

York  
**VOCATIONAL  
ENGLISH**

**Commerce**

**TEACHER'S BOOK**





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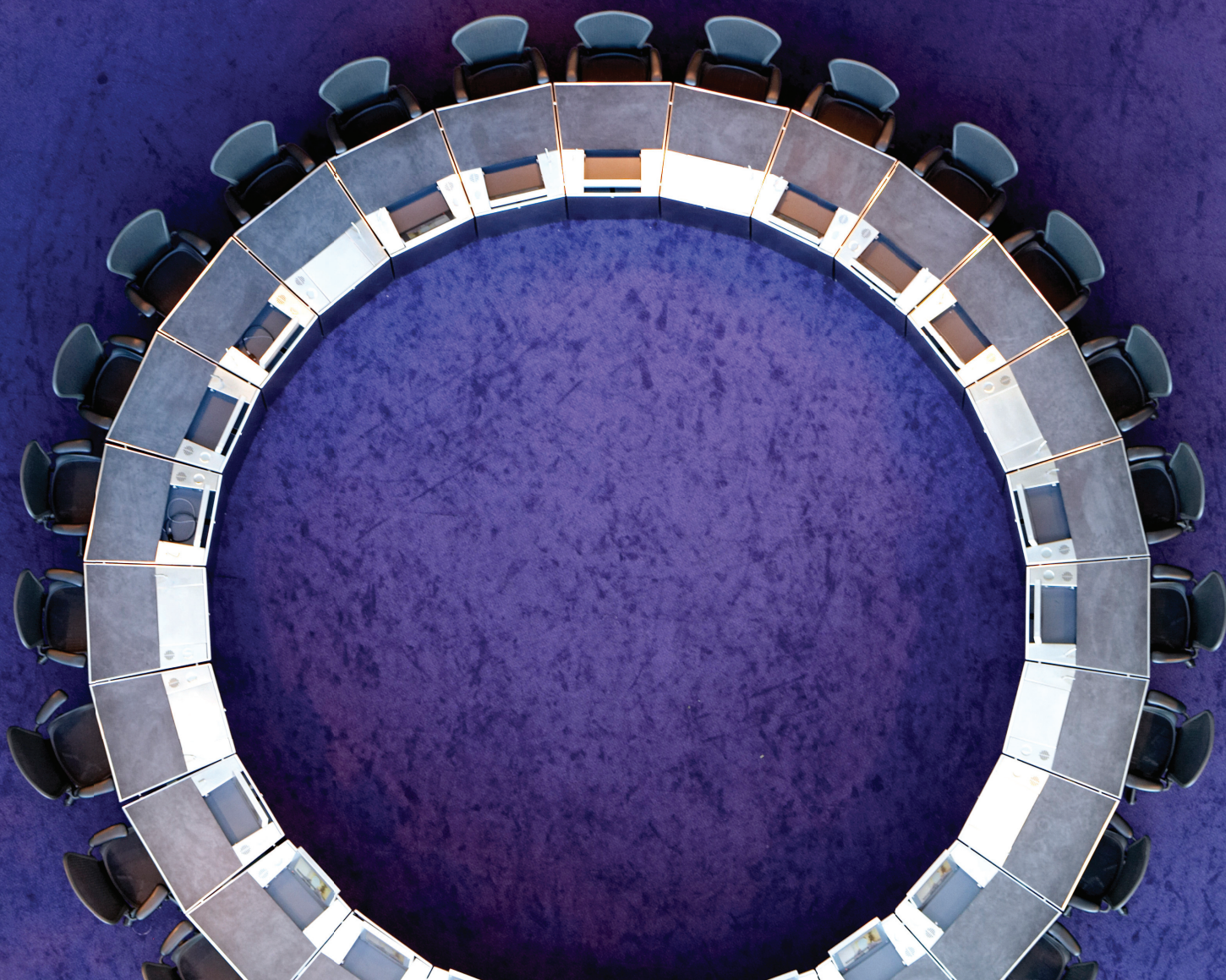
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# Student's Book scope and sequence

Unit	Listening and Reading	Vocabulary	Grammar
<b>1</b> Ways of working	Listening: Workplace interviews Reading: An article on co-working spaces	Ways of working	Present simple Adverbs and expressions of frequency
<b>2</b> Trends and data	Listening: A news report Reading: An article about eSports	Business trends	Present continuous and present simple
<b>3</b> Starting a business	Listening: A podcast about starting a business Reading: An article about young entrepreneurs	Starting a business	Past simple and past continuous
<b>4</b> Orders and deliveries	Listening: An order Reading: A report on the food delivery business	Placing an order Verb and noun forms	Countable and uncountable nouns Quantifiers
<b>5</b> Customer service	Listening: Customer service Reading: The customer journey	Customer service compound nouns	Comparatives and superlatives
<b>6</b> Business events and trips	Listening: Choosing a business event Reading: Descriptions of exhibition centres	On a business trip	Future forms

## End of volume 1 review

## Career Skills

## Writing

## Workbook

Make business contacts  
Web research: Find out about a real company

A personal profile  
Writing tip: Conjunctions

Vocabulary: Ways of working  
Grammar: Present simple; Adverbs and expressions of frequency  
Useful language: Starting a conversation

Present visual information  
Web research: Visual information about a company or topic

Summarise trends and data  
Writing tip: Symbols and abbreviations

Vocabulary: Business trends  
Grammar: Present continuous and present simple  
Useful language: Presenting visual information

Report what happened at a meeting  
Web research: A business you are interested in

A company website profile  
Writing tip: Punctuation

Vocabulary: Starting a business  
Grammar: Past simple and past continuous  
Useful language: Reporting what happened at a meeting

Follow up on an order  
Web research: What a company supplies and its delivery process

A formal email about an order  
Writing tip: Formal emails

Vocabulary: Placing an order  
Grammar: Countable and uncountable nouns; Quantifiers  
Useful language: Following up on an order

Customer feedback and reviews  
Web research: Business surveys and feedback forms

A customer review  
Writing tip: Adding emphasis

Vocabulary: Customer service compound nouns  
Grammar: Comparatives and superlatives  
Useful language: Asking for and giving customer feedback

Plan and arrange an event  
Web research: Careers days and job fairs

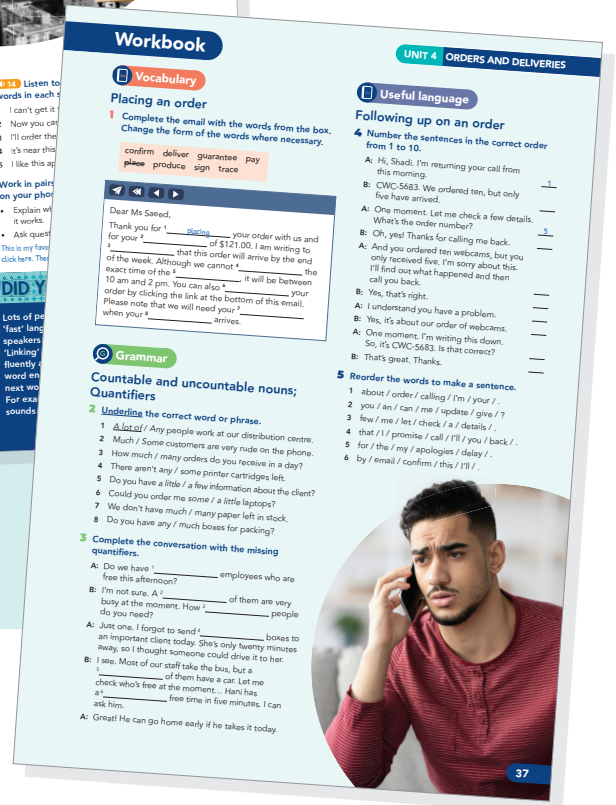
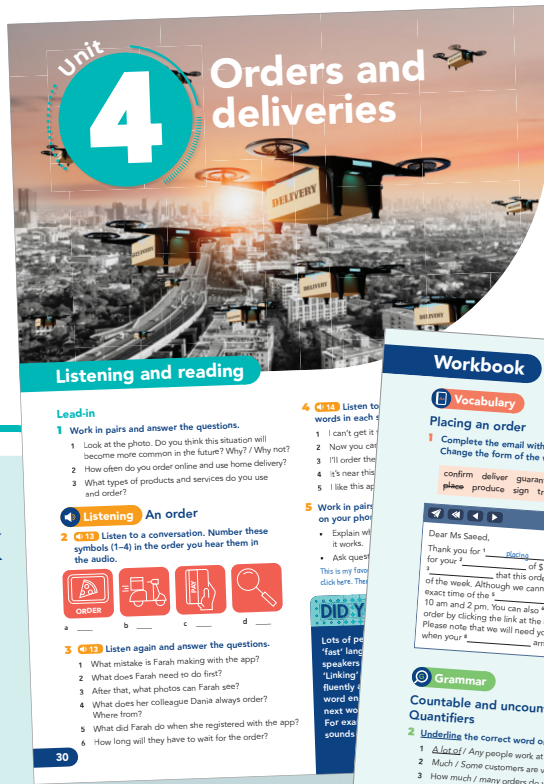
Work notes and messages  
Writing tip: Abbreviating your writing

Vocabulary: On a business trip  
Grammar: Future forms  
Useful language: Making plans and arrangements

# Overview of course components

## STUDENT'S BOOK WITH INTEGRATED WORKBOOK

- Six units with approximately 75 hours of teaching material
- Integrated Workbook page in every unit for extra practice and revision
- Clear, easy-to-teach-from design with high-impact photos
- Audio material for use in the classroom
- Comprehensive language and skills syllabus for the vocational subject
- Speaking and writing tasks that match workplace skills



## TEACHER'S BOOK

- Detailed teacher's notes for every unit, with warmers, extra activities and alternative suggestions
- Integrated Student's Book answer key
- Integrated Student's Book audioscripts
- Teaching tips on how to use the material and classroom management
- Extensive introduction on how to teach the course and methodology tips



## ONLINE & DIGITAL RESOURCES

### CLASS AUDIO

- Downloadable Student's Book audio

### ASSESSMENT

- Downloadable unit tests
- Downloadable end of volume tests
- Downloadable end of course tests

### DIGITAL RESOURCES

- Interactive whiteboard material
- E-book version of the Student's Book



Listening

Reading

Grammar

Vocabulary

YORK-E

News About Us

York Vocational English Level 2, Volume 1 Student's Book

Grammar Countable and uncountable nouns; Quantifiers

1. Listen to the audio and complete the table below.

2. Read the text and answer the questions.

3. Work in pairs and read and complete the table below.

4. Now practice the phone call. Student A places the order and Student B replies. Remember to:

• use the call log (table 1);

• give your reasons for calling;

• explain there are supply problems.

2. Read the text and answer the questions.

3. Work in pairs and read and complete the table below.

4. Now practice the phone call. Student A places the order and Student B replies. Remember to:

• use the call log (table 1);

• give your reasons for calling;

• explain there are supply problems.

5. Use any spare paper to make a list of all the products you can buy from the company.

6. Use any spare paper to make a list of all the products you can buy from the company.

7. Use any spare paper to make a list of all the products you can buy from the company.

8. Use any spare paper to make a list of all the products you can buy from the company.

9. Use any spare paper to make a list of all the products you can buy from the company.

10. Use any spare paper to make a list of all the products you can buy from the company.

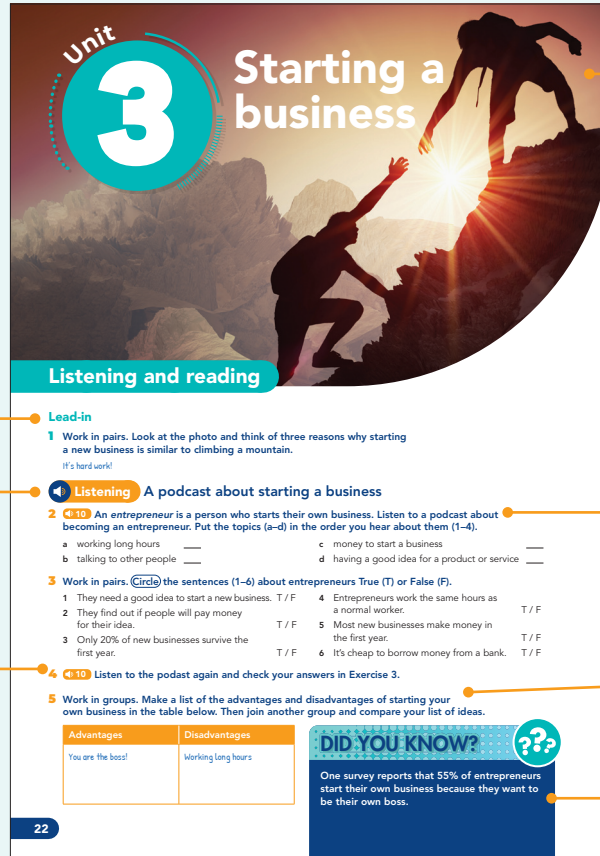
11. Use any spare paper to make a list of all the products you can buy from the company.

12. Use any spare paper to make a list of all the products you can buy from the company.

13. Use any spare paper to make a list of all the products you can buy from the company.

# Student's Book unit overview

## Listening and Reading (pages 1–2 of each unit)



**Unit 3 Starting a business**

**Listening and reading**

**Lead-in**

1 Work in pairs. Look at the photo and think of three reasons why starting a new business is similar to climbing a mountain.  
*It's hard work!*

**Listening** A podcast about starting a business

2 **10** An entrepreneur is a person who starts their own business. Listen to a podcast about becoming an entrepreneur. Put the topics (a–d) in the order you hear about them (1–4).

a working long hours \_\_\_\_\_ c money to start a business \_\_\_\_\_  
b talking to other people \_\_\_\_\_ d having a good idea for a product or service \_\_\_\_\_

3 Work in pairs. **Circle** the sentences (1–6) about entrepreneurs True (T) or False (F).

1 They need a good idea to start a new business. T / F  
2 They find out if people will pay money for their idea. T / F  
3 Only 20% of new businesses survive the first year. T / F  
4 Entrepreneurs work the same hours as a normal worker. T / F  
5 Most new businesses make money in the first year. T / F  
6 It's cheap to borrow money from a bank. T / F

4 **10** Listen to the podcast again and check your answers in Exercise 3.

5 Work in groups. Make a list of the advantages and disadvantages of starting your own business in the table below. Then join another group and compare your list of ideas.

Advantages	Disadvantages
You are the boss!	Working long hours

**DID YOU KNOW?**

One survey reports that 55% of entrepreneurs start their own business because they want to be their own boss.

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Every Listening page starts with a lead-in activity to get students talking.

Colour-coded skills headings are designed to help students and teachers navigate through the unit.

Students complete a series of listening activities designed to improve their listening sub-skills.

Each unit opens with a dynamic and thought-provoking image with warmer questions related to the unit topic.

The audio material has been carefully graded for the course and features a range of different text types such as lectures, monologues and conversations.

Each Listening page finishes with a follow-up discussion or activity based on the content of the audio.

Regular *Did you know?* boxes throughout the course focus on interesting or unusual facts.

**UNIT 3 STARTING A BUSINESS**

**Reading** An article about young entrepreneurs

1 Look at the three types of business. Can you think of a famous brand for each one? Tell the class.

- a software company
- a fashion brand
- a food delivery business

2 Read the article and match the three types of business in Exercise 1 to the three entrepreneurs in the article.

**THE NEW ENTREPRENEURS**

With a large younger population, lots of under-30-year-olds are starting their own businesses in the Middle East region. \*

**Nouf Alsalem, Saudi Arabia**

Nouf set up her own business while she was studying business and marketing at university. In 2017, she designed a website for people to order home-cooked food. Her target market was busy professional people with no time to cook. Nouf used local chefs who cooked the food. Since then, Nouf has overcome many difficulties, including competition from other new online food businesses.

**Mahmoud Darawesh, Jordan**

Over ten years ago, Mahmoud was studying computer engineering at university when he visited a local centre for deaf people. In 2016, he created a new type of software. It used 3D avatars to do sign language so deaf people could understand what they were hearing in online videos and audio. Now, his company provides software for different sign languages. †

**Aya and Mounaz Abdel Raouf, Egypt**

Sisters Aya and Mounaz became entrepreneurs while they were studying at university. They both loved fashion and wanted to make fashionable bags. They got some funding from their family and launched their brand in 2013. Finally, in 2017, a famous female pop star shared a photo of herself holding one of their bags on social media and suddenly hundreds of people were placing orders. ‡

**GLOSSARY:**  
avatar (n) a representation of a real person on the internet, social media, or a video game

3 Match the missing sentences (1–6) to the gaps (a–f) in the article.

- Then a driver delivered the order in less than 60 minutes.
- Today, people all over the world carry their bags.
- Here are three of them.
- He wanted to help these people, so he came up with a new idea.
- At first, it was hard work and they didn't make much money.
- These include British, Emirati, Kuwaiti, Omani and Jordanian.

4 Read the article again and answer the questions.

- What is similar about all three entrepreneurs?
- Who is Nouf's main type of customer?
- Who are Mahmoud's competitors?
- Who is Mahmoud's target market?
- How does Mahmoud's product help them?
- Where did Aya and Mounaz get money to start their business?
- What was a very important moment for their business?

5 Think about the article and write some points about the three things below. Then work in pairs and tell each other your ideas.

- one new thing you learned about entrepreneurs from the article
- a useful piece of advice for new entrepreneurs from the article
- a question you have for the entrepreneurs in the article

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Every Reading page starts with a lead-in activity to get students thinking about the topic.

The reading texts have been carefully graded for the course. They feature a range of different genres such as websites, articles and excerpts from textbooks.

Students complete a series of reading activities designed to improve their reading sub-skills.

Each Reading page finishes with a follow-up discussion or activity based on the theme of the reading text.



## Vocabulary and Grammar (pages 3–4 of each unit)

Every Vocabulary page includes a discussion activity to get students talking.

High-frequency lexical sets, phrases, collocations, phrasal verbs and idioms are all featured in the topic-based vocabulary.

Each Vocabulary page finishes with a freer activity to practise and personalise the vocabulary.

**Language focus**

**Vocabulary Starting a business**

1 Work in pairs. Look at the title of the blog post. Think of five words you expect to find in the rest of the blog post.

2 Read the blog post and look for your five words from Exercise 1.

**Top five tips to become an entrepreneur**

- 1 First of all, you need to **come up with an idea** for a business. Ask other business people if they think it's a good idea.
- 2 It's important to think about your new product or service, but you also need to **identify your target market**: which type of people are going to buy it?
- 3 Do you need extra money to **set up the business**? Sometimes you can **get funding** from the bank, but it's expensive. Or you can ask your family for help.
- 4 When you are ready to **launch your brand**, advertise it everywhere. You could even invite family and friends to a party.
- 5 Don't expect instant success. You might have to **overcome many difficulties**. In the first year, most new businesses **make a loss**, and it could be a few years before you **make a profit**.

3 Match the words in bold in the blog post to the phrases (1–8) with a similar meaning.

- 1 define your main customers
- 2 solve problems
- 3 think of an idea
- 4 get money for your business
- 5 start the company
- 6 earn money because of sales
- 7 lose money because of costs
- 8 start selling your new product or service

4 Complete the sentences with the words in bold from Exercise 2.

- 1 Let's \_\_\_\_\_ up with a new idea for a product and \_\_\_\_\_ up our own business!
- 2 I think our target \_\_\_\_\_ is young professional people who like technology.
- 3 We will need to \_\_\_\_\_ many difficulties, and we'll probably make a \_\_\_\_\_ in the first year.
- 4 I could get some \_\_\_\_\_ from my parents and pay them back when we make a \_\_\_\_\_.
- 5 We plan to \_\_\_\_\_ our new brand next year.

5 Work in groups. You are going to start a new business. Follow the instructions. Then present your plans to the class. At the end, vote on the best idea for a new business.

- 1 Come up with an idea for a new product or service. For example, something to sell in your school.
- 2 Who is your target market?
- 3 Will you need any funding? Where will you get it?
- 4 When can you launch your new brand?
- 5 What is one difficulty you need to overcome?

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The vocabulary is presented and contextualised in a reading text, listening text or through photos.

Students complete controlled practice activities designed to improve their accuracy.

Students take a guided-discovery approach to grammar in order to work out the grammatical rules and meaning for themselves.

Students complete controlled practice activities designed to improve their accuracy.

**UNIT 3 STARTING A BUSINESS**

**Grammar Past simple and past continuous**

1 Read about the entrepreneur Ralph Masri. What does he produce? Where is he based?

Ralph Masri **was born** in Beirut in 1989. His parents were in the jewellery business, and while Ralph **was growing up**, his parents **travelled** to different countries for their work. As a child, Ralph **wasn't** very interested in jewellery. But at the age of 18, when his parents **were living** in London, Ralph **studied** jewellery at art school. While he **was studying** jewellery, he won an award for his work. Six years later, he **set up** his own company and **opened** his first showroom in Beirut.

2 Answer the questions about the underlined verbs in the article in Exercise 1.

**Past simple**

- 1 Which verbs describe completed, finished actions? was born, \_\_\_\_\_
- 2 Which of the verbs are regular? travelled, \_\_\_\_\_
- 3 Which verbs are irregular? \_\_\_\_\_

**Past continuous**

- 4 Which verbs describe past actions in progress at a specific moment? was growing up, \_\_\_\_\_
- 5 What is the auxiliary verb? \_\_\_\_\_ and \_\_\_\_\_
- 6 How do you form the main verb? \_\_\_\_\_

3 Complete the sentences with the past simple or past continuous using the verbs in brackets.

- 1 Shadi set up his own business while he \_\_\_\_\_ (study) business and marketing.
- 2 Farah \_\_\_\_\_ (design) a website where people could order her clothes.
- 3 He was studying electronics at university when he \_\_\_\_\_ (visit) a local school.
- 4 The women \_\_\_\_\_ (come) up with their idea while they \_\_\_\_\_ (work) in a cafe.
- 5 They \_\_\_\_\_ (not have) any money, so they got some funding from their family.

4 Work in pairs. Cover the text in Exercise 1. Tell Ralph Masri's story using the timeline below.

Ralph was born in... while he was growing up...

**GROWING UP** **LIVING IN LONDON** **SIX YEARS LATER**

Born in 1989 | Travel to different countries | Study jewellery at art school | Win an award | Set up a company | Open a showroom

5 Choose ONE option below and make a timeline. When your timeline is ready, show your partner or other students and tell the person's story.

Option 1: Make a timeline for you or someone you know well (e.g. an older family member).  
Option 2: Choose one of the entrepreneurs in the article on page 23.

**WATCH OUT!**

We often use the past simple and past continuous in the same sentence to show how one shorter action happens during a longer action.

He set up the business...  
x  
...while / when he was studying  
• We can often join the two sentences with while or when.

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The grammar is presented and contextualised in a reading or listening text.

Regular Watch out! boxes focus on typical language errors or difficult grammar points.

Each Grammar page finishes with a freer activity to practise and personalise the grammar.

## Career skills (pages 5–6 of each unit)

The Career skills pages culminate in a speaking task for students to perform a real-life business scenario.

The *Useful language* section features typical functional language used in the workplace.

**Career skills Report what happened at a meeting**

**1** Do people recycle clothes in your country? What else do people recycle?

**Task model**

**2** **4.11** Nawal and Lama want to set up their own business. They have a new idea about fashionable clothes made from recycled clothing and they want funding. Listen and answer the questions.

1 Where did Nawal go for a meeting?      4 Where did Lama go while Nawal was at the meeting?  
 2 Who did Nawal meet?                      5 What happened?  
 3 Did she get the funding?

**Useful language Reporting what happened at a meeting**

**3** **4.11** Listen again. Write the missing words from the *Useful phrases*.

Lama: Hi, Nawal! How did the meeting "\_\_\_\_\_?"  
 Nawal: I don't think it went very well.  
 Lama: Why not? What "\_\_\_\_\_"?  
 Nawal: Well, the directors had a copy of our business plan.  
 Lama: OK, that sounds "\_\_\_\_\_".  
 Nawal: Yes, but in the end, they didn't think we could make enough money from the business.  
 Lama: Oh, no! That's a "\_\_\_\_\_". But I have some good news. While you were at the meeting, I met my uncle for lunch.  
 Nawal: "\_\_\_\_\_"?  
 Lama: He's retired now, but he had a really successful fashion business for about twenty years.  
 Nawal: Did he? That's "\_\_\_\_\_".  
 Lama: He wants to help us, and he can give us the money we need!  
 Nawal: You're "\_\_\_\_\_".

Useful phrases	
<b>Asking about what happened</b>	<b>Showing interest</b>
What happened?	Really? / Wow! / Sounds great. / You're joking!
Did you have a good meeting?	That's amazing! / That sounds positive. / That's great news.
How did it go?	(Negative) Oh, no! / That's a pity.
<b>Reporting what happened</b>	
I think it was very successful / positive.	
I have good news.	
It went really well. / I don't think it went very well.	



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Before students are asked to complete a *Speaking task*, they are presented with a *Task model* and *Task preparation* exercises.

The *Task model* features the *Useful language* and provides a clear example for students to refer to when they prepare for the *Speaking task*.

The *Task preparation* section carefully scaffolds the activities to prepare students to perform the *Speaking task*.

Students perform the task in the *Speaking task* section either in pairs or groups.

The *Feedback* section allows students to reflect on their own and their peers' performance in the *Speaking task*.

UNIT 3 STARTING A BUSINESS

**Task preparation**

**4** **4.12** Read the *Career skills* box. Then listen and repeat the phrases with the correct intonation.

1 Really?  
 2 Wow!  
 3 That's great news!  
 4 That's amazing!  
 5 What happened next?

**5** Write down three things that happened to you last week (e.g., you met a friend, bought something new, received some good news, etc.). Write two true events and one false event.

**6** Work in pairs. Take turns to tell your partner each of the three things that happened to you. Your partner should show they are listening and show interest. Guess which of your partner's events were false.

**Speaking task Report what happened at a meeting**

**7** Read the *Web research* task. Then imagine you want to start a similar business and need to get funding for your idea.

**8** Now imagine you went to a meeting to get funding for your new business idea. Write answers to the questions (1–4) below.

1 When was the meeting?  
 2 Who did you meet?  
 3 Were they interested in your business idea?  
 4 Did they give you the funding?

**9** Work in pairs. Read the instructions for the task.

**Student A:** Ask Student B about their meeting and use phrases from the *Useful language* to show you are listening and show interest.

**Student B:** Answer Student A's questions and tell them about your meeting.

**10** Swap roles and repeat the conversation.

**Feedback**

**11** Work in pairs. Discuss the questions. Then report back to the class.

- Was it easy to report what happened? Why / Why not?
- Did you show you were listening?
- Did you use correct intonation to show interest?
- Did you speak clearly?


**CAREER SKILLS: Listen actively and show interest**

When you listen to other people, show you are listening with phrases such as: *Really?, That's amazing!, What happened next?* Make sure you use rising intonation to show interest.

**WEB RESEARCH**

Research a business you are interested in.

- How did the business begin?
- Who started it?
- What difficulties did they overcome?



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The *Career skills* are based on the Cambridge Employability Skills Framework and are designed for students to participate effectively in the workplace. They focus on the social, cognitive and emotional skills required for the 21st century workplace.

The *Web research* task is designed to develop learner independence and encourage students to research facts and concepts to use in the speaking tasks.

Writing and Workbook (pages 7–8 of each unit)

The Writing page features a real-life business writing task.

A clear writing model is provided and is graded for the level of the course.

A clear, achievable writing task is provided with a suggested word count.

### Writing A company website profile

**1** Work in pairs. You have one minute to list the different information you can find out about a company on its website. Then compare your list with another pair.

**2** Read the 'About' page of a company website. Tick (✓) the information it includes:

history <input type="checkbox"/>	type of products <input type="checkbox"/>
location <input type="checkbox"/>	number of shops <input type="checkbox"/>
founder <input type="checkbox"/>	number of employees <input type="checkbox"/>
prices <input type="checkbox"/>	current situation <input type="checkbox"/>
	contact information <input type="checkbox"/>

**< ABOUT**

Kamel Mobile Tech opened its first shop in 2005 in Muscat, Oman. Rawad Kamel started the business. He set up a company selling mobile phone accessories such as phone cases, memory sticks and external battery chargers. In 2010, he changed the name of the business to KMT and opened three more shops in Oman. This year, KMT is opening its first shop in Dubai. But KMT is more than just a traditional retailer. It also offers online shopping to many customers through its user-friendly website.

Last year, its founder Rawad Kamel retired from the day-to-day running of the business, but now this family business is run by his two sons. After more than fifteen years of business, KMT still offers the very latest in mobile accessories with a friendly, personal service.

**3** Read the Writing tip. Then rewrite sentences (1–4) with the correct punctuation.

- kamel mobile tech opened its first shop in 2005 in muscat oman
- he set up a company selling mobile phone accessories such as phone cases memory sticks and external battery chargers
- in 2010 he changed the name of the business to kmt and opened three more shops in oman this year kmt is opening its first shop in dubai
- after more than fifteen years of business kmt still offers the very latest in mobile accessories with a friendly personal service

**4** Find the four sentences in the 'About' page in Exercise 3 and compare your sentences. Is the punctuation the same?

**5** Research a company you are interested in. Then write an 'About' page for its website (100–120 words). Remember to check your punctuation and capitalisation.

**WRITING TIP: Punctuation**

Always check the punctuation and capitalisation in your writing:

- Use full stops at the end of sentences.
- Use commas in a list, after time expressions, after sequence words (e.g. at first, next, after that) and between two or more adjectives.
- Use apostrophes with contracted forms and with a possessive -s.
- Use capital letters on the first word of a sentence, and with names of people and companies, days, months, cities, countries, nationalities and languages.

Complete the Can-do checklist with your own score. (1 = not good, 3 = OK, 5 = very good)

**I CAN...**

- use vocabulary to describe starting a business.
- use the past simple and past continuous.
- report what happened at a meeting.
- write a company website profile.

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The Writing tip provides information about punctuation, spelling, writing sub-skills and typical learner errors.

The Writing page finishes with an I Can... self-assessment checklist.

Every unit finishes with an integrated Workbook page.

The Workbook page features activities to revise and consolidate understanding of each unit's vocabulary, grammar and Useful language sections.

### Workbook

UNIT 3 STARTING A BUSINESS

**Vocabulary**

**Starting a business**

**1** Match the verbs to the nouns.

1 get	a our target market
2 come up with	b funding
3 identify	c difficulties
4 set up	d an idea
5 overcome	e a profit
6 launch a	f brand
7 make	g a new business

**2** Replace the words in bold with words or complete phrases from Exercise 1.

- We need to **think of** a new idea for delivering food. come up with
- The two sisters plan to **start** a new company. \_\_\_\_\_
- How can we get more **money** for our new business? \_\_\_\_\_
- There are three **problems** we need to overcome. \_\_\_\_\_
- Let's try to **describe our typical customer**. \_\_\_\_\_
- We'll **introduce the product name** next year. \_\_\_\_\_

**Grammar**

**Past simple and past continuous**

**3** Complete the sentences and questions with the past continuous form of the verb in brackets.

- They \_\_\_\_\_ (study) economics for three years.
- He \_\_\_\_\_ (not / feel) very happy about the meeting.
- How long \_\_\_\_\_ you \_\_\_\_\_ (talk) to the clients for?
- The company \_\_\_\_\_ (launch) its new product at the trade fair.
- We \_\_\_\_\_ (not / make) any money, so we closed the business.
- Where \_\_\_\_\_ Reema \_\_\_\_\_ (go) when I arrived?

**Useful language**

**Reporting what happened at a meeting**

**4** Choose the correct option to complete the sentences.

- I waited / was waiting for my interview while you were inside her office.
- The company made / was making a loss last year.
- You forgot your phone. It rang / was ringing for ages while you were out.
- The brothers set up / were setting up their business while they were working for other companies.
- What did you do / were you doing while we were away?
- It rained / was raining when we left the building, so we took a taxi.
- He travelled / was travelling to Riyadh when I called.

**5** Match the sentences (1–5) to the responses (a–e).

- I don't think the meeting went very well. \_\_\_\_\_
- My parents won't give us the funding. \_\_\_\_\_
- I have some great news! \_\_\_\_\_
- The bank is going to give us all the money we need! \_\_\_\_\_
- How did the meeting go? \_\_\_\_\_

a Really? What is it?  
b Very well.  
c Why not? What happened?  
d That's amazing news!  
e That's a pity, but I understand.

**6** Complete the conversation with the missing words.

A: Did you have a <sup>1</sup> \_\_\_\_\_ meeting?  
B: No, I don't <sup>2</sup> \_\_\_\_\_ it went very well.  
A: Why? What <sup>3</sup> \_\_\_\_\_?  
B: I gave the presentation and they listened to me.  
A: Well, that <sup>4</sup> \_\_\_\_\_ positive.  
B: Yes, but they had lots of questions. I didn't answer them very well.  
A: That's a <sup>5</sup> \_\_\_\_\_. So, what happened next?  
B: They asked me to come back again next week.  
A: You're <sup>6</sup> \_\_\_\_\_! That's <sup>7</sup> \_\_\_\_\_ news!

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The Workbook page can be taught as a standard lesson, used for homework or set as an extra test.

# Introduction to the Teacher's Book

## Overview

The *York Vocational English* series offers many subjects in English for specific purposes (ESP).

Each subject comprises the following:

- three course levels (Levels 1–3)
- two volumes for each course level (Volume 1 and Volume 2)
- six units in each volume.

The courses use a content-based approach whereby the language is organised around the subject being covered. Students will learn about subject-specific topics through the reading and listening texts, then use their new knowledge to complete practical and relevant work-based speaking and writing tasks. These tasks have been designed to introduce students to typical situations they may encounter in their working lives.

## Grammar

The *York Vocational English* courses teach grammar in context. First, students are passively introduced to the grammar structures through the reading and listening texts. Then, the grammar lessons use a guided-discovery approach followed by meaningful practice to make sure students understand, and are able to use, the new structures.

Teaching grammar in context is important for several reasons. It allows students to see how the grammar is used in speech, and it provides a clear model for them to follow later. It also provides an opportunity for students to process meaning more effectively, as they can use the surrounding language (co-text) and the situational context (e.g. type of text, location, etc.) to help them infer meaning.

Once students have been exposed to the grammar, the guided-discovery method helps them to work out the rules from the examples they have seen. This is thought to reflect the way we learn our first languages. First, we are exposed to the language, and later we apply meaning and begin to understand the rules. Teaching grammar in this way encourages students to participate more actively in the learning process; they have to focus on the language in order to work out the rules. This extra effort results in deeper comprehension of the language point and better long-term retention of the grammar rules.

## The guided-discovery approach

The guided-discovery approach aims to help students become more independent learners, but it is important for them to be led in the right direction. For this reason, the books provide step-by-step activities that lead students first to noticing the language, then to completing the rules. *Noticing* is what happens when a particular language feature comes to a student's attention. The books facilitate this by highlighting the language features and posing questions and activities such as: *Look at the tenses in bold. Decide which are the past simple and which are the present perfect.*

Although the books lay out a clear pathway to guided discovery, the role of the teacher is still very important. Asking concept-checking questions (CCQs) can help direct students' attention to the correct language features (e.g. *Are there any auxiliary verbs?, What form does the verb take?*) or meaning (e.g. *Does this refer to a finished or an unfinished period of time?*). It is also vital to check that students draw the correct conclusions about the rules by checking answers clearly and eliciting, or providing, further examples.

When students have seen the grammar in context, noticed the language feature and worked out the rules through guided discovery, the next step is for them to practise the language. The *York Vocational English* courses provide plentiful and meaningful grammar practice activities to help students gain as much confidence and agility with the new structures as possible.

## Practice activities

The practice starts with more controlled activities where students have the opportunity to work on and repeat the form of the grammar structure being studied. Although these first practice activities are more mechanical in nature, they still require students to understand the meaning of the language point in order to complete them, thus making them meaningful practice. Examples of these activities include: completing sentences with the correct form of the words in brackets, putting words in the correct order and adding any necessary punctuation, circling the correct options to complete a sentence, etc.

Following on from the more controlled practice, students are given freer practice activities, which provide opportunities for meaningful communication. They are introduced as pair or group-work activities, but the Teacher's Book often provides an alternative way of staging them to ensure there is an appropriate option for any class. In order to make the practice activities as meaningful as possible, the final, freer activities are usually personalised so that students have the opportunity to use the new language as naturally as possible.

Some examples of the freer, meaningful practice activities in the Student's Book include: discussion questions, ask and answer questions, role plays and class surveys with follow-up questions.

With any of the practice activities, the teacher can make them more controlled if they feel it is necessary by conducting them as an open class activity, rather than as pair work or group work. This allows for more focus on accuracy, as the teacher is able to hear and correct all errors in the moment.

### Alternative grammar presentations

For classes that benefit more from teacher-centred grammar presentations, the Teacher's Book provides alternative grammar presentation ideas to be carried out on the board. They outline questions the teacher can ask in order to guide students toward the correct grammar rules.

An example of this is:

#### Alternative activity

Write *Have you been on holiday yet?* on the board and elicit the tense (*present perfect*). Ask students the following questions: *Is the speaker asking about the past? (yes), Does the question have a connection to the present? (Yes. It's an unfinished time period.)*

Write *I booked my holiday last week.* on the board and elicit the tense (*past simple*). Ask the same questions: *Is the speaker asking about the past? (yes), Does the sentence have a connection to the present? (No. It's the past – last week.)*

Write *They have emailed me.* and elicit the negative form (*They haven't emailed me.*). Write *He hasn't replied.* on the board and elicit the affirmative form (*He has replied.*). Remind students of the contracted forms of the auxiliary verb *have*.

## Vocabulary

The courses feature lexical sets consisting of high-frequency words, phrases and collocations that focus on the course topics, and which are useful and relevant in a work context. As with grammar, the vocabulary is taught in context to allow students to see how it is used in realistic scenarios and to help them process the meanings.

Vocabulary is vital in language learning, and especially in courses teaching vocational English. The more vocabulary a student has at their disposal, the more effectively they will be able to communicate. When selecting the vocabulary for a course such as this, it is important to refer to corpus data in order to identify the highest-frequency items, and therefore most useful, words and phrases.

### How to learn vocabulary effectively

Learning vocabulary is a detailed process. In order to really know a word, students must know how it sounds, how it is spelt, what it means, how it is used, which words it collocates with, what register it is, and what social connotations it may have. Students may not know a certain word or phrase initially, such as *eat in*, but they will have knowledge of restaurants and dining options, so this knowledge can be exploited by the teacher to help them work out the meaning. In this way, teachers can help and guide students to use their existing knowledge of the world in order to process and classify new vocabulary. Students must be actively involved in the learning process in order for it to be effective.

### Collocations and fixed phrases

One effective way to help students learn how new vocabulary is used, is to use chunks. Chunks are groups of words that usually go together. This includes fixed phrases and common collocations, e.g. if teaching the word *successful*, you might elicit collocations such as *successful company* or *successful career*, or you might write 'X has had a very successful career. He's now the managing director of the company.' on the board. By doing this, rather than simply writing the isolated word, you are giving the student a context for meaning, examples of how they can use the word and the situation in which they may expect to hear it.

### Word building

Word building also plays an important role when studying new vocabulary. This refers to the process of looking at how the word is formed, how it can be transformed and the parts of speech, e.g. for *successful*, we know it is an adjective formed from the noun *success*. It can be transformed using the prefix *un-* to make the adjective *unsuccessful*. It can also be transformed to make the verb *succeed* or with *-ly* to make the adverb *successfully*. By working on word building in this way, students are able to expand their vocabulary much more quickly than if they focus only on one word and one meaning.

### Productive knowledge of vocabulary

Part of the process of learning new vocabulary for students is moving from having a receptive knowledge of the words and phrases, to having a productive knowledge. Students not only need to understand the vocabulary; they need to be able to use it. By providing plenty of meaningful and communicative practice activities, the books aim to support and guide students towards having this productive knowledge.

### Recycling

Recycling plays an important role in being able to remember and use new vocabulary. This refers to looking again at words that have already been studied, but in different contexts. In order to make receptive knowledge productive, a lot of repetition is necessary. To help with this, students should be encouraged to use the vocabulary they learn throughout the course, not only in the specific vocabulary lessons.

### Memorising and recording vocabulary

Teachers may want to start a vocabulary box for their class. To do this, each time you teach a word or phrase, you write it on a small piece of paper and put it into a box. This vocabulary box can then be used for games and activities at any point throughout future lessons, e.g. at the start of a lesson you could pull out papers and say definitions so students respond with the correct words. You could give small piles of papers to groups and have them describe or act out the words for each other. Students could work in pairs and take turns to make sentences with the words on their papers, or each student could have a word they must use during the lesson. There are many different options, but any repetition will help students to remember the vocabulary they study.

Note-taking is also vital for retention. Students should be encouraged to keep detailed vocabulary notebooks, where they make notes, not of translations, but of any information they have to help them remember and be able to use the new word or phrase. This should include pronunciation notes, correct spelling, meaning, chunks (including common uses and collocations), plus any other details personal to them that help them remember it. Students could write their own example sentences, but these must be checked. It's a good idea to elicit an example from the class and write it on the board for them to copy.

### Speaking

The speaking tasks in the *York Vocational English* courses are designed to provide students with speaking practice to replicate what they might say in real-life work situations. As these are vocational English courses, the focus is always on making the tasks as practical and relevant to the context as possible.

By including a wide variety of different speaking tasks, the books aim to equip students with the skills they need to handle many different real-life work situations. Examples of these tasks include, but are not limited to: role plays, problem solving and presentations. In addition, the Teacher's Book provides alternative staging for the activities and ideas to extend them to ensure there is a useful and appropriate option for any class.

### Speaking models for tasks

In order to prepare students well for the speaking tasks, the books provide clear examples and scaffolding to help them reach the point where they are ready to speak. They are presented with functional language in context, conduct an online research task and then study career skills relevant to the task and context in question.

Having a good model for a speaking task is important for students, as it gives them a clear idea of what they are aiming for. This is motivational and can help with student engagement and participation. The speaking lessons in these courses begin with a listening text that models the tasks the students are expected to complete. Within these listening texts, students hear the functional language in a context that they will then study for the first time.

### Functional language

Functional language is, quite simply, language that completes a function. These functions can include: asking for information, responding to suggestions, presenting, complaining, making suggestions or requests, etc. Functional language is usually taught as phrases, or chunks, and helps students gain fluency and sound more natural – something that is especially desirable in business communication. Take *making suggestions*, for example. The functional language could include phrases such as *Why don't you try...?*, *How about...?*, *Would you like to...?* Once equipped with these functional phrases, students have the starting blocks for effective communication.

The functional language taught on these courses features in the *Career skills* spread under the heading *Useful language*. It includes both interactional and transactional language. Interactional language is language that is primarily used to maintain social relationships. In a work context, this could include generating good customer relations or making small talk. Transactional language, on the other hand, is primarily about exchanging information. It often takes the form of a question and an answer, e.g. *What time does the restaurant open? It opens at 6 pm.* This type of exchange is very common in a business setting where often the emphasis is on getting things done.

### Web research

The *Web research* tasks are included as an important part of the preparation stage in the speaking lessons. They help students to develop independence and add an element of personalisation to the speaking tasks. By searching for their own ideas, students are more likely to be invested in the outcome of the task and, therefore, more engaged and participative. In addition to these benefits, being able to conduct online research in English is a valuable 21st century skill that will benefit students in both their personal and professional lives.

### Career skills

All the *Career skills* featured in the course are based on the Cambridge Employability Skills Framework, which aims to develop the skills required to effectively participate in the workplace and help fulfil students' potential in their future careers. They are integrated to be part of the preparation and output for the speaking tasks. They focus on eight different competencies required for the 21st century workplace:

- 1 Collaboration and Teamwork
- 2 Communication
- 3 Innovation and Problem Solving
- 4 Critical Thinking and Decision Making
- 5 Leadership and Global Citizenship
- 6 Personal Development and Management
- 7 Emotional Intelligence
- 8 Digital Literacy

### Feedback

The final part of the speaking task is the feedback. Feedback is an essential part of most classroom speaking tasks, as it allows students to reflect on how effectively they have communicated, what they have done well and what could be improved. This helps them to become more engaged and invested in the process and provides clear guidance on how they can improve. To help develop this skill of self-assessment, the books include a feedback session to be completed in groups at the end of each speaking task.

### Reading

Reading plays an important role in vocational English courses. Specialised reading can motivate students to develop their vocabulary and to increase their knowledge about their subject area, or in this case, field of work. Today, more than ever before, reading is an essential skill as the internet and digital communication has meant that a lot of communication involves reading in most working environments.

The inclusion of engaging reading texts is beneficial to vocational English courses, as the texts act as a way of introducing rich, content-based material and stimulating topics that become springboards for language instruction and discussions. The texts included on the *York Vocational English* courses primarily cover content relevant to the MENA region, which makes them more interesting and accessible for the students.

### Graded texts

Although it is important for students to read and study authentic texts, in some cases this is neither possible nor appropriate and it is necessary to adapt or grade them. An authentic text is a text that has not been adapted for learners in any way and uses natural language. An example of an authentic text would be a newspaper article or a research paper. Grading is what happens when the language in a text is simplified to be more in line with the level of the learners. Where texts have been graded, or adapted in these books, they are still faithful in terms of content and style. A wide variety of genres has been included in the texts on these courses. These genres aim to reflect the types of texts students will encounter in the workplace, and they include: articles, online chats, emails, interviews, guides, reports, reviews, etc.

### Developing reading sub-skills

The reading lessons on these courses are designed to practise and develop several different reading sub-skills and strategies. There are a variety of different activities that combine to help students access and understand a wide range of reading texts.

Prediction activities give students some initial information, such as a headline, context or picture, and ask them to use this information to predict the content of a text. This type of activity is useful for several reasons. Such activities can serve to activate a student's schemata, i.e. their existing knowledge of the topic (linguistic or otherwise), which can help with overall comprehension later. They can also give students a purpose for reading the text (to check their answers). This is motivational, as they are checking their own predictions which adds a personalisation element to the task.

Skimming and scanning are skills almost all students will be able to transfer from their first language, and they are useful introduction activities when students are faced with a new text. They help students to get an idea of the whole text from the start and discourage the tendency to focus on each word one at a time. These skills can also help lower-level learners access information in authentic reading material, such as texts they may encounter in a work context.

*Skimming* refers to reading a text quickly to get the main ideas. It is also called reading for gist. Skimming activities give students a chance to become familiar with the text without the pressure of understanding everything right from the start. *Scanning* is similar in that students do not need to understand the whole text. Rather, they must scan the text for specific information, e.g. opening times, data or prices.

Once students have been introduced to a text, they need time to read it in detail. This is when they should focus on the whole text, how the paragraphs link together, what is being communicated, what the writer is trying to convey, etc. Students' overall comprehension of the text is checked on these courses with activities such as answering questions (e.g. short answer or True / False), or discussing their opinions in small groups.

As mentioned at the start of this section, reading can be particularly important on ESP courses, as it is a way to introduce new topic-specific language. For this reason, particular attention is given in the books to developing the skill of inferring meaning from context. This is where students work out the meaning of new vocabulary items by taking into account the context and looking at the surrounding language (co-text). Developing this skill also encourages students to notice new language in any further reading texts they encounter.



## Listening

Listening plays a large part in these courses and there are abundant listening texts throughout. As with reading texts, listening texts in vocational English courses are a valuable source of topic-specific information and language. The topics chosen for these books are stimulating and interesting, and are often from the perspective of people working within a particular business or industry, thus offering further insight into jobs and businesses.

The listening texts offer rich opportunities for language development and act as springboards for further classroom discussion. They often provide the context for new grammar and vocabulary and also act as models for many of the speaking activities.

There is a clear link between listening and speaking. A student who can speak, but who has poor listening comprehension, will not be an effective communicator. For this reason, it is essential to develop strong listening skills in order to create students who are proficient English speakers. Through studying listening, students begin to understand and appreciate how words sound; they learn to recognise features of connected speech, and they begin to see how intonation is used in natural speech to impact meaning. Once these characteristics of spoken English have been identified, it becomes easier for students to replicate them.

Despite its importance, many students panic at the idea of listening, and this is understandable. Compared to reading, it is much more difficult for learners to comprehend meaning, as they do not have a visual reference of the text. They cannot see the words or spaces between them. They cannot go back and listen to a certain phrase or sentence again. The listening happens in real time and must be processed quickly.

### Processing listening texts

There are thought to be two ways in which we process information as we listen. One is called top-down processing. This is where we use information that we already have about the world and the context of the text in order to understand it. The other is called bottom-up processing. This is where the listener relies on individual words and sounds to understand the text. Effective listening combines the two processes, and the books encourage this by including a range of activities to develop and exploit these skills. To encourage top-down processing, students may be asked to predict the content of a text from looking at a picture. For bottom-up, they might match speakers to their opinions.

## Developing listening sub-skills

As with reading, there are different ways we can listen. We can listen for gist, which means we are listening only to get a general idea of what is being said. We might also identify who is speaking, and why. We can also listen for specific information. This is selective listening, where we disregard everything except the exact pieces of information we need, such as our gate number at the airport, or what platform our train will leave from. Finally, we have listening for detail. This is what we do when we do not know what specific information we need, so we must listen to everything.

These three different types of listening are practised extensively through the *York Vocational English* courses. Activities such as identifying the main ideas, attitudes or relationship between speakers practise listening for gist. Answering simple questions about opening times, locations or activities help students develop the skill of listening for specific information. For these introductory activities, ideally the audio will be played only once. In order to practise listening for detail, students are encouraged to answer questions based on the text and discuss their ideas. For these activities, students may need to listen to the audio more than once.

## Writing

The *York Vocational English* courses offer a wide range of writing models and tasks to reflect the type of writing tasks students may encounter in the workplace. In addition to being good language practice, these writing tasks have been designed to help develop students' professional prospects, as they gain knowledge and skills across a variety of genres of writing.

### Process writing

These courses use the process approach to writing. As the name suggests, this approach focuses on the creative process of writing as the starting point, rather than on the end result. It follows the idea that writing is a form of interaction, not simply a linguistic exercise. Therefore, students are encouraged to keep their reader and communicative aim in mind as they write, e.g. Who is the intended reader?, Do they want to inform / convince / describe?

### The planning stage

The first step in the process is the pre-writing, or planning stage. During this stage, the focus is on the content, and students think about what they want to say. They may brainstorm ideas, make notes or even have small group discussions. Once they have their ideas, they then begin to organise them into a coherent order. The books facilitate these steps by providing clear writing models for students to analyse, and questions and activities that help them formulate their ideas. This planning stage means students are more likely to write concise, coherent texts than if they simply begin writing without going through a planning process.

### Writing tips

As an additional feature of the planning stage, the books include regular *Writing tip* boxes which provide clear, useful and relevant advice, and focus on writing sub-skills that students can apply to the writing task at hand and also take forward into their professional lives.

#### WRITING TIP: Blog posts

Explain to students that using personal pronouns like *I* and *you* makes the reader feel like the writer is speaking directly to them.



### The writing stage

The next step is the writing stage. Once students know what they want to say, they can begin to write. To fully make the most of the process approach, students should be given the time and opportunity to write more than one draft of their text. (Sadly, this is not always possible during class due to time constraints.) The first draft should focus on communicating the main ideas in a coherent way. Following drafts can include more focus on linguistic accuracy. It is especially beneficial if a feedback stage can be included in between drafts.

Feedback between drafts could come from the teacher, but could equally be peer-assessed. This means students check each other's writing and highlight, or underline, any errors they think they find. Peer-assessment is a useful tool for several reasons. It encourages students to be more critical and accurate when they write, and it helps them notice typical errors which means they are less likely to make them in the future. It also helps foster a supportive and collaborative learning environment.

Once the final writing task is complete, teachers may collect and mark the writing. Again, time can be a constraint here, but it has been proven that students who receive their final texts marked and then do not make the corrections, are less likely to improve than students who are given the opportunity to act on their feedback. Where possible, students should be encouraged to make the corrections the teacher suggests and produce a final, accurate piece of writing. It is really beneficial for students to understand that what they put on paper can be changed up until the point it is made available to

its intended audience. At that point, their words stand alone, so they should be as clear as possible.

### Pronunciation

Always bring in opportunities to introduce and consolidate pronunciation practice where possible. To facilitate this, the Teacher's Book has regular additional activities to help include pronunciation in the lessons. These additional activities cover various aspects of pronunciation, such as word stress, sentence stress and intonation, that students should practise and be made aware of.

### Individual and choral drilling

Drilling should be regularly included in your lessons, especially after introducing new language. Drilling is the repetitive oral practice of a language item. Having looked at the past simple, a teacher might drill the pronunciation of *-ed* endings: *started, wanted, ended*, etc. The aim of drilling is to encourage accuracy and develop automaticity, the ability to do something automatically. If new vocabulary is drilled when it is introduced, students are more likely to remember the correct pronunciation. Equally, drilling can be used to help students recognise and become more confident with them. It's a good idea to use a mixture of individual and choral drilling in your lessons.

## Word and sentence stress

In pronunciation, *stress* means emphasising a sound by increasing its volume, length or pitch. In word stress, individual syllables are stressed. In sentence stress, words are stressed. It is helpful for students to pay attention to word stress when they learn new vocabulary, as placing the stress in the wrong place can change the meaning of the word or make it very difficult to understand.

Examples of this would be verbs and nouns where the spelling is the same but the pronunciation is different, such as the word *present*. As a noun, the first syllable is stressed; as a verb, the second syllable is stressed.

In sentence stress, the stress is associated with meaning. Consider how the meaning of the following sentence changes depending on which word is stressed: *I bought a new car last week*. Without any context, it is difficult to know where to place the stress; however, it is usually placed on the word or words that give important, new or contrasting information. For example, in the sentence *I bought a new car last week* the stress is likely to be on the word *car* as, without additional context, it is the most important piece of information.

## Intonation

Intonation is connected to stress and rhythm and is the pitch of our voices as we speak. In other words, it is how our voices rise and fall. Intonation is sometimes forgotten by students who are concentrating so hard on speaking accurately that they forget to speak naturally, e.g. during a role play, a student might say *That's a great idea*, but their intonation might convey a very different message. It should be an enthusiastic exclamation, but without the intonation to convey that, it could sound almost sarcastic. Intonation helps differentiate questions from statements and express attitudes.

## Connected speech

Another important aspect of pronunciation is how words change when they are put together in connected speech. Not understanding the features of connected speech is one of the main reasons why so many students struggle when listening and talking to competent (and therefore likely fast) speakers. By spending a little time familiarising students with the following features, teachers equip their students with the tools they need to start decoding connected speech.

*Elision* is what happens when sounds are omitted because they are followed by other similar sounds, e.g. in the sentence *I talked to him*, *talked to* would become /tɔ:k tə/, as it flows more easily.

*Assimilation* is when a sound changes to accommodate the following sound, e.g. *ten biscuits* becomes /tɛmbɪskɪts/ with the /n/ sound changing to /m/ to accommodate the following /b/ sound.

*Intrusion* refers to the addition of an extra sound, usually /r/, /j/ or /w/, between two words to make them easier to say, e.g. *go on* is pronounced /gəʊwɒn/ with an extra /w/ added between the two vowel sounds.

*Catenation*, or *linking*, is when the final consonant sound of one word is linked to the first sound of the following word. This can make *an apple* sound more like *a napple*, or *ice cream* sound like *I scream*.

Students are not expected to replicate natural connected speech at these levels, but it is important for them to become aware of these features in order to improve their listening comprehension. As their fluency increases, certain features of connected speech will develop naturally. Some teachers may want to spend time working with a phonemic chart to help students get used to the different sounds present in English.

### Teaching at B1 level

Students with a CEFR English level of B1 are considered to be independent users of the language. This means they are able to communicate with fluent speakers without either party needing to make a considerable effort. They are able to justify opinions, explain plans and discuss events, experiences, hopes and wishes. A student with a B1 level of English is likely to be able to communicate effectively on a trip to an English-speaking country. They are able to understand the main points in texts that are on familiar topics and can produce simple, coherent texts on topics they know or are interested in. Motivation can become an issue at this level as progress slows down following the initial burst of progress in the beginner levels. It takes longer to progress to the next level as an intermediate learner.

### Tips and strategies

Here are some top tips and strategies for teaching at this level.

- Speak at a normal pace – students should be getting used to faster, more natural speech at this level.
- Avoid using idiomatic phrases and expressions, particularly when explaining tasks and activities.
- Go into more detail when teaching vocabulary. Students should now be able to include word-building and other more in-depth vocabulary strategies.
- Expect and encourage accuracy. Listen attentively and offer corrections often.
- Explain aims and intentions. Tell students what type of feedback you will give and why, or why you want to do activities in certain ways.
- Make sure they answer in full sentences. They should be getting used to adding more detail when they speak at this level.
- Encourage students to explain their answers or opinions. They should also ask each other for this information.
- Add challenge to keep motivation high – students should feel as though they are being pushed without being overwhelmed.
- Change groups and pairs regularly. This is important at all levels in order to maintain a fair and productive classroom atmosphere.
- Encourage students to ask questions. Make sure they know you welcome any and all questions, and allow time (at an appropriate moment) to respond.
- Make space for quieter students to have their say. At this level some students may start to dominate in class discussions. Consider nominating students to speak so that everyone has a turn.
- For confident groups, encourage more whole-class discussions. This could be a chat at the beginning of class, or an extension to an activity.
- For quieter groups, put students into pairs or small groups to discuss their ideas before having volunteers share their ideas with the class.
- Play games and have fun. Games are useful for learning / reviewing language, changing the class dynamic and generating a positive atmosphere.
- Drill pronunciation. Do this first as a whole class, then by nominating individual students.
- Spend time cultivating a classroom environment in which students are not afraid to make mistakes.
- Start using peer-correction. This could be done by writing overheard mistakes on the board and having the class make the corrections themselves as a discussion.
- Make sure students know what is required to reach the next level. You could play clips of B2-level speakers talking, or have *can do* statements up in the room. It can help students to know what they are aiming for.

# Unit 1

## Ways of working

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe ways of working.
- use the present simple and adverbs and expressions of frequency.
- make business contacts.
- make contacts and build relationships.
- write a personal profile.

#### Listening

Workplace interviews

#### Reading

An article on co-working spaces

#### Vocabulary

Ways of working

#### Grammar

Present simple  
Adverbs and expressions of frequency

#### Career skills

**Useful language:** Starting a conversation  
**Speaking task:** Make business contacts  
**Career skills:** Make contacts and build good relationships

#### Writing

A personal profile  
**Writing tip:** Conjunctions

#### Workbook

**Vocabulary:** Ways of working  
**Grammar:** Present simple; Adverbs and expressions of frequency  
**Useful language:** Starting a conversation

### Listening and reading

#### Warmer

Ask students to work in small groups to discuss the advantages and disadvantages of working alone and with others. Divide the board into four boxes labelled: *Working alone: advantages*, *Working alone: disadvantages*, *Working with others: advantages*, *Working with others: disadvantages*.

Invite each group to add ideas to each box until there is a range of ideas in the boxes. Encourage students to reflect on these ideas and how they might apply to both their work in this class and their future professional life. Use this as an opportunity to let students know that in this class they might work alone on some activities, work in pairs, work in groups or do a mingle activity. Remind students that working in a variety of different ways, and with a range of different partners, will not only benefit their English skills, but also help to prepare them for their future professions.

#### Lead-in

- 1 Ask students to work in pairs to complete the activity. Encourage students to share ideas about what is happening in the photos. Ask questions to elicit answers, e.g. *Where are they working? Are they working in a team or alone? Why?*


#### Alternative activity

Do Exercise 1 as a whole class activity. Write students' ideas on the board, encouraging them to justify their ideas, and say which they think they would prefer.

#### Suggested answers:

- 1 In picture a, people are working face-to-face in the same office in a team. In picture b, the man is working remotely on his own. In picture c, the people are meeting online.
- 2 These days more and more people are working online from home and / or remotely.

## Listening Workplace interviews

- 2  2 Students work individually. Play the audio. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

### Answers:


1 c 2 a 3 b

### Audioscript: Track 2

**Speaker 1:** Normally, I work from home four days a week, and I go into my office one day a week. I work as a sales assistant, and my job is to support our representatives in other countries. Because they're overseas, we have to meet online a lot, which can be difficult. For example, I live in Dubai, but I have a colleague in Mexico City. That's a ten-hour time difference. If he wants a meeting at midday, then I have to work at ten in the evening. So my hours have to be flexible, and I work some long days, which is hard. But the advantage is that I don't have to commute to work.

**Speaker 2:** I work in the Human Resources department as an HR administrator. I mainly deal with recruitment, and sometimes I organise staff training. My hours are fixed. My working day starts at 9 am and finishes at 5 pm, so it's a fairly normal office job. I have regular meetings with different departments, and I'm in charge of receiving job applications and arranging the interviews. My job is hard work and I rarely get a break during the day, but I like working in teams, and I have some good friends in the office. We often go out together after work.

**Speaker 3:** I'm self-employed, so I work for myself. I'm a web designer and I specialise in website design for many different companies. I often help them with their social media, too. It's an interesting job because every day I work remotely on different projects. Working remotely means I can work from anywhere in the world. I'm in South America at the moment. I'll stay for three months. I can live and work anywhere as long as I have a good internet connection. Sometimes, people ask me if working on my own is lonely, but the answer is no. Because I travel, I regularly get to meet new people.

- 3  2 Tell students to look at the table before listening. Play the audio. Students complete the activity individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

### Teaching tip

Giving students time to read the questions or look at an activity before playing the audio helps to make the skill more similar to how it is used in real life. In real life, and when listening in our first language, we usually know what we are listening to and why we are listening. For example, we might listen to an interview with people who have different ways of working because we want to learn more about how their way of working is different from our way of working, or to think about which job we would like to do.

### Answers:

Does this speaker...	Speaker 1	Speaker 2	Speaker 3
often work from home?	✓		
work in different places?			✓
work in a department?		✓	
work for different companies?			✓
think they work hard?	✓	✓	
go out with work colleagues?		✓	
have flexible (not fixed) hours?	✓		✓

- 4 Ask students to work in pairs, taking turns to ask and answer the question, then report back to the class.

### Extra support

If your students need extra help, give them a copy of the audioscript to highlight what is interesting about the job they have chosen. Write sentence stems on the board to help support their answers, e.g. *I think... sounds interesting because I like...*

If your students need an extra challenge, ask them to discuss which of the three jobs they would not like to do and why.

### Answers:

Students' own answers

 **Reading**

**An article on co-working spaces**

**Warmer**

Ask students to look at the picture next to the article. Ask what the people are doing and where they are. Find out whether students think this is a good workspace or not and ask them to justify their answers.

- 1 Students work individually, ranking their preferences.

**Alternative activity**

Take a class vote on students' preferences, with students voting for their preferred location, resulting in a whole class ranking.

**Answers:**

Students' own answers

- 2 Ask students to work in small groups. Ask them to discuss their answers to Exercise 1, giving reasons, and report back to the class. Monitor and support where necessary.

**Answers:**

Students' own answers

**WATCH OUT!**



After students read the title of the article, remind them that new words can be created either by adding two words together or by adding a prefix to a noun.

Write the following on the board with the examples below, eliciting or explaining the meaning of each.

Two words (noun + adjective used as adjectives):

*client-centred, office-based, customer-friendly*

Prefix + word:

*resend* (prefix + verb), *ex-colleague* (prefix + noun), *self-employed* (prefix + adjective)

- 3 Students complete the activity individually. Allow students to compare their answers in pairs before getting feedback and confirming with the whole class. Offer support with any unknown vocabulary now or after Exercise 4, writing the meaning of unfamiliar words on the board for students to note.

**Teaching tip**

Supporting students with unknown vocabulary extends their language skills when reading. Encourage students to keep a vocabulary notebook or word list. This could include translations of new vocabulary into their own language and examples of how the vocabulary is used in an English sentence.

**Answer:**

2 why co-working spaces are getting more popular.

- 4 Students complete the activity individually. Encourage them to underline sections of the article where they find their answers. Allow them to compare their answers in pairs before getting feedback and confirming with the whole class. Discuss the reasons for any incorrect answers and support students to find the correct answers.

**Extension activity**

The magazine article contains expressions that could help students to structure their responses to Exercise 5. Ask students to identify phrases in the article to express the five language functions, highlighting or underlining the relevant sections of the article. (Answers are in brackets.)

**Functions:**

- 1 Stating benefits (*One benefit is...*)
- 2 Stating disadvantages (*However, one disadvantage is...*)
- 3 Adding extra information (*In addition...*)
- 4 Presenting alternatives (*One alternative is...*)
- 5 Persuading others (*...or better still...*)

**Answers:**

1 T 2 F 3 F 4 T 5 T

- 5 Put students into small groups. Check they understand the instructions. Encourage them to refer to their answers to Exercise 4 and to the article for inspiration. After a few minutes, ask students to share their reasons with the class. Give feedback and correct relevant errors in the presentations.

**Alternative activity**

If IT resources are available, students could prepare presentation slides, e.g. a PowerPoint, to present to the whole class. If IT resources are not available, students could use flip chart paper.

**Answers:**

Students' own answers

**DID YOU KNOW?**



You can provide students with extra facts about the Burj Khalifa; for example:

- There are 26,000 glass panels on the outside.
- It takes three months to clean the entire building.

**Vocabulary** Ways of working

**Warmer**

Put students into small groups. Ask them to write 'Ways of working' in the centre of a piece of paper. Tell them to draw lines out from 'Ways of working' and write different ways of working around the paper, e.g. *home working*. Encourage them to consider working conditions, e.g. *working at different times of day*. Ask each group to share ideas with the class.

- 1 Ask students to work in pairs to guess the meanings of the words. Get feedback and confirm answers.

**Teaching tip**

Asking students to use a dictionary to check the meaning of words can support their understanding of the words and give examples of how to use them. Online dictionaries also have pronunciation recordings, so students' speaking skills can develop.

**Suggested answers:**

- flexitime** – having choice over your working hours
- freelance** – working for different companies but not being employed by them
- home working** – working from your own home
- job-sharing** – sharing the amount of work or working hours with another person
- shift work** – working in fixed shifts or time blocks

- 2 Students work individually. Allow students to compare answers in pairs before getting feedback and confirming with the whole class.

**Extension activity**

Ask students to work in pairs. Give them a few minutes to discuss which way of working they prefer and why. Ask students to report back to the class.

**Answers:**

- b** job-sharing **c** shift work **d** freelance **e** flexitime

- 3 Ask students to look at the words and phrases in bold in Exercise 2. Students work in pairs to match a word / phrase to each definition.

**Answers:**

- 1** work part-time **2** work remotely **3** work full-time  
**4** take a day off **5** specialise in **6** serve  
**7** work online **8** be in charge of **9** work overtime  
**10** flexitime

- 4 Students work individually, then compare answers in pairs. Tell students that the answers will be confirmed after listening to the conversation in Exercise 5. Note the answer for question 6 is in the *Watch out!* box.

**WATCH OUT!**



Ask students to look at the use of *work + preposition* as shown in the box. Give students some examples and elicit examples, e.g.

*I work in the marketing department.*

*We work for [company name].*

*She works with an external company.*

*They work from home.*

**Answers:**

See Exercise 5

- 5 **3** Students listen and check their answers. Ask students to work in pairs and read the conversation.

**Answers:**

- 1** for **2** with **3** of **4** remotely **5** in **6** for  
**7** manage **8** off

**Audioscript: Track 3**

- A:** What do you do?  
**B:** I work for an insurance company. I'm responsible for customer support, so my department deals with enquiries.  
**A:** Are you a manager?  
**B:** Yes, I am. I'm in charge of a team of five people.  
**A:** So, where's your office?  
**B:** It's near the city centre, but we often work remotely because a lot of the work is online these days. What about you?  
**A:** I'm freelance, so I work with different businesses. I specialise in IT.  
**B:** Really? I'd like to work for myself.  
**A:** Yes, I like it. I manage my own time, I work from home, and I can take a day off whenever I want to.

- 6 Put students into pairs to complete the activity. Ask pairs to look at the information listed under each role (A, B). Remind them to use the questions from Exercise 4 and to add their own ideas.

**Extra support**

If your students need extra help, allow them to make notes on paper before starting. These can act as prompts when they begin to speak.

If your students need an extra challenge, encourage them to speak without referring to their books and swap roles or swap with another pair to extend their practice.

**Answers:**

Students' own answers



 Grammar

## Present simple; Adverbs and expressions of frequency

### Warmer


Tell students they work for one company. Divide them into two groups. Group A want to work remotely. Group B want everyone to work in the office. Students work in their groups to prepare for the debate. Then, in pairs of A and B, students debate what to do and come up with a solution. Get feedback on students' ideas.

- 1 Students complete the quiz.

#### Answers:

Students' own answers

### Present simple

- 2  4 Tell students to listen and find out what their answers mean. Play the audio. Ask students to discuss their results in pairs and say if they agree.

#### Answers:

Students' own answers

### Audioscript: Track 4

Thanks for taking the quiz. Remember, there isn't a right or wrong answer to the questions. People who choose the a sentences often enjoy working in teams and like a normal workplace. They want a daily routine and enjoy socialising with their colleagues. Sometimes, they go out with these people after work.

People who choose the b sentences can manage their own time and don't mind working long hours at home on their own. Yes, they need a manager, and they need contact with colleagues, but this isn't so important for them.

You probably answered with a mixture of a and b, or you maybe wanted to answer with 'it depends'. That's normal, but you chose one type of sentence more than the other. So, if you answered with more of the a sentences, you prefer working in an office, and if you answered with more b sentences, you like working remotely from home.

- 3 Students complete the activity. Allow students to compare their answers in pairs before getting feedback and confirming with the whole class.

#### Alternative activity

- 1 On the board, write the following in a column: *I want, you want, he/she/it wants, we want, you want, they want*. Remind students that the third person singular takes -s in the present simple.
- 2 Repeat with negative verbs, e.g. *I do not want*, highlighting *does not* with *he/she/it*. Note the short forms *don't* and *doesn't*.
- 3 Repeat with questions, e.g. *Do I want...?*
- 4 Repeat steps 1–3 with *to be* (*I am, you are, etc.*).

#### Answers:

- 1 I often ask my colleague if she wants to go out for lunch. / My manager gives me feedback every week.
- 2 I don't mind. / My manager doesn't need to give me feedback all the time.
- 3 Do you always finish your work on time? / ...what do you usually deal with? / What do you normally do at lunch? / How often does your manager give you feedback?

- 4 Students complete the activity. Students compare answers in pairs. Get feedback and confirm answers.

#### Alternative activity

Clarify that there are three common uses of the present simple. Give students some example sentences for each use, e.g.

**Facts:** *I live in...*

**Repeated events / routines:** *I never...*

**Likes / dislikes, opinions:** *I don't like...*

#### Answer:

Uses 2 and 3 are in the quiz.

### Adverbs and expressions of frequency

- 5 Tell students to complete the table. Get feedback and confirm answers with the whole class.

#### Alternative activity

- 1 On the board, copy the table from page 9.
- 2 Write example sentences showing the word order. Circle the adverb and underline the verb to show the positions, e.g.  
**Before the main verb:** *I often finish early.*  
**After the verb to be:** *He is often late.*
- 3 Write example sentences showing that expressions of frequency normally come at the beginning or end of the sentence, e.g.  
*Every month I meet my manager.*  
*I go for a walk every day.*

#### Answers:

**Missing adverbs of frequency:** usually, often, sometimes, rarely

**Missing from expressions of frequency:** twice, three times a, every

- 6 Ask students to work in pairs to complete the activity. Get feedback, asking students to say what they learnt about their partner. Give feedback and correct relevant errors.

#### Answers:

Students' own answers

**Warmer**


Ask students to work in pairs and discuss what business people usually do when they meet for the first time. Ask them to give examples of the information people share when meeting for the first time, e.g. *name, job*.

**Task model**

- 1 Ask students to work in pairs to share ideas about what is happening in the photo then report back to the class. Support with any unknown vocabulary.

**Suggested answer:**

The two people are probably meeting for the first time because they are giving each other business cards.

- 2  **5** Tell students to read through the questions before listening. Play the audio. Allow students to compare in pairs. Get feedback and confirm answers with the whole class.

**Teaching tip**

Allowing students to read the questions before listening activates their prior knowledge of the topic (schemata) and prepares them to listen actively and anticipate the answers.

**Answers:**

1 no 2 the conference room on the third floor  
3 yes 4 yes 5 travel 6 business cards

**Audioscript: Track 5**

- Andrew:** Imad! Imad! Hi!
- Imad:** Hello, Andrew. How nice to see you again. How are you?
- Andrew:** Great, thanks. And you?
- Imad:** I'm fine, thanks. Busy with work, but that's good.
- Andrew:** Me, too. When did you arrive in Dubai?
- Imad:** Last night. I'm here until Thursday. I like the new headquarters.
- Andrew:** Yes, it's a nice building. While you're here, do you have time for a meeting?
- Imad:** Not much. I have a lot of training sessions and presentations. But we finish at four today, so how about a quick talk this afternoon at four thirty?
- Andrew:** Great. Let's use the conference room on the third floor. Do you have my number in case you need to contact me?
- Imad:** Yes, I do.
- Andrew:** Oh, one moment. I'd like you to meet someone. Raul! Hi!
- Raul:** Hi, Andrew.

**Andrew:** Raul, I'd like you to meet Imad. Imad, let me introduce you to Raul Sanchez. Raul is our new sales manager from Spain. Raul, this is Imad Ayaz from Morocco. He's here for the sales team conference as well.

**Raul:** Pleased to meet you, Imad.

**Imad:** Pleased to meet you, too, Raul.

**Andrew:** Sorry, but I have to go. See you at four thirty, Imad.

**Imad:** See you later.

**Raul:** Bye for now, Andrew. So, is this your first time in Dubai, Imad?

**Imad:** No. I've been here many times before, but this is my first time at the new headquarters. Where exactly are you from in Spain? I went there on holiday last year.

**Raul:** I live in Madrid, but my family is from Granada.

**Imad:** Granada, that's where we went. It's a beautiful city.

**Raul:** Yes, it is. I go back there about twice a year.

**Imad:** And have you ever been to Morocco?

**Raul:** No. I'd love to one day. Tell me, do you know where the first meeting is this morning?

**Imad:** Well, I think there are different meetings today, depending on your region. So you'll probably be in a different one to me.

**Raul:** I see. Well, would you mind if I gave you my card?

**Imad:** Of course. And here's mine. But I'm sure we'll see each other again in the next few days.


**Raul:** Of course. It was nice meeting you.

**Useful language****Starting a conversation**

- 3 Students complete the activity individually before comparing answers in pairs. Answers will be confirmed in Exercise 4.

**Answers:**

See Exercise 4

- 4  **5** Play the audio again, allowing students to check their answers.

**Answers:**

2 A 3 A 4 I 5 R 6 R 7 R 8 R

- 5 Ask students to complete the *Useful phrases* then compare answers in pairs. Get feedback and confirm answers with the whole class by writing or displaying the *Useful phrases* box on the board.

### Extra support

If your students need extra help, drill the phrases chorally and individually. Mark sentence stress by underlining the stressed word(s).

If your students need an extra challenge, have them work in small groups. One student starts a phrase (e.g. *Pleased to*); the others finish it (e.g. *meet you*).

### Answers:

- 1 How nice to see you again.
- 2 Great, thanks. And you?
- 3 Let me introduce you to...
- 4 Pleased to meet you, too.
- 5 Is this your first time in...?
- 6 Would you mind if I gave you my card?
- 7 It was nice meeting you.
- 8 Bye for now.

### Task preparation

- 6 Direct students to the *Career skills* box. Then ask students to work in pairs to discuss whether the advice is good or bad. Ask pairs to report back and discuss any differences of opinion.

### CAREER SKILLS: Make contacts and build good relationships



Ask students to read the *Career skills* box alone or read it aloud. Remind students that making contacts and building good relationships are important career skills as well as important life skills. Creating a good first impression is an important starting point for this.

Ask students to work in small groups to make a list of how to show positive body language (e.g. *do not cross your arms*) and how to have a good appearance (e.g. *wear smart clothes*).

### Extension activity

Ask students to work in small groups to justify their reasons for deciding whether the advice in Exercise 6 is good or bad.

Make sure students are aware that if they work with international partners, there may be different cultural norms when meeting people from other countries, e.g. in some countries, it is customary to bow when meeting people.

### Answers:

- 1 good 2 bad 3 good 4 bad 5 bad 6 good

- 7 Direct students to the *Web research* task.

### WEB RESEARCH



Check that students understand the instructions and encourage them to carry out their research in English.

If students are not familiar with web research, give them names of some companies or websites to look at to find the information. Remind them to make notes of their findings.

Set a time limit for their research or set it as homework to do before class.

### Extension activity

Have students create pretend business cards for the role play using information from their research. They can add the company name, address, a job title, etc.

### Answers:

Students' own answers

- 8 Divide students into groups of three to plan the conversation. Allow them to make notes if they wish. Encourage students to use the *Useful phrases*.

### Answers:

Students' own answers

### Speaking task

#### Make business contacts

- 9 Allow students a few minutes to practise their conversation, making sure that they swap roles. Monitor and support where necessary.

### Extra support

If your students need extra help, allow them time to gain confidence and language accuracy by keeping their books open for a few practice rounds.

If your students need an extra challenge, have them form new groups to practise with new people.

### Teaching tip

Allowing students to practise their conversation with the support of their notes and books helps to scaffold their learning. Practising in a safe space also develops their self-confidence.

### Feedback

- 10 Tell students to work in their task groups to discuss the questions. Ask groups to report back and share their answers to some of the bullet points.

### Answers:

Students' own answers

## Writing A personal profile

### Warmer

Write *Personal information* in the centre of the board. Elicit examples, drawing a line from the centre to each, e.g. *name, address, education, employment, skills*, etc.

Have a board race: put students into short queues (teams) facing the board. Using the profile, say, e.g. *Salma Nashar*. The student from the front of each queue hits 'name' on the board with their hand as quickly as possible, then joins the back of the queue. Continue with the remaining information. The team with the greatest number of first hits wins.

- 1 With students' books closed, ask: *Where do you write personal information?* Elicit ideas, then ask students to open their books and complete the table in Exercise 1. Students compare answers in pairs, then share answers with the class. During feedback, remind students of issues with sharing personal information online.

#### Answers:

Students' own answers

- 2 Direct students to the *Writing tip*.

### WRITING TIP: Conjunctions



Remind students that information can be added to sentences by using a conjunction, making writing more interesting for their reader. Check that students understand the conjunctions listed. Elicit or give examples to clarify.

Students work individually then compare answers in pairs. Get feedback and confirm answers with the whole class, asking which conjunctions students use the most / least in English.

#### Answers:

a plus b both (...and) c but d because e or f so

- 3 Students complete the activity individually by writing their answers in a notebook. Model an answer before they start, e.g. *My name is... and I am a [job role]; I can provide recommendations from... or...; I speak both... and...; I'm studying English so I can...*

Monitor and support where necessary. Ask students to share answers with the class and give feedback, correcting any errors.

### Teaching tip

Teacher modelling is important in helping students understand what is expected of them in an activity. Stronger students can also be used to model an activity for the class.

#### Answers:

Students' own answers

- 4 Ask students to read the *Profile* and tick the boxes to identify the information the writer gives. Students compare in pairs before getting feedback and confirming answers with the whole class. During feedback, ask students to refer to the profile and read the sentence where the information is located.

### Alternative activity

Put students in pairs to do a running dictation. Post the profile outside the room. One student is the 'runner' and one is the writer. The runner runs to read the profile and remember one (or part of a) sentence at a time. The runner returns to their partner and dictates the sentence quietly to their partner, who listens and writes it down. About halfway through, tell students to switch so the runner and writer change roles.

#### Answers:

qualifications ✓ languages ✓ travel experience ✓ location ✓ recommendations ✓

- 5 Ask students to write a personal profile similar to Salma's. Remind them to use conjunctions. Monitor and support whilst they are writing. Ask students to swap their profile with a partner and give each other feedback. Collect the profiles to give feedback, focusing on the use of conjunctions.

### Extra support

If your students need extra support, provide sentence stems (e.g. *My name's... and I am based in...*) based on the *Profile*.

If your students finish their work quickly and need an extra challenge, ask them to provide support to others by checking or editing a classmate's work.

#### Answers:

Students' own answers

### I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

**How to use the Workbook pages**

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it is always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

**Vocabulary Ways of working**

- Put students into teams of two or three students. Tell them you will read one of the sentence beginnings (1–7) and give the teams ten seconds to choose the correct ending from a–g. Repeat with all seven sentences and then check answers with the whole class. Alternatively, prepare the sentence beginnings and endings on separate slips of paper for students to match them with their team. The first team to complete the activity correctly wins.

**Answers:**

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

- Students work individually to do the task. Then get feedback and confirm answers with the whole class.

**Answers:**

1 home working 2 part-time 3 freelance 4 hard  
5 job-sharing 6 shifts 7 serve

**Grammar**

**Present simple; Adverbs and expressions of frequency**

- Students work individually. If necessary, refer students back to grammar Exercise 5 on page 9. Get feedback and confirm answers with the whole class. During feedback, elicit the location of the adverb of frequency, i.e. it comes before the main verb or after the verb to be.

**Answers:**

- He's always late for meetings.
- I'm usually responsible for sales.
- My team goes out at the end of the month.
- We don't normally take breaks.
- Our manager doesn't often work late.
- Do you sometimes work overtime?
- What does Noha usually deal with?

- Students work individually to identify and correct the errors. Allow them to compare in pairs before getting feedback and confirming answers.

**Answers:**

- What are you in charge of?
- I often finish my work early.
- She is always responsible for booking tickets.
- They never work overtime.
- We have a department meeting once a week.

**Useful language**

**Starting a conversation**

- Ask students to look at the example in sentence 1, making sure they understand they have to reorder the words correctly.

Students work individually to do the task. Get feedback and confirm answers with the whole class. During feedback, ask students to read the whole sentence when giving their answers, so you can give feedback on basic sentence stress.

**Answers:**

- Pleased to meet you, too.
- How nice to see you again.
- Is this your first time in Bahrain?
- Let me introduce you to Khalil.
- It was nice meeting you.

- Students complete the activity individually. Alternatively, prepare each line of conversation on separate slips of paper so students can reorder the conversation by moving around the lines. Get feedback and confirm answers with the whole class. For speaking practice, students can read the conversation in pairs, removing one line at a time until they can role-play the conversation.

**Answers:**

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

**Website**  
Unit 1 test

# Unit 2

## Trends and data

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe business trends.
- use the present continuous and present simple.
- present visual information.
- summarise trends and data.

#### Listening

A news report

#### Reading

An article about eSports

#### Vocabulary

Business trends

#### Grammar

Present continuous and present simple

#### Career skills

**Useful language:** Presenting visual information

**Speaking task:** A survey and presentation

**Career skills:** Structuring information clearly

#### Writing

Summarise trends and data

**Writing tip:** Symbols and abbreviations

#### Workbook

**Vocabulary:** Business trends

**Grammar:** Present continuous and present simple

**Useful language:** Presenting visual information

### Listening and reading

#### Warmer

Tell students to keep their books closed. Tell them they are going to learn about trends and data in eSports. Write the following questions on the board for students to discuss in groups:

- 1 Why are video games making more money today than ever before?
- 2 What new trends do you know of in video games?
- 3 What are the top three video games today? Why are they so popular?

Get feedback on students' discussions.

#### Lead-in

- 1 Ask students to work in pairs to discuss questions 1–3. Ask them to share ideas with the class. Correct language errors and support with new vocabulary.

#### Answers:

- 1 Two video gamers are competing for a trophy or prize at an eSports event.
- 2 and 3 Students' own answers



#### Listening A news report

- 2 6 Tell students to read the questions before listening. Play the audio. Students listen and answer the questions. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

#### Alternative activity

Pause the audio after each relevant piece of information to allow students time to note answers.


#### Answers:

- 1 Approximately 215,000 people. Some people are watching in a stadium and the rest are watching at home.
- 2 They are on a stage in a stadium.
- 3 They win competitions and companies pay them to wear logos on their clothing.

**Audioscript: Track 6**

You're listening to a sporting event. No, it isn't a football or tennis match. I'm here with approximately 15,000 people in a stadium, and we're watching a row of video gamers on the stage in front of computer screens. They're playing video games, and another 200,000 people are watching them online from home.

This is eSports, and it's one of the fastest growing activities in the world. It's also a very profitable type of business. At the moment, the global eSports business is worth more than one billion dollars, and it's increasing all the time. The eSports players on the stage compete to win money, and companies also pay the players to wear their logos on their clothing. Last year, the top eSports player earned over seven million dollars.

- 3  7 Ask students to listen to the numbers and repeat them. Play the audio, pausing after each number. Drill chorally and individually.

**WATCH OUT!**

Tell students that large numbers are grouped together in threes, separated by a comma starting from the right side (i.e. count three from the right and add a comma).

Ask concept-checking questions (CCQs) to check students know where to add commas, e.g. *Where is the comma in 'one thousand' / 'one hundred thousand'?*

**Extra support**

Ask students to make a list 1–6 in their notebooks. Read out six big numbers for students to write down.

If your students need extra help, check the answers by getting them to write answers (as numbers) on the board.

If your students need an extra challenge, ask them to write the numbers in words and check their spelling.

**Audioscript: Track 7**

1,000,000,000 / one billion

7,000,000 / seven million

200,000 / two hundred thousand

15,000 / fifteen thousand

- 4 Ask students to work in pairs to complete the sentences from memory. Tell them the answers are in Exercise 3. If they have difficulty remembering the numbers from the news report, play audio track 6 again. Get feedback and confirm answers with the whole class.

**Extension activity**

Ask students to write answers in words and numbers on the board to give practice with forming large numbers and spelling. Ask students to read the numbers aloud so that you can check their pronunciation. Ask the class to check whether the numbers and words have been written and pronounced correctly before checking and correcting yourself.

**Answers:**

1 15,000 2 200,000 3 1,000,000,000 / one billion  
4 7,000,000 / seven million

- 5 If possible, research the approximate numbers before the lesson. Students complete the activity individually. Do not confirm the answers yet.

**Answers:**

Students' own answers

- 6 Students work in pairs. Tell them to use the example conversation for guidance. Monitor and support where necessary. If you researched the actual numbers before class, ask students their ideas then confirm the actual numbers.

**Extension activity**

Give students an alternative response in case they do not guess the number correctly, e.g. Student A: *Sorry, that's not correct. It's the number of students in our class.*

**Answers:**

Students' own answers

## Reading

### An article about eSports

#### Warmer

Ask students to cover the article and look at the title and photos. Give them two minutes to work in pairs and predict what the article is about. Ask students to write their ideas on the board; they will find out in Exercise 1.

- 1 Students read the article and complete the activity individually. Get feedback and confirm answers with the whole class.

#### Answers:

a Paragraph 1 b Paragraph 3 c Paragraph 2

- 2 Students complete the activity individually, then compare answers in pairs. Get feedback and confirm answers with the whole class. During feedback, encourage students to read aloud the sentence where they found each answer in the text.

Ask students if they are surprised about anything in the text, e.g. *Have you noticed an increase in people watching video games? Do you know how many eSports teams are in your country? What sort of physical exercise do you think eSports players do?*

#### Teaching tip

Asking students to find specific information in the text helps them to be able to scan a text quickly for facts, which enhances their ability to read rapidly.

#### Answers:

1 Yes 2 Don't know 3 Yes 4 Don't know 5 Yes

- 3 Students complete the activity individually. Allow them to compare answers in pairs, then get feedback and confirm answers with the whole class. Encourage students to note down any new words.

#### Extension activity

Play 'Pictionary' using the words from Exercise 3. Write the words on pieces of paper and put them in an envelope or bag. Divide the class into two groups and draw a line down the middle of the board. Give one of the students from each team a pen and take a word from the envelope / bag. The students with the words draw a picture representing the word on the board while the rest of their team try to guess. The first team to guess correctly wins a point. Continue with a new student from each team drawing the pictures until all the words are used. The winning team is the one with the most points. For larger classes, this could be done with three or more teams if paper flip charts or other drawing materials are available.

#### Answers:

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

- 4 Students work in pairs to discuss the questions. Ask them to report back to the class when they have finished their discussion. Get feedback on students' answers.

#### Alternative activity

This activity could be completed as a short presentation task. Students work in pairs to create a presentation on paper flip charts or presentation slides. Ask them to rehearse before delivering their presentation to another pair. Ask for volunteer pairs to deliver their presentation to the class.

#### Answers:

Students' own answers

#### DID YOU KNOW?



You can provide students with extra information about *Tennis for Two*.

Only one game was available when it was first released in New York in 1958. Hundreds of visitors queued to play it. The screen showed the path of the tennis ball, but not the players. In 1972, Atari released *Pong*, another tennis game which was popular in game arcades. It showed a ball moving left and right across a screen.

In today's virtual reality video games, you can see the players or can even hold the tennis racquet in your hand.



## Vocabulary Business trends

### Warmer

Write *Business trends* on the board. Ask students what the top five business trends are today. Elicit examples, e.g. *more people are working online now compared with five years ago*. Write their ideas on the board. Ask the class to rank them in order 1–5.

- Students complete the activity individually then compare answers in pairs. Get feedback and confirm answers with the class. Clarify that *high street shops* refers to retail businesses found in most town centres; *unemployment* means = not having a job.


#### Answers:

- The number of people working from home is still increasing
- High street shops close as customer numbers fall, but online sales rise
- Unemployment stays the same at 5%
- Number of new online businesses is going up
- Farming businesses worried as population in the countryside goes down

- Ask students to look at the rising, falling or flat lines in the charts. Students complete the table with the words from Exercise 1. Get feedback and confirm answers with the whole class.

#### Answers:

grow	decrease	stays level
1 increase	4 fall	6 stay the same
2 rise	5 go down	
3 go up		

-  8 Tell students they will hear parts of four news reports. Tell them to draw lines like those in Exercise 2 on the numbered blank graphs to represent the information they hear.

Play the audio, pausing after each news report, giving students time to draw lines on their graphs individually. Play the audio again so that they can check their answers. Allow students to compare their graphs in pairs. Get feedback and confirm answers with the whole class by drawing lines on graphs on the board.

### Teaching tip

If there are errors in students' answers, support them by replaying sections of the audio.

#### Answers:

- 1 growing 2 stays level 3 decreasing 4 growing

### Audioscript: Track 8

- 90% of the population has a mobile phone, and currently, sales of mobile phones are still increasing.
- Overall, the cost of food didn't change this month. On average, prices stayed the same.
- The government says that the number of new jobs is falling and they're worried about unemployment.
- Video gaming companies continue to report record numbers of players, and not just young people. The number of older people playing games is also going up.

- Ask students to look at the example sentences in Exercise 4 before starting. Elicit the tenses in the examples (*Unemployment is falling* is the present continuous. *Unemployment rises* is the present simple). Remind students to use the present continuous for events in progress and the present simple for events that always / sometimes / never happen or happen every day / week / month / year, etc. Note that this grammar difference will be covered on the next page.

Ask students to work in pairs and remind them that their answers do not have to be true; this activity is aimed at developing their skills in writing sentences about trends.

Get feedback, asking students to share their sentences. Correct errors, focusing on language used for describing trends.

### Extra support

If your students need extra help, remind them how to form the present continuous (*am / is / are + verb + ing*) and the present simple (infinitive without *to*) and to use *-s* with third person singular.

If your students need an extra challenge, ask them to write a further sentence on a trend of their choice, e.g. *how often teenagers use mobile phones at weekends / during the week*.

#### Answers:

Students' own answers

- Ask students to look at the model question then work in pairs to create their own questions. Monitor and support where necessary.

#### Answers:

Students' own answers

- Ask students to work with another pair to practise asking and answering their questions. Tell them to use an appropriate response, such as *Yes, it is. / No, it isn't. / Yes, they are. / No, they aren't*. Ask students to share their answers.

#### Answers:

Students' own answers

## Present continuous and present simple

### Warmer

Ask students to cover Exercise 1 and look at the three photos. Ask students to work in pairs to guess the trend represented by each photo. Write their ideas on the board and explain they will find out the answers in Exercise 1. Photo c may be more difficult to guess; reassure students that there are no incorrect answers.

- 1 Students complete the activity individually. Get feedback and confirm with the whole class.

#### Answers:

1 c 2 a 3 b

- 2 Ask students to work in pairs to answer the questions. Ask them to underline or highlight the verb tense that corresponds to the answers, i.e.
  - 1 Every morning, I do exercise before I play video games.
  - 2 I'm playing a video game at the moment.
  - 3 Video game sales are increasing this year.

#### Answers:

1 sentence 3 2 sentence 2 3 sentence 1

- 3 Students complete the activity individually. Get feedback and confirm answers with the whole class, discussing any issues.

### Alternative activity

On the board, write two headings with the appropriate tense next to it in brackets (see below). Write some example sentences about yourself or current trends. Elicit further examples from students and add these to the list.

Now / current trends (present continuous)

*I am / I'm teaching.*

*You are not / aren't learning.*

*Working online is increasing.*

Facts / habits / daily routines (present simple)

*I do not / don't travel to school by car.*

*You do your homework every day.*

*1.1 million people live in Tripoli.*

Remind students to revise their notes on the present simple (on page 9).

#### Answers:

1 present continuous 2 present simple

- 4 Students complete the activity individually. Allow them to compare answers in pairs before getting feedback and confirming answers with the whole class. During feedback, ask students to justify their answers, e.g. *the answer to 1 is 'live' because this is a fact.*

#### Answers:

2 is increasing 3 has 4 are moving  
5 aren't employing 6 are growing 7 do you own  
8 're opening

- 5 Ask students to imagine they are a business owner and write questions for themselves and their partner. Refer students to Exercise 4 for ideas for questions e and f. Monitor progress and offer support with question formation.

### Extra support

If your students need extra help, write questions c and d on the board as examples of present continuous questions. Clarify that the subject and auxiliary verb are inverted in present continuous questions. Elicit or write the form under each of the words in the sentences, e.g. *Are (auxiliary verb) your profits (subject) increasing (main verb + ing)...?*

If your students need an extra challenge, encourage them to be creative and write two further questions.

#### Answers:

Students' own answers

- 6 Ask students to think of a well-known business to serve as a basis for this activity and to write their answers in column 2. Monitor and support where necessary. Ask students to compare answers in pairs and give their partner feedback on their use of the present simple and present continuous.

#### Answers:

Students' own answers

- 7 Ask students to find a new partner to interview, using the questions and answers they have prepared. Encourage the business person to keep their book closed. Monitor and make notes on good examples of using the present continuous and present simple, or any errors with the tenses to give feedback on later. When students have finished practising with a partner, ask one or two pairs to perform their interview for the class. Ask students to guess which business the interviewee's answers were based on. Give feedback on students' use of the present continuous and present simple.

### Extra support

If your students need extra help, allow them to practise until they are ready to work without notes.

If your students need an extra challenge, encourage them to practise again with another partner who has finished.

#### Answers:

Students' own answers

**Warmer**


Bring to class some pages from magazines, newspapers or websites, showing various visual representations of data, including charts, graphs and tables. In small groups, students sort the data into categories: chart, graph or table. Students share their answers with the class, then check together.

**Task model**

- 1 Students complete the activity individually. Get feedback and confirm answers.

**Answers:**

a **chart**: slide 2 a **graph**: slide 1 a **table**: slide 3

- 2  9 Tell students they will hear three parts of a presentation. Allow students to read questions 1–7 before they listen. Play the audio whilst students answer the questions. Allow students to compare answers in pairs before getting feedback and confirming with the whole class.

**Extra support**

If your students need extra help, pause the audio after each presentation so students have time to note down answers. Then play the audio again so students can check their answers.

If your students need an extra challenge and you have the IT resources and space, do this as a jigsaw listening: put students into three groups: A, B, C. Give each group one part of the presentation to play. The groups listen and take notes so they can report on what they heard. Put students into new groups with one person from each group (one A, one B, one C). Students tell each other about their part of the presentation.

**Answers:**


1 the number of people who play video games around the world 2 increasing 3 (about) 33%  
4 the United States 5 people over 50 6 Asia  
7 growing very quickly

**Audioscript: Track 9**

- 1 I'd like to show you a graph. It shows you the number of people who play video games around the world. As you can see, five years ago, the number was 2.5 billion people. Today, that number is 3 billion, and it's still increasing. So, about 33% of the world's population plays video games, and we expect more in the future.
- 2 Now let's look at some data from the United States. It's a chart of video gamers by age. 55% of people aged under 50 play video games. And 28% of people aged 50 and over play video games. 28% is lower, but it's interesting because more older people are buying video games than in the past.

- 3 And finally, take a look at this table. It compares the number of video gamers in three regions of the world. Notice that the highest number is in Asia, with 1,478,900,000 gamers. The number for the Middle East and North Africa region is lower, but the gaming market is growing very quickly in this region.

**Useful language****Presenting visual information**

- 3  9 Ask students to listen to the presentation again and label the sentence stems in Exercise 3 according to the part of the presentation in which they are heard. Play the audio. Then give students a copy of the audioscript for track 9 to read and check their answers.

**Extension activity**

Photocopy the headings and sentence stems from the *Useful phrases* box and cut them up. Students work in small groups and categorise the sentence stems below the headings.

**Answers:**

Now, let's look at... 2  
Take a look at this... 3  
It shows you... 1  
It compares... 3  
It's a chart of... 2  
Notice that... 3  
As you can see... 1  
It's interesting because... 2

- 4 Direct students to the *Web research* task.

**WEB RESEARCH**

**Check that students understand the instructions and encourage them to carry out their research in English. Tell students that they can choose the company they research.**

**If necessary, find useful websites / annual reports before the lesson and suggest students use them as the basis of their research.**

**Remind them to make notes of their findings. Set a time limit for their research or set it as homework to do before class.**

Once students have their research, encourage them to use phrases from the *Useful phrases* box to form sentences about the data. Give them time to practise in small groups. Ask students to give each other feedback.

### Alternative activity

If resources are available, this task could be completed as a mini-presentation, with students preparing their own presentation slides to present the trends and data they have researched. Working in small groups, ask them to practise presenting the information to each other before presenting to the class.

### Answers:

Students' own answers

### Task preparation

- 5 Ask students to work in pairs to complete the activity, then report their answers to the class. During feedback, encourage students to explain why they have selected a particular presentation style for the information. There are no incorrect answers, but some information may lend itself more readily to a particular presentation style.

### CAREER SKILLS: Structuring information clearly



Ask students to read the *Career skills* box alone or read it aloud. Remind students that information needs to be clearly and logically sequenced for an audience to follow. Encourage them to prepare some useful phrases so they can speak about the visual information they are going to present.

### Suggested answers:

1 a graph – c 2 a chart – b, d, (e) 3 a table – a, (e)

### Speaking task

#### A survey and presentation

- 6 1 Put students into small groups. Use CCQs to check they understand the instructions, e.g. *What kind of company do you work for?* Ask them to form questions based on the bullet points in Exercise 6. Ask a student from each group to write one of their questions on the board. Check and correct the questions together.
- 2 Ask students to interview each other. Alternatively, they could interview students from another class to have different data in their presentations. Set a time limit on this so that the questions do not take up too much time.
- 3 Ask each group to collate their results and to present it as visual information. This could be done on large sheets of paper, such as flip chart paper, or as presentation slides if IT resources allow. Give students time to prepare the spoken aspect of their presentation, reminding them to use the

phrases from the *Useful phrases* box. Monitor and support where necessary, reminding students about structuring information clearly.

Allow groups a few minutes to practise before they present to another group or the class. Encourage students to practise using appropriate body language, e.g. making eye contact with the audience rather than reading from the board.

- 4 Ask each group to deliver their presentation to another group or the class. Encourage listening groups to tick any phrases from the *Useful phrases* box that the presenters use.

Get feedback from students on anything interesting they learnt in the presentations. Give feedback on good language used and correct errors. Reward the group that used the most phrases from the *Useful phrases* box.

### Alternative activity

If resources are available, and if students know how, they could set up their survey as an e-form (e.g. a Google form), which they can send to their classmates / another class, and which will collate their results electronically. Ask them to use these results to produce presentation slides to present their information.

### Extra support

If your students need extra help presenting the information visually, demonstrate how to create a graph from data in a table on paper or on a computer. If your students need an extra challenge, encourage them to include results in the form of percentages, fractions or ratios.

### Answers:

Students' own answers

### Feedback

- 7 Students work in pairs to discuss questions 1–4. Ask pairs to report back and share their answers to some of the questions. Remind students to comment on each other's body language, e.g. eye contact, as part of their feedback to each other.

### Teaching tip

Asking students to give each other feedback (peer feedback) supports their ability to think critically and to support peers; these are important workplace skills. Encouraging students to give constructive feedback in a structured way, e.g. a positive point, an area to develop in future and another positive point, will help them to give purposeful, developmental feedback to their peers.

### Answers:

Students' own answers

## Symbols and abbreviations

### Warmer

Ask students to keep their books closed. Check students understand the meaning of *symbol* and *abbreviation*. Give an example of each, writing a symbol or abbreviation on the board, to clarify meaning. Ask students to come to the board individually and write symbols for others to guess.

- Students match the items in the table. Check students understand and can pronounce the vocabulary in the table.

### Teaching tip

Students may be familiar with the symbol %, for example, but may not be aware of its pronunciation or spelling as a full word in English. Learning to say the symbols as words will support their ability to read aloud.

### Answers:

symbol / abbreviation	meaning	definition
%	percentage	an amount out of 100
mn	million	1,000,000
°C	centigrade	temperature
km	kilometres	distance
l	litre	quantity of a liquid such as water, oil, etc.
k	thousand	the zeros in 1,000; e.g. 7,000 = 7k
kg	kilograms	weight

- Students complete the activity individually before comparing in pairs. Get feedback and confirm answers with the whole class.

### Extension activity

Ask students to check whether the symbols and abbreviations come before or after the quantity (number) in each case. In Exercise 2, only \$ (dollars) comes before the quantity. Tell students that is the usual English style for writing currencies with a symbol. However, we say the quantity before the currency, e.g. €10 *ten euros*, £20 *twenty pounds*.

### Answers:

1 °C 2 \$ 3 % 4 km 5 mn 6 l

## Summarise trends and data

- Ask students to look at the visual information in Exercise 3 and tell you what kind of information it is (a *(line) graph*, a *table*, a *(pie) chart*).

Students complete the summary paragraph individually. Monitor and support with any difficulties they have with interpreting the data. Ask students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

### Answers:

1 table 2 population 3 ten 4 69 5 6.3

- Direct students to the *Writing tip*.

### WRITING TIP: Symbols and abbreviations



Remind students that abbreviations may be used in writing; there is no need to use full stops with these abbreviations or symbols. N.B. *Celsius* and *centigrade* are used interchangeably.

Students complete the paragraph individually, referring to the paragraph in Exercise 3 for support with vocabulary and sentence structure.

Write or display the suggested summary below on the board for students to compare their summary with, using it to self-correct or peer check in pairs.

### Extra support

If your students need extra help, tell them to start their sentences with the same sentence beginnings as in Exercise 3. As they write, tell them to tick off *introduction sentence* and *graph, chart* and *table* in the instructions to Exercise 4 to make sure they include all the information needed.

If your students need an extra challenge, give them the option of researching a country of their choice. Ask them to present the information they have learnt to a partner.

### Suggested answer:

The information in the graph, chart and table is about the population of Saudi Arabia. Overall, the population of Saudi Arabia is growing. This year, the population is about 35 million. There are more men than women, with 57% males and 43% females. For population by age, 16 million people are between 25 and 54 years old, and this is the biggest age group, although 15 million people are under 25 years old.

### I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

## How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it is always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

## Vocabulary Business trends

- Students complete the article individually. Support with any unknown vocabulary, writing the words and their meanings on the board. Ask them to compare their answers in pairs. Get feedback and confirm answers with the whole class. Ask students what they enjoyed or found interesting in the article.

### Answers:

1 stadium 2 spectators 3 growing 4 brand  
5 sponsors

- Tell students the correct answer is based on the meaning of the sentences. Students circle the correct option before comparing their answers in pairs. Get feedback and confirm answers with the whole class, asking students to justify their choices with reference to the content of the sentences.

### Answers:

1 up 2 level 3 decreasing 4 rise

## Grammar

### Present continuous and present simple

- Ask students if they can explain the grammatical difference between questions 1 and 2, i.e.
  - Present continuous: a question about what is happening now.
  - Present simple: a question about what happens always / every day.

Remind students to pay close attention to tense as they match the questions to the answers. Allow students to compare their answers in pairs. Then get feedback and confirm answers with the whole class.

### Answers:

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

- Ask students to complete the conversation with the correct forms of the verbs in brackets.

Remind students that stative verbs are not generally used in the present continuous. Stative verbs include verbs of thinking, feeling, sensing and others such as *need, want, belong, owe*. *Have* is also only used in the present simple (not the present continuous) to express plans, hence gaps 3 and 7 require the present simple.

Get feedback and confirm answers with the whole class. During feedback, ask students to say why the present simple or present continuous have been selected in each case.

### Answers:

1 are you working 2 needs 3 have 4 'm going  
5 Do you want 6 'm not taking 7 don't have

## Useful language

### Presenting visual information

- Students complete the activity individually. Ask them to compare their answers in pairs, paying attention to capitalisation when words are at the start of the sentence. Get feedback and confirm answers with the whole class.

### Answers:

1 show 2 look 3 Take 4 compares 5 see  
6 Notice 7 shows 8 is

- Ask students to work in pairs to complete the activity. Get feedback and ask them to read aloud their completed sentences so that they can be checked with the whole class.

### Answers:

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

## Website

Unit 2 test

# Unit 3

## Starting a business

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe starting a business.
- use the past simple and past continuous.
- report what happened at a meeting.
- write a company website profile.

#### Listening

A podcast about starting a business

#### Reading

An article about young entrepreneurs

#### Vocabulary

Starting a business

#### Grammar

Past simple and past continuous

#### Career skills

**Useful language:** Reporting what happened at a meeting

**Speaking task:** Report what happened at a meeting

**Career skills:** Listen actively and show interest

#### Writing

A company website profile

**Writing tip:** Punctuation

#### Workbook

**Vocabulary:** Starting a business

**Grammar:** Past simple and past continuous

**Useful language:** Reporting what happened at a meeting

### Listening and reading

#### Warmer

Write *Starting a business* on the board. Ask students to think of a business they would like to own in the future, e.g. sportswear, catering, IT, and to make a list of at least three things they need to do to start it. Tell students to compare lists in pairs. Support with vocabulary, spelling and pronunciation.

#### Lead-in


- 1 Ask students to look at the photo and the example; ask them to complete the activity in pairs. Ask the pairs to share their responses with the class.

#### Suggested answers:

It can take a long time; there will be ups and downs; unexpected problems can happen; it's exciting when you reach the top; it's easier with people to help you; it needs lots of planning and preparation.

#### Listening

#### A podcast about starting a business

- 2  10 Tell students to read the topics before listening. Play the audio. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

#### Alternative activity

Tell students to listen to the audio and make notes on the topics discussed on the podcast. Play the audio. Then have students look at the four topics in Exercise 2 to compare their answers.

#### Answers:

a 3 b 2 c 4 d 1

## Audioscript: Track 10

**Podcast host:** Welcome back to another episode of *Inside Business*, the podcast which meets the people who are inside business. This week, I'm talking to business expert Hanane about how to become an entrepreneur. She has a consultancy business that gives advice and works with many new entrepreneurs. So, Hanane, I guess a successful entrepreneur needs a good idea.

**Hanane:** Yes, that's true. You need a good idea to start a business, but that's only one part of it. Just because you think you have a good idea for a new product or service, it doesn't mean that other people will think the same. In other words, will people pay money for it?

**Podcast host:** Right. You need customers, so who should you ask? Do I ask family and friends if they like my idea for a business?

**Hanane:** Maybe. But remember that family and friends are not always your target customer, so talk to lots of people. For example, you could ask potential customers some questions on social media with an online survey. Find out if they'll buy your product or service.

**Podcast host:** I also read that about 20% of all new businesses fail in their first year. Why is that?

**Hanane:** There are different reasons. One reason is that it's very hard work. You need to work long hours as an entrepreneur. Much longer than for a normal job. The other reason is money. You need money to start a business, and many new companies don't make a profit in the first year. They often have to get funding at the beginning.

**Podcast host:** Do you mean borrow money from a bank?

**Hanane:** Yes... You could get a loan, but that's expensive. Another way is to find someone who wants to invest in the company from the very beginning...


- 3 Ask students to work in pairs to decide if the sentences are true or false. Remind them that they need to recall information from Exercise 2 to complete the activity. Inform students they will check answers during Exercise 4.

### Teaching tip

Asking students to listen to true / false sentences supports them in developing skills in listening for specific information. This is an important skill in many situations in the workplace.

### Answers:

See Exercise 4

- 4  10 Play the audio, allowing students to check their answers to Exercise 3. Get feedback and confirm answers with the whole class. Correct any errors by referring to the audioscript.

### Extra support

If your students need extra help, tell them to underline key words to listen for before you play the audio.

If your students need an extra challenge, tell them to correct the false sentences as they listen.

### Answers:

1 T 2 T 3 F 4 F 5 F 6 F

- 5 Students complete the activity in small groups. Monitor and support where necessary. Encourage groups to compare ideas before reporting back to the class. During feedback, find out if students think the advantages outweigh the disadvantages, or vice versa.

### Suggested answers:

Advantages	Disadvantages
You can make a lot of money.	You can lose a lot of money.
It's more satisfying.	It's hard to get funding.

### DID YOU KNOW?



Tell students that there are many reasons why people want to be entrepreneurs, including flexibility, creativity and being motivated to be their own boss.



 Reading

## An article about young entrepreneurs

### Warmer

Ask students to think about what kind of business would appeal to a young entrepreneur and why, e.g. many young people are interested in fashion so they may hope to own a fashion business. Tell students to work in small groups to think of as many business ideas as they can before sharing their answers with the class.

- 1 Ask students to work in pairs to think of a brand for each type of company. Ask them to share their ideas with the whole class and check whether other students are familiar with the brands.

#### Answers:

Students' own answers

- 2 Students complete the activity individually, then compare their answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

Nouf Alsaleem, Saudi Arabia: a food delivery business  
Mahmoud Darawesh, Jordan: a software company  
Aya and Mounaz Abdel Raouf, Egypt: a fashion brand

- 3 Students complete the activity individually. Allow them to compare answers in pairs before confirming with the class. Get feedback and confirm answers with the whole class. During feedback, encourage students to explain why the sentence they chose fits best in the gap.

### Alternative activity

Before class, prepare a copy of the three main sections of the article, cut up into separate sentences (make multiple copies of the article if the class is large). Put students into three groups (or more if the class is large): A, B, C. Give each group one section (cut up) and ask students to put the paragraph in the correct order. The meaning of the sentences should help students to order them correctly. Support weaker students by telling them to look at sequencing expressions such as *while [...] at university*, *In 2017*, *Since then*, etc., which trace the history of each business from the past through to the present.

Then set up a jigsaw reading: tell students to read and remember their section of the article. Put students into new groups with one person from each section together: one A, one B, one C. Students work in their new groups of three to tell each other about the section of the article they read.

#### Answers:

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

- 4 Before starting the activity, tell students to read the questions. Check that they understand all the vocabulary, e.g. they may need support with *competitors* or *target market*. Students complete the activity individually before comparing answers in pairs. Get feedback and confirm answers.

#### Answers:

- 1 They were all studying at university when they started their businesses.
- 2 busy professional people with no time to cook
- 3 other new online food businesses
- 4 deaf people
- 5 it uses 3D avatars to do sign language for online video or audio
- 6 from their family
- 7 when a famous pop star shared a photo of herself holding one of their bags on social media in 2017

- 5 Students complete the activity individually before discussing it in pairs. Monitor and support where necessary. Then ask pairs to share their ideas with the class. On the board, make a note of good examples of language use from students' answers. Praise students, explaining what is successful about their examples, e.g. grammar, appropriate vocabulary, question formation.

### Extension activity

Working in groups of four, ask students to take turns to interview each other, with one taking the role of a business journalist and the others taking the role of one of the entrepreneurs in the article. They can use the questions they prepared in Exercise 5 for this. Ask volunteers to perform their interview for the class. Offer feedback and corrections.

#### Answers:

Students' own answers

**Vocabulary** Starting a business

**Warmer**

Ask students to work in pairs. Tell them to guess what is happening in the photos and what the person in the main photo is planning. After a few minutes, ask students to change partners to share their ideas.

- 1 Ask students to cover the blog post. Then ask students to work in pairs to complete the activity, noting the words they expect to find.

**Teaching tip**

Asking students to predict the content of a text helps to focus their minds on the subject matter. It also provides them with a motivation to find out what is in the text.

**Answers:**

Students' own answers

- 2 Working with the same partner, tell students to uncover the blog post and check whether it contains the words they predicted. Find out whether their predictions were correct.

**Alternative activity**

Make a copy of the blog post and cut it into five paragraphs. Post these around the room. Ask students to walk around and read each part, so they can look for their five words from Exercise 1. Get feedback on which of their words did and did not appear in the blog post.

**Answers:**

Students' own answers

- 3 Students work individually to match the words in bold to the phrases. Ask students to share their answers with the class. Use CCQs to help clarify meanings.

**Extra support**

Prepare the following phrases on slips of paper with the verb separated. Ask students to match the verbs to the nouns.

Identify > your target market	Launch > your brand
Set up > the business	Overcome > many difficulties
Get > funding	Make > a loss / profit

If your students need extra help, they could play 'Pelmanism' in small groups: put the cards face down. A student picks up two cards. If they match, they keep the cards. If not, they put them back. They take turns at this, using their memory of where the cards are to help them find matching cards. The student with the most cards wins.

If your students need an extra challenge, they can test each other by holding up a card and asking a partner to say the rest of the phrase.

**Answers:**

- 1 identify your target market
- 2 overcome (many) difficulties
- 3 come up with an idea
- 4 get funding
- 5 set up the business
- 6 make a profit
- 7 make a loss
- 8 launch your brand

- 4 Students complete the activity individually before comparing their answers in pairs. Get feedback and confirm answers with the whole class.

**Extension activity**

Play 'Hot seat': divide the class into two teams (or more if it is a big class). Choose one person from each team to sit in the hot seat (with their back to the board), facing their team. Write one of the expressions in bold from the blog post on the board and ask the team members to describe it, setting a time limit of two minutes. The team must not use any of the words in bold from the blog post. The first person in the hot seat to guess correctly wins a point for their team. Then ask another team member to sit in the hot seat. Continue until all the expressions have been used. The winning team is the one with the most points.

**Answers:**

- 1 come, set
- 2 market
- 3 overcome, loss
- 4 funding, profit
- 5 launch

- 5 Put students into small groups. Explain the task to them, asking CCQs to check they understand. Remind them to use the vocabulary to help them plan their presentation. Monitor and support where necessary. Allow them time to plan and practise before presenting to the class. Give feedback on vocabulary and grammar, and correct relevant errors. Ask the class to vote on the best idea and say why they think it is the best.

**Answers:**

Students' own answers

**Grammar**

**Past simple and past continuous**

**Warmer**

Ask students to keep their books closed. Tell them they are going to read about an entrepreneur. In pairs, ask them to decide what three things they would like to know about his business, e.g. *how the business started, where he got funding*. Students share ideas with the class.

- 1 Students read the article. Get feedback and confirm answers. If you did the *Warmer*, ask whether they found out what they wanted to know.

**Answers:**

Ralph produces jewellery. He's based in Beirut.

- 2 Ask students to look at the underlined verbs in the article in Exercise 1. Elicit the names of the tenses (*past continuous* and *past simple*). Note that *was born* is past simple passive.

Highlight the example answers, eliciting the difference between finished and in progress, regular and irregular, auxiliary and main verb. Explain and give examples, using the *Watch out!* box.

Ask students to work in pairs. Get feedback and confirm answers.

**Alternative activity**

**Past simple:** On the board, draw a table as below. Elicit or write the underlined verbs from Exercise 1 in the appropriate column.

Past simple	
Regular	Irregular
travelled, studied, opened	was born (passive), set up

Show students that the regular verbs have the same ending by underlining *-ed* in each verb. Highlight any new spelling rules for students, e.g. change *y* to *i* then add *-ed* (*studied*).

Tell students we use the past simple for completed / finished actions. Use CCQs to check they understand.

**Past continuous:** Draw another table on the board as below. Elicit or clarify that to form the past continuous, we need the past form of *to be* (*was* or *were*) and the main verb + *ing*. Then elicit or write the past continuous verbs from the article.

Past continuous		
Was / Were	+	Main verb + <i>ing</i>
was		growing up
were		living
was		studying

Tell students that we use the past continuous for actions in progress at a specific moment in the past. Use CCQs and the timeline in the *Watch out!* box to check they understand.

**WATCH OUT!**



Ask students to read the information in the *Watch out!* box. Give some examples of your own, e.g. *I was cooking when I heard a noise, to check they understand that the past simple describes a completed action, whereas the past continuous describes an ongoing action.*

Draw timelines on the board as in the *Watch out!* box, using examples from Exercise 1.

**Answers:**

- 1 travelled, studied, set up, opened
- 2 studied, opened
- 3 was born, set up
- 4 were living, was studying
- 5 was, were
- 6 form the main verb by adding *-ing*

- 3 Students complete the activity individually, then compare answers with a partner. Get feedback and confirm answers with the class. During feedback, ask students to justify their choice of verb tense.

**Answers:**

- 1 was studying 2 designed 3 visited
- 4 came, were working 5 didn't have

- 4 Ask students to work in pairs to complete the activity, taking turns to tell each other the story. Monitor and support with grammar accuracy. Ask volunteers to retell the story to the class. Give feedback on students' use of the past simple and past continuous.

**Extension activity**

Before students begin the activity, elicit the past simple form and spelling of each of the verbs on the timeline. Highlight that each verb is different (*born* is always passive – *was born*; *travel* in British English doubles the *l* – *travelled*; *study* changes the *y* to *i* – *studied*; *win* is irregular and changes the vowel – *won*; *set up* is irregular and does not change – *set up*; *open* is regular – *opened*).

**Answers:**

Students' own answers

- 5 Students complete the activity individually before joining a small group to share stories. Monitor and note good examples and errors using the past continuous and past simple. Select some students to tell their story to the whole class while you write good examples and errors from students' stories on the board. Get students to identify which sentences are good, then correct the errors as a class.

**Answers:**

Students' own answers

Warmer

Ask students to work in groups and list at least three ways companies could limit their impact on the environment. Have groups share their ideas then decide on the three best ideas as a class.

Task model

- 1 Ask students to work in small groups to consider the questions then report back to the class. During feedback, find out if students think clothing made from recycled clothes would be popular in their country, and why or why not.

Answers:

Students' own answers

- 2 11 Tell students to read the questions before they listen. Play the audio. Get feedback and confirm answers.

Answers:

- 1 to a restaurant 2 directors 3 no
- 4 to meet her uncle for lunch
- 5 Her uncle can give them the money they need.

Audioscript: Track 11

**Lama:** Hi, Nawal! How did the meeting go at the restaurant?

**Nawal:** I don't think it went very well.

**Lama:** Why not? What happened?

**Nawal:** Well, the directors had a copy of our business plan.

**Lama:** OK, that sounds positive.

**Nawal:** Yes, but in the end, they didn't think we could make enough money from the business.

**Lama:** Oh, no! That's a pity. But I have some good news. While you were at the meeting, I met my uncle for lunch.

**Nawal:** Really?

**Lama:** He's retired now, but he had a really successful fashion business for about 20 years.

**Nawal:** Did he? That's amazing.

**Lama:** He wants to help us, and he can give us the money we need!

**Nawal:** You're joking!

Useful language

Reporting what happened at a meeting

- 3 11 Tell students to read through the conversation before listening. Play the audio whilst students complete the sentences. Ask students to check answers by looking at the *Useful phrases* box.

Extra support

If your students need extra help, tell them to look at the *Useful phrases* box before you play the audio. Allow them to write their predictions next to the gaps before you play the audio again. Then they can listen and check their predictions.

If your students need an extra challenge, tell them to cover the *Useful phrases* box and predict a few of the words they will hear. They can use the listening activity to check their predictions.

Answers:

- 1 go (at the restaurant) 2 happened 3 positive
- 4 pity 5 Really 6 amazing 7 joking

Task preparation

- 4 12 Play the audio, stopping it after each phrase so that students can repeat the phrases. Ask students to practise together, then select a few students to demonstrate their intonation for the group, giving feedback and correction as necessary.

CAREER SKILLS: Listen actively and show interest

Before asking students to read the *Career skills* box, ask them how they think they can show they are listening to someone. Students may suggest words / phrases such as those in the box, rising intonation, or body language and facial expressions (making eye contact, leaning slightly forward, raising eyebrows, smiling, etc.). Make a note of their ideas on the board and discuss which the students think are most effective.

Ask students to read the information in the *Career skills* box and compare it to the ideas they suggested.

Teaching tip

Teaching intonation helps students to understand and avoid miscommunication, e.g. *Really?* with falling intonation means 'I don't believe you' or 'I'm not interested'. The same word with rising intonation means 'Wow, tell me more!'

To illustrate intonation visually, write a word / sentence on the board and draw a line above it to show students how the voice rises as the word / sentence is pronounced, e.g.

Really?

**Audioscript: Track 12**

- 1 Really?
- 2 Wow!
- 3 That's great news!
- 4 That's amazing!
- 5 What happened next?

- 5 On the board, write three sentences about things that happened to you last week. Tell students that two sentences are true and one is false. Leave these on the board to be used in Exercise 6. Students complete the activity individually.

**Answers:**

Students' own answers

- 6 Using the three sentences you wrote on the board in Exercise 5, read them out and ask a student to use any of the *Useful phrases* to react to them. Ask students to guess which sentence is false.  
Put students into pairs to complete the activity. Remind them to listen actively, following the tips in the *Career skills* box. Tell students they can use phrases from the *Useful phrases* box in Exercise 3 as well. Ask students whether they guessed correctly which of their partner's events were false.

**Alternative activity**

Complete the activity as a class mingle (students move around the class speaking to multiple classmates) to allow for more practice. Ask students to report back on which students' false sentences were most difficult to guess.

**Answers:**

Students' own answers

**Speaking task****Report what happened at a meeting**

- 7 Direct students to the *Web research* task.

**WEB RESEARCH**

Check that students understand the instructions and encourage them to carry out their research in English. If they are not sure which business to research, suggest some companies that are well-known in your country.

Remind them to make notes of their findings. Set a time limit for their research or set it as homework to do before class.

**Answers:**

Students' own answers

- 8 Students complete the activity individually. Monitor and support where necessary.

**Answers:**

Students' own answers

- 9 Ask students to work in pairs. Remind students that they can use the conversation in Exercise 3 as a model.

**Extra support**

If your students need extra help, give them extra time to plan and make notes before starting the task. Pair these students together to do the task and offer support as they practise.

If your students need an extra challenge, encourage them to swap partners with other pairs for extra practice in Exercise 10.

**Answers:**

Students' own answers

- 10 Ask students to swap roles.

**Extension activity**

Have students reflect on their performance and make notes on two things they want to improve. Give them feedback on language and pronunciation when showing interest. Have students do the speaking task again with these ideas for improvement in mind.

**Answers:**

Students' own answers

**Feedback**

- 11 Ask students to discuss the activity they have just completed with their partner(s). Ask them to give constructive feedback to each other, suggesting what improvements could be made in future.

**Alternative activity**

If equipment is available, or if students have smartphones, students could use their phones to record their conversations in Exercise 9, swap recordings with another pair, and either self-critique or give each other feedback on their active listening skills, including intonation and clarity of speech. If students decide to self-critique, their partners could say whether they agree and why. Remind students that constructive feedback means saying what is good as well as what could be improved.

**Answers:**

Students' own answers

**Warmer**

Ask students to work in small groups to list what makes a good, useful and / or attractive company website. After a few minutes, get groups to share ideas with the class.

- 1 Ask students to keep Exercise 3 covered whilst they work in pairs to complete Exercise 1. Monitor whilst students compare answers with another pair.

**Alternative activity**

Do Exercise 1 as a board race: put students into short queues (teams) facing the board. The student from the front of each queue adds a piece of information to the board (e.g. *History*), passes their pen to the next teammate to add another idea, and so on. When you say *stop*, the team with the most ideas win.

**Suggested answers:**

history, location, founder, prices, types of products, number of shops, number of employees, current situation, contact information

- 2 Ask students to read the About page and tick the information they find. Get feedback and confirm answers with the whole class.

**Answers:**

history ✓ location ✓ founder ✓ type of products ✓  
number of shops ✓ current situation ✓

- 3 Ask students to keep the website in Exercise 2 covered and direct them to the *Writing tip*. Then have students work individually to rewrite the sentences.

**WRITING TIP: Punctuation**

Remind students of the importance of proofreading for punctuation and capitalisation. Write a few short incorrect sentences on the board and elicit what changes should be made, e.g. *on the first monday in october I flew to cairo egypt.*

**Extra support**

If your students need extra help, tell them to cover the About page in Exercise 2 with a card. As they finish each sentence in Exercise 3, ask them to reveal the relevant sentence in the About page in Exercise 2 slowly, reflecting on what they missed and remembering this as they complete the next sentence.

If your students need an extra challenge, have them make a punctuation quiz for a partner, i.e. write five sentences with some punctuation or capitalisation mistakes. Then they trade quizzes with a partner.

- 4 Ask students to check their work then discuss differences between theirs and the About page, using the correct punctuation term (e.g. *comma*, *capital letter*).

**Answers:**

- 1 Kamel Mobile Tech opened its first shop in 2005 in Muscat, Oman.
- 2 He set up a company selling mobile phone accessories such as phone cases, memory sticks and external battery chargers.
- 3 In 2010, he changed the name of the business to KMT and opened three more shops in Oman. This year, KMT is opening its first shop in Dubai.
- 4 After more than fifteen years of business, KMT still offers the very latest in mobile accessories with a friendly, personal service.

- 5 Students complete the activity individually, modelling it on the About page in Exercise 2.

Students proofread their writing, then swap with a partner to check punctuation, capitalisation and language.

**Extension activity**

Let students design an About page website layout (on paper or online) to write their final drafts on.

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

### How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it is always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

### Vocabulary Starting a business

- Students work individually to complete the collocations. Allow them to compare their answers in pairs. Get feedback and confirm the answers.

**Answers:**

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

- Students complete the activity individually. Allow students to compare their answers in pairs. Get feedback and confirm the answers.

**Answers:**

2 set up 3 funding 4 difficulties  
5 identify our target market 6 launch the brand

### Grammar

#### Past simple and past continuous

- Students complete the activity individually. Allow them to compare their answers in pairs. Get feedback and confirm the answers with the whole class.

**Answers:**

1 were studying 2 wasn't feeling  
3 were (you) talking 4 was launching  
5 weren't making 6 was (Reema) going

- Ask students to work in pairs to choose the correct option. During feedback, ask them to justify their choice, for example:

- is the past continuous because the action was happening at the same time as another action took place.
- is the past simple because this is a completed action.

**Answers:**

1 was waiting 2 made 3 was ringing 4 set up  
5 were you doing 6 was raining 7 was travelling

### Useful language

#### Reporting what happened at a meeting

- Students complete the activity individually. Allow them to compare their answers in pairs. Get feedback and confirm the answers with the whole class.

**Answers:**

1 c 2 e 3 a 4 d 5 b

- Students work individually to complete the conversation, then compare answers in pairs. Get feedback and confirm answers with the whole class.

**Answers:**

2 think 3 happened 4 sounds 5 pity 6 joking  
7 great

### Website

Unit 3 test

# Unit 4

## Orders and deliveries

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

use vocabulary to describe placing an order and use verb and noun forms.

use countable and uncountable nouns and quantifiers.

follow up on an order.

a formal email about an order.

#### Listening

An order

#### Reading

A report on the food delivery business

#### Vocabulary

Placing an order

Verb and noun forms

#### Grammar

Countable and uncountable nouns

Quantifiers

#### Career skills

**Useful language:** Following up on an order

**Speaking task:** Follow up on an order

**Career skills:** Identifying and understanding problems

#### Writing

A formal email about an order

**Writing tip:** Formal emails

#### Workbook

**Vocabulary:** Placing an order

**Grammar:** Countable and uncountable nouns; Quantifiers

**Useful language:** Following up on an order

### Listening and reading

#### Warmer

Ask students to look at the photo and work in pairs to describe what is happening. Support with vocabulary, e.g. *drones*, *parcels*. Ask them about the benefits and drawbacks of this kind of delivery.

#### Lead-in

- 1 Ask students to look at the photo and work in pairs to discuss the questions. Ask students to share their ideas, noting them on the board.

#### Answers:

Students' own answers



#### Listening An order

- 2 Ask students to work in pairs and decide what they think each symbol represents. Check they understand that they are listening for the order in which they hear these things talked about in the audio. Play the audio. Allow students to compare answers in pairs. Then get feedback and confirm answers with the whole class.

#### Answers:

a 2 b 4 c 3 d 1

#### Audioscript: Track 13

**Farah:** Oh, no!

**Dania:** What's the matter, Farah?

**Farah:** Well, I downloaded this new app, but I can't get it to work.

**Dania:** Let's have a look. Oh this app! It's great. I use it all the time.

**Farah:** Well, it won't work for me. Every time I type in the lunch I want in this search box, it doesn't do anything.

**Dania:** Err, that's because when you first begin your search you have to enter your location, not the name of the food.

**Farah:** Okay.

**Dania:** Click 'search' first, and then allow the app to recognise your location.

**Farah:** Like this?

**Dania:** Yes. So, now it's showing you all the restaurants, cafés and food stores near to this office building.



**Farah:** Oh, I see.

**Dania:** Now you can click here, and it lets you look through photos of what you can order from the different places. Though I always end up ordering the same thing from the same place!

**Farah:** Which place?

**Dania:** I always order a falafel wrap with hummus from the Lebanese place.


**Farah:** That sounds good. I'll order the same.

**Dania:** Have you entered your card details?

**Farah:** Yes, I did that when I registered with the app.

**Dania:** Fine. Click here to confirm the price, and you'll wait about 30 minutes or so.

**Farah:** I hope so, Dania. I'm starving!

- 3  13 Ask students to read the questions. Play the audio, allowing a pause after each piece of information so they have time to note their answers. Allow students to compare answers in pairs. Then get feedback and confirm answers with the whole class.

**Answers:**

- 1 She is entering the name of a food too soon.
- 2 enter her location
- 3 photos of what you can order
- 4 a falafel wrap (with hummus) from a Lebanese restaurant
- 5 entered her card details
- 6 about 30 minutes

**DID YOU KNOW?**



Students might like to know that, although on the surface linking seems harder and definitely takes practice to get used to, linking your speech makes communicating naturally much easier, because there is no need to pause between words in order to pronounce sounds individually. Linking is the key to fluent communication so it is worth the effort to get used to doing it.

**Teaching tip**

You can help students visualise links by showing them with an underscore ( \_ ), e.g.


*type\_in*

*can\_order*

*new\_app*

Model the pronunciation, pointing at the links as you say them. Ask students to repeat, copying your pronunciation.

Remind students that they need to be aware of these links when listening.

- 4  14 Students read the sentences before listening. Play the audio. Pause after each sentence so students can write an underscore ( \_ ) where the link is. During feedback, listen again to confirm the answers, and write the sentences on the board, adding an underscore where the linking occurs.

**Extension activity**

Ask students to practise saying the sentences with a partner, checking their partner's pronunciation. Ask volunteers to model their sentences for the class, and correct pronunciation errors.

**Answers:**

- 1 I can't get\_it to work.
- 2 Now you can click\_on the food.
- 3 I'll\_order the same.
- 4 It's near this\_office building.
- 5 I like this\_app.

**Audioscript: Track 14**

I can't get it to work.

Now you can click on the food.

I'll order the same.

It's near this office building.

I like this app.

- 5 Ask students to work in pairs to complete the activity, using the example sentences for support. Monitor and support where necessary. Ask volunteers to model their conversations for the class.

**Answers:**

Students' own answers

## Reading

### A report on the food delivery business

#### Warmer

Ask students to work in small groups to list the benefits and drawbacks of being a food delivery person. Ask each group to present their ideas to the class and say why they would or would not like to do this as a job. Support with vocabulary and correct any errors.

- 1 Ask students to work in small groups to discuss the question then report back to the whole class.

#### Suggested answer:

**Delivery person:** 'Here's your order.'

**Customer:** 'Thank you.'

**Delivery person:** 'Enjoy your meal!'

**Customer:** 'Thanks, have a good day.'

- 2 Students work individually to match the ideas to the paragraphs. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

Then ask students to work in small groups and discuss whether they ever order food deliveries, how often they do this and what kind of food they usually order. Get the groups to report back to the whole class on their discussions.

#### Alternative activity

Ask students to cover Exercise 2, then read the news report. Students work individually to write a sentence summarising each paragraph, then ask a partner to guess which paragraph their sentence matches to. Ask volunteers to share their sentences with the class.

Students can then compare their sentences with the main ideas (1–4) in Exercise 2.

#### Answers:

1 b 2 c 3 a 4 d

- 3 Students work individually to match the numbers and read the article to check their answers. Once they have checked their answers, get feedback and find out if any of the statistics were surprising.

#### Extension activity

Use the figures (1–6) as an opportunity to practise reading numbers and symbols aloud and writing them out in words. Ask students to work in pairs to read the numbers aloud to each other, then write them out in full words on the board. Correct any spelling or pronunciation errors.

(Answers: 1 *nineteen ninety-four* 2 *thirty* 3 *thirty-five percent* 4 *one hundred and fifty billion* 5 *one hundred and seventy-three percent* 6 *fifty percent*)

#### Answers:

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

- 4 Put students into pairs or groups of three to complete the activity. Remind them who their audience is (restaurant owners) and to think about what information restaurant owners will want to know. Remind them to refer to the news report to help structure their presentation, and to use the bullet points listed under point 3 to form the basis of the presentation. Encourage students to use appropriate tone of voice and body language when delivering their presentation. Give them time to prepare and rehearse the presentation so that they can deliver it within two minutes.

#### Extra support

If your students need extra help, encourage them to take a more straightforward role within the group, e.g. introducing the group and their new app.

If your students need an extra challenge, encourage them to take the role of convincing the restaurant owners. This role will require students to use language for persuasion and appropriate sentence stress and intonation.

#### Answers:

Students' own answers

- 5 Put two or three pairs / groups together to present to each other. Tell the listening group(s) to think of questions to ask the presenting group. Encourage students to give constructive feedback on the presentations there is. If time, ask for some groups to present to the class. Give feedback and correct relevant errors in the presentations.

#### Extension activity

If resources are available, record the presentations and ask students to watch / listen to the recording and self-critique, or to watch another group's recording and give them constructive peer feedback.

#### Answers:

Students' own answers

 Vocabulary

## Placing an order; Verb and noun forms

## Warmer

Put students into small groups. Tell groups to think of five questions for a survey on shopping habits. Elicit some examples and write them on the board, e.g. *How often do you visit shops to do your shopping? How often do you shop online? What products do you only buy online or only in shops, and why?* Monitor and support where necessary.

Ask students to complete the activity as a class mingle, surveying their classmates with their list of questions.

Groups collate the responses and report back to the class with their findings. Offer support with sentence structure and pronunciation when they report back.

- 1 Ask students to work in small groups to discuss the questions. Get groups to report back to the whole class.

## Answers:

Students' own answers

## Placing an order

- 2 Students work individually to read the email and answer the questions. Allow them to compare answers in pairs. Get feedback and confirm answers with the whole class.

## Answers:

- 1 within one to three working days from the date of payment
- 2 between 8 am and 8 pm
- 3 sign the receipt and check the order is complete

- 3 Check students understand that they are looking for words in bold in the email. Students work individually to match the words and definitions. Allow students to compare in pairs. Get feedback and confirm with the whole class.

## Teaching tip

Asking students to compare their answers with each other helps them to develop collaborative working and constructive criticism skills and builds their confidence before they are asked to speak or answer a question in front of their peers in class. These are important skills that they can take into the workplace in the future.

## Answers:

- 2 receipt 3 placing this order 4 in-stock 5 goods  
6 guarantee 7 signature 8 trace

## Verb and noun forms

- 4 Copy the table onto the board. Ask students to complete the activity, encouraging them to refer to the email or a dictionary. During feedback, ask them to come to the board and write their answers in the table so you can check with the class, paying attention to spelling.

## Extra support

If your students need extra help, encourage them to use a dictionary to check the meaning of new words.

If your students need an extra challenge, encourage them to think of other words that have the suffix *-tion* or *-ment*, like *confirmation* and *payment*. (Some examples include: *production*, *reception*, *development*, *improvement*, *commitment*.) Get them to note down the verb forms of any nouns they think of with the *-tion* or *-ment* suffix. Remind students that learning the noun and verb variants of a word heightens their language awareness and extends their vocabulary.

## Answers:

Verbs	Nouns
to order	an order
to confirm	a confirmation
to guarantee	a guarantee
to sign	a signature
to deliver	a delivery
to produce	a product
to receive	a receipt
to pay	a payment

## WATCH OUT!



Tell students that very often, certain verbs and nouns go together; this is called a collocation.

When they make a note of new vocabulary, it is helpful to write down common collocations with that word. They could look up common collocations with the words from Exercise 4. Common verbs with the noun *product*, for example, include: *order a product*, *guarantee a product*, *deliver a product*, *receive a product*, *pay for a product*.

- 5 Put students into pairs and ask them to look at the example sentences before creating their own series of steps. After they have compared their ideas with another pair, ask them to share their answers with the whole class. Give feedback and correct relevant errors.

## Suggested answers:

Choose your product  
Place your order  
Pay for the order  
Receive an email confirmation  
Trace your order  
Receive the products  
Sign for the delivery and check the order is complete

## Countable and uncountable nouns; Quantifiers

### Warmer

Ask students to work in small groups to discuss what can go wrong when someone places an order, then report back to the class.

- 1 15 Tell students to read the questions before listening. Play the audio. Allow students to compare answers in pairs. Get feedback and confirm answers.

#### Answers:

- 1 a confirmation email 2 five  
3 five red and three yellow

### Audioscript: Track 15

- Dina:** Hi, Nada.  
**Nada:** Hello, Dina. How are you?  
**Dina:** Fine, thanks.  
**Nada:** How can I help?  
**Dina:** I need some information about that order I placed. I never received a confirmation email from your department, and it's quite urgent.  
**Nada:** I'm sorry, but a lot of people are working from home at the moment. We've had a few problems. Tell me what you want now, and I'll send them over by courier today.  
**Dina:** OK, here goes. I need a lot of printer paper because I haven't got any.  
**Nada:** How much paper? It comes in packs.  
**Dina:** Oh. I don't know.  
**Nada:** You get 100 sheets of paper per pack.  
**Dina:** That isn't much paper, so I'll need a few packs. Let's say five packs.  
**Nada:** OK. Five.  
**Dina:** And printer cartridges.  
**Nada:** That's a problem, because we don't have all the colours.  
**Dina:** Do you have any red and yellow cartridges? I need those urgently.  
**Nada:** We have some red cartridges, but we don't have any yellow cartridges. We should have some in by next week.  
**Dina:** OK, so send over five red and three yellow when you have them. Oh, and I nearly forgot the most important thing. Could I have some notepads, too?  
**Nada:** Sure. How many?

- 2 15 Tell students to read the sentences before listening. Play the audio. Students compare answers in pairs. Get feedback and confirm answers.

#### Answers:

- 1 some 2 a 3 a lot of 4 a few 5 a lot of, any  
6 much 7 much, a few 8 any 9 any 10 some

## Countable and uncountable nouns

- 3 Students complete the activity individually then compare answers in pairs. Get feedback and confirm answers.

### Alternative activity

Bring some countable and uncountable objects to class, e.g. pens, books, bottles of water.

Pick up the countable objects and count them. Point to an uncountable object, e.g. the water inside a bottle. Ask: *How can you count it?* Explain that the water cannot be counted, but the bottle can.

On the board, write two column headings: *Countable* and *Uncountable*. Write your examples under the appropriate heading, underlining the -s or irregular ending / word (e.g. *people*) on the countable nouns. Explain these nouns can be pluralised, whereas the uncountable nouns cannot.

#### Answers:

- information U order C pack of paper C paper U  
people C printer cartridge C problem C

## Quantifiers

- 4 Students complete the activity before comparing answers in pairs. Get feedback and confirm answers.

### Alternative activity

On the board, write sentences to help students to choose the correct quantifiers, e.g.

- 1 *He has some pens / paper. I ordered a lot of pens / paper.*
- 2 *I received many emails today. I need a few things.*
- 3 *That isn't much paper. I only have a little information.*
- 4 *How much paper have you got? How many pens have you got? We haven't got any pens / paper.*
- 5 *Could we have some pens / paper?*

#### Answers:

- 1 some and a lot of 2 many, a few 3 much, a little  
4 much, many and any 5 some

- 5 Put students into pairs: A and B. Inform students they can choose the numbers, but Student B must choose small numbers.

#### Answers:

Students' own answers

- 6 With the same partner, tell students to plan and practise the phone call, using the sentences in Exercise 2 for support. Give feedback on students' use of quantifiers with countable and uncountable nouns.

#### Answers:

Students' own answers

**Warmer**

Prepare 'problem' and 'solution' cards as outlined below. Give students a 'problem' or 'solution' card. Students mingle to find who has the best solution to their problem, or problem to their solution.

Problem	Solution
You received the wrong colour of something.	Sorry, I'll send black pens to you today.
Your order was left at the wrong address.	Sorry, we'll redeliver it to the correct location.
You received too many items.	Sorry, we'll pick up the extra chairs today.
Your order still hasn't been delivered.	Sorry, I'll make sure it's there tomorrow.
You received the wrong size product.	Sorry, I'll send the A3 paper today. Please keep the A4 paper as a gift.
The monitor you ordered is broken.	Sorry, we'll send a replacement ASAP.


**Task model**

- 1 Ask students to work in pairs to discuss the question, then report back to the class.

**Suggested answers:**

**Advantages** – It's better for your body because you are standing; it may take up less space.

**Disadvantages** – It's tiring to use; you may need another sitting desk to take breaks.

- 2  16 Ask students to listen to the calls and complete the missing information. Play the audio. Allow students to compare answers in pairs then confirm answers.

**Extra support**

If your students need extra help, give them a copy of the audioscript after the first listen. Tell them to circle the answers. Play the audio again. Tell students to underline anything they did not hear on the first listen.

If your students need an extra challenge, photocopy and cut up the audioscript. Ask students to put it in order then listen to check.

**Answers:**

**Date of order:** 27 March

**Name of product:** Standing desk

**Quantity of product:** 20

**Estimated delivery time:** Three days

**Order number:** ASD-32441

**Details of customer complaint:** The customer ordered the desks three weeks ago. Ten desks arrived. The delivery company didn't know about the other ten.

**Details of action taken:** Paul called the distribution centre and spoke to the manager. The other ten desks will arrive tomorrow by midday at the latest.

**Audioscript: Track 16**

1

**Paul:** Hi, this is Paul. I'm sorry, but I can't speak to you at the moment. Please leave your message after the tone and I'll call you back.

**Tarek:** Hi, Paul. This is Tarek calling from TBX. I'm calling about our order from 27 March. We placed an order for 20 standing desks. I think you said they would be shipped within three days, but that was three weeks ago. Can you give me an update on this as soon as possible? Thanks. Bye.

2

**Tarek:** Hello, Tarek Ghazali speaking.

**Paul:** Hi, Tarek. It's Paul. You left a message on my phone, so I'm returning your call.

**Tarek:** Oh, Paul. Thanks for getting back to me.

**Paul:** I understand there's a problem with your order.

**Tarek:** Yes, that's right.

**Paul:** OK. Let me check a few details first. It's order number ASD-32441 for 20 desks. Is that correct?

**Tarek:** Yes, that's it. But the situation has changed a little since I called you. Yesterday, part of the order arrived. At the moment, we have ten of the desks. When I asked the delivery company, they didn't know anything about the other ten. They said there were only ten to collect from the distribution centre.

**Paul:** OK. I'm just writing this down. You ordered 20, but you only received ten.


Right, I'm sorry about this. I'll call them straightaway. Maybe the shipment never arrived at the distribution centre, or the other ten are still waiting at the distribution centre. Anyway, I'll find out what happened and call you back.

3

**Paul:** Hi, Tarek. I'm following up on order number ASD-32441. I think the problem happened at the distribution centre. The desks were on two separate pallets, and for some reason, the driver only collected one of them. Anyway, I've spoken to the manager, and I promise that you'll have the other ten desks by tomorrow, midday at the latest. My apologies for the delay. I'll give you another call tomorrow to check everything has arrived, and I'll also confirm this by email now. And, as I said before, let us know if you have any comments about the product. Bye.

## Useful language

### Following up on an order

- 3  16 Ask students to read the sentences before you play the audio. Play the audio. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

Check that students understand the expressions in the *Useful phrases* box. Model pronunciation and intonation; drill chorally and individually.

#### Extension activity

Before playing the audio, ask students to predict which words or which type of word (noun, verb, etc.) will go in the gaps. Get feedback on their ideas without revealing the answers.

#### Answers:

1 calling 2 update 3 returning 4 understand  
5 check 6 correct 7 writing, received 8 straightaway  
9 happened 10 promise 11 apologies 12 confirm

### Task preparation

- 4 Direct students to the *Career skills* box. Then ask students to work in pairs to discuss the question. Get feedback on their ideas.

### CAREER SKILLS: Identifying and understanding problems



Ask students to read the *Career skills* box or read it aloud. Remind them it is important to be clear about the details of a problem so that it can be dealt with effectively.

#### Extension activity

Ask students to work in pairs to say how Paul checked the details of Tarek's order.

#### Suggested answer:

It is important to check all the details so you know exactly what the problem is before you take action.

- 5 Inform students about the role play they will do. Then direct them to the *Web research* task.

### WEB RESEARCH



Check that students understand the instructions and encourage them to carry out their research in English. If necessary, suggest some office furniture suppliers for students to research.

Remind them to make notes of their findings. Set a time limit for their research or set it as homework to do before class.

#### Answers:

Students' own answers

- 6 Remind students they can invent the details for this activity. Encourage students to make sentences to answer the questions.

#### Answers:

Students' own answers

### Speaking task

### Follow up on an order

- 7 Put students into pairs: A and B. Make sure Student A uses their notes from Exercise 6 and Student B makes a note of the information in the form.

#### Extra support

Before students do the task, use the conversation from audio track 16, Call 2 to give students extra practice with the expressions for the speaking task. Prepare two versions of this: one with scrambled sentences, e.g. *check / first / a / me / Let / details / few /,* the other with gaps in the sentences for students to complete.

If your students need extra help, give them the scrambled sentences conversation.

If your students need an extra challenge, give them the gap fill conversation.

#### Answers:

Students' own answers

- 8 Repeat Exercise 7, with A and B swapping roles.

#### Teaching tip

Swapping roles ensures students practise the target language for both a customer and a representative of the supplier. These are skills they can use in their future professional life.

#### Answers:

Students' own answers

### Feedback

- 9 Students work in pairs to discuss the questions. Ask groups to report back and share their answers to some of the bullet points.

#### Answers:

Students' own answers

**Warmer**

Put students into small groups. Ask groups to discuss the best way for a company to solve a problem with an order. Elicit examples, e.g. *give a customer a refund, send an alternative product, offer a discount*. Note their ideas on the board. Ask students to say which they think is the best solution.

- 1 Ask students to work in pairs to discuss the questions. Get feedback on their discussions with the whole class. Ask the class whether they think the companies found a good solution to their classmates' problems or not.

**Answers:**

Students' own answers

- 2 Students complete the activity individually. Allow them to compare their answers in pairs. Confirm answers with the whole class and ask students whether they think the solution offered by the company in email b is satisfactory.

**Alternative activity**

Copy and cut up the five emails for students to read and put in order by hand.

**Answers:**

1 c 2 e 3 a 4 d 5 b

- 3 Check students understand 'formal' and 'informal' by eliciting examples of formal and informal language. Then direct them to the *Writing tip*.

**WRITING TIP: Formal emails**

Remind students that formal language is necessary when writing to someone you do not know well, e.g. someone who works in another company. Formal emails need to be professional, clear and accurate.

In English, formal and informal language is often about the vocabulary you choose. After students complete Exercise 4, ask students to identify and underline the key vocabulary differences, such as *sorry / apologise, can / could, send / provide with, because of / as a result of, after / following on from, please find attached / I'm sending you, tell / advise, ask about / enquire*. Check students understand that the meaning of these expressions is the same, but the level of formality and politeness is different.

**Answers:**

The emails in Exercise 2 are fairly formal.

- 4 Check students understand 1–8 are informal and a–h are formal expressions. Students complete the activity in pairs. Get feedback and confirm answers with the class.

**Alternative activity**

Prepare some cards with formal / informal phrases for students to match, using the phrases suggested in the *Writing tip* procedure, i.e. *sorry / apologise, can / could*. Ask students to work in pairs to match the phrases. Confirm answers with the whole class.

**Answers:**

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

- 5 Ask students to write two emails, referring them to Exercise 2 for examples. When they have finished writing, ask them to peer check in pairs and give each other feedback on whether they have used formal language and included all the information needed. Collect the emails to give feedback, focusing on their use of formal language.

**Teaching tip**

Providing students with an exemplar structure, e.g. the emails in Exercise 2, gives them a scaffold for their own writing. They can adapt the information in the exemplars to their own (imagined) situation.

**Extra support**

If your students need extra help to structure their emails, write opening and closing expressions (*Dear Dr... / Dear Sir / Madam, Best regards*) on the board, together with sentence stems:

*I am writing to + verb (e.g. enquire / complain / ask)...*

*The confirmation email said...*

*However, I/you have still not...*

Tell students to base their emails closely on those in Exercise 2 (Email 1: follow 2e; Email 2: follow 2b).

If your students need an extra challenge, ask them to work with a partner. Tell them to swap their Email 1s and respond appropriately to their partner's Email 1. If time allows, they could write a third email responding to Email 2.

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

## How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it is always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

## Vocabulary Placing an order

- Students work individually to complete the email using the words. Remind them that they may need to change the form of the word to fit the sentence, as in the example: *place* – *placing*.

### Answers:

2 payment 3 confirm 4 guarantee 5 delivery  
6 trace 7 signature 8 product

## Grammar

### Countable and uncountable nouns; Quantifiers

- Play 'Stand up / Sit down': tell students you are going to read out eight sentences, one at a time. Each sentence has two options. If they think the first option is correct, they should stand up. If they think the second option is correct, they should stay seated. For example, in the first sentence, if students think *A lot of* is correct, they stand up; if they think *Any* is correct, they stay seated.

Read each sentence aloud, reading both options. When students hear their option, they should stand up or stay seated, depending on what they think the answer should be. Confirm the answers with the class, asking them to underline the correct word or phrase.

### Answers:

2 Some 3 many 4 any 5 a little 6 some 7 much  
8 any

- Ask students to complete the conversation with the missing quantifiers. Allow students to compare answers with a partner. Get feedback and confirm answers. During feedback, elicit the reasons why students have chosen a particular quantifier.

### Answers:

1 any 2 lot 3 many 4 some 5 few 6 little

## Useful language

### Following up on an order

- Students complete the activity individually. Allow them to compare answers in pairs. Get feedback and confirm answers with the whole class. The reordered sentences could form the basis of a practice conversation, with students swapping roles so they can practise both parts.

### Answers:

A: Hi, Shadi. I'm returning your call from this morning. 1  
B: Oh, yes! Thanks for calling me back. 2  
A: I understand you have a problem. 3  
B: Yes, it's about our order of webcams. 4  
A: One moment. Let me check a few details. What's the order number? 5  
B: CWC-5683. We ordered ten, but only five have arrived. 6  
A: One moment. I'm writing this down. So, it's CWC-5683. Is that correct? 7  
B: Yes, that's right. 8  
A: And you ordered ten webcams, but you only received five. I'm sorry about this. I'll find out what happened and then call you back. 9  
B: That's great. Thanks. 10

- Students complete the activity individually. Allow them to compare answers in pairs. Get feedback and confirm answers with the whole class, giving feedback on any errors.

### Answers:

1 I'm calling about your order.  
2 Can you give me an update?  
3 Let me check a few details.  
4 I promise that I'll call you back.  
5 My apologies for the delay.  
6 I'll confirm this by email.

## Website

Unit 4 test



# Unit 5

## Customer service

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe customer service and compound nouns.
- use comparatives and superlatives.
- give customer feedback and reviews.
- write a customer review.

#### Listening

Customer service

#### Reading

The customer journey

#### Vocabulary

Customer service compound nouns

#### Grammar

Comparatives and superlatives

#### Career skills

**Useful language:** Asking for and giving customer feedback

**Speaking task:** Design and do a customer survey

**Career skills:** Understanding other people's perspectives

#### Writing

A customer review

**Writing tip:** Adding emphasis

#### Workbook

**Vocabulary:** Customer service compound nouns

**Grammar:** Comparatives and superlatives

**Useful language:** Asking for and giving customer feedback

### Listening and reading

#### Warmer

Set up a restaurant role play: ask three students (A, B, C) to play the servers and the other students to be customers at tables. Step outside the class with the servers and tell them: A is waiting to hear whether they got into a top university, B just got fired but must continue working today, and C just got a huge raise. Tell students A, B and C that this information should guide their behaviour as a server (e.g. A should act nervous, maybe checking their phone a lot; B should be bad-tempered; C should act happy).

Tell the customers at each table to order food and discuss how the customer service is. During feedback, let servers reveal their reasons for their good or bad service. Discuss the importance of good customer service, but also remind students of the importance of empathy and not being a rude customer. Encourage students to think about what they could do if they were having a bad day but still needed to provide good customer service. Likewise, get students to reflect on their behaviour as customers.

#### Teaching tip

Giving students, especially teenagers, a role to play can help quieter students to speak more or express their opinions. A role provides a 'mask' for students to hide behind. Roles can also be helpful when practising pronunciation, e.g. Tell students: *Say it like you are really excited about a sale; Say it like you are incredibly disappointed with the customer service representative.*


#### Lead-in

- 1 Ask students to work in pairs to discuss the examples and decide if they are examples of good customer service or bad customer service. Get feedback and confirm answers with the whole class.

#### Answers:

1 G 2 B 3 G 4 B

## Listening Customer service

- 2  17 Tell students to look at the table before listening. Play the audio. Students complete the activity. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

### Answers:


- 2 airline – There wasn't a seat.  
3 portable speaker – It didn't work properly.

### Audioscript: Track 17

**Customer 1:** I hate it when you get an automatic message on the phone. I called my bank the other day because I didn't recognise a payment from my bank account, so I wanted to speak to someone. First of all, I had to listen and press a number to get to the correct department. Well, that took ages, because I kept pressing the wrong number. Then, when I did get through, I had to listen to music for about ten minutes. Finally, I got through to a 'human' and they looked at my account. The payment was correct. I forgot I'd bought a pair of shoes the week before. But there must be quicker ways of dealing with an enquiry like that! And the person at the other end wasn't very friendly.

**Customer 2:** I had a great holiday – in the end! It didn't start very well, because when I arrived at the airport there was a problem with my ticket. They'd overbooked the number of passengers on the plane, so someone else had my seat. I couldn't believe it, because when you book online, you would think they know how many people can fit on the plane. Anyway, I didn't have to complain because someone came and spoke to me straightaway. They explained the situation, and then – guess what! They moved me to a business class seat! It was amazing! I'd never be able to afford it normally, as it's three times the price of a normal ticket. The food was great, and the staff were so polite. What a great start to the holiday.

**Customer 3:** I took it back because it wasn't working. The instructions said you put it near your phone, and it would play music. But every time I tried that, it didn't connect. In the end, I went back to the shop and showed them. I was so unhappy that I asked for my money back, but they said it wasn't their customer policy. Instead, the assistant showed me another speaker, and he set it up in the shop. He also showed me how to connect it to my phone, so that was very helpful. He said to give him a call if I had a problem when I got home. Anyway, the new one has been working really well.

- 3  17 Tell students to read the questions before listening. Check students understand that one of the questions has two answers. Play the audio. Students complete the activity. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

### Extension activity

Ask students if they have ever experienced a situation like one of the customers. Tell students to describe their customer service 'nightmare' or 'nice surprise' to a partner then ask a few students to share their stories with the class.

### Answers:

1 1 2 2 and 3 3 1 4 3 5 1 6 2

- 4 Ask students to work in pairs to write tips. Monitor and support where necessary.

### Answers:

Students' own answers

- 5 Ask students to compare their tips in groups of four, justifying their ideas to each other.

### Extension activity

Ask groups to write their top tip on the board and explain why their top tip is good customer service. Have a class vote on their favourite tip.

Students could also make infographics of good customer service tips to display on the classroom wall.

### Answers:

Students' own answers

### DID YOU KNOW?



Students may be interested to know that the longest hold time on a customer service call was in 2012, when a Qantas Airlines customer was kept on hold for 15 hours.

## Reading The customer journey

### Warmer

Tell students to keep their books closed. Write the following questions on the board for students to discuss in pairs:

- 1 *What influences you to buy a product? (e.g. social media, the ethics of a company)*
- 2 *Which products do you research carefully before buying? (e.g. electronics, gifts)*
- 3 *Which products have you bought on impulse / spontaneously? (e.g. clothing, books)*

During feedback, find out where students usually learn about or research products (e.g. *customer reviews, influencers*).

- 1 Tell students to keep their books closed. Write the example on the board and elicit the next stage. Ask students to work in pairs to outline the process. Ask pairs to report back to the class and check whether any stages of the process are missing.

### Teaching tip

It is helpful to give students an example of the kind of answer that they could give so that they know what is expected of them. Eliciting a further example helps the teacher to check that students have understood what to do next.

### Suggested answers:

First, I see an advert on TV.  
Then I look up the product online.  
After that, I read what other customers say about it.  
Then I order the product.  
It arrives.  
If I like it, I keep it.  
Finally, I review it.

- 2 Students complete the activity individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class. During feedback, find out how similar or different students' answers were in Exercise 1.

### Alternative activity

Photocopy the paragraphs in Exercise 2 and cut them up, cutting off the corner with the number on it. Ask students to keep their books closed. Ask students to work in pairs to put the paragraphs in the correct order. Check they have ordered the paragraphs correctly.

Ask pairs to write a short heading for each paragraph. Ask them to compare their headings with another pair, and then to open their books and compare their headings with those in Exercise 2. Accept any suitable headings.

### Answers:

- 1 d Get interest
- 2 c Start to search
- 3 e Do the research
- 4 a Make the sale
- 5 b Share feedback

- 3 Students complete the activity individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

### Answers:

- 1 through advertising; for example, in a magazine or on social media
- 2 different information such as where the company is based and if it does home deliveries
- 3 by reading online reviews or customer forums
- 4 either in a traditional shop or online
- 5 four or five-star reviews

- 4 Students work individually to make notes about their customer journey.

### Extra support

If your students need extra help, give them sentence stems for each stage, e.g. *I needed to find out if... ; I did more research by... ; I bought the product... ; When I gave feedback, I...*

If your students need an extra challenge, encourage them to recall the stages and make notes with their books closed.

### Answers:

Students' own answers

- 5 Ask students to work in pairs to describe their customer journey. Monitor and make notes of good examples of language and any errors to give feedback on later. Get feedback from students on their partners' customer journeys. Give feedback on good language and any errors.

### Extension activity

Ask students whether they think their partner or classmates had a good or bad customer experience during their customer journey. Ask them to explain why they think this. Ask what feedback they would give the company, based on the customer journey their partner / classmates have described. Remind students of the previous unit on dealing with problems and finding solutions. Ask students to say whether they think their classmates received good solutions to any problems they had on their customer journey.

### Answers:

Students' own answers

## Vocabulary

### Customer service compound nouns

#### Warmer

Ask students whether they would like to work in a call centre. Put students into small groups. Ask them to list the advantages and disadvantages of working in a call centre. Monitor and support students with language. Ask each group to share their ideas with the class.

- 1 Ask students to work in small groups to discuss the questions. After a few minutes, ask them to share their ideas with the class, noting examples of good customer service on the board. Monitor and support where necessary.

#### Answers:

Students' own answers

- 2 Students complete the activity individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

- 1 They are a mobile phone provider.
- 2 Because they rated them as excellent, with an overall satisfaction score of 4.8.
- 3 They match the mobile plan to customers' requirements; they take customer feedback seriously; they train their support team; they offer 24/7 customer care.

#### WATCH OUT!



Check that students understand the meaning of *compound*. Explain that it means 'made of different parts'. Ask if students can recall any examples of compound nouns from previous units, e.g. *home working*, *office working*.

- 3 Students underline the *customer* compound nouns in the text. Get feedback and confirm students have identified the compound nouns correctly.

Ask students to match the compound nouns they underlined with the definitions. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

- 2 customer loyalty
  - 3 customer relationship
  - 4 customer satisfaction
  - 5 customer requirements
  - 6 customer feedback
  - 7 customer support, customer care
- 4 Elicit examples of verbs and adjectives to prepare students for the activity. Students complete the activity individually, using a dictionary for support. Get feedback and confirm answers.

#### Extra support

If your students need extra help, create some sentences using the words from Exercise 4. Tell students to choose the correct word to complete each sentence, e.g.

My father is a waiter, he serves / service customers in a café.

If your students need an extra challenge, ask them to work in pairs to create some sentences using the verb and adjective forms they have identified. Monitor and give feedback on any errors.

#### Answers:

- 1 service – to serve; satisfaction – to satisfy; requirements – to require; support – to support; care – to care
  - 2 loyalty – loyal; satisfaction – satisfied; support – supportive; care – caring / careful
  - 3 give
- 5 Students complete the activity individually. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

- 1 feedback 2 loyal 3 relationship
  - 4 care, satisfaction
- 6 Ask students to work in pairs. Ask them to look at the model answers in the speech bubbles. Check that students know which questions in Exercise 5 the speech bubbles relate to, i.e. the first speech bubble relates to question 3, the second one relates to question 4. Explain that students should provide similar answers based on their own experiences. Monitor and support where necessary. Get feedback and encourage students to share their partners' answers. Give feedback on good language and correct relevant errors.

#### Teaching tip

Regularly asking students to report on what their partner says reminds students to listen to and focus on their partners' answers during speaking activities. It also requires students to do more than repeat their own answers; they must recall what their partner said and find the language to express it.

#### Answers:

Students' own answers

#### DID YOU KNOW?



Some call centre employees now work online from home. The least busy times are 8–10 am and 11 pm–2 am.

**Grammar**

**Comparatives and superlatives**

**Warmer**

Ask students to work in pairs to make a list of reasons people leave online reviews. Ask them to share ideas and find out if anyone in the class has left a review.

- 1 Students work in small groups. Write *Online reviews* at the top of the board. Draw a line down the middle of the board, with the heading *Yes* on one side and *No* on the other. Ask each group to add a different reason to each column.

**Answers:**

Students' own answers

- 2 Students read the reviews and guess which products / services they are for. Allow students to discuss their answers in pairs, then share with the class.

**Answers:**

- 1 a finance company and a car company
- 2 a restaurant
- 3 a company which produces portable speakers

- 3 Check students understand *syllables*. If they are unsure, demonstrate by writing some examples on the board and clapping your hands as you pronounce the syllables of words, e.g. *phone* (one clap), *ser vice* (two claps), *cus to mer* (three claps).

Students complete the activity. Allow students to compare answers in pairs before getting feedback and confirming answers. During feedback, ask students to explain their answers referencing the syllables.

**Alternative activity**

Check that students know the meaning of *syllables*, as outlined above. On the board, draw a table as below. Whilst you are doing so, explain that:

- Most one-syllable adjectives / adverbs take *-er* as comparatives and *-est* as superlatives. (Note that most two-syllable adjectives ending in *-y* also take *-er* and *-est*, e.g. *tasty*, *tastier*, *tastiest*.)
- Most two-syllable adjectives / adverbs take *more* as comparatives and *most* as superlatives.
- Irregular adjectives and adverbs do not follow this pattern and must be learnt.

Explain that modifiers (e.g. *much*, *far*, *nearly*) are often used with comparatives though some modifiers, like *nearly*, are often used with *as ... as*. Give some examples, such as: *much quicker*, *far more reliably*, *nearly as good as*.

	Adjective / adverb	Comparatives	Superlatives	Similar
One syllable	quick (adj) quickly (adv)	quicker more quickly	quickest most quickly	as quick as as quickly as
Two syllables	reliable (adj)	more reliable	most reliable	as reliable as
Irregular	good (adj) well (adv) bad (adj)	better better worse	best best worst	as good as as well as as bad as

**Answers:**

- 2 wasn't as fast as
- 3 much more efficient
- 4 the best
- 5 most importantly
- 6 latest
- 7 nearly (twice) as expensive as
- 8 far worse

- 4 Ask students to look at the example sentence. Elicit further examples based on the table. Ask students to work in pairs to make sentences. Get students to share their answers with the class. Correct any errors.

**Suggested answers:**

The staff at Muscat Pizzas were friendlier than the staff at Big Burgers, but the staff at Oman Kebabs were by far the friendliest.

The tables at Oman Kebabs are as clean as the tables at Big Burgers, but the tables at Muscat Pizzas are far less clean.

Big Burgers is a little cheaper than Oman Kebabs.

Muscat Pizzas is much cheaper.

Muscat Pizzas is as good as Big Burgers, but Oman Kebabs is easily the best.

- 5 Put students into groups of three. Each student should complete one column of the table.

**Answers:**

Students' own answers

- 6 Ask students to look at the example sentence before starting. Students share their answers to complete the table, then select the best restaurant based on the ratings. Get feedback on each group's best restaurant. Give feedback on students' use of comparatives and superlatives.

**Answers:**

Students' own answers

### Warmer


Write *Fitness centre* in the middle of the board with a circle around it. Put students into small groups. Ask students to discuss what makes a good customer experience when visiting a fitness centre, e.g. *friendly staff, good range of equipment, helpful trainers*. Invite groups to the board to draw a line out from the circle and add an example of good customer experience at a fitness centre.

### Task model

- 1 Check that students understand *facilities*. Ask students to work in pairs to complete the activity, then compare with another pair. Ask the groups to come to the board to write one of their facilities, creating a class list.

#### Suggested answers:

treadmills / running machines, weights, stationary / exercise bikes, swimming pool, spa and massage, etc.

- 2  **18** Elicit the meaning of *survey*. Tell students they are going to listen to a customer answering a survey about a fitness centre. Ask students to read the customer survey. Tell them to listen and circle the response. Play the audio. Then play it again, pausing after the customer gives each answer so students can check their answers.

### Teaching tip

Giving students the chance to see which questions and possible answers will appear helps to prepare them to listen out for and identify relevant information. Giving them two chances to hear the audio allows them to check their answers from the first hearing.

#### Answers:

- 1 2–3 times a week
- 2 Treadmill, Weights
- 3 Very friendly and efficient
- 4 Never; Don't have time, and the choice of food and drinks isn't very good. They should sell healthy food.

### Audioscript: Track 18

**Interviewer:** Excuse me. Excuse me. Hello!

**Customer:** Yes? Hello.

**Interviewer:** My name's Khalil, and I work for the fitness centre. We're currently interviewing our members about their customer experience. It's so we can improve our services. Do you have time to answer a few questions?

**Customer:** Well, I am in a bit of a hurry...

**Interviewer:** It'll only take a few minutes.

**Customer:** OK, go on then.

**Interviewer:** Great, thanks. So, how often do you visit the fitness centre?

**Customer:** Err... Well, only once this week, but normally about twice a week when I can.

**Interviewer:** OK. Which facilities did you use today?

**Customer:** I ran on the treadmill, and I used the weights. Normally, I also go swimming.

**Interviewer:** Thanks, that's useful to know. Can you also rate the welcome you received from the staff today?

**Customer:** What do you mean?

**Interviewer:** Well, would you describe them as very friendly and efficient, friendly and efficient, or not very friendly and efficient.

**Customer:** I'd say... very friendly and efficient. In fact, everyone is usually very friendly and helpful. That's why I come here.

**Interviewer:** That's good to hear! What about the café? Do you use it every time you visit?


**Customer:** No, not really. I never have time. And also, the choice of food and drinks isn't very good. I always find it surprising that a café in a fitness centre sells things like fizzy drinks, chocolate and crisps.

**Interviewer:** That's very interesting. Do you want to add anything to that?

**Customer:** Only that I think they should only sell healthy food like fruit. But to be honest, I don't come here to eat!

### Useful language

## Asking for and giving customer feedback

- 3  **19** Students complete the sentences, then compare their answers in pairs. Play the audio. Get feedback and confirm answers with the whole class. Ask students to look at the *Useful phrases* box. Check whether there are any words they are unfamiliar with and support if they need explanations. Elicit sentence / question endings for the sentences / questions with ellipses (...), e.g. *We're currently interviewing customers so that we can find out what they think about our facilities*. Accept any appropriate endings.

### Extra support

If your students need extra help with intonation, model some questions with rising intonation (*yes / no* questions) and falling intonation (*open* questions). Drill chorally and individually.

If your students need an extra challenge, ask them to practise in pairs using different kinds of intonation (e.g. *excited, bored*). Their partner should try to guess their mood based on the intonation.

#### Answers:

- 1 interviewing
- 2 time
- 3 take
- 4 often
- 5 Which
- 6 useful
- 7 rate
- 8 add

**Audioscript: Track 19**

- 1 We're currently interviewing our members about their customer experience.
- 2 Do you have time to answer a few questions?
- 3 It'll only take a few minutes.
- 4 How often do you visit the fitness centre?
- 5 Which facilities did you use today?
- 6 Thanks, that's useful to know.
- 7 Can you also rate the welcome you received from the staff today?
- 8 That's very interesting. Do you want to add anything to that?

**Task preparation**

- 4 Direct students to the *Career skills* box. Then ask students to work in pairs and discuss the questions. Get feedback from students in a whole class discussion.

**CAREER SKILLS: Understanding other people's perspectives**



Ask students to read the *Career skills* box or read it aloud. Remind students that making decisions is an important career skill as well as an important life skill.

Remind them that asking other people for their opinions or feedback can help them by giving them different ideas and new insights.

**Answers:**

Students' own answers

- 5 Check students understand the questions come from surveys and feedback forms. Students reorder the words to create questions individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

**Extension activity**

In pairs, ask students to think of alternative ways of asking the questions, e.g. *1 How often do you eat at this café?*

**Answers:**

- 1 Do you eat at this café every week?
- 2 How often do you visit this cinema?
- 3 Are you happy with the service of the staff?
- 4 Why would you recommend our taxi service?
- 5 Is your train always on time?
- 6 What is your main reason for using our products?

- 6 Elicit or give students some examples of closed (e.g. *Do you like this café?*) and open questions (e.g. *Why do you like this café?*). Elicit the answer to question 1 in Exercise 5; ask if it is open or closed. Ask students to work in pairs to complete the activity.

**Answers:**

- 1 C 2 O 3 C 4 O 5 C 6 O

- 7 Direct students to the *Web research* task.

**WEB RESEARCH**



Check that students understand the instructions and encourage them to carry out their research in English. If necessary, suggest company names or websites to help focus their research.

Remind them to make notes of their findings. Set a time limit for their research or set it as homework to do before class.

**Answers:**

Students' own answers

**Speaking task**

**Design and do a customer survey**

- 8 Ask students to work in pairs to choose a business and design their survey. Tell them to write their questions in a table with space for five answers per question.

**Extra support**

If your students need extra help, give them some question stems, e.g. *Are you happy with...? What is your main reason for...?*

If your students need an extra challenge, encourage them to write eight questions and get a classmate to choose the five best questions for them to ask.

**Answers:**

Students' own answers

- 9 Tell students to read the bullet points before starting. Remind students who are answering that they can give answers about a real or imagined company.

**Answers:**

Students' own answers

**Feedback**

- 10 Students complete activity in pairs. Discuss their findings when they report back to the class.

**Extension activity**

Ask students to reflect on their performance in the speaking task. Tell them to write down two things they did well and one point for improvement in their next speaking task.

**Answers:**

Students' own answers

**Warmer**

Write a few titles of reviews on the board and ask students to decide how many stars the reviewer left, based on the titles. If possible, use titles of reviews written for local restaurants, otherwise create some, e.g.

*Amazing service and excellent food! (5\*)*

*Terrible food (1\*)*

*Clean café, but not a great pizza (2\*)*

*Great choice of dishes, OK service (4\*)*

- 1 Ask students to work in pairs to discuss the questions. Write a list of the products and services on the board. Get feedback from students, ticking off each product or service they say they have written a review for, and why. If they have never written a review, get feedback on why they think others might have.

**Answers:**

Students' own answers

- 2 Students work individually to read the review and put the descriptions in the correct order. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

**Alternative activity**

Ask students to cover the review and listen whilst you read it aloud. Students then order the descriptions and read the review to check their answers.

**Answers:**

a 2 b 1 c 3 d 4

- 3 Direct students to the *Writing tip*.

**WRITING TIP: Adding emphasis**

Check that students understand the meanings of the modifiers. Refer them back to grammar Exercise 3 on page 41 if they need a reminder of comparative and superlative adjectives. Elicit some examples from students; this could be with products they have bought recently.

Students underline the modifiers in the review in Exercise 2. Allow students to compare their answers in pairs. Get feedback and confirm answers.

**Answers:**

easily, really, extremely, by far, slightly, much

- 4 Students work individually to research a product they are interested in and make notes. Encourage them to carry out their research in English. Set a time limit for this, or set it as homework to do before the class.

**Teaching tip**

Allowing students to research a product they are interested in gives them ownership of their learning and makes it more meaningful and engaging for them.

**Answers:**

Students' own answers

- 5 Students write their reviews. Collect the reviews to give feedback, focusing on the structure, use of modifiers and comparatives and / or superlatives.

**Extra support**

If your students need extra help, tell them to underline bullet points 1, 2, 3 and 5 in different colours. Ask them to read the review again and underline the part of the review where the writer mentioned bullet points 1, 2, 3 and 5, e.g. 1 (blue): *Introduce the product – I stayed late at my friend's family party this evening and needed a taxi home.*

If your students need an extra challenge, set up a role play: students give their review to a partner who plays the role of a customer service representative from the company the review is about. The customer service representative 'calls' the student who wrote the review to thank them / offer them something for writing a kind review or ask how they can help / offer something in exchange if it was a bad review.

**Extension activity**

When students have finished writing, put them into groups, and ask them to read each other's work. Ask them to check whether the others have included all the information in the bullet points in Exercise 5.

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.



### How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it is always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

### Vocabulary

#### Customer service compound nouns

- Students complete the activity individually. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class. During feedback, ask students to imagine the context each sentence would be said in (e.g. *sentence 1 – a manager leading a monthly meeting*). Tell students to practise reading the sentences aloud with a partner considering the context (as different contexts will determine different pronunciation / intonation). Choose a student to read each sentence for the class so that you can give feedback on pronunciation, stress and intonation.

#### Answers:

- 1 satisfaction 2 service 3 loyalty 4 feedback  
5 requirements 6 support 7 relationships

- Students complete the activity individually, trying to form as many words as they can. Encourage them to use a dictionary once they run out of ideas. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

#### Suggested answers:

- feedback (noun), to feed back (verb)
- loyalty (noun), loyal (adjective)
- relationships (noun), to relate (verb), a relative (noun)
- requirements (noun), to require (verb)
- service (noun), to serve (verb)
- support (noun), to support (verb), supportive, supporting (adjectives)

### Grammar

#### Comparatives and superlatives

- Use sentence 1 as a model. Elicit why *more reliable* is correct, e.g. *the adjective 'reliable' has four syllables, so the comparative form takes 'more'*. Students complete the activity individually. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class. During feedback, ask students to explain why the form they have chosen is correct.

#### Answers:

- 1 more reliable 2 latest 3 more importantly  
4 as good as 5 more friendly or friendlier 6 worst

- Students complete the activity individually. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class. Note that in question 4, surfing lessons should be considered a good thing.

#### Answers:

- 1 by far 2 slightly 3 a bit 4 much 5 easily

### Useful language

#### Asking for and giving customer feedback

- Elicit the correct order for sentence 1 and write it on the board. Ask students to work in pairs to reorder the sentences. Get feedback and confirm answers with the whole class.

#### Answers:

- We're currently interviewing customers.
- It'll only take a few minutes.
- That's useful to know.
- How do you mean?
- Do you want to add anything to that?
- Thank you for your time.

- Students work individually to match the questions and answers. Allow them to compare answers in pairs. Get feedback and confirm answers with the whole class.

After the answers have been confirmed, ask the pairs to focus on pronunciation and practise asking and answering the questions from Exercise 6. Give feedback on pronunciation.

#### Answers:

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

### Website

Unit 5 test

# Unit 6

## Business events and trips

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary on a business trip.
- use future forms.
- plan and arrange an event.
- write work notes and messages.

#### Listening

Choosing a business event

#### Reading

Descriptions of exhibition centres

#### Vocabulary

On a business trip

#### Grammar

Future forms

#### Career skills

**Useful language:** Making plans and arrangements

**Speaking task:** Plan and arrange an event

**Career skills:** Managing collaborative tasks

#### Writing

Work notes and messages

**Writing tip:** Abbreviating your writing

#### Workbook

**Vocabulary:** On a business trip

**Grammar:** Future forms

**Useful language:** Making plans and arrangements

### Listening and reading

#### Warmer

Ask students to work in small groups to make a list of reasons why people go to business events / on business trips, e.g. *meet people in the same business, learn about new developments*. List students' suggestions on the board and get them to compare ideas.

#### Lead-in

- 1 Ask students to read the *Watch out!* box then work in pairs to look at the photo and decide which kind of event they can see.

#### WATCH OUT!



Make sure students are clear about the differences. If possible, bring some publicity leaflets to the lesson, or show some websites advertising trade fairs, conferences and conventions to show the differences more clearly, e.g. the Food and Hospitality Trade Fair in Muscat; the International Conference on Economics and Finance Research in Cairo; Comic Con in Abu Dhabi.

#### Answer:

A trade fair

#### Listening

#### Choosing a business event

- 2 20 Ask students to read the questions then play the audio. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

a a trade fair, a convention    b The two events are happening in the same week.    c Giorgio

**Audioscript: Track 20**

**Salah:** Hello? Come in.

**Giorgio:** Hi, Salah. Sorry to bother you. Do you have five minutes?

**Salah:** Err... Sure. What is it?

**Giorgio:** Well, we have a problem. I'm planning events for spring next year. As you know, we always send our sales team with a booth to the medical trade fair in Muscat.

**Salah:** That's right. We always do well from it, don't we?

**Giorgio:** Yes, we do. It's about 3,000 people. But we also always try to send a few delegates to the big medical convention in Milan. It isn't the same as the trade fair, and it's a bit smaller, but it's a great opportunity to meet key clients and find out what's happening in the world of medicine.

**Salah:** Well, I think we have the budget for both.

**Giorgio:** We do, but you won't believe this. Both events are happening in the same week in February.

**Salah:** What? You must be joking!

**Giorgio:** No, I'm not. I even called both organisers to check. They know about the problem, but it's the only week they can get exhibition centres which are large enough.

**Salah:** Do we have to choose between them? Can't we send people to both?

**Giorgio:** Maybe, but it's not ideal. And I know our sales team will all want to go to the Muscat event because they'll get more sales.

**Salah:** Is that the only reason?

**Giorgio:** Well, I imagine the weather and tourism is better in Muscat in February! It has great beaches. Milan is nice, but it's cold at that time of the year. But also, Muscat has great facilities. There are loads of extra meeting rooms, and language isn't a problem because they always have excellent translation services. Plus, Oman is a growing market, so it's a good opportunity.

**Salah:** I see. How annoying! And are you going to Muscat as well?


**Giorgio:** Actually, no. I'd planned to take that week off for a holiday.

**Salah:** Can't you book a different week?

**Giorgio:** I could, but here's my suggestion. I'm going to visit my family back in Rome, so while I'm in Italy I could combine that with a trip to Milan.

**Salah:** No, I wouldn't want you to do that. It's your holiday.

**Giorgio:** Really, it isn't a problem. And sending one person is better than sending no one at all.

- 3  20 Ask students to read the sentences then play the audio. Allow them to compare answers in pairs. Get feedback and confirm answers.

**Answers:**

1 F 2 F 3 T 4 T 5 T 6 T

- 4 Ask students to work in pairs to rank the items 1–8. Ask them to report back and discuss answers with the whole class.

**Answers:**

Students' own answers

- 5 Tell the pairs from Exercise 4 to work with another pair to compare lists and justify reasons. Get feedback from the groups, asking them to say whether they found the other pair's reasons convincing.

**Extension activity**

Have students work in groups to imagine the best conference centre possible. Elicit why Muscat, Oman was a good place to visit in February (*the weather*) and what facilities it offers (*translation services, meeting rooms*). The groups decide on a location and three or four facilities for the conference centre. Groups present their idea to the class, explaining their reasons for location and facilities. Ask the class to vote on which idea they think is best.

**Answers:**

Students' own answers

## Reading

### Descriptions of exhibition centres

#### Warmer

Put students into small groups. Tell them to choose an industry to work in, e.g. medical, film, tourism, agriculture. Ask them what would make them choose an exhibition centre for a convention or trade show for their industry. If IT resources allow, ask them to research exhibition centres in their country. Ask the groups to report back to the class with their ideas and findings.

- 1 Tell students to keep their books closed. Inform students they are going to read about convention and exhibition centres. Ask them to work in small groups to list the facilities they would expect to read about. Get feedback from the groups on their ideas.

#### Answers:

Students' own answers (the list on page 46 in Exercise 4 is a good reference)

- 2 Tell students to read the descriptions and tick any facilities that they listed in Exercise 1. Remind them that the glossary can help with unknown words. Get feedback and congratulate the group with the most ticks.

#### Teaching tip

Asking students to check whether their ideas are in the texts gives them a motivation to read. It also introduces an element of competition with other groups.

#### Answers:

Students' own answers

- 3 Students work individually to complete the table. Support students with any new vocabulary by making a list of new words and their meanings on the board for students to note.

#### Extension activity

Students write three sentences about the convention centres, but make two sentences true and one false. Encourage them to revise comparatives and superlatives from Unit 5 by writing at least one sentence using comparatives or superlatives, e.g.

*The Abu Dhabi centre is bigger than the Cairo exhibition centre. (True)*

*The Sweimeh centre is 100km from the international airport. (False)*

*The Abu Dhabi centre has six on-site hotels. (True)*

Tell students to work in pairs to read their partner's sentences and say whether they are true or false.

#### Answers:

	UAE	Egypt	Jordan
Size (in square metres)	151,000	58,000	21,936
Maximum number of delegates	6,000	3,000	3,000
Exhibition halls	12	–	27
Meeting rooms	21	28	–
Distance or time from airport	15 min	10 min	65 km

- 4 Students work individually to complete the activity. Allow students to compare their answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

1 Egypt 2 Egypt 3 Jordan 4 UAE 5 Jordan  
6 Egypt

- 5 Put students into small groups. Ask them to prepare a presentation about one of the centres, using the information in Exercises 2 and 3. Elicit an outline for the presentation, e.g.
  - *Introduction: location*
  - *Centre facilities: size, meeting rooms, etc.*
  - *Other features: sightseeing*
  - *Conclusion: persuade your audience to book your exhibition centre*

Remind students to use intonation and body language to engage their audience. Give them time to practise together in groups before presenting to the class.

Once everyone has completed their presentation, ask the class to vote for the most persuasive presentation. Give feedback and correct relevant errors in the presentations.

#### Extra support

If your students need extra help, provide them with language for a presentation, e.g.

*First / Next / Finally, I'd like to talk about...*

*In conclusion,...*

If your students need an extra challenge, elicit persuasive language and encourage them to use it in the presentation, e.g.

*The advantage of our centre is...*

*It's a great centre because...*

#### Answers:

Students' own answers

## Vocabulary On a business trip


### Warmer

Put students into teams in queues facing the board. Tell them to imagine they are going on a business trip. Ask what arrangements they would need to make, e.g. *flights, hotel*. Each person writes one idea, then passes the chalk / board marker back to the next person to add an idea. The team with the most ideas wins.

- 1 Ask students to look at the photos and discuss the questions in pairs. Ask the pairs to report back.

#### Answers:

Students' own answers

- 2  21 Tell students they will match business travellers with their locations. Ask them to read the locations, then play the audio. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

#### Answers:

a 1 b 3 c 4 d 2

### Audioscript: Track 21

1

**Agent:** Hello. Can I see your passport and visa, please?

**Dr Taha:** Sure. Here you are.

**Agent:** OK, thanks. And do you have a boarding card?

**Dr Taha:** Yes, it's with my passport.

**Agent:** Oh, yes. Good. That's everything.

**Dr Taha:** Thanks. Oh! Can you tell me where I can change currency. I need some dollars.

**Agent:** Yes, there's a currency exchange over there.

2

**Organiser:** Hello, and welcome to the trade fair. Are you a delegate?

**Dr Taha:** Yes, I am. I'm looking for registration.

**Organiser:** This is it. Can I have your name?

**Dr Taha:** It's Taha. T-A-H-A.

**Organiser:** Taha. Oh yes, Dr Taha. You have a booth. Is that right?

**Dr Taha:** Yes. I think my company has booth 71.

3

**Attendant:** Good morning.

**Dr Taha:** Morning. I'm looking for my seat. It's in business class.

**Attendant:** Let me see your boarding card. Oh yes, it's 3B. That's an aisle seat. It's over there.


4

**Dr Taha:** Hi, this is Dr Taha. I'd like to order dinner in my room, please.

**Receptionist:** Certainly, sir. But you've come through to reception. I'll transfer you to room service, and they can take your order.

**Dr Taha:** OK, thanks. Oh, just one other thing. I want to use the hotel gym. Which floor is that on?

**Receptionist:** The fifth floor.

- 3  21 Tell students to add the words from the box to the word map. If they have not seen a word map before, follow the *Teaching tip*. Play the audio again so that students can check their answers.

### Teaching tip

To help students who are unfamiliar with word maps, copy the word map onto the board, starting with the central circle (*Business trips*), then adding each section. Ask them to look at the first word in the box (*aisle*), and explain that there are two kinds of seats, *aisle* and *window*, so *aisle* is linked to *seat* by a line.

#### Answers:

**At the airport:** visa, boarding card, currency, (passport)

**At the trade fair:** delegate, registration, booth, (exhibition centre)

**In your free time:** sightseeing, (eating out)

**At your hotel:** reception, room service, (gym)

**On the flight: seat:** aisle, (window); (business class)

- 4 Ask students to work in pairs to complete the activity, then share their words with another pair. Get feedback, asking students to share their words so their classmates can add more words to their word maps.

#### Suggested answers:

**At the airport:** check-in desk, aeroplane, duty-free shopping, security, passport control

**At the trade fair:** advertising, presentations, meetings

**In your free time:** shopping, films

**At your hotel:** lift, business services, receptionist, double / single room

**On the flight:** meals, economy class, flight attendant

- 5 Ask students to work in pairs to plan and practise a short conversation. Then ask pairs to perform it for the class. Tell students to listen and guess the location. Give feedback and correct relevant errors.

#### Answers:

Students' own answers

### DID YOU KNOW?



Encourage students to try word mapping vocabulary related to customer service (Unit 5) to find out whether this is an effective way of learning new vocabulary for them.

## Grammar Future forms

### Warmer

Ask students to discuss in pairs what plans they would make if they were meeting a colleague on a business trip. Elicit possible answers, e.g. *travel arrangements*. Get feedback, noting students' ideas on the board.

- Students complete the activity individually. Allow students to compare in pairs before getting feedback and confirming with the whole class.

#### Answers:

It's a medical conference. They have a meeting with Dr Taha after his presentation.

- Ask students to work in pairs to complete the activity. Get feedback and confirm answers. Remind students that the subject and verb are inverted in questions.

### Extra support

If your students need extra help, encourage them to answer the questions by a process of elimination, i.e. complete the questions they know the answers to first.

If your students need an extra challenge, ask them to write their own text message conversation making plans, modelled on the messages in Exercise 1.

#### Answers:

**(be) going to + verb:** Are you going to attend

**will:** I'll be / I'll join

**present continuous:** I'm meeting

**present simple:** does it start?

- Students complete the *Future forms* box. Allow students to compare answers in pairs. Get feedback and confirm answers.

### Alternative activity

On the board, draw a table as outlined below. Complete each section, explaining the tenses and giving examples similar to those below:

Tense	Use	Example
<b>(be) going to + verb</b>	Plan or decision made before speaking / writing	I am / I'm going to visit Dubai next week on business.
<b>will</b>	Prediction made at the time of speaking / writing	I will / I'll meet you there after my conference.
<b>present simple</b>	Use to talk about a scheduled event	A flight leaves the airport every Monday at 9 am.
<b>present continuous</b>	Use to talk about a planned arrangement (usually with someone else)	I am / I'm meeting my colleague at a conference.

### WATCH OUT!

Remind students that *(be) going to + verb* and *present continuous* can both be used to talk about future plans. Elicit some examples from students about their plans for tomorrow / the weekend to show that either tense can be used, e.g. *I'm going to see my cousin on Saturday / I'm seeing my cousin on Saturday.*


#### Answers:

1 *(be) going to + verb*

2 *will*

3 *present simple*

4 *present continuous*

-  22 Students complete the activity individually. Allow students to compare answers in pairs. Then play the audio so they can check. Get feedback and confirm answers with the class if necessary, asking students to say why the form is used.

### Teaching tip

There are a small number of stative verbs, expressing opinions, attitudes, senses, etc. which are never used in their continuous forms. It helps to remind students of these verbs before they do an activity using continuous forms. Ask students to make a note of stative verbs for future reference, e.g. *need, love, know*.

#### Answers:

1 Are we still going to meet 2 leaves 3 I'll need

4 is also joining 5 We'll begin

### Audioscript: Track 22

**Giorgio:** Hi, Dr Taha. Your presentation was very interesting.

**Dr Taha:** Thanks for coming, Giorgio. Are we still going to meet today?

**Giorgio:** Yes, is it OK if we meet now?

**Dr Taha:** Sure, though my flight leaves at 8 pm. I'll need to leave in about an hour.

**Giorgio:** Right. My colleague is also joining us, but he's late. We'll begin without him.

- Ask students to read the bullet points and schedules. Students work in pairs to practise the conversation. Monitor and support where necessary. Ask volunteers to perform their conversations for the class. Give feedback on students' use of future forms.

#### Answers:

Students' own answers

**Warmer**

Ask students to work in small groups and imagine they need to organise a company event. Ask them to create a word map with their ideas (e.g. *location, presenters*).

**Task model**

- 1 Ask students to work in pairs to complete the activity. Get feedback and confirm answers with the whole class.

**Extra support**

If your students need extra help, tell them to discuss in pairs what type of answer they are looking for and underline key words to scan for, e.g. *1 date / time*.

If your students need an extra challenge, ask them to write a question for a partner to answer based on the information in the schedule.


**Answers:**

- 1 They are going to arrive in the afternoon and evening of the 16th and depart in the afternoon of the 18th or morning of the 19th.
- 2 by shuttle bus
- 3 the Managing Director, the Design Manager, the Global Sales Manager
- 4 go on a sightseeing tour

- 2 Students complete the activity. Allow students to compare their answers in pairs before confirming answers with the whole class.

**Answers:**

1 b 2 c 3 a 4 e 5 d

- 3  23 Tell students to read the schedule. Play the audio. Get feedback and confirm answers with the class.

**Teaching tip**

Listening for specific details is an important skill for learners to develop. To help students focus on specific details, encourage them to read the highlighted and missing items in the schedule before listening and predict what they may change to or be.

**Answers:**

**16th:** from 4 pm 8 am

**17th:** 10.30 10.00; Buffet lunch in the room next to the auditorium; sixth fifth floor

**18th:** 11.30 10.30; Sales training workshops in the meeting rooms on the third floor; Closing lunch in the room next to the auditorium; at 2 pm 3 pm

**Audioscript: Track 23**

**Hiba:** Hi, Roula. It's Hiba. I'm calling about the product launch event we're organising. I just received your email with the schedule.

**Roula:** Great. Does it look correct to you?

**Hiba:** Nearly. There are one or two things to discuss, and some changes to make.

**Roula:** OK. Go ahead.

**Hiba:** Well, on the 16th, the schedule says delegates are going to arrive in the afternoon and evening. But some of them are going to travel from South America and Asia, so they'll arrive in the morning. Can we arrange for the shuttle bus transfers to begin from eight o'clock in the morning?

**Roula:** Sure, I can do that. Is every thirty minutes OK? The bus company can do every fifteen minutes if we want.

**Hiba:** No, I think every half an hour is fine.

**Roula:** Anything else?

**Hiba:** Yes. On the first day, I think we should schedule the welcome by the Managing Director at 10:00, not 10:30. He might not start until 10:30, but we need people to arrive early for it. So, let's confirm ten o'clock.

**Roula:** OK, I'll make that earlier.

**Hiba:** By the way, do we know where the buffet lunch is?

**Roula:** The hotel has two places we can use. There's a restaurant or we can also have it in the room next to the auditorium. There's a terrace there so people can go outside if they want.

**Hiba:** The second option sounds better.

**Roula:** OK, so next to the auditorium. I'll add that.

**Hiba:** The rest of the day looks fine.

**Roula:** OK, good. I also found two mistakes on the schedule, which I'll change. The formal dinner is on the fifth floor, not the sixth. And then, on day two – the 18th – the first presentation is in the same place as day one.

**Hiba:** No, I think we're in a smaller room because day two is only for sales people. Let me check and I'll email you. And where are the sales training workshops taking place?

**Roula:** There are meeting rooms available on the third floor, so I'll add that to the schedule. And also, those are going to start at 10:30, not 11:30. And lunch will be in the same place as day one.

**Hiba:** Great. You've done a good job, Roula. Oh, one more question. The sightseeing tour. Where is it going to?

**Roula:** Well, the hotel is organising it. They're leaving at two, and I think they're going to the old city centre. And there's a short boat ride on the river after that.

**Hiba:** I don't think two o'clock will work because lunch doesn't finish until two. Can we move it back to three?

**Roula:** OK. So, that's sightseeing tour at 3 pm, not two. I'll confirm that with the hotel.

## Useful language

### Making plans and arrangements


- 4 Students work individually to match the headings to the *Useful phrases* then compare in pairs. Get feedback and confirm answers.

#### Alternative activity

Photocopy the headings (1–4) and phrases from the *Useful phrases* box and cut them up. Ask students to group the phrases under the appropriate heading.

#### Answers:

a 2 b 1 c 4 d 3

- 5  23 Play the audio again. Students tick the phrases they hear. Or, if you prepared the *Useful phrases* for the *Alternative activity* above, use them again: ask students to move the phrases they hear to one side. Allow students to compare their answers in pairs before confirming with the class.

#### Answers:

- a I'm calling about... ; There are one or two things to discuss...  
b The schedule says... are going to... ; Can we arrange for...? ; I think we should schedule...  
c I'll make that earlier; I'll add that to the schedule.  
d I'll confirm that; Let's confirm...

### Task preparation

- 6 Direct students to the *Career skills* box. Then ask students to work in pairs to discuss the question.

#### CAREER SKILLS: Managing collaborative tasks

Ask students to read the *Career skills* box or read it aloud. Remind students that colleagues need to understand what needs to be done, by whom and when in order for collaborative tasks to run smoothly. Elicit or give students examples of when they have done this in everyday life.

#### Answers:

Students' own answers

- 7 Ask students to work in pairs to make a list of what needs to happen to plan the careers day.

#### Extra support

If your students need extra help with ideas, during feedback, ask each pair to write one new item from their list on the board.

If your students need an extra challenge, encourage them to make their lists in a table with three columns: *what*, *who* and *when*.

#### Answers:

Students' own answers

## Speaking task

### Plan and arrange an event

- 8 Direct students to the *Web research* task.

#### WEB RESEARCH

Check that students understand the instructions and encourage them to carry out their research in English. If necessary, provide students with websites for careers days or job fairs to help focus their research.

Remind them to make notes of their findings. Set a time limit for their research or set it as homework to do before class.

#### Answers:

Students' own answers

- 9 Ask students to work in small groups to plan their schedule, following the five steps. Encourage students to use phrases from the *Useful phrases* box. Monitor progress, checking everyone participates.

#### Answers:

Students' own answers

- 10 Ask students to present their schedules to another group or to the whole class. Make notes on good examples of language, errors and overall content of the presentations to give feedback on.

#### Extension activity

Put students into pairs with someone from a different scheduling group. Have a role play: they are now the principal at each other's school, and they have a few changes to make to the Careers Day schedule, like in the conversation from Exercise 3. Encourage students to use phrases from the *Useful phrases* box.

#### Answers:

Students' own answers

### Feedback

- 11 Ask students to work in pairs to discuss the questions. Get students to report back to the whole class.

#### Answers:

Students' own answers



**Warmer**

Ask students to think about how many times per day they send messages, and to whom, then discuss in pairs. Ask pairs to share their answers with the class. Find out which class members send the most and the fewest messages per day.

- 1 Students tick how they normally write notes and messages. Get feedback and lead this into a discussion about differences between the formats.

**Alternative activity**

On the board, write the list from Exercise 1. Ask students to tick the one they usually use. Discuss with the class why the one with the most ticks is the most popular (e.g. *it is easy to send a text as everyone has a mobile phone with them most of the time*).

**Answers:**

Students' own answers

- 2 Students complete the activity individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

**Answers:**

1 c 2 b 3 a 4 e 5 d

- 3 Direct students to the *Writing tip*.

**WRITING TIP: Abbreviating your writing**



Elicit or give examples to check students understand the meaning of *abbreviating / abbreviations*. Ask if they know any other abbreviations and their meanings. Make a list of these on the board for the class to note.

Tell students that in informal writing, people sometimes leave out words to save time, e.g.

*My train is on time.* = *Train on time.*

*Would you like to join me for a coffee?* = *Join me for coffee?*

*for your information* = *FYI*

*at the moment* = *ATM*

**Teaching tip**

Abbreviations are not always obvious to students, so it is helpful to teach them explicitly. New forms of abbreviations are coming into common use, especially due to the influence of social media and texting.

**Answers:**

Students' own answers

- 4 Students complete the activity individually. Allow students to compare answers in pairs before checking with the whole class.

**Answers:**

- 1 New schedule attached. (a)
- 2 Please check and confirm. (a)
- 3 Plane delayed. Landing an hour late. (b)
- 4 OK? (b)
- 5 Afraid I can't make meeting today. (c)
- 6 Tomorrow? (c)
- 7 See email below from the MD. (d)

- 5 Students work individually to compose the informal messages. Monitor and support where necessary. Collect students' work to give feedback.

**Extension activity**

When students have finished writing their notes, ask them to swap with a partner. Ask students to give their partner feedback on whether all the points in Exercise 5 have been included and whether they have used abbreviations.

To extend the activity further, ask students to write notes back to each other.

**Extra support**

If your students need extra help, ask them to write the full message, e.g. *I am catching a train to the company headquarters. The train is half an hour late. Can you arrange a taxi to pick me up at 11 am?*

Then ask students to follow the tips in the *Writing tip* box, e.g.

- 1 Remove subject and auxiliary verbs: *Catching a train to the company headquarters. Half an hour late. Can you arrange a taxi to pick me up at 11 am?*
- 2 Reduce question words: *Catching a train to the company headquarters. Half an hour late. Arrange a taxi to pick me up at 11 am?*
- 3 Add abbreviations: *Catching a train to the company HQ. 30 min late. Arrange a taxi to pick me up at 11 am?*
- 4 Reduce the text to 15 words maximum: *Catching train to HQ. 30 min late. Arrange taxi for me at 11 am?*

If your students need an extra challenge, ask them to create a 'decode abbreviated writing' guide. In their guide, they could write a list of common abbreviations that students of English should know and hints for reading abbreviated notes and messages.

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

**How to use the Workbook pages**

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it is always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Ask students to work in pairs to practise the conversation, paying attention to pronunciation and intonation. Model this for them if they have difficulties. Ask pairs to volunteer to perform the conversation for the class, giving feedback on their pronunciation and intonation.

**Answers:**

- 1 'm going to    2 Are (you) going to    3 'll
- 4 'm going to    5 'll

- 3 Tell students that they need to choose the correct form, but that there are two possible answers in three of the sentences. Students complete the activity individually. Allow students to compare answers in pairs and discuss the reason for their choices. Get feedback and confirm answers with the whole class, asking students to justify their answers.

**Answers:**

- 1 is going to leave / will leave    2 going to meet / meeting
- 3 'll call    4 is joining / is going to join
- 5 won't be

**Vocabulary On a business trip**

- 1 Check that students understand how to fill in a crossword. Draw or display the crossword on the board. Elicit the answers to 1 Across and 2 Down, filling them in on the board so that students know what to do. Students complete the crossword individually. Allow students to compare with a partner. Get feedback and confirm answers with the whole class.

**Answers:**

**Useful language**

**Making plans and arrangements**

- 4 Students work individually to order the sentences. Allow students to compare their order in pairs, discussing any differences between them. Ask the pairs to report back to the class with the order they think is correct. Discuss their answers, giving corrections and feedback. Ask students to work with the same partner to practise the conversation. Encourage pairs to volunteer to perform the conversation for the class, giving feedback on their pronunciation and intonation.

**Answers:**

- A: Hi. I'm calling about the training event next week. 1
- B: Oh, yes. Is there a problem? 2
- A: Just a small one. The schedule says the delegates are starting at nine. 3
- B: That's right. 4
- A: Well, can we move it back to later? 5
- B: Is ten more convenient? 6
- A: Yes, that will suit everyone. 7
- B: OK. I'll confirm that with everyone by email. 8

- 5 Students complete the activity individually. Allow students to compare answers in pairs. Get feedback and confirm answers with the whole class.

**Answers:**

- 1 make    2 things    3 arrange    4 add    5 confirm
- 6 schedule

**Website**

Unit 6 test  
End of volume 1 test

**Grammar Future forms**

- 2 Elicit the first answer from the class, then ask them to justify why (be) going to is needed in this sentence (future plan). Students complete the conversation individually, then compare their answers in pairs. During feedback, ask students to say why they have chosen (be) going to or 'll.

# End of volume 1 review answer key

The *End of volume 1 review* in the Student's Book (pages 54–56) evaluates each unit individually. Every unit review is marked with a score out of 20. The 20 items are divided into exercises that cover the key vocabulary, grammar and useful language from the unit.

## Unit 1

### A

- |        |       |
|--------|-------|
| 1 for  | 4 in  |
| 2 with | 5 for |
| 3 of   |       |

### B

- |              |             |
|--------------|-------------|
| 1 remotely   | 4 Shift     |
| 2 co-working | 5 part-time |
| 3 freelance  |             |

### C

- 1 He works from an office in Cairo.
- 2 She's always late for work.
- 3 Rana doesn't take a break for coffee.
- 4 I normally go for a walk at lunchtime.
- 5 How often do you work late?

### D

- |           |         |
|-----------|---------|
| 1 Let     | 4 Have  |
| 2 How     | 5 Would |
| 3 Pleased |         |

## Unit 2

### A

- |           |        |
|-----------|--------|
| 1 brands  | 3 up   |
| 2 sponsor | 4 same |

### B

- 1 increase, grow, ~~fall~~, go up
- 2 stay the same, ~~go down~~, remain steady, not change
- 3 fall, go down, decrease, ~~rise~~
- 4 ~~remain steady~~, rise, go up, increase

### C

- |               |                    |
|---------------|--------------------|
| 1 live        | 5 goes             |
| 2 is moving   | 6 'm not answering |
| 3 are opening | 7 do, have         |
| 4 are leaving |                    |

### D

- |           |          |
|-----------|----------|
| 1 show    | 4 see    |
| 2 look    | 5 Notice |
| 3 Compare |          |

## Unit 3

### A

- |            |            |
|------------|------------|
| 1 come     | 5 overcome |
| 2 identify | 6 make     |
| 3 get      | 7 set      |
| 4 launch   |            |

### B

- |                  |                |
|------------------|----------------|
| 1 was born       | 5 was studying |
| 2 were           | 6 designed     |
| 3 was growing up | 7 made         |
| 4 wasn't         | 8 sold         |

### C

- |        |            |
|--------|------------|
| 1 go   | 4 Really   |
| 2 well | 5 positive |
| 3 pity |            |

## Unit 4

### A

- |                |           |
|----------------|-----------|
| 1 confirmation | 4 produce |
| 2 sign         | 5 payment |
| 3 delivery     |           |

### B

- |             |           |
|-------------|-----------|
| 1 signature | 3 confirm |
| 2 in        | 4 Trace   |

### C

- |        |                   |
|--------|-------------------|
| 1 some | 4 many            |
| 2 any  | 5 much / a lot of |
| 3 few  | 6 lot             |

### D

- 1 Can you give ~~to~~ me an update?
- 2 I'll confirm this by ~~an~~ email.
- 3 I understand ~~about~~ you have a problem.
- 4 My ~~sorry~~ apologies for the delay.
- 5 Let me check a few ~~of~~ details.

## End of volume 1 review answer key

### Unit 5

#### A

- |               |                |
|---------------|----------------|
| 1 loyalty     | 4 feedback     |
| 2 requirement | 5 satisfaction |
| 3 support     |                |

#### B

- 1 Their delivery service is faster than the other company.
- 2 Can you work more quickly, please?
- 3 My new phone isn't as good as my last one
- 4 This one is much cheaper than that one.
- 5 This is one of the worst meals I've ever eaten.

#### C

- |          |          |
|----------|----------|
| 1 newest | 4 best   |
| 2 small  | 5 easier |
| 3 larger |          |

#### D

- |        |         |
|--------|---------|
| 1 Do   | 4 Would |
| 2 How  | 5 Can   |
| 3 What |         |

### Unit 6

#### A

- 1 Show these at the airport: passport, visa, sightseeing, boarding card
- 2 Use these at the hotel: room service, delegate, the gym, reception
- 3 Go to these places at a trade fair: currency, registration, booth, exhibition centre
- 4 On the flight: business class, window seat, aisle seat, room-service

#### B

- |            |               |
|------------|---------------|
| 1 currency | 4 card        |
| 2 delegate | 5 reception   |
| 3 window   | 6 sightseeing |

#### C

- |         |              |
|---------|--------------|
| 1 does  | 3 'll / will |
| 2 going | 4 isn't      |

#### D

- |           |              |
|-----------|--------------|
| 1 about   | 5 convenient |
| 2 or      | 6 confirm    |
| 3 add     |              |
| 4 earlier |              |