

**Teacher's
Resource Book**

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Business Partner



Coursebook contents

UNIT 1 > WORKING DAY p.7

▶ Videos: 1.1 Working day 1.4 What do you do?

1.1 > Daily tasks	1.2 > A work plan	1.3 > A survey	1.4 > Work skills: Talking about people and roles	1.5 > Business workshop: We want to meet you ...
Vocabulary: Jobs and tasks Pronunciation: → The -s ending (p.96) Communicative grammar: Facts and routines Video: ▶ Working day Task: Introducing yourself and talking about your job and routine	Vocabulary: Work tasks and activities Reading and listening: ▶ Scheduling meetings Writing: An email to schedule a meeting	Reading: An employee survey Communicative grammar: Questions Pronunciation: → Questions (p.96) Writing: A survey about facilities in the workplace	Video: ▶ What do you do? Speaking: Talking about people and roles	Reading: A webpage; an email Speaking: Arranging to meet; an interview about your job; talking about your company and travel

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UNIT 2 > DOING BUSINESS p.17

▶ Videos: 2.1 The Good Eating Company 2.4 Agreeing contract details

2.1 > Orders and deliveries	2.2 > Placing orders on the phone	2.3 > Email enquiries	2.4 > Work skills: Making agreements	2.5 > Business workshop: Planning a work party
Vocabulary: Orders and deliveries Communicative grammar: Things you can and can't count Video: ▶ The Good Eating Company Task: Asking and answering questions about quantities	Listening: ▶ An order by phone Vocabulary: An order by phone Pronunciation: → /i:/, /ɪ/ and /aɪ/ (p.96) Grammar: <i>can/can't</i> Speaking: Placing an order	Reading: Frequently Asked Questions (FAQs) Pronunciation: → /tʃ/ and /dʒ/ (p.97) Communicative grammar: Saying something exists Writing: A response to an email enquiry	Video: ▶ Agreeing contract details Speaking: Making agreements	Reading: Information from a catering company Speaking: Comparing information about an order Writing: reply to an order enquiry

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▶ Videos: 3.1 How we started 3.4 How did the project go?

3.1 > A company's story	3.2 > New office	3.3 > Company performance	3.4 > Work skills: How did it go?	3.5 > Business workshop: Our first year
Vocabulary: A company's story Communicative grammar: Talking about the past (1) Pronunciation: → The -ed ending (p.97) Video: ▶ How we started Task: Completing a timeline	Vocabulary: Email phrases Grammar: Giving instructions Reading: An email about meeting room rules Listening: ▶ A conversation about an office move Writing: An email giving instructions	Reading: Past successes and challenges Pronunciation: → /ɜ:/ and /ɔ:/ (p.98) Communicative grammar: Talking about the past (2) Writing: An email describing successes and challenges	Video: ▶ How did the project go? Speaking: Talking about projects	Reading: A timeline about a new company Writing: Preparing for a move Speaking: Asking questions about a new company; discussing a project

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Vocabulary: Travel arrangements Communicative grammar: Talking about arrangements Pronunciation: → /ŋ/, /ŋk/ and /n/. The -ing ending (p.98) Video: ▶ Away on business Task: Arranging a time to meet	Vocabulary: Airports and train stations Reading and listening: ▶ Dealing with delays Grammar: <i>will/won't</i> Writing: Writing a text message about an announcement	Reading: Emails to a project manager Communicative grammar: Things happening now Writing: An update email	Video: ▶ Technical problems Grammar: Making suggestions Speaking: Problems with teleconferencing Pronunciation: → /tə/ and /eə/ (p.98)	Reading: Travel arrangements Listening: ▶ A change in plans Speaking: Arranging a meeting Writing: Text messages giving updates

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5.1 > Trade shows and exhibitions Vocabulary: Organising an exhibition Communicative grammar: Talking about intentions Pronunciation: → /æ/, /e/ and /ei/ (p.99) Video: ▶ Graduate Fashion Week Task: Talking about plans for a trade fair	5.2 > Phoning about a conference Vocabulary: Leaving a message Listening: ▶ Organising a conference Speaking: Taking and leaving phone messages	5.3 > Invitations Reading: Messages about an invitation Communicative grammar: Invitations with <i>would</i> and <i>want</i> Pronunciation: → /θ/ and /ð/ vs. /s/, /z/, /f/, /v/, /t/, /d/ (p.99) Writing: Informal messages of invitation	5.4 > Work skills: Socialising with clients Video: ▶ What do you think of the trade fair? Speaking: Socialising with clients	5.5 > Business workshop: The conference Speaking: Phoning to compare conference details Writing: An email about a conference Speaking: Making conversation at a conference dinner
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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 A2 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 elementary 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 learner's 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 elementary 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 A2 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.

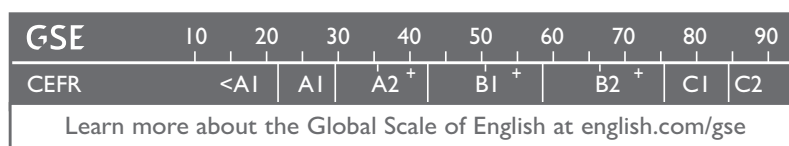
Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a short self-assessment objective which encourages students to reflect on their progress in relation to the lesson outcome.

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

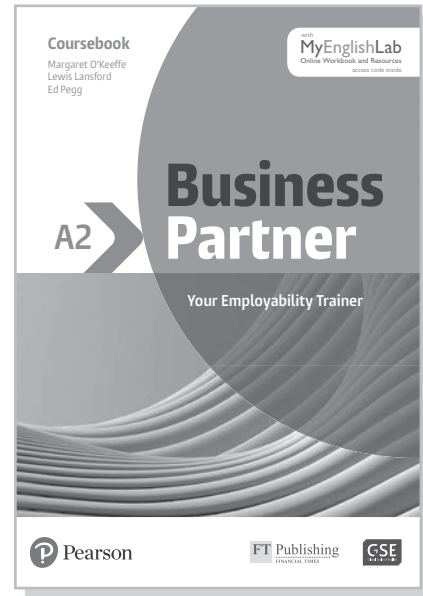
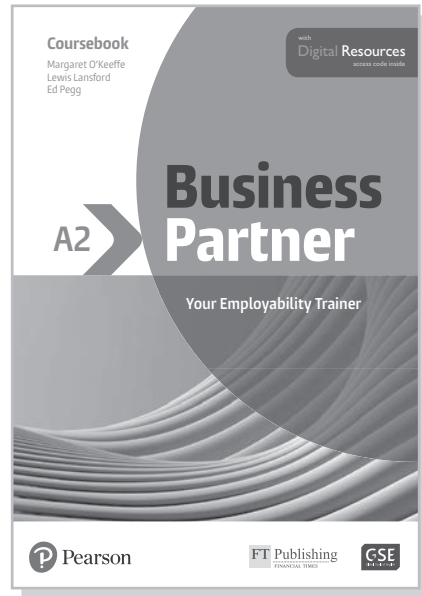
Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	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.

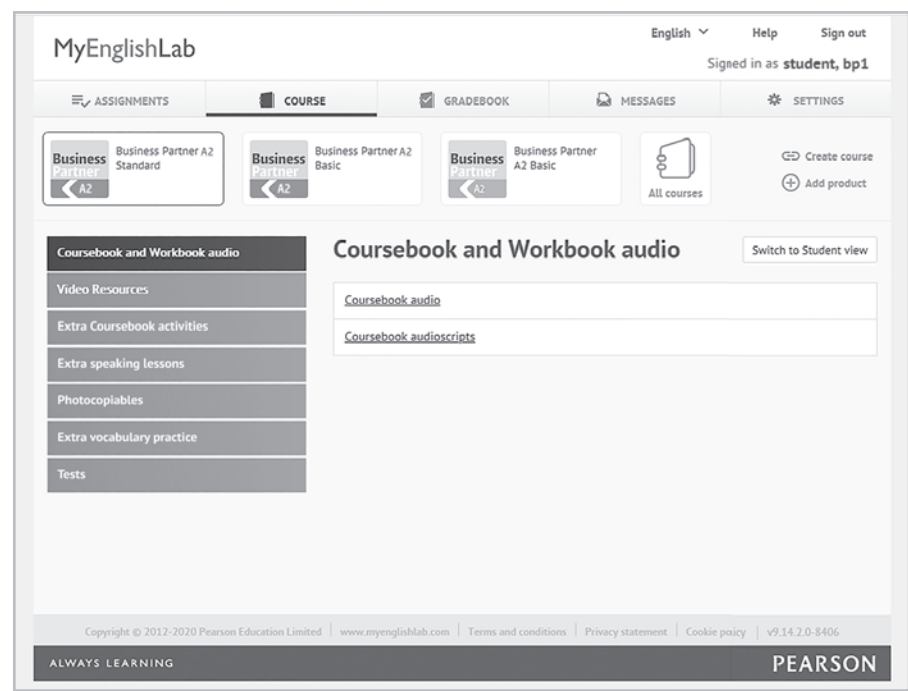
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab, and to additional content in the Teacher's Resource folder.

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.

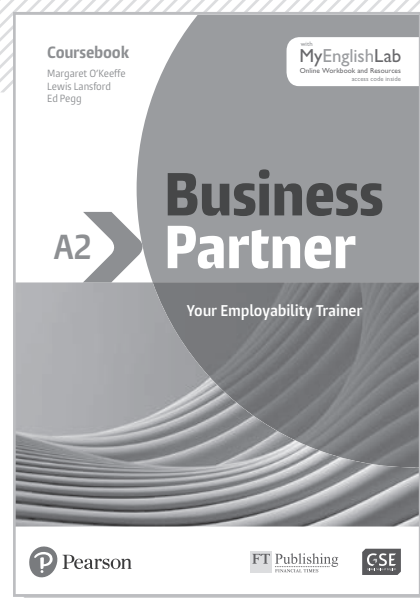
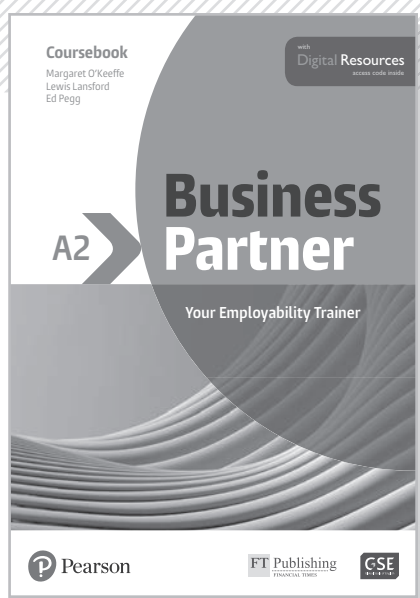


Coursebook

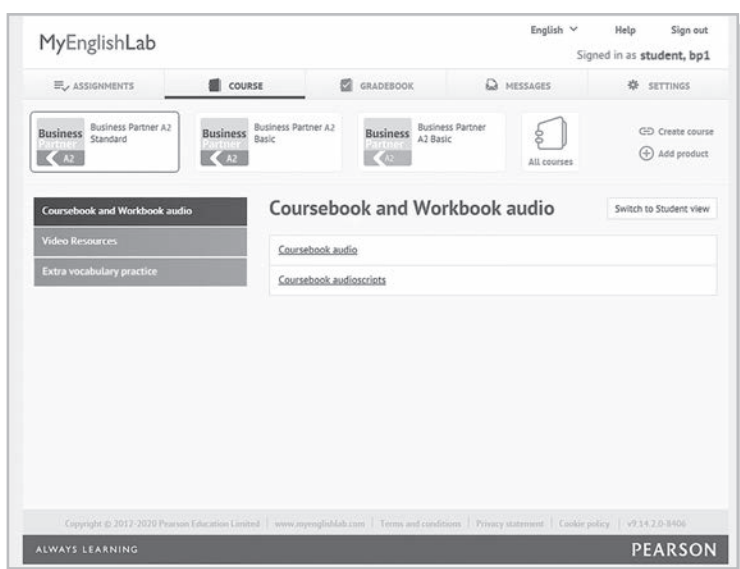
(with access code for MyEnglishLab)

- 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

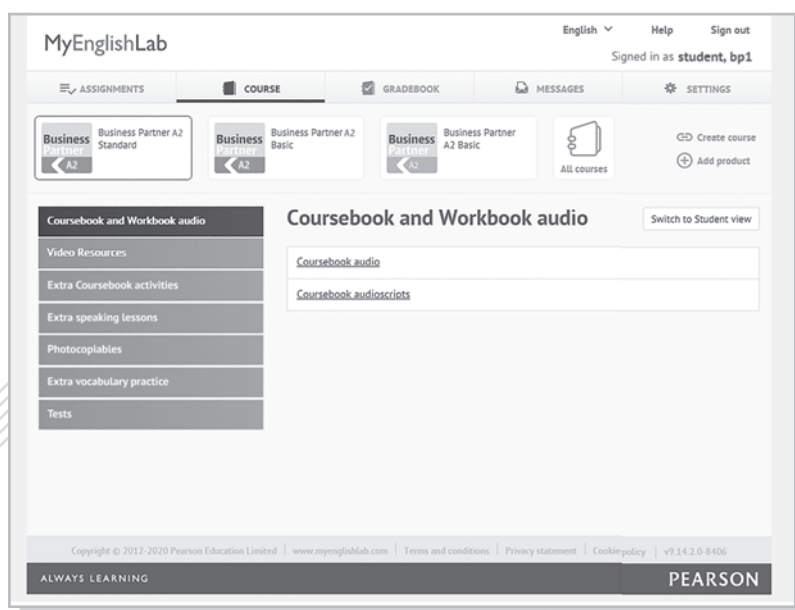
Workbook audio is available on MyEnglishLab.





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

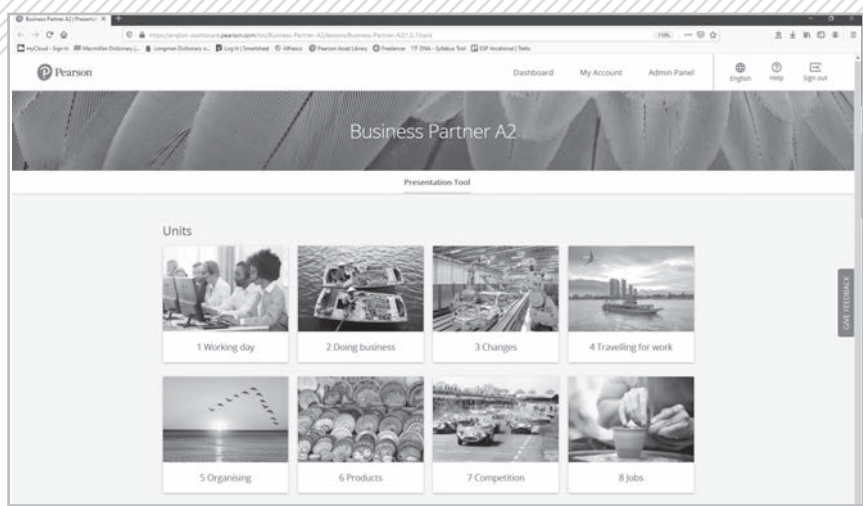
- Extra speaking lessons
- Photocopiable activities + teaching notes and answer keys
- Extra vocabulary practice worksheets

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.

Travelling for work

4 ➤



➤ *Are you travelling for work next week?*

➤ 1 Unit overview

4.1 ➤	I'm flying to Tokyo tomorrow Lesson outcome: Learners can talk about travel arrangements.	Vocabulary: Travel arrangements Communicative grammar: Talking about arrangements Video: Away on business Task: Arranging a time to meet
4.2 ➤	The 12.05 is delayed Lesson outcome: Learners can write a text message to apologise and explain why they are late.	Vocabulary: Airports and train stations Reading and listening: Dealing with delays Writing: Writing a text message about an announcement
4.3 ➤	An update email Lesson outcome: Learners can write an update email about work they are doing now.	Reading: Emails to a Project Manager Communicative grammar: Things happening now Writing: An update email
4.4 ➤	Work skills: Setting up a video call Lesson outcome: Learners can set up a video call and fix problems.	Video: Technical problems Speaking: Problems with teleconferencing
4.5 ➤	Business workshop: A business trip Lesson outcome: Learners can deal with arrangements for a business trip.	Reading: Travel arrangements Listening and speaking: A change in plans Writing: Text messages giving updates

➤ 2 **Review 4:** p.90 | **Pronunciation:** 4.1 /ŋ/, /ŋk/ and /n/. The *-ing* ending 4.4 /ɪə/ and /eə/ p.98 | **Grammar reference:** 4.1 Talking about arrangements 4.2 *will / won't* 4.3 Things happening now 4.4 Making suggestions p.106

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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.







4.1 I'm flying to Tokyo tomorrow

1 Lesson outcome Learners can talk about travel arrangements.

2 Lead-in

1A Match the words (1-6) with the photos (A-F).

1 a plane _____ 3 a bus _____ 5 a train _____
 2 an apartment _____ 4 a hotel _____ 6 a coach _____

B Answer the questions.

- Where do you usually stay when you travel a) for work b) for holidays?
- When was the last time you travelled by plane/train/coach/bus?
- When was the last time you stayed in a hotel / an apartment?

Vocabulary Travel arrangements

2A **4.01 Listen to a conversation between a PA and her manager about a business trip to Japan. Complete the dialogue.**

Bea: Dom, I booked _____ for your trip to Japan, on Japan Airlines.
Dom: Thanks, Bea. What about my hotel?
Bea: I need to book _____ room for you tomorrow.
Dom: Am I going by _____ from Osaka to Tokyo?
Bea: No, you **aren't flying**. You're going by _____. It's only two-and-a-half hours by train – the trains are very fast in Japan.
Dom: Where am I staying? For a two-week visit, I usually rent _____.
Bea: Yes, that's what **we're doing**. It isn't big, but it's very comfortable. And it's near the office.
Dom: OK. Where am I meeting customers?
Bea: In the office. There's a meeting room there.

B Complete the table with the words in the box.

a car	an apartment (x2)	a flight	coach	plane
book	a hotel / a train ticket / an apartment / _____			
stay at	a hotel, _____			
go by	bus / car / coach / _____ / _____			
rent	_____ / _____			

C Match the sentence halves.

- She usually books _____
- On work trips, I stay _____
- We go by _____
- They rent _____

a in an apartment.
 b a car and drive to the hotel.
 c a hotel near the office.
 d bus from home to the airport.

4.1 I'm flying to Tokyo tomorrow

Communicative grammar

6

TALKING ABOUT ARRANGEMENTS → Grammar reference: page 106

+ I'm flying to Tokyo tomorrow. She/He is meeting customers on Friday.
 We/You/They're working in Tokyo next week. You're staying in the city centre.

- I'm not staying at a hotel. He/She isn't going to the factory.
 We/You/They aren't going to the factory on Tuesday.

? Where are you meeting the customers? I'm meeting them at their office.
 ? Is Claudia meeting you at the airport? Yes, she is. / No, she isn't.
 Are they visiting the factory with you? Yes, they are. / No, they aren't.

→ page 98 See Pronunciation bank: /n/, /ŋk/ and /n/. The -ing ending.

3 Complete the sentences with the correct form of be and the verb in brackets. Look at the examples in Exercise 2A to help you.

- I _____ clients next Monday and you _____ a presentation to them at 9 a.m. (visit, give)
- We _____ by bus, we _____ the train. (not go, take)
- _____ they _____ in a company apartment? (stay)
- Who _____ the flights to Moscow? (book)

4 **4.02 Look at Barbara's arrangements for next week. Complete the dialogue with the correct verbs from the calendar. Then listen and check.**

Pietro: When _____ you _____ to Munich?
Barbara: I _____ on Monday.
Pietro: _____ Claudia _____ you at the airport on Monday?
Barbara: No, she _____ She _____ me at the hotel on Tuesday morning. We _____ the factory in the afternoon.
Pietro: _____ the area managers _____ the factory with you?
Barbara: Yes, they _____
Pietro: And when _____ you _____ to Augsburg?
Barbara: On Wednesday morning I _____ by train.

T Teacher's resources: extra activities

VIDEO

5A **4.1.1 Watch the video introduction. What are the reasons for travelling for work?**

B Watch the video. Answer the questions with (C) for Claire or (M) for Michaela.

- Who travels abroad ... a) sometimes? _____ b) often? _____
- Who is traveling a) with a colleague? _____ b) alone? _____
- Who is a) taking the train? _____ b) taking a plane? _____
- Who is a) working with a client at their office? _____ b) going to a conference? _____

C Watch again. Choose the correct option.

- Claire is going to Oxford for one / two days.
- Claire is staying in a hotel in Manchester for one / two nights.
- Michaela is going to a restaurant with friends / her boss.
- Michaela is staying in Hong Kong for one / two weeks.
- Michaela is building a website for her clients / company.
- Michaela is planning to do some sightseeing / rent a car for work.
- Michaela is going to a restaurant with clients in the afternoon / evening.

8

TASK

9

Self-assessment I can talk about travel arrangements. 😊 😞

- 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.
- Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.
- The tasks and questions in the lesson provide an opportunity for personalisation.
- The lesson vocabulary set is presented, practised and then recycled in the video before being activated in the task.
- **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- Every Lesson 1 has a Communicative grammar box, presenting the first of two main grammar points in a unit, followed by practice activities.
- Every Lesson 1 has an authentic video with comprehension activities, which can be used as a model for students in the final speaking task.
- The Task at the end of Lesson 1 is a collaborative pairwork activity with a strong emphasis on communication.
- 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.

4.2

The 12.05 is delayed

4.2 The 12.05 is delayed

1

Lesson outcome

Learners can write a text message to apologise and explain why they are late.

2

Lead-in

1 Look at the signs. Which do you see ...
1 at an airport? 2 in a train station? 3 in both places?

A TERMINAL
1

B PLATFORM
2

C **32**

D FLIGHT CONNECTIONS

E ARRIVALS DEPARTURES

F BAGGAGE CLAIM

G PASSPORT CONTROL

H CUSTOMS

I TAXI

Vocabulary Airports and train stations

2A Match each picture (1-4) with the words in bold in Exercise 2B.

1 _____

2 _____

3 _____

4 _____

3

B Put the sentences in the correct order to make a travel story.

a _____ The 7.00 train to Manchester airport was cancelled.
 b _____ The train stopped at every station, so I arrived at the airport an hour late.
 c _____ I left my hotel at 6.30 in a taxi.
 d _____ But there was good news. My plane was delayed!
 e _____ I arrived at the train station at 6.45.
 f _____ There was a queue to board the plane. It departed an hour late, but I was on it.
 g _____ I went through security, but it was very slow. I ran quickly to the gate.
 h _____ I took the 7.30 train from platform three. I had to change trains at Manchester Victoria Station.

C Complete the sentences with the words in the box.

arrive cancelled change delayed depart gate late platform security stop

1 Flight 450 to Tokyo isn't departing today. It's _____.
 2 The train is _____ until 7.30 so I'll be fifteen minutes late.
 3 We _____ at 10.00 and arrive at 12.30.
 4 Does this train _____ at York?
 5 Please _____ at Victoria Station for an airport train.
 6 You need thirty minutes to go through _____.
 7 When you _____ at the airport, go through passport control.
 8 Sorry I'm _____! There were no taxis.
 9 The 6.30 train for Prague leaves from _____ ten.
 10 Passengers on flight E2 345 please go to _____ 28.

4

Reading and listening

3A 4.03 Listen to the announcements (1-8). Write (T) for train station or (A) for airport.
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

B Listen again. Complete the sentences with one word.
 1 AI663 to Rome is _____.
 2 The 10.15 to Paris is _____.
 3 The service to Leeds on _____ 7 is delayed by 30 minutes.
 4 Flight EY825 to New York is _____.
 5 Passengers for Abu Dhabi need to go to a different _____.
 6 Passengers for Brussels need to go to a different _____.
 7 You need extra time to go through _____ today.
 8 Follow the signs if you need to make a flight _____.

C Complete the text messages about travel delays with the words in the box.

hotel meeting security train

6

Teacher's resources: extra activities

5

WILL / WON'T → Grammar reference: page 107

I'll be late for the meeting.
 I'll join the meeting online.
 I won't stay in a hotel tonight.

7

Writing

4A 4.05 Listen to two announcements. Make notes on the problems.
 1 _____
 2 _____

B Work in pairs. Compare your notes with a partner.
C Work in pairs.
Student A: write a message to student B about the problem in announcement 1.
Student B: write a message to student A about the problem in announcement 2.

8

Self-assessment

I can write a text message to apologise and explain why I am late. 😊 😞

- 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 listening or reading section before being activated in the final speaking or writing exercise.
- 4 The reading or listening section often features a business-related form of communication, such as a chat message, an email or phone call.
- 5 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.
- 6 **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- 7 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.
- 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 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.

4.3 An update email

1 Lesson outcome Learners can write an update email about work they are doing now.

2 Lead-in 1 Match each sentence with the correct place on the world map.



Right now, employees from World Computer Solutions Ireland are working in four countries.

- Alex is visiting the sales team in Shanghai, China. _____
- Alicia is managing the project in Dublin, Ireland. _____
- Liz is meeting customers in Mexico City, Mexico. _____
- Eduardo is setting up a computer system in Krakow, Poland. _____

Reading 2A Alicia is a Project Manager for World Computer Solutions based in Ireland. Read three emails from her colleagues. Answer the questions.

Which person ...

- has a problem with communication? _____
- thinks they need to sell more? _____
- needs some important information to prepare for a meeting? _____

3 Complete the beginning and ending of email 3. Use ideas from email 1 or 2.

4 Read Alicia's replies to her team. Write the name of the person in each email.

5 Teacher's resources: extra activities

4.3 An update email

Communicative grammar

4


THINGS HAPPENING NOW → Grammar reference: page 107

+ I'm **planning** my talk for the sales meeting now.
At the moment, we're **preparing** the new price list.
Right now, they're **dealing with** the paperwork for next week's job in Bremen.

- We **aren't having** any problems at the moment.
It **isn't going** well today.
Things **aren't going** well.

? **Are you working** in the Shanghai office today? Yes, I am. / No, I'm not.
Is Henrik writing the report today? Yes, he is. / No, he isn't.
What are you working on right now? I'm **finalising** the sales figures.
What is Ellie doing at the moment? She's **giving** a presentation.

3A Look at the pictures. Complete the sentences with the correct form of the verbs in brackets.



Mikhal, Rita, Pablo, Richard _____ (have) a meeting. It _____ (not go) well.
Andres _____ (not work) at his desk. He _____ (looking after) the machines in the factory. He _____ (not have) problems.
Paola _____ (not meet) customers. She _____ (write) a report.
Peter _____ (repair) the computer. He _____ (have) problems.
Katrina and Will _____ (not prepare) a report. They _____ (give) a presentation. It _____ (go) well.

B Complete the questions with the correct form of verbs in the box.

do give have talk use work

- _____ Mikhal, Rita, Pablo and Richard _____ a good meeting?
- _____ Andres _____ at his desk?
- _____ Paola _____ her computer?
- What _____ Peter _____?
- Who _____ Katrina and Will _____ to?
- _____ Katrina and Will _____ a presentation?

C Match the answers with the questions in Exercise 3B.

- No, he isn't. _____
- Customers. _____
- No, they aren't. _____
- Repairing a computer. _____
- Yes, they are. _____
- Yes, she is. _____

Writing 4 Alicia is writing an update email to her boss Veronika in Zurich. Imagine you are Alicia. Use the information in the emails on Page 42 to write your email.

- Start the email and say you hope everything is going well in Zurich.
- Say why you are writing – give an update on work and the team.
- Give an update on the different activities happening now. Write one paragraph about Mexico sales and one paragraph about suppliers.
- Complete the email with an appropriate ending.

7 Self-assessment I can write an update email about work I am doing now. 😊 😞

- 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 writing lesson has a model text, which includes the target grammar in context, in a specific form of business communication.
- 4 Every Lesson 3 has a Communicative grammar box, presenting the second 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 The final Writing section allows students to actively reproduce the model reading text, using the grammar taught in the lesson.
- 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.

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.

4.4
WORK SKILLS

Setting up a video call



1 Lesson outcome
Learners can set up a video call and fix simple problems.

2 Lead-in

1A Which do you prefer, online or face-to-face meetings? Why?
Face-to-face meetings: You can see people, ...
Online meetings: You can speak to people anywhere in the world, ...

B Look at the pictures. Match each button (1-7) in the pictures with the correct description.

a start audio call ____	e open chat window ____
b stop video ____	f mute/unmute microphone ____
c start video call ____	g share screen button ____
d end call / hang up ____	h close window ____

A Before the call B During the call

3 VIDEO

2A 4.4.1 Watch the video. Choose the problem in each call.

- In Conversation 1 the audio / video isn't working.
- In Conversation 2 the camera isn't working / screen is frozen.
- In Conversation 3 the camera / microphone isn't working.

B Watch the video again. Are the statements true (T) or false (F)?

Conversation 1

- At first, Haru can't hear William.
- Haru is on mute.
- William had a call from the material supplier.

Conversation 2

- Haru's internet connection is slow.
- Haru suggests an audio call.
- William wants to discuss design changes.

Conversation 3

- Maria and Max can't see William.
- Maria shares her screen.
- Max can't see the sales figures.

C Match each solution with the correct problem in Exercise 2A.

- Max stays on audio.
- William unmutes.
- William turns off his video.

MAKING SUGGESTIONS → Grammar reference: page 108

Try turning off your video. / Try unmuting your microphone.

Teacher's resources: extra activities

4

D Watch the video again. Complete the sentences from conversations 1-3.

Conversation 1

- I can't see / hear you, William. Are you on mute / there?
- Try unmuting / turning off your microphone.
- How about now? Can you see / hear me?

Conversation 2

- The screen is frozen / isn't working.
- The internet / connection isn't very good. You're breaking up / slow.
- Try turning off / on your video.
- Let's have a(n) video / audio call.

Conversation 3

- I'm adding Max to the screen / call.
- My camera isn't working / on.
- I'm sharing / turning on my screen now.

Speaking

5

PROBLEMS WITH TELECONFERENCING

Checking the connection	
Can you see/hear me? Yes, no problem. Are you there? Yes, I'm here.	
Talking about problems	Suggesting solutions
(Sorry), the connection isn't very good. You're breaking up.	Hang up. I'll call you back.
My camera isn't working.	Let's have an audio call.
The screen is frozen.	Try turning off your video.
My internet connection is slow. Sorry, can you repeat that, please?	Try unmuting your microphone.
I can't hear you.	Try unmuting your microphone.
Saying it's OK	Other
It's OK now. That's (much) better.	I'm sharing my screen. I'm adding Hitomi to the call.

→ page 98 See Pronunciation bank: /i:ə/ and /eə/.

3A 4.4.2 Watch the video without sound. What are William and Max saying? Write the dialogue.

William

Say hello.

You can't hear. Suggest a solution.

Now you can hear.

Accept suggestion. Check if Max can hear.

Accept the suggestion. Say hello again.

Say it's better.

Max

Say hello.

Accept suggestion. Say sorry.

The connection isn't good. The screen is frozen. Suggest a solution.

You need him to repeat the question. Now the connection is breaking up. Suggest a solution.

Say hello again.

Teacher's resources: extra activities

B Watch the video again with sound. Was the conversation similar to yours?

C Practise the dialogue that you wrote in Exercise 3A.

7 Self-assessment I can set up a video call and fix simple problems. 😊 😞

- 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.
- Every lesson begins with a short Lead-in activity to engage learners with the lesson topic. The tasks and questions in the lesson provide an opportunity for personalisation.
- The video demonstrates best practice in workplace situations and also presents the functional language necessary to perform the final task in the lesson.
- The video is followed by practice of functional language from the video.
- 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.
- The final Speaking task enables students to perform in English in a workplace situation, using the functional language from the Speaking box.
- 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 business trip

1 Lesson outcome

Learners can deal with arrangements for a business trip.

2 Introduction

1 Read the emails and answer the questions.

Hi Alex,

There's an important trade fair in Tokyo next week, but I can't go - I'm too busy. Karl from the Seoul office is attending and we need you to help him with our presentation. We also want you to meet customers and make new contacts.

I hope you can make the trip.

Best regards,

Rob

Hi Rob,

Thanks. I'd love to go!

Best regards,

Alex

- 1 Where is the trade fair?
- 2 When is it?
- 3 Why does someone need to go?
- 4 Who is going?

Arrangements

2 Work in pairs. Student A: Ask the questions (1-5). Student B: Look at the travel arrangements. Answer the questions.

- 1 When are you arriving?
- 2 What are you doing Monday evening?
- 3 Where are you staying?
- 4 What are you doing on Tuesday?
- 5 When are you departing?

TOKYO TECHNOLOGY MANUFACTURING TRADE FAIR
Arrive: Monday 4 April
Monday evening: Have dinner with Ms Kimura
Hotel: Hotel City Park (stay two nights)
Tuesday (a.m.): Meet Karl and practise presentation
Depart: Friday 8 April

A change in plans

3A **4.06** Karl is now at the airport waiting to depart for Tokyo. Listen. What problem does he have?

B **4.07** An airline employee is explaining the arrangement to Karl. Listen. When is he arriving in Tokyo?

3 **C** Write a message from Karl to Alex to explain the situation.

D Read Alex's reply to Karl's message. What does Alex want to do?

Hi. Thanks for the message about your flight. That's bad luck. Can we have a quick online meeting this evening, when you get to your hotel? There's some new information that I want to discuss with you. And we need to arrange a new time to practise our presentation. Thanks!

4A **4.08** Listen to the beginning of Alex and Karl's online meeting. Answer the questions.

- 1 What problem does Alex have?
- 2 What problem does Karl have?

B What do you think Alex suggests for each problem? Complete the sentences with your ideas

- 1 Karl, try ... 2 Try ..., Karl

C Continue the call. Alex and Karl need to arrange a meeting to practise their presentation.
 Student A: Look at page 123. Student B: Look at page 121.

An update

5 It's Tuesday morning. Alex is at his hotel in Tokyo. Karl is at the airport, in Seoul. Use the information to complete the text messages.

Karl: At airport, wait for flight, have breakfast, plan our presentation. Also arrange lunch meetings with customers

Alex: At hotel, have breakfast, write emails. Also write some of our presentation.

Karl

I'm at the airport now. I'm waiting for _____.

What are you doing?

Alex

I'm _____.

Let me know when you arrive.

5 Self-assessment

> 46 <

I can deal with arrangements for a business trip. 😊 ☹️

- ① The lesson outcome encompasses learning outcomes from previous lessons, making it clear which language and skills from the unit the lesson revises.
- ② The first exercise introduces a problem or a scenario that students will need to deal with and participate in.
- 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 4 Business workshop, Exercise 3 links back to Lesson 4.2, Exercise 4 to Lesson 4.4 and Exercise 5 to Lesson 4.3.
- ④ During certain exercises, students are given additional scaffolding and/or revision of the target language needed for the productive tasks.
- ⑤ 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 Available on MyEnglishLab and at the Pearson English Portal	For the learner Available on MyEnglishLab	Notes
Extra coursebook activities with answer key	✓	✗	Available for every lesson 1–4 , offering additional language practice
Extra speaking lessons with teaching notes and answer keys	✓	✗	Additional speaking lessons reinforcing language from Lesson 4
Photocopiables with teaching notes and answer keys	✓	✗	Grammar (either from Lesson 1 or 3) and Work skills revision designed for use in class
Extra vocabulary practice worksheets with answer key	✓	✓	Revision of unit vocabulary for self-study or use in class
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
Tests – 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) One End-of-level test.
– in Word	✓	✗	
– 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 MEL	✓	Self-study interactive activities, which can also be assigned by the Teacher through MyEnglishLab

Working day

1

Unit overview

	CLASSWORK	FURTHER WORK
1.1 > Daily tasks	<p>Lead-in Students talk about different jobs in their place of work.</p> <p>Vocabulary Students look at vocabulary related to jobs and tasks.</p> <p>Communicative grammar Students study and practise the affirmative and negative forms of the Present Simple.</p> <p>Video Students watch a video of people talking about their jobs.</p> <p>Task Students practise introducing themselves and talking about their job.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Additional interactive activities</p> <p>Grammar reference: p.102 Facts and routines</p> <p>Pronunciation bank: p.96 The -s ending</p> <p>Teacher's book: Resource bank Extra vocabulary practice p.136 Exercises 1 and 2</p> <p>Workbook: p.4 Exercises 1 and 2; p.5 Exercises 1 and 2; p.44 Exercises 1-3</p>
1.2 > A work plan	<p>Lead-in Students talk about their work tasks and activities.</p> <p>Vocabulary Students look at vocabulary related to work tasks and activities.</p> <p>Reading and listening Students read emails and listen to people scheduling meetings.</p> <p>Writing Students write emails to schedule a meeting.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Additional interactive activities</p> <p>Teacher's book: Resource bank Extra vocabulary practice p.136 Exercises 3 and 4</p> <p>Workbook: p.4 Exercises 3 and 4; p.6 Exercises 1-4</p>
1.3 > A survey	<p>Lead-in Students discuss the facilities they have at their place of work or study.</p> <p>Reading Students read an employee survey.</p> <p>Communicative grammar Students study and practise the question form of the Present Simple.</p> <p>Writing Students write and carry out a survey about improving facilities at their place of work or study.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Additional interactive activities</p> <p>Grammar reference: p.102 Questions</p> <p>Pronunciation bank: p.96 Questions</p> <p>Teacher's book: Resource bank Photocopiable 1.3 p.112</p> <p>Workbook: p.5 Exercises 3 and 4; p.7 Exercises 1-3; p.44 Exercises 1 and 2</p>
1.4 > Work skills: Talking about people and roles	<p>Lead-in Students look at conversations where the speakers introduce people and their roles.</p> <p>Video Students watch a video of people introducing themselves and others.</p> <p>Speaking Students look at useful language for making introductions and talking about people and roles.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Extra speaking lessons; Additional interactive activities</p> <p>Grammar reference: p.103 Subject and object questions</p> <p>Teacher's book: Resource bank Extra vocabulary practice p.136 Exercise 5; Photocopiable 1.4 p.113</p> <p>Workbook: p.8 Exercises 1-4</p>
Business workshop: We want to meet you ...	<p>Reading Students read a page from a travel sales website.</p> <p>Writing Students write emails to arrange a meeting.</p> <p>Speaking Students roleplay a phone call to reschedule a meeting; roleplay an interview with a business professional.</p>	

Unit vocabulary list

Active vocabulary

1.1

analyse (Sales) data	always
answer the phone	never
call customers	often
do research	rarely
finish work	sometimes
go to meetings	usually
make calls	
process orders	
start work	
travel for work	
write emails	
write reports	

1.2

budget meeting	book a meeting room
client meeting	calculate (production) costs
management meeting	create a brief
planning meeting	get an update
project meeting	prepare a presentation
	send out the agenda

Passive vocabulary

1.2

Admin Assistant	Production Engineer
Digital Designer	Project Manager
Finance Officer	Sales Assistant
IT Specialist	Sales Manager

1.3

area for relaxing	kitchen area
canteen	meeting room
car park	workspace

1.4

department	planning
manage (a team)	production team
office facilities	update

1.1 > Daily tasks

GSE learning objectives

- Can understand information related to people's daily routines.
- Can answer simple questions about habits and routines.
- Can describe their daily routines in a simple way.
- Can use a range of common adverbs of frequency.
- Can correctly place adverbs of frequency in longer sentences.

Lead-in

Students talk about different jobs in their place of work.

1A You could start the lesson by putting students in small groups and giving them a few minutes to brainstorm as many jobs as they can in English. When they have finished, elicit their answers and write them on the board. Go through all eight jobs from the exercise with the class and check understanding with focussed questions, e.g. *Which person creates things on a computer?* (Digital Designer), especially for the two jobs that are not shown in the photos (Digital Designer, Admin Assistant). Get students to complete the exercise individually, then check answers with the class.

A 2, 3 **B** 8 **C** 1 **D** 6, 7

1B Read the question with the class and if necessary, give students 1–2 minutes to think about their answers. Pre-service students can discuss their place of study or a company they know well instead. When they are ready, put students in pairs to discuss their answers, then nominate a few students to share their answers with the class.

Vocabulary: Jobs and tasks

Students look at vocabulary related to jobs and tasks.

2A Explain to students that they are going to read short descriptions of two jobs. Explain the activity and tell them not to worry about new vocabulary at this stage, just to focus on guessing each job. Give them 2–3 minutes to read the descriptions and write the jobs, then check answers with the class.

A Sales Manager **B** Admin Assistant

2B Look at the example with the class, and ask students to show you where the phrase in bold is in the descriptions in Exercise 2A. Students complete the rest of the expressions individually, then compare answers in pairs. Check answers with the class, and be prepared to offer explanations or examples where necessary. Students may complete some answers with the third person -s for answers with verbs because they have seen them in the text in this form. Explain that this is not incorrect and depends on the subject *I, you, they* or *he/she*.

1 go to **2** call **3** orders **4** research **5** make **6** travel
7 analyse **8** reports **9** the phone **10** start, finish

3 Ask students to close their books. Copy the 0%–100% line on the board and write *sometimes* in the middle, below it. List the other adverbs of frequency on the board (*never, rarely, often, usually, always*), and elicit where they should go on the line. Write (or invite students to write) them on the line. Put students in pairs to discuss the questions and encourage them to give more information where possible. Monitor and help where necessary. When they have finished, ask a few students to share any interesting information they found out about their partner with the class.

Extra activities 1.1

A This activity provides extra practice of the vocabulary in Exercise 2. Ask students to do it individually, and tell them that they can refer to Exercises 2A and 2B in their Coursebook if they need help. Check answers with the class.

1 goes **2** process **3** write **4** start **5** analyse
6 writes **7** do **8** travel for **9** finish **10** make

> Pronunciation bank p.96: The -s ending

1 P1.01 This exercise focusses on the sounds /s/ and /z/ and the notion of voicing. Demonstrate the sounds /s/ and /z/. Tell students that they are both 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/. Ask students to put their hands on their throats and say the prolonged sounds: /s/ and then /z/. Play the recording and ask students to repeat the sounds and words. Draw their attention to the spelling and point out that the sound /s/ is usually represented by the letter *s*, while /z/ can be written as *z* or *s*.

2 P1.02 The aim of this exercise is to make students aware of the difference in the pronunciation of the -s ending. 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/. Play the recording and ask students to repeat. You could then put them in pairs to practise saying the words.

3 P1.03 Explain to students they are going to practise saying short sentences with the words from Exercise 2. Play the recording and ask them to repeat. Again, students could then practise saying the sentences in pairs.

4A ▶ P1.04 Explain the activity and play the recording. Elicit the answer or explain that when we add the -s ending to 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/.

Because they add another syllable to the base word.

4B If you think your students need more help with the target sounds, start by playing the recording again and getting them to repeat as a group. Then put them in pairs to practise saying the sentences.

5A Explain the activity and look at the example with the class, then put students in pairs and give them 2–3 minutes to complete the exercise. Do not confirm answers yet – students will check them in the next activity.

/s/ assistants tasks makes starts
/z/ emails phones answers travels
/ɪz/ addresses spaces misses watches

5B ▶ P1.05 Play the recording for students to check their answers to Exercise 5A. Play it again and ask them to repeat the words as a group or individually, then get them to practise saying the words in pairs or small groups. Monitor and correct pronunciation as necessary.

Communicative grammar: Facts and routines

Students study and practise the affirmative and negative forms of the Present Simple.

Facts and routines

Go through the Grammar box with students and highlight the form of the negatives and contractions. Point out the absence of the third person -s after *doesn't*. Using -s after *doesn't* can be a common error, so you may wish to highlight this on the board: *He doesn't calls call customers*. Go over the use of adverbs of frequency, and explain that they usually go before the main verb but after the verb *be*. Refer students back to the job descriptions in Exercise 2A so they can look again at the target language in context – draw their attention to the verbs and phrases in bold in the texts. At this point, you may wish to refer students to the Grammar reference on page 102, go through the explanations and examples with them and answer any questions they may have. Pay particular attention to the spelling rules for verbs ending in -s, -sh, -ch and consonant + -y. Students could then do the extra grammar activities there, in class or as homework.

Grammar reference answer key: page 30

4 Explain the activity and elicit the first answer as an example. Students then complete the rest of text individually, referring to the Grammar reference to help them if necessary. Check answers with the class.

1 work 2 isn't 3 's/is 4 are 5 start 6 don't finish
7 analyse 8 'm/am not 9 'm/am

5 Elicit the first sentence as an example and write it on the board. Students then complete the exercise individually and if there is time, compare answers in pairs before class feedback. As an extension, you could ask students to write four similar sentences about what they do at work. Monitor and help with vocabulary, writing any new words/phrases on the board. When they have finished, put students in pairs to compare their sentences, then invite a few students to share their sentences with the class.

1 I often start work at eight o'clock.
2 We always call customers on Fridays.
3 They sometimes have a team meeting. / Sometimes they have a team meeting.
4 You never write emails after lunch.
5 They don't analyse data.
6 She doesn't usually call customers.

Extra activities 1.1

B This activity provides extra practice of the affirmative and negative forms of the Present Simple. Students should complete it individually and then, if there is time, compare answers in pairs before class feedback.

1 'm 2 doesn't 3 are 4 arrives 5 go 6 are
7 finish 8 have

C This activity looks at adverbs of frequency. Draw students' attention to the table and explain that it shows how often the people do the activities. Explain the task and do the first item as an example with the class, then ask students to complete the rest of the exercise individually. Check answers with the class.

1 Liz often goes to meetings.
2 Johan rarely starts work at 8 o'clock.
3 David and Beth sometimes answer the phone.
4 Liz always starts work at 8 o'clock.
5 Johan never answers the phone.
6 David and Beth always go to meetings.
7 Liz usually answers the phone.
8 Johan sometimes goes to meetings.
9 David and Beth usually start work at 8 o'clock.

Video

Students watch a video of people talking about their jobs.

6A ▶ 1.1.1 Explain to students that they are going to watch a video of people talking about their jobs. Go through the job titles in the box with them and check understanding of each one. Elicit students' ideas as to what tasks each job might involve. Before students watch, you may wish to pre-teach the following vocabulary from the video: *travel abroad, take a break, pharmaceutical research, cycle and company account*. Play the video for students to watch and match the people to the job titles, then check answers with the class.

- 1 Student Services Manager 2 Senior Research Manager
3 Chief Executive Officer (CEO)

6B ▶ 1.1.1 Go through the tasks in the left-hand column of the table with students, so they know what to listen for. Play the video again, twice if necessary, then check answers with the class.

Who ...	Liz	Ellen	Muj
starts work at 7.30?			✓
finishes work at 5.30?		✓	
travels to other countries for work?			✓
has lunch at 1 o'clock?	✓	✓	
analyses data?		✓	
writes reports?			✓

6C Put students in pairs, explain the activity and look at the example with the class. If necessary, let students watch the video again and make notes, or let them refer to videoscript 1.1.1 on page 129 during the activity. When they have finished, ask a few students to share their sentences with the class.

Task

Students practise introducing themselves and talking about their job.

7A Explain the activity, look at the example with the class and before students practise in pairs, give them a few minutes to think about what they are going to say and make notes if they want to. Monitor and help with ideas and vocabulary as necessary. When students are ready, put them in pairs to introduce themselves and talk about their job and routine. Encourage them to use vocabulary from Exercise 2 and adverbs of frequency from Exercise 3. Also explain that they are going to talk about their partner's job in the next activity, so they may want to make notes while listening to their partner. During the activity, monitor and note down any common errors or examples of good language use to highlight with the class during feedback after Exercise 7B.

Model answer

My name's Nick. I'm a factory worker. I help make cars. I always start work at seven-thirty. I never finish before five-thirty but I often finish at six o'clock. I sometimes travel for work. I visit other factories. My boss always processes orders on Mondays, so we have a meeting. We plan the work for the week.

7B Join pairs together into groups of four, explain the activity and look at the example with the class. Again, encourage students to use language from the lesson and remind them to refer to their notes from Exercise 7A if they have them. When they have finished, nominate a student from each group to share anything interesting they found out about the people in their group with the rest of the class. Finally, go over any points you noted while monitoring.

Model answer

This is Nick. He's a factory worker. He helps make cars. He always starts work at seven-thirty. He never finishes before five-thirty he but often finishes at six o'clock. He sometimes travels for work. He visits other factories. His boss always processes orders on Mondays, so they have a meeting. They plan the work for the week.

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

Grammar reference: p.102 Facts and routines

Pronunciation bank: p.96 The -s ending

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; p.44 Exercises 1-3

1.2 > A work plan

GSE learning objectives

- Can understand information related to people's daily routines.
- Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.
- Can use language related to the working day.
- Can understand a simple work schedule.
- Can understand short, simple emails on work-related topics.
- Can write simple sentences about what they and other people do.
- Can write simple plans and arrangements on a calendar or in a diary.

Lead-in

Students talk about their work tasks and activities.

1 Go through the tasks in the box with the class and quickly check they remember them from Lesson 1.1. Put students in pairs or small groups to discuss which of the tasks they do, and encourage them to give more information (e.g. the type of research they do, how often they go to meetings). Pre-service students can talk about a job they would like to do or know well.

2 Go through the words in the box and check students understand them by asking for examples of activities during each type of meeting or the purpose of each one. Students can discuss the question in pairs or small groups. When they have finished, ask a few students to share their answers with the class.

Vocabulary: Work tasks and activities

Students look at vocabulary related to work tasks and activities.

3 Draw students' attention to the calendar and the to-do list, and ask if students use these items in their work/study. Explain the activity, pointing out the phrases in bold, then give students time to read the information and complete the exercise individually. Check answers with the class, and be prepared to offer any further explanations/examples where necessary. In weaker classes, you could do this as a whole-class activity: give students time to read the information first, then elicit the correct definition for each phrase in turn, clarifying meanings as you go.

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

4 Ask students to complete the exercise individually, referring to the definitions in Exercise 3 if they need help. If there is time, get them to compare answers in pairs before checking with the class.

1 book 2 budget 3 agenda 4 brief 5 presentation
6 update 7 calculate

Extra activities 1.2

A/B These activities provide extra practice of vocabulary related to work tasks and activities. Ask students to complete both exercises individually and remind them that they can refer to Exercise 3 if they need help. Get them to compare answers in pairs before class feedback. For Exercise B, write (or invite students to write) the answers on the board, so students can check their spelling.

A 1 b 2 e 3 a 4 h 5 c 6 g 7 f 8 d
B 1 book 2 send 3 update 4 prepares 5 creates
6 production 7 budget

Reading and listening: Scheduling meetings

Students read emails and listen to people scheduling meetings.

5A Explain that the five emails are between two colleagues who are trying to schedule a meeting. Point out that email C is the first one. Students number the emails in order individually, then compare answers in pairs. Check answers with the class.

A 2 B 3 C 1 D 5 E 4

5B Before students do this activity, go through the ways of telling the time in the box. You could then put students in pairs to test each other: the student being tested covers the words with a notebook or their hand, and the other student points to one of the numbers/abbreviations for their partner to say it. Students then swap roles and repeat. Individually, they then look back at the emails in Exercise 5A and mark the time and date of the meeting on David's calendar. Check the answer with the class.

2.00 p.m. on Thu 28 (in Susan's office)

6A 1.01 Explain to students that David is now calling Susan to reschedule the project planning meeting that they read about in the emails in Exercise 5A. Go through the work tasks with them, so they know what to listen for, then play the recording. Give students a chance to compare answers in pairs, then play the recording again if necessary. Check answers with the class.

- Presentation: Fri 29 until 11.00 a.m.
- Phone call: Fri 29 12.00–1.00 p.m.
- New project planning meeting (new time):
Fri 1.00–2.00 p.m.

6B 1.02 Tell students that they are going to look at useful phrases for scheduling meetings and point out that the sentences are from David and Susan's phone call. Give them a minute to look at the words in the box and ask you about any they do not understand, then ask them to complete the sentences individually. Play the recording for students to check their answers, then check answers with the class, checking understanding of each phrase.

1 date 2 available 3 about 4 busy 5 Shall 6 then
7 fine 8 See

Extra activities 1.2

C This activity provides extra practice of the useful phrases for scheduling meetings from the listening. Ask students to complete it individually, then check answers with the class.

1 Shall 2 change, about, See 3 then, fine
4 available, busy

Writing

Students write emails to schedule a meeting.

7 Put students in pairs. If you have an odd number of students, have one group of three with two Student Bs. Explain that students are going to practise scheduling a meeting, then direct them to their relevant pages. Give them time to read the information in Part 1 while you go round and help as necessary. When they are ready, ask students to write their emails. Remind them of the useful phrases in Exercise 6B, and that they can refer to the model emails in Exercise 5A if they need help. Draw attention to how David and Susan open and close their emails in Exercise 5A, and tell students to open and close their emails in an appropriate way. Encourage them to use their mobile devices if possible in order to replicate authentic conditions. If this is not possible, they can write their emails on paper and exchange them. Monitor and check students' writing, offering help and corrections. When they have finished, move on to Parts 2 and 3. Ask students to swap emails and write a reply. Students continue exchanging emails until they have agreed a time and a place for the two meetings. In feedback, ask each pair where and when they are meeting.

Model exchange beginning with Student A

Hi Student B,
As you know, we need to have a planning meeting by Friday 29 March. I'm available on Tuesday 26th. Are you available then?
Best regards,
Student A

Hi Student A,
Thanks for your message. I'm usually at the factory on Tuesdays. And on Wednesday 27 March I have client meetings all day. How about Thursday 28 March at 10.00 a.m.?
We can meet in my office.
Best regards,
Student B

Hi Student B,
Sorry, I have a management meeting on Thursday. Is Friday 29 March at 10.00 a.m. OK?
Best regards,
Student A

Hi Student A,
I'm working at home on Friday morning. How about Friday afternoon at 2.00 p.m.?
Best regards,
Student B

Hi Student B,
Perfect. See you at 2.00 p.m. on Friday.
Best regards,
Student A

Model exchange beginning with Student B

Hi Student A,
As you know, we need to have a budget meeting by Friday 29 March. I'm available on Monday 25th. Are you available then?
Best regards,
Student B

Hi Student B,
Thanks for your message. I'm usually at the factory on Mondays. And on Wednesday 27 March I have a sales meeting all day. How about Tuesday 26 March at 10.00 a.m.?
We can meet in my office.
Best regards,
Student A

Hi Student A,
Sorry, I'm at the factory on Tuesdays. Is Thursday 28 March at 10.00 a.m. OK?
Best regards,
Student B

Hi Student B,
Sorry, I have a management meeting all day on Thursday. How about Friday afternoon at 4.00 p.m., after our planning meeting?
Best regards,
Student A

Hi Student A,
Perfect. See you at 4.00 p.m. on Friday.
Best regards,
Student B

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

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

Workbook: p.4 Exercises 3 and 4; p.6 Exercises 1–4

1.3 > Writing

A survey

GSE learning objectives

- Can answer simple questions in a face-to-face survey.
- Can ask simple questions in a face-to-face survey.
- Can understand simple phrases related to familiar, everyday activities.
- Can understand short, simple texts about everyday activities.
- Can form questions with 'what' and 'which' as adjectives.
- Can form questions with 'How often' in the present tense.
- Can write simple sentences about what they and other people do.

Lead-in

Students discuss the facilities they have at their place of work or study.

1A Draw students' attention to the photos and captions, and clarify meanings as necessary. With stronger classes, you could ask students to cover the captions and just look at the photos and try to name the facilities, then look at the captions to check their answers. Put students in pairs or small groups to discuss the question, then invite students from different pairs/groups to share their answers with the class.

1B Students discuss the question in the same pairs/groups as Exercise 1A, saying what they use each facility for. When they have finished, elicit answers from a few students and find out if others have the same answers.

Reading

Students read an employee survey.

2A To introduce the topic of surveys, you could briefly discuss the following questions with the class: *Do you ever answer surveys at work? What about in your personal life? What kind of questions do you answer?* Draw students' attention to the form and explain that a company is carrying out a survey of their employees in order to improve staff facilities at work – look at the introductory text in the survey with the class. Explain the activity and before students begin, go through the headings in the box with them and check understanding. Give students 3–5 minutes to complete the exercise individually, then check answers with the class. Answer any questions students have about the vocabulary in the survey.

A The work day **B** The workplace
C Meetings and meeting rooms **D** Other facilities

2B Explain the activity, making sure that students understand the answers only match six of the questions in the survey, and if necessary, elicit the first answer as an example. Ask students to complete the exercise individually, then check answers with the class.

a 4 b 2 c 10 d 11 e 3 f 12

2C Put students in pairs to ask and answer the questions in the survey. Pre-service students could invent their answers, talking about a company they know well and/or would like to work for. If there is time, give students 1–2 minutes to think about their answers first, before they practise in their pairs. When they have finished, ask a few students to share any interesting answers with the class.

Communicative grammar: Questions

Students study and practise the question form of the Present Simple.

Questions

Go through the Grammar box with the class, clarifying any points as necessary. Remind students of the use of *don't/doesn't* in negative sentences, and explain that questions are also formed using the auxiliary *do/does*. Again, point out that we do not use the third person -s after *does*: *When does your working day starts start?* For some quick practice, you could put students in pairs and ask them to take turns to ask and answer the questions in the Grammar box. Then refer them to the Grammar reference on page 102, 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: page 30

3 Ask students to complete the exercise individually and if necessary, do the first item as an example with the class. Remind students that they can refer to the Grammar box and/or the Grammar reference if they need help. If there is time, get them to compare answers in pairs before checking with the class.

- 1 What are your working hours?
- 2 Does your office have enough workspaces?
- 3 Does your office have an area for relaxing?
- 4 Do you use the gym?
- 5 Where is the kitchen area?
- 6 What time do you start work?
- 7 When does your day finish?
- 8 Does your company have a car park?

Pronunciation bank p.96: Questions

1A ▶ P1.06 Play the recording and ask students to just listen. Tell them that for each verb, they heard the weak forms first, followed by the strong forms. Explain that *are*, *do* and *does* in questions sound weak and are pronounced /ə/, /də/ and /dəz/, respectively. Point out that by 'weak', we mean that the words are not stressed and are therefore 'weakened' in speech. The same verbs in short answers sound strong and are pronounced /ɑ:/, /du:/ and /dʌz/. Play the recording again and ask students to repeat.

1B ▶ P1.07 Play the recording and ask students to repeat in chorus. Remind them to pay attention to the correct pronunciation of weak and strong forms.

2A ▶ P1.08 Explain to students that intonation is about how we say things to create expression and variation in speech; it is how our voice goes up or down to convey our attitude and emotions. Tell them that they are going to hear the questions from this exercise and think about intonation – they should decide whether the speaker's voice goes up or down at the end. Start the recording, pause after the example and ask students if they could hear the difference. Then play the rest of the recording for them to complete the exercise. Check answers with the class, then ask students if they can work out a rule. Elicit an answer or explain that in *yes/no* questions we use rising intonation, while *wh-* questions are pronounced with falling intonation. You may want to play the recording again and ask students to repeat in chorus.

In each item, the first question has rising intonation (goes up at the end) and the second falling intonation (goes down at the end).

2B Put students in pairs to practise saying the questions in Exercise 2A. Monitor and correct intonation as necessary.

4A Explain the activity and point out that students need to write one word in each gap. Ask them to complete the questions individually and if there is time, get them to compare answers before class feedback.

- 1 is 2 Does 3 do 4 are 5 is 6 Do 7 Does
 8 How

4B Students could do this individually or, if time is short, you could do it as a quick, whole-class activity, checking answers as you go. As an extension, you could put students in pairs to practise asking and answering the questions.

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

Extra activities 1.3

A This activity provides further practice of Present Simple questions. Ask students to complete it individually, then check answers with the class.

1 are 2 do 3 do 4 Does 5 Do 6 is 7 do 8 do

B Explain the activity and point out to students that they should look carefully at the verbs in the answers in order to complete the questions. If necessary, do the first item as an example with the class. After checking answers, you could put students in pairs to practise the conversations.

1 Do you have 2 Do you eat 3 Where is
4 Does, have 5 How do you get 6 Where is
7 What are / When are 8 When is

Writing

Students write and carry out a survey about improving facilities at their place of work or study.

5A Read the instructions with the class and go through the topics with them. Explain that students should use the topics to help them, but they can also invent some of their own to make the survey relevant to their place of work or study. Encourage them to use language from the lesson when writing their questions, and remind them that they can use the survey in Exercise 2A as a model if they need help. During the activity, monitor, checking students are forming their questions correctly and helping them with any vocabulary they may need.

Possible questions

What is your workspace like?
Are there enough meeting rooms?
Do you have lots of meetings?
Are there enough computers/Is there enough IT equipment?
Is it easy to access your workspace? (Is there a lift?
Are there stairs?)
Is there a quiet area?
What other facilities are there?
What time do you start work?
When does your work day end?
How do you get to work?
Who do you work with?
What time is lunch break?
Where is the canteen?
Is there a gym?
Are there areas to relax?
What do you have for lunch?
What is the best way to spend break time?
Do you go out with colleagues after work?
Does your company have a fitness centre?

5B Put students in pairs and explain that they are going to swap surveys and write their answers to their partner's questions. When they have finished, ask a few students to share any interesting information they found out with the class. As feedback, go over any common errors or difficulties you noted during this and the previous activity.

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

Grammar reference: p.102 Questions

Pronunciation bank: p.96 Questions

Teacher's book: Resource bank Photocopiable 1.3 p.112

Workbook: p.5 Exercises 3 and 4; p.7 Exercises 1-3; p.44 Exercises 1 and 2

1.4 > Work skills**Talking about people and roles****GSE learning objectives**

- Can understand basic information about someone when introduced to them using simple language.
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.
- Can ask and answer questions about what they do at work and in their free time.
- Can respond politely when introduced to someone, using a few basic fixed expressions.

Lead-in

Students look at conversations where the speakers introduce people and their roles.

1 As a brief warm-up, students could discuss the following questions in pairs, small groups or as a class: *How often do you meet new people at work? What type of people are they? Do you like working with lots of people or just a few? Why?* Draw students' attention to the photos and ask them what they think the situation is in each one. Elicit a few ideas, then explain that the conversations below match each photo, but they are in the wrong order. Students complete the exercise individually, then compare answers in pairs. In feedback, clarify meanings as necessary then, if there is time, put students in pairs to practise the conversations.

A 1 b 2 c 3 a
B 1 d 2 a 3 c 4 b
C 1 b 2 c 3 a

Video

Students watch a video of people introducing themselves and others.

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 Sleek, the company 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 questions with the class so they know what to watch for. Play the video for students to watch and answer the questions, then check answers with the class.

- 1 In the London office.
- 2 No, they don't.
- 3 Yes, she does.
- 4 No, she doesn't.

2b ▶ 1.4.1 Ask students to complete the exercise individually – point out that they should only use one word in each gap. Play the video for them to check their answers, then go over them with the class.

- 1 this, from 2 Which, work 3 know, visits 4 visit, sales
5 presentation, update

2c ▶ 1.4.1 Explain to students that these are some useful phrases from the video and ask them to do the matching task individually. Play the video again for them to check their answers, then go over them with the class, clarifying meanings as necessary. As an extension, you could put students in pairs to practise the exchanges.

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

Extra activities 1.4

A This activity provides further practice of the functional language from the video. You could do it after Exercise 2C or after going through the Speaking box with the class. Ask students to complete the exercise individually and then to compare answers in pairs before class feedback.

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

B Again, this activity can be done after Exercise 2C or after students look at the Speaking box which follows. Students could do it individually and then compare answers in pairs before class feedback. Alternatively, if time is short, you could do it as a whole-class activity, checking answers as you go along. As an extension, students could practise the exchanges in pairs.

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

Speaking: Talking about people and roles

Students look at useful language for making introductions and talking about people and roles.

Talking about people and roles

Tell students they are going to look at useful phrases for making introductions and talking about people and roles. Explain that the phrases in the first section are for introducing someone else, and the other two sections are for asking and answering about roles and activities. Give students 1–2 minutes to look at the phrases in the Speaking box, then go through them 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 groups of three and get them to have quick exchanges using phrases from the box.

Unit 1 Extra speaking lesson

This lesson gives further practice of speaking related to talking about people and roles. To access the lesson go to MyEnglishLab > Extra speaking lessons.

Subject and object questions

Write on the board: *Martha manages the Madrid team.* Point to *Martha*, elicit the question needed to find out this information (*Who manages the Madrid team?*) and write it on the board, with an arrow pointing to *Martha* in the sentence. Elicit or explain that *Martha* is the subject of the sentence. Then point to *the Madrid team*, elicit the question needed to find out this information (*What does Martha manage?*), write it on the board and draw an arrow pointing to *the Madrid team* in the sentence. Elicit or explain that *the Madrid team* is the object of the sentence. Explain that questions about the subject simply replace the subject with a question word, while questions about the object use the auxiliary *do/does*. Go through the examples in the Grammar box with students, then refer them to the Grammar reference on page 103, go through it with them and clarify any points as necessary. Students could then do the extra grammar activity there, in class or as homework.

Grammar reference answer key: page 30

Extra activities 1.4

C This activity provides further practice of subject and object questions. Ask students to complete it individually, referring to the Grammar reference on page 103 if they need help, then check answers with the class.

- 1 Who manages that team?
- 2 Which team do you manage?
- 3 Where do you work?
- 4 Where is your office?
- 5 How much does the phone cost?
- 6 Which employees work hard?

3A Look at the example profile with the class, then ask students to complete their own profile individually. Pre-service students could invent some information about themselves. Go round and help with any vocabulary students may need.

3B Put students in groups of three and go through the instructions with them. With weaker classes, look at videoscrypt 1.4.1 on page 129 with students before they begin and point out the different stages of the conversations. You could then demonstrate a conversation with two stronger students (or ask three stronger students to demonstrate to the class). Finally, remind students to use phrases from the Speaking box in their conversations. Monitor while students are writing, offering help as necessary and noting down any common errors or difficulties to highlight during feedback after the next exercise.

3C Students now practise their conversations in their groups. When they have finished, ask them to swap roles and practise again. If there is time, you could then ask a few groups to perform their dialogues for the class. Finally, have a brief feedback session, highlighting any points you noted while monitoring.

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

Grammar reference: p.103 Subject and object questions

Teacher's book: Resource bank Extra vocabulary practice p.136 Exercise 5; Photocopiable 1.4 p.113

Workbook: p.8 Exercises 1–4

Business workshop

We want to meet you ...

GSE learning objectives

- Can make an appointment on the phone.
- Can ask simple questions to find out about a subject.
- Can ask and answer questions about what they do at work and in their free time.
- Can understand short, simple emails on work-related topics.
- Can give basic information to introduce themselves in work-related situations (name, job, etc.).

Introduction

Students read a page from a travel sales website.

1 Go through the questions with the class and check that they understand *professional* (n) and *contact* (v). Give students 3–4 minutes to read the text and answer the questions individually, then get them to compare answers in pairs before checking with the class.

- 1** *U-Trav-L* is a travel sales website for business travellers.
- 2** For their blog. The blog shows work life and business travel.
- 3** They would like to interview you about your job and business travel.

Arranging a meeting

Students write emails to arrange a meeting.

2A Explain that Ms Lawrie has written to the *U-Trav-L* website and that the email is a reply from the company to her. Students read the email, then answer the question in pairs. Check the answer with the class.

Maria wants to interview Ms Lawrie at her office. She wants to interview her in March.

2B If you think your students will find this activity difficult, review the Reading and Listening section of Lesson 1.2. Put students in pairs and explain that they are going to arrange a meeting between Ms Lawrie and Maria Alvarez, the Editor of *U-Trav-L*. Direct them to their relevant pages and give them time to read the information. Explain that Student B should write the first email. Students could use their actual email addresses if they are comfortable sharing them, and write to their partner immediately to get instant replies. Otherwise, each pair could write their emails on paper and pass them around. Students who are waiting for an email response can look at their previous response and attempt self-correction. Go round and offer help where necessary.

They can meet on Friday 4 April at 2.00 p.m.

Model answers

Student B (Angela Lawrie responds to the initial email)

Hi Maria,
Thanks for your message. I usually work on the financial results in March. I'm available for one day in the last week of March. How about Friday 28 March?

Best regards,
Angela

Hi Angela,
Thanks for your message. I'm not available in the last week in March. Is Wednesday 2 April OK? I'm available all day.

Best regards,
Maria

Hi Maria,
Sorry, I usually work from home on Wednesdays. I'm available at 2.00 p.m. on Friday 4 April. Are you available then?

Best regards,
Angela

Hi Angela,
Perfect. I'm available on Friday 4 April at 2.00 p.m.

See you then,
Maria

A phone call

Students roleplay a phone call to reschedule a meeting.

3 If you think your students will find this activity difficult, review the Reading and listening section of Lesson 1.2. Students can stay in the same pairs as in Exercise 2 for this activity. Go through the instructions with them, then direct them to their relevant pages and give them time to read the information. You could introduce or elicit the first line of the conversation (see model conversation below) to help them. With weaker classes, students can write out the conversation first and then practise it. Otherwise, students continue after the first line. Monitor students' conversations, making notes on any common errors/examples of good language use for later feedback. When they have finished, ask what time and day they are meeting. Go through any common errors on the board as a class.

The only time they're both available is 12:00 on Friday.

Model conversation

A: Hi, Angela. It's Maria Alvarez from *U-Trav-L*.

B: Oh hi, Maria. How are you?

A: I'm good, thanks. How are you?

B: I'm OK, but I'm not available on Friday 4 April. I'm sorry, but we need to change the date of the interview. Are you available on Thursday 10th, in the morning?

A: Sorry, no, I'm not. I have a budget meeting at that time. How about Friday?

B: I'm available all afternoon – from 12.00 p.m. Shall we meet at your office?

A: Yes, that's fine. How about 12.00 p.m., then?

B: 12.00 p.m. is good. I'll see you then!

A: See you then!

The interview

Students roleplay an interview with a business professional.

4A If you think your students will find this activity difficult, review the Communicative grammar section of Lesson 1.3. Read the example with the class, then ask students to write the rest of the questions individually. When they have finished, ask students to compare answers in pairs, then check answers with the class.

- 1 Which department do you work in?
- 2 What do you do?
- 3 Where do you work?
- 4 How do you get to work?
- 5 How long is your journey to work?
- 6 How often do you travel abroad?
- 7 Where do you travel to?
- 8 Why do you travel for work?
- 9 Do you work when you're on the train or plane?
- 10 What's your favourite travel destination?

4B Put students in pairs and explain that Maria Alvarez wants to interview Angela Wright, and students are going to roleplay the interview. Ask them to turn to page 116 and give them time to read the information and ask you any questions they may have. Explain that they are going to take turns to be Maria and Angela, and give them time to think about any language they want to use in their answers as interviewees. When they are ready, ask them to conduct their interviews. Monitor and make notes on students' language use for later feedback. When they have finished, students swap roles and repeat the interview. If they are comfortable doing so, you could ask students to film themselves doing the interviews using the cameras on their mobile devices. They could then watch them and self-correct where necessary.

Talking about your company and travel

Students roleplay an interview with a business professional.

5A Put students in new pairs, assign roles and explain that they are going to roleplay an interview between Maria Alvarez and a business professional. Direct them to their relevant pages, and give them time to read it and prepare for their interviews. Explain that they are going to take turns to be Maria and the business professional, so they should both prepare for both roles. They should look at their questions as interviewers and invent their information as interviewees. During the preparation stage, monitor and help where necessary. When students are ready, they carry out their interviews. Monitor and note down any points to highlight during feedback after Exercise 5B.

5B If you think your students will find this activity difficult, review the Speaking section of Lesson 1.4 before you start. Put students in new pairs and explain the activity. Before they begin, elicit useful phrases they could use and/or introduce the model language below, and write it on the board for students to refer to during the activity. Students then share their information and choose the best candidate for the webpage. When they have finished, ask a few students who they chose and why. Finally, go over any points you noted while monitoring.

Model language

He/She works in the ... department.
 He/She's a Manager.
 He/She works in London.
 It takes him/her one hour to get to work.
 He/She travels abroad 3–5 times a year.
 He/She travels to ... a lot.
 He/She often works on the train or plane.
 His/Her favourite travel destination is ...

Grammar reference < 1

1.1

- 1 1 Mike and Lisa often go to meetings.
- 2 Joe rarely works from home.
- 3 Mike and Joe usually start work at 8.00.
- 4 Lisa often works from home.
- 5 Lisa and Joe often go to the factory.
- 6 Lisa always starts work at 8.00.
- 7 Mike never goes to the factory.
- 8 Joe never goes to meetings.

1.2

- 1 1 Are you an Engineer?
- 2 Do Paolo and Imran go to meetings?
- 3 When do you start work?
- 4 Where is the kitchen?
- 5 Is Helena an IT Specialist?
- 6 Does your boss work from home?
- 7 How does Ewan get to work?
- 8 What are their names?

1.4

- 1 1 answers 2 does 3 are 4 does David need 5 works 6 do you get 7 is 8 do

Review < 1

- 1 1 have 2 go to 3 call 4 do 5 analyse 6 write 7 answer 8 make 9 travel 10 go to 11 start 12 finish
- 2 1 have 2 available 3 How about 4 meet 5 fine 6 calculate 7 send out 8 book
- 3 1 He always starts work at eight o'clock. 2 I often travel to other countries for work. 3 We usually have meetings on Fridays. 4 They sometimes work with me on projects. 5 Her English is excellent, but she never studies! 6 We often go to meetings with customers.
- 4 1 is 2 'm / am not 3 don't finish 4 work 5 start 6 travel 7 isn't / is not 8 're / are
- 5A 1 are 2 is 3 do 4 Is 5 Do 6 Does
- 5B 1 Where is their office? 2 Why does Helena need a computer? 3 Who books (the) meeting rooms? 4 When are your meetings? 5 Who manages the sales team? 6 How does he get to work?
- 6 1 f 2 d 3 e 4 b 5 c 6 a