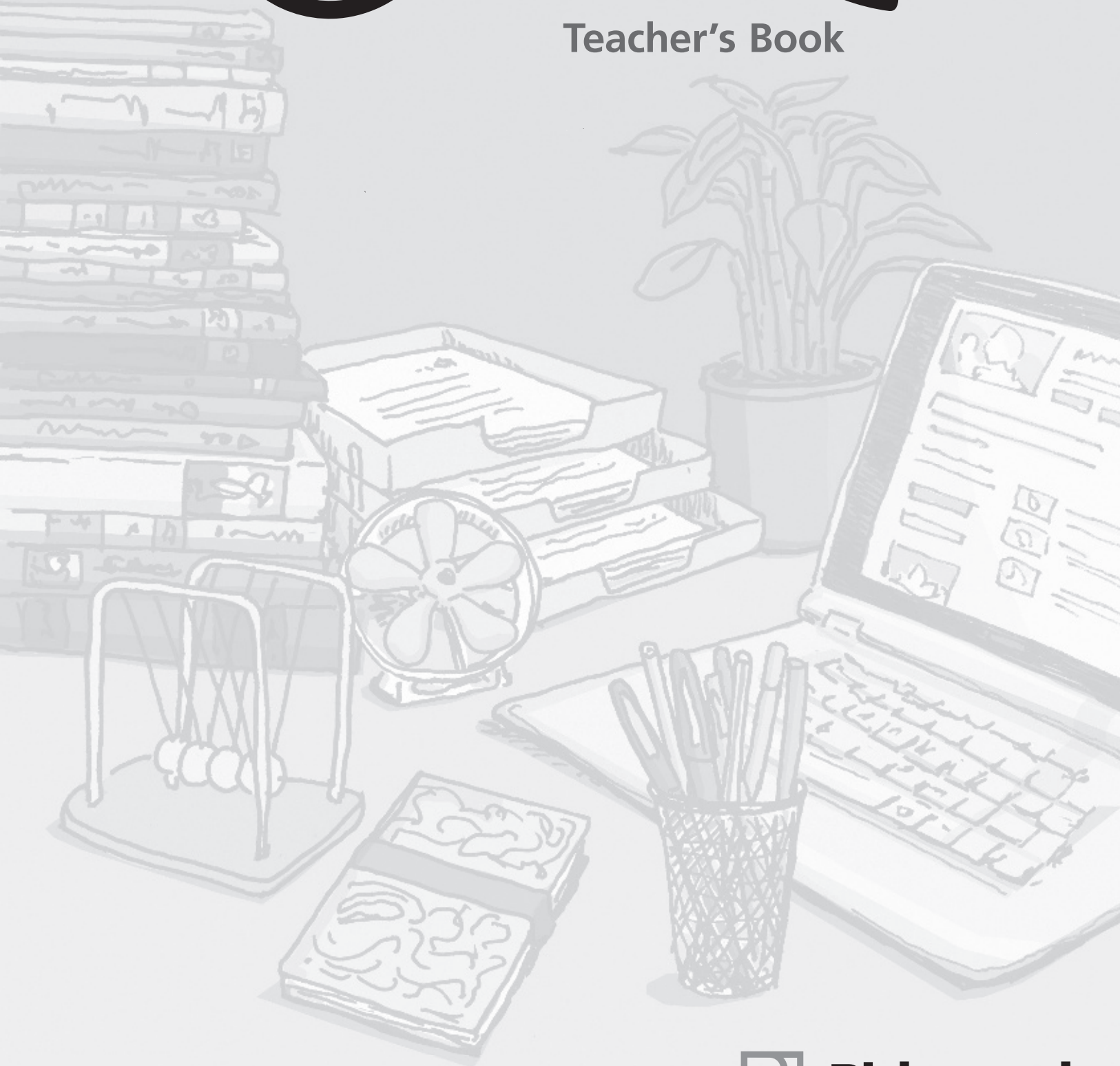


Upper intermediate B2

James Greenan

@work

Teacher's Book



Richmond

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Student's Book contents map

	Language			Skills			
	Grammar / Functions	Vocabulary	Fluency	Listening	Reading	Speaking	Writing
1 People p4							
Partners	Past tense review	Describing relationships			Two famous partnerships	Talking about relationships	
First impressions	Present perfect	Describing people		Candidates for a sales job	Five surprising ways to make a good first impression	Forming impressions of job candidates Interviewing your partner	
Making contact	Starting and maintaining conversations		Sentence stress	Five short conversations	An introductory email	Starting and maintaining conversations	Introducing yourself by email
Scenario: The right judges Finding candidates for a literary judging panel							
2 The best way to work p12							
Working too hard?	Articles	Describing a typical day		A typical day in the life of two product designers	Work/life balance questionnaire	Discussing work/life balance	
How efficient are you?	Words that are used before nouns	Talking about productivity		Two product designers discuss how they keep productive at work	The Slow Movement	Discussing your strengths and weaknesses in productivity	
How have I done?	Giving effective feedback on work			An HR consultant discusses ways of giving feedback	Performance reviews: good or bad?	Discussing performance reviews and effective feedback Giving feedback	
Scenario: Downsizing Which staff should be promoted, kept and let go?							
3 The future p20							
Planning ahead	<i>be going to</i> and present continuous for future arrangements	Planning and managing change		Two business people discuss their attitudes towards planning for the future	Futurescaping	Discussing plans and arrangements Futurescaping	
The uncertain future	Making predictions			The changing future of four industries	Future challenges	Making predictions about certain events	
The future of communication	Digital communication	Using social media		Four extracts from video or phone conferences	How digital media has changed the way business professionals communicate	Presenting advice on how to phone-/video-conference successfully	
Scenario: Facing the future How can an arts centre turn its fortunes around?							
4 Getting a job p28							
Career jumpers	Question forms	Describing jobs		Two career jumpers describe their old and new jobs	Two career jumpers	Interviews about career changes made	A profile of a career jumper
What employers look for in you		Describing positive professional qualities Word families	Fillers	An HR manager talks about recruitment tests	A personality test	Analysing and giving feedback on personality test results	
Getting the job	Improving your interview technique Dealing with difficult questions			Six answers from a job candidate	The psychology of interviews	Asking and answering interview questions	
Scenario: Arctic venture Who should manage a new outdoor clothing store in the Arctic?							
5 New products and services p36							
Appropriate technology	Passive	Describing a product		The 'free wheelchair'		Presenting an appropriate technology product	
Giving customers what they want	Verb forms related to the passive	Describing changes to buildings and rooms		How a service was improved	Customer reviews on a consumer website	Planning a new business venture	
Presenting	Key presentation phrases Planning a presentation		Linking words	A conversation about a bad presentation		Tips for presenting Planning a presentation	
Scenario: Eco-activity centre Choosing a site for a new holiday centre							

Writing emails p44



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

	Language			Skills			
	Grammar / Functions	Vocabulary	Fluency	Listening	Reading	Speaking	Writing
6 Meetings p56							
My worst meeting		Describing and organising meetings		Unconventional ideas for improving meetings	My worst meeting	Best practice for meetings	
He said, she said	Reported speech Reporting verbs	Reporting verbs		Two meetings to investigate a complaint against an employee		Reporting what someone said	Minutes of a meeting
Getting heard	Making your point assertively			Four meeting extracts	How to get heard in a meeting	The interrupting game	
Scenario: Meeting mayhem Can the Zhou Foundation improve its meetings?							
7 Culture p64							
Culture shock in California		Cultural values Communication styles			Culture shock in California	Discussing working styles in business culture	
Cultural sensitivity	Second and third conditional			The Hermes project		Discussing cross-cultural misunderstandings	
When things go wrong	Apologising	Making mistakes and apologising	Tone of voice	Five apologies	What to do when you 'screw up' spectacularly	Apologising	
Scenario: Losing Luis Lima Can an American hockey team persuade their Brazilian star to return?							
8 Marketing and selling p72							
Legalised lying?	Comparatives and superlatives	Marketing and advertising			Three ingenious marketing campaigns	Discussing marketing and advertising	
Why the brand matters	Extreme adjectives	Brands and branding		Five famous brands	Why the brand matters	Discussing different marketing techniques	
The art of persuasion	Persuasive presentations Rhetorical techniques	Powerful words	Emphatic stress	Five sales presentation techniques		Preparing an introduction for a persuasive presentation	
Scenario: Rebranding Ibiza Joy Can a holiday company find a new market?							
9 Problems and solutions p80							
Creating	Verb patterns			An interview with an inventor	Inspiration or perspiration	Talking about entrepreneurs	
Adapting		Phrases using prepositions		An economy expert talks about adapting to different markets	Mirroring your customers	Deciding how to adapt and market a product in different countries	
Group problem-solving	Suggesting and agreeing solutions			A group reaches a decision about an end-of-term party	Groupthink	Making a group decision about a fund-raising idea	
Scenario: Breaking into America Can a UK supermarket break into the US market?							
10 The rules of work p88							
Office relations	Modal verbs	Honesty and responsibility	Weak and strong forms	A radio show about a dilemma	An email about a workplace dilemma	Discussing workplace dilemmas	
Whistleblowing	Past form of modals	Unethical work practices		A whistleblower tells his story		Re-telling and discussing the story of a whistleblower	
The right rules	Expressing rules and expectations	Describing sanctions		Two people talk about rules in different workplaces	Trust me, I'm an employee	Discussing workplace rules	
Scenario: Environmental dilemma What should be done about a polluting chemical company?							

1 People

UNIT OBJECTIVES:	Students will practise ...	and they will learn how to ...
	past tenses	start and maintain a conversation
	present perfect	introduce themselves by email
	describing relationships and people	

Lesson 1: Partners, page 4

LESSON OBJECTIVES:

Students will learn and practise ...
describing relationships
past tenses

Warm up

Write down the names of some famous partnerships, living or dead, on separate pieces of paper (e.g. John Lennon on one piece, and Yoko Ono on another). You'll need enough for one per student plus one for you. Demonstrate the activity by taking a piece of paper and talking about the person on it, without saying their name. If a student guesses correctly, give him/her the piece of paper. Give out the pieces of paper and ask the students to walk round and pair up, introducing their person and exchanging papers after guessing correctly (or giving up). In this way they do a different person each time. When everyone has had several turns, ask the students to stop and find their partner, for example the person with *John Lennon* would join *Yoko Ono*. Then ask each pair to say why the couple are famous.

Start up

- 1 Focus on the pictures and ask the students to work in pairs to discuss the questions. Allow a few minutes for discussion, then ask the class to quickly read about the partnerships on page 96. After a few minutes ask the students to turn back to page 4. Ask them what they learnt about the Williams sisters – nominate an enthusiastic student to briefly summarise their achievements, then ask for ideas on why they have been so successful. Continue in the same way with the other partnerships. Involve as many students as possible.

Reading

- 2 Focus on the pictures. Ask the students what band Mick Jagger and Keith Richards were founder-members of (The Rolling Stones), and what company Sergey Brin and Larry Page founded (Google). Pre-teach *quarrel* (to disagree in an angry way; argue). Ask the students to read the questions first, then quickly read the texts to find the answers. Check the answers.

ANSWERS

1 Brin and Page 2 Jagger and Richards 3 Jagger and Richards 4 Jagger and Richards 5 Brin and Page

Vocabulary

- 3 Draw attention to the highlighted expressions in the text in 2. Look at the example with the class, then ask the students to complete the exercise. As you check the answers, elicit simple definitions of the highlighted expressions (e.g. *share a passion* means 'be very interested in the same thing', and *bond* means 'become friends').

ANSWERS

1 shared his passion 2 tensions 3 had a lot in common
4 get on with, bonded 5 speaking terms 6 got on each other's nerves 7 collaborating 8 fall out 9 shared a vision

🌐 Students can find more activities at www.richmondwork.net

Grammar

- 4 Focus on the **Grammar** box. Ask the students to complete the rules with the names of the tenses. Draw their attention to the grammar reference on page 108, which they can use for help or to expand the information in the grammar box. Check the answers then give the students a few minutes to find three examples of each of the different tenses in the text. Let the students compare answers in pairs before checking in class.

ANSWERS

1 past simple
e.g. Mick Jagger and Keith Richards met for the first time, They struck up a conversation, Keith noticed the rare (for the time) Muddy Waters records
2 past continuous
e.g. Mick was carrying [records] under his arm, they were both studying for a PhD, they were working on the same research project
3 past perfect
e.g. He had never met anyone, he hadn't visited Mick's dressing room, both had fallen in love with computers

- 5 Divide the class in two halves, A and B. Ask the students on side A to work in pairs to complete the text on page 96, and the students on side B to do the same with the text on page 101. Monitor as they do this and deal with any doubts or problems.

ANSWERS

Student A: 1 met 2 were studying 3 bonded 4 was
5 had met 6 married 7 settled 8 managed 9 was rising
10 was building 11 had ended (or ended)

Student B: 1 met 2 were both studying 3 had never known
4 shared 5 were spending 6 began 7 was building
8 was becoming 9 supported 10 had agreed 11 lasted

 Students can find more activities at www.richmondwork.net

Speaking

- 6 Ask the students to work together in the same AA, BB pairs to prepare the questions and agree on how they will answer the questions. Tell Student As that, as the people they are going to ask about are no longer alive, they need to use the past tense for the questions; tell Student Bs that they need to use the present tense in places, as the people are still alive.

ANSWERS

- 1 What are/were they?
- 2 What do/did they do?
- 3 Why are/were they famous?
- 4 Where did they meet?
- 5 What were their first impressions of each other when they first met?
- 6 What do/did they have in common?
- 7 Why do/did they get on well?
- 8 What tensions are/were there in the relationship?

- 7 Ask the students to work in AB pairs to ask and answer the questions they prepared in 6. When they have finished, ask them to swap books to read the other student's text and check the tenses used. Only give answers if there is disagreement. Finally, ask one or two students to give a brief summary of their partner's text. Give the students a chance to discuss the couples in the text further (e.g. ask if students know what the Clintons are doing now, or whether they have read anything by Sartre or de Beauvoir).

- 8 Demonstrate the activity yourself first: ask a student to choose a number 1–5, and use the prompts for the number they choose to talk about a real person in your life. Expand on the prompts and encourage questions. Then ask the students to do the same in pairs, taking turns to nominate a number for the other to talk about.

Extra activity

Ask the students to write about a special friendship, either in class or for homework, describing how they met, how the friendship developed and their best memories from their time with the person.

Lesson 2: First impressions, page 6

LESSON OBJECTIVES:

Students will learn and practise ...
describing people
present perfect

Warm up

Write on the whiteboard:

You can't judge a _____ by its cover.

First impressions are _____ lasting.

Tell the class that these are sayings (traditional phrases that express something many people believe is true about life). Ask the students to discuss briefly with a partner what the missing words could be. Elicit or give the answers (*book* and *most*). Elicit an explanation of the sayings (You can't understand what a person is really like from how they look, speak, dress, etc.; What you think of a person the first time you meet them stays with you for a long time). Ask the class if they agree with the sayings, and whether they have similar expressions in their language(s).

Start up

- 1 Focus on the picture. Ask the students if they think the people know each other or have just met. Ask them how they know? Give the students time to discuss the questions, then take feedback from the class.

Reading

- 2 Pre-teach *posture* (the position you hold your body in). Read the questions and give the class five minutes to read the text without looking up words. Allow them time to compare answers in pairs before checking the answers.

ANSWERS

- a People with straight teeth are perceived to be happier, more intelligent and more trustworthy than those with crooked teeth.
- b Your choice of footwear reveals a lot about you in terms of age, income and personality traits.
- c Whether a woman wears a skirt or trousers still has a bearing on how she is perceived in the modern-day workplace.
- d Wearing too much or too little make up can tip the balance between being considered competent/likeable and unreliable/dishonest.
- e Your posture conveys the strongest impression of you, both positive and negative.

Vocabulary

- 3 Ask the students to match the highlighted words in the text to the definitions without using dictionaries, using the context to help them. Ask them to compare answers before checking the answers.

ANSWERS

- 1 scruffy 2 capable, competent 3 arrogant 4 aggressive
5 dishonest 6 trustworthy 7 confident 8 conscientious
9 unreliable 10 powerful

- 4 Ask the students to work in pairs to categorise the adjectives. Ask them which ones could be positive or negative, depending on the context (*confident, powerful*).


ANSWERS

positive: confident, trustworthy, conscientious, capable, competent, powerful

negative: arrogant, aggressive, scruffy, unreliable, dishonest

 Students can find more activities at www.richmondwork.net

Listening

- 5 Elicit or teach verbs that can be used with an adjective to describe first impressions, when seeing a picture of a person (*He/She looks ...*) or actually meeting them (*He/She comes across as / seems ...*). Give the students time to discuss the pictures before taking feedback. Write the four people's names on the whiteboard, with the adjectives students suggest for them underneath.
- 6  1.1 Give the students time to read questions 1–5 then play the audio. Check the answers, then write on the whiteboard:

I thought he looked quite friendly, but _____ he came across as a bit aggressive.

Elicit words or phrases that can go in the gap (*in fact / actually*). Allow the students time to talk about the discussion questions before taking feedback.

ANSWERS

- 1 He has spoken to customers and helped with large projects.
- 2 She's been in London for nearly four years.
- 3 He hasn't spoken much English.
- 4 She's just come back from travelling round the world.
- 5 She sold timeshare holiday apartments.

1.1

Charlie

Yes, thank you, I'd like a glass of water. As you will see from my CV, I've worked in this sector since I graduated, but in an administrative role. I do have lots of experience, though. I've spoken to customers and I've helped with large projects, for example. Working in sales is my ultimate goal and since I already have a lot of contacts, I don't think it would be very difficult to transfer.

Brigitta

Yes, that's right, Brigitta Klaff – K-L-A-double FF. Yes, I moved to London from Munich when I got a job with my present employer about three and a half years ago. So, I've been here for nearly four years now. I worked in the sales department at Handler when I was still a student so I have probably about five years' sales experience in total. Having worked in a larger organisation, I'm sure I'd have no problems handling this job. No, thank you. I don't want any coffee.

Didier

Yes, please. Milk with one sugar. So yes, as I was saying, I worked in direct sales for nearly two years when I was with Delcaux in Paris. It was quite an international environment, so we spoke English most of the time. I haven't spoken much English for the last year or so because there wasn't any need for it in my present job. I don't think I've forgotten anything. As you can hear my accent isn't perfect, but I've never had any problems in getting people to understand me.

Sheryl

Oh, is that my coffee ... thank you so much. Oops, sorry ... I'll just ... yes ... there you are ... Sorry, what were you saying? That's right, I've just come back from travelling round the world. I worked selling timeshare holiday apartments in Ibiza for about six months.

Grammar

- 7 Focus on the **Grammar** box. Ask the students to match the uses of the present perfect to their answers in 6. Remind them to check the grammar reference on page 109 if necessary. Give the students a few minutes to do the exercise. Check the answers.

ANSWERS

- 1 She's just come back from travelling around the world.
- 2 He has spoken to customers and helped with large projects.
- 3 She's been in London for nearly four years; He hasn't spoken much English.
- 4 She sold timeshare holiday apartments.

 Students can find more activities at www.richmondwork.net

Speaking

- 8 Ask the students to work in pairs to write the questions using the prompts. When one or two pairs are ready, nominate a student to ask you one of the questions. Expand on your answer and encourage questions. Answer two or three questions in this way, then elicit the correct form of the questions for the students to check. Then ask the class to continue in pairs, taking turns to ask each other any of the questions 1–5. After ten minutes, or when one or two pairs have finished, nominate students to report one thing their partner said.

ANSWERS

- 1 How long have you been in your present job/course? When did you start?
- 2 Tell me about someone you have always wanted to meet?
- 3 Have you ever worn the wrong clothes for something? Were you too smart or too scruffy?
- 4 Tell me about someone who has made a good or bad impression on you recently. Why?
- 5 How long have you had your favourite pair of shoes? Where and when did you buy them? What impression do you think they make on people?

Extra activity

Ask the students to look up or work out the opposites of the highlighted adjectives in 2. Alternatively, write the opposites on the whiteboard, and get the students to match them.

Possible answers:

- confident – nervous/lacking in confidence
- trustworthy – untrustworthy
- conscientious – sloppy/careless
- arrogant – modest
- aggressive – calm/laid-back
- scruffy – smart/smartly-dressed
- capable – useless/hopeless
- competent – incompetent
- powerful – weak/insignificant

Lesson 3: Making contact, page 8

LESSON OBJECTIVES:

Students will learn and practise ...

- starting and maintaining conversations
- introducing yourself by email

Warm up

Prepare small pieces of paper with the following words: *nice, expensive, beautiful, America, hungry, time, cold, money, airport, sure, really, sound, sky, people, home, green, sun.*

Give each student a piece of paper and tell them that they will have to start a conversation with another member of the class with the aim of making that other person say the word on their piece of paper.

Demonstrate by taking one of the words and starting a conversation with a confident student. For example, if you have the word 'Australia', you could say, 'I saw a really interesting documentary about New Zealand last night. The Sydney Opera House is amazing!' The student might respond, 'But Sydney's in Australia!', and you would be the winner. When you succeed in getting them to say your word, say 'yes!' and show the class the word. Explain that the first person to make their partner say their word wins. After each round, ask the students to swap pieces of paper and partners and repeat the game.

Start up

- 1 Start by asking students to guess where the people are in the pictures (a = in a karaoke bar, b = in a restaurant, c = on a plane, d = at a conference, e = in a business meeting). Then ask the students to work in pairs to choose two of the pictures and write down one opening gambit for each situation. Take feedback and write down suggestions on the whiteboard. Then ask pairs to think about the other three situations and for each one to write down three suitable topics to discuss and one not suitable to discuss. Take feedback, and encourage comments and discussion of the suggestions.

POSSIBLE ANSWERS


- a Karaoke evening: *So what kind of music do you like / are you into?*
- b In a restaurant: *Mm! This is delicious, isn't it?*
- c In a plane: *I didn't catch that. Did you hear what that announcement said?*
- d Coffee break at a conference: *So what did you think of that last speaker? Did you enjoy the talk?*
- e Waiting for a meeting to begin: *How was your journey this morning? Do you know what the first item on the agenda is all about?*

As a rule for small talk, you can comment about what's going on or what you can see around you, e.g. the building, décor, weather, food, etc. – or some aspect of your shared experience, e.g. *How long you have been waiting? What time you are going to arrive? When something is going to finish?*

You can also ask non-invasive general questions about your interlocutor's experience or opinion of what you are doing/observing, e.g. *Did you enjoy the X? What did you think of the last X? So do you often X?*

You could even ask a general information question to which you might actually know the answer, but can use as an excuse for getting a conversation going, e.g. *Do you know what time ... ?*

Listening

- 2  1.2 Ask the students to write the numbers 1–5 in their books, then play the audio once for students to match pictures a–e with the recordings. Check the answers.

ANSWERS

1 d 2 c 3 b 4 e 5 a

- 3 Students listen again and complete the phrases. With weaker classes, you may like to pause the recording after each conversation. Check the answers.

ANSWERS

- 1 a did you think b do you fancy
- 2 a Did you hear b Do you know
- 3 a Have you tried b your first visit
- 4 a was your journey b the weather like
- 5 a come here often b are you into

1.2

- 1
 - A: So, what did you think of that last speaker?
 - B: Well, he was obviously trying to be provocative, but at least it was interesting. I didn't really get what he was saying about social media though, did you?
 - A: No. I think he lost it a bit in the second part. Perhaps he was getting tired and it was just too near the coffee break! Speaking of which, do you fancy a coffee? Can I get you one?
 - B: On, yes, thank you. Black with two sugars, please.
- 2
 - C: Excuse me. Did you hear if they said anything about arrival times in the last announcement?
 - D: I think she said that we'd be landing at around 12.30.

- C:** Thanks ... Do you have any idea how long it takes to get from the airport to the city centre by taxi? Do you know Madrid at all?
- D:** Actually the quickest way to get to the city centre is by metro – you'll only end up sitting in traffic if you take a taxi. Whereabouts are you going?
- C:** I'm supposed to be in a meeting at 2.00 in ... hang on ... Calle Serrano ... and ...

3

- E:** Have you tried these dumplings, Kasia?
- F:** Oh no, thank you. They look delicious, but I really can't eat any more! Could you pass me the water, please?
- E:** Yes, of course, here you are. ... So, is this your first visit to Seoul?
- F:** No, it's actually my third time in Seoul, but I never seem to have any time to visit the city properly. I'd be really interested in seeing the ...


4

- G:** How was your journey, Rafael? I heard you guys got in really late last night.
- H:** Yes, we didn't have a great trip. We were delayed for three hours in New York, but anyway, we've made it.
- G:** I'm sorry the weather is so awful. We've had nothing but snow and ice since November. It must be quite a change for you, I'd imagine. What was the weather like in Buenos Aires when you left?
- H:** Well, warm and sunny, I have to say! But I thought it always snowed here in the winter.

5

- I:** So, do you come here often, Sergio?
- J:** Yes, this is one of our favourite places – here, take a song list. What kind of music are you into?
- I:** I like music, but you have to believe me, Sergio, I really, really can't sing. I sound terrible – just ask my wife! I'll be quite happy just listening.

Fluency

- 4**  **1.3** Write the last phrase from **3** on the whiteboard: *What kind of music are you into?* Ask the students to work in pairs to decide which three of the words are essential to understand the meaning of the sentence (*what, music, into*). Then elicit which parts of *music* and *into* are stressed (*mu-* and *in-*). Underline *What, mu-* and *in-* on the whiteboard. Say these syllables as you do three evenly-spaced clicks with your fingers:

What ... mu ... in
(click ... click ... click)

Get the students to do it with you a few times, then stop. Signal for the students to listen, then add the rest of the sentence into the rhythm, with the same finger clicks. Exaggerate the *What ... mu ... in* and make the rest of the sentence faint and less distinct.

Again, get the students to join in with you. Repeat several times so that they can feel the rhythm. Everyone should be smiling!

Now read the rubric. The demonstration should help the students understand 'stress-timed'. Tell the students that most languages are not stress-timed, and elicit or teach 'syllable-timed' (describes a language where each syllable takes approximately the same amount of time).

Ask the students to work in pairs to underline the stressed syllables in each sentence, then play the audio to check answers. When everyone has the correct syllables marked, play the recording again for them to listen and repeat.

ANSWERS

- 1 Do you fancy a drink?
- 2 Black with two sugars, please.
- 3 Could you pass me the water, please?
- 4 We were delayed for three hours in New York.
- 5 So, do you come here often?

1.3

See Answers above.

Speaking

- 5** Read the rubric and demonstrate the activity with a confident student. Ask the class to choose one of the situations 1–4 for the two of you to demonstrate, e.g. afternoon coffee break at a conference in London. Have a look with your demonstration partner at the most appropriate opening gambit from **3**, then stand together as if on a coffee break, and get the student to begin the conversation, e.g. *So, what did you think of that last speaker?* Improve an answer, then add another comment or question that your partner can respond to, e.g. *I thought she made some very good points, but she didn't seem very confident. Did you enjoy the talk?*

Wait for your partner to improvise an answer, and then gesture that he/she needs to add another sentence after the basic answer, to keep the conversation going. Continue like this, taking turns to respond and add a comment or question, until you have each spoken four or five times. Ask the class if they can remember the opening gambit used (*So, what did you think of that last speaker?*) and elicit the four key syllables (*what ... think ... last ... speak-*). Demonstrate this sentence with regular finger clicks, to remind them to try to incorporate the stress-timed feeling when they speak.

Ask the students to continue the exercise in pairs, improvising conversations in the various situations. Monitor as they do this, noting any pronunciation or language issues that you can deal with afterwards with the class.

Reading

- 6** To link with the previous exercise, write on the whiteboard:

<i>making first contact</i>	
<i>conversation</i>	<i>by email</i>

Point at *conversation* and elicit/recap the 'rules' (you start with an opening gambit about the context you are both in, and you continue to talk about a range of acceptable topics, taking short turns).

Point to *by email*, and elicit ways in which this first contact is different (e.g. you have to say why you're contacting the person and explain who you are, then go on to the exact details of what you're writing about; you would stick to business rather than general topics; your language would be more formal; you don't get an immediate response).

Focus attention on the email and read the questions. Pre-teach *computer forensics* (examination of the information on a computer while investigating a crime), *secure a contract* (to successfully arrange a formal agreement) and *training package* (training that includes several different parts). Allow the students time to read the email quickly and answer the questions. Check the answers as a class.

ANSWERS

- 1 I was given your contact details by my colleague ...
- 2 He's the Managing Director of a private security firm.
- 3 He wants training for his staff in social network analysis because he has recently secured a number of new contracts where this skill will be required.

- 7 Ask the class to do the first line as an example. Give everyone time to think before eliciting the answer (*Don't ... first names*). Give the students time to complete the exercise and compare their answers in pairs before checking the answers as a class.

ANSWERS

- 1 Don't, first names 2 Do, purpose 3 Do, contacting
- 4 Don't, attachment 5 Do, position 6 Don't, faithfully
- 7 Don't, save

Writing

- 8 Ask the students to work on the email in pairs in class, or set the task for homework. If doing it in class, set a time limit, then get pairs to compare their email with other pairs and discuss major differences. Monitor as they do the task, answering any questions and noting language issues to deal with later.

POSSIBLE ANSWER

Dear Ms Price
 I was given your contact details by XX who you may remember meeting at the XX conference in Hong Kong last month. My name is XX and I am XX (job) at XX (company) in XX (place). I am contacting you because I feel ready to move on from my present job and I am looking for new opportunities. I understand that you are looking for people with my profile and might be able to put me in touch with companies who have openings available. I attach my CV with full details of my qualifications and experience and would be very happy to meet you for an initial interview or discussion. I will be in London next month if that would be a convenient time to meet up.
 Yours sincerely
 XX (full name)
 XX (job title and company)

Extra activities

a Dictate the sample answer from 8 for the students to write down, replacing the XX with names. Then give them each a copy to check their version against.

b Prepare twice as many small pieces of paper as there are students in the class. On each piece of paper, write a common word that is not obviously connected to business, e.g. *baby, ball, banana, crossword, fire, hat, hospital, jungle, lion, lipstick, moon, pencil, plastic, sand, shark, soap, storm, tooth, tree, wedding*.

Tell the students that they are at a conference, and they have to start conversations with new people. To make it more difficult, you are going to give them a word, and they have to try and use this in the conversation without the other person guessing what the word on the paper is.

Demonstrate the activity with a student by each taking a piece of paper and looking at it secretly. Then improvise a conversation starting with an opening gambit, and trying to work in your word. After about one minute, stop and ask the class what they think the word written on the paper is. After they have guessed, reveal the answer.

Give each student a piece of paper with a word. Ask the students to stand and pair up with their first partner, and say 'Go'. After about a minute say 'Now guess the word'. Allow time for guesses, then say 'Change partner'.

Scenario: The right judges, page 10

SCENARIO OBJECTIVE:

Students will choose two judges for a literary panel.

Warm up

- 1 Write on the whiteboard:
What is the most prestigious literary prize in your country?
How is the winner decided?
What is the prize? Who provides the prize?
Can you name any famous winners?

Elicit the meaning of *prestigious* (highly respected), then ask the students to discuss the questions before taking feedback. Write any useful vocabulary on the whiteboard, adding *panel of judges* if this doesn't emerge naturally.

Read the questions with the class, then give the students two or three minutes to read the text before comparing answers in pairs. Check the answers.

ANSWERS

- 1 They had been finding it difficult to finance the prize.
- 2 Garner Pharmaceuticals, a wealthy pharmaceutical company.
- 3 three

- 2 Focus on the pictures and elicit who the people are (authors, who are potential panelists). Ask the students what their impression of the first person is, going by the picture.

Elicit *She looks* + adjective. Then ask the class to compare their first impressions of the people in pairs. Take feedback and write up any useful vocabulary on the whiteboard.

Focus attention on the prompts, and elicit which questions would use the present perfect (2, 3 and 4). Quickly elicit the question forms from the class.

Divide the class in two halves, A and B. Tell the students they are going to read about three of the authors, and they can note down three key words for each author to help them remember the key points afterwards. Ask the students on side A to read the texts on page 97, and the students on side B to read the texts on page 102. Set a time limit of six minutes.

When the time is up, ask the students to work with a partner who has read the same texts and compare the keywords they chose, explaining them in context.

Rearrange the students in AB pairs, and get them to ask each other the questions from prompts 1–5, and answer them from memory, only checking information if they can't remember.

ANSWERS


- 1 What kind of books does he/she write?
 - 2 How many books has he/she written?
 - 3 How long has he/she been an Arbour House author?
 - 4 Has he/she written anything recently?
- Jo-Jo Heinz:** 1 comic novels 2 two novels 3 two years
4 Yes, has written two books recently.
- Billy Jansen:** 1 writes political biographies 2 six biographies
3 15 years 4 Yes, wrote a best-seller last year.
- Selina Edgely:** 1 historical, romantic fiction 2 about 20
3 20 years 4 Yes, publishes a novel a year.
- Amrit Singh:** 1 a trilogy about a traditional Indian family
2 three novels 3 12 years 4 nothing for ten years
- Delia Lane:** 1 spy thrillers 2 12 novels 3 14 years
4 nothing for two years
- Fabyan Jackson:** 1 poetry 2 one 3 one year 4 a book of poems last year

- 3 Ask the students to suggest reasons for inviting Jo-Jo Heinz onto the panel (e.g. popular novelist and personality, would make prize more popular). Do the same with reasons against (e.g. not a good writer, maybe doesn't have necessary knowledge and experience). Then ask the students to work in pairs and complete the table for the other authors. When they have finished, ask them to compare their notes with another pair.

POSSIBLE ANSWERS

Name	For	Against
Jo-Jo Heinz	Funny and entertaining. Well-known because on TV a lot. Popular.	Young and inexperienced, not really a very good writer although books have popular appeal.
Billy Jansen	Wrote best-seller last year. Popular and well known. Strong personality and could stand up to Sir James.	Strong personality, but often offends people. Can be arrogant and sarcastic so could cause trouble.

Selina Edgely	Has mass appeal as a best-selling author, but is also considered 'literary' so an ideal candidate.	Political views and particularly attitude regarding animal rights and testing in pharmaceutical labs means unlikely she would get on with Sir James. Politically dangerous and could even result in Arbour House losing the support of Garner Pharmaceuticals.
Amrit Singh	Ideal in many ways because is a gifted author with good standing in the literary world. Shares tastes with Sir James (cricket).	Hasn't written anything new for ten years.
Delia Lane	One of Arbour House's best-selling authors. Sir James is a big fan. Putting her on panel might encourage her to stay with Arbour House.	Quite shy, so may not want to be on panel. Not written anything in last two years.
Fabyan Jackson	Amusing, charming, popular with young people and a strong public profile.	Very different from Sir James and personalities likely to clash.

- 4  1.4 Elicit what happens at a book festival (e.g. authors talk about their books; readers have a chance to ask authors questions; publishing companies sell books). Play the audio for students to tick the names of the authors mentioned.

ANSWERS

Billy Jansen, Selina Edgely, Amrit Singh and Fabyan Jackson are mentioned.

- 5 Give the class time to read the questions. Play the audio again once or twice for them to make notes. Give them time to think about their notes and answer the questions, then ask them to compare their answers in pairs.

ANSWERS

- 1 Students might decide to eliminate the following candidates:
 - Billy Jansen because he is too rude and aggressive and generally doesn't seem to get on well with people. He has offended two other Arbour House authors recently; Amrit Singh by making remarks about him on Twitter and Fabyan Jackson by shouting rude remarks during his talk.
 - Fabyan Jackson because he has offended Sir James by making remarks about big corporations. It is Sir James's corporation which is sponsoring the prize and it would be too risky to bring the two of them together.
 - Selina Edgely because she has been arrested for breaking into a Garner pharmaceuticals lab with an animal rights group. She needs to be kept away from Sir James.
- 2 Liz-Anne De Grey is the author of the Inspector Valentine novels about an aristocratic detective. She is similar to Sir James as they both send their children to the same school.
- 3 Students' own answers. (The authors on the shortlist in 6 are Amrit Singh, Liz-Anne de Grey, Jo-Jo Heinz and Delia Lane).

1.4

Conversation 1

- A:** Did you go to the Fabyan Jackson poetry reading? I heard it was fantastic!
- B:** Well yes, personally I enjoyed it a lot, but some people were offended by all the political jokes he made. Billy Jansen was there and started shouting rude comments, but Fabyan just made the audience laugh at him, so he left in a rage ... serves him right, too, horrible man!
- C:** Sir James Garner left before the end, too. He really didn't like it when Fabyan started making rude jokes about big corporations. You could tell he was taking it personally.
- A:** Um, well, considering it's his own big corporation that is financing our prize, I think we're on dangerous ground there. How did Selina Edgely's talk go by the way? I had to go to a meeting so I missed it.
- C:** Oh, didn't you know? We had to cancel it. We had a call from her agent last night to say that she had been arrested for breaking into a Garner pharmaceuticals lab with an animal rights group and was being held in police custody.
- A:** Oh no!

Conversation 2

- A:** Isn't that Amrit Singh over there? One of us needs to go and talk to him. I've heard he's upset about some rude remarks Billy Jansen made about him on Twitter.
- B:** Billy Jansen again! What's the matter with him? He seems to be getting more aggressive every day. That does it! I don't think we should invite him to do anything else for us. He just can't work with people.
- C:** I agree! I've got a meeting with Amrit later on, so I'll try to find out exactly what happened. Who is that woman in the corner with Sir James, by the way? They seem to get on very well. They've been talking for ages.
- B:** That's Liz-Anne de Grey, author of the Inspector Valentine novels – you know, the books about the aristocratic detective. We didn't consider her for the judge's panel because we are worried that she and Sir James are too similar – they send their children to the same expensive private school, for example. So, we thought it might be too much of a good thing.
- A:** Yes, but our candidates seem to be eliminating themselves rather fast. I think she's worth considering.

- 6** Read the instructions and explain to the students that they are going to play the role of the authors. Divide the class into pairs, and ask them to read the instructions on this page and their roles on page 97 or 102. Again, ask them to write three key words to help them remember the necessary information for the role. When they are ready, ask the students to perform part 1 of the role play.

When they have finished, give them a few minutes to individually note down any positive and negative points about the authors that have emerged during the interviews, and which could affect who is chosen for the panel. Then follow the same procedure for part 2 of the role play. Once they have made their notes, take feedback from the class.

- 7** Ask the students to work in pairs and discuss which two authors should be chosen for the panel based on the evidence they have collected, and to reach a joint decision. Ask them to make their decision known in an email to the author, which they should write together. Monitor and answer any questions as they do this.

Ask pairs to read out their emails in turn. Make a note of who the most popular choices are for the panel. Discuss as a class how different pairs reached their decisions, and what evidence they based them on.

Extra activity

Write on the whiteboard:

Who's your favourite author?

Why do you like him/her?

What's your favourite book by this author?

What's it about?

Ask the students to form pairs or small groups and discuss the questions. They can write their answer for homework.

Writing emails

Go to **Writing emails 1** on page 44 and do the exercises. Teacher's Book reference on page 62.