

COMMERCE ²

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Language
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Get set for work

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1 New jobs

Start up

- 1 Work in pairs. Tell your partner about a first day at work, at school or on a course.
- 2 Read the advice and put a tick (✓) for 'dos' and a cross (X) for 'don'ts'.
- 3 Work in groups. Choose the three best pieces of advice and the three worst.

First day nerves



Your alarm clock goes off. It's your first day in a new job – and you feel nervous. What will it be like? Will they like you? How should you behave? And how should you dress?



Here are some 'dos' and 'don'ts'. But can you tell which are which?

- | | |
|---|---|
| * smile and be friendly | * volunteer for projects |
| * learn all the office gossip | * wear casual clothes, it's more relaxed |
| * compare the new job with your old one | * arrive at work on time |
| * introduce yourself to everyone | * stick to your lunch hour, it's part of the contract |
| * learn the names of your colleagues | * ask questions |
| * refuse offers of help | * stick to deadlines |
| * leave on time, you aren't paid to stay on | |

In this unit

- talking about new jobs
- Present Simple v Present Continuous
- describing a plan
- agreeing and disagreeing
- writing a personal profile

Reading

- 1 Read the article and find dos and don'ts from the list on the previous page.
- 2 Scan the article and find the opposite of these adjectives.

casual	disorganised	unreliable
easy	confident	negative

- 2 Read the article again and find out why ...

- 1 it is important to be smart
- 2 you should be careful what you say
- 3 it is OK to ask questions
- 4 it is worth having a notebook
- 5 you should watch your colleagues
- 6 you shouldn't arrive late and leave early
- 7 you shouldn't gossip
- 8 it is a good idea to socialize with your colleagues

How to survive in a new job

How can you make sure that your first few weeks in a new job won't be your last?

Let's start with your clothes. Plan what you are going to wear in advance. Being smart tells people that you are organized and reliable. Have a good breakfast and don't forget to work out how to get to your new workplace before you leave!

Walk into the company with a smile and make eye contact. It can be difficult to do this when you are nervous but it will make you look more approachable. Be polite and friendly to everyone including the receptionist. Don't forget to find out where things are, such as the water cooler and the toilets.

Introduce yourself to your new colleagues. It's useful to learn names as soon as possible. It's good to have a positive attitude, too. You need to watch the things you say and do as they will be remembered.

You don't need to be perfect in your first weeks – everyone has to learn. So don't be afraid to ask questions. It's better

to ask for help than to do a job wrong! Listening is also important. Use a notebook and make notes so you don't have to keep asking the same thing. Find out from your boss your responsibilities, specific projects and their deadlines.



You should watch how your colleagues behave. Every company has its own culture. It may be formal or informal. For example, you may be allowed to make personal calls or surf the net, or you may not. Ideally in the first weeks you should arrive early, and leave no earlier than the majority of your colleagues. Starting late and finishing early never makes a good impression.

While it is useful to learn about your colleagues, it is important not to get involved in office gossip as it may make people feel they cannot trust you. Stay out of office politics and avoid criticising your boss or colleagues to other people. But take advantage of after hours activities to get to know your co-workers. And join them for lunch if they invite you!

First day disasters

I was driving to work on the first day. Another driver annoyed me and I made a rude gesture. When I got to my new job I found out that the driver was a new colleague!

Francine Dupont

I managed to delete part of the customer database on my first day. I didn't last long in that job!

Samir Mason

I sent an email to a friend describing my new boss. I accidentally sent it to her instead!

Dan Chen

Vocabulary**Business sectors**

Choose three business sectors. Write at least five words (departments, jobs, companies, etc.) you associate with each one.

- fashion
- publishing
- advertising
- banking
- tourism
- retail
- catering

**Reading**

Work in pairs. One student reads about Emma and the other Hugo. Complete the table. Ask and answer questions about the person you read about.

	Emma	Hugo
how long in job	three months	
typical morning routine		
lunch		
typical afternoon routine		
at the moment		
before going home	send work to boss for checking	

Listening

🎧 Caroline works at a large business centre that arranges conferences. Listen and answer the questions.

- What does she do?
- What does her job involve?
- What is she doing at the moment?
- What does she like best about her job?
- What qualities must she have?
- What was her first day like?

My new job



My first day was very stressful. I didn't know anybody and I didn't know what to do. But I'm learning quickly.

EMMA VISSER

I'm an editorial assistant for a magazine. This is my first job after university. I've worked here for three months. I arrive in the office at about 9 o'clock. I deal with mail and then I have a meeting with my boss, Isabel. I'm working on the letters page so I read and select readers' letters. During the day I answer the phone for my boss and run errands for her. I usually have lunch at my desk and read a magazine. It's important to learn about new trends. In the afternoon I work on different projects, send documents to other editors and answer readers' letters. At the moment I'm researching an article on 'How to save time'. I'm also trying to improve my typing skills! Before I go home I send my boss my work for her to check.

I'm an assistant fashion buyer for a large retailer. I've worked here for two months. I get to my desk at 9.00 am and check my email and voicemail. Then I write a report on the previous day's sales and send it to my boss. In the morning we often receive consignments of sample clothes. Our manufacturers send them so we can check them. It's quite a responsibility. At 12.45 I buy a sandwich, and eat it at my desk.

The afternoons are varied. At the moment I'm collecting samples for a photo shoot. Sometimes we meet sellers and look at their products. This is a busy time of the year. I'm working late every day at the moment, until about 6.30. We're preparing the catalogue for next year. It's essential to get the colours and the layout perfect.

Before I go home I deal with the emails I didn't have time to look at earlier.



My first day was quite relaxed. My boss explained about my responsibilities and I met my new colleagues.

HUGO DURAND

Language spot

Present Simple v Present Continuous

Complete the rules with the names of these tenses:

Present Simple Present Continuous

- Use the _____ for things that are generally true and facts.

Manufacturers send consignments of clothes.

- Use the _____ to talk about things that are happening now.

I'm collecting samples for a photo shoot.

- Use the _____ to talk about daily routines and situations that exist over a long period of time.

I get to my desk at 9.00am.

- Use the _____ to talk about temporary events or situations that are happening over a limited period of time.

We're preparing the catalogue for next year.

» Go to **Grammar reference** p.115

Complete the email. Use the appropriate form of the Present Simple or the Present Continuous.

Hi Dylan

I _____¹ (write) this to you during my lunch break. The company _____² (allow) us to send private emails but only in our own time.

People here _____³ (work) incredibly hard. I _____⁴ (deal) with enquiries from customers that arrive by email and I _____⁵ (answer) the phone. I _____⁶ (learn) how to do the job so I _____⁷ (ask) my colleagues a lot of questions. I _____⁸ (hope) they don't mind! I _____⁹ (like) the people here – they're fun and we often _____¹⁰ (go) out for a drink together. My lunch break _____¹¹ (be) over now and my boss _____¹² (walk) this way!

See you soon

Jacob

Meeting room

Agreeing and disagreeing



- 1 Listen to Laura, the manager of *Business Now* magazine, introducing Kim to Yusuf and Jamie. What are their job titles?
- 2 Listen and answer the questions.
 - 1 What does Laura want to do?
 - 2 Why does Jamie disagree? What does Laura reply?
 - 3 Who suggests a solution? What is it?
- 3 Listen again and tick (✓) the phrases you hear.

Expressions

Talking about ideas

- | | |
|--|--|
| <input type="checkbox"/> I'm thinking of (arranging ...) | <input type="checkbox"/> I'd like to ... |
| <input type="checkbox"/> I think it's important to ... | <input type="checkbox"/> I'm hoping (I/we can ...) |

Agreeing

- ☐ Yes, that's a good idea.
- ☐ Good idea.
- ☐ That's true.
- ☐ You're absolutely right.

Disagreeing

- ☐ It's a good idea, but ...
- ☐ I'm not sure about that.
- ☐ Yes, but don't you think ...?
- ☐ Yes, but on the other hand ...

Speaking

Work in groups of three. Student A go to p.108, Student B go to p.111, Student C go to p.114.



When I die I want to go to *Vogue*.

David Bailey

Fashion photographer

Condé Nast

Have you ever seen the magazines *Vanity Fair*, *Vogue*, *GQ*, *Gourmet*, the hi tech magazine *Wired*, or *The New Yorker*? They, and 24 other publications, are all published by Condé Nast, a magazine publisher based in New York. Its most profitable publication is the fashion and lifestyle magazine *Glamour*, with a circulation of 2.1 million. And the men's monthly, *GQ*, has 854,000 subscribers and 4 million readers.

Condé Nast has offices worldwide in cities including London, Paris and Milan. It was founded by Condé Montrose Nast in 1915 when he took over

the magazine *Vogue*. By 1998 the group included 17 publications with a circulation of about 13 million copies a month. It has been owned by S.I. Newhouse's Advance Publications since 1959. The company struggled in the 1990s. But the new CEO, Steve Florio, cut back high salaries and perks, and in 1996 the company made its first profit for years, of an estimated \$100 million.

Career opportunities are divided into four areas. 'Editorial' is where they develop the magazines. 'Corporate' includes accounting, manufacturing, public relations and market research. 'Advertising' involves merchandising and promoting the brand and 'Online' develops services for the websites. The company has invested heavily in the web with sites such as CondeNet, and style.com for readers who prefer the Internet to the printed page.

Condé Nast looks for energetic staff with strong people skills and employs a high percentage of women at all levels. It is difficult to get hired – and a candidate may attend several interviews over a

year! The interviews are often casual chats with the people you would work with. The best way to get a job is through a temporary position or personal connections – employees receive a sum of money if they recommend a candidate who gets a job. ■



Jonathan Newhouse, Chair of Condé Nast

Company profile

Condé Nast

- 1 Work in pairs. Discuss the following questions.
 - Do you buy or read any magazines? Why? Why not?
 - Do you prefer reading online?
 - Why do you think people buy magazines?
- 2 Read the article above and answer the questions.
 - 1 How many magazines does Condé Nast publish?
 - 2 Who founded Condé Nast?
 - 3 Who owns Condé Nast now?
 - 4 Where are some of the Condé Nast offices?
 - 5 What sort of employee do they want?
 - 6 What sort of jobs are available at Condé Nast?

Project

Choose a magazine you know and write a brief report on it. Include the following areas:

- Profile of a typical reader – age, income, lifestyle, etc.
- Style and look – traditional, modern, etc.
- Typical content – fashion photos, lifestyle features, fashion articles, women's issues, etc.
- Circulation and distribution

Business know-how

- 1 Work in pairs. Discuss what happens when you do tasks at the last minute.

➡ How to avoid time wasting

- Break the task into small pieces.
- Set up small specific goals.
- Reward yourself when you achieve a goal.
- Use a time schedule – write your specific goals and your rewards, free time, etc.
- Just get started – don't sort out your pencils or email your friends!
- Work in short sessions – don't do it all at once.
- Be realistic – don't try to do too much at once.

- 2 Read the tips with your partner. Choose one to help you focus better.

Writing

- 1** Writing a personal profile is useful for job applications. It also helps you to work what you really want from your life. Read the following personal profile and match the headings with the paragraphs.

- Goals and ambitions ☐
- Language ability ☐
- Skills and qualities ☐
- Sector I am interested in ☐
- Relevant hobbies and interests ☐
- Experience, qualifications and training ☐

Personal profile

Name: Giulio Mercatelli

Age: 22



- 1 I am interested in working in media, such as magazine publishing, because I enjoy communicating with people.
- 2 I write a blog in my free time. I play football and do judo, and sometimes write about sports events. I am also interested in photography.
- 3 I like working under pressure and have a good eye for detail. I am good at writing, layout and design. I have good IT skills and can use graphic packages. I enjoy working in a team.
- 4 I have designed my own website. I also work on a free paper, writing articles and helping with the design and layout. I am studying for a degree in media and communications and I have the European Computer Driving Licence (ECDL). I have had work experience on a trade magazine.
- 5 I am an intermediate student of English and have a good knowledge of grammar. I can communicate my basic needs, and understand people if they speak slowly. I need to learn the vocabulary of commerce, and become more fluent.
- 6 Ideally, I would like to start as an assistant and become the online editor for a sports magazine. Alternatively, I would be happy as a Promotions manager.

- 2** Write a personal profile. Divide it into the sections above. Make notes for each paragraph before you start.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can talk about my job and daily routine
- ☐ I can talk about plans
- ☐ I can agree and disagree
- ☐ I can write a personal profile

Key words

Verbs

behave
criticise
employ
involve
volunteer

Nouns

deadline
errand
office gossip
public relations
responsibility

Sectors

banking
catering
publishing
retail
tourism

Look back through this unit. Find five more words and expressions that you think are useful.

In this unit

- Past Simple v Past Continuous
- interrupting
- polite requests
- wants and needs

3 Work in pairs. Think about the questions. Then tell your partner.

- What did you want so much it became a need?
- Did you go ahead and get it?
- If not, what stopped you?
- If you did buy it, how did you feel later?
- Did you enjoy it? Why? Why not?

EXAMPLE

I really wanted this coat I saw in a magazine. But I opened my wardrobe and saw the coat I bought last year – it was almost identical!

I wanted to get a new mobile phone. Mine still worked but my friend had a more up-to-date one. Yes, it looks nice – fashionable. But some of its functions aren't as good as the last one, actually!

● Language spot

Past Simple v Past Continuous

Put these examples under the correct rule.

Hi, Sonia. I just got your message. I wasn't at my desk when you called.

I met my friend Brian when/while I was studying Business at college.

Hussein was working for an import-export company when he moved to Italy in 2006.

A: *What were you doing?*

B: *I was reading a report.*

- We use the Past Simple to talk about a complete event in the past.

_____ 1

- We use the Past Continuous to talk about an action that was in progress.

_____ 2

- We use the Past Simple for an action that interrupts a Past Continuous action in progress.

Javier was surfing the net when his manager came into the office.

- We use *while* / *when* in front of the Past Continuous.

_____ 3

- We use *when* not *while* in front of the Past Simple.

_____ 4

- We use the Past Continuous to set the scene in a story.
In the 1980s James was living in London. All his friends were earning lots of money.

- Stative verbs are not usually used in continuous tenses.

I was in a meeting when the CEO arrived.

NOT I was being in a meeting when the CEO arrived.

Find and underline the examples of the Past Continuous and Past Simple in the article on page 10.

» Go to **Grammar reference** p.115

- 1 Complete the text with the Past Simple or Past Continuous of the verbs in brackets.

THIS HAPPENED when I _____¹ (surf) the net in the office. I _____² (not do) this in work time – this _____³ (be) during my lunch hour. While I _____⁴ (look) on eBay, I _____⁵ (notice) a designer jacket. It _____⁶ (look) brilliant. I _____⁷ (plan) to ask my boss for a promotion, and I _____⁸ (think) this jacket would create the perfect image. So I _____⁹ (place) a bid. Then while I _____¹⁰ (work) during the afternoon, I _____¹¹ (check) the website several times. Somebody _____¹² (bid) against me! Anyway, the jacket _____¹³ (become) too expensive, and I _____¹⁴ (not buy) it.

A week later, I _____¹⁵ (have) the meeting with my boss. We _____¹⁶ (talk) about my promotion when I _____¹⁷ (start) laughing. My boss _____¹⁸ (wear) the designer jacket!



- 2 Work in pairs. Tell your partner about something that happened to you in the past. Remember to set the scene.

- work experience
- a coincidence
- winning a competition
- getting a job
- an trip abroad
- a strange event



What's money? A man is a success if he gets up in the morning and goes to bed at night and in between does what he wants to do.

Bob Dylan
singer



We live in an age where unnecessary things are our only necessities.

Oscar Wilde
writer

Reading



1 Look at the pictures above. What is being sold? Who are the sellers and the buyers?

2 Read the article and answer the questions.

- 1 What are the different aims of buyers and sellers?
- 2 When you are buying a new product, which of the buyer's questions do you ask? Do you ask any others?
- 3 Why do sellers have to consider the price other sellers are charging?

4 What determines the price of goods and services?

5 Why will producers lower their prices?

6 Why will producers raise their prices?

3 Read the article again and make notes about the factors that affect buyers and sellers.

Buyers

what I can afford

Sellers

what it cost to produce

Market forces

You probably buy things every day of your life. Maybe you go to shops and supermarkets, get your magazines from a newsstand, or purchase things on the Internet. Or maybe you've bought an old bike from a friend. What all these situations have in common is that there is a buyer and a seller in a 'marketplace' and a business transaction takes place.

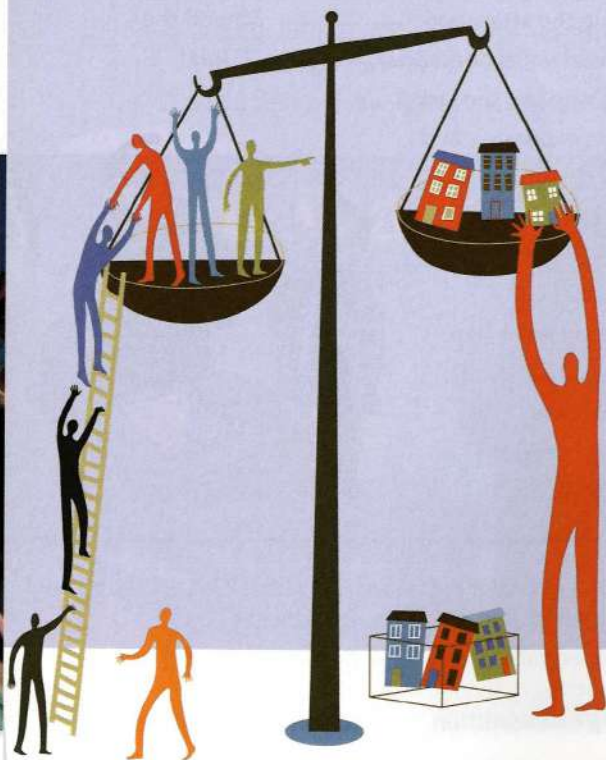
People who want to sell have different aims from those who want to buy. If you are selling your house, you will want the best price possible. But if you are buying, then you will look for the cheapest price.

You make many decisions when you want to buy something – some of them conscious and others unconscious. What products are available? How desperately do you need it? Is the price OK? Can you afford it? Is there a better bargain elsewhere? Have you got time to 'shop around'?

Sellers have to consider, among other things, the value of the goods and the price they are prepared to accept; what other sellers are charging for similar products; the profit they will make; what it cost to produce and the cost of selling and delivering the goods. They also have to be aware of the economy in general and know if people have enough money to spend.

Market forces influence the price of goods and services. Their price depends on the quantity available (supply) and how many buyers want them (demand). If the supply is greater than the demand, prices will fall. This often happens seasonally with fruit and vegetables. If the demand is greater than the supply, prices will go up and producers will increase production. This often happens with raw materials such as oil.

We can see these market forces at work in house sales. If there's no interest from potential buyers, then you will have to drop your price. But if there is a lot of interest, you can sit back and watch your profits rise.



Vocabulary

Economic terms

Match the words with the definitions.

goods supply demand
services transaction value

- business done between people, often involving a buyer and seller
- doing something for customers but not producing goods
- how much something is worth in money or other goods
- physical things that are produced to be sold
- the desire or need of customers for goods or services
- the amount of something that is offered for sale

Small talk

Requests



- Listen to the three situations and note what Karen wants to know. What excuse does the person give who can't help?

- Listen again and tick (✓) the expressions you hear.

Expressions

Interrupting

- ☐ Excuse me.
- ☐ Sorry, but ...

Polite requests

- ☐ Could you possibly ...?
- ☐ Do you think you could ...?
- ☐ Would you mind (telling me) ...
- ☐ Would you mind if I ...?

Agreeing to a request

- ☐ Yes, of course.
- ☐ No problem.
- ☐ Not at all.

Refusing a request

- ☐ I'm very/terribly sorry, but ... (+ reason)

Pronunciation

Polite requests

- When you make a polite request, your voice stays low at the end of the sentence.

Could I possibly borrow your file?

- When you agree to a request, your voice also stays low at the end of the sentence.

Yes, of course.

- Listen and repeat the requests.
- Listen and respond to the requests. Agree to the polite requests, refuse the rude request.

Speaking

- Put these requests in order of how much trouble they require or disturbance they cause.

- | | |
|--|--|
| <input type="checkbox"/> use your mobile phone | <input type="checkbox"/> buy stamps for me |
| <input type="checkbox"/> finish my report for me | <input type="checkbox"/> get me a glass of water |
| <input type="checkbox"/> borrow £10 | <input type="checkbox"/> borrow your bike |
| <input type="checkbox"/> open the window | <input type="checkbox"/> turn down your radio |
| <input type="checkbox"/> explain how to get to the meeting | <input type="checkbox"/> borrow your dictionary |

Choose an expression for each request. Role play the situations with your partner.

- Work in pairs. Student A go to p.108. Student B go to p.111.

Don't open a shop unless you like to smile.

Chinese proverb

There is only one boss – the customer. And he can fire everybody in the company from the chairman down, simply by spending his money somewhere else.

Sam Walton

founder of Wal-Mart Stores Inc.

It's my job

- 1 What are the main duties of a music store manager? What qualities do you need? Note your ideas.
- 2 Read about Jamie Hughes. Which of your ideas does he mention?
- 3 Why do you think a store manager has to put 'customers first'?

Jamie Hughes

Age: 24 Job: Trainee music store manager

Nationality: British

Tell me about your job

I'm learning to be a store manager for a company that sells music and DVDs. It's a well-known high street store, so you're always busy and there's quite a lot of pressure. But I'm enjoying it!

What are the responsibilities of a retail store manager?

I'm a trainee, so I don't have full responsibility yet. But store managers have to make sure that sales targets are reached and that profits increase. They interview and recruit new staff. They deal with any complaints or queries that customers have. They also check stock levels and make sure the store has everything it needs.

What qualities do you need?

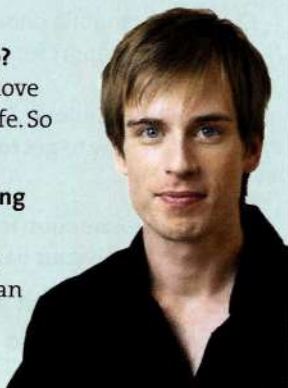
Well, you need lots of self-motivation. You have to be able to think quickly and make decisions under pressure. You've got to be able to communicate clearly to people, too. And you must be committed to the needs of your customers.

What do you like about the job?

This is a great environment. I love music. It's the passion of my life. So what job could be better?

What's the most important thing you've learned?

The most important thing I've learned isn't very original. It's an old saying, but it's true. The customer always comes first!



Listening

1



Daniel

2



Samira

3



Mark

- 1 Listen to the people and write:
 - what they bought
 - why they bought it.
- 2 Work in pairs. Discuss the question.
 - Have you ever bought things for the same reasons as Daniel, Samira and Mark?

Project

- 1 Work in pairs. Think of the last three things you bought, e.g. a newspaper, petrol, food, a T-shirt, a phone card. Tell your partner about your purchases.
 - What made you buy it?
 - Was it a need or a want?
 - Did you buy it for long term or short term use?
 - Was it a service or goods?
 - Did you buy it for your personal use?
 - Did you think it was good value?
- 2 Write a short report together about your six purchases. Think about the factors that influenced the availability of the product and its price.

Business know-how

1 Work in pairs. Discuss what makes you tired and what gives you energy.

2 Read the tips below and discuss them with your partner.

How to get energized at work

- Focus on what you want to achieve. Think 'After this I can ...'
- Tidy up your desk and room – clutter reduces your energy levels.
- Work at a steady pace, don't start very fast, or you will run out of energy.
- Don't be distracted by other jobs, stay focused on the task you are doing.
- Don't work against the clock, just concentrate on the job in hand.
- Stretch and move your body – it increases the blood flow to your brain.
- Take a break – go outside, take a walk in the park.

Writing

1 You are in a new job as an administrative assistant for a small company. Write emails to a colleague for two of the following situations. Offer explanations.

- Ask your colleague to email you the office phone list (you have lost it).
- Ask how to access the client database (your boss has asked you to update it).
- Ask when the next group meeting is (you are new).
- Ask to read your colleague's marketing report (you need the information for a project you are doing).

2 Work in pairs. Give your emails to your partner. Write answers to the emails. Apologise and explain why you can't help.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can talk about the past
- ☐ I can interrupt politely
- ☐ I can make polite requests, agree to them and refuse them
- ☐ I can talk about marketing

Key words

Needs

clothes
food
health
sanitation
shelter
warmth
water

Wants

buyer
demand
goods
seller
services
supply
target
transaction

Look back through this unit. Find five more words or expressions that you think are useful.

3 Marketing

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IR
Language
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Start up

1 Work in pairs. Ask and answer the questions below and make notes of your answers.

2 Work in groups. Discuss the questions.

- What habits and preferences do you all do regularly?
- Which activities are less common?
- Which ones do your parents do?
- Is there a difference between your habits and your parents'?

What are you like?

Have you done any of the following in the past month?

played a sport?

surfed the net?

been the cinema?



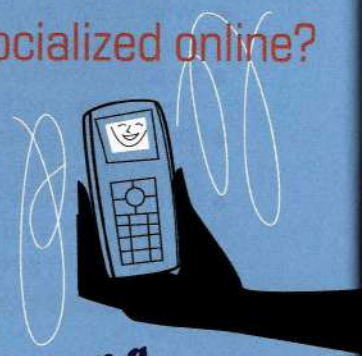
burnt a CD or DVD?

downloaded music?

socialized online?

played video or computer games?

bought something because you saw an ad?



bought goods online?

used a forum such as MySpace?

seen live music?

taken a photo with your mobile?

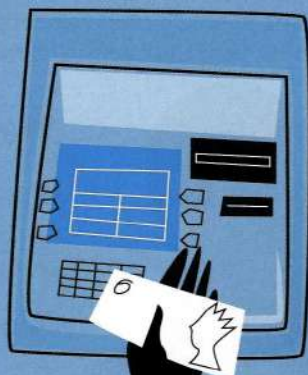
read about celebrities?

written a diary?

used a PIN?

played a board game?

watched a soap, film or ad on your mobile?



exchanged emails?

downloaded a ring tone?

bought something because a friend has it?



watched TV?

read or written a blog?

sent text messages?

In this unit

- Present Perfect Simple v Continuous
- email acronyms
- market forces
- giving opinions and counter arguments
- writing a marketing plan

Reading

- 1 Work in pairs. Read the first two sentences of the article. Discuss in what ways you are individualist and in what ways you are not.
- 2 Read the article and answer the questions.
 - 1 What are the names given to the generation born between 1978 and 2000?
 - 2 What other names have been given to other generations?
 - 3 What do Lauren's activities have in common?
 - 4 What is new about the way the MySpace generation behave?
 - 5 What does YPulse offer to businesses?
 - 6 To what extent do you feel part of the MySpace generation?
- 3 Find words and expressions that mean the following.
 - unable to stop it (paragraph 1)
 - people who study the latest fashions and tastes (paragraph 1)
 - earning a lot of money (paragraph 2)
 - stay up to date (paragraph 3)
 - a clear difference or contrast (paragraph 4)
 - doing two or more jobs at the same time (paragraph 4)
 - passing news on to people face to face, or personally (paragraph 5)
- 4 Write about the typical purchases and life style of you and your partner. Are they typical of Generation Y?

TALKING ABOUT MY GENERATION

DO YOU THINK YOU ARE AN INDIVIDUALIST? That no one else is quite like you? Well, you may be in for a surprise. You'll find that market researchers and trendspotters have been studying your generation's habits and they have given it a name! If you were born last century between 1978 to 2000 then you belong to Generation Y. You are addicted to all things technological.

Marketers have been identifying groups of people for a very long time. The first generation to get a name was the 'baby boomers' born in the 1950s, and Generation X, born between 1960 and 1980. And the term Yuppie (young urban professional) appeared in the 1980s to describe a generation of high earning young people who liked spending money.

So what is Generation Y like? We asked university student, Lauren, 'What have you been doing this afternoon?' She replied, 'I've been doing a quiz online for my coursework in advertising, I've been writing to classmates on a message board and I've been downloading some new music. But at the same time I've also been watching my favourite soap, and keeping up with my text messages, so I know where to meet my friends later.'

Lauren is part of a new digital generation which experts have recently called the MySpace generation. They chat together in a huge virtual world on sites such as MySpace.

They learn about new music from the net rather than from magazines, TV or shops. For Generation Y there is no real distinction between online and real world interactions. They enjoy socializing on the net as much as face to face. And they multitask on a variety of media at the same time, like Lauren.

Generation Y prefers to find out about things on the Internet. The pop group Arctic Monkeys became famous before they released an album through online file sharing. Even before songs were released officially, fans sang along with the songs at concerts! Big companies are worried by this trend. They use the blog site YPulse, which does market research, to get updates about the most popular websites. And multinationals such as Apple and Coca-Cola are now trying to reach the MySpace generation through a very old technique – word of mouth.



Marketing acronyms**WOOPIE** Well off older person**SINBAD** Single income, no boyfriend, absolutely desperate**SITCOMS** Single income, two children, oppressive mortgage**DINKY** Double income no kids yet**SKIPPY** School kid with purchasing power**FLY** Fun loving youth**marketing**

the activity of presenting, advertising and selling a company's products in the best possible way

Marketing is 'looking at the business through the customer's eyes.'**Vocabulary****Acronyms**

Read the advice and match the abbreviations with their meaning.

Acronyms are very common in emails, newsgroups and text messages. They are used in exchanges between friends and close colleagues but not in more formal business emails.

- | | |
|---------|------------------------|
| 1 WBW | a As far as I know |
| 2 FYI | b Talk to you later |
| 3 HTH | c For your information |
| 4 BTW | d Please |
| 5 TTYL | e In my opinion |
| 6 IMO | f Hope this helps |
| 7 AFAIK | g With best wishes |
| 8 PLS | h By the way |

• Language spot**Present Perfect Simple or Continuous**

- We use the Present Perfect Simple to talk about experiences when we do not say exactly when they happened.
I've given a presentation to two hundred people.
- We use the Present Perfect Simple to talk about actions from the past until now. *Holly has worked in this company for six months.*
I've been a manager since 2005.
- We use the Present Perfect Simple to talk about completed actions that are in the recent past.
Paul has finished the sales figures. Shall we look at them?
The goods haven't arrived yet.
I'm sorry, Mr Morgan has just gone home.
- We can use the Present Perfect Continuous to talk about unfinished actions up to now. It emphasises the continuous nature of the activity.
Paul has been working here for two years.
- We often use the Present Perfect Continuous to talk about how we filled our time in the recent past.
I've been talking on the phone all morning.
- But use the Present Perfect Simple to say how many times an activity is repeated.
I've written ten emails all morning.
NOT *I've been writing twenty emails this morning.*

Find examples of Present Perfect Simple and Present Perfect Continuous in *Talking about my generation*. Discuss which rule each example matches.» Go to **Grammar reference** p.115**1** Complete the article with these words.

done	arranging	written
printed	been	typing
surfing	working	listening

GENERATION Y**What have you been doing?**

We wanted to meet Generation Y. We joined some office workers at their favourite sandwich bar and asked them: What have you _____¹ doing this morning? We found out how dependent our Generation Y friends are on technology! See what you think.

Anna: My boss is away today. I've been _____² what to do with my friends later via Instant messaging. I've also _____³ some work!

Miriam: I've been _____⁴ up letters for my boss all morning. I've _____⁵ them all out and when I get back I have to write the addresses. Oh and I've just _____⁶ a new entry for my blog. Don't tell my boss!

Ahmed: I've been _____⁷ the net. But it's part of my job! I'm a market researcher.

Paolo: I'm a website designer. I've been _____⁸ on a new job for a big client. And I've been _____⁹ to music on my MP3 player while I work.

2 Work in pairs. Tell your partner what you have been doing / have done this morning. Choose from:

write six letters	talk to clients
answer the phone	give a presentation
interview three candidates	work on my computer
write emails	surf the net
visit ten websites	finish a sales report
speak to fifteen customers	interview candidates

Questions that every business has to ask

- What's unique about my product?
- Who is my target buyer?
- Who are my competitors?
- How do I position my product in the market?
- How do I distribute it?

Reading

Marketing

Sales

Special report

International business

Letters

How to market

It's not enough for a business to make a great product – they have to find customers and then sell it! That's where marketing comes in. Marketing is essential because it helps companies decide on their goals and strategies. Marketing is all about identifying and meeting customer needs.

The marketing mix – the 'four Ps'

Marketing concerns every aspect of a business and can be divided into four areas – the 'four Ps' (Product, Price, Promotion and Place). Every business achieves a different balance between them to make a marketing mix.

Product

A high quality product that is right for the market is the key to marketing success. If it is a mobile phone, it needs to look and feel right, be fashionable and easy to use, and offer the right services. It must reflect the end-user's needs and wants and offer something different from its competitors.

Price

Price is an important factor. A quality or luxury product can have a higher price. Organic food can be priced high because it offers customers guarantees of safety and taste. But if you are entering a new market you may set a low price to compete better. Low price may also be used by supermarkets for economy brands, and shopping sites such as Amazon promote with aggressive pricing strategies.



Promotion

This includes advertising, publicity and selling. Personal selling by sales representatives is an effective way to sell products such as cars. Advertising is essential and is used by most companies. It may be on the Internet, TV, radio, on posters on in newspapers and magazines and on mobile phones. Some companies target specific customer groups and send direct mail ads.



Place

It's no good having a perfect product if you can't get it to your customer. A business has to distribute its products effectively. They can be distributed directly to your customer, via a shop, or indirectly through a wholesaler. Wholesalers act as a link between a company and retailers. Direct selling is becoming increasingly important on the Internet.

- 1 Work in pairs. Think about a famous brand. Imagine you are the company that makes it. Answer the questions at the top of the page.
- 2 Read the article and summarize each of the 4 Ps.
EXAMPLE
Product: You must have a high quality product which meets your customers' needs.
- 3 Match the verbs with the words and phrases. Sometimes more than one combination is possible.

- | | |
|--------------|------------------|
| 1 achieve | a customer needs |
| 2 offer | b products |
| 3 meet | c a new market |
| 4 enter | d results |
| 5 distribute | e services |

- 4 Work in pairs. Discuss a product that you have with you today. Think about how effectively it has been marketed.
- 5 Work in groups. Think about a recent successful advertising campaign. Talk about:
 - the brand and the product
 - a typical consumer (children, parents, teenagers, young adults)
 - a description of the campaign
 - why you think it is successful

Present your ideas to the rest of the class.

Our core purpose is to create value for customers to earn their lifetime loyalty. We deliver this through our values.

Sir Terry Leahy

CEO, Tesco

Pile them high and sell them cheap.

Jack Cohen

founder of Tesco



Company profile

Tesco

- 1 Work in pairs. Discuss the pros and cons of supermarkets.
- 2 Read about Tesco and match the questions (1–7) to the answers (A–G).
 - 1 What is Tesco's marketing strategy today?
 - 2 Who is the chief executive today?
 - 3 What does Tesco sell nowadays?
 - 4 What is Tesco plc?
 - 5 How did Tesco start?
 - 6 What operations does Tesco have outside the UK?
 - 7 What is its annual revenue and share of the UK market?
- 3 Write a paragraph about a supermarket in your area. Research it online if possible.

Meeting room

Opinions



- 1 Listen to Laura, Yusuf, and Jamie. What does Laura propose? Who disagrees with her?
- 2 Listen to another part of the meeting and note the arguments for and against Laura's proposal.
- 3 Now listen again to the whole discussion and note who says what. Write L, Y, or J next to the expressions.

Expressions

Giving opinions

It seems to me that ... _____

I personally feel/think/believe that ... _____

I'm convinced that ... _____

I'm positive that ... _____

Other points of view

Yes, but don't forget ... _____

Yes, but the reality is ... _____

I would agree with that, but ... _____

That may be true, but ... _____

Even so, ... _____

I doubt that ... _____

Speaking

Work in pairs. Student A go to p.108. Student B go to p.111.

TESCO

- A** Tesco is the largest British supermarket chain, and the fourth largest in the world.
- B** Jack Cohen, the son of a tailor, opened a grocery store in London in 1919. He opened his first Tesco store in 1929, the first Tesco supermarket in 1956, and the first superstore in 1968.
- C** Sir Terry Leahy became the chief executive in 1997. He introduced the 'traffic light' strategy – green means that targets are met, red means there is a problem. He believes in listening to employees, and regularly visits stores and speaks to staff. Once a year he actually works in a Tesco store.
- D** Tesco supermarkets sell groceries, clothes, electrical goods, financial services,

music and music downloads, furniture, petrol, and Internet and telephone services. They also provide an Internet home delivery service.

- E** Tesco aims to appeal to all types of customer – upmarket and downmarket. It sells own-brand products – 'Finest' and 'Value'. It offers low prices and special offers. It develops customer loyalty, and has a customer discount card.
- F** Tesco has shops in countries including the Czech Republic, Ireland, Japan, Poland, Slovakia, and Thailand.
- G** In 2005–2006 its revenue was £38.3 billion and its profits were over £2 billion. Tesco had a 31% market share in the UK in 2006. Over £1 in every £8 spent in the UK is spent at Tesco!

Business know-how

- 1 Work in pairs. Discuss when you turn off your phone, don't answer it, don't send text messages.
- 2 Read the tips and discuss in groups your own feelings about mobile phone use.

➔ Mobile phone etiquette

- Ideally, keep your mobile phone turned off at work.
- Don't answer calls during a meeting, or while working with someone.
- You don't always have to answer. Use your messaging service.
- Do not send text messages during meetings or presentations.
- Do not leave your phone on the table in vibrate mode.
- Respect personal space, talk at least 3 metres away from people.
- Keep your conversation private, and don't have emotional conversations.
- Don't use loud or annoying ring tones at work.

Writing

Work in pairs. Write a marketing plan for your school or college.

- describe the school – size, age of students, special features, the neighbourhood, other local schools, etc.
- say what makes your school different
- define your objectives (e.g. to attract 200 new students)
- describe your promotion ideas

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can read and understand articles about marketing
- ☐ I can talk about finished and unfinished actions
- ☐ I can give opinions and offer counterarguments
- ☐ I can write a marketing plan

Key words

Digital communication

instant messaging
message board
multitask
virtual

Generations

baby boomer
digital generation
Generation Y
Yuppies

Marketing

4 Ps: Product, Price, Promotion, Place
downmarket
end user
out-of-town
own-brand
retailer
upmarket

Look back through this unit. Find five more words or expressions that you think are useful.

4 Leadership

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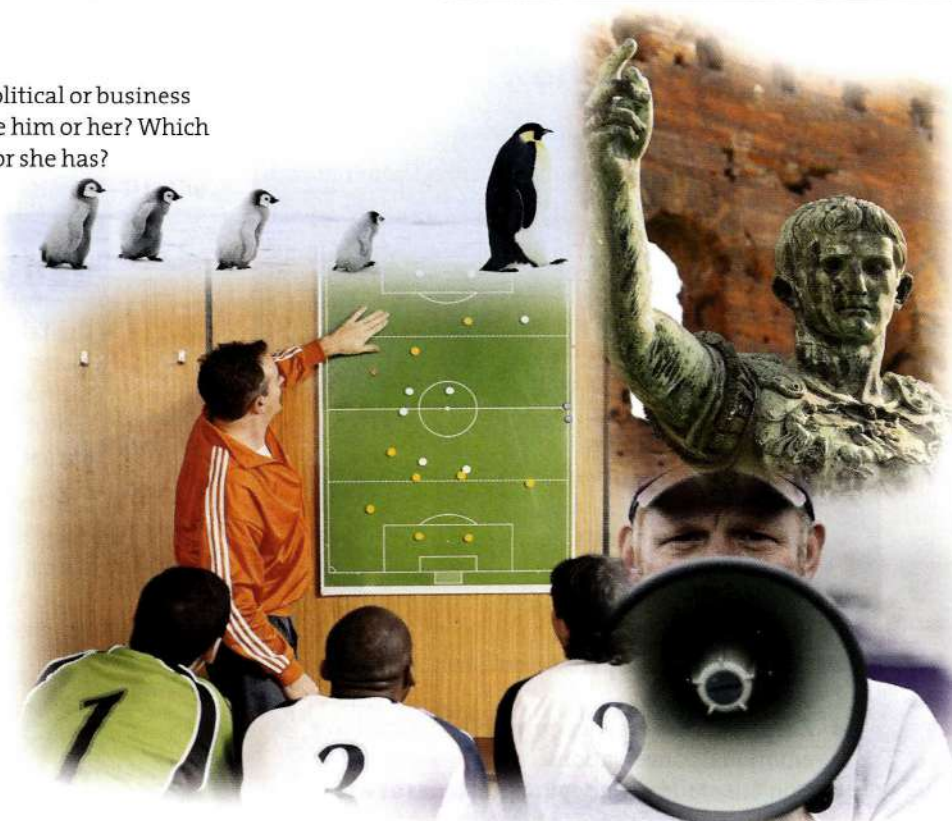
Start up

Work in pairs. Think of a famous political or business leader. What qualities best describe him or her? Which of the qualities don't you think he or she has?

Top leadership qualities

He or she is ...

honest **calm**
enthusiastic
able to take risks
confident *caring*
knowledgeable
inspiring
a good listener
fair minded
persuasive
able to delegate
a good communicator



Listening

- 1 Listen to three people talking about their first bosses and complete the table.

My first boss



Cristina



Marek



Jodie

	Cristina	Marek	Jodie
My job	sales assistant in a shoe shop		
My boss's good points		knowledgeable about the job	
My boss's bad points			disorganized

- 2 Listen again. What lessons did Cristina, Marek, and Jodie learn about leadership?

In this unit

- *should have, had to, will have to*
- talking about bosses and managers
- creating thinking time when you speak
- identifying leadership potential
- writing a description of a person

Reading

- 1** Read the article below and complete the sentences with ideas from the text.

Good leaders...

- are a source of inspiration
- work _____
- encourage _____
- ask _____
- give _____
- praise _____
- develop _____
- identify _____

- 2** Work in pairs. Discuss these questions. Use information in the article and your own ideas.

Why do you think that ...

- 1 ... involving workers motivates them?
- 2 ... leaders should be able to take risks?
- 3 ... is it important to get a balance between freedom and structure?
- 4 ... it is threatening to managers if their staff do a better job than them?

- 3** Work in pairs. Using all the qualities from page 22 and the article decide on the six you think are the most important.



Inspirational leadership

The key to a successful company is a motivated workforce, and managers are a major factor in making a company worth working for. So what are the characteristics of an inspirational leader?

Leadership is not a formula or a program, it is human activity that comes from the heart.

Lance Secretan

Fairness and communication

Firstly, good leaders have to be trustworthy and honest – they earn respect by being fair. Secondly, they must really like people and be good at communicating – they need to have emotional intelligence and be able to listen to their staff.

A source of inspiration

Good leaders are committed to excellence and believe that their staff can deliver it. They must be enthusiastic so that they become a source of inspiration, and calm in a crisis. They work as a part of the team, and encourage all their staff to work towards the same goal, asking their employees' opinions and actively involving them. However, good leaders must be confident about their decisions – it is difficult to follow someone who seems unsure. And they must also be able to take risks without being afraid.



Fun in return for loyalty

Good leaders give their staff the freedom to make their own decisions, but also create a sense of structure and order. They are good at delegating. They praise people's achievements – this is essential to getting good results and motivating people. Staff enjoy what they are doing, and are willing to do extra to make the company a success.

Transfer power to staff

Bill Gates believes that leaders have to develop their staff so the staff do their jobs better than their managers. This can be threatening for managers, but gets great results. A leading basketball coach, Pat Summit, advises, 'See in others more than they see in themselves. Your job as a manager is to identify the potential of others and make sure they fulfil it.'

It is amazing what you can accomplish if you do not care who gets the credit.

President Harry S Truman

I am more afraid of an army of sheep led by a lion than an army of lions led by a sheep.

Talleyrand

Reading

- 1 Work in pairs. Discuss your answers to the questions. Talk about what happened and how you felt.

Have you ever

- been criticized unfairly?
- been ignored in a social situation?
- felt offended by a comment?
- been made to feel small by someone?

- 2 Read the article and make a note of the following:

- what bullies do to people
- what effect bullying has on businesses
- what to do if you are bullied

- 3 Read the article again and discuss these questions.

- 1 Does your school or company have an anti-bullying policy?
- 2 If so, how does it work? If not, what could you do to create one?

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Anti-bullying organizations

Case studies

Resources



Bullying one stop advice

*You are not alone.
You can do something
about it.*

Who bullies?

Has anyone ever criticised you all the time, ignored you or made you feel small in front of other people? Then you have experienced bullying. We often think that bullying only happens in school, but it is very common in the workplace as well. In fact studies show that about one in five people have been bullied at work. Bullies are often managers but they can be co-workers. They make their victims look incompetent, feel a failure and lose all belief in themselves.



What happens?

Bullying consists of threatening or offensive behaviour, constant criticism, unrealistic or changing goals and not being included in work and social events. It is a form of psychological and emotional violence which affects people's health and career prospects and can cause depression.

What are the results?

Bullying reduces companies' profits. There are huge losses each year due to absenteeism and resignations, all the result of bullying. Eighty-two percent of people who are bullied leave their workplace. Companies need to make sure they have policies to fight bullying.

How do you deal with it?

Firstly, you need to get support from a colleague or a trade union. Secondly, keep a written record of what is happening to you. Then you need to confront the person and say you don't like the way you are being treated. This is best done with someone else present or in writing. Nowadays bullying is recognized as a problem, and there are many organizations that can help. So if you are bullied, just remember you are not alone.

Leaders don't force people to follow – they take them on a journey.

Charles S. Lauer

Managers in business tend to get promoted on the basis of their technical ability, not on their ability to lead people.

Darren Rudkin
executive coach

● Language spot

should have, had to, didn't have to, will have to

Complete the rules with *should have, had to, didn't have to* or *will have to*.

- We use _____¹ to talk about something that is necessary or obligatory in the future.
- We use _____² to talk about a preferable action that did not actually happen.
- We use _____³ to talk about something someone did because it was necessary or obligatory.
- We use _____⁴ to say something was not obligatory in the past.

» Go to **Grammar reference** p.116

- 1** Complete the sentences in the case studies opposite with these words.

call change leave find lost contacted

- 2** Work in pairs. Discuss what you think the people should have done.

EXAMPLE

Maria shouldn't have left her job. She should have got help from her colleagues.

- 3** Write as many replies as you can to the following statements from your boss.



- 1 You always get to work late in the morning!
I'll have to get up earlier.
- 2 Your letters are very badly written!
- 3 You never finish your work on time!
- 4 You gossip too much with your colleagues!

Home

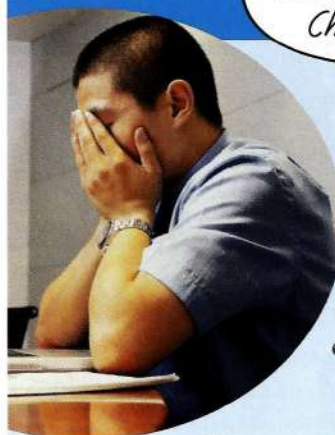
Links

Search

Site map

Case studies

Do you want to know more about bullying? Check this out...



My boss kept criticizing my work in front of people. I had to _____¹ a bullying helpline. They were very helpful. I should have _____² them earlier.

Maria Ianucci

My manager often shouted at me and said my work wasn't good enough. The union helped me. Now he has resigned, so I won't have to _____³ my job.

Paul McDowell

My team leader made personal comments during my big presentation. I feel such a failure. I don't think I can stay. I'll have to _____⁴ another job.

Joe Candido

My new manager took all my best clients away from me. He said I wasn't good enough. The anti-bullying policy in my office has given me a lot of support. I won't have to _____⁵ departments because I'm not bullied anymore.

Makiko Takahashi

My boss only criticised me in private. One day I shouted at her. I shouldn't have _____⁶ control but at least I don't work for her anymore.

Adam Zielinski

recruitment

the process of finding new employees. It is done by a recruitment agency, a member of staff, or the human resources department. It involves advertising the job, and interviewing and testing candidates.

head-hunter

an informal term for recruitment consultants – they help companies find good quality staff. Many companies make it difficult for head-hunters to contact their employees.

It's my job

- 1 Work in pairs. Discuss how companies recruit their staff.
- 2 Read about Sasha Hussain and answer the questions.
 - 1 What is a **recruitment** consultant?
 - 2 What area does Sasha specialize in?
 - 3 Make a list of the qualities Sasha says she needs.
 - 4 Make a list of her daily tasks.

Sasha Hussain



Age: 23 Nationality: Canadian
Job: Recruitment consultant

What exactly does a recruitment consultant do?

We help companies find the right staff, and individual job seekers find the right job. We are like a dating agency for business! Recruitment agencies specialize in business areas and my agency specializes in IT recruitment.

What qualifications did you need?

I've got a degree in computing and I worked for two years in IT. I find it's important to have that experience, so I can understand the skills and qualities needed by companies.

What qualities do you need for the job?

You have to be a good sales person – that's highest on the list! I didn't know how much I enjoyed selling until I got this job. You have to be self-motivated and a good time manager. You also need to have the drive to make a 'sale' and match clients with talent. There's a lot of networking so your communication skills are very important, too. You have to be able to inspire trust.

What do you do every day?

Well, I spend a lot of time on the phone talking to job seekers and employers. I visit companies so I can get a feel for what they require. And I have face-to-face interviews with clients on most days. I also spend quite a lot of time doing administrative work. I often socialize with my team in the evening – we play football and go out for drinks.

Small talk

Thinking time



- 1 Listen and answer the questions.
 - 1 What did Karen and Daniel do at the weekend?
 - 2 Who liked the film most, Karen or Daniel?
 - 3 How do you think Karen feels at the end of the conversation? Why?
- 2 Listen again and mark where Karen adds extra words or sounds.
 - Oh no! Not at all. I was just / talking to a colleague.
 - How was my weekend? It was OK.
 - I went to the cinema on Saturday with some friends.
 - I like Johnny Depp normally. He's an interesting actor, but it depends on the film. This one was a bit strange.
 - Oh, so did I. I liked it, too.
- 3 Listen again and number the expressions in the order you hear them.

Expressions

Repeat the question

☐ How was my weekend?

Ask for repetition

☐ I'm sorry?

Use extra words and sounds

☐ well ...

☐ er / erm ...

☐ sort of / kind of ...

☐ you know ...

☐ I mean ...

Speaking

Work in pairs. Student A go to p.108. Student B go to p.111.

Business know-how

Try this quiz to find out your leadership potential.

➡ Are you a born leader?

- Do you always complete your work?
- Do people come to you with their problems?
- Can you tell someone if you don't like their behaviour?
- Are you happy to speak in front of people?
- Do you organize your time carefully?
- Do you enjoy helping others to do something well?
- Are you able to multi-task?
- Do you enjoy finding solutions to problems?
- Can you respond to questions quickly?
- Can you hide your emotions easily?

Score (1 point for each yes answer)

- 0–4 You aren't a born leader but you could learn leadership skills.
- 5–7 You have quite a lot of leadership potential and could learn the rest.
- 8–10 Maybe you are a born leader, but you still need to study leadership skills.

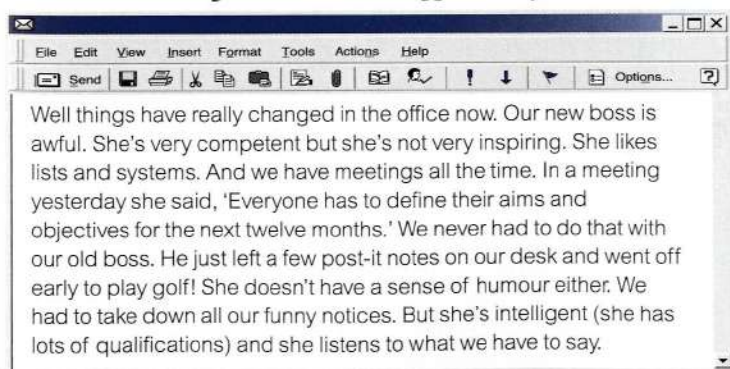
Writing

Read part of an email from Jackie talking about her boss. Then write an email back to Jackie giving some advice on how she can improve her relationship with her boss.

You can use these expressions to give advice:

Why don't you...? You could...

It would be a good idea to... I suggest that you...



Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can read and understand articles about leadership qualities
- ☐ I can talk about personality and behaviour
- ☐ I can understand people talking about their bosses
- ☐ I can keep a conversation going
- ☐ I can write an email giving advice

Key words

Personality adjectives

caring
courageous
encouraging
inspiring
persuasive
trustworthy

Employment

job seeker
leadership
recruitment agency

Negative behaviour

bully
criticize
humiliate
ignore
offend
threaten

Look back through this unit. Find five more words or expressions that you think are useful.

5 Changing world

www.irlanguage.com

IR
Language
مرجع آموزش زبان ایرانیان

Start up

Work in groups. Discuss the questions.

- 1 How do you think the world is going to change in the next ten years?
- 2 What impact will technology will have on people's lives?
- 3 What impact will technology have on meetings, business travel, working hours, communications, etc.?
- 4 What will the offices of the future be like?



Vocabulary

Digital world

Match the words and definitions.

Electronic marketplace

- | | |
|--------------------------------|---|
| 1 dotcom company | a) buying and selling of goods and services through wireless handheld devices, e.g. mobile phones |
| 2 m-commerce (mobile commerce) | b) products and services sold from business to business |
| 3 B2B | c) a business which only operates online e.g. Amazon |
| 4 B2C | d) products and services sold by private individuals e.g. eBay |
| 5 C2C | e) products and services sold from business to private customers |

Legal and illegal access

- | | |
|-------------|---|
| 6 cookie | f) clever computer programmers, some of whom use their skills to get illegal access to a computer |
| 7 spam mail | g) tricking someone into giving information such as credit card details, using emails which appear to come from a bank |
| 8 spyware | h) a small data file that is legally placed on a user's computer. It identifies the computer when the user returns to a website |
| 9 hackers | i) software that collects information about your web surfing habits without your permission |
| 10 phishing | j) electronic mail sent without consent, often advertising |

In this unit

- Present Continuous as future, *will, be going to*
- talking about future trends
- adding and contrasting information
- making suggestions and excuses
- digital world

● Language spot

will, be going to, will have to, will be able to, infinitive

Put these examples under the correct rule.

Business people will have to do less travelling.

Business people will be able to work from home on the Intranet.

Sales are down 35%. We are going to go bankrupt.

- We tend to use *will* to make general predictions about the future and *going to* for making predictions based on specific evidence in the present.

_____ 1
More employees will work from home as wireless networking becomes easier.

- We usually use *will* at the time we are deciding, but *be going to* when we have decided and it is more like a plan.

(To a waiter:) *I'll have the tomato soup, please.*

(After ordering:) *I'm going to have the tomato soup.*

- To talk about obligation in the future we use *will have to* or *be going to have to*:

_____ 2

- To talk about future possibility we use *will be able to*.

_____ 3

- Newspaper headlines often use the infinitive to talk about future events.

Schools to go digital.

» Go to **Grammar reference** p.116

- 1 Write three of your own predictions for the future.

EXAMPLE

I think that digital technology will change the way we are taught. Each student will have a unique educational program.

We will be able to work anywhere we like because there will be wireless connection everywhere.

Businesses are going to have to think more about their impact on the environment.

- 2 Complete the opinions below with the following:

will download are going to have to meet
 will have (x2) will have to do will make will face
 will work won't be are going to be used won't go
 will have to migrate will cause will read

...FUTURE PREDICTIONS...

As part of our report we recently asked you for your thoughts. Here is a sampling of your emails:

Electronic tags are going to be used ¹ for luggage, manufactured goods, goods in shops. They will make it easier to track them.

Miu Kimura

High street shops _____ ² increasing competition from Internet shopping as more people shop online.

Tanya Patel

Air travel will become more expensive and airport security _____ ³ it inconvenient.

So business people _____ ⁴ more video conferencing.

Jan Novák

Many workers will work from home and _____ ⁵ into the office every day. And more business people _____ ⁶

in public places, such as coffee houses, because it is cheaper than hiring offices.

Camille Rousseau

Jobs _____ ⁷ for life, and many young people _____ ⁸ to other countries for their work.

Paul Schmidt

Viruses and hackers will be increasingly successful and _____ ⁹ serious problems for businesses.

Ibrahim Al Muheim

People _____ ¹⁰ what they want to watch and they will no longer need TVs. We _____ ¹¹ fewer books and this _____ ¹² an impact on the publishing industry.

Lizzie Hughes

Computers _____ ¹³ bigger memories and _____ ¹⁴ faster, which will make our work easier and faster.

Ethan Ross



An economist is an expert who will know tomorrow why the things he predicted yesterday didn't happen today.

Evan Esar

Forecasting is the art of saying what will happen, and then explaining why it didn't.

Anonymous

Reading

- 1 Work in pairs. Think about you and people you know and discuss the following questions.
 - What do you/they use to take photographs?
 - How often do you/they make prints of the photos?
 - How do you/they store them?
- 2 Work in pairs. Read the facts below and discuss what will happen in the future.

Film camera sales continue to drop

6 million pixel and higher becoming popular

Digital camera sales to exceed 100 million units

Most users don't back up their photo files

Digital camera users take over 10 shots a month

- 3 Work in groups. You are the managers of a very successful global camera and film manufacturing company. You are having a meeting to discuss future trends in your business and your reaction to them. Discuss:
 - whether to continue producing traditional cameras and film
 - what sort of digital cameras you will develop
 - what sort of printing solutions you will develop
- 4 Read the article. Did your group:
 - choose either of Kodak's decisions about the manufacturing of traditional cameras?
 - identify any of the trends mentioned in the article?

The bigger picture

Our love affair with digital imaging is forcing companies to reinvent themselves

You probably have a digital camera or a camera phone. But do you know anyone who still uses a traditional camera? Probably not. The people who use old-fashioned cameras tend to be professional photographers and the older generation. Nowadays you can store your photos on a computer, print them out at the press of a button, and send them by email or mobile phone. Web-based services also let you store your photos online in virtual space. Only a decade ago, none of this was true.



Kodak's mistake

Kodak started making cameras in 1887, and became a world-famous manufacturer, but recently it has struggled to keep up with technological changes. In the early 2000s, Kodak made a mistake. It decided to continue manufacturing conventional cameras because it believed the developing world was still interested. Unfortunately, their predictions turned out to be wrong. With the fall in price of digital cameras, and the spread of mobile phones with cameras, developing countries have also turned to digital technology.

Kodak's solution

So in 2006, after making heavy losses, Kodak stopped manufacturing cameras (its digital cameras are now made by Singapore-based Flextronics). It now focuses on the design of new camera technology, the sale of cameras, and online customer support. This cost-cutting programme caused 27,000 job losses.

Digital trends

Changes in technology can have an impact in unexpected ways. High street printing shops have also had to adapt to stay in business in a new world where people can photocopy, scan and print their images and documents at home. There are more and more moblogs – blogs where people can show their mobile phone photos. Chinese law courts now accept mobile phone photos as evidence, and fishermen in India now trade by sending photos of their catch to restaurants in big cities.



Future problems

However, our love affair with digital solutions may create problems for the future. No one knows how long the CDs we use to save our photos will last – it may only be 10 to 15 years. Because programs and software change, we have to watch out how we store our digital data. A history project conducted by the BBC in the 1980s stored the data on disks that no one can now read. And as many people never print their photos at all, or use home printers with cheap inks which may fade, our generation may be the first not to have a permanent photographic record of itself.



5 Read the article again and answer the questions.

- 1 According to the article, who uses cameras with film? Do you agree?
- 2 How can people store digital photos?
- 3 Why did Kodak stop manufacturing cameras in 2006?
- 4 Why did Kodak's policy for selling conventional cameras fail?
- 5 What are some results of the growth of digital cameras?
- 6 Why does the article suggest that 'our generation' may not have a photographic record of itself? Do you think this is a real risk?

Project

Work in pairs. Choose one of the areas below. Write a short review comparing two websites offering the same type of service or goods.

bank
car hire company
bookseller
electronics hotel
holiday company

Focus on:

- the look and feel of the site
- how easy it is to navigate
- how interactive it is
- how it subdivides the site
- what services it offers
- how customers book and pay
- how customers contact them



Google

- is named for a mathematical term called 'googol'. It refers to the number 1 followed by 100 zeros.
- is one of the 5 most popular sites on the Internet.
- employees are called Googlers.

Company profile

Google

Google

What does Google do?

It operates the world's leading Internet search engine with access to more than 8 billion web pages. It offers free search results in over 100 languages and attracts about 380 million users worldwide a month.

Who are its founders?

Sergey Brin and Larry Page, who met at university in 1995, created a search engine for their campus. It was very successful. In 1998 they borrowed money, found investors, and started with one employee.

How does it earn money?

It has more than 150,000 advertisers which are targeted by keywords. In 2005 its net income was about \$370 million.

Where is it based?

The world headquarters, Googleplex, are in Silicon Valley, California. There are other offices in the USA, India, Switzerland, and Japan.

What is the company like to work for?

It is very informal with free meals, scooters and bikes to use, on-site massage, and toys. Staff work in small teams and all Google engineers have '20% time' devoted to projects they are passionate about. Google gives cash awards to members of successful teams of up to \$1 million per person.

What sort of staff do they employ?

Google employs about 14,000 staff. They are world-class programmers or specialists in artificial intelligence, system design, networking, security, data compression, etc. Qualities required are enthusiasm, good communication skills, and passion.

How busy is Google?

It receives more than 2-5 billion search queries a day. Peak traffic times are between 6.00 am and noon when about 2,000 search queries are answered a second.

Meeting room

Adding and contrasting information



1 Laura, Kim, and Michael are discussing what to put on the cover of *Business Now*. Listen and answer the questions.

- 1 Which stories do each of them prefer?
- 2 Which story do they choose?

2 Listen and note the points they make for and against each topic.

3 Listen again and number the expressions in the order you hear them.

Expressions

Adding

- ☐ And besides,...
- ☐ What's more,...
- ☐ I just wanted to add that ...
- ☐ Plus the fact that ...

Contrasting

- ☐ Mind you,...
- ☐ However,...
- ☐ All the same,...

Speaking

Work in pairs. Student A go to p.108. Student B go to p.111.

1 Work in pairs. Discuss which search engines you use on your computer.

2 What do these numbers represent?

8 billion	150,000	2.5 billion
380 million	370 million	2,000

3 Discuss the question.

- What did you find unusual / most surprising / impressive / interesting about Google?

Business know-how

Read the tips and discuss them with your partner.
Which ones are new to you?

How to search on the Internet

- Be specific. If you search for *apple* you need to say what you want, e.g. *apple nutrition*, *apple software*, etc.
- Spelling and word spaces are very important.
- Use quotation marks if you want only those words in that order, e.g. *"to be or not to be"*
- If you get thousands of results, click on the 'search within results' button, and add another key word.
- If you want to visit a page that is no longer available, you can use the archive: web.archive.org.

Writing

1 Read the following emails and find expressions that:

- | | |
|----------------------------|---------------------------|
| 1 make a polite suggestion | 3 make an excuse |
| 2 ask for an answer | 4 make another suggestion |

2 Write an email to a partner suggesting that you meet one day next week. Tell him/her when you would be free.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can talk about the future
- ☐ I can add information and contrast information
- ☐ I can read and understand large numbers
- ☐ I can make arrangements via email

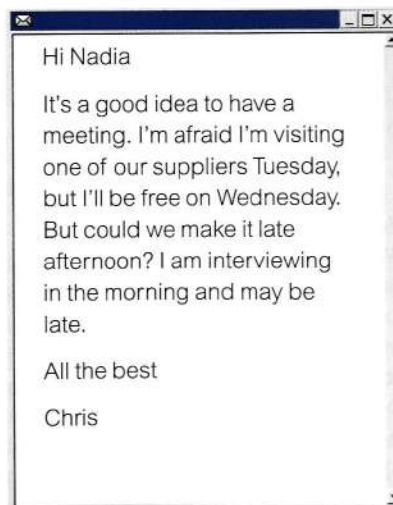
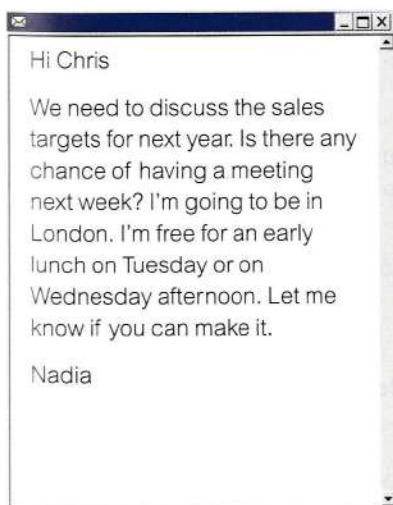
Key words

Future
change
impact
predict
prediction
reinvent
revolutionize
technological advances
trend

Search engines

archive
keyword
link
quotation marks
search result
security
word space

Look back through this unit. Find five more words or expressions that you think are useful.



6 Working abroad

Start up



1 Work in groups. Discuss the questions.

- What do you think people from other countries need to know about how you do things in your country?
- What experiences have you had with people from other countries?
- Have you ever experienced any communication problems with them?

2 Work in pairs. You have been asked by some colleagues from another country for information about your culture because they are coming to visit. Discuss what you would tell them about these areas:

- **non-verbal communication** – how close you stand, how you greet people, how you touch business contacts, how you use eye contact, etc.
- **communication style** – how emotions are expressed, how decisions are made, how much you can argue and disagree, what you can discuss with acquaintances, etc.
- **time** – punctuality, starting meetings on time, interruptions, etc.
- **power** – how you use titles, if you use first names with your manager, etc.
- **socializing and hospitality** – if you have business guests to your home, how you give and accept gifts, how much you go out with colleagues, etc.

Vocabulary

Personality adjectives

1 Tick (✓) the adjectives that other nationalities might use to describe people from your country.

humorous	disorganized	unpunctual
tolerant	introverted	emotional
rude	arrogant	punctual
unreliable	hard-working	intolerant
reliable	patient	lazy
serious	extroverted	modest
reserved	polite	impatient
organized		

2 Work in pairs. Compare your answers. Now choose the adjectives you would use to describe people from your country.

3 Organize the adjectives into pairs of opposites.

EXAMPLE

talkative – quiet

4 Use them to write a short description of your character.

In this unit

- *must, can't, may, might, could*
- comparing cultures
- making suggestions
- raising objections
- completing an application form

Listening

🔊 Listen to the stories and match them with the cultural issues.

- 1 _____ how close you stand to people
- 2 _____ how you recognise individual and team achievements
- 3 _____ the importance of building personal business relationships
- 4 _____ appropriate subject matter when you don't know people very well
- 5 _____ how you behave in people's homes

Reading

1 Work in pairs. Discuss the questions.

- Would you like to work in another country?
- What are the main problems you would face?
- What do you think you would learn?

2 Read the Case Studies and answer the questions. Sometimes more than one name is possible.

Who ...

- 1 had to translate legal documents?
- 2 was taken to meetings and on tours?
- 3 found speaking English very useful?
- 4 had to learn a new language?
- 5 improved their foreign language skills?
- 6 worked for a property development company?
- 7 has received practical help from the company?
- 8 enjoyed working in a big company?

3 Read the Case Studies again and answer the questions.

- 1 What do they enjoy about working abroad?
- 2 How has the experience changed them?

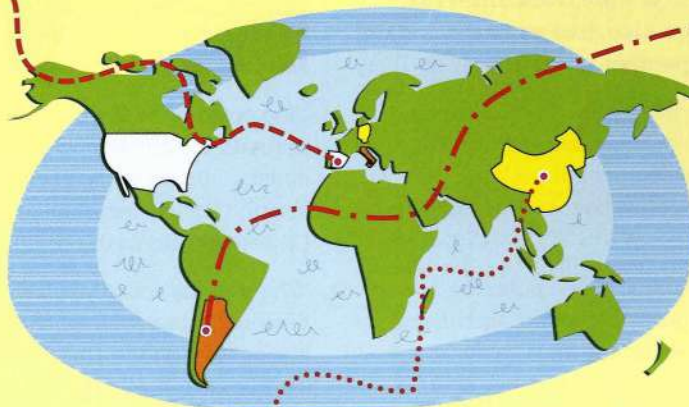
Changing countries

Working in another country can present many challenges – and many rewards.

Case Study A

I got an internship with a clothing manufacturer in Spain. My duties included translating important legal documents and assisting clients. My business Spanish has improved a lot as I've had to learn lots of business words. And the contacts I made will be useful in the future. I was chosen to be the company representative during a week-long business trip to London. My English was very valuable in Europe as most international business is conducted in English. The whole thing was a fantastic opportunity to find out about a different culture.

Gary Macintosh, USA

**Case Study B**

I worked for three months for a property development company in China on a series of new luxury apartments. I had to sort out all the details of the facilities – sport centre, saunas, coffee bars, etc. I was a bit nervous doing



something so big but I was very proud when I delivered the final results to my manager. Working for a big company was very interesting, and my boss always took me to business meetings and on tours. It was a challenge working in such a different culture, but it was an international company so we spoke English.

Sophie Fischer, Germany

Case Study C

For the past three months I have worked for an international manufacturing company in Argentina. I am helping research shaving foam in order to define the future market requirements and new technologies. When I arrived I had no knowledge of Spanish but I have had lessons and I am improving fast. They found me accommodation and gave me a living allowance. The high point is the people. They are warm, friendly and always willing to try and understand.

Marco Parenti, Italy



More than **1 in 10 Britons** want to live and work abroad.

20,000 Poles went to live in Scotland between 2004 and 2006.

economic migrant
a person who moves to a new country to look for employment

illegal immigrant
a person who is living in another country without permission

expatriate
a person living in a country that is not their own

Reading

- 1** Work in pairs. A friend is thinking of working abroad. What advice or information could you give? Make notes for 1–5.

- | | |
|-------------------|--|
| 1 Finding a job | 4 Choosing a country |
| 2 Language skills | 5 Preparation (e.g. visa, work permit, vaccinations) |
| 3 Culture shock | |

- 2** Read the article and match the paragraphs to the headings in exercise 1.

- 3** Answer the questions.

- What reasons does the writer give for working abroad?
- Did you give any of the same advice as the writer of the article?
- What three pieces of advice or information did you find the most useful?
- Have you ever considered doing voluntary work abroad? Why? / Why not?

job adventures

Working abroad can help your career and expand your horizons. You can impress employers with your initiative and show you are motivated and self-reliant. Working with people from different cultural backgrounds can also give you new insights and a new perspective.



- A** Think about the climate and culture of countries and decide what you will be comfortable with. You need to be aware of cultural differences in working practice, and then you need to decide if the type and level of job is available.
- B** You should do lots of research to find potential opportunities. Don't forget to ask your friends, family and co-workers for ideas. You can find organizations online that arrange work experience – they often deal with your accommodation and red tape such as visas and health insurance. You can also check out companies who offer internships and contact them directly. But don't underestimate the value of volunteering in a developing country where you can gain valuable skills and experience.
- C** It can take months to find a job and sort out all the arrangements. You need to be well organized. Think about what you hope to learn from the experience. A

blog could provide a useful record of your time abroad. Find out as much as possible about the country you are going to visit. Websites can give you specific cultural information to help you fit in better. Do research about the company, too.

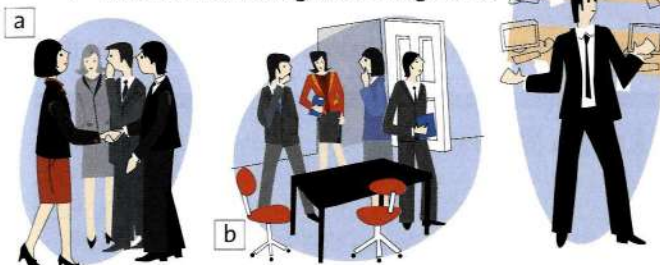
- D** Whatever the country, you will probably require a reasonable level of English as it is the international business language. How well you need to speak the local language will depend on the country, job and employer. But even an elementary knowledge will show your cultural sensitivity and help you get on with people.
- E** Coming back can be harder than you think. You may experience culture shock – you can feel emotional and it can be difficult to fit in. People change when they work abroad and things will change at home, too. It can take time to adapt.

• Language spot

must, can't, may, might, could

Match the captions and the pictures.

- 1 I might buy an iMac. I'm not sure.
- 2 She must be the new manager.
- 3 This can't be the right meeting room.



Match the captions (1–3) and these sentences (4–6) with the rules below.

- 4 It must be a very successful company. All their staff have received a big bonus.
- 5 They can't be the correct sales figures. They're far too low!
- 6 She could be the right person for the job. It's too soon to tell.

- We use *must* followed by an infinitive to say something is certain. _____¹ _____²
- We use *can't* followed by an infinitive to say something is impossible. _____³ _____⁴
- We use *might, may* or *could* followed by an infinitive to say something is possible. _____⁵ _____⁶

» Go to **Grammar reference** p.117

- 1 Write possible explanations with *may* or *might*.

EXAMPLE

Stephanie is late for the meeting.

She might be stuck in traffic.

- 1 The phone is ringing.
- 2 Your boss isn't talking to you.
- 3 You haven't received any emails today.
- 4 One of your colleagues looks very happy.
- 5 Your boss wants to talk to you.

- 2 Work in pairs. Do the quiz opposite. Explain your reasons.

EXAMPLE

It can't / must be China because ...

It may / might / could be the UK because ...

THE CULTURE

QUIZ

- 1 Where is this greeting taking place?

a Sweden b India c Japan



- 2 It is usual to shake hands with everyone when you arrive or leave a formal meeting in ...

a Australia b the Czech Republic c the UK

- 3 Handshakes are firm and brief in ...

a France b Thailand c Italy

- 4 When you lean back your head and close your eyes, it means 'no' in ...

a Germany b Turkey c the USA

- 5 Clapping is a common greeting in

a China b Spain c India

- 6 It is considered offensive to touch someone's head in ...

a the UK b the Netherlands c India

- 7 It is considered rude to pass in front of people with your back to them in ...

a Russia b Switzerland c Australia

- 8 If you lift your shoulders and raise your hands you mean 'I don't know' in ...

a Italy b Morocco c Poland

Project

Work in pairs. Choose a country you might do business with. Research how to behave in that country.

- how to greet people, shake hands, etc.
- how close to stand to people
- how to behave at meetings
- how to treat business cards
- how to dress for business
- hospitality – where (home or restaurant), how to be a guest, how to eat, etc.
- body language – taboos and common gestures
- attitudes to women

In the UK young people's top charity concerns are child protection, cancer, animal welfare, bullying, war and conflict. They learn about charities from adverts and charity shops.

gap year

Hundreds of thousands of students take a year off between school and university to travel. They often volunteer for charities, and gain invaluable work skills and life experience.

Small talk

Suggestions and objections



- 1 Look at the picture. What is Karen's problem? Listen and check.
- 2 Listen and note Daniel and Tim's suggestions. What objections are made to them?
- 3 Listen again and write K (Karen), D (Daniel), or T (Tim) next to the expressions.

Expressions

Making suggestions

Have you thought
about / of ...? _____

Why don't you ...? _____

What if you ...? _____

You could always ... _____

Raising objections

Yes, but ... _____

That might be all right but ... _____

It's a good idea but ... _____

I'm not sure about that

because ... _____

Pronunciation

Reinforcing adverbs

- We can make strong adjectives stronger using *really* and *absolutely*. Listen and repeat the six sentences.

I don't believe it. That's absolutely fantastic news.

Speaking

Work in groups of three, Student A go to p.108. Student B go to p.112. Student C go to p.114.

It's my job

- 1 Work in pairs. Think about a charity you know. Discuss the different jobs needed to run it.
- 2 Read the job profile and answer the questions.
 - 1 What does Lucia do?
 - 2 Why did she decide to do it?
 - 3 What are her main duties and responsibilities?
 - 4 How will the job change her future business attitudes?

Lucia Betozzi

Age: 21 Nationality: Italian Job: Internship in a charity

How did you get the job?

I am studying Management Administration, and I wanted to see how a large international charity worked. I was keen to work abroad and this charity had the right opportunities and gave me a job.

How do you find working in a UK charity?

It's very relaxed. People are very helpful, and the atmosphere in the office is good fun. There are people from all sorts of backgrounds.

What is your role?

My department places volunteers in appropriate jobs. People work in our offices and charity shops here, and go abroad to work in the field.

What is your job like?

I go to volunteer fairs and interview potential volunteers. I also have to do a lot of office work. I am responsible for the database and I process application forms and write emails. I have also been sent abroad, and visited some of the charity's projects. It's amazing to see the work they do, and the way they change people's lives.

What do you think you have learnt?

I've gained a lot of experience, but most importantly I have learnt how improving people's lives has a positive impact on the economy.

This will influence me, whatever business I end up working in. And I've also improved my English!



Business know-how

- 1 Work in pairs. Discuss what you can do to improve your English for business.
- 2 Read the tips. Do you do any of these things already?

How to improve your English

- Study a bit every a day, not once or twice a week.
- Choose ten business words to learn each week.
- Get to know your dictionary and grammar book.
- Find business training websites in English.
- Move your mouth! Read out loud.
- Memorize expressions for business writing.
- Watch an English film with subtitles to help you.
- Read a news article in the business press every day.
- Take an international business English exam.

Writing

Work in pairs. Look at the form below. Discuss what sort of information is required in the Personal information section. Complete the form for yourself.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can understand people talking about working abroad
- ☐ I can talk about possibility
- ☐ I can make suggestions and raise objections
- ☐ I can complete an application form

Key words

Personality

arrogant
extroverted
hard-working
humorous
introverted
modest
reserved

Adjectives

awful
exhausted
fascinating

Phrasal verbs

check out
deal with
find out
fit in
get on with

Look back through this unit. Find five more words or expressions that you think are useful.

Application form

Personal details

Full name Telephone
Address Mobile phone
Email

Personal information

Skills

Experience

Education and qualifications

7 Ethical trading

Start up

- 1 Do the questionnaire and check your score.
- 2 Work in pairs. Compare your answers with your partner.

Are you an ethical consumer?

1 You would like a new T-shirt.

- a You'd get an organic cotton one from a small family business in India.
- b You'd buy one from a local shop – you like to support the community.
- c You've seen one in town, it's just your colour and it's good value.



2 You want to buy some chocolate.

- a You'd choose organic chocolate that the growers got a fair price for.
- b You'd buy organic chocolate but you aren't worried about who grew it.
- c You'd choose your favourite chocolate, with a famous brand name.



3 Your printer manufacturer provides an envelope for you to send back the ink cartridge for recycling.

- a You always send the ink cartridge back in the envelope. It's a good idea.
- b You like the idea but you always end up forgetting to do it.
- c You never bother, you haven't got time for things like that.



4 What do you have in your supermarket basket?

- a Products that growers got a fair price for, organic food, local food, environmentally-friendly products.
- b Famous brand products, packages and food from other countries, but some organic food and products.
- c You never read packets and containers, you just buy the things you like and trust, such as famous brands.

5 You have a favourite brand of biscuits. But you find out that they treat their workers badly and exploit people in the developing world.

- a You choose not to buy the products that the manufacturer makes.
- b You avoid that manufacturer but only when you remember. And you really like those biscuits!
- c You don't worry. There should be a political solution to that sort of problem.



Score



Mostly As: You think about how products have reached the shops and you want to make less impact on the environment.

Mostly Bs: You have a lot of good intentions, but in the end you want a product that's easy to use and suits you.

Mostly Cs: You don't worry about the effect your purchases have on the world. You feel manufacturers should do that for you.

In this unit

- the Passive
- discussing buying habits
- corporate scandals
- explaining
- concession

Reading**1** Read the article and answer these questions.

- 1 What is Fairtrade?
- 2 How did it start?
- 3 How does it work?
- 4 What are typical Fairtrade products?
- 5 What is Product Red?

2 Work in pairs. Discuss the questions.

- 1 Have you ever bought Fairtrade products?
- 2 Do you think they are a good idea?
- 3 Are there other ways to help workers in the developing world?



When you drink a cup of coffee do you think about how it got to you? Would you pay extra if you knew the producers got a reasonable price?

Fairtrade is a movement that promotes fair standards for international labour. It started in the 1960s with shops in European countries selling handicrafts which were made by poor producers. The first Fairtrade label was started in 1988 in the Netherlands and helped coffee farmers. In 2002 the current Fairtrade mark was designed to create a recognizable symbol.

Fairtrade works with thousands of producers and the lives of the farmers involved have been transformed. It helps organize farmers into co-operatives, or works with producers to improve workers' conditions. Producers are paid a fair price for their goods plus a special premium which must be invested in development. A worker on a plantation said, "Before Fairtrade, the owners did not listen to us. Now we have been empowered to discuss matters."

In Europe alone, sales are increasing by 20% a year. And more and more Fairtrade products will be bought every year. Every day European consumers are starting the morning with a Fairtrade coffee, tea or fruit juice, or snacking on Fairtrade bananas, chocolate, dried fruit and nuts. It is big business.

Fairtrade products are also helping fight diseases. In 2006 a new Fairtrade global brand, Product Red, was launched by the rock star Bono. The brand is being licensed to companies

● Language spot**The Passive**

Read the rules and add some examples from the article.

- We use the Passive when it is not important to say *who* did an action.
Fairtrade products are made in the developing world.
- We use *by* to say who did something.
The handicrafts were made by poor producers.
- Here are some Passive forms:

Present Simple

... a percentage of the profits is given to Global Fund ...

1

Past Simple

*The first Fairtrade label was started in 1988.
The current Fairtrade mark was designed to ...*

2

3

Present Continuous

The brand is being licensed to companies ...

Present Perfect

*... the lives of the farmers involved have been transformed.
Now we have been empowered*

4

will, can, must etc.

... a special premium which must be invested in development.

5

» Go to **Grammar reference** p.117

such as American Express, Apple Computer, Converse, Motorola, Gap and Giorgio Armani. Special products with the Product Red logo have been created, and a percentage of the profits is given to the Global Fund to fight AIDS, tuberculosis and malaria. Among other products, Motorola sells a Red mobile phone and Apple Computers released a Product Red iPod. Bono and Giorgio Armani were invited by the British newspaper, The Independent to edit the paper for a day and gave a proportion of its profits to the charity. The fund has so far raised over \$5 billion.



WorldCom – 85,000 workers in 65 countries. \$42 billion of debts after bankruptcy



Enron – 21,000 workers in 40 countries. Executives got \$55 million just before bankruptcy



Parmalat – 34,000 employees in 30 countries. Accountants 'lost' €14 billion

Listening

Do businesses do good or bad in the world?

We stopped some office workers during their lunchbreak and asked their opinions.



- 1 Work in pairs and discuss the question in the title above.
- 2 Listen and match the people above (1–5) with the summaries of what they say (A–E).
 - A Businesses get a competitive advantage from helping the environment – they respond to consumer pressure.
 - B Even if businesses know a product can cause harm, they still promote it to children.
 - C Although some companies damage the world, they also do good by giving to charities and changing the way they do things
 - D There are many ethical companies who do good in the world.
 - E Big companies are very powerful – they damage the environment and harm lives.
- 3 Listen again and make notes of examples the speakers give.

EXAMPLE

1 Many manufacturers help the environment and charities

Business Scandals

Some people steal paperclips and notepads from their employers. Some people claim money for imaginary expenses. But sometimes a whole business can start to steal money from its customers. A series of scandals involving multinational companies occurred in the early 2000s. The business world has never been the same since. Any suggestion of a scandal now has major consequences for companies. If they lose the confidence of the public, investors will immediately sell off their shares. This means that companies benefit from conducting their business ethically.

Enron

Enron was an American energy company, which went bankrupt in 2001. Although it seemed successful, Enron was in big financial trouble, and its accountants invented figures to fool investors. Its executives illegally provided their family and friends with hundreds of millions of dollars. Then they encouraged shareholders to buy stock, when the company was in trouble, but they sold their own stock just before the company went bankrupt. As the scandal emerged, share prices dropped from \$90 to \$0.30 – it was a disaster for the financial world. The CEOs Kenneth Lay and Jeffrey Skilling went on trial in 2006 claiming they were innocent but were convicted.



Business Scandals



Bernard Ebbers, CEO of WorldCom, was sent to prison for 25 years

WorldCom

WorldCom was the second largest telecommunications business in the US. In the late 1990s, the company had financial problems. Its accountants started to cover up the problems by changing the accounts. They pretended that WorldCom had more capital so as not to worry its shareholders, and by the end of 2003, the company's assets were inflated by \$11 billion. It went bankrupt and its CEO Bernard Ebbers was found guilty of fraud and conspiracy and sent to prison for 25 years. It was the biggest bankruptcy in American history.

Parmalat

It was thought that a massive fraud couldn't happen in Europe. But the Italian company Parmalat created one of the world's largest corporate scandals. Managers of the family-controlled company of the dairy and food giant invented assets to cover \$16.2 billion in liabilities and falsified accounts over a 15 year period. Their accountants claimed that they didn't know what was going on. Parmalat went into bankruptcy in late 2003 and, among others, 135,000 Italian investors lost their money. Its financial officer, Fausto Tonna, and other individuals were tried for fraud.

Keen to avoid another situation like Enron, business schools and companies are now teaching business ethics. With consumers increasingly demanding honest, authentic goods and services, businesses are economically motivated to do the right thing.

Vocabulary

Finance

Find out what these words mean in your language.

fraud	bankrupt	conspiracy	shareholder
assets	liabilities	stock	falsify

Reading

- 1 Read the article and decide if the sentences are true (T) or false (F).
 - 1 Scandals involving multinational companies have made investors more cautious.
 - 2 Enron executives made money by selling stock at \$0.30 a share.
 - 3 Kenneth Lay and Jeffrey Skilling were found not guilty by the courts.
 - 4 WorldCom was the biggest telecommunications company in the US.
 - 5 WorldCom lied about its assets because it was in trouble financially.
 - 6 Parmalat's accountants said they didn't know about the fraud.
- 2 Read the article and top margin again and make notes about:
 - Type of business
 - Where company was based
 - Number of employees
 - Number of countries it operated in
 - The fraud and its result
- 3 Work in groups. Discuss which scandal you think was the worst and why.

Project

- 1 Work in pairs. Research a large multinational company such as Coca Cola, BP, Microsoft, Walmart, Nike, etc. Find out:
 - what they are doing to improve their relationship with the environment and workers' conditions.
 - what critics say about their business behaviour.
- 2 Write a report. Divide it into three sections:
 - 1 What the company is doing
 - 2 What the critics say
 - 3 What we think

We take our product seriously but not ourselves. We want to show that capitalism can be trained to be part of the solution, not just a continual source of the problem.

We promise that anything *Innocent* does will always taste good and do you good.

Richard Reed
Innocent



Meeting room

Giving reasons why



- 1 Listen to the conversation and answer the questions.
 - 1 Why has Laura asked to see Kim?
 - 2 What two problems does Laura mention?
- 2 Listen again and note the explanations Kim gives.
- 3 Listen again and number the expressions in the order you hear them.

Expressions

Explaining

- ☐ The reason why ...
- ☐ That's why ...
- ☐ That's because ...

Concession

- ☐ I admit that ...
- ☐ I grant (you) that ...
- ☐ It's true that ...
- ☐ You're right ...

Speaking

Work in pairs. Student A go to p.109. Student B go to p.112.

Company profile

Innocent

Read the company profile. Match the questions and the paragraphs that answer them.

- 1 How big is the business?
- 2 How did they start?
- 3 How will the company grow?
- 4 What is their attitude to ethical issues?
- 5 What is it?
- 6 What is different about their drinks?
- 7 Where are they like to work for?

Innocent

- A Innocent is an ethical British company that makes smoothies – fresh fruit drinks. Three young friends, Richard Reed, Adam Balon and Jon Wright, decided to sell healthy fruit drinks, instead of drinks with sugar and chemicals.
- B In 1998 they bought £500 worth of fruit and sold drinks at a music festival. They put up a sign saying: 'Should we give up our day jobs to make these smoothies?' People threw empty bottles into the 'yes' bin or a 'no' bin. The 'yes' bin filled up and the rest is history.
- C They are 100% natural and don't contain fruit concentrates, preservatives or other additives. Each bottle has at least two portions of fruit. Innocent finds the best-tasting fruit and has won many awards.
- D Innocent's 'Fruit Towers' offices in London are very relaxed. Regular Monday staff meetings have a video-conference with their international staff. Their website is entertaining, and their delivery vans are in the shape of cows.
- E Innocent has grown very fast. In 1998 their turnover was £400,000 with 20 drinks sold on their first day. And in 2006 it was £75 million, with 1 million drinks sold a week.
- F They believe in protecting the environment and giving workers a fair deal. They use bio-degradable bottles, and they don't import fruit by plane. 10% of the company's profits go to the Innocent Foundation which supports charitable projects.
- G They intend to expand across Europe and into other markets. They want to stay true to their founding principles, and they don't want to sell out to a multinational giant.



Business know-how

1 Work in pairs. Discuss the question.

- What do you do in your daily life to help the environment?

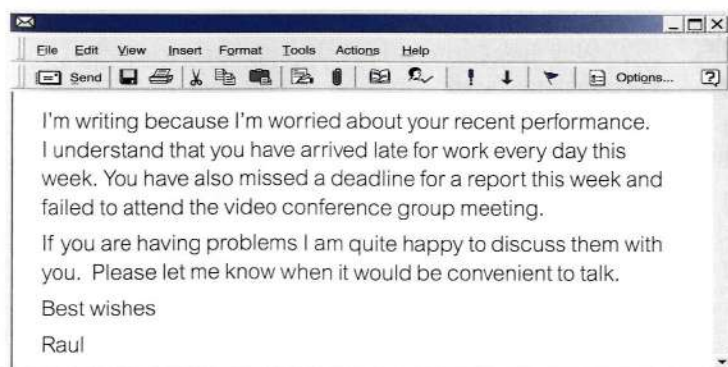
2 Read the tips. Which ones do you do already? Which ones could you start doing?

➔ Green office tips

- turn off the lights when you leave offices
- re-use paper for printing and notes
- make electronic back-ups not paper copies, don't print every email
- switch off your monitor every time you are away from your desk
- turn off computers when not in use, don't leave them on standby
- re-use your CDs
- recycle paper, and use printer ink manufacturer's recycling schemes
- take fewer flights, use video conferencing instead
- put on more clothes instead of turning up the heating
- photocopy on both sides of the paper when possible

Writing

You received the following email from your boss, who is in another part of the country. Write an email back explaining why you are having problems and suggesting when you could meet.



Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can listen and make notes
- ☐ I can talk about processes
- ☐ I can explain and concede in a discussion
- ☐ I can read and understand an article about business scandals

Key words

Law and crime

arrest
bankrupt
conspiracy
convict
fraud
trial

Verbs

inspect
source

Business ethics

charitable projects
child labour
decent wages
developing world
environmentally friendly
fair trade
workers' conditions

Look back through this unit. Find five more words or expressions that you think are useful.

8 Diversity

www.irlanguage.com

IR
Language
مرجع آموزش زبان ایرانیان

Start up

1 Work in pairs. Look at each picture and discuss. Do you think that any of these jobs:

- is not appropriate for the person involved?
- is too difficult for them?
- shouldn't be given to them?



2 Decide if you agree with the following statements. Write 1–5 according to how much you agree. (1 = strongly disagree, 5 = strongly agree.)

- ☐ Men are not suited to childcare and nursing.
- ☐ Disabled people can do most jobs.
- ☐ Women are better managers than men.
- ☐ There are more similarities between people of different backgrounds than differences.
- ☐ All companies should employ some disabled people.
- ☐ Employees should have unpaid time off to observe religious holidays not observed by the company.
- ☐ If a woman applies for a job but she is pregnant, she shouldn't get the job.
- ☐ There are some jobs that women can't do.

3 Work in groups. Discuss your answers to exercise 2. Explain your opinions.

Reading

1 Read the article opposite quickly. Why has each person experienced discrimination?

2 Read the article and answer the questions.

- 1 Why does Andrew believe that discrimination against disabled people on health grounds is wrong?
- 2 Why does Carmen think she is unlikely to get the manager's job?
- 3 Why does Hind think the question she was asked is inappropriate?
- 4 What does Leon bring to the job? What does he think the potential problem is?
- 5 Why does Marta think employers are prejudiced?

Discrimination at work

Getting beyond prejudice

Many people think that employing people with a disability is a problem. But a recent company report said that, on average, disabled workers were absent fewer days in a year than their 'normal' colleagues! If I went for a job interview, I wouldn't be able to convince the interviewers that I'm not a health risk. There's a prejudice that says disabled people are unhealthy people – and it just isn't true.

Andrew

The company where I work is made up of 60% women and 40% men. But how many of the managers are women? None. The managers are like a private club. I'm good at my job, and there's a vacancy for a managerial position. But if I got this job, would I be treated the same as the men? How often would I be excluded from meetings and important decisions?

Carmen

If I go for a job interview, I expect to be asked the usual questions. But recently I was really shocked. The interview was going really well. But suddenly they asked, "Would you wear your head scarf if we gave you the job?". I don't think that how you dress should be an issue. If you are the best candidate, you should get the job.

Hind

I'm well qualified. I get on with people. I want to work with the public. And if I looked different, I'd be able to get a good job. If I went for a job interview, I might be able to make a good impression. But I wouldn't be offered it, I'm sure of that. Why? Because I'm big. Perhaps if I lost weight, I could get a job. But why should getting a job depend on that?

Leon

I was made redundant last year. I'm only 35, but although I'm well-qualified I have found it really difficult to get a job interview. Employers want younger people. They assume that you will be less flexible, and will cause them more problems. Plus, if they employ an older person, they may have to pay a higher salary. If I were younger I wouldn't have a problem getting a job. It's not fair.

Marta

In this unit

- Second Conditional
- explaining your opinion
- correcting yourself
- writing a report
- word-building

Language spot

Conditionals

- We use Zero Conditional for unchangeable facts and situations that are nearly always true.
If we achieve our targets, we get a bonus.
- In the main clause we can also use *can, should, must, may*, etc.
If you leave work after 6.00pm, you must sign out at the security gate.
- We use the First Conditional to talk about possible future actions or situations.
Will you ask for a pay rise if you pass your vocational exam?
- We use the Second Conditional to talk about situations that are unlikely possibilities.
*If I had a car, I would drive to the office.
She wouldn't get that job if she applied for it.*
- In the main clause we can also use *would, could* or *might*, etc.
If I didn't have broadband, I couldn't work from home.
- We can use *If I was/were you ...* to give advice.
If I was/were you, I would learn a second foreign language.

Find examples of conditionals in the article.

» Go to **Grammar reference** p.118

Complete the sentences with the correct form of the verbs in the First, Second or Zero Conditional.

- 1 If I _____ (be) you, I _____ (invest) in that company.
- 2 If she _____ (accept) that job offer, she _____ (not have to) commute so much.
- 3 If I _____ (win) the lottery, I _____ (quit) my job tomorrow.
- 4 If she _____ (not spend) all her money on going out, she _____ (be able to) do less overtime.
- 5 If I _____ (help) you, you _____ (be able to) finish that project by this evening.
- 6 If you _____ (heat) water to 100°C, it _____ (boil).
- 7 If I _____ (see) Peter at the meeting, I _____ (tell) him about our new budget.

Equal opportunities employer

We are an equal opportunities employer and our employment decisions are made without regard to race, colour, religion, age, sex, national origin, handicap, disability or marital status.

Listening

🔊 Listen to the presentation and put the notes in order.

Improving diversity in the workplace

Why

- A ☐ Improved performance – employees are more motivated and stay longer which leads to higher productivity
- B ☐ Flexibility – varied talents and experience allows a company to respond to the market
- C ☐ Better ideas – different points of view allow a company to meet business needs

How

- D ☐ Resistance to change – you have to involve all your staff in the diversity programme or it will fail
- E ☐ Planning – find out staff satisfaction levels with a survey, then create a plan, create new policies and promote diversity in leadership
- F ☐ Communication – staff have to be comfortable and free to express their opinions, which will result in improved communication

Vocabulary**Word-building**

Make as many words as possible from each of these verbs and nouns.

disable employee comfort product
satisfaction appropriate discriminate

EXAMPLE

disable – disability – disabled

Use these prefixes and suffixes.

un- dis- in-
-(e)d -ment -ion -ity -ability
-ness -able -y -ive

Reading

Women in the y



Women's earnings remain on average well below men's in the EU.

In Finland women get

9 months

paid maternity leave

(and men get **43 days** paternity

leave). In Italy women get

5 months.



- 1 Work in pairs. Before you read, decide together if the statistics below are true or false.
 - 1 Fewer than 1 in 5 of the world's managers are women.
 - 2 In Japan, women's salaries are about half those of men.
 - 3 Women and men work about the same hours per week in the EU.
 - 4 Men take less leave than women for family reasons in the UK.
 - 5 Women have longer paid maternity leave in Finland than Italy.
 - 6 More than 1 in 10 board members of German companies are women.
 - 7 There are more women than men millionaires in Britain under the age of 44.
 - 8 Women earn on average only slightly less than men in the EU.
- 2 Read the article and mark the sentences above True (T) or False (F).

workplace



In the UK women in full time jobs earn about **17%** less than men.

Women are more likely than men to work part-time in the EU. In the UK more women than men are absent from work for family reasons.



3 Work in pairs. Think about your country. Discuss the questions.

- Do women earn as much as men?
- Are there many women millionaires?
- Are there as many women managers as men managers?
- Do women get more than 5 months maternity leave?

Compare the information in the article with your ideas about the situation in your own country.

21% of the world's managers are female.

Japanese women in full-time employment earn only **51%** of the wages of their male counterparts.

Across the EU male full time employees work longer than females on average.

84% of major companies in the USA have women on their boards. In Sweden, the figure is **21%** and in Germany it is **12%**.

In Britain there are more woman millionaires between the ages of **18** and **44** than men millionaires.



And before they even get to work ...

85 million girls around the world are unable to go to school compared to **45 million** boys.

Project

Work in pairs. Discuss these questions and make notes. If you need more information, do research on the Internet. Use national statistical bureaus, government sites and equal opportunity sites. Then write up your ideas in a five paragraphs.

- Why have women been discriminated against in the workplace?
- What possible problems do women have when they take up a career?
- Is there any justification for paying women less than men for the same job?
- What can businesses do to improve the position of women?
- Has the situation changed for women in your country?



I hate it when people don't meet your eye.

Erica Whittaker

I have cerebral palsy. Sometimes colleagues don't wait for me to finish my sentences.

Saul Asmar

Only 17% of disabled people are born with a disability. Most people become disabled during their working lives – many of them in the workplace.

Small talk

Correcting yourself



- 1 Listen and answer the questions.
 - 1 Why is Sally talking to Gary?
 - 2 What does he say that offends Karen?
 - 3 Why does Karen change the subject?
- 2 Listen and answer the questions.
 - 1 Why does Karen talk to Daniel again?
 - 2 What did Daniel mean to say?
 - 3 What happens at the end?
- 3 Listen again to both conversations and tick (✓) the expressions you hear.

Expressions

- | | |
|--|---|
| <input type="checkbox"/> That isn't what I meant. | <input type="checkbox"/> What I'm saying is ... |
| <input type="checkbox"/> What I mean is ... | <input type="checkbox"/> I didn't mean to say ... |
| <input type="checkbox"/> What I meant was ... | |
| <input type="checkbox"/> Let me put it another way ... | |

Pronunciation

Word stress

Listen and underline the stressed words. Then listen and repeat.

- 1 I'm not meeting Alan, I'm meeting Andrew.
- 2 Sandra's a much better designer than Tim.
- 3 No, not Tuesday, Thursday.
- 4 She's going to arrive at twelve.
- 5 No, it isn't finished.
- 6 Well, it's one of the best.

Speaking

Work in pairs. Student A go to p.109. Student B go to p.112.

It's my job

- 1 Work in pairs. Discuss what problems visually impaired people could have in the workplace.
- 2 Read about Max Janssen and answer the questions.
 - 1 What are Max's responsibilities?
 - 2 What helps him find his way around the airport?
 - 3 What helps him do his job in the office?

Max Janssen

Age: 32 Nationality: Dutch
Occupation: Airport training manager

I work in the training and development section of an international airport. I administer training courses for airport staff and deal with younger people on work placements.

Obviously, being blind or visually impaired can cause problems. But the airport is a good environment to work in. There are tactile pavements here, which means I know where I'm walking because of the feel of the floor surface. Taking lifts is easy, too. There's a spoken announcement to tell you which floor you're on, and the controls have Braille on them.

Like any other clerical employee, I use a phone and a computer the whole time. My computer has special software and it can read out everything that's on the screen. I touch type – but my computer tells me what I've written whenever I need to know. My printer can print documents in Braille, too.

I had lots of training myself, from giving effective presentations to equal opportunities, cultural awareness and how to deal with bullying. The company prepares us well. My colleagues were given practical tips before I arrived for working with someone who can't see very well. This has helped a lot.



Business know-how

Work in pairs. Read the advice and discuss it. Which tips were most useful to you? Are there any you would add?

➔ Meeting and working with disabled people

People in wheelchairs

- Do shake a person's hand.
- Avoid stiff necks. Try to be at the level of the wheelchair.
- Don't push or move the wheelchair unless you are asked.

People with hearing or speech impairment

- Position yourself in their line of vision.
- Ask how the person wants to communicate – they may want to lip-read.
- Speak normally but a little slower.
- If you don't understand, don't pretend that you do.

People with visual impairment

- Tell a visually impaired person who you are.
- Introduce other people and say where they are.
- Warn the person about steps and doors.
- Do say clearly where their seat is or place their hand on its back.

Writing

Write a paragraph on the approach to diversity in your school, workplace, or a business in your country.

Include:

- any published policies, guidelines, etc. that exist
- your viewpoint
- suggest improvements

Use the following verbs:

aim to believe value be committed to

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can talk about diversity in the workplace
- ☐ I can talk about imaginary present situations
- ☐ I can read and understand statistics
- ☐ I can correct what I say

Key words

Diversity

age
background
disability
ethnic origin
gender
handicap
lip-read
race
religion
sex
visually impaired
wheelchair

Equality

equal opportunities
racially mixed

Discrimination

prejudice

Look back through this unit. Find five more words or expressions that you think are useful.

Writing bank

Notices

News about staff

- 1 Imagine a new colleague is going to join your team. Tick the things you would like to know about him/her.
background previous experience hobbies
age family address qualifications
department he/she will work in
- 2 Read notice 1 and find which information from the list above is mentioned.
- 3 Imagine a colleague is leaving. Tick the things you would expect to see on the farewell notice.
when leaving funny stories why leaving
the company he/she is going to
past achievements contributions made
good wishes for the future
- 4 Read notice 2 and find which information from the list above is mentioned.
- 5 You have just got a dream job in a new company. Write a notice from your manager to introduce you to the company.

Writer's desk

Talking about the future

He will be leaving ...
She will be joining ...
He will assist/work ... etc.
She will be missed ...
This experience will be a great asset.

Introductions

I am delighted/pleased to announce ...
I am sorry to announce ...

Other useful expressions

On behalf of everyone ...
I'd like to wish him a warm welcome/the best
of luck (in his new job).
We wish her all the best in her new job.

- 6 Imagine your classmate is leaving the school. Write a farewell notice for him/her.

1

Green Publishing solutions

I am delighted to announce that Peter Nagy will be joining us in the Marketing Department on Monday 6 June. He will assist Lauren Baines and will work specifically on new media marketing. Peter has a degree in Marketing and has previously worked in the marketing department of a broadband company. We are sure that his experience in new media will be a great asset as our publishing goes online. On behalf of everyone I'd like to wish him a warm welcome and the best of luck in his new job.

Louisa Sutherland

Louisa Sutherland
Marketing manager

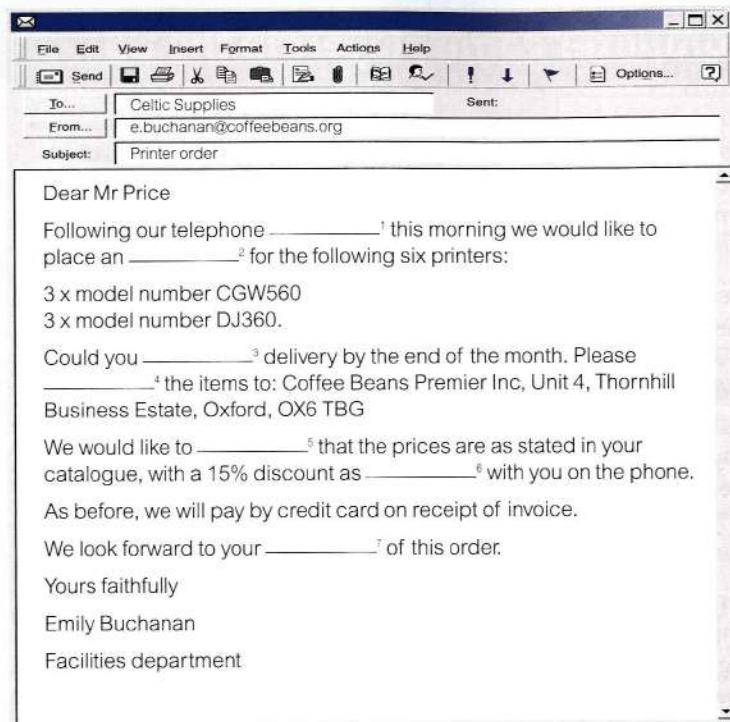
2

Green Publishing solutions

I am sorry to announce that Océane Bijon will be leaving us on 14 July. She is moving to a new job in London as a Print and Production Controller. Océane has contributed enormously to the success of her department, in particular the development of our extreme sports series. She will be missed by all her colleagues for her enthusiasm, commitment, and sense of humour. We wish her all the best in her new life. There will be a leaving drink at 5.00 pm on Friday 14th in Bart's Bar. Everyone is welcome.

Conor Logan

Conor Logan
Production manager



Emails 1

Ordering

1 Discuss these questions.

- What sort of things would an office need to order?
- What information do you need to give when you order products?

2 Complete the email with these words:

order confirmation arrange send agreed conversation check

3 Read the email and answer the questions.

- 1 Has Emily spoken to Mr Price?
- 2 What did they agree on the phone?
- 3 Does Emily have any requirements about delivery?
- 4 How is she going to pay?

Writer's desk

For orders, polite standard English is fine. Follow these guidelines:

- Use *yours sincerely* when you know the person's name.
Use *yours faithfully* when you don't know a person's name.
Use *Best wishes, Regards or All the best* if you know someone well.
- Make your requests polite with expressions such as:
Could you ...? I/We would like ... Please ...
- Close your order with:
I/We look forward to your acknowledgement/confirmation of this order.
I/We look forward to doing business with you.

- 4 You are in charge of office supplies at a company called Sportdirect. Write an email ordering a selection of the items from the catalogue on the left. You can spend around £25.00. This is the first time you have made contact with the office suppliers.



Highlighters

long lasting universal ink

wallet of 4 £2.50

wallet of 8 £4.50



Rollerball pens

controlled ink flow for consistent performance

12 £10.90



Self-stick notes

repositionable

Pack of 10 (38mm x 51mm) £6.50

Pack of 10 (76mm x 76mm) £11.90



Transparent office tape

strong, smooth and easy to dispense

12 rolls of small core tape £6.50

12 rolls of large core tape £8.50

Reports 1

Planning and writing

- 1 Answer the questions.
 - 1 Why do people write reports?
 - 2 How can they help a business?
- 2 Match the different parts of the report to the descriptions below.
 - ☐ conclusion
 - ☐ introduction
 - ☐ title
 - ☐ main body
- 3 Read the report again. Are the trends similar in your country?

Writer's desk

Introduction

*The purpose of this research was to ...
I/We conducted this research in order to ...*

Body

*I/We interviewed ...
I/We found that ...
According to the research, ...
Our research revealed that ...*

Conclusion

*Based on my/our research/the information above ...
I/We recommend ...
I/We (strongly) suggest ...
I/We also believe that ...*

- 4 Write a short report entitled *General trends in blogging in the US* for a book publisher. Use the plan below and the information on the right.

Introduction – what the report is about, general trends

Body – who writes blogs; who reads blogs; compare blog use to radio and newspaper use

Conclusion – include any recommendations if possible

1 Computer game players in the US

- 2 The purpose of this research was to examine the habits of a representative sample of US computer games players. It aimed to see what differences, if any, were made by age or gender. It also aimed to examine whether the common negative stereotypes of computer players were supported by actual data.
- 3 We interviewed 524 computer users of all ages in an online questionnaire. According to our research, 44% of players are over 35 while 30% are under 18. Around 90% of purchases are made by consumers 18 and over. We also found that adult women and men both play for approximately 7.5 hours per week. While games players spend three times longer playing games than doing exercise, 79% of players say they exercise 3 hours per week and 93% read books or daily newspapers regularly. Our research revealed that around 80% of players voted in elections.
- 4 Based on our research, we recommend that we put much more emphasis on the over 35 age group in our future marketing. We suggest that we should place an equal emphasis on male and female players. We also believe that we should promote a positive image of computer games players in all our publicity.

Blogging in the US: statistics

6% of adult US population have created blogs (1 out of 20 people).

9% of US Internet users have created blogs – about **11%** men and **8%** women (approx. **11 million** adults)

25% of Internet users read blogs.

16% of US adults read blogs. (approx. **32 million** adults)

Reading and creating blogs has increased **2%** in the past year.

18-29-year-olds are most likely to read blogs.

Both men and women are as likely to read blogs.

40% of the adult population listen to the radio.

79% regularly read newspapers.

The blog reading audience is **20%** the size of the newspaper reading population.

(The findings are based on telephone interviews with 2,000 US adults aged 18+.)

Memos

1 Answer the questions.

- Do memos come from people within a company or outside it?
- What kinds of topics are covered in memos?

2 Read the memos and answer the questions.

- 1 What has Daniela organized?
- 2 What does she remind the sales team to do?
- 3 How can staff get into the office after Christmas Eve?
- 4 What does Roy say that all secretaries have to do?
- 5 Why has Alejandro sent a memo?

Writer's desk

Memos are written official communications in a company. They can be:

- on a noticeboard
- circulated in internal mail
- sent as an email

A memo should always show the following information:

- who it is from • date
- who it is to • subject

Memos cover a variety of topics including:

- company policies and procedures
- changes of staff
- future events

Memos are written in formal language:

As we discussed...

Please note/ensure...

It should be pointed out...

May I take this opportunity...

Due to...

Thank you for a very productive discussion.

3 You are the manager of a small team. Write a memo using the notes opposite.

To...	Sales team	Sent: 28 August 20...
From...	Daniela Signorini	
Subject:	Time management course	

As we discussed in our meeting I have organized a time management skills course, run by IBG Training Solutions.

It will take place on the 28th September in the Main Conference Room. The course starts at 9.30am but coffee and biscuits will be available from 9.00am. There will be a buffet lunch and the course finishes at 4.30pm.

Please make sure that you keep the day clear and remember to keep your mobile switched off during the sessions.

To...	All staff	Sent: 15 December 20...
From...	Abas Yilmaz	
Subject:	Christmas closing dates	

Please note that the office will be closed from 4.00pm on Christmas Eve until 8.00am Tuesday 2nd January. Anyone requiring access to the building in that period should speak to their manager and inform security about when they wish to enter and leave the building. However, it should be pointed out that it is not company policy for staff to work during the festive period.

May I take this opportunity to thank all staff for their hard work during the year and wish you all a Merry Christmas and a Happy New Year.

To...	Secretarial staff	Sent: 12 July 20...
From...	Roy Jackson	
Subject:	New office supplier	

Due to recent problems with orders, we have decided to change our office suppliers. The new suppliers will be Aztec Office Services. Aztec is a well-established company that provides next-day delivery, a wide range of products, and competitive prices.

Please ensure that you have settled all outstanding stationery bills with BEC Office Supplies by the end of the week.

New Aztec catalogues are available from outside my office.

To...	Product development managers	Sent: 5 March 20...
From...	Alejandro Ramos	
Subject:	Yesterday's meeting	

Thank you for a very productive discussion. This is a memo of the decisions we took:

- 1 research new media markets
- 2 deliver proposals by end February
- 3 aim for new product range within three years

You have arranged a conference called: Future trends.

Date: 15th April

Venue: Shotover Park Hotel

Time: 9.30am until 6.30pm

Breakfast, lunch and evening meal

Reports 2

Describing trends

- 1 Look at the graphs on the right and match them with the extracts from reports below.
- 2 Which words and expressions mean that sales:
 - 1 are going up?
 - 2 are going down?
 - 3 are unchanged?

Writer's desk

Past trends

were up
rose steadily
declined
have fallen sharply
remained constant

Present trends

are increasing slowly
have been improving

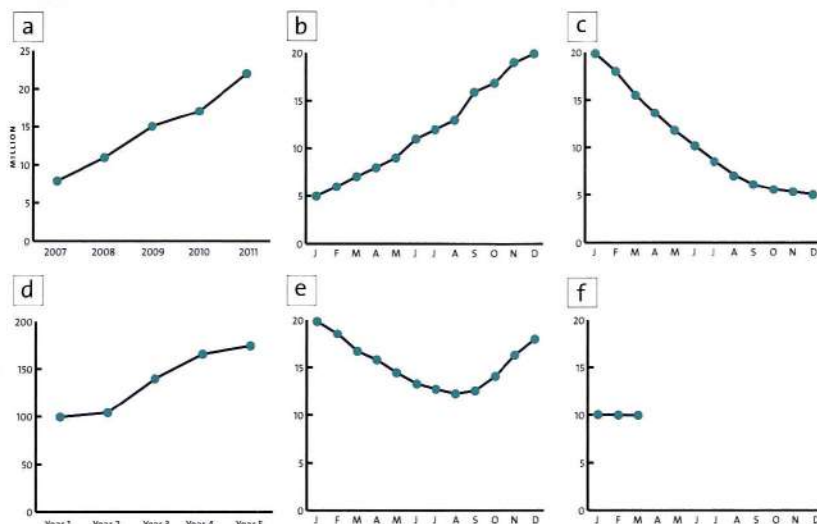
Future trends

will grow/reach
are expected to rise

Defining timescales

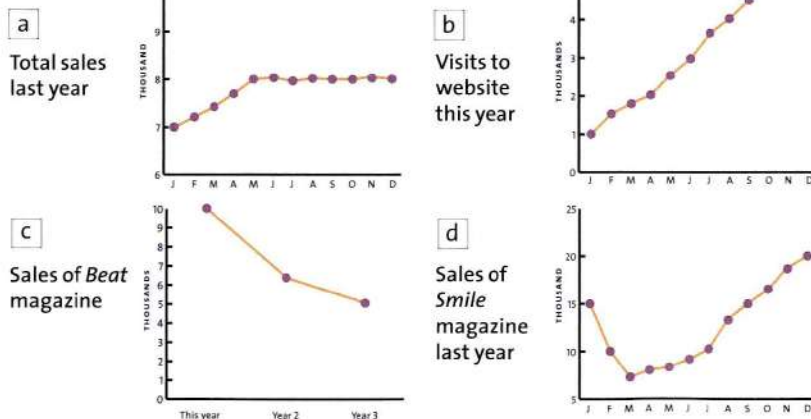
last/this year
in 2007
during the first six months
so far this year
over the next three years
in five years/over the next five years

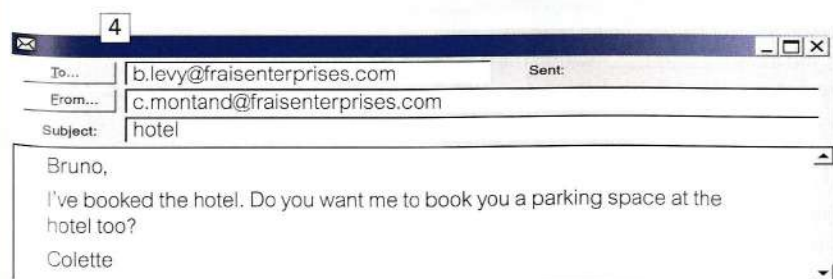
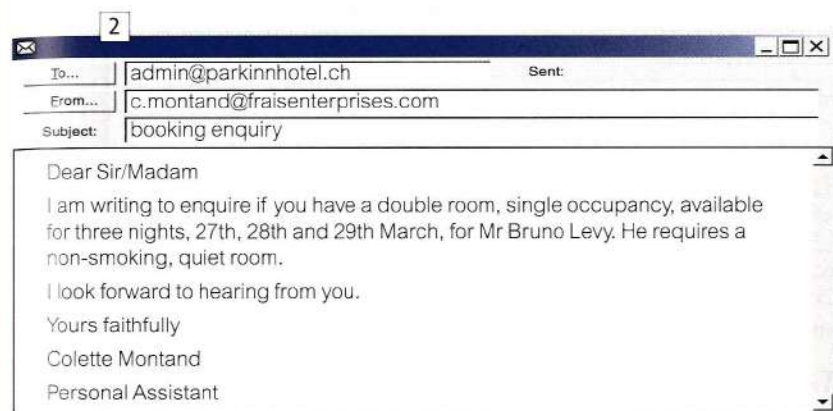
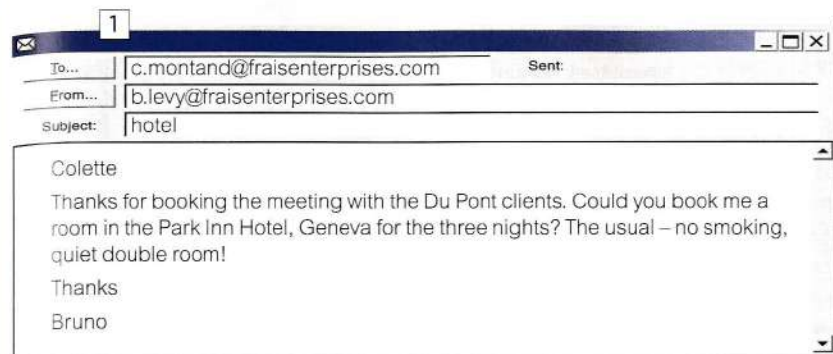
- 3 Write sentences for a report on *Enterprise* magazine sales using the graphs opposite.



- 1 Looking at our sales profile in the UK, we can see that last year our online sales rose steadily.
- 2 So far this year, sales have fallen sharply. We are hoping for an upturn in sales around the Christmas period, but our figures for January–October are very disappointing.
- 3 Despite fluctuations in the market, during the first quarter of this year, sales remained constant.
- 4 Sales declined slightly during the first half of the year. However, they have been improving since July, when we introduced our new marketing strategy across Europe.
- 5 Online sales in Italy are increasing slowly. Their numbers are predicted to grow from 8 million buyers in 2007 to 22 million in 2011.
- 6 In the coming five years, the number of Europeans shopping online will grow from 100 million to 174 million.

Enterprise Magazine Sales





Emails 2

Formal and informal language

- 1 Decide which of the following are formal [F], informal [I] or can be found in both situations [B].

Yours faithfully Dear Mr Dunne
 Best wishes Yours sincerely
 All the best Thank you for your enquiry.
 Please contact us if you have any further enquiries. How are you? Take care.
 We look forward to hearing from you.
 It's me again! Dear Sir/Madam
 Looking forward to the meeting. Hi Sam
 See you soon! Regards

- 2 Read the emails and answer the questions.
- 1 Which emails are more informal and why?
 - 2 In email 1, what does Bruno ask Colette to do?
 - 3 In email 2, what information does Colette add?
 - 4 In email 3, what information does the hotel request?
 - 5 In email 4, what does Colette offer to do?
- 3 You are Colette. Write the following emails.

- 1 Write to the hotel, confirm the booking, give credit card details (VISA 6783 2612 4382 9032, expiry date: 06/10). Bruno doesn't need a parking space.
- 2 Write to Bruno asking him when he wants to travel to Geneva.
- 3 Write to the hotel, book another room for Sophie Meyer.
- 4 Write to Bruno asking him if you should book a train ticket for Sophie.

Writer's desk

Emails

Emails follow most of the rules of business letter writing.

- An appropriate greeting: *Dear Mr/Mrs/Miss/Miss; Dear Sir/Madam or Dear Paul*, if you know the name.
- An appropriate closing.
- Complete sentences.
 Start with capital letter, finish with a full stop, and don't use note form.

Letters 1

Making payments

- 1 Discuss the question. What are the advantages of a letter over an email/an email over a letter?

- 2 Complete the letters with these words.

Letter 1:

sent payment touch event
inform shortly above quickly

Letter 2:

advise paid apologies however
overdue settle details

- 3 Underline parts of the letters that:

- say the order has been sent
- make an apology
- threaten a result if payment is not made
- request payment because the payment is late

Writer's desk

Use polite language

It appears/seems that...

I see from our records that...

Please accept our apologies for...

For your convenience...

Use conditional expressions

If you have settled..., please ignore...

Failure to send payment could result in...

- 4 You work in the Credit department of Hudson Fashions, Marsh Road, Belfast, Northern Ireland. You have not received payment for an order of 50 skirts. Write a letter including the details below.

Customer: Annie Barnes Fashion

Date of invoice: 25/04/20...

Order number: FV 779

Amount overdue: £1,967

Lazzaroni Ltd

Tollwell Road Newcastle NH4 93B

Freephone: 0800 547 6289

Ref: Customer number

3380178

Ms Singh
Home Alone
456-460 Mill Street
Glossop
Derbyshire
DB6 91F

22/04/2-

Dear Ms Singh

I am writing to _____¹ you that we have dispatched your order to you. You should receive it _____². We have a certificate of postage for all the items we ship. In the _____³ that you don't receive your goods within 7 days of receiving this letter, please get in _____⁴ so we can sort it out as _____⁵ as possible.

Your order: GD 479

Total: £2,700

A number of _____⁶ methods are available to you:

- Postal remittances should be _____⁷ to the above address.
- Most major credit cards can be used. Contact us on the freephone number _____⁸.
- Direct Debit, please contact us to arrange this.
- BACS: Sort code 13-47-23 Account number 88601483

Yours sincerely

P Townsend

Petra Townsend
Credit manager

2

Dear Ms Singh

Ref: Customer number 3380178

We thank you for your valued custom. _____¹, it appears that an invoice on your account is _____². For your convenience the invoice _____³ are listed below:

Date of invoice: 22/04/2-

Order number: GD 479

Total amount overdue: £2,700

We must _____⁴ you that the failure to contact us regarding any problems, or failure to send payment to _____⁵ your account could result in future orders being refused.

If you have _____⁶ within the last 7 days, please ignore this letter and accept our _____⁷.

Yours sincerely

P Townsend

Petra Townsend
Credit manager

Letters 2

Covering letter – job application

- 1 Read the job advert. Imagine you want to apply for the job. Make notes of the skills, qualities, and experience you have/don't have.
- 2 Job applicants often send a covering letter with their CV. Read the advice in *Writer's desk*.

Writer's desk

Covering letters describe how you are suitable for the job and how you can contribute to the organization.

Key points

- Use the correct opening and closing salutation.
- Check your spelling and grammar.

Organization

Paragraph 1

Give your reason for writing and say where you saw the advert.

Paragraph 2

Describe yourself generally and say why you are interested in the job. Refer to your CV.

Paragraph 3

Describe your skills, experience and qualities and how they are suited to the job.

Paragraph 4

Ask for an interview and give your availability
Closing salutation

- 3 Put the letter opposite into the correct order.
- 4 Write a letter of application for the job. Follow the guidelines in *Writer's desk*. You can describe yourself or invent an applicant.

Personal Assistant

Accountancy Firm

We are looking for a PA to join our expanding Business Advisors team. You will provide secretarial and administrative support, including client care. You will be required to conduct Internet searches for the team, provide messaging and mail forwarding services and do general secretarial duties. You will also organize local marketing events, such as seminars.

The ideal candidate will be well-organized, able to prioritize and work independently. You will be familiar with Word and Excel, and produce documents to the highest standard. You will have strong interpersonal skills and be comfortable dealing with client queries. Previous administrative experience required.

A □

I would welcome the opportunity to discuss my application further; I am available for an interview at your convenience. You can contact me at 09851 843390 during office hours.

B □

Dear Sir/Madam

C □

I am writing to apply for the position of Personal Assistant that I saw advertised on your website. I am enclosing my CV for your consideration.

D □

I am 24 years old, with a degree in Business Studies, and I am currently working in an office of eight people as a Personal Assistant. I have been there for two years and have gained invaluable experience in administration, dealing with clients, and teamwork.

E □

I look forward to hearing from you.

Yours faithfully
James O'Connor
James O'Connor

F □

InBiZ Consultants
45 Wood Quay
Dublin
8W

19 July 20—

G □

I am interested in this job because I am looking for an opportunity to contribute to a growing business, and I feel that my experience and skills make me an ideal candidate. As you can see from my CV, I have strong word-processing skills and am able to use spreadsheets, as I currently manage the annual office budget. The team are appreciative of the quality of the documents and letters I produce. I am enthusiastic and enjoy working with a variety of people. I am also well-organized and would enjoy the challenge of organizing events.

H □

65 Upper Abbeygate Street
Galway
Ireland

Notes and messages

- 1 Discuss the questions.
 - Why do people make notes?
 - How are notes different from more formal texts?
- 2 Read the notes and messages and answer the questions.
Which message/s ...
 - 1 ... is a reminder in a diary?
 - 2 ... are messages to everyone?
 - 3 ... is notes made during a phone call?
 - 4 ... is notes to someone made after a phone call?
 - 5 ... are requests for action?
 - 6 ... is a description of action someone has taken?
- 3 Read the *Writer's desk*, then write these messages.
 - 1 Mr Ching called this morning at a quarter to twelve. I explained you were in a meeting. He will call back after three o'clock.
 - 2 I am going to be out of the office until after lunch. Please can you deal with my phone calls until I get back? Thank you very much. Jack
 - 3 Things I have to do this morning. I have to send all the remaining invoices for January. I have to make a phone call to Pecan Supplies. I must order the new office printer.

Writer's desk

Notes have:

- fewer subject and object pronouns ~~He~~ would like to know ...
- fewer articles: ~~the~~ sales director
- fewer prepositions ~~at~~ 5.00 pm
- more abbreviations pls = please
- more incomplete sentences
Conference call 5.00pm = Make the conference call at 5pm
- less punctuation
- more underlining and exclamation marks

1

OUT TO LUNCH
BACK AT 2.00PM

2

PLEASE DON'T TOUCH
SWITCH.
ALARM GOES OFF!

3

MESSAGE

Clare
could you call Jaber
when you come out
of the meeting?
Steve

4

10.30 MEET OUTSIDE OFFICE,
PETE DRIVING TO STUDIOS
MEETING WITH LEE AND CHUNG
RE OLYMPICS CONTRACT
BACK AT 4.00

5

Monday 4 May

MORNING
Call Jerry
Talk to Lynch about
Enterprise job
Work on report

AFTERNOON
Do filing
Write letter Alliance group
Conference call 5.00pm
COLLECT DRY CLEANING

6

Ricky, pls find Veronika's
file & put on my desk
Thanks

7

have booked you to meet sales
director 3.30 pm in her office
wants to see sales figures and yearly
budget
OK?
Alba

8

10.30 am Friday 23 Nov
Mr Munro called
wld like to know why order hasn't
arrived
call him back asap

Emails 3

Arranging a conference

- 1 Discuss the question.
 - What do you need to do to arrange a small conference?
- 2 Nadia's manager has asked her to arrange a team conference. Read the emails and put them in order.
- 3 Work in pairs. Read the role cards and write emails to each other until you arrive at a firm booking.

Student A

You have been asked by your manager to arrange a conference for ten people. He would like it to be at the Old Bridge Conference Centre for two days on the 28th and 29th October. Write an email asking the Conference Centre for prices and availability. You require a meeting room with facilities, two days' refreshments and two days' lunches. When you receive an answer from the hotel, ask for a discount.

Student B

You work in the Old Bridge Conference Centre at reception. Your conference terms are £75 per person per day. An evening meal would be £25 per head. You have availability for the 28th and 29th October. When you receive an enquiry, check if they require an evening meal. If you receive an enquiry about a discount, politely answer that your company does not offer discounts.

A ☐

Dear Nadia

We would be able to offer you a 10% discount on the total. I hope that is helpful.

Regards

Pawel

B ☐

Dear Sir /Madam

I am writing to enquire about the possibility of an all-day conference in your hotel for sixteen people on July 2nd. We would require a meeting room with facilities for PowerPoint projection, a whiteboard, and a flipchart. We would also need morning and afternoon refreshments and a buffet lunch.

I look forward to hearing from you.

Yours faithfully

Nadia Madi

C ☐

Dear Nadia

We can provide the Byron Room with the facilities you require for 16 people on 2 July. The price is as follows:

Room	£450	Buffet lunch	£240
Morning and afternoon refreshments	£100		

There would be a non-refundable booking fee of 25% of the total.

If you cancel within 10 days of the booking, the full price is payable.

Regards

Pawel Nowak

Bookings manager

D ☐

Dear Pawel

Thank you for your quote. As RGC International uses your hotel for its overseas staff and guests on a regular basis, I wondered if you would be prepared to offer a discount on the price.

All the best

Nadia

Agendas and Minutes

- 1 Discuss the question.
 - Why do meetings have Agendas and Minutes?
- 2 Read the Agenda and Minutes and answer the questions.
 - 1 Who chaired this meeting and who will chair the next one?
 - 2 What two points on the 'Minutes of the last meeting' were discussed in the meeting?
 - 3 What do HTC and MPH have to do before the next meeting?
 - 4 What items were physically looked at?
 - 5 What does AOB stand for? Was the suggestion approved?

Writer's desk

Agenda

- Put important topics near the beginning
- Ensure the points are clear
- Don't put more items on the agenda than can be discussed
- Distribute before the meeting

Minutes

- Keep them short and to the point
- Record when a member of the group is asked to perform a task
- Keep a note of all action points agreed and who is responsible.
- Make notes in the meeting
- Write the Minutes soon after the meeting.

- 3 Chris forgot to report everything. Read his notes opposite and write the extra Minutes.

Agenda – Sales team meeting

From: Chris Hill

Date: Wednesday 3rd March at 10.30 a.m.

Venue: Floor 3, Room 5

- 1 Welcome and apologies
- 2 Minutes of the last meeting
- 3 Actions taken
- 4 New product briefing
- 5 Brochure cover approval
- 6 AOB
- 7 Date, time and place of next meeting

Minutes – Sales team meeting

Date: 10.30am Wednesday 3rd March

Present: BR, HTC, OP, RM, PS, MPH, JK

Chair: Chris Hill

Absent: KS, AD

The minutes of the last meeting were approved.

Actions taken

- BR has found a new web designer for our website.
- RM has started working on the database.

New products

a digital radio alarm clock

a 20 megabyte video MP3 player

Action: MPH to send team compliments to the product development team.

Brochure

HTC has developed next season's brochure, which looks great. The team were shown three covers. Cover no. 2 was chosen.

Action: HTC to increase typeface and make the colour less strong.

Any other business

JK suggested the team re-organized the diary so we know when staff are out of the office. This was agreed.

Action: JK to circulate diary for planned staff absences to be recorded.

Date, time and place of next meeting

10.30am Wednesday 2nd April. Floor 3, Room 7.

Next meeting's Chair

Oonagh

New products

What are USPs & target market for alarm clock? Suggestion: PS to ask Product development team.

AOB

JK - coffee machine out of order again. RM suggests replacing - agreed! JK to order a replacement from admin.

CV1

- 1 Discuss the questions.
 - What are the different functions of a covering letter, a CV, and an interview?
 - What do you think are the features of a good CV?
- 2 Read the first page of Emily's CV and answer the questions.
 - 1 What do you think the summary is there for?
 - 2 What do the 'Major Achievements' tell the employer?
 - 3 Why does Emily describe some of the courses she studied?

Writer's desk

- Include enough information to create interest, but avoid boring your reader.
- Keep your whole CV to two pages, but don't crowd information.
- You do not need to put your date of birth or enclose a photo.
- Your Profile is a short summary (4-6 lines of text) of your experience, skills, and abilities. Avoid the subject pronoun 'I'.
- Lay it out clearly.
- Use bullet points.
- Omit *Achievements* if you are applying for your first job. But, if possible, list any relevant achievements.
- An applicant with limited experience should put *Education* on the first page, as it is the most recent information. Only list the most important qualifications.
- Check spelling and grammar.

- 3 Read *Writer's desk* then write the first page of your CV. Aim it at your ideal next job. First make notes of your skills and qualifications. What are your unique selling points?

Emily Hunter

52 Dean Street
Sheffield
S2 5JG
Telephone: 0114 9722360
emhunt@hereandnow.com

PROFILE/SUMMARY

A highly motivated and enthusiastic graduate with a good knowledge of the industry and a diverse range of skills including first class communication and organizational skills. Able to use own initiative and work as part of a team under pressure to meet challenging deadlines.

MAJOR ACHIEVEMENTS

- Gained experience and knowledge about business in the office of a large company
- Worked effectively as a team member, helping a company to increase productivity and reduce costs
- Successfully participated in developing HR training programmes

EDUCATION/QUALIFICATIONS

CIPD Certificate in Personnel Practice (Completed course, currently awaiting results)

BA (Hons) in Human Resource Management, Sterling University
Oct 2005 - June 2008

Developed an ability to study independently, planning and organizing time effectively to meet deadlines.

Pre BBA Business Certificate in Business Administration, West London College
Oct 2004 - June 2005

Studied a broad range of courses including Business structure, Marketing and Business strategy, Business statistics and finance

3 'A' levels St Ambrose College, Sheffield, UK (June 2004)

- General Studies
- Business Studies
- English

7 GCSEs Sheffield High School, Sheffield, UK (June 2002)

CV 2

- 1 Think about a job, project, team work or group work that you have done. Make notes of:
 - various things you did
 - ways in which you contributed
 - what you learnt from it or how you developed as a result
- 2 Read the guidelines in *Writer's desk* and study page 2 of Emily's CV.

Writer's desk

- Experience should be in reverse chronological order starting with your most recent job.
- Include the year you started and the year you finished, but not exact dates.
- Write about the responsibilities and achievements in each job, not just the regular tasks.
- Include other substantial relevant experience such as time abroad.
- *Other skills* is the place to list your IT and language skills, etc.
- *Interests*
Write no more than three lines listing your hobbies and interests. Positions of responsibility, voluntary or charity work are useful to mention.
- *Referees*
You do not need to list these, but should say they are available on request.

- 3 Write the second page of your CV. Aim it at your ideal next job. First make notes about your experience, IT skills, language skills, and interests. Think about how you have developed and what your work achievements have been.

EXPERIENCE

Summer 2008 Riverland mail order

Assistant

A vacation job working in the Human Resources Department for a large company.

- Assisted senior supervisor in recruitment, gaining invaluable experience in HR
- Assisted in the re-organization of employee data on file, devising ways of improving data retrieval, and demonstrating decision-making skills
- Participated in developing training programmes in soft skills, using experience gained from researching my thesis
- Worked as part of a team to increase productivity and reduce costs, helping put business strategy into action

Summer 2007 Carzone car hire company

Internship

A three month Internship in the Human Resources Department in a variety of roles.

- Handled incoming telephone calls from staff, using a variety of interpersonal skills, such as effective listening, to deal with problems
- Responsible for completing important forms and keeping records up-to-date

Summers 2005 and 2006 Caulfield Enterprises

Administrative assistant

A vacation job in a local expanding business.

- Developed essential office skills through a variety of administrative jobs, such as typing, filing, answering the phone, greeting visitors, etc.
- Gained invaluable hands-on experience of how a business works, and a knowledge of office structure

Erasmus experience in France

Spent four months on an Erasmus exchange in Paris during my degree course. Improved my French, learnt to communicate with people from different backgrounds, and developed interpersonal and life skills.

OTHER SKILLS

- IT: Microsoft Word, Excel, Powerpoint
- Fluent in French, able to read German and hold a conversation about everyday matters.
- clean driving licence

INTERESTS

Keen on winter sports, including snowboarding and skiing. Interested in travel and cinema. Do regular voluntary work for Wateraid charity.

References: available on request

Writing bank key

Notices – News about staff (p.52)

- 2 previous experience, qualifications, department he/she will work in
- 4 when leaving, past achievements, contributions made, good wishes for the future

Emails 1 – Ordering (p.53)

- 2
 - 1 conversation
 - 2 order
 - 3 arrange
 - 4 send
 - 5 check
 - 6 agreed
 - 7 confirmation
- 3
 - 1 Yes
 - 2 a 15% discount
 - 3 it should be by the end of the month
 - 4 by credit card on receipt of invoice

Reports 1 – Planning and writing (p.54)

- 2
 - 1 Title
 - 2 Introduction
 - 3 Main body
 - 4 Conclusion

Memos (p.55)

- 2
 - 1 a time management skills course
 - 2 to keep mobiles switched off during the sessions
 - 3 by speaking to their manager and informing security
 - 4 to settle all outstanding bills with BEC Office Supplies
 - 5 to summarize the decisions from yesterday's meeting

Reports 2 – Describing trends (p.56)

- 1 1b 2c 3f 4e 5a 6d
- 2
 - 1 rose steadily, will reach, will grow, have been improving, are increasing slowly, were up, are expected to rise
 - 2 have fallen sharply, declined slightly
 - 3 remained constant

Emails 2 – Formal and informal language (p.57)

- 2
 - 1 Emails 1 and 4 are more informal. Between colleagues.
 - 2 To book a room at the Park Inn Hotel for three nights.
 - 3 Whether Bruno requires parking and the credit card number
 - 4 To book a parking space

Letters 1 – Making payments (p.58)

- 2 Letter 1
 - 1 inform
 - 2 shortly
 - 3 event
 - 4 touch
 - 5 quickly
 - 6 payment
 - 7 sent
 - 8 above
- Letter 2
 - 1 however
 - 2 overdue
 - 3 details
 - 4 advise
 - 5 settle
 - 6 paid
 - 7 apologies
- 3
 - a we have dispatched your order.
 - b please accept our apologies.
 - c failure to send payment to settle your account could result in future orders being refused.
 - d it appears that an invoice on your account is overdue.

Letters 2 – Covering letter – job application (p.59)

- 3 1H 2F 3B 4C 5D 6G 7A 8E

Notes and messages (p.60)

- 2
 - 1 5
 - 2 1,2
 - 3 4
 - 4 8
 - 5 3,6
 - 6 7

Emails 3 – Arranging a conference (p.61)

- 2 1B 2C 3D 4A

Agendas and Minutes (p.62)

- 2
 - 1 Chris Hill, Oonagh
 - 2 BR has found a new web designer; RM has started working on the database
 - 3 HTC has to modify the cover for next season's brochure; MPH has to send the team's compliments to the product development team
 - 4 three covers for the brochure
 - 5 Any Other Business. The suggestion was approved.

CV1 (p.63)

- 1 To inform the employer of your core skills, qualities and experience (your USPs).
- 2 To show that you have achieved things in your life and you demonstrate certain qualities through them.
- 3 Because they are relevant to the job.


9 Brands and values

Start up

- 1 Work in pairs. Read the Business Factbox, then discuss what you think your school's core values are.

Business Factbox
BUSINESS
FACTBOX

The one-stop guide to business techniques



Core values are timeless

Core values

Core values, such as 'quality' or 'innovation' are the unchanging, shared beliefs of an organization. They are powerful guiding principles and define the company's character and identity. They go beyond products, technical changes, or individual leaders and are not necessarily about profits. Core values must be timeless.

aiming for excellence

dynamic

trustworthy

passionate

progressive

creative

showing integrity

respectful

caring

listening

having fun

- 2 Work in groups. Discuss what you think the core values of these companies could be.

Yahoo Coca Cola Body Shop Microsoft Reebok British Airways

- 3 Match these core values with the companies.

A passion for winning, do the extraordinary, influence lifestyle trends, innovation, integrity, excellence

B excellence, innovation, commitment to the customer, teamwork, community, fun

C integrity and honesty, passionate about people and technology, open and respectful, willing to take on big challenges

D leadership, passion, integrity "be real", accountability, collaboration, innovation, quality

E opposition to animal testing, community trade, human rights, protection of the planet

F understanding, focused, cost-aware, trustworthy, supportive, listening, safety-conscious, value for money

In this unit

- Past Perfect
- core values
- sponsorship
- explaining
- asking for explanations

Reading

- 1 Write the names of a brand that you associate with the following:

sunglasses	mobile phones
computers	petrol
coffee	watches
perfume	shampoo
batteries	
- 2 Work in pairs. Compare your ideas and think of images and words you associate with the brands.
- 3 Read the article and match the questions with the paragraphs.
 - A What are the benefits of branding?
 - B What are the best ways to brand?
 - C What are the challenges in the future?
 - D What is branding?
 - E How do you create a brand?
 - F What are the different sorts of branding?
- 4 Work in pairs. Read the article again and discuss the questions.
 - What do you think the most successful brand in your country is?
 - How does it create brand loyalty?
 - What is its slogan?
 - What ideas and images do you associate with it?
 - In what way does the name suggest its qualities?
 - Is the brand message in harmony with the product?



Building Great Brands

- 1 A brand is a collection of images and ideas that represents a business. When we see a logo, slogan, or design and we know immediately what the product is, then the branding is successful. We instantly associate the product with ideas such as quality, reliability or performance.
- 2 Branding differentiates your product and it creates 'brand loyalty' in your customers. When a brand is widely known it has 'brand recognition' and 'brand equity', which is its financial value.
- 3 Companies have to identify the qualities associated with their product. They find a name linked to the identity and design a logo and slogan. Packaging is extremely important for communicating brand identity and they must create a marketing strategy and advertisements.

- 4 In many cases a brand is the same as a manufacturer, for example Gap or L'Oréal. In other cases the brand is the name of a product e.g. Crest – not a manufacturer. The first case allows the company to promote different products. Some companies, such as Coca Cola or McDonald's, have an international brand, built up over many years. Their message is the same for every product and in every market around the world.
- 5 Most branded goods are expensive, so stores' own brand goods can compete by offering a lower price. Smaller firms make clones of branded products such as computers and clothes. And there is an

illegal global trade in pirated copies of branded goods such as DVDs. Negative information about a company, such as unethical behaviour, can have a devastating impact on the brand.

- 6 It is important to establish a brand in terms of its positive attributes rather than a desire to beat the competition. The slogan should be short, a maximum of six words, and easy to understand. Companies should aim at building a relationship with the public, and speak to consumers as individuals. The brand message must be in harmony with the product, so consumers have the experience promised by the message.

Sponsorship: Support for an individual, organisation, team, event or program in return for the right to use them to promote a corporation's name, image, product and services.

Company profile

Nike, Inc

1 Work in groups and answer the questions.

- Do you own any Nike products? Which ones?
- Do you use them for sport or everyday activities? Why did you choose Nike products?
- What do you know about the Nike company? Has it featured in the news?

2 Read about Nike, Inc. and answer the questions.

- What happened in these years: 1964, 1971, 1972, 1984, 2004?
- What is the significance of the name Nike? Why do you think the 'swoosh' logo has been successful?



Nike

Nike, Inc. employs around 24,300 people worldwide, operates on six continents, and its suppliers, shippers, retailers and service providers employ nearly a million people. Yet the company, originally called Blue Ribbon Sports, was founded in 1964 by two running enthusiasts to distribute Japanese-made running shoes.

Phil Knight set up the business with Bill Bowerman who had been his college athletics coach. They launched the first line of their own Nike footwear in 1972.

These shoes had special soles. Bowerman had got the idea from his wife's waffle maker. They had established their brand identity the previous year when an arts student called Carolyn Davidson designed the Nike 'Swoosh' logo. They had also named the brand Nike, after the Greek goddess of victory.

In 1984 they launched the Air Jordan, the best-selling sports shoe of all time. Nike's race to success had begun.

Nike has sponsored top teams and athletes from Michael Jordan to Tiger Woods to make its brand known all over the world. At the Athens 2004 Olympic Games, its sponsored athletes

won a total of 50 gold medals. Football has also been a major growth area, with revenue rising from \$40m in 1994 to almost \$1.5 billion in 2006. At the World Cup in Germany they sponsored eight national teams including the reigning champions Brazil and the US.

Nike now owns subsidiary companies including Cole Haan (selling fashion items) and Hurley International (for action sports). In 2004, for the first time, international sales exceeded sales in the US. And with annual revenues of \$15 billion, it has changed beyond recognition from the original company. But Nike still has its world headquarters in Oregon, US.

• Language spot

Past Perfect

Complete the rules with *Past Simple* or *Past Perfect*.

- We use the _____¹ to talk about an event or situation in the past.
Phil Knight set up the business with Bill Bowerman who had been his college athletics coach.
- We use the _____² to talk about an event before that time.
I had never been to Paris before.
I had already talked to my manager.
- We can combine the Past Simple and Past Perfect in one sentence.
The meeting began. I arrived. → When I arrived, the meeting had already begun.

Find other examples of the Past Perfect in *Company profile*.

» Go to Grammar reference p.118

Write as many explanations as you can for these situations.

- Sarah got lost in Tokyo. *She had never been there before.*
- Keiji gave an excellent presentation.
- Naomi and Ethan didn't talk all day.
- He couldn't read any documents on his PC.
- Steve was shocked by his telephone bill.
- Tereza looked very happy today.

Sponsorship – no thanks!

Fans of the X-Games, an extreme sports competition, are sports fans not sponsorship fans.

Although most are aware of the corporate sponsors, about half think they are 'only

trying to sell me something.' They also believe it will not influence their future purchases.



Listening



1 Work in pairs. Discuss the questions.

- 1 What types of events, people or places do companies choose to sponsor?
- 2 Can you name any sponsors and what they have sponsored?
- 3 Is there a difference between sponsorship and conventional advertising?

2 Listen to the first part of the interview with business analyst Cristina Harris. Note her answers to the questions in exercise 1. Does she mention your ideas?

3 Why do companies choose to become sponsors? Listen to the second part of the interview and put the reasons below in the order you hear them.

- a **Employee relations:** encourages company pride, increases staff loyalty, attracts new staff ☐
- b **Customer relations:** raises the company profile with actual and potential clients ☐
- c **Brand/corporate awareness:** makes the customer more familiar with the company name ☐
- d **Community relations:** shows the company cares about the welfare of citizens and the community ☐
- e **Brand/corporate image:** seeks to create a personality and style for the company or specific product ☐

4 Work in groups. Discuss the questions.

- Does sponsorship offer good value for money for companies?
- Should amateur sporting events such as the Olympic Games be sponsored?
- Should tobacco and alcoholic drinks companies be allowed to sponsor sporting events?
- Do you know of any local sponsorship initiatives in your community?

Speaking

1 Work in pairs. Match the sponsors with the sponsorship opportunities. Choose a maximum of three sponsors for each opportunity. There are no right or wrong answers.

2 Work with another pair and compare your choices. Explain your reasons.



Neuromarketing

In an experiment, consumers drank Coke and Pepsi. Unidentified, they couldn't tell the difference. But when they saw the logos before drinking, 75% preferred Coke. Seeing the Coca-Cola brand stimulated a part of the brain

associated with cultural knowledge, memory and self-image. The brand was shaping activity in the subjects' brains.

Meeting room

Explanations and reasons



- Look at the picture. What do you think Yusuf is proposing? How do you think Laura and Jamie feel?
- Listen and number the points Yusuf makes.
 - ☐ all the competition magazines are reasonable quality, well-designed and interesting
 - ☐ it's getting more and more difficult for our magazine to make an impression
 - ☐ a number of titles have changed their format
 - ☐ our competition titles have strong covers, a new cover style won't help
 - ☒ a number of new business magazines have entered the market
 - ☐ I propose we change the format to a smaller size
- Listen again and tick (✓) the expressions you hear. What explanations do Laura and Jamie ask for?

Expressions

Asking for explanations

- ☐ Can you explain why ...?
- ☐ I don't understand why ...
- ☐ Is that why ...?

Giving reasons

- ☐ Although ...
- ☐ Because of ...
- ☐ In order to ...
- ☐ However ...
- ☐ As a result ...

Speaking

Work in groups. Student A go to p.109. Student B go to p.112. Student C go to p.114.

Reading

Read the article and make a list of all the things a name should achieve for a brand.

What's in a name?

A name is at the heart of a brand - it should create positive associations, be memorable, have emotional appeal, and encourage sales. For example, the car manufacturer Fiat uses 5 letter names e.g. Stilo, Punto, Ritmo, Bravo, which suggest strength and speed. But names that work in one market may not work in another. The Italian perfume Rockford could not be sold in France because it sounded like the name of a strong French cheese!

Names must reflect a company's ethos and goals, and communicate a product's qualities and USPs. The naming consultants Nomen, who created the name Yaris for Toyota and Wanadoo, say a name has five main jobs: to attract attention, to differentiate the product, to personalize it, to capitalize on investment, and to facilitate marketing and promotion.

Project

- Work in pairs. Choose at least three invented names and decide what products they could be for.

Promax	T.E.E.M	Libertas	Cotswold
Numinas	Cleanil	Apricot	Excellex
Platinum	Giraffe	Pulse	Saluto
Mu	Adopto	Sprint	Celebrus
Expedio	Inscribo	Dynamo	Bling
Vibrance	Blue Power		

- Work in pairs. Invent a new product and give it a name. Brainstorm ideas, use dictionaries and the Internet for ideas. Think about the following questions:
 - What are the USPs of the product?
 - Why would people want to buy it?
 - What associations do you want to create?
 - How does the name relate to the product?
- Prepare a presentation for your product with visuals and a talk.

Business know-how

A personal statement sets out your own personal core values and 'brand'. It is often required for a job or university application and helps you focus on what is important for your future career. Follow the instructions below.

➡ Preparing a personal statement

- Make a note of three or four times when you have experienced success.
- Make a list of the qualities and values that express your identity e.g. hard-working, creative, etc.
- Write two or three contributions you want to make to the world and to your employers.
- Make a list of your personal goals in life.
- Write your favourite motto or invent a slogan.

Writing

- 1 Read the Personal statement below. Are any of the points similar to your notes above?

Personal statement

- * My successes all relate to being very conscientious and working hard.
- * My core values are being creative, solving problems and being a decision-maker.
- * I would like to develop products and services that help people live easier lives. I would also like to demonstrate initiative to my employer.
- * My goals are to have an interesting job where I am able to make a contribution. I also want to continue learning and developing my skills.
- * My motto is: When nothing is certain, everything is possible.

- 2 Write your Personal statement out. Use the notes you made in *Business know-how*. For each area, choose the most important items. Then write a series of sentences.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can read and understand articles about brands and values
- ☐ I can understand people talking about sponsorship
- ☐ I can talk about events in the past
- ☐ I can ask for and give explanations

Key words

Core values

compassionate
dynamic
excellence
integrity
passionate
progressive
respectful
trustworthy

Branding

brand awareness
brand equity
brand image
brand loyalty
brand recognition
logo
slogan

Look back through this unit. Find five more words or expressions that you think are useful.

10 Office life

Start up

- 1 Look at the photo and match the descriptions with the parts of the photo.

My office space

This week we visit Heidi in her office



Heidi: I'm responsible for the publicity for a large travel agency. We work in an open plan office and this is my office space. It's a bit of a mess but I like it – it's my little den.

- This is my desk. I spend eight hours a day here so it has to be the way I like it.
- My chair. It's not that comfortable, so I have to get up regularly and talk to my colleagues, or get a coffee.
- My computer. I depend on it for my work – and my social life!
- My mug. I got it at an art gallery. It's rarely empty.
- These are pictures of my trips abroad. I've been to Iceland a lot. And there's a photo of the last office party!
- All the essentials for office life: stapler, hole punch, calculator. Not very exciting.
- They say that plants clean up the air in an office. I'm always forgetting to water it though!
- My MP3 player and headphones. I like listening to music, and with the headphones I don't disturb my office mates.
- Paper and documents. Who said we'd have a paper-free office in the future?

- 2 Work in pairs. Look at the picture of Heidi's desk again. What sort of person do you think she is? Why?

EXAMPLE

I think she is quite sociable because she has a photo of an office party.

- 3 Work in pairs. Describe your office, desk or where you usually study.

In this unit

- *must have, can't have, might/could have*
- discussing pros and cons
- reading news articles
- sharing a confidence
- expressing interest and surprise

Reading

- 1 Read the chat room opposite and decide who:
 - 1 doesn't like open plan
 - 2 prefers offices
 - 3 prefers open plan
 - 4 thinks there are more pros than cons with open plan
- 2 Make a note of the arguments used.

Open plan for	against	Private office for	against
feel part of a team	distracting	fewer distractions	

- 3 Work in pairs. Discuss your opinions of private and open plan offices.

Project

Work in groups. You are a new Internet company. This is your new office. Plan an ideal space (open plan, or offices, or a mix). There are eight desk staff, a sales director, and the owner. You will probably take on new staff soon. Decide on where people will work, a relaxing meeting space, a colour scheme, lighting, etc. Draw a plan and make notes.

**Message board****Profiles****Homepage****Working in a 'cube farm'**

- A I prefer open plan because you feel part of a team and you communicate more with your colleagues.
tareq
- B I find cube life very distracting. The constant movement of people, the phone calls and conversations. I would get more work done in an office.
alex
- C I definitely prefer offices. There are fewer distractions and you get more work done. You can use your phone how you like, listen to music and have a messy desk.
pedro
- D I think you can have teamwork and work in an office. People can still pop in if you leave your door open, but if you close it you can be quiet and get your work done.
carmen
- E I work in a shared office. There are four of us. It's both good and bad. I'm constantly distracted by people coming to talk to my colleagues. But it's good because I can ask questions without getting up from my desk.
jack
- F I've worked in both kinds of space and I prefer an office. At the moment I work in a cube and I know far too much about my co-worker, his family problems and his arrangements for the evening. And his wife rings three or four times a day.
barbara
- G Private offices can be very isolated and lonely. Open plan can be very productive. But there should be rules about distractions such as people visiting and people's loud music.
alina
- H We work in an open plan with cubicles. It's pretty quiet and when there are conversations they don't distract me. Offices are too quiet – I find I don't work so well in total silence.
jerry

EasyOffice

Easyjet owner Sir Stelios Haji-Ioannou has introduced a new concept – EasyOffice. Starting in London it will rent office space by the month, and by the room.

● Language spot

must have, can't have, might / could have

Match the captions and the pictures. Then complete the rules with *must have*, *can't have* or *might/could have*.

- 1 'Where is everyone?' 'I don't know. They might have forgotten our presentation.'
- 2 I think Eric must have resigned.
- 3 She can't have got the promotion.



- We use _____ + past participle to say that an event or situation was possible in the past.
- We use _____ + past participle to say we are sure something didn't happen or was impossible in the past.
- We use _____ + past participle to say we are sure that something happened or was true in the past.

» Go to **Grammar reference** p.119

Complete the sentences with *must have* or *can't have* and a suitable verb.

- 1 Jamal didn't come into work last week. He _____ ill.
- 2 Joel did the opposite of what we discussed. He _____ our conversation.
- 3 Tim _____ his driving test. He's bought a new car.
- 4 I found Angela's ID card under my desk. She _____ it.
- 5 Isabel looks absolutely terrible. She _____ last night.
- 6 The plane _____ on time. There was a strike at the airport.

News from the workplace

1 Karoshi – death by overwork

Do you do a lot of overtime? Work at weekends? Well, your work could be killing you. The Japanese have a word for death by overwork – 'Karoshi'. And 30,000 Japanese have died of Karoshi; families can even apply for compensation.

Workaholism has now spread to the US, which has the longest working hours in the world (Americans work about 1,978 hours a year, 12½ weeks more than Germans). People who work late tend to eat fast food, don't get enough sleep or exercise, and are more likely to be injured, have car accidents or become ill. Overwork is a disease that kills.



2 Workplace bloggers in danger

Be careful what you write in a blog. If you write about your workplace you may lose your job. Blogging is a very popular activity, you can tell other people about your life and work. But companies often feel that in-house bloggers' comments and criticism go against their codes of conduct. Recently several companies have sacked offending bloggers.

3

WORKING LUNCH

- 2 billion – sandwiches eaten by the British for lunch each day
- €6.00 – average cost of lunch in Spain
- €2.94 – average cost of lunch in Germany
- 20 minutes – average British lunch break
- 62% of office workers in UK skip lunch or eat it at their desk
- In 2005 Spain abolished the siesta, the traditional extended lunch break
- 55% of American workers multitask during lunch (run errands, email and shop online)



4 High-flying job was a life of misery

Cambridge graduate Polly Courtney, 21, got a job in a London investment bank. But she found the well-paid, prestigious job was a nightmare. After a glamorous training course in New York, things quickly changed on her return to London. Her colleagues were unpleasant and she had to work incredibly long hours. Polly once got home from work at 11.00 pm, but was woken up by the firm at 1.00 am and told to go back to the office. Within a year she had lost her confidence and was exhausted. So she resigned. In fact, only three out of the 32 graduates she joined with are still there. But Polly has got her revenge – she has written a novel called 'Golden Handcuffs' about two women working in a large City firm.

5

IT'S A FACT

Best true excuses for taking time off work

- 1 I couldn't find my shoes.
- 2 My cat didn't come home.
- 3 I broke my leg walking to the car.
- 4 I cut my finger on a tin.
- 5 I got hit by an ostrich.
- 6 A plane crashed on my road.
- 7 I split my trousers and I only have one pair.
- 8 I was waiting for the gas man.
- 9 I burned the soles of my feet when I was sunbathing.
- 10 I fell out of the bathroom window.



Reading

- 1 Scan the news opposite and match the sentences with the articles.
 - a Young graduate has a terrible experience working for a finance company and writes a novel about it.
 - b Lunch breaks in offices across the world are becoming shorter.
 - c You'd be amazed at the excuses people have for not turning up at work.
 - d Working for too many hours is becoming a common cause of ill health and even death.
 - e People who write about their work in blogs may lose their jobs.
- 2 Work in pairs. Discuss the questions.

Article 1

- What is 'Karoshi'?
- Who has the longest working hours?
- What can happen if you overwork?
- Do you think overwork is a problem in your country?

Article 2

Do you think companies have a right to sack bloggers?

Article 3

Compare the information with your country.

Article 4

- What happened to Polly?
- What did Polly do with her experience?
- What do you think happens in the novel 'Golden Handcuffs'?

Article 5

Choose the excuse you like best.

Stages of internship

- Anticipation – excitement and anxiety
- Disillusionment – disappointment about the real world
- Confrontation – re-examining goals
- Competence – feeling more professional
- Culmination – pride in achievements and sadness

The Successful Internship

H. Frederick Sweitzer, Mary A. King

Small talk**Surprising news**

- 1 Listen and note Daniel's news.
- 2 Listen to the conversations and make a note of how the story changes as each person tells it.
- 3 Listen to the conversations again and tick (✓) the expressions they use.

Expressions*Sharing a confidence*

- ☐ Have you heard the news?
- ☐ Guess what!
- ☐ Do you know what?
- ☐ You won't believe this but...
- ☐ They say that...
- ☐ I've heard that...

Expressing interest and surprise

- ☐ I don't believe it!
- ☐ Are you joking?
- ☐ Really?
- ☐ That's incredible/unbelievable!
- ☐ That's amazing/fantastic!
- ☐ That's terrible/awful!
- ☐ Great!

Pronunciation**Expressing surprise**

When we respond to surprising news, our voice starts low and rises.

That's incredible! Are you joking?

- Listen and repeat the expressions.

Speaking

Work in pairs. Student A go to p.109. Student B go to p.112.

It's my job

- 1 Work in pairs. Discuss the questions.
 - What are the benefits of doing an internship?
 - Have you ever done one?
 - Would you like to do one?
- 2 Read *It's my job* and make notes about the following areas:
 - the company
 - the workplace
 - responsibilities
 - Ratana's ambition

Ratana Kittikachorn

Age: 22 Nationality: Thai Job: Marketing intern

I'm on an internship in the marketing department of a large company in New York. It manufactures personal care products like toothpaste and toothbrushes, soaps and cleaning products and specialist pet foods. I was offered it after attending a recruitment fair. It's very exciting being in New York!

I am helping to market pet food – it's a very valuable part of the business. We are currently launching a new product, which is great. It has allowed me to be involved at the beginning of a campaign. I get a lot of support, but I am also given responsibility. I have been helping to organize market research – it's very rewarding learning about consumers. I've also spent a month in a factory placement and seen how the products are manufactured. That was useful in helping me understand the products.

The office is really friendly, everyone has made me feel part of the team. Even though I am not a permanent employee, the company told me to choose the training course I wanted to go on – I think I'm very lucky. We work flexi-time, so we choose what time to start and finish work, and we finish early on Friday. At Christmas everyone got a nice present, full and part time staff.

This is known as a great place to work. I finish the internship soon but I really hope I can get a job here.



Business know-how

- 1 Work in pairs and make a list of co-workers' or fellow students' habits that irritate you.
- 2 Read the list below. Did you think of similar things? Discuss the points and put them in order of seriousness.

How to irritate your co-workers

- Being emailed by someone three feet away.
- Having loud telephone conversations.
- People who swear at their computer.
- Taking supplies from a co-worker's desk.
- Talking behind someone's back.
- Taking credit for someone else's work.
- Complaining about your boss or co-workers.
- Looking at a co-worker's screen over their shoulder.

Writing

Read the website below. Write an application letter with the required information. Include:

- your age, nationality and education
- your experience and skills
- what you would be interested in
- any other skills or interests

WHO

The World Health Organization (WHO) is the United Nation's specialized agency for health. It aims to help all people attain the highest possible level of physical, mental and social well-being. The WHO offers internship opportunities for students from diverse academic backgrounds. Internships last between 6–12 weeks. Interns are not paid, and pay their own travel and living costs.

Application must include: details of education, current studies, languages, and computer knowledge. An indication of areas of interest. Any additional information that could be significant.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can discuss opinions and pros and cons.
- ☐ I can speculate about past events.
- ☐ I can share a confidence.
- ☐ I can express interest and surprise.

Key words

Office

code of conduct
feel part of a team
get up from your desk
get work done
office space
open plan
overtime
workaholic
work long hours

Feelings and performance

damage your health
distracted
get enough sleep
isolated
lonely
productive

Look back through this unit. Find five more words or expressions that you think are useful.

11 Workplace skills

Start up

- 1 Try the questionnaire and read the results. Tick (✓) the skills you feel you are good at.
- 2 Compare your results with your partner. Are they similar or different? What could you do to improve these skills?

Soft Skills

Find your strengths and weaknesses. Tick (✓) the answers that most reflect what you are like.

1 SPEAKING SKILLS

- a I enjoy speaking in groups and I don't mind giving presentations.
- b I don't enjoy having to explain myself, or give a presentation.



2 TEAMWORK

- a I like working in a group or team. I feel that we get better results together.
- b I prefer working alone, I can't get my point across in team work.

3 TIME MANAGEMENT

- a I usually deliver my work on time and organize my time well.
- b I'm a bit disorganized. I tend to deliver my work late.

4 FLEXIBILITY

- a I enjoy the challenge when I have to change my plans or ideas.
- b I prefer following rules, and don't enjoy it when I have to change my plans.

5 INFLUENCING PEOPLE

- a I'm persuasive and have the ability to change people's minds.
- b I don't enjoy trying to sell my ideas to other people.

6 CREATIVITY

- a I'm very creative and am always coming up with new ideas.
- b I'm not really an ideas person. I'm more logical and methodical.



Vocabulary

Personal qualities

- 1 Make a note of the words in the questionnaire that describe personality and personal qualities.
- 2 Work in pairs. Discuss what you think the most important qualities are for:

a sales representative	a receptionist
a computer programmer	a manager
a administrative assistant	a market researcher
a personal assistant (PA)	

7 ORGANIZATIONAL

- a I'm well-organized and like making plans.
- b I'm pretty disorganized and never know what I should be doing next.

8 WRITING SKILLS



- a I find writing easy. I enjoy writing emails, letters, reports, etc.
- b I'm not very good at writing. I don't enjoy organizing my ideas on paper.

Score

Any question where you chose 'a' relates to an area you have developed skills in.

Any question where you chose 'b' relates to a skill where you could focus your attention.

In this unit

- Third Conditional
- talking about skills
- successful discussions
- turn-taking

Reading

- 1 Work in pairs. Read the first paragraph. Discuss what you think are the soft skills that Annie needs.
- 2 Read the rest of the article and answer the questions.
 - 1 What are the soft skills mentioned in the article?
 - 2 What do you think work experience tells you about a candidate's skills?
 - 3 How do you think soft skills could give a company competitive advantage?
 - 4 How do you think soft skills could help in your studies?

Project

Work in pairs. Choose one of the soft skill areas. Research sites that give guidance and help on the Internet.

Write a set of tips for your classmates.

The need for soft skills in the workplace

Imagine you are an employer. You interview Annie. She can type 60 words a minute, format a document, spell well, use Excel and handle spreadsheets. She is smart and has the skills you need. So you give her a job. But she argues with your team, she is uncooperative and can't handle criticism. Within a month you have to let her go. Her 'hard skills' are brilliant, better than average, but her soft skills are getting in the way of her career.

Soft skills are about feelings, attitudes and behaviour. Interpersonal skills, such as communication, listening effectively, working in a team; personal skills, such as self-motivation and the ability to

organize your work; and thinking skills, such as problem-solving, and research skills are all as important as the technical know-how required for the job.

Employers place a great deal of value on non-academic experience. Work experience or part time jobs, which a young person may feel have no relevance to job in a company, say a lot about an applicant. Even jobs such as working in a café or a shop demonstrate team-working and time management skills. And you are also developing these skills at school or college when you do project work, work in a group, or do research.

Business schools and companies invest a lot of money in training their staff in soft skills to give them competitive advantage. Some of the most common are listening skills, influencing people, effective meetings, anger management, stress management and creativity workshops. Staff take time out from their day-to-day activities and work with colleagues in awareness-raising activities.

You can do a lot to improve your soft skills and emotional intelligence. There are self-help courses, and lots of guidance on the Internet, designed to make you more aware of your behaviour and the impact it has on other people.



Don't worry so much about the technical skills. We need you to teach them how to show up on time, how to work in teams, and how to take supervision.

employer talking to schools

in the report 'Hard Work on Soft Skills'

We hire the smile, we can train the skills.

employer

from the hospitality industry

Listening

1 Look at the website and answer the questions.

- 1 What does TEAM offer?
- 2 How can TEAM benefit a business?
- 3 Which activity would you prefer to do?

Team building activities Team building games FAQ Contact us



Together Everyone Achieves More

Welcome to TEAM – the company that builds your team through games and activities. Team members have to plan, delegate, interact together, and race against the clock. Our fun activities make your staff feel valued, improve communication, build trust, and help your company grow.

Activities include:

SPY GAMES Take part in a James Bond style adventure.

STAR WARS Which team will save the universe?

BRIDGE BUILDING Each team has to build the longest possible bridge.

2 Listen to the trainer giving instructions for the bridge-building activity. Which of the following materials can the teams use?

- scissors • sellotape • newspaper
- bars of chocolate • cardboard boxes

3 Listen to the teams giving their post-activity feedback. Match the sentence halves.

- 1 If we had tested the bridge earlier,
 - 2 If we had listened carefully to the rules,
 - 3 If we had chosen a leader,
 - 4 If we had had more time,
- a we wouldn't have made a stupid mistake.
 - b we would have finished.
 - c we would have discovered that it wasn't strong enough.
 - d we would have made better progress.

4 Listen to exercise 3 again and answer the questions.

- 1 What mistakes did the teams make?
- 2 How did the winning team construct their bridge?

Language spot

Third Conditional

- We use the Third Conditional to remember a past action, and imagine the result if something different had happened.

She would have caught her plane if she had left earlier.

If he hadn't been so nervous in his interview, he would have got the job.

Look at the sentences in exercise 3 and underline the imagined results.

» Go to **Grammar reference** p.119

1 Complete the sentences with the words in brackets.

- 1 If the managers _____ (not cancel) the team-building course, their staff _____ (be) much better at working in a team.
- 2 Samira _____ (send) me an email if her computer _____ (not crash) this morning.
- 3 If I _____ (talk) about my problems with my manager, I _____ (avoid) a difficult situation with a customer yesterday.
- 4 If we _____ (take) a shorter lunch, we _____ (not be) in trouble with our manager yesterday.
- 5 Alex _____ (get behind) with her report if Luis _____ (not help) her with the research last week.
- 6 If the meeting _____ (finish) sooner, I _____ (not miss) the train last night.

2 Work in pairs. Complete the sentences about yourself. Then discuss them together.

1 If I hadn't come to my English lesson today, ...

2 If I had been born 200 years ago, ...

3 If my parents had moved to New York, ...

4 If I had left school when I was sixteen, ...

Reading

1 Work in pairs. Discuss these questions.

- 1 What makes a successful discussion?
- 2 What causes problems in a discussion?

2 Read and complete the tips with the missing sentences.

- a Don't take this reaction or anger personally.
- b They will help you get your point across.
- c Instead take your time before you answer.
- d People want you to listen to them, not necessarily agree with them.
- e We 'filter' it through our own beliefs, assumptions and judgements.

3 Read the tips again and choose one you would like to focus on next time you have a conversation.

4 Work in groups. Discuss one of the following topics. Use the tips from below.

- the things you find most challenging about English
- things that could be improved in your town
- your ideal job
- the best company to work for in your town
- how you feel about job interviews

Tips 4 better discussions

Clear expression

Tip 1

Express your thoughts and feelings clearly. If you give too much extra information, it will be difficult to understand. Be aware of your tone of voice, eye contact, body language and choice of words. [———¹]

Paying attention

Tip 2

Pay full attention to what people are saying – they will feel that you understand them. Focus not only on the words, but also the tone of voice and body language. [———²] Say things like: 'I'm interested in what you're saying, can you explain more?'

Listening to the message

Tip 3

What someone says and what we hear can be very different. [———³] Restate what you think you have understood. 'You are saying that my project was carelessly written. Have I understood you correctly?' This allows the person to correct or confirm your interpretation.

Dealing with personal reactions

Tip 4

Sometimes people react defensively to what you say. [———⁴] Listen, and remember that their reaction is unlikely to be personal. They may not have understood your message.

Taking your time

Tip 5

You may feel defensive about what someone says to you. Don't jump in! Allow the person to express their concerns. Try not to react with responses such as 'I'm doing my best.' or 'So you don't like my work?'. [———⁵] You will communicate less emotionally and more effectively.



Mobile phones

There are more than **1.25 billion** mobile phone users in the world.

1 in 3 people in Europe have a mobile phone and replace it every 18 months.

Around **60 million** mobile phones are replaced in Europe each year.

Approximately **90 million** mobile phones are lying unused in cupboards and drawers in the UK.

Meeting room**Turn-taking**

- 1 Listen to Gianni and answer the questions.
 - 1 What has the company decided to do?
 - 2 What do Kim, Emily, Nick, and Gianni have to decide?



- 2 Listen to the meeting and note the arguments in favour of the charity proposal and the sponsorship proposal.
- 3 Listen again and answer the question. Who does the following things? Circle the name.

1 keeps talking after an interruption	Emily/Kim
2 apologizes for interrupting	Emily/Kim
3 asks if Kim has anything to add	Nick/Gianni
4 asks for Nick's opinion	Emily/Kim
5 asks for Gianni's opinion	Kim/Nick
- 4 Listen again and number the expressions in the order you hear them.

Expressions

- | | |
|--|---|
| <input type="checkbox"/> What's your opinion...? | <input type="checkbox"/> Sorry, I interrupted you. |
| <input type="checkbox"/> What do you think? | <input type="checkbox"/> Do you have anything to add? |
| <input type="checkbox"/> Can I just say...? | |
| <input type="checkbox"/> Can I finish? | |

Speaking

Work in groups of four. Go to p.109.

Company profile**Nokia**

- 1 Work in pairs. Discuss the questions.
 - 1 What are the largest mobile phone manufacturers in the world?
 - 2 What mobile phone have you got? What do you know about the company?
- 2 Read *Company profile* and answer the questions.
 - 1 Where is Nokia based? Why do you think it uses English?
 - 2 When did Nokia specialize in mobile phones?
 - 3 What problems did Nokia experience? Why?
 - 4 In what ways does Nokia focus on its staff?
 - 5 What do you think accounts for the success of Nokia?

Nokia is the world's largest manufacturer of mobile phones and digital cameras with a global market share of 34%. It also produces telecommunications equipment. Nokia is based near Helsinki in Finland. It is the largest company in Finland playing a significant role in the national economy, with offices and factories all over the world.

Nokia started in 1865 as a wood pulp mill and in 1871 was renamed Nokia Ab. It became a successful business, producing many products, including shoes, paper and tyres. In 1966 two major Finnish companies merged with Nokia to become the Nokia Corporation.

In the 1970s Nokia continued to expand and became a pioneer in mobile phone systems. In the 1980s it developed the Global System for Mobile Communications (GSM), which is now used by 80% of all mobile phone users.

In the 1980s and 1990s Nokia experienced difficulties with the massive growth of mobile phones. But in 2006 Nokia and Siemens AG merged to make one of the world's largest network firms. Its profits in 2006 were about \$5 billion. Nokia invests heavily in research and development and employs around 60,000 people.

Nokia's mission statement is called The Nokia Way. It avoids complex management structures, and aims to provide equal opportunities, openness of communication, and participation. Employees can take time off to develop their own personal skills. The official language of Nokia is English – all their internal communications are in English.



Business know-how

- 1 Being asked to work in a group isn't always easy. Read the tips on how to make group work more effective.
- 2 Work in pairs. Discuss what you do already when you work in groups and which tips you will try out.

How to work in a team

- Make a set of group rules, e.g. speak up, respect each other, be honest and open, be constructive, listen to others.
- Create an action plan, make sure that everyone has a task, and you all agree what needs to be done.
- Don't take it personally if people reject your ideas.
- Compromise – it's the key to good group work.
- As a group, find out what people are good at and then assign roles according to skills.
- Don't let other group members get so involved in their work that they lose touch with the group.
- Set deadlines for everyone in the group to get their assignments done.

Writing

Start preparing your CV. Write notes about the soft skills which are your strengths. Then write about three of them giving examples from your life that show your skills.



One of my strengths is my ability to plan and organize things. When I was a student I was the president of the university football club. I planned all the events for the year and organized venues and timetables. I was able to do this and also complete my course work successfully.

I am good at getting on with people. When I work in a team I am able to communicate with all the members and facilitate a good working atmosphere. In my last job our team achieved the most sales for the year and I feel that I contributed to our success.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can talk about past actions and imagine alternative consequences.
- ☐ I can identify and talk about soft skills
- ☐ I can hold a conversation successfully
- ☐ I can take turns in a discussion

Key words

Adjectives

creative
disorganized
persuasive
sociable
uncooperative
well-organized

Nouns

attitude
dependability
emotional intelligence
feedback
flexibility
integrity
interpretation
participation
soft skills

Look back through this unit. Find five more words or expressions that you think are useful.

12 Presentations

Start up

- 1 Work in groups. Discuss the questions.
 - Have you ever given a talk or presentation? How did it go?
 - What things can go wrong in a presentation?
- 2 Listen and put the pictures opposite in order.
- 3 What do you think the speaker is doing wrong in each case?

Vocabulary

Presentation accessories

Match the accessories needed for a presentation with the definitions.

- | | |
|-------------------|--|
| 1 slide | a large board you can write on with special pens |
| 2 whiteboard | b pen-like object that produces a point of light for identifying things on a board, etc. |
| 3 PowerPoint™ | c document distributed at a presentation or other event |
| 4 handout | d equipment that projects an image onto a large screen |
| 5 flip chart | e a single page of a PowerPoint presentation |
| 6 beamer | f pen with a soft point for writing on boards at meetings, etc. |
| 7 laser pointer | g large sheets of paper fixed to a stand so they can be written on and turned over |
| 8 felt tip marker | h computer program for creating presentations |

a

You can't read this, but what it says is ...


☐

b

Er, I haven't quite finished yet. I need about 10 more minutes.


☐

c

Well, what I mean is, erm ... What was I saying?


☐

d

The third point I want to make is ...


☒ 1

e

Well, erm, that's the last slide, so ... that's all I've got to say. Bye.


☐

f

The most important thing is ...


☐

In this unit

- Reported speech
- giving presentations
- breaking bad news
- expressing sympathy
- effective meetings

Reading

1 Work in pairs. Discuss the following questions.

- 1 What is the best talk or presentation you have ever been to?
- 2 What made it good?

2 Read the advice and complete it with these words.

visuals	directly	nervous	communicate
avoid	easily	read	variety
confident	interesting	effective	content

- 3** A Prepare a two-minute talk about something you know a lot about. It could be a hobby, a sport, a historical period, a computer game. Don't worry about visuals, just follow the advice in paragraph A.
- B Work in pairs. Rehearse your talks. Follow the advice in paragraph E. Give feedback to each other.
- 4** Give your talks to the class.

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How to give a good presentation

a. Planning | Think about your audience and your aims in giving the talk. Make sure you have a strong opening, middle and end. Studies suggest that people remember three points _____¹, so structure your talk into three main sections. Then divide them into three sub-sections, etc. The average attention span of a listener is 6–8 minutes, so use a _____² of material. Asking people to do something increases their chances of remembering information, too. Use a good quote, or an interesting anecdote – they make your talk more _____³.



Tell them what you're going to tell them.
Tell them. Then tell them what you told them.

b. Writing | For your slides keep things simple. Use a maximum of two typefaces and a minimum 16 point size. Avoid capital letters in the main text – it is difficult to read. During a talk people take in 7% of information from text, 55% from visual information and 38% from voice, so use _____⁴ – diagrams, graphs, pictures and props. And don't put too many words on your slides. You don't need to write your talk in full, you're not going to _____⁵ it out. Many speakers use small cards with key words and phrases on them as cues. And get to know features in PowerPoint such as the Notes pages.

c. Rehearse | You wouldn't go to a play if the actors hadn't rehearsed, would you? So practise in front of your friends, colleagues or family. Ask them to give you feedback on the _____⁶, your voice and body language. You will be surprised at what you decide to change. You will see if you have too much or too little material, and you will feel less _____⁷ on the day.

d. Before the presentation | Deep breathing is an _____⁸ way to reduce nerves, and is used by professional performers. Wear smart, comfortable clothes – they will make you feel more _____⁹. Make sure you have everything you need, and that your computer and beamer work. Before your audience arrive, check your slides are in focus.



K.I.S.S. Keep It Short and Simple

e. After the presentation | First impressions count. Smile, stand up straight and look _____¹⁰ at the audience. Breathe deeply and project your voice. Introduce yourself, and tell people what you are going to talk about. Remember to speak slightly slower than normal, and _____¹¹ turning your back on the audience. Don't just read your slides, explain them in your own words. And remember to have fun and _____¹² your enthusiasm.

Dragons' Den is a UK TV programme. You present your business idea to the Dragons, five successful business investors. You have to convince them to invest their own money.


Dragon's Den Rules

- You pitch for a specific amount of funding
- If you can convince one or more of the Dragons to invest the specified amount, you get the cash.
- If you don't reach the specified amount, you lose it all.

Listening

- 1 Listen to an extract from a similar programme called *The Lions' Cave* and complete the datafile.

Name:	Asma Al Saffar
Company:	SeaNet
Supplies:	wireless _____ ¹ access to yacht owners.
Yacht owners can:	get access to _____ ² suppliers; keep in contact with their _____ ³
The yacht owner:	subscribes to wireless _____ ⁴ . They pay a _____ ⁵ fee.
Investment needed:	£ _____ ⁶



- 2 Listen to more extracts from the programme and correct the errors in the notes below. Does Asma get the investment she needs?

1 correction: Asma said she was extremely confident.

- 1 Louise asked if Asma was confident about her future prospects. Asma said she wasn't very confident.
- 2 Sam asked what sales she could generate. Asma said that a subscription cost £10 a month. She said she had 2,500 paying customers.
- 3 Louise asked when Asma had started the business. She said that she had started it three years ago.
- 4 Alessandro asked how many marinas she had signed up. She told him that she had signed up 50 marinas.
- 5 Louise asked how she was going to generate business. Asma said to Louise that they could attract customers to their website.
- 6 Sam said that he would offer her £65,000 in exchange for 20% of the company.

Language spot

Reported speech 1: said, told, and questions

- When we report a statement with a past reporting verb (e.g. *said, told*), we usually change the tense of the verb in the statement.

We supply Internet access to yacht owners.

He said that they supplied Internet access to yacht owners.

Look at the notes in Listening, exercise 2. What happened to these verbs when they were reported?

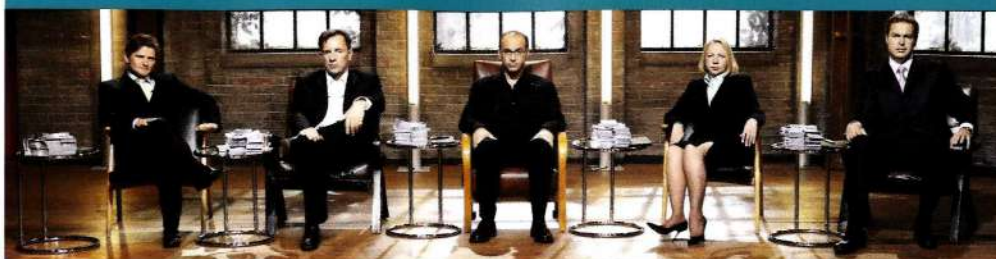
costs can attract will offer
are going to generate started

- We report 'yes/no' questions with *if*:
Louise asked if Asma was confident about her future prospects.
- We report questions beginning with question words with *ask*:
Alessandro asked how many marinas she had signed up.
- When we report questions the word order changes.
How are you going to generate business?
She asked how she was going to generate business.
~~NOT~~ *She asked how was she going to generate business.*

» Go to **Grammar reference** p.119

Report these further extracts from *The Lions' Cave*. Use *said, told* or *asked*.

- 1 Asma: 'The marina provides a base for our equipment.'
- 2 Sam: 'Are you very successful?'
- 3 Asma: 'We are planning to target more marinas this year.'
- 4 Asma: 'We can't grow the business without extra investment.'
- 5 Louise: 'What do you know about boating?'
- 6 Alessandro: 'This is the best pitch I've seen in a long time.'
- 7 Asma: 'I developed the idea when I was studying at college.'
- 8 Asma: 'It's a deal.'



Speaking

- 1 Work in groups. Read about *The Lions' Cave*. Each group will choose a product from those mentioned in the text.
- 2 Prepare a presentation with visuals. Make sure each group member participates in the presentation.

Expressions

Dividing up your talk

This brings me to ...

I would now like to move on to ...

My next example ...

Following on from this ...

Moving on ...

Closing

Finally ...

In conclusion ...

I would like to sum up by saying ...

And so to my closing point ...

Lastly ...

I have one final observation ...

- 3 Now play *The Lions' Cave* with the class.

The Lions' Cave

How to enter The Lions' Cave

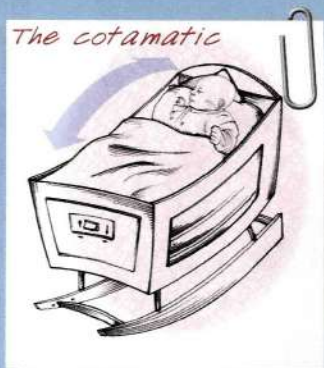
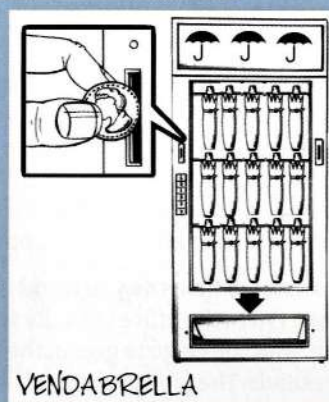
- Each group must present their product to the investors.
- The other groups are the investors. They can ask questions after the presentation.
- Each investor group has £250,000 to invest. After they have seen all the presentations, they must decide how to invest their money. They can't invest in their own companies!
- The group with the most investments wins.

Your group must decide

- the name of your company
- the company history so far (how long you have been in business, successes so far, your turnover, etc.)
- the USPs of the product or service
- the competition in the sector
- how you intend to target the market
- your plans for the next few years
- what investment you would like from the Lions

Which of these ideas is worth investing in?

- 1 umbrella vending machines for stations, etc.
- 2 disposable cardboard seats for outdoor events
- 3 a business that offers cleaning services for lorries and coaches
- 4 an aspirational, high quality magazine, aimed at both men and women
- 5 a snowboard with handles
- 6 a chain of shops specializing in baseball caps
- 7 a contemporary circus company
- 8 an automatic baby-rocking machine



Business buzzwords

bring up to speed

think outside the box

keep in the loop **TOUGH BASE****push the envelope****ball park figure****It's my job**

- 1 Work in pairs and discuss the skills and qualities needed to promote music artists and their music.
- 2 Read about Pippa Fox and answer the questions.
 - 1 Why do you think the job has such long hours?
 - 2 What business skills are important?
 - 3 Why is giving presentations important?
 - 4 How is a background in music useful?

Pippa Fox

Age: 24 Nationality: British
Occupation: Music promotion

How did you get into music promotion?

I played in a band while I was at university. We managed to get a contract with a record company but the band soon split up. I still wanted to be involved in the music industry. I heard about a vacancy in the promotions department, so I applied for the job.

What sort of hours do you work?

When I'm in the office I usually work from 10 to 6.30 or 7pm. And I often go to gigs in the evening, and work at weekends. The job never stops.

What skills do you need in your job?

We need great people skills and telephone techniques. A good relationship with our artists and the media is essential. Market knowledge is vital – we have to know who is likely to buy their records and which press and media will give them the best exposure.

How important are presentations?

Incredibly! You have to be able to communicate your promotional strategies effectively. I give regular presentations to company execs and I also present our plans to the artists.

Has your music background been an advantage?

Definitely. Our artists feel that I understand their worries. They know I'm on their side.

**Small talk****Bad news**

- 1 Look at the picture. How do you think Karen and Daniel feel?



- 2 Listen and answer the questions.
 - 1 Why didn't Tim give his presentation?
 - 2 Why is he worried now?
 - 3 What has happened to Sophie?
 - 4 Why is she depressed about it?
- 3 Listen again and put these expressions in the order you hear them.

Expressions**Breaking bad news**

- ☐ I had a real disaster (last week)
- ☐ I got some bad news (yesterday) ...

Expressing sympathy

- ☐ Oh dear/no.
- ☐ I'm so sorry.
- ☐ I'm really sorry to hear that.
- ☐ You poor thing.
- ☐ That's terrible!

Pronunciation

/əʊ/ and /ɒ/

- Listen. Underline the /əʊ/ sounds and circle the /ɒ/ sounds. Then practise saying the sentences.

- 1 Oh no! It's John on the phone.
- 2 I'm so sorry. What will you do now?
- 3 She got a terrible shock.
- 4 Why won't you ask for a promotion?
- 5 Who do you want to go to the show?

Speaking

Work in pairs. Student A go to p.110. Student B go to p.113.

Business know-how

- 1 Work in pairs. Discuss what makes an effective meeting and what can go wrong in a meeting.
- 2 Work in pairs. Read the tips and decide on the three most important points.

Effective meetings

- have clear objectives and a list of items to discuss – an agenda
- distribute the agenda before the meeting
- arrive on time
- deal with routine matters first
- appoint a 'chair', a person who leads the meetings
- the chair maintains order, asks appropriate questions, and is impartial
- come to the meeting properly prepared
- respect each person's contribution
- notes should be taken by a 'secretary' and written up afterwards as 'minutes'
- define 'action points' – what people need to do as a result of the meeting

Writing

You have to give newcomers a short, practical presentation about your school or workplace in your team meeting. Plan the talk and then write a handout.

- Include information about:
 - facilities
 - starting times, timetables, etc.
 - lunchtime, breaks, coffee machines, etc.
 - holidays, time off, etc.
 - names and roles of key staff
 - social events
- Give your handout a heading with the date and your name.
- Use bullet points for your information.
- You can use notes rather than full sentences.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can give a presentation
- ☐ I can understand discussions about investment
- ☐ I can break bad news
- ☐ I can express sympathy

Key words

Presentations

cables
cue cards
diagrams
felt tip markers
flip chart
graphs
handouts
laser pointer
OHP
PowerPoint™
visuals
whiteboard

Investing in business

bargain
funding
generate (business/sales)
pitch
raise money

Look back through this unit. Find five more words or expressions that you think are useful.

13 Big business

Start up

- Look at the information and answer the questions.
 - Why do businesses do a SWOT analysis?
 - How do you think it helps them plan the future?

Business Factbox

BUSINESS
FACTBOX

SWOT

Companies have to know what is happening both in their own business and in the rest of the world. To measure their performance and plan future strategies, they often use a technique called a SWOT analysis.

SWOT stands for:


- S Strengths** (e.g. how well they respond to customer complaints)
- W Weaknesses** (e.g. high prices)
- O Opportunities** (e.g. a growing demand for their products)
- T Threats** (e.g. increased competition from new producers)

- Answer the questions below to make a SWOT analysis for yourself. Now work in pairs. Talk about it with your partner.

EXAMPLE

*I'm good at planning and organizing my work.
 I find speaking in public very difficult.*

Listening

-  Carlos Olivera da Silva and Isabel Moyer run an online business selling MP3 players and related products. Listen to their SWOT analysis and make notes.

Strengths

good product knowledge

Weaknesses

limited to regional market

Opportunities

can get access to new customers

Threats

strong competition from other websites

SWOT analysis

Strengths

- What education do you have?
- What skills and experience do you have?
- What do you do very well?
- What do other people see as your strengths?

Weaknesses

- What could you improve?
- What is more difficult to change?
- What do other people see as your weaknesses?

Opportunities

- What are the good opportunities facing you in your work or education?
- What future trends interest you?
- Do you have any hobbies or interests that could help your career?

Threats

- What obstacles do you face?
- What is changing around you that might affect you?
- Could any of your weaknesses affect your career?

● Language spot

Verb + to or verb + -ing

- We use *to* + infinitive after certain verbs.
We plan to open 20 new stores.

afford dare decide deserve have learn
mean offer pretend refuse seem

+ *to* + infinitive

- We use an *-ing* form after certain verbs.
They have given up trying to expand abroad.

admit avoid consider dislike enjoy finish
give up imagine keep miss practise risk
stop suggest

+ *-ing*

- We usually use *to* + infinitive or *-ing* after these verbs.
The company started to grow / growing more quickly.

begin continue hate intend like love
prefer start

NOTE: after *would like*, *would love*, *would prefer*,
would hate use *to* + infinitive

➤ Go to **Grammar reference** p.120

- 1 Complete the news items below with the following verbs.

to expand to freeze to create to open
to provide to walk out to withdraw

Business news update

Telecom tycoon buys into cafés

The telecoms billionaire Denis O'Brian has become a major shareholder in the fast growing BBs, a chain of shopping centre cafés. The chain has 123 outlets and plans _____¹ about 23 new cafés before the end of the year.

Geek squad

The giant American electronics retailer, Best Buy, has teamed up with The Carphone Warehouse _____² an army of computer specialists. It promises _____³ support for consumers who need IT support at home.

In this unit

- verb + *to* or verb + *-ing*
- SWOT analysis
- talking about companies
- expressing certainty, probability, and possibility
- task management

- 2 Complete the sentences with the correct form of the verb in brackets.

- 1 I've given up _____ (try) to talk to him. He's never available.
- 2 Angela shouldn't avoid _____ (give) presentations.
- 3 We keep _____ (think of) more threats than opportunities!
- 4 Would you prefer _____ (meet) later in the day?
- 5 I'm afraid we aren't expected _____ (achieve) our sales targets this month.
- 6 We've decided _____ (attend) this year's trade fair.
- 7 Xavier suggests _____ (delay) the planning meeting by a week.
- 8 He really didn't deserve _____ (get) his promotion.

- 3 Complete the sentences about you.

- 1 In the next five years, I imagine _____
- 2 I miss _____
- 3 I avoid _____
- 4 I can't afford _____
- 5 By the end of this year, I intend _____



Spinvox receives injection of cash

Several wealthy backers are providing funding for Spinvox which converts voicemail messages to text. The investment will allow the company _____⁴ into America and Spain.

Car giants threaten _____⁵ on Formula One

Formula One's ruling body intends _____⁶ engine development which has angered top car manufacturers. They are prepared _____⁷ their investment from Formula One if the plan is not changed.

The London Stock Exchange

It opened in 1801. Before this, people traded their stocks and shares in two famous London coffee houses: Garraway's and Jonathan's.



Vocabulary

Business terms

Work in pairs. Match these definitions with the words in blue in the article 'Behind Big Business'.

- Someone who invests money in order to make a profit. *investor*
- The total value of what a company owns, minus its debts.
- Taxes that you pay on things you import.
- The group of people which controls a company and decides its policies.
- A plan of action chosen by a business, organization or political party.
- An amount of money that a person, company or country owes.
- A place where shares in companies are bought and sold.
- Units of equal value into which a company is divided and sold to raise money.
- Total value of goods and services sold by a company over a certain period.
- A person or group that owns shares in a company.

Reading

1 Read the first paragraph below and answer the questions.

- What does 'limited' refer to in relation to companies?
- Who manages a limited company?
- What happens to shares when a company is doing well or badly?
- How do investors earn money from shares?

2 Read the rest of the article and decide if the sentences are true (T) or false (F).

- Private limited companies advertise their shares for sale. *F*
- All plc companies are listed on the Stock Exchange.
- Big investors own most of the shares in plcs.
- Big investors have a lot of power over how a plc company is run.
- The Chief Executive Officer represents the firm to the outside world.
- Multinationals are big groups of companies operating in many countries.
- Multinationals are responsible for the income of small countries.
- The parent company of a multinational controls its foreign subsidiaries.

behind big business

Limited companies

Most larger firms are limited companies (or corporations in the USA). They are called 'limited' because people can invest in the company without having unlimited responsibility for its debts. If a company goes bankrupt, they would only lose the money they invested in the company. Limited companies are managed by a board of directors, which is responsible for making major business decisions. The capital which is invested in the company is divided into shares of equal value. The value of the shares rises or falls depending on the success of the firm. The profits are distributed to the shareholders.

Private limited companies (ltd)

These are owned by at least two shareholders, usually the people who set up the business, their business associates, and employees – shares are not advertised publicly for sale.

Public limited companies (plc)

These have shares which can be bought and sold by the public through firms that deal with the stock market. To become a plc a company must have a minimum of £50,000 invested in shares. However, most plcs are worth much more than this. If the company is large enough it will be listed on the stock exchange. A private shareholder has very little influence, but most shares are owned by big investors such as banks who are involved in how the company is run. They decide who should be on the board, and if a company is doing badly they can force directors to

resign. The two most important jobs are the chairperson, who represents the firm to the outside world, and the chief executive officer (CEO), who is responsible for running the company.

Multinationals

Multinationals are massive groups of companies which operate in many countries. There are over 60,000 in the world and they are responsible for about one third of world production; their turnover can be larger than the income of small countries. They have global access to capital, and can avoid duties by choosing where to manufacture. The parent company keeps control over its global operations through its foreign subsidiaries (firms which produce or market its products). Multinationals are very powerful and can influence economic policies.

Speaking

- 1 Work in groups. Guess the famous multinational companies.

Student A: I think that A could be Microsoft.

Student B: Microsoft is big, but I don't think that so many people visit its website. I think this must be a search engine. What are the most famous search engines?

Student C: Well, there's Google, Yahoo.

Student A: Google! That must be the biggest. Let's put Google.

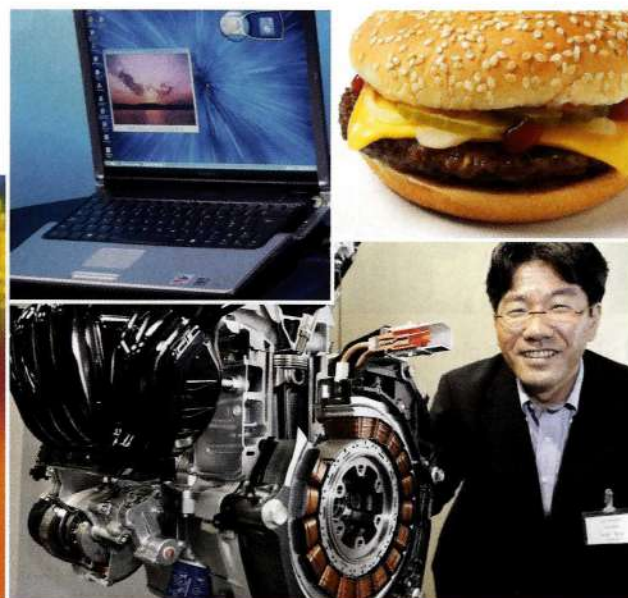


Which company ...?

- 2 Work in pairs. Describe a famous multinational company. Your partner can ask questions and must guess its name.

EXAMPLE

It manufactures cosmetics. I think it's French. Their products are not very expensive. It advertises in magazines and on TV.



- A** The most visited website on the Internet with 412 million users.

- B** The largest manufacturer and marketer of nonalcoholic drinks in the world. There are 50 billion drinks drunk a day in the world. One point three billion of them carry this company's trademark.

- C** Some of its brands include Walkman, Playstation, and Vaio.

- D** It employs over 70,000 people. Its website receives more than 100 million hits a day. Its owner is the richest person in the world.

- E** It is the largest engine maker in the world – 14 million engines each year. Its slogan is The Power of Dreams. It has made a robot, ASIMO.

- F** It is the world's largest semiconductor business. Its name comes from Integrated Electronics. It has a famous four note tune in its adverts.

- G** The world's largest manufacturer of mobile phones with a 34% global market share.

- H** The world's largest chain of fast food restaurants. Found in 119 countries. Serves nearly 50 million customers a day.

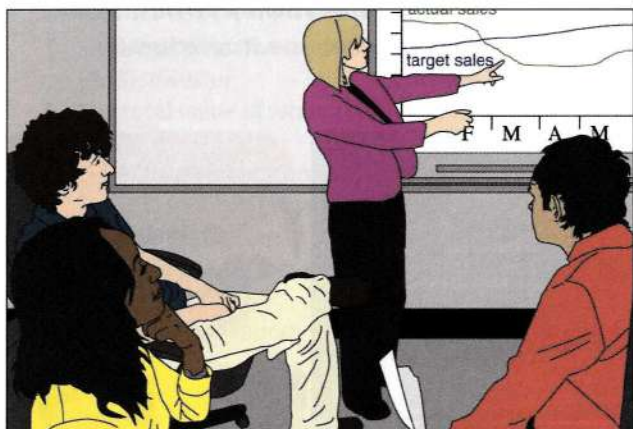
If you hire only those people you understand, the company will never get people better than you are. Always remember that you often find outstanding people among those you don't particularly like.

Soichiro Honda

Success is 99 percent failure.
Soichiro Honda

Meeting room

Expressing certainty, probability, and possibility



- 1 Look at the picture. What do you think Laura is describing? Why does Yusuf look so concerned?
- 2 Look at the Expressions then listen to the dialogue. Are they S (sure), FS (fairly sure) or NVS (not very sure) about their sales targets.
Laura _____ Jamie _____ Yusuf _____
- 3 Listen to the rest of the dialogue. Do they think the magazine will **not** be taken over? Write S (sure), FS (fairly sure) or NVS (not very sure).
Laura _____ Jamie _____ Kim _____ Yusuf _____

Expressing certainty, probability, and possibility

Sure I'm (absolutely) sure ...
We definitely will/won't ...
We're bound to ...

Fairly sure We're (not) likely to ...
I expect ...
We probably will/won't ...
I doubt ...
I don't think ...

Not very sure We may/might (not) ...
It could be ...

Speaking

Work in groups of four. Go to p.110.

Company profile

Honda

- 1 Work in pairs. Discuss the following questions.
 - What do you know about Honda? What do they make? Where is the company based? Where do they manufacture?
- 2 Now read about Honda. Student A reads the text on this page, and Student B reads the text on p.113. Then ask your partner your questions and answer your partner's questions.
 - What products does Honda develop?
 - How successful is Honda?
 - Why is Honda successful?
 - What is Honda's philosophy?



Honda is a Japanese company which manufactures cars, trucks, motorcycles, scooters, and watercraft worldwide. It also makes engines, garden equipment, and aeronautical and mobile technologies.

Honda's headquarters are in Tokyo. The American branch is based in California. It also has a big company in Canada, and other countries.

Honda was founded in Japan in 1948 by Soichiro Honda to meet a demand for basic transport. Although it had an important sounding name, Honda Research Institute Co. Ltd., at first it was based in a wooden building where they fitted engines to bicycles. Later it started making a range of scooters and motorcycles.

By the 1970s Honda had become the largest producer of motorcycles in the world. It began producing cars in 1960 for the Japanese market. These small cars weren't liked in the USA, but in the 1970s it introduced a new range of cars which were economical and fun to drive. In fact, Honda became the first Japanese car manufacturer to build plants in the USA.

Business know-how

1 Work in pairs. Your teacher has asked for two projects to be finished by Friday. You hadn't realized there were two to finish in the same week. How will you meet the deadlines? Discuss how you would solve this problem.

2 Read the tips and discuss which ones you do already.

Task management

- Clarify and define the task – know what you have to do and why.
- Plan out all the steps you need to take.
- Divide the task up into smaller achievable jobs.
- Make a timetable of these tasks.
- Start much earlier than you think is necessary.
- But give yourself tight time limits – tasks expand to fill the time available!
- Develop a regular routine to help you manage your time.
- Evaluate your performance afterwards. How could you improve next time?

Project

Investigate a large company. Think about what you know about the company and then research it on the Internet. Perform a SWOT analysis on it.

Strengths Research what the company says about itself on its website.

Weaknesses Read news reports about the company.

Opportunities and Threats Research what is happening in the sector, the company's main competitors, any changes in the economy, consumer habits, etc.

Writing

Write a SWOT report for the company you studied for your Project. Write four paragraphs based on the SWOT analysis and a final paragraph with conclusions and recommendations.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can perform a SWOT analysis
- ☐ I can talk about companies
- ☐ I can express certainty, probability, and possibility
- ☐ I can understand news reports

Key words

Verbs

expand
freeze
withdraw

Finance

board of directors
capital
debts
dividends
duty
investor
liquidation
multinational
shareholders
stock exchange
subsidiary
turnover

Look back through this unit. Find five more words or expressions that you think are useful.

14 Entrepreneurs

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IR
Language
مرجع آموزش زبان ایرانیان

Start up

1 What do you spend your money on?

Estimate what you spend each month on each of the following.

1 = nothing 2 = not much 3 = quite a lot 4 = a lot
5 = too much!

savings or charity
hygiene, health and beauty
going to galleries and exhibitions
holidays and travel
GOING TO THE GYM
going to the cinema, cafes, restaurants, or going dancing
electronic gadgets
books, newspapers and magazines
snacks
games and lottery
CDs, downloading music, films, CDs, or computer games
caring for a pet
clothes, accessories, jewellery and shoes
doing sport, or going to sports events
mobile phone and telephone cards
doing evening classes or hobbies

2 Work in pairs. Compare your spending pattern with your partner. Discuss:

- if you are happy with your spending
- if you would like to cut back in any areas
- if there are some areas where you would like to spend more
- if you would like to save more
- whether you have a budget
- whether you run short of money at the end of the month

Vocabulary

Personal money

Complete the sentences with these words. Change the words if necessary.

statement	credit card	cheque	receipt
deposit	withdraw	bank loan	overdraft
interest	exchange rates		

- 1 Our current account offers a rate of _____ of 5% while you remain in credit.
- 2 You may not _____ more than £200 in one day from bank machines.
- 3 When the accountant read the bank _____ she realized that they had been overcharged by the bank.
- 4 Used properly, a _____ provides a quick way of financing your business.
- 5 There is a charge of £4 for the use of your _____ to pay for the flight. Write your number here.
- 6 Our store manager _____ the day's takings at the bank at the end of each day.
- 7 _____ can only be written for bills of over £10. Otherwise there is a handling fee.
- 8 An _____ is intended for short term, low value borrowing and must always be agreed with the bank before you go into the red.
- 9 View competitive _____ for all the leading currencies on this site.
- 10 Don't forget to get _____ so you can claim your expenses when you get back from your trip.

In this unit

- defining and non-defining relative clauses
- accepting a compliment
- saying 'no' tactfully
- talking about money

Listening

- 1 Listen and answer the question. Why does Sophie need the help of a finance analyst?
- 2 Work in pairs. Look at the table below. What advice do you think a finance analyst might give for each point?
- 3 Listen and complete Liam's advice below.
- 4 Work in pairs. Discuss Liam's advice. Do you agree with him? Are there any other things Sophie could do?



outgoings

BASICS: rent, bills, travel costs, food, mobile phone, and debt repayments

SPARE CASH: clothes, magazines, cosmetics, nights out, concert tickets, trips away, or birthday presents

saving

credit card

shopping

lunch

going out

travelling to work

Liam's advice

- calculate how much money you have then deduct the basics
- always spend money on the basics first
- calculate what you spend each week
- if spending too much, cut back!

I had to make my own living and my own opportunity. But I made it! Don't sit down and wait for the opportunities to come. Get up and make them!

Madame C.J. Walker

America's first black female millionaire

The entrepreneur always searches for change, responds to it, and exploits it as an opportunity.

Peter Drucker

business philosopher

I want kids to think: when I grow up shall I be a pop star, a footballer, or an entrepreneur?

Simon Woodroffe

founder of Yo Sushi

Reading

1 Read the article and answer the questions.

- 1 What does Shell LiveWIRE do?
- 2 What did Robert do instead of going to university?
- 3 What does Johanna do in her studio?
- 4 What did Wajeeha do before she started her own business?
- 5 Why is Pakistan a good place for her products?

2 Work in pairs. Discuss these questions.

- 1 What sort of support do you think young entrepreneurs need?

2 How do you think that Live WIRE helps young entrepreneurs?

3 What do you think the next steps are for these three businesses?

4 Would you like to set up your own business? Why? Why not?

3 Work in pairs. Read the text again and translate the following terms into your own language. Use a dictionary if necessary.

access	set up	spot	placement
commission	mentor		

Shell
liveWIRE
supporting bright young business



A SENSE OF ADVENTURE – young entrepreneurs

Shell LiveWIRE is a programme which helps 16–30 year olds who want to start and develop their own businesses. It provides advice and it has a website, which gives free help and access to business information.

LiveWIRE offers awards which recognize the best young British entrepreneurs. Similar schemes are running in many countries including Pakistan, South Africa, Brazil, Nigeria, United Arab Emirates, Singapore.



Robert Shields, 19, has his own record label

Robert is a finalist for the Shell LiveWIRE awards. A musician and composer, he decided not to go to university but to set up his own independent record label instead. His label, which is called Black Ivory Records, has one artist at the moment – Robert. He writes his own press releases, and spends time in the studio, where he rehearses, composes and arranges his music. His first solo album, which was spotted by a major record company in the USA, was a great success.



Johanna Basford, 23, runs her own design company

Johanna, who is a Scottish art school graduate, set up Johanna Basford Designs this year, and is a finalist for the Shell LiveWIRE awards. She had placements at various London design studios, where she realized that she wanted to set up her own studio. She designs wallpapers and fabrics which have been commissioned exclusively by her clients. Her wallpaper, which is inspired by nature, was used by the DKNY London store, and has been bought by leading interior design boutiques.

Wajeeha Khan, 26, runs a skin care company

Wajeeha Khan, who graduated with an MBA from Lahore University, went into business after she had finished her studies. After several years as a brand manager and business consultant she decided to set up a business which sells natural handmade skincare products. She has manufactured and launched her products in Pakistan, where there are no local competitors. She was selected by the Pakistani Shell LiveWIRE organization, which is called the Tameer Entrepreneurial Club, as a role model and mentor for young people.

● Language spot

Defining and non-defining relative clauses

Defining relative clauses

- We use defining relative clauses to make clear exactly what person, thing or place you mean.

what sort of programme is it?

Shell LiveWIRE is a programme which helps 16-30 year olds who want to start and develop their own businesses.

what kind of young people are they?

- We use *that/which, who* or *where* in relative clauses.

Non-defining relative clauses

- We use non-defining relative clauses to add extra information about something.
His label, which is called Black Ivory Records, has one artist at the moment.
- If you miss out a non-defining relative clause, the sentence can still make sense.
His label has one artist at the moment.
- We don't use *that* in non-defining relative clauses.
His first solo album, which was spotted by a record company in the USA, went to number one.

» Go to **Grammar reference** p.120

- 1 Underline the defining relative clauses in the article on page 98 and circle the non-defining ones.

Shell LiveWIRE is a programme which helps 16-30 year olds who want to start and develop their own businesses.

It also has a website, which gives free help and access to business information.

- 2 Write defining relative clauses. Combine the sentences with *who, which, that* or *where*.

EXAMPLE

Anthony Eskinazi is a young entrepreneur. He has a revolutionary new idea.

Anthony Eskinazi is a young entrepreneur who has a revolutionary new idea.

- 1 Anthony has an innovative idea. It helps people find a parking space in their area.
- 2 He has a free website. People can advertise their parking spaces on his website.
- 3 He has a website. It already has 50,000 'hits' a day.

- 3 Write non-defining relative clauses. Make one sentence from the notes. Use *who* or *which* with the words in brackets.

EXAMPLE

Anthony Eskinazi. (He graduated from Leeds University.) He has his own website.

Anthony Eskinazi, who graduated from Leeds University, has his own website.

- 1 Matt Roberts and Irfan Badakshi. (They realized partygoers needed a place to sleep.) They developed a soft chair that changes into a bed.



- 2 Alex Tew. (He was still a student). He created a website in 2005.
- 3 The website. (It is called The Million Dollar Homepage.) It made more than a million dollars in five months.

Project

Work in pairs. Write a report on an entrepreneur. Do research on the Internet. Find out

- biographical information, education, etc.
- how they got started
- what their business is
- what their main achievements are
- what their ambitions or plans are

What is your top financial advice?



Don't buy things you don't need.
Kim Munez



Spend less than you earn. Save money every month.
Carl Chen

Small talk

Compliments and saying no



- 1 Listen and answer the questions.
 - 1 What does Angela compliment Karen on?
 - 2 What does she ask her to do? Does Karen agree?
 - 3 What does Gary compliment Karen on?
 - 4 What does he propose afterwards?
- 2 Listen and answer the questions.
 - 1 Where are Daniel and Karen going?
 - 2 Where did Karen's top come from?
- 3 Listen again and tick (✓) the expressions you hear.

Expressions

Accepting a compliment

- ☐ Oh, thank you.
- ☐ That's very kind of you.
- ☐ Do you really think so?
- ☐ That's really nice to hear

Saying 'no' tactfully

- ☐ I'd really rather not ...
- ☐ I'm afraid I really can't ...
- ☐ Actually, I don't particularly like ...
- ☐ I'd love to but I'm afraid I can't

Speaking

Work in pairs. Student A go to p.110. Student B go to p.113.

It's my job

- 1 Read about Kasem and find out what a banking customer adviser does.
- 2 Why do you think Kasem is successful in his job?

Kasem Srisai

Age: 25 Nationality: Thai
Occupation: Customer adviser

Why did you choose a career in banking?

I'm not sure, to be honest! But when I was at university, I received a lot of useful advice from a banking adviser. Like most students, I got into debt and needed advice! I was very impressed by her professionalism and I wanted to help other people in the same way.

What training did you have on the job?

There's a great emphasis placed on career development here. There was a great induction programme when I started, and courses in things like customer care.

What are your main responsibilities?

I guide customers through the first stages of the mortgage process – and that's always an important point in people's lives, buying a house. I also help people with every aspect of managing their money.

Do you have to be good at maths?

Well, let's say that I rely on my calculator and computer to do the maths for me!

What do you like about your job?

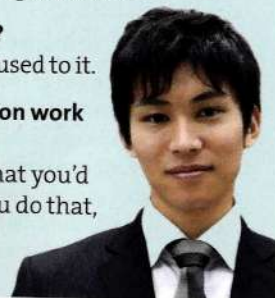
I have a lot of face-to-face contact with customers. My job involves a lot of listening and asking questions, so you get to know your customers really well. It's very satisfying to find the best solution to other people's issues.

Is there anything you don't like?

Working Saturdays! I never get used to it.

What's the most important lesson work has taught you?

Always treat people in a way that you'd like to be treated yourself. If you do that, then you can't go wrong.



Business know-how

1 Entrepreneurs have a certain combination of qualities. Read the list below and score yourself from 1–10 for each quality (10 is *agree strongly*, 1 is *don't agree*).

➡ Are you a born entrepreneur?

Desire to achieve – you want to conquer problems

Hard work – you are probably a workaholic

Desire to work for yourself – you don't really like working for other people

Nurturing quality – you want to look after and watch over your ventures

Acceptance of responsibility – you feel responsible for your actions

Desire for reward – you want to get recognition or respect for your efforts

Optimism – you believe that anything is possible

Organization – you are able to bring together what you need, including people

Desire for profit – you want to make a profit as a measure of your success

2 Work in pairs. Discuss your results.

Writing

1 Write an email to your partner.

- Compliment your partner on the sales presentation that he / she gave last week. Start:

I'm just writing to say that ...

- Explain that some foreign visitors are coming to the office tomorrow. Ask your partner if he / she could give the same presentation to them.

2 Work in pairs. 'Send' your emails to each other.

3 Reply to your partner's email.

- Thank your partner for his / her compliment.
- Tactfully turn down your partner's request. Remember to give an excuse.

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can add extra information in sentences
- ☐ I can talk about money
- ☐ I can accept a compliment
- ☐ I can say 'no' tactfully
- ☐ I can write an email giving an explanation

Key words

Money

bank loan
cheque
credit card
current account
debt
deposit
entrepreneur
exchange rates
interest
overdraft
profit
receipt
set up
statement
withdraw

Look back through this unit. Find five more words or expressions that you think are useful.

15 Job hunting

Start up

Know Yourself



1 Write five personality adjectives that describe you.

- 1
- 2
- 3
- 4
- 5

2 Circle four skill areas that reflect your skills most closely.

3 Then for each skill area you circled, choose and circle a key area that best reflects your strengths. You will now have four circled skill areas and four circled key areas.

Transferable skills

SKILL AREAS	KEY AREAS	SKILL AREAS	KEY AREAS
Creative	generate new ideas be imaginative be able to find solutions	People skills	work in teams handle conflict help people advise people
Collecting information	be good at research can analyse information can write reports can work with systems	Entrepreneurial	innovative positive thinker take risks be determined
Organization	good at planning meet deadlines good at time management	Self management	be self-motivated be able to make decisions be willing to learn solve problems have attention to detail
Communication	make presentations listen well speak clearly good at languages	Information technology	good at: Word processing, databases, graphics, email/internet, spreadsheets, PowerPoint

1 Complete the form above for yourself.

2 Think about a personal example for each key area that you circled. Make notes. Be ready to discuss this with your partner.

Skill area: creative

Key area: be imaginative

Personal example: I designed the cover for my sister's demo CD.

3 Work in pairs. Discuss your answers with your partner. Ask your partner questions about their personal examples.

4 Work in pairs. Tell your partner what careers you think they are suited to.

In this unit

- Reported speech – orders and advice
- talking about your skills
- case interviews
- applying for a job
- problem-solving

Listening

- 1 Work in pairs. What kind of advice and training would you find useful to help you find the right job? Make notes.



Duncan Gray, careers advisor

- 2 Duncan Gray is a careers advisor who helps people find the right jobs. In his talk he describes five steps for successful job seeking. Listen and complete the five rules.

STEP 1 You must _____

STEP 2 You must _____

STEP 3 You must _____

STEP 4 You must _____

STEP 5 You must _____

- 3 Match the following advice from Duncan's talk to the steps (1–5). Then listen again to check.

- ☒ a You should search online, too, and go to employment agencies.
- ☐ b You should make a list of your skills and interests.
- ☐ c You should keep on improving your skills, your knowledge of the market, your CV, and your interview techniques.

- ☐ d You should study the job market and find out what employers want.
- ☐ e You should look at national and local newspapers and specialist journals.
- ☐ f You should try to improve your interview techniques.
- ☐ g You should improve your IT skills, learn a foreign language, get a driving licence.

● Language spot

Reported speech 2 – orders and advice

Complete the rules with *had to*, *told*, or *advised*.

- To report orders, we can use _____.
Be positive! → *He told them to be positive.*
- To report *must* we usually use _____.
You must stay positive. → *He told them they had to stay positive.*
- To report advice using *should*, we can use _____.
You should find out what employers want. → *He advised them to find out what employers want.*
- With some verbs we use the following word order.

subject	reporting verb	object	infinitive
Adam	told	her	to study.
- Here are some common verbs which follow this pattern.

advise	ask	tell	order	persuade
remind	forbid	warn		
- To report a negative order, piece of advice, etc, we use *not + to + infinitive*.
He told them not to give up.

» Go to **Grammar reference** p.121

- 1 Report the five steps from Duncan's talk.

EXAMPLE

He told them they had to understand the market they wanted to work in...

- 2 Report five examples of Duncan's advice.

EXAMPLE

He advised them to search online.

What a question!**Most unusual questions asked by interviewees:**

What is it that you people do in this company?	Does your health insurance cover pets?
Why aren't you in a more interesting business?	Would it be a problem if I'm angry most of the time?

Reading

Read *Going for a job* below and answer the questions.

- 1 What is a case interview?
- 2 Why is it used?
- 3 What is it designed to find out?
- 4 Do you think it is a good way of finding the right person for a job?

Going for a job



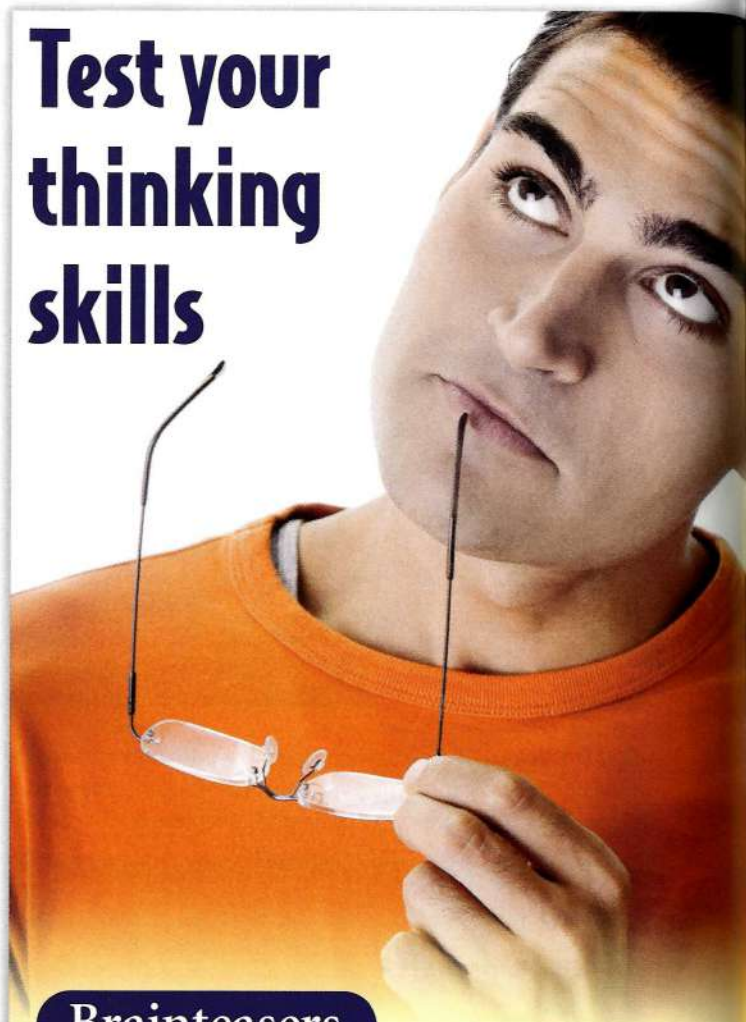
Case interviews

A common job interview format is the case interview. In order to test your skills, the interviewer asks you to solve a problem or discuss a business scenario on the spot. It requires quick thinking and intelligence. The problems can be very complex or relatively simple, depending on the job. The interviewer is trying to judge: your logical thinking, your general knowledge, your insight and knowledge of the business, your performance under pressure, your creativity and your communication skills.

Tips

- Think both logically and creatively.
- Understand the main issues before dealing with the detail.
- Approach the problem from different directions.
- Communicate effectively.
- Know your limits – try a different path.
- There are no right answers. You need to talk around the questions and explore all the issues.

Test your thinking skills



Brain teasers

These test your creative thinking. Explain your thought processes.

- Why are manhole covers round?
- Most people only use a fraction of the functions on their mobile phone. How could you make mobile phones easier to use?
- Why do fashions change every year?
- In most developed countries, obesity is an increasing problem. What can you do to encourage people to eat more healthily?



Business scenarios

These involve a typical situation facing a business. You should think about all the issues involved and come up with your recommendations.

- You have developed the best mouse trap ever invented. How will you go about marketing it and getting investment?
- Your national orchestra is losing money. How could it start making money again?
- Honda is considering developing a new car. What issues do you think it should consider?



People scenarios

These explore your soft skills. Talk through the pros and cons of the different solutions before deciding which is the best one.

- You completed a report and your boss liked it. But you have a colleague who has claimed that they helped you with the figures. It isn't true. How would you deal with this situation?
- You are working in a call centre answering the phone to customers. A customer gets angry on the phone and is being rude to you. How would you deal with it?
- You have two jobs with the same deadline but you can't finish both of them on time. One is from your direct line manager and one is for a client. How would you resolve this problem?



Speaking

- 1 Work in groups of three. Look at 'Test your thinking skills' on page 104 and try to solve the problems. Use the Tips to help your discussion. Make notes of your decisions.
- 2 Exchange your ideas with other groups. Give explanations for your decisions.
- 3 Discuss with the class which problems and scenarios you found easiest to solve or more difficult. Which thinking styles did you use?

brainstorming taking it step by step
making lists seeing pictures in your mind's eye
drawing flow diagrams or charts doing calculations
comparing to a similar experience you have had
trying different ideas until one works

Project

Take more time to explore this business scenario. Work in pairs. Use your own knowledge and research on the Internet to come up with your advice.



The inventor of a new sports shoe wants to know what the market is for her goods, where to manufacture them and how to promote them. What steps should she take?

Consider these issues:

- product USPs
- competition – which brands already exist, market share, etc.
- consumers – why they buy, where they buy, etc.
- costs – manufacturing, promotion, distribution, etc.
- price – high or low?
- marketing and promotion – where and how
- place – manufacture and sales

Appraisal – a formal meeting with your manager to discuss your performance and plan future tasks



Ricardo Semler has written two books: *Maverick* and *Seven Day Weekend: Changing the Way Work Works*.

I rarely attend meetings and almost never make decisions. Executives must give up control and trust the power of talent. Only then will a person's talent emerge.

Ricardo Semler

Meeting room

Dealing with difficult conversations



- 1 Kim, who is an Editorial Assistant, is having her appraisal with Laura. What kind of things do you think they discuss?
- 2 Listen to some extracts from Kim's appraisal and answer the questions.
 - 1 What does Kim say she has learned in the past year?
 - 2 What was the most stressful moment of Kim's year? How did she cope?
 - 3 What training course does Kim propose? Why?
- 3 Listen again and tick the expressions you hear.

Expressions

Asking for clarification

- ☐ I'm not sure I've understood the question.
- ☐ Could you repeat that, please?
- ☐ Sorry, could you say that again, please?
- ☐ What do you mean by ...?

Buying time

- ☐ That's a good / interesting / important question.
- ☐ It's difficult to say ...
- ☐ Let me see/think ...
- ☐ That's a good point.

Speaking

Work in pairs. Student A go to p.110. Student B go to p.113.

Company profile

Semco

- 1 Work in pairs. Discuss what would happen if a company sacked its managers and secretaries.
- 2 Read and complete the Company profile with these words.

employs	fired	traditional	directors
earns	disagreed	teams	costs
profits	reduce		

Semco

Semco, a Brazilian machinery manufacturer and service provider, is Latin America's fastest-growing company. Originally it was a _____¹ company with a rigid structure which was set up and run by Antonio Semler. His son, Ricardo Semler, had new ideas. He _____² about how to run the company and what to manufacture. At first his father wouldn't listen, but during a recession in 1982, Ricardo threatened to resign and his father made him CEO.

Ricardo immediately _____³ two thirds of top managers, and cut all secretarial positions. He organized workers into self-managed _____⁴ of six to eight workers. He wanted worker participation, profit sharing and free flow of information. As a result, productivity rose and _____⁵ fell, and the workers received 25% of the profits. But middle managers didn't like this, and a third of them left.

When Brazil faced economic problems in 1990, workers agreed to wage cuts on the condition that they received a 39% share of the _____⁶, and employees were given the right to approve all spending. During this crisis workers learnt how to _____⁷ production times and reduce defects. Semco's profits grew from \$4 million in 1982 to \$35 million in 1994. Its revenue was \$212 million in 2003. It now _____⁸ about 2,500 people.

There are six _____⁹, called counselors, who rotate the CEO job every 6 months; other workers are called associates. Everyone sets their own salaries and bonuses, and knows what everyone else _____¹⁰. They also set their own targets. Workers appraise their managers regularly, and interview potential managers.



Business know-how

- 1 Work in pairs. Think about the ways you can improve your chances in a job interview.
- 2 Read the tips below. Did you have any different ideas?

Handling a challenging interview

- Maintain eye contact.
- Be enthusiastic, honest and positive.
- If asked: *What are your strengths?* talk about areas that are suited to the job.
- If asked: *What's your biggest weakness?* don't be too negative.
- Listen to the questions carefully.
- Make sure you have understood the question.
- Don't be afraid to pause before you answer.
- Give as much information as possible.
- Prepare some questions to ask about the job.

- 3 Read the advert below. Make notes about the skills and qualities you have for the job.
- 4 Work in pairs. Interview each other for the job. Student A go to p.111, Student B go to p.114.

BPO ITALIAN FASHION

Assistant Administrator

We are looking for an enthusiastic, friendly individual to join our team. Duties will include answering the phone, working on reception, arranging meetings and dealing with post, and entering data accurately onto an in-house computer system. You will also provide administrative support for the rest of the team. Applicants should be presentable, with good communication skills.

Writing

Write a letter of application for the job advertised above.

- Give details of your experience, skills and suitability
- Say why you think the job is right for you
- Indicate when you would be available for work

Checklist

Assess your progress in this unit.

Tick (✓) the statements which are true.

- ☐ I can report orders and advice
- ☐ I can talk about my skills and qualities
- ☐ I can discuss scenarios and problems
- ☐ I can apply for a job
- ☐ I can ask for clarification and buy time

Key words

Personal skills and qualities

Adjectives

determined
imaginative
innovative
self-motivated

Nouns and noun phrases

attention to detail
positive thinker
time management

Verb phrases

analyse information
generate new ideas
handle conflict
innovate
make decisions
solve problems
take risks
work with systems

Look back through this unit. Find five more words or expressions that you think are useful.

Speaking activities

Student A

Unit 1 p.7

You work for a clothes manufacturer. You are in a meeting. Take it in turns to make, agree and disagree with people's plans. Use the Expressions on p.7.

- 1 You want to introduce a new logo for the company. Think of some reasons why (a new image, to be more dynamic, etc.) then tell the team. Try to support your idea.
- 2 **Student B** wants to organize an office party for a Saturday night. You think this is a good idea. Think of some reasons why (*colleagues can relax together, it's good for team building, etc.*), then agree with the proposal.
- 3 **Student C** wants to stop people surfing the net and making private calls in company time. You don't think this is a good idea. Think of some reasons why (*it will create a bad atmosphere, people work hard, etc.*), then disagree with the proposal.

Unit 2 p.13

Take it in turns to interrupt your partner and ask polite questions. Use the Expressions on p.13. Remember to be polite!

You want to:

- know where the restaurant is
- use your colleague's dictionary
- make a private phone call
- know where the manager/director's office is

Unit 3 p.20

You and your partner are colleagues in the same company. Take it in turns to propose ideas and make counter-arguments. First:

- decide what kind of company it is
- look at the proposals and think of reasons to support your position

Keep the conversations going as long as you can by giving more reasons. Use the Expressions on p.20.

Your proposals

- introduce an Italian coffee bar to the office
- move the company to new offices

Student B's proposals

- re-design the website
- introduce compulsory recycling

Unit 4 p.26

Take it in turns to ask and answer questions. Try to keep on talking as long as you can without stopping! Use the Expressions on p.26 to gain thinking time.

You begin. Ask **Student B** about:

- his/her last holiday
- the last book he/she read
- his/her favourite teacher at school

You can ask extra questions to help your partner.

Unit 5 p.32

- 1 You are going to talk about the Internet and the impact it has had on people's lives. Before you begin, look at the ideas below. Add some more of your own ideas.

Positive points

- you're connected with people all over the world
- it offers new ways to do business
- there's lots of entertainment available
- governments can communicate directly with people

Negative points

- you can never stop working because you are always in contact
- you can become addicted to it
- it increases the pace of life
- you have to read a lot of rubbish before you find what you are looking for

- 2 Now discuss the topic with your partner. Try to use phrases from the Expressions on p.32 when you are adding information or making a contrasting point.

Unit 6 p.38

Take it in turns to explain your problems to the group and make suggestions.

Your problems

- 1 You have to give a presentation tomorrow to your manager and colleagues at work. You are so nervous you can't remember your presentation and you can't sleep. Explain your problem to the group. Don't accept the first suggestion but raise objections. Use the Expressions on p.38. Start: *I feel absolutely awful ...*
- 2 You spend more money than you earn every week. Your salary isn't high enough to cover your rent, travel, bills, clothes, going out. You are getting into serious debt and you don't know what to do. Start: *I feel really worried ...*

Making suggestions

Listen to the other problems. Make as many suggestions as you can using the Expressions on p.38.

Unit 7 p.44

- 1 You haven't made a phone call to Mr Clark, an important customer. **Student B** isn't very happy about it. Think of a good reason why you haven't made the call. Use the Expressions on p.44. **Student B** will start the conversation.
- 2 **Student B** didn't get to an important meeting with you this morning. You want to know why. When **Student B** tries to explain, make concessions, but try to get a better explanation. Use the Expressions on p.44. You start: *Why didn't you come to the meeting this morning?*
- 3 You didn't visit one of your suppliers yesterday. **Student B** isn't very happy about it. Think of a good reason why you didn't make the visit. **Student B** will start the conversation.
- 4 **Student B** used your computer yesterday without asking you. **Student B** seems to have deleted some of your files. You want to know why. When **Student B** tries to explain, make concessions, but try to get a better explanation. You start: *I understand you used my computer yesterday.*

Unit 8 p.50

Take it in turns to state extreme opinions. When **Student B** questions what you said, moderate your statement, e.g.

A: I think women make bad managers.

B: Really? / Do you really mean that?

A: Well, what I mean is, a lot of women are very good managers, but it's more difficult for them than men.

These are your extreme opinions. Use the Expressions on p.50.

- I can't stand people using their mobile phones on trains and buses.
- Men are much better drivers than women.
- Businesses won't need offices in the future. Everyone will work from home.
- Recycling paper won't help to protect the environment.

Unit 9 p.70

Take it in turns to present company decisions to your colleagues. You will need to give reasons to justify them. When you are listening to another student's presentation, ask for more explanations using the Expressions on p.70.

Situation A

You work for a soft drinks manufacturer. The company produces canned drinks similar to cola. Sales have fallen consistently over the last year and the company is in financial crisis. It has to produce new products or make major cuts to staff numbers. The management has decided to produce a new range of fizzy, canned organic drinks. Explain the situation to your colleagues.

- 1 Before you begin, make a note of as many reasons as you can to justify this decision.
- 2 Explain the decision to your colleagues. Try to use the Expressions on p.70.

Unit 10 p.76

Take it in turns to tell and respond to surprising news. Use the Expressions on p.76. Try to use high tones in your response to the news.

AMAZING GOSSIP

- 1 Our boss is getting married!
- 2 My best friend has just won the lottery!
- 3 They're making half the workforce redundant!
- 4 I've just resigned!

Write two more pieces of surprising news before you begin.

Unit 11 p.82

- 1 Read the scenario.

You are flying on a business trip with three colleagues. You are wearing light business clothes. Unfortunately, the small plane you are in crashes into a forest on the side of a mountain. You are between 50 and 300 kilometres from the nearest town and possibly outside the range of mobile phones. It is snowing and freezing winter weather. Choose the most useful items to help you survive as a group until you are rescued.

- 2 Work on your own. Choose from the following list the eight most useful items to save from the plane.

- Box of first aid equipment (including scissors, pain killers, plasters, etc.)
- Clockwork radio
- Box of 30 bars of chocolate
- Hunting knife
- Laptop computer with modem and battery (possibly flat)
- Inflatable raft for four people
- 30m of nylon rope
- Box of signal flares
- 6 boxes of matches
- Box of 24 frozen meals
- Box of 20 newspapers
- Box of 40 candles
- Compass
- 10 litres of bottled fizzy water
- Large can of insect repellent
- Box of 6 women's promotional sweatshirts
- 3 blankets
- Travelling games (playing cards, chess, etc.)

- 3 Work in groups. You have to agree on the ten most useful items to save for your survival. Try to use the Expressions from p.82.

Unit 12 p.89

- 1 You are going to take it in turns to tell each other about bad things that have happened to you. First, look at what has happened. Try to think of more details to add to the stories.

A

You have had your first appraisal in your new job – and it went really badly. (*What do you do? Who do you work for? When was the appraisal?*). Your manager was very critical. (*What did he say about your work? Did he criticize your attitude?*) Unfortunately, you argued with your boss. (*What did you say? Why did you argue?*). Now you're thinking of looking for a new job.

B

You had to go on a business trip. Unfortunately, you overslept and missed your plane. You had to go back to the office and explain what happened to your boss. She wasn't very happy.

- 2 Now take it in turns to tell your stories.

- When you are telling a story, use the Expressions on p.88.
- When you are listening to a story, express sympathy. Ask questions to find out more about what happened.

Unit 13 p.94

Work in groups. Look at the topics below. What do you think will happen in these areas in the next ten years? Discuss your ideas with your group, giving reasons. Use the Expressions on p.94.

- communications
- the office environment
- air travel
- shopping
- the global economy
- computers
- the work/life balance

Unit 14 p.100

You are going to take it in turns to compliment each other in the workplace.

- When you make a compliment, you will follow it with a request.
- When you receive a compliment, accept the compliment. However, say 'no' tactfully to the request and offer an excuse.

Use the Expressions on p.100.

Compliments and requests

- 1 Tell **Student B** that he / she is the best worker in the department. Then ask **Student B** to work late on Friday.
- 2 Tell **Student B** that his / her in English is very good. Then ask **Student B** to translate a letter for you.
- 3 Tell **Student B** that he / she is a very good public speaker. Then ask **Student B** to give a welcoming speech to foreign visitors next week.

Unit 15 p.106

Take it in turns to ask each other's questions.

- When you are asking questions, try to keep the conversation going by asking follow-up questions to get more information.
- When you are answering questions, give yourself more time to answer by using the Expressions on p.106.

Questions

- 1 What do you think you will be doing in ten years time?
- 2 What do you find most difficult in learning English?
- 3 What training courses would you like to go on?

Unit 15 p.107

- 1 You are going to interview **Student B** for the job advertised on p.107. Before you start, think about how you would answer these questions.
 - What would a typical day consist of?
 - Is there any training?
 - What sort of opportunities for promotion are there?

Ask **Student B** some of these questions.

- Have you got any experience?
- What skills and qualities have you got for this job?
- Tell me about your strengths.
- Tell me about an achievement in your last job.
- Why do you want this job?
- What can you bring to this job?
- Have you got any questions?

- 2 Now **Student B** is going to interview you for the same job.

Student B**Unit 1 p.7**

You work for a clothes manufacturer. You are in a meeting. Take it in turns to make suggestions, agree and disagree with people's plans. Use the Expressions on p.7.

- 1 **Student A** wants to introduce a new logo for the company. You don't think this is a good idea. Think of some reasons why (*it will confuse customers, people like the old logo, etc.*) then disagree with the proposal.
- 2 You want to organize an office party for a Saturday night. Think of some reasons why (*it will make work more fun, it helps people identify with the company, etc.*) then tell the team. Try to support your idea.
- 3 **Student C** wants to stop people surfing the net and making private calls in company time. You think this is a good idea. Think of some reasons why (*people can surf the net in their own time, your colleagues are paid to work, etc.*), then agree with the proposal.

Unit 2 p.13

Take it in turns to interrupt your partner and ask polite questions. Use the Expressions on p.13. Remember to be polite!

You want to:

- open the window
- know where the drinks dispenser is
- borrow your colleague's dictionary
- know where the toilets are

Unit 3 p.20

You and your partner are colleagues in the same company. Take it in turns to propose ideas and make counter-arguments. First:

- decide what kind of company it is
- look at the proposals and think of reasons to support your position

Keep the conversations going as long as you can by giving more reasons. Use the Expressions on p.20.

Student A's proposals

- introduce an Italian coffee bar to the office
- move the company to new offices

Your proposals

- re-design the website
- introduce compulsory recycling

Unit 4 p.26

Take it in turns to ask and answer questions. Try to keep on talking as long as you can without stopping! Use the Expressions on p.26 to gain thinking time.

Student A will begin. Then when it is your turn, ask **Student A** about:

- the last film he/she saw
- his/her last English lesson
- his/her best friend

You can ask extra questions to help your partner.

Unit 5 p.32

- 1 You are going to talk about the Internet and the impact it has had on people's lives. Before you begin, look at the ideas below. Add some more of your own ideas.

Positive points

- you have access to lots of information
- you can send documents and photos
- you can get the latest news quickly
- you can share information

Negative points

- you are expected to work more quickly
- you have to rely on technology that can go wrong
- the information on the net isn't always true
- hackers can steal private and business information

- 2 Now discuss the topic with your partner. Try to use phrases from Expressions on p.32 when you are adding information or making a contrasting point.

Unit 6 p.38

Take it in turns to explain your problems to the group and make suggestions.

Your problems

- 1 Your company is sending you on an important business trip to the USA. It's a great opportunity for you. Unfortunately, you are terrified of flying. You can't admit that to your boss. Start: *I feel absolutely terrified ...*
- 2 You want to arrange a special event for your boyfriend/girlfriend's birthday but you have absolutely no idea what to do. Time is running out! He/She is always very difficult to please. Start: *I'm really worried ...*

Making suggestions

Listen to the other problems. Make as many suggestions as you can using the Expressions on p.38.

Unit 7 p.44

- 1 **Student A** hasn't made a phone call to Mr Clark, an important customer. You want to know why. When **Student A** tries to explain, make concessions, but try to get a better explanation. Use the Expressions on p.44. You start: *Why haven't you called Mr Clark?*
- 2 You didn't get to an important meeting with **Student A** this morning. **Student A** isn't very happy about it. Think of a good reason why you were late. Use the Expressions on p.44. **Student A** will start the conversation.
- 3 **Student A** didn't visit one of your suppliers yesterday. You want to know why. When **Student A** tries to explain, make concessions, but try to get a better explanation. You start: *I understand you didn't visit one of our suppliers yesterday.*
- 4 You used **Student A**'s computer yesterday. You didn't ask him, and unfortunately you seem to have deleted some of his files. **Student A** is not at all happy about it. Think of a good reason why you didn't ask him and what happened to the files. **Student A** will start.

Unit 8 p.50

Take it in turns to state extreme opinions. When **Student B** questions what you said, moderate your statement, e.g.

- A: I think women make bad managers.
B: Really? / Do you really mean that?
A: Well, what I mean is, a lot of women are very good managers, but it's more difficult for them than men.

These are your extreme opinions. Use the Expressions on p.50.

- I think all politicians are liars.
- English is the easiest language for people to learn.
- We won't need to use paper in ten years time.
- The Internet is pointless and a waste of time.

Unit 9 p.70

Take it in turns to present company decisions to your colleagues. You will need to give reasons to justify them. When you are listening to another student's presentation, ask for more explanations using the Expressions on p.70.

Situation B

Your company produces low-price clothes and accessories for the teenage market. Unfortunately, sales are falling because of cheaper imports from abroad. The company is now in crisis. The management has made two important decisions. One: to close three of its factories. Two: to concentrate on making more expensive clothes for teenage girls. The company will launch a new brand called *Special*. Explain the situation to your colleagues.

- 1 Before you begin, make a note of as many reasons as you can to justify this decision.
- 2 Explain the decision to your colleagues. Try to use the Expressions on p.70.

Unit 10 p.76

Take it in turns to tell and respond to surprising news. Use the Expressions on p.76. Try to use high tones in your response to the news.

AMAZING GOSSIP

- 1 We're getting a €10,000 bonus!
- 2 They're cutting our lunch break to half an hour!
- 3 I'm going to see a film with Tom/Tania after work!
- 4 I crashed my car this morning!

Write two more pieces of surprising news before you begin.

Unit 12 p.89

- 1** You are going to take it in turns to tell each other about bad things that have happened to you. First, look at what has happened. Try to think of more details to add to the stories.

A

You were giving a presentation at a conference. (*What was it about? Where was it? When?*) You were very nervous. (*Why?*). Unfortunately, the Powerpoint didn't work (*Why? What was the problem?*). You had to give your talk without slides. (*What did you do?*).

B

You went into work yesterday and got an email from the management. It said that you were going to lose your job. In fact, the company is closing down your whole department. It's a disaster because you've just moved into a new apartment and the rent is very high.

- 2** Now take it in turns to tell your stories.
- When you are telling a story, use the Expressions on p.88.
 - When you are listening to a story, express sympathy. Ask questions to find out more about what happened.

Unit 13 p.94

Read about Honda. Then ask your partner your questions and answer your partner's questions.

Student B's questions

- What does Honda make?
- Where is Honda based?
- How did Honda start?
- How did it develop into a multinational company?

Honda

Honda develops racing motorcycles and participates in motorcycle races around the world. It also builds cars for Formula One and won the Hungarian Grand Prix in 2006. Honda's robotics program has been building robots since 1986.

Honda is not as big as its rival Toyota but its revenue and profits are growing annually. Its profits in 2007 were about \$5 billion due in part to

the popularity of its small cars in North America, which are economical to run. Sales revenues are also growing in other markets such as Asia, and Europe.

It is technically innovative, has a flexible approach, and benefits from low production costs due to the quantities they manufacture. Honda also has very successful marketing strategies, and memorable advertising campaigns.

It believes in sharing its 'dream' around the world. It aims to make its workplace safe, fair and diverse, and to conduct business ethically. It has about 140,000 employees worldwide. It invests in research and development and also invests in many projects to help the wider community.

Unit 14 p.100

You are going to take it in turns to compliment each other in the workplace.

- When you make a compliment, you will follow it with a request.
- When you receive a compliment, accept the compliment. However, say 'no' tactfully to the request and offer an excuse.

Use the Expressions on p.100.

Compliments and requests

- 1 Tell **Student A** that he / she has a really nice laptop computer. Then ask if you can borrow it for the weekend.
- 2 Tell **Student A** that he / she is an excellent typist. Then ask **Student A** to type up your notes from the meeting.
- 3 Tell **Student A** that he / she is fantastic at organizing things. Then ask **Student A** to arrange a meeting for you for next week.

Unit 15 p.106

Take it in turns to ask each other's questions.

- When you are asking questions, try to keep the conversation going by asking follow-up questions to get more information.
- When you are answering questions, give yourself more time to answer by using the Expressions on p.106.

Questions

- 1 What do you feel is your greatest weakness?
- 2 What could you do to make yourself more employable?
- 3 What's the most useful 'Business know-how' you have studied?

Unit 15 p.107

- 1 **Student A** is going to interview you for the job advertised on p.107. Answer the questions using the tips from Business know-how. At the end you can ask questions. Here are some possible questions.
 - What would a typical day consist of?
 - Is there any training?
 - What sort of opportunities for promotion are there?
- 2 Now interview **Student A** for the same job. Ask some of these questions.
 - Have you got any experience?
 - What skills and qualities have you got for this job?
 - Tell me about your strengths.
 - Tell me about an achievement in your last job.
 - Why do you want this job?
 - What can you bring to this job?
 - Have you got any questions?

Student C**Unit 1 p.7**

You work for a clothes manufacturer. You are in a meeting. Take it in turns to make, agree and disagree with people's plans. Use the Expressions on p.7.

- 1 **Student A** wants to introduce a new logo for the company. You think this is a good idea. Think of some reasons why (*the old logo is boring, people like change, etc.*) then agree with the proposal.
- 2 **Student B** wants to organize an office party for a Saturday night. You don't think this is a good idea. Think of some reasons why (*people don't want work events at the weekend, colleagues can socialize if they want, etc.*), then disagree with the proposal.
- 3 You want to stop people surfing the net and making private calls in company time. Think of some reasons why (*people are wasting time, they can do this at home, etc.*) then tell the team. Try to support your idea.

Unit 6 p.38

Take it in turns to explain your problems to the group and make suggestions.

Your problems

- 1 You're having a really bad time at work. Your boss often unfairly criticizes everything you do. She never praises you. She seems to prefer your colleagues. Explain your problem to the group.

Don't accept the first suggestion but raise objections. Use the Expressions on p.38. Start: *I feel really miserable ...*

- 2 You live in an apartment. The people upstairs play their music very loud, have parties, and listen to the TV late into the night. You can't sleep and your work is suffering. Explain your problem to the group. Don't accept the first suggestion but raise objections. Use the Expressions on p.38. Start: *I'm having an absolutely terrible time at home ...*

Making suggestions

Listen to the other problems. Make as many suggestions as you can using the Expressions on p.38.

Unit 9 p.70

Take it in turns to present company decisions to your colleagues. You will need to give reasons to justify them. When you are listening to another student's presentation, ask for more explanations using the Expressions on p.70.

Situation C

Your company has decided to change the location of its premises. The new location is over 30kms away. This will increase the daily travel time of all employees. The present location is in the centre of town. It is easy for people to get to and the building is good to work in. Unfortunately, the rent is extremely high. The company has had a bad financial year and it must move or cut jobs. Explain the situation to your colleagues.

- 1 Before you begin, make a note of as many reasons as you can to justify this decision.
- 2 Explain the decision to your colleagues. Try to use the Expressions on p.70.

Grammar reference

1 Present Simple v Present Continuous

Present Simple

We use the Present Simple to talk about facts and things that are generally true.

*Employees **work** harder if they are motivated.*

We use the Present Simple to talk about routines. We generally expect these routines to continue for some time.

*I **write** up my research at the end of every day.*

It is common to use an adverb of frequency with the Present Simple, such as *always, every day, never, often, sometimes, usually*.

Present Continuous

We use the Present Continuous to talk about something that is happening at the time of speaking.

*I'm **writing** this email during my lunch break.*

We can also use the Present Continuous to talk about something that is happening around now, although not necessarily at the time of speaking. We generally do not expect the action to continue for a long time.

*We're **working** together this week.*

We often use the expression *at the moment* with the Present Continuous.

*I'm **typing** up this report **at the moment**.*

***At the moment**, I'm **renting** a flat.*

Note that with a continuous tense, such as the Present Continuous, we can't use non-action verbs such as: *be, believe, cost, forget, hate, have, know, like, mean, remember, understand, want*.

NOT *We ~~are not knowing~~ the production figures.*

2 Past Simple v Past Continuous

Past Simple

We use the Past Simple to talk about an event that finished in the past. It may be the recent past, but the action is always a completed one.

*I **received** your message five minutes ago.*

*I **joined** this company in 2002.*

Past Continuous

We use the Past Continuous to talk about an action that continued for some time in the past. This can be at a fixed point in the past.

A *What **were** you **doing** at three o'clock yesterday?*

B *I **was** probably **surfing** the net.*

We also use the Past Continuous as background for an action in the Past Simple which interrupts it.

*I **was surfing** the net when my manager **came** in.*

PAST CONTINUOUS

PAST SIMPLE

OR

*When my manager **came** in, I **was surfing** the net.*

PAST SIMPLE

PAST CONTINUOUS

Note that we can use either *when* or *while* before the Past Continuous, but we can only use *when* before the Past Simple.

NOT *~~While my manager came in~~ ...*

The Past Continuous is also used to set the scene for a story.

*I **was working** in London, and John **was living** in the flat upstairs. That's how we met.*

Remember that certain non-action verbs cannot be used in the continuous form.

*I **was** on the train when my phone **rang**.*

NOT *I ~~was being~~ on the train when my phone **rang**.*

3 Present Perfect Simple or Continuous

Present Perfect Simple

We use the Present Perfect Simple to talk about:

- an experience that took place at some point in the past. The Present Perfect Simple focuses on the experience, rather than when it happened. We therefore don't use the Present Perfect Simple with time expressions such as *yesterday, last year, in 1995*.

*The company **has carried out** extensive market research.*

NOT *~~The company has carried out extensive market research last year.~~*

However, we can use expressions that link the past with the present, such as *so far, up to now or this year*.

*Dotcom businesses **have increased** their profits **this year**.*

- completed actions in the very recent past.

*Ms Dawson **has left** a message for you.*

Present Perfect Continuous

Positive

I / You / We / They've been working on a new project.

He / She / It's been working on a new project.

= subject + *have / has + been + -ing* form

Negative

I / You / We / They haven't been making much progress.

He / She / It hasn't been making much progress.

= subject + *have / has + been + -ing* form

Questions

Have I / you / we / they been living here long?

Has he / she been living here long?

= *Have / Has + subject + been + -ing* form

We use the Present Perfect Continuous to talk about:

- actions that began in the past and which may or may not continue into the future.

Compare:

PRESENT PERFECT CONTINUOUS *She's been checking her emails.* = we do not know whether she has finished doing this.

PRESENT PERFECT SIMPLE *She's checked her emails.* = she finished doing this recently.

- how we have spent our time in the very recent past.

Compare:

PRESENT PERFECT SIMPLE *Have you spoken to him yet?*

PRESENT PERFECT CONTINUOUS *No, I've been trying to contact him all morning.*

Note that we use the Present Perfect Simple to say how often we have done something.

I've tried to contact him several times this morning.

4 *should have, had to, didn't have to, will have to*

All of these expressions are used to talk about obligation.

should have + past participle is used to talk about a course of action in the past that was not taken, but which would have been the best option.

*They **should have** given him a written warning before sacking him.*

We can also use the negative form *shouldn't have*:

*They **shouldn't have** sacked him without a written warning.*

had to + infinitive without *to* is the past form of *must*, and is used to talk about a course of action that was necessary in the past.

*I **had to** complain twice before anything was done.*

The negative form is *didn't have to*:

*I **didn't have to** manage a team before, but I do now.*

will have to + infinitive without *to* is used to talk about future obligation.

*I'll **have to** talk to Human Resources about the situation with my boss.*

The negative form is *won't have to*:

*I **won't have to** work on Saturdays in my new job.*

5 *will, be going to, will have to, will be able to, infinitive*

will / be going to

We can use both *will* and *be going to* + infinitive without *to* to talk about future events. When referring to events that we have no control over, we can use either *will* or *be going to*.

*They **will / are going to** start building the new offices next February.*

However, when talking about events that we do have control over, we use *will* and *be going to* in a different way.

We use *will* at the time that we decide what to do, and *be going to* once we have decided what to do, and we are telling someone about the plan.

Compare:

A: *Dr Legrand's flight arrives at 3.00.*

B: *OK, I'll pick him up at the airport.* = decision made at the time of speaking
(later)

C: *Are you busy this afternoon?*

B: *Yes, I'm going to pick up Dr Legrand at the airport.* = talking about the plan after making the decision

Another difference between *will* and *be going to* is that we use *will* to talk about general predictions about the future, and *be going to* when we are making predictions based on something that is happening now.

The airline **will** not survive long in this competitive climate.

These planes are very uneconomical. The airline **is going to** go bankrupt without a rescue plan.

will have to

We use *will have to* and *be going to have to* to talk about future obligation, and without very much difference in meaning.

Ms Sakamoto is staying for another day. I'll **have to** / I'm **going to have to** change her reservation.

will be able to

We use *will be able to* to talk about future possibility. This is often when a particular scenario or context is provided.

When businesses improve their technology, more people **will be able to** work from home.

Infinitive

Note that in newspaper headlines, it is common for the infinitive to be used instead of *will* / *be going to* to talk about future situations or events. This is a space-saving device, and is not found in other written or spoken contexts.

Interest rates **to rise**.

New CEO **to take over**.

6 must, can't, may, might, could

We can use *must*, *can't*, *may*, *might*, and *could* to talk about how certain we are about something. All are followed by the infinitive without *to*.

must

We use *must* when we are certain that something is true because it is the most logical option or explanation.

She is usually very punctual. She **must** be caught in traffic.

can't

We use *can't* when we are certain that something isn't true, or is impossible. When talking about certainty, *can't* is the negative of *must*.

That **can't** be Paul Tennyson. He's a much shorter man.

NOT ~~That mustn't be Paul Tennyson.~~

may

We use *may* when we are not very certain about something, but think that it is possible.

They **may** be stuck in traffic. It was very heavy this morning.

More people are attending than we expected. There **may not** be space for everyone.

We cannot use the short form ~~mayn't~~.

might

We use *might* when we are not at all certain about something.

Christina **might** come to the meeting if she has finished interviewing by then.

The hotel is still 50 km away. We **might not** (**mightn't**) get there in time.

could

We use *could* in a similar way to *may*, when talking about certainty.

They **could** be stuck in traffic.

Note that the negative form is *may not* or *might not*, as *could not* is used to talk about ability.

NOT The hotel is still 50 km away. ~~We could not get there in time.~~

7 The Passive

We use the Passive when we do not know who did an action or when it is not important to say who did it.

Bono **was invited** to the reception.

When we want to say who did something, we can either use an Active or a Passive form. In the Passive, we use *by*.

ACTIVE **The British Ambassador** invited Bono to the reception.

PASSIVE Bono **was invited** to the reception **by the British Ambassador**.

Note that the Passive always focuses more on the action than on who did it.

Form

The Passive has several forms:

Present Simple Passive

*Producers **are paid** a fair price for their goods.*

= Present Simple of *be* + past participle

Past Simple Passive

*The first Fairtrade label **was started** in 1988.*

= Past Simple of *be* + past participle

Present Continuous Passive

*The brand **is being licensed** to several major companies.*

= Present Continuous of *be* + past participle

Present Perfect Passive

*People's lives **have been transformed** by this fund.*

= Present Perfect of *have* + past participle

Modal verbs in the Passive: will, can, must, etc.

We use *be* + past participle after *will*, *be going to*, *can*, *must*, *have to*, *should*, and other modal verbs.

*More and more Fairtrade products **will be bought**.
In future, a broader range of products **may be created**.*

8 Conditionals

A conditional sentence links two actions. The main action will happen only when the action in the *if* clause takes place.

If we achieve our targets, we get a bonus.

IF CLAUSE

MAIN CLAUSE

Note that in all conditional sentences, it is possible to change the order of the clauses.

We get a bonus if we achieve our targets.

However, when the *if* clause comes first, it is always followed by a comma.

There are several types of conditional.

Zero Conditional

We use this for unchangeable facts and situations that are nearly always true.

If they employ you, they may have to pay a higher salary.

If + Present Simple, + Present Simple

First Conditional

We use this to talk about possible future actions or situations.

If you get the job, will you have to commute?

If + Present Simple, + *will*

Second Conditional

We use this to talk about situations that are unlikely possibilities.

If I went for a job interview, I might make a good impression.

If + Past Simple, + *would / might / could* + infinitive without *to*

Note that we use the expression *If I was / were you*, + *I'd* to offer advice.

If I were you, I'd apply for the job.

9 Past Perfect Simple

Positive

The city had changed completely.

= subject + *had* + past participle

Negative

Revenue hadn't risen during the previous year.

= subject + *had not (hadn't)* + past participle

Questions

Had he warned you?

= *Had* + subject + past participle

Remember that we use the Past Simple to talk about actions or situations in the past.

Mr Salzmann called earlier.

We use the Past Perfect Simple to talk about an action or situation before that time. The Past Simple and Past Perfect Simple are often used in the same sentence.

In the afternoon I rang Mr Salzmann, who had called earlier.

Be careful when talking about the order in which events took place. Look at the following sentences:

PAST SIMPLE *When I left the building, the taxi driver drove away.* = the taxi driver went at the same time as I left the building

PAST PERFECT SIMPLE *When I left the building, the taxi had driven away.* = the taxi driver went before I left the building

We often use the Past Perfect in reported speech.

PAST SIMPLE *"I enjoyed the conference dinner enormously," said Sue.*

PAST PERFECT SIMPLE *Sue said that she had enjoyed the conference dinner enormously.*

We can use *never* and *already* with the Past Perfect Simple. This is not possible with the Past Simple.

*I had **never** seen him before.*

*The taxi driver had **already** gone.*

Note the position of *never* and *already* before the past participle.

10 **must have, can't have, might / could have**

We use *must have* + past participle when we are certain that something has happened, and because there is no other logical explanation.

*I can't see Mr Spencer's car. He **must have** already left.*

We use *can't have* + past participle when we are certain that something has not happened, again because that is the most logical explanation.

*Chris didn't eat much at dinner. He **can't have** been very hungry.*

We use *might have / could have* + past participle to say it is possible that an event occurred in the past.

*They haven't arrived yet. I suppose they **might / could have** taken the wrong road.*

11 **Third Conditional**

We use the Third Conditional to talk about the outcome of an imagined situation or action in the past.

If I had liked giving presentations, I would have enjoyed my last job more.

= I didn't like giving presentations, so I didn't enjoy my job more.

Form

IF CLAUSE	MAIN CLAUSE
If the train had left on time,	I would have got to the meeting sooner.
<i>If + Past Perfect</i>	+ <i>would have</i> + past participle

Note the use of the comma after the *if* clause.

In the main clause, we can use *could* or *might* instead of *would*.

*If we had met sooner, we **could have worked** on the project together.*

*If the company had invested in new technology, it **might have been** more competitive.*

Note that *might have / could have* talk about a possible outcome, whereas *would have* is more certain.

As with Zero, First, and Second Conditionals, we can begin a sentence with the main clause.

MAIN CLAUSE	IF CLAUSE
We could have worked together on the project	if we had met sooner.

Note that in this case we do *not* use a comma to separate the two parts of the sentence.

Look again at this sentence:

If the company had invested in new technology, it might have been more competitive.

Were we to change the order, we would need to begin the main clause with the subject *the company*, rather than *it* in order to avoid ambiguity.

***The company** might have been more competitive if it had invested in new technology.*

12 **Reported speech 1 – said, told, and questions**

When we report a statement, we often use the reporting verbs *say* and *tell* in their past forms *said* and *told*.

DIRECT SPEECH *"There are new markets with huge potential," said the CEO.*

REPORTED SPEECH *The CEO said (that) there were new markets with huge potential.*

Note that the pronoun *that* is not essential.

Told must always be followed by an object (*me / us / the shareholders*, etc.)

The CEO **told the audience** (that) there were markets with huge potential.

We can use *say* + *to* + object, though *say* is used more commonly without an object. If we want to mention who was being spoken to, we generally use the verb *tell*.

In reported speech, we usually change the tense of the original verb.

The Sales Director said "Cronex **has** several branches across Europe".

The Sales Director said that Cronex **had** several branches across Europe.

Note that in this case, we could keep the Present Simple form *has* in reported speech, if this is a statement that was made very recently.

In general, however, the original verb changes as follows:

ORIGINAL VERB	SAME VERB IN REPORTED SPEECH
Present Simple	Past Simple
Past Simple	Past Perfect
Present Perfect	Past Perfect
Modals: <i>will</i>	<i>would</i>
<i>can</i>	<i>could</i>
<i>may</i>	<i>might</i>
<i>must</i>	<i>had to</i>

Other elements that change in reported speech are pronouns.

Ms Symons: "I started **my** own business."

Ms Symons said that **she** had started **her** own business.

When we report questions, we use the verb *ask* + object instead of *say* or *tell*. In a reported question, the word order is the same as in a positive sentence.

DIRECT SPEECH "What are you going to do?" she asked me.

REPORTED SPEECH She asked me what I was going to do.

If a question does not begin with a question word such as *What?* or *How?*, we begin the reported question with *if*.

John asked: "Have you met the new chairman?"

John asked me **if** I had met the new chairman.

13 Verb + *to* or verb + *-ing*

Verb + *to*

We use *to* + infinitive after certain verbs. These include: *afford, dare, decide, deserve, expect, hope, intend, learn, mean, offer, prepare, pretend, promise, refuse, seem, try, want*.

We have **decided to expand** our operations in Germany.

Some verbs are followed by object + *to*. These include: *advise, allow, ask, enable, encourage, forbid, force, help, persuade, remind, teach, tell*.

This restructuring will **allow us to be** more competitive.

Verb + *-ing*

We use verb + *-ing* form after certain verbs. These include:

admit, avoid, consider, dislike, enjoy, finish, give up, imagine, keep, miss, practise, prefer, risk, stop, suggest.

We are going to **consider making** changes to our customer support service.

Some verbs can be followed either by *to* or *-ing*, without any change in meaning. These include: *begin, continue, hate, intend, like, love, prefer, start*.

The company has **begun exploring / to explore** new markets.

14 Defining and non-defining relative clauses

We use a relative clause as a means of joining two pieces of information together within one sentence.

We use the pronouns *who* to refer to a person or people, and *which* for things or animals. *That* can be used instead of *who* or *which*. *Where* is used to refer to places.

Shell LiveWIRE is a programme.

It helps 16-30-year-olds.

RELATIVE CLAUSE Shell LiveWIRE is a programme which / that helps 16-30-year-olds.

There are two types of relative clauses.

Defining relative clause

A defining relative clause tells us information about an object or person that identifies them. For example, the relative clause above tells us enough about Shell LiveWIRE to be able to distinguish it from another type of programme.

More examples:

There's the woman who / that left to set up her own company.

This is the place where they're going to build the annexe.

Note that when the pronouns *who*, *which*, or *that* are the subject of a relative clause, we do not use any other pronoun.

At last, we're going to get the pay rise which was promised.
NOT *At last, we're going to get the pay rise which it was promised.*

When the pronouns *who*, *which*, or *that* are the object of a relative clause, they can be omitted.

We can say: *At last, we're going to get the pay rise which / that they promised.*

or: *At last, we're going to get the pay rise they promised.*

Non-defining relative clause

A non-defining relative clause tells us supplementary, non-essential information about people or things. We can use *who* for people, *which* for things and *where* for places. We cannot use *that*.

I found the website, which gives free help and access to business information, while I was doing some online research.

Alison, who left the London Business School in 1996, is already a successful entrepreneur.

Note that in non-defining relative clauses, the relative pronoun *who* or *which* is always preceded by a comma, which separates the extra information from the rest of the sentence. This means that the remaining part of the sentence would make sense on its own without the non-defining relative clause.

Remember that we can never miss out the relative pronoun in non-defining relative clauses.

NOT *Alison, left the London Business School in 1996, ...*

15 Reported speech 2 – orders and advice

Orders

When reporting an order, we often use the past tense of the reporting verb *tell* + object + *to* + infinitive:

DIRECT SPEECH **"Think** more clearly in future, Keith!"

REPORTED SPEECH **Positive**

He **told** Keith **to think** more clearly in future.

told + object + *to* + infinitive

When reporting negative orders, we use a similar form:

DIRECT SPEECH **"Don't be** late, Jan!"

REPORTED SPEECH **Negative**

He **told** Jan **not to be** late.

told + object + *not* + *to* + infinitive

However, when reporting *must*, we use *had to* instead of *to* + infinitive.

DIRECT SPEECH **"You must arrive** at the conference centre before 9.00."

REPORTED SPEECH She **told** them they **had to arrive** at the conference centre before 9.00.

Advice

To report a piece of advice, we use the reporting verb *advise* + object + *to* + infinitive.

DIRECT SPEECH **"You should get** plenty of rest before your interview."

REPORTED SPEECH She **advised him to get** plenty of rest before his interview.

To report a negative piece of advice, we use *advise* + object + *not* + *to* + infinitive.

DIRECT SPEECH **"You should(n't) arrive** too early."

REPORTED SPEECH He **advised them not to arrive** too early.

Apart from *tell* and *advise*, other reporting verbs that we can use to report orders or advice are:

ORDERS *ask, order, forbid*

ADVICE *persuade, remind, warn*

All of these verbs are followed by object + (*not* +) *to* + infinitive.

My boss asked me to look after the guests.

I persuaded her not to resign.

Listening scripts

Unit 1

Listening

I=Interviewer, C=Caroline

- I What do you do?
 C I help to staff the reception desk. I'm a receptionist and administrator.
 I What does your job involve?
 C Well, I answer the phones, book clients into offices, and I deal with enquiries. I do a lot of office tasks, too. I use the computer for emails and letters. I also fax and photocopy documents. I often prepare presentations and materials for meetings. I take post to the post office.
 I What are you doing at the moment?
 C I'm working with my colleague Jenny to prepare promotional mail shots. We're writing the copy and updating the client mailing lists.
 I What do you like best about your job?
 C I like working in a team and meeting new people. It's a varied job and there's never a quiet moment!
 I What qualities must you have?
 C Well it's important to be patient. And you have to have good people skills. And you mustn't get stressed!
 I What was your first day like?
 C I sat next to one of my colleagues and watched what she did. It was a bit strange – I prefer doing things myself!

Meeting room

L=Laura, K=Kim, J=Jamie, Y=Yusuf

- 1
 L OK, before we begin, let me introduce Kim Warner, my new editorial assistant. Kim, this is Jamie Miller, he's head of production.
 K Hello, Jamie.
 J Hi, Kim.
 L And this is Yusuf Madi, who's head of sales and marketing.
 K Hello.
 Y Nice to meet you, Kim. Welcome to the team!
 2
 L OK, there are a few more things I want to talk about this morning. First of all, I'm thinking of arranging an Away Day.
 J An Away Day?
 L That's right. I'm hoping we can take a day out of the office and have a team-building session. We can have talks, presentations, games ...
 Y That sounds like a good idea.
 J When do you want to have this Away Day, Laura?
 L Next month.
 J I'm not sure about that. We're very busy at the moment.
 L We're always busy, Jamie.

- Y Laura's absolutely right.
 J But we can't spare a day out of the office. I mean, why now?
 L We're employing a lot more people, and we have a lot of new staff – like Kim, of course. I think it's important that we get to know each other, and understand what everyone does.
 J That's true.
 K Er... Laura. Do we have to be a whole day out of the office? Could we take half a day?
 L I can't see any problems with that. Jamie?
 J Yes, that's a good idea. Half a day sounds fine to me!
 L Great. Now let's take a look at the sales results for the last quarter ...

Unit 2

Small talk

K=Karen, T=Tim, P=Pia, D=Daniel

- 1
 K Excuse me.
 T Oh, hello.
 K Could you possibly tell me where the blue meeting room is?
 T Yes, of course. It's on the second floor, just next to the lift.
 K Thanks very much.
 2
 P Yes, that's right ... Yes, I did ... OK, see you then.
 K Sorry, but would you mind telling me the number of the IT department?
 P Not at all. It's ... wait a moment ... 2020.
 K Thank you.
 P That's OK.
 3
 K Excuse me. Do you think you could tell me the name of the Human Resources manager?
 D Er ... I'm very sorry, but I only started work here last week and I can't remember it!

Pronunciation

- 1
 1 Would you mind if I closed the door?
 2 Could you possibly pass me that book?
 3 Would you mind telling me where the coffee machine is?
 4 Do you think you could help me?
 2
 1 Could I possibly open the window? (polite)
 2 Would you mind helping me with my computer? (polite)
 3 Do you think you could read this? (impolite tone)
 4 Would you mind if I borrowed your stapler? (polite)

Listening

- 1
 I=Interviewer, M1=Man 1, W=Woman, M2=Man 2
 I Hello, I'm doing some market research. May I ask you some questions?
 M1 Yeah. Sure.
 I What have you bought?
 M1 Oh, I've just bought this really nice T-shirt.
 I Lovely. Why did you buy it?
 M1 Well, I wasn't intending to buy any clothes. But I saw it in the shop window.
 I And why did you like it?
 M1 Because it's got this Nike logo on it. It's cool.
 2
 I Excuse me, do you think I could ask you some questions? I'm doing some market research.
 W Yes, of course.
 I What have you bought?
 W Oh, I've just bought some pens and notebooks.
 I Right. Why did you buy them?
 W Well, I suppose ... I needed them. I've run out.
 I What made you choose these particular ones?
 W They were on offer. Three notebooks for the price of two, and a special price on these pens. They're usually more expensive.
 3
 I Hi. Are you in a hurry? Could I ask you a couple of questions.
 M2 Um ... yes, OK. If it's only a few questions.
 I What have you bought?
 M2 Oh, I feel a bit embarrassed! I've just bought five CDs! All music from the 1980s!
 I So are you pleased with what you bought?
 M2 I don't know, really! Well ... they were on special offer. Five for £20. And I needed to replace my old 1980s cassettes!
 I Thanks.

Unit 3

Meeting room

L=Laura, Y=Yusuf, J=Jamie

- 1
 L OK, now let's look at the main point on the agenda. We're planning for the magazine to go online at the beginning of next year. I personally feel that this is a great opportunity for the magazine and the company.
 Y I completely agree with you, Laura. I'm convinced that this is the way for us to go forward.
 L Jamie?
 J I'm sorry, but I don't think this is the right time for us to go online.
 L Really?

J I know you and Yusuf really believe in it, but I think there are problems.

2

L It seems to me that putting the magazine online is essential. Readers want to be part of a community. And the online magazine will help that. It'll be like a club.

J That may be true, but how will it help our financial position? Going online isn't cheap.

Y Yes, but don't forget, it will also bring in more customers.

J How? The online magazine will be free, won't it?

Y Yes, of course, but our online readers will be able to subscribe to the printed magazine.

L And I'm positive that going online will increase the loyalty of our readers. Think of the benefits! The online magazine will be interactive. It will offer links to other websites. And there'll be a chat room where people can share ideas ...

J Or disagree!

L Yes, or disagree. But the online version will offer real added value to our magazine.

J But it will still be a lot of work. And we're already very busy here. Too busy.

L I would agree with that, but we'll outsource this project. We'll use a freelance team to run it.

J I don't think that will solve all our problems.

Y And remember, all our competitors have put their newspapers and magazines online.

J Even so, I'm not convinced it's the right time for us to ...

L We've been thinking about this for a long time, Jamie. We have to act now.

Unit 4

Listening

1

C=Cristina, M=Marek, J=Jodie

C I was working as a sales assistant in a shoe shop at the time. And my first boss was great. I loved her. I know she was under a lot of pressure to sell more, because it wasn't a very successful company, but she was always calm, and positive, and incredibly enthusiastic. Those are great qualities in a boss. It wasn't an exciting job ... but she made it fun. She was very patient with customers. She was a good listener, she understood exactly what they really wanted. Her only fault was that she just expected us to work through our lunch break if the shop was busy. I mean, it was embarrassing to tell her if I had arranged to meet a friend because she was so enthusiastic – so sometimes it was difficult to have a life outside of work. I work in the promotions department of a bank now – but

I always remember my first boss. She was a great role model. It's important to treat your customers and staff well. And listen to them.

2

M My first job was for a big insurance company. I was eighteen and I worked in the Human Resources department. It was great. There were about 15 women there, and I was the only guy – except for my boss. I didn't like him very much. I think he was competent ... and I suppose he was knowledgeable about the job ... but I can't think of any other positive things to say about him. He made people feel stressed when he talked to them. In fact, he was always in a panic. He didn't have a sense of humour at all. And he wasn't a good communicator – which is strange for the head of a Human Resources department. I learnt that it's important for a boss to be a good communicator. And to keep calm, of course.

3

J My first boss was very funny. He was the director of a language school, and I was teaching there during my summer holidays from university. To be honest, the school was very badly organized ... because he was very disorganized! But he was an inspiring person, and I think that's essential in a good boss. He was imaginative, and enthusiastic, and he created a great atmosphere. I'm not a boss now – but if I become one, I think it's really important to create a positive atmosphere. Your staff have to enjoy their work. And if they are happy and motivated, then you can deal with any problems.

Small talk

K=Karen, D=Daniel

K Yeah, the job's going OK, I think ... but I still don't really know what I'm doing! Last week I asked a guy where the Human Resources department was and he didn't know either – he was new here, too! ... Actually, he was really good looking. Yeah, I quite liked him – his name's Daniel, I think. Oh, hang on, it's him! I've got to go ...

K Hi!

D Hi, Karen. I wasn't interrupting, was I?

K Oh no! Not at all. I was just, erm ... talking to a colleague.

D So how's it going?

K I'm sorry?

D How's it going? The job?

K Oh, sorry, I'm a bit confused today. It's fine, fine.

D Did you find the Human Resources department last week?

K Oh yes ... finally.

D Great. So how was your weekend?

K How was my weekend? It was sort of OK.

D Did you go out?

K I went to the cinema on Saturday, you know, with some friends. Some old girl friends. From college.

D I went to the cinema, too. What did you see?

K The new Johnny Depp film.

D Me too! What did you think of it?

K Well, I like Johnny Depp normally. I mean, he's an interesting actor, but it depends on the film. This one was a bit ... erm, strange. I mean, I like interesting films, and I really don't like action films, but ...

D Oh, I kind of liked it.

K Oh, well, so did I. I liked it, too. It was just ...

D Hey, look at the time. I have to get back to work. See you around.

K Yes, bye.

Unit 5

Meeting room

L=Laura, K=Kim, M=Michael

L OK, Michael, what have you got for the cover of next month's issue?

M Well, we have a strong range of articles to choose from. To begin with, there's a feature on China. I'm very keen on this. It's really interesting, and what's more, it compares the Chinese economy with the US.

L Mind you, we had an article on the Far East ... what, two issues ago?

M That's right. However, this time we look at it from a different perspective. You know, comparing it with the States.

L I'm not sure ...

M OK then, what about this? The top ten businesses to invest in. It's an important issue.

L Absolutely. And besides, it's a well-written article. I like the idea. In fact, I'd say it was my favourite.

M Plus the fact that there are some surprising companies in the list.

K All the same, it doesn't have the impact of some of the other topics.

L Well, maybe not ...

K We want to appeal to the greatest number of readers and ... well, this may not be the best subject.

M So what about 25 trends to change your business?

L It's good. It's an interesting list. Still, I don't think it's strong enough for the front cover.

M So that leaves the future of the Internet.

K Personally, I think this is a great topic. It's my first choice for lots of reasons. It's really interesting. There are some amazing ideas ...

M That's true ...

K And I just wanted to add that everyone uses the Internet. It affects all our readers. So they're going to be interested in it.

- L I think Kim's right. We've got our front cover story.
 M Excellent. Thank you, Kim.
 K No worries.

Unit 6

Listening

1
 I'm from the UK and I had a placement in our company's Paris office. To make conversation I asked a new colleague if she was married and had children. Well, she became very distant and didn't seem to like my question. I've lived here for four years and I now understand what I did wrong. You don't ask personal questions of someone you don't know very well in France.

2
 I'm from Germany and I was organizing a congress in Italy with an Italian colleague. But he wouldn't tell me exactly what it was going to cost, which worried me. He said he was going to have lunch with someone from the local Chamber of Commerce. That way he would be able to negotiate better conditions, because he knew this person quite well. The conference was a great success and the price was very good. In Italy, personal contacts and recommendations are incredibly important.

3
 I'm from America. I manage a team in Japan. I really appreciated how much work a member of my team was doing. So in a meeting I praised her in front of the team. I realized immediately I had made a mistake. I should have praised the whole team.

4
 I'm from Spain and I was working in the Middle East. I was invited to my colleague's house for dinner. I noticed they had a very old and unusual record player which I admired. During the meal I felt uncomfortable because no-one was talking, so to make conversation, I commented on the record player. The family immediately offered it to me and it was really embarrassing for me. I didn't understand that if a guest admires something it is customary to give it as a gift.

5
 I'm from Argentina and I had a work placement in England. At first I thought that people didn't like me because they always seemed to move away from me when we were speaking. Now I realize that in England people don't stand as close to each other as they do in Argentina.

Small talk

D=Daniel, K=Karen, T=Tim

- 1
 D Hi, Karen.
 K Oh, hi Daniel, Tim.
 T Hi. How are you? You look a bit tired.

- K I feel absolutely stressed out.
 T Really? Why?
 K I've got to write a report by tomorrow – and I don't think I'm going to get it finished.
 D What's the problem?
 K It's Louise – her desk is next to mine, and she's on the phone all the time, or talking to me, or other colleagues. The noise is really terrible. I can't concentrate on my work!
 T You poor thing.
 K I don't know what to do.

- 2
 T Louise? She's just come back from maternity leave, hasn't she?
 K Yeah, and she just loves showing everyone photos of her baby. And if she's not talking to people in the office, she's talking to people over the phone. And even when she's actually doing her work, she makes a lot of noise!
 D Why don't you talk to her? That's the best thing to do.
 K Yes, but I don't think that will work. I don't think she can change the way she behaves. She's just an incredibly noisy person. She can't stop talking. And I'd feel really embarrassed.
 T You could always talk to your manager.
 D I'm not sure about that, Tim, because Louise and her manager are old friends. It might only make the situation more difficult. No, but erm, if you find it difficult to talk to her, have you thought about writing an email? You know, make it polite, but explain the situation. I'm sure she'll understand.
 T It's a good idea, but it won't work. An email could look like an official complaint. But, erm... what if you talked to your colleagues? Maybe they feel the same as you.

- K That might be all right, but they all like working in an open plan office. They don't seem to find the noise a problem.
 T Mmm, it's a tough problem.
 D Well, I think there's only one solution.
 K What's that?
 D Well, how about going to the pharmacy and buying some ear plugs?
 K Ear plugs?
 D They're great. I always use them when I travel. They reduce the noise a lot...
 T Good idea, Dan!
 K Oh, thanks a lot, you two! I'll look really silly wearing ear plugs in the office!

Pronunciation

- 1 I don't believe it. That's absolutely fantastic news!
 2 I feel really awful.
 3 That was an absolutely terrifying film!
 4 What a day. I feel really miserable.
 5 She gave an absolutely brilliant talk!
 6 Did you have the dessert? It was really disgusting!

Unit 7

Listening

1
 Actually I think that many businesses today try to make a positive impact on the environment. Obviously this is due to campaigns and consumer pressure. But, you know, many manufacturers get a competitive advantage by helping the environment and charities because they give themselves a better public image. They can promote themselves as ethical and make more profits too!

2
 I know that all companies do some damage to the world, but they can also do a lot of good. They give money to charity and help campaigns to improve the environment. Look at Bill Gates and all the good his charities do. They also have to respond to consumer pressure, and then there's the negative publicity – it makes them clean up their act, change their strategies. We can't think industry will go away. Our future depends on businesses finding solutions to the world's problems.

3
 You know, big businesses can be a bit cynical. I mean, look at the way they advertise sweets and sweet foods to children. They target children directly with, er, advertising and attractive products although they know that their products actually harm them.

4
 Well, there are many businesses today that are ethical. If you want, you can buy Fairtrade food and drink, wear organic clothes and, um, choose transport that's less polluting. You can even buy computers and phones from more ethical companies. They try to limit the damage they do and recycle whatever they can.

5
 I um, I believe that many large corporations do a lot of harm to the environment. Because they're powerful, they think they can do anything they want. I mean, in India, big drinks manufacturers are polluting the water supplies for people. And, um, lots of the ingredients used by industry are destroying habitats such as the rainforest.

Meeting room

K=Kim, L=Laura

- K Hello, Laura.
 L Oh hi, Kim.
 K You wanted to see me.
 L That's right. Please, take a seat.
 K Thanks.

- L Erm ... well, you've made excellent progress since you started here, and done some excellent work ...
- K Thank you.
- L I wanted to talk to you because over the past few weeks you seem to have had one or two problems ...
- K Yes ...
- L I understand that several articles you've worked on have been late.
- K Well, I admit that I've missed a couple of deadlines, but I don't think it was my fault. The reason why those articles were late is that the writers didn't deliver them to me on schedule. And that's why I didn't edit them in time.
- L I grant that writers can be a big problem ... but there were mistakes in the articles. I think there was a wrong date in one of them, and the manager of a company was given the wrong surname.
- K That's because I didn't have time to check all the facts. I had to check their grammar, spelling ... everything. The articles were really badly written! And we can't publish bad writing.
- L It's true that we should never publish poor writing. One of the reasons why our readers buy our magazine is because they expect high quality writing. But they also buy it because they can rely on the accuracy of the information. We must never publish factual errors. Every fact has to be checked and double checked.
- K You're right ... I know that ...
- L So when you have very little time to edit an article, always check the information first. That's your top priority. We have to get that right. And if we publish an ungrammatical sentence, well, nobody's going to take us to court for that.
- K Yes ... I'm sorry.
- L Don't worry, Kim. You're still doing a good job. And you're still learning.
- K Thanks.
- L OK, let's talk about something else. What do you think about this for a cover image? ...
- K Oh, that's brilliant.

Unit 8

Listening

Speaker

I'm here today to talk about how we can improve diversity in the workplace, and why we need to do it. In the modern business world, the success and competitiveness of any organization depends on its ability to respond quickly to the marketplace. Research has proved that organizations which encourage diversity deliver better products, better systems, and make higher profits. So let me

begin by talking about why you should have a diversity programme in your company.

Firstly, if you encourage diversity, your company will become much more flexible. Employees from different cultural and social backgrounds will bring varied talents and experience. This variety of experience means that your company is able to respond to changes in the market more effectively. And this allows you to expand and respond better to those changes.

Secondly, if a workplace contains people with different backgrounds and points of view, the ideas they produce will be more interesting, more varied, and better! And your company can use these ideas to meet business and customer needs. A diversity programme guarantees that all opinions and ideas are respected.

Thirdly, an organization that encourages diversity will inspire all its employees to perform to their highest ability. Staff are more likely to be more motivated and stay longer with the company. And that will lead to higher productivity and increased profits.

So now you're probably asking how we can create diversity in the workplace. Well, first of all, you have to create an atmosphere where people feel free to express their ideas, opinions and needs. If everyone feels comfortable communicating their ideas, then your staff will work better together in teams and communicate better with customers.

Unfortunately, some employees can be resistant to change. They don't like it when they see their workplace changing culturally and socially. So you need to involve all your staff when you create new initiatives, and make sure they feel involved. If you don't do this, your attempts to change the culture of your workplace will fail.

Finally, you can assess your company's present position through an employee satisfaction survey. You then need to study the results and create a plan for diversity. This will involve changing your existing policies and creating new ones. Oh, and don't forget to promote diversity in leadership positions by employing people from different backgrounds.

Small talk

D=Daniel, K=Karen, G=Gary

- 1
D Hi, Karen.
K Oh, hi Daniel ...
D I was just walking past Sally's office, and she had Gary in there with her ...
K Uh oh, is he in trouble again?
D Yeah, the usual problem, he's always one of the last to get in to the office and one of the first to leave.
K But he always does his work ...

- D Oh yeah, but she was really giving him a bad time. She was practically shouting at him.
K Really?
D Yeah, she sounded really angry – but a lot of women managers have problems managing men.
K Really?
D Yeah, they lose control, they raise their voices ...
K So you don't think women make good managers?
D What? No, that isn't what I meant.
K It's what you said.
D No, no, what I meant was, women find it difficult to manage men ...
K Because they're not good managers!
D What I'm saying is, men are difficult to manage. It's the men that are the problem.
K Because women aren't strong enough! I can't believe it. That's so sexist.
D Oh come on, Karen. You know what Gary's like ...
K I'm sorry, I've got a meeting.
D Sure.
...

- 2
K Daniel ...
D Oh, hi.
K Are you busy?
D Well, you know what it's like ...
K Look, I'm sorry about what I said earlier. I didn't mean to say you were being sexist.
D Well, it's the word you used ...
K Yeah, well, I'm sorry. But I thought you were saying that women make useless managers ...
D I just meant that some men don't like having women as their bosses. They make things difficult for them. So it's harder for women to manage them.
K I guess Sally does shout a bit too much.
D And Gary can be a real pain.
K Ssh – there's Gary ...
K By the way, Daniel, do you fancy going ...

Pronunciation

- 1
A When are you meeting Alan?
B I'm not meeting Alan. I'm meeting Andrew.
2
A Tim's the best designer in our department.
B Sandra's a much better designer than Tim.
3
A See you on Tuesday.
B No, not Tuesday, Thursday.
4
A She's going to arrive at eleven.
B She's going to arrive at twelve.
5
A The project isn't finished.
B It's finished?
A No, it isn't finished.

- 6
 A It's the best film ever made.
 B Really?
 A Well, it's one of the best.

- 1 I'm not meeting Alan. I'm meeting Andrew.
 2 Sandra's a much better designer than Tim.
 3 No, not Tuesday, Thursday.
 4 She's going to arrive at twelve.
 5 No, it isn't finished.
 6 Well, it's one of the best.

Unit 9

Listening

A=Andrew, C=Cristina

- 1
 A ... and now let's turn to the subject of sponsorship. I'm here with business analyst Cristina Harris who has just written a book on the subject, *The Sponsorship Game*.
 C Hello, Andrew.
 A So Cristina, we know that sponsorship is increasingly common, but what are the typical events where we see sponsorship in action?
 C Well, it seems that almost any major event these days has received corporate sponsorship from car racing to athletics and even tours by pop artists. TV programmes receive sponsorship, too. This can be very obvious when you get an announcement saying 'this programme is brought to you by this or that company'. But it can also be more subtle through product placement. For example, a car manufacturer will give money to a TV series to feature its vehicles. But sponsorship also takes place on a local level, with smaller companies supporting local athletics teams or charitable events. They sometimes even sponsor individual students through university. But it's difficult to imagine major sporting or cultural events without sponsorship.
 A Well, yes, that's right. There was, erm, the World Cup in Germany, where Adidas were the official sponsors. Their three stripes logo was everywhere.
 C And in Formula 1, Vodafone have sponsored McLaren Mercedes. Intel have sponsored BMW. And Martini have sponsored Ferrari. And even bands that were once rebellious like The Rolling Stones have sponsorship deals. The European part of their 2006 World Tour was sponsored by American Express!
 A Is there a real difference between sponsorship and advertising?
 C Well, most advertisements are very direct. They're designed to sell a specific product – and they're very effective. Sponsorship is more subtle. It aims to improve a company's image or brand awareness. And it wants to

link itself to certain qualities and values. It's still advertising – but its message is softer.

- 2
 A So why do companies choose to sponsor bands like The Rolling Stones or major sporting events?
 C Well, first of all they want to raise their company profile. Sponsorship increases consumer awareness of the company or the brand. So when people think of the company, they link it to something positive – maybe a successful football team or an environmental charity.
 Sponsorship can also enhance the image of the company or a brand. It tries to create a style or personality. So if a company sponsors Formula 1, it says that the company is exciting, it takes risks, it's dynamic.
 A It improves customer relations, too, doesn't it? At major sporting events, the sponsors offer hospitality to clients, or potential clients.
 C Absolutely. Sponsoring a major event shows customers that the company is a global player. The companies are saying, 'we're big and important'. And a lot of business deals take place at these major events. It's a great way to establish good relations with customers.
 Sponsorship can be good for employee relations, too, leading to an increase in company pride and loyalty. That means companies have more chance of retaining their staff. And they can even attract new employees.
 A Sponsorship can also improve community relations ...
 C That's right. By sponsoring local initiatives or charities, companies can show that they care about the community. They're concerned about the welfare of the citizen.

Meeting room

Y=Yusuf, L=Laura, J=Jamie

- Y OK, so now I'd like to move on to the main point on the agenda. That's the question of the format of our magazine. A number of new business magazines have recently entered the market. As a result, our sales are under pressure. Although our magazine has a very strong identity, it's becoming more and more difficult to make an impression. So what can we do? If you look at the shelves of any retailer, there's now a wide range of competition magazines. They're all of reasonable quality. They're all quite well-designed. And they're all quite interesting. They're not as good as us, of course ...
 L Absolutely.
 Y So we need to do something very different. And I propose we change the format of our magazine to this new, smaller size.

J I don't understand why you want to change the format. Surely the larger size is standard for business magazines ...

- Y Well, yes, that's true. However, if you look at women's magazines ...
 J Actually, I don't do that very often ...
 Y Well, perhaps you should. Because we all know that the women's market is highly competitive. But in recent years, a number of titles have changed their formats to this smaller size. And as a result, they've been much more successful.
 L Can you explain why changing the format is our best option? Why don't we simply change the cover and internal design?
 Y Because our competition titles have quite strong covers, a new cover style won't help. It won't make a big impact. And it won't encourage potential buyers to look inside. As a result, we need to do something more radical. More interesting. And I believe that this new format does just that.

Unit 10

Small talk

D=Daniel, K=Karen, L=Lisa, P=Pete, A=Alex, M=Matt

- 1
 D Hi, Karen.
 K Oh, hi Dan. You look happy.
 D Guess what.
 K What?
 D Well, I'm going to get some new office furniture.
 K Really?
 D Yes. I must have complained hundreds of times about that desk and chair – and now I'm getting new ones!
 K Great!
 2
 K Hey, Lisa.
 L Oh, hi Karen.
 K Do you know what? Daniel in the sales department is getting completely new office furniture, a new PC – everything!
 L That's fantastic! He's lucky. My PC is useless. I've been complaining about it for months.

- L Are you busy, Pete?
 P No, why?
 L Have you heard the news?
 P What news?
 L The sales department is having a complete makeover. They're all getting new office furniture, new PCs ... They're changing everything!
 P That's incredible! I thought the company was short of money.

- P Alex ...
 A Hi, Pete. What is it?
 P Do you know what! They're going to completely redesign the office space in this building. They're taking out all the offices –
 A What?
 P That's right. The whole place is going to be open plan.
 A I don't believe it! I hate open plan.
 A Have you got a moment, Matt?
 M What is it, Alex? You look worried.
 A I've heard that there are big changes coming. They've decided to ...

- M Hi, Daniel.
 D Hi, Matt. What's up?
 M You won't believe this, but I've heard some awful news. They've decided to relocate the office.
 D Are you joking?
 M No, not at all. Everybody's talking about it. The company's going to move to new premises miles away.
 D That's unbelievable! They've only just decided to get me some new furniture!

Pronunciation

- 1 I don't believe it!
- 2 Are you joking?
- 3 Really?
- 4 That's unbelievable!
- 5 That's amazing!
- 6 That's terrible!

Unit 11

Listening

T=Trainer, W1=Woman 1, M1=Man 1,
 W2=Woman 2, M2=Man 2, W3=Woman 3

- 2
 T OK, working in teams of four, you're going to make a bridge. There are some simple basic rules.
 First. You have to make the whole bridge. That means you have to make the supports at each end of the bridge, and the horizontal span of the bridge.
 Second. The bridge must be a minimum height of 20cms from the floor.
 Third. The winning team is the one that builds the longest bridge. That means, the distance between the two supports. Is that clear?
 It sounds easy doesn't it?
 Well, this is where it becomes more interesting. To make your bridge, you can only use newspapers and sellotape, or scotch tape. That's right. Oh, and another thing. You will also see that each team has six bars of chocolate. These aren't for

eating. Your bridge must be strong enough to support them.

Right. You have thirty minutes. Good luck.

- 3
 T OK, you've all finished your bridges – or tried to finish them! How do you think you did? Team 1 first.
 W1 Well, our team were doing quite well. But unfortunately, when we put the chocolate on the bridge, it collapsed! We'd made some basic mistakes in the construction. If we had tested the bridge earlier, we would have discovered that it wasn't strong enough. So we could have made some changes ...
 T A good point. Testing – and finding time for it, is extremely important. What about the other teams? Team 2.
 M1 Well, if we had listened carefully to the rules, we wouldn't have made a stupid mistake.
 T What was that?
 M1 We measured the length of the whole of the bridge – not just the distance between the two supports. So we didn't listen carefully enough at the beginning.
 T What about Team 3?
 W2 Our group had a different problem. We didn't really agree how to build the bridge before we started. We kept changing our mind. If we'd chosen a leader, we would have made better progress.
 M2 In Team 4 we had a similar problem. If we had had more time, we would have finished. But we didn't plan well enough.
 T Well, planning and decision-making at the beginning is essential. Now what about Team 5, our winning team? First of all, congratulations.
 W3 Thank you.
 T How did you do it?
 W3 We made our bridge by rolling up the paper into tubes, and sticking these together with the tape. It was a good strong structure.
 T Excellent. And now, as a reward, you can all eat your bars of chocolate!

Meeting room

G=Gianni, K=Kim, N=Nick, E=Emily

- 1
 G OK, hi Kim ...
 K Hi, Gianni.
 G I think you know, Nick?
 N Yes, we've met. Hi.
 G And this is Emily from accounts.
 E Hello, Kim.
 K Hi, Emily.
 G OK. Now as you know, the management is going to make £10,000 available to spend on a good cause. They've decided that the money can either be given as a donation to a charity, or it can be used to sponsor the arts

in our community. The charity they've suggested is WaterAid – that's a charity which is trying to provide safe, clean water to the world's poorest people. And the idea for sponsorship is local, the local theatre. We're here to represent all the other members of staff – and we've been asked to decide the best thing to do with the money. So ... who wants to begin?

- 2
 What do you think, Emily?
 E Well, I'm very keen on the idea of sponsoring the local theatre. I think the arts are very important – and local theatres need all the financial help they can get. £10,000 would help a lot.
 K That money could help a lot more people ...
 E Sorry, Kim, can I finish?
 K Sorry, I interrupted you, Emily.
 E That's OK, Kim. Erm ... sponsorship is a highly visible marketing tool. It's really good publicity. So we can help the arts, and we can help the company at the same time.
 K Can I just say that I don't think we should be thinking about marketing here? The company's decided to spend £10,000 – so I think we have to make sure that we use the money to make the biggest possible impact. That's why, for me, WaterAid is the best option. 2005 to 2015 is the 'Water for life' decade ...
 N I'm afraid I haven't heard about that ...
 K I imagine a lot of people don't know about it, Nick. But it's really important. The United Nations has decided that making clean water available to millions of poor people in the world is a top priority.
 G Do you have anything to add?
 K I've got lots to say! But, you know, the money will help a lot of people. Just £75 will train ten community leaders as hygiene educators. £460 will pay for two public water points. £1,000 will pay for a well.
 E What do you think, Nick?
 N It's a difficult decision. I think sponsoring the local theatre's a good idea. The people who go to the theatre are also our readers – or potential readers. And it will also make our link to the local community stronger. But I agree with Kim, too, that this money will pay for enormous improvements to the water supply in other countries. And after all, water is a matter of life or death. So ... I think we should donate the money to the charity.
 K What's your opinion, Gianni?
 G Actually, I agree with Emily.
 K Uh oh. This looks like being a long meeting!

Unit 12

Start up

P=Presenter, A=Audience

- 1
P The third point I want to make is ...
- 2
P The most important thing is ...
A Louder!
- 3
P You can't read this, but what it says is ...
- 4
P Er, I haven't quite finished yet. I need about 10 more minutes.
A Zzzzzz.
- 5
P Well, what I mean is, erm ... What was I saying?
- 6
P Well, erm, that's the last slide, so ... that's all I've got to say. Bye.

Listening

P=Presenter, A=Asma

- P This week on The Lions' Cave we have three investors: Louise Green, Sam Barclay, and Alessandro Benedetti. And our first contestant to enter the lions' cave with her pitch is Asma Al Saffar.
- A Hello. My name's Asma Al Saffar and my company is called SeaNet. We supply wireless Internet access to yacht owners. Obviously, Internet access is very important to them – not only can they get the latest weather forecasts, but they can also get access to sailing suppliers to buy whatever they need. And keep in contact with their business at home.
- Yacht owners keep their boats in marinas and spend quite a lot of time there – living on their boats, looking after and repairing them. Marinas don't have telephone points, so it's easy for a yacht owner to feel cut off from the Internet and the information they need. Our company provides a wireless solution. The marina provides a base for the equipment, and each yacht owner can subscribe to wireless connection. This means they can connect to the Internet at any time for a fixed fee.
- We have been very successful. But to grow the business more, we need a minimum of £75,000 of new investment.

L=Louise, A=Asma, S=Sam, Al=Alessandro

- 1
L Are you confident about your future prospects?
A I'm extremely confident.

- 2
S What sales can you generate?
A A subscription costs £10 a month. I have 25,000 paying customers.
- 3
L When did you start the business?
A I started the business two years ago.
- 4
Al How many marinas have you signed up?
A So far, I've signed up 40 marinas.
- 5
L How are you going to generate income?
A We can attract advertisers to our website.
- 6
S I'll offer you £75,000 in exchange for 20%.
A It's a deal!

Small talk

K=Karen, T=Tim, S=Sophie, D=Daniel

- K Hi, Tim.
T Oh, hello, Karen.
K What's up?
T I had a real disaster last night.
K Oh no. What happened?
T Well, I was preparing my presentation for today's sales conference and my computer crashed. I'd nearly finished my PowerPoint slides, and my computer just closed down. It went completely dead. I'd lost my whole presentation.
- K That's terrible, Tim! So what did you do?
T Well, I explained the problem to my boss this morning, and he cancelled my session. But he's really not happy. I've got to see him now.
- K I'm so sorry. Good luck.
T Thanks.
...
- K Karen Wade speaking.
S Hi, Karen. It's Sophie.
K Oh hi, Sophie. How are you?
S Terrible. I got some bad news this morning.
K Oh dear. What's happened?
S Well, I've been trying to get a contract with a new client. It's really important. But the deal's fallen through.
- K I'm really sorry to hear that.
S Yeah ... The thing is, my promotion depends on this contract. No contract, no promotion. Uh oh, it's my manager. See you later?
- K Yes, of course. Bye, Sophie.
...
- D Hi, Karen.
K Oh, Dan ...
D How's things?
K A bit depressing.
D You poor thing. What's happened?
K Well, first Tim told me that he ...

Unit 13

Listening

C=Carlos, I=Isabel, G=Gilberto

- C Right, to wind up this meeting, let's just go through the points again we identified in our SWOT analysis. Isabel?
- I OK. So we have four main strengths. We have a good knowledge of the products we're selling. We also hold stocks of specialist goods so, if they come to us, most customers will find what they're looking for. We also have good sources of supply, so our delivery is fast and efficient. And, of course, we have a strong commitment to our online operation.
- C OK, so we know we have our strengths, what did we identify as our weaknesses?
- I First of all, we're still only really known and used regionally. We haven't broken into a wider market. And that's another problem. We don't have a good enough knowledge of the market in other countries.
- C Was that everything?
- I No. We think we'd also find it difficult to deliver orders if demand was high.
- C OK, passing on to opportunities and threats. Would you like to take over, Gilberto?
- G Sure. We identified two main opportunities. One: we think we can get access to new customers. And two: we have the ability to build our brand name, so that's a top priority.
- I Actually, we'd suggested a third opportunity. We can also offer new products and services, such as music downloads.
- G That's right. But we came up with only two main threats, didn't we?
- I Yes.
- G The first threat was we face strong competition from other established company websites. And the second was that our competitors may offer a better, faster service.
- C Thanks very much. We certainly have a lot to think about.

Meeting room

L=Laura, K=Kim, J=Jamie, Y=Yusuf

- 2
L OK, taking a look at our sales figures for the past five months, you can see that we performed very well in January and February, but there was a real decline in the next two months. But the situation is improving. We saw a real improvement last month, and I'm sure that next month we'll achieve our target.
- K But what about for the rest of the year?
- L I expect that we'll continue to see an improvement in our sales and we probably

will be very close to our target. Yes, I think we're likely to be very close.

- J I agree. In fact, with the changes we put through last month, and with our improved distribution, I'd go a step further and say we're bound to achieve our figures!

L You don't look convinced, Yusuf.

Y Oh well, we may achieve them, we might not, I don't know ... I mean, I know we had distribution problems earlier in the year, and that problem's been sorted out now. But it's a competitive market.

L Is that your only concern?

Y Er ... no, it isn't. Have you seen this?

...

3

Y I came across this on the Web.

L What is it?

Y People are talking about a possible takeover. There's at least one major publisher who's interested in buying the business.

J Oh, Yusuf, that's just gossip.

Y You can say that, but I think we're likely to face an aggressive takeover bid.

L I'm absolutely sure that won't happen. I haven't heard anything about this – have you, Jamie?

J No.

L Kim?

K Well, I have heard something – I have some friends who work for the competition, and they mentioned it to me – but as Jamie said, it's just rumours. I doubt it will happen.

J That's right. I don't think that's a problem we'll have to face.

Y Well, I'm not so sure. There's no smoke without fire ...

Unit 14

Listening

P=Presenter, L=Liam, S=Sophie

1

P Sophie Hall is 23 and has just got her first job after university. It's an important new phase of her life. Unfortunately she has a problem. Her salary isn't high, she has large debts after university, and she finds it difficult to manage her spending. Personal finance analyst Liam Flynn gives her some useful advice.

3

L OK, Sophie, are you ready to change your spending habits?

S I have to change, Liam.

L My advice is fairly simple, but you'll find it a challenge. First of all, you have to plan. How do you do that? By being honest about your spending and your budget. So I want you to do two things: first calculate how much money you have coming in each month, and then deduct the basics – your rent, your bills,

travel costs, food, mobile phone, and debt repayments. You must always spend your money on the basics first! What you have left, you can spend on life's pleasures!

S Great.

L But first, what are you spending your spare cash on? Calculate what you normally spend in a week. Be realistic. Make a list and include everything: clothes, magazines, cosmetics, nights out ... And don't forget expenses such as concert tickets, trips away, or birthday presents.

S Uh uh.

L Now if you are spending more than the sum you have left after paying for your basics, then you are spending beyond your means. And that means you'll have to find ways to cut back.

S I know, Liam. I'm spending too much.

L And don't forget. I want you to save regularly too. Why?

S I have to save in case there's an unexpected expense.

L That's right. Now, do you have a credit card?

S Yeah ...

L Cut it up, Sophie! Buying with plastic is easy, but then what happens?

S You have to pay it back.

L That's right. It's a quick way to get into debt and the interest rates are very high. And another thing. Avoid going shopping so you won't be tempted! When you do have to go shopping, go to factory outlets to make savings. And search online for the best prices in transport and consumer goods ...

S OK.

L What do you do for lunch?

S Erm ... I buy sandwiches ...

L Expensive, aren't they? Make your own sandwiches, Sophie! Do you realise you're spending £20 a week just on lunch?

S OK.

L And when you go out, go to bars that have special prices mid-week or to restaurants with fixed price menus. Or why not just have friends round more often, make a simple meal and watch a DVD?

S All right, Liam.

L And finally, buy a bike and travel around for free to save money on transport. You'll get fitter, too!

Small talk

A=Angela, K=Karen, G=Gary, D=Daniel

1

A Hello, Karen.

K Oh, hello Angela.

A I erm, I just wanted to say that you did an excellent job on your report last week. I've just read it. It's very good.

K Do you really think so?

A Yes, it's excellent. In fact, you've done very well here ever since you started.

K That's really nice to hear.

A Oh, by the way. Are you busy at the moment? It's just that I've got to prepare a presentation and I don't have much time. Could you possibly work late this evening? Just a couple of hours?

K I'd love to, Angela, but I'm afraid I can't. I have to go out after work.

A Don't worry about it. Really.

K OK. Thanks.

2

G Hiya, Karen.

K Hi, Gary.

G Hey, I love the colour of your top. Is it a Stella McCartney?

K This? Erm, yeah, it is.

G It looks great. It really suits you.

K Oh, erm, that's very kind of you.

G You take an interest in fashion, don't you?

K Well, a bit, you know ...

G Because there's a film on all about the fashion world. It's had some great reviews. Do you fancy seeing it tonight?

K Thanks, Gary, but erm ... but actually I'm already going out tonight. With Daniel.

G Oh. Right. That's OK. No worries.

K Yeah, sure. ...

D Hey, Karen –

K Hi, Dan.

D Are you still OK for this evening?

K Yes, of course.

D Great. See you later, then. Nice top by the way.

K It's the one you bought me for my birthday.

D Is it? I didn't realize!

Unit 15

Listening

Duncan

Today we're going to look at ways to improve your strategies for finding a job. You may be in higher education, or unemployed, or you may have a job already but are looking for another one. Whatever your situation, these five steps will help.

Step one. You must understand the market you want to work in. You should find out what employers want.

How can you find the right job for you? First, you need to decide what you want. So Step two is: you must understand yourself. That means you have to know what you want, and know what you have to offer. So you should make a list of your skills and interests. You can then use this information to identify possible jobs and employers. Remember, employers want to have evidence of skills. And don't forget to include your hobbies and interests.

Step three. You must actively search for a job. Universities and colleges have careers fairs where you can meet company representatives and learn about career possibilities. You should look at national and local newspapers and specialist journals. You should search online, too, and go to employment agencies. Don't forget, networking can be extremely effective, too. Not all jobs are advertised! But whatever you do, you must prepare a clear, well-written CV. A good CV is a passport to employment.

Step four is: you must make yourself more employable. That means, you need to acquire more skills to improve your CV. You should improve your IT skills, learn a foreign language, get a driving licence. And remember, temporary jobs are a good way to gain experience.

Step five. Unfortunately, not all job applications are successful. So my last piece of advice is – you must stay positive! Don't give up! You should keep on improving your skills, your knowledge of the market, your CV, and your interview techniques. And then you will succeed.

Meeting room

L=Laura, K=Kim

L You've had a very busy year, Kim.

K I have. There's been a lot of pressure. But on the whole I feel it's gone well.

L What do you think are the most important things you've learned since you started here?

K Oh, that's an interesting question. Erm, I think I've learned the importance of accuracy, of checking and re-checking my information. I've learned how important it is to meet deadlines and to keep to schedules. And I've learned that the job can be very stressful!

L Do you think you've managed to cope with the stress all the time?

K I'm not sure I've understood the question.

L Have there been any times when you've found the job too stressful?

K Let me think. The launch of the new format of the magazine was a bit crazy. I found that a bit difficult. But we worked well as a team and gave each other support. So, yes, it was stressful – but it wasn't too stressful. I could cope.

L Good.

L OK, Kim, let's look to the future. What can we do to make your life easier?

K Well, I think I'd like to have some more help.

L What do you mean by help, exactly?

K Well, some more training, I suppose.

L Well ... erm, you did several courses when you first started ... but I see you haven't been on any training courses in the past six months ...

K No ...

L But you have had plenty of opportunities to go on them.

K That's a good point. The problem was, the last six months have been so busy, I haven't had time to go on a course!

L So what areas of your performance would you like to improve?

K It's difficult to say. Erm ... actually, as I have more responsibilities now, and I'm running more meetings, I'd like to go on a course to learn effective meetings skills.

L That's an excellent idea.

Glossary

Vowels

i:	detail
i	ability
ɪ	guilty
e	lend
æ	advertise
ɑ:	market
ɒ	job
ɔ:	order

ʊ	goods
u:	groom
u	influence
ʌ	sudden
ɜ:	person
ɔ	advertise
eɪ	situation
əʊ	own-brand

aɪ	supply
aʊ	allow
ɔɪ	loyalty
ɪə	behaviour
eə	fair-trade
ʊə	security

Consonants

p	pressure
b	bankrupt
t	tariff
d	duty
k	capital
g	goods
tʃ	check-out
dʒ	job

f	fair-trade
v	visual
θ	thing
ð	that
s	seller
z	directors
ʃ	shareholder
ʒ	visual

h	handicap
m	modest
n	national
ŋ	anger
l	laser
r	retail
j	interview
w	workaholic

4 Ps: product, price, promotion, place

/fɔ:'pi:z/ **/ˈprɒdʌkt/** **/praɪs/** **/prə'məʊʃn/** **/pleɪs/** *n* (used in marketing) the four main factors that a business must consider when designing and selling a product

age **/eɪdʒ/** *n* the number of years that a person has lived

analyse information **/ˈænləɪz ˌɪnfə'meɪʃn/** *phrase* to examine facts and changes in order to understand something more clearly

archive **/ˈɑ:kɑɪv/** *n* a place where old records or documents are stored

arrest **/ə'rest/** *v* (used about the police) to formally take somebody to a police station because they may be guilty of a crime

arrogant **/ˈærəɡənt/** *adj* behaving in a proud and unpleasant way

attention to detail **/ə'tenʃn tə 'di:teɪl/** *phrase* the act of looking very carefully at small facts or items; the ability to do this

attitude **/ˈætɪtju:d/** *n* the way that you think or feel about someone or something

awful **/ˈɔ:fl/** *adj* very bad

baby boomer **/ˈbeɪbi ˌbu:mə(r)/** *n* a person born just after World War II when there was a sudden increase in the number of new babies

background **/ˈbækgraʊnd/** *n* a person's history including their family, social class, education, etc.

bank loan **/ˈbæŋk ləʊn/** *n* money that a bank lends to somebody

banking **/ˈbæŋkɪŋ/** *n* the business activity of banks

bankrupt **/ˈbæŋkrʌpt/** *adj* without money and unable to pay your debts

bargain **/ˈbɑ:gən/** *v* to discuss prices and conditions with somebody in order to reach an agreement

behave **/bi'heɪv/** *v* to act or to do things in a particular way

board of directors **/ˌbɔ:d əv də'rektəz/** *n* a group of people that control a company and decide its policy

brand awareness **/ˌbrænd ə'weənəs/** *n* the degree to which people know and recognize a particular brand

brand equity **/ˌbrænd 'ekwəti/** *n* the financial value of a particular brand, based on how much BRAND LOYALTY and BRAND AWARENESS it has established

brand image **/ˌbrænd 'ɪmɪdʒ/** *n* the impression that consumers have of a particular brand, for example that it is fashionable, reliable, etc.

brand loyalty **/ˌbrænd 'lɔɪəlti/** *n* the degree to which a customer will continue to buy the same product and not change to another brand

brand recognition **/ˌbrænd rekəɡ'nɪʃn/** *n* a measure of how familiar customers are with a particular brand and how easily they can remember its name, LOGO, SLOGAN, etc.

bully /'bʊli/ *v* to deliberately frighten or hurt a weaker person
buyer /'baɪə(r)/ *n* a person who buys something
cables /'keɪblz/ *n* a set of wires, covered in plastic or rubber, that carries electricity, data, etc.
capital /'kæpɪtl/ *n* money that is used to start or run a business
caring /'keərɪŋ/ *adj* kind, helpful, and sensitive to other people's feelings
catering /'keɪtərɪŋ/ *n* the work of providing food and drinks for meetings or social events
change /tʃeɪndʒ/ *v* to become different
charitable project /tʃærətəbl 'prɒdʒekt/ *n* a planned piece of work to produce or improve something for a charity
check out /tʃek 'aʊt/ *v* to examine or investigate something that seems interesting or attractive
cheque /tʃek/ *n* a printed form that you write on and sign as a way of paying for something
child labour /tʃaɪld 'leɪbə(r)/ *n* the use of children in factories and other places of work
clothes /kləʊðz/ *n* things that you wear on your body, such as a shirt or dress
code of conduct /kəʊd əv 'kɒndʌkt/ *n* a set of rules of behaviour that all employees of a particular company are required to follow
compassionate /kəm'pæʃənət/ *adj* feeling or showing sympathy for people who are suffering
conspiracy /kən'spɪrəsi/ *n* a secret plan by a group of people to do something harmful or illegal
convict /kən'vɪkt/ *v* to decide officially in court that somebody is guilty of a crime
courageous /kə'reɪdʒəs/ *adj* having courage and not afraid to do difficult or dangerous things
creative /kri'eɪtɪv/ *adj* having the ability to think of new ideas or to produce something new
credit card /'kredit kɑ:d/ *n* a small

plastic card that you can use to buy things and then pay for them later
criticize /'krɪtɪsaɪz/ *v* to say what you do not like or think is wrong about a person or thing
cue cards /'kju: kɑ:dz/ *n* small cards with notes written on them, used to remind you what to say when speaking in public
current account /'kʌrənt ə,kəʊnt/ *n* a type of bank account that you can take money out of or add money to at any time
damage your health /dæmɪdʒ jə: 'helθ/ *phrase* to harm the condition of your body or mind
deadline /'dedlaɪn/ *n* a date or time by which work must be completed
deal with /'di:l wɪð/ *v* to solve a problem, perform a task, etc.
debt /det/ *n* the situation of owing money; *plural* the money that a company or person owes
decent wages /,di:snt 'weɪdʒɪz/ *n* a fair and reasonable amount of money that you are paid for work
demand /dɪ'mɑ:nd/ *n* the amount of goods or services that people want to buy or use
dependability /dɪ,pendə,bɪləti/ *n* the ability to be trusted and relied on to do something
deposit /dɪ'pɒzɪt/ *v* to put money into a bank account
determined /dɪ'tɜ:mɪnd/ *adj* making firm decisions and not willing to let anything prevent you from achieving your aims
developing world /dɪ'veləpɪŋ,wɜ:ld/ *n* the poor countries of the world that are trying to make their economies more advanced
digital generation /'dɪdʒɪtl dʒenə'reɪʃn/ *n* the group of people who were born between the late 1970s and the late 1990s, who enjoy using new technology and communicating on the Internet
disability /,dɪsə'bɪləti/ *n* a physical or mental condition that limits your ability to move, think, learn, etc.

disorganized /dɪs'ɔ:gənəɪzd/ *adj* not able to plan or organize your work, life, etc. in an efficient way
distracted /dɪ'stræktɪd/ *adj* unable to concentrate or pay attention to something because of what is happening around you
dividend /'dɪvɪdend/ *n* an amount of money that is paid to SHAREHOLDERS, taken from the profits of a company
downmarket /,daʊn'mɑ:kɪt/ *adj* designed for or used by people who do not have a lot of money
duty /'dju:ti/ *n* a tax that you pay on things that you buy, especially those that you bring into a country
dynamic /daɪ'næmɪk/ *adj* having a lot of energy and always doing exciting new things
emotional intelligence /ɪm,əʊʃənəl ɪn'telədʒəns/ *n* the ability to understand and manage one's own and other people's feelings
employ /ɪm'plɔɪ/ *v* to give somebody a job for payment
encouraging /ɪn'kʌrɪdʒɪŋ/ *adj* giving support and encouragement to other people
end user /,end 'ju:zə(r)/ *n* a person who uses a product rather than one who makes or sells it
entrepreneur /,ɒntrəprə'nɜ:(r)/ *n* a person who starts their own business, especially when this involves taking financial risks
environmentally friendly /ɪnvaɪrən,mentəli 'frendli/ *adj* not harmful to the environment
equal opportunities /,i:kwəl 'ɒpə'tju:nətez/ *n* the policy of giving the same chances of employment to everyone, not considering their AGE, RACE, SEX, etc.
errand /'erənd/ *n* a small job that you do for somebody, which involves going somewhere to take or collect something
ethnic origin /,eθnɪk 'ɒrɪdʒɪn/ *n* a person's national, racial, and cultural background

excellence /'eksələns/ *n* the quality of being extremely good

exchange rate /iks'tʃeɪndʒ reɪt/ *n* the value of the money used in one country when you change it for the money used in another country

exhausted /ɪg'zɔːstɪd/ *adj* very tired

expand /ɪk'spænd/ *v* (used about a company) to become bigger by opening new branches, stores, etc.

extroverted /'ekstrə,vɜːtɪd/ *adj* used to describe a lively and sociable person who enjoys being with other people

fair-trade /fə'reɪd/ *adj* involving trade that supports producers in the DEVELOPING WORLD by paying fair prices

fascinating /'fæsmeɪtɪŋ/ *adj* very interesting

feedback /'fiːdbæk/ *n* comments and advice about how well somebody is doing a job or task

feel part of a team /fiːl 'pɑːt əv ə 'tiːm/ *phrase* to feel that you belong to a group of people that are working together

felt tip marker /felt tɪp 'mɑːkə(r)/ *n* a pen that has a soft point made of cloth, which you use to write on a WHITEBOARD

find out /faɪnd 'aʊt/ *v* to get some information about something

fit in /fɪt 'ɪn/ *v* to live, work, etc. with people who are similar to you

flexibility /fleksə'bɪləti/ *n* the ability to change to suit new conditions or situations

flip chart /flɪp tʃɑːt/ *n* large sheets of paper fixed at the top to a stand so that you can turn them over, used to present information at a meeting

food /fuːd/ *n* something that you eat

fraud /frɔːd/ *n* the crime of cheating somebody in order to get money

freeze /friːz/ *v* 1 to stop an activity, perhaps temporarily 2 to hold wages, prices, etc. at a fixed level

funding /'fʌndɪŋ/ *n* money for a particular purpose such as a business project

gender /'dʒendə(r)/ *n* the fact of being male or female

generate business / sales /dʒenə'reɪt 'bɪznəs / 'seɪlz/ *phrase* to produce more business / sales by finding new clients, developing new sales techniques, etc.

generate new ideas /dʒenə'reɪt njuː aɪ'diəz/ *phrase* to develop new plans, projects, methods, etc.

Generation Y /dʒenə'reɪʃn 'waɪ/ *n* = DIGITAL GENERATION

get enough sleep /get ɪ.nəf 'sliːp/ *phrase* to sleep long enough so that you do not feel tired or sleepy

get on with /get 'ɒn wɪð/ *v* to have a friendly relationship with somebody

get up from your desk /get ,ʌp frəm jɔː 'desk/ *phrase* to stand up or to leave your desk, rather than sitting at your desk

get work done /get ,wɜːk 'dʌn/ *phrase* to work well and to do or finish work that needs doing

goods /ɡʊdz/ *n* things that are produced to be sold

graph /ɡræf/ *n* a mathematical drawing, consisting of lines that show how two or more sets of numbers are related to each other

handicap /'hændɪkæp/ *n* (becoming an old-fashioned term) = DISABILITY

handle conflict /hændl 'kɒnflikt/ *phrase* to deal with a situation in which people are arguing or fighting

handout /'hændaʊt/ *n* a document that is given out at a presentation or meeting

hard-working /hɑːd 'wɜːkɪŋ/ *adj*

putting a lot of effort into a job

health /helθ/ *n* the state of being physically and mentally healthy

humiliate /hjuː'mɪliət/ *v* to make somebody feel ashamed in front of other people

humorous /'hjuːmərəs/ *adj* funny; able to laugh at things

ignore /ɪg'noː(r)/ *v* to pretend not to notice somebody and deliberately not speak to them

imaginative /ɪ'mædʒɪnətɪv/ *adj* having new and unusual ideas

impact /'ɪmpækt/ *n* a strong effect that one thing has on another thing

innovate /'ɪnəveɪt/ *v* to introduce new ideas or ways of doing something

innovative /'ɪnəveɪtɪv/ also /'ɪnəvətɪv/ *adj* introducing or using new ideas, methods, etc.

inspect /ɪn'spekt/ *v* to closely examine a person or thing

inspiring /ɪn'spaɪərɪŋ/ *adj* encouraging and making you want to do something

Instant messaging /ɪnstənt 'mesɪdʒɪŋ/ *n* a system on the Internet that allows people to communicate by exchanging written messages very quickly; the activity of using this system

integrity /ɪn'tegrəti/ *n* the quality of being honest and having strong moral principles

interest /'ɪntrəstː -trɛst/ *n* amount of money that a bank charges for lending money, usually a percentage of the amount

interpretation /ɪntɜːprə'teɪʃən/ *n* the particular way in which something is understood or explained

introverted /'ɪntrəvɜːtɪd/ *adj* more interested in your own thoughts and feelings than in spending time with other people

investor /ɪn'vestə/ *n* a person or organization that buys shares in a company

involve /ɪn'vɒlv/ *v* (used about a job or activity) to include something as an important or necessary part

isolated /'aɪsələtɪd/ *adj* separate and without much contact with other people

job seeker /'dʒɒb ,siːkə(r)/ *n* a person who is trying to find a job

keyword /'kiːwɜːd/ *n* a word that you type on a computer keyboard in order to find information about something

laser pointer /'leɪzə ,pɔɪntə(r)/ *n* a small device that is used to shine a point of light on a board at a presentation

- leadership** /'li:dʒɪp/ *n* the qualities of a good leader or the position of being a leader
- link** /lɪŋk/ *n* a place in an electronic document that is connected to another electronic document
- lip-read** /'lɪpri:d/ *v* to understand what someone is saying by watching the way their lips move
- liquidation** /'lɪkwɪ'deɪʃn/ *n* the act of closing a business and selling everything in order to pay its DEBTS
- logo** /'ləʊɡəʊ/ *n* a design or symbol used by a company on its products, packaging, etc.
- lonely** /'ləʊnli/ *adj* unhappy because you have nobody to talk to
- make decisions** /meɪk dɪ'sɪʒnz/ *phrase* to decide what to do to deal with particular problems or situations
- message board** /'mesɪdʒ bɔ:d/ *n* a place on an Internet website where you can write or read messages
- modest** /'mɒdɪst/ *adj* not talking much about your own strengths and abilities
- multinational** /,mʌlti'næʃnəl/ *n* a large and powerful company that operates in different countries
- multitask** /,mʌlti'tɑ:sk/ *v* to do several different activities at the same time
- offend** /ə'fend/ *v* to make somebody feel upset because of something you say or do
- office gossip** /'ɒfɪs 'ɡɒsɪp/ *n* informal talk about the private lives of people you work with
- office space** /'ɒfɪs speɪs/ *n* an area for offices or the area in an office in which a person works
- OHP (overhead projector)** /,əʊ eɪtʃ 'pi:/ / ,əʊvəhed prə'dʒektə(r)/ *n* a device that projects an image onto a screen so that people can see it
- open plan** /əʊpən 'plæn/ *adj, n* 1 *adj* (used about an office) not having inside walls dividing it into rooms 2 *n* an office with an open plan design
- out-of-town** /,aʊt əv 'taʊn/ *adj* located away from the centre of a town or city
- overdraft** /'əʊvədra:ft/ *n* an arrangement with a bank that allows you to spend more money than is in your bank account up to a certain amount; the amount of money that you owe to a bank through this arrangement
- overtime** /'əʊvətəɪm/ *n* extra time that you work at your job after working the normal hours
- own-brand** /,əʊn 'brænd/ *adj* used to describe goods that are produced by the shop / store in which they are sold and marked with its name and LOGO
- participation** /pɑ:tɪsə'peɪʃn/ *n* taking part or getting involved in an activity or event
- passionate** /'pæʃənət/ *adj* having or showing strong feelings or beliefs
- persuasive** /pə'sweɪsɪv/ *adj* able to persuade people to do or believe something
- pitch** /pɪtʃ/ *n* a presentation by a person trying to sell a product or to persuade people to do something
- positive thinker** /,pɒzətɪv 'θɪŋkə(r)/ *n* a person who is confident and who thinks about the good aspects of a situation
- PowerPoint** /'paʊəpɔɪnt/ *n* a computer program used for creating presentations
- predict** /prɪ'dɪkt/ *v* to say what you think will happen in the future
- prediction** /prɪ'dɪkʃn/ *n* a statement about what you think will happen in the future
- prejudice** /'predʒudɪs/ *n* an unreasonable dislike of a person or group, because of their RACE, RELIGION, SEX, etc.
- productive** /prə'dʌktɪv/ *adj* (about an office) helping people to do or achieve a lot
- profit** /'prɒfɪt/ *n* the money that you make from a business after you have paid the costs
- progressive** /prə'ɡresɪv/ *adj* in favour of new ideas, modern methods, and change
- public relations** /,pʌblɪk rɪ'leɪʃnz/ *n* the business of promoting a person or an organization and creating a good impression with the public
- publishing** /'pʌblɪʃɪŋ/ *n* the profession or business of preparing and printing books, magazines, etc.
- quotation marks** /kwəʊ'teɪʃn mɑ:ks/ *n* a pair of marks (') ('"') placed around a word, sentence, etc.
- race** /reɪs/ *n* one of the groups that humans can be divided into according to physical differences such as the colour of their skin
- racially mixed** /,reɪʃəli 'mɪkst/ *adj* (used about a company, place, etc.) having people of different RACES who live or work there
- raise money** /reɪz 'mʌni/ *phrase* to collect money for a business plan by persuading people to invest in it
- receipt** /rɪ'si:t/ *n* a piece of paper that shows that you have paid for something
- recruitment agency** /rɪ'kru:tment ,eɪdʒənsi/ *n* a business that finds new employees for other companies
- reinvent** /'ri:ɪnvent/ *v* to present something in a new form
- religion** /rɪ'lɪdʒən/ *n* a system of faith, based on the belief in a god or gods
- reserved** /rɪ'zɜ:vɪd/ *adj* slow or unwilling to show feelings or express opinions
- respectful** /rɪ'spektfʊl/ *adj* showing or feeling respect
- responsibility** /rɪ'spɒnsə'bɪləti/ *n* a duty to take care of something
- retail** /'ri:teɪl/ *n* the business of selling goods directly to the public, especially through shops
- retailer** /'ri:teɪlə(r)/ *n* a person or company that sells goods to the public, such as a shop
- revolutionize** /revə'lʊ:ʃənəɪz/ *v* to completely change the way that something is done
- sanitation** /,sænɪ'teɪʃn/ *n* the equipment and systems that keep places clean, especially by removing human waste

search result /'sɜ:tʃ rɪˌzʌlt/ *n* the websites that are found when you look for a particular KEYWORD or group of words on the Internet

security /sɪ'kjʊərəti/ *n* the activities involved in protecting something against attack, danger, etc.

self-motivated /self 'mæʊtɪvɪtɪd/ *adj* capable of hard work without needing encouragement from other people

seller /'selə(r)/ *n* a person who sells something

services /'sɜ:vɪsɪz/ *n* activities that the public need or want, provided by a company or an organization

set up /set 'ʌp/ *v* to create or start something, such as a new business

sex /seks/ *n* the physical state of being male or female

shareholder /'ʃeəhəʊldə(r)/ *n* an owner of shares in a company

shelter /'ʃeltə(r)/ *n* a place to live or stay, considered as a basic human need

slogan /'sləʊɡən/ *n* a phrase that is easy to remember, used in advertising to attract people's attention or to suggest an idea quickly

sociable /'səʊʃəbl/ *adj* enjoying spending time with other people

soft skills /'sɒft skɪlz/ *n* abilities used for personal interaction and communication

solve problems /sɒlv 'prɒbləmz/ *phrase* to find a way of dealing with difficult situations

source /so:s/ *v* to get a material or a product from a particular place

statement /'steɪtmənt/ *n* a printed record of money paid and received, especially one provided by a bank to its customer

stock exchange /'stɒk ɪks,tʃeɪndʒ/ *n* a place or system where shares in companies are bought and sold

subsidiary /səb'sɪdjəri/ *n* a company owned or controlled by another company

supply /sə'plaɪ/ *n* an amount of something that is available to be used or sold

take risks /teɪk 'rɪskz/ *phrase* to do things that could be dangerous or cause problems in the future

target /'tɑ:ɡɪt/ *n* a result that you try to achieve, such as an amount of a product that you try to sell by a particular date

technological advances /tek'nɒlədʒɪkl əd'vɑ:nsɪz/ *n* new developments and improvements in technology

threaten /'θreɪn/ *v* to say that you will hurt somebody or cause trouble if you do not get what you want

time management /,tʌm 'mæɪnɪdʒmənt/ *n* the practice or skill of organizing your working time efficiently

tourism /'tuəɪzəm/ *n* the business of providing accommodation, transport, etc. for people on holiday

transaction /træn'zækʃn/ *n* an act of buying or selling something

trend /trend/ *n* the general way in which a situation is changing or developing

trial /'traɪəl/ *n* a formal examination of evidence in a court of law by a judge to decide if someone is guilty or innocent of a crime

trustworthy /'trʌstwɜ:ði/ *adj* (used about a person or an organization) able to be trusted or relied upon

turnover /'tɜ:nəʊvə(r)/ *n* the total amount of goods or services sold by a company during a particular period of time

uncooperative /,ʌnkəʊ'pɒrətɪv/ *adj* not willing to be helpful to other people or to do what they ask

upmarket /,ʌp'mɑ:kɪt/ *adj* designed for or used by people who have a lot of money

virtual /'vɜ:tʃʊəl/ *adj* not real but created by a computer

visually impaired /vɪʒʊəli ɪm'peəd/ *adj* having a physical condition which prevents you from seeing normally

visuals /'vɪʒʊəlz/ *n* pictures, DIAGRAMS, GRAPHS, etc. that are used in a presentation

volunteer /,vɒlən'tʃə(r)/ *v* to offer to do something without being forced to do it

warmth /wɜ:mθ/ *n* the state or quality of being warm rather than cold

water /'wɔ:tə(r)/ *n* a clear liquid without smell or taste which you can drink and which is in lakes, rivers, and oceans

well-organized /,wel 'ɔ:gənaɪzd/ *adj* able to plan your work, life, etc. in a very efficient way

wheelchair /'wi:lʃeə/ *n* a special chair, with wheels, used by someone who cannot walk

withdraw /wɪð'drɔ:/ *v* 1 to stop giving or offering something to somebody, such as money or help 2 to take money out of a bank account

word space /'wɜ:d speɪs/ *n* a small blank area between words that is the width of one letter

work long hours /wɜ:k ,lɒŋ 'aʊəz/ *phrase* to work many hours each day, for example starting work early and finishing late

work with systems /wɜ:k wɪð 'sɪstəmz/ *phrase* to use or organize a group of things that work together, such as a computer network or the departments of a company

workaholic /,wɜ:kə'hɒlɪk/ *n* a person who works too much and who finds it difficult to stop working and relax

workers' conditions /,wɜ:kəz kən'dɪʃnz/ *n* the circumstances and environment in which people work

Yuppies /'jʌpɪz/ *n* (disapproving) an abbreviation of 'young urban professional people', people who earn a lot of money that they spend on expensive things

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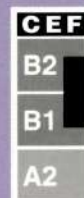
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