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SECOND EDITION

in company

ELEMENTARY TEACHER'S BOOK


MACMILLAN



01 WHO ARE YOU?

This unit is about introducing yourself, talking about which company you work for and exchanging personal information.

Students begin by listening to some conversations in which people introduce themselves and matching them to pictures. They then complete gaps in the conversations and practise numbers.

Next, they read a short text about football clubs and the revenues generated by the sport. They complete the text with numbers and then listen to check. They use a chart with the financial statistics of football clubs to make simple statements about nationality and income.

In the next section, students read a short text about billionaires and listen to a conversation about one of the people in the *Forbes* list. They complete some questions and then ask and answer them with a partner. They then complete a text about successful Indian businessmen with the correct forms of the verb *to be*.

In the final section, students listen to the way abbreviations are pronounced and discuss abbreviations in English and in their own language. They practise spelling the names of cities and listen to a phone conversation in which personal and company names are spelled out. They then practise similar conversations using their own names.

The grammatical focus of the unit is on the use of the verb *to be* and subject and possessive pronouns, and the lexical focus is on greetings, countries and nationalities, letters of the alphabet and sums of money.

In this first section, students study conversations in which people introduce themselves in various situations. They match conversations to photos and complete gaps in them, listening to check their answers. They then practise conversations of their own, using their own names and companies.

▶ WARM-UP

Particularly if this is a new class and students are unknown to you and to each other, you might like to begin by finding out what type of company each student works for. If they all work for the same company, ask them to say what it is that they do for the company. If they are not yet in employment, ask what kind of business they are interested in doing in future.

1:1

If you are teaching one-to-one, your first class is a good opportunity to find out what exactly your student's job entails so that you have some idea of what topics are most likely to be of interest and the situations in which the student is most likely to have to use English.

1 **1.01–1.04** Ask students to listen to the four conversations and decide which one goes with which picture. You may need to play the recording more than once. Encourage students to do the matching individually at first, then compare their answers in pairs. Discourage them from looking at the gapped scripts in Exercise 2 at this stage. When you check answers, get students to say what clues in the conversations and the photos helped them decide.

ANSWERS

1 C 2 D 3 A 4 B

1.01

Conversation 1

A: Excuse me, are you Mr Jensen?
 B: Yes, I am. Are you from Nixdorf?
 A: Yes, I'm Saskia Slater. How do you do?
 B: Pleased to meet you.
 A: Are you very tired after your flight?
 B: A little, but I'm fine.
 A: Good. Oh, here we are. Taxi!

1.02

Conversation 2

A: Hello. Are you one of the organisers?
 B: No, I'm not. I'm a delegate, like you.
 A: Oh, I'm sorry.
 B: So you're Jacques Leclerk.
 A: Yes, but how ...?
 B: Your badge. I'm Jeff Simpson, from CMG.
 A: Oh, CMG. You're big in plastics, of course.
 B: Yes, we are. And who are you with?
 A: Morgan Friedman.

1.03

Conversation 3

A: Hello, Enrique. How are you?
 B: I'm fine. I'm fine. And you?
 A: Yes, I'm fine too. Are you alone?
 B: Yes, I am.
 A: So, you're free to join me.
 B: Yes. Yes, I am. Thank you.
 A: Over here, the table by the window.

1.04

Conversation 4

A: Good afternoon. I'm from LPG.
 B: Ah, yes, Mr Poulson.
 A: No, I'm not Mr Poulson. I'm Mr Leeman.
 B: Right. Sorry about that. Room 303.
 A: Thank you.
 B: You're welcome.

2 Point out that the scripts of the four conversations are on the page, but there are some words missing from them. Ask students to read each conversation and decide what the missing words are. Allow them to work in pairs if they wish. When they have made their choices for each conversation, play the recording again for them to check their answers. If students ask about the contractions here, these are dealt with in the next exercise.

ANSWERS

a are you b I'm c Are you d I'm e Are you f you're g I'm
 h You're i are you j are you k Are you l I am m I'm not
 n You're

3 Focus attention on the table and go through it with students. Point out that it shows various forms of the verb *to be*. Ask students to complete it. You might like to ask them to look back at the completed conversations in Exercise 2 and point out that the missing words were all parts of *to be*. Check answers to make sure that everyone has completed the table correctly and ask them to say all the forms aloud, correcting pronunciation where necessary. Make sure they can pronounce the contractions correctly and point out that these are used in speech, whereas the full forms are usually used in writing. Draw their attention to the fact that *you are not* can be contracted in two ways: *you aren't* and *you're not*. The same is true of *we are not*, which can be contracted to either *we aren't* or *we're not*. There is no real difference between these two forms. This would also be a good opportunity to draw students' attention to the difference between *you're* and *your*. The possessive pronoun *your* occurs in Conversation 2 (students will also come across the other possessive pronouns in this unit). Making a difference in the pronunciation of the two words (as some native speakers do) will help them to discriminate between them.

ANSWERS

a I'm not b you're c you're not d are e we aren't

▶ LANGUAGE LINKS

Direct students' attention to the *Language links* section on page 12 where they will find more information about the verb *to be* and practice exercises to help them use this verb correctly. There are also exercises on subject and possessive pronouns on page 12, which can be done at this point.

4 You might like to choose a confident student and do the first conversation in front of the class as an example. Then put students into pairs and ask them to make similar conversations using the remaining prompts. Remind them to use their own names and companies. As they work, go round giving help where necessary. Make sure everyone pronounces the words correctly. If there is time, get students to repeat the conversations, changing roles.

1:1

Do the exercise with your student, taking turns to be the person who instigates the conversation.

▶ LANGUAGE LINKS

The Phrase Bank in the *Language links* section on page 11 has a list of useful phrases for greeting people, and there are exercises to practise matching greetings with the correct responses and forming questions about personal information.

NUMBERS

In this section, students practise distinguishing between numbers which are sometimes confused. They listen to numbers being spoken and practise saying them themselves. They listen to conversations and write down the numbers they hear.

1  **1.05** Write the figures 90 and 19 on the board and put the words for them underneath. Point out the different endings *-ty* and *-teen*. Read each word aloud, exaggerating the ending, and get students to practise saying them. Then say the words normally and ask students to raise their hands if they think you say *ninety* but not if you say *nineteen*. Ask students to look at the pairs of numbers in the exercise and to think about how these are pronounced. Tell them that they will hear these numbers on the recording and that sometimes they will just hear the number and sometimes they will hear it in a phrase or a sentence. Play the recording and ask students to circle the number they hear. Check answers with the class and then get individual students to say some of the numbers. You could ask them to practise in pairs, with one student saying one of the numbers in each pair and the other identifying which number it was.

ANSWERS

a 30 b 14 c 15 d 60 e 17 f 80 g 19

1.05

- a 30
- b 14
- c 15 minutes
- d She's 60 years old.
- e Number 17
- f That's 80 pence, please.
- g There're 19 people here.

2 Ask students to say the numbers chorally and then go round the class asking for individual pronunciation of the pairs of numbers.

ANSWERS

- a eighteen eighty
- b thirteen thirty
- c sixteen sixty

3  **1.06** Focus attention on the numbers and get students to identify that they are sums of money in various currencies. Ask them to think about how they might be pronounced. Then play the recording and ask students to repeat the numbers.

ANSWERS

see listening script

1.06

- a sixteen million dollars
- b one pound forty
- c three hundred and sixty-five euros
- d twenty p
- e sixty cents
- f nine pounds ninety
- g sixteen euros sixty
- h 5.6 million Swiss francs
- i four hundred and eighty million euros



4 1.07–1.10 Tell students that they are going to hear four conversations. All they need to do is to listen and write down the numbers that they hear. Warn them, however, that some of the conversations contain more than one number and that they should write them all down. You may need to play the conversations more than once and/or pause the recording between them in order to allow time for students to do this.

ANSWERS

1 £3.50 2 \$60.45, \$16 3 €2.50, €1.20 4 €30,000

1.07

Conversation 1

A: That's three pounds fifty, please.

B: Here you are.

A: Thank you. Goodbye.

1.08

Conversation 2

A: Excuse me, how much is this?

B: It's sixty dollars, forty-five cents.

A: Sixteen dollars?

B: No, sixty dollars, forty-five.

A: Oh, I see. Thanks.

1.09

Conversation 3

A: How much is a coffee here?

B: Usually about two euros fifty.

A: That's expensive. It's about one twenty at home.

1.10

Conversation 4

A: What's the salary?

B: Pardon?

A: The salary of the job you're after.

B: Oh, about thirty thousand a year.

A: Pounds?

B: No, euros.

THE FOOTBALL BUSINESS

In this section, students read a short text about the income of football clubs. They try to complete the text with numbers, then listen to check their answers. They then practise the affirmative and negative forms of the verb *to be* and make sentences from a table of information about the earnings of football clubs.

► **WARM-UP**

Find out whether students like football. If they do, ask them what teams they support. If not, ask them what sports they are interested in.

1 1.11 Focus attention on the text. Tell students they are going to read about the income of football clubs. Point out that there are some gaps and ask them to look through the text to what kind of information is missing (numbers). Go through the list of numbers in the exercise with the class and make sure everyone can pronounce them. Then ask them to decide where each number should go in the text. Play the recording for them to check their answers. You may need to pause the recording or play it more than once. (Point out the use of the possessive *their* in the first sentence of the text and make sure students do not confuse this with *they're*.)

ANSWERS

a 350 million b 200 c 70 million d 3.5 billion e 20

1.11

A: Here's the latest Deloitte report on football finance.

B: So who's number one?

A: Real Madrid, with a turnover of over three hundred and fifty million euros. They're brilliant at marketing – over seventy million euros a year from sponsorship deals and selling football shirts. They have deals with over two hundred multinationals.

B: I'm not really interested in football – it's a boring game.

A: No, I'm not that into football either – but it's big business these days. The joint income of the top twenty clubs in Deloitte's league is over three point five billion dollars.

B: Are any of the clubs in Asia?

A: No, they're all European, but Asia and China are big growth markets.

2 Explain, if necessary, that *income* refers to the amount of money made by a person or business. Ask students to look through the text and find two other words with the same meaning.

ANSWERS

turnover, revenue

3 1.12 Ask students to read the gapped dialogue at the same time as they listen to the recording. Then ask them to complete the gaps. You may need to play the recording more than once to allow them to do this. When checking answers, refer students back to the table on page 7 for the different forms of the verb *to be*, if necessary. Get students to practise the completed conversation in pairs. Go round, making sure they are pronouncing the verbs and the numbers correctly. Draw their attention to the nationality words *Scottish, English, German* and *Italian*. Elicit the names of the countries that these are derived from (*Scotland, England, Germany, Italy*). Also point out the ways of agreeing (*Yes, that's right*) and disagreeing (*No, it isn't, No, they aren't*) and the fact that the person doing the correcting follows it up by supplying the correct information. You may also need to clarify with non-Italian students that 'Inter' refers to Inter Milan, and 'Milan' refers to AC Milan, the two football clubs based in Milan, Italy.

ANSWERS

a is b isn't c is d are e aren't

1.12

A: Manchester United is a Scottish club.

B: No, it isn't. It's an English club.

A: The turnover of Inter is one hundred and ninety-five million dollars.

B: Yes, that's right.

A: Inter and Milan are German clubs.

B: No they aren't. They're Italian clubs.

► **LANGUAGE LINKS**

Remind the students that the *Language links* section on page 12 has more information about the verb *to be* and practice exercises to help them use this verb correctly.

There is also further practice of country and nationality words in the *Language links* section on page 11.

4 Go through the table with the class. Elicit that the nationality word from *Spain* is *Spanish*. Ask students to work individually to write their six statements. Make sure they understand that three should be correct and three incorrect. As they work, go round, giving help where needed. When they are ready, put them into pairs and ask them to use their statements to practise conversations similar to those in Exercise 3. They should take turns to be the person making the initial statement.

1:1

Prepare six statements yourself so that you can help your student practise agreeing with and correcting information. Don't forget to reverse roles so that your student can practise both parts of the conversation.

BILLIONAIRES

1 Ask students to read the short text in the yellow panel quickly and find the answer to question a). Then ask them to discuss what the figures are in their own language. Give them time to go back through the text and answer any questions about vocabulary.

ANSWERS

a 1,000,000,000

2  1.13 Tell students that they are going to listen to a conversation about one of the people on the *Forbes* list of the richest people on Earth. Go through the questions with students, then ask them to listen and decide how the questions should be completed. When you have checked answers, get students to ask and answer the questions. You may need to play the recording again to help them.

ANSWERS

a Who b Where c How much d What kind of e Is he f How old

 1.13

A: Who is number one in the list?
 B: It's Bill Gates.
 A: Where is he from?
 B: He's American.
 A: How much is he worth?
 B: According to *Forbes*, he's worth forty billion dollars.
 A: What kind of business is he in?
 B: Software.
 A: Is he married?
 B: Yes, he is.
 A: How old is he?
 B: He's fifty-three.

3 Put students into pairs and ask them to decide who will be A and who will be B. Ask them to turn to their respective pages. Here, they will find tables with information on some of the other billionaires in the *Forbes* list. You may need to go through the headings of the tables to make sure students understand these. Ask them to follow the instructions, taking turns to ask the questions in Exercise 2 about the other billionaires. As they work, go round checking that they are forming their questions correctly. You may need to point out that they will need to change the pronoun to *she* for Liliane Bettencourt.

1:1

Take the part of either Student A or Student B yourself to give your student practice in both asking and answering questions.

LANGUAGE LINKS

There are more exercises in the *Language links* section on pages 11 and 12 which practise formation of questions using the verb *to be*.

4 Ask students to work individually to complete the text, but allow them to compare their answers with a partner before checking with the class. As they work, go round making sure that they are using the correct singular and plural forms of the verb *to be*.

ANSWERS

a are b are c is d is e is f are g is h is i is j is k is

LANGUAGE LINKS

Remind students that there is more information about the verb *to be* and more practice exercises in the *Language links* section on page 12.

5 Remind students that they completed a similar table with *I, you* and *we* in Exercise 3 on page 7. Check answers to make sure that everyone has completed the table correctly and ask them to say all the forms aloud, correcting pronunciation where necessary. Make sure students can pronounce the contractions correctly and point out that these are used in speech, whereas the full forms are usually used in writing. Draw students' attention to the fact that *they are not* can be contracted in two ways: *they're not* and *they aren't*. The same applies to *he's not / he isn't* and *she's not / she isn't*. There is no real difference between these two forms. You might like to take this opportunity to start students off on the right foot with apostrophes. Explain that we often use apostrophes to indicate that something is missing. Here, *it's* stands for *it is*. Later, they will come across the possessive *its*, which doesn't have an apostrophe. Make sure students can differentiate between the pronunciation of *he's* and the possessive pronoun *his*, which also occurs in the text in Exercise 4.

ANSWERS

a he isn't b she's c she is not d is e it isn't f they're
 g they're not

6 Go through the example with the class, then ask the students to work individually to complete the remaining sentences. Check answers with the class.

ANSWERS

b He's c They're d It's e It's f She's

SPELLING

In this final section, students practise saying the letters of the alphabet in the context of abbreviations and acronyms. They also spell out the names of cities and complete a message after listening to a phone conversation. They then practise a similar conversation, spelling out their own names and those of the companies they work for.

1  1.14 Focus attention on the abbreviations and ask students if they are familiar with any of them. Then play the recording and ask students to listen to the way they are pronounced.

**1.14**

a MBA b ASAP c USA d WHO e UN f EU g HIV h UFO
i UK j VAT k FM l AKA

2 Ask students to write out as many of the abbreviations in full as they can. Allow them to compare with a partner before looking up the answers on page 141. When they have checked answers, have a class discussion on what the equivalent abbreviations are in their own language(s) and what words they stand for. Encourage them to use the structure given in the exercise to do this.

3 **1.15** Focus attention on the groups of letters. Tell students that they are going to listen to someone saying one letter from each group. Ask them to listen and circle the letter they hear. When you have checked answers, put students into pairs and ask them to take turns saying one letter from each group. Their partner should point to the letter they hear.

ANSWERS

1 I 2 Y 3 U 4 C 5 R 6 D 7 X

1.15

1 I 2 Y 3 U 4 C 5 R 6 D 7 X

1:1

When doing this with your student, make sure that you take turns saying the letters and pointing at them so that your student gets practice in both producing the right sounds and differentiating between them.

LANGUAGE LINKS

In the *Language links* section on page 11, there is a further exercise on the pronunciation of letters of the alphabet, which divides them into groups according to the vowel sound.

4 Ask students to work individually to write the names of five cities. Then put them in pairs and ask them, without showing their lists to their partners, to take turns spelling them out. The listener each time should write down what they hear and then check with the speaker.

1:1

When doing this with your student, make a list of cities yourself and dictate them to your student. Then ask them to dictate their list to you. Write down exactly what they say, then compare the two lists and identify any problems with any of the letters.

5 **1.16** Focus attention on the company message form. Ask students how often they have to answer the phone at work and take down messages. Do they use similar forms? Go through the different sections of the form, then explain to students that they are going to listen to a phone conversation and should complete the form with the information they hear. You may need to play the recording more than once to allow them time to do this.

ANSWERS

Caller's name: Guillermo Moleda
Caller's company: Promax Electronica
To speak to: John Evans
Message: None. He will call back later.

1.16

A: GHR Systems. Can I help you?
B: Yes. Can I speak to John Evans, please?
A: Who's calling?
B: My name's Moleda, Guillermo Moleda.
A: Can you spell that, please?
B: Yes, it's Guillermo, G-U-I-double L-E-R-M-O, Moleda, M-O-L-E-D-A.
A: Thank you, Mr Moleda. And your company?
B: Promax Electronica. That's P-R-O-M-A-X.
A: Right. Hold the line, please ... I'm sorry, I'm afraid there's no answer. Can I take a message?
B: No, it's all right. I'm on the move all day. I can call back later. Goodbye.
A: Goodbye.

6 Ask students to work individually to number the lines of the conversation in the correct order. (Point out that this is the same conversation they just listened to in Exercise 5.) Allow them to compare answers in pairs before playing the recording again for them to check.

ANSWERS

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

7 Put students in pairs and ask them to have similar conversations using their own names and companies (or invented ones). Make sure they swap roles so that they both have a chance to practise being the caller and the person answering the call. As they work, go round helping and noting any problems with pronunciation.

▶ LANGUAGE LINKS

ANSWERS

VOCABULARY

Greetings

- 1 a 2 b 3 c 1 d 2
2 b What's your first name? c Where are you from?
d What's your job? e Are you married? f What's your
phone number? g What's your e-mail address?

Countries & nationalities

- 1 b They're from the UK. They're British. c It's from Italy.
It's Italian. d He's from the UK. He's British. e It's from
France. It's French. f It's from Argentina. It's Argentinian.
g They're from Switzerland. They're Swiss. h She's from
the USA. She's American. i They're from Japan. They're
Japanese.
2 b Ajax is a Dutch team. c Beckham is an English footballer.
d IKEA is a Swedish company. e Chianti is an Italian wine.
f Enrique Iglesias is a Spanish singer.
g Seoul is a Korean city.

Spelling

/eɪ/: A, J
/i:/: E, G, V
/e/: L, S
/aɪ/: I
/u:/: U

GRAMMAR

The verb to be

Practice 1

b are c is d am e are f is g is/are h are

Practice 2

- b She isn't married. / She's not married.
c I'm the production manager.
d You're late.
e Where's your car?
f They aren't friends. / They're not friends.
g We're the market leader.

Practice 3

- b Is he Portuguese?
c Are they the market leaders?
d Is she in charge of this?
e Is she happy in her new job?
f Is Anita good with computers?
g Are they ready for the meeting?

Subject & possessive pronouns

Practice 1

b your c he d her e its f we g their

Practice 2

b She c It d His e It f My g it h their