

# Teacher's Resource Book

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A1 

# Business Partner

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## Overview

*Business Partner* is students' 'Employability Trainer' because it focusses on both language and skills for work. The beginner and elementary levels are designed for learners who have had little exposure to English, or who may have studied English before, at school or privately, but what they learnt has not been very useful for them in their job, or they just don't remember much.

- Now they need to study business English in order to better communicate in a workplace that is increasingly international.
- To achieve this, they need to improve their knowledge of the English language but also develop key work skills.
- They need a course that is relevant to their professional needs.

*Business Partner* has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on these key concepts: **employability, learner engagement and relevance.**

## Course aims and key concepts

### Employability

#### Balance between language and work skills training

In order to be more comfortable in an international workplace, learners of all ages and professional contexts need to improve their knowledge of the English language as it is used in the workplace. They must also develop key communication skills.

In addition to building their vocabulary and grammar, the key principle of *Business Partner* is to build learning around situations in which our A1 students may find themselves and help them to acquire language to function in these situations. Students learn through engaging content which is divided into short, manageable chunks and is relevant to their experience.

### Learner engagement and relevance

One key element of learner engagement is to make sure that students relate to the material they use; that it is relevant to their needs. All the content in *Business Partner* is rooted in real needs of real people in real life, and pair work or group work requires learners to be themselves, and to practise the language that they will need to use in their real job.

Using business English teaching materials with learners who have little or no work experience can be particularly challenging, even more so at beginner level. *Business Partner* has been carefully designed for such students, as well as for in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers.
- a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them, and with as much or as little language as they may have acquired at any given point.

In order to engage learners, two lessons in each unit (Lesson 1 and Lesson 4) are based around video materials. In Lesson 1 videos, learners will watch professionals talking about their work experience, and the businesses and industries they work in. Videos in Lesson 4 will show workplace situations in which professionals interact. For more on videos in the course, see page 6.

### Approach to teaching

#### Vocabulary

The acquisition of vocabulary and functional language is the number one priority for many students in business English classes. The vocabulary and functional phrases in each unit focus on industries and work environments that are relevant to students to help them function in a variety of professional situations.

This vocabulary has been selected to answer learners' needs at work and may seem high level or technical compared to a general English course; it is, however, based on the frequency with which the given topics come up in a work situation and reflects the basic professional vocabulary that learners need in order to function in their jobs.

Vocabulary sets are introduced in Lessons 1 and 2. Extra activities, available in MyEnglishLab and at the Pearson English Portal, are signposted in lessons and offer additional vocabulary practice. Students can revise unit vocabulary on their own through Extra vocabulary practice worksheets. These worksheets are available for students in MyEnglishLab and to teachers in MyEnglishLab and at the Pearson English Portal. See page 18 for a detailed list of additional materials.

### Grammar

The grammar syllabus comes from the communicative needs of learners at beginner level and is taught through a communicative approach. This means that the Communicative grammar boxes aim to teach grammar through its function: whole sentences are presented in these boxes so that students can use the phrases appropriately without having to worry about rules and explanations. Full explanations and additional grammar practice activities are available in the Grammar reference at the back of the book.

As with vocabulary, some of the grammar points may seem higher than A1 level compared to a general English course, but this is done to ensure that students have the grammar they need to function in specific work situations.

Grammar is introduced in Lessons 1 and 3, with additional grammar points appearing throughout the unit, where relevant.

### Listening

The course has a listening syllabus based on both videos and audio recordings. The listening activities are based on work scenarios and are mostly business calls or business meetings.

Listening activities appear in Lessons 1, 2, 4 and some Business workshops. They serve three purposes: to demonstrate a model professional interaction, to reinforce key language, and to help develop comprehension skills by hearing language in context.

**Lesson 1 video:** the video material provides beginner and elementary-level learners with accessible authentic content. The videos are mostly interviews with professionals who talk about their work life or company. The video appears at the end of Lesson 1 and recycles the vocabulary and structures from the lesson. It is followed by a comprehension task and a speaking task. The videos can also be used as a model for students in the final speaking task.

**Lesson 4 video:** A short Work skills video in Lesson 4 of each unit shows people in a range of typical work situations. The videos present functional language used in work situations and offer students a model for the speaking task.

All of the video and audio material is available in MyEnglishLab and at the Pearson English Portal and includes a range of British, U.S. and non-native-speaker English, so that learners are exposed to a variety of accents, to reflect the reality of their working lives.

See page 18 for a detailed list of additional materials.

### Speaking

Speaking is a central feature of the course. It is essential to give students the ability to speak from the very early stages of learning. There are plenty of opportunities for speaking practice in relevant and engaging activities in each lesson. The objective is to make apprehensive students feel comfortable developing this skill, which is essential for the workplace.

The main focus of Lesson 4 is speaking based on the authentic interactions that have been presented in the lesson's video. In addition, every Lesson 1 and four Lesson 2s end with a speaking task based on the content practised during the lesson. All Business workshops have speaking activities that elicit the language taught in the unit. Throughout the book there are also many 'embedded' speaking opportunities, for example the communicative practice of vocabulary and grammar points.

Extra speaking lessons are available to the teacher in MyEnglishLab and at the Pearson English Portal. These lessons offer additional speaking practice for the language introduced in Lesson 4 of each unit.

The Photocopiable materials section of the Teacher's Books offers additional speaking activities. See page 18 for a detailed list of additional materials.

## Writing

Learners at this level need to respond to emails and other functional pieces of writing. The writing activities provide a model for students to follow, showing the grammar structures they need to use when writing, and functional language stems to help them. The writing tasks allow freer practice of the target vocabulary and grammar and offer elements of personalisation where possible.

The main focus of Lesson 3 is writing, with a focus on practising longer forms of writing such as emails. Four Lesson 2s practise shorter guided forms of writing, whereas the writing tasks in the Business workshops require students to use language from the whole unit, and therefore act as a form of revision.

## Pronunciation

Two pronunciation points are presented and practised in every unit and are linked to the content of the unit. The Pronunciation bank is at the back of the Coursebook with signposts from the relevant lessons. This section also includes a phonetic chart for British English and American English.

**Business workshop** lessons at the end of each unit give learners the opportunity to consolidate and activate the language and skills from the unit. They provide interesting and engaging scenarios where students simulate real-life professional situations. Students will have been exposed to and will have practised in the previous lessons enough language to successfully communicate in these situations, thereby adding to their sense of progression and achievement. The Business workshops can also be used by the teacher to informally assess how well students managed to acquire the language from the unit and if any language needs revisiting.

## Flexibility

*Business Partner* offers the teacher the possibility to be flexible with the material. The following signposts in the Coursebook indicate where additional materials offering further practice of the language covered are available:

**T** Teacher's resources: extra activities

These are PDFs that can be found in the Teacher's Resources folder in MyEnglishLab or Resources section of the Pearson English Portal. Teachers can download and print them or display them on screen.

**Grammar reference:** page 000

This section at the back of the book has complete grammar explanations and additional grammar practice activities.

**→ page 000** See Pronunciation bank

This section at the back of the book introduces two pronunciation points per unit, which are directly linked to the language used in the lesson.

There are additional worksheets available for the teacher at the Pearson English Portal and in MyEnglishLab. For a list of all the extra materials available at the Pearson English Portal and in MyEnglishLab see page 18.

## Approach to testing and assessment

*Business Partner* provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular reviews and ongoing assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise measurement of the progress made in their knowledge and proficiency.

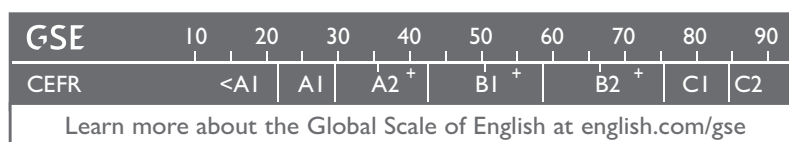
**Formative assessment:** Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a short self-assessment objective which encourages students to reflect on their progress in relation to the lesson outcome.

The course also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit. The Business workshop can also be used as part of formative assessment as the tasks are designed to elicit language students learnt in the unit.

**Summative assessment:** Unit tests and an end-of-year test can be found in MyEnglishLab in the Teacher’s Resources folder and at the Pearson English Portal. They are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so. These tests can also be used as additional revision material.

## The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.



*Business Partner* has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each lesson outcome in each lesson in the Coursebook encapsulates a number of special Learning Objectives which are listed in this Teacher’s Resource Book in the Teaching notes. The GSE Learning Objectives for the whole coursebook are listed in the GSE Mapping Booklets, which are available for download from <https://www.pearson.com/english/catalogue/business-english/business-partner/levels.html>.

## Course structure

*Business Partner* is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

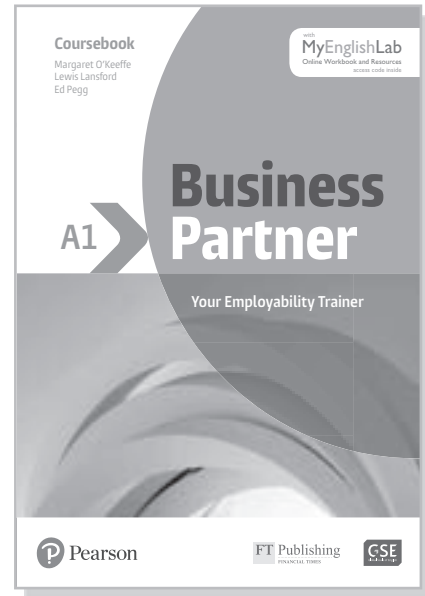
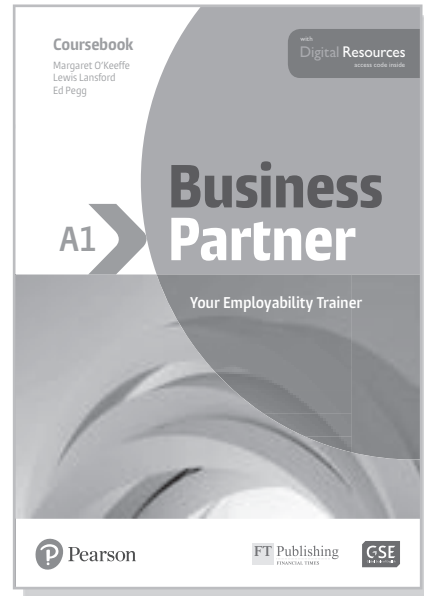
	For the teacher	For the student
print		Coursebook (with Digital Resources) Workbook
blended	Teacher’s Resource Book with MyEnglishLab	Coursebook with MyEnglishLab (= interactive workbook practice)
digital	Presentation tool (Pearson English Portal)	Coursebook ebook



*Business Partner* is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

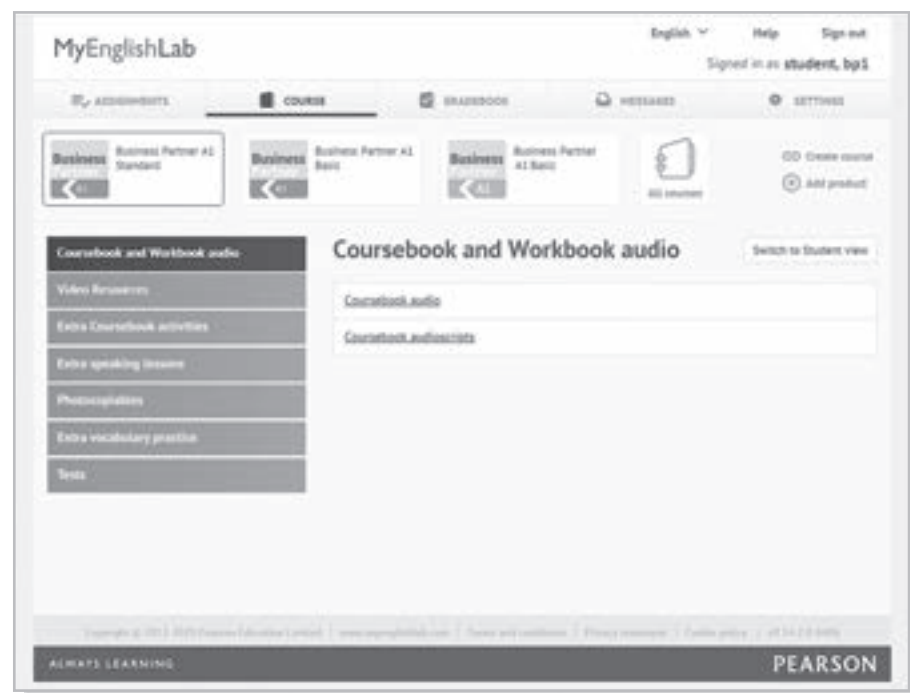
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab, and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:



**Digital Resources** includes downloadable coursebook resources, all video clips, all audio files, Extra Coursebook activities (PDFs), Extra vocabulary practice worksheets and additional interactive activities.

**MyEnglishLab** includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

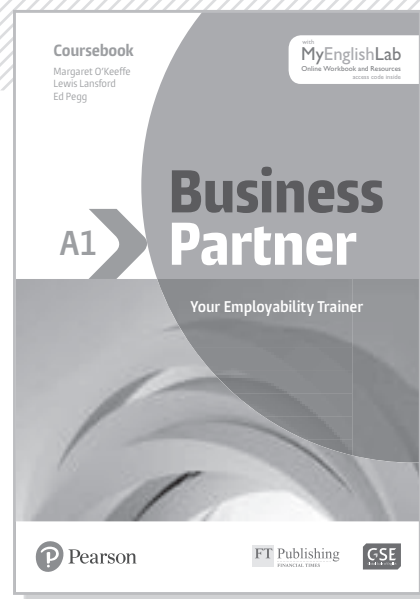
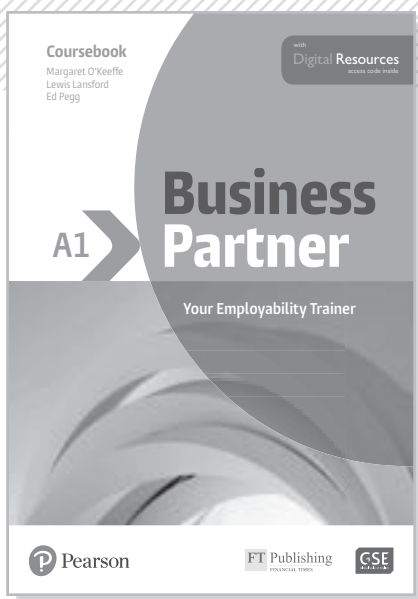


## Coursebook

(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 12–17 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations, examples and additional grammar practice
- Videoscripts and audioscripts
- A list of key vocabulary by lesson

Coursebook video and audio material is available on MyEnglishLab.



## MyEnglishLab digital component



Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

### Digital resources powered by MyEnglishLab

- Video clips
- Audio files and scripts
- Extra vocabulary practice worksheets
- Additional interactive activities
- Workbook audio files and scripts

### Full content of MyEnglishLab

- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

## Workbook

- Additional self-study practice activities. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank
- Answer key
- Audioscripts

Workbook audio is available on MyEnglishLab.





### Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Active/Passive vocabulary list
- Photocopiable activities – two per unit with teaching notes and answer keys
- Extra vocabulary practice worksheets
- Videoscripts and audioscripts



### MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

#### Coursebook resources

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)

#### Workbook resources

- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

#### Teacher's Book resources

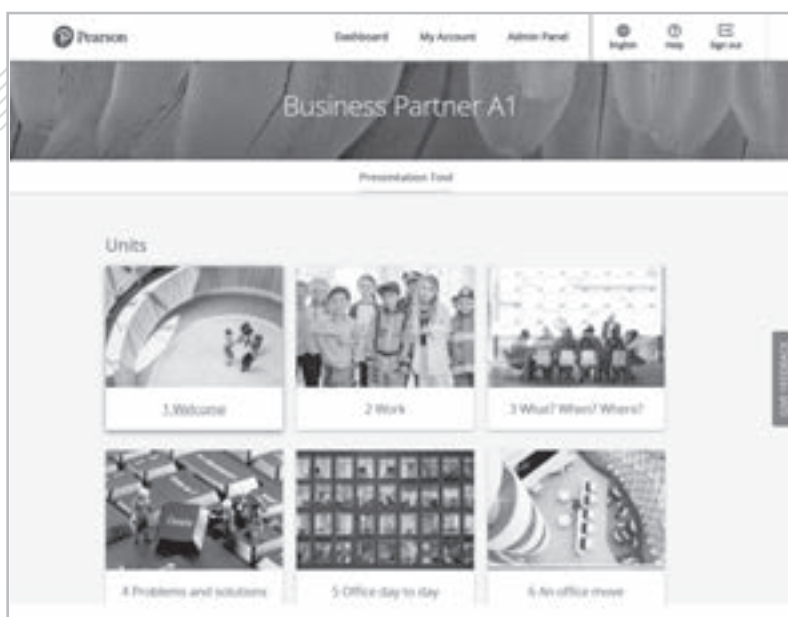
- Extra speaking lessons
- Photocopiable activities + teaching notes and answer keys
- Extra vocabulary practice worksheets

#### Tests

- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

### Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Extra speaking lessons
- Extra vocabulary practice worksheets



Unit overview page ➤

- 1 The unit overview summarises the contents of each lesson as well as the lesson outcomes.
- 2 There are also references to content at the back of the book, which supplements the main unit.

3 ➤

## What? When? Where?

**1 Unit overview**

<b>3.1</b>	<b>We're very busy in December</b> <b>Lesson outcome:</b> Learners can talk about their routines and the busy periods in their jobs.	<b>Vocabulary:</b> Months and seasons <b>Communicative grammar:</b> Talking about ability and possibility Video: I can work flexible hours <b>Task:</b> Asking and talking about your partner's work
<b>3.2</b>	<b>Requests</b> <b>Lesson outcome:</b> Learners can make and reply to requests.	<b>Vocabulary:</b> Ordinal numbers and dates <b>Reading and listening:</b> Can I have some time off? <b>Speaking:</b> Talking about taking time off
<b>3.3</b>	<b>I am writing to complain ...</b> <b>Lesson outcome:</b> Learners can write a short email describing a problem and requesting action.	<b>Reading:</b> Complaints <b>Communicative grammar:</b> Talking about the past <b>Writing:</b> An email to describe a problem and request action
<b>3.4</b>	<b>Work skills:</b> We have a problem <b>Lesson outcome:</b> Learners can describe problems in a simple way and explain solutions.	Video: A progress meeting <b>Speaking:</b> A progress meeting
<b>3.5</b>	<b>Business workshop:</b> A problem with a client <b>Lesson outcome:</b> Learners can identify problems, explain solutions and make and reply to requests.	<b>Reading:</b> A customer complaint <b>Speaking:</b> A problem-solving meeting; A phone call

**2** **Review 3:** p.89 | **Pronunciation:** 3.1 *can* and *can't* 3.2 ordinal numbers p.98 | **Grammar reference:** 3.1 Talking about ability and possibility; *at, in, on, from ... to ...* 3.2 *Can ... ? / Could ... ?* 3.3 Talking about the past p.107

# Lesson 1

## Vocabulary and Grammar

The aims of this lesson are:

- to present and practise topic vocabulary in business contexts.
- to present and practise grammar using a communicative approach.
- to engage students with the unit topic by exploring a video about real people and real companies, which reinforces the vocabulary and grammar presented in the lesson.
- to encourage students to activate the language they have learnt by collaborating in pairs in the final task.

### 3.1 We're very busy in December

**1 Lesson outcome** Learners can talk about their routines and the busy periods in their jobs.

**2 Lead-in**

2 autumn spring  
summer winter

**3 Vocabulary**

Months and seasons

2A 3.01 Put the months in order. Then listen and check.  
B Match the seasons in Exercise 1 with the months in Exercise 2A.  
C What months are busy in your job?  
3A 3.02 Listen to Emily and Mark talking about their jobs. Write the correct name next to each picture.

**4 Communicative grammar**

TALKING ABOUT ABILITY AND POSSIBILITY → Grammar reference: page 107

+ I/You/He/She/It/We/They **can** speak seven languages.  
I/You/He/She/It/We/They **can** go on holiday in spring.

- I/You/He/She/It/We/They **can't** speak other languages.  
I/You/He/She/It/We/They **can't** finish work at 2 p.m.

? **Can** I/you/he/she/it/we/they speak Japanese?  
Yes, I/you/he/she/it/we/they **can**. / No, I/you/he/she/it/we/they **can't**.  
**Can** I/you/he/she/it/we/they go on holiday in January?  
Yes, I/you/he/she/it/we/they **can**. / No, I/you/he/she/it/we/they **can't**.

→ page 98 See Pronunciation bank: can and can't

**3.1 We're very busy in December**

**4 3.03 Complete the office rules with can and can't. Then listen and check.**

In the new flexi-time system, staff need to work thirty-seven hours a week. They <sup>1</sup> \_\_\_\_\_ choose when they start and finish work and they <sup>2</sup> \_\_\_\_\_ decide when to go to lunch.

- All employees need to be in the office from 10.30 a.m. to 3 p.m.
- This means employees <sup>3</sup> \_\_\_\_\_ start after 10.30 a.m.
- They <sup>4</sup> \_\_\_\_\_ finish work before 3 p.m.
- The building opens at 7 a.m. so employees <sup>5</sup> \_\_\_\_\_ start work then.
- Employees <sup>6</sup> \_\_\_\_\_ take one hour for lunch from 11.15 a.m. to 2.45 p.m.
- They <sup>7</sup> \_\_\_\_\_ take lunch before 11.15 a.m. or after 2.45 p.m.
- They <sup>8</sup> \_\_\_\_\_ work until 8 p.m. when the building closes.
- Remember, if you drive to work, you <sup>9</sup> \_\_\_\_\_ only park your car in spaces 120–225.
- Employees need their ID card or they <sup>10</sup> \_\_\_\_\_ enter the car park.

**5 3.04 There are different ways to tell the time. Listen and tick (✓) the one you hear.**

1 10:00 ten a.m.   
ten o'clock

2 22:00 ten p.m.   
ten o'clock

3 12:00 twelve o'clock

4 19:30 seven thirty   
half past seven

5 03:15 three fifteen   
quarter past three

6 11:45 eleven forty-five   
quarter to twelve

7 20:10 eight ten   
ten past eight

8 16:40 four forty   
twenty to five

We can use the twenty-four-hour clock to talk about schedules, e.g. at the airport.  
The flight is at 20.45 (= twenty forty-five).

**6A 3.11 Watch Part 1 of the video. Are the sentences true (T) or false (F)?**

1 Fi usually works from 2.30 to 5.30.      5 Ellie usually finishes work at 5.30 p.m.  
2 Fi can't work flexible hours.            6 Ellie has a meeting with her manager on Mondays at 12.00.  
3 Fi can speak three languages.          7 Ellie can't go on holiday in September.  
4 Fi never goes on holiday in December.

**B Watch Part 2 of the video. Answer the questions.**

1 What time does Kathryn start work?      3 When is her busy period?  
2 When does Kathryn have team meetings?      4 When can she go on holiday?

**7A Work in pairs. Use the ideas in the box to ask questions about your partner's work.**

what time / start/finish work? when / busy? busy / spring? when / go for lunch? when / go on holiday?

A: When can you go on holiday? B: We can go on holiday in spring, so I usually go on holiday in April.

**B Now explain your partner's work to a new partner.**

A: Susan can go on holiday in spring, so she usually goes on holiday in April.

**8 TASK**

**9 Self-assessment** I can talk about my routine and the busy periods in my job. 😊 😞

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 The lesson vocabulary set is presented, practised and then recycled in the video before being activated in the task.
- 4 Every lesson has a Communicative grammar box, presenting the first of two main grammar points in a unit, followed by practice activities.
- 5 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 6 Every Lesson 1 has an authentic video with comprehension activities, which can be used as a model for students in the final speaking task.
- 7 The tasks and questions in the lesson provide an opportunity for personalisation.
- 8 The Task at the end of Lesson 1 is a collaborative pairwork activity with a strong emphasis on communication.
- 9 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

# Lesson 2 Reading or Listening

The aims of this lesson are:

- to provide examples of real-life workplace written or spoken communication through reading or listening activities.
- to present and practise topic vocabulary in business contexts.
- to encourage students to activate the vocabulary point they have practised through communicative speaking or writing activities.

3.2
Requests

**1 Lesson outcome** Learners can make and reply to requests.

**2 Lead-in** 1 What's your favourite company? Why? **3**

**4 Vocabulary** Ordinal numbers and dates

**2A** 3.05 Listen and complete the list with the company names in the box.

Apple	Berkshire Hathaway	ExxonMobil	General Electric
Microsoft	Novartis	PetroChina	Toyota-Motor-Corporation

**FT**

FT Global 500 – World's top companies in 2015

Rank	Company	Country	Value (\$bn)
1st		USA	724.7
2nd		USA	356.5
3rd		USA	356.5
4th	Google	USA	345.8
5th		USA	333.5
6th		China	329.7
7th	Wells Fargo	USA	279.9
8th	Johnson & Johnson	USA	279.7
9th	Industrial and Commercial Bank of China	China	275.3
10th		Switzerland	267.8
11th	China Mobile	Hong Kong	267.2
12th	Wal-Mart Stores	USA	266.1
13th		USA	249.7
14th	Nestlé	Switzerland	243.7
15th	Toyota Motor Corporation	Japan	238.9

**B** The list in Exercise 2A is from 2015. Which companies do you think are first, second and third today? What other companies do you think are on the list today?  
*Look, there are no big e-commerce companies on this list! I think Amazon or Alibaba are on the list today.*

**C** Work in pairs. Practise saying the numbers from 1st to 15th. Then try to say the numbers in the box.

16th	18th	20th	21st	22nd	23rd	27th	30th	31st	40th	100th	500th
------	------	------	------	------	------	------	------	------	------	-------	-------

*1st - first, 2nd - second, ... 20th - twentieth, ... 23rd - twenty-third*

**3** 3.06 Listen and underline the number you hear.

- Our department always has a meeting on the 1st / 3rd Thursday of the month.
- Mr Barker's office is on the 22nd / 32nd floor.
- The delivery arrives on the 10th / 12th of November.
- Can you come to Sam's 13th / 30th birthday on Monday?
- That's the 15th / 50th email today.
- My holiday starts on the 9th / 19th of July.
- Thank you for waiting, you are 5th / 15th in line.
- I'm out of the office from the 12th / 20th of January for a week.

**4A** 3.07 Listen and write the dates you hear.

1	14/9/2021	3	_____	5	_____	7	_____
2	_____	4	_____	6	_____		

**B** Work in pairs. Practise saying the dates in Exercise 4A.  
*14/9/2021 - the fourteenth of September twenty twenty-one*

**5** 3.08 Play bingo. Listen and circle the numbers as you hear them.  
Student A: Look at the bingo card on the left.  
Student B: Look at the bingo card on page 113.  
Student C: Look at the bingo card on page 116.  
Student D: Look at the bingo card on page 118.

**T** Teacher's resources: extra activities  
→ page 98 See Pronunciation bank: Ordinal numbers

**5** Reading and listening  
**6** Can I have some time off?  
**6** Read the email. What does Michaela want? Why?

Hi Colin,

Good news! We move house on Tuesday 19th July.

Could I please take some time off from Monday 18th to Thursday 21st July for the move? And could I also take Friday 15th July to prepare?

Can you let me know as soon as possible? I need to start organising things!

Thanks,  
Michaela

**6** CAN ... ?? COULD ... ? → Grammar reference: page 107

**Requests**

Use *could* to make polite requests. Use *can* for requests in informal situations.

*Could I please take some time off?* *Can I take some time off?*

*Could you finish the report before you go?* *Can you finish the report for me?*

**Replies**

To reply positively, use: *Yes, of course I/we can.*

To reply negatively but politely, use:  
*I'm sorry but we can't. I'm afraid you can't. We can't. I'm sorry. We can't. I'm afraid.*

**7** 3.09 Listen to Colin's phone call with Michaela. Answer the questions.

- Does Colin give Michaela some time off?
- How many people are on holiday in July?
- What dates does Colin suggest for Michaela's holiday?
- What does Colin ask Michaela to do?

**8** Match 1-6 with a-f.

1 Could I please take	a as soon as possible?
2 You can take from	b Monday 18th to Wednesday 20th.
3 I'm afraid you can't take	c all the days you want.
4 Could you let me know	d the report before you go?
5 Could I also take Friday	e some time off?
6 Can you finish	f 15th July?

**9** Work in pairs.  
Student A: Look at page 114 and read the information.  
Student B: Look at page 119 and read the information.

Self-assessment
I can make and reply to requests. 😊 😞

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 Questions in the lesson provide an opportunity for personalisation.
- 4 The lesson vocabulary set is presented, practised and then recycled in the listening or reading section before being activated in the final speaking or writing exercise.
- 5 The reading or listening section often features a business-related form of communication, such as an email or phone call.
- 6 In some units, there are extra grammar boxes which highlight additional useful bite-size grammar points that appear in the reading or listening. More practice of these grammar points appears in the grammar reference.
- 7 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 8 The final exercise in this lesson is either Speaking or Writing, depending on the unit. It enables the learner to use English in the situational business contexts of the lesson.
- 9 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

## Lesson 3 Grammar and Writing

The aims of this lesson are:

- to present and practise grammar, using a communicative approach.
- to present and practise the skills involved with written business communication.

3.3

I am writing to complain ...

3.3 I am writing to complain ...

**1 Lesson outcome** Learners can write a short email describing a problem and requesting action.

**2 Lead-in** 1 Match 1-5 with A-E.

A

B

C

D

E

1 My delivery is late.     

2 The product is broken.     

3 The package is damaged.

4 An item is missing.     

5 The price is incorrect.

**Reading 2A** What problems in Exercise 1 are complaints i-iv about? One problem is **not** used.

**How can we help?**

i Our order **was** three parts, not two! Only two parts **were** in the box, the third **wasn't** there. *An item is missing.*

ii The price on the website **was** \$250 but the price on the invoice **was** \$300.

iii Our delivery **was** 8-11 a.m. I **was** here, but my packages **weren't**!

iv My new laptop **was** broken. The package and box **were** both OK, but the screen **was** damaged.

**B** Use the questions 1-4 to continue the complaints in Exercise 2A.

1      What time is the delivery?      3      What is the correct price?

2      Where is the missing part?      4      When can you send me a new laptop?

**Communicative grammar**

**3**

TALKING ABOUT THE PAST → Grammar reference: page 108

<p>+ I/He/She <b>was</b> late for work.</p> <p>You/We/They <b>were</b> late for work.</p> <p>It <b>was</b> broken.</p> <p><b>There was</b> a problem with the order.</p> <p><b>There were</b> three late deliveries in January.</p>	<p>- I/He/She <b>wasn't (= was not)</b> late for work.</p> <p>You/We/They <b>weren't (= were not)</b> late for work.</p> <p>It <b>wasn't</b> broken.</p> <p><b>There was no</b> problem with the invoice.</p> <p><b>There were no</b> late deliveries in February.</p>
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? **Were** you/they at work yesterday?    +/- Yes, I/he/she **was** / No, I/he/she **wasn't (= was not)**.

**Was** he/she at work yesterday?      Yes, we/they **were** / No, we/they **weren't (= were not)**.

**Was** it broken?                              Yes, it **was** / No, it **wasn't (= was not)**.

**Was** there a late delivery yesterday?    Yes, **there was** / No, **there wasn't (= was not)**.

**Were** there items missing?              Yes, **there were** / No, **there weren't (= were not)**.

Why **was** the invoice wrong?

Where **were** the missing items?

**3** Choose the correct word.

- 1 There **was / were** a problem with the order.
- 2 How many items **was / were** missing?
- 3 The delivery **wasn't / weren't** correct.
- 4 My items **was / were** broken.
- 5 The delivery address on the invoice **was / were** wrong.
- 6 **Was / Were** there three computers in the package?
- 7 There **was / were** five items missing.
- 8 Two items **was / were** late, and one **was / were** broken.

**4** Write questions with **was** and **were**.

- 1 What / the problem? \_\_\_\_\_
- 2 Why / the packages damaged? \_\_\_\_\_
- 3 When / the meeting? \_\_\_\_\_
- 4 Where / the reports? \_\_\_\_\_
- 5 he / in the meeting / yesterday? \_\_\_\_\_
- 6 Where / the order? \_\_\_\_\_

**5** Teacher's resources: extra activities

**5A** Read the email. Which of the problems in Exercise 1 does Beata have?

**From:** Beata Minari  
**Beata.Minari@TPY.com**  
**Subject:** Missing order

Dear Sir/Madam,

I am writing to complain about the order (Ref: 132678) from Monday last week. Our order \_\_\_\_\_ three different parts. Unfortunately, only two parts \_\_\_\_\_ in yesterday's delivery - parts RJY4653 and PHG847. \_\_\_\_\_ both in the box, but NBG7896 \_\_\_\_\_ . Where is the missing part?

This third item is now one week late, and this is a big problem for us. Can you \_\_\_\_\_, please?

I look forward to hearing from you.

Best regards,  
 Beata Minari  
 Purchase Manager, TPY Inc.

**4**

**B** Complete gaps 1-4 in the email with **was/n't** or **were/n't**.

**C** Read the requests below. Then look at gap a in the email. Which **two** requests can Beata use?

Can you \_\_\_\_\_ please?

- change the part.
- send the missing item.
- send a different item.
- resend the invoice.
- send the correct order.

**6** Put the phrases in the correct order. Use the email in Exercise 5A to help you.

- I look forward to hearing from you. \_\_\_\_\_
- Best regards, \_\_\_\_\_
- I am writing to complain about ... \_\_\_\_\_
- Dear ... \_\_\_\_\_

**7** Look at the situations i-iv in Exercise 2A. Choose one and write an email like the one in Exercise 5A. Remember to:

- use the phrases from Exercise 6 in your email.
- describe the problem.
- request action.

**8** Self-assessment I can write a short email describing a problem and requesting action. ☺ ☹

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 Every lesson has a Communicative grammar box, presenting the second of two main grammar points in a unit, followed by practice activities.
- 4 Every writing lesson has a model text, which includes the target grammar in context, in a specific form of business communication.
- 5 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 6 The lesson highlights key phrases relevant to the genre that students will use in the writing task.
- 7 The final Writing section allows students to actively reproduce the model reading text, using the grammar taught in the lesson.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

# Lesson 4 Work skills

The aims of this lesson are:

- to present a model of best-practice communication for customer-facing interactions or internal communications within the team, such as meetings or presentations.
- to enable students to successfully communicate in different workplace situations through roleplay.

3.4

WORK SKILLS

We have a problem

**1 Lesson outcome** Learners can describe problems in a simple way and explain solutions.

**2 Lead-in** 1 Look at the photos. Complete the types of meeting (a-c) with the words in the box.  
planning progress problem-solving

a \_\_\_\_\_ meeting  
Mike, what is the budget for testing?  
The project starts next month.  
This is a new project team, so let's start with introductions.

b \_\_\_\_\_ meeting  
Does anyone have an idea?  
Why not make a new product?  
We could change the website design.  
How can we fix this?

c \_\_\_\_\_ meeting  
Where are we with the project?  
We're a week late and we need to hire more people.  
There's a problem with the schedule.

**4** 3 Put the words in bold in the correct order. Watch the video again if necessary.

1 Paulo, **with are where we** planning the new project?

2 **aren't we finished.** I'm sorry.

3 And Rachel, **situation the what's with** finding a new supplier?

4 OK, **what we do can** to solve this?

5 **Can finish we** on schedule?

6 No, I think **time we more need.**

7 Martin, **you about tell can us** the online invoicing system?

8 We **a with problem have** the website, but **we solve can** it.

9 **we're schedule on.**

**3 VIDEO** 2A Match the problems 1-3 with the solutions a-c.

1 can't find parts at a good price	a ask an IT specialist for help
2 people are on holiday in summer	b hire more people in July and August
3 website doesn't work properly	c use big, international suppliers

B Match the problems/solutions in Exercise 2A with the items on the agenda (i-iii).

C 3.4.1 Watch the meeting. Who can meet their deadline? Who can't?

**Team meeting:**  
10 June, 10.00-10.30, room 5

AGENDA

i Project planning

ii New supplier

iii Online invoice system

Any other business

**Team meeting:**

AGENDA

i Car design

ii Supplier

iii Website

Any other business

**Speaking**

**5** A PROGRESS MEETING

**Talking about progress**  
Where are you with planning the new project? We aren't / It isn't finished.  
What's the situation with the product testing? We're / It's on schedule.

**Talking about problems**  
The problem is they can't make the parts we need.  
We have a problem with the website.  
There was a problem with the invoices.

**Talking about solutions**  
What can we do to solve this? We can look for international suppliers.  
How can we fix this? We need to change how the system works.  
We can see the solution.  
We can solve it.

**Talking about schedules**  
Is everything on schedule? Yes, I think we can finish it by Friday.  
Can you/we finish by next week? I think we need more time, I'm sorry.  
Can you/we meet the deadline?

**6** 4 Work in groups of four. You all work in a car company. Look at the agenda and have a team progress meeting.

Student A: Look at page 119 and read the information.

Student B: Look at page 113 and read the information.

Student C: Look at page 115 and read the information.

Student D: Look at page 117 and read the information.

**7 Self-assessment** I can describe problems in a simple way and explain solutions.

- 1 The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- 3 The video demonstrates best practice in workplace situations and also presents the functional language necessary to perform the final task in the lesson.
- 4 The video is followed by practice of functional language from the video.
- 5 The Speaking box focusses on key functional language necessary to successfully perform in the final speaking task. The language is grouped clearly by functional purpose.
- 6 The final Speaking task enables students to perform in English in a workplace situation, using the functional language from the Speaking box.
- 7 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.



## Business workshops >

The aims of the Business workshops are:

- to encourage students to actively use the vocabulary, grammar and functional language from previous lessons in the unit in a series of related productive tasks in a specific workplace scenario.
- to provide further opportunity for students to demonstrate in freer practice the language they have learnt, by replicating the productive tasks from previous lessons in the unit.
- to enable teachers to review students' progress over the course of the unit and identify gaps in their learning.

### BUSINESS WORKSHOP

## A problem with a client

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**1 Lesson outcome** Learners can identify problems, explain solutions and make and reply to requests.

**2 A customer complaint**

- 1 Read the email and choose the correct words.
- 1 The order yesterday was *correct / incorrect*.
- 2 *Three / Five* parts were *got / in* in the package yesterday.
- 3 The other parts in the order yesterday were *right / wrong*.
- 4 This is the *first / second* time the delivery was late.
- 5 GKB Production want *the missing parts / different parts*.

C.Charleston <Chris.Charis@GKB.co.uk> <

Order 45231C

Dear Sir/Madam,

I am writing to complain about our order (Ref. 45231C) yesterday from Denilson's.


Unfortunately, the order was wrong. Three parts were missing and the other parts were incorrect. The package was also two hours late.

This is the first time there was a problem with late delivery, but it is the third time there was a problem with an order. Last month, all the parts in our order were broken and last week five of the items were missing.

This is a big problem for us. Can you send us the missing parts and improve delivery for the next order, please?

I look forward to hearing from you.

Best regards,  
Chris Charleston,  
Purchasing Manager, GKB Production



**3 A problem-solving meeting**

- 2 Read your role card and prepare for the meeting.
- Student A: Follow the instructions on this page.
- Student B: Look at page 113 and follow the instructions.

**Student A**  
Work with another Student A. Put the bold words in the correct order.

- 1 **with are where we** GKB? \_\_\_\_\_
- 2 **we fix how can** this? \_\_\_\_\_
- 3 **with the what's situation** the delivery company? \_\_\_\_\_
- 4 **change can we** the delivery company? \_\_\_\_\_
- 5 **find you can** a solution this week? \_\_\_\_\_
- 6 **give we can** GKB a discount on their next three orders. \_\_\_\_\_

Read your role card and prepare for the meeting with your employee.

You are the Sales Manager at Denilson's.

- Meet your employee. He/She is a Sales Rep and GKB Production is his/her client.
- Discuss the delivery problems with him/her.
- Use the agenda and try to include the sentences above in your conversation.
- Agree on possible solutions and a time to visit GKB together.

Work in Student A/B pairs. Have the meeting.

AGENDA

- 1 Discuss the **problems** with the GKB delivery.
- 2 Discuss possible **solutions**.

**4**

**3 A phone call**

- 3 Work with a partner.
- Student A: Follow the instructions on this page.
- Student B: Look at page 115 and follow the instructions.

**Student A**  
You are the Sales Manager at Denilson's. Your employee, the Sales Representative for Denilson's, calls you to ask for something. Listen to his/her request and use the information below in your call.

- The Sales Representative doesn't need to go to the meeting at GKB.
- You have a meeting with the CEO on Monday 12th May at 2 p.m.
- You are on holiday on Friday 9th May, so you need to know about the new delivery company on Thursday 8th May.

**5 Self-assessment**

> 36 <

I can identify problems, explain solutions and make and reply to requests. 😊 😞

- The lesson outcome encompasses learning outcomes from previous lessons, making it clear which language and skills from the unit the lesson revises.
- The first exercise introduces a problem or a scenario that students will need to deal with and participate in. In Unit 3, the first activity reinforces the language from Lesson 3.3.
- Every Business workshop includes productive tasks that echo real work-life situations, in which students need to actively use the language from the unit. In the Unit 3 Business workshop, Exercise 2 links back to Lesson 3.4 and Exercise 3 to Lesson 3.2.
- During certain exercises, students are given additional scaffolding and/or revision of the target language needed for the productive tasks.
- Every Business workshop ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

## Extra material >

Content	For the teacher	For the learner	Notes
	Available on MyEnglishLab and at the Pearson English Portal	Available on MyEnglishLab	
Extra Coursebook activities with answer key	✓	✗	Available for every <b>lesson 1–4</b> , offering additional language practice
Extra speaking lessons with teaching notes and answer keys	✓	✗	Additional speaking lessons reinforcing language from <b>Lesson 4</b>
Photocopiables with teaching notes and answer keys	✓	✗	Grammar (either from Lesson 1 or 3) and <b>Work skills</b> revision designed for use in class
Extra vocabulary practice worksheets with answer key	✓	✓	Revision of unit vocabulary for self-study or use in class
Numbers with audio	✓	✓	Available as a printable PDF page with an audio recording of numbers 1–100
Irregular verbs list with audio	✓	✓	Available as a printable PDF page with audio recordings of irregular verbs
Coursebook audio	✓	✓	Available as downloadable MP3s
Workbook audio	✓	✓	Available as downloadable MP3s
<b>Tests</b>			
– in PDF format	✓	✗	Eight Unit tests consisting of a Language section (testing grammar, vocabulary and functional language) and a Skills section (testing reading, listening and writing)
– in Word	✓	✗	One End-of-level test
– interactive tasks	✓	✗	Tests tasks are only visible to students if assigned by the teacher.
Tests answer key, audio and audioscript	✓	✗	
Additional interactive activities	available on MyEnglishLab	✓	Self-study interactive activities, which can also be assigned by the Teacher through MyEnglishLab

# Welcome

# 1

## Unit overview

	CLASSWORK	FURTHER WORK
<b>1.1 &gt;</b> Nice to meet you	<p><b>Lead-in</b> Students learn how to introduce themselves and others.</p> <p><b>Vocabulary</b> Students look at vocabulary for countries and nationalities.</p> <p><b>Communicative grammar</b> Students study and practise the verb <i>be</i>.</p> <p><b>Video</b> Students watch a video of people answering questions about themselves.</p> <p><b>Task</b> Students roleplay meeting colleagues and making introductions.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.105 Introductions: <i>be</i></p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.136 Exercises 1 and 2</p> <p><b>Workbook:</b> p.4 Exercises 1 and 2; p.5 Exercises 1 and 2</p>
<b>1.2 &gt;</b> Can you fill this in, please?	<p><b>Lead-in</b> Students look at language for filling in forms.</p> <p><b>Vocabulary</b> Students study vocabulary for giving personal details.</p> <p><b>Reading and listening</b> Students read an employee registration form and listen to a conversation where a new employee supplies information for the form.</p> <p><b>Speaking</b> Students practise asking for and giving personal details in order to complete a form.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.105 <i>my, your, his, her, its, our, their</i></p> <p><b>Pronunciation bank:</b> p.96 The alphabet</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.136 Exercises 3 and 4</p> <p><b>Workbook:</b> p.4 Exercise 3; p.6 Exercises 1-4; p.44 Exercises 1-6</p>
<b>1.3 &gt;</b> My company	<p><b>Lead-in</b> Students learn vocabulary for workplace facilities.</p> <p><b>Listening</b> Students listen to people talking about their workplaces and look at vocabulary for describing workplaces.</p> <p><b>Reading</b> Students read and complete a description of a company and workplace.</p> <p><b>Communicative grammar</b> Students study and practise <i>there is / there are</i>.</p> <p><b>Writing</b> Students write a short description of a company and workplace.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Additional interactive activities</p> <p><b>Grammar reference:</b> p.105 Describing your company: <i>there is/are</i></p> <p><b>Pronunciation bank:</b> p.96 Plural -s</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.136 Exercise 5; Photocopiable 1.3 p.113</p> <p><b>Workbook:</b> p.5 Exercise 3; p.7 Exercises 1-3; p.44 Exercises 1 and 2</p>
<b>1.4 &gt;</b> Work skills: Welcoming a visitor	<p><b>Lead-in</b> Students identify different workplace situations.</p> <p><b>Video</b> Students watch a video about visiting and greeting visitors to a workplace.</p> <p><b>Speaking</b> Students look at useful phrases for different situations during visits at their workplace.</p>	<p><b>MyEnglishLab:</b> Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p><b>Teacher's book:</b> Resource bank Extra vocabulary practice p.137 Exercises 6 and 7; Photocopiable 1.4 p.114</p> <p><b>Workbook:</b> p.8 Exercises 1-3</p>
<b>Business workshop:</b> Your first day	<p><b>Speaking</b> Students roleplay conversations: between a new employee and a receptionist; between a new employee and a Human Resources Manager; between colleagues meeting for the first time.</p> <p><b>Writing</b> Students complete an employee profile.</p>	

## Unit vocabulary list

### Active vocabulary

#### 1.1

Argentina	American
Brazil	Argentinian
China	Brazilian
Germany	British
India	Chinese
Ireland	German
Japan	Indian
Mexico	Irish
Poland	Japanese
Spain	Mexican
the UK	Polish
the USA	Spanish

#### 1.2

address ( <i>noun</i> )	nationality
email address	passport / ID card number
emergency contact number	phone/mobile/cell number
first name / given name	number
gender ( <i>noun</i> )	postcode / zip code
home address	surname / last name
marital status	title ( <i>noun</i> )
middle name	

#### 1.3

building	department
canteen	distribution
employee break room	division
facilities	manufacturing
factory	production
gym	sales
office	shipping and receiving
warehouse ( <i>noun</i> )	

### Passive vocabulary

#### 1.2

at (@)	hyphen ( <i>noun</i> )
capital	lower case
dot ( <i>noun</i> )	underscore ( <i>noun</i> )

#### 1.3

dark	noisy
large	old-fashioned
light	quiet
modern	small

#### 1.4

coffee	coffee machine
milk	laptop
sugar	photocopier
tea	printer
water ( <i>noun</i> )	tablet
	whiteboard

## 1.1 > Nice to meet you

### GSE learning objectives

- Can recognise simple informal greetings.
- Can use language related to nation, nationality and language.
- Can use the correct form of 'be' with singular and plural nouns.
- Can use subject pronouns with the correct form of the verb 'be' in the Simple Present.
- Can understand the main information when people introduce themselves (e.g. name, age, where they are from).
- Can introduce themselves using a basic phrase (e.g. 'My name's ...').

### Lead-in

Students learn how to introduce themselves and others.

**1A** 1.01 If this is your first lesson with your students, you could lead into the concept of introductions by introducing yourself to the class and inviting students to do the same. Say: *Hi, I'm [Sam].* and invite a student to introduce himself/herself. Then introduce that student to the person sitting next to him/her. Say: *[Eva], this is [Alex].* and invite the next student to introduce himself/herself. Continue until all students have introduced themselves to the class, then move on to the exercise. Explain the task, play the recording and then go through the answers with the class. Elicit or explain the meaning of each phrase.

2 a 3 b

**1B** 1.02 Explain the task and check that students understand *Nice to meet you*. Get them to complete the exercise individually, then play the recording for them to check their answers. After class feedback, you could get students to practise the dialogues in pairs to help them familiarise themselves with the key phrases here.

A 2a B 3b

### Vocabulary: Countries and nationalities

Students look at vocabulary for countries and nationalities.

**2** Do this as a whole-class activity, checking answers as you go. For each item, elicit the correct country and if necessary, help students with pronunciation. You could list the five countries on the board and then ask students if they know the names of any other countries in English. Add any they mention to the list on the board, again helping them with pronunciation if necessary.

2 India 3 Mexico 4 Brazil 5 Japan

**3A** Draw students' attention to the example sentence and refer them back to 'I'm Irish.' in Exercise 1. Write *Mexican* and *Irish* on the board, underline *-an* and *-ish* and elicit that these are the nationalities for 'Mexico' and 'Ireland'. Explain that to form the nationality word, we usually add a group of letters (suffix) to the country word, and that *-an*, *-ish* and *-ese* are some common suffixes – write these on the board. Highlight the use of just *be* before a nationality word (*I'm/He's/She's* + nationality), and the use of *be from* before a country (*I'm/He's/She's from* + country). Get students to complete the exercise individually, then go through the answers with the class.

2 Poland 3 Brazilian 4 India 5 Japanese

**3B** 1.03 Ask students to do this individually and then get them to compare answers in pairs. Play the recording for them to check their answers, then clarify any errors or difficulties as necessary. If there is time, get them to practise the dialogues in pairs/groups of three. Note that the words in bold are examples of the target grammar in the Communicative grammar section, but they should only be looked at as lexical items here, to make sure students can follow the dialogues. Do not go into detail about the verb *be* yet – students will look at it in the exercises that follow.

2 Polish ('from Poland' is also possible, but this is not what is said in the recording) 3 Mexico 4 Japanese 5 India 6 Brazil

**4** 1.04 You could do this as a whole-class activity, checking answers as you go, or let students try to complete the table individually or in pairs and then go through the answers with the class. Copy the table onto the board and write (or invite students to write) the answers, to make sure they spell them correctly. Play the recording and ask students to listen, then play it again and get them to listen and repeat. You may also wish to refer students to the Vocabulary list on page 130 of their coursebook and encourage them to add translations of the words into their first language as further consolidation. For some further practice, write the following questions on the board and elicit answers around the class: *What country are you from? What's your nationality?* (Students answer, e.g. *I'm from Poland. I'm Polish.*) To extend the activity further, you could put students in pairs or small groups and get them to introduce themselves. Write the following exchange on the board: *A: Hi, my name's [Alex]. I'm from [Poland]. I'm [Polish]. B: Nice to meet you, [Alex].* Students follow the model on the board and, in their pairs/groups, take turns to introduce themselves.

2 Germany 3 Indian 4 Irish 5 Japan 6 Mexico 7 Polish 8 Spain

### Extra activities 1.1

**A** This activity practises vocabulary for countries and nationalities. Ask students to do it individually and tell them that they can refer to the table in Exercise 4 of their Coursebook if they need help. Check answers with the class, writing (or inviting students to write) them on the board, to make sure they have spelt them correctly.

2 Ireland 3 Argentinian 4 the USA 5 German 6 British/English


## Communicative grammar: Introductions

Students study and practise the verb *be*.

### Introductions

Go through the Grammar box with students and highlight the changes in short forms, the inversion in questions and the form of short answers. Point out that we cannot use short forms in affirmative short answers (~~Yes, he's~~. *Yes, he is.*). Refer students back to the dialogue in Exercise 3B so they can look again at the target language in context – draw their attention to the verbs in bold in the dialogue. At this point, you could also refer them to the Grammar reference on page 105, go through it with them and clarify any points as necessary. Students could then do the extra grammar activities there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 30.

**5**  1.05 Get students to complete the exercise individually and remind them that they can refer to the Communicative grammar box and/or the Grammar reference if they need help. Play the recording for them to check their answers, then go through them with the class as necessary. If there is time, you could get students to practise the dialogue in groups.

**2** 's **3** Are **4** 'm not **5** isn't **6** is **7** are **8** Are  
**9** aren't **10** are

### Extra activities 1.1

**B** This activity gives further practice of the verb *be*. Ask students to do it individually and before they begin, look at the example with them and explain the +, - and ? symbols in brackets. You may also wish to ask students to use short forms where possible. If there is time, get them to compare answers in pairs before class feedback.

**2** 's/is **3** 's/is **4** isn't / is not **5** 'm/am **6** aren't /  
are not **7** Is **8** aren't / are not **9** is **10** Are

**1** a F **b** T **c** F

**2** a no / No, they aren't./No, they are not.

**b** no /No, they aren't./No, they are not. **c** yes / Yes, she is.

**3** a Rafael / His name is Rafael.

**b** Brazil / He is from Brazil. **c** Brazilian / He's Brazilian.

## Task

Students roleplay meeting colleagues and making introductions.

**7A** Put students in pairs and explain the scenario: they have a new job and are meeting a new colleague. They should take turns to introduce themselves and talk about their name, nationality and job. Pre-teach or elicit *What's your job?* and, if necessary, help students with any job vocabulary they may need. Refer them to the model dialogue in the Coursebook, go through it with them and remind them how they can ask and answer about each other's job (e.g. *A: What's your job? B: I'm a student. What's your job? A: I'm an Engineer.*). During the activity, monitor and check that students are using the language from the lesson correctly, and make notes for any points to highlight during feedback following Exercise 7B.

**7B** Join pairs together into groups of four and explain the activity: students will now take turns to introduce themselves and their partner to their 'colleagues' from the other pair. You could demonstrate the activity with a student and/or write a model dialogue on the board, e.g.

**A:** *Hi. My name's Luis. I'm Spanish. I'm a student.*

**B:** *Nice to meet you, Luis.*

**A:** *Nice to meet you, too. And this is Lise. She's German.*

**B:** *Nice to meet you, Lise. Are you a student?*

**C:** *No, I'm not. I'm an Engineer.*

While groups are working, monitor and note down any errors or difficulties but do not interrupt students. When they have finished, have a brief feedback session, highlighting any points you noted during this and the previous activity.

**7C** Do this as a quick, whole-class activity. Elicit the complete phrase and explain its use and meaning.

See you later.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities


**Grammar reference:** p.105 Introductions: *be*

**Teacher's book:** Resource bank Extra vocabulary practice p.136 Exercises 1 and 2

**Workbook:** p.4 Exercises 1 and 2; p.5 Exercises 1 and 2

## Video

Students watch a video of people answering questions about themselves.

**6**  1.1.1 Tell students that they are going to watch a video in three parts and answer questions about each one. Give them time to read the questions, and point out that in question 1 they need to decide if statements a–c are true or false, whereas in questions 2–3 they need to answer questions. Encourage them to make notes for questions 2–3. You could pause after each part of the video and check answers before you play the next one or play the whole video through, twice if necessary, then check the answers to all three questions at the end. You could encourage students to give short answers for question 2 and say full sentences for question 3.

## 1.2 > Can you fill this in, please?

### GSE learning objectives

- Can understand basic personal details if given carefully and slowly.
- Can use language related to numbers.
- Can say the letters of the alphabet.
- Can use language related to personal details.
- Can complete simple forms with basic personal details.
- Can identify a caller's name and phone number from a short, simple telephone conversation.
- Can use possessive adjectives such as 'my', 'your', etc.
- Can extract personal details in a limited way.
- Can understand questions addressed carefully and slowly.
- Can ask for and give a phone number.
- Can ask for the spelling of a word, or for a word to be written down.
- Can read out phone numbers.
- Can give very limited personal information using basic fixed expressions.
- Can use brief, everyday expressions to ask for and give personal details.

### Lead-in

Students look at language for filling in forms.

**1** 1.06 Draw students' attention to the image, teach *employee identification card* and then go through the words in the box with the class. Help students with the pronunciation of the words – drill them around the class if necessary. You could use the image to teach *address, email address, ID card number* and *phone number*, pointing (or asking students to point) to each item in turn. Point out that *ID* stands for *identification* and explain its meaning – students will come across the word later in the lesson, and this is a good point to pre-teach it. Explain the activity and get students to complete the dialogue individually, then play the recording for them to check their answers. If there is time, you could get students to practise the dialogue in pairs. To extend the activity, you could ask students to answer the four questions in the dialogue about themselves (*What's your address? What's your ID card number? What's your email address? What's your phone number?*). Get them to write down their answers individually. Note that students should only *write down* the information at this point, not practise *saying* it, as the language they will need in order to share it orally is covered in the exercises that follow.

- 1** address **2** ID card number **3** email address  
**4** phone number

## Vocabulary: Personal details

Students study vocabulary for giving personal details.

**2** Depending on the level of your class, you could do this as a whole-class activity, checking answers and clarifying meanings as you go, or you could let students attempt the exercise individually first, then clarify meanings during class feedback. For item 1/c, explain the meaning of *Mr* and how it is used, and pre-teach other titles (see Notes below) – students will need them when they do Exercise 3. You might also like to point out that in items a, b, f and i, the two alternatives given have the same meaning; in the case of *zip code* and *cell (phone) number*, however, these phrases are typically used by American English speakers rather than British English speakers.

**b 4 c 1 d 8 e 3 f 6 g 5 h 9 i 7**

### Notes

**Mr** is a title used before a man's family surname or full name. It is an abbreviation for *Mister*.

**Mrs** is a title used before a married woman's surname or full name.

**Miss** is a title used before the surname or full name of a woman who is not married.

**Ms** is a title used before the surname or full name of a woman, when you do not want to state or do not know if she is married or not. Note that some women prefer to be addressed as *Ms* because it does not draw attention to their marital status. In business settings, the title *Ms* is usually preferred and considered more appropriate than *Mrs* or *Miss* as marital status is irrelevant.

American English writers put a full point after titles, e.g. *Mr. Smith*, not *Mr Smith*.

**3** Explain the activity and give students a minute to look through the information and ask you any questions they may have. Get them to complete the form individually, while you monitor and help as necessary. Note that some students may not feel comfortable sharing some of the personal details on the form. If this is the case, reassure them that they can make up the information. Check students' answers while you are monitoring, but do not get them to share this information orally yet.

### > Pronunciation bank p.96: The alphabet

**1A** P1.01 Ask students to look at the first group of letters. Play the first part of the recording or say the letters yourself. Explain that the letters in group 1 are pronounced with the sound /eɪ/, like the letter 'A'. Continue the exercise in the same way, drawing students' attention to the similarities in the pronunciation of the letters in each group. The letters in group 2 are pronounced with the sound /i:/, like the letter 'E'. Group 3 contains the sound /e/, group 4 contains the sound /aɪ/, like the letter 'I', and group 6 contains the sound /u:/, Groups 5 and 7 (O /əʊ/ in British English or /oʊ/ in American English; and R /ɑ:/ in British English or /ɑ:r/ in American English) are pronounced unlike any other letters. Then play the recording and get students to repeat each group of letters.

**1B** P1.02 If your students need more practice with the English alphabet, write it on the board in order in four lines, as shown below, and encourage students to pronounce the letters as you write them.

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

Then put students in pairs to practise saying the alphabet together. The alphabet is recorded in order, so play the recording as necessary to help students consolidate.

**2** P1.03 Tell students that they are going to write down some well-known company names spelt in English. Play the recording, then check answers with the class. Ask students which of the companies they are familiar with. Play the recording again and ask students to repeat the names as a group. Then put them in pairs and ask them to take turns to spell the names.

**2** KFC **3** BMW **4** LG **5** IBM **6** KLM **7** CNN  
**8** UPS **9** HSBC **10** MTV

**3** P1.04 Before moving on to this activity, do Exercises 4A and 4B on page 10 with students. Play the recording and ask students to complete the names and addresses. Check answers with the class, then put students in pairs and get them to take turns to say the names and addresses. If you wish to extend this activity, ask students to write down an imaginary name/surname and email address/website. In their pairs, they then dictate what they wrote to each other, spelling each word aloud.

**1** Marquez **2** INFO, blkn. **3** -Tkacz  
**4** jj\_diaz, .mx **5** .uoq.jp **6** @Inter-FTV.ar

**4A** Refer students back to the email address on the identity card in Exercise 1 (*j.iwaniec@ccce.com*) and write it on the board. Check if students remember how to say it and elicit or remind them of *at*, *dot*, *com* and *lower case*. Then refer them to the email address in this exercise and, depending on the level of your class, do the activity with the whole class, checking answers and clarifying meanings as you go, or let students attempt the matching task individually and then clarify meanings during class feedback. Help students with the pronunciation of the items as necessary.

**a** 6 **b** 3 **c** 5 **d** 2 **e** 4 **f** 1 **g** 7

**4B** 1.07 Play the recording, twice if necessary, then put students in pairs to practise saying the email address. During the activity, monitor and correct any errors as necessary.

**4c** 1.08 Tell students that they are going to hear and write down different email addresses, and refer them to the example. Play the recording, twice if necessary, for students to check/complete their answers, and get them to compare answers in pairs before checking with the class. Write (or invite students to write) the answers on the board during class feedback so students can check their answers.

**2** JAN.SMITH@SMITH.COM  
**3** Uwe@1-2-3.pl  
**4** Alex\_Aziz@jump.jp  
**5** szulgit-k@bigio.org

**4D** Explain the activity and look at the example with students. If necessary, demonstrate the exchange with a stronger student. Then ask students to mingle and ask as many of their classmates as possible within a given time limit. Reassure them that if they are not comfortable sharing their real email address, they can make one up. During the activity, monitor and note down any errors to highlight during feedback.

## Reading and listening: Filling in forms

Students read an employee registration form and listen to a conversation where a new employee supplies information for the form.

**5A** 1.09 Refer students to the employee registration form, give them a minute to read the information and teach or elicit the meanings of *gender*, *male*, *female*, *marital status*, *single*, *married* and *emergency contact number*. Then draw their attention to the table about phone numbers. If your students do not know how to say the numbers 0–9 in English, write them on the board and help students with their pronunciation as necessary. Alternatively, you could refer them to page 112 of the Coursebook and teach these numbers using the list and the recording (P10.01) there. Note that students will look at large numbers in Lesson 2.2, so it may be better to only focus on numbers 0–9 for now, which students need in order to complete the exercise. After teaching/reviewing numbers, go through the box with students, explaining how to say phone numbers in English. Point out the differences between British English and American English, and if time allows, ask a few students to share their phone numbers with the class (or with each other, in pairs/groups). Remind them that they do not have to share their real numbers if they are not comfortable doing so. Explain that they are going to listen to a conversation where an employee is taking information from Anna, a new employee, in order to complete the form. Play the recording, twice if necessary, and check answers with the class.

**3** female **4** German **5** married **6** a\_weber@net-mail.de  
**7** 232-1056 **8** 457-8812 **9** T13247900

**5B** 1.09 Ask students to complete the exercise individually or in pairs, then play the recording for them to check their answers. Go through the questions with the class, clarifying meanings as necessary. If there is time, you could play the recording a second time for students to repeat.

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



**Extra activities 1.2**

**A** This activity gives further practice of language for giving personal details and filling in forms. Explain that students need to choose the option which correctly describes how we say each piece of information, and look at the example with them. Get them to complete the exercise individually, then check answers with the class.

2 c 3 a 4 c 5 b

**B** Students could do this activity individually and then compare answers in pairs before class feedback or, if time is short, you could do it as a whole-class activity, checking answers as you go.

2 f 3 a 4 d 5 h 6 c 7 g 8 e

**my, your, his, her, its, our, their**

Write *What's your address?* on the board, underline *your* and elicit its meaning. Tell students that it is used to show possession, draw their attention to the Grammar box and explain that the words in bold are used in the same way. Go through the Grammar box with the class and clarify any points as necessary. You could then refer students to the Grammar reference on page 105 and ask them to do the extra grammar activity there, in class or as homework.

**Grammar reference answer key:** Teacher's book page 30.

**Extra activities 1.2**

**C** This activity practises possessive adjectives. Get students to complete it individually and remind them that they can refer to the Grammar box on page 11 and/or the Grammar reference on page 105 if they need help. Check answers with the class.

2 My 3 our 4 your 5 its 6 His 7 Her

**Speaking**

Students practise asking for and giving personal details in order to complete a form.

**6A** Draw students' attention to the employee registration form and explain the activity. Tell them that they should think about the questions they need to ask in order to complete the form, and remind them that they can look at Exercise 5B if they need help. You may wish to let students make notes at this stage, in preparation for Exercise 6B. During the activity, monitor and help as necessary. Although 'What's your gender?' is not a question that is frequently asked, here it serves as a reinforcement of the 'What's your ...' structure, and the vocabulary item 'gender', that students have been practising.

**Possible answers**

What's your surname?  
What's your first/given name?  
What's your gender?  
What's your nationality?  
What's your marital status?  
What's your email address?  
What's your phone number?  
What's your emergency contact number?  
What's your ID card / passport number?

**6B** Put students in pairs and explain that they are going to take turns to ask and answer the questions from Exercise 6A in order to complete the form with their partner's details. Again, tell them that they do not have to share their real details if they are not comfortable doing so – they can invent the information. During the activity, monitor and note down any errors, but do not interrupt students. Highlight any points in a brief feedback session after the activity.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.105 *my, your, his, her, its, our, their*

**Pronunciation bank:** p.96 The alphabet

**Teacher's book:** Resource bank Extra vocabulary practice p.136 Exercises 3 and 4

**Workbook:** p.4 Exercise 3; p.6 Exercises 1–4; p.44 Exercises 1–6

**1.3 > My company****GSE learning objectives**

- Can follow speech which is very slow and carefully articulated, with long pauses.
- Can understand basic factual statements.
- Can make basic inferences in simple conversations on familiar everyday topics.
- Can use language related to the office.
- Can understand simple descriptions of places.
- Can use 'there' + 'be' to express presence/absence.
- Can write short, basic descriptions of places, people or things.

**Lead-in**

Students learn vocabulary for workplace facilities.

**1** Explain to students that the photos show different workplaces of Fashion HiQ, a clothing maker. Teach or elicit the meanings of *workplace*, *warehouse*, *office* and *factory*, and then ask students if their own workplace is like one of the workplaces in the photos. Elicit answers around the class. Pre-service students could talk about similar workplaces in their area instead.

## Listening

Students listen to people talking about their workplaces and look at vocabulary for describing workplaces.

**2** 1.10 Explain the activity and reassure students that they do not need to worry about unknown words for now – they should focus on understanding the main idea in each description so that they can match it to one of the photos. Play the recording, then check answers with the class.

1 B 2 C 3 A

**3** 1.10 Before students listen again, go through the table with them and teach or elicit the meanings of the words in it. Explain that *office* has two meanings: 1) a room with a desk or desks, where people work; 2) a company location, as in *head office*, which may contain many separate offices (rooms). You may also wish to tell students that some English speakers might use the term *cafeteria* instead of *canteen*. To avoid confusion, also pre-teach *storage area* (or explain its meaning after listening, if students ask about it): make sure they understand that within a warehouse, there will be a 'shipping and receiving department', which will be responsible for the goods moving in and out, but there will also be a – probably very large – area devoted to storing goods. Play the recording, twice if necessary, for students to check/complete their answers. To check answers, you could play the recording again, telling students to ask you to pause each time an answer is heard.

**Head office, Germany:** office, sales, canteen  
**Manufacturing division, China:** factory, production, canteen, employee break room  
**Distribution division, Poland:** warehouse, shipping and receiving

**4A** Depending on the level of your class, you could do this as a whole-class activity, checking answers and clarifying meanings as you go, or you could let students attempt the exercise individually and clarify meanings during class feedback.

2 + 3 - 4 + 5 - 6 + 7 -

**4B** Ask students to do this individually, then check answers with the class. Encourage them to record the pairs of opposites in their vocabulary notebooks.

1 b 2 d 3 c 4 a

**4C** If there is time, let students discuss the question in pairs or small groups first, then elicit answers around the class.

## Reading

Students read and complete a description of a company and workplace.

**5** Explain to students that the text here is a written summary of the information in the table in Exercise 3 and ask them to complete the exercise individually. Encourage them to read the whole text before they complete the gaps. They should be familiar with the words in the box but you may wish to go over them again before they do the exercise. Check answers with the class.

1 office 2 factory 3 warehouse 4 manager  
 5 department 6 division 7 canteen 8 gym

## Communicative grammar: Describing your company

Students study and practise *there is / there are*.

### Describing your company

Refer students back to the text in Exercise 5, and draw their attention to the words in bold and elicit/explain their meaning. Then draw their attention to the Grammar box and go through it with the class. Highlight the use of *a/an* + singular noun after *there is* and the plural noun after *there are*. Also point out the negative meaning after *There is / There are no ...*. (Note that the Coursebook does not cover the negative form *There isn't a(n)/any / There aren't any* at this level as it is a more complicated structure which may require the use of quantifiers.) At this point, you could also refer students to the Grammar reference on page 105, go through it with them and clarify any points as necessary. They could then do the extra grammar activity there, in class or as homework. Depending on the level of your class, you may also wish to teach/review plural nouns: refer students to the box with plural nouns on the left and highlight the use of *-s* and *-ies* for the plural form. Briefly go over the spelling rules with students, writing a few examples on the board (see Notes below). For some quick practice, you could ask students to form the plural of the words in the box in Exercise 5 (*canteens, departments, divisions, factories, gyms, managers, offices, warehouses*).

**Grammar reference answer key:** Teacher's book page 30.

### Notes

#### Spelling rules for plural nouns

- Most nouns: add *-s* (e.g. *location* → *locations*).
- Nouns ending in *-s, -ss, -sh, -ch, x-* and *-o*: add *-es* (e.g. *bus* → *buses*, *boss* → *bosses*, *brush* → *brushes*, *branch* → *branches*, *box* → *boxes*, *cargo* → *cargoes*).
- Nouns ending in consonant + *-y*: add *-ies* (e.g. *country* → *countries*).
- Nouns ending in *-f* or *-fe*: add *-ves* (*half* → *halves*, *life* → *lives*).

**6** Explain the activity and check that students understand the term *marketing* – this is a cognate in many languages. Ask students to do the exercise individually and look at the example with them before they begin. Get them to compare answers in pairs before checking with the class.

2 T 3 F 4 F 5 T 6 T

**7/8** Students can do both activities individually, as consolidation exercises.

7 1 are 2 are 3 's 4 are 5 's 6 's  
 8 1 There's 2 There are 3 There's 4 There are  
 5 There are 6 There's

### Extra activities 1.3

**A** This activity gives further practice of *there is / there are* and can be done individually or, in weaker classes, in pairs. Explain to students that they need to write sentences about what they can see in the pictures, and look at the example with them. Point out that a cross through a picture (in items 4, 7 and 8) means that the sentence should be negative (*There is / are no ...*). If you think your students will find the activity difficult, you could give them the nouns they need to use in a wordpool on the board (*factory, gym, manager/employee, office, warehouse*); tell them that they can use the words more than once and that they may need to change the form to plural for some sentences. If students complete the exercise individually, get them to compare answers in pairs before class feedback.

- 2 There are two managers/employees.
- 3 There's an office.
- 4 There's no gym.
- 5 There are three factories.
- 6 There's a warehouse.
- 7 There are no factories.
- 8 There's no warehouse.

### Pronunciation bank p.96: Plural -s

**1** ▶ P1.05 Play the recording to demonstrate the target sounds. Tell students that both /s/ and /z/ are articulated in the same way and the difference between them is that /s/ is unvoiced and /z/ is voiced. This means that when we pronounce /z/, the vocal cords vibrate, whereas the production of /s/ does not involve any movement of the vocal cords. You can feel the vocal cords vibrating by touching your throat while pronouncing /z/. Refer students to the picture and ask them to put their hands on their throats and say the prolonged sounds: /s/ and then /z/. Finally, play the recording again and ask students to repeat.

**2** ▶ P1.06 While you do not need to explain the phonological rules to students, note that the -s ending can be pronounced /s/ or /z/, depending on the final sound in a word. If the word ends with an unvoiced consonant (/t/, /k/, /p/, /f/, /θ/), the -s ending is pronounced /s/. If the word ends with a voiced consonant (/b/, /g/, /d/, /ð/, /v/, /l/, /r/, /m/, /n/, /ŋ/) or any vowel sound, the -s ending is pronounced /z/. The aim of this activity is to make students aware of the difference in the pronunciation of the -s ending. Devote special attention to this issue if your students have a tendency to devoice word-final sounds under the influence of their first languages. Then they are likely to pronounce the -s ending as /s/ regardless of the final sound in a given word. Play the recording and ask students to repeat. Then put them in pairs to practise saying the phrases.

**3A** ▶ P1.07 Play the recording and ask students why the plural forms are different from those in Exercise 2. Elicit the answer or explain that when we make the plural form of a word that ends with a so-called hissing consonant, such as /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/, we add the full syllable /ɪz/.

These plurals are different because they add an extra syllable at the end of the word, rather than just a phoneme. This is because they end in a hissing consonant, such as /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/.

**3B** Put students in pairs to practise saying the phrases.

**4A** Students could do this in the same or new pairs. Explain the activity and give them 2–3 minutes to complete the exercise, but do not confirm answers yet – students will check them in the next exercise.

**4B** ▶ P1.08 Play the recording for students to check their answers. Then get them to practise saying the words – they could do this as a group, individually or in the same pairs as Exercise 4A.

/s/: breaks, nights /z/: jobs, locations  
/ɪz/: buses, warehouses

## Writing

**Students write a short description of a company and workplace.**

**29** Explain the writing task and go through the list of points to include with students. Point out that they may choose to write about their own company or the one in the table. Give them a minute to look at the table and ask you about any unknown words. Remind them to refer to the text in Exercise 5 as a model and encourage them to try to use *there is/are* and vocabulary from the lesson in their description. Allow plenty of time for students to plan their work and then for the writing task, while you monitor and provide help as necessary. If time is short, students can write their descriptions as homework.

### Model answer

My company has three locations in two countries. There's a head office in Madrid, Spain; a factory in Puebla, Mexico; and a warehouse in Alicante, Spain. I'm an Engineer in the production department, in Puebla. It's part of the manufacturing division. The factory is very noisy. There are restaurants near the factory, but there's no gym.

**MyEnglishLab:** Teacher's resources: extra activities; Additional interactive activities

**Grammar reference:** p.105 Describing your company: *there is/are*

**Pronunciation bank:** p.96 Plural -s

**Teacher's book:** Resource bank Extra vocabulary practice p.136 Exercise 5; Photocopiable 1.3 p.113

**Workbook:** p.5 Exercise 3; p.7 Exercises 1–3; p.44 Exercises 1 and 2

## 1.4 > Work skills

### Welcoming a visitor

#### GSE learning objectives

- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can understand questions addressed carefully and slowly.
- Can understand basic personal details if given carefully and slowly.
- Can recognise simple formal greetings.
- Can understand basic information about someone when introduced to them using simple language.
- Can accept offers using basic fixed expressions.
- Can make offers using basic fixed expressions.
- Can ask for repetition and clarification when they don't understand, using basic fixed expressions.
- Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').
- Can give basic information to introduce themselves in work-related situations (name, job, etc).

#### Lead-in

Students identify different workplace situations.

**1A** Explain the activity and the meaning of the phrases in the box. You may also wish to pre-teach *receptionist* here, which will come up later in the lesson. Get students to complete the exercise individually, then check answers with the class.

**A** giving your name at reception   **B** saying hello to a friendly visitor

**1B** Give students a minute to look at the phrases and check that they understand *Good to see you.* and *How about ... ?* Ask them to do the matching task individually, then check answers with the class.

1 c 2 a 3 d 4 b

#### Video

Students watch a video about visiting and greeting visitors to a workplace.

**2A** ▶ 1.4.1 As this is the first work skills video for your class, you may wish to give students some background information about Murray&Jahner, the company featured in the videos. Refer them to page 6 of the Coursebook and go through the Introduction with them. Also refer them to the summary for the Unit 1 video. Then explain the activity and go through the sentences in the table. Teach or elicit their meanings and help students with their pronunciation if necessary. Play Part 1 of the video without sound, but do not confirm answers at this point – students will check them in the next exercise.

**2B** ▶ 1.4.1 Tell students that they are going to watch Part 1 of the video again, this time with sound, and check their answers to Exercise 2A. Play the video, then go through the answers with the class.

**Liz:** 1, 3, 4, 5  
**Krzysztof:** 2, 6

**3A** ▶ 1.4.2 Explain the activity and before students watch, check that they understand the meanings of the words, and help them with their pronunciation if necessary. Play Part 2 of the video, then check answers with the class.

laptop (at 0:33), whiteboard (at 0:37)

**3B** Do this as a whole-class activity. Briefly explain the concept of different degrees of formality here: explain that in English, it is important to use appropriate language depending on how well we know someone. We use less formal language with people we know well, and more formal language with people we have just met or do not know very well.

The receptionist and Krzysztof's conversation is formal. Yumiko and Krzysztof's is less formal.

**4** ▶ 1.4.1 ▶ 1.4.2 Tell students that they are going to watch both parts of the video again, and explain the activity. In stronger classes, you could get them to try and match as many of the items as they can before watching, then play the video again for them to check/complete their answers. During feedback, check that they understand the meanings of the phrases, and help them with their pronunciation as necessary.

1 c 2 a 3 e 4 b 5 d 6 g 7 j 8 f 9 i 10 h

### Speaking: Workplace visits

Students look at useful phrases for different situations during visits at their workplace.

#### Workplace visits

Draw students' attention to the heading *Workplace visits* and check understanding. Tell them that they are going to look at useful phrases for different situations during *workplace visits* and point out that there are different phrases for *formal* and *less formal* situations. Explain that the phrases on the left are things a receptionist or someone working at the company might say, and the phrases on the right are responses from the person visiting the company. Give students a minute to look at the phrases, then go through the Speaking box with the whole class, clarifying meanings as necessary. You may also need to help students with the pronunciation of some of the phrases. For some quick practice, you could put students in pairs and get them to have quick exchanges using phrases from the box: they take it in turns to say a random phrase from the left-hand column of the Speaking box, for their partner to respond using a phrase from the right-hand column.

#### Unit 1 Extra speaking lesson

This lesson gives further speaking practice related to workplace visits. To access the lesson go to [MyEnglishLab > Extra speaking lessons](#).

**Extra activities 1.4**

**A** This activity gives further practice of the functional language in the Speaking box. As it is a consolidation exercise, it might be better to get students to do it individually. Look at the example with them before they begin and encourage them to refer to the Speaking box if they need help. Check answers with the class.

2 c 3 a 4 a 5 c 6 a

**5** Put students in groups of three, explain the scenario and assign roles (or let students choose). Go through the conversation outline with the class and make sure students understand that they need to write two separate dialogues: one between the receptionist and the visitor, and a second one between the visitor and the person they are there to see. Remind them that they should use phrases from the Speaking box. While they are working, monitor, check they are using the phrases correctly and note down any errors or difficulties to highlight during feedback.

**Model answers****Dialogue 1**

**A:** Good morning. How may I help you?

**B:** I'm here to see Oliver Peters.

**A:** What's your name, please?

**B:** It's Chavez. Antonio Chavez.

**A:** Could you spell that, please?

**B:** Sure. Antonio is A-N-T-O-N-I-O and Chavez is C-H-A-V-E-Z.

**A:** OK, thanks. Would you like some tea or coffee?

**B:** Coffee, please. Thanks.

**A:** Would you like milk or sugar?

**B:** Milk, please. No sugar. Thanks.

**A:** Sure. Have a seat, please.

**B:** Thank you.

**Dialogue 2**

**C:** Antonio, hello! Sorry to keep you waiting!

**B:** Hi, Oliver. No problem. Good to see you again!

**C:** Good to see you, too! How about a coffee?

**B:** No, thanks. I already have one.

**C:** Great. So how are you?

**B:** I'm really well, thanks. How about you?

**C:** I'm well. Please come in.

**B:** OK, thanks. After you.

**C:** Thanks, Antonio.

**6** Get students to practise their dialogues in the same groups as Exercise 5. If there is time, invite a few groups to act out their dialogues to the class. When they have finished, discuss any points you noted while monitoring and get brief feedback from the class: What do students think went well? What did they find difficult?

**MyEnglishLab:** Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities

**Teacher's book:** Resource bank Extra vocabulary practice p.137 Exercises 6 and 7; Photocopiable 1.4 p.114

**Workbook:** p.8 Exercises 1-3

**Business workshop****Your first day****GSE learning objectives**

- Can give basic information to introduce themselves in work-related situations (name, job, etc).
- Can ask simple questions about other people (e.g. their name, age, where they live, things they have).
- Can ask for the spelling of a word, or for a word to be written down.
- Can make offers using basic fixed expressions.
- Can accept offers using basic fixed expressions.
- Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').
- Can introduce people using simple language.
- Can ask someone what their nationality is.
- Can use language related to nation, nationality and language.
- Can complete simple forms with basic personal details.

**Arriving**

**Students roleplay a conversation between a new employee and a receptionist.**

**1** Put students in pairs, explain the scenario, assign roles and go through the conversation outline with them. If you think your students will find this activity difficult, review the *Formal language* section of the Speaking box in Lesson 1.4 before they do the roleplay. During the activity, monitor and note down any difficulties, but do not interrupt students' conversations – discuss any points as necessary at the end of the activity.

**Model conversation**

**A:** Good morning. How may I help you?

**B:** I'm here to see (name). Sorry, I think I'm a bit early.

**A:** What's your name, please?

**B:** It's (name).

**A:** Could you spell that, please?

**B:** Sure. (Name). (N-A-M-E).

**A:** OK, thanks. Have a seat, please. (Name) will be ready in a few minutes.

**B:** Thank you.

**A:** Would you like some tea or coffee?

**B:** Coffee, please. Thanks.

**A:** Would you like milk or sugar?

**B:** Milk, please. No sugar, thanks.

**A:** Sure.

**Meeting human resources**

**Students roleplay conversations between a new employee and a Human Resources Manager.**

**2A** Put students in new pairs, explain the activity and check they understand what a *Human Resources Manager* is. Assign roles and go through the conversation outline with the class. If you think your students will find this activity difficult, review the *Less formal language* section of the Speaking box in Lesson 1.4 before they begin. Monitor the roleplay and note down any points to highlight during feedback.

**Model conversation**

**A:** Hello! Good to see you again! Sorry to keep you waiting.  
**B:** No problem. Good to see you!  
**A:** How are you?  
**B:** Really well, thanks. How about you?  
**A:** Very well, thanks. How about a coffee?  
**B:** No, thanks.  
**A:** Please come in.  
**B:** OK, thanks.

**2B** Keep students in the same pairs and explain that they are now going to practise describing their company and workplace. If you think they will find this activity difficult, review the Reading and Communicative grammar sections in Lesson 1.3 before they begin. Then refer them to pages 113 and 115, give them time to read the information and make sure they are clear about what they have to do. Explain that Student A (the Human Resources Manager) will first talk about the company. While listening, Student B (the new employee) should complete the matching task in Exercise 1 of their role card. The Human Resources Manager will then describe the head office facilities; the new employee should listen and tick the correct facilities in Exercise 2. When they have finished, invite a few students to share their descriptions with the class and check answers to Exercises 1 and 2 for Student B.

**1**

**Student A (model answer)**

The company has three locations in three countries. This is the head office, here in Bern, Switzerland. There's a factory in Shenzhen, China; and a warehouse in Hamburg, Germany.

**Student B**

1 b 2 a 3 c

**2**

**Student A (model answer)**

Here at the head office, there's an employee break room, but unfortunately, there is no gym. There are restaurants near the office.

**Student B**

employee break room, restaurants near office

**2C** Keep students in the same pairs and ask them to swap roles. Student B is now the Human Resources Manager and Student A is the new employee. Refer them to pages 113 and 115, give them time to read the information and ask them to repeat the steps in Exercise 2B for the second roleplay.

**1**

**Student A (model answer)**

The company has three locations in three countries. This is the head office, here in Krakow, Poland. There's a factory in Hong Kong and a warehouse in Dublin, Ireland.

**Student B**

1 c 2 b 3 a

**2**

**Student A (model answer)**

Here at the head office, there's a canteen, but unfortunately, there are no restaurants near the office. There's a gym.

**Student B**

canteen, gym

## Meeting other team members

Students roleplay a conversation between colleagues meeting for the first time.

**3** Put students in groups of three, explain the activity and go through the conversation outline with them. During the activity, monitor and note down any points to highlight during feedback but do not interrupt students' conversations. If you think they will find this activity difficult, review the Grammar box in Lesson 1.1 before they begin. They could also refer to the dialogue in Exercise 3B in Lesson 1.1 as a model answer.

**Model conversation**

**A:** Hello. (Student B), this is (Student C).  
**B:** Hi, (Student C). Where are you from?  
**C:** I'm German.  
**B:** I'm from Shanghai.  
**C:** And are you from Argentina, (Student A)?  
**A:** Yes, that's right.

## Completing your employee profile

Students complete an employee profile.

**4** Students should do this activity individually. If you think they will find it difficult, review the Vocabulary section in Lesson 1.2 before they complete the form. During the activity, monitor, offer help as necessary and note down any difficulties students have. Go through them in a brief feedback session at the end.

## Grammar reference < 1

### 1.1

1 1 Are, am 2 not 3 isn't 4 aren't 5 'm 6 Is, isn't  
 7 're 8 's  
 2 1 b 2 d 3 a 4 c 5 g 6 h 7 e 8 f

### 1.2

1 1 His 2 Her 3 your 4 My 5 their 6 Our 7 Its  
 8 Her

### 1.3

1 1 b 2 a 3 c 4 c 5 b 6 a 7 a 8 b

## Review < 1

1 2 Argentina, Brazilian 3 Chinese, China 4 British, Ireland 5 India, Indian 6 Poland, Japanese  
 2 1 title 2 given 3 middle 4 last 5 nationality 6 address 7 postcode 8 number 9 cell  
 3 2 small ≠ large 3 noisy ≠ quiet 4 modern ≠ old-fashioned  
 4 2 are 3 Are 4 'm not 5 'm 6 Is 7 isn't 8 's 9 's  
 10 is 11 are 12 're 13 Are 14 aren't 15 're  
 5 1 b 2 c 3 a 4 e 5 d 6 f  
 6 1 a 2 b 3 b 4 a 5 a