NOW

OXFORD Business English

INTERNATIONAL EXPRESS

Teacher's Resource Book

Elementary

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OXFORD

Course overview

Introduction

Learner needs

International Express Elementary Interactive edition is a course for adult learners who need

- English as a language of international communication
- English in work, travel, and social situations
- to develop their understanding and use of basic grammar structures
- to gain fluency, accuracy, and confidence
- a range of vocabulary for common-core work-related and social contexts
- to use their limited time effectively and efficiently
- to develop strategies to improve the way they learn.

Course aims

International Express Elementary provides

- clear learning aims, targeted to learners' needs
- the grammar, vocabulary, and functions necessary for learners to operate effectively, within the limits of their level, in a range of common-core work, travel, and social contexts
- an approach to grammar which guides learners to an understanding of meaning and use through contextualized presentation, supported by clear, easily accessible grammar summaries and reference material
- strategies for effective vocabulary learning
- materials adapted from authentic sources, to reflect learners' needs and expectations.

Rationale

Syllabus and approach

The grammar, lexical, and functional content of the course is targeted specifically to meet those needs which these adult learners have in common. The choice of items, and the order in which they are introduced, is determined by frequency and usefulness to the learner's operational needs.

Grammar items are presented in realistic contexts, chosen to reflect both meaning and use. Learners study data and examples from listening or reading texts and are guided to an understanding of grammar rules and use. The accompanying Pocket Book is used in class to verify conclusions, and is also a reference source.

Vocabulary development

Expanding basic vocabulary range is very important for learners at this level. Topics are chosen for their usefulness and interest, and to develop the learner's range of basic vocabulary. In addition, the Wordpower sections present effective strategies for organizing and learning vocabulary.

Focus on communication

Basic key functional exponents, selected for their high frequency and usefulness in common-core work-related, travel, and social situations, are presented to enable learners to communicate effectively at a basic level. The focus is on interaction, on both initiation and response.

Teacher's Resource Book

The Teacher's Resource Book has two main sections:

- Teaching notes
- Resource file.

Teaching notes

The teaching notes have been written with both the experienced and the less experienced teacher in mind. The detailed, step-by-step guide to teaching each unit is designed for the less experienced teacher in particular. The experienced teacher may also find the other material in the teaching notes useful.

The notes include: some background information about topics; key vocabulary needed for each activity; warnings about possible areas of difficulty, indicated by the symbol ⚠; suggestions for extra practice and follow-up activities.

Answers to the exercises in the Student's Book, and a full listening script, are incorporated.

Resource file

The Resource file is a source of photocopiable material which can be used either as extension or consolidation material, or for revision. The teaching notes suggest where a piece of material can be used.

Materials in the Resource file are organized into files: Grammar, with additional practice activities, and grammar games with cards which aim to develop students' understanding and use of structures; Vocabulary, with regular reviews of the key vocabulary in each unit, and vocabulary extension activities; Communication, with activities to review the functional language from these sections.

There are also five tests, which can be used after units 2, 4, 6, 8, and 10.

The Resource file has brief instructions for the activities where these are necessary, and a photocopiable answer key. The index to the Resource file gives the reference number for each activity, the language point focus, title, and the first place in the Student's Book where it can be used.

Teacher's Resource Book: contents

Course overview

Introduction	p.2
Student's Book Contents	p.5
Approaches	p.6

Teaching notes

Teaching notes and listening scripts	pp.8–65
Review units answer key	pp.66–69

Resource file

Index	pp.70–71
Instructions	pp.72–73
Photocopiable materials	pp.74–129
Tests A–E	pp.130–139
Answer keys	pp.140–146

Student's Book: Unit structure

Each unit has three sections: Language focus, Wordpower, and Focus on communication. The sections are designed to follow on from one another. However, the Focus on communication sections can be used separately, if wished, as they have their own functional syllabus.

In the **Language focus** sections

- the target grammar is presented and practised in realistic contexts
- in some units the target grammar is presented in two separate Language focus sections, for clarity and to facilitate learning as much as possible
- there are often both reading and listening presentation texts, to develop the learner's ability and confidence in understanding
- comprehension is checked by questions or a transfer activity

- the grammar boxes present examples of the target structure from the presentation texts and guide students to understand meaning and use; learners are then referred to the grammar summaries in the Pocket Book
- the practice activities move from controlled to freer practice, in order to develop learners' accuracy, fluency, and confidence in using the target grammar. There are individual, pairwork and groupwork activities to provide variety and maximize student talking time.

The **Wordpower** sections

- focus on presenting and practising basic key vocabulary to enable learners to communicate in a range of common-core work, travel, and social situations
- incorporate a learner-training component which teaches strategies for organizing vocabulary, to make learning more effective.

The **Focus on communication** sections

- present and practise functional language to enable learners to operate effectively, within the limits of their level, in a variety of contexts relating to their needs
- focus in particular on developing the learner's fluency and confidence in using English on the phone, in travel and social contexts, and for communicating by email.

Pronunciation

- is included in each unit, usually in the Language focus sections, sometimes in the Wordpower or Focus on communication sections
- focuses on word and sentence stress, individual sounds, weak forms, linking, and contractions.

Review units

Each Review unit aims to review the grammar, vocabulary, and functional, social, and telephone language from the previous two units. The Review units are designed to be used in class; the Resource file has corresponding Tests, to be done after each Review unit.

Each Review unit has a variety of individual and pairwork exercises. The individual exercises can also be done as pairwork if preferred.

Method

- At the end of the previous class, tell students there will be a review session in the next lesson. Ask them to revise the work from the previous two units.
- Encourage students to use the Pocket Book for reference while doing the Review units, and to ask you for help as they work through.
- Monitor students' work.
- Check answers, whole class.
- Give feedback on any points that came up during monitoring.
- Encourage students to decide for themselves what they need to review further, by using the self-check box at the end.
- Agree a time when students will do the corresponding Tests A–E on pp.130–139.

Student's Book Contents

	Language focus	Wordpower	Focus on communication
Unit 1 *p.6* Getting to know people	Present Simple *(I/you/we/they)* Pronunciation: intonation of questions	Classroom communication	Introductions Greetings and goodbyes
Unit 2 *p.14* Lifestyles	Present Simple *(he/she/it)* Adverbs of frequency *love/like/enjoy + -ing* Pronunciation: /s/ /z/ /ɪz/	Time and numbers	Starting a call Time expressions
Review Unit A *p.22*			
Unit 3 *p.24* Workplaces	*there is/there are* *some/any, have, have got* Pronunciation: linking	Prepositions	Asking for and giving directions Asking for travel information
Unit 4 *p.32* The road to success	Past Simple Regular and irregular verbs Pronunciation: /d/ /t/ /ɪd/ endings	Travel for work	Leaving a message Telephone numbers Spelling
Review Unit B *p.40*			
Unit 5 *p.42* The world's largest industry	Mass and count nouns *some, a lot of/much/many*	Food file Pronunciation: word stress Using a dictionary	Offers and requests Eating and drinking Pronunciation: sentence stress
Unit 6 *p.50* The best way to travel	Comparative and superlative adjectives	Dates Money Pronuncation: /ð/ and /θ/	Welcoming a visitor
Review Unit C *p.58*			
Unit 7 *p.60* Life in the fast lane	Present Continuous Present trends Pronunciation: contracted forms in Present Continuous	Word partners	Making and changing arrangements
Unit 8 *p.68* Relocating	Future: *will* Future: *going to* Pronunciation: contracted forms *'ll/won't*	Communications file	Writing emails and faxes
Review Unit D *p.76*			
Unit 9 *p.78* Destination with a difference	Modal verbs: *should/shouldn't, may, can/can't, have to/don't have to* Pronunciation: *can/can't*	Hotel file	Invitations Suggestions
Unit 10 *p.86* Developing a company	Past Simple and Present Perfect Pronunciation: weak forms of *has/have*	Verbs with prepositions	Answerphone messages Emails and mobile phones
Review Unit E *p.94*			

Content

- As with the other coursebooks in this series, the listening and reading texts in *International Express* Elementary are based on authentic source materials and interviews.
- The focus throughout is on meeting adult learners' practical language needs, using interesting topic material that will motivate and engage them in the learning process and establish a clear link between the classroom and the real world in which they need to use English.

Effective learning

- The focus is on clear learning aims, systematic presentation and practice of the target language in manageable 'chunks' for learner-friendly learning.
- Review Units after every two units in the Student's Book, and photocopiable Tests in the Teacher's Resource Book, provide regular recycling of key language and lexis to increase the effectiveness of the limited time busy adults have for learning English.

Vocabulary

- Wordpower sections present and practise ways of organizing vocabulary such as word maps, word groups, wordbuilding, and using pictures.
- The teaching notes for each lesson suggest the vocabulary which needs to be checked at a particular point. Depending on your students' needs, decide whether you want to teach the vocabulary for active use or for passive understanding.
- For active use, elicit or explain the meaning, and ask check questions to make sure students have understood. Then provide practice contexts in which students can use the new vocabulary and practise pronunciation.
- Encourage your students always to record active vocabulary.
- Review vocabulary regularly. There are vocabulary sections in both the Review Units and the Tests, and regular reviews in the Workbook and the Teacher's Resource file.

Role-play activities

- In role-play activities, allow sufficient time for preparation.
- Where appropriate, put AA, BB pairs together to prepare their role first. Students then do the role-play in AB pairs.
- Students at this level usually need to do a role-play several times to become fluent and confident.
- After oral practice, get students to write the conversation they had as a written consolidation task.

Groupwork

- As in the other levels in this series, the groupwork tasks in *International Express* Elementary are designed to be done as 'students in charge' activities. As a general rule, put students in charge of group activities as often as possible.
- Make sure students understand exactly what they have to do, then hand over to them.
- Where appropriate, appoint, or let the group appoint, a chairperson to lead a discussion or to be in charge of the group activity.

- Many group activities end with feedback to the class. In these cases, make sure everyone knows before the group activity starts exactly what form the feedback will take and what each group has to do.
- Take a back seat while the groupwork is going on, so students no longer focus on you as the person in charge. Monitor and note down mistakes to deal with afterwards, using the photocopiable monitor sheet if you like.
- As well as doing remedial work on mistakes, remember to give positive feedback. Praise students for what they did well, both in terms of their use of language and the way in which they carried out the task.

Feedback and correction

- Always give students the opportunity to self-correct, before inviting correction from other students.
- Keep monitor sheets where you note down the most important mistakes made in a lesson, then photocopy it for the class. Students work in groups, writing down the corrections.

One-to-one courses

International Express Elementary can be used for one-to-one courses with very little adaptation. All the pairwork activities can be done if the teacher takes the role of the other person in the pair, and the groupwork discussion topics can be discussed by teacher and student together.

Monitor sheet (p.147)

This aims to encourage learner independence, to encourage students to correct themselves, and to provide revision/remedial work. It can be used at any time when you choose to focus on one student's performance, or to note collective problems during a lesson activity. Be selective about errors noted, and make sure students keep monitor sheets for reference.

Method 1
Use the monitor sheet to note down mistakes, and the symbols to indicate the nature of the mistake. Do not write the correction.
Give the student the sheet. When they have corrected as many points as they can, go through the rest of the sheet and supply any further corrections.
Encourage the student to check the sheet at a later date, to see whether the corrections are still clear.

Method 2
Use the monitor sheet as in Method 1. You may choose to note a student's name if you want them to focus on a particular point, but in general mistakes should be anonymous.
Copy the sheet for the class, or write on board.
Students work individually, in pairs or in small groups to correct errors.
Check answers, whole class.
Review the sheet at a later stage in the course. For example, elicit corrections orally, or use a compilation of mistakes from a number of sessions for pairwork correction, as a warmer or filler activity.

UNIT 1

Unit 1 Language focus presents the *I/you/we/they* forms of the Present Simple tense. The *he/she/it* forms are presented in Unit 2 Language focus. As this is the first lesson, the mini-presentations in Language focus exercise 2 below are designed to give students the chance to introduce themselves and get to know their class colleagues. Draw students' attention to the **Agenda** at the beginning of each unit. Tell them it gives a summary of what they learn in each unit.

Language focus **1.1** ❶ Look at Stephanie's profile.

- Check students understand *lawyer*. Elicit and write on board *single, married, divorced*.
- Play recording once.
- Students complete profile, then compare answers in pairs.
- Play recording again, pausing to elicit answers.

Key
Country: Belgium
Married/Single: married
Children: two

❸ Students complete sentences and take turns to give mini-presentations of themselves as Stephanie did in the recording. Encourage other students to ask questions after each mini-presentation to find out more.

1.1 ❸ Play recording again, pausing after each question. Students complete questions.

- Practise question intonation.

Key

1 are you	4 company
2 do you	5 Are you
3 do you	

- Students ask and answer questions in pairs.

❹ Check students understand activities listed under *A typical day*.

- Students read text about Timo silently.
- Check vocabulary: *a receptionist, crowded*.
- Students complete information for Timo in chart.
- Check answers, whole class. Write times on board.

Use the simpler way of telling the time at this stage, i.e. *four thirty, six forty-five*, etc. This way of telling the time is practised in Unit 2 Wordpower, as well as *half past* and *a quarter to*, etc.

❸ Play recording once, without pausing.

- Students compare what they remember about Stephanie's typical day.
- **1.2** Play recording again, pausing for students to write information in the chart in ❹.
- Check answers, whole class. Write times on board.

Key

	Timo	Stephanie
I leave home at	6.30	8.00
I go to work by	train	bike
I get to work at	7.30	8.40
I finish work at	7.00	3.00
I get home at	8.00	4.00

Present Simple ***I/you/we/they***

- Explain to students that in this section in each unit they work with examples from the listening and reading texts to understand and use grammar.
- Read through examples, whole class.
- Point out that the verb forms are the same for *I/you/we/they* and that they practise the *he/she/it* forms in Unit 2.
- Go through the rules and focus students' attention on the use of *don't* in negative sentences and *do* in questions and short answers.
- Elicit that *What do you do?* means *What's your job?*
- Students correct the mistake.

Key Yes, I do.

Refer students to Pocket Book p.11.

Pronunciation

- Read example questions aloud. Focus on arrow showing intonation patterns of **a** (rising at the end) and **b** (falling at the end).

1.3 Play recording. Students repeat each question after recording.

- Practise questions again, without recording, calling on students individually.

Practice

1 Focus attention on the position of *do* before *I/you/we/they* in questions.

- Students write questions.
- Check questions, whole class.

Key
2 What time do you leave home?
3 How do you go to work?
4 What time do you get to work?
5 What time do you finish work?
6 What time do you get home?

2 Student A asks Student B questions 1–6. Student B answers. Then Student B asks the same questions and Student A answers.

3 Students report back to class.

1.4 **4** Students read through activities. Check vocabulary: *financial newspapers* (e.g. *Financial Times, Wall Street Journal*), *client, customer, advice.*

- Play recording. Students tick what Stephanie and Timo do.
- Students compare answers in pairs.
- Play recording again, pausing to check answers.

Key

At work	Stephanie	Timo
I read and write emails.	✓	✓
I read financial newspapers.		✓
I look at information on the Internet.		✓
I make phone calls.	✓	✓
I have meetings with clients and customers.	✓	✓
I give advice/information.	✓	
I have meetings with colleagues.	✓	✓
I have business lunches.	✓	✓
I travel to other cities/countries.		✓

5 Students tick the activities they do, then tell the class about their typical day.

❻ Students read descriptions silently, then answer question.

Key Stephanie says understanding English on the phone is difficult. Timo says spelling in English is difficult.

❷ Students work in groups of 3–4. For each group, appoint a leader to note down the group's needs or use the photocopiable *Why do you need English?* on p.74 of the Resource file and give one copy to each group. Set a time limit, e.g. ten minutes. Group leaders present the needs of their group.

Resource files 1.1, 1.2

Follow-up activity
This is a good opportunity to tell students more about what they will learn with *International Express* **Elementary**, by looking at the **Contents** pages with them and drawing attention to the three sections in each unit: **Language focus**, where they learn grammar through listening and reading texts; **Wordpower**, where they learn important vocabulary for different situations, and **Focus on communication**, where they learn essential language for everyday professional and social situations, and for communicating by phone and email.

Wordpower **Classroom communication**
This unit gives students the questions and vocabulary they typically need in the classroom. Before the lesson, collect the objects in ❷ to use for additional practice and bring to the lesson other objects for ❻.

❶ Students complete the questions.

Key 2 repeat 3 Excuse, say 4 speak 5 say 6 write 7 borrow 8 mean 10 understand

1.5 ❷ Students listen to a recording of a new teacher starting an in-company lesson. Before playing recording, read out the names and departments. This will familiarize students with the words that they will listen for. Then play recording once, without pausing.
- Students match students to departments.
- Students compare answers in pairs.
- Play recording again, pausing after each piece of key information.
- Check answers, whole class.

Key 1 c 2 a 3 b

❸ Read out words in box so that students can hear correct pronunciation.
- In pairs, students find the words in the box in the picture, then match words and objects.
- Check answers, whole class.

Key

a a folder	e a dictionary	i a pencil
b a laptop	f a pen	j a hole punch
c a whiteboard	g an eraser	k a piece of paper
d a notebook	h a paper clip	

1.6 ❸ Students listen to a continuation of the conversation from ❷. Because this is Alice's first class in the company she needs to find equipment for the class: a whiteboard and a CD player. Remind students that the lesson is not in a school but in Menno, William, and Evelyn's company offices.
- Play recording once, without pausing.
- Students compare answers in pairs.
- Play recording again, pausing after each piece of key information.
- Check answers, whole class.
- After checking answers, if you need classroom equipment for your class,

you could ask students for it now. Direct students to the listening script on p.96 of the Student's Book.

Key 1 Yes. They use the whiteboard in Dirk's office.
2 No. They don't use a CD player. They play the CD on William's laptop.

5 Students look at words and picture in **5** and ask and answer questions.

6 Whole class. Students look around the classroom. When they see something that they know the name of in English, they tell the rest of the class.
- Write words on board.
- Don't correct students too much at this stage. This is a confidence-building exercise to show elementary students that they already know a lot of English words.
- If they make a small mistake, write the correct word on board without correcting further. If they say the wrong word for something, try to elicit the correct word from other members of the class.

7 In pairs, students share information on their cards by asking and answering questions. Student A has Student B's answers and vice versa.
- Although cards are on the same page, tell students not to look at their partner's cards.

Key **Student A questions and answers**
Can you speak more slowly, please? Sorry, I speak very fast.
Can I borrow a dictionary, please? Here you are. It's English-German.
How do you spell *eraser*? It's e-r-a-s-e-r.
Do you have a CD player? Yes, it's behind you.
What's the word for this in English? Ruler.
Student B questions and answers
How do you say SMS in English? Text message.
What is a whiteboard? It's a thing that teachers write on in the classroom.
How do you spell *dictionary*? It's d-i-c-t-i-o-n-a-r-y.
Can I borrow a pen? Sorry, I only have one.
Can we have the lesson in my office? Yes. No problem.

8 Students read sentences silently and then match comments with pictures.

Key 1 d 2 b 3 c 4 a

9 Whole class. Students will probably give a short *yes* or *no* answer to this question.
- Explain to students that English speakers often use *sorry*, even if they have not done anything wrong. Sometimes students feel that using *sorry* is unnecessary in this kind of situation, but it is important in sounding polite in English.

Resource file 1.3

Focus on communication

Introductions

5 Look at the pictures. Elicit from students what people say when they meet for the first time.

5 Play recording. Students match conversations to pictures.
1.7
- Check answers and write them on board.

Key 1 a 2 c 3 b

1.7 🎧 ❸ Play recording again, pausing to give students time to complete the conversations.

- Check answers, whole class. Write missing phrases on board. Teach *to shake hands*.

Key 1 this is,[2] Pleased to meet you, too[3]
2 Can I introduce,[4] My name[5]
3 do you know,[6] this is,[7] Hello,[8] Nice to meet you[9]

- Play the three conversations again. Pause recording after each sentence. Individual students repeat. Drill pronunciation of individual words and sentence intonation.

❹ Students practise the conversations in groups of two or three.

Follow-up activity
Students mingle, introducing themselves and others. If they have difficulty remembering the phrases for introductions, let them check in the Pocket Book, p.14. Encourage them to continue practising until they are confident using the phrases.

Greetings and goodbyes

❶ Point out that we often just say *Morning*, *Evening*, etc. without *Good*, except in formal situations, and that we say *Good night* only before we go to bed. We normally say *Goodbye* at the end of an evening's activity.

- Elicit comparisons with what students say in their countries and at what time of day.

Key 1 c 2 d 3 a 4 b

1.8 🎧 ❷ Look at the pictures. Ask students what they think the people are saying.

- Play recording once. Students match two of the conversations to the pictures.
- Check answers.

Key a 1 b 3

1.8 🎧 ❸ Give students time to read through phrases.

- Play recording again. Students tick the phrases they hear.
- Check answers, whole class. Practise pronunciation.

Key

Greetings	**Goodbyes**
Good morning.	It was nice meeting you.
Hello	I enjoyed meeting you, too.
It's good to see you again.	It was great seeing you.
It's nice to be here again.	Have a good trip.
How are you?	I hope to see you again soon.
Very well, thanks. And you?	See you again soon.
How's the family?	Goodbye.
Fine, thanks.	Bye.
How's everything?	

- Play the four conversations again. Pause recording after each sentence. Individual students repeat. Drill pronunciation of individual words and sentence intonation.
- Refer students to Pocket Book p.14. Explain that it has a summary of all the useful phrases in every Focus on communication section.

❹ Make sure students practise greeting and saying goodbye with as many people as possible. Walk round, monitoring and helping.

Resource files 1.4, 1.5

Listening script unit 1

Unit 1

1.1

I=Interviewer, SD=Stephanie Debord

I Stephanie Debord, could you tell us something about yourself?
SD Yes, of course.
I Thank you. First, where are you from?
SD I'm from Belgium.
I Where do you live?
SD I live in Laforêt in the south of Belgium.
I Do you work in Laforêt?
SD Yes, I do.
I What do you do?
SD I'm a lawyer.
I Which company do you work for?
SD Legal Laforêt.
I Do you enjoy your job?
SD Yes, I do.
I Are you single?
SD No, I'm married.
I Is your husband a lawyer too?
SD No, he's a teacher.
I Do you have any children?
SD Yes, we have two daughters, Emilie and Lara.
I How old are they?
SD They're three.
I They're twins!
SD Yes, that's right.

1.2

I=Interviewer, SD=Stephanie Debord

I Stephanie, can you tell us about a typical working day? What time do you get up?
SD I get up at seven fifteen. I have breakfast with my children and I get them ready for playschool.
I What time do you leave home?
SD I leave home at eight.
I How do you go to work?
SD I take the children to playschool, then I go to work by bike.
I And what time do you get to work?
SD Oh, uhm, at about eight forty.
I Uhm, so what time do you finish work?
SD I finish at three.
I Three! That's early. So … do you get home at three forty?
SD No, I don't. I go to the playschool and pick up my girls. We get home at er… four.

1.3

1 Are you Spanish?
2 Is he a lawyer?
3 Do you come from Italy?
4 Do you work in Rome?
5 Do you have any children?
6 Where do you live?
7 What do you do?
8 Where do you work?
9 How do you go to work?
10 What time do you get home?

1.4

Conversation 1

I=Interviewer, S=Stephanie Debord

I Stephanie, can you describe some of the things you do every day at work?
S Oh! I read my emails, then write replies. I do all my email in the morning.
I Mmm-hmm.
S I'm a lawyer so I read a lot at work: emails, documents, information.
I Right.
S But I work with people a lot too. I make a lot of phone calls. I talk for … er… maybe four hours a day on the phone.
I That's a lot!
S But I also have meetings with clients and I give them advice. Sometimes we have a meeting all day and then I have lunch with the clients.
I Do you have meetings with colleagues too?
S Yes. I have a lot of meetings with colleagues. Uhm, because, we work together on projects.
I And do you travel to other cities or countries?
S No. All our clients are here in Laforêt.

Conversation 2

I=Interviewer, T=Timo Kekkonen

I Timo, good morning.
T Morning.
I Er … Timo, what do you do on a typical working day?
T A typical day? Hmm. I read the financial newspapers. I read them for about an hour. I also read the news on the Internet.
I Yes.
T Yes. Then I read and reply to my emails. We work with clients in the USA and they send emails at night. Er … because of the time difference.
I Do you talk on the telephone a lot?
T Yes, I do because my clients are in different countries.
I So, do you travel to other cities and countries?
T Yes, I do. To Sweden, the USA. I have meetings with clients and we have lunch together.
I Do you meet your colleagues in the USA?
T Yes, when I go to New York. Two times a year, I have meetings with my US colleagues.

1.5

M=Menno, A=Alice, W=William, E=Evelyn

A Hello, I'm Alice. Your new teacher.
M Nice to meet you. I'm Menno. This way please. The class is in my office. Is that OK?
A Fine. I often teach in offices. It's no problem.
M Excellent.
W Nice to meet you. I'm William.
A Nice to meet you, William.
E I'm Evelyn.
A Pleased to meet you Evelyn. Do you know William and Menno?
E No. I work in a different department.
M I'm Menno. I work in Accounts.
W William. I work in Marketing. Where do you work Evelyn?
E I work in Reception. I'm a receptionist.
A OK. Let's start the lesson.

1.6

M=Menno, A=Alice, E=Evelyn, W=William

A Menno, do you have a whiteboard?
M Oh, I'm sorry, no. I don't need a whiteboard in my job.
A Oh. Uhm … OK I can write the notes on a piece of paper.
E No, no, we have a whiteboard in the other office. In Dirk's office. We can use that.
A Great!

…

A Now we have a listening lesson. Uhm … where is the CD player?
M Sorry, Alice, I don't have a CD player.
A Oh no!
W It's OK. I have my laptop. We can play the CD on my computer.
A Good idea! Thank you, William.
W No problem.

1.7

Conversation 1

A Dieter, can I introduce you to José Corra? José, this is Dieter Hann.
B Pleased to meet you.
C Pleased to meet you, too.
A José is the manager at our office in Barcelona.

Conversation 2

A Can I introduce myself? My name is Pietro Zenari.
B Hello. Nice to meet you. I'm Jackie Pons.

Conversation 3

A Lisa, do you know Marcel Tullier? Marcel, this is a colleague of mine, Lisa White.
B Hello, Lisa. Nice to meet you.
C Hi, nice to meet you too, Marcel.

1.8

Conversation 1

A Hello, Franca. How are you?
B Very well, thanks, Brad. And you?
A Fine, thanks. How's the family?
B Very well, thanks.

Conversation 2

A Bye, Marco. Thanks for everything.
B It was great seeing you, John.
A See you again soon.
B Yes, bye.

Conversation 3

A Good morning, Monsieur Gilot. It's good to see you again.
B Good morning, Elena. It's nice to be here again.
A How's everything in Paris?
B Fine, thanks. Very busy as always.

Conversation 4

A Well, goodbye, Mr Ross. It was nice meeting you.
B I enjoyed meeting you, too. Have a good trip.
A Thank you. I hope to see you again soon. Goodbye.
B Goodbye, Mr Adaz.

UNIT 2

Language focus 1 ❶ The Öresund Bridge, linking Sweden and Denmark, opened in 1999.

- Look at pictures. Ask *Where's the bridge? How do you travel across the bridge?*
- Check vocabulary: *lunch break, Danish, links* (= connects), *stressful.*
- Students read text silently and answer questions.
- Students compare answers in class.
- Check answers, whole class.

Key
1 Three hours
2 By bus, train, and bus again.
3 No, he doesn't. He has only fifteen or twenty minutes.

Present Simple ***he/she/it***

- Give students time to read examples.
- Go through rules and focus students' attention on the use of *-s*, *doesn't*, and *does* for the *he/she/it* forms. Draw attention to use of *does* in short answers. Practise these by asking *Yes/No* questions about Jörgen.
- Students correct mistakes.
- Check answers, whole class.

Key 1 starts 2 doesn't live 3 Does it arrive

Refer students to Pocket Book p.11.

Pronunciation

- Read verbs aloud. Ask students what difference is in pronunciation.

Key The ending of the verbs is pronounced differently in each case – /z/, /s/, /ɪz/.

2.1 Play recording. Students listen and place words in correct column.

Key /s/ starts /z/ lives /ɪz/ finishes

- Students listen again and repeat the sounds.

Practice

❶ Check vocabulary: *computer software, hobby, landscapes, exhibitions.*

- Students complete article individually.
- Check questions, whole class.

Key

1 lives	4 goes	7 eats	10 is
2 works	5 starts	8 works	11 paints
3 develops	6 doesn't have	9 doesn't go out	12 has

❷ Focus on two different types of question: a) *Wh-* question word + *does* + *he/she* ...? b) *Does* + *he/she/it* ...?

- Do example together. Students write questions 2–9 individually.
- Check questions, whole class.

Key
2 Does she live in Hamburg?
3 Does she work for a bank?
4 How does she go to work?
5 What time does she start work?
6 What does she eat for lunch?
7 Does she go out a lot in the evenings?
8 What does she paint?
9 Where does she have exhibitions?

❸ Student A asks questions 1–5. Student B asks questions 6–9.
- Check answers, whole class.
- Practise 3rd person positive and negative sentences further by making false statements about Karin for students to correct, e.g. *Karin lives in Berlin. She goes to work by train.*, etc.

Language focus 2 **2.2** ❶ Look at the pictures of Stephanie and Timo. Ask students what they remember about them from Unit 1.
- Go through list of activities. Check students understand vocabulary. Play recording once without pausing. Students tick activities for Stephanie and Timo.
- Students compare answers in pairs.
- Play recording again, pausing to check answers.

Key

	Stephanie	Timo
watch TV		✓
relax		✓
go shopping	✓	
read	✓	
play the guitar		✓
go cycling	✓	
go swimming		✓
go skiing		✓
invite friends	✓	
have parties	✓	

Adverbs of frequency
- Students read examples and complete grammar rule.
- Elicit position of frequency adverb (before or after verb).
- Students complete rule.
- Check answers, whole class.

Key We put adverbs of frequency before the verb, but after the verb *to be.*

Refer students to Pocket Book p.2.

Resource file 2.1

Practice

❶ In pairs, students talk about which activities they do and how often they do them. Tell students to make a note of their partner's answers.

❷ Students report back to class.

❸ Students match activities and pictures. Check *trekking* (= walking long distances, e.g. in the mountains).
- Check answers, whole class.

Key

travelling h	going to clubs b
skiing e	sightseeing c
eating out a	sunbathing/relaxing on a beach d
walking/trekking i	shopping f
swimming j	camping g

2.3 ❶ Look at picture of Jörgen Persson from Language focus 1. Ask students what they remember about him.
- Students read text silently as they listen.
- Check vocabulary: *jungle, lying on a beach.*

❼ Write on board: *He loves/likes/enjoys ... He doesn't like/enjoy ...* to prompt students' replies. Focus attention on the *-ing* form of the verb.

Key (Possible answer) He enjoys travelling to new places, walking, and trekking. He doesn't enjoy doing nothing or lying on a beach.

❽ Refer students to Pocket Book p.5 to check their answers.

Key We use the *-ing* form of the verb.

❼ Students interview each other in pairs. Remind them to make a note of their partner's answers.

❽ Students tell class about their partner.

Resource file 2.2

Wordpower Time and numbers

2.4 ❶ Play recording. Draw attention to the different position of the stressed syllable in **a** and **b**. Students repeat.

2.5 ❷ Play recording once. Students underline the number they hear.
- Play recording again, pausing to check numbers. Write answers on board.

Key 1 14 2 60 3 70 4 18

❸ Students practise numbers in pairs.

> **Follow-up activity**
> In a whole-class situation, individual students call out one of the numbers. Another student says the other number in the pair, e.g. Student A *sixty* Student B *sixteen*.

2.6 ❹ Play recording once. Students write the numbers they hear.
- Play recording again. Students check the numbers they wrote.
- Check answers, whole class. Write numbers on board.

Key 2 24 3 16 4 55 5 97 6 72

> **Follow-up activity**
> Students write four numbers, then dictate them to a partner.

❸ This way of telling the time is presented first as it is easier.
- Read through information. Students learn that *a.m.* means 'in the morning' (before midday) and *p.m.* means 'in the afternoon/evening' (after midday).

2.7 ❻ Play recording once. Students look at clocks and listen to times.
- When they have listened, students say times in pairs.

❼ Look at clock. Focus on use of *past* from *o'clock* until *half past* and *to* from *half past* until *o'clock*.
- Ask students to look at their watches. Ask questions, e.g. *What is the time now? What time does the lesson start? What time does the lesson finish?*

❸ Students look again at clocks in ❺ and ❹ and tell the time using the information in ❹.

Key

half past eight	twenty past eleven
a quarter past three	five past three
ten to eight	twenty to nine
seven o'clock	a quarter to ten

❾ Students play game in pairs.

- Before students begin, check they understand vocabulary in the box, especially *factory, diary, paperwork*. Students need to use these words to describe what happens in each square.
- Run through instructions with students. Check that each pair has a coin and counters.
- Students toss the coin and move one square for heads and two squares for tails. When students land on a square, they describe the picture using both the clock face to tell the time and the words in the box.
- The first player to reach the finish square is the winner.

Resource files 2.3, 2.4

Follow-up activity
At Elementary level it can be very useful to repeat a speaking task to give students further confidence. You could repeat the game Ricardo's Day with a slightly different rule. When students land on a square, if the square shows a traditional clock face, students tell the time using the way from ❺. If the square shows a digital clock face, students tell the time using the way from ❸.

Focus on communication — Starting a call

❶ Find out if students use English on the phone and what telephone phrases they know.

❷ Elicit suggestions to replace underlined phrases, but do not give the answers at this stage.

❸ Students number lines to put conversation in the right order.

2.8 ❹ Play recording. Students check their answers in ❸.

Key
6 Yes, speaking.
1 Good morning. L.S. Communications. How can I help you?
5 Hello. Is that Anna Pilon?
7 This is Mario Bardo. I'm calling about ...
2 Good morning. Can I speak to Anna Pilon, please?
4 Hello.
3 Just a moment, please.

❸ Students write the telephone phrases with the same meaning from the conversation in ❸.

- Check answers.

Key
2 Just a moment
3 Is that
4 Yes, speaking.
5 This is
6 I'm calling

❸ Students practise conversation in pairs.
- Monitor pairwork. Practise pronunciation where necessary.

❼ Make sure students write the letter only in the space, not the phrase.
- Students compare answers in pairs.

Key 2 b 3 e 4 a 5 f 6 c

2.9 ❸ Play recording. Students check answers, then write the phrases with the same meaning.

Key Could I speak to ...?
Hold on, please.
I'm phoning about ...

- Refer students to Pocket Book p.17 to check their answers.

❸ Give students time to check the phrases they need and try to memorize them.
- Students practise conversation in pairs, sitting back to back.
- Monitor pairwork.

Note Let students refer to the telephone phrases in the box in ❼ at first, if necessary, but make sure they practise the conversation until they are confident about using the phrases without referring to the box.

Time expressions

❶ Look at first email. Ask students how many time expressions they can find. They underline them.
- Students do the same with the other two emails.
- Check answers.

Key
1 at 4 p.m., on Tuesday, in the afternoon, at midday
2 next Monday, on Tuesday afternoon, at 3 o'clock
3 last week, yesterday evening, tomorrow morning

❷ Students write time expressions from emails in correct group.

Key
at: 4 p.m., midday, 3 o'clock
on: Tuesday, Tuesday afternoon
in: the afternoon
no preposition: next Monday, last week, yesterday evening, tomorrow morning

- Students cover table. Prompt with *Monday afternoon, 12.30, evening*, etc. to elicit prepositions.

❸ Students write missing prepositions of time.

Key
1 no preposition
2 on
3 at
4 in
5 no preposition
6 at

- Refer students to Pocket Book p.24 to check their answers.

Resource files 2.5, 2.6

Listening script unit 2

Unit 2

2.1

/s/	/z/	/ɪz/
starts	lives	finishes
works	does	discusses
gets	arrives	watches
speaks	travels	studies
makes	leaves	

2.2

Stephanie
Er … in the evening I always read the newspaper. I never watch TV in the evening because my daughters always want to watch cartoons. At the weekend I often go shopping in the supermarket. I invite friends to my house and we have parties … parties with adults and children. All my friends have children. I sometimes go cycling at the weekend. If the weather's nice …
Timo
I work very late so I always relax when I get home. I watch TV. I usually play my guitar three or four times a week, with my friends. At the weekend I go swimming. In winter I sometimes go skiing. I love sport but er… I hardly ever go the gym. I don't have time!

2.3

Jörgen
What kind of holidays do I enjoy? Well, I really enjoy travelling to new places. I like lots of activity when I'm on holiday. I love walking and trekking – my next holiday is trekking in the jungle in Thailand. I don't enjoy doing nothing when I'm on holiday. For example, I don't like lying on a beach. OK, sometimes, when I'm very tired, I can relax on a beach for two days, but then I'm ready for something active again!

2.4

a thirteen
b thirty

2.5

1 14
2 60
3 70
4 18

2.6

1 43
2 24
3 16
4 55
5 97
6 72

2.7

1 It's seven o'clock.
2 It's eleven twenty.
3 It's three oh five.
4 It's eight forty.
5 It's nine forty-five.

2.8

A Good morning. L. S. Communications. How can I help you?
B Good morning. Can I speak to Anna Pilon, please?
A Just a moment, please.
C Hello.
B Hello. Is that Anna Pilon?
C Yes, speaking.
B This is Mario Bardo. I'm calling about …

2.9

R=Receptionist, P=Pete May, J=Jon Dunn
R AMC Design. How can I help you?
P Oh, hello. Could I speak to Jon Dunn, please?
R Who's calling, please?
P It's Pete May from Novac.
R Hold on, please.
J Hello, Pete. It's Jon. How are you?
P Fine, thanks, Jon. I'm phoning about our next meeting. Are you free on Thursday afternoon, at 4 o'clock?

UNIT 3

Language focus ❶ Students work in pairs or groups of three. They look at a picture of an office and match descriptions 1–6 with rooms a–f. Although there is a lot of new vocabulary, all new words are shown in the picture. Do not pre-teach any new words but let students work out what the words are from the picture.

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

❷ In their groups students compare picture to their own company or work area. Ask questions using new vocabulary, e.g. *Do you have a laptop?*

Follow-up activity
Ask students to cover descriptions 1–6 on p.24. In pairs, they describe a room in the picture to their partner. Their partner has to guess which room it is.

3.1 ❸ Ask students to look again at room b. Ask them why it has a lot of boxes (Because it is Chris' first day at Force Architects.). Ask students to find Rachel the receptionist. (She is the woman in picture a.)

- Before you listen, read out words in box so students hear correct pronunciation.
- Play recording. Students tick things that Chris has in his office and put a cross next to things that he doesn't have.
- Students compare answers in pairs.
- Play recording again, pausing after every object.

Key Chris has a computer, keyboard, mouse, pens, paper, calendar.
Chris doesn't have a printer, phone, diary, pictures on the walls.

3.2 ❹ Chris and Rachel continue their conversation from ❸. Give students time to read true/false statements. Check vocabulary: *canteen, upstairs, air conditioning, car park, parking space*. When teaching *upstairs*, also pre-teach *downstairs* (students need this for the recording).

- Play recording. Students tick true or false.
- Students compare answers in pairs.
- Play recording again, pausing to check true/false statements.

Key 1 T 2 F 3 F 4 T 5 T

there is/are, some/any

- Give students time to read examples.
- Draw attention to use of *some* in positive sentences and *any* in negative sentences and questions.
- Students complete rules.
- Check answers, whole class.

Key Use *there is/there's* with singular nouns.
Use *there are* with plural nouns.
Use *some* with plural nouns in positive sentences, where we don't say the number.
Use *any* with plural nouns in negative sentences and questions.

Refer students to Pocket Book p.12.

have, have got

- Give students time to read examples.
- Draw attention to the differences between *have* and *have got* in the negative and question forms and short answers.

Refer students to Pocket Book p.4.

Pronunciation

3.3 Play recording. Students repeat after recording.

- Practise examples again, without recording, calling on students individually.

Practice

❶ Check vocabulary: *escalator, lift, gym, fitness room, medical centre, crèche* (= place where working mothers can leave their babies, often at their place of work).

- Students tick list.
- Elicit questions students will ask their partner in ❷, focusing on *Is there a* … + singular noun, *Are there any* … + plural noun.

❷ In pairs, students interview each other and tick the facilities in the list in ❶ that their partner has at work.

❸ Students work with a different partner and ask and answer questions with either *have* (BrE and AmE) or *have got* (BrE). If students do not work in an office, ask them to talk about the office of Force Architects on p.24 of the Student's Book.

Note At this stage tell students to use **one** of the verbs, not both verbs together, as there may be confusion with the different auxiliaries.

❹ Students look at picture of an office.

- Students look at picture for one minute and try to remember everything.
- Books closed. In pairs, students try to write down everything they remember in the picture.
- Check answers, whole class.
- Open books. Students look in their dictionaries for any words that they do not know.

❺ If possible, arrange students in groups so that they are working with different partners from previously. They describe their ideal place of work. Go around monitoring and prompting with ideas if necessary. Encourage students to give reasons for their choices.

- Groups report back to class. List each group's suggestions on board.

Follow-up activity
Students vote individually on the five best ideas, giving them one point each. Total the votes of the whole class to show the winning ideas.

Resource files 3.1, 3.2

Wordpower Prepositions

❶ Check students understand difference between *near* and *next to*. Use objects in the classroom to practise these prepositions further. Teach *It's on the left/right of* (the board).

- Look at the town plan. Check vocabulary of places in town by asking prompt questions, e.g. *Where do you go to have a drink/buy a book?*
- Practise prepositions in ❶. Look at the town plan. Ask *Where's the museum? What's next to the restaurant?* etc.

Key

1 café
2 post office
3 department store
4 theatre
5 bookshop
6 chairs and tables
7 tourist information office
8 seafront

3.4 ❸ Students are going to listen to three conversations. Check vocabulary: *colleagues, business trip*.

- Read out names of people in box. Check students realize that Vincent and Boris are male, and Julia, Diana, Sara, and Katrin are female.
- Play recording. Students mark position of the six people on plan.
- Students compare answers in pairs.
- Play recording again, pausing to check answers.

Key

Katrin is on the corner of Museum Road and the High Street.
Julia is near the café.
Boris is at the bus stop in front of 'The Sands' hotel.
Sara is in front of the conference centre.
Diana is on the High Street, outside the museum.
Vincent is in the restaurant on Seafront Road.

3.5 ❸ Students listen and write places on the plan.

- Check answers, whole class.

Key

The Sanders Hotel is on the High Street, on the corner of Hill Street.
The taxi rank is on Seafront Road, in front of the conference centre.
The Italian restaurant is on the High Street, next to the department store.

3.5 ❹ Play recording again. Students complete questions.

- Check answers, whole class.
- Practise intonation of questions.

Key

1 where is
2 is there, near here
3 Excuse me, looking for

❸ Tell students in AmE people usually say *You're welcome* in response to *Thank you*. In BrE no one response is usual. People usually respond with *It's a pleasure* or *You're welcome*.

Key Thank you! Thanks very much. That's very kind. Thank you.

❸ In pairs, students take turns to say where they are on the plan.

Follow-up activity
Tell students to look at questions in ❹. In pairs, they ask and answer about different places on the map, giving the correct location. Monitor and check they're using the correct prepositions. Tell them to look at listening script 3.5 on Student's Book p.97 if they need help.

Resource file 3.3

Focus on communication — Asking for and giving directions

❶ Check students understand vocabulary.
- Check answers and practise pronunciation.

Key

a traffic lights	d square
b crossroads	e bridge
c pedestrian crossing	

❷ Students find places in ❶ on the map and write the letter.

3.6 ❸ Play recording. Students find places on map and write number to show where places are.
- Play recording again, pausing to elicit answers.

❶ Practise asking for and giving directions to two places on map, whole class, before students work in pairs.
- Students ask for and give directions to four places in pairs.

❸ Students write a conversation from ❶. They can work in pairs if they prefer.

Asking for travel information

❶ Students find words in pictures and write them.
- Check answers and practise pronunciation.
- Students cover words they wrote and test each other using definitions.

Key 2 platform 3 bus stop 4 single ticket 5 return ticket 6 receipt

❷ Do question 2 with whole class as a further example.
- Students do 3 to 8.
- Check answers, whole class. Check vocabulary: *get off* (a bus, train, plane).

Key

	train	bus	taxi		train	bus	taxi
2	✓	✓	✓	6		✓	
3	✓			7	✓		✓
4		✓		8			✓
5			✓				

3.7 ❸ Elicit the kind of questions people ask before travelling by train, e.g. *You want a ticket. What do you say? You want to know which platform. What do you ask?*, etc.
- Play recording. Students complete chart.

3.7 ❹ Play recording again. Students check answers.
- Check answers, whole class.

Key

Destination	Victoria
Ticket	Single
Fare	£17.50
Next train	**at** 5.30 **in** eleven minutes
Platform	2
Journey time	forty-five/45 minutes

❺ Students work in AA, BB pairs, preparing their questions and answers.
- Walk round class, helping and prompting.
- Students do role-play in AB pairs, asking for and giving information.

❻ Students individually write one of their conversations from ❺, then check with their partner.

Resource file 3.4

Listening script unit 3

Unit 3

3.1

R=Rachel, C=Chris

R Hi Chris! How's your first day?
C Hello Rachel. Everything is fine. I'm so happy! I have my own office – great!
R Yes! This is a great place to work, Chris. So, have you got everything you need?
C OK ... I have a computer and a keyboard, but the computer doesn't have a mouse.
R Yes, it does. The mouse is in the green box.
C Oh ... yes. Oops. I don't have a printer.
R No, there's only one printer in the office. It's in Yuri's room.
C OK. Uhm ...
R Have you got a phone?
C No. I haven't.
R OK. Don't worry. I can get one for you.
C Thanks.
R Have you got pens and paper?
C Yes. I have.
R Do you have a diary?
C No, I don't.
R There are some diaries in my office. Come and see me in a minute. Do you need a calendar too?
C No, it's OK. I've got a calendar. Er.. it's here.
R And you need some pictures on the walls.
C Yes. Where do I get them?
R The shops! You have to buy the pictures yourself!
C Oh!

3.2

R=Rachel, C=Chris

R Ah Chris, here's your diary.
C Thanks Rachel. So, where do people eat lunch?
R Most people eat a sandwich or go out for lunch. There isn't a canteen in the office.
C Right. And drinks? Is there a coffee machine in the office?
R No, there isn't. There is a little kitchen downstairs and the coffee machine is in the kitchen.
C Ah. And my office is a bit hot today. Has the office got air conditioning?
R No. We haven't got air conditioning in the office.
C Oh no.
R There is air-con in one room, in Yuri's room, for the computers. But not in the other offices.
C OK. Er... I want to drive to work. Are there any parking spaces?
R Sorry. No, there aren't. There's a car park in the next street.
C Oh.
R There is one parking space in the office.
C Is there?
R For the manager!
C Oh.

3.3

1 There's only one printer in the office.
2 There are some chairs and magazines in reception.
3 There aren't any books in her office.
4 Are there any parking spaces?
5 I've got a calendar.
6 Has the office got air conditioning?

3.4

K=Katrin, J=Julia, S=Sara, B=Boris, D=Diana, V=Vincent

Conversation 1

K Julia?
J Hi Katrin. Where are you?
K I'm on the corner of Museum Road and the High Street. There's a theatre opposite.
J Right. I'm uhm ... I'm near the café, on the left of the tables outside.
K Oh, OK. Just a minute. Yes, I can see you!

Conversation 2

S Boris! Where are you?
B I'm at the bus stop in front of a hotel called 'The Sands'.
S Ah. Is that the one on the seafront?
B Yes, that's right.
S I'm on the same road, just in front of the conference centre, the other side of Museum Road.
B OK. I can see you.

Conversation 3

D Vincent, it's Diana. I'm on the High Street, on the right of the big steps outside the museum.
V Ah, right. I'm in a restaurant. It's near the seafront.
D Is that the Chinese restaurant on the High Street?
V No, it's next to the bookshop on Seafront Road.
D OK. I'll come and find you.

3.5

Conversation 1

J=Julia, K=Katrin, P=Passer-by 1

J We need to check in first. Any idea where the hotel is?
K No, let's ask. Excuse me, where is the Sanders Hotel?
P1 Ah, yes. Let me think. It's on the High Street. On the corner of Hill Street, opposite the Chinese restaurant.
J Thank you.

Conversation 2

B=Boris, S=Sara, P2=Passer-by 2, P3=Passer-by 3

B Hi Sara.
S Boris!
B We need to get a taxi. Any ideas?
S I think there's a taxi rank by the seafront.
B Oh, sorry ... Excuse me, is there a taxi rank near here?
P2 I'm sorry, I don't know.
B OK. Thanks. Excuse me, is there a taxi rank near here?
P3 Uhm, it's on Seafront Road, in front of the conference centre.
B Thanks very much.

Conversation 3

D=Diana, V=Vincent, P4=Passer-by 4

D I'm really hungry.
V Me too. Gerhardt is having lunch in an Italian restaurant.
D Gerhardt - the sales manager for Germany?
V Yes. I think he said it's on Museum Road.
D I'll ask. Excuse me, we're looking for an Italian restaurant.
P4 An Italian Restaurant?
V It's called something *Mare*.
P4 Oh yes, *Il Mare*. It's on the High Street just next to the department store.
D Great. Thanks.

3.6

V=Visitor, M=Man, W=Woman

Conversation 1

V Excuse me, I'm looking for the shopping centre.
M Cross over the road and walk down Princes Street. Turn first left at the crossroads, then turn second right. The shopping centre is about 50 metres along that road on the right.
V So, down Princes Street, left at the crossroads and then second right?
M Yes, that's right.
V Thanks a lot.

Conversation 2

V Excuse me, is the museum near here?
W Let's see ... yes. Go right down here. At the traffic lights turn left and go straight on to the square. The museum is in the square, on the right.
V Sorry, could you say that again?
W Yes. Go right down here. At the traffic lights turn left. Then go straight on to the square. The museum is in the square, on the right.
V Thank you very much.

Conversation 3

V Excuse me, is the sports centre straight on?
M No, the sports centre is left down here. Go along this road. There's a bridge on the left. Go over the bridge, then turn first right, then first left. The sports centre is at the end of the road, on the left, after the cinema.
V Many thanks.

3.7

P=Passenger, C=Ticket office clerk

P Hello, a single ticket to Victoria, please.
C Single to Victoria? That's £17.50.
P Sorry, could you repeat that?
C Yes, £17.50.
P Can I have a receipt, please?
C Sure. Here you are.
P Thank you. What time's the next train?
C At five thirty. In eleven minutes.
P Which platform does it leave from?
C Platform two, over the bridge.
P How long does the journey take?
C Forty-five minutes.
P Thanks very much for your help.
C Not at all.

UNIT 4

Language focus 1

1 Class discussion, whole class. Check vocabulary: *guidebook, novel.* The purpose of this discussion is to remind students that guidebooks are big business.

- Students discuss how often they buy a guidebook, a dictionary, or a novel.
- When they travel, what is their favourite guidebook?

2 Students read information in paragraph and answer questions about *Lonely Planet.*

Key
1 It is an independent travel book company.
2 No. They also publish maps and phrasebooks.
3 On their website you can find digital guides.

3 Elicit possible answers to questions 1 and 2. Check vocabulary: *budget travel.*

- Students read text and answer questions, then compare answers in pairs.
- Check vocabulary: *lived very cheaply, typewriter, buyer* (= not customer, but, here, a person who buys books for a bookshop to sell to customers), *journalist, TV channel.*
- Check answers, whole class.

Key
1 Cheap, independent, adventure travel.
2 Because there weren't any books about budget travel at that time.
3 They started *Lonely Planet.*

Past Simple

- Read through examples.
- Focus on *-ed* ending for regular verbs and *didn't* for regular and irregular verbs in the negative. Tell students we normally use *didn't*, not *did not*, especially in spoken English.
- Students read rules, answer question, and correct the mistakes.
- Check answers, whole class.

Key Yes, it's the same for all persons.
1 He didn't work.
2 She didn't study.

- Stress use of infinitive after *didn't*, not the past form.

Refer students to Pocket Book p.8.

Practice

1 Students write past tense forms.

- Check answers.

Key lived wanted asked followed decided borrowed worked finished liked showed invited

Pronunciation

4.1 Students complete table with verbs from ❶.

Key /d/ borrowed, followed, lived, showed, travelled
/t/ asked, finished, liked, worked
/ɪd/ decided, invited, wanted

- Play recording. Students listen and repeat.
- For the /ɪd/ group, write verbs on board and mark syllables so students see the *-ed* ending is an extra syllable. Tell them this happens when the verb ends with a *t* or *d* sound.

❷ Tell students to find verbs in article.
- Practise pronunciation.
- Elicit irregular past tense forms by calling on individual students and prompting with infinitive form of verb.

Key bought left went saw ate took wrote began

❸ Before students complete information, elicit which verbs are regular and which are irregular. Tell students to check spelling of irregular Past Simple forms on Pocket Book p.20.
- Check answers, whole class.

Key

2 lived	4 went	6 got	8 met
3 travelled	5 studied	7 worked	9 married

❹ Students write negative forms of sentences that are not true.
- Check answers, whole class.

Key
1 Tony didn't work for Chrysler for a long time.
2 He didn't meet his wife, Maureen, in Sydney.
3 They didn't travel to Australia by plane.
5 Maureen didn't buy a typewriter.

Note The answer for question 3 is not directly in the text, but can be inferred from the fact that they bought a mini-van for their journey.

Language focus 2 **4.2** ❶ Students read questions.
- Play recording once. Students listen only.
- Students compare answers in pairs.
- Play recording again, pausing to elicit answers.

Key
1 Because they wanted to make a long journey before they returned to London.
2 In their very small flat in Sydney.
3 $1,200.

Past Simple

- Students read examples.
- Focus on *did* + *I/you/he*, etc. + infinitive for questions and *did/didn't* in short answers.
- Students read rules and correct mistakes.

Key
1 Did he return yesterday?
2 Did they go to the USA?

Refer students to Pocket Book p.8.

Practice

❶ 1 Students write Present Simple form of Past Simple verbs.

Key a arrive b lose c take d leave e break f wake up

2 Students look at pictures and discuss what went wrong.
- To help, write following words on board: *wear, wake up, book.*
- Students describe pictures in pairs.

Key
a He woke up late.
b He arrived late.
c He lost his luggage.
d He left his laptop in a taxi.
e He took the wrong train.
f He broke his leg.

> **Follow-up activity**
> Students in small groups look again at pictures. Tell them that they show one business trip. Students work together to write as many Past Simple sentences for the trip as they can. Refer them to verbs on p.20 of the Pocket Book to help them.

❷ Students complete questions in pairs.
- Check answers.

Key
2 When/Why did you leave school?
3 What did you do last weekend?
4 When/Why did you begin English lessons?
5 Did you have a holiday last year?
6 Did you do any sport last weekend?
7 What did you learn in your last English lesson?
8 Did you speak English yesterday?

❸ Students change pairs, and ask and answer questions in ❷.
- Monitor pairwork.

Resource files 4.1, 4.2

Wordpower Travel for work

❶ Check vocabulary in box and word maps.
- Students complete word maps, in pairs if they prefer.
- Check answers, whole class.

Key
Weather: hot, wet,cloudy, sunny, cold,
Method of travel: plane, ferry, train
Destinations: a hotel, a factory, Hong Kong, the USA

❷ Students expand word maps in pairs.
- Write students' suggestions on board.

❷ Tell students that they are going to hear about a business trip.
- Whole class. Focus students' attention on photos. Ask questions to raise awareness of the business trip. *Where was it? How did they travel?*
- In pairs, students match Laura's questions 1–8 with Mohammed's answer's a–h. Check vocabulary: *regional manager.*
- Do not give answers at this stage. The answers are given in ❹.

4.3 ❹ Play recording. Students check their answers from ❸.

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

❺ Students do interviews in pairs, using questions in ❷.

❻ Explain that chart shows ways to express satisfaction and dissatisfaction.
- Students decide which word best describes business trip/holiday in ❺.

Key It was awful! It wasn't very good. It was OK. It was good. It was very good. It was fabulous!

Follow-up activity
Students listen again to recording 4.3 and answer questions: *What was awful? What was fabulous?*

Key The weather was awful. The hotels were fabulous.

Resource files 4.3, 4.4

Focus on communication — Leaving a message

❶ Elicit what we say on the phone when the person we want isn't there.
- Check vocabulary: *the line's busy, Will you hold?, extension.*
- Students number lines in right order.

4.4 ❷ Play recording. Students check order of lines.

Key
3 One moment, please. I'm sorry, the line's busy. Will you hold?
1 Good morning. Sava Electronics.
4 Er, no, I'll call again later. Thank you. Goodbye.
5 Goodbye.
2 Good morning. Can I have extension 473, please?

4.4 ❸ Play recording again, pausing for students to repeat. Practise pronunciation and intonation.

❹ Students write telephone phrases with same meaning.
- Check answers, whole class.

Key
1 I'm sorry, the line's busy.
2 Will you hold?
3 I'll call again later.

❺ Walk around class and monitor pairwork. Remind students to use phrases from ❹.

❻ Focus attention on telephone conversation. Make sure students write only letters in the spaces, not phrases.
- Students compare answers in pairs. Don't check answers at this stage.

4.5 ❹ Play recording once. Students check answers.

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

4.6 ❽ Play recording, pausing for students to repeat.

❷ Students practise conversation in pairs, one student taking role of both speakers A and C, the other student taking role of speaker B. Tell students to cover phrases in box for the second practice, and practise until they are confident using the phrases.

Telephone numbers

❶ Students practise in pairs.
- Elicit numbers.

4.7 ❷ Play recording once. Students write corrections.
- Play recording again, elicit corrections and write them on board.

Key
a 0208-553-90**57**
b 0143-4285**6**11
c 75-30-6**9**29
d 001212-5315**89**8

❸ Students write three telephone numbers and dictate them to a partner. Monitor pairwork.

Spelling

4.8 ❸ Model words, sounds, and letters in each column: *say* – /eɪ/: *a*, *he* – /iː/: *b*, *c*, etc.
- Students repeat.
- Play recording once. Students write missing letters in columns.

4.8 ❷ Play recording again. Students check letters and repeat after recording.
- Check letters and write them on board.

Key

(say)	(he)	(egg)	(eye)	(you)
/eɪ/	/iː/	/e/	/ai/	/uː/
j	d	n	y	u
k	e	x		

4.9 ❸ Play recording once. Students write nationalities.
- Students compare spelling in pairs.
- Ask individual students to spell nationalities. Write them on board.

Key 2 Italian 3 Polish 4 Spanish 5 Thai 6 Brazilian

❶ Students spell names of three countries to their partner.
- Monitor pairwork.
- Refer students to Pocket Book p.21 to check spellings. They should ask you if their country is not in this list.

❺ Give students time to prepare together for this role-play, reviewing the telephone phrases in the box in ❺ on p.38, but encourage them not to write anything.
- Students sit back to back for role-play.
- Students change roles and repeat. Tell students to practise until they are confident using the telephone phrases.
- Walk around and monitor role-play.

Follow-up activity
In pairs, students write the telephone conversation they had in ❺. Walk around class, helping where necessary.

Resource files 4.5, 4.6

Listening script unit 4

Unit 4

4.1

/d/	/t/	/ɪd/
borrowed	asked	decided
followed	finished	invited
lived	liked	wanted
showed	worked	
travelled		

4.2

J=Journalist, TW=Tony Wheeler

J First, Tony, why did you go to Australia?
TW Well, at that time Maureen and I wanted to make a long journey before we returned to live and work in London. So we decided to go to Australia, and travel through Europe, the Middle East, and Asia.
J Did you return to London after that long journey?
TW No, we didn't. We decided we really liked travelling so we travelled again and wrote another book.
J Did you write your first book in Sydney?
TW Yes, we did. We had a very small flat in Sydney and we wrote the book on our kitchen table!
J How much money did you take?
TW You mean on our journey to Australia?
J Yes.
TW We took $1,200 and of course we spent it all. When we arrived in Sydney we had only 27 cents.
J So not much left! How did you sell the book?
TW Well, I went to all the bookshops in Sydney and showed them the book. In one bookshop the buyer was very interested and he showed it to his girlfriend. That was very lucky because his girlfriend was a journalist for the *Sydney Morning Herald* and she asked me ...

4.3

L=Laura, M=Mohammed

L Oh, Mohammed, China! Where did you go? Beijing? Shanghai?
M No, I went to Guangzhou and Hong Kong. In the south of China. I went to our new factories there.
L Hong Kong too! Great. When did you go?
M I went last month.
L How long did you stay there?
M Nine days. One week in Guangzhou and a weekend in Hong Kong.
L How did you travel?
M In Guangzhou we went by car and we went to Hong Kong by ferry.
L Interesting. What was the weather like?
M It was wet, rainy, and cold! The weather was awful.
L Oh no! Uhm.. so, who did you go with?
M I went with our regional manager, David Wong.
L Oh I know David. He's really nice.
M Yeah, he was great.
L And ... er, where did you stay?
M We stayed in five-star hotels all the time. David found the hotels and they were fabulous!
L So, did you have a good time?
M Yeah, I loved it. It was hard work but it was great.

4.4

A=Switchboard operator, B=Ron Basca

A Good morning. Sava Electronics.
B Good morning. Can I have extension 473, please?
A One moment please. I'm sorry, the line's busy. Will you hold?
B Er, no, I'll call again later. Thank you. Goodbye.
A Goodbye.

4.5

A=Switchboard operator, B = Ron Basca, C=Personal Assistant

A Good morning. Sava Electronics.
B Good morning. Can I have extension 473, please?
A Yes. One moment, please.
B Hello. Is that Carla Mann?
C No, it's her PA. I'm sorry, but she's in a meeting. Can I take a message?
B Yes, please. Could you ask her to call me? My name's Ron Basca and the number is 01483 675 9982.
C Sorry, could you say that again?
B Yes, 01483 675 9982.
C Thank you. Could you spell your name, please?
B Yes. Ron, that's R-O-N, Basca, B-A-S-C-A.
C Thank you, Mr Basca. I'll give her your message.
B Thanks a lot. Goodbye.

4.6

1 Can I have extension 473, please?
2 I'm sorry, but she's in a meeting.
3 Can I take a message?
4 Could you ask her to call me?
5 Sorry, could you say that again?
6 Could you spell your name, please?
7 I'll give her your message.

4.7

a	0208-553-9057	c	75-30-6929
b	0143-4285611	d	001212-5315898

4.8

(say)	(he)	(egg)	(eye)	(go)	(bar)	(you)
/eɪ/	/iː/	/e/	/aɪ/	/əʊ/	/ɑː/	/uː/
a	b	f	i	o	r	q
h	c	l	y			u
j	d	m				w
k	e	n				
	g	s				
	p	x				
	t	*z (BrE)				
	v					
	*z (AmE)					

4.9

1	French	4	Spanish
2	Italian	5	Thai
3	Polish	6	Brazilian

UNIT 5

Language focus 1

1 Introduce topic by eliciting which industry is the largest in the world.
- Discuss questions, whole class. Prompt with further questions, e.g. *Is tourism important for your country? Are there many jobs in tourism?*

2 Tell students to cover column B and explain any words they know in column A.
- Students match words and meanings.
- Check answers, whole class.
- Tell students to cover column A. Elicit words by giving meanings from column B. Practise pronunciation and spelling of words.

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

3 Students read article and compare their answers to the questions.
- Check vocabulary: *economy, rail travel.*
- Check answers, whole class.

Key
1 200 million people (8% of jobs in the world).
2 Because of better transportation, package holidays, the media.
3 They can book their flights and accommodation.

4 Check vocabulary: *decade*. Write up spelling on board (*nineteen fifties*, etc.) and practise pronunciation.

Key
1 the nineteen hundreds
2 the nineteen fifties
3 the nineteen sixties
4 the nineteen nineties

- Students say which decade they were born in.

5 Students complete questions using *do, does,* or *did.*
- Check answers, whole class.
- Students practise asking and answering questions.

Key
1 How much money *does* tourism make? It makes $3.6 trillion every year.
2 When *did* rail travel get better? It got better in the 1840s.
3 How *do* travel companies use newspapers? They use newspapers to advertise their products.
4 What information *do* people get from the Internet? They get travel information.

Mass and count nouns
- Read through examples.
- Elicit difference between mass and count nouns by asking check questions: *Which nouns can we use in the plural? Which can we count? Which can't we count?*

⚠ *Information* may be a count noun in the students' own language. Tell them this is a mass noun in English.

Refer students to Pocket Book p.5.

Practice

❶ Students read sentences and decide if words in *italics* are count or mass nouns. Check vocabulary: *luggage, sunshine, traffic.*
- Individually students mark nouns count or mass nouns.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 countries = count, tourism = mass
2 holiday = count, luggage = mass
3 weather, sunshine, rain = mass
4 company, people = count, work = mass
5 travel, traffic = mass, planes, cars = count

❷ Students read sentences and decide if words in *italics* can go in the plural. Check vocabulary: *village.*
- Individually students decide if the plural noun is possible.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 luggage
2 newspapers
3 accommodation, is
4 tourists, are
5 advice, was
6 Tourism, helps, employment

Follow-up activity
In pairs, students use five of the mass nouns in ❶ in sentences of their own.

Resource file 5.1

Language focus 2 ❶ Students practise pronunciation of years.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 nineteen fifty
2 nineteen eighty
3 nineteen ninety-three
4 two thousand and one
5 two thousand and twelve / twenty twelve

❷ Students review pronunciation of numbers.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 a hundred and sixty-six / one hundred and sixty-six
2 three hundred and five
3 five hundred and fifty-nine
4 seven hundred and thirty-two
5 two point three

5.1 ❸ Look at chart. Explain Tourist Arrivals figures show the number of tourist visits to a country. Play recording once. Students write years in chart.
- Play recording again. Students check answers.
- Check answers, whole class.

Key 1 1950 2 1970 3 1990 4 2000 5 2020

❶ Students match pictures with places.
- Check answers, whole class.
- Check pronunciation of new words by asking students to listen and repeat.

Key 1 b 2 d 3 c 4 a

❺ Give students time to read question and three possible definitions. Check vocabulary: *care about*.
- Check answer, whole class.

Key c

5.2 🎧 ❻ Students listen to a journalist and a tourism expert discussing ecotourism. Check vocabulary: *popular, demand, resources, income*.
- Play recording once. Students write in numbers.
- Play recording again. Students check answers.
- Check answers, whole class.

Key 1 1,000 2 400 3 140 4 1.34

some, a lot of/much/many
- Read through examples, whole class.
- Give students time to read rules and discuss answers in pairs.
- Check answers, whole class.

Key Use *some* and *a lot of* with both mass and count nouns in positive sentences.
Use *many* with count nouns in negative sentences and in questions.
Use *much* with mass nouns in negative sentences and in questions.

Refer students to Pocket Book p.5.

- Focus also on use of *any* with both mass and count nouns in negative sentences and questions (see Unit 3).

Practice

❶ Students look at chart on p.44.
- In pairs, students ask and answer questions about the chart.

❷ Students look back at information in ❻.
- In pairs, students ask and answer questions about numbers.

❸ Go through nouns in prompts, eliciting whether they are mass or count and whether *How much ...?* or *How many ...?* is needed in the question.
- Students write questions in pairs.
- Check questions.

Key
2 How much money did you spend?
3 How many days did you stay?
4 How many places did you visit?
5 How much luggage did you take?
6 How many problems did you have?
7 How much food did you eat?
8 How many wild animals did you see?

Follow-up activity
Students report back to class on the most interesting things their partner told them.

Wordpower Food file

❶ Draw students' attention to the titles of each picture. These are words that describe groups of food: *Fruit, Meat and fish, Drinks, Dairy products, Desserts, Vegetables.*
- In pairs, students match words with pictures of food.
- Check answers, whole class.

Key

a apples	l cheese	i mineral water	c strawberries
b bananas	e chicken	t mushrooms	v tomatoes
g beef	o chocolate cake	s onions	j tea
h beer	f fish	d oranges	n yogurt
u broccoli	p ice cream	k orange juice	
r carrots	m milk	q potatoes	

Pronunciation

5.3 Play recording once. Students repeat each noun.
- Practise nouns again, without recording, calling on students individually.

❷ Tell students to cover answers and look only at pictures in ❶.
- They test each other on the pictures.

Using a dictionary

Tell students that a good EFL dictionary such as *Oxford Essential Dictionary* or *Oxford Wordpower Dictionary* gives lots of useful information. This section shows them the help they give on mass/count nouns.

❶ Students look at dictionary extracts to find answers.
- Check answers, whole class.

Key a [C] b [U]

❷ In pairs, students decide which words are mass nouns and which are count nouns. Monitor pairwork.
- Check answers, whole class.

Key **Count:** apples, bananas, carrots, mushrooms, onions, oranges, potatoes, strawberries, tomatoes
Mass: beef, beer, broccoli, cheese, chicken, chocolate cake, fish, ice cream, milk, mineral water, orange juice, tea, yoghurt

❷ Students look at dictionary extracts to find answers.

Key
a a piece of advice
b a bit/a piece of information
c a piece of luggage

❹ Students discuss questions in pairs.
- Check that students are using the mass nouns *information, advice,* and *luggage* correctly.

Resource files 5.2, 5.3

Focus on communication — Offers and requests, eating and drinking

5.4 ❶ Find out if students welcome visitors at work or have business lunches with them.

- Students read questions.
- Play recording once.
- Students discuss answers to questions in pairs.
- Check answers, whole class. Ask students how they know it's not the first time Jon and Pete meet. (= use of 'Good to see you again' and 'How's everything?')

Key 1 No. 2 Two coffees.

❷ Make sure students write only letters in spaces, not phrases. Don't check answers yet.

5.4 ❸ Play recording again. Students check answers. Elicit difference between *Can* ... and *Could* ... (*can* = more informal, *could* = more polite).

Key 2 d 3 f 4 e/c 5 a 6 c/e

Pronunciation

5.5 ❶ Play recording once. Elicit which words in a sentence are stressed (= verbs and nouns).

5.5 ❷ Play recording again. Students repeat.

❹ Monitor pairwork. Tell students to practise dialogue until they can use phrases with confidence.

5.6 ❸ Go through menu, checking/explaining new food vocabulary.

- Play recording once. Students tick what Jon and Pete order.
- Students compare answers in pairs.
- Check answers, whole class.

Key tomato and carrot soup, salmon pâté with toast, chicken casserole, omelette, vegetables, side salad, glass of white wine, a beer, still mineral water

5.6 ❸ Go through phrases in the box.

- Play recording again. Students tick phrases they hear.
- Check answers.

Key What would you like ...? Could you ...? I'll have ...
Would you like ...? I'd like ...

❼ Give students time to prepare what they will say and to do a practice run first, helping each other with what to say.

- Students do role-play.

❽ Students change roles two more times, so they play each role once.

❾ Students write conversation as a group if they prefer.

Resource files 5.4, 5.5

Listening script unit 5

Unit 5

5.1

J=Journalist, O=World Tourism Organization official

J Now, you say there was a very big increase in tourism in the 1960s. I'd like some information about that. Can you give me some figures, starting before 1960? How many tourists were there in 1950?
O Well, there weren't many international tourists then, only 25 million, but 20 years later, in 1970, the number increased to 166 million, so for that period, it was a very big change.
J Yes, from 25 million to 166 million in 20 years.
O Yes, and this increase continued. In 1990 there were 458 million and in 2000, 698 million.
J So in just ten years the number went up from 458 million to 698?
O That's right. It was a very big increase.
J And how about the future?
O The situation may change. For example, oil prices may go up. But the prediction now is that there will be over one and a half billion tourists by 2020.

5.2

J=Journalist, TE= Tourism expert

J Nowadays ecotourism is very popular. Can you tell us about it?
TE Of course. Ecotourism really began in the 1990s and it's now very popular. The industry grew about 20% last year. That's three times faster than general tourism.
J Wow. Which countries are popular at the moment?
TE There are a lot of popular countries: South Africa and Mexico, for example. Costa Rica is very popular. It has amazing jungles and a beautiful coast.
J And how much money does an average visitor spend?
TE A visitor to Costa Rica spends about $1,000. That's good business: $1,000 is a lot of money in Costa Rica. Visitors to France only spend an average of $400.
J And where do ecotourists stay?
TE Well, there isn't much demand for big hotel resorts.
J Why?
TE Hotels use too many resources – electricity, gas, and so on. Most ecotourists stay in lodges. These lodges don't use many resources and they employ local people.
J Does ecotourism make much money for Costa Ricans?
TE Yes. Ecotourism brings a lot of money into the country. This makes an income of around $140 per person each year. The total income for Costa Rica last year was $1.34 billion.

5.3

A	B	C
apples	broccoli	bananas
carrots	oranges	potatoes
chicken	strawberries	tomatoes
chocolate		
mushrooms		
onions		
yogurt		

5.4

P=Pete, J=Jon

P Welcome to Novac, Jon.
J Hi, Pete. Good to see you again. How's everything?
P Oh, fine, thanks. What about you?
J Very busy right now. A lot of travelling.
P Yes. I can see that. Can I take your coat?
J Thanks.
P Would you like something to drink? A coffee, a cold drink?
J Yeah, I'd like a coffee, please.
P ... Oh, Elena, er, can you bring us two coffees, please?
Thanks ... Well, Jon, we've got a lot to do today. Shall I begin with the programme?
J Yes, OK. Ah ... Oh, could you give me a couple of minutes, I need to make a call.
P Of course. Go ahead.

5.5

1 Can I take your coat?
2 Would you like something to drink?
3 Can you bring us two coffees, please?
4 Shall I begin with the programme?
5 Could you give me a couple of minutes?

5.6

W=Waitress, P=Pete, J=Jon

P Right, Jon. We have about an hour for lunch. The next meeting is at two thirty.
J That's good. I usually only have time for a quick sandwich for lunch, often at my desk!
W Are you ready to order?
P Er, yes, I think so. What would you like, Jon?
J I'll have the salmon pâté with toast, and the omelette.
W Right.
P And I'd like the soup and the chicken casserole.
W So that's one salmon pâté and soup, then one omelette, and one chicken casserole. Would you like vegetables or a side salad?
P Jon?
J I'll have a side salad, please.
P And I'd like vegetables.
W Right. And would you like something to drink?
J Yes, a glass of white wine.
P I'll have a beer, please. Could you bring us some mineral water too?
W Certainly. Would you like still or sparkling?
P Jon?
J Still, please.
W Right.
P Thank you.

UNIT 6

Language focus 1 ❶ Introduce topic by eliciting ways of travelling. Write answers on board.
- Students discuss methods of travel in pairs.

❷ Give students time to read through true/false statements. Check vocabulary: *fewer*. Note that the Blue Mountains are a mountain range near to Sydney. The Nullarbor Plain is an enormous area of flat land in South Australia.
- Elicit which statements students think are true, and which they think are false, and why.
- Give students time to read article. Check vocabulary: *frequent*. Students tick true or false for each statement.
- Students compare answers in pairs.
- Check answers, whole class. Ask students to give information from article which shows if a statement is true or false.

Key 1 F 2 T 3 F 4 F 5 T

Comparative adjectives
- Give students time to write comparative adjectives from article. Note that some of these comparatives occur in the True/False sentences in ❷.

Key cheaper, slower, fewer, bigger, happier, more frequent, more expensive, more harmful, more boring

- Students read rules and answer question.

Key The consonant doubles, e.g. *big, bigger.*

Refer students to Pocket Book p.2.

Practice

6.1 ❶ Students read questions. Before listening, focus attention on photographs and elicit names of activities: *mountain biking, rock climbing*, and *abseiling*. Check vocabulary: *excursion*.
- Play recording once. Students listen and answer questions.
- Students compare answers in pairs.
- Play recording again, pausing to elicit answers.

Key
1 Yes, it was crowded.
2 No, she was with a friend.
3 Mountain biking (a).

❷ In pairs, students write the comparative form of each adjective.
- Monitor students' work but don't give answers at this stage.

6.1 ❸ Play recording again, pausing after each comparative adjective to check students' answers in ❷.

Key
2 more crowded
3 cleaner
4 more expensive
5 quieter
6 older
7 younger
8 more adventurous

❷ Give students time to read sentences and think of adjectives to use.
- Without referring to sentences, ask students to give adjectives they thought of. Write them up on board in comparative form. Give prompts to elicit other suitable adjectives.

- Students complete sentences individually.
- Check answers, whole class. Write up adjectives suggested for each sentence and the number of times each was chosen, to give a picture of the opinions of the class.

Follow-up activity
Ask students if there was a time when they travelled by train/car/coach instead of flying. If there are students who did this, arrange groups so the other students can interview them. Write questions to prompt on board, e.g. *Why did you go by train/car/coach? Was it better than flying? How much longer was the journey?*

Resource file 6.1

Language focus 2 ❶ Before students read article, write up on board:
Which country has ...
– the best food in the world? *– the friendliest people?*
– the nicest climate? *– the world's most beautiful city?*

- Students discuss in pairs or groups.
- Get feedback on the groups' opinions, whole class.
- Check vocabulary: *scenery, user-friendly.*
- Students read article individually.
- Get feedback on which opinions students agree and disagree with.

Superlative adjectives

- Give students time to write superlative adjectives from article.

Key nicest, safest, prettiest, easiest, most attractive, most fascinating, most interesting, best

- Students complete table with comparative adjectives, referring to Language focus 1 grammar box, if necessary.

Key cleaner, nicer, safer, friendlier, prettier, easier, more popular, more attractive, more fascinating, more interesting, better

- Students complete grammar rules.

Key Change the *-y* to *-i* and add *-est* to the end of the adjective.
Put the most before the adjective.

Refer students to Pocket Book p.2.

Practice

6.2 ❶ Check vocabulary: *short stay, average cost.*

- Elicit which country each city is in.
- Play recording once. Students complete table.
- Students compare answers in pairs.
- Play recording again, students check answers.
- Check answers, whole class, and write them on board.

Key Average cost $470 Paris $670 Madrid $550 Bangkok $340
São Paulo $290 Prague $270

❷ Students work in pairs if they prefer and complete sentences.

- Check answers, whole class.

Key 1 highest 2 cheaper 3 higher 4 lower 5 more expensive
6 lowest

❸ Students in groups think of cities they know.
- Students choose two of the cities and compare them in their groups.
- Tell students to write five sentences about the two cities and to give reasons for their opinions.
- Monitor pairwork.
- Groups report back to class on their opinions.

Follow-up activity
Ask students to look again at the list of cities in Practice ❸. Do your students go on short city breaks? To which cities in the list? Encourage a whole class discussion, e.g. *What city did you visit? Was the city expensive? What was the most expensive part of the trip?*

Resource file 6.2

Wordpower **Dates**

❶ Elicit answer for 1 as an example: *the first of May* or *May the first*.
- Tell students that today we often write *1, 2, 3*, etc. for the date, instead of *1st, 2nd, 3rd*, etc.

6.3 ❷ Play recording once. Students check answers and pronunciation.

Key
1 the first of May/May the first
2 the second of April/April the second
3 the tenth of March/March the tenth
4 the nineteenth of August/August the nineteenth
5 the twenty-fourth of September/September the twenty-fourth

6.4 ❸ Play recording once. Students underline numbers.
- Play recording again, pausing to check answers and pronunciation.

Key 1 17th 2 30th 3 16th 4 12th

Pronunciation

- Write *the fourth of June* on board. Model *-th* sounds. Students repeat.

6.5 Play recording.
- Do individual repetition with or without recording.
- Students practise further in pairs. Monitor pairwork.

❶ Tell students that it is usually better to write the month as a word.

Key In BrE the order is day, month, year.
In AmE the order is month, day, year.
In AmE they say 'August ninth' rather than 'August the ninth' or 'the ninth of August'

❸ Do 1 with students as an example.
- Monitor pairwork. Do not give answers at this stage.

6.6 ❻ Elicit answers from students, one by one, then play recording.

Key BrE
1 the first of February/February the first nineteen ninety-nine
2 the sixth of August/August the sixth two thousand
3 the eleventh of June/June the eleventh two thousand and six
4 the seventh of May/May the seventh two thousand and seven
5 the third of April/April the third two thousand and one
6 the second of October/October the second two thousand and ten/twenty ten

AmE
1 January second nineteen ninety-nine
2 June eighth two thousand
3 November sixth two thousand and six
4 July fifth two thousand and seven
5 March fourth two thousand and one
6 February tenth two thousand and ten/twenty ten

Follow-up activity
Students have to find which two class colleagues have a birthday closest to their own. When they have done this, write the birthdays on board, starting with the first birthday of the year.

Resource file 6.3

Money

❶ Tell students to cover column B and explain any words they know in column A.
- Students match words and meanings.
- Check answers, whole class.

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

6.7 ❷ Students look at pictures and use words in ❶ to guess what the problem is.
- Play recording once. Students match pictures with a conversation.
- Play recording again, pausing to check answers.
- Check answers, whole class.

Key Conversation 1: c Conversation 2: b Conversation 3: a

❸ Students use words from ❶ to complete conversations from recording.
- Students work in pairs if they prefer.
- Monitor pairwork. Do not give answers at this stage. The answers are given in ❹.

6.7 ❹ Play recording again. Students check their answers from ❸.

Key 1 note, notes, coins 2 cash, cash machine 3 credit, credit, debit

❸ Students read sentences and choose correct option from words in *italics*.
- Students mark answers individually.
- Students compare answers in pairs.
- Check answers, whole class.

Key 1 earn 2 on 3 in, by 4 receipts 5 with

❸ Students discuss sentences in pairs. Monitor pairwork.

Resource file 6.4

Follow-up activity
Ask students what things they buy in cash (e.g. a newspaper, chocolate) and what things they buy with a credit card (e.g. a flight, online shopping). You could also teach the word *cheque* (AmE: *check*). Cheques are not common in the UK any more. Do people use cheques in the students' countries?

Focus on communication

Welcoming a visitor

The aim of this Focus on communication section is to help students function with confidence in situations requiring 'small talk', which many students find difficult in English. Remind students that small talk is often very important at meetings to establish good rapport. It's important that the person visiting should take an active part, showing interest and asking questions, not only answering them.

❶ Elicit suggestions and write them on board.

6.8, 6.9 ❷ Read through topics. Check students understand *home town/country* means the visitor's town/country.
- Play recording once. Students tick topics.
- Check answers, whole class.

Key

	Conversation 1	Conversation 2
the visitor's journey	✓	✓
the visit	✓	✓
home town/country	✓	
work	✓	
travel and holidays	✓	✓
accommodation		✓

6.8 ❸ Read through questions and check understanding.
- Play recording. Students tick questions they hear.
- Students compare answers in pairs.
- Play recording again, pausing to check answers.

Key
Do you come from … (Dublin)?
Do you live in … (Barcelona)?
Is this your first visit to … (Dublin)?
Do you travel a lot for work?
Where do you work?

6.9 ❹ Give students time to read through conversation.
- Elicit possible questions, but tell students not to write anything yet.
- Play recording, pausing to give students time to write questions.
- Play recording again. Students check questions they wrote.
- Elicit questions and write them on board.

❺ Elicit which groups in ❸ the questions belong to.
- Students add questions to correct groups in ❸.
- Monitor students' work.

Key
1 Did you have a good trip? (the visitor's journey)
2 Is it your first time in New York? (the visit)
3 How long are you here for? (the visit)
4 Do you travel abroad much? (travel and holidays)
5 Do you enjoy travelling? (travel and holidays)
6 Is everything at the hotel OK? (accommodation)

❻ Give students time to prepare what they will say. Tell them they can refer to Pocket Book p.18 the first time they do the role-play.
- Monitor pairwork.

❼ Students do role-play again. Encourage them to practise several times, changing roles, until they are confident using language for welcoming a visitor.

Resource file 6.5

Listening script unit 6

Unit 6

6.1

I=Interviewer, M=Martina

I Martina, were you on the train all the time?
M No. If you want, you can can go on excursions and do activities. I got off the train at the Blue Mountains.
I The Blue Mountains. It sounds lovely!
M But I was there at the weekend when they are busier and more crowded.
I Crowded?
M People from the cities go there because of the cleaner air and the scenery.
I But there are a lot of people?
M Yes. And it was summer so everything was more expensive.
I Oh no!
M It was OK because I went mountain biking with a friend and we found some quieter places. We didn't cycle a long way because my friend was older than me. After an hour cycling he was tired.
I What else can people do?
M Well, I saw people rock climbing, ... abseiling.
I Did you go rock climbing?
M No! The rock climbers were younger and ... more adventurous tourists than me! I was happy cycling.

6.2

I=Interviewer, TC=Travel consultant

I So, this survey compares the cost of a short holiday in major cities. Which city is the most expensive for a tourist to visit?
TC There's no change from the last survey. It's London.
I Of course.
TC London was the most expensive at $900. That's almost twice the average of $470!
I I'm not surprised. Everything is expensive there: taxis, hotels, eating out ... But the museums are often free.
TC True. But $900 is a lot of money.
I And what about Paris? Tokyo? New York?
TC Tokyo is more expensive than New York. But, er...Paris is cheaper than Tokyo. In fact, yes, Paris and New York were the same ... $670.
I My last weekend break was in Madrid. Where is it in the survey?
TC It's cheaper than Paris and New York. Er ... Madrid was $550.
I Right. And which cities were cheapest for a short stay?
TC Well, cities outside of Europe. Prices were lower in Bangkok and São Paulo. In São Paulo the price is $290 and in Bangkok just a little higher at $340.
I Bangkok $340 and São Paulo $290?
TC Yes. But the lowest for a short stay is in Europe, in Prague.
I And what's the cost there?
TC Prague is ... $270.
I $270! Wow. So you can go to Prague three times for the cost of one stay in London!
TC That's right. Um, ... There really are very big differences between major cities ...

6.3

1 the first of May or May the first
2 the second of April or April the second
3 the tenth of March or March the tenth
4 the nineteenth of August or August the nineteenth
5 the twenty-fourth of September or September the twenty-fourth

6.4

1 the seventeenth
2 the thirtieth
3 the sixteenth
4 the twelfth

6.5

1 the third of April
2 the fourth of June
3 the twentieth of March
4 the twenty-third of September
5 the thirteenth of November
6 the thirtieth of December

6.6

The British English way

1 the first of February nineteen ninety-nine
2 the sixth of August two thousand
3 the eleventh of June two thousand and six
4 the seventh of May two thousand and seven
5 the third of April two thousand and one
6 the second of October two thousand and ten

The American English way

1 January second nineteen ninety-nine
2 June eighth two thousand
3 November sixth two thousand and six
4 July fifth two thousand and seven
5 March fourth two thousand and one
6 February tenth two thousand and ten

6.7

Conversation 1

P1=passenger 1, P2=Passenger 2

P1 What's wrong?
P2 How much is your train ticket?
P1 €1.10.
P2 That's the problem. You have a fifty-euro note. The machine doesn't accept big notes.
P1 Oh no!
P2 Do you have any coins?
P1 No. Only the note.
P2 Sorry. Then, you can't use the machine.
P1 Oh!

Conversation 2

C=Customer, W=Waiter

W How was your meal, sir?
C Delicious. Excellent. Mmm. Here's the bill and my card.
W Oh. Er... I'm sorry sir, we don't accept cards.
C No?
W No. We don't accept any cards.
C Oh no!
W Do you have cash?
C No.
W I'm very sorry sir, but we have to go together to a cash machine, to get the money.
C Oh.
W I'll get my coat.

Conversation 3

C=Customer, CCO=Call centre operator

CCO So your flight is booked from London to Istanbul.
C Excellent.
CCO The cost is €220.
C Can I pay by credit card?
CCO Yes. It's more expensive to pay by credit card. It's ... an extra €5.
C Ah. Uhm, I also have my debit card. Maestro.
CCO A debit card doesn't cost any extra money.
C OK. I'll use my debit card.
CCO Can I have the number please?
C Yes. It's ...

6.8

Conversation 1

A=Mr Alvarez, C=Mike Carr

C Mr Alvarez?
A Yes.
C How do you do? My name's Mike Carr.
A Pleased to meet you, Mr Carr.
C I hope you had a good flight.
A Yes. The plane left late but we arrived on time.
C That's good. My car is parked just outside.
A Thank you for meeting me.
C Not at all. Is this your first visit to Dublin?
A No, I was here last year. I really like it. What about you? Do you come from Dublin?
C No, but my parents came here when I was a child. And you, do you live in Barcelona?
A Yes, right in the centre.
C And where do you work?
A Just outside Barcelona. About fifteen kilometres to the north.
C And do you travel a lot for work?
A Not a lot. I make four or five business trips abroad every year, and we sometimes have a short break in a European city. We went to Prague for a few days last month.
C Really? I was in Prague last week. It's a beautiful city. We plan to do business with a company there ... so I hope I can go there again soon ...

6.9

Conversation 2

A=Mr Abbott, P=Ms Peto

A Welcome to New York, Ms Peto. Did you have a good trip?
P Yes, it was fine, thanks. It's great to be here.
A Is it your first time in New York?
P Yes, it is. It's a very exciting city.
A It sure is. How long are you here for?
P Only four days. I leave on Friday.
A Oh, that's too bad. Do you travel abroad much?
P Yes, quite a lot. I was in London last week and next week I go to Germany.
A Do you enjoy travelling?
P Yes, I find it interesting. But on a business trip there isn't any time to see the places you want to see.
A No, that's true. Is everything at the hotel OK?
P Oh yes, the hotel's great, thanks.
A Good. Now, let me introduce you to some of my colleagues ...

UNIT 7

Language focus 1 ❶ Introduce topic by discussing the work of journalists.

- Focus attention on words in box and meanings. Check vocabulary: *employer*.
- Students match words with correct meaning. They work in pairs if they prefer.

Key 1 c 2 d 3 a 4 b

7.1 ❷ Students read questions.

- Play recording once.
- Students compare answers in pairs.
- Play recording again, if necessary.
- Check answers, whole class.

Key
1 She writes about the USA, mainly about politics and business.
2 She writes for two newspapers and a business magazine.

7.2 ❸ Students read questions for second part of interview.

- Play recording once.
- Students compare answers in pairs.
- Play recording again, if necessary.
- Check answers, whole class.

Key
1 She is writing about the elections in the US.
2 She is preparing a special report on the US computer industry.

Present Continuous

- Before reading the grammar box, refer students back to their answers to ❷ and ❸. Elicit tenses used in the two exercises: Present Simple in ❷ and Present Continuous in ❸. Ask students why the tense is different (because in ❷ Kazuko talks about her normal work and in ❷ she talks about her current activities that week).
- Students read examples and rules.
- Give prompts to practise positive, negative, and question forms and short answers with *you/he/she/it/we/they*, e.g. *I/study/English, Kazuko/travel/at present?*

Refer students to Pocket Book p.9.

- Draw attention to use of Present Continuous for activities happening as we speak, or current, temporary activities, in contrast to use of Present Simple for routine, habitual activities, which are long-term or permanent.

Practice

❶ Give students time to read sentences.

- Check vocabulary: *work from home*.
- Students decide which activities are regular and which are current.

Key 1 R 2 C 3 R 4 C 5 C 6 R

❷ Tell students to pay attention to whether activities are regular or temporary.

- Students match verbs to correct tense.

Key
Present Simple
1 works 3 travels 6 goes
Present Continuous
2 she's making 4 she's working 5 she's interviewing

❸ Students match questions and answers.

Key 1 c 2 d 3 a 4 b

❹ Look at questions in ❸. Ask which are about a regular activity and which are about a current activity.

Key regular activity: questions 1, 3
current activity: questions 2, 4

Resource file 7.1

Pronunciation

- Write *I am, You are, He is, She is, It is, We are, They are*, on board. Elicit and write up contracted form of each. Practise pronunciation.

7.3 ❶ Play recording. Students repeat.
- Play recording again. Do further individual practice around class.

❸ Give students time to think of negative forms.
- Elicit negative sentences. Don't check answers yet.

7.4 ❸ Play recording. Students repeat and check answers.
- Do further individual practice around class with or without recording.

Key
1 He isn't working here.
2 You aren't winning the game.
3 We aren't going on holiday.
4 I'm not listening to the radio.
5 She isn't helping them.
6 They aren't playing football.

❺ Ask students if they are doing any activities like those in the pictures. Tell students to talk about their temporary activities and projects, not things they do on a regular or permanent basis. Choose a group leader to note down one current activity for each person, to report back on to the class.

Language focus 2 ❶ Tell students to cover column B and explain any words they know in column A.
- Students match words and meanings.
- Check answers, whole class.
- Tell students to cover column A. Elicit words by giving meanings from column B. Practise pronunciation and spelling of words.

Key 1 c 2 e 3 b 4 a 5 d

❷ Students discuss questions in pairs.
- Monitor pairwork.

❸ Give students time to read through questions. Check vocabulary: *survey, dream, health, overworked.*
- Before reading, elicit possible answers.
- Students read article individually and answer questions.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 40% of US workers are not going on holiday this year.
2 Some workers say that they are too busy to go on holiday. Other workers forget to go on holiday.
3 No. The companies know workers are damaging their health by not taking holiday.

Present trends

- Students write missing verbs, answer the question and find other present trends.

Key US workers are taking fewer holidays this year.
People are also having shorter holidays than before.
In the USA the situation is becoming serious.
Workers are damaging their health.
We use the Present Continuous to talk about a present trend.
Other examples in the article:
... are working harder than before
40% of US workers are not going on holiday ...
So why are workers not going on holiday?
... companies are encouraging their employees

Refer students to Pocket Book p.9.

Resource file 7.2

Practice

❶ Check vocabulary in box.
- Students complete sentences individually.

❷ Do class feedback on students' answers, eliciting reasons. Students describe other trends. Encourage discussion of reasons for trends. Focus on use of the Present Continuous.
- Check answers, whole class.

Follow-up activity
Ask students to look again at the six trends in ❶ and any other trends they thought of in ❷. Whole class, discuss: which are positive trends and which are negative trends?

Wordpower

Word partners
Tell students that when learning vocabulary it's important to learn words with the words they usually go with, i.e. word partners, and that a good EFL dictionary such as *Oxford Wordpower*, which the examples in this section come from, can give them this information.

❶ Students look at picture and discuss the man's problem.
- Elicit the term *stress*. Ask students: *Does the man in the picture have a stressful job? Why?*

❷ Students read article *Surviving stress*. Check vocabulary: *appointment, make an effort, overtime, cure.*
- Students answer questions individually, then compare answers in pairs.
- Check answers, whole class.

Key
1 Twelve hours a day.
2 7 a.m.
3 She visits customers in the afternoon.
4 They ask everyone to get to meetings on time.
5 Yes, most days she goes home by train. Sometimes she gets a taxi.
6 Swimming.

❸ Students read dictionary extracts and find answers.

Key make

❹ Students refer back to text and use examples to complete word maps.

Key **make:** appointments, a change, a decision, a mistake
do: business, my best, overtime, shopping, housework, sport
get: emails, home, to meetings, a taxi, the train

❷ Students identify different meanings of *get*. It is important that they think carefully about its meaning, as it is used in many different situations.
- Students individually identify the different meanings of *get*.
- Students compare answers in pairs.
- Check answers, whole class.

Key 1 get to work, home, to meetings 2 get emails 3 get a taxi, the train

❻ Look at examples. Elicit other adverbs of frequency and write them on board. Elicit position (after the verb *to be*, but before other verbs).
- Tell students to write sentences about themselves and the activities from ❹, using an adverb of frequency in each sentence.
- Students report back on their activities.

❼ Students work in groups and make two lists for answers to: *When do you get stressed?* and *What is the best cure for stress?*
- Afterwards, one student from each group reports back to class. What things are most stressful? Which group has the best cure for stress?

Follow-up activity
Put students in groups of three or four. Give students three minutes to think of as many word partners for *make, do,* and *get* as they can. After three minutes, get feedback. Which group has the most word partners?

Resource file 7.3

Focus on communication — Making and changing arrangements

❷ Review days of the week and basic time expressions – *yesterday, tomorrow, next/last week/weekend.*
- Students write dates from calendar.
- Check answers, whole class.

Key 2 13/13th August 3 10/10th August 4 11/11th August 5 19/19th August

- Give other dates from calendar to elicit other time expressions, e.g. *12 August (next/this Sunday), 3 August (last Friday), 6 August (last Monday/the day before yesterday)*, etc.

7.5 ❷ Students read questions.
- Play recording once.
- Students compare answers in pairs.
- Check answers, whole class.

Key 1 She's phoning to arrange a meeting.
2 At 2.30 on Thursday afternoon.

7.5 ❸ Read through phrases in table.
- Play recording again. Students tick phrases they hear.
- Check answers, whole class.

Key

Is … possible for you?	… is OK	No, I'm sorry, I'm busy on …
What about …?	Yes, that's fine.	No, … isn't possible.
How about …?		
See you on …, then.		

7.5 🎧 ❹ Give students time to read extract from conversation and think of missing verbs.

- Elicit suggestions for missing parts, but tell students not to write anything yet.
- Play recording again, pausing for students to write in missing verbs.
- Check answers, whole class.

Key 1 are they staying 2 I'm visiting 3 They're going

❺ Elicit answer to questions.

Key 1 They're talking about activities happening in the future.
2 When we talk about fixed arrangements.

- Tell students we often use the Present Continuous to describe fixed arrangements in the future, especially with the verbs *come* and *go*, e.g. *She's coming to see us tomorrow. We're going to the mountains next weekend.* With this use of the Present Continuous there is always a future time expression.
- Refer students to Pocket Book p.9.

❻ Give students time to prepare for this role-play, reviewing the phrases in the box in ❸.

- Students sit back to back for the role-play.
- Monitor pairwork.

❼ Students change roles and practise again.

- Encourage students to practise the conversation further, until they are confident using the phrases.

7.6 🎧 ❽ Students read questions.

- Ask students to suggest why Lara is phoning Max again.
- Play recording once.
- Students compare answers in pairs.
- Check answers, whole class.

Key 1 She's phoning him to change the appointment.
2 They arrange to meet at 3.15 next Monday afternoon.

7.6 🎧 ❸ Give students time to read the conversation.

- Elicit suggestions for missing parts, but tell students not to write anything yet.
- Play recording again, pausing to give students time to write.
- Check answers, whole class. Write missing parts on board.

Key

1 Can we change	4 do you prefer
2 When are you free?	5 that's fine
3 not possible for me	6 See you

❿ Give students time to check phrases they need from conversation in ❾ and prepare what to say.

- Students sit back to back for the role-play.
- Walk round and monitor.
- Students change roles and practise further, until fluent and confident in using new phrases.

Resource file 7.4

Listening script unit 7

Unit 7

7.1

I=Interviewer, K=Kazuko

I Kazuko, you're Japanese but you live in America. Can you tell us why?
K Yes, of course. I'm a freelance journalist and I write about the USA, mainly about politics and business.
I I see. Do you write for newspapers ... or magazines?
K Yes, for both. I write articles for two newspapers and a business magazine. They're all Japanese of course ... and I also do work for TV companies, special reports for business programmes ... that sort of thing.
I Sounds very interesting ... and what are you ....

7.2

I=Interviewer, K=Kazuko

I Kazuko, what are you working on currently?
K Well, this week I'm writing about the elections, here in the US. It's a lot of work! I'm interviewing politicians and talking to lots of people, getting information, that sort of thing ...
I Are you travelling a lot, then?
K Yes, I am. Normally I drive everywhere but this week I'm not making any trips by car because I haven't got much time. I'm going everywhere by plane.
I Yeah.
K Oh, I'm also preparing a special report on the US computer industry.
I Are you interviewing people for that project?
K No, I'm not, fortunately! I can do all the work at home for this, with the help of my computer, of course!
I Well, you certainly have an interesting job, Kazuko. Thank you and good luck with both projects ...
K Thanks ...

7.3

1 He's working here.
2 You're winning the game.
3 We're going on holiday.
4 I'm listening to the radio.
5 She's helping them.
6 They're playing football.

7.4

1 He isn't working here.
2 You aren't winning the game.
3 We aren't going on holiday.
4 I'm not listening to the radio.
5 She isn't helping them.
6 They aren't playing football.

7.5

L=Lara, M=Max

M Hello.
L Hello, is that Max Cromer?
M Yes, speaking.
L Max, it's Lara. Do you remember the visitors from China I told you about? Well, they're arriving next Monday. Can we arrange a meeting?
M Yes, of course. How long are they staying?
L For a week. Is Tuesday possible for you?
M No, I'm sorry, I'm busy on Tuesday. I'm visiting customers all day. What about Wednesday?
L No, that isn't possible. They're going to a trade fair on Wednesday. How about Thursday?
M Thursday afternoon's OK.
L Good. What time? Two thirty at your office?
M Yes, that's fine. So, two thirty this Thursday, at my office?
L Yes. Thanks, Max. See you on Thursday, then.

7.6

L=Lara, M=Max

M Hello, Max Cromer.
L Hello, Max. It's Lara. I'm very sorry but we've got a problem on Thursday. Can we change the date of our meeting?
M Yes, of course. When are you free?
L Well, any time on Friday or Monday afternoon is OK for us.
M Friday's not possible for me because I'm flying to Brussels for the day. What about Monday afternoon?
L That's fine. What time do you prefer?
M Is three fifteen OK?
L Yes, that's fine.
M Good. See you next Monday at three fifteen, then.
L Thanks a lot Max, and sorry again.
M That's no problem. Goodbye, Lara.

UNIT 8

In this unit students study two ways of talking about the future: *will* and *going to*. At this stage they are not compared but rather examined in two different contexts: *will* for predictions and *going to* for future plans.

Language focus 1 **8.1** 1 In pairs, students answer questions in quizzes about South Korea and Poland. Check vocabulary: *currency, maximum, join, minimum, traditionally.*

- Monitor students' work but do not give answers at this stage.
- Play recording once.
- Students compare answers in pairs.
- Play recording again, pausing after each question to check students' answers.

Key South Korea Quiz
1 a 2 c 3 b 4 b 5 c
Poland Quiz
1 c 2 c 3 a 4 b 5 a

2 Students read letter and look at questions.

- Check vocabulary: *a great experience.*
- Students answer questions in pairs.
- Check answers, whole class.

Key
1 Karol works in Warsaw, Poland.
2 His company asked him to move to their head office in Seoul.
3 He needs some advice about life in Korea.

3 Tell students that they are going to listen to an interview with an expert on South Korea, Lee Jin.

- In pairs, students match questions 1–5 with Lee Jin's answer's a–e. Check vocabulary: *delicious, spicy.*
- Do not give answers at this stage. The answers are given in 4.

8.2 1 Play recording. Students check their answers from 3.

Key 1 c 2 e 3 d 4 a 5 b

2 Students look back at 3 and underline predictions.

- Elicit answer to question.

Key **Predictions**
... maybe he will need to be a little careful
They will ask ...
It will be great. He will love it.
... he will probably go out to bars and restaurants with his colleagues
No, it won't.

We use *will* to predict future situations.

Future: *will*

- Read through examples and rules.
- Focus on contracted forms: *'ll* and *won't.*

Refer students to Pocket Book p.3.

Pronunciation

8.3 Before playing recording, model pronunciation of *'ll* and *won't* by writing examples on board, e.g. *I'll, you'll, she'll, they'll, I won't, we won't, he won't.*

- Play recording. Students repeat.
- Do further individual practice around class with or without recording.

Practice

8.4 ❶ Tell students that they are going to listen to a telephone conversation where a Korean, Kim Soo, is going to visit Poland. She is phoning Karol Lazienki to ask his advice.

- Play recording. Students complete sentences
- Students compare answers in pairs.
- Play recording again, pausing to elicit answers.

Key

1 will be
2 'll snow
3 'll need
4 Will, speak
5 won't have

❷ Check vocabulary: *exam* (= examination).

- Students interview partner and tick to show partner's answers.

Resource file 8.1

Language focus 2 ❶ Students read an interview with Karol Lazienki from Language focus 1. Before reading, ask students what they remember about Karol.

- Give students time to read through questions. Check vocabulary: *orientation, nervous.*
- Students read text individually and answer questions.
- Students compare answers in pairs.
- Check answers, whole class.

Key

1 He's going to learn about life in Korea.
2 He sits next to Karol in the office.
3 Karol and Dong-gun are going to look at some apartments. In the evening Dong-gun's going to take him to a restaurant.
4 No. He is going to visit the local office./He is going to go to Busan to work.
5 He's going to start learning Korean.

❷ Students look back at ❶ and find examples of Karol's future plans.

- Elicit answer to question.

Key

I'm going to learn about life in Korea.
Dong-gun and I are going to look at some apartments.
In the evening he's going to take me to a restaurant to try Korean food for the first time.
Next week I'm going to visit our local office in Busan.
I'm going to start a course on September 4th.

Karol uses the *going to* future to talk about his future plans.

Future: *going to*

- Read through examples and rules.
- Focus on the short answers: *Yes, I am. No, I'm not.*

Refer students to Pocket Book p.3.

Practice

❶ Check vocabulary: *regional.*
- Give students time to read through questions.
- Students read Karol's notes individually and answer questions.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 They are going to speak to the local staff in the Busan office.
2 They are going to have breakfast at the hotel.
3 They are going to go to the factory.
4 They are going to give presentations.
5 They are going to meet the regional manager.
6 They are going to talk to the international sales team.

❷ Students work in pairs and discuss questions.
- Students think of as many possible answers as they can. Afterwards, each pair reports back to class. Who has the most interesting future plans?

Follow-up activity
We can also use the going to future to say when we do not have any plans. Ask students if there is anything that they are not going to do this year, e.g. *I'm not going to change my job. I'm happy in my company.* Write students' ideas on board. Remind students that they are not making predictions here, but talking about their plans.

Resource file 8.2

Wordpower **Communications file**

❷ Students match words and pictures. They work in pairs if they prefer.
- Monitor pairwork and help if necessary but do not give answers at this stage.

8.5 ❷ Play recording once.
- Students check their answers.

Key

address c	desktop PC m
envelope a	disk drive n
postcode (BrE) zip code (AmE) d	email address h
stamp b	keyboard l
fax machine f	laptop j
mobile (BrE) cellphone (AmE) e	monitor k
phone with answerphone g	mouse p
attachment i	USB port o
CD ROM r	printer q

8.5 ❸ Play recording again, pausing to practise pronunciation of words chorally and individually.

❹ Tell students to cover answers and test each other on six words in ❷.

8.6 ❺ Find out how many students in class use email or read websites in English.
- Draw attention to expression: *all one word.*
- Play recording. Students listen to recording and read addresses at same time.
- To give students more practice in reading website/email addresses, tell them to look at the back cover of the Student's Book. Students read website address as on recording.

Follow-up activity
Draw attention to pronunciation of the @ symbol. This was originally a way of writing 'at' and it is pronounced that way in email addresses. Native speakers still use @ in its original context, so students should be aware of this.

Ask class what word they use for the @ symbol in their languages, and whether they can translate this into English.

8.7 🎧 ❻ Play recording once. Students write addresses.
- Students compare addresses in pairs.
- Play recording again. Students check answers.
- Check answers, whole class. Write up on board.

Key
1 www.cnn.com
2 www.healthnet.org.uk
3 russelg@clara.net
4 p.pezzini@rol.com
5 roychapman@altavista.net

❼ Students work in small groups to compare methods of communication. Is the situation different at work and home?
- Check vocabulary: *visiting in person, reliable, unreliable, frustrating.*
- Monitor groupwork.

Resource files 8.3, 8.4

Focus on communication — Writing emails and faxes

❶ Students' answers to these questions should give you useful information on their needs and problems in writing emails and faxes.
- Allow time for preparation of answers.
- Get feedback from whole class. Summarize on board any needs students have in common.

Note If there are needs which are not dealt with in this section, make a note of them in order to deal with them later.

❷ Tell students to answer questions. They work in pairs if they prefer.
- Walk round monitoring and helping where necessary.

Key 1 d 2 c 3 b 4 e 5 a

❸ Tell students that as with telephoning, we use typical phrases for writing emails, faxes, and letters, and that it is important to learn to use these, and not translate the typical expressions from their own language as the style of writing may be very different from English.
- Students complete the table. They work in pairs if they prefer.
- Monitor and help as previously.
- Check answers, whole class.

Key
Starting
Thank you for your fax (of 29 January).
Thanks for your email.
Saying why you're writing
This fax is (to confirm your visit ...)
This email is (to get in touch again.)
Requesting
Could you please email me (details of ...)
Please let me know (if there's a problem ...)
Giving bad news
I am sorry (to inform you ...)
Apologizing
I apologize for (the change of plans).

Ending
Please contact us again (if you would like further information.)
Looking forward to (meeting you next week.)
Hoping (to see you soon.)

Resource file 8.5

Follow-up activity
To extend the awareness-raising introduced in ❸ above, ask students to compare typical expressions learnt in this section with those they use to express the same function in their own language. Languages may vary considerably in their style of writing and it's important for students to realize that, for example, literal translations of expressions considered necessary in a polite letter in their language, may seem exaggerated, old-fashioned, and even ironical in English.

❹ Students complete email individually.

❺ Tell students to invent an email address for the space next to *To* if they don't know or have one.
- Walk round, monitoring and helping where necessary.

Listening script unit 8

Unit 8

8.1

1

Here are the answers to the South Korea Quiz.

1 The population of Seoul, the capital of South Korea, is about 11,000,000. Answer a.
2 The South Korean currency is the won, spelt w-o-n. Answer c.
3 The average maximum temperature in Seoul in August is about 31 degrees centigrade. Answer b.
4 The second biggest city in South Korea is Busan. It's also known as Pusan, with a 'p'. Answer b.
5 Soju is an alcoholic drink made from rice. Answer c.

2

Now here are the answers to the Poland Quiz.

1 Seven. Poland has a border with seven countries. They are Russia, Lithuania, Belarus, Ukraine, Slovakia, the Czech Republic, and Germany. Answer c.
2 Poland joined the EU in May 2004. Answer c.
3 The average minimum temperature in Warsaw in January is minus six degrees centigrade. Answer a.
4 In Poland people traditionally eat fish for Christmas. Answer b.
5 The second biggest city in Poland is Łódź. Answer a.

8.2

E=*Europa magazine* journalist, LJ=Lee Jin

E Lee Jin, Karol Lazienki is moving to Korea for work.
LJ Uh-huh.
E What will his life be like?
LJ It will be great. He will love it. I'm sure he will love it.
E But he'll be a foreigner in a new country. I mean ... will it be difficult to meet people?
LJ No! No, it won't. People in Korea are really friendly and lots of people will invite him out.
E What kind of places will he go out to?
LJ Well, after work, he will probably go out to bars, restaurants with his colleagues. People like to go out and they will invite Karol to come too.
E And what is the food like?
LJ Delicious. But er ... it's also very spicy so maybe he will need to be a little careful.
E Spicy?
LJ It's hot! It has a lot of garlic, yes, a lot of chilli.
E What will his new office be like?
LJ It will probably be quite formal. The men will wear a suit and tie. That's normal in South Korea.
E OK.
LJ Another thing that is different is that people are very interested in you.
E Will they ask him personal questions?
LJ Yes, they will. And they will ask him personal questions everywhere: at work, in the office, everywhere.
E What kind of questions will the Koreans ask him?
LJ They will ask 'Are you married?' 'How much do you earn?' Yes.
E Really?
LJ Yeah. And why not? People want to know about you.

8.3

1 He'll come later.
2 You'll feel better soon.
3 She'll be here on Friday.
4 We'll get the news tomorrow.
5 It won't rain today.
6 You won't have any problems.
7 They won't be at the meeting.
8 I won't leave this evening.

8.4

KS=Kim Soo, KL=Karol Lazienki

KL Soo. Hello.
KS Hello Karol. I'm looking forward to coming to Poland next week. A week in Warsaw and two days in Łódź.
KL That's right! I'm sure it will be an interesting visit for you.
KS Er ... I'm phoning because I have some questions.
KL OK.
KS What will the weather be like?
KL Ah ... It's very cold at the moment and the weathermen say it'll snow next week.
KS Ah. I thought so.
KL And when it snows, the sun is very bright. So I think you'll need sunglasses too.
KS Right. There is one other thing I am worried about. Will people speak English?
KL Er ... yes. I think so. Don't worry. You won't have any language problems.
KS Great. Er ... Those are all my questions.
KL OK. Well, see you next week.

8.5

address c
envelope a
postcode/zip code d
stamp b
fax machine f
mobile/cellphone e
phone with answerphone g
attachment i
CD-ROM r
desktop PC m
disk drive n
email address h
keyboard l
laptop j
monitor k
mouse p
USB port o
printer q

8.6

1 The website is www dot freeserve dot net. That's freeserve, all one word, dot n-e-t.
2 My email address is j underscore ellis. That's e double-l i-s at dialstart, that's d-i-a-l-s-t-a-r-t dot co dot uk.
3 My email address is timflan. That's all one word, t-i-m-f-l-a-n at a-o-l dot com.

8.7

1 The website is www.cnn.com.
2 The website is www.healthnet.org.uk. That's h-e-a-l-t-h-n-e-t dot o-r-g dot uk.
3 My email address is russelg@clara.net. That's russel, r-u-s-s-e-l, g, at clara, that's c-l-a-r-a dot net.
4 My email address is p.pezzini@rol.com. That's p dot pezzini. That's p-e-z-z-i-n-i at r-o-l dot com.
5 My email address is roychapman@altavista.net. r-o-y-c-h-a-p-m-a-n all one word and altavista is a-l-t-a-v-i-s-t-a.

UNIT 9

Language focus ❶ Give students time to read paragraph. Check vocabulary: *converted, strange, innovative.*
- Students read text individually and decide what it's about.

Key Prisons converted into hotels.

❷ Students look at pictures in pairs and answer the question.
- Get feedback from whole class.

❸ Students read rest of article from ❶.
- Give students time to read through questions. Check vocabulary: *luxurious, youth hostel, bars* (on windows), *sheets, valuables.*
- Students read article individually and answer questions.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 Malmaison is in Oxford, UK. Hostel Celica is in Ljubljana, Slovenia.
2 The governer's house.
3 The main hall, stairs, and the doors. There are also two cells in the hotel in their original condition.
4 The prison walls, the windows, and doors.
5 Music concerts and art exhibitions.

❹ Students answer the question in pairs.
- Get feedback from whole class. How many students chose Malmaison and how many Hostel Celica?

Follow-up activity
Ask students if they know of any other unusual hotels. Do they know of a hotel that was converted from another building, e.g. a castle? Encourage them to ask and answer questions: *Where was it? Did you stay in the hotel? What are the rooms like?* etc.

Modal verbs

- Read through examples. Draw attention to infinitive without *to* after *should, may, can.*
- Students answer questions. Remind them to look in the introductory paragraph on p.78 as well as the main text.

Note *Can* and *may* both mean *it's possible* in these two sentences but they are not interchangeable and trying to explain the difference may cause confusion at this level. Simplify and tell students it's best only to use *may* where we mean *will* perhaps, as here, and *can* where we mean *it's possible.*

Refer students to Pocket Book p.6.

Key
... you should ask at reception
... you shouldn't leave money or valuables in your room
You can also spend the night in the governor's house...
... you can't stay in these rooms
... you can only look at them
... you can't escape the hotel's history
Guests can see graffiti on the prison walls ...
... businesses have to be innovative
You don't have to spend a lot of money ...

We put *should* and *can* before the subject, e.g. *Should/Can I go?*
We use *do, does,* or *did* and change the position of the subject and verb, e.g. *Do I have to go?*

Pronunciation

9.1 🎧 ❶ Play examples. Elicit difference in pronunciation.

9.2 🎧 ❷ Play recording once.
- Check answers, whole class.

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

9.2 🎧 ❸ Play recording again. Students repeat.

Practice

❶ Students complete sentences individually or in pairs if they prefer. Check vocabulary: *booked up, pets.*
- Check answers, whole class.

Key 1 can 2 shouldn't 3 don't have to, can 4 should 5 have to, can't

❷ Check vocabulary: *formal clothes, look after visitors, do the housework/shopping/gardening.*
- Students ask each other both the **At work** and **At home** questions and note their partner's answers.

❶ Students report back on the three most interesting things they found out about their partner.

❶ Give students time to choose alternatives and think of the reasons.
- Get feedback from whole class.

Resource file 9.1

❺ Look at pictures. Check understanding of customs/traditions shown in pictures.
- Get class feedback on which customs/traditions students have in their country.

❻ Students work in pairs and give advice to each other.

Note If you have students of the same nationality in a multinational class, put them in a pair or group to prepare advice for visiting their country. If students are all of different nationalities, they can prepare the advice alone, then exchange it with a partner. In a monolingual class, students can prepare advice in pairs, then exchange information with a different partner.

❶ Elicit suggestions, whole class.

❻ Brainstorm a few ideas to get students thinking, whole class. Elicit problems that visitors to foreign countries might have when meeting people, eating and drinking, etc., and elicit ideas on what they should do.
- Students work in groups. Tell all students in group to keep notes of the group's advice.
- Walk round, monitoring and helping.
- Each student in a group reports back to class on one or more of the topics the group discussed.

Resource file 9.2

Wordpower **Hotel file**

❶ Find out if students need to use English in hotels.
- Students match pictures and words individually or in pairs.

9.3 🎧 ❸ Play recording once. Students check answers.

- Practise pronunciation of any difficult words or play recording again, pausing for students to repeat.

Key

Reception	**Bedroom**	**Bathroom**
lift (BrE)/elevator (AmE) f	blanket k	bath u
stairs d	hangers m	shower q
luggage a	pillow j	toilet v
suitcase b	sheet l	towel t
form (= hotel registration form) e	TV p	soap r
key c	remote control o	hairdryer s
key card h	wardrobe n	
bill i		
receipt g		

❸ Put students into AA, BB pairs to prepare descriptions for ten words.

- Students work in AB pairs and test their partner, giving the description to elicit the word. Monitor pairwork.

9.4 🎧 ❹ Students listen to six conversations between hotel guests and receptionist.

- Play recording. Students match conversations with six pictures.
- Students compare answers in pairs.
- Check answers, whole class.

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

9.4 🎧 ❺ Students listen again and note what the guests want or want to do.

- Play recording. Students write answers, then compare in pairs.
- Play recording again, pausing to check answers.

Key

1 The guest wants some clean towels.
2 The guest wants a hairdryer.
3 The guest wants to pay the bill tonight.
4 The guest wants to leave a suitcase at reception.
5 The guest wants a new remote control.
6 The guest wants a new key card.

❸ Students try to guess what hotel guests are talking about.

- Check vocabulary: *boss, lock.*
- Write on board: *My car is really old. I need a new one.* Ask students what *one* refers to (*my car*). Tell students they are going to try to guess the meanings of words from sentences. All the words appeared in ❸.
- Students try to guess answers in pairs.
- Check answers, whole class.

Key **They**'re too heavy to carry. *suitcases*
I need **it** to show to my boss, because my company is paying for the hotel. *bill/receipt*
There are only **two** in the wardrobe and we have lots of clothes. *hangers*
It's cold today. I need another **one** on my bed. *blanket*
I don't have time for **one**. I'll have a shower instead. *bath*
I put **it** in the lock, but it doesn't work. *key*
He doesn't want to walk up **them**, because he has to carry his suitcases. *stairs*
I always sleep with **two** under my head, but the bed only has one. *pillow*
Every guest has to complete **this** when they check into the hotel. *form*

Follow-up activity
In pairs, students write three more sentences like those in ❸. Another pair has to guess what the objects are. You could do this to review the vocabulary of another unit.

Resource file 9.3

Focus on communication Invitations

9.5 ❶ Use pictures to set scene. Elicit what places they show.
- Play recording once. Students match conversations and pictures.
- Check answers, whole class.

Key Conversation 1 Invitation to new production centre (c)
Conversation 2 Invitation to have dinner (a)
Conversation 3 Invitation to a concert (d)
Conversation 4 Invitation to London (b)

9.5 ❷ Read through phrases. Draw attention to *-ing* form after *How about ...?* and *What about ...?* Elicit why we usually give a reason when we don't accept an invitation (because not doing so seems rude).
- Play recording again. Students tick phrases.
- Students compare answers in pairs.
- Play recording again, pausing to check answers.

Key

Would you like to (visit ...)?	Thank you. That would be interesting.
Would you have (dinner) with me ...?	Thank you very much. I'd enjoy that.
How about (a trip to ...)?	Thanks for asking me, but I'm afraid (I've got something planned).
	I'd love to, but unfortunately (I have to ...).

❸ Give students time to prepare what they'll say. Remind them to give a reason when they say 'No' to an invitation.
- Students practise conversations in pairs. Monitor pairwork

Suggestions

9.6 ❶ Play recording once. Students tick *Yes* or *No*.
- Students compare answers in pairs.
- Play recording again, pausing to check answers.

Key 1 Bob Yes 2 Renzo No 3 Michelle No 4 Lara Yes

9.6 ❷ Read through phrases. Point out some expressions (the more informal ones) are the same for inviting and suggesting and we also usually give a reason when we say 'No' to a suggestion.
- Play recording again. Students tick phrases.
- Check answers, whole class.

Key

How about (playing ...)?	Great idea.
What about (coming ...)?	OK. Fine.
Why don't we (go ...)?	Sorry, I can't. (I'm going ...).
Let's (go ...).	I'd love to, but (my mother ...).

❸ Give students time to prepare suggestions and responses. Tell them to make sure they use phrases from the box in ❷.
- Monitor pairwork.

❹ Students can work in pairs to prepare the invitations and suggestions. Set a minimum number of invitations/suggestions, e.g. six.
- Before students walk round inviting, etc., tell them to make a note of invitations and suggestions that are accepted.
- Walk round, prompting and helping where necessary.
- Students report back to class on arrangements made, using Present Continuous, e.g. *On Thursday evening Tomaso, Susie, and I are going to a restaurant. On Sunday I'm playing tennis with Marie-Claude.*, etc.

Resource file 9.4

Listening script unit 9

Unit 9

9.1
a You can stay in a private room.
b You can't make a prison into a hotel!

9.2
1 You can stay in a converted prison.
2 You can't go by car.
3 Can we ski?
4 Yes, you can.
5 You can't invite a lot of guests.
6 You can't take risks.
7 Can you park your car in the hotel?
8 No, you can't.

9.3

Reception	Bedroom	Bathroom
lift or elevator f	blanket k	bath u
stairs d	hangers m	shower q
luggage a	pillow j	toilet v
suitcase b	sheet l	towel t
form e	TV p	soap r
key c	remote control o	hairdryer s
key card h	wardrobe n	
bill i		
receipt g		

9.4
R=receptionist, G1=Guest 1, G2=Guest 2, G3=Guest 3, G4=Guest 4, G5=Guest 5, G6=Guest 6

Conversation 1
G1 Hello. Can I have some clean towels please?
R Certainly. Which room are you in?

Conversation 2
G2 Excuse me. I don't have a hairdryer.
R I'm sorry. There should be one in your room. Uhm … OK. I can get one for you.

Conversation 3
R How can I help?
G3 I have to leave early tomorrow morning. Can I pay my bill tonight?

Conversation 4
G4 Today is my last day at the hotel and I need to go into town.
R OK.
G4 Can I leave my suitcase here at reception today?
R Yes, that's no problem at all.

Conversation 5
G5 The remote control doesn't work. Can I have a new one please?
R Yes, we'll get another one for you.

Conversation 6
G6 I'm very sorry. I can't find my key card. Can you replace it?
R Yes, we can. Don't worry. People lose their key cards all the time.

9.5
Conversation 1
A Mr Santos, would you like to visit our new production centre?
B Thank you. That would be interesting.

Conversation 2
A Ms Labbé, would you have dinner with me tomorrow evening?
B Thank you very much. I'd enjoy that.

Conversation 3
A Carla, I've got two tickets for a concert on Thursday. Would you like to come?
B Thanks for asking me, but I'm afraid I've got something planned.

Conversation 4
A Gianni, how about a trip to London on Saturday?
B I'd love to, but unfortunately I have to leave Saturday morning.

9.6
Conversation 1
A Hi, Bob. Are you busy this evening?
B No, why?
A How about playing tennis then?
B Great idea!

Conversation 2
A Renzo, what about coming to the football match with us on Sunday?
B Sorry, I can't. I'm going on holiday tomorrow.
A Oh, well, have a good holiday, then.

Conversation 3
A Michelle, why don't we go skiing on Sunday?
B I'd love to, but my mother's visiting us on Sunday. It's her birthday.

Conversation 4
A Lara, are you busy next Saturday?
B No, I don't think so.
A Let's go to the cinema.
B OK. Fine.

UNIT 10

Language focus ❶ In pairs, students match pictures and outdoor sports.
- Check answers, whole class.
- Whole class. Students brainstorm clothes and equipment needed for the outdoor sports. Write their ideas on board.
- Elicit names of sportswear companies. Famous examples include Nike, Adidas, Reebok.

Key a mountain climbing b skiing c snowboarding
d hiking e long-distance running

10.1 ❷ Students read the text on *The North Face*. Check vocabulary: *founded, brand, high-performance, sleeping bags*.
- Students look for five incorrect facts.
- Students compare answers in pairs. Monitor students' work but don't give answers at this stage.
- Play recording once. Students check answers.
- Students compare answers in pairs.
- Play recording again, pausing after each answer.
- Check answers, whole class.

Key Two hikers founded *The North Face* **in San Francisco** in 1966.
They chose the company name because the 'north face' of a mountain is the **most difficult** to climb.
... in the 1980s the company started producing **ski wear**.
In **the mid-1990s** *The North Face* designed more products for rock climbers ...
Dean Karnazes, who ran a marathon to the **South** Pole ...

❸ Tell students to cover column B and explain any words they know in column A.
- Students match words and definitions.
- Check answers, whole class.

Key 1 c 2 d 3 e 4 b 5 a

10.2 ❹ Students listen to a discussion about *The North Face*'s business and complete sentences.
- Check vocabulary: *summit*.
- Play recording once. Students complete sentences.
- Students compare answers in pairs.
- Play recording again, students check answers.
- Check answers, whole class.

Key
1 climbers, skiers
2 coats, jackets
3 expeditions
4 Mount Everest, skied
5 original customers

❺ Students think of other companies they know that have developed in a similar way to *The North Face*.
- Students discuss in pairs.
- Tell students to write three sentences about companies.
- Monitor pairwork.
- Pairs report back to class on their opinions.

Follow-up activity
Tell students they have to plan a climbing expedition in the mountains. They need to put eight objects in their backpack. What things are most important? Students make a list of objects in small groups of three or four. Finally one student from each group reports back to the class. Let students use their dictionaries to help with this task.

Past Simple and Present Perfect

- Read through examples. Elicit difference between the Past Simple (finished situations and actions at a definite time in the past) and Present Perfect (finished situations and actions in a time up to the present), and the meaning of *ever* (at any time up to now).

Refer students to Pocket Book p.10.

Past Participles

- Draw attention to the past participles of regular and irregular verbs.

Refer students to Pocket Book p.20.

Note The Present Perfect with *for* and *since* is not taught at this level.

Pronunciation

- The aim here is to make students more aware of the difference between, e.g. *I finished* and *I've finished*, as they often don't hear the unstressed contracted forms of *have*.

10.3 ❶ Play recording once. Students repeat sentences.

10.4 ❷ Play recording once. Students tick sentence they hear.
- Play recording again, pausing to check answers.

Key 1 a 2 b 3 a 4 a 5 b 6 a

10.5 ❸ Play recording once. Students repeat both a and b sentences in ❷.

Practice

❶ Do first sentence as an example. Elicit reason why it's not correct.
- Students work in pairs if they prefer.
- Check answers, whole class. Elicit reason why the tense is correct or incorrect in each sentence.

Key
1 They had a long holiday last year.
2 correct
3 Did you live in Madrid in 2005?
4 correct
5 correct
6 He started a new job a month ago.
7 I phoned you three times yesterday.

❸ Go through sentences with students, eliciting which tense is needed and why, but don't give answer. Check vocabulary: *illegal*.
- Students complete sentences.
- Check answers, whole class.

Key
1 has had / have had
2 has opened / have opened
3 expanded
4 sponsored
5 has advertised / have advertised
6 launched

Note Company names can be followed by either a singular or plural verb. In AmE a singular verb is considered more correct.

❸ Students write infinitive and Past Simple forms, then check verbs in Pocket Book p.20.

Key

Infinitive	Past Simple
fly	flew
forget	forgot
have	had
lose	lost
win	won

❹ Go through prompts, checking students understand vocabulary. Elicit past participles of verbs.
- Students interview partner.

❺ Tell students to note down partner's answers, to report back to class.

❸ Students tell class the three most interesting things their partner told them.

Resource files 10.1, 10.2

Wordpower Verbs with prepositions

❶ Students cover A and B boxes and look at pictures. Elicit what is happening in each picture. Encourage guesses.
- Students match words from A and B, then write activities next to correct picture. Monitor pairwork.
- Check answers, whole class.

Key

apologize for a mistake (2)
put on a jacket (3)
go for a walk (4)
wait for a bus (5)
pay for a ticket (6)
turn on a TV (7)
thank someone for help (8)
get on a train (9)
go on holiday (10)

❸ Students complete conversations in pairs.
- Do not give answers at this stage. The answers are given in ❸.

10.6 ❸ Students listen and check their answers to ❷.
- Play recording once. Students compare answers in pairs.
- Play recording again, pausing after each question to check students' answers.

Key 1 after 2 up 3 for 4 at

❹ Students look at the picture of a railway station for one minute and try to remember everything in the picture.
- Books closed. In pairs, students try to write down everything they remember in the picture.
- Check answers, whole class.
- Open books. Students look in their dictionaries for any words that they do not know.

Follow-up activity

In pairs, students look again at the activities in this unit. Write on board *When was the last time you went for a walk?* Elicit a reply from a student and then ask further questions, e.g. *Where did you go? Who did you go with?*

Write words from the Wordpower section on board:
go for a walk
thank someone for help
pay for a ticket
apologize for a mistake
go on holiday
look after someone
look something up
look for something
Students ask and answer questions about the last time they did these things.

Resource file 10.3

Focus on communication

Answerphone messages

Ask students if they ever hear answerphone messages in English, and if so, whether they have problems understanding them.

10.7 ❶ Read sentences a–e. Check vocabulary: *dial, busy, postcode.*
- Play recording once. Students write number of call.
- Check answers, whole class.

Key a 3 c 2 d 5 e 4

10.7 ❷ Give students time to read messages. Play recording again, pausing for students to complete.

10.7 ❸ Play recording again, pausing to elicit and write answers.

Key
Call 1 calling, busy, hold, will answer
Call 2 9.30 a.m., 6.45 p.m., call back, 7073
Call 3 has changed, 0207, seven
Call 4 your call, name, number, get back
Call 5 receive, address, words, your call

Resource file 10.4

Emails and mobile phones

Find out if students use mobile phones and, if so, what problems you can have when using a mobile phone.

❶ Students read email and describe differences between emails and letters. They work in pairs if they prefer.

Key (Possible answer) Emails are usually shorter, more informal, arrive immediately, and the sender usually expects a quick response.

10.8 ❷ Students read questions.
- Play recording once.
- Students compare answers in pairs.
- Check answers, whole class.

Key
1 Tonia is calling Max to tell him she won't get to his office for 3.30 because her plane arrived late.
2 At an airport.
3 She loses the connection and has to call again.

❷ Check vocabulary: *cellphone* (= AmE for mobile phone), *fix the time.*
- Students answer question.

Key The use of first names. It begins *Hi Hans* and ends *Best regards Don.*

10.9 ❹ Play recording once.
- Check answers, whole class.

Key
1 Hans and Don.
2 Yes. Don answers Hans' first call when he's in a restaurant . Hans makes his second call when he's in a taxi.

10.9 ❸ Give students time to read conversation.
- Play recording again, pausing for students to complete.
- Students compare answers in pairs.
- Check answers and write on board.

Key
1 Could you call me back
2 Is it OK to talk now
3 sorry I couldn't talk
4 can you hold on a minute
5 Sorry about that
6 How about coming
7 See you at 12

6 In pairs, students decide which phrases to use when.

- Check vocabulary: *interrupting anything, hang up, line's breaking up* (= disappearing), *recharging*.

Key a 1, 2, 3, 5
b 4, 6, 7

7 Give students time to prepare what to say in each conversation.

- Students sit back to back for role-play.
- Monitor pairwork.
- Encourage students to practise conversations several times, until they can use the telephone phrases with confidence.

Resource file 10.5

Listening script unit 10

Unit 10

10.1
The North Face

Two hikers founded *The North Face* in San Francisco in 1966. They chose the company name because the 'north face' of a mountain is the most difficult to climb. Three years later the company began designing its own brand of climbing clothes and equipment, and in the 1980s the company started producing ski wear.

By 1989 *The North Face* offered a collection of outdoor wear, ski wear, sleeping bags, packs, and tents. In the mid-1990s *The North Face* designed more products for rock climbers, backpackers, and people who enjoy the outdoors. In spring 1999 it started its own range of trekking and running shoes.

The North Face works with some amazing sportsmen and women. Dean Karnazes, who ran a marathon to the South Pole in running shoes in 2002, helps *The North Face* develop their running footwear and equipment.

10.2

P=Presenter, J=Jackie

P Have you ever bought a *North Face* product, Jackie?
J Yes, I've bought a jacket and a pair of their winter boots.
P And have you ever used these for hiking or climbing?
J No, I haven't. I've only used them for walks and going to town.
P I see. Actually, a lot of *North Face* customers these days are like you. They are not actually sports people. Originally, their products were for climbers and skiers. But their range of products has expanded a lot. For example, they have recently introduced a range of designer coats and jackets. Since 1969 they have also sponsored expeditions – the first one was to the Arctic. They have also sponsored a wide range of athletes like Kit DesLauriers who climbed Mount Everest and skied down from the summit.
J So the company has developed a lot since it started in 1966.
P That's right. But at the same time it has kept its original customers.

10.3

1 a I've finished the work.
  b I finished the work.
2 a He's solved the problem.
  b He solved the problem.

10.4

1 We've travelled a lot.
2 He changed his job.
3 I've corrected the mistake.
4 They've invited us to dinner.
5 I found my passport.
6 It's stopped raining.

10.5

1 a We've travelled a lot.
  b We travelled a lot.
2 a He's changed his job.
  b He changed his job.
3 a I've corrected the mistake.
  b I corrected the mistake.
4 a They've invited us to dinner.
  b They invited us to dinner.
5 a I've found my passport.
  b I found my passport.
6 a It's stopped raining.
  b It stopped raining.

10.6

T=Tom, J=Judith, L=Lara, F=Frank, P=Paul, S=Sue, D=Diane, K=Katie

Conversation 1

T My daughter's sick. I have to stay at home to look after her. She's only three.
J Fine. No problem.

Conversation 2

L What's Harry's phone number?
F I don't know. I'll look it up in the phone book.

Conversation 3

P I've lost an important piece of paper.
S Don't panic. I'll help you look for it.

Conversation 4

D Have you looked at the photos I sent you yet?
K Yes. I have. They are perfect for the company magazine.

10.7

1
Thank you for calling Airline Network. All our agents are busy at the moment. Please hold, and an agent will answer your call as soon as possible.
2
The office is now closed. We are open from 9.30 a.m. to 6.45 p.m., Monday to Saturday. Please call back during these times. In an emergency, please call 0118 956 7073.
3
The number you are dialling has changed. Please dial again, putting 0207 before the last seven digits.
4
This is Bob Steele's office. I'm sorry I can't take your call right now but please leave your name and number and I'll get back to you as soon as possible.
5
This is the Office World catalogue line. To receive our catalogue, please leave your name, address and postcode, spelling any difficult words. Thank you for your call.

10.8

T=Tonia, M= Max

T Max, it's Tonia.
M Sorry, who? It's a bad line.
T Max, it's Tonia. I've got a problem. I've just arrived. My plane was late. I'm very sorry but I don't think I'll be able to make ...
M Hello ... hello? Tonia?
T Max, are you there?
M Yes. I'm on my mobile. We lost the connection.
T Yes. Look, Max, as I said, my plane was late and I'm still at the airport so I won't get to your office for 3.30.
M Don't worry. When can you get here?
T Er, in about an hour?
M OK. I'll tell the others. We'll wait till you arrive.
T Are you sure? Thanks a lot, Max. Bye.

10.9

H=Hans, D=Don

H Hello, Don, it's Hans. Am I disturbing you?
D Er ... I'm in a restaurant with a customer at the moment, but we're getting ready to leave. Could you call me back in about five minutes?
H Yes, of course.
(Later)
H Don, Hans again. Is it OK to talk now?
D Yeah, sorry I couldn't talk before. So you've arrived?
H At last! It's a long trip. Oh, Don, can you hold on a minute ... (Are you sure this is the right address?) Yes, yes, that's the right address ... Sorry about that Don, the taxi driver wanted to check the address. Right, can we fix a time to meet?
D Sure. Tomorrow's best for me. How about coming to my office around 12, then we have lunch together after?
H Good idea. See you at 12 tomorrow then.
D Yeah. Enjoy your first day in Chicago, Hans. Bye.

REVIEW UNITS ANSWER KEY

Review Unit A p.22
Review Unit B p.40
Review Unit C p.58
Review Unit D p.76
Review Unit E p.94

Review Unit A

1

1 speaks
2 are
3 communicate
4 uses
5 travels
6 visits
7 does
8 goes
9 is
10 works

2

1 Where do they live?
2 Who does he work for?
3 Does she go to work by car?
4 What time do you start work?
5 What does she do in her job?
6 Do you use English at work?

3

have time
write emails
visit clients
go shopping
watch TV
speak English on the phone
read emails/newspapers

3

a nine fifteen/a quarter past nine
b ten thirty/half past ten
c two forty-five/a quarter to three
d six fifty/ten to seven

3

(Possible answers)
1 Pleased to meet you, too.
2 Nice to meet you, too.
3 It's good/nice to see you/to be here again
4 Fine, thanks.
5 Very well, thanks, and you?
6 Fine, thanks./Very well, thanks.
7 I enjoyed meeting you too.
8 Thank you./Thanks.

8

(Possible answers)
1 can I help
2 Can/Could I speak
3 calling
4 Hold
5 that
6 speaking
7 This is
8 calling/phoning

3

at	on	in	no preposition
10.30 a.m.	Tuesday evening	the afternoon	next Saturday
the weekend	Wednesday	the evening	next year
4 o'clock	Sunday morning	the morning	last weekend
			yesterday morning

Review Unit B

1

1 museum
2 hotel
3 restaurant
4 chemist's
5 cinema
6 metro station

3

1 Have you got
2 Have you got
3 Does she have
4 Do you have
5 Have they got
6 Does he have

4

1 a sunny b windy c cloudy d cold e hot
2 a plane b ferry c train d car

5

1 bought/didn't buy
2 ate/didn't eat
3 wrote/didn't write
4 went/didn't go
5 left/didn't leave
6 was/wasn't
7 met/didn't meet
8 studied/didn't study

6

Conversation 1

1 extension
2 please
3 moment
4 sorry
5 busy/engaged
6 hold
7 call/ring/try
8 back/again
9 Goodbye
10 Goodbye

Conversation 2

1 sorry
2 take
3 message
4 Can/Could
5 call/ring
6 name
7 is
8 number
9 can/could
10 say
11 spell
12 name
13 give
14 message

Review Unit C

1

newspaper C
transportation M
travel M
company C
information M
potato C
traffic M
banana C
money M
industry C
plane C
wine M
tomato C
work M
apple C
luggage M
tourist C

2

1 many
2 a lot of
3 much/a lot of
4 a lot of
5 much
6 many/a lot of
7 much/a lot of

3

1	few	fewer, the fewest
2	quick	quicker, the quickest
3	easy	easier, the easiest
4	dangerous	more dangerous, the most dangerous
5	crowded	more crowded, the most crowded
6	happy	happier, the happiest
7	big	bigger, the biggest
8	good	better, the best
9	bad	worse, the worst
10	friendly	friendlier, the friendliest
11	expensive	more expensive, the most expensive
12	clean	cleaner, the cleanest

4

in BrE

1 the ninth of January nineteen ninety-nine
2 the twelfth of March two thousand
3 the eleventh of April two thousand and two/twenty oh two
4 the seventh of August nineteen ninety
5 the second of October nineteen seventy-two

in AmE

1 September first nineteen ninety-nine
2 December third two thousand
3 November fourth two thousand and two/twenty oh two
4 July eighth nineteen ninety
5 February tenth nineteen seventy-two

5 1

a notes
b a cash machine
c credit cards
d coins/cash

2

a I spent $200 **on** food when I was at the conference.
b Most workers in this country **earn** more than $1,000 a month.
c After you get a taxi, always get a **receipt** from the driver.
d I don't have my credit card so I have to pay **in** cash.
e I paid for my flight **by** credit card.

6 (Possible answers)

A

1	Can I take your coat?	Thank you.
2	Would you like something to drink?	Yes, please./Not at the moment, thanks.
3	Could/Can you help me with a problem?	Yes, of course./Sorry, but ...
4	Could/Can you post a letter for me?	Yes, of course./Sorry, but ...

B

1	Can I take you to your hotel?	Thank you very much.
2	Can I carry your suitcase for you?	Thanks very much.
3	Could you drive me to the station?	Yes, of course./Sorry but ...
4	Can/Could we have/you bring us two coffees, please?	Certainly.

Review Unit D

1

1 works
2 are visiting
3 is going up
4 start
5 do, live
6 are not taking

3 (Possible answers)

1 I'm going to ask Bob about his plans for the Asia sales team.
2 I'm going to phone the Tokyo office to arrange my visit for next month.
3 I'm going to buy souvenirs for my Japanese customers.
4 I'm going to learn some phrases to introduce myself in Japanese.
5 I'm going to get some guide books and plan a trip for my day off.

4 **do:** homework, the housework, some work, business (with someone), the shopping, a sport
make: a decision, a phone call, a mistake, a business trip, an appointment, a change

5 **Conversation 1**

1 is that
2 speaking
3 calling/phoning
4 you free
5 sorry
6 about
7 possible
8 fine/OK
9 say

Conversation 2

1 It's
2 sorry
3 Can/Could
4 change
5 free
6 OK/possible
7 about
8 fine
9 See you
10 Thanks

5 1

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

2

Starting: 1, 7
Saying why you're writing: 5, 9
Requesting: 2, 4
Giving bad news: 10
Apologizing: 6
Ending: 3, 8

Review Unit E

1

1 have to
2 don't have to
3 should
4 can
5 shouldn't
6 can't

2

1 Have you ever lived in a foreign country?
Where did you live?
When did you live there?
2 Have you ever broken a bone?
What did you break?
How did you break it?
3 Have you ever won a prize?
What did you win?
When did you win it?

3

1 spent
2 did you visit
3 has travelled
4 have you travelled
5 Did they arrive
6 has increased
7 were
8 have opened

4

1 for
2 on/up
3 up
4 on
5 for
6 for
7 on
8 for

5

1 suitcase
2 stairs
3 lift (BrE) elevator (AmE)
4 soap
5 towel
6 bill
7 receipt
8 key, key card

6 (Possible answers)

Conversation 1
A would you like to
B would be interesting
Conversation 2
A How/What about
B love to
Conversation 3
A would you like to
B enjoy that
Conversation 4
A How/What about
B that's a good idea
Conversation 5
A don't we
B sorry
Conversation 6
A why don't we
B a good idea

7 (Possible answers)

1 Sorry, we lost the connection.
2 Am I disturbing you?/Am I interrupting anything?/Is this a good time to call?
3 The line's breaking up./I can't hear you. Can you hang up and I'll call you again?
4 I think my mobile needs recharging.

Resource file index

Introduction

This index gives details of the file type and the language point being practised, and indicates the first point at which the material can be used. Those activities which have instructions are marked ● in the index.

Instructions

Instructions are provided for the card and grammar practice activities, but many of the materials in the Resource file need no instructions; information to enable students to carry out the tasks is given on the photocopiable sheet.

Grammar file

The Grammar file provides activities based on the 'discovery' approach to teaching grammar used in the Student's Book, and which relate to the target grammar of each unit. All activities require students to analyse data and think about grammatical form and meaning.

There are grammar games with cards; concept cards which develop and practise students' understanding of grammatical concepts and use through the analysis of examples, and practice cards which provide opportunities to put this knowledge to use. To make the cards, cut up each photocopied sheet, stick each 'paper card' onto strong card and cover each card with adhesive film. It is worth spending the time producing sets of cards in this way as they will last much longer.

Vocabulary file

The Vocabulary file provides material for regular and systematic reviews of the key vocabulary in the Student's Book, and for some vocabulary extension work.

Communication file

The Communication file has a variety of activities, including role-play, discussion, and games, which extend the topics and functional language in the Focus on communication sections in the Student's Book and give students further practice.

Tests

These can be used after Units 2, 4, 6, 8, and 10.

Answer key

This is photocopiable, to give students the opportunity to check their own work. Activities which have answers are marked ▲ in the index.

Index

	File	Language point/ Topic	Title	Use
1.1	Grammar	Needs analysis	Why do you need English?	Practice 7 p.9 (Student's Book)
1.2	Grammar	Present Simple	Grammar cards	Practice 7 p.9
1.3	Vocabulary	How to learn vocabulary	Learning vocabulary	Wordpower 9 p.11
1.4	Communication ●	Introductions	Introductions	Focus on communication p.13
1.5	Communication ●▲	Social English	Introductions, greetings, and goodbyes quiz	Focus on communication p.13
2.1	Grammar	Present Simple and adverbs of frequency	How often do you ...?	Language Focus (2) 1 p.16
2.2	Grammar	*like/love/enjoy*	I like running at the weekend.	Practice 8 p.17
2.3	Vocabulary ●	Time expressions	Routines	Wordpower 9 p.19
2.4	Vocabulary ▲	Jobs	Jobs	Wordpower 9 p.19
2.5	Communication ●	Prepositions of time	Time expressions	Focus on communication p.21
2.6	Communication ●▲	Social English	Starting a call	Focus on communication p.21
3.1	Grammar ▲	*There is/There are*, prepositions of place	There's a .../There are some ...	Practice 5 p.27
3.2	Grammar ●▲	*Have got*	Have got	Practice 5 p.27

File		Language point/ Topic	Title	Use
3.3	Vocabulary	Prepositions of place	Airport places	Wordpower 6 p.29
3.4	Communication ●	Asking for and giving transport information	Airport information	Focus on communication p.31
4.1	Grammar	Past Simple	Grammar cards	Practice 3 p.35
4.2	Grammar ▲	Past Simple	Find someone who ...	Practice 3 p.35
4.3	Vocabulary ▲	Vocabulary review	Vocabulary review	Wordpower 6 p.37
4.4	Vocabulary ▲	Travel for work	Michael Ponchok's business trip	Wordpower 6 p.37
4.5	Communication ▲	Telephone requests	On the telephone	Focus on communication p.39
4.6	Communication	Starting a call, leaving a message	Talking on the telephone	Focus on communication p.39
5.1	Grammar	Mass and count nouns	Mass and count nouns	Practice 2 p.43
5.2	Vocabulary ▲	Count nouns, spelling, plural nouns	Count nouns	Wordpower p.47
5.3	Vocabulary ▲	Mass nouns	Mass nouns	Wordpower p.47
5.4	Communication ●	Offers and requests	Asking for and offering help	Focus on communication p.49
5.5	Communication ●▲	Ordering food	Eating and drinking	Focus on communication p.49
6.1	Grammar	Comparative adjectives	Comparison cards	Practice 4 p.51
6.2	Grammar	Superlative adjectives	Comparisons	Practice 3 p.53
6.3	Vocabulary ●▲	Dates	Frank Catling's career	Wordpower 6 p.54
6.4	Vocabulary ▲	Vocabulary review	Vocabulary review	Wordpower 6 p.55
6.5	Communication	Welcoming a visitor	Welcoming a visitor	Focus on communication p.57
7.1	Grammar ●▲	Present Simple, Present Continuous	What's the mistake?	Practice 4 p.61
7.2	Grammar	Present Continuous	Present trends	Language focus (2) p.63
7.3	Vocabulary ▲	*Make, do,* or *get?*	Word partners	Wordpower 7 p.65
7.4	Communication ●	Making arrangements to meet people	Making arrangements	Focus on communication p.67
8.1	Grammar	Future: *will*	Grammar cards	Practice 2 p.69
8.2	Grammar ▲	Future: *going to*	LZ Inc.	Practice 2 p.71
8.3	Vocabulary ▲	Vocabulary review	Vocabulary review	Wordpower p.73
8.4	Vocabulary	Communication	Email and web addresses	Wordpower p.73
8.5	Communication ▲	Sending emails and faxes	Emails and faxes	Focus on communication p.75
9.1	Grammar	Modal verbs	Modal verb cards	Practice 4 p.80
9.2	Grammar	Obligation, permission	Public signs cards, Information cards	Practice 8 p.81
9.3	Vocabulary ▲	Hotels	Hotel quiz	Wordpower p.83
9.4	Communication ●▲	Invitations	Invitations and suggestions	Focus on communication p.85
10.1	Grammar ●	Present Perfect, Past Simple	Have you ever ...?	Practice 6 p.89
10.2	Grammar ▲	Past participles	Past participles	Practice 6 p.89
10.3	Vocabulary ▲	Verbs with prepositions	Verbs with prepositions	Wordpower p.91
10.4	Communication ●	Answerphones	Leaving an answer-phone message	Focus on communication 3 p.92
10.5	Communication ●	Mobile phones	Mobile phone calls	Focus on communication 7 p.93

Instructions

1.4
- Divide students into pairs. Give each pair role cards, either A and B, or C and D.
- Give students time to learn their roles and read instructions. Check vocabulary: *accountant, divorced, engineer.*
- Pairs A and B mingle and talk with pairs C and D.

1.5 This can be done as a whole class, group, or pair activity. Give students a time limit but encourage discussion.

2.3
- Divide students into groups of three. Copy the worksheet for each group and cut it into three cards.
- Tell students they each have information about a different person's routine. They take turns to ask each other about the routines of the two other people in the table. Give an example, e.g. *What time does Pedro leave home? When does Clara start work?*

2.5 **Stage 1**
- Copy the worksheet and cut into two halves. Cut up top half into individual words.
- Select four students to be 'team leaders'. Give them the cards with IN, ON, AT, and NO PREPOSITION on. Give other cards to rest of class.
- Students have to find their team by finding the preposition that goes with the time expression they have.
- Check students are in correct teams. Ask them to make new groups by joining up with members of the other teams to form a sentence using their time expressions. Begin: *The appointment is ...*, e.g. *The appointment is at 11.15 in the morning next week.* The team leaders, who do not have time expressions, should supervise to see that the sentences made by groups are correct.

Stage 2
- Give out diary page half of worksheet.
- Tell students they must arrange to see as many other students as possible. They should make one-hour appointments and note them in the diary.
- The winner is the student who manages to arrange to see all the rest of the class at some point in the fortnight. Encourage them to start by suggesting a time to their partner, e.g. *Excuse me, (Maria), are you free (this week on Thursday at three o'clock)?* When they have made a date they should confirm it by saying, *OK, see you (next Friday morning) then.*
- Remind students that *next* does not have a preposition.
- Students stand up and move around the class to complete their diaries.

2.6
- Copy the worksheet and cut into two halves. Each half includes a conversation that has been mixed up. Then cut up the individual lines of the two conversations so that they are on separate strips of paper.
- Divide students into pairs, A and B. Give one mixed conversation to each student. Individually, students put dialogue in order.
- When they have finished, A and B students check each other's work.
- Finally ask students to practise the conversations by reading out alternate lines in pairs.

3.2
- Divide students into groups of three or four. Copy the worksheet for each group and cut into twelve numbered pictures. Shuffle the pictures and place them face down on the table.
- Students take turns to pick up a picture and describe what is happening using *have got*. If students describe the picture accurately, they keep the card.
- The winner of the game is the student who has most cards at the end.

3.4
- Tell students to prepare questions in AA, BB pairs.
- Check questions are correct. e.g. *How long does the journey take by taxi/train? How much does it cost? Where does the bus/train leave from? Does it go to the city centre?*
- Students complete information in AB pairs.

5.4
- Make one copy of the worksheet for every eight pairs of students and cut up into situations. Students work in pairs.

Method 1
- Give each pair one situation.
- They role-play the situation they have, and then pass it on to the next pair. Tell them they should take turns to be Student A and Student B.

- It is ideal if students sit in a circle. They continue until they have done all eight situations.
- At the end of the activity, invite some of the pairs to role-play a situation in front of the rest of the group and elicit feedback.

Method 2
- Place all the situations in the centre of the circle. Students work through them at their own pace.
- Those who work faster can repeat the situations, changing roles.

5.5
- Give each student a copy of the worksheet. Explain that ten of the sentences contain one error each. The other sentences are correct.
- Students work individually or in pairs to find errors and correct sentences.
- Check errors, whole class.
- Finally ask students to practise the conversation by reading out alternate lines in groups of three.

6.3
- Divide students into groups of three or four. Copy the worksheet for each group and cut the worksheet into nine cards. Shuffle the cards and place them face down on the table.
- Students take turns to pick up a card and describe what happened on that date, using the Past Simple. Tell students that the dates are written in British style (day, month, year). Remind students that the preposition *on* is used with dates and that English uses ordinal numbers here, e.g. *on the first of January*. If students say a correct sentence and date, they keep the card.
- The winner of the game is the student who has most cards at the end.
- As a follow up, students place the cards in order and then write a summary of Frank Catling's career, using complete sentences.

7.1
- Give each student a copy of the worksheet. Explain that each sentence contains one error only.
- Students work individually or in pairs to find errors and correct sentences.
- Check answers, whole class.

7.4
- Divide students into groups of four. Give each student a diary sheet A, B, C, or D.
- Students try to arrange to meet each other. They should ask questions to find out when other students are free, e.g.
  Student A *Are you free at 1 o'clock?*
  Student B *No, I'm not. I'm doing an exercise class.*
  Student A *Are you free at 1 o'clock?*
  Student C *Yes, I am.*

9.4 **Stage 1**
- Divide students into pairs.
- Give each pair the dialogue. Students put dialogue in order. They should read out the sentences and discuss the correct order, giving reasons for their choice.

Stage 3
- The third activity is less structured. It should allow students to use the language they know more creatively.
- Monitor pairs while they are practising. Invite one or two pairs to perform their version of the role-play.
- Whole class feedback.

10.1
- This is a class mingling activity to practise Present Perfect with *ever* and Past Simple.
- Photocopy and cut up cards.
- Give one card to each student. If there are more than fourteen students in your class either add other *Have you ever...?* questions, or give some cards to pairs of students.
- Tell students they have to ask each student in the class their question. When the answer is *Yes*, they must ask the other two questions on the card, plus other questions if they like.
- Students report back to class on the four most interesting answers.

10.4
- Divide students into pairs. Give them time to prepare the messages they will leave and practise saying them.
- Encourage students to practise several times and to time each other.
- If possible, record the messages onto tape and get students to record their replies. To make it more realistic, leave only one minute of tape to record each message.

10.5
- Divide students into pairs. They should role-play the situations and try to sort out the problems.
- Stress that although the situations are problematic, students must find a positive outcome, i.e. arrange to phone back from a landline, meet later, speak louder.

Why do you need English?

Work in groups of three or four. Write the names of the people in your group in the space at the top of each column. Put a tick (✓) for *Yes* and a cross (✗) for *No*.

A **Why do you want to learn English?**				
I need English for my job.				
I need English for a future job.				
I need English when I travel.				
I learn English because I enjoy it.				
B **Are there other reasons why you learn English?**				
C **When do you need English?**				
I need to speak to foreign visitors.				
I need to read and write emails.				
I need to speak on the phone.				
D **What do you want to do in English?**				
understand films				
read English newspapers and magazines				
read books				
read information on websites				
speak English on holiday				
study in the UK or USA				
E **What do you find difficult in English?**				
Listening				
Speaking				
Grammar				
Pronunciation				
Vocabulary				
Reading				
Writing				

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Grammar cards

watch TV 1.2	**go shopping** 1.2	**use the Internet** 1.2	**watch videos** 1.2
read a newspaper 1.2	**play computer games** 1.2	**go out in the evening** 1.2	**listen to the radio** 1.2
go jogging 1.2	**do a sport** 1.2	**play a musical instrument** 1.2	**go out at weekends** 1.2
invite friends home 1.2	**listen to music** 1.2	**go dancing** 1.2	**go to the cinema** 1.2

Instructions

Work in groups.
1 Put the cards face down in a pile on the table.
2 In turn, pick up a card. Ask the other students in the group a question about the activity on the card.

Begin *Do you … (go jogging)?*

For *Yes* answers, ask more questions.
Begin *When …? Where …? What …? How often …? Who … with? What kind of …? What time …?*

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Learning vocabulary

Here are some ideas on how to learn vocabulary.

- Don't try to learn everything, only vocabulary that is useful for you.
- Write new words and phrases in a vocabulary notebook or on cards.
- Learning vocabulary is easier if you organize the words into groups.

Organizing vocabulary

Here are some ways to organize vocabulary. Work in pairs. Add more words to each group.

Word maps

Verb groups

Opposites

happy *unhappy* young _____ big _____

open _____ hot _____ good _____

Word families

Learn words in groups.

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1.3 VOCABULARY FILE

Pictures

_____ a cup and saucer _____ _____ _____ spoon

Collocations

Collocations are words that go together. Write them in your vocabulary notebook and learn the words together.

You go **by** car/bus/train/taxi but go **on** foot.
You **do** a job/some work/the shopping/homework.
You **make** an appointment/a mistake/progress.
We drink **black** or **white** coffee and **dry** or **sweet** wine.

Underline the correct word.
1 Can I ask/make a question?
2 I often do/make mistakes.
3 I go on/in holiday in summer.
4 John is very high/tall.
5 She has a good work/job in Paris.

Translation

Write the translation. Then write the word in a sentence in English.

neighbour – voisin/vicino/Nachbar
My new neighbours are very friendly.

Do the same with these words.
1 salary
2 journey
3 employee
4 uncle
5 to borrow

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Introductions
Student A

You are at an international business conference. You work with Student B for the Gotland Shipping company.

FILE

YOU ▶▶

Home town:	Falkirk, Scotland
Company:	Gotland Shipping
Place of work:	Glasgow, Scotland
Job:	Boat designer
Married/Single:	Single
Children:	None

The name of your colleague is _____.

1. Introduce yourself to Student C. Ask and answer questions about each other, e.g. *Where do you come from?*, *Where do you work?*, etc.

2. Introduce your colleague Student B to Student C.

1.4 Introductions
Student B

You are at an international business conference. You work with Student A for the Gotland Shipping company.

FILE

YOU ▶▶

Home town:	Visby, Sweden
Company:	Gotland Shipping
Place of work:	Gothenburg, Sweden
Job:	Accountant
Married/Single:	Divorced
Children:	Two boys and a girl

The name of your colleague is _____.

1. Introduce yourself to Student D. Ask and answer questions about each other, e.g. *Where do you come from?*, *Where do you work?*, etc.

2. Introduce your colleague Student A to Student D.

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Introductions
Student C

You are at an international business conference. You work with Student D for the Anko Oil company.

FILE

YOU ▶▶

Home town:	Ankara, Turkey
Company:	Anko Oil
Place of work:	Dubai
Job:	Engineer
Married/Single:	Married
Children:	A boy and a girl

The name of your colleague is _____.

1. Introduce yourself to Student A. Ask and answer questions about each other, e.g. *Where do you come from?*, *Where do you work?*, etc.

2. Introduce your colleague Student D to Student A.

1.4 Introductions
Student D

You are at an international business conference. You work with Student C for the Anko Oil company.

FILE

YOU ▶▶

Home town:	Derby, England
Company:	Anko Oil
Place of work:	Dubai
Job:	Public Relations
Married/Single:	Married
Children:	None

The name of your colleague is _____.

1. Introduce yourself to Student B. Ask and answer questions about each other, e.g. *Where do you come from?*, *Where do you work?*, etc.

2. Introduce your colleague Student C to Student B.

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Introductions, greetings, and goodbyes quiz

Work in pairs. Answer the questions. Sometimes there are two correct answers.

1 What do we say before we go to bed?
a Good night.
b Good evening.
c Goodbye.

2 A person asks you, 'How are you?'. What do you say?
a How are you?
b How do you do?
c Fine, thanks.

3 What do we say before a colleague travels by plane, train, car, etc?
a Have a good trip.
b Good luck.
c Travel well.

4 When do we say 'Good evening'?
a Before we go to bed.
b After about 6 p.m.
c After midnight.

5 Complete the sentence – 'I hope _____'.
a ... to meet you again.
b ... I am seeing you again soon.
c ... to see you again soon.

6 How do you introduce a colleague in English?
a He/She is ...
b Can I introduce you to ...? This is ...
c Pleased to meet you.

7 A person says, 'Pleased to meet you'. What do you say?
a Pleased to meet you too.
b How do you do?
c Fine, thanks.

8 What does the word 'Hi' mean?
a Goodbye.
b Hello.
c How are you?

9 Complete the sentence – 'Nice _____'.
a ... to meeting you.
b ... to meet you.
c ... meet you.

10 How do you introduce yourself in English?
a Can I introduce me? My name is ...
b Hello. I'm ...
c Can I introduce myself? My name is ...

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How often do you ...?

Student A

❶ Ask Student B questions. Begin with *How often do you ...?*, then ask other questions to get more information.

How often do you ...?

travel by plane
go away at the weekend
go to the cinema
study English at home
get up before 6 o'clock
forget something important
do a sport
watch the news on TV

❷ Answer Student B's questions. Use time expressions from the box.

often		day		once		week
sometimes	every	week	(about)	twice	a	month
hardly ever		month		three times		year
never		year				

❸ Now write sentences for Student B's answers in ❶.

1 *He/She travels by plane about three times a year.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

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How often do you ...?

Student B

❶ Answer Student A's questions. Use time expressions from the box.

often sometimes hardly ever never	every	day week month year	(about)	once twice three times	a	week month year

❷ Ask Student A questions. Begin with *How often do you ...?*, then ask other questions to get more information.

How often do you ...?

have a holiday
use the Internet
go to a museum
travel by train
speak English at work
go to bed after midnight
watch sport on TV
visit relatives

❸ Now write sentences for Student A's answers in ❷.

1 *He/She has a holiday about twice a year.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

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I like running at the weekend.

In pairs, play the game.

Instructions
Toss a coin. Heads = move one square. Tails = move two squares.
On each square, answer the question. Talk about yourself.
Example *I like eating toast for breakfast.*
The person who arrives on the finish square first is the winner.

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Routines Student A

Work in groups of three. You have information about Teija's working routine. Find out about the routines of Pedro and Clara and complete the table.

Teija: Manager, Turku, Finland			
Daily routines	*Teija*	*Pedro*	*Clara*
Leave home	7.40 a.m.		
Start work	8.00 a.m.		
Coffee break	9.25 a.m.		
Lunch	11.00 a.m.		
Start work after lunch	11.45 a.m.		
Stop work	4.00 p.m.		
Get home	4.20 p.m.		

2.3 Routines Student B

Work in groups of three. You have information about Pedro's working routine. Find out the routines of Teija and Clara and complete the table.

Pedro: Estate agent, Murcia, Spain			
Daily routines	*Pedro*	*Teija*	*Clara*
Leave home	8.35 a.m.		
Start work	9.15 a.m.		
Coffee break	10.45 a.m.		
Lunch	1.00 p.m.		
Start work after lunch	5.30 p.m.		
Stop work	9.00 p.m.		
Get home	9.40 p.m.		

2.3 Routines Student C

Work in groups of three. You have information about Clara's working routine. Find out the routines of Teija and Pedro and complete the table.

Clara: Doctor, Manchester, UK (Clara works nights)			
Daily routines	*Clara*	*Teija*	*Pedro*
Leave home	4.00 p.m.		
Start work	4.30 p.m.		
Coffee break	6.20 p.m.		
Lunch	7.30 p.m.		
Start work after lunch	8.10 p.m.		
Stop work	11.30 p.m.		
Get home	11.45 p.m.		

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Jobs

1 Match the jobs and pictures.

- ☐ dentist
- ☐ journalist
- ☐ shop assistant
- ☐ nurse
- ☐ secretary
- ☐ doctor
- ☐ waiter
- ☐ flight attendant
- ☐ pilot
- ☐ hairstylist
- ☐ chef
- ☐ civil servant

2 Complete the sentences.

1 A *pilot* _____ flies planes.
2 A _____ serves customers in a shop.
3 A _____ writes about the news for a newspaper.
4 A _____ cuts and styles people's hair.
5 A _____ serves customers in a restaurant.
6 A _____ treats people who are ill.
7 A _____ types letters, answers the phone, etc.
8 A _____ looks after people in a plane.
9 A _____ works for a government department.
10 A _____ cooks the food in a restaurant.
11 A _____ treats people's teeth.
12 A _____ looks after people in a hospital.

3 Work in groups. Choose a job. The other students ask questions to guess the job.

Example
Student A *Do you work in an office?*
Student B *Yes, I do. / No, I don't.*
Student C *Do you write for a newspaper?*, etc.

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Time expressions

IN	ON	AT	NO PREPOSITION
the afternoon	Monday	11.15	tomorrow
the morning	Wednesday	11.50	today
the evening	Friday morning	the weekend	this morning
July	Tuesday evening	midday	next week
August	Saturday afternoon	night	next month

2.5

Monday	Monday
Tuesday	Tuesday
Wednesday	Wednesday
Thursday	Thursday
Friday	Friday
Saturday	Saturday
Sunday	Sunday
Notes:	Notes:

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Starting a call

Student A

a Hello. Is that Michel Royale?

b Good morning, Harris plc. How can I help you?

c Hi, Michel. This is Trevor Marsh. I'm calling about our meeting tomorrow.

d Yes, speaking.

e Just a moment, please.

f Good morning. Can I speak to Michel Royale, please?

g Hello.

2.6 Starting a call

Student B

a Hold on, please.

b Hello, Sergio, It's Anita. How are you?

c It's Sergio Biancale from Red Impact Ltd.

d Oh, hello. Could I speak to Anita Baksi, please?

e Fine, thanks, Anita. I'm phoning about the conference next month.

f Who's calling, please?

g Birmingham TR Ltd. How can I help you?

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There's a .../There are some ...

Student A

❶ Work with another Student A. Look at the picture. Write the number next to the word.

☐ briefcase	☐ clock	☐ desk lamp	☐ flowers	☐ pictures
☐ bookcase	☐ computer	☐ door	☐ newspaper	☐ plant
☐ chair	☐ desk	☐ files	☐ phone	☐ window

❷ Look at the picture above and the prepositions on p.24 of the Pocket Book. Complete the sentences to describe the picture. Use *There's* or *There are* and a preposition from the box.

1 *There's* a briefcase *under* the desk.

2 _____ a computer _____ the desk.

3 _____ a chair _____ the desk.

4 _____ a desk lamp _____ the phone.

5 _____ some plants _____ the desk and the window.

6 _____ a bookcase _____ the door.

7 _____ some files _____ the bookcase.

8 _____ a clock _____ the pictures.

9 _____ some flowers _____ the bookcase.

10 _____ a newspaper _____ the computer and the desk lamp.

above
behind
between
in
in front of
near
next to
on
under (✓)

❸ Change partners and work with a Student B. Describe your picture to your partner. Find ten differences.

Example *In my picture there's* a chair *in front of* the desk.

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There's a .../There are some ...

Student B

❶ Work with another Student B. Look at the picture. Write the number next to the word.

☐ briefcase	☐ clock	☐ desk lamp	☐ flowers	☐ pictures
☐ bookcase	☐ computer	☐ door	☐ newspaper	☐ plant
☐ chair	☐ desk	☐ file	☐ phone	☐ window

❷ Look at the picture above and the prepositions on p.24 of the Pocket Book. Complete the sentences to describe the picture. Use *There's* or *There are* and a preposition from the box.

1 *There's* a plant *near* the desk.
2 _____ a computer _____ the desk.
3 _____ a bookcase _____ the window.
4 _____ some books _____ the bookcase.
5 _____ a file _____ the desk.
6 _____ a newspaper _____ the desk lamp.
7 _____ two pictures _____ the door and the window.
8 _____ clock _____ the bookcase.
9 _____ some flowers _____ the phone.
10 _____ a door _____ bookcase.

above
behind
between
in
in front of
near (✓)
next to
on
under

❸ Change partners and work with a Student A. Describe your picture to your partner. Find ten differences.

Example *In my picture there's* a bookcase *under* the window.

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Have got

Work in pairs. Describe the pictures using *have got* or *haven't got*.

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Airport places
Student A

1. Look at the plan of Barcelona airport. Tell Student B where these places are.

   1 bus stop
   2 left luggage
   3 currency exchange
   4 toilets

2. Write in the places Student B tells you about.

3.3 Airport places
Student B

1. Look at the plan of Barcelona airport. Write in the places Student A tells you about.

2. Tell Student A where these places are.

   1 railway station
   2 Iberia ticket office
   3 restaurant
   4 public telephones

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Airport information
Student A

Look at the information about transport from the airport to the city. Ask Student B questions and complete the information, e.g. *How long does the journey take by taxi?*

travel information...

	Journey time	Fare	Depart from	City centre
Taxi		£25.00		✓
Train		£14.50	Train station	
Underground	30 minutes	£		✓
Bus A1		£4.00	Blue bus stop	
Bus A2	2 hrs	£		✗

3.4 Airport information
Student B

Look at the information about transport from the airport to the city. Ask Student A questions and complete the information, e.g. *Does the Underground go to the city centre?*

travel information...

	Journey time	Fare	Depart from	City centre
Taxi	40 minutes	£	Next to train station	
Train	35 minutes	£		✓
Underground		£11.00	Underground station	
Bus A1	1 hr 10 minutes	£		✓
Bus A2		£6.50	Red bus stop	

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Grammar cards

When ...? 4.1	**What ...?** 4.1	**Who ...?** 4.1
Where ...? 4.1	**Did you ...?** 4.1	

work 4.1	travel 4.1	finish 4.1	invite 4.1
buy 4.1	write 4.1	spend 4.1	go 4.1
do 4.1	meet 4.1	see 4.1	leave 4.1
begin 4.1	have 4.1	study 4.1	speak 4.1

Instructions

Work in groups.

1 Put the question word cards face up on the table.
2 Put the verb cards in a pile, face down.
3 In turn, pick up a verb card. Ask the student on your left a question about the past with the verb on your card.
4 Other students in the group ask the same student more questions with the other question words.

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Find someone who ... Student A

❶ Work with another student. Write the infinitive form of these past verbs.

INFINITIVE	PAST	INFINITIVE	PAST	INFINITIVE	PAST	INFINITIVE	PAST
_____	ate	_____	had	_____	read	_____	studied
_____	got up	_____	met	_____	spoke	_____	went

❷ Walk round the class and ask other students questions. Write the students' names.

Ask *Did you ... (study English last weekend)?*
Answer *Yes, I did. / No, I didn't.*

Find someone who ...	**Name**
studied English last weekend	_____
got up before 7 a.m. this morning	_____
had a holiday last winter	_____
read a book last night	_____
went out one evening last week	_____
travelled for work last month	_____

For 'Yes' answers ask other questions with *Where ...? When ...? What ...? Who ... with?*, to get more information.

4.2 Find someone who ... Student B

❶ Work with another student. Write the infinitive form of these past verbs.

INFINITIVE	PAST	INFINITIVE	PAST	INFINITIVE	PAST	INFINITIVE	PAST
_____	ate	_____	had	_____	read	_____	studied
_____	got up	_____	met	_____	spoke	_____	went

❷ Walk round the class and ask other students questions. Write the students' names.

Ask *Did you ... (watch TV yesterday evening)?*
Answer *Yes, I did. / No, I didn't.*

Find someone who ...	**Name**
watched TV yesterday evening	_____
spoke English at work last week	_____
went to bed before 11 p.m. last night	_____
read the newspaper this morning	_____
ate at a restaurant last weekend	_____
travelled to another country last summer	_____

For 'Yes' answers ask other questions with *Where ...? When ...? What ...? Who ... with?*, to get more information.

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Vocabulary review

Work in pairs. Read the clues and complete the crossword. All the words are in Unit 4.

Across
2 the temperature in winter
4 a place where a company makes products
8 outside a city, where there are green areas and trees
9 in a storm, the weather is rainy and ...

Down
1 if you don't have an umbrella when it rains, you get ...
2 something you drive
3 a place where people work
5 you get this in a railway station
6 the weather in summer, when it is not cloudy
7 a type of boat

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Michael Ponchok's business trip

Work in pairs. Look at the pictures from Michael Ponchok's last business trip. Write a short paragraph about it. Answer the questions.

Where did he go?
When did he go?
How long did he stay there?
How did he travel?
What was the weather like?
Who did he go with?
Where did he stay?
Did he have a good time?

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On the telephone

Work in pairs.

1 Match the questions 1–8 with the answers A–H.

1 Will you hold? ☐
2 Could you give me your phone number, please? ☐
3 Could you ask John to email me? ☐
4 Can I speak to Mary Stevens, please? ☐
5 Can I take a message? ☐
6 Sorry, could you spell your name, please? ☐
7 Sorry, could you say that again? ☐
8 Can I have extension 156, please? ☐

A Yes, it's 01592 391 4388.
B Yes. Could you ask her to call me at the hotel?
C I'm sorry, the line's busy at the moment.
D Er, no, I'll call again later.
E Yes. I said ask him to phone me this afternoon.
F I'm sorry, but she's in a meeting.
G Yes, I'll give him your message.
H Yes, it's J-E-N-K-I-N-S-O-N. Steven Jenkinson.

2 Read the sentences again and say who is speaking: the caller or the person who answers.

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Talking on the telephone
Student A

Use the information in two telephone calls with Student B.

Telephone call 1

You start the call.

- Answer phone – you work for Robson Distribution.
- Say the line is busy and offer to take a message.
- Ask who's calling.
- Ask for the spelling.
- Ask for a phone number.
- Say you'll give Carla the message.
- Say goodbye.

Telephone call 2

Student B starts the call.

- Ask for Brian O'Conner.
- Give a message – I have the new report.
- Give your name – Rachel Henderson.
- Spell your name.
- Give your phone number – 815 7034.
- Thank the receptionist and say goodbye.

4.6 Talking on the telephone
Student B

Use the information in two telephone calls with Student A.

Telephone call 1

Student A starts the call.

- Ask for Carla Davenport.
- Give a message – the guidebook is finished.
- Give your name – Tom Anderson.
- Spell your name.
- Give your phone number – 499 5809.
- Thank the receptionist and say goodbye.

Telephone call 2

You start the call.

- Answer phone – you work for Orion Publications.
- Say the line is engaged and offer to take a message.
- Ask who's calling.
- Ask for the spelling.
- Ask for a phone number.
- Say you'll give Brian the message.
- Say goodbye.

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Mass and count nouns

Mass	Count
5.1	5.1

some 5.1	How much ...? 5.1	some? 5.1	How many? 5.1
any? 5.1	not ... much 5.1	not ... any 5.1	not ... many 5.1
many? 5.1	a lot of 5.1	much? 5.1	

work 5.1	time 5.1	problem 5.1	book 5.1
information 5.1	advice 5.1	apple 5.1	orange 5.1
fruit 5.1	colleague 5.1	money 5.1	hour 5.1

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Mass and count nouns

luggage 5.1	friend 5.1	food 5.1	holiday 5.1
wine 5.1	employee 5.1	fruit juice 5.1	newspaper 5.1
water 5.1	letter 5.1	cheese 5.1	sunshine 5.1

Instructions

1 Put the Mass and Count cards and the grammar cards (*some, many*, etc.) face up on the table. Put the noun cards face down in a pile.
2 In turn, pick up a noun card. Say if it is a mass or a count noun. Put it under the Mass or Count card. Choose a grammar card and use *some, any*, etc. and the noun in a positive or negative sentence or a question. For count nouns, use the plural form.
3 Put the grammar card back, face up, on the table.

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Count nouns

❶ Complete the words.

b __

d ___

k __

b ___

d ___

e __

d _____

s _____

g ____

w ____

c _____

❷ Complete the sentences. Write the correct word from the box.

1 The year 2000 was the first year of the 21st _____ .
2 A Which _____ do you come from? B I come from France.
3 Do you live in a big _____ or a small town?
4 Last year Tom went on a long train _____ across China.
5 I often go to a pub with a _____ after work.
6 Claudia's a student at Rome _____ .
7 I borrowed some good books from my local _____ .
8 She works as a _____ in a big office.
9 I usually have _____ in a little restaurant near my office.
10 Every month I go to an international _____ in Brussels.

city
university
library
lunch
country
meeting
century
colleague
secretary
journey

❸ Read the spelling rules for plural nouns. Write the plural forms of the nouns in ❶ and ❷ in the correct group.

Group 1	Most nouns add an *-s* for the plural.	*office – offices* *river – rivers* *holiday – holidays*
Group 2	Nouns ending in consonant + *-y* have a plural ending in *-ies*.	*company – companies* *activity – activities*
Group 3	Nouns ending in *-s, -ss, -sh, -ch,* and *-x* add *-es* for the plural.	*bus – buses* *fax – faxes* *beach – beaches*

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Mass nouns

❶ Work in pairs. Look at the pictures. Match them to the words in the box.

cup	glass	carton	bag	tin	bar	kilo	piece	loaf

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

7 _____ 8 _____ 9 _____

❷ We can use the words in ❶ to make a mass noun countable. Make phrases from the words below. There is sometimes more than one possibility.

a bag		bread
a bar		butter
a carton		cake
a cup		chocolate
a glass	of	milk
a kilo		sugar
a loaf		tea
a piece		tomatoes
a tin		tuna

❸ Look at the words in the first column. Make more phrases with the words.
Example *a bag of flour*

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Asking for and offering help

Situation 1
Student A needs to visit an office on the other side of town.

Student A
Ask to look at Student B's map.

Student B
Offer to take Student A in your car.

Situation 2
Student A is moving a heavy chair.

Student A
Ask Student B to open the door for you.

Student B
Offer to help Student A to move the chair.

Situation 3
Student A is taking an exam in two days' time.

Student A:
Ask to leave work early today in order to study at home this evening.

Student B:
Offer Student A the day off tomorrow.

Situation 4
Student A is studying English in order to go to work in Canada. Student B speaks good English.

Student A
Ask Student B to check your exercise.

Student B
Offer to speak English with Student A for 15 minutes every day.

Situation 5
Student B is in a building that they don't know very well.

Student B
Ask the way to the office you want to visit.

Student A
Offer to take Student B to the office.

Situation 6
Student B has visitors for a very important meeting.

Student B
Ask Student A to bring coffee at 11 o'clock.

Student A
Offer to order lunch for the visitors.

Situation 7
Student B has to write a difficult report on sales figures last year.

Student B
Ask Student A for the sales figures.

Student A
Offer to help Student B write the report.

Situation 8
Student B suddenly has a problem and cannot go to a meeting.

Student B
Ask Student A to cancel the meeting with a client arranged for this afternoon.

Student A
Offer to try to change the meeting to next week.

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Eating and drinking

Work in pairs. Read the conversation in a restaurant. Find ten errors in the conversation.

Denise Martin, look at the deserts! That chocolate cake looks delicious.

Martin Mmm. Yes, it does. This restaurant looks great.

Waiter Excuse me. Are you ready order?

Denise Yes, I think so. What would you like, Martin?

Martin I'd like the seafood soap, please.

Waiter Yes.

Denise I take the pâté.

Waiter And what would you like for the main dish?

Martin Er… the salmon.

Waiter Certain. The salmon comes with vegetables or a side salad.

Martin I like the salad, please.

Waiter And for you, madam?

Denise I'll have the pasta, *penne arrabiata.*

Waiter Right. And do you like something to drink?

Denise Yes, a glass of wine white.

Martin I'll have mineral water, please.

Waiter Would you like still or with gas?

Martin Still, please.

Waiter Perfect. Thank you very much.

Denise Thank you.

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Comparison cards

Adjectives

quick 6.1	difficult 6.1	enjoyable 6.1	cheap 6.1
interesting 6.1	expensive 6.1	hot 6.1	sunny 6.1
good 6.1	stressful 6.1	crowded 6.1	big 6.1

Topics

Italian/American food 6.1	learning Japanese/English 6.1	the weather in Greece/Belgium 6.1	air/train travel 6.1
Mexico City/Madrid 6.1	living in a town/ the country 6.1	working in an office/ at home 6.1	swimming/ playing golf 6.1
travelling by bike/car 6.1	Rome/London 6.1	working as a doctor/an architect 6.1	Spain/Sweden 6.1

Instructions

Work in groups.

1 Put the adjective cards on the table, face up. Put the topic cards in a pile, face down.
2 In turn, pick up a topic card. Choose a suitable adjective card and make a comparison. Use the comparative form of the adjective, e.g. *Air travel is quicker than train travel.*
3 The other players make more comparisons with different adjectives.

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Comparisons

1 Work in groups. Complete the questions. Use the superlative form of a suitable adjective from the box. Use each adjective once only.

big high expensive good
interesting sunny attractive
friendly exciting bad
tall beautiful

Which country has the

- _____ population?
- _____ climate?
- _____ food?
- _____ people?
- _____ scenery?
- _____ buildings?

Your group's opinion

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

Which city has the

- _____ cost of living?
- _____ buildings?
- _____ restaurants?
- _____ nightlife?
- _____ traffic problems?
- _____ museums?

Your group's opinion

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

2 Give your questions to another group.
3 Read the questions from the other group. Discuss your answers. Choose the best answer.
4 Write your answers next to the questions.
5 Give your answers to the other group.
6 Present the other group's opinions to the class.

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Frank Catling's career

28/9/58 Start university	15/6/61 Leave university	1/7/61 – 31/8/61 Work as waiter in Italy
12/10/61 Start work at Hastings Bank	2/2/74 Become regional manager, Sydney	29/5/78 Return to UK
30/1/89 Become managing director of Hastings Bank	29/3/99 Retire from Hastings Bank	14/4/02 Open his own garden centre

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Vocabulary review

Write the word with the same meaning as the word in brackets.

1 Houses in this country are very e_____. (cost a lot of money)

2 In the USA George Washington's face is on the $1 b___. (paper money)

3 The euro has 1 cent, 2 cent, 5 cent, and 50 cent c____. (metal money)

4 The underground trains are very f_____. They come every five minutes. (they come often)

5 Australia has a wonderful c_____. It's often hot and sunny. (the weather in a country)

6 The s_____ in South Africa is fabulous. There are mountains and rivers and it's very green. (the countryside, what you can see)

7 If you don't want to borrow money on your credit card, use your d____ card. (a card that takes money out of your bank account)

8 I need some money. Where is the nearest c___ m_____? (a place in the street where you get money)

9 I am not in the office tomorrow because I am on a s____ b____ with my husband. We are on holiday in Venice for the weekend. (a holiday of two or three nights)

10 If you travel for business, keep the r_____ when you buy something. (a piece of paper that shows you paid for something)

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Welcoming a visitor

Play this game with a partner. Take turns to ask and answer the questions.

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What's the mistake?

Each of these sentences has a grammar mistake. Find the mistake, then write the correct sentence.

1 I'm studying English every Monday evening.

_____

2 They go always on holiday in July.

_____

3 At present our products sell well.

_____

4 She's busy at the moment. She talks to a customer.

_____

5 Does he arrive often late?

_____

6 How many days' holiday are you having every year?

_____

7 I finish never work before 7.30 p.m.

_____

8 How often are you speaking English in your job?

_____

9 He's not in his office at the moment. He has lunch in a restaurant.

_____

10 I'm sometimes making business trips to the USA.

_____

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Present trends

Unemployment is going up. 7.2	The price of petrol is falling. 7.2	The number of smokers is increasing. 7.2
A lot of people are leaving your company/place of study. 7.2	People are flying more often to foreign countries. 7.2	Your job is getting easier. 7.2
The cost of using the Internet is staying the same. 7.2	More people are working abroad. 7.2	People are working longer hours. 7.2
The price of public transport isn't changing. 7.2	People are eating healthier food. 7.2	People are having larger families with three or four children. 7.2

Instructions

Work in groups.

1 Put the cards face down in a pile on the table.
2 In turn, pick up a card. Ask the other students in the group if the comment is true or false for themselves or their countries.

For *True* answers, ask *Why?*
For *False* answers, change the sentence to make it true.

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Word partners

1. Work in pairs. Complete the questions with *make, do*, or *get*. Sometimes more than one answer is possible.

1. How many phone calls do you _____ a day?
2. How often do you _____ overtime?
3. Is it easy to _____ decisions at work?
4. How many emails do you _____ a day?
5. What time do you usually _____ to work?
6. Do you worry when you _____ mistakes in English?
7. Do you _____ business with any foreign companies?
8. Do you _____ business trips?
9. How can you _____ a change in your life to reduce stress?
10. In your country, do people usually _____ to meetings on time?
11. Do you _____ the train to work?
12. Do you _____ any sport after work?

2. Now discuss the questions.

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Making arrangements
Student A

Read your diary entry for tomorrow, Tuesday 10th May. Now speak to Students B, C, and D and try to arrange a time to see them. You want to see them at different times.

May

Tuesday 10

Time	
9 a.m.	
10 a.m.	Write emails
11 a.m.	
12 a.m.	Buy new computers for the office
1 p.m.	
2 p.m.	Go to English class
3 p.m.	
4 p.m.	Do computer course
5 p.m.	
6 p.m.	

7.4 Making arrangements
Student B

Read your diary entry for tomorrow, Tuesday 10th May. Now speak to Students A, C, and D and try to arrange a time to see them. You want to see them at different times.

May

Tuesday 10

Time	
9 a.m.	
10 a.m.	Work on project 3000
11 a.m.	Interview new secretary
12 a.m.	
1 p.m.	Speak to advertisers about new products
2 p.m.	
3 p.m.	
4 p.m.	Write report on project 3000
5 p.m.	
6 p.m.	Go out with colleagues for a drink

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Making arrangements

Student C

Read your diary entry for tomorrow, Tuesday 10th May. Now speak to Students A, B, and D and try to arrange a time to see them. You want to see them at different times.

Tuesday 10 **May**

Time	
9 a.m.	Have breakfast with Ms Reiss from Stuttgart office
10 a.m.	Go to the dentist's
11 a.m.	
12 a.m.	Do IT course
1 p.m.	
2 p.m.	Meet Japanese customers
3 p.m.	
4 p.m.	Prepare visit to Stuttgart office
5 p.m.	
6 p.m.	

7.4 Making arrangements

Student D

Read your diary entry for tomorrow, Tuesday 10th May. Now speak to Students A, B, and C and try to arrange a time to see them. You want to see them at different times.

May

Tuesday 10

Time	
9 a.m.	Prepare meeting with sales department
10 a.m.	
11 a.m.	
12 a.m.	
1 p.m.	Have lunch with Mr Meyer from the Zurich office
2 p.m.	Visit city centre office
3 p.m.	
4 p.m.	Speak to colleagues in Zurich by video link
5 p.m.	Meet the sales department
6 p.m.	

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Grammar cards

live in more than two foreign countries 8.1	get a salary increase in the next six months 8.1	move to a different house or flat in the next year 8.1
have more than three children 8.1	have a holiday in Australia or New Zealand in the future 8.1	marry more than once 8.1
live to be 100 8.1	learn to fly a plane 8.1	start your own business 8.1
appear in a TV programme 8.1	have more free time and longer holidays in future 8.1	study or work in an English-speaking country 8.1
become rich one day 8.1	do more sport next year 8.1	travel a lot for work 8.1

Instructions

Work in groups.

1 Put the cards face down in a pile.

2 In turn, pick up a card. Ask two people in your group about the topic.

Ask *Do you think you'll ... (start your own business one day)?*

3 Answer questions that other students ask you, and give your reasons.

Answer *Yes, I think so*
Maybe. I'm not sure
No, I don't think so | *because ...*
I hope so
I hope not

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LZ Inc.

It is 5.00 p.m. on a Friday afternoon at LZ Inc. Read about what everyone in the office is doing. Then answer the questions below.

It is 5.00 p.m. at LZ Inc. Richard isn't working. He's ordering some skis online. Martina is taking a newspaper out of her desk and looking at the crossword. Jennifer is putting on her coat and she has her car keys in her hand.

William has got his flight ticket and his suitcase and he is saying goodbye to everyone. Peter is on the phone to an important customer about a meeting next week. Ian is visiting the office and he is talking to Sara. It is Ian's first day at LZ Inc. on Monday. Sara is his new boss and she shows all the new employees how to do their job.

Fiona is nervous because after work she starts a new German class. Michael is very happy because he has tickets for a football match on Saturday. Diana is leaving the office because her sons stop school at 5.30 p.m.

1 Who is going on a plane after work?

_____

2 Who is going to learn a new language?

_____

3 Who is going to start work at LZ Inc. next week?

_____

4 Who is going to go on holiday in the mountains?

_____

5 Who is going to watch sport at the weekend?

_____

6 Who is going to meet his/her children after work?

_____

7 Who is going to drive home?

_____

8 Who is going to meet a client next week?

_____

9 Who is going to train a new employee?

_____

10 Who is going to do a puzzle?

_____

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Vocabulary review

Read the clues and complete the puzzle. All the words are in Unit 8 Wordpower.

1 You use this to write on the computer.

2 You put this on a letter to show you paid.

3 This is part of a computer. It looks like a TV screen.

4 a computer that you can carry with you

5 mobile phone (AmE)

6 This is like a phone. It sends pictures and documents.

7 You use this with your hand to move around a computer.

8 You write this on a letter. It shows where your letter goes to.

9 You put a letter inside this.

10 This is part of a computer. It makes paper copies of computer documents.

Mystery word: This is an extra document that you add to an email.

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Email and web addresses Student A

Work with Student B and C. Find out the missing information. Write the email and web addresses.

1	Catherine Seth's email	sethc@wtenr.co.uk
2	Oliver Thames' email	
3	Heinz Gerling's email	
4	Christophe Mannet's email	
5	Saburo Migita's email	migita_saburo@tokyoexcellent.jp
6	Dimitra Vardakstanis' email	
7	the website of a rental agency	
8	the website of a language school	www.languagesbirmingham.co.uk/English
9	the website of an airline	

8.4 Email and web addresses Student B

Work with Student A and C. Find out the missing information. Write the email and web addresses.

1	Catherine Seth's email	
2	Oliver Thames' email	oliver.thames@georgian.com
3	Heinz Gerling's email	
4	Christophe Mannet's email	
5	Saburo Migita's email	
6	Dimitra Vardakstanis' email	davardakstanis_athens@merma.com.au
7	the website of a rental agency	
8	the website of a language school	
9	the website of an airline	www.flyingskies.de/booking

8.4 Email and web addresses Student C

Work with Student A and B. Find out the missing information. Write the email and web addresses.

1	Catherine Seth's email	
2	Oliver Thames' email	
3	Heinz Gerling's email	h_gerling@ger201.de
4	Christophe Mannet's email	christophemannet@logisticsmap.fr
5	Saburo Migita's email	
6	Dimitra Vardakstanis' email	
7	the website of a rental agency	www.worldaccom.com/rental
8	the website of a language school	
9	the website of an airline	

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Emails and faxes

❶ Work in pairs. Complete the email and fax below with the phrases (a–j) in the box.

To: Ingrid Vogts
Date: Friday, 17th August
Subject: Conference in Vienna

_____[1] email of 15th August.
_____[2] you that I'm going to the conference in Vienna on 23rd September.
_____[3] details of the accommodation arrangements and a timetable for the conference?
_____[4] seeing you in Vienna.
_____[5]

Richard Turner

Richard Turner
Marketing Manager
RSC Financial Services plc
126 Tile Hill Lane
Coventry CV4 5GH.
Tel: 441 2476 458291 ext. 139
Fax: 441 2476 459738
Email: rturner@rsctinserv.com

RSC Financial Services
Vienna

FAX MESSAGE

To:	Richard Turner
From:	Ingrid Vogts, conference organizer
Date.	20th August
Subject:	Conference arrangements

Dear Richard,

_____[6] of last Friday, I'm sending you new information about the conference.
_____[7], we have had to change the conference start date to 30th September.
_____[8], and we hope you can still come on the new date.
Hotel accommodation information and a conference timetable follows on page 2 of this fax.
_____[9] if you need more information.

_____[10] see you at the end of next month.

Best wishes,

Ingrid

Ingrid Vogts

❷ You are Richard Turner. Reply to Ingrid's fax. Tell her you will go to the conference and you will arrive in Vienna on 28th September. Ask her to arrange hotel accommodation for you from the 28th for four nights. Tell her you want to visit the Vienna offices, and ask her to arrange a meeting for you with Sonia Braun, marketing manager in Vienna.

a Please contact me again
b Looking forward to
c I'm writing to tell
d Following your email
e Best wishes
f I apologize for this change
g Could you please send me
h Hoping to
i Thank you for your
j Unfortunately

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Modal verb cards

work on Saturdays 9.1	study for an exam 9.1	cook every day 9.1
do the shopping 9.1	study English more often 9.1	get up late 9.1
do the housework 9.1	take work home 9.1	do more sport 9.1
have longer holidays 9.1	spend six months in an English-speaking country 9.1	get more exercise 9.1
go out more often in the evening 9.1	spend more time on leisure activities 9.1	go away every weekend 9.1
learn another language 9.1	travel abroad a lot 9.1	leave work early sometimes 9.1

Instructions

Work in groups.

1 Put the cards face down in a pile.
2 In turn, pick up a card. Make a true sentence about yourself or another person. Use one of the modal verbs in the box.
Give your reason.

Examples *I can get up late on Sundays because I don't work then.*
I don't have to study for an exam because I finished my studies in 1997.
My partner has to travel abroad a lot because she works for an international company.

can
should
have/has to
may
can't
shouldn't
don't have/ doesn't have to

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Public signs cards

ENTRANCE 9.2

EXIT 9.2

9.2

OCCUPIED 9.2

VACANT 9.2

PUSH 9.2

PULL 9.2

QUEUE THIS SIDE 9.2

KEEP OFF THE GRASS 9.2

NO ADMISSION 9.2

DO NOT LEAVE BAGS UNATTENDED 9.2

DO NOT LEAN OUT OF THE WINDOW 9.2

MIND THE STEP 9.2

PLEASE DO NOT DISTURB 9.2

9.2

9.2

9.2

9.2

9.2

9.2

9.2

9.2

9.2

9.2

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Information cards

You can go in here. 9.2	You can go out here. 9.2	You can't use this. It isn't working. 9.2
There's nobody in here. 9.2	There's somebody in here. 9.2	You open this way. 9.2
You open this way. 9.2	You have to wait in line. 9.2	You can't walk on the grass. 9.2
You can't go in here. 9.2	You have to keep your bags with you at all times. 9.2	Don't put your head outside the window. 9.2
Be careful! Don't fall. There's a step here. 9.2	Please don't come into this room. 9.2	You can't smoke here. 9.2
Toilets for men. 9.2	Toilets for women. 9.2	You can get information here. 9.2
You can't enter this street. 9.2	You can park here. 9.2	You have to drive in one direction only. 9.2
You can't turn right. 9.2	You can't turn left. 9.2	There's no exit at the end of the road. 9.2

Instructions

Work in groups.

1 Place all the public sign cards face up on the left and all the information cards face up on the right.
2 Match the signs and the information.
3 Give one place where you can find each sign, e.g. *in a street, in a park, in a town,* etc.

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Hotel quiz

Work in pairs. Do the hotel quiz together.

1 Discuss.

The best hotel I know is …
The worst hotel I know is …

I stayed there in …	It was great/awful because …	The best thing was …

2 Complete the words about people who work in a hotel.

This person

1 pays to stay at a hotel	g___t
2 works at reception and checks people in and out	r_____t
3 manages the hotel	m_____r
4 carries luggage for guests	p____r
5 cleans the hotel rooms	m__d
6 serves food in the restaurant (male)	w____r
7 serves food in the restaurant (female)	w_____s

3 When you stay in a hotel, which facilities do you use? Why do you use them?/Why don't you use them?

- restaurant ☐
- laundry service ☐
- gym ☐
- Internet access ☐
- minibar ☐
- sauna ☐
- swimming pool ☐
- pay TV ☐

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Invitations and suggestions

Work in pairs.

❶ Two friends, Pat and Chris, meet in the street. Read the conversation and put the sentences in the correct order.

___ I'm fine, thanks, Chris. And you?
___ I'd love to, but unfortunately I have to be home early this evening. How about meeting next week some time?
___ See you. Have a good evening.
___ Thursday's a good day for me.
___ That's a good idea. When are you free?
___ Yes, I'd enjoy that. OK, see you next Wednesday at six thirty, then.
1 *Hi, Pat! How are you?*
___ OK, good idea. How about meeting at six thirty? I don't have to be home early, so maybe we can have a drink and then go for a meal.
___ I'm very well. It's good to see you!
___ Would you like to come to my office? There's a really nice café-bar next door.
___ Nice to see you, too. Actually, I'm just on my way to meet some friends for a drink. Would you like to come?
___ No, sorry, I'm busy on Thursday. What about Wednesday?
___ You too. Bye.
___ Wednesday is fine. Where shall we meet?

❷ Read the conversation out loud. One of you is Chris, the other is Pat. Then change roles.

❸ Make up two similar conversations. Try to use the language you practised in ❷.

Conversation 1

Student A You work for the same company as Student B. You meet Student B in the car park. Suggest having lunch together on Friday.

Student B You work for the same company as Student A. You meet Student A in the car park. You are busy on Friday. Suggest meeting one day next week.

Conversation 2

Student B You meet Student A in the street. It's Saturday morning and you are free. Suggest having a drink together.

Student A You meet Student B in the street. It's Saturday morning and you are on your way to meet some friends for lunch. Suggest meeting one evening next week.

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Have you ever ...?

Have you ever done a language course in another country?
Where did you do it?
What did you think of it?
10.1

Have you ever visited a country in the Far East (e.g. Japan, Thailand, Malaysia, etc.)?
Which country did you visit?
What did you think of it?
10.1

Have you ever played a musical instrument?
What did you play?
Do you still play it?
10.1

Have you ever had a holiday you didn't enjoy?
Where was it?
Why didn't you enjoy it?
10.1

Have you ever met someone famous or important?
Who did you meet?
Where did you meet him/her?
10.1

Have you ever had a bad experience when travelling?
Where was it?
What happened?
10.1

Have you ever found something important or valuable?
What did you find?
What did you do with it?
10.1

Have you ever tried waterskiing, windsurfing or scuba-diving?
Where did you do it?
What did you think of it?
10.1

Have you ever eaten something very strange or unusual?
What did you eat?
Did you like it?
10.1

Have you ever done a job you really disliked?
What was the job?
How long did you do it?
10.1

Have you ever called the police?
Why did you call them?
What happened?
10.1

Have you ever visited a very hot or a very cold country?
Which country did you visit?
What did you think of the country and the people?
10.1

Have you ever experienced any problems in a foreign country?
What problems did you have?
What did you do?
10.1

Have you ever done any volunteer work?
What did you do?
Why did you do it?
10.1

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Past participles

Work in pairs. Read the clues and complete the crossword with the missing past participles.

Across

1 A multinational has ... our company for $1,000,000.

4 He has ... the lottery and he is leaving the company.

5 I have ... four bosses in my career.

6 I have never ... to Canada.

7 Have you ever ... in a helicopter?

9 Heikki worked for Nokia for eight years but he has ... working for them now.

Down

1 The computer has ... and now it doesn't work.

2 I have ... on the Indian Pacific railway three times.

3 The company has ... a lot this year. It is now much bigger.

8 I can't find a very important report! I've ... it!

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Verbs with prepositions

Can you turn 10.3	on the TV? 10.3
I want to apologize 10.3	for my mistake. 10.3
We are waiting 10.3	for the bus to arrive. 10.3
I don't have any money. Can you pay 10.3	for my ticket? 10.3
The train's here. Shall we get 10.3	on it? 10.3
The children are not at school so John is looking 10.3	after them this afternoon. 10.3
We don't know the word, so we're looking it 10.3	up in the dictionary. 10.3
We can't find the document and we've looked 10.3	for it everywhere. 10.3
It's cold. I'm going to put 10.3	on my coat. 10.3

Instructions

1 Work in groups.
2 Put the cards face up on the table.
3 Try to match sentence halves to make nine sentences.

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Leaving an answerphone message

Read the situations below. Prepare the messages you will leave on the notepads.

Situation 1

You have seen this advertisement and decide to order a catalogue. Leave a message on the company's answerphone.

'Thank you for contacting Cool Dudes Clothing Company. To receive a copy of our latest catalogue, please leave your name and address, including the postcode, after the tone. Please spell any difficult or unusual words. Your catalogue should be with you in seven working days. Thank you for calling.'

Situation 2

You want to have a meeting with Helen Turner. Leave a message suggesting a day and a time.

'You have reached the answerphone of Helen Turner. I am on annual leave and will not be in the office until Monday 3rd September. Please leave your message after the tone or contact my secretary on extension 4271. Thank you.'

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Mobile phone calls

Student A

Situation 2 Trade fair plan Stands 1–33

Situation 1
A friend from New York is coming to stay with you. They arrive at the airport and call you to arrange to meet. You cannot hear them very well.

Situation 2
You are at a trade fair with a colleague. The venue is very large and you have lost each other. Use your mobile to try to find your colleague. The hall is very noisy.

Situation 3
Call your Sales Manager to get some figures you need for a very important meeting tomorrow. The Sales Manager told you they were ready yesterday. The line is very bad.

Situation 4
You are late for a meeting with an important client because there has been a traffic accident. No one is hurt but the road is blocked. Apologize for being late and explain why.

10.5 Mobile phone calls

Student B

Situation 2 Trade fair plan Stands 1–33

Situation 1
You have flown from New York to stay with a friend in Los Angeles. You call them to arrange to meet. Your mobile needs recharging.

Situation 2
You are at a trade fair with a colleague. The venue is very large and you have lost each other. Your colleague calls you on your mobile. It is very noisy and difficult to hear. Tell your colleague where you are.

Situation 3
You are the Sales Manager of Global Enterprises. Your boss calls you to get some sales figures. They are not ready yet but you don't want to tell them this. The line is very bad.

Situation 4
You are waiting for a representative of Global Enterprises to arrive. They are 30 minutes late already when the phone rings. It is very difficult to hear anything because there is a lot of noise.

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Test A UNITS 1–2 TIME LIMIT 50 MINUTES

❶ Present Simple

Correct the questions and sentences.

1 A Where ~~live you~~? *Where do you live?*
B I live in London.

2 A Where is you from?
B I am from Hamburg.

3 A What time get you up?
B I get up at 6.30 a.m. every day.

4 A What do you work?
B I'm a lawyer.

5 A Are you a single?
B Yes, I am.

6 A Do you have any children?
B No, I not.

1 mark per answer **Total 5**

❷ Adverbs of frequency

Put the word in brackets in the sentence.

1 I *sometimes* go to the gym. (sometimes)

2 At the weekend I go swimming. (often)

3 I watch TV in the evening. (hardly ever)

4 Maria leaves work at 6 p.m. (always)

5 We go skiing in February. (usually)

6 Carla travels to other countries in her job. (never)

1 mark per answer **Total 5**

❸ Present Simple

Write a suitable verb.

1 I *have* business lunches every week.

2 Do you _____ advice to your clients?

3 Daniel _____ the financial newspapers in the morning.

4 Rebecca _____ a meeting with her colleagues every Tuesday.

5 They _____ English on the phone.

6 We _____ shopping after work.

1 mark per answer **Total 5**

❹ Classroom communication

Put the words in the right order to make questions.

1 do spell how you *dictionary* ?
How do you spell dictionary?

2 question repeat you can the sorry ?
_____

3 does mean the what *Accounts* word ?
_____

4 on board write word can you the the please ?
_____

5 I answer know don't the .
_____

6 that say again can please you ?
_____

1 mark per answer **Total 5**

❺ Vocabulary: classroom words

Write the words.

1 l*aptop*

2 f_____

3 p_____

4 e_____

5 h___ p____

6 p____ c___

1 mark per answer **Total 5**

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Test A UNITS 1–2 TIME LIMIT 50 MINUTES

❻ Time

Look at the clocks. Complete the sentences.

1 It's *ten* past two.

2 It's _____ past three.

3 It's twenty _____ five.

4 It's nine _____.

5 It's _____ past eight.

6 It's a _____ past one.

1 mark per answer **Total 5**

❼ Introductions, greetings, goodbyes

Write ONE word in each gap.
(*I'm, He's,* etc. = one word)

Conversation 1

A Can I *introduce* myself? My _____[1] is Franco Bianchi.

B Hello. _____[2] to meet you. _____[3] Susie Rand.

Conversation 2

A Hello, John. It's _____[4] to see you again. _____[5] are you?

B _____[6] thanks, Brad. _____[7] the family?

A Very _____[8], thanks.

Conversation 3

A Goodbye, Corinne. It was nice _____[9] you. _____[10] a good trip.

B Thank you, and I _____[11] to see you _____[12] soon.

1 mark per answer **Total 12**

❽ Telephoning: starting a call

Complete the telephone conversation. Write ONE word in each gap.

A Good afternoon. Bell Systems. How can I _____[1] you?

B Good afternoon. _____[2] I speak to Nick White?

A _____[3] calling, please?

B Jana Mack from Infotech.

A _____[4] on, please.

C Hello.

B Is _____[5] Nick White?

C Yes, _____[6].

B Hello, Nick. _____[7] Jana. I'm _____[8] about our meeting next week.

1 mark per answer **Total 8**

TEST TOTAL 50

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Test B UNITS 3–4 TIME LIMIT 50 MINUTES

❶ *There is/are, some/any, have, have got*

Choose the correct sentence.

1 a There is a table in Reception. ✓
  b There are a table in Reception.

2 a The computer doesn't have got a mouse.
  b The computer hasn't got a mouse.

3 a There aren't any windows in the office.
  b There aren't some windows in the office.

4 a Do you got a diary?
  b Have you got a diary?

5 Have you got pens and paper?
  a Yes, I have.
  b Yes, I have got.

6 a There are some pens in my office.
  b There are any pens in my office.

1 mark per answer **Total 5**

❷ Irregular verbs

Write the past tense form of these verbs.

go *went*
begin _____
buy _____
eat _____
get _____
have _____
leave _____
meet _____
see _____
take _____
write _____

1 mark per answer **Total 10**

❷ Past Simple

Correct the sentences.

1 Irena ~~work~~ here last week.
  Irena worked here last week.

2 A Did you show Piotr the new book?
  B Yes, I did show.

3 Did you went to the office yesterday?

4 Carolyn didn't spent a lot of money on her business trip.

5 I asked Steven but he didn't knows the answer.

6 Do you finish the project last night?

1 mark per answer **Total 5**

❶ Vocabulary: travel for work

Match A and B to make questions and answers.

A

1 You went on a business trip. Where did you go? *c*
2 When did you go? _____
3 How long did you stay there? _____
4 How did you travel? _____
5 What was the weather like? _____
6 Who did you go with? _____
7 Where did you stay? _____
8 Did you have a good time? _____

B

a It was very hot.
b Two weeks.
c I went to Istanbul.
d Our Turkey manager, Fatma.
e In a four-star hotel.
f In August.
g Yes, I loved it.
h We went by car.

1 mark per answer **Total 7**

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Test B UNITS 3–4 TIME LIMIT 50 MINUTES

❺ Vocabulary: prepositions

Underline the right word.

1 The museum is *on/in* the corner of Green Street.

2 The metro station is *between/opposite* the museum and the café.

3 Katrina's desk is next *of/to* the coffee machine.

4 We live *between/near* the park.

5 The restaurant is *opposite/on the right* the post office.

6 My office is *in/on* the left.

1 mark per answer **Total 5**

❻ Vocabulary: travel

Write the words.

1 t*rain*

2 f_____

3 p_____

4 f_____

5 c_____

6 b_____

1 mark per answer **Total 5**

❼ Asking for travel information

Put the words in the right order to make questions.

1 tell can when to get off me please you ?

Can you tell me when to get off, please?

2 train which does the leave platform from ?

_____

3 Hilton take the me can to please you ?

_____

4 way the excuse to is me this city centre the ?

_____

5 please a can I receipt have ?

_____

6 is near a excuse here bank there me ?

_____

1 mark per answer **Total 5**

❽ Telephoning: leaving a message

Complete the telephone conversation. Write ONE word in each gap.

A Hello.

B Hello. Can I speak to Bruno Davis, _____[1]?

A I'm _____[2], but Mr Davis is out of the office at the moment. _____[3] I _____[4] a message?

B Yes. Could you ask him to _____[5] me? My name is Marc Aubon and my _____[6] is 0131 4960011.

A Yes, of _____[7]. I'll _____[8] him your message.

B Thanks very much. Goodbye.

1 mark per answer **Total 8**

TEST TOTAL 50

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Test C UNITS 5–6 TIME LIMIT 50 MINUTES

❶ Mass and count nouns

Are these nouns mass or count?
Write M (mass) or C (count).

1 luggage _____
2 country _____
3 traffic _____
4 company _____
5 information _____
6 work _____
7 tourist _____
8 advice _____

1 mark per answer **Total 8**

❷ *a lot of, much, many*

Complete the sentences using *a lot of, much,* or *many*.

1 We don't have _____ time for the meeting.
2 They invited _____ people to their party.
3 How _____ hours did you work yesterday?
4 He didn't make _____ business trips last year.
5 How _____ money did you take on holiday?

1 mark per answer **Total 5**

❸ Comparative and superlative adjectives

Complete the chart.

Adjective	Comparative	Superlative
1 happy	_____	_____
2 few	_____	_____
3 popular	_____	_____
4 pretty	_____	_____
5 good	_____	_____
6 bad	_____	_____

1/2 mark per answer **Total 6**

❹ Vocabulary: food

Write the words.

1 m*ushrooms*

2 c_____

3 t_____

4 c_____

5 c_____ c___

6 f___

1 mark per answer **Total 5**

❺ Dates

Write the dates.

1 8/7/98	a BrE	*8 July 1998*
	b AmE	*August 7 1998*
2 2/11/00	a BrE	_____
	b AmE	_____
3 5/10/07	a BrE	_____
	b AmE	_____
4 4/1/99	a BrE	_____
	b AmE	_____

1 mark per answer **Total 6**

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Test C UNITS 5–6 TIME LIMIT 50 MINUTES

❻ Vocabulary: money

Underline the right word.

1 Yesterday we spent €1,200 *by/on* a new computer.

2 I need to go to a *money/cash* machine.

3 In my country we don't use *notes/coins*. We only use paper money.

4 When you use a *debit/credit* card, you don't borrow any money.

5 I'm sorry, we don't accept cards, only *cash/bills*.

6 I don't *win/earn* enough money in my job.

1 mark per answer **Total 5**

❼ Offers and requests, eating and drinking

Put the dialogue in the right order.

_____ B Yes, I think so. What would you like, Dan?

_____ B Yes, please.

_____ C Could we have a bottle of wine, please?

__1__ A Are you ready to order?

_____ B And I'd like the omelette, please.

_____ A And would you like anything to drink?

_____ C I'll have the fish soup, please.

_____ A Would you like a side salad with the omelette?

1 mark per answer **Total 7**

❽ Welcoming a visitor

Put the words in the right order to make questions.

1 business are on here you on holiday or ?

Are you here on business or on holiday?

2 coat take I your can ?

_____

3 two you could us coffees please bring ?

_____

4 first to your London this visit is ?

_____

5 hope good had I a you flight .

_____

6 OK everything is hotel at your ?

_____

7 trip did a you good have ?

_____

8 long you here how are for ?

_____

1 mark per answer **Total 8**

TEST TOTAL 50

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Test D UNITS 7–8 TIME LIMIT 50 MINUTES

❶ Present Simple and Present Continuous

Underline the right form.

1 She is a famous journalist. She *writes/is writing* for 'Le Monde'.

2 At the moment Martin *stays/is staying* in a hotel.

3 I *always work/am always working* from home on Tuesdays.

4 We have a problem. Lots of people *leave/are leaving* the company.

5 In my company everyone *starts/is starting* work at 8.30 a.m.

6 Mike *comes/isn't coming* to work. He's on sick leave.

7 Rene *goes/is going* home now.

1 mark per answer **Total 6**

❷ Future: *will, going to*

Correct the sentences.

1 What time ~~is~~ you going to meet Tamara?
What time are you going to meet Tamara?

2 A Are you going to learn Chinese?
B Yes, I am going.

3 It don't will snow tomorrow.

4 I think Hussein will to leave the company.

5 They going to go to Lisbon in January.

6 When you go to Poland, people will being really friendly.

1 mark per answer **Total 5**

❷ Present trends

Complete the sentences with the words in brackets.

1 The cost of living *is increasing*. (increase)

2 Sales of chocolate _____. (fall)

3 The number of employees _____. (not change)

4 The birth rate _____. (stay the same)

5 Prices in this country _____. (not go up)

1 mark per answer **Total 4**

❹ Vocabulary: word partners

Complete the sentences with the correct form of *do, make*, or *get*.

1 We _____ a big mistake last week.

2 I _____ a lot of phone calls at work.

3 Georg always _____ to work on time.

4 My company _____ a lot of business with the USA.

5 I _____ the shopping last Saturday.

6 Yvain _____ one hundred emails yesterday!

1 mark per answ

❺ Vocabulary: c tion

Write the words.

1 m o n i t o r

2 k_____

3 m_____ p_____

4 e_____

5 s_____

6 p_____

7 m_____

8 p_____

9 a_____

1 mark per answer **Total 8**

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Test D UNITS 7–8 TIME LIMIT 50 MINUTES

❻ Telephoning: making and changing arrangements

Complete the telephone conversations. Write ONE word in each gap.

Conversation 1

M Hello, is _____[1] James Sand?

J Yes, _____[2].

M James, it's Mati. I'm _____[3] to arrange a meeting next week. Are you _____[4] on Tuesday morning?

J No, _____[5], I'm busy all day on Tuesday. How _____[6] Wednesday?

M Well, Wednesday afternoon isn't _____[7] but the morning is _____[8]. Shall we _____[9] 9.30 a.m.?

J Fine. _____[10] you next week, then Mati. Bye.

Conversation 2

M Hello, Mati Jansen.

J Hello, Mati. _____[11] James. I'm very _____[12], but I've got a problem. Can we _____[13] the date of our meeting?

M Yes, of course. What day do you prefer?

J Well, any time on Friday is _____[14] for me.

M _____[15] about just after lunch, say 2.15?

J Yes, fine.

M Good. Right, so Friday at 2.15, then.

1 mark per answer **Total 15**

❼ Writing emails and faxes

Match A and B to make typical sentences for faxes and emails.

A

1 Please fax me ___c___
2 This email is _____
3 Please let me know if _____
4 Sorry about _____
5 Unfortunately _____
6 Hoping to _____
7 Looking forward to _____

B

a I can't come to the meeting next week.
b meet you again soon.
c your price list.
d you need any more information.
e seeing you in New York.
f the mistake in our brochure.
g to give you directions to the hotel.

1 mark per answer **Total 6**

TEST TOTAL 50

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Test E UNITS 9–10 TIME LIMIT 50 MINUTES

❶ Modal verbs

Complete the sentences with the correct modal verb, *have to/don't have to, can/can't,* or *should/shouldn't.*

1 You _____ find out about local customs before you visit a foreign country. (it's a good idea)

2 You _____ drive on the left in the UK. (it's necessary)

3 You _____ show your passport when you travel between some European countries. (it's not necessary)

4 You _____ get lots of useful travel information on the Internet. (it's possible)

5 You _____ make personal phone calls at work. (it's not a good idea)

6 You _____ visit Russia if you don't have a visa. (it's not possible)

1 mark per answer **Total 6**

❷ Irregular verbs

Complete the table.

Infinitive	Past Participle
be	*been*
break	_____
buy	_____
find	_____
fly	_____
forget	_____
grow	_____
lose	_____
see	_____
win	_____

1 mark per answer **Total 9**

❸ Past Simple and Present Perfect

Underline the right form.

1 She *started/has started* her first job five years ago.

2 *Did you ever travel/Have you ever travelled* to South America?

3 We *received/have received* emails from seven people and we will get the other emails tomorrow.

4 Sales *went up/have gone up* 50% in 2007.

5 I *did never speak/have never spoken* to the manager.

6 Jim *didn't write/hasn't written* the report last week.

7 Mr Turing is here and John *went/has gone* to meet him.

1 mark per answer **Total 6**

❹ Vocabulary: verbs with prepositions

Tick ✓ or correct the sentences.

1 Can you turn on the TV?

✓ _____

2 I'll ask ~~of~~ a drink.

I'll ask for a drink. _____

3 You have to apologize to the mistake.

_____

4 We're going for a walk.

_____

5 We didn't want to wait of a bus.

_____

6 My boss is going to holiday today.

_____

7 Carl is looking after the children.

_____

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8 Henry looked the number over in the phone book.

_____

9 I want to thank you for your help.

_____

10 We can't find an important document but we're looking by it now.

_____

1 mark per answer **Total 8**

❺ Vocabulary: hotels

Write the words.

1 s_____

2 s_____

3 k___

4 l___

5 p_____

6 s_____

7 t____

8 s___

9 h_____

10 k__ c___

1 mark per answer **Total 10**

❺ Invitations and suggestions

Put the dialogue in the right order.

_____ A No, why?

_____ B Oh well, what about going to a restaurant?

__1__ A Hi, Peter.

_____ B How about playing tennis then?

_____ A Great idea! Let's go to the fish restaurant in town.

_____ B Hi, Oliver. Are you busy this evening?

_____ A Sorry I can't. I'm playing tennis this afternoon.

1 mark per answer **Total 6**

❼ Telephoning: mobile phones

Put the words in the right order.

1 disturbing you am I ?

Am I disturbing you?

2 time to a call is good this ?

_____

3 anything I interrupting am ?

_____

4 lost sorry the connection we .

_____

5 needs I my think mobile recharging .

_____

6 up is line the breaking .

_____

1 mark per answer **Total 5**

TEST TOTAL 50

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RESOURCE FILE ANSWER KEY

1.5

1 a
2 c
3 a
4 b
5 a, c
6 b
7 a, b
8 b
9 b
10 b, c

2.4

1

5 dentist
8 secretary
9 pilot
1 journalist
10 doctor
12 hairstylist
11 shop assistant
6 waiter
4 chef
2 nurse
7 flight attendant
3 civil servant

2

2 shop assistant
3 journalist
4 hairstylist
5 waiter
6 doctor
7 secretary
8 flight attendant
9 civil servant
10 chef
11 dentist
12 nurse

2.6

Student A Answers

b, f, e, g, a, d, c

Student B Answers

g, d, f, c, a, b, e

3.1

1 Student A answers

13 briefcase
1 bookcase
12 chair
5 clock
4 computer
11 desk
8 desk lamp
3 door
10 files
2 flowers
7 newspaper
9 phone
6 pictures
14 plant
15 window

Student B answers

12 briefcase
4 bookcase
13 chair
1 clock
7 computer
10 desk
9 desk lamp
5 door
8 file
6 flowers
14 newspaper
11 phone
3 pictures
15 plant
2 window

2 Student A answers

2 *There's* a computer *on* the desk.
3 *There's* a chair *in front of* the desk.
4 *There's* a desk lamp *behind* the phone.
5 *There are* some plants *between* the desk and the window.
6 *There's* a bookcase *next to* the door.
7 *There are* some files *in* the bookcase.
8 *There's* a clock *above* the pictures.
9 *There are* some flowers *on* the bookcase.
10 *There's* a newspaper *between* the computer and the desk lamp.

Student B answers

2 *There's* a computer *on* the desk.
3 *There's* a bookcase *under* the window.
4 *There are* some books *in* the bookcase.
5 *There's* a file *on* the desk.
6 *There's* a newspaper *in front of* the desk lamp.
7 *There are* two pictures *between* the door and the window.
8 *There's* a clock *above* the bookcase.
9 *There are* some flowers *behind* the phone.
10 *There's* a door *next to* the bookcase.

3.2

(Possible answers)

1 He hasn't got a mouse.
2 She has got a new car.
3 He hasn't got time.
4 He has got a lot of work.
5 She has got a beautiful new house.
6 He hasn't got any money.
7 He hasn't got a ticket.
8 He has got a letter.
9 She has got 200 emails.
10 He hasn't got an umbrella.
11 She has got a text message/phone call.
12 She has got a cup of tea.

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4.2

1

Infinitive	**Past**
eat	ate
get up	got up
have	had
meet	met
read	read
speak	spoke
study	studied
go	went

4.3

			1W		2C	O	L	D		
3O			E		A					
4F	A	C	T	O	R	Y		5T		
F								R		
I		6S						A		7F
8C	O	U	N	T	R	Y	S	I	D	E
E		N						N		R
		N								R
		Y				9W	I	N	D	Y

4.4

(Model answer)

Michael Ponchok went on a business trip to Tokyo. He stayed there for seven nights. The weather was cold and snowy. He stayed in the Tokyo Hotel. He worked with Mr Shintaro Ienaga, the local representative in Tokyo and they travelled by car. He met a lot of people and he had a great time.

4.5

1

1	D	5	B
2	A	6	H
3	G	7	E
4	F	8	C

2

the caller: 3, 4, 8, A, B, D, E, H

the person who answers: 1, 2, 5, 6, 7, C, F, G

5.2

1

box	desk	glass
dish	egg	watch
key	dictionary	church
book	sandwich	

2

1	century	6	university
2	country	7	library
3	city	8	secretary
4	journey	9	lunch
5	colleague	10	meeting

3

Group 1	**Group 2**	**Group 3**
books	dictionaries	boxes
desks	cities	watches
keys	universities	dishes
eggs	libraries	churches
colleagues	countries	sandwiches
journeys	centuries	glasses
meetings	secretaries	lunches

5.3

1

1	bar	6	bag
2	glass	7	carton
3	tin	8	loaf
4	kilo	9	cup
5	piece		

2 (Possible answers)

a bag of sugar
a bar of chocolate
a carton of milk
a cup of tea
a glass of milk
a kilo of butter/chocolate/sugar/tea/tomatoes/tuna
a loaf of bread
a piece of bread/butter/cake/chocolate/tuna
a tin of tomatoes/tuna

5.5

Martin, look at the **desserts**! That chocolate cake looks delicious.
Excuse me. Are you **ready to order**?
I'd like the seafood **soup**, please.
I'll have the pâté.
And what would you like for the main **course**?
Certainly. The salmon comes with vegetables or a side salad.
I'd like the salad, please.
Right. And **would you like** something to drink?
Yes, a glass of **white wine**.
Would you like still or **sparkling**?

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6.3

(Possible answers)

1 Frank started university on 28th September 1958.
2 He left university on 15th June 1961.
3 He worked as a waiter in Italy from 1st July to 31st August 1961.
4 He started working at Hastings Bank on 12th October 1961.
5 He became the regional manager in Sydney on 2nd February 1974.
6 He returned to the UK on 29th May 1978.
7 He became managing director of Hastings Bank on 30th January 1989.
8 He retired from Hastings Bank on 29th March 1999.
9 He opened his own garden centre on 14th April 2002.

6.4

1	expensive	6	scenery
2	bill	7	debit
3	coins	8	cash machine
4	frequent	9	short break
5	climate	10	receipt

7.1

1 I **study** English every Monday evening.
2 They **always go** on holiday in July.
3 At present our products **are selling** well.
4 She's busy at the moment. She**'s talking** to a customer.
5 Does he **often arrive** late?
6 How many days' holiday **do you have** every year?
7 I **never finish** work before 7.30 p.m.
8 How often **do you speak** English in your job?
9 He's not in his office at the moment. He**'s having** lunch in a restaurant.
10 I **sometimes make** business trips to the USA.

7.3

1

1	get/make	7	do
2	do	8	make
3	make	9	make
4	get	10	get
5	get	11	get
6	make	12	do

8.2

1 William (is going on a plane after work).
2 Fiona (is going to learn a new language).
3 Ian (is going to start work at LZ Inc. next week).
4 Richard (is going to go on holiday in the mountains).
5 Michael (is going to watch sport at the weekend).
6 Diana (is going to meet her children after work).
7 Jennifer (is going to drive home).
8 Peter (is going to meet a client next week).
9 Sara (is going to train a new employee).
10 Martina (is going to do a puzzle).

8.3

1	K	E	Y	B	O	A	R	D					
				2	S	T	A	M	P				
3	M	O	N	I	T	O	R						
				4	L	A	P	T	O	P			
					5	C	E	L	L	P	H	O	N	E
6	F	A	X	■	M	A	C	H	I	N	E		
					7	M	O	U	S	E			
8	A	D	D	R	E	S	S						
				9	E	N	V	E	L	O	P	E	
10	P	R	I	N	T	E	R						

8.5

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

9.3

2

1 guest
2 receptionist
3 manager
4 porter
5 maid
6 waiter
7 waitress

9.4

1

1 Hi Pat! How are you?
2 I'm fine, thanks, Chris. And you?
3 I'm very well. It's good to see you!
4 Nice to see you, too. Actually, I'm just on my way to meet some friends for a drink. Would you like to come?
5 I'd love to, but unfortunately I have to be home early this evening. How about meeting next week some time?
6 That's a good idea. When are you free?
7 Thursday's a good day for me.
8 No, sorry, I'm busy on Thursday. What about Wednesday?
9 Wednesday is fine. Where shall we meet?
10 Would you like to come to my office? There's a really nice café-bar next door.
11 OK, good idea. How about meeting at six thirty? I don't have to be home early, so maybe we can have a drink and then go for a meal.
12 Yes, I'd enjoy that. OK, see you next Wednesday at six thirty, then.
13 See you. Have a good evening.
14 You too. Bye.

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10.2

	1B	O	U	G	H	2T			
	R					R			3G
4W	O	N			5H	A	D		R
	K					V			O
6B	E	E	N			E			W
	N				7F	L	O	W	N
8L						L			
O						E			
9S	T	O	P	P	E	D			
T									

10.3

Can you turn on the TV?
I want to apologize for my mistake.
We are waiting for the bus to arrive.
I don't have any money. Can you pay for my ticket?
The train's here. Shall we get on it?
The children are not at school so John is looking after them this afternoon.
We don't know the word, so we're looking it up in the dictionary.
We can't find the document and we've looked for it everywhere.
It's cold. I'm going to put on my coat.

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TESTS ANSWER KEY

Test A

A1
2 Where **are** you from?
3 What time **do** you get up?
4 What do you **do**?
5 Are you **single**?
6 No, I **don't**.

A2
2 At the weekend I often go swimming.
3 I hardly ever watch TV in the evening.
4 Maria always leaves work at 6 p.m.
5 We usually go skiing in February.
6 Carla never travels to other countries in her job.

A3
(Possible answers)
2 give
3 reads
4 has
5 speak
6 go

A4
2 Sorry, can you repeat the question?
3 What does the word *Accounts* mean?
4 Can you write the word on the board, please?
5 I don't know the answer.
6 Can you say that again, please?

A5
2 folder
3 pencil
4 eraser
5 hole punch
6 paper clip

A6
2 half
3 to
4 o'clock
5 twenty-five
6 quarter

A7
1 name
2 Pleased/Nice
3 I'm
4 good/nice
5 How
6 Fine
7 How's
8 well
9 meeting
10 Have
11 hope
12 again

A8
1 help
2 Can/Could
3 Who's
4 Hold
5 that
6 speaking
7 It's
8 calling/phoning

Test B

B1
2 b
3 a
4 b
5 a
6 a

B2

begin	began
buy	bought
eat	ate
get	got
have	had
leave	left
meet	met
see	saw
take	took
write	wrote

B3
2 Yes, I did.
3 Did you **go** to the office yesterday?
4 Carolyn didn't **spend** a lot of money on her business trip.
5 I asked Steven but he didn't **know** the answer.
6 **Did** you finish the project last night?

B4
2 f
3 b
4 h
5 a
6 d
7 e
8 g

B5
2 between
3 to
4 near
5 opposite
6 on

B6
2 ferry
3 plane
4 factory
5 crossroads
6 bridge

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B7

2 Which platform does the train leave from?
3 Can you take me to the Hilton, please?
4 Excuse me, is this the way to the city centre?
5 Can I have a receipt, please?
6 Excuse me, is there a bank near here?

B8

1 please
2 sorry
3 Can
4 take
5 call/phone/ring
6 number
7 course
8 give

Test C

C1

1 M
2 C
3 M
4 C
5 M
6 M
7 C
8 M

C2

1 much/a lot of
2 a lot of
3 many
4 many/a lot of
5 much

C3

	Comparative	Superlative
1	happier	(the) happiest
2	fewer	(the) fewest
3	more popular	(the) most popular
4	prettier	(the) prettiest
5	better	(the) best
6	worse	(the) worst

C4

2 cheese
3 tomatoes
4 chicken
5 chocolate cake
6 fish

C5

2 a 2 November 2000
b February 11 2000
3 a 5 October 2007
b May 10 2007
4 a 4 January 1999
b April 1 1999

C6

2 cash
3 coins
4 debit
5 cash
6 earn

C7

2 B Yes, I think so. What would you like, Dan?
3 C I'll have the fish soup, please.
4 B And I'd like the omelette, please.
5 A Would you like a side salad with the omelette?
6 B Yes, please.
7 A And would you like anything to drink?
8 C Could we have a bottle of wine, please?

C8

2 Can I take your coat?
3 Could you bring us two coffees, please?
4 Is this your first visit to London?
5 I hope you had a good flight.
6 Is everything OK at your hotel?
7 Did you have a good trip?
8 How long are you here for?

Test D

D1

2 is staying
3 always work
4 are leaving
5 starts
6 isn't coming
7 is going

D2

2 Yes, I am.
3 It **won't** snow tomorrow.
4 I think Hussein **will leave** the company.
5 They **are** going to go to Lisbon in January.
6 When you go to Poland, people will **be** really friendly.

D3

2 are falling
3 isn't/is not changing
4 is staying the same
5 aren't/are not going up

D4

1 made
2 make/get
3 gets
4 does
5 did
6 got

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D5

2 keyboard
3 mobile phone
4 envelope
5 stamp
6 postcode
7 mouse
8 printer
9 attachment

D6

1 that
2 speaking
3 calling/phoning
4 free
5 sorry
6 about
7 possible/free
8 OK/possible
9 say
10 See
11 It's
12 sorry
13 change
14 OK/possible
15 How/What

D7

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

Test E

E1

1 should
2 have to
3 don't have to
4 can
5 shouldn't
6 can't

E2

break	broken
buy	bought
find	found
fly	flown
forget	forgotten
grow	grown
lose	lost
see	seen
win	won

E3

2 Have you ever travelled
3 have received
4 went up
5 have never spoken
6 didn't write
7 has gone

E4

3 You have to apologize **for** the mistake.
4 ✓
5 We didn't want to wait **for** a bus.
6 My boss is going **on** holiday today.
7 ✓
8 Henry looked the number **up** in the phone book.
9 ✓
10 We can't find an important document but we're looking **for** it now.

E5

1 stairs
2 suitcase
3 keys
4 lift
5 pillow
6 shower
7 towel
8 soap
9 hairdryer
10 key card

E6

2 B Hi Oliver. Are you busy this evening?
3 A No, why?
4 B How about playing tennis then?
5 A Sorry I can't. I'm playing tennis this afternoon.
6 B Oh well, what about going to a restaurant?
7 A Great idea! Let's go to the fish restaurant in town.

E7

2 Is this a good time to call?
3 Am I interrupting anything?
4 Sorry, we lost the connection.
5 I think my mobile needs recharging.
6 The line breaking is up.

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Monitor sheet

Date:

Language problems

KEY

something missing word order unnecessary mistake

Useful words/phrases:

Check the pronunciation of these words:

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