

# At work – Lösungen

## Unit 1 Personal details

1

Personal answers

① Most of the units in *At work* open with a 'starter' which introduces the main topic of the unit. The first task in Unit 1, however, is a general information-sharing activity designed to help learners get to know each other and at the same time give you an idea of their speaking skills.

2

Personal answers

3

① This activity introduces some ways of saying what you do or are currently doing. Encourage learners to use the phrases about themselves or people they know.

1. I'm in sales, 2. I'm a taxi driver, 3. I work for a bank, 4. I'm between jobs, 5. I'm an engineer, 6. I'm a trainee

4

1. sell, 2. is serving, 3. produces, 4. I spend, 5. I'm driving

5

① This is the first of a number of exercises which focus on wordstress. Here learners should simply listen and underline the part of the word that they think is accented. Play the recording twice and let learners compare their results with a partner.

aerospace, automotive, catering, chemicals, construction, electronics, energy, engineering, financial services, ICT, logistics, media, metalworking, pharmaceticals, retail

6

Personal answers

7

Personal answers

8

Personal answers

9

help – speak – spell – moment

10

① In this exercise the letters of the alphabet are arranged in columns according to their vowel sound. All the missing letters were heard in exercise 9.

<u>A</u>	B	F	I	O	Q	<u>R</u>
<u>H</u>	C	L	Y		U	
J	D	M			<u>W</u>	
<u>K</u>	<u>E</u>	N				
	G	<u>S</u>				
	P	X				
	T	Z (UK)				
	V					
	Z (US)					

11

Practice

12

1. at, 2. dot, 3. colon, 4. dash, 5. underscore, 6. slash, 7. double slash, 8. backslash

13

1. 0044 113 261 6828  
2. 0044 113 261 6829  
3. d.kiershaw@westchem.com/cs  
4. 0773 642 5519  
5. don.kiershaw@solo.co.uk

14

Personal answers

15

Practice

① For more discussion, see the *Viewpoint* box at the end of every unit.

## Unit 2 The person and the job

1

Personal answers

*Some more possibilities:*

job objective, qualifications, other skills, other achievements, contact details

2

experienced – growing – successful – excellent – essential

3

① This exercise introduces the 'circles' system for recording wordstress. The advantage of this system is that it shows not only which syllable is stressed, but also how many of the syllables are actually spoken – which in English is not always clear.

1. contact, 2. assistant, 3. candidate

4

1. looking, growing, able, further, details, visit, website  
2. successful, position, essential  
3. similar, excellent

*Stress on other words in the advertisement:*

oOoo experienced

ooOo application

oooOo communication

5

Personal answers

6

*From the top:*

From – To – Sent – Attachments – Subject

7

1. is, 2. doesn't know, 3. (probably) doesn't know

8

for – of – to – on – at

9

*From the top:*

1, 4, 2, 8, 6, 9, 7, 3, 5

The vacancy is advertised.

Applications are received for the position.

The suitable candidates are invited for interview.

The candidates are interviewed.

A shortlist of candidates is drawn up.

The candidates on the shortlist are interviewed again.

One candidate is selected.

An offer is made to the successful candidate.

An employment contract is signed.

① Note that the speaker on the CD says: *candidates are invited for interviews*. This is not usual.

10

first of all 1  
then 3  
next –  
after that 1  
finally 1

11

Personal answers

12

pleased to – would be grateful if – sign and return – as soon as possible – look forward to

① 14 February can be spoken as *the fourteenth of February* or *February (the) fourteenth*. US speakers often drop the article in the second version.

13

True: 3

False: 1, 2, 4

14

*From the top:*

5, 2, 4, 1, 3

Thank you for your letter. I am very happy to accept your offer of the position of Sales Assistant. Please find the signed contract enclosed. Thank you for giving me the opportunity to work with 3-ZEE Logistics. I look forward to starting in my new position on 20 March.

## Unit 3 Around the building

1

Personal answers

2

1. may I introduce – this is  
2. I'd like to introduce – this is  
3. I'd like you to meet – this is

① This activity presents three different ways of introducing someone and responding to an introduction, from 1. formal to 3. informal. Check that learners are aware of the differences by asking them to think of different people they know/work with. Which phrase they would use with each person, and why?

3

1. How d'you do, Mrs Morales? Thank you.  
2. Nice to meet you too, Mary.  
3. Hello, Nate.

4

True: –

False: 1, 2, 3

① Note that here, learners are to answer according to what the writer says.

5

Personal answers

## 6

Practice

## 7

Personal answers

## 8

① This exercise supplies some words that could be used to complete the text. They are printed upside down to prevent learners reading them while they are doing exercise 7. Accept any appropriate alternatives that learners come up with.

all-important – punctual – happy – team – Listen – names – yourself – friendly – complain

## 9

Personal answers

## 10

*From the top:*

3, 5, 7, 2, 8, 6, 1, 4

## 11

1. main entrance, 2. reception, 3. post room, 4. lift, 5. canteen, 6. fitness room, 7. crèche, 8. conference room, 9. conference room, 10. first-aid room, 11. board room, 12. toilets

## 12

*First syllable:*

boardroom, conference room, entrance, fitness room, toilets, post room

*Second syllable:*

canteen, first-aid room, reception

## 13

① This activity introduces three different ways of asking for directions. Learners should brainstorm appropriate expressions but not write anything yet.

## 14

1. can you tell me where, 2. are there any, 3. Can you tell me how to get to

## 15

Preparation for practice

## 16

Practice

## Unit 4 At the workplace

## 1

Personal answers

*Some possibilities:*

office, factory, building site, shop

## 2

Open-plan office: Speakers 2, 4

One-person office: Speaker 1

Shared office: Speaker 3

## 3

1. can – it's quiet

2. doesn't like – privacy

3. unhappy – noisy

4. likes – a lot

## 4

Personal answers

## 5

1. Hotelling, 2. Hot-desking, 3. Guesting

## 6

His company operates a hot-desking system.

## 7

*From the top:*

1, 9, 5, 3, 10, 6, 4, 7, 2, 8

Although there are advantages to working from home, there are some disadvantages too. For example, if there is a problem with your boss or a colleague you can't just sit down and sort things out. It can also be very easy to get distracted by phoning a friend, for instance, or going shopping. The best thing to do is to set yourself a timetable and keep to it. Some people also say that they start to ignore their appearance and stop exercising, which of course isn't healthy. But for most people, the biggest problem is knowing just when, and how, to switch off.

① Note that the speaker on the CD says:

*Although there are advantages to working from home, there are ( ) disadvantages too.*

## 8

Personal answers

*For the employer:*

no running costs for an office, lighting, heating, etc.

*For the employee:*

No travel costs, can start/finish at any time, etc.

9

Personal answers

10

1. keyboard, 2. mouse, 3. mouse mat, 4. screen, 5. switch, 6. cable

11

① Weaker learners should start with the obvious items. The rest should then be easier to allocate.

*From the top:*

(left) 5, 8, 4, 7

(right) 1, 2, 6, 3

1. formatting toolbar, 2. standard toolbar, 3. title bar, 4. menu bar, 5. button, 6. scrollbar, 7. status bar, 8. ruler

12

① Weaker learners should start with the obvious items. The rest should then be easier to allocate.

1. the menu bar or standard toolbar, 2. the formatting toolbar, 3. the scrollbar, 4. the formatting toolbar, 5. the status bar, 6. the menu bar or standard toolbar

13 – 16

① These exercises deal with office equipment and supplies. Note that exercise 17 refers back to exercise 7. It could be done in class in pairs or set for homework.

13

① Weaker learners should start with the obvious items. The rest should then be easier to allocate.

*Furniture:*

desk, cupboard, filing cabinet

*Desktop equipment:*

desk tidy, hole punch, stapler

*Stationery:*

desk diary, paper clips, ring binder

*Office machines:*

calculator, printer, shredder

14

1. desk diary, 2. hole punch, 3. filing cabinet, 4. desk tidy, 5. paper clips, 6. ring binder

15

1. hole punch, 2. paper clips (or staples), 3. shredder, 4. desk diary, 5. calculator

① Note that each of the sentences includes the Present simple passive (for talking about what things are used for). This is practised in exercise 16.

16

*Some possibilities:*

It is used to:

- store data. (memory stick)
- copy documents. (photocopier)
- file papers. (ring binder)
- highlight parts of a text. (marker pen)
- stick things together. (glue, sellotape)
- speak to someone far away. (telephone)
- correct a text. (tippex)

17

Writing practice

## Unit 5 Working conditions

1

Personal answers

*Some possibilities:*

working hours, when and how salary is paid, rules about overtime, holidays

2

1. flexitime, 2. core hours, 3. overtime, 4. time in lieu, 5. to clock in, 6. salary

3

1. All staff  
2. 38  
3. don't have to  
4. time in lieu  
5. 25  
6. at the beginning

4

1. Who do we have to ask when we want to go on holiday?  
2. Are we allowed to use the company car park?  
3. Do we have to take all our holiday entitlement in the same year?  
4. What do we have to do if we get ill?  
5. Are we allowed to use the fitness room after working hours?  
6. What do we have to do if we forget our card(s)?

5

Personal answers

6

1. probationary period, 2. Holidays, 3. A doctor's note, 4. head of department, 5. notice period

7

Personal answers

8

True: 1, 3

False: 2, 4, 5, 6

9

Customer relations, Intercultural awareness, Negotiation skills, Problem solving, Report writing, Team building, Time management

10

Personal answers

11

Personal answers

12 – 13

① *At work* includes a number of exercises which focus on sounds that are often confused or mispronounced. Exercises 12 and 13 are designed to help learners discriminate between [dʒ], as in *job*, and [tʃ] as in *choose*. Treat these activities as fun – they will improve both learners' pronunciation and their listening skills.

12

① Play (or say) the words in the first line ([dʒ]) once without stopping, then play them again and pause after each word for the class to chorus it back to you several times. Do the same with the words in the second line ([tʃ]). Finally get learners, in pairs, to practise the individual words together and check each other's performance.

13

① Here the two sounds are mixed. Pause the recording after each item, so that learners have time to decide which sound they heard. For more practice, ask them to look at the transcript on page 87 and practise the words with a partner. How many more words can they think of that include one or other of the two sounds?

[dʒ] 1, 4, 5, 7, 8, 10

[tʃ] 2, 3, 6, 9

14

78% Job security65% Salary61% Regular working hours46% Further training32% Promotion

15

Nouns:

possibility, security, variety

Adjectives:

flexible, happy, responsible, subsidised

16

Writing practice

## Unit 6 Company organisation

1

① This activity should be done with books closed.

Personal answers

2

1. Sales, 2. Production, 3. IT, 4. Market Research, 5. Customer Service, 6. Logistics, 7. R&D, 8. PR, 9. Marketing, 10. Quality Control, 11. Accounts, 12. Purchasing

① If necessary, draw attention to the abbreviations (IT, PR, R&D) in the *Info* box.

3

Personal answers

4

*German-speaking learners will probably come up with:*

1. product, systems, market, service, public (from *PR*), image  
2. control  
3. marketing, quality  
4. production, computer, logistics  
5. technology (from *IT*), materials  
6. manufacture, information (from *IT*)

5

Personal answers

6

1. production, 2. sales, 3. IT, 4. customer service, 5. market research

7

Personal answers

## 8

1. Training and Development, 2. Finance, 3. Controlling, 4. Production, 5. Purchasing, 6. Logistics, 7. Market Research, 8. Advertising, 9. Sales, 10. Customer Service

## 9

1. into, 2. of, 3. with, 4. up, 5. to, 6. for, 7. after  
(*Not needed*: under, from)

## 10 – 12

① This section introduces learners to 'weak forms'. Awareness of this pronunciation feature not only enables learners to speak more naturally and fluently, but also improves their listening skills.

## 10

① This exercise focuses on words from exercise 8 that, when spoken singly, are normally pronounced in their strong forms: at [æt], of [ɒv], to [tu:], and [ænd], for [fɔ:], into [ɪntu:].

## 11

① Learners now hear the same words spoken in their weak forms. Note that this is a normal feature of native speech when the words occur in sentences, as here.

1. at [ət], 2. of [əv], 3. to [tə], 4. and [ənd], 5. for [fə], 6. into [ɪntə]

## 12

1. The CEO is at the top of the chart. [ət], [əv]  
2. HR is responsible for recruitment. [fə]  
3. Logistics stores and delivers the products. [ənd]  
4. Controlling makes sure we keep to our budget. [tə]

① For more practice learners could mark the weak forms in the texts in exercise 6 and read them to a partner (1. and, at, can [kən], and, 2. and, and, that [ðæt], can, 3. of, from [frəm], of, for, and, 4. to, and as [əz], 5. to, to, to).

## 13 – 14

Preparation for roleplay.

## 15

Roleplay

## Unit 7 Talking about routines

## 1

1. All in good time, 2. There's no time like the present, 3. Better late than never, 4. Only time will tell, 5. There's a time and a place for everything.

① These are all common sayings in English.

## 2

*From the top:*

4, 2, 5, 1, 3

① Are there any similar sayings in the learners' language(s)?

## 3

① This exercise focuses on some times that are often confused.

1. 9:50  
2. 3:30  
3. 8:10  
4. 12:45  
5. 6:25  
6. 4:55

## 4

① Note that the prompts include three useful ways of giving an approximate time: *about*, *nearly* and *just after*.

1. It's about twenty past nine.  
2. It's nearly five o'clock.  
3. It's just after quarter to eight.  
4. It's nearly half past three.  
5. It's about twenty-five to twelve.  
6. It's just after quarter past one.

## 5

37½ – 3 – six – 15 – eight – one – 45 – 10:30 – 11:15 – 2:45  
(*Not needed*: 50)

## 6

sometimes, never, normally, always, usually, often  
(*Not used*: seldom, hardly ever)

## 7

Personal answers

## 8

Personal answers

## 9 – 10

① The letter s can be pronounced in two different ways: [s] and [z]. These exercises are designed to help learners discriminate between the two sounds.

## 9

① This exercise focuses on the [s] sound. Play the recording once or twice without stopping, then play it again and pause after each word for the class to chorus it back to you. Finally get learners, in pairs, to practise the individual words at random and check each other's performance.

## 10

[s] works, this, contracts, clients, lifts, components, complaints, appointments  
[z] goes, has, is, jobs, does, numbers, firms, routines

① When learners have checked their results with the recording, get them to practise the individual words with a partner.

## 11

1. Tuesday, Wednesday, 2. Friday, 3. Monday, Tuesday, 4. Wednesday, 5. Monday, 6. Monday, Thursday

## 12

1. the week ahead, 2. No luck, 3. the competition, 4. in the meantime, 5. Fingers crossed!, 6. potential customers, 7. expenses, 8. I called it a day.

## 13

*Regular verbs;*  
reached, congratulated, called, listened, managed, visited, worked, changed, improved\*, crossed\*, asked (\*here: Past participle)

*Irregular verbs:*  
made, gave, was, had to, got, found, said, wasn't, did, wrote

## 14

Writing practice

## Unit 8 Dealing with enquiries

## 1

Personal answers

*Some possibilities:*

accent, speed, idiomatic language, complicated grammar, abbreviations, etc.

## 2

① The three telephone calls are recorded on separate tracks (26, 27, 28).

1. in, 2. will, 3. doesn't work, 4. can't speak, 5. have, 6. very soon

## 3

*Call 1 (Track 26)*

Call for: Sam Branaman

Caller: Carol York

Message: She'll call back later.

Tel./Email: –

*Call 2 (Track 27)*

Call for: PR department

Caller: Peter Morgan

Message: Please call him back.

Tel./Email: 0788 792135

*Call 3 (Track 28)*

Call for: (GJ & Partners)

Call: (Ms) Melanie Osman

Message: Send brochure by email.

Tel./Email: MO63@hotmail.co.uk

## 4

① Here learners focus on a number of standard telephoning phrases that occurred in the three calls.

*Caller:*

1, 2, 5, 6, 10, 11

*Employee:*

3, 4, 7, 8, 9, 12, 13, 14, 15

## 5

*Saying what you've decided to do:*

1. I'll see if he's free.

2. I'll just note your details.

3. I'll read that back.

*Promising:*

4. I'll give them the message.

5. I'll send you our brochure.

6. We'll mail it to you right away.

## 6 – 7

① This is the first of several sections that deal with intonation. Here the focus is on statements. Intonation usually falls at the end of a statement.

## 6

The speaker's voice went down at the end of each sentence.

① Note that, on the CD, sentence 4 is *I'll give her the message*.

## 7

Practice

## 8

Roleplays

## 9

① This email exchange followed the third phone call in exercise 2. Learners should ignore the gaps for the moment and simply try to sequence the emails.

*Clockwise from top left:*

2, 4, 1, 3

## 10

① Learners now complete the emails with standard business correspondence phrases.

*Email 1:*

Further to – I have pleasure in – Please contact me if

*Email 2:*

would be grateful if you could

*Email 3:*

Further to – I regret that – I attach – please note that – In order to – I look forward to

*Email 4:*

I attach – would be grateful if you could – Please confirm that

## 11 – 12

Writing practice

## 13

Brainstorming advice

## 14

Exchanging advice

## Unit 9 Describing products

## 1

Personal answers

## 2

① Learners should ignore the gaps for the moment and simply guess what the products could be.

1. briefcase, 2. trainers, 3. personal music player, 4. printer

## 3

1. made of – comes with  
2. ideal for – Available in – designed to  
3. you'll ever need – variety of – Optional  
4. capacity – Maximum – Takes

## 4 – 5

① These pronunciation exercises focus on the way words are normally linked in connected speech ('liaison').

## 4

Practice

## 5

① The basic rules in the *Info* box should be enough to sensitise learners to this pronunciation feature and enable them to pick it up when listening to fluent speakers.

3. you'll ever need – choose from a variety of – lithium ion battery – optional accessories – armband and impact  
4. compact and flexible – takes envelopes

## 6

comfortable, efficient, practical, reliable, state of the art, stylish, user-friendly  
(*Not heard*: cheap, economical, safe)

## 7

Personal answers

*Some possibilities:*

alarm clock: cheap, reliable  
cycling helmet: comfortable, durable  
freezer: economical, reliable  
mobile phone: state of the art, user-friendly  
solar panel: economical, efficient  
stair lift: safe, compact



## 8

1. -er, -est
2. -y, -ier, -iest
3. more, the most

① The *Grammar check* presents the usual rule for forming comparatives. Learners may also hear native speakers using both comparative structures with some two-syllable adjectives (e.g. *She was politer to me; It's more cloudy today*) but there is no need to mention that in class at this stage.

## 9

*The Libro:*

- is more compact
- is lighter
- has a smaller screen
- has less storage capacity
- has a longer battery life
- has a longer warranty
- is cheaper

*The Screener:*

- is bigger
- is heavier
- has a larger screen
- has more storage capacity
- takes more books
- has a shorter battery life
- has a shorter warranty
- is more expensive

## 10

feature – benefit

## 11

*Features:*

1, 3, 6, 7, 10

*Benefits:*

2, 4, 5, 8, 9

## 12

Personal answers

*Some possibilities:*

1. You don't have to change planes.
2. You can do your shopping whenever you want.
3. You don't have to carry it.
4. You can drink and drive.
5. You don't need maps anymore.
6. You don't have to collect them yourself.

## 13

*Some possibilities:*

1. Decades of experience means that:  
we know what you need and how to supply it.
2. Our online tracking system:  
means you can always find out where your parcel is.
3. This top test result:  
means that you are using the best company in the business.

① Learners may notice that, in no. 1, *Decades* is plural whereas *means* is singular. If so, point out that the phrase is actually short for: The fact that we have (had) decades of experience means that ...

## 14

*From the top:*

(left) 1, 3, 2, 2, 1

(right) 3, 2, 2, 1

1.

Any tips?

What do you think about ...?

Would you recommend ...?

2.

I suggest you ...

If I were you, I'd ...

Why don't you ...?

Why not ...?

3.

I don't think I'd recommend ...

I wouldn't ... if I were you.

## 15

Personal answers

## 16

Writing practice

## Unit 10 Marketing

① You may prefer to teach this unit in two separate lessons: 1. meetings and 2. presentations.

1

All three speakers are talking about (poorly-chaired) meetings. Note that the speakers use the following useful terms:

1. to keep to the agenda
2. to overrun
3. to take the minutes

2

Personal answers

*Some possibilities:*

- The agenda should be circulated in advance.
- The meeting should start and finish punctually.
- The chairperson should make clear what decisions need to be/have been taken.
- Important points should not be left until the end of the meeting.
- Someone should take the minutes and circulate them after the meeting.

3

*Clockwise from top left:*

1, 4, 5, 2, 3

4

*Email 1:*

mtg: meeting

pm: afternoon (Latin: *post meridiem*)

asap: as soon as possible

*Email 2:*

Tues: Tuesday

Weds: Wednesday

am: morning (Latin: *ante meridiem*)

*Email 5:*

appmt: appointment

pls: please

FYI: for your information

hol: holiday

① In less formal correspondence, *Best wishes/Best regards* are often reduced to *Best*.

5

True: 1, 3

False: 2, 4, 5

6

*From the top:*

3, 6, 2, 7, 1, 10, 9, 5, 4, 8

7

1. has agreed, 2. (you)'ve had, 3. has always worked,
4. (I)'ve just had, 5. have decided

8

Roleplay

9

*From the top:*

Types of presentation – The preparation –  
The structure – The audience – The close

10

*The writer gives ten pieces of advice:*

1. Always prepare your presentation properly.
2. Make sure it has a beginning, a middle and an end.
3. Make sure you know who will be in the audience.
4. Tailor your presentation to suit them.
5. Only give information that is relevant to them.
6. Don't go over their heads or talk down to them.
7. Vary your voice.
8. Don't over-run. / Finish promptly.
9. Give out any handouts at the end of the presentation.
10. Invite questions.

11

1. management, 2. more than two, 3. a cartoon character,
4. a competition and the competition, 5. less, 6. during

12

1. The purpose of this ...
2. As you know, ...
3. For this reason, ...
4. Let's look at ...
5. So much for .... Now for ...
6. Take a look at .... As you can see, ...
7. However, posters alone ...
8. To conclude, ...
9. If you have any questions ...

13

Preparation for presentation

14

Presentation

15

Writing practice

① Learners may like to act out their TV ads in class.

## Unit 11 Sales

1

Personal answers

2

2. a totally new product
3. an addition to a product line
1. a new product line

(Not mentioned:

an improvement to a product)

3

1. to launch, 2. a segment, 3. a gap in the market,
4. a gamble, 5. a USP

4

Text 1

- After thinking about it
- we started producing

Text 2

spent (several months) developing

Text 3

- by expanding our range
- suggested targetting

5

From the top:

2, 3, 5, 8, 6, 4, 7, 1

6

1. got off to a slow start – rose sharply – peaked
2. fell gradually – fell sharply – reached a low point
3. dipped – levelled off – fluctuated

7

–

8

1. to, 2. at, 3. between, 4. by, 5. of, 6. at

9

Practice

10

All five documents are connected with sales.

1. order, 2. acknowledgement, 3. delivery note, 4. invoice,
5. reminder

11

Date: October 5

Your order no: WW 6582

Quantity: (Moon River Starter Set) 65

Unit price: (Moon River Christmas Pack) 79.80

VAT: 17.5%

12

True: 1, 5

False: 2, 3, 4, 6

13

1. €30.15

2. 16.25%

3. (Correct)

4. ¥12,497.00

14

1. thirty euros and fifteen cents

2. sixteen point two five percent

3. eight hundred and thirteen dollars (and) twenty-one cents

4. twelve thousand four hundred and ninety-seven yen

15

Roleplay

16

Writing practice

## Unit 12 Customer service

1

1. Consumers are statistics, customers are people.
2. It can take months to win a new customer but it only takes seconds to lose one.
3. Customer service is a never-ending story.

2

From the top:

1, 4, 9, 6, 2, 8, 11, 7, 3, 10, 5, 12

Have you ever had to contact the customer service department of a large organisation? Then you may have had the feeling that, to them, you're just a nuisance and an interruption; that they have better things to do than to listen to your problem. When it comes to customer service, everyone has a horror story to tell: there are the shop assistants who are more interested in chatting to each other about something that was on TV last night than in serving us; there's the call centre that transfers us from person to person and we have to repeat ourselves time and time again because nobody passes on our details; there's the telecoms company that cuts off our email access and then replies to our complaint by email ... the list is endless!

3

True: 2, 4

False: 1, 3

4

Personal answers

5

1. No, 2. five, 3. two, 4. one, 5. four

6

1. Ask
2. Listen – empathise
3. apologise  
promise – explain
4. reject – refer
5. be respectful

7

*The employee:*

- didn't give his company name or say who he was.
- was impolitely short.
- sounded uninterested.
- cut the speaker off.
- didn't empathise with the customer.
- didn't accept responsibility.
- blamed someone else.
- didn't apologise.
- didn't finish the conversation politely.

8

1. for calling, 2. How can I, 3. May I have, 4. I'm just putting you, 5. What's the problem, 6. That is a problem, 7. Please accept, 8. Is there anything else

9 – 10

Roleplays

① Note that in the first roleplay (exercise 9) the Customer Service Adviser has to cover page 53. In the second roleplay (exercise 10) it is the customer who has to cover page 53. In both roleplays, learners should use the telephoning sequence in the centre of page 52.

11

Personal sentences

① Learners' instructions can relate to any aspect of their work or organisation.

12

Thank you for your recent email regarding the level of service you have received from NetGas. I have passed your concerns on to our customer service department, who will investigate the matter and contact you on completion of their enquiries. The reference number for any correspondence is (...). May I take this opportunity to apologise for the inconvenience you have been caused.

**Viewpoint***Some possibilities:*

- Complain as soon as you notice the problem.
- Check all the details before you make the call.
- Make a note of the name of the person you are speaking to.
- Keep calm.
- Be polite.

**Unit 13****Appointments and arrangements**

1

1. second, 2. sixth, 3. First

2

① This exercise focuses on ordinal numbers that learners often have problems with.

fifth, eighth, ninth, twelfth, thirteenth, fifteenth, twentieth, thirtieth

3

Practice

4

Personal answers

5

Training course: 2-5/2

New job: 18/7

Plant closing: 10-21/8

Interviews: 12/11

Trade fair: 11-15/3

6

1. My boss is interviewing on Wednesday.
2. I'm not visiting any customers next week.
3. We're moving our production abroad soon.
4. Are you going to the trade fair in November?
5. We're opening a new shop in Venice this summer.

① The *going to* future (for plans) occurs in Unit 14. The Present simple future (for timetables and schedules) is dealt with in Unit 17.

## 7

Personal answers

## 8

① This exercise is designed to help learners discriminate between [v] and [w]. Play the [v] words at least once without stopping, then play them again and pause after each word for the class to chorus it back to you. Do the same with the [w] words. Finally get learners, in pairs, to practise the individual words at random and check each other's performance.

## 9

Personal answers

## 10

① This exercise introduces some useful phrases for making appointments and checks that learners hear various details correctly.

1. Could we meet at half past seven?
2. I can't make it on the thirtieth.
3. (Correct)
4. Are you free on Monday?
5. Unfortunately Tuesday's isn't very convenient.
6. (Correct)
7. Could we make it a bit earlier? Say, at quarter to two?
8. (Correct)
9. I'm afraid he's busy all day.
10. (Correct)

## 11

*Asking for an appointment:*

3. I'd like to make an appointment, please.

*Suggesting a day/time for an appointment:*

1. Could we meet at ...?
4. Are you free on ...?
6. How about ...?
7. Could we make it ...? Say ...?
8. Would ... suit you?

*Confirming an appointment:*

10. See you on Friday, then.

*Saying that an appointment isn't possible:*

2. I can't make it on ...
5. Unfortunately ... isn't very convenient.
9. I'm afraid (he's) busy all day.

## 12

Caller: Simon Bell

Caller's company: GLB, Seattle

Call for: Giovanna Damiani

Appointment: Thursday 22nd, 10:15

Address: Via Adriana 117, 8th Floor, 00185 Roma

## 13

See the transcript on page 90.

## 14

Roleplays

## 15

Writing practice

*More formal:*

Dear Giovanna

This is to confirm the appointment we made on the phone this afternoon. We agreed on Thursday 22nd at 10.15 am. If you need to contact me before then, please use my mobile number (see below).

Looking forward to seeing you again.

Kind regards

Simon Bell

*Less formal:*

Dear Giovanna

Just a quick note to confirm our meeting on the 22nd. I'll be there at 10.15. Call me on my mobile if there's a problem with the date or time (number below). It'll be good to see you again.

Best

Simon

## Unit 14 A visitor to the firm

## 1

Personal answers

*Some possibilities:*

- Tell reception to expect the visitor.
- Check that you have any information you may need.
- Check your appearance.

## 2

True: 6

False: 1, 2, 3, 4, 5

## 3

Personal answers

*A typical scenario:*

The visitor identifies him/herself and says why he/she is there. The receptionist checks that the visitor is expected and asks him/her to wait while the relevant person is contacted.

## 4

My name's – I've got an appointment with – expecting you – take a seat

## 5

Personal answers

*A typical scenario:*

The receptionist will call Ms Hornby, who will collect Mr Brand and take him to her office or a conference room for their meeting.

## 6

- Mr Brand?
- Yes, that's right.
- How d'you do? I'm Alex Hornby.
- Pleased to meet you.
- Welcome to Airspeed.
- Thank you.

## 7 – 9

① These exercises give learners some help with making small talk.

## 7

Personal answers

## 8

trouble – directions – traffic – roadworks – building – moved

## 9

Preparation and practice

## 10

Personal answers

① The *going to* future (for talking about plans) occurred in exercise 2 of this unit. The Present continuous future (for appointments and other fixed arrangements) was dealt with in Unit 13. For the Present simple future (for timetables and schedules), see Unit 17.

## 11

1. plc, 2. Ltd, 3. to take over, 4. branch, 5. to merge, 6. subsidiary, 7. core business, 8. acquisition, 9. headquarters, 10. to go public

## 12

Personal answers

*Some possibilities:*

Speedaway Transport's operations were expanded in 1973.

PC&T was taken over in 1979.

Speedaway Transport and Air-Road Services were merged in 1985.

The merged company was named Airspeed Transport Services.

Bill Reed was replaced as MD by his son Andy in 1990. Transportia, Marcel Renard and Airpol were taken over in 2002.

The company's headquarters was moved in 2004.

① *headquarters* is one of a group of words (*company, team, government, union, etc.*) that can be used in the singular or plural.

## 13

① Give learners a few moments to study the numbers before you play the recording.

1. 40
2. 68
3. 800
4. 782
5. 3,200
6. 100
7. 13
8. 103
9. 1,000

## 14

① Learners should ignore the small boxes for the moment. They will be used in exercise 15.

1. Can I offer you, 2. Is that right, 3. be precise, 4. at the last count, 5. an exact figure, 6. You'll let me have, 7. your own way out, 8. taking the time

## 15

① This intonation exercise focuses on statements and questions. Draw learners' attention to the *Info* box before they do the exercise.

*Go up at the end:*

- 1, 2, 6, 7

*Go down at the end:*

- 3, 4, 5, 8

## 16

Writing practice

## Unit 15 At lunch

1

Personal answers

2

1. self-service – subsidised – vegetarian – terminals
2. microwave – Vending machines – packed lunches
3. take-away – discount

3

1. hasn't, 2. hasn't, 3. twelve, 4. always, 5. with a scanner

4

*From the top:*

- 2, 1, 6, 5, 4, 3

5

Personal answers

6

Personal answers

7

Personal answers

8

Roleplays

9

*From the top:*

(left) 4, 2, 5, 1

(right) 7, 3, 8, 6

10

See the transcript on pages 90 – 91 for one possibility.

11

Roleplays

12

1. to take someone under your wing, 2. it's not done,
3. to put your foot in it, 4. to make a fool of yourself,
5. Talk about a minefield!

13

Personal answers

14

Personal answers

*Some possibilities:*

1. When Frank wrote his blog, he had been on a trip to England.
2. He hadn't been to an English pub before.
3. His colleagues had explained that he had to buy a round.
4. But they hadn't warned him about men and half-pints.
5. And no one had told him that he shouldn't call a Welsh person English.
6. Luckily, Fergus had interrupted his joke.

15

Writing practice

## Unit 16 In the news

① In the first half of this unit learners listen to some general news items and use them as a basis for small talk. In the second half of the unit they read three business news stories and consider further topics for small talk.

1

Personal answers

*Some possibilities:*

TV, the internet, newspapers, magazines, the grapevine

2

1. volcano, 2. election, minister, opposition, 3. collision, injured, 4. league, quarter-finals, 5. cloudy, dry

3

1. have left, 2. wants, 3. fifty, 4. Derby, 5. some

4

1. The correspondent said that a tsunami warning had been issued for the region.
2. The PM replied that anyone could see that the government's economic policy was working.
3. She added that the country would soon be out of the recession.
4. The traffic police said that a truck driver had lost control of his vehicle.
5. The newsreader said that Derby United had reached the quarter-finals of the European League.

## 5

① Learners should ignore the small boxes. These will be used in exercise 6.

1. what happened, 2. brilliant, 3. terrible, 4. is it interesting, 5. what have they done now, 6. fascinating

## 6 – 7

① These exercises deal with intonation and different types of question. Learners should read the *Info* box before they do the exercise.

## 6

1. up, up, 2. up, down, 3. up, down, 4. up, up, 5. up, up, 6. up, down

## 7

Practice

## 8

1. the average price of a house, 2. Felkost's shareholders, 3. the finance minister, 4. Keane-Central's CEO Andreas Vargas, 5. a spokesman for Felkost, 6. ACA's CEO Colin Howard

## 9

*From left to right:*

2, 3, 1, 2

## 10

1. for the second quarter (Article 2)  
2. for the sixth month running (Article 3)  
3. in the early hours of the morning (Article 1)  
4. currently (Article 3)  
5. the previous year (Article 2)

## 11

① This short listening task gives learners another chance to distinguish between numbers that take a point and those that take a comma, or both.

1. 7,291  
2. \$83.25  
3. \$964.18  
4. €0.66

## 12

Personal answers

*Some more possibilities:*

local industries, local history, local sights

## 13

Personal answers

*Some possibilities:*

1. more people will invest in alternative forms of energy.  
2. consumers will have less money to spend.  
3. more people will be able to afford them.

## 14

① This exercise shows learners 1. how collecting new terms in 'word families' can increase their vocabulary substantially, and 2. how important it is to note wordstress on similar-looking words.

1. Ooo politics, policy  
2. oOoo political  
3. ooOo politician  
4. oOoo economy, economist  
5. ooOo economic, economics  
6. ooOoo economical

① *Also in these families:*

oOoo economise  
oooOo uneconomic  
oOoo politicise  
Ooooo apolitical

① Many verb endings can be spelt *-ise* or *-ize*. In US English *-ize* is more usual.

## 15

*Some possibilities:*

oO employ  
oOo employer, employment  
ooO employee  
ooOo unemployment  
ooOoo unemployable

oO produce (verb)  
Oo produce (noun), product  
oOo producer, production, productive  
ooOo unproductive

oO compete  
ooOo competition  
oOoo competitor, competitive  
ooOoo uncompetitive

## 16

Writing practice



## Unit 17 Travel

### 1

Personal answers

### 2

① This activity focuses on countries and cities whose names are different (or pronounced differently) in English. Learners should do the more obvious items first.

1. Berlin – Germany
2. Brussels – Belgium; Warsaw – Poland
3. The Hague – The Netherlands
4. Lisbon – Portugal
5. Prague – The Czech Republic
6. Milan – Italy
7. Geneva – Switzerland; Vienna – Austria
8. Budapest – Hungary
9. Athens – Greece

### 3

Personal answers

### 4

first class – economy class – business class – First class

### 5

True: 3, 5

False: 1, 2, 4

### 6

Personal answers

*Some possibilities:*

They certainly reimburse hotel costs.

They probably reimburse meals with customers, provided the employee has a receipt.

### 7

1. Departure: 16:40  
Arrival: 19:15  
Problem: 8-hour stopover
2. Departure: 10:10.  
Arrival: 9:00  
Problem: Only 40 minutes connection in Amsterdam
3. Departure: 17:50  
Arrival: 21:30  
Problem: Costs €430 more

### 8

arrive	3
attend	1
finish	1
fly	1
get into	1
leave	2
start	1

The verb *attending* is in the Present progressive (for an arrangement in the future).

The other verbs are in the Present simple (for timetables/schedules).

① The Present progressive future was introduced in Unit 13. The *going to* future occurred in Unit 14.

### 9

*Some possibilities:*

1. Check-in, Security, Gate
2. Check-in, Passport control
3. Security, Customs
4. Security, Customs
5. Security
6. Gate
7. Check-in
8. Check-in, Security
9. Check-in
10. Information
11. Baggage enquiries
12. Anywhere
13. Check-in
14. Gate
15. Baggage reclaim

### 10

Roleplays

### 11

1. PA 0163, 2. Galloway, 3. has arrived, 4. wrong, 5. has been cancelled, 6. Todd

① Note that in nos 1, 2 and 6 learners have to distinguish between three pairs of sounds that are often confused: [b] / [p], [k] / [g] and [d] / [t]. Draw attention to this. The next exercise provides some practice of these pairs of sounds.

### 12

Practice

① Learners could do this in threes, first reading each line out together and listening out for their partners' pronunciation, then pointing to the names in random order for their partner to pronounce.

13

① Accept any appropriate suggestions that learners come up with.

*Some possibilities:*

flight – problem – appointment – cancelled – boss – happy/pleased – station – due – announcement – platform – luggage/baggage – table – mobile – delayed – train

14

*One possibility:*

Dear John, I'm at Euston. I'm sorry, but I'll be late. My train was cancelled due to a security alert. The next train won't leave until this afternoon. I'll contact you again to let you know what's happening. Best wishes, Briony.

① Briony is writing to her boss, so her text is relatively formal. A less formal version could look like this:

john - at euston. will b l8. ☹️ trn cld - sec alert. nxt trn this pm. will txt 2 update. bri.

## Unit 18 Accommodation

1

Personal answers

2

True: 4

False: 1, 2, 3, 5, 6

3

*The speakers mentioned:*

- high standards of cleanliness
- friendly, efficient staff available round the clock
- welcoming reception area
- quality furniture
- a TV and internet facilities in the room
- a desk to work on, with good lighting
- air conditioning
- a dry cleaning service
- mini-bar in the room
- a bar to unwind in
- conference rooms with the latest technology
- fitness room and sauna
- a large car park
- location close to the airport, main railway station and business park
- non-smoking rooms
- large breakfast room
- lots of good restaurants in the area.

4

*Some possibilities:*

1. Most of the hotel's guests are business travellers.
2. Business guests are harder to please.
3. The hotel's guests have above average requirements.
4. Staff can be contacted throughout the day and night.
5. Hotel guests enjoy relaxing in the bar.
6. The conference rooms have state of the art equipment.
7. Location is very important.
8. A lot of people stay at the hotel more than once.

5

1. The hotel would be very suitable for business events.
2. Projector, screen, flipchart, marker pens, pinboard, etc.
3. For discussions, working on case studies, etc.
4. To take care of any other requirements the delegates might have.
5. Personal answers

6

Preparation for roleplays. Weaker learners could do this in pairs.

7

Roleplays

8

Writing practice

9

–

10

Personal answers

*Some possibilities:*

He/She should be smart, friendly, efficient, patient and have a good knowledge of places and services in the area that guests could want/need to know about, e.g. places of interest, restaurants, chemists, doctors, dentists.

11

1. as, 2. with, 3. about, 4. of, 5. as, 6. for, 7. with, 8. for, 9. by, 10. from, 11. of, 12. about, 13. of, 14. In

## 12

## Personal answers

*Some possibilities:*

1. I'd ring the bell.
2. I'd ask for a quieter room.
3. I'd ask them to fix it.
4. I'd ask them to give me one.
5. I'd turn up the heating/  
ask for another blanket.
6. I'd ask for a different room.
7. I'd ask for an aspirin.
8. I'd complain to the manager.
9. I'd ask the receptionist to recommend somewhere.
10. I'd ask them to check the bill again.

## 13

① Learners now use some of their answers from exercise 12 to write complete conditional sentences.

## Personal answers

## 14

1. Because the personnel department had recommended it. It also had five stars and a free airport shuttle.
2. Because his/her company regularly booked a lot of nights there.
3. Because the hotel had overbooked.
4. He suddenly discovered a room.
5. Nothing; in fact he was rude.
6. He/She advised the personnel department not to use the hotel again.

## 15

## Personal answers

## 16

## Writing practice

*One possibility:*

I stayed at the Small Business Hotel in London for three nights in March and can highly recommend it. The location is excellent, not too far out and close to public transport. The staff were friendly and the receptionist was very helpful – he recommended an excellent local restaurant. The rooms are comfortable and clean and they all have good desks to work on. The breakfast was good too – plenty of choice!

On the minus side, the window in my room wouldn't open, which made the room a bit hot, and there was no shampoo or soap in the bathroom. But overall, it was a good experience and I would stay there again.

## Unit 19 Emergencies

## 1

## Personal answers

*Some possibilities:*

- Details of any medication he/she might need
- Important words/phrases in the local language

## 2

1. now, 2. After, 3. after a while, 4. by that time, 5. That was when, 6. When I finally, 7. To cap it all

## 3

*Some possibilities:*

He should have

- left his travel bag in the hotel safe.
- made a copy of his passport.
- made a note of his credit card number(s).
- taken a list of important phone numbers.
- bought a phrase book of the local language.

## 4

## Personal answers

## 5

1. If it hadn't been his first trip abroad, he would have been more careful.
2. If he had taken a map, he wouldn't have got lost.
3. He wouldn't have gone to the area if he had known it was dangerous.
4. If he had left his valuables in the hotel, they would have been safe.
5. The night porter would have been more help if had spoken better English.

## 6

1. bank account number, 2. car registration number, 3. credit card number, 4. driving licence number, 5. health insurance number, 6. identity card number, 7. mobile phone number, 8. PIN number

## 7

## Personal answers

## 8

- True: 3, 4, 5  
False: 1, 2

## 9

## Roleplays

10

*Some possibilities:*

- the colour, material and dimensions of the lost bag
- the numbers of her ID card and driver's license
- where she had been in the airport
- the destination of her flight
- a contact telephone number; her full name

11

*One possibility:*

Dear Sir/Madam

I am writing to report the loss of my small brown leather travel bag yesterday afternoon at Denver International Airport. Its dimensions are circa 20 x 16 x 10 cm. It contained about \$800 in cash, my driver's license (C03069227X1), national ID card (1220001297D-6408125-1710319-8), an Emergency Medical Card and details of my allergies. I don't know exactly where I lost this bag, as I only noticed I didn't have it when I needed it on the plane. I flew with Cruise Airways to Leipzig, Germany, flight number CR 634 at 18.35. After check-in I went directly to concourse B and had a coffee at the Goodflight café. I then went to duty free where I bought some items. After that, I waited at the gate (B49) until boarding. My full name is Cristina Anne Blum and my address and contact details are at the bottom of this email. I look forward to hearing from you with good news.

Yours sincerely,  
Cristina Blum

❶ Note that texts like this and the one in exercise 18 on this page can also be used for dictation and / or reading practice.

12

*From the top:*

1, 5, 7, 4, 8, 2, 9, 6, 3

We have received your email reporting the loss of a travel bag at DIA yesterday with various documents and \$800 in cash. It has not been handed in to us or to the Denver Police. I have also checked with Cruise Airways' Baggage Service Center and Lost and Found Office but they do not have it. If you think there is any chance that you left it at Security when you went through the checkpoint, you should contact them direct. They wouldn't turn it in to us because of the cash. I am sorry I do not have better news for you.

13

Further to my email of this morning, I am happy to inform you that your travel bag, including contents, has now been found and can be collected from the Lost and Found Office any day between 8am and 8pm on presentation of this email and an official piece of identification. Should you not be able to return to Denver to collect it yourself, please call me at the number given below to discuss alternative arrangements. Sincerely yours

14

They can all be found on medicine packaging.

15

1. The customer's luggage has got lost.
2. Because the customer doesn't know the name or active ingredients of his medicine.
3. He should have brought a copy of the prescription or made a note of the medicine and/or its active ingredients.
4. He is going to call his doctor for the necessary information.

16

1. pastilles, 2. bandage, 3. plasters – antiseptic cream,
4. painkillers, 5. antihistamine, 6. doctor

17

Personal answers

18

Writing practice

*One possibility:*

Dear Sir/Madam

I travelled from Edinburgh to King's Cross yesterday on the 13.50 train arriving at 17.30. I was sitting in compartment 17, seat 59. Unfortunately I left my black leather briefcase, containing business documents and an essential prescription, on the train. It was unlocked, although there is a combination lock. As I need it very urgently, I would be grateful if you could email me as soon as possible if it has been found. Many thanks.

## Unit 20 Keeping in contact

① This unit introduces some useful expressions for maintaining relationships with business partners.

1

All the speakers are at a trade fair.

2

1. a supplier and a client
2. for the same company
3. aren't colleagues

3

1. Mrs Lee did Mr Adams a favour.
2. Liz wants to discuss something with Mary.
3. Paul gives Amir Ayoub freebies for his children.

4

1. to see you again, 2. the way, 3. appreciate that, 4. anything I can do for you, 5. it going?, 6. to pick your brains on that, 7. get together sometime, 8. What about, 9. if you could, 10. not too much trouble, 11. get back to you, 12. I'll be in touch

5

Roleplays

6

Personal answers

*Some possibilities:*

freebies, Xmas presents, free meals and entertainments, free samples of company's own products, cash bribes

7

1. with restrictions, 2. appropriate, 3. provided (that), 4. nominal in value, 5. guidance, 6. recipient

8

*From the top:*

4, 2, 3, 2, 1

9

Personal answers

10

Personal answers

11

① Learners should ignore the gaps for the moment and just guess what the occasions are. They will complete the dialogues in exercise 12.

1. It's New Year, 2. Someone's wife/partner has had a baby, 3. Someone's father has died, 4. It's someone's birthday, 5. Someone has been promoted, 6. Someone is in hospital.

12

1. Happy New Year – You too
2. Congratulations – the mother and child
3. I was very sorry to hear about – If there's anything I can do
4. Happy birthday – Many happy returns
5. I've just heard the good news – Congratulations
6. is that the time – get well soon – That's all I need

13

Roleplays

14

*Email to Marcel (more formal):*

express my gratitude to – for your hospitality – for taking the trouble to – in the near future

*Email to Indira (less formal):*

ran like clockwork – from start to finish – a wonderful introduction to – give my best regards to

15

Writing practice

① Learners should use one of the emails in exercise 14 as a model.