


### Learning objectives

This unit is about daily work routines. Students begin by learning and practising numbers 1–20 and then focus on basic collocations relating to daily activities. In the next section, they learn how to tell the time and ask questions about when people do work-related activities. Then students read an article about common work activities and formulate sentences about how often they do them. Finally, students listen to a coffee break conversation and focus on questions about people's daily work routines. They finish this section by forming and practising questions with *How many ...?*

The grammatical focus is on using the Present Simple to talk about work activities and formulating Present Simple questions with *when*, *what time* and *how many*. The lexical focus is on numbers 1–20 and verbs that collocate with *email*, *phone call*, *meeting* and *work*. The pronunciation focus is on word stress in *wh-* questions. The writing focus is on writing sentences about routine work activities.

### Digital resources: Unit 2

Online Workbook;  In Company interviews Units 1–2 and worksheet; A1 worksheets; Writing bank: worksheet 1; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Quick progress test 1

## Numbers

In this section, students listen to and practise saying numbers 1–20. They then read four text messages about people's daily routines and use the information to complete their calendars. At the end of this section, students formulate sentences about their own work routines and talk about their working day with a partner.


### Warm-up


Find out how many numbers students already know by asking them to take turns to say numbers from 1 upwards. You could do this as a whole-group activity, or put students in smaller groups or pairs. Students don't have to stop when they get to 20; let them carry on for as long as they can. If students can already say numbers 1–20 confidently, you could ask them to say them in reverse order from 20–1.

Focus attention on the quotation at the top of the page and the question underneath (Answer: *disorganized*). Check the meaning of *routine* and *no ... at all* in the quotation, and *organized* and *disorganized* in the question. Ask students if they have a routine and if they think they are organized or disorganized. Elicit some examples.

1:1

To round off this section, ask your student to think of four or five numbers between 1 and 20 which they have a connection with or which are important to them in some way, e.g. the day they were born, the number of children they have, the number of people who work in their office, etc. Ask your student why they chose those numbers and your student tells you what the connection is. You might want to model this activity first by writing some numbers yourself and having the student ask you what the connection is between you and those numbers.


1  **1.14** Students listen and repeat the numbers. Pause the recording to give some support if necessary. As a follow-up, you could ask students, in pairs, to take turns to say any number between 1 and 10; the other student has to count up to 20 from that number.

 **1.14**  
one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

2 Ask students to match the numbers to the words. To give students some practice in writing the numbers in words, ask them to work in pairs to dictate and write the numbers. The students can then check their spelling against the words in exercise 2. Alternatively, you could make this a competitive team activity by calling out the numbers and having students come to the board to write the words as quickly as they can.


### ANSWERS

1 one 2 two 3 three 4 four 5 five 6 six 7 seven  
8 eight 9 nine 10 ten 11 eleven 12 twelve 13 thirteen  
14 fourteen 15 fifteen 16 sixteen 17 seventeen  
18 eighteen 19 nineteen 20 twenty

3  **1.15** Before they listen, point out that the two words they are going to hear sound similar, so they need to listen carefully. Play the recording and ask students to circle the numbers they hear.

### ANSWERS

a 20 b 13 c 5 d 17 e 8 f 16

 **1.15**  
a twenty c five e eight  
b thirteen d seventeen f sixteen

4 For this activity, you might want to use flashcards of the numbers 1–20. In pairs, students could take turns to show the cards in a random order and say the numbers.

### Language links

Direct students to Vocabulary exercises 1–2 in the *Language Links* section on page 18 for more practice on numbers.

**5** Check the meaning of the words *gym* and *leave* (as in *leave work*) and, if necessary, familiarize students with the terms *noun* and *verb*. Ask them to read the text messages and complete the calendars. Check answers with the class. Point out that we say *have breakfast/lunch*, but *have a team meeting*.

**ANSWERS**

Pawel		Dietmar	
08:00	Start work	08:00	Go to gym
09:00	Have a team meeting	10:00	Have a team meeting
14:00	Meet Dietmar	12:00	Have lunch
15:00	Leave work	14:00	Meet Pawel

**6** Go around monitoring and assisting students as they write sentences about their own day using three of the verb-noun combinations from exercise 5.

**7** Ask students to try to tell each other about their day at work without referring to the sentences they wrote in exercise 6. Draw students' attention to the speech bubbles and encourage them to react to what their partner says in a similar way, e.g. *Really? I see*. As a follow-up, you could ask students to write sentences about themselves on strips of paper, collect them in and then read out their sentences. Students try to guess who wrote each sentence.

**Language links**

Direct students to Vocabulary exercise 3 in the *Language Links* section on page 18 for more practice on verb-noun collocations.

## Telling the time

In this section, students listen to some times then match these times to the clocks. They then listen to people talking about what time they do things and they complete a conversation. Finally, they write questions using *When* and *What time* and practise asking their classmates these questions.

If possible, bring an analogue clock to the class, either to check what students already know about telling the time or to give them further practice.

**Warm-up**

Focus students' attention on the title of this section and check that it's clear to them what telling the time is. Elicit what things they use to tell the time (their mobile phones, tablets, watches, clocks, etc). To find out what students already know about telling the time, ask them what the time is and see what they say. If they give an incorrect answer, guide them towards the correct answer.

**1:1**

To check what your student already knows about telling the time, or as revision, show your student some flashcards of clocks with different times on them and ask your student to say what the times are. You could also make use of the devices your student uses to tell the time, e.g. their watch, phone or the clock on their computer screen. Ask your student what time it is at that moment, or ask them to change the time on their device to show you a specific time.

**1** **1.16** If your students can already tell the time, ask them to look at the clocks and say the times. Play the recording for them to check their answers. Otherwise, ask students to listen to the times. Using a real clock or drawings of clocks on the board, elicit where the hands of the clock are when we use the words *to*, *past* and *o'clock*.

**1.16**

- a It's quarter to seven.
- b It's half past four.
- c It's five to ten.
- d It's quarter past two.
- e It's three o'clock.
- f It's ten past three

**2** When students have matched the times to the clocks in exercise 1, consolidate their understanding of telling the time by drawing a clock on the board (or by moving the hands on an analogue clock) and eliciting the times you show. Make sure you include a wide range of times. Then say a time and ask students to draw it on the clock on the board, or move the hands of the clock to that time.

**ANSWERS**

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

**3** **1.17** Point out the digital format of the times. Play the recording for students to listen and write the times in the table. After checking the answers, students can work in pairs to take turns to say some times using *past*, *to* and *o'clock* and write them down in numbers.

**ANSWERS**

	Colin	Julia
Start work	8.30	9.00
Have lunch	12.50	1.15

**1.17**

- A: When do you start work?
- B: At nine o'clock. What about you, what time do you start work?
- A: At half past eight.
- B: What time do you have lunch?
- A: Um, at ten to one. And you, when do you have lunch?
- B: Quarter past one.

**4** **1.17** With a stronger group, ask students to try to complete the conversations from what they can remember. Then play the recording again for students to listen and check, or write, their answers.

**ANSWERS**

a When b what c time d when

**Question time**

Direct students to the **Question time** box and elicit that these are questions with *you*. When students have written in the missing words, they could practise asking and answering them with a partner.

**ANSWERS**

do you; do you

**Writing tips**

Direct students to the **Writing tips** box and check that they understand the use of capital letters at the start of sentences and for the subject pronoun *I*. After they have rewritten the sentences, check students' understanding of their structure by writing the words in the wrong order on the board and asking students to put them in the correct order (without looking at their books).

**5** As students write their questions, go around monitoring and assisting where necessary.

**ANSWERS**

- a When do you start work?
- b What time do you check your emails?
- c What time do you have a team meeting?
- d When do you have lunch?
- e When do you leave work?

**6** Go through the instructions and do this as a mingling activity. As a follow-up, you could ask students to write their answers to the five questions in random order on a piece of paper. Then students swap papers with a partner and guess which question matches each answer.

**Language links**

Direct students to the **Phrase bank** in the **Language links** section on page 19 for more practice on telling the time.

**A day in the life ...**

In this section, students read an article about daily work routines and tasks. They then focus on how to use the Present Simple in the affirmative and negative, including the third person singular form. Finally, students write sentences about their own work routines and talk to their partner about them.

**Warm-up**

Focus attention on the words **Talk, Talk, Talk** in the picture next to exercise 1 and ask students if they talk a lot, a little or some of the time when they're at work. Ask them how many minutes of every hour at work they think they spend talking. This will also give students the chance to practise saying numbers again. If they spend a lot of time talking at work, you might have to help them say the number they need.

**1:1**

Personalize this section by focusing on your student's daily work routine and asking them questions about it. To give your student practice asking these questions themselves, have your student ask *you* questions about *your* daily routine. Another possibility is to ask your student to compare what they do at work with what a colleague does, e.g. *I send about 50 emails a day, but my colleague Barbara only sends about ten*. Your student could either say these sentences or write them down.

**1** Focus students' attention on the photo and ask questions about it, such as *What are the women doing? Is the woman on the left busy? Do you ever talk on the phone and email at the same time?* Before students read the text, check the meaning of the following words: *research, spend (time), receive (emails and phone calls) and important*. After students have read the text and circled the answers, check the answers with the class. As a follow-up, you could say the first part of a sentence from the text and ask students to complete it orally, e.g. *Talking is very important for...*

**ANSWERS**

a talk a lot b is important c has

**2** Ask students to read the article again and focus on the numbers in it. Encourage them to match the numbers to pictures a–e. As a follow-up, you could ask students to compare the activities in the article with their own working lives.

**ANSWERS**

20 b 18 a 10 c 15 d 6–12 e


**3** First, focus students' attention on the verbs in the article in exercise 1 and elicit that we add *-s* to verbs that come after *he/she/it* in the Present Simple, but we don't add *-s* to verbs that come after *they*. To check students' understanding of this, give them some verbs from the article and elicit the third person singular form. Then focus attention on the words *don't* and *doesn't* in the negative column in the table in exercise 3, and elicit that we use *don't* with *I/you/they* and *doesn't* with *he/she/it*. When students have completed the exercise, ask them to compare answers with a partner, then check answers with the class. Elicit that we don't add *-s* to verbs that come after *don't/doesn't*.

**ANSWERS**

**Positive:** I check; You check; She checks; They check

**Negative:** I don't check; You don't check; He doesn't check; They don't check

**have:** I have; You have; She has; They have

**4/5**  **1.18** Before students do the exercise, point out that when they see *not* in brackets, they should choose the negative form: *don't* or *doesn't*. After students have completed the sentences, play the recording so that they can check their answers. As a follow-up, you could ask them to change the sentences starting with *I* and *you* into sentences starting with *he* or *she* to focus their attention on the different verb forms.

**ANSWERS**

a send b has c don't make d doesn't receive

 **1.18**

- a I send 20 emails a day.
- b John has three meetings today.
- c They don't make any phone calls.
- d She doesn't receive 15 phone calls a day.

**6** Before students write their sentences, you might want to model an affirmative sentence, e.g. *I send 20 emails a day* and a negative sentence, e.g. *I don't make phone calls every day*. Go around monitoring and assisting as necessary. Check students' sentences before they do exercise 7.

**7** Invite two students to read out the example exchange. Then put students in pairs to create a conversation in which one student says their sentence and then asks *What about you?* Their partner responds with the sentence they wrote for the same activity, adding *too* if the answer is the same. You might want to model this conversation first with a stronger student, e.g.

A: *I have one meeting a week. What about you?*

B: *I have one meeting a week too.*

B: *I send 20 emails a day. What about you?*

A: *I don't send 20 emails a day; I send four or five emails a day.*

As a follow-up, students could report back to the class, e.g. *I send about 20 emails a day, but Jo only sends ten.*

**Language links**

Direct students to Grammar exercises 1–2 in the **Language Links** section on page 18 for more practice on the Present Simple in the affirmative, negative and question forms.

## A coffee break conversation

In this section, students listen to a conversation between two colleagues in which they discuss their work routines. They learn how to formulate Present Simple questions with *how many* and practise them with a partner.


### Warm-up

Start by eliciting what the two people in the photo are doing (having a coffee break). Ask students if they have a coffee break during the day and, if so, what time they have it and how long for. This will also give them the chance to reactivate vocabulary for times and numbers.

**1:1**

At the end of this section, ask your student to think of a colleague whose work routine they know well. Ask them questions about their colleague's work activities with **How many ...?**

You could also ask your student to say, or write down, how many emails their colleague sends and receives, how many meetings he/she has and how many phone calls he/she makes each day. Students use the third person singular to do this. Then have your student ask you how many emails you send and receive, and so on.

**1**  **1.19** Ask students to read the instructions and check that they understand the situation before you play the recording. You might want to play the recording twice so that students can complete or check their answers.

**ANSWERS**

emails ✓ phone calls ✓

 **1.19**

A: Hi, how are you?

B: Fine – busy, though. I have a lot of emails to read.

A: Really? How many emails do you receive?


B: Um, about fifteen a day. What about you, how many emails do you receive?

A: Around ten. What about phone calls, how many phone calls do you make?

B: About six a day. What about you?

A: Um, about eight. And how many phone calls do you receive?

B: Around four, but they're long. I spend a lot of time on the phone.

**2**  **1.19** Before students listen to the recording again, ask them to read the gapped sentences and predict what they think the missing words are. Then play the recording so that they can listen and check or complete the conversation.

**ANSWERS**

a many b fifteen c do d how e six f do g four

### Natural language

Focus students' attention on the words *about* and *around* in the conversation in exercise 2, and elicit that we use these words in front of a number when we don't know or don't want to say the exact number. Then direct students to the **Natural language** box and ask them to read the information. For practice, give students some sentences to rephrase using *about* or *around*, e.g. *I receive 22 emails a day.*  
→ *I receive about/around 20 emails a day.*

### Question time

Refer students back to the first gap in exercise 2 and elicit that we start a question with *How many* when we want to know, e.g. the number of emails a person receives or phone calls they make. Direct students to the **Question time** box to complete the questions. Then check the answers.

**ANSWERS**

How many emails do you receive?

How many meetings do you have?

How many phone calls do you make?

**3** Ask students to match the sentence halves, using the examples in the **Question time** box as a model. Point out that some have more than one possible ending.

**ANSWERS**

a 2/4 b 2/3 c 1 d 4/2

**4** Start by drilling the questions in exercise 3 to prepare for this activity. Students then work with a partner to ask and answer the questions using the word prompts to help them. They complete the table with their answers. Go around monitoring and assisting as necessary, and check that students' sentences are correct before they do exercise 5. Invite some students to share their sentences with the class.

**5** Elicit or remind students that they need to use the third person singular form of the verb (add -s) in this exercise. Students find a new partner and tell them about the partner they spoke to in exercise 4. Monitor the activity. Have a feedback session to share any interesting work routines. You could follow this up with a game of Chinese whispers. One student whispers a sentence about their partner to another student and this sentence is whispered to the others one by one. The final student says the sentence aloud and you can all compare this with the original sentence.

**Language links**

Direct students to Grammar exercise 3 in the *Language Links* section on page 18 for more practice on questions in the Present Simple, as well as to the Using language box on page 19 for more practice on *Wh-* questions and *How many ...?*

The Pronunciation exercises on page 19 offer practice on identifying word stress, and the Writing exercise on page 19 offers more practice writing about daily work activities.



**In Company interviews** Units 1–2

Encourage students to watch the interviews and complete the worksheet.

**Language links**

**ANSWERS**

**Vocabulary**

**Numbers and work-related verbs**

1 a 13; 20 b 3; 14 c 17; 2 d 15; 19 e 8; 16 f 9; 10



**1.20**

- a I make thirteen phone calls a day, but my manager makes twenty.
- b I send three emails every morning, but my manager sends fourteen.
- c I receive seventeen emails a day, but I only send about two.
- d I have around fifteen meetings every week, but my manager has nineteen.
- e I reply to eight emails in the morning and sixteen in the afternoon.
- f I have nine or ten phone calls to make every morning.



**1.21**

- |                    |                     |
|--------------------|---------------------|
| a thirteen, twenty | d fifteen, nineteen |
| b three, fourteen  | e eight, sixteen    |
| c seventeen, two   | f nine, ten         |

- 3 send/check/reply to/receive an/my email
- make/receive a phone call
- have a meeting/lunch/breakfast
- finish/start work

**Grammar**

**Present Simple**

- 2 a John sends 20 emails a day.
- b I have three meetings today.
- c You make nine phone calls a day.
- d We have six meetings a week.
- e I don't send any emails.
- f He makes six phone calls a day.
- 3 a When b many c do d do e time f many

**Pronunciation**

- 1 See listening script below.



**1.22**

- a When do you start work?
- b What time do you have lunch?
- c How many phone calls do you receive a day?
- d When do you finish work?
- e When do you wake up?

**Using language**

- a 2 b 1 c 2

**Phrase Bank: Telling the time**

- 1 half past four ✓ ten past eight ✓ ten past five ✓ half past six ✓



**1.23**

- I have a meeting at half past four.
- I leave work at ten past five.
- I make phone calls at half past six.
- I start work at ten past eight.

- 3 quarter past one B half past four C quarter to seven

**Writing**

- 1 Jannie has a team meeting at 10 am.
- Jannie makes phone calls at 11 am.
- Jannie has lunch at 12 (o'clock).
- Jannie checks her emails at 1 pm.
- Jannie leaves work at 5 pm.
- 2 Students' own answers

**Reviewing objectives**

If students are not able to tick the objectives in this box, direct them back to the relevant exercises in this unit for revision.

I can count to 20.

*Numbers*, exercises 1–4

I can tell the time.

*Telling the time*, exercises 1–6

I can talk about my day at work.

*Numbers*, exercises 5–7; *A day in the life*, exercises 1–7

I can ask questions about daily routines.

*A coffee break conversation*, exercises 1–5