ever car?
- 4 Do you your skills to help others?
- 5 Do you any green charities?
- 6 Do you know if your company with any green organisations?
- 7 Is it common to waste in your country?
- 8 Do you get things or do you throw them away?



Listening

7 10.1 Listen to Marcus Dowse talking about a 'go-green' initiative in his company. Tick (✓) the things his company tried.

bike scheme	car pooling	growing vegetables	recycling
reducing printing	turning off appliances		

8 Listen again and answer the questions.

- 1 What was the percentage reduction in cars on site?
- 2 How much energy does turning off appliances save?
- 3 Why didn't the bike scheme work?
- 4 What's the main benefit of growing vegetables?

Speaking

9 Discuss with a partner which things in 7 would work in your workplace.

89

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.

Use the past continuous to talk about actions in progress in the past.

Examples:

I was reading a book last night.

At 8.00 a.m. Robin was cycling to work.

These actions can be:

a) interrupted.

Example:

I was watching a film when the doorbell rang.

b) the background to another event.

Example:

Inside the club, music was playing and people were singing and dancing. We sat down at a table ...

c) simultaneous.

Example:

While Gloria and Pablo were cooking dinner, Cristina was playing with the children.

Past perfect

Full form	Short form	Questions	Short answers
Positive I / You / He / She / It / We / They had lived	Positive I'd / You'd / He'd / She'd / It'd / We'd / They'd lived	Had I / you / he / she / it / we / they lived?	Positive Yes, I / you / he / she / it / we / they had.
Negative I / You / He / She / It / We / They had not lived	Negative I / You / He / She / It / We / They hadn't lived		Negative No, I / you / he / she / it / we / they hadn't.

We form the past perfect with *had + past participle* (*travelled, been, done, etc.*). The past participle of regular verbs is the same as the past simple form. The past participle of irregular verbs is often different from the past simple form. See the list of irregular verbs on page 114.

Use the past perfect:

a) when we are talking about the past and want to talk about an earlier past time.

Examples:

He was sad because he had lost his job.

(PAST) (EARLIER PAST)

When we got to the station, the train had already left.

(PAST) (EARLIER PAST)

b) after *when / after* to show that something is finished.

Examples:

When Tony had finished dinner, he went to bed.

After we had tidied up the flat, we watched TV.

Unit 10

The passive

Active: People speak English in New Zealand.

Passive: English is spoken in New Zealand.

In the active sentence, the topic is the people. In the passive sentence, the topic is English.

We form the passive voice with the verb *to be + past participle* (*finished, sent, done, etc.*)

The passive is used to focus on when, where or what was done rather than who did it.

Full form	Short form	Questions	Short answers
Positive I am paid You / We / They are paid He / She / It is paid	Positive I'm / You're / He's / She's / It's / We're / They're paid	Am I paid? Are you / we / they paid? Is he / she / it paid?	Positive Yes, I am. Yes, you / we / they are. Yes, he / she / it is.
Negative I / You / He / She / It / We / They had not paid	Negative I'm not paid You / We / They aren't paid He / She / It isn't paid		Negative No, I'm not. No, you / we / they aren't. No, he / she / it isn't.

Use the present simple passive to talk about routines and facts (things that are always true).

Examples:

I am paid every month (by my company).

Coca-Cola is sold in almost every country in the world.

Audioscripts

D: Sorry about that. It must have been mixed up with another order. I'll arrange for a replacement to be sent.
C: When can I expect it to arrive?
D: It'll courier it for first thing tomorrow. Please accept our apologies. I hope it hasn't caused too much inconvenience.
C: That's fine, thank you.
3
E: Hi, I'm afraid I bought the wrong size jumper. I had wanted a medium, but bought small. Could I change it?
F: No problem. We can just replace it.
E: That's great.
F: I think it must have been on the wrong hanger. Here you are.
E: Great. Thank you.
4
G: Hi, excuse me. I ordered the roast beef, not the roast lamb.
H: Oh, sorry, I'll take it back and get you the beef. ... Here you are. Please accept our apologies. There'll be no charge for your meal.

10.3

Sorry, could I just interrupt for a moment?
Sorry, I didn't see you there.
Sorry? What did you say?

10.5

J = Julia, M = Mateo
J: Julia Pool speaking, how can I help?
M: Hi Julia, it's Mateo from Alto Coffee.
J: Oh hi, I was planning to call you today. I'm really sorry about the mistake with your order.
M: It did cost us a lot of sales on the day and I think future days. When you lose a regular customer, then you lose a lot of future purchases.
J: I know. I'm really sorry. We think the problem is with the delivery company we used.
M: Right. Well, that's not really my problem I'm afraid.
J: I know.
M: I have to say I'm afraid we might change suppliers because of this. We have had a number of issues with supply and want it improved.
J: Sorry to hear that. Could I perhaps meet you to discuss the issue?
M: Sure, email me with some dates and we'll see what we can do.

Unit 10

10.1

We've tried a number of ideas to make our company greener. We wanted to save money and reduce our carbon footprint. Many of our employees now car share and we have about 20% fewer cars on site every day. We've started an energy monitor to show how much energy each department is using and how much they've saved in the last month – just simple things like turning off lights, computers, machines, etc. It's cut our energy use by 15% and saved us thousands of pounds. We tried a bike scheme, but our company is too far out of town for most people so it wasn't very successful. One unusual one we tried was that we said employees could grow fruit and vegetables on our land. They donate 20% of the food to the work canteen and 80% they can take home. It only saves a small amount of energy, but it has been great for team-building.

10.2

1 The farm's produce is sold at local markets.
The goods on sale are produced or processed directly at the shop.

2 The ceramics have many different uses. It is thin, round and crisp so that it can be kept and used for long periods.
3 Many local products are sold in separate shops and not big stores. While many Italian brands have separated from their Italian roots, even today Gucci is strongly linked to Italy's Tuscan region.
4 Some people object to so many goods being imported. They are still popular objects to collect, use or give as a present today.
5 They presented her with a Gucci bag. They are still popular objects to collect, use or give as a present today.

10.3

M = manager, Z = Zlatan
M: So Zlatan, could you fill us in on the details of the survey?
Z: Certainly, Well, just to give you some background first. According to many surveys, the market for green goods is up 180%.
M: That's impressive growth. How does this compare to previous years?
Z: The market has been growing steadily, but this is by far the biggest growth.
M: And what percentage of our sales is it now?
Z: Roughly speaking, it's now 24% of our sales.
M: Really? Can we look at the figures for overall sales?
Z: The end result is the sales are worth \$500 million.
M: There's clearly a growing desire for this type of product.
Z: Yes, the main trend is for growth.
M: And we have kept pace with this.
Z: Yes, we've been expanding our product range on a monthly basis by around 5%.
M: What's that in terms of the growth of our product range?
Z: Well, it's approximately 110 new products every month.
M: OK, let's look at some of the trends in our product range ...

10.4

S = Sienna, M = Monty
S: So, Monty could you fill us in on the results from the staff survey?
M: The overriding trend is that employees believe that a lot can be done.
S: Excellent. Can we look at the figures for each one?
M: 90% think that there's too much paper wasted and that more should be digital.
S: Too much paper waste? How does this compare to other waste?
M: Well, it's much higher, but 20% thought that too much non-work waste is produced from drinks and vending machines.
S: That's an unusual one. Not sure what we can do about that. How do people feel about our recycling?
M: 50% felt that not enough waste is recycled. A lot of other responses were related to energy.
S: Such as ...?
M: 75% think the heating's left on too long and 55% think too much heat is lost in the building. A further 30% think too much energy's used when lights are left on.
S: So what's that in terms of actual numbers?
M: Well, that's as many as 400 employees. The bottom line is most people think more can be done.
S: OK, any other factors?
M: Well, 15% think too many people drive to work and all the others were below 10%.

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.

Buy local
passives

Buy local
10

Start up

- Look at the picture of a traditional British meal and discuss the questions with a partner.
 - Could you buy most of these ingredients in your country?
 - How many kilometres do you think the average Sunday lunch travels to get to the dinner plate in Britain?
 - 500
 - 20,000
 - 7,000
 - 30,000
- Check your answer on page 99.
- Do you know where the food you buy is produced?
- Look at the things you have in your pockets and in your bag. Tell your partner where they were made.
- Discuss with your partner the advantages and disadvantages of buying local products.

Reading

- Read the article and choose the best title.
 - Italian food
 - Made in Italy
 - Where to shop in Italy

Gorgonzola

Gorgonzola has reportedly been produced in the town of the same name since 879. Today, it's mainly produced in the northern Italian regions of Piedmont and Lombardy.

Lavazza

The coffee company was started in 1895 in Turin. The goods on sale are produced or processed directly at the shop: soap, spirits, oil, spices and, of course, coffee. The headquarters are still in Turin, but today the coffee's sold in over 90 countries.

Balsamic vinegar

Balsamic vinegar has been made in Modena and Reggio Emilia since the Middle Ages; the production of the balsamic vinegar is mentioned in a document dated 1046. The names 'Aceto Balsamico Tradizionale di Modena' and 'Aceto Balsamico Tradizionale di Reggio Emilia' are protected by the European Union's Protected Designation of Origin.

Gucci

Gucci was established in Florence in 1921. While many Italian brands have separated from their Italian roots, even today Gucci is strongly linked to Italy's Tuscan region. 100% of its leather goods, shoes and ready-to-wear are still produced in its Florence workshops.

Vespa

Vespas were first made in Pontedera. Nearly 140 versions of the Vespa have been made. Vespas haven't always been manufactured only in Italy; they have been manufactured all over the world.

Bread

Italy has many regional breads. In Sardinia, the most popular bread is called 'carasau'. It's thin, round and crisp so that it can be kept and used for long periods.

Ceramics

Caltagirone is known as the 'the city of Sicilian ceramics' due to its 1,000-year-old tradition. They are still popular objects to collect, use or give as a present today and are produced by 150 studios and around 600 people.

Say it right

- Read the article again and answer the questions.
 - How many types of Vespa have been manufactured?
 - How long has balsamic vinegar been made for?
 - How many people are employed by the ceramic industry in Caltagirone?
 - Where's Lavazza coffee sold today?
 - Where's Gorgonzola mainly produced today?
 - Can Carassau be kept for a long time?
 - Where's Gucci linked to in Italy?
- Find the words in **bold** below in the text in 4. How do you think the pronunciation is different in each case?
 - The farm's **produce** is sold at local markets.
 - The ceramics have many different **uses**.
 - Many local products are sold in **separate** shops and not big stores.
 - Some people **object** to so many goods being imported.
 - They **presented** her with a Gucci bag.
- 10.2 Listen and check. Go to page 127 to see the full audioscript

Grammar

Passives

The passive is formed with different tenses of the verb *be* + the past participle

Today, it's **mainly produced** in the northern Italian regions of Piedmont and Lombardy.

Gucci was established in Florence in 1921.

Balsamic vinegar **has been made** in Modena and Reggio Emilia since the Middle Ages.

More and more products **are being given** a protected status.

It's used to focus on when, where or what was done rather than who did it.

GRAMMAR REFERENCE PAGE 112

- Complete the sentences with the correct form of the passive.
 - Most products in the world today (manufacture) in China.
 - The majority of olives (grow) in Spain.
 - The first Mercedes-Benz vehicles (produce) in 1926. The cars (produce) in Germany since then, but today they (also / make) in nearly twenty other countries.
 - Most pistachios (grow) in Iran, but the majority (consume) in China.
 - Coffee came to Mexico at the end of the eighteenth century, but it (not / export) in great quantities until the 1870s.
 - Petroleum products (use) for centuries. Today, most petroleum (drill) for in Saudi Arabia.
 - Many industries in the UK (affect) by strong competition from other countries. Today, the economy (base) on services.
 - More water per person (use) in the UAE than in any other country in the world.
- Think about a product from your country and write sentences describing when, where and how it was made.

Speaking

- Work with a partner and discuss the questions.
 - What products are made in your country? How long have they been made there?
 - What foods are grown in your country? How long have they been grown there?
 - Which regions are famous for different products?
 - Do you buy local or seasonal products?
 - Which cars or bikes are made in your country? Who are they used by?
 - Which fashion brands are made in your country? Who are they bought by?

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.

Unit 10 page 95
Pair B

You're the directors of facilities management. Two employees have requested a meeting to suggest energy-saving initiatives. Try to think of the ideas they might suggest and what would be negative about these ideas from the company's point of view.

Unit 2 page 19
Student B

Salary and conditions	Comments
70% were satisfied with their salary. 68% were not satisfied with their working conditions.	Not getting a big pay rise I understood, but last year I worked hard and expected a good bonus. We got bonuses every year so it became like our salary. Not getting a bonus was hard.

Unit 5 page 39
Student B

Provide recommendations to your partner. Then switch roles and ask your partner for recommendations on the following:

- delicious local dishes to eat
- shopping malls that aren't crowded
- exciting theatre shows to see.

Unit 6 page 57
Student B

You're a customer of OneTel Mobile. Complain about the following:

- You've tried phoning five times.
- You've been waiting on the phone for an hour.
- You haven't received a text message for a week.

Ask what can be done to fix the phone.
Tell him you've been getting sales calls every day – you don't want a new phone.
You're slightly annoyed with his suggestion but do it anyway. Bye!

Unit 6 page 59
Student B

Customer loyalty by generation

Generation	Loyalty (%)
1903 or earlier	55%
1903 to 1929	58%
1930 to 1949	60%
1950 to 1969	50%
1970 to 1989	45%
1990 or later	40%

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Pairwork

Unit 3 page 26
Student C

The Baron

Serving traditional food with a modern twist. The Baron is an award-winning restaurant just off the main High Street. There has been a restaurant or bar in this location for over 200 years and the building still has many of its traditional features including open fires throughout the building. We have seating for up to 200 diners and rooms to accommodate 50 guests.

For large parties we recommend you pre-order one of our set menus:

<p>Menu A £25 per head</p> <p>Starters Seasonal soup of the day, homemade bread [v] Spring lamb meatballs, mint & cucumber yoghurt</p> <p>Main courses Catch of the day, potatoes, fried spring vegetables Homemade spring vegetable flan, seasonal leaves, crispy croutons, house dressing [v]</p> <p>Desserts Homemade profiteroles, chocolate sauce Classic crème brûlée</p>	<p>Menu B £35 per head</p> <p>Starters Homemade vegetable spring rolls, mixed leaves, sweet chilli dressing [v] Home smoked duck breast, red cabbage salad, balsamic syrup</p> <p>Main courses Beef fillet, cauliflower purée, potato & onions, seasonal mushrooms & parsley, red wine jus Home made vegetable pie, white wine & herb crème fraîche, garlic mash [v]</p> <p>Desserts Trio of desserts Cheese board</p>
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[v] = suitable for vegetarians Wine menu is available on request.

Unit 2 page 19
Student C

Management and work-life balance
78% weren't happy with their work-life balance.
72% weren't happy with the management from their line manager.

Comments
I was working 35 hours a week two years ago. Now, I'm working 45 hours a week and get paid the same money.
I was making decisions in the past that my manager makes now. He gets paid more than I do for doing the same thing I was doing last year.

Unit 3 page 27
Student C

You'd like the expensive menu in the The Baron restaurant. The food is excellent and the location is great for people to get to. You think the bookshop is a terrible idea as everyone works in the book industry so they won't want to spend the night in a bookshop.

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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.

Tell me asking for and reporting information

Start up

- Look at the pictures with a partner and discuss any trends you know about in each sector.
- Discuss the questions with a partner.
 - How important is it for each of these industries to keep up with consumer trends?
 - How important is it for your industry to keep up with consumer trends?

Reading

- Discuss the questions with a partner and then compare your ideas with the text.
 - Which do you think is most important for the majority of people?

price
products
being natural
quality
 - Are people prepared to pay more for organic, locally-sourced or fair trade products?
 - Do you think attitudes to 'green' products are the same across the world?

Going green

From beauty products to household goods and groceries, the terms 'green', 'organic', 'locally sourced', and 'fair trade', have begun to appear on more and more labels and ingredient lists within the last decade, but how important are these concepts? Euromonitor International surveyed in-country analysts and in-house researchers in 80+ countries across the globe to learn more about current local views of 'green' features and how these impact purchasing decisions. Here's what they found.

Green factors do influence many respondents' purchase decisions, but they're behind price and quality by a significant margin. 97% think that the quality of a product is a key feature and 85% feel just as strongly about price.

The term 'natural' is an essential factor to nearly 50% of analysts, making it as important as a strong brand. The survey shows that some other 'green' phrases (organic, locally-sourced, fair-trade) only affect about one third of respondents' purchasing decisions. Only 27% of analysts actively feel the packaging of a product is significant.

Is the higher price justified?

Nearly 70% of respondents across the globe said they would spend more on a green product. Only 11% of respondents were not willing at all to spend more money for green features.

How the world sees 'green'

In the USA, Canada, Europe, and Africa, among others, respondents said that only wealthy people purchase green products. In North America, 'green' is trendy and no longer seen as a 'hippie' idea. Respondents from Latin America emphasised that it's more important for the younger generation. Respondents from Russia and non-EU countries highlighted the lack of available green products in their regions. Analysts in China recognised the organic trend, but feel it is very much still developing.

Source: <http://blog.euromonitor.com/2012/03/quick-pulse-green-buying-in-exploration-of-green-consumer-trends.html>

Tell me 10

- Read the text again. Are the sentences true or false?
 - Very few people are concerned about price.
 - The term *organic* is more important than *natural*.
 - Around one in four people are concerned about packaging.
 - Most people won't pay a higher price for green products.
 - Being green is fashionable in the USA and Canada.
 - Being green is a youth trend in Latin America.
 - Russians buy a lot of green products.
 - People in China are becoming more concerned about green issues.

Listening

- 10.3 Zlatan works for a large supermarket chain. Listen to his report on a recent customer survey. What do the numbers refer to?
 - 180%
 - 24%
 - \$500m
 - 110
- Match the beginnings of the phrases 1-8 with the endings a-h.

1 Could you fill us in on	a previous years?
2 According to	b many surveys, the market for green goods is up 180%.
3 How does this compare to	c it's now 24% of our sales.
4 Roughly speaking,	d the details of the survey?
5 Can we look at the figures for	e the sales are worth \$500 million.
6 The end result is	f overall sales?
7 The main trend is	g for growth.
8 What's that in terms of	h the growth of our product range?
- Listen again and check your answers.
- Write the phrases in 6 in the correct column.

Asking for information	Reporting information

Speaking

- Work with a partner to discuss further results of the survey. Student A, look at the table below. Student B, look at page 99. Ask and answer questions to complete the table.

Survey results	Survey results	Survey comments
Money spent on green food products	1	Most people said they spent more on green products today than five years ago
How often do you buy green food products?	Every day 30% Every week 40%	Every month 20% Never 10%
Most common green products bought	Coffee 30% Vegetables 40%	Snacks 10% Toilet paper 20%
Other green lifestyle choices	4	Energy-saving light bulbs are used more than any other energy saving product.
Age of green shoppers	Percentage of shoppers in each age category considered green	5
	Under 18 10% 18-25 30% 26-35 40% 36-45 35% 46-55 30% 55+ 10%	

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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.

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: Going green

1 Look at the reasons a company might choose to have a green policy. Which ones do you think are most likely and why?

good for public relations reduce environmental impact save money

2 Wayland surveyed its employees to get suggestions for making their company greener. Look below at some of the most common problems and discuss with a partner which ones you think your company could try to resolve.

Problem	Percentage of staff
Too much paper is wasted.	
Too much non-work waste is produced, e.g. food packaging, magazines and drinks cups.	
Not enough waste is recycled.	
The heating's left on for too long.	
Too much energy is lost in the building.	
Lights are left on too frequently.	
Too many people drive to work.	

3 10.4 Listen to the results of Wayland's survey and complete the table in 2.

4 Read the schemes Wayland are planning and answer the questions.

1 Which schemes focus on cutting energy use? 4 Which ones cut waste?
 2 Which ones will possibly save the company money? 5 Which ones will cost the company money?
 3 Which ones do you think will be good for publicity?

Living roof
 Growing a garden on our office roof is simple to do and has many environmental benefits. The building is better insulated from heat loss in the winter and heat gain in the summer. Urban pollution is also absorbed. Rainwater run-off is reduced by at least 50%, which helps prevent flooding. The gardens also attract wildlife, particularly birds.

Cycle-to-work week
 Cycling can easily be part of your everyday life. It's recommended by the government that people take two and a half hours exercise a week. To help improve the health and well-being of staff and cut our environmental impact, the company's offering free breakfasts every day to all staff who cycle to work next week.

Car share day
 There are 500 employees in our office and our car park has recently been expanded to 400 parking spaces. However, arrive at work after 8.30 and there's nowhere to park. For every space that isn't used each day, Wayland will donate \$10 to charity.

Food box delivery
 Too much packaging is collected in our bins on a daily basis. From next Monday, fruit boxes will be delivered to the company from a local organic supplier. For every piece of fruit that is purchased, employees will be entitled to an additional piece for free.

Cup for life
 Over 350,000 paper cups are used every year in this company. From Monday, employees will be given a free cup for life to replace all the paper cups used.

Going green 10

5 Discuss with a partner which suggestions in 4 you think are best and why. Think about:

- the image of the company
- the reaction of staff
- the money saved.


6 The government has started a Go Green initiative and asked local businesses to be involved. Read the information and discuss with a partner which two initiatives in 4 Wayland should put forward for this competition.

Nearly 700 kg of waste per person is thrown into landfill every year in our city.

Journey times across the city are now as slow as 8 kph average speed at peak times.

25% of all energy use is lost due to inefficient buildings.

As part of Earth Week, the local government would like companies to submit their own schemes into a competition. The event is being covered all week by local television, newspapers and websites. Special attention will be given to companies that show particularly innovative ideas.



7 Work in groups of four. Pair A, look below. Pair B, look at page 100.

You're keen for your workplace to become greener and want to propose the following ideas:

- The heating's currently controlled centrally and you want each room to be able to control its own temperature.
- Most people currently drive to work and you want the company to provide buses from three main areas across the city.
- You want the company to monitor each department's energy use to create a competition to cut energy costs.

Before your meeting, think about the arguments against each idea that the company might give and how you could counter the argument.

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 Passing on a telephone message

Read the emails. Complete the sentences using the names in the box.

Amélie Erhan Hiroko Luana Paco

- is taking Paco's calls.
- is having difficulties.
- is running some training.
- is contactable at home.
- is setting up meetings for Paco.
- is preparing for a trade show.
- is organising travel arrangements.
- is back at work after taking time off.

To: luana@graffonhall.com
From: pacop@graffonhall.com
Subject: training this week

Hi Luana
Welcome back – hope you had a great holiday.
I'm running a training course this week, so I can't answer calls or emails in work time. Could you email me any important phone messages please, so that I can deal with them in the evening?
Thanks
Paco

To: pacop@graffonhall.com
From: luana@graffonhall.com
Subject: re: training this week

Hi Paco
I had a great break, thanks. Hope the training's going well. So, here are the main messages:

- Hiroko called. She's setting up our exhibition at the Tokyo trade fair, but she's having problems. She thinks you can help, and wants you to call her.
- Erhan called. He wants to talk to you about something that's happening in China at the moment – he thinks it could be a good opportunity to break into the market. He's working from home this week and wants you to call him as soon as you're free.
- Amélie called to say she's planning your Brussels trip at the moment. She wants to know if you're planning to visit any suppliers when you're there.

 That's it for now. Let me know if you need anything, and good luck for tomorrow.
Luana

Focus on ... the parts of an email

Number the parts of an email in the order they would normally appear:

- greeting
- closing
- sender
- signature
- recipient
- main body
- subject line
- sign-off
- opening

Style tip

Here are some ways to start and finish emails to make them sound friendly:

Hope you had a good holiday/trip. *Hope the presentation goes well tomorrow.*
Hope the conference is going well. **Note: Use I hope ... in more formal emails:**
Good luck with the presentation tomorrow. *I hope you had a good holiday.*

Language tip

Some verbs are **not** generally used in the present continuous. Some common ones are:

want	<i>She's wanting you to call her.</i>	<i>She wants you to call her.</i>
think	<i>She's thinking you can help.</i>	<i>She thinks you can help.</i>
need	<i>He's needing to speak to you.</i>	<i>He needs to speak to you.</i>
understand	<i>She's understanding your problem.</i>	<i>She understands your problem.</i>
depend on	<i>It's depending on the price.</i>	<i>It depends on the price.</i>

»»» PHRASEBANK PAGE 54

Task

You're taking calls for your colleague, Ariane, who's at a conference this week. Email her to tell her who called and what they said, using your notes on the right. Use expressions from this page or from the Phrasebank to help you.

Daisuke Tanaka (Japan office) – problems with files you sent. Can't open – please resend.

Ellen Moore – visiting this week – meeting possible? – call her ASAP.

Phrasebank

- Friendly openings: referring to someone's activities**

Hope you had a great holiday.
Hope the training / your trip's going well.
Enjoy your evening.
Good luck for tomorrow / with the presentation.

Passing on a message

I have a couple of messages to pass on.
Amélie called (to say ...).

Saying what someone is doing at the moment

I'm running a training course this week.
She's setting up our stand at the trade fair.
They're having some problems with suppliers.
He's working from home at the moment.
She's planning your Brussels trip.
He's meeting suppliers all day today.

Saying why someone called

She thinks you can help / it would be a good opportunity.
She wants to know if ... / what ... / who ..., etc.
He needs to speak to you about prices.
He wants to talk to you about dates.

Saying what action someone wants

She'd like you to call or email her before tomorrow.
He wants you to call him as soon as you're free.
He needs you to get in touch with him before 5 p.m.
Can you call him ASAP (= as soon as possible)?
- Reporting problems**

My computer's gone wrong.
There's something wrong with my email.
My phone isn't working properly.
There's / I've got a problem with my phone.
It won't switch on.
It wouldn't switch on this morning.
It keeps stopping (= repeatedly).
I kept getting an error warning yesterday.

Asking for help

I'd really appreciate your help.
I would really appreciate your urgent help with this problem.
I hope you can help with this.
I hope you'll be able to help me.

Linking actions/situations and results

My computer went wrong this morning, and I lost some work.
I got an error message, so I turned off the PC.
I turned off the PC because I got an error message.
I would really appreciate your help, as I need to finish this work.
I called you, but you were in a meeting.
- Asking about a product: direct questions**

How much is it?
How much does it cost?
How fast can it copy?
Is it suitable for heavy use?
- How long is the guarantee?
Does the guarantee cover all maintenance costs?
When will it be available?

Asking about a product: indirect questions

Ask how much toner costs.
Find out how fast it can print.
We need to know if it's suitable for heavy use.
Check how long the guarantee is.
Check whether/ if it covers all maintenance costs.
Can you tell me how long the guarantee is?
Do you know when it will be available?
- Asking about progress**

How are you getting on?
How far have you got with it?
How long will it take (you) to finish?
Can you give me a quick update, please?

Reporting on progress

It's all going fine.
I've analysed the data.
I've written the report.
I haven't prepared my presentation yet.
I still haven't printed the handouts.
I still need to print out the report.
I should finish it later today.
I'll get it to you by Friday at the latest.
- Asking for travel recommendations**

Do you have any suggestions for what I should do when I'm there?
Do you have any tips for what to do there?

Making travel recommendations

You should try and visit Kyoto.
You must try the street food.
I'd recommend eating at a seafood restaurant.
It's best to go late afternoon.
Nara is well worth a visit.
I'd go / I wouldn't go to the castle if I were you.
Maybe it's worth looking up some dos and don'ts.

Wishing someone a good trip

Have a great trip/time.
Have a fantastic trip/time.
Enjoy your trip.
- Saying what the problem is**

I ordered some stationery 10 days ago, but I haven't received it yet.
My stationery still hasn't arrived.
You've sent me the wrong items.
There are some wrong/missing items.
The order contains incorrect items.
The order's incomplete.
Now I've been waiting for two weeks!

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.

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Environment

Lesson 1: Carbon footprint

Vocabulary 1 Match the words 1-6 with the definitions a-f.

1 environment	a something needed to produce energy
2 sustainable	b sharing vehicles with other people
3 waste	c external conditions or circumstances around us
4 organic	d something which is thrown away because it's not needed
5 fuel	e an unlimited resource which can be used without damaging the environment
6 carpooling	f grown in a healthy and natural way

2 Complete the table with the missing form of the words.

noun	adjective
1 environment	
2	sustainable
3	reduced
4 availability	
5	recycled
6 efficiency	

Listening 3 10.1 Complete the text with the words in the box. Then listen and check.

appliances carbon efficiency emissions fuel temperature

If we want to reduce _____, I think we need to focus on two things: energy conservation and energy _____.

Energy conservation is about saving energy by using less. This usually involves changing your consumption habits. Examples of energy-saving measures include reducing the room _____ in your home or office or taking the underground instead of driving to work.

Energy efficiency means that less energy is needed to provide the same result. If you have an old boiler, for example, it will probably take more _____ to heat water than a new and more efficient model. Increasing energy efficiency often comes with higher initial costs. It usually means that you need to invest in new technologies or _____ first and benefit from reduced energy costs later.

Saving energy and making appliances more energy-efficient are excellent measures to cut _____ emissions.

4 Read the text again. Are the sentences true or false?

	True	False
1 Energy conservation is the same as energy efficiency.	<input type="checkbox"/>	<input type="checkbox"/>
2 If you want to save energy, you may need to change your habits.	<input type="checkbox"/>	<input type="checkbox"/>
3 You can reduce energy consumption by using the car instead of public transport.	<input type="checkbox"/>	<input type="checkbox"/>
4 Energy-efficient appliances can initially be more expensive.	<input type="checkbox"/>	<input type="checkbox"/>

10

Lesson 4: Review

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

bulbs energy bills environment farming heating insulation natural saving

Going Organic

Greenways, an environmental charity based in Shanghai, was set up in 1990 by a group of local residents worried about the impact of modern farming methods on the _____. The idea was to promote green lifestyles, organic _____ and healthier food. They invite people to experience a more _____ way of life and help them learn to appreciate the planet's resources.

Saving Energy

There's a lot of potential for energy _____ in your home, especially if you live in a cooler country. A great way is to install double-glazed windows and improve the _____ in your house. Effective measures also include using more efficient light _____ and household appliances. In offices and public buildings, better air-conditioning and _____ systems can help reduce emissions and save energy. Some buildings have reduced their _____ by over 20% after installing more efficient systems.

2 Look at the clues and find the words in the word search.

CHECK YOUR VOCABULARY!

R	E	D	U	C	E	A	N	I	W	I
C	O	N	S	U	M	P	T	I	O	N
O	F	U	E	L	H	G	A	M	E	T
N	O	R	G	A	N	I	C	P	A	H
S	J	B	C	E	P	T	H	A	R	W
E	W	A	S	T	E	S	A	C	T	H
R	W	N	U	T	J	U	R	T	E	Y
V	M	A	K	S	W	T	I	N	O	D
V	O	N	D	O	N	A	T	E	S	N
R	O	T	O	F	T	E	Y	P	I	T
S	U	S	T	A	I	N	A	B	L	E

1 Gas, petrol and coal are types of _____.

2 _____ is an adjective to describe things in a town or city.

3 _____ farming uses natural processes.

4 It's a _____ organisation, so it doesn't make any profits.

5 When you give something for free you _____ something.

6 Over 60% of household _____ can be recycled.

7 I bought this table because it is made of wood from _____ forests.

8 Intensive farming has had a major _____ on the environment.

9 Using energy-efficient appliances can _____ energy bills.

10 To lower carbon emissions we should reduce energy _____.

3 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.

<p>1 Many industries today _____ by strong competition.</p> <p>a will be affected b are affected c were affected</p> <p>2 These cars _____ in South Korea.</p> <p>a made b are made c is made</p> <p>3 My car broke down yesterday. At the moment _____.</p> <p>a it was repaired. b it's repairing. c it's being repaired.</p> <p>4 Olives _____ here on our farm since the 18th century.</p> <p>a have been grown b are grown c are growing</p> <p>5 Be careful with this cheese. It _____ for a long time.</p> <p>a can't keep b can't be kept c won't kept</p> <p>6 What organic foods _____ in your country?</p> <p>a is produced b produced c are produced</p> <p>7 Groceries are _____ sold in a shop.</p> <p>a food products b cosmetics c office supplies</p> <p>8 Our car park has recently been expanded to 250 _____.</p> <p>a park places b parking spaces c park spaces</p> <p>9 A site where waste is thrown away is called a _____.</p> <p>a recycling place b waste site c landfill site</p> <p>10 Another word for work together with someone is _____.</p> <p>a collaborate b compensate c collect</p>	<p>11 We have several _____ machines in the cafeteria.</p> <p>a selling b vending c purchasing</p> <p>12 How do you try to _____ energy?</p> <p>a safety b safe c save</p> <p>13 _____ does NOT mean repair.</p> <p>a handle b fix c mend</p> <p>14 Urban means related to _____.</p> <p>a the country b a farm c a town or city</p> <p>15 The _____ line is that we need to be more energy efficient.</p> <p>a end b bottom c final</p> <p>16 Could you _____ on the latest developments?</p> <p>a fill me in b fill me up c fill me</p> <p>17 Roughly _____, we have reduced carbon emissions by 10%.</p> <p>a spoken b speaking c said</p> <p>18 People _____ food to the homeless.</p> <p>a collect b spend c donate</p> <p>19 We throw _____ too many things which could be repaired.</p> <p>a on b off c away</p> <p>20 50% of the _____ wrote that they preferred fair trade products.</p> <p>a responding b respondents c responses</p>
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Score: / 20 points

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Grammar

Unit 10

• Passives

Grammar check: passives

We form the passive voice with *be* + past participle (_____ form of the verb). The passive is used when we focus on the event or activity rather than on the person who did something.

a We use the present simple passive to talk about facts, routines and things that are always true.
Coca-Cola is sold in many countries in the world. These shoes aren't made in Italy. Are you paid in dollars or euros?

b We use the present _____ passive to talk about activities or processes which are happening at the time of speaking.
My car is being repaired at the moment. Many products are being imported. Is he being treated fairly in his current job?

c We use the past _____ passive to talk about completed or finished events or actions.
Our company was founded in 1956. The computers were delivered yesterday. How many cars were manufactured in Germany last year?

d We use the present perfect simple passive to talk about completed actions that are relevant now.
Our trip to Dubai has been cancelled. The spelling mistakes haven't been corrected. Have they been invited to the conference?

1 Choose the correct form.

- Coffee *is grown / was grown* in some countries in Central America.
- Today many industries *were affected / are affected* by strong competition.
- When *was the company established / has the company been established?*
- This type of olive oil *was made / has been made* in this region since the 18th century.
- Sorry, I can't print anything today. Our printer *is repaired / is being repaired*.
- Our company's head office *is being based / is based* in Istanbul.
- Sorry, your request *isn't processed / hasn't been processed* yet.
- Which fashion brands *are produced / were produced* in your country?

2 Complete with the correct form of *be*.

- How many products _____ exported to the US last year?
- Balsamic vinegar _____ made in Modena since the Middle Ages.
- He _____ invited to the IT meeting in Hong Kong last month.
- My office _____ decorated this week.
- The farm's produce _____ sold at local markets.
- _____ this computer _____ used before?
- What foods _____ grown in your country?
- She _____ promoted to team leader last week.

3 Complete with the correct passive form of the verbs in brackets.

- More than 30 million iPads _____ by Apple between 2010 and 2012. (sell)
- I'm an employee. I _____ about 2,500 dollars every month. (pay)
- Most of the designs that _____ at the moment are very colourful. (develop)
- In the past few years, more organic products _____ to customers in the UK. (offer)
- Why _____ he _____ about the delay to production yesterday? (not / inform)
- I think the report _____ yet. (not / write)
- In our manual the handling of the product _____ in English. (describe)
- We _____ more details on the sale last week. (give)

4 Change the sentences from active to passive.

- They sell this type of hardware to customers in China.
- We are just processing your claim.
- He sold the business in 2012.
- Some countries in the Americas export coffee in large quantities.
- Bill Gates set up Microsoft in the 1970s.
- Vikram has run the farm since 2005.
- Many people consumed locally-sourced food in the UK last year.
- People in the UAE use more water than in any other country in the world.

65

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.richmondwork.net.

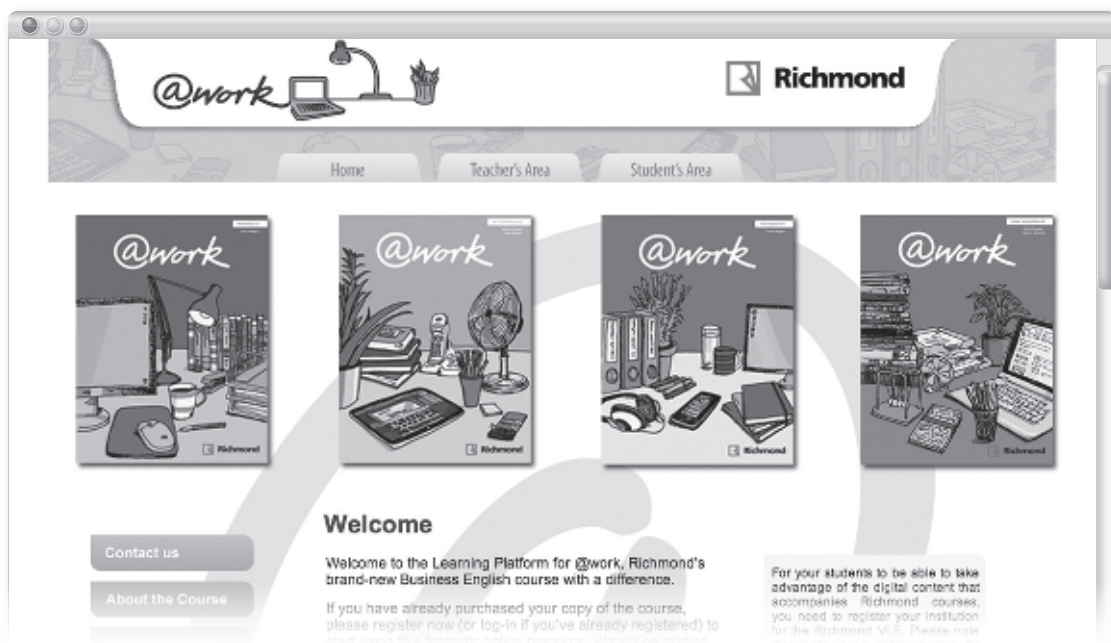


The Richmond Learning Platform

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.richmondwork.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:

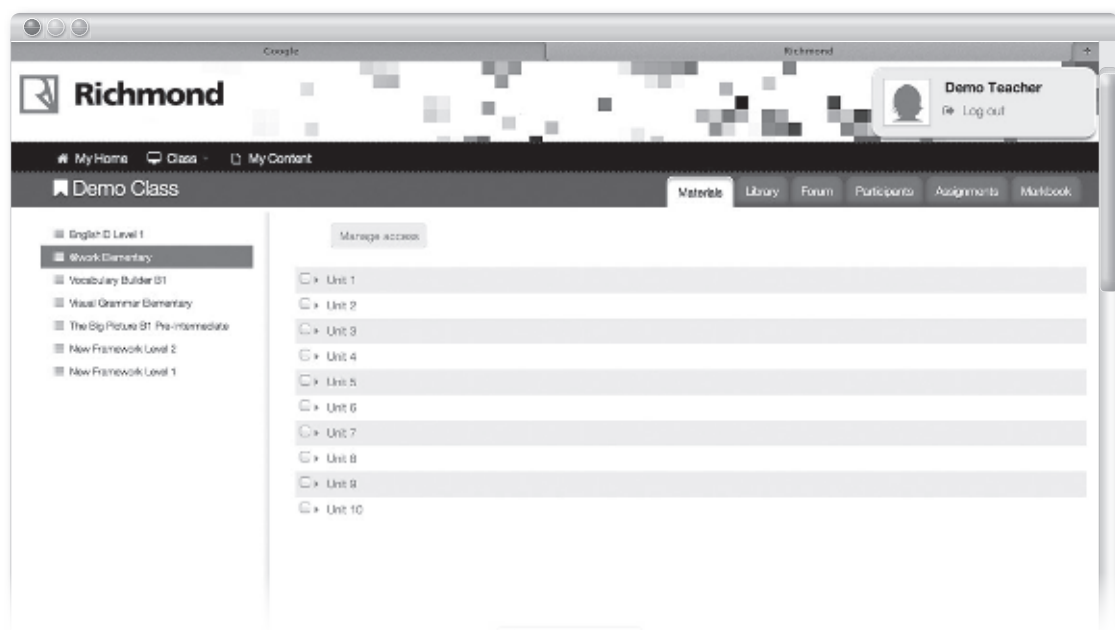
- Email templates
- The Business English Widget
- Links to useful learning sites
- Workbook unit tests
- Access to the VLE

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.

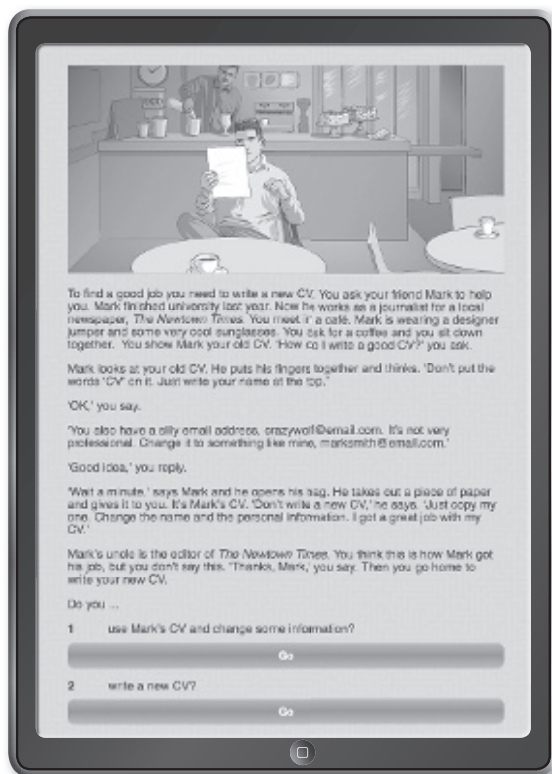
New products, such as the eWorkbook or the Video Modules, can also be accessed via the VLE using the Access Codes found with these products.



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

My world of work

UNIT OBJECTIVES:

Students will practise...

present simple for routines
present continuous for now

and they will learn how to...

talk about company structure and organisation
use telephone phrases

Lesson 1: A day in the life of ..., page 4

LESSON OBJECTIVES:

Students will learn and practise ...

- the present simple for routines
- the present continuous for now

Warm up

Ask the students to work in pairs and ask each student to interview their partner. Find out basic information such as: name or nickname; hometown; current job; ambitions; hobbies and interests. Ask the students to take notes. Then, the students report back to the class, introducing the person they interviewed. Encourage questions across the class. Take notes and be ready to give feedback on any major language problem areas.

Introduce yourself briefly to the students and encourage questions.

Start up

- 1 Focus on the pictures and ask the students to work with a partner to answer the questions. Take answers from the students.

Reading

- 2 Ask the students to read the text. Pre-teach *scout* (someone whose job is to find and employ people who have a special skill) and *glamorous* (attractive and interesting in an exciting way), if necessary. Ask the students to complete the sentences. Check the answers.

ANSWERS

- 1 models' apartments, is staying
- 2 does shoots for magazines and campaigns
- 3 shops, junk food
- 4 doesn't go

- 3 Ask the students to read the text again and answer the questions before checking as a class.

ANSWERS

Regularly: stays in models' apartments; shops on the high street; eats junk food; hangs out with the same friends rather than other models

This week: staying at home; eating home-cooked food; watching the British soap opera *EastEnders*

Difference: regular activities use the verb + s; this week's activities use *be* + verb *-ing*

Grammar

- 4 Read the **Grammar** box with the class. Focus on the table showing the difference between present simple and present continuous. Check the students know the meaning of *state* (a way of being, rather than an action) and *temporary* (the opposite of *permanent*). Focus attention on the grammar reference section link and look at page 102 together. Give the students a few minutes to do the exercise. Check the answers.

ANSWERS

Present simple: 1 c 2 a 3 b

Present continuous: 1 b 2 a 3 c

 For further practice, go to the Richmond Learning Platform

- 5 Ask the students to work alone to do this exercise. Check the answers.

ANSWERS


- 1 'm working
- 2 visit
- 3 lives
- 4 're taking
- 5 'm eating

Listening

- 6 Pre-teach or check *unusual* (not normal, out of the ordinary); *fashion designer* (someone creative who creates patterns for new items of clothing). Ask the students to look at the photograph of John and find out if anyone has done/does anything similar. Then ask the students to decide which activities they think John does regularly, and which are temporary. Don't check the answers at this stage.

ANSWERS

See 7

- 7  1.1 Play the audio for the students to check their answers.

ANSWERS

Regularly: 1, 4, 6

Temporary: 2, 3, 5



1.1

It's a hard job physically, but then I wouldn't want an office job – it would drive me crazy! I love being outside and it keeps me fit. I usually cycle between 50 and 100 miles every day. We generally work from nine to six, but today I'm working from nine to five as I have a friend's birthday to go to tonight. I normally take a thirty-minute lunch break when I have time, but because I'm finishing early, I'm not taking one today.

We mostly carry small envelopes and files for the press, media companies and legal firms. We used to do a lot for banks, but not so much now. Today I have an unusual delivery: I'm taking some clothes to a fashion designer.

The business is having a difficult time at the moment. I normally earn £200 per week, but this week has been very busy and I will probably earn £600. In the past, that was normal, but more things are sent electronically now.

Most days I enjoy riding for work, but like everything, there are days when it's no fun – like today, when it's raining. But I couldn't imagine being in an office every day.

- 8 Ask the students to write out the activities in 6 in full sentences. Monitor and help as necessary. Check the students are using the correct form of the present simple or present continuous. Check the answers.

ANSWERS

- 1 John cycles 50 to 100 miles every day.
- 2 He's working from nine to five today.
- 3 He isn't taking a lunch break today.
- 4 He usually carries files and envelopes.
- 5 Today he's taking some clothes to a fashion designer.
- 6 He normally earns £200 per week.

Speaking

- 9 Give the students a few minutes to write down their answers. Then, ask them to work in pairs to explain what they like and dislike. Monitor the discussions and supply the students with lexis as necessary.
- 10 Before starting, elicit one or two examples of temporary projects. Ask the students to work in pairs to discuss what they like and dislike about any projects or short-term work they are doing. When the students have completed their discussions, elicit some examples. Be ready to give feedback on how they are using these two verb forms.

Extra activity

Ask the students to write down two sentences which are true for them, each with the same verb, one in the present simple and one in the present continuous. e.g. *I'm staying at my friend's house at the moment / When I visit my parents, I stay in my old room.* Ask the students to swap sentences with a partner for a quick peer check on accuracy. Elicit any creative or amusing examples.

Lesson 2: Company structure, page 6

LESSON OBJECTIVES:

Students will learn and practise ...

- company structures and organisation
- how to describe their role in their company

Warm up

Brainstorm some departments typically found in a company and write the students' answers on the whiteboard.

Correct any pronunciation problems as necessary. Find out which departments students are familiar with and which departments the students have where they work.

Start up

- 1 Teach any new words and check the pronunciation. Give the students a few moments to match the departments with their functions and then quickly check the answers.

ANSWERS

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

- 2 Ask the students to work in pairs to discuss the questions. Elicit ideas from students. Check the answers.

Listening

- 3 1.2 Give the students a minute to study the organigram. (You could introduce *organigram* to the students and explain it can be useful when giving presentations) before playing the recording. Check or pre-teach some words and phrases: *shift* (explain by giving examples of different work patterns); *quality control* (the area of a company responsible for checking and maintaining the standard of products); *research and development* (the department of a company responsible for new ideas and developing new products); *human resources* (the department of a company responsible for personnel – interviewing, hiring, appraisal, etc). Play the audio twice. The second time, pause where necessary to allow students to write or check their answers.

ANSWERS

- 1 president
- 2 research and development
- 3 Sally Manning
- 4 finance
- 5 factory
- 6 quality control
- 7 shift
- 8 shift
- 9 shift

 1.2

Hi. My name's Jan Bergstrom and I work for FIB Manufacturing. Our company runs quite a long manufacturing day so we have a number of different shift managers. I'm the first shift manager, so I work early in the mornings. The second shift manager, Richard Smith, runs the next shift and Yumi Nohara's the third shift manager. Our line manager is Tatsuki Sano, and he's the factory manager. We report directly to him and he's responsible for the overall running of the factory. Working alongside Tatsuki is Edda Lunberg, who's responsible for the engineering side of things and Rachel Skinner, who's the quality control manager. We have five directors responsible for different departments. Firstly, there's Aleksej Lindström, who's the director of research and development. The director of marketing is Sally Manning. Taka Akita is the director of manufacturing. He's in charge of our department overall and is the line manager of my boss Tatsuki. Responsible for all money matters is Domar Lindgren, the director of finance. And Oli Richards is our director of human resources. Then at the top of the company is the president, Aksel Lindberg.

- 4 Check the students understand *hierarchy* (using the chart in 3). Ask the students to describe their company hierarchy to a partner. Bring in cross-cultural issues here – in some countries, like China, for example, many companies are very hierarchical, so the organigram may be very tall, while in others, like Sweden and the US, hierarchies tend to be flatter (i.e. with fewer levels of management). Monitor the activity and elicit some of the students' descriptions.

Reading

- 5 Ask the students to look at the photo and predict what 'Oticon' is. You could ask them to look at the text for a few seconds to answer the questions:

*Where is the company based?
What do they make?*

Now encourage the students to scan the rest of the text to answer the gist question. Check the answer.

ANSWERS

There is no hierarchical structure (except for the ten-person management team); people work on whatever they think is right at the time. There are no departments.

- 6 You may wish to pre-teach some words from the text e.g. *assumption* (something you accept as true). Ask the students to do the matching exercise alone and then check their answers with a partner. Check the answers.

ANSWERS

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

- 7 Divide the class into pairs in order to discuss the advantages and disadvantages of the two hierarchies. Ask the students to complete the grid together.
- 8 Re-organise the class so that pairs of students join together in groups of four. Answers may vary. Using the text and the students' own knowledge, the students


should discuss which they think relate to flat, and which to traditional hierarchies. Elicit feedback.

Vocabulary

- 9 Give the students a few minutes to complete the sentences with phrases in the box. Don't check the answers at this stage.

ANSWERS

See 10

- 10  1.3 Play the audio for the students to check their answers.

ANSWERS

- 2 work in
3 work alongside
4 report to
5 in charge of
6 look after
7 responsible for

 1.3

I work for FIB manufacturing – based in Sweden, but very much an international company. I'm a shift manager and work in the main factory from 6 a.m. till 2 p.m. I work alongside two other shift managers and I report to Tatsuki Sano, the factory manager. I have two main responsibilities. Firstly, I'm in charge of twenty production assistants. It's my responsibility to look after all of the machinery and factory staff. If any problems occur, I have to deal with them. We have targets to meet each day and I'm responsible for my team meeting these targets.

 For further practice, go to the Richmond Learning Platform

Speaking

- 11 Ask the students to look back at the words in the box in 9. Tell them to write down sentences about their own jobs. Remind them of the importance of the correct preposition, e.g. *responsible to* versus *responsible for*. Divide the class into pairs for students to describe their jobs to each other. Monitor the activity and then finish the lesson by providing language feedback. You could provide examples of correct and incorrect sentences on the board which students have used. Then ask the students to note down the correct ones, and correct the wrong forms.

Extra activity

Ask the students to do an 'image' search on the internet and find a company organigram which looks different or interesting in some way. Ask the students report back to the class on the organigram they chose. What was interesting? New? Different? Would they like to work for that company? Why or why not?

Lesson 3: Communicating at work, page 8

LESSON OBJECTIVES:

Students will learn and practise ...

- how to prepare for phone calls in English
- useful telephone phrases
- how to leave and take messages over the phone

Warm up

Ask the students to raise their hand if they use the telephone at work. Then, ask them to raise their hand if they use the telephone in English. Ask a few students how they feel about using the phone in English. What do they find easy or difficult? Is it easier to talk to native speakers of English or non-native speakers of English? Why?

Start up

- 1 Ask the students to work in pairs to discuss the questions. Elicit some answers.

Reading

- 2 Ask the students to read the two unfinished sentences first. Encourage them to read the text quickly for the general meaning; and then read it carefully in order to look for the specific answers. Check the answers.

ANSWERS

- 1 you can ask the person you are speaking to to wait while you gather your thoughts
- 2 to plan as much in advance as possible

- 3 Ask the students to work alone to complete their answers. They could then check in pairs. Check the answers.


ANSWERS

- 1 Worried/Terrified.
- 2 Speaking face-to-face.
- 3 Body language and gestures.
- 4 Ask someone to wait.
- 5 Try to plan in advance as much as possible; think about what you want to say; try to learn standard phrases by heart.

- 4 Ask the students to discuss their reactions to the strategies in the text in pairs.

Other strategies could include: spelling things out using the international spelling alphabet; telling someone to speak slower or louder because the line is bad; repeating back what you understand the caller has said; teaching students to use phrases such as: *Am I right in thinking ...*, *So, to summarise, I will be organising ...*, *– is that correct?*, so they can be absolutely sure how much each side has understood.

Listening

- 5  1.4 Tell the students they will hear three telephone calls. In each one, the caller cannot speak to the person they wish to. The students should make notes on why. Play the audio. Check the answers.

ANSWERS

- 1 He isn't put through to the right person.
- 2 He's out of the office.
- 3 Everyone in accounts is in a meeting.

1.4

1

P = Paul, O = operator

P: I'd like to speak to somebody about my last bill, please.

O1: One moment. I'll just put you through.

O2: Good day sir, I understand you'd like to pay your bill?

P: No, I have a problem with my bill.

O2: I'm sorry, you need another department. One moment. I'll just put you through.

O3: Good afternoon sir, how can I help?

P: There are some calls on my bill I don't think I made.

O3: Sorry sir, you need ...

P: All I need is someone to help me! Ahh!

2

A = Arabella, J = Jane

A: Could I speak to Sven Carlson, please?

J: I'm afraid he's out of the office. Can I help at all?

A: Thank you, but I really need to speak to him directly.

J: Can I take a message?

A: Could you ask him to call me when he's back?

J: Certainly.

3

U = Ulrike, O = operator

U: Could I speak to somebody in accounts, please?


O: I'm afraid everyone's in a meeting at the moment. Would you like to leave a message?

U: No, it's fine. I'll call back later.

- 6 Ask the students to work in pairs to complete the missing words. Don't check the answers at this stage.

ANSWERS

See 7

- 7  1.5 Play the audio once for the students to check their answers. Pause the recording after each time the operator speaks, if necessary, to give students time to check their answers. Check the answers.

ANSWERS

- 1 ask who's
- 2 hold on
- 3 take
- 4 ask him
- 5 tell me
- 6 say that

1.5

A = Alicia, O = operator

- A:** Can I speak to Sergio Tevez, please?
O: Certainly. Can I ask who's calling?
A: It's Alicia Zola.
O: Certainly, can you hold on a moment? I'll just put you through.
A: Sure.
O: I'm afraid he's not there at the moment. Can I take a message?
A: Can you ask him to call me back?
O: Of course, can you tell me your name again, please?
A: It's Alicia Zola.
O: Sorry, can you say that again, please?

Say it right

- 8 Play the audio. Pause the recording after each pair of sentences in order for students to call out the correct answer.

ANSWERS

- | | | |
|-----------|-----------|-----------|
| 1 a P b R | 3 a R b P | 5 a R b P |
| 2 a R b P | 4 a P b R | 6 a P b R |

1.6

- 1 Can I ask who's calling?
- 2 Can you hold on a moment?
- 3 Can I take a message?
- 4 Can you ask him to call me back?
- 5 Can you tell me your name again, please?
- 6 Can you say that again, please?

- 9 Play the audio again and pause it after each polite intonation pattern. The students can repeat the phrase themselves in order to practise the intonation. You can also model the sentences yourself, exaggerate the intonation and write arrows on the whiteboard to show the pattern.

Listening

- 10 Give the students a few moments to match the words to create phrases for checking information. Don't check the answers at this stage.

Answers

See 11

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

ANSWERS

- 1 Is that with one L in the middle or two?
- 2 Did you say your number is 972 8773?
- 3 I'm sorry, I didn't catch your name.
- 4 Where did you say you're calling from?
- 5 Could you spell it, please?
- 6 Is that P for Paul or B for Bertie?

1.7

L = Louis, O = operator

- L:** Hi, could I speak to Fiona Watson, please?
O: I'm afraid she's not in at the moment. Would you like me to ask her to call you back?
L: Yes, if you don't mind. Could you ask her to call Louis Eliot on 972 8733?
O: Is that with one L in the middle or two?
L: One L and Louis is spelt L-O-U-I-S, not L-E-W-I-S.
O: Great. Did you say your number is 972 8773?
L: No, sorry it's 972 8733. It's about our latest order.
O: OK, I'll ask Fiona to call you back.

A = Andrew, O = operator

- A:** Hi, this is Andrew Newton. Could I speak to Connie Wood, please?
O: I'm sorry, I didn't catch your name.
A: Sorry, it's Andrew Newton.
O: Where did you say you're calling from?
A: Peel Ltd.
O: Sorry, could you spell it, please?
A: It's P-E-E-L.
O: Is that P for Paul or B for Bertie?
A: P for Paul.
O: OK, one minute – I'll just connect you ... I'm afraid she's out. Could I ask why you're calling?
A: I'd just like to ask her about a course that you have starting soon. Could you ask her to ring me back on 01568 926629?
O: Certainly.

- 12 Play the audio again and ask students to make a note of why each person is calling.

ANSWERS

- 1 To speak to Fiona Watson.
- 2 To ask Connie Wood about a course that's starting soon.

- 13 Tell the students they will hear the first call being returned. Ask the students to read the first question. Elicit the answer to question one. Then ask the students to think about question two. Provide the examples of other confusable names in English such as *Francis/Frances; Leslie/Lesley*. Check the answers.

ANSWERS

- 1 Fiona gets Louis' name wrong.
- 2 Students' own answers.

1.8

F = Fiona, L = Louis

- F:** Hi, could I speak to Louise Eliot, please?
L: Sorry, do you mean Louis Eliot?
F: Oh dear, sorry yes. How embarrassing!
L: Don't worry about it. My own aunt spells it L-O-I-S. How can I help?

- 14 Ask the students to compare the message from the second call. Tell the students to turn to the audioscript on page 117 in order to see what problem Connie will have. Check the students' answer.

ANSWERS

The number is wrong. It should be 01568 926629.

Speaking

- 15 Divide the students into A and B pairs to do the role play. Ask Student A to study the information on the page and Student B to study the information on page 96. Give students a few minutes to prepare. Monitor the activity and note down any language points. Ask a couple of students to come to the front and model their role play, if you notice a particularly good dialogue. Give feedback on any major language issues.

Extra activity

Ask the students to write down a complex number and a tricky place to spell on a piece of paper. Ask them to sit back to back and role play a short telephone conversation with a partner where they have to give and receive this information. Afterwards, ask the students to check if they have spelt the place name correctly and taken down the number accurately.


Scenario: New boss, page 10

LESSON OBJECTIVES:

Students will analyse and discuss the effectiveness of two types of company structure.

Warm up

Ask the students to discuss a 'good' boss. What characteristics do they have? e.g. fair, inspirational, etc. Encourage further discussion by finding out if anyone has ever experienced a change of boss. If so, how did the new boss compare to the old boss? Did the new boss need time to settle in? Take care if anyone's boss is a member of the class, that this fluency practice does not become negative or personal.

- 1  1.9 Ask the students to read the company information box about Richmond Design Solutions. Ask comprehension questions such as: *What do they do? Who is Fredrik Sandgren and Why has he been hired?*

Give the students a few moments to study the organigram. Ask: *How many levels are there in the company?* (Answer = Four.) Then, ask students to read the description of the company below.


Play the audio once or twice as necessary. On the second playing, pause the recording after every second sentence to allow students to write in their answers. Ask the students to compare their answers with a partner before doing a whole-class check.

ANSWERS

- 1 the company's key customers 2 provide 3 four
4 in charge of 5 arrangements 6 admin 7 phone calls
8 new customers

1.9

Richmond Design Solutions is a successful graphic design company. They design websites, logos and marketing products for several important companies. The administration department at Richmond Design Solutions has a total of nine employees. Fredrik Sandgren is the new Administration Manager. He takes over from Martina Strand – who's leaving the company after ten years. Two senior administrators report to Fredrik directly; Svenja Hansen and Katja Gruenberg. They look after the company's key customers and they deal with all legal contracts. They also provide admin services to the four Design project managers. There are then four general administrators: Jessica Braun and Björn Eklund, who report to Svenja, and Christina Gunnarson and Stella Nilsson who report to Katja. Jessica and Björn are in charge of meeting room bookings, catering, and business trip arrangements. Christina and Stella deal with the admin for the ten designers on the design team. Finally, there are two junior administrators: Holly Olsson, who reports to Björn and Johanna Vang, who reports to Stella. The junior administrators answer all phone calls and email enquiries, deal with new customers, and order stationery for the office.

- 2  1.10 Play the audio and ask the students to complete the information about Fredrik's plans in the table. They might find it useful to work in pairs. Check the answers.


ANSWERS

- specific role
- job title
- to prioritise what they need to do
- the company can manage workloads better
- the department

1.10

K = Karin, F = Fredrik

- K:** So if we were to offer you the position, how could you help the department?
- F:** I think my main role would be assessing what current staff do and looking to make changes.
- K:** Do you have any specific ideas in mind?
- F:** Well, in my last company we made a change so that no one had a specific role or job title – they simply prioritised what they needed to do.
- K:** Isn't that quite difficult to manage?
- F:** It can be, but if you define tasks clearly and train staff well it can really help.
- K:** What training do you think the staff would need?
- F:** Well, if someone is an expert on computer systems but does little customer telephone work, then you give them training in customer service skills and telephone handling. Basically, you want people to do more than just one simple role.
- K:** What's the benefit to the company? Surely it's better to have experts?
- F:** It can be, but it's also good to have staff that are flexible. It means the company can manage changes in workloads better. You don't have the situation where in one office three people are very busy and three are checking Facebook.
- K:** How would you make this work in practice?
- F:** It's about changing people's working methods. People don't have set tasks to do; the department has set tasks to do. It means everyone knows how to do a range of tasks and can help each other more.

- 3 Before asking the students to read the text, check they know some key words: *allocate* (give something to someone for a particular purpose); *staff retention* (managing to keep staff). After they have finished reading, ask students to work in small groups in order to predict some problems that Fredrik may have in his re-organisation. (Possible answers = people being used to receiving specific tasks from their boss or having particular skills to do a job; staff being used to leaving early due to the flexitime system. Also, older members of staff might struggle to adapt to changes and re-training, because they might be more set in their ways).
- 4  1.11 Ask the students to complete the grid. Play the audio twice if necessary. Check the answers.

ANSWERS

Bjorn: he can't leave early now; he hates all the training.

Christina: she can't take a holiday in June.

Jessica: she's not doing the job she was employed to do; she hates having to answer the phone.

1.11

B = Björn, C = Christina, J = Jessica

B: So, what do you think of our new boss, Christina?

C: He's nice, very friendly.

B: True, but what about all the changes he's making?

C: I think they're good. It's harder work, but more interesting and fun.

B: I can never leave early now!

C: I never could ... What do you think, Jessica?

J: It is fairer now, but this isn't the job I was employed to do. I like dealing with travel arrangements and organising meetings. I've got a really good relationship with our travel agency and I'm really good at making sure meetings are well-organised with the best food and drink. I'm not good with new customers. I hate having to answer the phone! It was better when Holly and Johanna took all the phone calls.

C: They do provide training.

J: I know, but you can't train people to be good on the phone with new people. It's not a natural thing for me. I don't mind working harder, but I don't want to answer the phone.

B: I hate all the training. I spend so much time being trained I don't have enough time to do my job. The training to do the legal contracts was so hard! And Svenja and Katja really weren't happy about us learning how to do them!

C: But it's good – it'll make us more skilled.

B: True ... then I can get a better job in another company!

C: You wouldn't leave, would you?

B: Maybe ...


J: You know, my holiday got refused for next month. Apparently, we're too busy next month because it's the end of the financial year, so no holidays for anyone.

C: But I always take a holiday in June! I take it every year.

J: Well, not this year you're not.

C: I'm not putting up with that. I'm going to complain to Karin.

B: Ha! Good. I knew there'd be something you didn't like.

- 5 Allow the students to study the new organigram. Ask the students to work in small groups to brainstorm any problems they foresee, e.g. staff who were higher in the organisation may be resentful of being seemingly at the same level as others who were previously below them; people may not be able to predict so easily when projects might begin and end.
- 6  1.12 Give the students a few moments to read through the five questions. Play the audio twice if necessary. Check the answers.

ANSWERS

- 1 When they try to contact a member of Fredrik's team, they're often busy.
- 2 They don't know who to contact.
- 3 They can't look after the key customers; others are being trained to deal with contracts.
- 4 They're asking for more money because they now have a lot more responsibility.
- 5 He should sort it out soon.

1.12

K = Karin, F = Fredrik

K: Fredrik, you started a month ago now and I thought this would be a good time to catch up.

F: Sure.

K: How do you think the changes are going?

F: I'm really happy with them. Some of the team, especially the ones who have been here a long time, are finding it hard, but some, like Christina and Holly, are great.

K: Yes, we're pleased with how you're settling in and some of the changes have been good.

F: I sense a 'but' coming.

K: Well, a couple of things. Some of the designers have said that when they try to contact a member of your team, they're often busy.

F: They could be, but they could also always speak to someone else in the team. That's part of the point of the changes. Now many people can do each task.

K: Yes, but that's also one of the problems. Nobody knows who they should contact about what now. Even our key customers are confused by the new system – which is not good.

F: But they can contact anyone in the team.

K: Yes, but this needs to be communicated clearly to the designers and the customers. Things are not being done because people aren't answering messages. No one's taking responsibility for tasks. Svenja and Katja are frustrated that they can't look after our key customers and they're also unhappy that the others are being trained to deal with contracts. I think we might need to go back to the old system, this all seems a bit chaotic to me. And Holly and Johanna are asking for more money as they now have a lot more responsibility!

F: No, no. These are all minor problems, we can sort them out.

K: They're not minor Fredrik, work isn't being done, no one knows who does what and your team isn't happy! It needs to get sorted out soon!

- 7 Give the students a few moments to read Karin's suggestions. Then, they should compare the roles and responsibilities in the flat organigram with those in the old organigram. Ask the students to work in pairs in order to discuss their preference. Monitor the discussions. Ask some pairs to explain their preference to the whole class. Encourage discussion. Finish the lesson with any feedback on good language used, and any major language problems.

Extra activity

Ask the students to play the role of Fredrik in their own company. How could they change the structure? Could any departments disappear completely? If they choose not to make any changes, why not? Ask them to justify their decisions to the rest of the class.

Writing emails

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

Teacher's Book reference page 54.