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VOCATIONAL ENGLISH

Commerce

STUDENT'S BOOK



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Djordjevic for p.16 gym; August_0802 for p.17 top hall; Yasemin Yurtman Candemir for p.18 top art exhibition; slava296 for p.20 top swimming pool; Balate Dorin for p.20 top beach resort; Jensen for p.24 assembly line; Pixel-Shot for p.24 technician; REDPIXEL.PL for p.24 website design; Africa Studio for p.25 kitchen utensils; Sunmax for p.28 motorbikes; Ruslan Ivantsov for p.30 bottom television; yaistantine for p.31 top sales catalogue; New Africa for p.31 centre printer; Kaspars Grinvalds for p.31 centre laptop cutout; Monster Ztudio for p.31 bottom laptop with background; fizkes for p.33 giving instructions to colleague; fizkes for p.34 top boss instructing worker; BearFotos for p.34 bottom two men discussing form; Maryna Pleshkun for p.37 pile of books; ChameleonsEye for p.38 helicopter; Just Life for p.42 businessmen in factory; Olena Yakobchuk for p.43 reporter; Rawpixel.com for p.44 meeting; Martin Bergsma for p.46 food truck; Tyler Olson for p.47 man in garden centre; Focus no.5 for p.47 plant shop background; paulaphoto for p.48 bottom vlogger making video; jamestehart for p.49 analysing job applications; djile for p.50 woman on laptop; pathdoc for p.51 Nawal; SmirnovS for p.51 Ibrahim; Burlingham for p.51 Ayman.

Level

1

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Scope and sequence

Unit	Listening and Reading	Vocabulary	Grammar
1 Introductions	Listening: Introductions Reading: Helping new colleagues	Company facilities	Present simple of <i>to be</i> Possessive adjectives
2 Events	Listening: Event facilities Reading: A conference brochure	Conference facilities	<i>there is / there are</i>
3 Company activities	Listening: A company tour Reading: A company website	Company activities	The present simple
4 Office equipment	Listening: Your new office Reading: A sales catalogue	Activities with office equipment	The imperative Sequencers
5 Work tasks	Listening: My daily work life Reading: A job description	Work tasks	Present simple questions
6 The right employee	Listening: A voice memo Reading: An article about a career change	Work skills	<i>can / can't</i> for ability Adverbs of manner

End of volume 1 review

Career Skills

Writing

Workbook

Build relationships at work
Web research: First day at work

Completing a form
Writing tip: Capital letters

Vocabulary: Company facilities
Grammar: The verb *to be*;
Possessive adjectives
Useful language: Building
relationships at work

Choose an event venue
Web research: Conference centre or
hotel facilities in your country

A description of a place
Writing tip: Organisation

Vocabulary: Conference facilities
Grammar: *there is / there are*
Useful language: Making decisions

Give a presentation
Web research: Information about a
company

A company profile
Writing tip: Writing numbers

Vocabulary: Company activities
Grammar: The present simple
Useful language: Signposting
phrases

Give instructions
Web research: How to use a piece
of office equipment

Instructions for employees
Writing tip: Using sequencers

Vocabulary: Office equipment;
Activities with office equipment
Grammar: The imperative;
Sequencers
Useful language: Checking
instructions

Interview a colleague
Web research: Work tasks in a
specific job

A job description
Writing tip: Punctuation

Vocabulary: Work tasks
Grammar: Present simple questions
Useful language: Finding out
specific information

Choose the right person for a job
Web research: What employers look
for in candidates

An email describing a colleague
Writing tip: Informal phrases

Vocabulary: Work skills
Grammar: *can / can't* for ability;
Adverbs of manner
Useful language: Choosing
employees

Introductions



Listening and reading

Lead-in

1 Work in pairs. Look at the photo and discuss the questions.

- 1 When do you introduce yourself to someone?
- 2 What kind of things do you say to introduce yourself?
- 3 What kind of questions do you ask?

Listening Introductions

2 Look at what people say when they meet for the first time at work. Put the conversation in the correct order.

- a I'm a manager. _____
- b Nice to meet you, too. I'm Imad. _____
- c OK. I'm a receptionist. _____
- d Hello. I'm Wael. Nice to meet you. _____
- e What do you do? _____

3 Match the jobs (1–6) to the definitions (a–f).

- | | |
|----------------|---|
| 1 receptionist | a the leader of a team or a part of a business |
| 2 manager | b someone who writes emails and answers the phone |
| 3 secretary | c someone who designs and builds machines or buildings |
| 4 shop owner | d the first person you talk to when you go into a company |
| 5 scientist | e someone who studies things like animals or the Earth |
| 6 engineer | f someone who sells things to people in their own store |

4 2 Listen to three conversations. Order the jobs in the order you hear them.

- | | | | | | |
|------------|--------------------------|--------------|--------------------------|-----------|--------------------------|
| shop owner | <input type="checkbox"/> | receptionist | <input type="checkbox"/> | engineer | <input type="checkbox"/> |
| manager | <input type="checkbox"/> | scientist | <input type="checkbox"/> | secretary | <input type="checkbox"/> |

5 2 Listen again. Circle the name of the new person at the company or business.

- | | | |
|---------------|--------------|----------------|
| 1 Reem / Sara | 2 Amir / Jad | 3 Dima / Nawal |
|---------------|--------------|----------------|

6 Work in pairs. Imagine you have a job from Exercise 3. Introduce yourself to your partner and ask questions. Then find a different partner and repeat the task.

What do you do? I'm an engineer. / I'm a student.



Reading Helping new colleagues

1 Work in pairs. Discuss what information a new colleague should know on their first day at work. Then read the email quickly. Are your ideas in the email?

✈️ ⏪ ⏩ ⏸

Hello Farah,
 Welcome to the company!
 I'm sorry I'm not in the office this morning. I'm on a business trip today. The office manager Sami Dagher and the sales manager Hiba Fadel are here. They can help you.
 Your work email address is farah.abboud@ptm.com.
 Your password for the computer is xh81hay510
 You can call the IT service for help with your computer or your email account. Their phone number is 0909.
 The toilets are on the left side of the office. The kitchen is next to the toilets. We have a coffee machine there. Take a cup and help yourself.
 We have two meeting rooms on this floor. The room numbers are 101 and 102.
 The café is on the first floor. It's open from 11 am until 2 pm every day. The food is good, and it isn't expensive.
 Have a good first day in the office. See you tomorrow!
 Best wishes,
 Zeina Abdallah

2 Read the email again and answer the questions.

- Which two people can help Farah on her first day?
- What information does Zeina give Farah to help her use her computer?
- Which places on Farah's floor of the building does Zeina talk about?
- Which place on a different floor does Zeina talk about?
- When will Farah and Zeina meet?

3 Complete the sentences with a word or number from the text. Then check your answers.

- Hiba Fadel is the _____ manager.
- Farah's _____ is xh81hay510.
- The phone number for the IT service is _____.
- You can get a _____ in the kitchen.
- On this floor there are _____ meeting rooms.
- The café closes at _____ every day.

4 Work in pairs. Read and role-play the conversation.

Student A: You're an office manager. Welcome Student B to your company. Introduce yourself and tell Student B about the facilities in the office.

Student B: You're a new colleague in an office. Introduce yourself. Thank Student A for the information about the office facilities.

Hello. My name's Fouad. I'm your new colleague.

Welcome to our company, Fouad! My name's Tarek.

DID YOU KNOW?



People in the Middle East generally work between 35 and 45 hours a week. How many hours a week do people work in your country?

Language focus

Vocabulary Company facilities

1 Match the words from the box to the photos (1–8).

café factory kitchen lift meeting room office reception toilets



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 3 Listen to a manager talking to new colleagues. Number the facilities in the order you hear them. Which facility does the manager not say?

- | | | | |
|-----------------|-------|-----------|-------|
| a lifts | _____ | e café | _____ |
| b kitchen | _____ | f toilets | _____ |
| c meeting rooms | _____ | g factory | _____ |
| d reception | _____ | h offices | _____ |

3 Match the definitions (1–8) to the facilities (a–h).

- | | |
|--|----------------|
| 1 You make a coffee there. | a factory |
| 2 You talk to colleagues there. | b meeting room |
| 3 You wash your hands there. | c café |
| 4 You eat lunch there. | d kitchen |
| 5 You meet people there when they come in. | e reception |
| 6 You go up and down the building in it. | f office |
| 7 You sit at a desk and work at a computer here. | g lift |
| 8 You put parts together to make something new here. | h toilets |

4 Design your own office building. Use the facilities from Exercise 1 in your plan.

5 Work in pairs. Show your partner your office plan. Tell your partner where the facilities are.

This is the kitchen here and these are the toilets.

Grammar The verb *to be*; Possessive adjectives

The verb *to be*

1 Work in pairs. Look at the photo and discuss the questions.

- 1 Do you ever meet friends and family in this way?
- 2 What are the good and bad things about meeting like this?

2 Read the messages from the people in the photo. Answer the questions.

- 1 Where does Carmen work?
- 2 Where is John?
- 3 Who has a problem with their sound?



CF Carmen: Hi everyone. My name's Carmen. I work in our Singapore office. Are you all in the Middle East?

JP John: Hi Carmen! Welcome to our meeting. We aren't all in the Middle East. I'm in the UK.

KP Khalil: Hi everyone. I'm in Lebanon. Is this our first meeting with all of us?

NS Najji: Yes, it is. Are we ready now? Khalil, your sound isn't very good. Thanks!

3 Look at the messages in Exercise 2 again. Underline the questions with *is / are* and the negative forms of *is / are*.

4 Choose the correct options to complete the rules.

The verb *to be*

In positive sentences, we use *am* with *I*, ¹*is / are* with *he/she/it* and *are* with *you/we/they*.

In negative sentences, we use *not* ²*before / after* the verb *to be*.

In *Yes / No* questions, we ³*start / end* the question with *am/is/are*.

Possessive adjectives

5 Complete the sentences with the correct possessive adjective.

- 1 My sister lives in Manama and _____ house has a big garden.
- 2 That company is doing well. _____ profits have increased.
- 3 Rami has forgotten _____ password again and can't log in.

Possessive adjectives

These words show who something belongs to.

I = my, you = your, he = his, she = her, it = its, they = their, we = our

6 Choose the correct options to complete the sentences.

- 1 We have a nice kitchen in *their / our* office.
- 2 My manager's name is Amer, and *his / her* office is over there.
- 3 Customers really like this product, but this product is *her / their* favourite.
- 4 This is our office building. *Its / Their* name is the Gulf Star Place.

7 Work in groups. Introduce yourselves. Ask and answer questions about yourselves and what you do.

Hello, everyone.
My name's...

WATCH OUT!



it's means *it is*.

its means something belongs to *it*.

Career skills Build relationships at work


Task model

1 Work in pairs. Look at the photo below and discuss the questions.

- 1 Where are these people?
- 2 Do they have a good relationship? Why / Why not?

2  4 Listen to a conversation between Ibrahim and two of his colleagues, Salwa and Adel. Work in pairs. Discuss the questions.

- 1 Does Ibrahim build a good relationship with his colleagues?
- 2 How do you know?

3  4 Listen again. Tick (✓) the things that Ibrahim does.

- | | | | |
|-------------------------------|--------------------------|--|--------------------------|
| 1 says his job | <input type="checkbox"/> | 7 finds something that's the same about him and Salwa | <input type="checkbox"/> |
| 2 says how old he is | <input type="checkbox"/> | 8 shows he's interested in what Salwa says | <input type="checkbox"/> |
| 3 says that he's new | <input type="checkbox"/> | 9 asks someone to do something with him | <input type="checkbox"/> |
| 4 says which team he's in | <input type="checkbox"/> | 10 answers in a positive way when someone asks him to do something | <input type="checkbox"/> |
| 5 says something he's good at | <input type="checkbox"/> | | |
| 6 asks Salwa a question | <input type="checkbox"/> | | |

Useful language Building work relationships

4 Match the sentences Ibrahim says to the reasons he says them. Then read all the phrases in the *Useful phrases* box.

- | | |
|--|---|
| 1 'Yes, I am. This is my first week here.' | a Showing interest in what your colleagues say. |
| 2 'I like working with customers. I think I'm good at it.' | b Giving extra information after an answer to a question. |
| 3 'That's great!' | c Giving a positive answer to a question. |
| 4 'Yes, it's a really good team.' | d Being positive about your colleagues. |
| 5 'Yes, I'd love to.' | e Talking about yourself in a positive way. |

Useful phrases

Showing interest in what your colleagues say Really? That's interesting.	Being positive about your colleagues My colleagues are great. I really like my team.
Giving extra information after an answer to a question I'm in the sales team. I come from Beirut.	Talking about yourself in a positive way I think I'm good at my job. I know how to talk to customers.
Giving a positive answer to a question Yes, I'd love to. Yes, I'd like that.	



DID YOU KNOW?




Studies say that we spend about a third of our life at work, so having good relationships with colleagues is essential.

Task preparation

5 Imagine this is your first day at a new job. You're going to meet new colleagues. Use the list below and make notes to prepare for your conversation.


1	introduce yourself to your colleagues	
2	something positive to say about your team, manager or office	
3	something you're good at	
4	questions to ask your colleagues	
5	how to show you're interested in your colleagues' answers	
6	a question to ask your colleagues to do something with you	
7	an answer when your colleagues ask you to do something with them	
8	your own idea	

6 Read the *Web research* and follow the instructions.

WEB RESEARCH 

Go online and find information about what to do and say on your first day at work.

Speaking task **Build relationships at work**

CAREER SKILLS: Establishing positive relationships 

To build good relationships with colleagues, you should:

- give extra information when you answer questions
- say positive things about your team and what you can do
- find out what things are the same about you and your colleagues
- show interest in what your colleagues say when they talk to you.

7 Read the *Career skills* box then work in groups. You are all new colleagues at a company. Using your notes from the *Web research* task and the phrases from the *Useful language*, introduce yourselves to each other and ask and answer questions. Try to build a relationship with your colleagues.

8 Work in new groups. Repeat the task.

Feedback

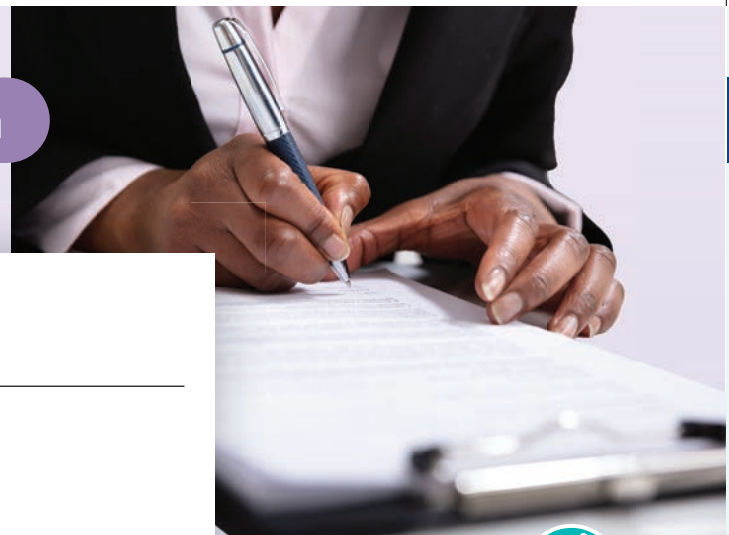
9 Work in pairs. Discuss the questions. Then report back to the class.

- Was it easy to build relationships with other students? Why / Why not?
- Did your partners speak clearly?
- Was everyone positive during the conversations?



Writing Completing a form

Using capital letters for names and places



NEW EMPLOYEE INFORMATION FORM

First name(s): Hani Surname: Atiyeh

Sex: male female

Date of birth: 17 / 08 / 2007

Address: 22 Shaheed Mustafa Street, Alexandria, Egypt

Postcode: 21521

Job: office trainee

Team: marketing

Manager: Noha Najjar

WRITING TIP: Capital letters



Remember to use capital letters for the first word in a sentence, people's names, the names of streets, towns, cities and countries and the names of companies.

1 Read the form and answer the questions.

- 1 What is Hani's surname?
- 2 Which word on the form tells you that Hani is a man?
- 3 How old is Hani now?
- 4 Which city does Hani live in?
- 5 What does a postcode tell you?
- 6 What does Hani do?
- 7 Which team is Hani in?
- 8 Who is Hani's manager?

2 Which information on the form has capital letters? Discuss with a partner.

3 Complete the form below with the information from the box. Use capital letters when needed.

15.04.1996 amin manager hoda
sales 211 zaa'beel street, al karama, dubai

4 Work in pairs. Imagine you have your dream job. Take turns to ask each other questions so you can complete the form below. Read the *Writing tip*. Remember to use capital letters.

NEW EMPLOYEE INFORMATION FORM

First name(s): ¹ _____

Surname: ² _____

Sex: male female

Date of birth: ³ _____

Address: ⁴ _____

Job: ⁵ _____

Team: ⁶ _____

NEW EMPLOYEE INFORMATION FORM

First name(s): _____

Surname: _____

Sex: male female

Date of birth: _____

Address: _____

Postcode: _____

Job: _____

Team: _____

Manager: _____

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

I CAN...

- use vocabulary to describe company facilities.
- use the verb *to be* and possessive adjectives.
- build relationships at work.
- complete a form.



Vocabulary

Company facilities

1 Match the sentences and questions (1–7) with the facilities (a–g).

- | | |
|--|----------------|
| 1 Let's have lunch together. | a lift |
| 2 Hello. Welcome to the company. | b kitchen |
| 3 We're here to talk about the new project. | c meeting room |
| 4 You can wash your hands there. | d reception |
| 5 I want to go up to the sixth floor. | e café |
| 6 Do you want to make a coffee? | f factory |
| 7 Do you want to see how we make our machines? | g toilets |

2 Complete the sentences with the correct facilities from Exercise 1. There are two words you don't need.

- Do you want to eat at the _____ with me tomorrow?
- When you arrive, go to _____ and fill in a form with your information.
- The ladies' _____ are over there if you want to wash your hands.
- You can bring food with you and leave it in the _____.
- It's good that there's a _____ here because my office is on the fourteenth floor!

Grammar

The verb to be

3 Complete the sentences with the correct options.

- They are / Are they* new at the company?
- The café *isn't / aren't* on this floor.
- Is / Are* you a manager or a secretary?
- Roula *am / is* the manager here.
- Imad and Ayman *is / are* in the meeting room.

4 Rewrite the sentences so they are negative sentences (–) or questions (?).

- I'm good at talking to customers.

- ? They're on a business trip this week.

- ? You're a new office worker.

- We're in an online meeting.

- ? Rana is a media manager.

Possessive adjectives

5 Read the sentences. Tick (✓) the correct sentences and rewrite the incorrect sentences with the correct possessive adjective.

- My** desk is near the window so I can look out at the city.
- Shadi is the office manager, and **her** desk is over there.
- Tell Amer and Lama that **its** meeting starts at 10 am.
- Wael is our new colleague, and **his** ideas are really good.
- A lot of people are at reception. Here are **her** names.

Useful language

Building relationships at work

6 Put the conversation into the correct order.

- Tarek:** Nice to meet you, too. My name's Tarek. _____
- Tarek:** Yes, I think I'm very good at my job. _____
- Tarek:** Yes, I am. The other engineers here are really nice. _____
- Rawad:** Hi. I'm Rawad. Nice to meet you. _____
- Tarek:** Yes, I'd love to. _____
- Rawad:** Really? Do you want to have a coffee with us in the kitchen? _____
- Rawad:** That's great. Are you an electrical engineer? _____
- Rawad:** Welcome to the company, Tarek. Are you the new engineer? _____



Listening and reading

Lead-in

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What is this place? What happens there?
- 2 Where do you think it is?
- 3 Do people go there on business, in their free time, or both?



Listening Event facilities

2 Match the words (1–4) to their meanings (a–d).

- | | |
|--------------|--|
| 1 event | a to do things so that something can happen |
| 2 organise | b something important that happens |
| 3 facilities | c a big meeting of people from the same company or type of company |
| 4 conference | d things that help you do something; for example, eat, sleep or swim |

3 **5** Listen to a conversation about a place where events happen. Choose the correct option.

- 1 It's in *Dubai / Abu Dhabi*.
- 2 Its name is *The Yas Island Palace / The Island Star Hotel*.
- 3 It's near *the beach / the mountains*.

4 **5** Listen again. Tick (✓) the facilities at this place.

- | | |
|--------------------|--------------------------|
| 1 hotel rooms | <input type="checkbox"/> |
| 2 conference rooms | <input type="checkbox"/> |
| 3 swimming pool | <input type="checkbox"/> |
| 4 restaurants | <input type="checkbox"/> |
| 5 shops | <input type="checkbox"/> |

5 Work in pairs. Ask and answer questions about the facilities at this place.

Does it have a swimming pool? Yes, it does.

Reading A conference brochure

- 1** What is a brochure? Choose from options (1–3).
- 1 A long message to everyone in a team at work.
 - 2 A text with information about a place or a thing.
 - 3 A web page with information about something new.



THE JET

INTERNATIONAL CONFERENCE CENTRE

Our conference centre is in Cairo, Egypt, and it's the biggest place for conferences and business events in the country. We organise hundreds of events a year so we know how to make your event perfect.

- We have 15 meeting rooms for business meetings and five large conference rooms. These rooms are also perfect for events with customers or staff. Some of them have a projector, sound system, wi-fi and tables and chairs.
- You can also try different facilities after your meeting or conference. There is an Egyptian and an international restaurant at our centre, and there are four cafés. We also have a shopping centre and a wellness centre with a swimming pool and spa.
- A team of 35 people organise events at our conference centre. You can contact the events manager at eventsmanager@jetintconfcentre.com

We look forward to seeing you at the JET International Conference Centre!

2 Read the brochure quickly. Answer the questions.

- 1 Where is the conference centre?
- 2 How many events happen there every year?
- 3 What facilities does it have for business events?
- 4 What facilities does it have for eating and free-time activities?
- 5 Is it a good place for a conference? Why? / Why not?

3 Complete the sentences with the correct facilities from the brochure.

- 1 A big group of people can come together to listen to a speaker in a _____.
- 2 Use the _____ so people can see something on the wall while you talk.
- 3 You can eat food from many different countries at an _____.
- 4 You can buy things for your friends and family at the _____.
- 5 When it's time to relax, go to the swimming pool and _____.

4 Work in pairs. Read and role-play the conversation.

Student A: You want to organise an event at the JET International Conference Centre. Ask Student B questions about its facilities.

Student B: You work at the JET International Conference Centre. Answer Student A's questions about it. Use the information in the brochure.

Does it have shops? Yes, it does.

DID YOU KNOW?



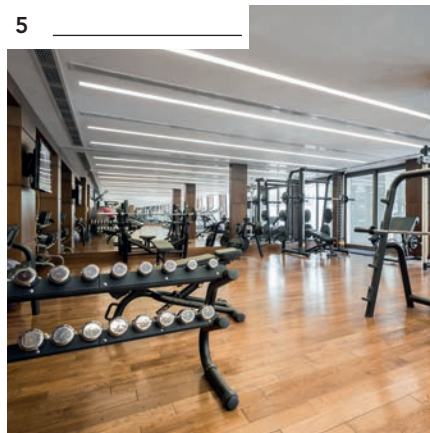
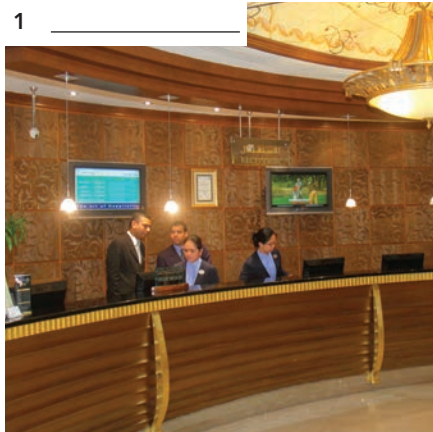
The Bahrain International Exhibition and Convention Centre is the biggest conference centre in the Middle East. It has an area of 308,000 square metres.

Language focus

Vocabulary Conference facilities

1 Label the photos (1–6) with the words from the box. There is one word you don't need.

business centre conference room fitness centre projector reception sound system spa



2 6 Listen to an events manager talking about the facilities at a hotel. Tick (✓) the facilities you hear.

- | | | | |
|-------------------|--------------------------|--------------------|--------------------------|
| 1 reception | <input type="checkbox"/> | 7 hotel room | <input type="checkbox"/> |
| 2 conference room | <input type="checkbox"/> | 8 projector | <input type="checkbox"/> |
| 3 sound system | <input type="checkbox"/> | 9 meeting room | <input type="checkbox"/> |
| 4 restaurant | <input type="checkbox"/> | 10 café | <input type="checkbox"/> |
| 5 wellness area | <input type="checkbox"/> | 11 fitness centre | <input type="checkbox"/> |
| 6 spa | <input type="checkbox"/> | 12 business centre | <input type="checkbox"/> |

3 Read the definitions and complete the gaps in 1–6 with the correct facilities.

- A: This is a place for relaxing.
B: Is it a _____?
A: Yes, it is.
- A: This is a place for business people to work.
B: Is it a _____?
A: Yes, it is.
- A: This thing helps you to show pictures on the wall in a conference room.
B: Is it a _____?
A: Yes, it is.

- A: This is a place for doing exercise, like running.
B: Is it a _____?
A: Yes, it is.
- A: This thing helps you to hear the speaker in a conference room.
B: Is it a _____?
A: Yes, it is.
- A: This is the first place you see when you go into a hotel.
B: Is it a _____?
A: Yes, it is.

4 Design your own conference centre. Choose five facilities from Exercise 2 for it.

5 Work in pairs. Ask and answer questions about the facilities in your conference centre. Don't look at each other's plan.

Does your conference centre have projectors?
Yes, it does.

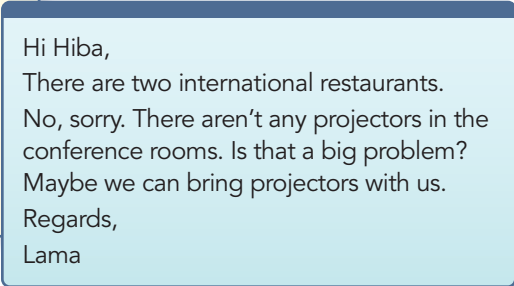
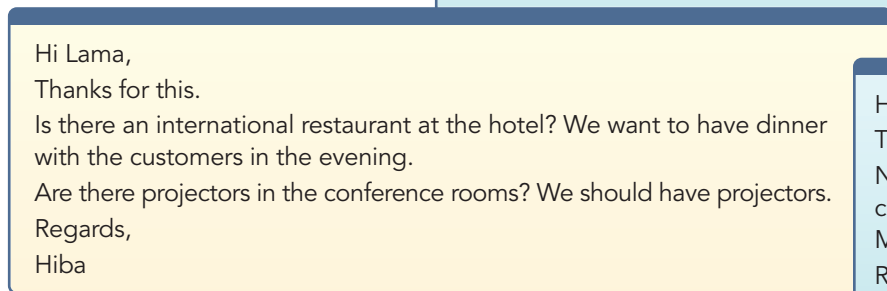
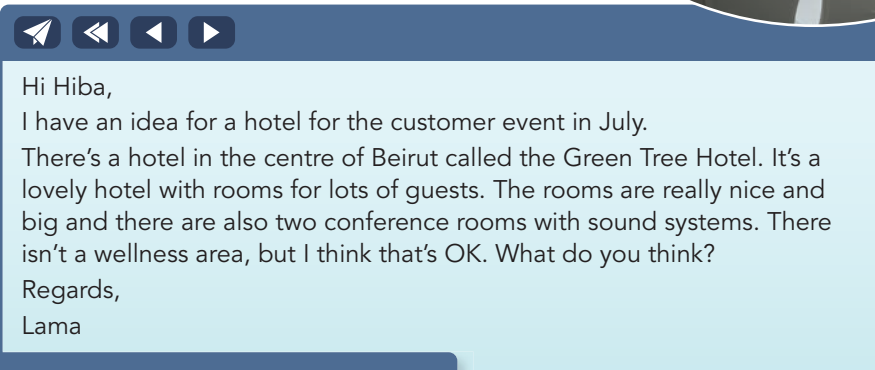
Grammar *there is / there are*

1 Work in pairs. Look at the photo and discuss the questions.

- 1 Are there chairs in this room? 2 Is there a projector in this room? 3 Are there any people in this room?

2 Read the emails. Tick (✓) or cross (X) the facilities in the Green Tree Hotel.

- 1 conference rooms
- 2 meeting rooms
- 3 lots of hotel rooms
- 4 projectors
- 5 sound system
- 6 restaurants
- 7 wellness area



3 Choose the correct options to complete the rules.

there is / there are

We say *there is* for ¹one / more than one thing.

We say *there are* for ²one / more than one thing.

We say *there isn't* to say that ³one / more than one thing is not there.

We say *there aren't any* to say that ⁴one / more than one thing is not there.

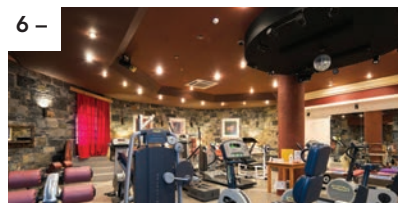
We say *Is there ...?* to ask about ⁵one / more than one thing.

We say *Are there ...?* to ask about ⁶one / more than one thing.

WATCH OUT!

Is and are come before there in questions. We say: Is there a big conference room? NOT There is a big conference room?

4 Work in pairs. Look at the photos. Say a positive sentence (+), negative sentence (-) or ask a question (?) with *there is / there are* for each photo.



5 Work in pairs. Ask and answer questions about the facilities at the Green Tree Hotel.

- A: Are there conference rooms in the Green Tree Hotel?
 B: Yes, there are. There are two conference rooms.

Career skills Choose an event venue

Task model

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What type of event can you see in the photo?
- 2 What three other things can you see in the photo?

2 Imad needs to find the right place for an event. Read the email from his colleague, Hadi. Answer the questions.

- 1 What event is the email about?
- 2 What facilities should the hotel have?



Hi Imad,

We want to have an event for our customers in January. Can you find a hotel for the event? We want lots of hotel rooms because we have many customers coming from Europe and the USA. We also need two big conference rooms, too.

The hotel should also have a good international restaurant because we want to have lunch and maybe dinner with some of our customers. We need a wellness area with a spa, too, because we want the customers to relax during their stay.

Regards,
Hadi

3 **7** Imad finds two conference centres online and talks to a colleague about them. Listen to the conversation. Answer the questions.

- 1 Which place does Imad choose?
- 2 Why does he choose this place?

7 Useful language

Making decisions

4 **7** Listen again. Complete the sentences with the word you hear.

- 1 It's a good place _____ there are lots of hotel rooms...
- 2 This hotel isn't the right place _____ there isn't a wellness area.
- 3 This hotel is the right place _____ it has all the facilities we need.

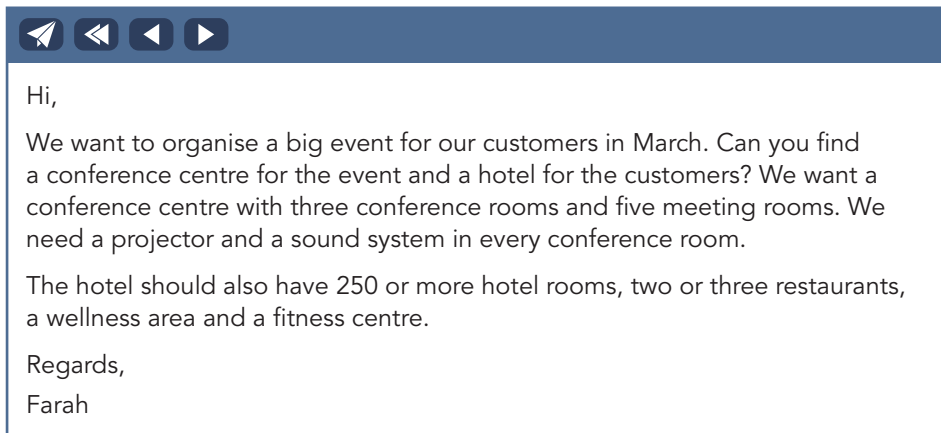
5 Read the *Web research* and follow the instructions.

WEB RESEARCH

Find information about a conference centre or a hotel in your country. What facilities does it have?

Task preparation

6 Read this email from your colleague. Underline the facilities you need for the event.



7 Read the information about four different places. Use your list from Exercise 6 to choose the right conference centre and hotel.

The Five Star Conference Centre

- * Four conference rooms – all our conference rooms have a projector and a sound system
- * Four meeting rooms

The Lux Conference Centre

- * Five conference rooms – all our conference rooms have a projector and a sound system
- * 12 meeting rooms

The Gold Mountain Hotel

- * 300 rooms
- * Three restaurants
- * Wellness area
- * Fitness room

The Beach View Hotel

- * 200 rooms
- * One restaurant
- * Wellness area
- * Fitness room

8 Complete the sentences about the conference centre and the hotel you chose in Exercise 7. Remember to give reasons.

_____ is the right conference centre because _____.

_____ is the right hotel because _____.

Speaking task Make a decision

9 Work in pairs. Take turns to tell your partner about the conference centre and hotel you found in the *Web research* task. Work together using the *Career skills* box to make a decision about which place is best. Remember to use *Useful language* for making decisions.

Feedback

- 10 Work in pairs. Discuss the questions. Then report back to the class.
- Was it easy to find the right places? Why? / Why not?
 - Did your partner speak clearly?
 - Did he / she give reasons for his / her opinions?

CAREER SKILLS: Making decisions

You should show your colleagues that you can...

- collect and organise information.
- think about the information to make a good decision.

Vocabulary

Conference facilities

1 Match the facilities (1–8) to the definitions (a–h).

- | | |
|-------------------|---|
| 1 fitness centre | a It helps you to show pictures and words. |
| 2 projector | b You can go in the water here. |
| 3 wellness area | c You can exercise here. |
| 4 conference room | d It helps people to hear a speaker. |
| 5 sound system | e A small group of people can talk here. |
| 6 reception | f Lots of people can listen to a talk here. |
| 7 meeting room | g You can relax in a spa here. |
| 8 swimming pool | h You get your hotel key from here. |

2 Complete the sentences with the correct facilities from Exercise 1.

- I love it in the water so I'm going to the _____.
- There's a _____ in this room so I can show everyone my photos.
- Our team needs to talk about this. Let's go to a _____.
- I do sport every day so I need a hotel with a _____.
- After the conference, I go to the _____ to relax.
- The _____ is open 24 hours a day if you need help.
- We need a _____ so everyone can hear the speakers.
- Khalil thinks this _____ is big enough for all our customers.

Grammar

there is / there are

3 Choose the correct options to complete the sentences.

- There *is* / *are* ten meeting rooms at the hotel in Cairo.
- Is* / *Are* there a fitness centre in this hotel?
- There *isn't* / *aren't* a projector in this room.
- Is* / *Are* there any more customers in here?
- There *is* / *are* an international restaurant over there.
- There *isn't* / *aren't* any events managers here.
- There *is* / *are* two conference rooms at the conference centre in Marrakesh.
- There *isn't* / *aren't* a swimming pool at the conference centre.

4 Complete the questions about the facilities using *Is there* or *Are there*.

- _____ a sound system?
- _____ any meeting rooms?
- _____ a swimming pool?
- _____ a wellness area?

Useful language

Making decisions

5 Include *because* in the right place in the sentences.

- This isn't the right place there aren't any meeting rooms.
- This is a good hotel for us it has two restaurants.
- This is the right place there is a projector in every conference room.
- This isn't a good hotel for us there isn't a wellness area.
- This isn't the right place it isn't near the city centre.
- This is a good conference centre there are five conference rooms.
- This isn't a good conference room there isn't a sound system.
- We don't want this hotel there isn't a fitness centre or a swimming pool.

6 Put the words in the correct order.

- projectors / there are / because / It's the right place / .

- because / they want to eat / We need a restaurant / .

- they want to relax / We need a wellness area / because / .

- It isn't the right place / any meeting rooms / because / there aren't / .

- because / it's near the beach / This is a good hotel for us / .

- It isn't the right place / there's only one / because / conference room / .

Company activities

Listening and reading

Lead-in

1 Work in pairs. Look at the photo and discuss the questions.

- How often do you wear sports shoes?
- Which companies make sports shoes?



Listening A company tour

2 You're going to listen to a tour at a company that makes shoes. Match the sentences (1–5) to the reasons for saying them (a–e).

- Today I want to show you our company.
 - Let's go to the lifts over there.
 - Here we are on the first floor.
 - The Head of Sales works in that large office.
 - Do you have any questions?
- a to ask for questions
b to move to the next place
c to say what the tour is about
d to say where a person is
e to say where you are

3 8 Listen to the start of the tour. Complete the profile of the company with the information you hear.

Name: Brillteka

City with the biggest factory: _____

Number of factories: _____

Number of employees: _____

Product the company makes: _____

Where the company sells its products:

How the company sells its products:

4 8 Listen again. Answer the questions.

- What is Dania going to show the group today?
- Where do they start the tour?
- Where do they go first? How do they get there?
- Where does the company sell a large number of products?
- Where is the group going to next?

5 Work in pairs. Take turns to give a company tour. Use the headings in Exercise 3 to help you.

Hello, everyone. Welcome to our company. My name's...

Reading A company website

1 Look at the photo in the *About Us* page on a company website. What do solar panels do?

- a save food b make electricity c build computers

ABOUT US

Rawad Aziz started Solaris2Go in 1999. We make solar panels and sell them all over the world. Our head office is in Jeddah, Saudi Arabia. Seven hundred and sixty-six people work in our factory and in our offices there. We also have factories in Jazan and Najran in Saudi Arabia, and 327 employees work there.

Our employees work hard to make the best solar panels you can buy. We offer solar panels in many different sizes and for different places. You can put them on buildings or on the ground. Our sales team is always happy to answer questions from customers.

You can buy our products online from our website (www.solaris2go.org) or you can visit our shop in Jeddah. The staff there are happy to talk to you about the different types of solar panels we make and help you find the right panels for you.

You can find us on all your favourite social media under our name – solaris2go. We also visit a lot of conferences in the Middle East to show people our products.

Do you have a question for us?

Please write your message below and click Send.

Name

Email address

Message

SEND



2 Read the *About Us* page quickly. Choose the correct options.

- Seven hundred and sixty-six people work for Solaris2Go / for Solaris2Go in Jeddah.
- Solaris2Go has two / three factories in Saudi Arabia.
- The company makes one / more than one type of solar panel.
- Solaris2Go uses / doesn't use social media.
- Employees from the company go to conferences in Saudi Arabia / in different countries.

3 Read and complete the sentences. Then read the text and check your answers.

- We _____ and _____ solar panels.
- Our _____ office is in Jeddah, Saudi Arabia.
- We also have _____ in Jazan and Najran in Saudi Arabia.
- Our _____ work hard to make the best solar panels you can buy.
- Customers can choose from solar panels in many different _____.

4 Read the text again and write two questions about Solaris2Go.

Where does the company sell solar panels?

5 Work in pairs. Take turns to ask and answer your questions from Exercise 4.

Where does the company sell solar panels?

Solaris2Go sells solar panels all over the world.

DID YOU KNOW?



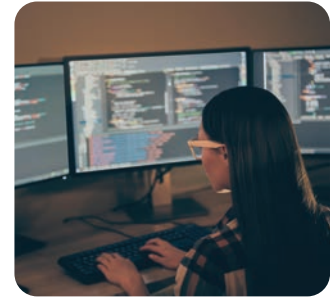
There's more solar energy on Earth than any other type of energy. It's also the fastest and easiest type of energy to use.

Language focus

Vocabulary Company activities

1 Look at the photos. Complete the company activities in the photos with the verbs from the box.

advise deliver design develop employ manufacture organise repair



_____ products

_____ customers

_____ machines

_____ software



_____ items to
customers

_____ events

_____ websites

_____ staff

2 Match the company activities from Exercise 1 to their meanings.

- 1 to put parts together to make something new
- 2 to give someone a job
- 3 to do something so something starts working again
- 4 to tell people what the right products or services for them are
- 5 to get everything ready so that people can come together to do something
- 6 to decide what goes where on something people look at online
- 7 to make something you can use to do something on a computer
- 8 to bring something to people

3 Choose the correct options to complete the sentences.

- 1 We must *manufacture* / *repair* this machine today so we can use it again tomorrow.
- 2 They know how to *advise* / *organise* great events for our customers.
- 3 Let's try to develop some new *staff* / *software* for this problem.
- 4 Who do you want to *deliver* / *employ* these products to?
- 5 Tarek can design a *website* / *product* that tells people about our services.
- 6 We need to *employ* / *advise* some new members for this team.

4 Use the vocabulary for company activities to write a sentence about three famous companies, but don't write the company names.

5 Work in pairs. Show your partner your sentences from Exercise 4. Your partner needs to guess the names of the companies.

Grammar The present simple

1 Work in pairs. Look at the photo and discuss the questions.

- How do you use these products?
- Do you know the names of any of the products?

2 Read the text about WZF. Answer the questions.

- Where does the company make its products?
- What does the CEO not do?
- Who do the company's designers talk to?

WZF

Products

Service & support

Contact us

Q: What does your company do?

A: WZF manufactures products for kitchens around the world.

Q: Where do you make your products?

A: Our company has two factories in Egypt and one in Morocco. We don't ask other companies to make our products for us. We make all our products in our factories and we check every product before we send it to our customers.

Q: What does your CEO do on a normal day at work?

A: Our CEO is Imad Ghazali and he doesn't stay in his office all day. He talks to our factory managers in both Egypt and Morocco. He wants to know how we manufacture our products and what our customers think.

Q: Where do your designers get their ideas from?

A: Our designers get ideas from everywhere they go and everything they see. They listen to what our customers say, too.



3 Read the text again. Underline the verbs that have a positive meaning. Circle the words with a negative meaning.

4 Choose the correct options to complete the rules in the table.

The present simple

After I/you/we/they, we ¹change / don't change the verb form in positive sentences.

After he/she/it, we ²change / don't change the verb form in positive sentences.

Use ³don't / doesn't after I/you/we/they to make a negative.

Use ⁴don't / doesn't after he/she/it to make a negative and there is ⁵no -s / an -s at the end of the verb.

Use ⁶Do / Does + I/you/we/they + the infinitive without to in questions.

Use ⁷Do / Does + he/she/it + the infinitive without to in questions.

WATCH OUT!



With most verbs, we add *-s*, *-es* or *-ies*. But some verbs don't follow these rules. e.g.

I have → *It has*

5 Choose one company you know well. Use the present simple to:

- write one positive sentence
- write one negative sentence
- write two questions to ask a partner.

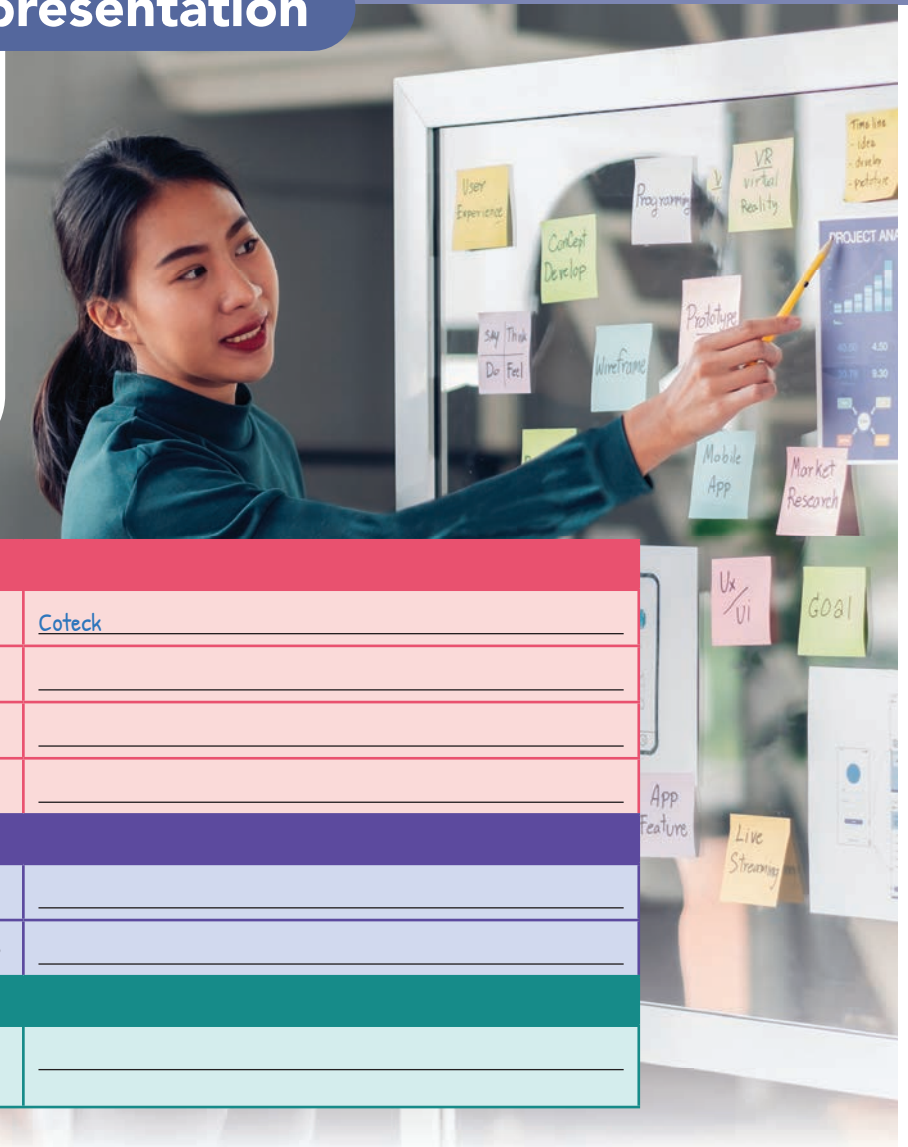
6 Work in pairs. Check each others' sentences. Take turns to ask and answer your questions.

Does the company sell its products in Bahrain? Yes, it does.

Career skills Give a presentation

Task model

- 1 **Work in pairs. Look at the photo and discuss the questions.**
 - 1 What is the woman doing?
 - 2 Do you ever do this?
 - 3 How do you usually feel when you do this?
- 2 **Listen to a presentation about a company and make notes in the table.**



Topic 1	
1 The company's name	<u>Cotek</u>
2 How old the company is	_____
3 Where the company is	_____
4 How many people work at the company	_____
Topic 2	
5 What the company does	_____
6 Where you can buy the company's products	_____
Topic 3	
7 How the company's products are different to other companies' products	_____

- 3 **Listen again. Number the presentation phrases in the order you hear them.**

Hello, everyone. Welcome to this presentation.	<u>1</u>	Let's move on to...	_____
Today I want to tell you about a company called...	_____	My name's Nawal.	_____
That brings me to my last topic.	_____	First,... then... and finally,...	_____
Let's start with the first topic.	_____	I'm happy to answer your questions at the end of the presentation.	_____
In this presentation, I want to talk about three topics.	_____	That's everything I want to say about this company.	_____
Thank you for listening.	_____	Are there any questions?	<u>12</u>

Useful language Signposting phrases

- 4 **Complete the table with the presentation phrases from Exercise 3.**

Starting your presentation	Saying what you will do
Hello, everyone. Welcome to this presentation.	In this presentation, I want to talk about three topics.
_____	_____
_____	_____
Moving to the first or a new topic	Ending your presentation
Let's start with the first topic.	That's everything I want to say about this company.
_____	_____
_____	_____

Task preparation

5 Work in pairs.

Student A: Read the notes about Iba-Go Taxis. Choose three topics to talk about in a presentation about this company. Use the table below to make notes.

Student B: Read the notes about Boarders Republic. Choose three topics to talk about in a presentation about this company. Use the table below to make notes.

Don't forget to write the signposting phrases you want to use in your presentation.

IBA-GO TAXIS
• Offices in Lebanon and Jordan
• Head office = in Amman, Jordan
• 190 employees
• 22 years old
• Services: taxi services for business customers
• What is different about their services?
– a lot of taxis, taxis are cheap, easy to book a taxi through their app

BOARDERS REPUBLIC
• Factories in Kuwait and Qatar
• Head office = in Doha, Qatar
• 764 employees
• 5 years old
• Products: skateboards
• What is different about their products?
– customers can decide which designs are on their skateboards and the skateboards are very high quality

Starting your presentation	_____
Saying what you will talk about	_____
Topic 1	_____
Moving to topic 2	_____
Topic 2	_____
Moving to topic 3	_____
Topic 3	_____
Ending your presentation	_____

6 Read the Web research and follow the instructions.

Speaking task

Give a presentation about a company

7 Read the *Career skills* box then work in pairs. Take turns to give your presentation. Remember to use signposting phrases from the *Useful language* box. After that, present the information you found in the *Web research* task. Then discuss the questions in pairs.

- 1 What is different about your presentations?
- 2 What is the same about your presentations?

Feedback

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

- Was it easy to use signposting phrases in your presentation? Why / Why not?
- Did your partner speak clearly?
- Did they use the present simple to talk about their company?

WEB RESEARCH



Find information about a company you buy from. Make notes on facts about the company.

CAREER SKILLS: Communication



When you want to give a clear, professional and effective presentation, you should:

- decide what information you want to say in the presentation.
- organise the information into three topics.
- use signposting phrases in your presentation.

Writing A company profile

1 Work in pairs. Look at the company profile and underline all the numbers in it. Then answer the questions.

1 Which numbers are in word form?

2 Which numbers are in number form?



MOTO ROBINS COMPANY PROFILE

The company has 27 years of experience in the transport industry and its head office is in Abu Dhabi. Moto Robins manufactures motorbikes and it makes 11 different types of motorbikes. The motorbikes they make are fast and powerful and look very good, too. The company has two factories in Morocco and nine sales offices in six different countries in the Middle East. There are 674 employees who work for Moto Robins. This year, its sales are 23 million dollars.

2 Read the company profile again. Match the numbers (1–6) to the things or people they give you information about (a–f).

- | | |
|--------------|--|
| 1 27 | a how long the company is in business |
| 2 11 | b how many people work at the company |
| 3 2 | c how much money the company made from selling products |
| 4 6 | d buildings where the company manufactures its products |
| 5 674 | e how many different things the company manufactures |
| 6 23 million | f countries where the company works to sell its products |

3 Write the numbers in word form.

- 1 199 _____
- 2 2,020 _____
- 3 87 _____
- 4 64 _____
- 5 1,654 _____
- 6 250 _____
- 7 701 _____
- 8 583 _____

4 Use the notes you made in the Web research on page 27 to write a company profile. Read the Writing tip. Remember to write the numbers correctly. Write about 100 words.

WRITING TIP: Writing numbers



Remember:

- write a hyphen (-) between the two words when you write numbers from 21 to 99. e.g. *twenty-three*, *thirty-nine*, *seventy-two*.
- write *and* between the hundred and the next number. e.g. write 120 as *one hundred and twenty*.

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

I CAN...

- use vocabulary to describe company activities.
- use the present simple.
- give a presentation.
- write a company profile.

Vocabulary

Company activities

1 Complete the sentences with the correct options.

- Our customer service team *organises* / *advises* customers about our products.
- We *manufacture* / *employ* our motorbikes in this building.
- Do you want to *repair* / *organise* any events for your employees next year?
- This company *delivers* / *designs* our products to customers in Lebanon.
- These companies in Qatar develop *machines* / *software* for phones and computers.
- I usually repair ten *events* / *machines* in the factory every day.

2 Match the verbs (1–6) to their meanings (a–f).

- | | |
|---------------|--|
| 1 advise | a to put things together to make a new thing |
| 2 develop | b to make a new thing or to improve |
| 3 repair | c to decide what colours, photos, pictures and text to use |
| 4 manufacture | d to make something work again |
| 5 organise | e to make a plan for something and do it |
| 6 design | f to tell people about products or services |

Grammar

The present simple

3 Complete the sentences with the correct form of the verb in brackets.

- Salwa _____ coffee – she only likes tea. (not / drink)
- We _____ Essaouira every summer on holiday. (visit)
- The people in my department _____ for meetings – we do everything online. (not / travel)
- Adel _____ our team how to use new pieces of software every week. (show)
- I _____ a cheese sandwich for lunch every day at work – some days I have a hot meal. (not / eat)
- My colleague _____ listening to music in the office, but I _____ that. (enjoy, not / like)

4 Match the sentence beginnings (1–6) with the endings (a–f).

- | | |
|--------------|------------------------------------|
| 1 Where does | a the new trainee do? |
| 2 What does | b they manufacture their products? |
| 3 When does | c your services cost? |
| 4 How do | d Imad live? |
| 5 What do | e this machine work? |
| 6 How does | f the restaurant open? |

Useful language

Signposting phrases

5 Number the phrases in the order you hear them in a presentation.

- That's everything I want to say about this company. _____
- Are there any questions? _____
- Let's start with the first topic. _____
- My name's Salah. _____
- I'm happy to answer your questions at the end of the presentation. _____
- That brings me to my last topic. _____

6 Complete the signposting phrases with the words from the box.

everyone finally listening
move tell topics

- Hello, _____. Welcome to this presentation.
- Today I want to _____ you about a company called...
- In this presentation, I will talk about three _____.
- First,... then... and _____,...
- Let's _____ on to...
- Thank you for _____.

Office equipment



Listening and reading

Lead-in

1 Look at the photo and discuss the questions in pairs.

- 1 Does this look like a nice office to work in? Why / Why not?
- 2 Would you like to work in this office? Why / Why not?
- 3 What office equipment can you see in the photo?



Listening Your new office

2 Match the office equipment (1–8) with the activities (a–h).

- 1 mouse _____
- 2 calculator _____
- 3 laptop _____
- 4 bin _____
- 5 photocopier _____
- 6 cupboard _____
- 7 folder _____
- 8 printer _____

- a You add numbers with it.
- b You put rubbish in it.
- c You keep things in this.
- d You make copies of a document with it.
- e You use it to put your documents onto paper.
- f You write documents on it.
- g You put papers together in one of these.
- h You click this to move on a computer.

3 10 Listen to a conversation. Number the words for office equipment in the order that you hear them.

- | | | | |
|-------------|-------|-------------|-------|
| mouse | _____ | photocopier | _____ |
| calculators | _____ | cupboard | _____ |
| laptop | _____ | folders | _____ |
| bin | _____ | printer | _____ |

4 Work in pairs. Use the adjectives below to describe the office equipment in Exercise 3.

basic electric heavy modern
powerful strong useful

A photocopier is electric and very heavy.

5 Work in pairs. Take turns to describe three pieces of equipment. Your partner guesses what it is.

It's large, modern and electric and you watch it.

Is it a television?



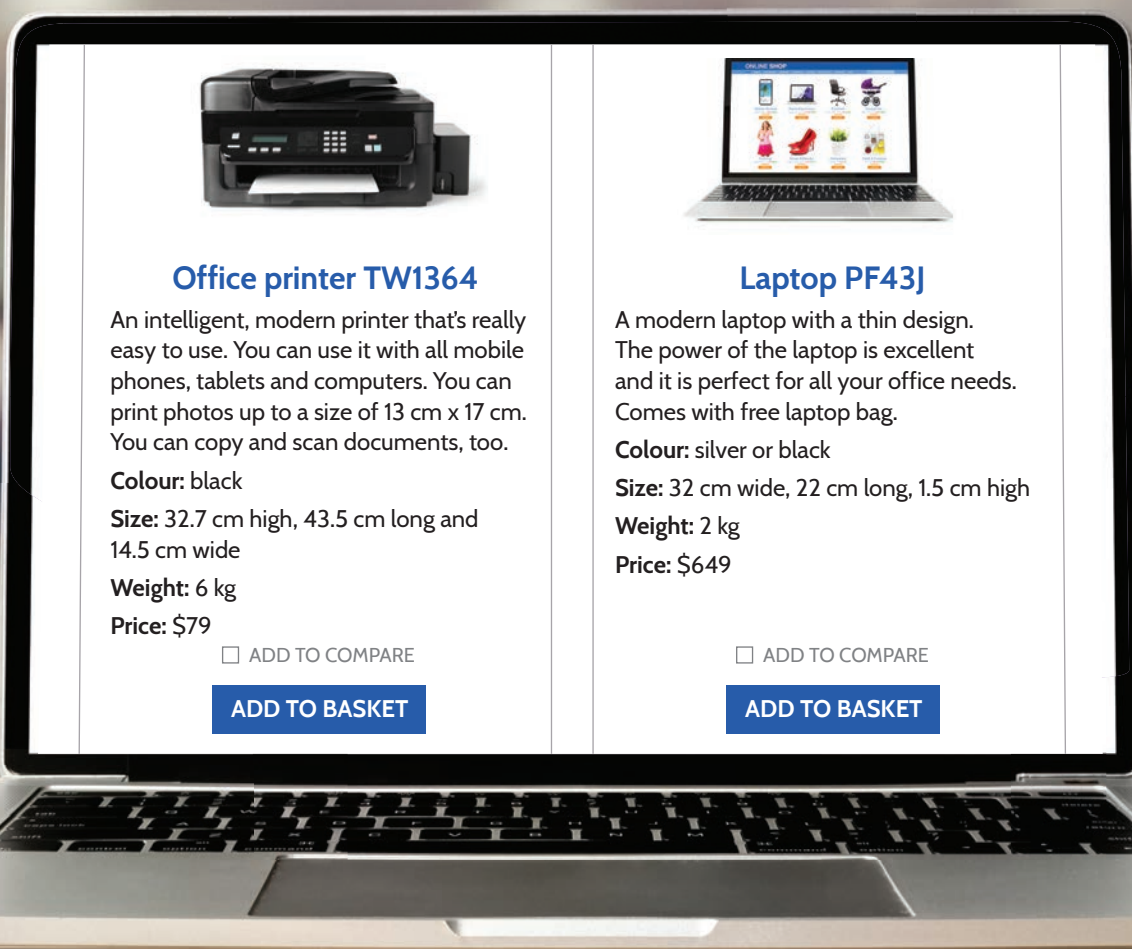
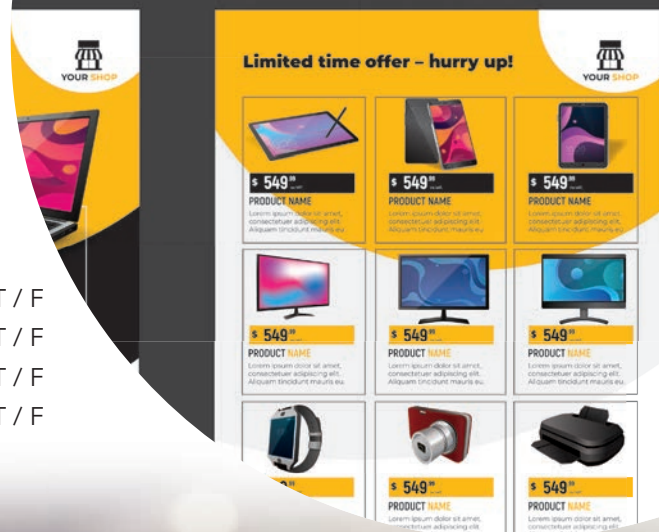
Reading A sales catalogue

1 Work in pairs. Discuss the question.

What information about products do you usually find in a sales catalogue?

2 Read this page from a sales catalogue. Decide if the sentences are True (T) or False (F).

- 1 The printer is the most expensive item. T / F
- 2 The printer is the longest item. T / F
- 3 You can buy both items in different colours. T / F
- 4 You get a free item with the laptop. T / F



3 Complete the sentences with a word from the text.

- 1 The printer allows you to _____, print and scan documents.
- 2 The laptop has excellent _____.
- 3 You can use the printer with mobile phones, computers and _____.
- 4 The laptop is _____, which is part of its design.

4 Think about what your perfect workplace would be like. Make notes on your ideas.

5 Work in pairs. Take turns to describe your perfect workplace.

I would like to work in a place with nice offices, lots of modern computers and...

Language focus

Vocabulary Activities with office equipment

1 Complete the note that Jad wrote for his colleague with the verbs from the box.

click close log in open press save select turn x2

Hi Dina!

Can you please make a change to a presentation on my computer today?

I'm out of the office all day.

1 _____ the button on the front of the computer to

2 _____ the computer on, then 3 _____ with

my username and password. 4 _____ our presentation

programme and 5 _____ the presentation with the name

'New customer presentation'. 6 _____ on slide 5 and change

the title to 'How we can help you'. After that, 7 _____ the

new presentation and 8 _____ the presentation programme.

Please 9 _____ my computer off to save electricity.

Thanks!

Jad

2 Complete the instructions for two office activities with the verbs from Exercise 1.

- 1 _____
- 1 _____ this piece of equipment on.
 - Open it.
 - Put the paper on the glass.
 - Close it.
 - 2 _____ the correct number of copies.
 - 3 _____ the green button.

- 2 _____
- 4 _____ to your computer so you can start using it.
 - Find the presentation programme on your computer and 5 _____ on it.
 - Select 'New presentation' and 6 _____ a new presentation.
 - Select the presentation style you want.
 - Write your presentation.
 - 7 _____ the presentation.
 - 8 _____ the presentation.

3 What are the two activities in Exercise 2? Discuss your answers in pairs.

4 Choose an example of office equipment, technology or something you do on a computer. Write four or five instructions for using it.

5 Work in pairs. Take turns to read your instructions from Exercise 4 and guess which thing the instructions are for.

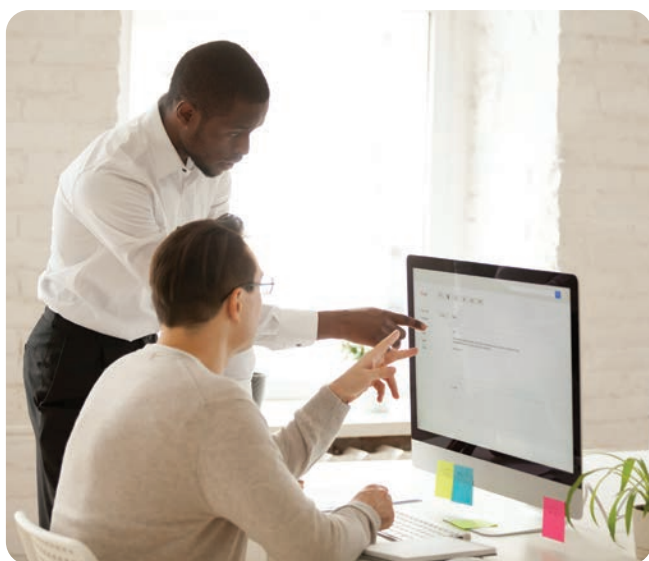
DID YOU KNOW?



One of the most expensive office chairs ever produced costs \$1.5 million – it's made by the designers of top sports cars.

Grammar The imperative; Sequencers

The imperative



1 Work in pairs. Look at the photo and discuss the questions.

- 1 What do you think the people in the photo are doing?
- 2 Where do people give you instructions?
- 3 What instructions do people give you? Think of some examples.

2 Choose the correct options to complete the rules.

The imperative

When we give instructions, we use the imperative. The imperative means that:

- we use the verb ¹with / without to.
- we ²use / don't use a subject, such as you.

For a negative instruction, we use *don't* ³before / after the verb.

You can say *please* before the instruction. This makes the instruction more polite.

3 Tick (✓) the instructions that use the imperative.

- 1 We all use the photocopier.
- 2 Don't press this red button on the phone.
- 3 Do you know how to use this lamp?
- 4 Put this paper on the desk.
- 5 There are some pens over there.
- 6 Sami doesn't use this laptop.

4 Complete the email with the correct form of the verbs from the box.

ask go meet open press sign turn

✉
⏪
⏩

To: fouad.raad@tlc.com
 From: hoda.hajjar@tlc.com
 Subject: Away next week

Hi Fouad,

I'm on a business trip in Dubai on Monday. Can you talk to the technicians about the problem with the coffee machine?

First, ¹_____ the coffee machine off. To do this, you ²_____ the round button on the front of it. **Next**, ³_____ the coffee machine at the back so you can see inside it. ⁴_____ the technicians at reception at 10:30 and fill in a form from Imad at reception so you can get visitor badges for them.

After that, ⁵_____ up to our office with them and show them the coffee machine. Leave them to work on it until they repair the machine. **Then** ⁶_____ the documents from the coffee machine company. **Finally**, ⁷_____ them to give their visitor badges to Hanane at reception before they leave.

Thanks so much!

Hoda

Sequencers

5 Look at the sequencers in bold in the email. Discuss the questions in pairs.

- 1 What do we use at the start of instructions?
- 2 What do we use in the middle of instructions?
- 3 What do we use at the end of instructions?
- 4 What other sequencers can you think of?

6 Work in pairs. Think about a mobile phone and how you use it. Write five instructions for how to turn a mobile phone on and send a text message or email, use the camera or make a call with it. Use sequencers.

First, press the button on the side of the phone... Then,...

WATCH OUT!



Remember that the verb in the imperative is the same when you talk to one person and when you talk to more than one person.

Career skills Give instructions

Task model

1 Work in pairs. Discuss what you would want to know on your first day in a new job.

2  11 Listen to a manager and tick (✓) the things you hear instructions for.

- 1 where the office is
- 2 how to use his computer
- 3 where to find office equipment
- 4 what to do in the office kitchen
- 5 who to talk to in the office
- 6 what to do before you leave the office



3  11 Listen to the conversation again. Answer the questions.

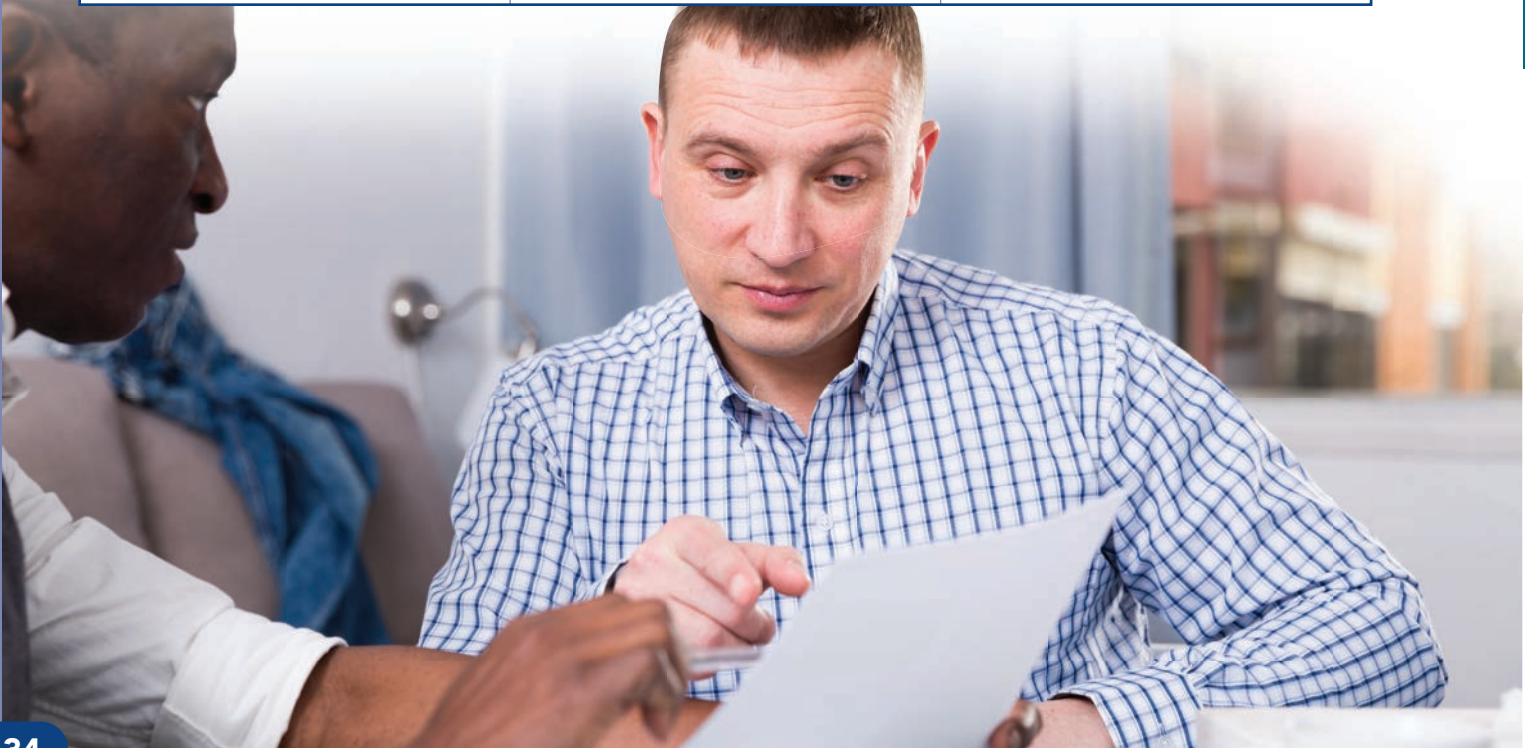
- 1 Which words does the manager use to show the order you do things in?
- 2 What does Amir do to make sure that Shadi understands his instructions?
- 3 What does Shadi do to show he understands where a room is?
- 4 How many times does Shadi ask Amir for help?

Useful language Checking instructions

4 Write the phrases from the conversation in the correct column in the table below.

Do you see the room I mean? Do you see where you click?
 How do I click on it? Is that all clear? That's no problem. Yes, I see it.
 Yes, it's that room with the brown door. And what do I do after I take the items?

Check that someone understands	Show someone that you understand	Ask for help
1 _____ _____	4 _____ _____	7 _____ _____
2 _____ _____	5 _____ _____	8 _____ _____
3 _____ _____	6 _____ _____	



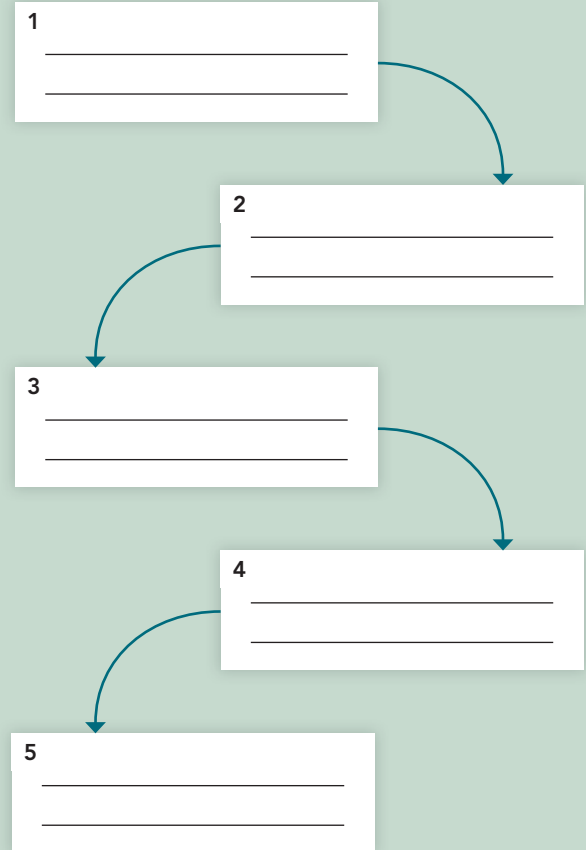
Task preparation

- 5** Read the information about how to use a piece of equipment. Make notes in the diagram about the five things you do for it.



Printer

When you want to connect a printer to your computer, first, turn your computer on. You see 'Settings' in the menu bar of your computer. Click on that and you can choose 'Printers'. Then, click on that and you can choose the name of your printer. Finally, click on 'Connect' and this connects your computer to the printer. Now it's possible to choose your printer when you want to use it to print documents.



- 6** Read the *Web research* task and follow the instructions.



Speaking task Give instructions

- 7** Read the *Career skills* box then work in pairs. Take turns to give instructions using the *Useful language* for the piece of equipment you found in the *Web research* box.

Feedback

- 8** Work in pairs. Discuss the questions. Then report back to the class.
- Did your partners speak clearly?
 - Did they use the right phrases to check that people understand instructions?
 - Did they use the imperative to give instructions?

WEB RESEARCH



Go online and research a piece of office equipment. Make notes on how you use it.

CAREER SKILLS: Demonstrating leadership



You can show leadership by:

- choosing the correct verb and using the imperative
- giving clear instructions
- checking that people understand your instructions
- saying something positive to your employees.

Writing Instructions for employees

1 Read the memo below. What day are the instructions for?

- a the last day at the office before a holiday
- b the days during a holiday
- c the first day at the office after a holiday

To: All employees
From: Salah Abboud
Date: 30th June
Subject: Instructions for 7th July

Dear all,

As you know, next week our office is closed all week for Eid. Please follow these instructions before you leave the office on the last day before Eid.

First, please save all your documents and presentations to the cloud. Then, turn your computers and laptops off. Next, close any open windows near to your desks and take your food out of the fridges in the office kitchen because those two things are very important. Please don't turn the photocopiers off.

After that, make sure there isn't anything on your desk. Finally, take your jackets or any other clothes items out of the office with you.

All employees can go home early on the afternoon of the 7th July. We hope that you all have a great holiday.

Regards,

Salah Abboud

WRITING TIP: Using sequencers



Try to use different sequencers – use *then once* and then use *next* or *after that*, for instance.

2 Read the memo again. Put these tasks in the correct order.

- 1 take food out of fridges _____
- 2 pick up jackets _____
- 3 save documents to the cloud _____
- 4 close all windows _____
- 5 clear desks _____

3 Match the sentence beginnings (1–4) to the endings (a–d) to make sentences about writing instructions.

- 1 Start a new sentence a after every sequencer.
- 2 Start each sentence b with a sequencer.
- 3 Use a comma (,) c for every instruction.
- 4 Use different sequencers d for the start, middle and end of the instructions.

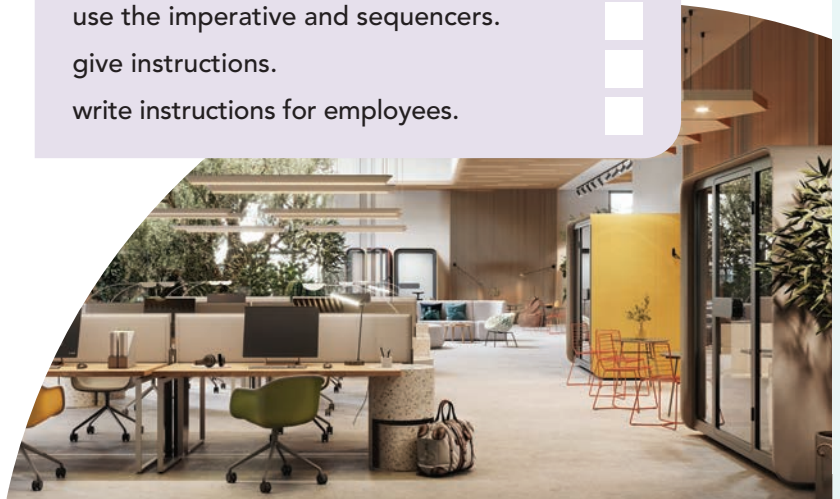
4 Imagine you're the boss of your own company. You have to write a memo to your employees to tell them what to do on the first day at work after Eid. Make notes on the instructions you would give your employees.

5 Use your notes from Exercise 4 to write a memo to your employees. Read the Writing tip and use sequencers. Write about 100 words.

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

I CAN...

- use vocabulary to describe activities with office equipment.
- use the imperative and sequencers.
- give instructions.
- write instructions for employees.



Vocabulary

Office equipment

1 Complete the sentences with the correct options from the box.

bin calculator cupboard folder
laptop mouse photocopier printer

- Please put all these documents together in one _____.
- Can I use your _____ to add up some costs?
- The _____ is full of rubbish at the end of the day.
- The door on my _____ won't open and I need my bag.
- I want to make some copies of this document. Where's the _____?
- Use the _____ to click on your email.
- This is your _____ to work on at home.
- My _____ at home is connected to my computer so I can get paper copies of the document.

Activities with office equipment

2 Match the sentence beginnings (1–6) to the endings (a–f).

- Don't turn the photocopier _____
 - Select the document _____
 - Don't forget to save _____
 - Please press this button _____
 - Click on the picture of a _____
 - Close all the _____
- the new text in that document.
 - camera to open the video meeting software.
 - off because I want to use it now.
 - windows in the shop before you leave.
 - you want to open.
 - for an espresso.

Grammar

The imperative

3 Tick (✓) the correct sentences and rewrite the incorrect sentences.

- Don't forgetting to save your presentation.
Don't forget to save your presentation.
- Please close all the doors when you leave the office.
- Please choosing the number you want by clicking on it.

- Turns off your laptop when you don't want to use it.
- Get a visitor badge for the visitors by filling in a form.
- Don't turning on that lamp over there.
- Please doesn't press this button.
- Choose the correct printer by clicking on it.

Sequencers

4 Read the sentences and put them in the correct order.

- After that, you can press the button to close the lift doors if they're open. _____
- Next, go inside the lift when the doors open. _____
- First, press the button on the right side of the lift and the lift will come. _____
- Finally, wait until the lift arrives at your floor and the doors open again. _____
- Then, you press the button for the floor you want to go to. _____

Useful language

Checking instructions

5 Tick (✓) the phrases you can use to check that people understand your instructions.

- Do you see what I mean?
- What do you mean?
- Is that all clear?
- Why don't you understand me?
- Can you do that, too?
- Do you see how to do it?

6 Read the instructions. Write questions to check people understand the instructions.

- You click on 'Email' to start the email programme.
What do you click on to start the email programme?
- We put all the equipment in the room over there.

- Open the top of the photocopier, put the paper on the glass and close the cover again.

- Take this part off the machine to clean it.

- Remember to turn this lamp off when you go home.



Listening and reading

Lead-in

1 Work in pairs. Look at the photos (a–c) and answer the questions.

- 1 What are the people doing in each photo?
- 2 What do you think their daily work life is like?
- 3 Would you like to do these jobs? Why / Why not?

Listening My daily work life

2 12 Listen to three people talking about their daily work life. Match the people with the photos (a–c).

3 12 Listen to the three people again. Match the tasks (1–8) to the people: Lama (L), Naji (N) and Rawad (R).

- 1 write the company blog _____
- 2 help other people _____
- 3 test products _____
- 4 have meetings _____
- 5 make phone calls _____
- 6 look at plans _____
- 7 write and answer emails _____
- 8 fly a helicopter _____

4 Answer the questions.

- 1 What does Lama's company make?
- 2 When does Lama's team always talk to each other?
- 3 Where does Naji find people?
- 4 Who does Naji talk to?
- 5 Where does Rawad work?
- 6 What material does Rawad know how to work with?

5 Work in pairs. Write down four tasks you do in your daily life at school or in your free time. Take turns to ask and answer questions about which tasks you do.

Do you give presentations? Yes, I do. / No, I don't.

Reading A job description

- 1 Work in pairs. Look at the photos. What do you think the people at this company do in their daily work life? Tell the class your ideas.
- 2 Read the job description quickly. Choose the correct options to complete the sentences.
 - 1 This is for a job in the *human resources / marketing* department.
 - 2 You will work with the *human resources / marketing* department.
 - 3 You help to make sure employees *work hard / like their jobs*.
 - 4 The job involves making *things work better / the company bigger*.
 - 5 This *is / isn't* a first job for people after school or university.
 - 6 It is good to know *one language / two languages* for this job.



Code Flame Red Games

Human resources business partner (Marketing)

Code Flame Red is a market leader in the world of video games. We design games for people all over the world and our company is getting bigger all the time.

We are looking for a new team member in the human resources department in our office in Abu Dhabi. In this job, you work together with managers in the marketing department. Your job is to make sure they have the right people for their teams and that these employees are happy at work.

- 🔥 **You help** the managers when they have problems with their employees or when their employees are ill or unhappy at work.
- 🔥 **You make** plans with managers to help their employees do training or move on to better jobs in the future.
- 🔥 **You help** the managers to employ new members for their team.
- 🔥 **You work** on projects; for example, to improve the processes you use to do these things to help us with our work in the future.

Your profile:

- 🔥 Experience as a human resources business partner.
- 🔥 Motivated, can solve problems and work in a team.
- 🔥 Excellent Arabic and English language skills are useful.



3 Complete the sentences with one, two or three words from the job description.

- 1 When you _____, you learn how to do new things or do things better at work.
- 2 When you _____ to a better job, you get a job as a manager, for example.
- 3 When you _____, you interview people for a job and choose the best person.
- 4 When you have _____ in a job, you know how to do it.
- 5 When you _____, you find an answer to something difficult.
- 6 When you're _____, you really like your job and you want to work hard.

4 Work in pairs. Make notes and then role-play the interview.

Student A: You want to do the job in the job description. Think about what you can say in an interview and make notes.

Student B: You work in human resources at this company. Write three or four interview questions for the job and make notes on the answers you want to hear.

DID YOU KNOW?



In the United Arab Emirates, many people play video games on their smartphones for 20 to 40 minutes per day.


Language focus

Vocabulary Work tasks

1 Match the verbs (1–9) to the nouns (a–i) to make work tasks.

- | | |
|----------------------|-------------------------------|
| 1 write reports | a with the production process |
| 2 sell products | b for the future |
| 3 give presentations | c about new products |
| 4 answer questions | d from the audience |
| 5 do research | e into new markets |
| 6 solve problems | f to your colleagues |
| 7 contact customers | g of ten people |
| 8 make plans | h for your manager |
| 9 lead a team | i and services |

2 Look at the photo. Which work tasks from Exercise 1 do you think a journalist does?

3  13 Listen to a journalist called Ayman talking to a student about his work tasks. Check your answers from Exercise 2.

4 Match the work tasks from Exercise 1 with the descriptions. Then write descriptions for the three other work tasks from Exercise 1.

- 1 find a way of dealing with a difficult situation _____
- 2 find out information about something _____
- 3 tell other employees what to do and help them feel good at work _____
- 4 give a group of people information about something and show them things _____
- 5 decide what you want to do in the future and when you want to do it _____
- 6 email or phone people who buy your products _____
- 7 _____
- 8 _____
- 9 _____

5 Complete the conversations with the correct work tasks.

1

A: When you do this, you might email people to tell them about your new products.

B: Is it 'contact customers'?

A: Yes, it is.

2

A: When you do this work task, you decide _____.

B: Is it 'make plans'?

A: Yes, it is.

3

A: When you do this work task, you find a way of dealing with a difficult situation.

B: Is it _____?

A: Yes, it is.

4

A: When you do this work, you tell _____.

B: Is it 'lead a team'?

A: Yes, it is.

6 Work in pairs. Choose two tasks you do at school or in your free time. Describe what you do when you do this task. Your partner says the correct task. Then swap roles.

When you do this task, you look for information about something. For example, on the internet.



Grammar Present simple questions

1 Work in pairs. Look at the photo of a student called Nada. She's writing an email to a company that she wants to work for.

- 1 What do you think Nada wants to know about the company?
- 2 What do you want to know about companies you're interested in working for?

2 Read Nada's email. Tick (✓) the things she asks questions about.

- 1 where the company is
- 2 how much the trainees work
- 3 who works at the company
- 4 how the company decides which students to choose
- 5 how many days of holiday the company gives students
- 6 what students can learn when they work at the company

3 Look at the email in Exercise 2 again. Underline the questions which have a Yes / No answer. Circle the questions which need more than a Yes / No answer.

4 Choose the correct options to complete the rules.

Yes / No present simple questions

With I/you/we/they, we start the question with ¹Do / Does + the person / people + verb.

With he/she/it, we start the question with ²Do / Does + subject + verb.

Wh- present simple questions

These are questions that use question words: *what, when, where, who, which* and *why*. *How* and *how often* are also *Wh-* question words.

We start these questions with ³do or does / a question word and then use ⁴do or does + the subject + the main verb / the subject + the main verb + do or does.

✉
⏪
⏩

To: human_resources@als.com
From: nada_abdallah@beta.com
Subject: Working at ALS

Dear Sir or Madam,

My name is Nada Abdallah. I am currently a student and I am interested in working at ALS during the summer holidays this year. I would like to work in the sales department. I have some questions for you about working at ALS. I hope you can help me.

- Does ALS have an office in Zarqa?
- Do employees at ALS usually work 40 hours a week?
- Do a lot of students work at ALS during the summer holidays?
- What do you look for when you're choosing students to work for you?
- How long do students work for you in the summer months?
- What do you pay students?

Thank you very much for your help.
 Yours sincerely,
 Nada Abdallah

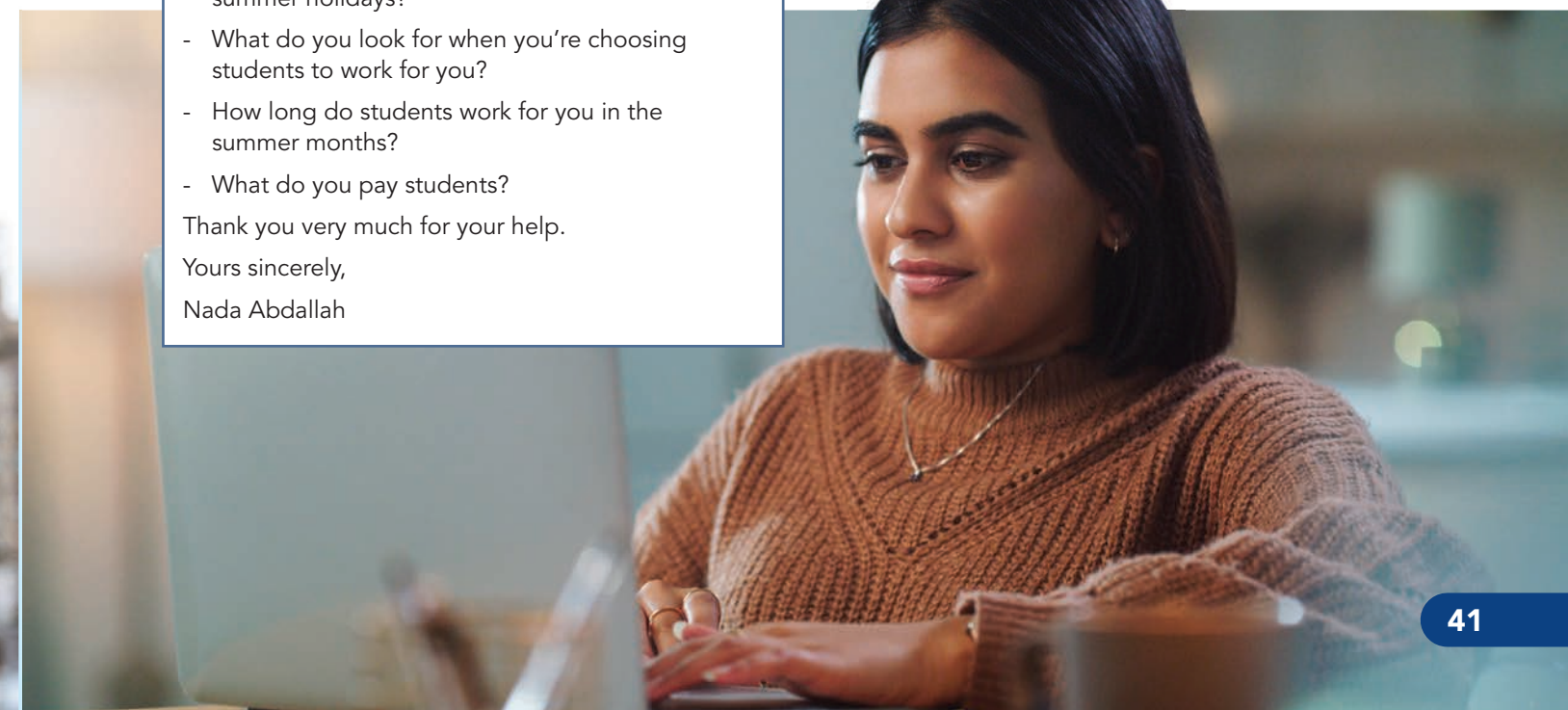
WATCH OUT!



When you start a question with **does**, the verb after **does** has **no -s**. So you say:
Does... work? NOT Does... works?

5 Work in pairs. Write six questions to find out about work plans. Take turns to ask and answer your questions.

- | | |
|-------------------------------|------------------------------|
| Where do I sit? | This is your desk here. |
| How long do I have for lunch? | You have one hour for lunch. |



Career skills Interview a colleague

Task model



1 Work in pairs. Look at the photos and answer the questions.

- 1 What kind of jobs do the people do?
- 2 Would you like to do their jobs? Why / Why not?
- 3 Imagine your partner is one of the people in the photo. Ask your partner about their job. Use Yes / No and Wh- questions.

When do you start work?

Do you have a lot of meetings?

2 **14** Listen to an interview with Ibrahim, a manager. Answer the questions.

- 1 What does Ibrahim do?
- 2 Which places does he do his work tasks in?
- 3 How often does he try to solve problems?
- 4 Which other departments does he work with?
- 5 Who sometimes comes to visit him?

Useful language

Finding out specific information

3 **14** Complete the questions with the correct words. Then listen to the interview again and check your answers.

- 1 ___ department ___ you work ___?
- 2 ___ you ___ a lot of office work?
- 3 _____ you do in the factory?
- 4 _____ do you have problems in the factory?
- 5 ___ you ___ to people from other departments?
- 6 ___ do you ___ to people from other departments about?
- 7 _____ have meetings with them?
- 8 _____ come to see you in the factory?

4 Put these questions in the correct category in the *Useful language* box.

- Who do you have meetings with?
- Do you have any meetings?
- Which problems do you solve?
- Do you work in an office?

Useful language

Asking for general information about what people do

- Which team do you work in?
- Do you work with people from other departments?
- Do you have visitors?

- 1 _____
- 2 _____

Asking for more specific information

- What do you write reports about?
- How often do you go to the factory?
- Where is your desk?
- When do you start and finish work?

- 3 _____
- 4 _____

Task preparation

5 Read the social media post quickly. Answer the questions.

- 1 What does an interview with a colleague help you to do?
- 2 Which things does the post tell you to ask a colleague about?
- 3 Which two things does the post tell you not to ask a colleague about?

When you're new at a company and you want to find out more about a colleague, you can do a short interview with this person. This will help you to find out which team the person works in, which work tasks the person does in their daily work life, which tasks he / she spends a lot of time on, who he / she works with and if he / she talks to people in other departments or countries. Don't ask about things that the person doesn't like at work or how the person feels about their job. You want this to be a positive interview. But you can ask about what the person wants to do in the future.



6 Write a question for each thing the social media post tells you to ask about. An example has been done for you.

Interview with...

- 1 Which team do you work in?
- 2
- 3
- 4
- 5
- 6

7 Read the *Web research* and follow the instructions.

WEB RESEARCH

Find information about a specific job and a company you would like to work for. Make notes on four or five work tasks you would do in this job.

8 Use your notes from the *Web research* task to write answers you think a worker at that company will say.

CAREER SKILLS: Communication



When asking questions,

- ask *Yes / No* questions to find out general information
- ask *Wh-* questions to find out more details.

Speaking task

Interview a colleague

9 Read the *Career skills* box then work in pairs. Take turns to ask your questions from Exercise 6 and give your answers to the questions from Exercise 8. Use phrases from the *Useful language* box. Make notes on your partner's answers to the questions.

10 Change partners. Use your notes from Exercise 9 to tell your new partner about the job your partner chose.

Feedback

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

- Was it easy to think of the right questions to ask to find out specific information? Why / Why not?
- Did your partner speak clearly?
- Did he / she ask the right questions to find out the specific information he / she wanted?

Writing A job description

1 Work in pairs. Discuss what you think a marketing assistant does. Then read the text to check your ideas.



We are looking for a new team member in the marketing department. In this job, you work together with other employees in the marketing department. Your job is to help us to use the company blog, social media and videos to tell people why they should buy our products.

- You do research to find out what people from different countries and of different ages want to hear about our products.
- You make plans for blog posts, social media posts and videos for the next weeks and months.
- You solve problems with digital marketing activities.

Your profile:

- Experience in marketing; for example, as a trainee
- Creative, motivated, good problem-solving skills
- Very good digital communication skills.

2 Read the text again. Complete the notes about the job with the correct words.

Job in the ¹ _____ department

Tell people why they should buy our products - use company blog, ² _____, ³ _____

Do ⁴ _____ about what people like - want to know about our products.

Make ⁵ _____ for marketing posts

⁶ _____ problems

You must have ⁷ _____ in marketing.

Good at ⁸ _____ and ⁹ _____ communication

- 3 Plan a description of the job you chose for the *Web research* task on page 43. Choose the information you want to use and then think about how you can organise it into a text.
- 4 Use your plan to write a job description for your job. Write about 100 words. Read the *Writing tip* box. Don't forget to check your punctuation.

5 Show your job description to a partner. Check each other's organisation and use of punctuation.

WRITING TIP: Punctuation



Punctuation makes your texts clearer and easier to understand. Remember to use features like full stops and commas correctly.

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

I CAN...

- use vocabulary to describe work tasks.
- use present simple questions.
- interview a colleague.
- write a job description.

Vocabulary

Work tasks

1 Match the sentence beginnings (1–6) with the endings (a–f).

- | | |
|---------------------------------------|--|
| 1 We're happy to contact | a problems with computers. |
| 2 I have all the data so I can write | b customers to tell them about new products. |
| 3 Jad knows how to solve | c research about what customers like. |
| 4 Reem knows how to sell | d a report about this project. |
| 5 There are always a lot of questions | e products to customers. |
| 6 Khalil does a lot of | f to answer. |

2 Underline the words that you can not use in the gap.

- do _____
work research plans
- _____ customers
solve advise talk to
- _____ meetings
have talk go to
- lead a _____
customer team department
- _____ products
get information about present meet
- make _____
emails phone calls plans

Grammar

Present simple questions

3 Choose the correct options to complete the questions.

- Do / Does your manager help you when you need it?
- When do / does the restaurant open?
- Which trainees do / does you want to talk to?
- Do / Does we have new social media posts for every day?
- Do / Does Noha work in the sales department or the marketing department?
- Why do / does they want more information about the products?

4 Write the questions for the answers. Use the question words from the box.

how often what when where why

- Q: _____
A: We sell our products in lots of different countries.
- Q: _____
A: Samer writes emails every day.
- Q: _____
A: She does research, makes plans and improves processes.
- Q: _____
A: Hani starts work at 8 am.
- Q: _____
A: I work in the human resources department because I like helping other employees.

Useful language

Finding out specific information

5 Match the questions (1–6) with the information you want to find out (a–f).

- | | |
|--|-------|
| 1 How often does Adel have meetings? | _____ |
| 2 What work tasks do you really like doing? | _____ |
| 3 Which department do you work in? | _____ |
| 4 Why does she work in the sales department? | _____ |
| 5 Do you talk to or advise customers? | _____ |
| 6 How do they do their research? | _____ |
- a how someone feels about their job
b the way that someone does something
c the reason why someone does their job
d how much time someone spends doing something
e if someone has contact with the people who buy their company's products
f where someone works

The right employee




Listening and reading

Lead-in

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What can you see in the photo?
- 2 What skills do you need to have to work here?
- 3 What kind of food do you think people would sell like this in your country?

Listening A voice memo

2  **15** You're going to hear a voice memo about a team member. In pairs, use the words below to guess what the manager says. Listen and check.

events international
languages presentations

3  **15** Listen again. Answer the questions.

- 1 What is Hadi's new job?
- 2 How many languages can Hadi speak?
- 3 What does Hadi have no experience of doing?
- 4 When did Salma learn more about Hadi's skills?
- 5 What will Salma help Hadi to do?

4  **15** Decide if the sentences are True (T) or False (F). Listen and check.

- 1 Hadi and Salma now work in the same department. T / F
- 2 Hadi has some experience of working in an international team. T / F
- 3 Hadi wants to work with international customers, but his English isn't very good. T / F
- 4 Salma will work with Hadi to organise a conference. T / F
- 5 Salma doesn't like it that Hadi doesn't know how to give presentations. T / F

5 Work in pairs. Ask and answer questions about Hadi.

Does Hadi know how to speak different languages?

Yes, he does.

No, he doesn't.

Reading An article about a career change

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What do you think the man's job is?
- 2 Which work tasks do you think he does in this job?
- 3 What must he know how to do in this job?



CAREER CHANGE AT THE AGE OF 30

Today, Fouad Raad (34) works in a plant shop in Abu Dhabi. It's his shop and he's the manager. But only five years ago Fouad was doing a different job. He was a marketing manager at a big company in Dubai. In his old job Fouad learnt about business and how to do office tasks. For example, he knows how to write emails and give interesting presentations.

Fouad decided to change career because he didn't want to work in an office anymore. Gardening was always his favourite hobby, so he decided to open a plant shop. Fouad doesn't give presentations now, but because of his work in marketing Fouad knows how to tell people

about his shop. He posts lots of photos and videos on social media, for example. Fouad also has a blog and he posts something new on it every month. He knows how to answer customer emails, too.

Some things were also new for Fouad. For example, talking to customers and advising them about which plants to buy. Fouad says, 'For six years my job was to tell customers about our products, but I never talked to any customers. Now I talk to customers all the time.'

2 Read the article. Choose the correct options to complete the sentences.

- 1 Fouad works in *his / his manager's* plant shop now.
- 2 In his old job Fouad was a marketing *assistant / manager*.
- 3 Fouad is good at writing emails and *doing research / giving presentations*.
- 4 Fouad works in a plant shop because he likes *shop work / gardening*.
- 5 Fouad writes *a blog post / lots of blog posts* every month.
- 6 Fouad *talked to / didn't talk to* customers in his old job.

3 Read the article again. Put the work tasks from the box into the correct column.

create social media posts give presentations talk to customers write blog posts write emails		
Only the job in marketing	Only the job in the plant shop	Both jobs
_____	_____	_____
_____	_____	_____

4 Work in pairs.

Student A: You're going to interview Fouad from the article. Use the information from the article to think of four questions you can ask him. Write your questions.

Student B: You're Fouad from the article. Student A is going to interview you. Use the information in the article to think of questions that Student A could ask you. Write the questions and your answers.

5 Work in pairs. Student A interviews Student B.

Student A: Make notes about Student B's answers to your questions.

Do you work more hours in your new job? No, I don't. But I work at the weekend, too, now.

Language focus

Vocabulary Work skills

1 Read the text messages. Complete the table with verbs to make phrases from the messages.

Hi Soha, we want a new sales and marketing assistant for our department to start next month. Can you help us? Thanks!

Hi Jad! Sure, no problem. What tasks will the new assistant do? Do you want someone who knows how to build relationships with customers or is the job more about collecting data?

Only an office job. No talking to customers. Their main task will be creating content for social media and so they must know how to communicate in writing very well and how to use technology to make videos.

OK, great. Will this person work in a team with other people from sales and marketing? Will you train the new employee when they start?

The new assistant will work with colleagues from both departments. I'll train the new employee and they can also work on some of my projects next year. These are all international projects so the person must speak English, and any other languages are great, too. Thanks, Soha! Talk soon.



2 Replace the underlined phrase with a similar phrase or word from Exercise 1.

- We get numbers and figures about how many products we sell each week.
- Amir prefers to teach new workers when they come on their first day.
- It's important for us to create good connections with our customers.
- Nawal is always on a laptop or phone, so she works with machines every day.
- They are the people who make information for our social media pages.
- It's useful to be able to use other languages in many different jobs.

3 Put the skills from Exercise 1 in order from 1 (= most important). Think of reasons why you think some skills are more important than others.

4 Work in pairs. Take turns to present your order for the skills from Exercise 3 to your partner. Give reasons for your order.

'Create content for social media' is number 1 for me because social media is very important for companies today.

Verbs	Noun phrases
1 _____	relationships
2 _____	data
3 _____	content for social media
4 _____	in writing
5 _____	technology
6 _____	in a team
7 _____	new employees
8 _____	other languages



Grammar

can / can't for ability; adverbs of manner

can / can't for ability

1 Work in pairs. Look at the photo and discuss the question.

1 What do you think managers think about when they're deciding who the right person for the job is?

2 Read the email. In pairs, discuss what Zeina and Samer can and can't do.



Hi Mr Samaha,
 Hope you're well.
 I'm looking at the documents from the people who are interested in the sales manager job at the moment. There are two very good people that I want to interview.

1) Zeina Nader:

- can give product presentations, train new employees, build relationships with customers
- can't manage projects, lead a team

2) Samer Saad:

- can give product presentations, build relationships with customers, lead a team, manage projects
- can't train new employees

What do you think? Let me know if you want to talk about this tomorrow. I won't be in the office tomorrow morning, but I will be here from 1 pm.

Regards,
 Rami

3 Complete the rules with the correct options.

can / can't for ability

We use ¹can / can't to talk about what someone is able to do and what skills they have.

We use ²can / can't to talk about someone who doesn't have the skills.

We ³add / don't add -s to the he/she/it form of can.

Questions with can start with ⁴can / the subject (e.g. you, he, she, we, they).

WATCH OUT!



You can't use to + verb or the -ing form of a verb after can or can't.

So you say: I can / can't manage projects.

NOT: I can to manage projects., OR I can't managing projects.

Adverbs of manner

4 In pairs, discuss what Dina is good at and what she isn't good at using the adverbs in bold. Match them to the correct adjective from the box.

- easy good polite quick slow

Dina can manage projects **well**. She can also learn how to use new project management systems **quickly**. I see that she can build relationships with other employees **easily**. She speaks English very **politely** but she writes reports very **slowly**. She must try to get better at writing this year.

5 Work in pairs. Take turns to ask each other about things you can do. Don't forget to use the adverbs in Exercise 4 in your answers.

Can you ride a bicycle? Yes, I can ride a bicycle quickly.

Career skills Choose the right person for a job

Task model

1 Read the email from Tarek to Reem. Answer the questions.

- 1 What is the new person's job?
- 2 Who will he / she manage?
- 3 How much experience must he / she have?
- 4 What will he / she give presentations about?
- 5 Who will he / she work with?
- 6 Who will he / she have meetings with?



Dear Reem,
 Hope you're well.

We want a new member for your team. They will be a social media manager and he / she will be the manager of the social media assistant.

He / She must have three or more years' experience in social media marketing. When you write the job description, please say that we want someone who can:

- create content for social media
- lead a small team
- manage projects; for example, to do research into how customers use social media
- give presentations about social media marketing
- work together with other colleagues in the marketing department
- have meetings with the sales department about social media marketing.

Regards,
 Tarek



2 16 Listen to Reem talking to a colleague about four people interested in the job. Make notes for the questions as you listen.

- 1 Who is the best person for the job: Hoda, Salah, Hanane or Wael?
- 2 Why is he / she the best person for the job?

Useful language

Choosing employees

3 16 Listen again. Complete the sentences with one word from the conversation.

- 1 She can create content for social media, lead a team and give presentations, _____ she can't manage projects.
- 2 He only has two years' experience. _____, he can create content, lead a team, manage projects and give presentations.
- 3 On the _____ side, she has three years' experience. She can create content, lead a team and manage projects.
- 4 When you _____ Wael with the other people, he has more experience.

Useful phrases

Talking about good things

On the positive side, he / she...
 It's great that...
 A really good thing about...is that he / she...

Talking about bad things

On the negative side, ...
 I'm not so sure about the fact that he / she...
 A problem with...is that he / she...

Saying how two people are different

When you compare...with..., he / she...
 They both have (a lot of experience), but...has (the right skills / more experience).

Talking about good and bad things

He / She can..., but he / she can't...
 He / She can...However, he / she can't...

Saying your decision

Overall, I think the best person is...

Task preparation

4 There are three new candidates for the job in Exercise 1. Make notes on what skills Tarek wants the new team member to have.

5 Read the information about three people who are interested in the job. Use your list from Exercise 4 to decide who you think is the best person for the job.

NAWAL

- 12 years' social media experience
- no experience in sales
- can solve problems, build relationships, train new employees
- can't give presentations or manage projects

IBRAHIM

- 4 years' social media experience
- 4 years leading a team
- can solve problems, build relationships, give presentations and create content
- can't manage projects or train new employees (no experience)

AYMAN

- 1 year marketing experience
- 3 years' experience in sales
- can build relationships, manage projects, train new employees, give presentations
- doesn't know how to create content

6 Read the *Web research* and follow the instructions.

Speaking task

Choose the right person for a job

7 Read the *Career skills* box then work in groups. Take turns to say who you think is the right person for the job and why. Remember to think about what you found in the *Web research* task and what phrases from the *Useful language* to use. As a group, decide which candidate should get the job.

I think... is a good choice, because on the positive side...

Feedback

- 8 Work in pairs. Discuss the questions. Then report back to the class.
- Was it easy to decide who is the best person for the job? Why / Why not?
 - Did your partners speak clearly?
 - Did he / she use *but* to compare the positive and negative things about a person?

WEB RESEARCH

Go online and find out what employers look for in good candidates.

CAREER SKILLS: Evaluating ideas and arguments

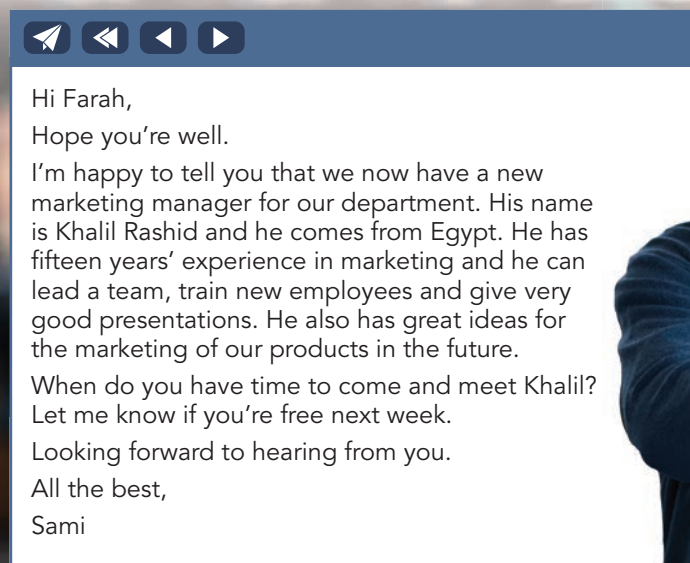
When you make a work decision, it's good to:

- make a list of the positive and negative things about each option
- think about what is the same and different about the options.

Writing An email describing a colleague

1 Read the text quickly. Answer the questions.

- 1 Which department do Farah and Sami work in?
- 2 Which job will Khalil do?
- 3 How much experience does he have?
- 4 When does Sami want Farah to meet Khalil?



2 Read the text again. Discuss the questions in pairs.

- 1 Which words and phrases in the email tell you that Farah and Sami are colleagues and know each other well?
- 2 How do the types of words and sentences in the email tell you that Farah and Sami are colleagues and know each other well?

3 Match the phrases from the email (1–6) with the things you use them for (a–f).

- | | |
|--|--|
| 1 Hi. | a to give the information you want to share |
| 2 Hope you're well. | b to make friendly small talk at the start of an email |
| 3 I'm happy to tell you that... | c to say goodbye and give your name at the end of an email |
| 4 Let me know if you're... | d to start an email and show who you're writing to |
| 5 Looking forward to hearing from you. | e to say what you want the other person to do |
| 6 All the best. | f to invite the person to respond |

4 Plan a description of your partner in a job of your choice. Read the *Writing tip box*. Remember to think about informal phrases.

5 Use your plan to write an email to a colleague in which you describe your partner. Write 50–100 words.

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

I CAN...

- use vocabulary to describe work skills.
- use *can* / *can't* for ability and adverbs of manner.
- choose the right person for a job.
- write an email describing a colleague.

WRITING TIP: Informal phrases



When you write emails to colleagues you know well, use words or phrases, like *Hi...*, *Hope you're well*, *All the best*, and short forms.

Vocabulary

Work skills

1 Complete the text with the correct form of the verbs from the box.

collect communicate create speak use

THE TEAM

HOME
ABOUT US
CONTACT US

Q

Roula comes from Kuwait City and joined the company in 2021.

She currently ¹ _____ video content for our social media accounts. She ² _____ three languages well and she can ³ _____ in writing in all these languages very well. She also knows how to ⁴ _____ technology, like technology for making videos. As well as being responsible for social media, she also ⁵ _____ data about customers for our team.

2 Underline the option in each question which does NOT go with the verb.

- | | | | | |
|---------------|---|---------------|---------------------|----------------|
| 1 train | → | reports | employees | staff |
| 2 build | → | content | teams | relationships |
| 3 work in | → | a project | a team | a department |
| 4 communicate | → | in writing | on the phone | for technology |
| 5 speak | → | presentations | different languages | Arabic |
| 6 collect | → | data | research | information |

Grammar

can / can't for ability; Adverbs of manner

3 Read the information about two people's skills. Then choose the correct options to complete the sentences.

Sara	Amer
• lead a team (very good) ✓	• lead a team ✗
• train new employees (easy) ✓	• train new employees ✗
• give presentations ✓	• give presentations (very good) ✓
• do research (slow) ✓	• do research (quick) ✓
• manage projects ✗	• manage projects ✓

- 1 Sara *can* / *can't* lead a team very well.
- 2 Amer *can* / *can't* train new employees.
- 3 Sara can train new employees *easy* / *easily*.
- 4 Amer *can* / *can't* give presentations very well.
- 5 Amer can do research *quick* / *quickly*.
- 6 Sara can do research, but she does it *quickly* / *slowly*.
- 7 Amer can manage projects, and Sara can, too / but Sara can't.

Useful language

Choosing employees

4 Choose the correct option in each sentence.

- 1 On the *positive* / *negative* side, Naji doesn't have much experience, so we would need to help him a lot.
- 2 Lama speaks English very well. *However* / *Overall*, she doesn't speak French.
- 3 I'm not so *good* / *sure* about the fact that Hani can't organise events.
- 4 It's *right* / *great* that Dania enjoys creating social media content.

5 Complete the conversation with the correct words.

but however overall when you compare

- Dania:** Shadi has shop work experience, ¹ _____ not in a shop like ours.
- Hiba:** Yes, he knows how to advise customers. ² _____, he has never sold video games before.
- Dania:** ³ _____ Shadi with Noha, you can see that Noha has better skills.
- Hiba:** I agree. ⁴ _____, I think Noha is better for us than Shadi.

End of volume 1 review

Unit 1

A Choose the correct option.

- 1 We buy a coffee and something to eat in the *kitchen / café*.
- 2 I can't walk up the stairs, so I take the *lift / factory*.
- 3 When visitors arrive, they go to the *office / reception* first.
- 4 You can wash your hands in the *toilets / meeting rooms* on the left.
- 5 This is the *factory / office* and we make all our products here.

B Correct the sentences which have mistakes.

- 1 Am you ready to start the meeting now?

- 2 I isn't a receptionist but a secretary.

- 3 They are all at the shop in Amman today?

- 4 We isn't happy with the sales so far.

- 5 Fouad are at his desk right now.

C Complete the sentences with a suitable word.

- 1 Dima has a company and _____ name is DimaLogic.
- 2 We have a new manager starting today and _____ name is Ayman.
- 3 Two colleagues are leaving – today is _____ last day.
- 4 _____ company head offices are in Manama, where we live.
- 5 Reem needs another laptop because _____ laptop is broken.

D Complete the phrases with the words from the box.

at from interesting really to

- 1 That's _____!
- 2 Yes, I'd love _____.
- 3 They come _____ Oman.
- 4 I think I'm good _____ my job.
- 5 I _____ like my team!

___ / 20

Unit 2

A Choose the correct option.

- 1 He helped to *organise / event* our last company meeting.
- 2 A café and business centre are some of its *events / facilities*.
- 3 Naji is going to speak at the *conference / conference room* next week.
- 4 This is the first big *facility / event* in my career.
- 5 We can't get into the *conference room / event* because it is locked.

B Complete the sentences with the words from the box.

fitness centre projector
reception sound system spa

- 1 I don't think the _____ is working because I can't hear anything.
- 2 Are there exercise bikes in the _____?
- 3 Sami is looking for a better _____ as the images on this one are bad.
- 4 We got our hotel key from _____ yesterday.
- 5 Farah doesn't enjoy the _____ because she likes to be busy.

C Complete the sentences with a suitable word.

- 1 Sorry, but there _____ any more coffee in the room.
- 2 Excuse me, _____ there any chairs in the conference room?
- 3 Roula says that there _____ any people in reception.
- 4 _____ there any information on your website?
- 5 There _____ only one desk in that office.

D Correct the sentences which have mistakes.

- 1 This is a good place for our conference because of there are a lot of conference rooms.
- 2 That hotel in Tripoli is good for us because it's near the city centre.
- 3 The business centre in town isn't the right place because it's too small.
- 4 This hotel isn't the right place for because there aren't any projectors.
- 5 This conference centre is the place for our event is because there are a lot of hotels near here.

___ / 20

Unit 3

A Match the verbs from the box with the words (1–5).

advise deliver design
employ manufacture

- _____ websites
- _____ staff
- _____ items to customers
- _____ customers
- _____ products

B Complete the sentences with the correct form of the word in brackets.

- Jad _____ breakfast every day before going in to the office. (have)
- It is important that we _____ to keep our customers happy. (not / forget)
- Hanane _____ the news each week to stay up to date. (watch)
- I often _____ to the gym at weekends. (go)
- Samer _____ giving presentations at work. (not / enjoy)

C Choose the correct option.

- Do / Does you think we will build a successful company?
- Do / Does they believe that our product is the best?
- Do / Does it mean that our offices will close?
- Do / Does he always forget his ID badge?
- Do / Does we need to be worried about profits?

D Complete the sentences with the words from the box.

answer brings listening start talk

- I want to _____ about three topics.
- Let's _____ with the first topic.
- Thank you for _____.
- I'm happy to _____ your questions at the end of the presentation.
- That _____ me to my final topic.

___ / 20

Unit 4

A Complete the sentences with the words from the box.

bin calculator laptop mouse photocopier

- My _____ is small, so I can work on it in the office or at home.
- I prefer using a _____ with my computer because it's easy to click with.
- We have put a new _____ in the office because we have lots of rubbish.
- Tarek needs to use a _____ to add up the profits.
- I think the _____ is broken or some paper is stuck in it.

B Choose the correct option.

- Remember to *close* / *save* all the changes to the document.
- Click* / *Select* on the picture of a notebook and you can write a note.
- Use this username and password to *open* / *log in* to this computer.
- Here you *press* / *select* the number of copies you want.
- When you *turn on* / *open* the document, you can read it and make changes to it.

C Correct the sentences which have mistakes.

- First, turn the printer on.
- Next, pressing the button to select your coffee.
- After that, to go to reception and return your badge.
- Then, click on the picture of a camera.
- Finally, puts this paper in the photocopier.

D Complete the sentences with the words from the box.

clear do how problem see

- Do you _____ where to write your name?
- That's the end. Is that all _____?
- What do I _____ after I print the document?
- That's no _____, I'm happy to help.
- Excuse me, _____ do I work the printer?

___ / 20

End of volume 1 review

Unit 5

A Complete the sentences with the words from the box.

plans presentations
questions reports research

- 1 I like giving _____ because I enjoy talking about my company.
- 2 Our scientists do a lot of _____ into different materials.
- 3 Reem answers _____ from customers about the delivery of their products.
- 4 My secretary makes _____ for the weeks and months to come.
- 5 My colleagues tell me that I'm good at writing _____.

B Choose the correct option.

- 1 Shadi enjoys *making / leading* a team and is a good manager.
- 2 They *answer / solve* many problems in their daily life.
- 3 We didn't *contact / give* customers about our new product.
- 4 Nada *sells / does* products to our customers every day.
- 5 The people there *do / make* excellent research into customer habits.

C Correct the sentences which have mistakes.

- 1 Does your company has an office in Abu Dhabi?
- 2 How many hours a week do your employees work?
- 3 Where do you want to work when you finish college?
- 4 Do they needs any new engineers?
- 5 How often do Tarek go to conferences?

D Complete the questions with a suitable word.

- 1 _____ does the secretary do?
- 2 _____ team do you work in?
- 3 _____ is your desk?
- 4 _____ do you start work?
- 5 _____ do you sell your products to?

___ / 20

Unit 6

A Complete the sentences with the words from the box.

build collect communicate use work

- 1 It's important that this person is able to _____ technology.
- 2 Ibrahim can _____ in writing very well.
- 3 Can you _____ data for marketing projects?
- 4 When you start a new job, it's helpful to _____ relationships with your colleagues.
- 5 We need to make sure that we _____ in a team.

B Complete the sentences with the correct form of the word in brackets and *can* or *can't*.

- 1 Reem _____ content for social media so we need to train her. (create)
- 2 Tarek _____ many other languages, not only Arabic. (speak)
- 3 The manager _____ relationships well, so he's leaving the company. (build)
- 4 Jad _____ new employees because he did that in his last job. (train)
- 5 Wael _____ international events well – the last one was a success. (organise)

C Correct the sentences which have mistakes.

- 1 Hoda can manage projects good.
- 2 Samer works very hard.
- 3 Shadi can write reports slowly.
- 4 Jad can easy remember information.
- 5 Hanane can't write reports quick.

D Choose the correct option.

- 1 On the positive *thing / side*, she can lead a team.
- 2 I'm not so *sure / happy* about the fact that he doesn't have a lot of experience in sales.
- 3 When you *talk / compare* Nawal with Dania, Nawal has a lot less experience.
- 4 They both have great skills, *but / however* Dania has the right experience.
- 5 *Always / Overall*, I think the best person is Dania.

___ / 20