

01

Who are you?

Learning objectives

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

Students begin by listening to some conversations in which people introduce themselves and matching them to photos. They then complete conversations and practise introductions before looking at some different ways of saying numbers.

Next, they read a short text about the best global and green brands, complete the text with numbers and listen to check their answers. They then use a chart with the financial statistics of the best global green brands to make simple statements about nationality and income.

In the next section, students read a short text about young billionaires and listen to a conversation about one of the people on the *Hurun Global Rich List*. They complete some questions, and then ask and answer them about other members of the *Hurun* list with a partner. They then complete a text about famous family businesses with the correct forms of the verb *to be*.

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

The grammatical focus is on the use of the verb *to be* and subject pronouns, and the lexical focus is on greetings, countries and nationalities, meeting and asking about people, and spelling.

Digital resources: Unit 1

Online Workbook; Placement test; Extension worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Fast-track map


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

Warm-up

Particularly if this is a new class and students are unknown to you and to each other, you might like to begin by finding out what type of company each student works for. If they all work for the same company, ask them to say what it is that they do for the company. If they are not yet in employment, ask what kind of business they are interested in doing in the future. Focus attention on the quotation from Lydia Ramsey and the question underneath. Explain or elicit the meaning of **first impression** and ask them to tell you the first question they usually ask when they meet someone new.

1:1

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

- 1  **1.01–1.04** Ask students to listen to the four conversations and decide which one matches which photo. You may need to play the recordings more than once. Encourage students to do the matching individually at first, then compare their answers with a partner. Discourage them from looking at the transcripts in 2 at this stage. When you check answers, tell students to say which clues in the conversations and the photos helped them decide.

ANSWERS

1 C 2 D 3 A 4 B



1.01

Conversation 1

- A: Excuse me, are you Mr Jensen?
B: Yes, I am. Are you from Nixdorf?
A: Yes, I'm Saskia Slater. Pleased to meet you.
B: Nice to meet you too.
A: Are you very tired after your flight?
B: A little, but I'm fine.
A: Good. My car's outside.



1.02

Conversation 2

- A: Hello. Are you one of the organizers?
B: No, I'm not. I'm a delegate – Jeff Simpson, from CMG.
A: Oh, I'm sorry. Pleased to meet you.
B: And you're ... Jacques Leclerk, from OT Incorporated.
A: Yes, but how ...?
B: Your badge. Where are you from? France?
A: No, I'm Belgian, actually.

 1.03

Conversation 3

A: Hello, Enrique. How are you?
 B: I'm fine, thanks. And you?
 A: Yes, I'm fine too. Are you alone?
 B: Yes, I am.
 A: I am too. Would you like to join me?
 B: Okay, thanks.

 1.04


Conversation 4

A: Good afternoon. I'm from LPG.
 B: Ah, yes. Mr Poulson.
 A: No, I'm not Mr Poulson. My surname is Leeman.
 B: Sorry about that. And your first name?
 A: Peter.
 B: Thank you, Mr Leeman. Right, you're in room 303.
 Here's your key.
 A: Thank you.
 B: You're welcome.

2 Point out that the transcripts of the four conversations are on the page, but there are some words missing from them. Ask students to read each conversation and decide what the missing words are. Allow them to work with a partner if they wish.

ANSWERS

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

3  **1.01-1.04** Play the recordings again for students to check their answers. If students ask about contractions here, tell them they will be dealt with in the next exercise.

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

ANSWERS

a I'm not b You're c You're not d We are e We aren't

Language links

Direct students to the *Language links* section on page 14 for further explanation of the verb *to be* and exercises to practise using this verb correctly.

There is also an exercise to practise subject pronouns on page 14, which can be done at this point.

5 Focus attention on the prompts and ask students to make a name badge or business card for themselves using their own names and companies. You might like to choose a confident student and do the first conversation in front of the class as an example. Then ask students to work with a partner to make similar conversations using the remaining prompts. As they work, go around, helping where necessary. Make sure everyone pronounces the words correctly. If there is time, tell students to repeat the conversations, changing roles.

1:1


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

Language links

Direct students to the *Phrase bank* in the *Language links* section on page 13 for a list of useful phrases for greetings, meeting and asking about people, and the *Language links* section on page 13 for exercises to practise choosing the correct replies for greetings and forming questions asking for personal information.

Numbers

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

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

ANSWERS

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

 **1.05**

- a It takes 30 days.
- b The flight is 14 hours.
- c The meeting starts in 15 minutes.
- d She's 60 years old.
- e It's at number 17.
- f That's 80 pence, please.
- g There are 19 people here.

2 Ask students to say the numbers chorally and then go around, asking for individual pronunciation of the pairs of numbers. Explain that we stress the *-teen* in 19 and the *nine-* in 90. Underline those parts of the words for *nineteen* and *ninety* on the board. Then ask students to underline the parts of the numbers in this exercise that are stressed. Check answers with the class.


ANSWERS

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

3 Focus attention on the first number and ask the class which of the two options they think is correct. You may need to clarify that when we say numbers we don't use the plural form of *hundred*, *thousand*, *million* and *billion*. Ask students to underline all of the correct forms in the exercise. Check answers with the class and then get individual students to say some of the numbers. Draw students' attention to the fact that we usually say *and* after a *hundred* but not a *thousand*, unless there is no *hundred* in the number, e.g. 4,335 (*four thousand, three hundred and thirty-five*) and 4,035 (*four thousand and thirty-five*). Clarify that we use *point* when saying decimal numbers and that numbers after the decimal point are said individually rather than in tens, hundreds and thousands, e.g. *two point five six eight* not *two point five hundred and sixty-eight*.

ANSWERS

- a two hundred b three hundred and fifty c four thousand, three hundred and thirty-five d four thousand and thirty-five
- e two point five f two point five six eight
- g six point zero zero five h three point zero nine


4  **1.06** Ask students to write the numbers in words. Then play the recording so they can check their answers and ask them to repeat the numbers aloud.

ANSWERS

See listening script 1.06.

 **1.06**

- a three hundred and thirty-three
- b three point three three
- c eight thousand and eight
- d eight thousand and eighty-eight
- e four hundred and twelve
- f six thousand, one hundred and seven


5  **1.07** Focus attention on the numbers and elicit that they are sums of money in various currencies. Ask them to think about how they might be pronounced. Then play the recording and ask students to repeat the numbers.

ANSWERS

See listening script 1.07.

 **1.07**

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

6  **1.08-1.11** Tell students that they are going to hear four conversations. Ask them to listen and write down the numbers that they hear. You may need to play the conversations more than once and/or pause between recordings to allow time for students to do this.

ANSWERS

- Conversation 1: £3.50 Conversation 3: €2.50
- Conversation 2: \$60.45 Conversation 4: €30,000

 **1.08**

Conversation 1

- A: That's three pounds fifty, please.
- B: Here you are.
- A: Thank you. Goodbye.

 **1.09**

Conversation 2

- A: Excuse me, how much is this?
- B: It's sixty dollars and forty-five cents.
- A: Sixty dollars, forty-five?
- B: Yes.
- A: Oh, I see. Thanks.

 **1.10**

Conversation 3

- A: How much is a coffee here?
- B: I think it's €2.50.
- A: That's expensive!

 **1.11**

Conversation 4

- A: What's the salary?
- B: Sorry?
- A: The salary of the new job.
- B: Oh, about 30,000 a year.
- A: Pounds?
- B: No, euros.

1:1

To give your student more practice of saying numbers in context, you could read the conversations from the listening script together, taking turns to play the different roles. As an extension, you could also read the same conversations using different amounts of money each time.

Brand value


In this section, students read a short text about the best global brands and the best global green brands. They try to complete the text with numbers, then listen to a conversation about the information in the text to check their answers. They then practise the affirmative and negative forms of the verb *to be*, and make sentences using a table of information about the best green brands in the world.

Warm-up

Check students know what a brand is. Ask what they think the biggest brands in the world are and ask them to tell you about the biggest brands in their country. You might also want to introduce the concept of a 'green' brand. Ask students for examples of green brands. You might also be able to get confident students to explain what makes those brands green.

1:1

Ask your student what their favourite brand is and, if possible, get them to explain why they like/use that brand. Elicit some of the biggest brands in the student's country and discuss whether or not your student thinks those brands are 'green'. Ask your student if they can give you any other examples of green brands.

1  **1.12** Focus attention on the text. Tell students they are going to read about the best global brands. Point out that there are some gaps and ask them to look through the text to predict what kind of information is missing (numbers). Go through the numbers in the box with the class and make sure everyone can pronounce them. Then ask students to decide where each number should go in the text. Play the recording for them to check their answers. You may need to pause the recording or play it more than once. (Point out the use of the possessive *their* in the third sentence of the recording and make sure students do not confuse this with *they're*.)

ANSWERS

a 100 b 98.38 c 93.2 d seven e 20




1.12

- A: Here's the latest Interbrand report.
 B: What's Interbrand?
 A: It's a branding consultancy. Their annual report is a list of the top hundred global brands.
 B: What's the top brand?
 A: It's ... Apple.
 B: And how much is it worth?
 A: According to Interbrand, 98.38 billion dollars.
 B: And number two?
 A: Google, with an estimated value of 93.2 billion dollars.
 B: Are they all American brands?
 A: The top seven are American. There's also a ranking of the top green brands. In the top 20 there are five American brands, but 15 are from other countries.

2 Explain, if necessary, that *value* refers to the amount of money that something is worth. Ask students to look through the text and find four other words which are related to money.

ANSWERS

dollars, profitable, valuable, worth

3  **1.13** Ask students to read the conversation and complete it. Then play the recording to check answers. You may need to play the recording more than once to allow them to do this. When checking answers, refer students back to the table on page 9 for the different forms of the verb *to be*, if necessary. Draw their attention to the nationality adjectives *French* and *German*. Elicit the names of the countries these are derived from (*France, Germany*). Also point out the ways of agreeing (*Yes, that's right*) and disagreeing (*No, it isn't; No, they aren't*) and the fact that the person doing the correcting follows it up by supplying the correct information. Then tell students to practise the completed conversation with a partner. Go around, making sure they are pronouncing the verbs and the numbers correctly.

ANSWERS

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



1.13

- A: Coca-Cola is the top green brand in the world.
 B: No, it isn't. Toyota is.
 A: The brand value of Honda is 18.4 billion dollars.
 B: Yes, that's right.
 A: Volkswagen and Siemens are French brands.
 B: No, they aren't. They're German.

Language links

Direct students to the *Language links* section on page 14 for further explanation of the verb *to be* and exercises to practise using this verb correctly.

There is also further practice of countries and nationalities in the *Language links* section on page 13.

4 Go through the table with the class. Elicit that the nationality adjective from *Japan* is *Japanese*. Ask students to work individually to write their six statements. Make sure they understand that three should be correct and three incorrect. As they work, go around, helping where necessary. When they are ready, ask students to work with a partner to use their statements to practise conversations similar to those in 3. They should take turns being the person making the statements.

1:1


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

Young billionaires

1 Ask students to read the short text on the left quickly and find the answers to the questions. Give them time to go back through the text and answer any questions about vocabulary.

ANSWERS

a 1,453 b 28

2  **1.14** Tell students that they are going to listen to a conversation about one of the young billionaires on the *Hurun* list of the richest people on earth. Go through the questions with students, then ask them to listen and decide how they should be completed. Check answers as a class.


ANSWERS

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



1.14

- A: Who is number one on the list?
B: It's Dustin Moskovitz.
A: How old is he?
B: He's 30.
A: Where is he from?
B: He's American.
A: Is he married?
B: No, he's engaged.
A: How much is he worth?
B: He's worth 3.8 billion dollars.
A: What kind of business is he in?
B: Technology.

3  **1.14** Students listen to the conversation from 2 again and make a note of the answers to the questions. Allow them to listen to the recording more than once if necessary.

ANSWERS

a Dustin Moskovitz b 30 c He's American. d No, he's engaged.
e 3.8 billion dollars f Technology

4 Ask students to work with a partner and decide who will be Student A and Student B. Ask them to turn to pages 136 and 140 respectively. Here, they will find tables with information on some of the other young billionaires on the *Hurun* list. You may need to go through the headings of the tables to make sure students understand them. Ask them to follow the instructions, taking turns to ask the questions in 2 about the other billionaires. As they work, go around, checking that they are forming their questions correctly. You may need to point out that they will need to change the pronoun to *she* for Marie Besnier Beauvalot.

1:1

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

Language links

Direct students to the *Language links* section on page 14 for more practice of the formation of questions using the verb *to be*.

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

ANSWERS

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

Language links

Direct students to the *Language links* section on page 14 for further explanation of the verb *to be* and exercises to practise this verb.

6 Remind students that they completed a similar table with *I*, *you* and *we* in 4 on page 9. Check answers to make sure that everyone has completed the table correctly and ask them to say all the forms aloud, correcting pronunciation where necessary. Make sure students can pronounce the contractions correctly and point out that these are used in speech, whereas the full forms are usually used in writing. Draw students' attention to the fact that *they are not* can be contracted in two ways: *they're not* and *they aren't*. The same applies to *he's not/he isn't* and *she's not/she isn't*. There is no real difference between these two forms. You might like to take this opportunity to start students off on the right foot with apostrophes. Explain that we often use apostrophes to indicate that something is missing. Here, *it's* stands for *it is*. Later, they will come across the possessive *its*, which doesn't have an apostrophe. Make sure students can differentiate between the pronunciation of *he's* and the possessive pronoun *his*.

ANSWERS

a He isn't b She's c She is not d She's not e It's f It isn't
g They are h They're not


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

ANSWERS

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

Spelling


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

1  **1.15** Focus attention on the abbreviations and ask students if they are familiar with any of them. Then play the recording and ask students to listen to the way they are pronounced.

 **1.15**

- a MBA
- b asap
- c USA
- d GDP
- e UN
- f EU
- g HTML
- h PDF
- i UK
- j VAT
- k AGM
- l aka

2 Ask students to write out as many of the abbreviations in full as they can. Allow them to compare with a partner before looking up the answers on page 137. When they have checked answers, have a class discussion on what the equivalent abbreviations are in their own language(s) and what words they stand for.

3  **1.16** Focus attention on the groups of letters. Tell students that they are going to listen to someone saying one letter from each group. Ask them to listen and underline the letter they hear. When you have checked answers, ask students to work with a partner to take turns saying one letter from each group. Their partner should point to the letter they hear.

ANSWERS

a J b P c X d U e D f L g Y

 **1.16**

- a J
- b P
- c X
- d U
- e D
- f L
- g Y

1:1

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


Language links

Direct students to the *Language links* section on page 13 for an exercise on the pronunciation of the letters of the alphabet which divides them into groups according to the vowel sound.

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

1:1

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


5  **1.17** Focus attention on the company message form. Ask students how often they have to answer the phone at work and take down messages. Do they use similar forms? Go through the different sections of the form, then explain to students that they are going to listen to a phone conversation and should complete the form with the information they hear. You may need to play the recording more than once to allow them time to do this.

ANSWERS

Message for: John Evans
 Caller's name: Guillermo Moleda
 Caller's company: Promax Electronica
 Message: Please call him back.

 **1.17**

- A:** GHR Systems. Can I help you?
B: Yes. Can I speak to John Evans, please?
A: Who's calling, please?
B: It's Guillermo Moleda from Promax Electronica.
A: Hold the line, please ... I'm sorry, Mr Moleda – there's no answer. Can I take a message?
B: Yes, please. Could you ask him to call me back?
A: Certainly. Could you spell your name, please?
B: Yes, it's Guillermo, G-U-I-double L-E-R-M-O, Moleda, M-O-L-E-D-A. And Promax is P-R-O-M-A-X.
A: Thank you, Mr Moleda. I'll give Mr Evans your message.
B: Thank you. Goodbye.

6  **1.17** Ask students to work individually to number the lines of the conversation in the correct order. (Point out that this is the same conversation they just listened to in 5.) Allow them to compare answers with a partner before playing the recording again for them to check.

ANSWERS

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

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

1:1

When doing this with your student, make sure that you take turns being the caller and the person answering. When taking the message, write down exactly what you hear so that you can identify any problems with pronunciation.

Language links

ANSWERS

Vocabulary

Greetings

- 1 1 b 2 c 3 a 4 b
 2 a 's; surname b 's; first name c 's; job; 'm d Are; married; am e 's; phone number; 's f 's; email address; 's

Countries and nationalities

- 3 a It's from Italy. It's Italian.
 b They're from England. They're English.
 c He's from Germany. He's German.
 d It's from Sweden. It's Swedish.
 e It's from Argentina. It's Argentinian.
 f They're from Switzerland. They're Swiss.
 g She's from the USA. She's American.
 4 a a German car
 b a Dutch team
 c an Argentinian footballer
 d a Finnish company
 e a Dutch cheese
 f an English singer
 g a Korean city

Spelling

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

Grammar

The verb to be

Practice 1

- a is b are c is d am e are f is g are h are

Practice 2

- a It's Monday today.
 b She isn't married. / She's not married.
 c I'm the production manager.
 d You're late.
 e We're from the head office.
 f They aren't colleagues. / They're not colleagues.
 g We aren't at the conference. / We're not at the conference.

Practice 3

- a Is he an accountant?
 b Is he Portuguese?
 c Are they the manufacturers of the product?
 d Is she the manager of this department?
 e Is she happy in her new job?
 f Is Anita good with computers?
 g Are we late for the meeting?

Subject pronouns

Practice 4

- a they b She c It d He e It f I g it h they