

What? When? Where?

3



Unit overview

3.1 > We're very busy in December

Lesson outcome: Learners can talk about their routines and the busy periods in their jobs.

Vocabulary: Months and seasons

Communicative grammar: Talking about ability and possibility

Video: I can work flexible hours

Task: Asking and talking about your partner's work

3.2 > Requests

Lesson outcome: Learners can make and reply to requests.

Vocabulary: Ordinal numbers and dates

Reading and listening: Can I have some time off?

Speaking: Talking about taking time off

3.3 > I am writing to complain ...

Lesson outcome: Learners can write a short email describing a problem and requesting action.

Reading: Complaints

Communicative grammar: Talking about the past

Writing: An email to describe a problem and request action

3.4 > Work skills: We have a problem

Lesson outcome: Learners can describe problems in a simple way and explain solutions.

Video: A progress meeting

Speaking: A progress meeting

3.5 > Business workshop: A problem with a client

Lesson outcome: Learners can identify problems, explain solutions and make and reply to requests.

Reading: A customer complaint

Speaking: A problem-solving meeting;
A phone call

Review 3

Pronunciation: 3.1 *can* and *can't*
3.2 ordinal numbers

Grammar reference: 3.1 Talking about ability and possibility; *at, in, on, from ... to ...*
3.2 *Can ... ? / Could ... ?* 3.3 Talking about the past

3.1

We're very busy in December

Lesson outcome

Learners can talk about their routines and the busy periods in their jobs.

Lead-in

1 Match the photos with the seasons.

autumn spring
summer winter



Vocabulary Months and seasons

April August December
February January June
July March May
November October
September

2A 3.01 Put the months in order. Then listen and check.

B Match the seasons in Exercise 1 with the months in Exercise 2A.

C What months are busy in your job?

3A 3.02 Listen to Emily and Mark talking about their jobs. Write the correct name next to each picture.



A _____



B _____

B Listen again. Are the sentences true (T) or false (F)?

Emily

- 1 We're never busy in March or April.
- 2 Winter is always quiet so I usually go on holiday in July or August.
- 3 I always go on holiday in spring.
- 4 I **can** speak Japanese.

Mark

- 5 November and December are busy.
- 6 I usually go on holiday in March, April or May.
- 7 I **can** go on holiday in summer.
- 8 I **can't** speak Spanish.

Communicative grammar

TALKING ABOUT ABILITY AND POSSIBILITY → Grammar reference: page 107

+ I/You/He/She/It/We/They **can** speak seven languages.
I/You/He/She/It/We/They **can** go on holiday in spring.

- I/You/He/She/It/We/They **can't** speak other languages.
I/You/He/She/It/We/They **can't** finish work at 2 p.m.

? **Can** I/you/he/she/it/we/they speak Japanese?
Yes, I/you/he/she/it/we/they **can**. / No, I/you/he/she/it/we/they **can't**.
Can I/you/he/she/it/we/they go on holiday in January?
Yes, I/you/he/she/it/we/they **can**. / No, I/you/he/she/it/we/they **can't**.

→ page 98 See Pronunciation bank: *can* and *can't*

4 🔊 3.03 Complete the office rules with *can* and *can't*. Then listen and check.

In the new flexi-time system, staff need to work thirty-seven hours a week. They ¹ _____ choose when they start and finish work and they ² _____ decide when to go to lunch.

- All employees need to be in the office from 10.30 a.m. to 3 p.m.
- This means employees ³ _____ start after 10.30 a.m.
- They ⁴ _____ finish work before 3 p.m.
- The building opens at 7 a.m. so employees ⁵ _____ start work then.
- Employees ⁶ _____ take one hour for lunch from 11.15 a.m. to 2.45 p.m.
- They ⁷ _____ take lunch before 11.15 a.m. or after 2.45 p.m.
- They ⁸ _____ work until 8 p.m. when the building closes.
- Remember, if you drive to work, you ⁹ _____ only park your car in spaces 120-225.
- Employees need their ID card or they ¹⁰ _____ enter the car park.

5 🔊 3.04 There are different ways to tell the time. Listen and tick (✓) the one you hear.



- 1 ten a.m. ☐
ten o'clock ☐



- 2 ten p.m. ☐
ten o'clock ☐



- 3 twelve ☐
twelve o'clock ☐



- 4 seven thirty ☐
half past seven ☐



- 5 three fifteen ☐
quarter past three ☐



- 6 eleven forty-five ☐
quarter to twelve ☐



- 7 eight ten ☐
ten past eight ☐



- 8 four forty ☐
twenty to five ☐

We can use the twenty-four-hour clock to talk about schedules, e.g. at the airport.

The flight is at 20.45 (= twenty forty-five).

▶ AT, IN, ON, FROM ... TO ...

➔ Grammar reference: page 107

at + time

at 3.30, **at** 11 o'clock

in + month, season, year, part of the day

in June, **in** autumn, **in** 2020, **in** the morning

on + day, date, special day, official holidays

on Friday, **on** the 19th of June 2020, **on** my birthday, **on** New Year's Day

from + day, time, date **to** + day, time, date

from Monday **to** Friday, **from** 10 o'clock **to** 6 o'clock, **from** the 15th **to** the 31st of August



Teacher's resources:
extra activities

VIDEO 6A ▶ 3.1.1 Watch Part 1 of the video. Are the sentences *true* (T) or *false* (F)?

- 1 Fi usually works from 2.30 to 5.30.
- 2 Fi can't work flexible hours.
- 3 Fi can speak three languages.
- 4 Fi never goes on holiday in December.
- 5 Ellie usually finishes work at 5.30 p.m.
- 6 Ellie has a meeting with her manager on Mondays at 12.00.
- 7 Ellie can't go on holiday in September.

B Watch Part 2 of the video. Answer the questions.

- 1 What time does Kathryn start work?
- 2 When does Kathryn have team meetings?
- 3 When is her busy period?
- 4 When can she go on holiday?

7A Work in pairs. Use the ideas in the box to ask questions about your partner's work.

what time / start/finish work? when / busy? busy / spring? when / go for lunch? when / go on holiday?

A: When can you go on holiday? B: We can go on holiday in spring, so I usually go on holiday in April.

B Now explain your partner's work to a new partner.

A: Susana can go on holiday in spring, so she usually goes on holiday in April.

➔ TASK

Self-assessment

I can talk about my routine and the busy periods in my job.



3.2 Requests

Lesson outcome

Learners can make and reply to requests.

Lead-in 1 What's your favourite company? Why?

Vocabulary Ordinal numbers and dates

2A 3.05 Listen and complete the list with the company names in the box.

Apple Berkshire Hathaway ExxonMobil General Electric
Microsoft Novartis PetroChina Toyota Motor Corporation

FT

FT Global 500 – World's top companies in 2015

	Company	Country	Value (\$bn)
1st		USA	724.7
2nd		USA	356.5
3rd		USA	356.5
4th	Google	USA	345.8
5th		USA	333.5
6th		China	329.7
7th	Wells Fargo	USA	279.9
8th	Johnson & Johnson	USA	279.7

	Company	Country	Value (\$bn)
9th	Industrial and Commercial Bank of China	China	275.3
10th		Switzerland	267.8
11th	China Mobile	Hong Kong	267.2
12th	Wal-Mart Stores	USA	265.1
13th		USA	249.7
14th	Nestlé	Switzerland	243.7
15th	<u>Toyota Motor Corporation</u>	Japan	238.9
16th	Acme Digital	USA	221.6

B The list in Exercise 2A is from 2015. Which companies do you think are first, second and third today? What other companies do you think are on the list today?

Look, there are no big e-commerce companies on this list! I think Amazon or Alibaba are on the list today.

C Work in pairs. Practise saying the numbers from 1st to 15th. Then try to say the numbers in the box.

16th 18th 20th 21st 22nd 23rd 27th 30th 31st 40th 100th 500th

1st – first, 2nd – second, ... 20th – twentieth, ... 23rd – twenty-third

3 3.06 Listen and underline the number you hear.

- Our department always has a meeting on the 1st / 3rd Thursday of the month.
- Mr Barker's office is on the 22nd / 32nd floor.
- The delivery arrives on the 10th / 12th of November.
- Can you come to Sam's 13th / 30th birthday on Monday?
- That's the 15th / 50th email today.
- My holiday starts on the 9th / 19th of July.
- Thank you for waiting, you are 5th / 15th in line.
- I'm out of the office from the 12th / 20th of January for a week.

4A 3.07 Listen and write the dates you hear.

- 14/9/2021
-
-
-
-
-
-

B Work in pairs. Practise saying the dates in Exercise 4A.

14/9/2021 – the fourteenth of September twenty twenty-one

Say years in two parts:

1814 'eighteen fourteen'

1945 'nineteen forty-five'

2019 'twenty nineteen'.

But 2000 is 'two thousand' and 2001–2009 are 'two thousand and one', etc.

19	13	60
10	50	1

T Teacher's resources:
extra activities

5 3.08 Play bingo. Listen and circle the numbers as you hear them.

Student A: Look at the bingo card on the left.

Student B: Look at the bingo card on page 113.

Student C: Look at the bingo card on page 116.

Student D: Look at the bingo card on page 118.

→ page 98 See Pronunciation bank: Ordinal numbers

Reading and listening

Can I have some time off?

6 Read the email. What does Michaela want? Why?

Hi Colin,

Good news! We move house on Tuesday 19th July.

Could I please take some time off from Monday 18th to Thursday 21st July for the move? And could I also take Friday 15th July to prepare?

Can you let me know as soon as possible? I need to start organising things!

Thanks,

Michaela



> CAN ... ? / COULD ... ?

→ Grammar reference: page 107

Requests

Use *could* to make polite requests.

Use *can* for requests in informal situations.

Could I please take some time off?

Can I take some time off?

Could you finish the report before you go?

Can you finish the report for me?

Replies

To reply positively, use: *Yes, of course (I/we can).*

To reply negatively but politely, use:

I'm sorry but we can't. I'm afraid you can't. We can't. I'm sorry. We can't, I'm afraid.

T Teacher's resources:
extra activities

7 3.09 Listen to Colin's phone call with Michaela. Answer the questions.

- Does Colin give Michaela some time off?
- How many people are on holiday in July?
- What dates does Colin suggest for Michaela's holiday?
- What does Colin ask Michaela to do?

8 Match 1–6 with a–f.

- | | |
|-----------------------------|----------------------------------|
| 1 Could I please take | a as soon as possible? |
| 2 You can take from | b Monday 18th to Wednesday 20th. |
| 3 I'm afraid you can't take | c all the days you want. |
| 4 Could you let me know | d the report before you go? |
| 5 Could I also take Friday | e some time off? |
| 6 Can you finish | f 15th July? |

Speaking

9 Work in pairs.

Student A: Look at page 114 and read the information.

Student B: Look at page 119 and read the information.

3.3

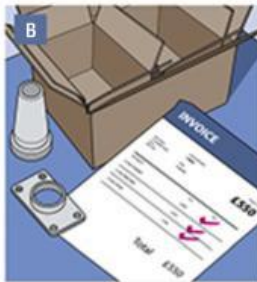
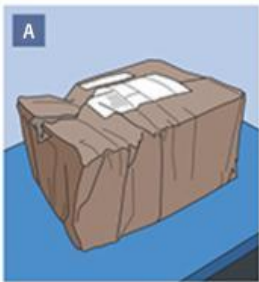
I am writing to complain ...

Lesson outcome

Learners can write a short email describing a problem and requesting action.

Lead-in 1 Match 1-5 with A-E.

What's wrong?



- 1 My delivery is **late**. C
- 2 The product is **broken**. B
- 3 The package is **damaged**. A
- 4 An item is **missing**. E
- 5 The price is **incorrect**. D

Reading 2A What problems in Exercise 1 are complaints i-iv about? One problem is not used.

How can we help?



- i Our order **was** three parts, not two! Only two parts **were** in the box, the third **wasn't** there. *An item is missing.*
- ii The price on the website **was** \$250 but the price on the invoice **was** \$300.
- iii Our delivery **was** 8-11 a.m. I **was** here, but my packages **weren't**!
- iv My new laptop **was** broken. The package and box **were** both OK, but the screen **was** damaged.

B Use the questions 1-4 to continue the complaints in Exercise 2A.

- 1 iii What time is the delivery?
- 2 Where is the missing part?
- 3 What is the correct price?
- 4 When can you send me a new laptop?

Communicative grammar

TALKING ABOUT THE PAST

→ Grammar reference: page 108

+ I/He/She was late for work. You/We/They were late for work. It was broken. There was a problem with the order. There were three late deliveries in January.	- I/He/She wasn't (= was not) late for work. You/We/They weren't (= were not) late for work. It wasn't broken. There was no problem with the invoice. There were no late deliveries in February.
? Were you/they at work yesterday? Was he/she at work yesterday? Was it broken? Was there a late delivery yesterday? Were there items missing?	+/- Yes, I/he/she was. / No, I/he/she wasn't (= was not). Yes, we/they were. / No, we/they weren't (= were not). Yes, it was. / No, it wasn't (= was not). Yes, there was. / No, there wasn't (= was not). Yes, there were. / No, there weren't (= were not).
Why was the invoice wrong? Where were the missing items?	

3 Choose the correct word.

- 1 There *was* / *were* a problem with the order.
- 2 How many items *was* / *were* missing?
- 3 The delivery *wasn't* / *weren't* correct.
- 4 My items *was* / *were* broken.
- 5 The delivery address on the invoice *was* / *were* wrong.
- 6 *Was* / *Were* there three computers in the package?
- 7 There *was* / *were* five items missing.
- 8 Two items *was* / *were* late, and one *was* / *were* broken.

4 Write questions with *was* and *were*.

- 1 What / the problem? _____
- 2 Why / the packages damaged? _____
- 3 When / the meeting? _____
- 4 Where / the reports? _____
- 5 he / in the meeting / yesterday? _____
- 6 Where / the order? _____



Teacher's resources:
extra activities

5A Read the email. Which of the problems in Exercise 1 does Beata have?

From: Beata Minari
Beata.Minari@TPY.comm
Subject: Missing order

Dear Sir/Madam,

I am writing to complain about the order (Ref: 13267B) from Monday last week.

Our order ¹_____ three different parts. Unfortunately, only two parts ²_____ in yesterday's delivery – parts RJY4653 and PHG847 ³_____ both in the box, but NBG7896 ⁴_____. Where is the missing part?

This third item is now one week late, and this is a big problem for us.

Can you ^a_____, please?

I look forward to hearing from you.

Best regards,

Beata Minari
Purchase Manager, TPY Inc.

B Complete gaps 1–4 in the email with *was(n't)* or *were(n't)*.**C Read the requests below. Then look at gap a in the email. Which two requests can Beata use?**

Can you

[	change the part,
	send the missing item,
	send a different item,
	resend the invoice,
	send the correct order,

 please?

Writing 6 Put the phrases in the correct order. Use the email in Exercise 5A to help you.

- a I look forward to hearing from you. _____
- b Best regards, _____
- c I am writing to complain about ... _____
- d Dear ... , _____

7 Look at the situations ii–iv in Exercise 2A. Choose one and write an email like the one in Exercise 5A. Remember to:

- use the phrases from Exercise 6 in your email.
- describe the problem.
- request action.

3.4

WORK SKILLS We have a problem

Lesson outcome

Learners can describe problems in a simple way and explain solutions.

Lead-in 1 Look at the photos. Complete the types of meeting (a-c) with the words in the box.

planning progress problem-solving

a a _____ meeting



Mike, what is the budget for testing?

The project starts next month.

This is a new project team, so let's start with introductions.

b a _____ meeting



Why not make a new product?

Does anyone have an idea?

How can we fix this?

We could change the website design.

c a _____ meeting



There's a problem with the schedule.

Where are we with the project?

We're a week late and we need to hire more people.

VIDEO 2A Match the problems 1-3 with the solutions a-c.

- | | |
|------------------------------------|---------------------------------------|
| 1 can't find parts at a good price | a ask an IT specialist for help |
| 2 people are on holiday in summer | b hire more people in July and August |
| 3 website doesn't work properly | c use big, international suppliers |

B Match the problems/solutions in Exercise 2A with the items on the agenda (i-iii).

C 3.4.1 Watch the meeting. Who can meet their deadline? Who can't?

Team meeting:

10 June, 10.00-10.30, room 5

AGENDA

- i Project planning
- ii New supplier
- iii Online invoice system
- Any other business



Paulo



Rachel



Martin

3 Put the words in bold in the correct order. Watch the video again if necessary.

- 1 Paulo, **with are where we** planning the new project?

- 2 **aren't we finished.** I'm sorry.

- 3 And Rachel, **situation the what's with** finding a new supplier?

- 4 OK, **what we do can** to solve this?

- 5 **Can finish we** on schedule?

- 6 No. I think **time we more need.**

- 7 Martin, **you about tell can us** the online invoicing system?

- 8 We **a with problem have** the website, but **we solve can** it.

- 9 **we're schedule on.**

Speaking

> A PROGRESS MEETING

Talking about progress

Where are you/we with planning the new project? We aren't / It isn't finished.
What's the situation with the product testing? We're/It's on schedule.

Talking about problems

The problem is they can't make the parts we need.
We have a problem with the website.
There was a problem with the invoices.

Talking about solutions

What can we do to solve this? We can look for international suppliers.
How can we fix this? We need to change how the system works.
We can see the solution.
We can solve it.

Talking about schedules

Is everything on schedule? Yes, I think we can finish it by Friday.
Can you/we finish by next week? I think we need more time, I'm sorry.
Can you/we meet the deadline?

T Teacher's resources:
extra activities

Team meeting:

AGENDA

- i Car design
- ii Supplier
- iii Website
- Any other business

4 Work in groups of four. You all work in a car company. Look at the agenda and have a team progress meeting.

Student A: Look at page 119 and read the information.

Student B: Look at page 113 and read the information.

Student C: Look at page 115 and read the information.

Student D: Look at page 117 and read the information.

Self-assessment

I can describe problems in a simple way and explain solutions.



Lesson outcome

Learners can identify problems, explain solutions and make and reply to requests.

A customer complaint

1 Read the email and choose the correct words.

- 1 The order yesterday was *correct* / *incorrect*.
- 2 *Three* / *Five* parts were *not* in the package yesterday.
- 3 The other parts in the order yesterday were *right* / *wrong*.
- 4 This is the *first* / *second* time the delivery was late.
- 5 GKB Production want *the missing parts* / *different parts*.

C.Charleston <Chris.Charls@GKB.co.uk>
Order 45231C

Dear Sir/Madam,

I am writing to complain about our order (Ref. 45231C) yesterday from Denilson's.

Unfortunately, the order was wrong. Three parts were missing and the other parts were incorrect. The package was also two hours late.

This is the first time there was a problem with late delivery, but it is the third time there was a problem with an order. Last month, all the parts in our order were broken and last week five of the items were missing.

This is a big problem for us. Can you send us the missing parts and improve delivery for the next order, please?

I look forward to hearing from you.

Best regards,

Chris Charleston,

Purchasing Manager, GKB Production

A problem-solving meeting

2 Read your role card and prepare for the meeting.

Student A: Follow the instructions on this page.

Student B: Look at page 113 and follow the instructions.

Student A

Work with another Student A. Put the bold words in the correct order.

- 1 **with are where we** GKB? _____
- 2 **we fix how can** this? _____
- 3 **with the what's situation** the delivery company? _____
- 4 **change can we** the delivery company? _____
- 5 **find you can** a solution this week? _____
- 6 **give we can** GKB a discount on their next three orders. _____

Read your role card and prepare for the meeting with your employee.

You are the Sales Manager at Denilson's.

- Meet your employee. He/She is a Sales Rep and GKB Production is his/her client.
- Discuss the delivery problems with him/her.
- Use the agenda and try to include the sentences above in your conversation.
- Agree on possible solutions and a time to visit GKB together.

Work in Student A/B pairs. Have the meeting.

AGENDA

- 1 Discuss the problems with the GKB delivery.
- 2 Discuss possible solutions.

A phone call

3 Work with a partner.

Student A: Follow the instructions on this page.

Student B: Look at page 115 and follow the instructions.

Student A

You are the Sales Manager at Denilson's. Your employee, the Sales Representative for Denilson's, calls you to ask for something. Listen to his/her request and use the information below in your call.

- The Sales Representative doesn't need to go to the meeting at GKB.
- You have a meeting with the CEO on Monday 12th May at 2 p.m.
- You are on holiday on Friday 9th May, so you need to know about the new delivery company on Thursday 8th May.



Self-assessment

I can identify problems, explain solutions and make and reply to requests.

