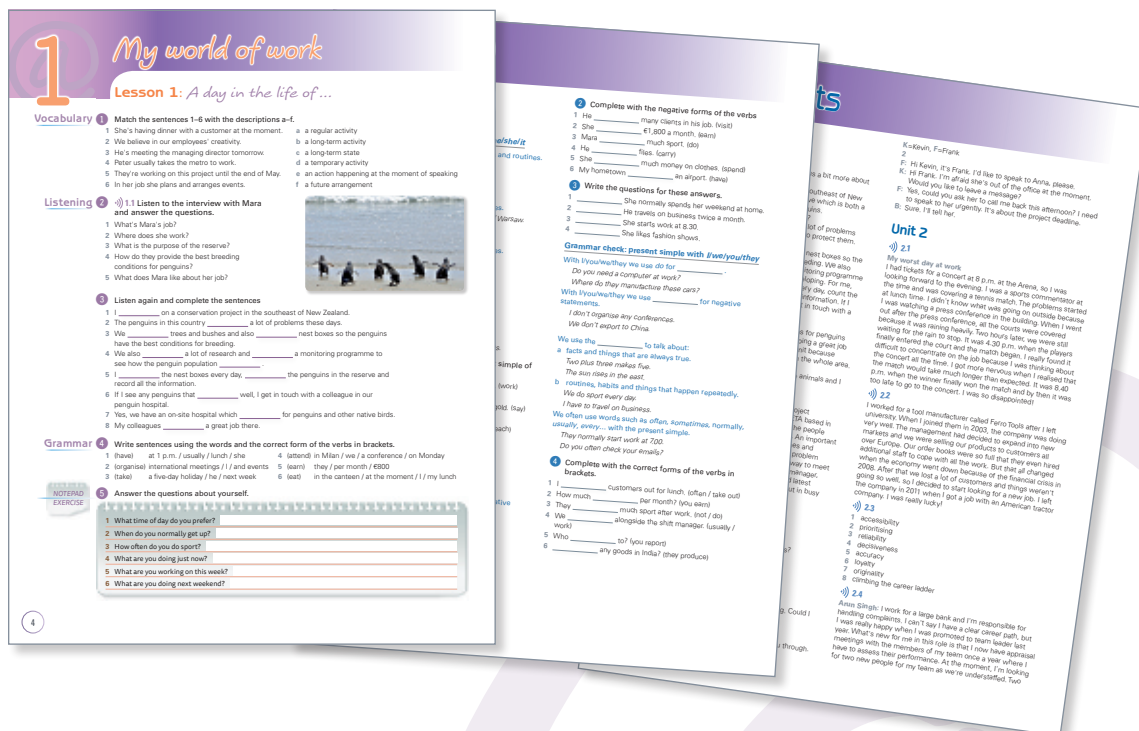# @work

Workbook with Audio

Richmond

Contents

The @work Workbook can be used in the classroom or for self-study.

The Workbook is divided into 10 units, which correspond to the Student's Book. Each unit has five pages which contain:

- Exercises to review the language and key vocabulary from each lesson
- Extra listening practice
- Activities to improve pronunciation and use functional language
- Notepad exercises to make the language relevant to you
- Unit quizzes to assess your learning

To check you understand the grammar points from the Student's Book, there is also an interactive grammar section. Complete the grammar rules yourself and then practise them by doing the extra activities.

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

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

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

Richmond Learning Platform

1 My world of work

Lesson 1: A day in the life of...

Vocabulary **1** Match the sentences 1–6 with the descriptions a–f.

1 She's having dinner with a customer at the moment.
2 We believe in our employees' creativity.
3 He's meeting the managing director tomorrow.
4 Peter usually takes the metro to work.
5 They're working on this project until the end of May.
6 In her job she plans and arranges events.

a a regular activity
b a long-term activity
c a long-term state
d a temporary activity
e an action happening at the moment of speaking
f a future arrangement

Listening **2** ◁)) **1.1** Listen to the interview with Mara and answer the questions.

1 What's Mara's job?
2 Where does she work?
3 What is the purpose of the reserve?
4 How do they provide the best breeding conditions for penguins?
5 What does Mara like about her job?

3 Listen again and complete the sentences.

1 I _____ on a conservation project in the southeast of New Zealand.
2 The penguins in this country _____ a lot of problems these days.
3 We _____ trees and bushes, and also _____ nest boxes so the penguins have the best conditions for breeding.
4 We also _____ a lot of research and _____ a monitoring programme to see how the penguin population _____ .
5 I _____ the nest boxes every day, _____ the penguins in the reserve and record all the information.
6 If I see any penguins that _____ well, I get in touch with a colleague in our penguin hospital.
7 Yes, we have an on-site hospital which _____ for penguins and other native birds.
8 My colleagues _____ a great job there.

Grammar **4** Write sentences using the words and the correct form of the verbs in brackets.

1 (have)   at 1 p.m. / usually / lunch / she
2 (organise) international meetings / I / and events
3 (take)   a five-day holiday / he / next week
4 (attend) in Milan / we / a conference / on Monday
5 (earn)   they / per month / €800
6 (eat)   in the canteen / at the moment / I / my lunch

NOTEPAD EXERCISE **5** Answer the questions about yourself.

1 What time of day do you prefer?
2 When do you normally get up?
3 How often do you do sport?
4 What are you doing just now?
5 What are you working on this week?
6 What are you doing next weekend?

4

Lesson 2: *Company structure*

Vocabulary **1** Match the departments 1–6 with the activities a–f.

1	Purchasing	**a**	deal with software and hardware issues
2	Accounts	**b**	develop new products or methods
3	Human Resources	**c**	plan and arrange the transport of goods
4	IT	**d**	buy things for the company
5	Logistics	**e**	prepare financial statements
6	Research and Development	**f**	run training courses and recruit new staff

Listening **2**))) **1.2** Listen to Claudio talking about his job. Are the sentences true or false?

		True	False
1	Claudio's a project manager.	☐	☐
2	He works for a car insurance company.	☐	☐
3	His job involves scheduling projects and other things.	☐	☐
4	He reports to Gary, the managing director.	☐	☐
5	Claudio updates Gary on the status of the project.	☐	☐
6	He usually works until 7.00 p.m.	☐	☐

3 Complete the text with the words and phrases in the box. Then listen again and check.

> involved   my responsibility   project status   report   responsible   set deadlines

> I'm _____ [1] for coordinating all the people and departments that are _____ [2] in one project. An important part of my job is to schedule projects, _____ [3] and make sure everything runs efficiently. If there's a problem with the schedule, it's _____ [4] to find a way to meet the deadlines. I _____ [5] to Gary, who's our project manager, and regularly update him on the _____ [6] and latest developments.

Grammar **4** Choose the correct preposition.

1 Ben has to deal *in / with / for* a lot different projects.

2 The production manager is in charge *by / of / for* planning the manufacturing process.

3 I look *to / after / for* our international visitors.

4 He works *along / across / alongside* two shift managers.

5 We need to respond more quickly *with / for / to* customer emails.

6 How do they cope *in / with / by* the increasing workload?

7 She's the director *of / from / by* Research and Development.

8 There's an easy decision-making process *between / under / among* employees.

NOTEPAD EXERCISE

5 Complete the sentences about you.

1 I work for _____

2 I'm a _____

3 I work in _____

4 I'm responsible for _____

5 I work alongside _____

6 I report to _____

Lesson 3: Communicating at work

Functional Language **1** Match the beginnings of the questions 1–6 with the endings a–f.

1 Can I ask	a to call me back?
2 Can you say that	b a message?
3 Could I speak to	c who's calling?
4 Can I take	d again, please?
5 Could you ask her	e someone in accounts, please?
6 Can I ask what	f it's about?

2 Match the replies a–f with the question numbers from **1**.

a Sorry, I said I have a problem with my bill. _____

b Yes, that would be great. _____

c It's Peter Howells from Delco Limited. _____

d Sure. I'll tell her to call you as soon as she gets in. _____

e Certainly. I'll put you through. _____

f It's about the project meeting tomorrow. _____

3 Label the questions in **1** C (caller) or R (the person receiving the call). Sometimes both are possible.

1 _____   2 _____   3 _____   4 _____   5 _____   6 _____

Pronunciation **4** ◎))) **1.3** Say the sentences. Then listen and repeat.

1 Sorry, I didn't catch your name.

2 Could you spell that for me, please?

3 May I ask what it's about?

4 Could I speak to somebody in customer services?

5 Is that M for Mary?

6 Where did you say you're calling from?

Functional Language **5** ◎))) **1.4** Complete the two telephone calls with the phrases in the box. Then listen and check.

> could I speak   could you ask   didn't catch   I'd like to   it's about
> leave a message   put you through   this is

1

Mehmet: _____ [1] Mehmet Kurali from FENCO Manufacturing. _____ [2] to Lin Wan, please?

Receptionist: Sorry, I _____ [3] your name.

Mehmet: It's Mehmet Kurali.

Receptionist: Thanks, Mr Kurali. One moment, please. I'll _____ [4] .

2

Frank: Hi Kevin, it's Frank. _____ [5] speak to Anna, please?

Kevin: Hi Frank. I'm afraid she's out of the office at the moment. Would you like to _____ [6] ?

Frank: Yes, _____ [7] her to call me back this afternoon? I need to speak to her urgently. _____ [8] the project deadline.
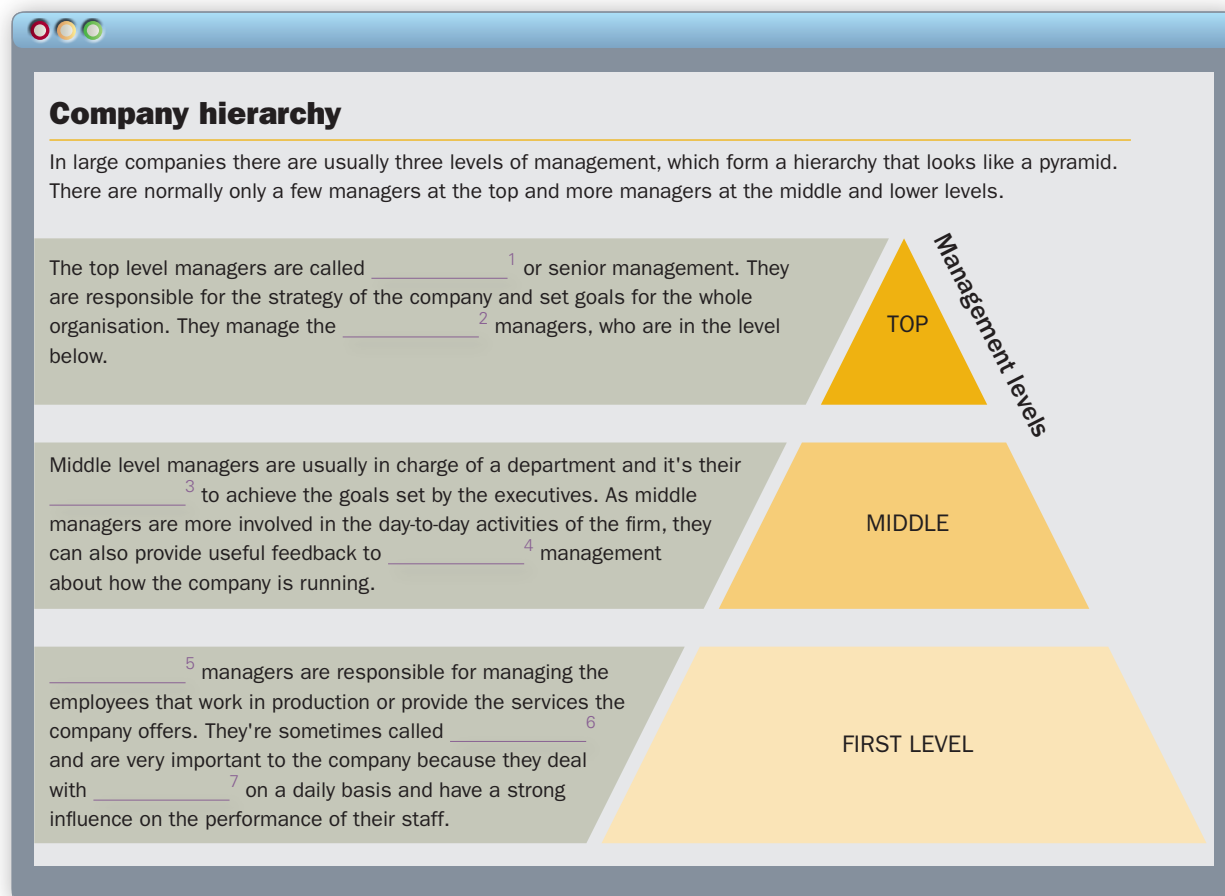
Kevin: Sure. I'll tell her.

Lesson 4: *Review*

Vocabulary **1** Complete the sentences with the words in the box.

| employees | executives | first level | middle | responsibility | senior | supervisors |

Company hierarchy

In large companies there are usually three levels of management, which form a hierarchy that looks like a pyramid. There are normally only a few managers at the top and more managers at the middle and lower levels.

The top level managers are called _____ [1] or senior management. They are responsible for the strategy of the company and set goals for the whole organisation. They manage the _____ [2] managers, who are in the level below.

TOP

Middle level managers are usually in charge of a department and it's their _____ [3] to achieve the goals set by the executives. As middle managers are more involved in the day-to-day activities of the firm, they can also provide useful feedback to _____ [4] management about how the company is running.

MIDDLE

_____ [5] managers are responsible for managing the employees that work in production or provide the services the company offers. They're sometimes called _____ [6] and are very important to the company because they deal with _____ [7] on a daily basis and have a strong influence on the performance of their staff.

FIRST LEVEL

Management levels

CHECK YOUR VOCABULARY!

2 Write words in the boxes to complete the sentences.

1 Another word for *employees* is _____ .
2 A specific goal you aim to achieve at work is a _____ .
3 The opposite of *junior* is _____ .
4 The noun form of the verb *respond* is _____ .
5 The Human _____ department is responsible for the company's employees.
6 Another word for *buying* is _____ .
7 Another word for *customers* is _____ .
8 A _____ is the structure of different levels in a company.
9 The adjective form of the noun *administration* is _____ .
10 *Specialist knowledge* is also called _____ .

NOTEPAD EXERCISE

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

1

Test yourself

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

1 Tom usually _____ 40 kilometres per day.
 a is cycling
 b cycles
 c cycle

2 Can I call you back? _____ an important email.
 a I just write
 b I'll write
 c I'm just writing

3 What _____ on at the moment?
 a are you working
 b do you work
 c does he work

4 The company needs more skilled staff. So HR wants to _____ four computer experts.
 a fire
 b hire
 c apply

5 We're extremely busy at the moment. We have to _____ the sales targets.
 a arrive
 b meet
 c achieve

6 The opposite of *recruit* is _____ .
 a dismiss
 b leave
 c appoint

7 An industrial complex including buildings, machinery and equipment is a _____ .
 a firm
 b organisation
 c plant

8 The company offers a very generous holiday _____ .
 a allowance
 b performance
 c fund

9 Our company has a traditional hierarchy and a strong line of _____ .
 a order
 b command
 c administration

10 I'm sorry, I _____ your name. Could you spell it for me, please?
 a couldn't listen to
 b don't understand
 c didn't catch

11 _____ George Salerni, please?
 a Could I talk
 b I want to speak
 c Could I speak to

12 **A:** My name's Mr Pradesh. That's P-R-A-
 B: Sorry, was that P _____ Paris?
 a like
 b for
 c as

13 **A:** Can I speak to someone in Customer Services, please?
 B: _____
 a Can you hold for a moment?
 b Wait.
 c Could you take a message?

14 Just a moment, please. I'll put you _____ .
 a through
 b over
 c on

15 What you talk about is the _____ of the conversation.
 a point
 b issue
 c topic

16 The most polite way to ask why someone is calling is _____ .
 a May I ask what it's about?
 b What is it about?
 c What do you want?

17 In a formal situation it's best to use the verb _____ .
 a ring
 b call
 c phone

18 This is a difficult job. Can you cope _____ it?
 a with
 b for
 c in

19 A person in a company's senior management is _____ .
 a a manager
 b an executive
 c a supervisor

20 A chart which illustrates a company's management structure is _____ .
 a an organigram
 b a hierarchy
 c a pyramid

Score: _____ / 20 points