Introduction

Who this book is for

This book is intended to be an interesting and stimulating course for lower-intermediate students of Business English (Common European Framework Level B1). It provides a general Business English course both for students who have not yet worked in business and for people who are working and have experience of business environments.

It provides practical reading, speaking, listening and writing skills for people who need English for working in business. It also contains a wide range of essential business vocabulary and grammar.

For students who want to study for a Business English qualification, this book gives you a complete preparation for the Cambridge Business English Certificate (BEC) Preliminary exam, together with a complete past BEC Preliminary paper supplied by Cambridge ESOL.

What the book contains

The book contains the following elements:

• 24 units for classroom study. These units are organised in groups of four around a theme: company profiles, production and selling, etc. In each group of four, two of the units have a vocabulary focus and two have a grammar focus. Each unit gives training and practice in a variety of skills. These include:
  - different reading strategies for a variety of different business texts
  - listening for gist and specific information in a business context
  - writing business letters and emails
  - accuracy and fluency in speaking

• Communication activities for role-play situations, etc.
• Sample answers for writing activities.
• Exam skills and Exam practice section. This section, which starts on page 113, gives you detailed guidance on how to approach each BEC Preliminary exam task, the skills required and what the exam task is testing. The Exam skills pages contain exercises to build up your exam skills. The Exam practice pages contain all the questions/tasks from a past BEC Preliminary exam, supplied by Cambridge ESOL.
• Full answer key for all the exercises in this book.
• Transcripts for all the listening activities in the book. Also available are:
  • 2 audio CDs/cassettes containing a variety of recorded material and BEC exam listening tasks.
  • Teacher’s Resource Book, containing guidance and suggestions on how to approach activities in the book, plus extra photocopiable activities to supplement the units in the Student’s Book.
  • Personal Study Book, containing activities and exercises based on the vocabulary, grammar and skills covered in each unit. It is intended as reinforcement of material you have studied in class. The Personal Study Book contains keys to all its exercises, so you will be able to check your answers yourself. It also contains a Word list of vocabulary from the Student’s Book.
## Map of the book

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The working day 10–13</td>
<td>Changing places: job swapping at work</td>
<td>Being a PA</td>
<td></td>
</tr>
<tr>
<td>2 Corporate culture 14–17</td>
<td>What kind of company culture would suit you?: reading and answering a quiz; A company culture statement</td>
<td>Company culture: a conversation between two employees</td>
<td></td>
</tr>
<tr>
<td>3 Company history 18–21</td>
<td>Levi Strauss: an article on company history; Hongdou: an article on the history of a Chinese clothing company</td>
<td>Joseph Rowntree: a business studies lecture</td>
<td></td>
</tr>
<tr>
<td>4 The Internet 22–25</td>
<td>Designing your website: an article</td>
<td>Email addresses</td>
<td>Set phrases for emails and letters; Writing emails: formal and informal style</td>
</tr>
<tr>
<td>5 Describing equipment 26–29</td>
<td>Leasing equipment: a webpage; Problems with equipment: emails and headings on a form</td>
<td>Listening to descriptions of gadgets</td>
<td>Filling in a form</td>
</tr>
<tr>
<td>6 Processes and procedures 30–33</td>
<td>Waitstaff: an article on an Australian clothing company</td>
<td>Chanel No 5: an interview about a production process; Office procedures: a conversation</td>
<td></td>
</tr>
<tr>
<td>7 Distribution and delivery 34–37</td>
<td>Selling your product abroad: an article</td>
<td>Enquiring about orders and deliveries: Chasing an order; telephone conversations</td>
<td>Phone messages</td>
</tr>
<tr>
<td>8 Advertising and marketing 38–41</td>
<td>Descriptions of advertising media; Singapore Airlines: an article on the branding of an airline</td>
<td>Methods of advertising: an interview with the director of an advertising agency</td>
<td></td>
</tr>
<tr>
<td>9 Making arrangements 42–45</td>
<td></td>
<td>Making and changing appointments; voicemail messages and phone conversations; Future intentions and predictions; short extracts</td>
<td></td>
</tr>
<tr>
<td>10 Transport 46–49</td>
<td>Travel arrangements: notices and short messages; Eurostar: an article on train travel</td>
<td>Car clubs: a radio interview</td>
<td></td>
</tr>
<tr>
<td>11 Business accommodation 50–53</td>
<td>Hotel advertisements; Capsule hotels: an article on a special type of hotel</td>
<td>Distinguishing polite and rude intonation</td>
<td>Writing an email or fax to a hotel</td>
</tr>
<tr>
<td>12 Out of the office 54–67</td>
<td>Thinking outside the box: an article on offsite meetings</td>
<td>Two colleagues choosing a venue; A welcome speech at a conference</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Talking about your job; Asking about other people's jobs</td>
<td>Job titles and describing jobs; Names of company departments</td>
<td>Present simple and present continuous; Time expressions</td>
<td></td>
</tr>
<tr>
<td>Asking questions about companies</td>
<td>Finding and recording collocations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking about products: past simple questions</td>
<td></td>
<td>Past simple; Regular and irregular verbs; Question forms</td>
<td></td>
</tr>
<tr>
<td>Discussion: how to design a website</td>
<td>Email and website terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing objects when you don't know the name</td>
<td>Vocabulary to describe objects: component parts, shapes, materials, uses; Office equipment; Describing problems with equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-play: interviewing a company owner</td>
<td>Verbs to describe processes</td>
<td>The present passive</td>
<td></td>
</tr>
<tr>
<td>Role-play: making a telephone call to a supplier</td>
<td>Telephone language: completing a quiz</td>
<td>Modal verbs of obligation</td>
<td></td>
</tr>
<tr>
<td>Describing brands and markets; Discussing different advertising methods and advertising techniques</td>
<td>Vocabulary to talk about advertising and marketing; Language to describe cause and effect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-play: making an appointment; Role-play: planning a sales event</td>
<td>Language for making appointments</td>
<td>Present continuous for future arrangements; will and going to future forms</td>
<td></td>
</tr>
<tr>
<td>Describing hotels; Role-play: at the hotel reception</td>
<td>Vocabulary to describe hotels and hotel facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing holidays and arrangements for time off;</td>
<td>Guessing vocabulary from context</td>
<td>Comparatives and superlatives</td>
<td></td>
</tr>
<tr>
<td>Role-play: finding out about conference facilities;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing how and where to make key decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Reading</td>
<td>Listening</td>
<td>Writing</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>13 Developing</td>
<td>Business Network International: an article</td>
<td>Conversations when meeting someone for the first time</td>
<td></td>
</tr>
<tr>
<td>contacts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68–61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Cultural</td>
<td>Marketing in China: an article; Doing business in Finland: an extract from a guidebook</td>
<td>Cultural awareness: a radio interview; Gift-giving in Japan: a talk</td>
<td></td>
</tr>
<tr>
<td>issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62–65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Teamwork</td>
<td>Team-building events; Kelzen: an article</td>
<td>Creating good teams: a presentation</td>
<td></td>
</tr>
<tr>
<td>66–69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Entertaining</td>
<td>A restaurant review; Business golf: an article</td>
<td></td>
<td>Writing a thank you letter to a host</td>
</tr>
<tr>
<td>clients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70–73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Describing</td>
<td>Interpreting bar charts</td>
<td>Listening to statistical information: short extracts</td>
<td></td>
</tr>
<tr>
<td>statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74–77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Company</td>
<td>Halma: a secretive success: an article</td>
<td>A presentation by a company finance director</td>
<td></td>
</tr>
<tr>
<td>finances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78–81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Investments</td>
<td>Shares and the stock exchange: a webpage; Short articles from the business news; Men's and women's investments: an article</td>
<td>Men's and women's investments: an interview with the founder of an investment club</td>
<td></td>
</tr>
<tr>
<td>82–86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Starting up</td>
<td>Smoothie drinks: reading and comparing two articles; Kalico: an article on funding</td>
<td>Radio interview: the marketing director of a business support service</td>
<td>Writing letters to express interest in a new product</td>
</tr>
<tr>
<td>86–89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Job applications</td>
<td>Writing your CV: an extract from a book; Online recruitment</td>
<td></td>
<td>Letter applying for a job; Letter inviting a candidate for interview; Letter giving the result of an application; Letters giving good and bad news</td>
</tr>
<tr>
<td>90–93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Recruitment</td>
<td>Preparing for an interview: extract from a book giving advice; A Christmas text: an article</td>
<td>Radio interview on work situations: short extracts</td>
<td></td>
</tr>
<tr>
<td>94–97</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Staff</td>
<td>Advertisements for training courses; A memo and an advert; Centre Circle: an article</td>
<td>360 degree feedback: a radio interview</td>
<td>Filling in a form; Writing an email to book a place on a course</td>
</tr>
<tr>
<td>development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>99–101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 Staff facts and</td>
<td>Use of emails: a business report; The right treatment for absentees: an article</td>
<td></td>
<td>Writing part of a business report</td>
</tr>
<tr>
<td>figures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102–105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample answers to</td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAM SKILLS AND</td>
<td>113–152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAM PRACTICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contents of exam</td>
<td>113</td>
<td></td>
<td></td>
</tr>
<tr>
<td>section</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer keys</td>
<td>153</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcripts</td>
<td>168</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Vocabulary</td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Making small talk; Giving a timed speech to introduce a company</td>
<td>Guessing vocabulary from context</td>
<td>Present perfect and past simple</td>
<td></td>
</tr>
<tr>
<td>Discussing teams and team projects</td>
<td>Vocabulary to describe aims and achievements; Word-building</td>
<td>Describing habits and customs</td>
<td></td>
</tr>
<tr>
<td>Discussing ways of entertaining visitors; Telling a visitor about an event</td>
<td>Ways of describing food</td>
<td>Countable and uncountable nouns; Expressions of quantity</td>
<td></td>
</tr>
<tr>
<td>Describing figures and trends</td>
<td>Vocabulary to describe graphs and charts; Describing trends</td>
<td>Adjectives and adverbs; Comparisons</td>
<td></td>
</tr>
<tr>
<td>Discussing company information</td>
<td>Finance vocabulary</td>
<td>Pronouns and reference words</td>
<td></td>
</tr>
<tr>
<td>Role-play; a conversation with a financial adviser</td>
<td>Stocks and shares vocabulary; Guessing unknown words from context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving a summary of an article</td>
<td>Collocation sets about time and money</td>
<td>which/who/that/where clauses</td>
<td></td>
</tr>
<tr>
<td>Discussing what to include in a CV</td>
<td>Headings for CVs; Describing application procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing applicants for a post; Hypothesising</td>
<td>Employment vocabulary</td>
<td>First and second conditionals</td>
<td></td>
</tr>
<tr>
<td>Discussing ways of giving feedback to staff</td>
<td>Sports vocabulary in business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing a skills audit; Discussing company policies on absenteeism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Acknowledgements

The author and publishers would like to thank the following people for their invaluable feedback when reviewing this course material: David Booth and Hugh Gelin from Cambridge ESOL; Elaine Allen, Paul Brown, Rachel Connaboe, Philip Dower, Rosemary Richey, Roger Scott, Tharuvinkatanawadi, Chris Turner, Bruce Walburton, Julian Wheatley, Dr Bob Wright. The publishers would also like to thank Kevin Brown (Photo Researchers), Gemma Wilkins (Production Controller), Michelle Slingo (Assistant Permissions Controller) and Jane Coates (Series Editor).

Recordings by James Richards at Studium AIP (sound engineer: Andy Taylor).

The author and publishers are grateful to the following for permission to reproduce copyright material. It has not always been possible to identify the sources of all the material used and in such cases the publishers would welcome information from the copyright owners.

Text

Photos
Cover photo: Corbis
Alamy for pp.28 (i) (Transtec Inc.), 28 (i), 53(ii), Ingram Publishing, (Simo Images), 72(ii) (foodiko) and, for SULAT Edition only, for p.18(i), (c) and (e) and for p.18(ii), (c) and (f); Alamy & Torres for pp.30, (i), 31(ii), 42(iii), 43(ii), 76(ii), 21(ii), (i) for Corbis; for pp.30, (i) for Corbis; for pp.30, (i) for Corbis; for pp.30, (i) for Corbis; for p.31 for Corbis; for p.31(ii) for Corbis; for Corbis for p.42(i); for Alamy for p.46(ii); for Alamy for p.86(ii); Geopost International for p.57(ii). Used with kind permission; Getty Images for pp.40(ii), 46(ii), 48, 53; courtesy of Halma PLC for p.74(ii); Paul Hardy for Corbis for p.50(ii); World Source/Alamy for p.62; Imagezone for pp.10(ii), 30(ii), 64(ii), 65(ii), 66(ii); courtesy of Iconique Ltd for pp.14(ii), (f); Stock.com for pp.10(ii), 42(ii); Alamy for Alamy for p.56(ii); courtesy of Joseph Rowntree Archive for p.29(ii). Reproduced by permission of the Joseph Rowntree Foundation, The Homestead, 48 Water End, York Y060 5GP; Helen King/Corbis for p.94; Rob Lewin/Corbis for p.14(i); Tom & Dee Ann Camrick/Corbis for p.14(ii); courtesy of mybookstore.co.uk for p.147(ii); courtesy of Off Limits Corporate Events for p.150(ii); The Photolibrary/Alamy for p.151; The Photolibrary/Alamy for p.151(iii); for p.160(ii), 161(i) (Bannatnick, (i) (corbis), 161(ii) (corbis), 161(iii) (corbis), 161(iv) (corbis). © Corbis 2004; pp.18(ii), 21(ii), (f); courtesy of River Deep/Mountain High.co.uk for p.66(ii); courtesy of Roadtripamerica.com for p.27; Rene Salomon/Corbis for p.166; Saseo Year Planner & Accu Time Ltd for p.14(iii); © Duncan Soar/Alamy for p.14(ii); © Stock Image/Imagat for Alamy for p.18(ii); © Superstock for pp.36(ii), 56; © The Daily Telegraph/Martin Pope for p.87; UK Stock Images for pp.10(ii), 20(ii), 21(ii); © Jeff Zarrillo/Corbis for p.34.

Illustrations

Logos
What is Business English?

As the global economy grows, companies from different countries increasingly have to work, trade and communicate with each other. English is often the language used for this communication, not just between native speakers of English but between business people who do not speak each other's language, but speak English as a foreign language.

Business English therefore helps business people worldwide to be able to trade and work together. Business English includes:

- the vocabulary which business people use
- the particular language skills which they require in order to do business in English
- grammar
- the ability to read about and discuss topics of general interest to business people.

**Business vocabulary**

Business English vocabulary is the words and phrases which allow business people to communicate about general business matters. Within Business English, it is possible to specialise much further, for example English for Banking, English for Marketing or English for Finance. Business English is less specialised than this and tries to cover the main general needs of business, rather than the very technical specialisations.

**Language skills useful for business**

These include being able to:

- listen and speak during normal business activities such as interviews, meetings, telephone conversations or negotiations
- read business letters, emails, reports, articles, information on the Internet, etc.
- write for business purposes (examples of business writing are reports, letters, emails and proposals).

**Grammar**

Correct grammatical expression is becoming more and more important for successful business communication in English. The quality of a company's and a business person's communications is increasingly seen as a reflection of the quality of the company, its products or services and the work of its employees.

**Business topics**

Business people are generally interested in business-related topics, and Business English allows them to read about and discuss these topics in English. They can read what is being written in the business sections of newspapers; they can read and discuss the latest ideas coming from international business schools. This allows them to keep up to date with the latest trends, business techniques, innovations and developments in the business world.
Getting started

1 Read the introductions and write the correct first names on the organigram below.

"My name's Leila. My job is to make sure that the company is producing what people want to buy."

"I'm Kevin. I have general responsibility for the entire company. I represent the company in the financial community and the business world."

"I'm Gamal. I'm responsible for money planning."

"My name's Beverley. My area of responsibility is finding and testing out new products."

"I'm Guy. I lead the team which makes our products."

"I'm Richard. I do the bookkeeping and the payroll."

"I'm Bernard. I'm in charge of the people who sell our products."

"I'm Jenny. I'm responsible for recruitment and issues to do with staff welfare."

1 Kevin Thompson
Managed Director

2 Drew
Assistant Managing Director

3 Yates
Sales Director

4 Asaad
Finance Director

5 Smith
Marketing Director

6 Green
Research and Development Manager

7 Tandy
Human Resources Manager

8 Laporte
Production Manager

9 Ray
Accountant
2 If you are working, tell your partner about your job. If you are still studying, think about someone you know and tell your partner about their job, using the phrases in the Useful language box.

Company departments

Vocabulary

Look at the list of departments in a company (a–h) and read people’s situations (1–6) below. Decide which department each person should ask to speak to when phoning the company. There are more departments than you need.

1 Mr Mitchell is a marketing executive who has received several complaints from customers about faulty goods.
2 Mr Davies is a consultant who thinks he has not been paid for an invoice.
3 Mr Finer has just received the results of some laboratory tests on a possible new product.
4 Ms Slater is a sales executive who is interested in working for the company.
5 Ms Evans works in the company as a secretary and she has a problem with her computer.
6 Mr Martin is a retailer who is interested in stocking the company’s products.

Personal assistants

Listening

1 Many busy people have a personal assistant or ‘PA’. Work in pairs and make a list of at least three things you think a PA does.

2 You are going to hear an interview with a PA who works for the director of a TV channel. Which of the following do you think could be part of her job?

- answering letters
- booking flights
- booking train tickets
- co-ordinating special events
- looking up information
- making coffee
- prioritising appointments
- taking notes in meetings
- taking phone calls
- welcoming visitors

3 Listen to the first part of the interview to see if you were right.

4 Read the following questions (1–6) and match them with correct reply (a–f).

1 What kind of atmosphere do you work in?  
2 What do you like best about your job?
3 And what do you like least?
4 Do you have a good working relationship with your boss?
5 What kind of qualities do you think a PA needs?
6 Do you have any words of encouragement for anyone who is thinking of becoming a PA?

5 Listen to the rest of the interview and check your answers.

Useful language

Describing your job

I’m the … (job title) at … (company). I’m responsible for … My job/ responsibility is to … I’m in charge of …

- Personnel
- Accounts
- Technical support
- Quality control
- Sales
- Marketing
- Research and development
- Production

Talking point

Work in pairs. Choose four questions from the interview to ask your partner about their job.
Changing places

Reading

Reality TV is where real people are filmed in different situations. One example is Big Brother where a group of people who do not know each other have to live together in the same house.

1 Discuss these questions in small groups.
   • Do you know any other examples of reality TV?
   • What do you think of it?

2 Read the article below quickly, without using a dictionary, to get a general understanding of what it is about. This is called skimming and is very useful in a work environment when you have a lot of text to read. After you have skimmed the text, you can decide if you are interested in reading any parts of it in more detail.

3 When you have skimmed the text and decided which sentences or paragraphs you would like to read again in more detail, you need to be able find them quickly. Looking through a text for the key words which you are interested in is called scanning.

The text Changing Places has four paragraphs. Scan the text and write the paragraph numbers which talk about the following.

<table>
<thead>
<tr>
<th>Paragraph(s)</th>
<th>Donald Eisner</th>
<th>Alex Jennings</th>
<th>Both men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>..........................</td>
<td>..........................</td>
<td>..........................</td>
</tr>
<tr>
<td>2</td>
<td>..........................</td>
<td>..........................</td>
<td>..........................</td>
</tr>
<tr>
<td>3</td>
<td>..........................</td>
<td>..........................</td>
<td>..........................</td>
</tr>
<tr>
<td>4</td>
<td>He comes from a rich family. True</td>
<td>He can cook pancakes.</td>
<td>In the programme, he successfully cleans rooms up to his company’s required standards.</td>
</tr>
</tbody>
</table>

Changing Places

1 Many critics dislike reality TV but one show which has received very favourable reviews is Changing Places. The main idea is simple. Take the Chief Executive Officer of a company and put him or her in the position of one of the company’s low-end workers.

2 Donald Eisner is the CEO of the Absalon chain of hotels in Australia. His family have been hotel owners for three generations and are one of the wealthiest in the Australian hotel industry. In the programme, we see Donald Eisner working as a bellboy, cook and cleaner while supervisors monitor his performance, noting any mistakes. He has some triumphs, it is true. In the kitchen, he successfully cooks several pancakes, for example, and, as a housekeeper, he makes the beds correctly. The rest of his housekeeping, however, is not a success, as he fails to clean any rooms to the company’s required standards. At the end of the programme, we see his supervisor taking him from room to room, pointing out his mistakes.

3 Alex Jennings runs a successful chain of steak bars called Wayside Inn. He has a reputation for demanding quality from his staff, both in terms of food and service. When he changes places with some of his staff, we see him fail a number of tasks in the restaurant. As a waiter, he continually forgets to ask customers how they want their steaks to be done and mixes up the orders completely when he has to serve five tables at the same time. A few minutes later, disaster strikes when his tie becomes caught under the drinks on a tray! The next day, when he takes the place of the cook, his supervisor makes him redo several of the steaks.

4 Now that their experience is over, are the CEOs thinking of making any changes? The answer is that they already have. “We have carried out several changes, like sorting the knives, forks and spoons, to make it easier for the person who washes the dishes,” says Mr Jennings. “We’re also redesigning the staff uniforms.” Mr Eisner found the experience even more of a shock. He is not only making changes in his hotels, like the policy on who orders new supplies of cleaning materials, but he also wants to create a Changing Places day at all Absalon Hotels so that all senior management can go through a similar process.
5 He would not like other senior executives to work as cooks and cleaners.

Alex Jennings
6 He believes quality is important in his restaurants.

7 He has good skills as a waiter.

8 He is making changes to the uniforms that staff wear.

5 Discuss these questions in small groups.
- What do you think about having a Changing Places day?
- Would it be a good idea in your company or place of study?

Grammar workshop

Present simple and present continuous

- You use the present simple to talk about habits and things that are always or usually true.
  Alex Jennings runs a chain of steak bars.
  (He does this as part of everyday life.)
  Question: Does he run a chain of steak bars?
  Negative: He doesn’t run a chain of steak bars.

- You use the present continuous to talk about things which are true only in this period of time, or a process which is not completed.
  They are redesigning the staff uniforms.
  (This is true only in this period of time.)
  Question: Are they redesigning the staff uniforms?
  Negative: They aren’t redesigning the staff uniforms.
  (Formed with am/is/are + redesigning/making, etc.)

1 Divide the time phrases in the box below into two groups to show if they are used with the present simple or the present continuous.

- always
- currently
- generally
- often
- today
- usually
- at the moment
- every month
- new
- sometimes
- this week
- never
- every week
- this month
- twice a month

Present simple | Present continuous
--- | ---
usually | now

Note: Some verbs are not usually used in the continuous because they talk about states, not actions e.g. I want, he likes, we know, I believe, I think, she prefers, they understand, etc.

2 Complete this interview with Donald Eisner by putting the verbs in brackets into the correct form, using either the present simple or the present continuous. Sometimes you need to use the question or negative form.

Interviewer So, now you’ve experienced work in all these different hotel jobs. Which job do you think... (you think) is the most difficult?

Eisner I think housekeeping. Housekeepers need so much energy. They also spend most of the time working by themselves, so it can be a very lonely job.

Interviewer 4... (you make) any changes in your hotels now?

Eisner Yes, certainly. We... review the policy on who orders the cleaning equipment. The present system... (not work) very efficiently. We... also look at a number of other hotel policies.

Interviewer Why... (you want) other senior executives to have the Changing Places experience?

Eisner Because it’s such a good learning experience. It... remind executives that management decisions always have effects on other members of staff. Executives often... (not realise) what these effects are.

3 Write five sentences about things which happen or are happening in your company or place of study, using the following time expressions.

1 Every month...
2 Every year...
3 Always...
4 At the moment...
5 This month...

4 Work in pairs. Read your sentences to each other to see if any of your sentences match your partner’s.
Corporate culture

Getting started
1 Read the following dictionary definition.

**Corporate culture** *n.* the values, beliefs and traditions in a company which influence the behaviour of its staff. It is important for job-seekers to know about the culture of an organisation before accepting a job.

2 Work in pairs and discuss the following.
- How do you think cultures might be different in different companies? Consider:
  - the relationship between staff and management
  - the relationship between colleagues
  - company traditions
  - how the staff dress
  - how the office space is organised.

3 Discuss your ideas in pairs.

Corporate culture

Reading
1 Read this quiz to find out what kind of company culture is best for you. Circle A for agree or D for disagree.

**What kind of company culture would suit you?**

**SECTION A**

1 I like taking time to have a chat with colleagues even if this means spending more time at work. A/D
2 It's nice when people at work celebrate birthdays or special occasions. A/D
3 I prefer people to fix a time to meet me rather than come to my office or my desk at any time. A/D
4 I don't like working in an open space with everyone's desk in the same area. I work better in an office of my own. A/D
5 I like to put photos and personal objects in my workspace. A/D

**SECTION B**

6 If I disagree with my boss, I can tell him/her. A/D
7 I prefer to receive a formal report about my work, not just casual comments. A/D
8 When my boss gives me something to do, I like to get detailed instructions that I can follow. A/D
9 It's important for me to feel I am involved in the decision-making process at work. A/D
10 A company should have standard procedures and policies that everyone must follow, not ones which change with people's situations or personalities. A/D

**SECTION C**

11 A company must keep up with the times. A/D
12 I need to take on challenges to make my job interesting. A/D
13 When planning a strategy, it is useful to look at what has worked well in the past. A/D
14 A company should be proud of its traditions. A/D
15 Finally, which of these proverbs do you prefer?
   a Better safe than sorry.
   b Nothing ventured, nothing gained.
2 Add up your scores for sections A, B and C.

**SCORES**

**Section A**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>-1</td>
<td>A-1</td>
<td>A-1</td>
<td>A-0</td>
<td>A=0</td>
</tr>
<tr>
<td>D</td>
<td>=0</td>
<td>D=0</td>
<td>D=1</td>
<td>D=1</td>
<td>D=0</td>
</tr>
</tbody>
</table>

Questions 1 to 5 are about your relationship with colleagues. A score of more than 2 suggests you like to work in a company where colleagues are friends and can talk about personal matters. A score of 2 or less means you prefer to keep your work life separate from your personal life.

**Section B**

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A=1</td>
<td>A=1</td>
<td>A=0</td>
<td>A=1</td>
<td>A=0</td>
</tr>
<tr>
<td>D</td>
<td>D=0</td>
<td>D=1</td>
<td>D=1</td>
<td>D=0</td>
<td>D=1</td>
</tr>
</tbody>
</table>

Questions 6 to 10 are about your relationship with your managers. A score of more than 2 suggests you like to work in a company where roles between managers and staff are flexible. A score of 2 or less means you like to work in a company where people have clearly defined roles and there is more distance between staff and managers.

**Section C**

<table>
<thead>
<tr>
<th></th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>-1</td>
<td>A-1</td>
<td>A-1</td>
<td>A-0</td>
<td>A=0</td>
</tr>
<tr>
<td>D</td>
<td>D=0</td>
<td>D=1</td>
<td>D=1</td>
<td>D=1</td>
<td>D=1</td>
</tr>
</tbody>
</table>

Questions 11 to 15 are about your attitude to tradition. A score of more than 2 means you like to work in a company which values new ideas and takes serious risks. A score of less than 2 means you prefer the security of a company with strong traditions.

3 Compare your scores with a partner to see if you would like to work in the same sort of organisation.

**Vocabulary**

When recording vocabulary, it is not always enough to write down single words. It is much more useful to record which words are often used together. These are called collocations. Usually the words are from different parts of speech.

**Verb–noun** collocations like these are very useful:

reach a target  
launch a product

1 Look at the questions in the corporate culture quiz again. Find verb–noun collocations with these meanings.

1 talk informally  
2 make an appointment  
3 change things to be modern  
4 agree to do something difficult  
5 decide the way to do something in the future

There are other types of collocations like these:

**adjective–noun**  
**noun–verb**

We only use **high quality** materials.  
Sales increase in the summer.

We offer a **wide range** of services.  
The market is expanding quickly.

**verb–adverb**

Staff are allowed to **dress casually**.  
I have to **work closely** with my colleagues.

2 Find adjective–noun collocations in the quiz with these meanings.

1 the normal way of doing something  
2 (in the scores analysis) big danger

Sometimes you may want to record more than two words. For example, you might add the verbs that often go before adjective–noun collocations. The collocation **wide range** is often preceded by the verbs offer or provide.

What verbs would commonly come before the two adjective–noun collocations you found for questions 1 and 2? Look in the quiz to find out.

3 Now use these verbs (1–7) and nouns (a–g) to make common collocations. You can use some of the words more than once. Use a dictionary if necessary.

1 pay  
2 create  
3 pool  
4 put forward  
5 hold  
6 reach  
7 come up with

a a proposal  
b a meeting  
c our ideas  
d a solution  
e attention (to something)  
f an opportunity  
g your full potential

4 Do the same with these adjectives (1–6) and nouns (a–f). Again, you can use the adjectives more than once.

1 challenging  
2 rewarding  
3 close  
4 friendly  
5 competitive  
6 valuable

a atmosphere  
b work  
c resource  
d partnership  
e contact  
f price
Olympus

Olympus are an international company who produce goods for the notepad computer market. They have published the following statement of their corporate culture on their website.

Vocabulary

1. Read the statement and underline the collocations you made in the last exercise. (If any of your collocations do not appear in the text, they are probably correct, but check them with your teacher or a dictionary.)

About OLYMPUS

People talk a lot about corporate culture these days but at Olympus we really pay attention to it. We aim to offer people challenging and rewarding work in a pleasant environment. Employees dress casually on days when there is no customer contact and this helps to create a friendly atmosphere.

Developing and maintaining close partnerships with our customers is one of the keys to our success. Our customers appreciate that we offer high quality products at competitive prices and a high level of customer care. They rely on us to come up with solutions for their needs. And of course, customer care is not just about external customers. It is also about how we relate to each other and work together to pool our ideas.

We also work in close contact with other Olympus employees around the world. This interaction creates many opportunities to travel and to learn from other offices. We realise that our most valuable resource is our employees. This is why we strongly support the professional and personal development of our staff through workshops, classes and short courses. We aim to help all our employees reach their full potential.

Our management style is open door and staff have access to management at all levels at all times. We pride ourselves on our good communication. We hold quarterly meetings where employees can put forward any new proposals and we have regular communication meetings to inform employees about all company activities.

In short, Olympus is a great place to work.

Listening

Of course, what a company says about its corporate culture may not be what happens in reality! You are going to hear two Olympus employees talking about changes to the pension scheme in their company.

Task tip

It is not necessary to understand every word of the conversation. Concentrate on the information which is important. In this case, listen for the opposite of the culture statement.

03 1. Look back at the Olympus culture statement, then listen to the conversation and answer this question.

- What parts of the culture statement are not true, according to these employees?

03 2. Listen to the recording again and write down three more verbs which collocate with a meeting.

3. Work in pairs and describe these employees’ attitude towards the company they work for.

Useful language

Describing attitudes

I think their attitude to the company is very warm.
I think they sound enthusiastic about the company they work for.
To me, they seem very dissatisfied with the corporate culture.
They sound angry about the changes.
Asking for information

Speaking

1 Look at the list of questions below. Find five pairs of questions which have the same meaning. You will be left with four questions which do not form a pair. Write the questions with the same meanings next to each other in the table below.

<table>
<thead>
<tr>
<th>Question A</th>
<th>Question B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the name of your company?</td>
<td>Do you travel much in your job?</td>
</tr>
<tr>
<td>What’s your job?</td>
<td>What exactly do you do?</td>
</tr>
<tr>
<td>What are you studying?</td>
<td>What are your plans for the future?</td>
</tr>
<tr>
<td>What do you hope to do in the future?</td>
<td>What are your working hours?</td>
</tr>
<tr>
<td>What do you enjoy about your job/studies?</td>
<td>Who do you work for?</td>
</tr>
<tr>
<td>What time do you start and finish work?</td>
<td>What does your job involve?</td>
</tr>
<tr>
<td>Do you do many different things in your work/studies?</td>
<td>What do you do?</td>
</tr>
</tbody>
</table>

2 Work in pairs. Choose three of the questions from Exercise 1 to ask your partner, then ask three more questions of your own. Remember to think about whether your partner is working or studying before choosing your questions.

3 Work with a partner. Read through the list of questions (1–6) and the list of reasons (a–f). Take it in turns to ask and answer questions. When answering, choose a reason from the box and add either another reason or more detail of your own.

Student A Is it important for a company to offer flexible hours?

Student B Yes, because some staff have family commitments. It can be a good thing for working parents who need to organise childcare.

1 Is it important for a company to offer flexible hours?
2 Is it important for a company to give employees their own workspace?
3 Is it important for a company to provide Internet access for their employees?
4 Is it important for a company to offer training to its employees?
5 Is it important for a company to have a workforce with different types of people?
6 Is it important for a company to have rules about what its employees can wear?

- a this is part of the company’s image
- b different people can bring different ideas
- c some staff have family commitments
- d staff need a place to leave unfinished work
- e staff need to feel they can develop
- f staff sometimes need to look up information
Company history

Getting started
How old do you think these companies are? Try to match each one with the date it was set up.

1 1865   2 1886   3 1903   4 1976

Ford  Coca-Cola  Nokia  Apple

Compare your ideas with a partner and then check with your teacher. Would you prefer to work for a company with a long history or a new company?

Levi Strauss & Co.

Reading

1 Look at the verbs (1–6) and nouns (a–f) below. Find eight verb–noun collocations, like the ones in Unit 2. You can use some verbs and nouns twice.

1 set up   a an award
2 launch    b a business
3 take over c a product
4 win       d money
5 run       e an advertising campaign
6 inherit   f the presidency/directorship

2 Skim the text about Levi Strauss & Co. quickly to get a general idea of what it is about. Choose the best title for the article from the following and circle 1, 2 or 3.

1 Levi Strauss & Co.: a strange beginning
2 Levi Strauss & Co.: the story of their success
3 Levi Strauss & Co.: their company structure

1 How did the company begin?
Levi Strauss was born in Bavaria in 1829 but when he was 17, he and his family emigrated to the USA. In 1853, he set up his first clothing business in Battery Street, San Francisco.

Some years later, Levi received a letter from a local tailor named Jacob Davis. Davis had a plan for a new design of men’s trousers with metal ‘rivets’ on the pockets and he wanted to know if Levi was interested in producing them. The two men went into partnership and production began in 1873. At that time, the trousers were called ‘overalls’.

2 How did they continue after Levi’s death?
Levi Strauss died in 1902, but his nephews inherited the company and carried on the business. In 1915, they won an award for their ‘overalls’ at an international exhibition in San Francisco.

There was a brief decline in sales during the 1930s depression, but the company continued to expand during the following decades. In 1960, they finally stopped using the name ‘overalls’ and started calling their trousers ‘jeans’.

3 Why were they so successful?
One reason why the company grew so rapidly was that they spent a lot of money on advertising. Even in their early days, Levi Strauss & Co. ran a strong advertising campaign for their products. Walter Haas, who took over the presidency of the company in 1928, made sure that the name “Levi Strauss & Co.” was always on posters and billboards. Later they advertised on the radio and in 1966, they made the first Levi Strauss & Co. TV commercial. In 1985, they launched their famous launderette commercial in which a young man takes off his jeans in a public launderette and puts them in the washing machine.

In 2003, the company celebrated the 150th anniversary of its founding and the 130th anniversary of blue jeans. They are one of the biggest success stories in the clothing business with a name that is known worldwide.
Grammar workshop

The past simple

The verbs in the text are nearly all in the **past simple** tense.

1. **Read the second paragraph of the text again and decide which TWO of the following statements are correct. Circle the correct statements.**
   1. You use the past simple for a finished action in the past.
   2. You use the past simple for an action which is not yet finished.
   3. You use the past simple if we say when the action happened.

2. **Write the past simple form of the following verbs. Check your spelling in the text if you’re not sure.**
   - open
   - launch
   - continue
   - stop
   - carry
   - opened

3. **Work with a partner and answer the following questions.**
   - What happens to the spelling if the verb has one syllable and ends in one vowel and one consonant?
   - What happens to the spelling if the verb ends in **consonant + y**?

4. **The following verbs are irregular. Write the past simple form. Check your answers in the text if you’re not sure.**
   - go
   - make
   - take
   - begin
   - spend
   - run
   - grow
   - set
   - win
   - went

5. **The answers to the questions below are all in the Levi Strauss & Co. text. Scan the passage to find the information, then write the missing questions in the past simple.**
   
   1. When did Levi Strauss’s family emigrate to the USA?
      - When he was seventeen.
   
   2. .................................................................?
      - In Bavaria.
   
   3. .................................................................?
      - In Battery Street, San Francisco.
   
   4. .................................................................?
      - In 1873.
   
   5. .................................................................?
      - In 1960.
   
   6. .................................................................?
      - In 1966.
   
   7. .................................................................?
      - Their 150th anniversary.
   
   8. .................................................................?
      - Perhaps because of their strong advertising.
Hongdou

Reading

Below you will find an article about Hongdou, a Chinese clothing company.

1 Skim it once quickly, without stopping to look up new vocabulary, to get a general idea of its content.

HONGDOU

1 The Chinese characters which spell out the name Hongdou literally mean red bean. Hongdou makes most Chinese people think of a popular poem by the Tang Dynasty poet, Wang Wei, called Xiang Si or Lovesickness. In the poem, Hongdou is a symbol of love and affection.

2 However, for consumers in China today, the word Hongdou also has other associations. It is also the name of one of the most respected clothing brands in China. Their main products are suits, shirts, jackets, underwear and children's clothes. In 1994, the government named Hongdou as one of China's top ten famous brands and in 2004, the company won a national award.

3 The current chairman of Hongdou Group is Mr Zhou Haijiang. The company began in the Communist era when Zhou's grandfather set up a cotton mill in 1957. After a few months, the local communist officials forced him to join together with two other similar operations to create a state-owned collective. Mr Zhou died seven years later from breathing in cotton dust, but in 1983, his son, Zhou Yaoting, took over the operation of the company. This was a period of economic growth and the company began to expand. The current chairman, Zhou Haijiang, is the third generation son. He gave up his job as a lecturer at Hehai University to join the business in 1987.

4 The company gradually became privatised. In 1992, the Zhou family and others gained more than 50 per cent ownership of the company. Zhou Yaoting's position as a member of the national congress helped with this process because he could stay friendly with local government authorities. In 2004, the government sold its last shares in Hongdou and in the same year, Zhou Haijiang took over the position of chairman.

5 Hongdou's clothing usually attracts the middle-aged market but now they are trying to create clothes which appeal to the younger consumer. They have used the pop star Jeff Chang in some of their advertisements to give the company a younger image. The company has a number of clothing chains outside China as its customers, and hopes to expand its overseas market further. Mr Zhou's ambition is to make Hongdou one of the world's top clothing brands.

Being able to identify the subject of a paragraph will help you at work or with your studies. You will be able to locate the right place in a text find out more about something which interests you.

2 The article about Hongdou has five paragraphs. Write a number (1–5) in the boxes to show which information each paragraph contains.

- The early history of the company
- The company's markets
- The company's success
- The origin of the company's name
- The move away from state ownership

3 If you only wanted to know about the history of the company, which two paragraphs would you need to read?

4 Now read those paragraphs more slowly and number the following events in the correct order (1–7).

- Zhou Haijiang became chairman of the company.
- Zhou Haijiang's grandfather died.
- The state took over ownership of the company.
- Zhou Haijiang's father began running the company.
- Zhou Haijiang's grandfather began a cotton processing operation.
- State ownership of the company fell below 50 per cent.
- Zhou Haijiang began to work for the company.

5 Work in pairs. Tell your partner about the history of a company that you know. (If you do not know one well enough, your teacher will give you some notes.)
Company background
Rowntree’s were a famous company who made confectionery products. The Rowntree family started the company in the 19th Century in York, England. They are now part of the Nestlé Group.

Listening
You will hear part of a lecture about Joseph Rowntree, the original director of the company.

1. Work with a partner. Read the lecture notes below. Numbers 3–6 list benefits for employees. Discuss what you think the missing benefits could be.

2. Now listen for the key facts and complete the lecture notes.

- Number of workers in 1869: 1
- Number of workers in 1900: 2
- Benefits that Joseph Rowntree introduced for the workers:
  - for staff under 17
  - on site
  - which he set up in 1906
  - Year that Rowntree’s merged with Mackintosh:
  - Year that Nestlé bought the company:

Speaking
Work in pairs. One of you should look at the information below and the other at the information on page 106. Ask your partner questions in the past simple, using the question words in brackets, to complete the missing information. Student A begins.

Student A

Have a break! Have a Kit Kat!
Rowntree’s first launched the Kit Kat bar in ..........
(When?). At that time it was called Rowntree’s Chocolate Crisp.

They changed the name to Kit Kat in ..........
(Where?). It took ........... to before it became Rowntree’s leading product.

Their first advertising slogan for the product was What active people need. They adopted the slogan, Have a break, Have a Kit Kat in ...........
(Where?).

Kit Kat wrappers have always been red and white except in 1945 when they changed the wrapper to a blue one. This was because ..............
(Why?)

Polio: the mint with the hole!
The original ring-shaped mints were called Lifesavers and came onto the market in the USA in 1912. They were not a success at first because they lost their flavour after about a month. However, Noble and Allen, two advertising men, managed to solve this problem by changing the type of packaging. After this, Lifesavers mints became very popular.

The product first appeared in the UK in 1919. At first they were successful but their popularity declined during the 1930s.

Then, in 1948, Rowntree’s introduced Polo mints to the UK market. They used the advertising slogan The mint with the hole, which became one of the best known slogans in the country.
The Internet

Getting started

1 Look at the information on the computer screen and label the items (1–6) with six of the words from the box below.

- access
- home page
- loads/downloads
- task bar
- Internet security
- online
- search engine
- key word
- website address

2 Now complete the definitions (1–3) using the other words in the box.

1 ............ products and services can be bought over the Internet.
2 If you ............ a computer file, you can open it and read it.
3 When information moves from the Internet to your computer, it ...............

Company websites

Reading

1 Work in pairs. Look at the following pieces of advice (1–9) about what makes a good website and discuss the following questions.

- Which give good advice for designing a website, do you think?
- Which don’t give helpful advice in your opinion?

1 The navigation 1 of your website should be as simple as possible. Make sure all the buttons are clearly labelled and always make it clear how to get back to the home page.

2 Don’t put a lot of information on the home page.

3 Use a splash page2 to attract the visitor’s attention and get them interested.

4 Humour can be a good way of making your website different from your competitors’.

5 Use interesting graphics like flashing text to attract the visitor’s attention.

6 Update the website regularly.

7 Try and put some comments from satisfied customers on the site. If you can get their permission, put photos of them beside their comments.

8 If you are expecting visitors from overseas to your site, consider including some translations of the important pages.

9 Get your website listed on the major search engines and check regularly to make sure your site is still there.

Glossary

1navigation: the way of finding your way around the site
2splash page: an introductory page which welcomes the visitor but does not give detailed information.
You have already practised skimming a text to identify the general topic of each paragraph. In some texts, like business reports or long articles, the paragraphs often have headings. This makes it easier to find the information you want.

**Task tip**
For each piece of advice, decide which heading it looks under. Then read just that section. To find some of the advice, you can look for specific words and phrases (for example, ‘splash page’ for number 3).

---

**Designing Your Website**

Every business needs a website these days. Here, James Kerr offers a few tips on how to make your website easy for customers to use.

**A FINDING YOUR WAY AROUND**
First of all, a good website has to be easy to navigate. If visitors can’t find what they want quickly, they can leave and go to a competitor’s website with just a few clicks of the mouse. Make sure that your home page directs visitors to where they want to go and that the buttons are clearly labelled. Remember that a visitor may enter in the middle of the site so make it clear how to get to the home page from any point.

You can check whether your website is user friendly by inviting an outsider to see if they can navigate through it without problems.

**B GRAPHICS**
Choose the background and the colour of your text carefully. Don’t use colours which can be difficult for the eyes like white text on a grey background. Flashing or spinning text is also irritating to the eyes.

**C WHAT TO PUT IN, WHAT TO LEAVE OUT**
Your home page should not look too cluttered. Your company’s name, logo, location and a clear description of your product or services is usually enough.

It can be a good idea to collect a few comments from satisfied customers and ask their permission to post them on your home page as well. Photos of customers or staff however, are not recommended.

The main reason for keeping the home page simple is that this means it will load quickly. Photos and gimmicks or too much information will cause the page to load too slowly and if visitors get bored, they will click the mouse and go elsewhere.

Some websites feature a ‘splash page’ to welcome the visitor to the site, but these are usually a waste of time. Most visitors will come to your site to find specific information and a splash page will just create another layer between them and the information they want.

Finally, attempts at humour are best avoided. They can get the visitor’s attention but they can also backfire and visitors from overseas may not understand them.

**D OVERSEAS VISITORS**
Research has shown that customers are four times more likely to buy a product online if the site is in their own language. If you are expecting customers to access your site from abroad, it is worth translating some of the pages or even creating a local version of the site. However, remember that there are a whole range of issues to consider with regard to charging the overseas customer, such as the exchange rate and handling charges.

**E SEARCH ENGINES**
Once your website is completed, it is worth getting it listed on the major search engines such as Alta Vista and Google. This can significantly expand your market. However, it can be a time-consuming process and requires a lot of knowledge about search engines and how they work. If it sounds like too much time and trouble, there are companies who you can pay to submit your site for you.

**F KEEPING IT UP TO DATE**
Finally, make sure your website is kept up to date. It is best to avoid time-sensitive information unless you have the time to change it regularly. Don’t be like the clothing chain store who was still advertising their summerwear in the middle of winter!
Vocabulary

1 Find words or phrases in the text with the following meanings:
1 Easy to use (section A).
2 Too full of unnecessary things (section C).
3 Something which is used to attract attention or publicity (section C).
4 Have the opposite effect from the one you want (section C).
5 The costs of transport, administration etc. which are extra to the cost of the goods (section D).
6 Taking a long time (section E).

2 Now use vocabulary from the exercise above to complete these sentences.
1 It's a very time-consuming job, but it must be done.
2 The computer software is designed to be as user-friendly as possible.
3 He’s got so much furniture in the office, it looks really
4 I’m not really convinced by that plan. I think it could
5 The bank imposes a of 1.5% on this transaction.
6 Changing the design on the packaging is just a . Do you really think it will increase sales?

3 Use the words from Exercise 1 to write three sentences about your company or a company you know well.

4 Work with a partner. Take it in turns to read your sentences and correct your partner’s work, if necessary.

Emails

Vocabulary

1 Match each symbol from a website address (1–6) with its name (a–f).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>@</td>
<td>.</td>
<td>-</td>
<td>-</td>
<td>/</td>
<td>\</td>
</tr>
<tr>
<td>a</td>
<td>underscore</td>
<td>b</td>
<td>hyphen</td>
<td>c</td>
<td>forward slash</td>
</tr>
<tr>
<td>d</td>
<td>dot</td>
<td>e</td>
<td>at</td>
<td>f</td>
<td>backslash</td>
</tr>
</tbody>
</table>

2 Listen to these email addresses. Sometimes the address in the recording is exactly the same as the one printed below. Sometimes it isn’t. Circle S if both addresses are the same or D if they are different.

1 gbrent39@attcanada.net
2 sales@taylormills.co.uk
3 bendorph@htmuil.com
4 natalie.omar@planet.nl
5 www.glf.com\products
6 Mary-Ann.Perkins@copeland.org.uk
7 asanchez@central.unav.es
8 www.morlandhotel\reservations

Some of the language used in emails is the same as the language used in letters. However, computer technology means there are some differences (for example you can set up an automatic reply to your emails).

3 Read the following sentences. Put E if the sentence could only come in an email, L if it could only come in a letter and B if it could come in both.

1 Nice to hear from you.
2 I attach a copy of the relevant form.
3 I enclose a copy of the relevant form.
4 Your request was forwarded to me.
5 I’m afraid I couldn’t open the document.
6 I am sorry for the delay in replying.
7 I am copying James in on this message.
8 Thank you for your message. I will be out of office from 26 to 28 May inclusive.
9 I am also sending a hard copy.
10 I look forward to your reply.

Writing

Emails can be written in a formal or an informal style. Usually they are shorter and more like spoken English than letters. Formal communications such as contracts are sent in letter form because they need handwritten signatures.

1 Match the verbs (1–10) with the more formal verb (a–j) with the same meaning.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk about</td>
<td>ask</td>
<td>ask for</td>
<td>help</td>
<td>think about</td>
<td>get</td>
<td>buy</td>
<td>get together</td>
<td>let someone know</td>
<td>get in touch with someone</td>
</tr>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>j</td>
</tr>
<tr>
<td>assist</td>
<td>contact someone</td>
<td>enquire</td>
<td>meet</td>
<td>purchase</td>
<td>request</td>
<td>inform someone</td>
<td>receive</td>
<td>discuss</td>
<td>consider</td>
</tr>
</tbody>
</table>
2 Look at the following ways of beginning and ending emails. Number each list in order of how formal you think the beginnings and endings are (1 = most formal; 4 = least formal).

**Beginnings**
- Dear John
- Dear Mr Green
- Hi John
- John

**Endings**
- Yours sincerely
- Kind regards
- Cheers
- Bye for now

**Requests**
- Could you ...
- Please could you ...
- I would be grateful if you could ...
- Can you ...
- Do you think you could ...

**Apologies**
- I’m sorry about ...
- I would like to apologise for ...
- Sorry about ...
- I would like to offer our apologies for ...
- Please accept our most sincere apologies for ...

3 Now number these two lists from 1–5, depending on how formal you think the expressions are (1 = most formal; 5 = least formal).

4 Below you will find a list of phrases from two emails about a meeting. One is quite formal because it is addressed to someone outside the company, who the writer does not know. The other is an informal email to a colleague who the writer has known for some time. Write the formal and informal phrases with the same meaning in the table.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>to discuss the schedule for training day</td>
<td>to talk about the schedule for training day</td>
</tr>
<tr>
<td>to discuss the schedule for training day</td>
<td>to talk about the schedule for training day</td>
</tr>
<tr>
<td>looking forward to your reply</td>
<td>but perhaps you could suggest a suitable time for the week after</td>
</tr>
<tr>
<td>Hi Andy</td>
<td>let me know</td>
</tr>
<tr>
<td>but I could manage the week after</td>
<td>Dear Mr Morris</td>
</tr>
<tr>
<td>Can we get together sometime</td>
<td>I’m pretty booked up next week</td>
</tr>
<tr>
<td>Susan Jackson</td>
<td>Sue</td>
</tr>
<tr>
<td>to talk about the schedule for training day</td>
<td>I would like to arrange a meeting</td>
</tr>
<tr>
<td>but perhaps you could suggest a suitable time for the week after</td>
<td>My diary is very full for next week</td>
</tr>
</tbody>
</table>

5 Write the phrases in each column in the correct order to create one formal and one informal email.

6 You have arranged a meeting with a member of staff from another department. Unfortunately, you cannot now attend. Write an email to your colleague:
- explaining why you cannot meet
- apologising for the change of plan
- suggesting an alternative day and time.

You have not worked with this person before, so keep the tone friendly but formal. Write about 30–40 words.
Describing equipment

Getting started
Label the parts of the objects (1–13) with the correct words from the box (a–m), using your dictionary if necessary.

a battery b buttons
c cable/ lead d CD-ROM
e cover f focus
g lever h memory stick
i metal ring j screen
k switch l toner
m zoom

Describing objects

Vocabulary
1 Talk with a partner. Think of the objects that you keep on your desk or in your office. How many of them do you know the English name for? Try to think of at least three.

Useful language
Describing things
If you don’t know the English word for something you need, you can describe it. There are several ways you can do this:
1 Describe the parts of the object:
   It’s made up of / consists of a flat surface.
2 Describe the object’s shape and the material it is made from:
   It’s circular and is made of plastic.
3 Describe what the object is used for:
   It is used for / You can use it for recording digital information.
   It is used to / You use it to record digital information.
   It is a device / gadget to record digital information.

2 With your partner, decide what the name of the object described in the Useful language box is.

3 Look at the list of office objects (a–f) in the box and match each with its correct description (1–6).

<table>
<thead>
<tr>
<th>a card index</th>
<th>b file</th>
<th>c hole punch</th>
</tr>
</thead>
<tbody>
<tr>
<td>d paper clip</td>
<td>e shredder</td>
<td>f stapler</td>
</tr>
</tbody>
</table>

1 It’s usually made up of three rectangular pieces of cardboard and inside there are two metal rings. You use it to keep documents in.
2 It’s a small, rectangular plastic container for keeping cards in.
3 It works by electricity. It’s an oblong box made of plastic and there are several blades at the top. You use it for destroying documents.
4 It’s a device made of steel and plastic. You use it to keep papers together by punching a small piece of metal through them.
5 It’s a device made of steel and plastic. You use it for making circular holes in paper so that they can be put into a file.
6 It’s a small piece of metal, bent at the ends, for keeping papers together.
4 Look through the descriptions (1–6) on page 26 again and write five materials and three shape adjectives in the table.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Shape adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Add four materials and four shape adjectives to the table. Use a dictionary if necessary. Then compare your answers with a partner.

6 Work with a partner. Look at the object below and discuss what you think it is used for.

7 Complete the description of the object using the words in the box. Check your answers in pairs.

This tool is made up of two pieces of metal, joined in the middle with a 1 screw, or rivet, rather like a pair of 2 or 3 . At the top of one of the pieces, there is a small 4 piece of metal, like a 5 with a piece missing. At the top of the other piece, there is another 6 solid piece of metal.

pliers  ring  round
scissors  eerew  semi-circular

The gizmo game

Listening

Sometimes you use the word gizmo to describe a gadget whose name you cannot remember. In the gizmo game, you will hear three people describing what the tool in the photograph on the left is used for. One person is telling the truth about its use. The other two are lying.

1 Before you listen, match the verbs (1–3) with the verbs (a–c) with similar meanings.

| 1 assemble     | a fix          |
| 2 dismantle    | b put together |
| 3 fasten       | c take apart   |

2 Complete this dialogue with the words permanent and temporary.

A My new job is only .... (it will finish in five weeks).
B Really? I thought it was a .... position and that you were going to stay there for ever!

3 Listen to the three speakers and note down the use each speaker gives. Don’t worry about the details, just try to understand the main meaning or gist of what each speaker says. When you have completed your notes, compare your answers with a partner.

Speaker 1

Speaker 2

Speaker 3

4 If you want to understand the detail of what someone is saying, you ask them to repeat themselves. Listen to the recording again and write down more details about what each speaker says.

5 Work with a partner and decide which speaker is telling the truth. Check your answer with your teacher.

Speaking

Work in pairs. One person chooses an office object or a tool that is used in their company. They describe the object or tool to their partner without naming it. Their partner must guess the correct name.
Leasing equipment

Reading

Instead of buying expensive equipment or machinery, sometimes businesses choose to lease it. Leasing means paying money each month to the company who owns the equipment in return for using it.

1 Work in pairs. What do you think are the advantages of leasing equipment instead of buying it? Try to make a list of three advantages.

2 The following sentences come from a page giving advice to businesses about leasing. For each sentence (1–6), choose the best word (A–D) to fill each gap. Use a dictionary if necessary.

1 Many companies will be happy to try to find the product which .... your needs.
   A contacts  B meets  C touches  D finds

2 Computers, photocopiers and fax machines are all .... available.
   A greatly  B highly  C widely  D hugely

3 You can benefit from the equipment without having to pay the .... cost.
   A absolute  B full  C complete  D gross

4 The profits of a sale of the equipment are often .... between you and the leasing company.
   A split  B cut  C separated  D broken

5 The length of contract depends on the cost and the .... of the equipment.
   A lifespan  B lifestyle  C lifetime  D lifelong

6 They also allow you to .... the equipment.
   A revise  B advance  C reform  D upgrade

3 In any text it is important to understand how the ideas are put together. This helps you to understand the general meaning and can even help you to read faster. Read the web page opposite and put each of the sentences (1–6) from Exercise 2 in the correct gap.

Task tip

Look at the sentence before the gap and choose the sentence which talks about the same idea.

No matter what type of business you are in, you will need some kind of equipment. The problem with buying your equipment is that it can be very expensive, especially if you need to purchase several items. One solution to this problem, used by an increasing number of businesses, is to lease the equipment instead. In this way, 1 ....

Leasing a machine or piece of equipment is similar to renting it. You pay the leasing company each month for the right to have it on your premises and use it. Leasing contracts can last for different numbers of years. 2 ....

At the end of the contract, you can either continue leasing at a lower rate or sell the equipment to another person or company. 3 ....

Many different kinds of office equipment can be leased. 4 ....

Some leasing companies offer more specialised items such as manufacturing equipment or agricultural machinery. If you cannot find the equipment that you require on a company list, you can still contact a leasing company and suggest it. 5 ....

Leasing companies offer many different kinds of contracts according to your financial needs, such a lower payments for the first few months to help new businesses. 6 .... especially if the lease is long term.
Problems with equipment

Vocabulary

Match the signs (a–e) with the problems below (1–5).
1. The system keeps crashing.
2. The paper keeps running out.
3. The battery needs charging.
4. The paper keeps jamming.
5. The toner needs changing.

Reading

At work, you sometimes have to use two texts to find different pieces of information so that you can put them together in another document, like a form or report. The following exercise gives you practice in extracting this sort of key information.

1. Read the headings in the repairs request form below. Then answer the following question.
   • In which space(s) would you expect to write:
     a. the name of an object
     b. the name of a person
     c. a place?

REPAIRS REQUEST FORM

FOR THE ATTENTION OF: 1 (Department) 2 (Name) 3 (Telephone) 4 (Extension) 5 (Grp) 6 (Floor) 7 (Subdept) 8 (Building)

EQUIPMENT:

LOCATION:

PROBLEM:

NOTED BY:

DATE NOTED:

2. Now read the two emails below about a problem with a piece of equipment and complete the repairs request form.

Email 1:

To: Maria Hawkins
From: Richard Parker
Sent: 10 April
Subject: Training session

Dear Maria,

I'm afraid my training session today was a bit of a disaster. We were moved from seminar room 1 to seminar room 2 because of the last-minute board meeting but space was a real problem. There were three desks missing. However, the worst thing was the PowerPoint presentation. I couldn't use the projector at all because the bulb needs changing. Who should I report this to?

Richard

Email 2:

To: Richard Parker
From: Maria Hawkins
Sent: 11 April
Subject: Re: training session

Dear Richard,

Sorry about that! Broken equipment should be reported on a repairs request form so please could you fill one in and give it to technical support? Robert Beale, the equipment technician is away until 13 April but you can give it to Murat Yuzgan who's helping out at the moment. I know the room is smaller but it is supposed to have the same number of desks so I don't know why you didn't have enough. Did you find three spare desks from anywhere?

Maria
Processes and procedures

Getting started

1 Work in pairs and decide where these products (1–9) come from. Match them with the correct country (a–i).

1 Leica cameras  a Denmark
2 Karhu skis    b Germany
3 Tata buses    c Malaysia
4 Emmental cheese d Brazil
5 Proton cars   e the USA
6 Sikorsky helicopters f Switzerland
7 Inca cola g Finland
8 Café Pele coffee h India
9 Bang and Olufsen i Peru
10 audio-visual equipment

2 Check your answers with your teacher.

Grammar workshop

The passive

Company background

Karhu Sporting Goods is a Finnish company which produces top-quality skiing equipment in Kitee, Finland, with the brand name ‘Karhu’. When they began in 1916, they made skis just for the Scandinavian market. Now their skis are also produced under licence in other countries. The word ‘Karhu’ is Finnish for ‘bear’ and the picture of a bear is used as a logo on many of their products.

2 Two of the verbs in the box are written in the passive. Compare the passive sentences in bold with the active sentences with the same meaning in the table below. For each sentence (1–4), write S next to the subject, O next to the object and V next to the verb. Not all sentences require O for object.

In the passive sentences (2 and 4), the object of the active sentence becomes the subject.

1 They . . .
2 Their skis . . .
3 They . . .
4 The picture of a bear . . .

produce V...
are produced ....
use ....
is used ....

their skis . . .
the picture of a bear . . .
in Kitee.
on many of their products.
3 Look at the sentences 2 and 4 in the table again and complete the rule below.

You form the passive with ........ + .......... 

4 Change these active sentences (1–3) into passive sentences.

1 They test each ski in the factory.
   Each ski .......... in the factory.

2 People use Karhu skis in many different countries.
   Karhu skis .......... in many different countries.

3 They take new products to the mountains for testing.
   New products .......... to the mountains for testing.

5 Complete this paragraph with more information about Karhu by putting the verbs in brackets in the passive. Some of the verbs are irregular.

The company are proud of the quality of their products. The skis 1 .......... (build) by 15 different technicians and each one 2 .......... (test) in the factory. New products 3 .......... (take) to the mountains for testing. Karhu skis 4 .......... (sell) in many different countries and they 5 .......... (buy) by many champion skiers.

- When you use the passive, what or who does the action is usually not important:
   ... their skis are produced in Kitee.
   (It is not important who produces them.)

When you want to say who does the action in a passive sentence, you use the preposition by:
   The skis are built by 15 different technicians.

6 Work in pairs. Look at this list of products and discuss where you think they are produced, using the passive as much as possible. Choose from the countries in the box below.

1 Skoda cars 2 Karhu sports shoes 3 Gouda cheese 4 Chery cars

<table>
<thead>
<tr>
<th>Argentina</th>
<th>China</th>
<th>the Netherlands</th>
<th>the Philippines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland</td>
<td>Czech Republic</td>
<td>South Korea</td>
<td>Thailand</td>
</tr>
</tbody>
</table>

Chanel No. 5

Vocabulary

The flow chart below shows the process used to extract scent from flowers. This is used to make Chanel No. 5.

- Study the flow chart and then complete the description with the verbs in the box in the passive form.

Chanel No. 5 is the world’s best-selling perfume. Its main ingredients are roses, jasmine and musk. On the Chanel farm, the flowers 1 .......... and the petals 2 .......... into sacks. Then, within half an hour, they 3 .......... to the production plant. At the plant, the petals 4 .......... and then they 5 .......... into 50 kg vats. Next, an extraction solvent 6 .......... . The petals 7 .......... three times in this solution so that the natural oils and resins come out.

Eventually, the flowers 8 .......... from the vats and the remaining solvent 9 .......... . This leaves a solid material known as the ‘concrete’, which can be stored for several years until the perfume 10 .......... .

<table>
<thead>
<tr>
<th>add</th>
<th>evaporate</th>
<th>load</th>
<th>pick</th>
</tr>
</thead>
<tbody>
<tr>
<td>put</td>
<td>remove</td>
<td>require</td>
<td>transport</td>
</tr>
<tr>
<td>wash</td>
<td>weigh</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listening

1. You are going to listen to an interview with an employee from Chanel who describes the production process for Chanel No. 5. Close your book and make notes on the main points as you listen.

2. Work with a partner. Take it in turns to describe the production process, using the notes you have just made. Discuss any differences of opinion.

Outsourcing and offshoring

Reading

1. Instead of outsourcing their raw materials from another company, Chanel have their own farm which produces its own raw materials. Work in pairs and answer the following question.
   - What do you understand by a outsourcing and b offshoring?

2. Now read the following definitions to see if you were right.

   **Outsourcing** - n. handing over a business process like accounting or a production process to another provider

   **Offshoring** - n. when a company relocates production or a business process to another country

3. Work with a partner and answer the following questions. Try to think of at least two advantages and disadvantages for each.
   - What are the advantages and disadvantages of outsourcing a production process?
   - What are the advantages and disadvantages of offshoring, do you think?

You are going to read an article about Waratah, a clothing company based in Sydney, Australia. The company experienced problems when it tried to outsource its production in Sydney and also when it produced the clothes itself (in-house production). Their clothes are now made outside Australia.

4. Skim the whole article to get a general idea of what it is about. Write the paragraph number in the boxes below to show where you read about following.

   a. outsourcing the production within Sydney
   b. in-house production
   c. offshoring

Waratah

1. Ruth and Eileen Miller grew up in a family where making clothes was common. Their mother regularly made clothes for herself and her two daughters. The two girls were able to design and make their own outfits by the time they were teenagers. Now they run “Waratah”, a clothing company based in Sydney.

2. The Waratah label started to establish itself in the mid-1990s. At first, the Miller sisters used a number of outside manufacturers to produce their clothes. In 1995, however, they decided to bring the production in-house. ‘We found the outside suppliers very difficult to manage,’ says Eileen. ‘They were often unreliable and we always had problems with getting clothes to our customers on time. We needed more control, so we decided to do the manufacturing ourselves.’

3. In fact, the switch to in-house production led to its own set of problems. It was hard to find new staff and labour costs were rising. Because of this, the Miller sisters found it impossible to raise productivity beyond a certain level.

4. In 2003, the sisters decided to adopt a different system and closed down the manufacturing section of the business. Now, designing and making up samples takes place in Sydney, but the company outsources its production to other countries. At first, they used manufacturers in India, but now they also outsource to China where they are developing new production methods. ‘We still do all the main work in Sydney,’ says Eileen, ‘but offshoring has brought down our staff costs. Having the production labour abroad can be complicated, but the quality is excellent.’

5. The company already exports some of its clothing to the Middle East and now they are looking to promote the brand in new markets. The Waratah garment sizing especially suits Indonesian markets, so that will be their next target. They are also considering going into partnership with another established manufacturer.
5 Read the paragraphs you identified in Exercise 4 in more detail and complete the table with the advantages and disadvantages from the box below. You will not use everything in the box.

<table>
<thead>
<tr>
<th>Disadvantages of outsourcing to other companies in Sydney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantages of in-house production</td>
</tr>
<tr>
<td>Advantages of offshoring</td>
</tr>
</tbody>
</table>

access to new techniques
difficulties with recruitment
disagreements between management and staff
high staff costs
low staff costs
poor quality sewing
promotion of the brand overseas
suppliers not meeting deadlines

Office procedures

Listening

If someone is explaining a company procedure to you (for example how to claim travel expenses), you need to understand and remember the details. Making notes is a good way to help you remember.

Role-play

Work in pairs and discuss reasons for outsourcing. Student B looks at the role card on page 106. Each take one of the roles and prepare some of the language you want to use before you speak.

Student A

You are a business journalist. You are interviewing Eileen Miller for an article you are writing about outsourcing. Ask her about her experiences, including the following:

Why change to in-house production?
Problems with in-house production?
Where are clothes produced now?
Advantages/disadvantages of this?

08 1 You will hear a woman explaining the procedure for ordering office equipment to her colleague. Listen to the explanation and complete the notes below.

The order book is kept in the filing cabinet.
The order needs to be 2 ... by the budget holder.
You keep the 3 ... copy for reference.
The other copies are sent to the 4 ....
When the order is processed, you receive the 5 ... copy as confirmation.
The white copy is sent to the 6 ....
The invoice is given to the 7 ...

2 Check your answers with your teacher.

3 Work in pairs. Think of a procedure that exists in your place of work or study (e.g. applying for a car parking permit) and tell your partner about it, using the passive.
Distribution and delivery

Getting started

1 Work in pairs and discuss the following question.
   - Do you think it is better to use a supplier who is local to your company, or a national supplier who is in another part of your country?

Try to think of three advantages and three disadvantages for each.

2 With your partner, discuss whether the statements (1–5) are usually true of local or national suppliers. Write L for local suppliers, N for national suppliers or B if you think it is true for both local and national suppliers.
   1 You have to pay higher transport costs.
   2 They give good after-sales service.
   3 You may get a better discount.
   4 You don’t have to wait a long time for delivery.
   5 Your business is important to them, so they will give you good service.

3 In the following dialogue, which person do you agree with?
   A You should always use the same supplier. That way, you build up a good relationship with them.
   B No, you shouldn’t depend on one supplier. You should use several so that if one can’t supply your needs, you can use another.

Grammar workshop

Modal verbs of obligation

1 Look at the verbs in bold type in Exercises 2 and 3 in the Getting started activity, then complete the following table.

<table>
<thead>
<tr>
<th>Verb is used to say that:</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 an action is necessary (an obligation)</td>
<td>have to</td>
</tr>
<tr>
<td>2 an action is a good idea (advice)</td>
<td></td>
</tr>
<tr>
<td>3 an action is not a good idea (advice not to do something)</td>
<td></td>
</tr>
<tr>
<td>4 a situation is possible</td>
<td></td>
</tr>
<tr>
<td>5 an action is not necessary (there is no obligation)</td>
<td></td>
</tr>
<tr>
<td>6 an action is not possible for you to do (because it is against the rules or for another reason)</td>
<td></td>
</tr>
</tbody>
</table>

2 Using the examples in the table above to help you, complete these grammar notes about describing rules.

must and 1 don’t have to

- These have similar meanings. Both refer to something which is necessary.
  You must switch off your phone in the board meeting.
  You don’t have to switch off your phone in the board meeting.

mustn’t and don’t have to

- These have different meanings. Mustn’t is used about something which is wrong to do.
  You mustn’t smoke in the workshop.
  You don’t have to means that something is necessary. You can do it if you want, but there is no rule.
  You don’t have to put a stamp on that letter. Postage is free.

4 This is used for an action which is not possible for you (because it is against the rules or for another reason).

- We deliver the goods before Friday.
3 Read these workplace signs and notices (1–5). Circle the sentence (A–C) which correctly explains the meaning of each sign.

1 **NO ADMITTANCE WITHOUT YOUR HELMET**
   A You can wear your helmet.
   B You must wear your helmet.
   C You shouldn’t wear your helmet.

2 **PLEASE DO NOT DISTURB. MEETING IN PROGRESS.**
   A You mustn’t interrupt the meeting.
   B You don’t have to interrupt the meeting.
   C You should interrupt the meeting.

3 **Delivery is FREE. There is no charge for postage and packing.**
   A You mustn’t pay delivery charges.
   B You don’t have to pay delivery charges.
   C You can’t pay delivery charges.

4 **THIS IS A NO-SMOKING BUILDING.**
   A You can smoke in this building.
   B You don’t have to smoke in this building.
   C You can’t smoke in this building.

5 Cheques without a banker’s card definitely not accepted.
   A We can’t accept cheques without a banker’s card.
   B We don’t have to accept cheques without a banker’s card.
   C We may accept cheques without a banker’s card.

4 Rewrite the following sentences using a suitable verb from the table on page 34. More than one verb is sometimes possible.

1 It will help the next person if you log off before leaving your desk.
   You .......... log off before leaving your desk.

2 Staff are expected to wear an appropriate style of dress, although a jacket and tie is not essential.
   You .......... wear a jacket and tie.

3 **DANGER: HOT SURFACE**
   Don’t touch the surface as it .......... burn you.

4 Visitors are required to sign in at reception.
   Visitors .......... sign the book at reception.

5 Turn off all mobile phones.
   You .......... switch off your mobile phone.

Selling overseas

Reading

1 Work with a partner and discuss the following questions.
   • What sorts of things should you think about if you want to sell your product abroad?
   • What decisions do you have to make?

2 Match the beginnings (1–8) and endings (a–h) of the following sentences, giving advice about selling overseas.
   1 You need to do .......... a the best way to sell your product.
   2 You shouldn’t think that a product which sells well at home .......... b if you hire a customs specialist to do it for you.
   3 You have to decide .......... c research into the market where you want to sell.
   4 You should try to find someone to work with .......... d to stop other people copying your product.
   5 You should have a written contract .......... e who already knows about the local market.
   6 Normally you must take responsibility .......... f will always be successful in another country.
   7 You don’t have to complete customs paperwork yourself .......... g which says who is responsible for transport.
   8 In every country where you sell, you have to get legal protection .......... h for the customs paperwork.
Thinking of selling your product abroad?

It can be a great way to expand your market, but you need to go into it with your eyes open. It needs careful research and a number of key decisions.

First of all, you need to carry out research into your target market to find out about local conditions. You shouldn’t assume that a product which sells well at home will sell well overseas. You may have to change it in some way (for example, the packaging) to suit the local culture. In another language your brand name may not sound good or be easy to say. The French soft drink, 7Up, is an example of a product which would certainly have to change its name in English-speaking countries!

You also have to decide how to organise your sales. Sometimes you may be able to sell directly to the consumer, over the Internet, or at trade fairs. In general, however, you should look for a partner who already understands the local market. This may be a sales agent who will sell the product for you or a distributor who will buy your product and then sell it locally.

Another key decision is what mode of transport to use. Often there will be more than one: for example, you may need to send goods to a port by lorry and then overseas by ship. Your responsibility for transport depends on your agreement with your customer. You should have a written contract which says who is responsible for transport using ‘Incoterms’ (the international trade terms for sales). Usually, you must take responsibility for your country’s customs procedures and your customers look after customs procedures in their country. A lot of paperwork is needed, so you should consider hiring a freight forwarding specialist, because then you don’t have to deal with customs procedures personally.

Intellectual property (IP) protection is another important issue. Patents and trademarks are only protected in their country of origin so you will have to get trademark protection in every country where you would like to sell.

4 Work with a partner and discuss these questions.
- What famous products are exported from your country?
- Does your country produce anything which you think would not sell well overseas? Why not?

Telephoning

Listening

Two common reasons for telephoning another company are to ask about the progress of an order and to complain about a problem with a delivery.

09 1 You will hear a telephone conversation between the owner of a jewellery shop and her supplier’s secretary. Read the secretary’s notes below. Then listen to the conversation and fill in the missing information.

Name: 1
Company: 2
Re: order for 3
Stuck in customs because 4 isn’t correct.
Please phone back before 5

09 2 Listen to the phone call again and note down the three different ways of saying ‘telephone back’.
1
2
3

36 Distribution and delivery
Vocabulary

Work with a partner and find out how much you know about telephone language by doing this quiz.

1. Match the verbs (1–6) with another verb (a–f) with the same meaning.
   1. ring up
   2. ring off
   3. ring back
   4. put someone through
   5. get through
   6. be cut off
   a. make the call successfully
   b. telephone
   c. put the phone down
   d. be interrupted in the middle of a call
   e. telephone again
   f. transfer someone to the right person

2. Choose the correct verb from the box opposite to complete the following. You will sometimes need to change the tense.
   1. I... ring up... the company to complain but I couldn’t speak to the right person. They said they would... but I haven’t heard anything.
   2. I tried to phone them but I couldn’t... The line was always busy.
   3. I asked him to... while I looked up the information but he was too impatient. He just... while I was trying to find it.

3. Your boss cannot come to the phone at the moment. Which of the following would be acceptable explanations to give to a caller?
   1. I’m afraid he’s in a meeting at the moment.
   2. I’m afraid she’s busy at the moment.
   3. I’m afraid he’s gone shopping.
   4. I’m afraid she’s not available at the moment.
   5. I’m afraid he’s at his mother’s at the moment.
   6. I’m afraid she’s on the other line at the moment.
   7. I’m afraid he’s out of the office today.

Role-play

Work in pairs and each take one of the roles. Student B looks at the role card on page 106. Read your role cards and prepare what you are going to say. When you are both ready, Student B begins.

**Student A**

You are customer services manager for Roco, a company that produces leather goods. A customer phoned with a problem about an order they have received. Take the call and note down the details.

Order: ..............................
Order number: ..............................
Customer’s name: ..............................
Problem: ..............................

Apologise to the customer and say you will contact the warehouse immediately about the problem. You will be able to deliver the large jackets next Thursday and your courier will take back the extra medium ones then.

Chasing an order

Listening

You will hear a telephone conversation between a customer who is enquiring about an order for industrial paint and their supplier.

1. Look at the supplier’s notes below and decide which answers (1–7) you expect to be numbers and which the speaker will need to spell out.

| Name of company | 1
| Account reference number | 2
| Goods ordered | 3
| Date on order form | 4
| Date goods will arrive | 5
| Contact’s extension number | 6
| Contact’s name | 7

Selling

2. Listen to the conversation and complete the notes.
Advertising and marketing

Getting started

1. Work in pairs. Choose one of the advertising methods in the photos (a–g) and make a list of its advantages and disadvantages. Try to think of three advantages and three disadvantages.

2. With your partner discuss what you think an advertising agency does.

It can be difficult to decide the best way to advertise your product or service. Different media (singular: medium = way of communicating your message) have their own advantages and disadvantages.

3. Read these paragraphs from a book about advertising. Decide which advertising medium (a–g) each paragraph (1–4) describes. There are more media than you need.

This form of advertising can reach a large number of homes. Consumers can take their time over the message so it can contain details like phone numbers or website addresses. However, adverts here have a short lifespan as most people throw them away after one day.

With this marketing technique, you can direct your message to the people who are most likely to buy your product or service. You can focus on a particular area of a city or on previous customers. However, it can be difficult to get your audience's attention as some people throw these away without even looking at them.

This medium allows you to reach a large number of people in a short space of time. Perhaps its main advantage is that you can get your message across with both visual images and sound. The problem for many businesses is that it is expensive. You need to have plenty of money to pay for the cost of producing the ad and to pay for a suitable time to show it.

This type of advertising certainly reaches its audience because people can't switch it off or throw it away. However, consumers are usually moving at the time, so they only see the ad for about two or three seconds. It is normally used to remind consumers of messages which other media have already communicated to them.
Advertising media

Listening

The word advertisement is often shortened to advert or ad.

1 Work with a partner and underline the stressed syllable in the following words in italics.

- to advertise
- an advertisement
- an advert

2 Discuss in pairs. Where could you see the following types of adverts?

1 a commercial
2 a pop-up ad
3 a banner ad
4 a small/classified ad

3 With your partner, discuss what you think word of mouth means in advertising.

Task tip

When listening (for example to the business news), it does not matter if you cannot understand everything in detail. You can still follow the main points if you can understand the general topic or gist of it.

14 You will hear an interview with the director of an advertising agency. He talks about the future of different advertising media. Listen and answer the following questions to show you have understood the general gist of the interview.

- Which four advertising media does he talk about?

1 ........... 2 ........... 3 ........... 4 ...........

- Which three media are becoming more important?

15 Listen again and complete these notes.

TV commercials less effective because of

Amount companies spend on Internet advertising is rising by

Period when TV commercials were very effective -

'Commercial advertising' means

6 Do you agree with his ideas about the future of advertising?

Marketing

Advertising is one part of marketing. The marketing department of a business deals with the way a product is sold generally (for example where it is sold, etc.).

Vocabulary

1 Read the following dictionary definitions (1–6) then unscramble the words at the start of each to make six terms connected with marketing. Write the correct word next to each definition.

- brand
- goal
- nsogal
- pimagnca
- kambra hes
- kambre reed

1 brand (nabd) • name used to identify a particular product or service
2 goal (gool) • symbol used by a company to advertise its products
3 nsogal (nasogal) • a short phrase that is easy to remember and which is used to advertise a product
4 pimagnca (pimagnca) • advertising of a product or service during a particular period of time
5 kambra hes (kambre hes) • the percentage of sales that a company has for a type of product compared with its competitors
6 kambre reed (kambre reed) • a company which sells more products than its competitors.

2 Look at these chapter titles from a book about marketing (1–6). Match each with the correct summary (a–f) on the right.

1 Channels of distribution
2 Sales forecasting
3 Market research
4 Product life cycles
5 Pricing
6 Public relations

a How to get information about consumer preferences and the demand for new products.
b How to make decisions about what to charge for a product or service.
c Ways in which products and services get to their intended markets.
d How the sales of a product increase when more people want it and then decrease when other products become more popular.
e How to keep the high opinion of the people that the company comes in contact with.
f How to estimate the future demand for products.
Speaking

Work in pairs. Choose a famous product and describe it to your partner who must guess what it is. Talk about the following things, using the Useful language box to help you.
- its target market (the people who mainly buy it, e.g. teenagers, parents with children, homeowners, etc.)
- the values associated with the brand (e.g. quality, value for money, tradition, novelty, etc.)
- its logo.

Useful language

Describing brands
It is aimed at / targeted at ...
It is seen as (traditional/reliable/fun).
It has a reputation for ...

Reading

1 You are going to read an article about a famous brand in the air travel industry. Imagine you work in marketing for another airline company and you are particularly interested in the items listed below (1–4). Skim the first two paragraphs and tick the boxes if the following aspects of the brand are mentioned.

1 logo ☐ 3 colour scheme ☐
2 staff uniform ☐ 4 slogan ☐

2 Texts which describe marketing plans or any kind of strategy often talk about causes and effects (or results). Being able to identify the link between causes and effects in a text will help you to understand its general meaning, even if it contains some words you don’t know.

Read the first paragraph again more carefully and identify the causes for the two effects in the table below. Write no more than three words for each cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>one of the most successful airlines</td>
</tr>
<tr>
<td>2</td>
<td>competed immediately for international airspace</td>
</tr>
</tbody>
</table>

3 The second part of the paragraph talks about an action and the reason for it:

Action: Singapore Airlines invested greatly in research and development.
Reason: stand out from the other major airlines.

What phrase is used to introduce the reason? Write it in the space above.

4 Match each of the causes (1–4) with the correct effect (a–d).

1 Many low cost airlines have started up recently. a Some of them have lowered their prices.
2 Major airlines want to compete with these low cost carriers. b They lose their brand identity.
3 Major airlines earn less from passenger fares than they did in the past. c They have to save money by cutting customer services.
4 Customers see them as more like low cost airlines. d Air travel is more competitive nowadays.

SINGAPORE AIRLINES

Singapore Airlines is one of the most successful airlines in the world. The main reason for this is its strong brand management. Because the airline had no domestic flights, it had to compete for international routes straight away. This difficult start led to a strong emphasis on branding. In order to stand out from the other major airlines, Singapore Airlines invested greatly in research and development. They aimed to offer the best technology and excellent customer service.

One of the most important aspects of the brand was the cabin crew. When the airline was launched in 1972, it employed the French designer, Pierre Balmain, to design the uniform. He created a special version of the Malaysian sarong. The image of the Singapore Airlines flight stewardess in her sarong became one of the best known in the air travel industry. It illustrated the brand values of hospitality and customer care. Singapore Airlines ran a very detailed training programme for the cabin crew to make sure that the brand was always fully delivered. Their slogan ‘a great way to fly’ also emphasised the high quality of the brand.
5 The following paragraph talks about the causes and effects in Exercise 4. Read it to see if you were right and put the words and phrases from the box in the correct gap.

In 1972, the air travel industry was very different from how it is in the twenty-first century. Because there are many low cost airlines now, the industry is much more competitive. Some traditional airlines want to compete with these low-cost carriers and they have lowered their prices. But of course, if they do this, they earn less from passenger fares. They have to save money elsewhere, which usually means cutting customer services. They appear to customers to be more like low cost airlines and, as a result, they start to lose their brand identity.

This means that because so result

6 Now read the final paragraph. Try to work out its general meaning even though some words are missing. This helps you to practise guessing the general meaning of sentences, even if there are some words you don't know. Decide in which gap(s) you need to put the following. Write the gap number(s) (1–5) next to each item (a–c).

a a possessive adjective (my, his, etc.) .................................................
b a relative pronoun (who, which or that) .................................................
c a preposition (at, on, etc.) .................................................................

Singapore Airlines has avoided this problem. It has launched a new carrier, Tiger Airways, which is used for short, local flights. This competes with the low cost airlines while the core brand, Singapore Airlines, keeps its brand identity. There will always be customers who are willing to pay more for a quality product and Singapore Airlines plans to keep promise of innovation and high quality customer service.

7 Choose the correct word from the box below to put in each gap. There are more words than you need.

at for her his its on
to who which with your

Advertising techniques

Talking point

1 Read about these different techniques that advertisers use to promote products and try to think of an example you have recently seen for each technique.

Celebrity endorsement using a well-known person to recommend the product.

Glamour appeal suggesting that using the product can make you part of a special social group with a glamorous lifestyle.

Hidden fears suggesting that the product can save you from danger or embarrassment (e.g. an olive oil manufacturer claims that heart disease has increased by 30 per cent but that a diet rich in olive oil can help your heart stay healthy).

Pester power targeting the advert at children in the hope that they will ask parents to buy the product for them.

2 Work with a partner. Choose two of the examples you thought of in Exercise 1 and take it in turns to describe them to each other.

3 Of course some techniques that advertisers use are not always completely honest and may even be illegal. Read the following two situations and discuss them with your partner. Do you think they are acceptable practice or not?

1 A pizza restaurant advertised pizzas at half price for a week. However, when customers were inside the restaurant, they were told that to get the half-price pizza, they had to buy a dessert as well.

2 The marketing team for a brand of household detergent decided to target the 'green' consumer. They put the detergent in a newly designed bottle with a pattern of green leaves and added the words 'no polluting phosphates'. However, their detergent never contained phosphates in the past and neither did any of their competitors’ brands.
Making arrangements

Getting started

Work with a partner and discuss the following questions, using the Useful language box to help you.

- Which of the following methods do you use to help you remember the dates and times of appointments?
  a. wall planner
  b. traditional paper diary or organiser
  c. palm-held electronic diary or organiser
  d. electronic diary on your personal computer
- Which do you think is the best method?

Useful language

Describing accessories
It's more stylish.
It's complicated to use.
It's old fashioned.
You can use it for so much.
It's very compact and easy to carry.

A company visit

Listening
Mr Gavino represents a food service equipment manufacturer called Cibos from Hong Kong. He has arranged to visit his Australian distributor, a company called Interexpress. A programme of business events and entertainment has been arranged for his visit.

The evening before his arrival, Jeannette Smith, PA to Paul Price at Interexpress, receives a message on her voicemail. Listen to the message and complete Jeannette's notes.

Mr G. missed connection in 1......
Now arriving on 2...... March, flight no 3...... Book taxi.
Re-book restaurant for day after tomorrow at 4......
Grammar workshop 1

Present continuous for future arrangements

1 Listen again and complete the sentences to show how Paul Price talks about future arrangements.
   1 He ... not ... tomorrow after all.
   2 He ... on the 14th at 6.20 am.
   3 ... still ... him tomorrow morning?

   ■ This is the present continuous and it is often used with a date or time to talk about fixed arrangements in the future. (See Unit 1, page 13.)

2 Now read Mr Gavino’s revised programme.

<table>
<thead>
<tr>
<th>Tues 14</th>
<th>6.20: arrive Melbourne</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.30:</td>
<td>Mr Gavino demonstrates new products/equipment</td>
</tr>
<tr>
<td>19.30:</td>
<td>dinner at ‘White Carnation’</td>
</tr>
<tr>
<td>Wed 15</td>
<td>10.00: meeting with reps from Park Hotels</td>
</tr>
<tr>
<td></td>
<td>19.30: dinner at Park Hotel, Melbourne</td>
</tr>
<tr>
<td>Thurs 16</td>
<td>10.00: presentation of new products to restaurant reps</td>
</tr>
<tr>
<td></td>
<td>14.30: visit to ‘Quality Catering’ to present new equipment</td>
</tr>
<tr>
<td></td>
<td>Evening free</td>
</tr>
<tr>
<td>Fri 17</td>
<td>10.20: return flight to Hong Kong</td>
</tr>
</tbody>
</table>

3 Complete the following sentences about Mr Gavino’s programme which will take place in a few days. Use the correct verb from the box in the present continuous.

1 On Tuesday morning he ... giving ... a demonstration of new products.
2 He ... dinner at the ‘White Carnation’ on Monday any more because Jeannette has re-booked it for Tuesday.
3 On Wednesday morning he ... representatives from Park Hotels.
4 On Thursday morning he ... the new equipment to restaurant representatives.
5 On Thursday afternoon, he ... a catering company.
6 On Friday morning, he ... back to Hong Kong.

fcy  g'ive  h'ave  meet  present  visit

Making an appointment

Listening 1

Carmen Vanegas, a sales representative for a medical supplies company, telephones one of her clients, Stefano Cigada, to arrange a meeting.

13 1 Cover the dialogue below, listen to their conversation and write down what day and time they arrange to meet.

   Day .......... Time ..........

13 2 Listen to the conversation again and fill in the missing words below.

Carmen: Hello, this is Carmen Vanegas from Medica. I was wondering if we could fix a time to meet next week?
Stefano: Yes of course. What time would you suggest?
Carmen: Well, I was wondering if you could Tuesday afternoon?
Stefano: Sorry, I’m not at any time on Tuesday as I’ve to be at our other branch all day.
Carmen: How about Wednesday afternoon?
Stefano: I’m Wednesday afternoon as well, but I could Wednesday morning, or I’m free all day on Thursday.
Carmen: Could you Thursday at two o’clock?
Stefano: That would be fine, yes.
Carmen: OK. So let’s confirm that then, Thursday at two o’clock.
3 Look at the sentences (1–4) which are similar to the dialogue. Circle ONE alternative, A, B or C, which is not possible.

1 Could we fix a time to meet?
   A arrange          B appoint          C organise

2 Would this Thursday suit you?
   A be suitable for  B be convenient for  C fit

3 Sorry, I’m not available then.
   A not free         B booked up       C engaged

4 Could you make 4.00?
   A take             B manage          C do

Role-play

Work in pairs and each take one of the roles. Student B looks at the role card on page 107. Read your own card and when you are both ready, Student A begins.

Student A

You are Stefano Cigada, Carmen Vanegas’s client in the Listening exercise on page 43. You realise that you cannot make a meeting with her at 2 o’clock on Thursday, after all. You telephone Carmen to arrange a meeting for the following week. Here is an extract from your diary for next week. Arrange a new time for the meeting when you are both free.

<table>
<thead>
<tr>
<th>Monday</th>
<th>AM</th>
<th>management meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>AM</td>
<td>interview candidates for new post</td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>AM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PM</td>
<td></td>
</tr>
</tbody>
</table>

Listening 2

Task tip

In many conversations, you do not need to understand every word. It is often enough to understand the important information, like the correct date or time, or who is doing what. If the speakers are making a decision about something, you may also need to pick out the thing that they finally decide from a number of different suggestions.

14 Listen to these short recordings about future plans and arrangements. For each recording (1–4), circle the correct answer, A, B or C.

1 What time is the flight that the woman wants to take?
   A 11.30
   B 4.20
   C 6.30

2 How is Miss Casale going to get to the office?
   A by car
   B by taxi
   C on foot

3 What is the correct spelling of the visitor’s name?
   A Bulkiewicz
   B Bulkaewicz
   C Bulkiewisz

4 What is going to happen to Mr Jonsson?
   A He is going to retire.
   B He is going to become chief executive.
   C He is going to become chief financial officer.

Grammar workshop 2

Will and going to future forms

Plug in the present continuous is not the only way to talk about the future in English. If something is not a fixed arrangement, you use different future forms.

15 Listen to the beginnings of four more short conversations about the future (1–4) and decide which of the following functions (a–d) describes each conversation. Write the correct number (1–4) in the boxes on the right.

a a prediction
b an offer
c a decision made at the moment of speaking
d a decision made before the moment of speaking

15.1 Listen to the beginnings of four more short conversations about the future (1–4) and decide which of the following functions (a–d) describes each conversation. Write the correct number (1–4) in the boxes on the right.

1 A I need to get to the airport by 6.30.
   B I shall book you a taxi.

2 A What are you doing with those files, Roger?
   B I’m ........ the sales figures for Mr Durand.

3 The Bank of Canada have announced that economic growth ........ relatively slow this year. This is because of weak demand from Japan and parts of Europe.

4 A I’ve tried to set up the room for the presentation but the microphone isn’t working.
   B ........ the technician. I’ve got the number somewhere here.
3. Which future form is used in each case?
   Complete these rules about the future by putting the functions (a–d) from Exercise 1 in the correct gap. Write complete words.
   - You use the will future for .................. and ..................
   - You use the going to future for ..................
   - You use shall for ..................

4. Now listen to the rest of each conversation and circle the correct answer, A, B or C, for each question (1–4).

1. What time does the man book the taxi for?
   A. 5.30
   B. 5.45
   C. 6.30

2. What is Roger going to do first?
   A. send the faxes
   B. finish the report
   C. type up the figures

3. According to the Bank of Canada what will be the percentage growth for this year?
   A. 2%
   B. 2.4%
   C. 2.8%

4. What does the man want the woman to do?
   A. phone the technician
   B. fix the microphone
   C. find the hand-held microphone

5. Underline the correct future forms in these sentences (1–6). More than one answer is sometimes possible.

   1. Do you have any plans for this evening?
      Yes, I will read / ‘m going to read / ‘m reading all those reports for tomorrow’s meeting.

   2. The phone’s ringing.
      I’ll answer / I’m going to answer / I’m answering it.

   3. Oh dear, I don’t seem to have the agenda for this meeting.
      Am I making / Shall I make / Am I going to make you a copy?

   4. The Bank of England has forecast that gross domestic product is going to reach / is reaching / will reach 55 per cent by the end of the year.

   5. I’d like to keep in touch.
      OK, I’m going to give / I’m giving / I’ll give you my card.

   6. Have you made an appointment to see the bank manager?
      Yes, I’m seeing / ‘ll see / shall see him tomorrow morning.

Role-play

Work in groups of four or five. Read the following role card and follow the instructions on it. When speaking, try to use all the future forms you have practised in this unit (present continuous, going to, will and shall). The Useful language box will help you.

You are members of the sales team of a company which produces soft drinks.

You have recently developed a new product which is aimed at sportspeople or young adults who are interested in keeping fit. You want to organise an event to launch the product. Decide:

- what kind of event to use to launch your product (presentation, road show, etc.)
- who to invite (retailers, distributors, famous people, etc.)

Decide in your team what each person should do to prepare for the event. Then report your plans back to the class.

Useful language

Making an offer or suggestion
Shall I send invitations to ...? Shall we invite ...? I’ll write to ...

Reporting your plans to the class
X is going to write to ... We’re going to organise a roadshow.

Making a prediction
It will be a great success, I’m sure.
Transport

Getting started

Work with a partner and discuss these questions.

- Which of the following is most important to you when choosing which airline
to fly with to go on holiday?
  a. cost
  b. comfort
  c. service
- Would your choice be different when travelling on business, do you think?
  Why/Why not?
- What are the advantages and disadvantages of flying and travelling by train
  for business trips? Try to think of two advantages and two disadvantages for
each method of transport.

Air travel

Vocabulary

Compound nouns are formed from two nouns, or an adjective + noun. There are many compound nouns
connected with transport, for example, railway station.

1. Complete the following story about a business trip by
putting a compound noun from the box in each gap.

The last time I came to this airport, I lost my passport.
I was nice and early so there were no queues at the
1. [check-in desk]... I checked in my 2. [boarding card/passport].....
got my 3. [passport control] and went through 4. [security] all very quickly.
Then, because I had so much time, instead of just
sitting in the 5. [departure lounge]... I decided to do some shopping.
I wanted to get a present, so I was trying all the different
perfumes in the 6. [duty free shop]... I don’t know how it happened
but I must have dropped my passport there. I went to
the gate to board the plane and then I realised that I
couldn’t find my passport. At that moment, they called
me over the loudspeaker. ‘Will passenger Martinez
travelling to Madrid please contact the 7. [information desk]?’
I felt so embarrassed!

17. 2. Listen to the story and check your answers to
Exercise 1.

3. Match the words on the left (1–6) with those on the
right (a–f) to make six more compound nouns for
items which are found on a plane.

1. flight [a. belt]
2. seat [b. locker]
3. window [c. attendant]
4. aisle [d. seat]
5. overhead [e. exit]
6. emergency [f. seat]

4. Now match these verbs (1–12) and nouns (a–d) to
make collocations. Many collocations are possible.

1. catch [a. a flight]
2. miss [b. a plane]
3. get off [c. seats]
4. board [d. customs]
5. get on
6. pass through
7. book
8. swap
9. cancel
10. reschedule
11. go through
12. reserve
5 Work with a partner. Take it in turns to tell each other about a plane or train journey you remember well, using the vocabulary you have learnt.

Reading

When travelling by air (or train) it is important to understand notices about problems, delays, weather conditions, changes in arrangements, etc.

1 Read these messages about travel arrangements.
For each message (1–5), circle the correct summary, A, B or C.

1 Dear Jeff,
Hope to meet up with you on Sun evening, but if our flight is delayed, will call you before the meeting on Mon.
Sarah

A Sarah would like to see Jeff on Sunday.
B Sarah is going to catch a later flight than originally planned.
C Sarah wants to put off the meeting until Monday.

A Staff will arrive in Cairo at night.
B The BA flight to Cairo has been cancelled.
C Staff should take a cheaper flight than the BA one.

3 DELAYS EXPECTED ON THIS LINE DUE TO SIGNALLING PROBLEMS

A No trains are running on this line.
B Your journey on this line may take longer than usual.
C The signalling problems on this line have been fixed.

4 Meet and greet’ service reserved for group arriving on 6th July. Please confirm names and flight numbers in writing by tomorrow.

A You must confirm with the ‘meet and greet’ service that the group will arrive tomorrow.
B You must write to the ‘meet and greet’ service to confirm exactly who is arriving.
C You must call the ‘meet and greet’ service to let them know how many people are coming.

5 Message
Flight cancelled due to fog.
Arriving tomorrow same time.
Pls call this evening. Jamie.

A Jamie cannot fly today because of the weather conditions.
B Jamie will call the receiver of this message this evening.
C Jamie does not know when he will arrive.

Train travel

Reading

Eurostar is the train service which runs between Britain and France under the Channel.

1 Without looking at the text on the next page, guess the correct answer to the following questions (1–3). Circle A, B or C.

In which year did the Eurostar service begin?
A 1986  B 1994  C 1996

How long does it take to travel between London and Brussels on Eurostar?
A 1 hour 40 minutes
B 2 hours 20 minutes
C 2 hours 35 minutes

How many passengers travel on Eurostar each year?
A 7 million  B 16 million  C 55 million

Transport 47
Building a rail link under the Channel is probably the greatest act of Franco-British cooperation in recent history. Tunnel schemes were first proposed in 1882, so the idea was not new at all. However, it was not until 1986 that François Mitterrand and Margaret Thatcher stood side by side and announced that the scheme would go ahead. Now the carriages of the Eurostar trains are a common venue for business meetings, both before and after meeting clients on the other side of the Channel.

The Channel Tunnel opened in 1994 with trains travelling the 50 kilometres of track at an average depth of 40 metres below the seabed. In the first ten years, 7 million trucks, 22 million cars, 55 million passengers, 21 tonnes of rail freight and 50 thousand dogs and cats passed through it. The shortest of Eurostar's journeys is a trip to Lille. This beautiful old city has now become very popular for weekend breaks, because of the link with Eurostar. The journey to Lille takes just 1 hour 40 minutes. London to Paris takes 2 hours 35 minutes and London to Brussels 2 hours 20 minutes. The distance between the English and French coasts takes 35 minutes 'platform to platform'. Despite fears at first about the tunnel's security, its safety record has been almost impeccable. The only serious incident so far was a fire on a heavy goods train which occurred in 1996.

Although these passenger figures look good, unfortunately they fall far short of what was expected. Figures for truck shuttle freight have been buoyant, but the figures for rail freight have been very poor, only about a quarter of what was expected. The tunnel now carries around 6 or 7 million passengers a year whereas the original forecast was 16 million. No public money was put into the project so Eurotunnel started operating with very large debts. Because the targets have not been met, Eurotunnel now has severe problems with repayment. Eurotunnel has brought the people of France and Britain closer together, but the company is likely to experience financial difficulties for many years to come.

3 Now extract the key facts and figures from the text by writing down the answers to these questions (1–8). For each question, decide what type of number to look for, then use the same scanning technique you used in Exercise 2. Aim to take no more than three minutes for all the questions.

1 How many million cars used the tunnel in the first ten years?
2 How long does it take to travel from London to Lille?
3 In which year was the suggestion for a tunnel first made?
4 What was the original estimate for the numbers of annual passengers?
5 What is the average distance between the bottom of the sea and the tunnel?
6 How long does it take to travel from coast to coast?
7 In what year did the British and French governments approve the plan for a tunnel?
8 How long is the tunnel?

4 Look at these sentences from the text with the contrast words underlined. They contrast the idea in the first part of the sentence with the idea in the second part.

1 Figures for truck shuttle freight have been buoyant but the figures for rail freight have been very poor.
2 Although the passenger figures look good, unfortunately they fall far short of what was expected.

5 Now read these sentences from the text (1–3) and underline the contrast words.

1 Tunnel schemes were first proposed in 1882. However, it was only in 1986 that François Mitterrand and Margaret Thatcher announced that the scheme would go ahead.
2 The tunnel now carries around 6 or 7 million passengers a year whereas the original forecast was 16 million.
3 Despite fears at first about the tunnel's security, its safety record has been almost impeccable.
6 Work with a partner to answer the following questions about the words in Exercise 5.

- Which word usually contrasts two separate sentences instead of two ideas in the same sentence? ............
- Which word is followed by a phrase without a verb in it? ............

Understanding contrast words can help you to guess the meanings of unknown words and phrases when you do not have time (or do not want) to look them up in a dictionary. Look at the meaning of the whole sentence and also the sentences before and after.

7 Use your knowledge of contrast words to answer these questions (1–3) about the sentences in Exercises 4 and 5. Underline the correct meaning (good or bad).

1 In the first sentence, does buoyant mean good or bad?
2 In the second sentence, does fall far short of what was expected mean the figures were good or bad?
3 In the third sentence in Exercise 5, does almost impeccable mean good or bad?

8 Work out the meanings of the words in italics in these sentences (1–6), using the contrast word to help you. Write a word with a similar meaning to the word in italics next to each sentence.

1 I thought there would be very few people at that time in the morning but actually the train was packed.

- full

2 Although his article about the high speed train was very interesting, the talk that he gave was rather dull.

- dull

3 Many traditional airlines are experiencing low passenger numbers whereas the new budget airlines are thriving.

- thriving

4 The sales figures for Europe were disappointing last year. However, the chief executive was quite cheerful about the Asian market.

- cheerful

5 Despite the slight dip in sales this month, the general forecast is for increased growth.

- dip

6 Despite the increase in prices this year, sales figures have continued to soar.

- soar

- Can you think of two advantages and disadvantages of each?
- Which method do you think is best for you / for the rest of society?

2 Read these dictionary definitions of two words that are used in the recording about car travel you are about to hear.

- swipe card • n. plastic card with magnetic information which is read when card is passed through an electronic device
- PIN (also PIN number) • abbrev. personal identification number

3 Listen to the first part of a discussion between a radio interviewer and the managing director of a car club. Complete these notes by writing the missing numbers in the gaps (1–5).

- Number of car club users in Switzerland: 1
- Number of members of Caruseway: 2
- Caruseway membership fee: 3
- Cost of car hire during the day: 4
- Minimum booking time: 5

4 Read the questions (1–3) and possible answers below. Then listen to the second part of the discussion and circle the correct answer, A, B or C.

1 After you enter the car, what do you need to get the keys?
A Your swipe card
B Your PIN
C Your password for the onboard computer

2 What effect do car clubs have on public transport?
A They increase the number of public transport users.
B They reduce crowding on buses and trains.
C They force bus and train companies to lower their fares.

3 What was the main problem for the speaker when she shared a car with her neighbour?
A The distance between their different workplaces
B Arguments about the route
C His bad time-keeping

5 Work in small groups and answer these questions.
- Do you think car clubs are a good idea?
- Would you consider selling your car and joining a car club?
Business accommodation

Getting started

1 Which of the following do you think is most important when choosing a hotel for business?
   Number them 1–6 (1 = most important; 6 = least important) and then compare your ideas with a partner.
   □ convenient location       □ good business centre
   □ comfortable rooms       □ health centre
   □ good service and polite staff □ good restaurant

2 Think of hotels you know or have stayed in and answer the following questions.
   • Which hotel was in the most beautiful location?
   • Which had the best service?
   • Which was the worst hotel?

3 Work in pairs. Choose one of the questions from Exercise 2 and tell your partner about the hotel.

Hotel facilities

Vocabulary

Read this hotel advertisement and put each facility from the box in the most likely list (a–d). (Some items can go in more than one list).

audiovisual equipment       desk
email                        fax
flipcharts                   gym
IDD phone                   minibar
photocopier                 projection screen
safe                        satellite TV
sauna                       steam room
swimming pool               translation services
videoconferencing           whirlpool

The Lotus Hotel
CAIRO

The Lotus Hotel has always been considered one of the most romantic hotels in Egypt. Situated in Giza with stunning views of the pyramids, it is clearly the first choice for both the business and leisure traveller.

All rooms are air conditioned and contain:

a. desk
   □ □ □ □ □ □ □

Unlike many hotels in Egypt there are also non-smoking rooms.

Our business centre offers a full range of office services including:

b. □ □ □ □ □ □ □

We have three large meeting rooms, which can accommodate up to 28 people. Each is provided with:

c. □ □ □ □ □ □ □

Use of our health club is free for guests. The club features a

d. □ □ □ □ □ □ □

All in all, The Lotus is one of the finest hotels in Cairo with a wonderful location and a reputation for excellent service.
Reading

1 Before you read, make sure you understand what the following words mean. Match each word (1–4) with its correct definition (a–d).

1 conference  
   a formal talk to a group of people on a specialist subject
2 delegate  
   b meeting for discussion or training
3 lecture  
   c formal meeting of people with shared interest, usually lasting a few days
4 seminar  
   d someone chosen to attend a conference

2 The texts (A–D) below and opposite, advertise the business facilities available at four different hotels. Which text does each sentence (1–7) refer to? Write a letter (A–D) in the boxes.

Task tip

You have already practised scanning a text to locate specific information. Sometimes it is necessary to scan several texts in order to compare similar information. For example, if you wanted to choose a new product for your business, you might scan brochures about three or four different products, extracting the key information (e.g. price) in order to decide which to buy.

To do this task, read sentences (1–7) first and think about each one. Then read text A, look back at the sentences and mark the ones which are true for this text. Then do the same for hotels B, C and D.

1 It is easy to reach the city centre from this hotel. [ ]
2 The conference centre at this hotel has won a prize. [ ]
3 This hotel is in an historical building. [ ]
4 One of the conference rooms in this hotel can be converted into three smaller ones. [ ]
5 They run a service for delivering parcels quickly for you. [ ]
6 This hotel is offering a special deal for part of the year. [ ]
7 Up to thirty people can attend a session in one of the seminar rooms in this hotel. [ ]

A The hotel and conference centre are in a converted eighteenth-century house, originally belonging to the Rowland family. We offer comfortable rooms and a conference centre supplied with state-of-the-art equipment, all in a stunning countryside location. In September 2006, we received the award for best 'out of town' venue for conferences in our region.

B The hotel offers the highest standards of service and dining and our conference centre provides an extensive range of facilities with ten event rooms. In addition, for conferences booked before September 2006, we will provide one luxury workroom free for every thirty overnight delegates.

C Situated only five minutes' drive from the airport, our convenient location makes us the city's first choice for conferences. Our fully equipped business and conference centre contains two lecture theatres and three smaller seminar rooms, each with a total capacity of thirty delegates. We also offer a wide range of business services including translation and courier services. Faxes and photocopiers are also available for rent.

D The hotel is situated in the heart of the city, with easy access to shopping and nightlife and the conference centre has a capacity which few other venues can match. We offer six magnificent lecture theatres, one of which can be split into three by rotating in two extra stages and partition walls, and up to thirty seminar rooms. We provide the latest high-tech equipment, including video link-ups with other locations.

Vocabulary

Using texts A–D above to help you, match the following adjectives (1–7) and nouns (a–d) to form collocations. The nouns can be matched with more than one adjective.

i comfortable  
   a room
2 convenient  
   b location
3 easy  
   c equipment
4 high-tech  
   d access
5 latest  
6 state-of-the-art  
7 stunning

Writing

Imagine you are organising a conference. Write a fax or email to one of the hotels (A–D) in Exercise 2 to find out if rooms are available on the dates you want. Make sure you include information about the following.

• dates
• number of event rooms you need
• equipment you need
• number of rooms for delegates staying overnight

If necessary, look at Exercise 2, Unit 4, page 25, to remind you how to start and finish formal communication.
Hotel language

Vocabulary

1 The sentences in the list on the left (1–14) are spoken by a guest or ‘future’ guest in a hotel. Match each sentence with the most suitable reply (a–n) on the right.

1 Could I have a wake-up call tomorrow, please?
2 Do you have any vacancies for 5th and 6th July?
3 What time is breakfast?
4 Could I book the meeting room for 9 o’clock on Tuesday, please?
5 Could I have a dry towel, please?
6 Can I dial direct?
7 Two diet Cokes, please.
8 Could I arrange a taxi to the airport tomorrow?
9 I’d like to book a room for those dates, please.
10 Do you offer a translation service?
11 How much do you charge for the Internet?
12 Good morning, we have a reservation for three nights.
13 I can’t find the key to my locker now.
14 Would it be possible to extend our stay in the suite by two nights?

a €5 for half an hour.
b I’m afraid we’re fully booked for the 6th, sir.
c That’s fine. Could you give me your credit card number?
d Yes of course. Help yourself.
e With ice?
f Yes. Which language?
g What time is your flight, madam?
h Your name, please?
i Yes of course, madam. For how long?
j From 6.00 to 10.00 am, sir.
k I’m afraid I’d have to downgrade you to a room. The executive suites are fully booked.
l Yes of course. Press zero for a line.
m What time, sir?
n I’m afraid there’s a £10 charge for lost keys, sir.

2 Where would you expect to hear each dialogue in Exercise 1? Write the numbers of the dialogues (1–14) next to the places (a–e) below. There are more dialogues than places.

a on the telephone
b at the hotel reception
c at the bar
d in the business centre
e in the health centre

Listening

1 Look at the following expressions from Vocabulary exercise 1, which speakers use to make polite requests.

- Could I have a wake-up call tomorrow, please?
- Would it be possible to extend our stay in the suite by two nights?

Being polite isn’t just about using constructions like Could I ..., please? or Would it be possible ...? You can also sound polite with simple language if you use the correct intonation.

2 Listen to some of the requests from Vocabulary exercise 1. You will hear each request twice – in a rude way and in a polite way. Circle ‘rude’ or ‘polite’ for each request in the correct column in the box.

<table>
<thead>
<tr>
<th>Male speaker</th>
<th>Female speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Can I dial direct?</td>
<td>rude/polite</td>
</tr>
<tr>
<td>2 Could I have a wake-up call tomorrow?</td>
<td>rude/polite</td>
</tr>
<tr>
<td>3 What time is breakfast?</td>
<td>rude/polite</td>
</tr>
<tr>
<td>4 Two diet Cokes, please.</td>
<td>rude/polite</td>
</tr>
</tbody>
</table>

Role-play

Work in pairs and each take one of the roles. Student B looks at the role card on page 107. Read your card and prepare what you are going to say, using the polite language you have learnt. Try to come to a decision which you both agree on. When you are ready, Student B begins.

Student A

You are the receptionist at a hotel. The hotel is fully booked for tonight. Two executive suites will be free from tomorrow night. One suite is at the front, the other at the back. Executive suites cost $120 per night. All the standard rooms are booked for the next three nights. Standard rooms cost $80 per night.
Capsule hotels

Reading

1 You are going to read an article about an unusual type of hotel found in Japan called a capsule hotel. Look at the photo in the article and answer the following question.

- How do you think a capsule hotel is different from other hotels?

2 Read the text quickly, without looking up words you don't know, to see if you were right.

3 Read the following statements (1–8) about capsule hotels and check in the text to see if it agrees. If the text agrees, circle A. If it disagrees, circle B. If the information is not given by the text, circle C for doesn't say.

1 Capsules can be booked over the phone.
   A right      B wrong      C doesn’t say
2 You cannot walk around a capsule hotel in your day clothes.
   A right      B wrong      C doesn’t say
3 You cannot stay in the hotel all morning.
   A right      B wrong      C doesn’t say
4 The hotels provide only Japanese food.
   A right      B wrong      C doesn’t say
5 The hotels provide razors for the guests.
   A right      B wrong      C doesn’t say
6 The hotels do not provide a laundry service.
   A right      B wrong      C doesn’t say
7 All capsule hotels have baths and saunas.
   A right      B wrong      C doesn’t say
8 The hotels provide earplugs.
   A right      B wrong      C doesn’t say

How small can your hotel room be? If you are staying in a certain type of hotel in Japan, then the answer could be just one metre by one metre by two metres. These hotels are mainly intended for businessmen who miss the last train home after a night out drinking with colleagues. Instead of paying for an expensive taxi ride, Japanese businessmen can rent a capsule, a kind of plastic box to sleep in, for around four or five thousand yen. The first capsule hotel opened in Osaka in 1977 but they are now found in all of Japan's biggest cities. Most of them are for men only.

There are no reservations and no long-term stays. Guests can check in at any time after about 4pm. At reception, they are shown to a room with lockers where they deposit their clothes and their belongings. In return, they receive a cotton bathrobe and slippers to wear. Then guests go to their 'rooms', rows of capsules on each floor stacked about three storeys high. Each one is equipped with a mattress, a pillow and a quilt. There is also a light, clock, mirror and a TV hanging from the ceiling. At the end of the capsule is a small curtain which you can close to separate your space from all the other men sleeping in the same area. Check out time is around 9 o'clock the next day.

Many capsule hotels offer a large range of services. There are vending machines which sell beer, sake, soft drinks and a variety of snacks. Some even sell clean socks and underwear for the following day. Each floor has a shared toilet with lots of toothbrushes, razors and shaving equipment. There are also coin-operated showers. More expensive hotels also have restaurants and health spas with baths, saunas and a massage service.

Capsule hotels have not really been accepted outside Japan but they make sense in a country where space is limited and the business culture requires late night socialising with colleagues. Although the capsules have been called names such as 'dog kennels' or worse, 'coffins', they are surprisingly comfortable and the baths are just what is needed after a long night out. The biggest problem is the noise pollution. With your fellow guests sleeping just a few centimetres away, you are bound to hear if anyone snores, so it's best to bring your own earplugs!

Task tip

When looking for information in a text, it is not only important to know where to find the information, it is also important to recognise if the information is not given. For example, in an important document like a contract, you need to check that it covers all the details.

There is a difference between a statement which doesn't say and a statement which is wrong. For example: A capsule costs about ten thousand yen. This statement is wrong because the text says for around four or five thousand yen. But the correct answer for the statement: You cannot pay for your capsule by credit card is doesn't say because the text says nothing about methods of payment. Maybe you can pay by credit card, but we don't know for sure.
Out of the office

Getting started
After you have sent an email to a business associate, you receive the message on the right.

```
I will be out of the office on 2nd and 3rd March. Please send urgent enquiries to Mr James Smith on jamessmith@weston.co.uk. I will deal with non-urgent messages on my return.
```

Work with a partner and try to think of four personal or business reasons why this person could be out of the office.

Choosing a venue

Listening

1. You will hear a conversation between two work colleagues who are planning a conference. They have just received a fax from a conference organiser which gives details of three possible venues. Listen to the conversation and complete the notes on the right.

```
<table>
<thead>
<tr>
<th>Hotel</th>
<th>Distance from airport</th>
<th>Location</th>
<th>Largest conference room capacity</th>
<th>Number of seminar rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il Kastell</td>
<td>13kms</td>
<td>beach</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Sunset</td>
<td>4</td>
<td>beach</td>
<td>450</td>
<td>5</td>
</tr>
<tr>
<td>La Guardia</td>
<td>20kms</td>
<td>6</td>
<td>350</td>
<td>12</td>
</tr>
</tbody>
</table>
```

2. Listen to the conversation again and write the missing word(s) in each sentence (1–6) below.

1. The **most convenient** place for the airport seems to be Il Kastell.
2. The Sunset has a **smaller** conference room than Il Kastell.
3. The Sunset is the **farthest** from the airport.
4. La Guardia is definitely **more expensive**.
5. Jake will want somewhere **less expensive** than that.
6. I think a beach hotel would be **less convenient**.

3. Check your answers against the transcript at the back of the book.

Grammar workshop

Comparatives and superlatives

- **Comparatives** compare one item with another:
  - The Sunset has a *larger* conference room than Il Kastell.
- **Superlatives** compare one item with all the others in a group of more than two.
  - La Guardia is definitely the *most expensive*.

1. Answer the following questions (1–5) about how to form the comparative and superlative. Where possible, use the sentences you have just completed to help you.

1. How do one-syllable adjectives like *large* and *cheap* form the comparative? *They add 'er' at the end: larger, cheaper.*
2. How do adjectives of three or more syllables like *suitable* and *convenient* form the comparative? *They add 'er' at the end: more suitable, more convenient.*
3 What word is used immediately before a superlative adjective? .......... 
4 Write the superlative form of these adjectives: 
   1 large .......... 2 cheap .......... 3 suitable .......... 4 convenient .......... 
5 When a two-syllable adjective ends in y, like early, how do you spell the comparative form? .......... 

2 Work in pairs. Complete the table below with the comparative and superlative forms of the three irregular adjectives. Check in a dictionary if necessary. 

<table>
<thead>
<tr>
<th></th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>This hotel is 1 better than that one.</td>
<td>This hotel is 4 ...... of the group.</td>
</tr>
<tr>
<td>bad</td>
<td>This hotel has 2 ...... facilities than that one.</td>
<td>The facilities were 5 ...... I've ever seen.</td>
</tr>
<tr>
<td>far</td>
<td>This hotel is 3 ...... from the airport than that one.</td>
<td>This hotel is 6 ...... of all from the airport.</td>
</tr>
</tbody>
</table>

3 Look at how comparatives and superlatives with less and least are formed in these sentences. 

Comparative  
1 Jake will want something cheaper than that.  
2 It's much more suitable than that.  
3 We'll have to go for somewhere less expensive than that.  

Superlative  
4 The largest conference room holds 350 people.  
5 It's the most expensive hotel.  
6 It's the least expensive hotel.  

One of the main reasons for being out of the office is to take your annual holiday. A survey has shown that attitudes towards holidays are changing in some countries. Fewer people now take a traditional long break in the summer. Instead, they prefer to take two or three long weekends or shorter holidays throughout the year.  

4 a Read the following list (1–5) of the disadvantages of long breaks mentioned in the survey.  
1 Long holidays are expensive.  
2 Preparing to go on a long holiday can be stressful.  
3 It is difficult to find someone to do your urgent work for you.  

4 b Now rewrite each disadvantage to form a list of advantages of shorter breaks, using the comparative forms of the words in the box below. Remember that you can use less in some of the sentences. 

   - Short holidays are cheaper (than long holidays).  
   - Preparing to go on a short holiday .......... .  
   - It is .......... .  
   - .......... .  
   - .......... .  

cheep  easy  few  small  stressful 

Talking point  
Work in pairs. Think about the holiday periods that people usually take in your country, then discuss the following questions with a partner. 

• Which is the most popular month to go on holiday? Why?  
• Which is the best time for you to go on leave?  
• What other national holidays do you have? Which do you enjoy? Which do you not enjoy?  
• Do you prefer to take one long break or many shorter breaks during the year? Why?
Booking a venue

Role-play
Work in pairs and each take one of the roles. Student B looks at the role card on page 107. Read your card and prepare what you are going to say before you speak. Take it in turns to ask and answer questions and try to reach an agreement. When you are ready, Student A begins.

Student A
You are Andrea Proust, one of the colleagues from the listening exercise on page 54. You suggested booking the Sunset Hotel to Jake, but he thought that was too expensive. You still need to find a suitable hotel for the two-day conference. It must have a big enough conference room for around 120 delegates, a large screen and equipment to give a PowerPoint presentation. You also need to think about what to do for lunch.

Telephone your partner who works for Ventura Promotions and ask them to give you some information on another hotel they could book for you. Find out:
• the size of the main conference room
• what equipment is available
• how much it costs.
You do not want to spend more than about €12,000.

Offsite meetings

Reading
Sometimes companies decide to take a group of managers away from the office for a short period to work on a project or to make key decisions. This is sometimes called an offsite meeting.

1 Work in pairs and try to think of three advantages of working away from the office.

2 Look at the words in italics in the sentences on the right (1–6). Use the context to match each with the correct definition (a–f).

1 I've heard a rumour that Valerie has had a job offer from one of our competitors.
2 That strategy didn't work so let's try taking the opposite approach.
3 We have a very diverse range of people with different qualifications and backgrounds.
4 Central office does not make all the decisions. We have a lot of local autonomy.
5 Asking people to solve a problem together can be a good team-building activity.
6 We need to concentrate on the task, not waste time on office politics.

3 Working with your partner, look at the title of the article opposite and discuss what you think it means.

a way of dealing with a situation or problem
b ability of an organisation to control things by itself, and not be run by others
c encouraging people to work as a group
d the friendships or lack of friendship of people working in the same office
e story that people are talking about, which may or may not be true
f made up of a variety of things or types of people
Thinking outside the box

An invitation to attend the annual summer meeting of Geopost, a France-based transport company, was sent to the top 40 executives, along with some extra advice: bring a warm jumper.

Claude Bégélé, Geopost’s chief executive, was starting to spread rumours that Copenhagen was not the real location. Nobody, however, suspected the truth: that the 40 managers would find themselves aboard a small boat in the Arctic Circle in almost continual daylight and with no means of contacting the outside world apart from the ship’s radio. It sounds like a completely crazy way of running a company but Mr Bégélé believes it was the right thing to do. At the time, Geopost needed to make some key decisions about the group’s structure and bring together what was a diverse group of companies.

Geopost was created in 1999 by La Poste, the French postal service. It has grown rapidly by acquiring other companies and in 2003 it was the third largest parcel company in Europe. At the time of the Arctic trip, it was made up of companies from France, Germany, Spain, the Netherlands and the UK, all operating under their own brand names. But why were the managers taking key decisions in the Arctic Ocean instead of at the smart Hyatt Hotel in Copenhagen?

The answer is that Mr Bégélé wanted to be sure that the decisions they made were based on the interests of Geopost as a whole, and not on office politics. The Arctic Ocean is one of the few places in the world where you cannot get a mobile phone signal. The managers were forced to work on their relationships with one another, rather than keeping in touch with their company headquarters back home. As Mr Bégélé said, ‘You cannot sleep because it is always light and you cannot get out of the boat. So what happens? You fight, you make friends again, you argue again, you discuss business. Four days later, we had a structure. It may not be in the management books, but it works.’

It is certainly not in the management books. Usually when a company is acquired by another company, it is not allowed to keep its own brands. Geopost takes a different approach. It allows acquired companies to keep their own brands and identities and also allows them to make many of their own decisions about, say, which technology to use. To balance this local autonomy, Geopost needs a strong common culture, which is why it spends a lot of time on team-building activities. As Mr Bégélé says, ‘What keeps the company together is our strong corporate culture. To promote that culture, we do a lot of things, sometimes crazy things.’

Adapted from the Financial Times

4 Scan the article about a group of managers who spent four days out of the office to find the answers to the following questions.

- Where did they spend the four days?
- What did they do when they got there?

5 Read the following statements (1–7) about the information in the text. If the text agrees, circle A. If it disagrees, circle B. If the information is not given by the text, circle C for doesn’t say.

1 Claude Bégélé made an original booked in Copenhagen.
   A right    B wrong    C doesn’t say
2 Managers could not call their branch of the company from the boat.
   A right    B wrong    C doesn’t say
3 In 2003, Geopost was the largest parcel company in Europe.
   A right    B wrong    C doesn’t say
4 Companies acquired by Geopost are not allowed to keep their own brands.
   A right    B wrong    C doesn’t say
5 Alcohol was banned on the boat.
   A right    B wrong    C doesn’t say
6 Companies acquired by Geopost do not have to use the same technology.
   A right    B wrong    C doesn’t say
7 Claude Bégélé believes that Geopost’s management style should be adopted by other companies.
   A right    B wrong    C doesn’t say

Talking point

Discuss in pairs. Imagine that you need to make some key decisions about something like the Geopost managers (e.g. your studies or your future career). Which of the following do you think is the best way to do it?

- Go away to a different place (even if not the Arctic Circle!) to think alone.
- Go away to a different place with one or two friends to talk about it.
- Stay in the same place and ask as many colleagues/friends/family as possible.
- Not think about it at all and hope the answer will come to you when you are asleep.
Developing contacts

Grammar workshop 1

Present perfect and past simple 1

23 1 Cover the dialogue below and listen to a conversation between two business associates to find out which city they are in.

23 2 Listen again and complete their dialogue. Write the missing word(s) in each gap (1–11).

A  So how long 1 have, you 2 been, with Marque Development?
B  For about two years, I 3 .......... with them in the autumn of 2004.
A  Mm ... and 4 .......... you 5 .......... to Milan before?
B  No I haven’t. I 6 .......... 7 .......... to Venice before, though.
A  Ah. When was that?
B  About three years ago. It was just for a holiday. We 8 .......... three days in Venice and then we went down to Tuscany.
A  Lovely. So 9 .......... you 10 .......... much of the city yet?
B  Not yet. I 11 .......... a bit around the centre last night.
A  Er, did you see the shopping gallery?
B  Oh yes. It’s wonderful.

3 Check your answers against the transcript at the back of the book.

4 Put the missing words and phrases (1–11) in the correct column below.

<table>
<thead>
<tr>
<th>Present perfect</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>have you been</td>
<td>started</td>
</tr>
<tr>
<td>money problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Getting started

Work with a partner. Look at the topics in the box below and answer the following questions.

- Which three topics do you think are the best to start a conversation with a business person you have just met?
- Which topics is it better not to talk about?

books or films  money problems
business associates you  music
both know  politics
the economy  recent events in the news
food and drink  religion
hobbies  sport
illness  travel and holidays
marriage  

58  Developing contacts
5 Study this timeline which summarises some of the information in the dialogue.

```
2003  2004  Last night  NOW (2006)
```

- I've been to Venice before.
- I've worked with Marque Development for two years.
- I haven't seen much of the city yet.
- I walked around the centre last night.
- We had three days in Venice three years ago.
- I started with them in the autumn of 2004.

6 Read these rules about the use of the present perfect and past simple and complete the examples (1-3) with sentences from the dialogue. Use the timeline to help you if necessary.

- **You use the present perfect** (have + past participle) to talk about something which started in the past and continues until now:
  1. ........................................ with Marque Development? (the person still works for Marque Development)
  You also use the present perfect with time words which mean at any time in your life.
  2. ........................................ before? (at any time in your life)
  You use the **past simple** for a time which finished in the past.
  3. ........................................ last night.

Talking point

Work with a partner and imagine you are business colleagues who have just met. Choose one of the topics from the Getting started exercise and start a conversation. Ask one question in the present perfect and one in the past simple. Take it in turns to ask and answer questions.

**Grammar workshop 2**

**Present perfect and past simple 2**

1. Some time phrases are usually used with the present perfect because they talk about a time which continues to 'now'. Others are usually used with the past simple because they refer to a time in the past which finished before now. Study the following examples.

<table>
<thead>
<tr>
<th>Present perfect</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>already</td>
<td>as soon as I left school</td>
</tr>
<tr>
<td>before</td>
<td>last month</td>
</tr>
<tr>
<td>for the last five years</td>
<td>in 2002</td>
</tr>
<tr>
<td>just</td>
<td>three years ago</td>
</tr>
<tr>
<td>recently</td>
<td>when I was eighteen</td>
</tr>
<tr>
<td>since 2002</td>
<td></td>
</tr>
<tr>
<td>yet</td>
<td></td>
</tr>
</tbody>
</table>

Now decide which of the time phrases from the table can complete the sentences (1-6). There are two or three possibilities for most of them. Write one possibility in each sentence.

1. I've worked for Samsung ........................................
2. We've ........................................ opened a new branch in Hull.
3. Export sales showed a strong performance .........................
4. I started working for Abbey National .........................
5. She hasn't sent in the sales report ............................
6. Have you stayed in this hotel .................................?

3. Complete the following dialogue by writing the verbs in brackets in each gap (1-8), using either the present perfect or the past simple.

A Hi Nadia. I ........................................ (not see) you for some time.
B No, well, we ........................................ (just finish) moving to a new office. We're now based in Seamore Street.
A Oh really? How long 3 ........................................ you ........................................ (be) there?
B About three weeks. We ........................................ (move) on April 17. It was mad. We 5 ........................................ (have to) pack everything into crates and we still 6 ........................................ (not be) ready when the removal people 7 ........................................ (arrive).
A But you're settled in now?
B No, that's the thing. We still 8 ........................................ (not unpack) everything yet.

Developing contacts 59
Networking

Reading

Networking is the process of making business contacts through meeting people. It can be a good way of finding clients or new staff or even a new job.

1. Work with a partner. Decide which of the following you think is the best place for networking.

   - conferences
   - private parties
   - trade fairs
   - training events

2. Look at the headings (a–d) for the first four paragraphs of the article. Skim the text and match each heading to the most suitable paragraph. Write the paragraph number in the box.

   a. The best way to find business  2
   b. A fixed agenda
   c. An example of a meeting
   d. BNI’s mission and ethos

Company background

Business Network International, or BNI, is an organisation which began in California, USA but has now expanded into many other countries. The idea of the organisation is that members create business for each other through personal recommendations.

BUSINESS NETWORK INTERNATIONAL

1. It is 7.00 on a cold winter morning and 40 people face each other across a breakfast table in a London hotel. After some short speeches, the tables are suddenly a hive of activity as sets of business cards are passed around. After this, each person stands up for exactly one minute. They talk about their businesses and what kind of contacts they are looking for that week. John Harris is an insolvency specialist who is looking for any company with financial difficulties who could use his services. Janet Moore runs a cake-making business and is looking for customers. After the speeches, the 40 people stand up together and walk around the tables giving out pieces of paper. These are referral slips, providing the names and details of potential customers or contacts. Janet Moore, for example, receives the names and contact numbers of several relatives with birthdays that month.

2. This is a meeting of BNI or Business Network International. There are many ways for businesses to advertise, like telemarketing or mailshots but the best form of promotion is word-of-mouth recommendation through networking. Of course, networking can take place anywhere; at trade fairs and conferences or on the golf course, but the most efficient way to network is to join an organisation like this. This is because the only reason for these meetings is to make contacts. The success rate of the referrals speaks for itself.

3. According to the figures, over 75% of them turn into business.

4. BNI was originally founded by Dr Ivan Misner in the US but it has now spread to many countries in Europe such as Scandinavia, Germany and Spain and also to Australia. Its aim is to provide an environment in which business people can get together and develop the personal relationships that lead to business. When new members join, they receive a card file to hold all the new business cards, a badge and a lapel pin. With these, they also get a guidebook with instructions on ‘how to be a good member’. Members also have access to a library of networking tips, all recorded on tapes. BNI’s motto is ‘givers gain’, that is, if I give someone business, then they will want to give me business in return.

4. BNI meetings follow a highly structured framework. A short period of ‘open’ networking is followed by welcome speeches and introductions from the team leaders and then by the exchanging of business cards. Next, members give their 60-second speeches and after that, they introduce any visitors, who can also give speeches. Then, the referral slips are passed. If a member passes on more than three new business contacts, the group all clap. For five or more referrals, this becomes a standing ovation. The meeting winds up with a prize draw.
3 Now read paragraph 5 and write a suitable heading for it in the space below.

There is certainly no shortage of enthusiasm for the organisation. David Slater launched his web design company just 14 months ago and it has now become one of the busiest in the region. He puts this success down almost entirely to contacts formed through the BNI meeting every Friday morning. 'It's like having a really good sales team working for you week in week out' he says. Susan Kay, the owner of a public relations consultancy agrees. 'It's about developing friendships and trust so that people have the confidence to pass on your card'. Duncan Hill, owner of a printing business and Barbara Bishop who owns a family floristry business, both report dramatic rises in turnover since joining BNI. For the thousands of members worldwide, it is definitely something worth getting up early for.

4 Paragraph 5 names several types of businesses which have benefited from BNI membership. Look through the paragraph and decide which of the following businesses (1−5) are not mentioned. Put a (X) in the box if they are not mentioned.

Task tip
You have already practised scanning a text to find numbers. Sometimes we also need to scan a text to see if an item is there or if it is missing. For example, we might scan a list of names in a report on a meeting to find out if a person attended or not. Cross out the items in the list as you find them in the text and see which is left.

1 a printing business
2 a catering business
3 a PR consultancy
4 a web design business
5 a floristry business

5 The answers to the following questions (a−c) are in paragraphs 1−4. For each question, decide which paragraph to look in then scan it to find the answer. Circle the item not mentioned.

a Which area is not mentioned as one where BNI operates? USA / Europe / the Middle East / Australia
b Which of the following does not happen at a BNI meeting? Introductions by team leaders / individual speeches from members / individual speeches from visitors / telephone potential clients / a competition with a prize
c Which of the following do BNI members not receive when they join? Card file / badge / handbook / tape with networking advice

Vocabulary
Look through the article again and, using the context to help you, work out the correct meanings of the following words and phrases in italics. Circle the correct answer.

1 Paragraph 1: A hive of activity means [very busy] / very quiet.
2 Paragraph 2: A mailshot is a way of advertising / a type of job.
3 Paragraph 3: A motto is a notebook / a saying or slogan.
4 Paragraph 4: A standing ovation is when people stand up to protest / when people stand up to clap.
5 Paragraph 4: Winds up means begins / ends.
6 Paragraph 5: Puts this success down to means thinks it is caused by / loses.
7 Paragraph 5: Week in week out means every week / every two weeks.

Talking point
1 Work in pairs. If you are working, discuss whether you think networking meetings would be good for your company. If you are studying, discuss whether you think networking could help you find a job.
2 Read the role card and prepare what you are going to say.

You are attending a meeting of BNI and have to give a one-minute speech to introduce your company. Students in work should talk about their own company. Students who are still studying should ask their teacher for some information about an imaginary company. In addition to your company’s main activities, decide which of the following you should include in your speech: staffing needs; examples of satisfied clients; future projects.

Remember you have only one minute exactly, so think carefully about what to include. Work in groups of three or four and take it in turns to listen to each other’s speeches. When you are listening to the other members of your group, make notes on ways they could improve their speech.
Cultural issues

Getting started

1 Work in pairs. Read the following definitions, then discuss the question below.

**Culture** • *n.* the customs, institutions and achievements of a particular nation, people or group

**Cultural awareness** • *n.* the ability to understand the culture of the people you are meeting and behave appropriately

- How important is it for business people to have good cultural awareness?

2 Read the following statements and decide which you agree with more. Discuss your ideas with your partner.

1 ‘I don’t think that studying different cultures is very important any more. The world is a much smaller place than it was fifty years ago. English has become an international language, and many brands are known all over the world. Cultural differences have become smaller and people have become more similar to each other.’

2 ‘The fact that the world has become smaller means that it is more important to know about other cultures, not less. People still grow up within a particular culture and they are still greatly influenced by it. That hasn’t changed just because we now have international brands and an international language.’

Cultural awareness

Listening

1 Work with a partner. You are going to listen to an interview with Philip Baker. He runs a consultancy called CALDA which gives advice and training on cultural awareness. What kind of things do you think he will give advice about? Try to list at least three.

1 
2 
3 

2 Listen to the interview and put a (✓) next to the topics in your list which are mentioned in the interview.

3 Work in pairs. Complete the sentences (1–7) below with the correct country or region from the box. Some countries can be used more than once. Use what you remember from the interview and your own knowledge.

1 In ............. the UK ............. and ............. northern Europe ............., people stand about 50–70cm away from each other.

2 In ............. ............. and ............. ............., people tend to stand closer to each other.

3 These cultures also prefer more direct eye contact, but in most parts of ............. ............. people prefer minimal eye contact.

4 In ............. ............., you should not touch people on the head.

5 In ............. ............., and ............. ............., the business culture is more task-oriented.

6 In ............. ............. and ............. ............., the business culture is based more on personal relationships.

7 In ............. ............. and ............. ............., people tend to feel that ‘time is money’.

<table>
<thead>
<tr>
<th>Asia</th>
<th>China</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>Latin America</td>
<td>the Middle East</td>
</tr>
<tr>
<td>northern Europe</td>
<td>Scandinavia</td>
<td>southern Europe</td>
</tr>
<tr>
<td>Thailand</td>
<td>the UK</td>
<td>the USA</td>
</tr>
</tbody>
</table>
Listen to the interview again and check your answers to Exercise 3.

Marketing in China

Reading

1. Work with a partner. Read the first three sentences of a text from a book about selling and marketing in China and discuss the question on the right.

A number of business people dream of marketing their product in China just because of the size of the population. After all, the country contains a billion possible new customers. But of course, things are not as simple as this.

Marketing in China

Firstly with many types of products, the largest producers are Chinese firms who have already won large parts of the market. Indeed, many old Chinese companies such as Tong Ren Tang, a pharmaceutical company which dates back to l669, are now enjoying a renewed popularity.

Secondly, any company which tries to move into a foreign market needs to study the situation and culture of that country. This is certainly the case with China. Many international companies go into the market with their usual range of products but they find that, as they are, the products do not sell. IKEA, the Swedish furniture giant, opened in Beijing in 1999 but not many people bought the furniture. It seemed too expensive for Chinese customers and possibly did not appeal to Chinese taste.

Pricing is not the only issue. Companies also need to consider what ideas customers from a different culture might have about their product; what marketing experts call 'product positioning'. De Beers, the diamond company, provide an interesting example of this. In the West, diamonds are a symbol of romance and appear on wedding rings. However, the idea of romance is different in Asia and so De Beers decided to present diamonds as a symbol of harmony and a lasting relationship rather than love. Their Chinese TV ads showed a husband giving his wife a diamond at their wedding and then moved forward in time to show the following years of a long, happy marriage. 'Harmony' or a lack of conflict (bierce in Chinese) is a very important value in Chinese culture and De Beers were very successful in using this idea to market their product.

Branding is very important in China. Chinese society traditionally has many levels and the possession of a particular brand can show your place within society. However, as in any country, companies need to take advice on what their brand name sounds like in Chinese, or if people can pronounce it. Sometimes a successful brand name can be created by slightly changing the original name to Chinese. Gillette razors, for example, use the Chinese name ‘JiLe’. ‘Ji’ in Chinese means ‘lucky’, Chinese companies trying to export their products, of course, have to think about this too. The Chinese refrigerator, Haier, has not been very successful globally, partly, it seems, because Westerners find the name difficult to pronounce.

In a country where the writing system is based on symbols, it is especially important to have a memorable logo. A logo with a picture like Shell or Apple is likely to be more effective than one which consists of Western letters like BP. Companies also need to be aware of the popular ideas about some colours. Red, for example, is traditionally a lucky colour, while white is the colour of death and is traditionally seen as unlucky. Blue and yellow used together can also suggest death, so this combination is best avoided on logos. This is because at a traditional funeral, a gift of money was often put in a yellow envelope with a blue stripe.

There are also popular ideas relating to numbers, just as, for example, the number 13 is thought unlucky in some Western countries. Four is considered unlucky in China as it sounds like the word for ‘death’. Eight, on the other hand, is a lucky number. When the Japanese department store, Yashin, opened in Beijing, the person selling the pens put a price of 88,888 yuan on one expensive gold pen. This was a joke of course, but it made a wonderful talking point for the customers.

1. In China is the colour red traditionally considered lucky or unlucky?
2. When did IKEA open its first store in Beijing?
3. What is the meaning of the Chinese word 'le'?
4. What is the meaning of the number 8 in China?
3 Read the following questions (1–4) and underline the key word in each. Then scan the text again for the key word to find the answer to each question.

1 When was the company TongRenTang founded?
2 In China what is the traditional meaning of the colour white?
3 What values did De Beers want Chinese customers to associate with their diamonds?
4 Traditionally, what were yellow and blue envelopes used for?

4 The text on page 63 uses different companies to illustrate its points. Scan the text for the names of each of the companies (a–g) in the box on the right. Then match the company with the general point (1–7) that it illustrates.

Task tip
Texts like this which talk about general truths usually give many specific examples, too. To understand the text, it is important to make the connection between the example and the point it illustrates.

1 Some international companies do not research the Chinese market very well before launching their product.
2 Knowledge of the meaning of some numbers in China can help to attract customers.
3 Some traditional companies in China are becoming successful again.
4 Some Chinese company names are difficult for overseas customers to pronounce.
5 Some brand names can be changed to sound more positive in Chinese.
6 Some products have to be given different associations in China from in the West.
7 It can be a good idea for foreign companies to use a picture as their logo.

5 Work with a partner and discuss the information in the text which you found most surprising or interesting.

Giving gifts

Vocabulary

If you go on a business trip, it is often a good idea to take a present for your host. Which of the following verbs (1–8) do not collocate with a gift or a present?

1 give  5 close
2 receive  6 wrap
3 accept  7 unwrap
4 open  8 fasten

Reading

1 Read this email written by a new sales representative to her line manager, asking for advice about taking presents to clients on her next sales trip.

I often have very little space in my luggage and I don’t want to carry a gift from my country as well. Couldn’t I just buy my clients some flowers after I arrive?

2 Now read the beginning of her line manager’s reply.

It’s doubtful whether flowers make a good gift generally for a business client...

3 Work in pairs and discuss why you think flowers might not make a good present for business clients.

4 Read the rest of the line manager’s reply to see if your ideas are mentioned. Are there any reasons different from the ones you thought of?

... A good business present is something which will remind your client of your company. Flowers won’t do this, of course, because they only last a few days.

Another problem with flowers is that different countries have different traditions about them. For example, in France or Italy, you should not give chrysanthemums as they are associated with funerals. It really is better to try to find space in your luggage for something from your country, even if it is only small.
Listening
You are going to hear part of a training session by Philip Baker from CALDA about giving gifts in Japan.

1 Read the following notes, then listen and write one or two words in each gap (1–9).

Main times of the year for giving gifts in Japan are in 1 │ and 2 │ .
At these times, company workers receive a 3 │ .
Philip recommends good quality 4 │ as a gift, or
goods from a high quality 5 │ .
Don't wrap gifts in 6 │ .
Give and receive gifts using 7 │ .
Don't give four pieces of anything because 'four' sounds like 9 │ in Japanese.

2 Work with a partner and decide what would be a good present from your country to give to a business contact from overseas.

Business in Finland

Reading

1 Texts are easier to read if you think about the context first. The following text is from a guidebook about doing business in Finland. Work with a partner and make a list of what you already know about Finland, thinking about the following.

- country and climate
- leisure activities
- famous companies (hint: mobile phones)

2 Skim each section of the text quickly and choose the correct heading (a–g) from the list below. There is one heading that you don't need. Write the correct heading in each gap (1–6).

3 Now write some similar pieces of advice about doing business in your country, using at least three of the headings (a–g).

Doing business in Finland

1 Level of familiarity.
Most Finnish people will introduce themselves officially and give their first and last name as they shake hands. After this, they are likely to be informal and use your first name.

2 Business meetings and negotiations in Finland tend to be direct and to the point. Not much time is spent on small talk or building personal relationships, so Finnish business people may feel impatient if overseas clients spend a long time on this. Negotiations are generally held in offices, not in restaurants.

3 Finnish people tend to be very punctual and also expect it of others. Visitors should avoid arriving late, as this is considered impolite.

4 They usually speak directly and clearly. Unlike in some cultures, 'yes' means 'yes' and 'no' means 'no'. They are also not embarrassed by silence and do not necessarily feel the need to fill a gap in a conversation.

5 People in Finland are generally comfortable with silence so there does not always have to be conversation. However, safe topics would be the weather, sport, travel and hobbies.

6 Visitors are normally taken to restaurants, although in business life, long lunches are not common. Finnish hosts may also invite their guests to the sauna (men and women go separately) and it is polite to accept.

a Small talk
b Task or relationship focused?
c Level of familiarity
d Entertaining
e Communication style
f Pastimes in Finland
g Attitudes to time-keeping
Teamwork

Getting started

1. Match these sentence beginnings (1–6) and endings (a–f) to make slogans about teamwork.

   1. Teamwork halves the work ...  
   2. The best leaders never say I. Instead ...  
   3. Nobody can sing a symphony because ...  
   4. It's surprising what can be done ...  
   5. The best way to have a good idea ...  
   6. TEAM stands for ...  

   a. ... is to have a lot of ideas.  
   b. ... and doubles the success.  
   c. ... Together Everyone Achieves More.  
   d. ... they say we.  
   e. ... when it doesn't matter who is thanked for it.  
   f. ... you need an orchestra to play it.

2. Which one would you choose to put on a poster at work or in your place of study? Compare your idea with a partner.

Describing a team

Vocabulary

1. Teams always have aims they want to achieve. In each of the following sentences (1–4), unscramble the letters in bold type to make words with a similar meaning to aim. Write the correct word next to each sentence.

   1. Unfortunately, I don't think we will meet our sales result this month.  
   2. The government are determined to reach their goal of 2% inflation by the end of the year.  
   3. We hope to achieve our objective of recycling 25% of our waste by 2007.  
   4. This is a computer game to teach students about running a company. The object is to make as much money as possible.

   a. target  
   b. goal  
   c. objective  
   d. object

2. Now write three verb–noun collocations from the sentences using the words from Exercise 1.

   1. meet our target  
   2.  
   3.  

3. Of course you will want your team to succeed in achieving its aim. Complete the following word diagram to make different words from succeed.

4. You may also want to talk about how well the team members worked together. Match the following verbs (1–3) on the left with the correct definition (a–c) on the right.

   1. cooperate  
   2. compete  
   3. interact  

   a. communicate with someone  
   b. try to be more successful than someone else  
   c. act or work together to achieve a particular aim

5. Complete the table with the corresponding nouns and adjectives.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperate</td>
<td>cooperation</td>
<td></td>
</tr>
<tr>
<td>compete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interact*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Hint: think of what happens to the verb act.
Team-building

Reading

Sometimes companies arrange team-building events for their staff, especially if a group of people have not worked together before. In the text, you will find the details of five different team-building events.

1 Scan the text to find the titles for each event and match it to the correct picture (A–E).

B .......... C .......... D .......... E ..........

TEAM-BUILDING EVENTS

1 **CHOCOLATE WORKSHOP**

This event is designed for groups of 8 to 50 people. After a short introduction on the history of the topic, participants are split into groups to work on creating and decorating their own chocolates. The decorating is bound to bring out the artist in you and getting messy together is a great way to break down barriers. Hats and protective clothing are provided. At the end of the session, everyone takes home an average of 25 chocolates, in a gift-wrapped box.

2 **BLIND DRIVING**

Probably about 90% of problems within teams are to do with poor communication. Nowhere is this more alive than in improving your communication skills. Participants work in pairs. One person is blindfolded and has to drive a car around our special course with only his partner's instructions to guide him. The winning pair is the one who can complete the course in the shortest time, but of course, without knocking over any of the plastic walls and trees we use as obstacles. See if you can beat the present record of 10 minutes, 50 seconds.

3 **TREASURE HUNT**

Treasure hunt adventures are based on the Scandinavian sport of orienteering where participants use a map to find their way through a forest. The object of a treasure hunt is to find clues which are shown on a map and discover the location of the treasure chest. Normally a treasure hunt lasts about 3 hours. To see how the group has to work together, watch our film of a recent event, the Kelvin business school's first day for 900 new students. We had 70 teams in an activity that immediately helped our new students to form new friendships.

4 **DRUM CIRCLE**

This is a musical event where participants sit in a circle playing drums, bells or shakers. Our representative leads the circle and helps them to reach their full potential as an orchestra. This activity is recommended for any group who need to come together in a cooperative way instead of competing with each other. It is one of the few ways in which a large group can interact. You can beat it as a way to break the ice between new colleagues.

5 **RAFT BUILDING**

This is the company manager who wants to take his staff out of the comfort of their office. It takes place in a beautiful mountain setting and can be booked from April to September. Block bookings for large groups are available at the nearby Scheuble Hotel. Each team is given 100 tokens which they use to buy raft-making equipment from the instructor. Groups have to use their problem-solving skills and everything they know about how things work to produce the best design. At the end of the day, there is a race on a nearby lake.

2 Read each of the following questions (1–10), then scan the text quickly to find the answers. Write the answer next to each question.

1 During which months can you book the raft-building event?  
   **April to September**

2 What is the fastest time for completing the blind driving course? 

3 What is the maximum number of people who can attend the chocolate workshop? 

4 How long does a treasure hunt usually last?
5. Apart from drums, what instruments can you play in a drum circle?

6. What do people wear for the chocolate workshop?

7. Which hotel can people stay at for the raft-building event?

8. Which part of Europe does the sport orienteering come from?

9. What obstacles are there on the blind driving course?

10. How many teams took part in the Kelvin business school treasure hunt?

3. **Scan the whole text to find out which event would be best for the following skills (a-d). Write the event number in the box.**

   a. improving communication skills
   b. encouraging a large team to all cooperate
   c. getting a group to solve practical problems with equipment
   d. encouraging creativity

4. **Find two expressions in the text with the verb break which both mean get to know someone better.**

   1. ........................................
   2. ........................................

5. **Work with a partner and discuss the following questions.**

   - Which event would you most enjoy?
   - Which do you think would benefit the staff in your company or your fellow students?

**Talking point**

1. Think of a team that you’ve been a member of (work, study or sports team). Make notes on the following questions.

   1. What was the team’s aim and how successful were you?
   2. Did people in the team have specific roles?
   3. How similar or different were people in the team? (Think about experience, age and personality.)
   4. Was there any conflict between different team members? How did you solve it?

2. Work with a partner and take it in turns to tell each other about the team and what it achieved.

**Teamwork**

**Listening**

1. Think about teamwork before you listen by reading the statements (1–5) and deciding if they are true or false. Write T for true and F for false in the You column of the table.

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The team leader should be the most intelligent person in the team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In a good team, you need lots of creative people with original ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The best teams are the ones where team members have similar personalities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There are some people who cannot work well in a team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Poor team players do not reach high positions in business.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Talk with a partner and compare your ideas.**

26. **Listen to the presentation.** According to the speaker, which of the above statements are true and which are false? Write T or F in the Speaker column of the table above, then answer the following question.

   - According to the speaker, how should a manager decide on the right person to join a team?

4. **Work with a partner and discuss the following questions.**

   - What do you think about the speaker’s ideas for building successful teams?
   - Would you follow her suggestions for choosing a new member of your team?
Kaizen

Reading

1 You are going to read an article about a system for improving companies, which originally came from Japan. Work with a partner. The headings of the paragraphs in the following text are all questions. Read the list of headings (a–g) and decide which are likely to be the headings of the first and the last paragraphs. Write 1 in the box next to the first paragraph and 7 in the box next to the last paragraph.

a When does it take place?

b How can employees put forward their ideas?

c How important is kaizen for the future?

d What does kaizen mean?

e Who takes part?

f Are the suggestions acted on?

g What kind of improvements are made?

2 Skim only the first and the last paragraphs to find out if you were right.

3 Skim the rest of the paragraphs (2–6) and match each with the correct heading (a–g) in Exercise 1. Write the correct paragraph number in the box next to each heading.

Task tip

The text makes comparisons between companies which use kaizen and companies which don’t. When filling the gaps, think about the comparison that particular sentence is making.

5 Work in pairs and discuss the following questions.

• Is there a system in your company or a place of study for employees or students to suggest improvements?

• What do you think of the kaizen system for improving a company? Are there any problems with it, do you think?

Kaizen

1 The word kaizen comes from the Japanese words for school and wisdom. It refers to a system for making improvements which aims to make sure that any business remains at the cutting edge in terms of quality, processes, technology and productivity.

2 Kaizen involves all employees, from top management to the cleaning and maintenance staff. Anyone can make a suggestion for improvement (i) ... . This is why implementing kaizen may involve a change in the corporate culture. It has to be something that employees do because they know it is good for them and the company, not something which they do because management tells them that they must.

3 One big difference between kaizen and other attempts to change a business is that kaizen is a continuous activity, (ii) ... . Everyone is encouraged to think about the business and come up with suggestions for improvement all the time.

4 Kaizen generally focuses on solving a large number of small problems (iii) ... . Usually the changes are to do with improving productivity or reducing waste. In addition, (iv) ... , kaizen does not involve just fixing problems. Even if something seems to be working well, staff should still think how they can make it even better.

5 In many companies which use kaizen, teams of employees can meet to put forward and discuss any possible suggestions for improvement in a forum known as a Quality Control circle. There are also other ways to collect employees’ ideas, like putting suggestion boxes in the workplace.

6 Quite often about 90 per cent of employees’ suggestions are implemented. The action should take place as soon as possible, sometimes that same day (v) ... . Even if a particular suggestion is not implemented, it is important for the employee to know why.

7 The world has moved on since Japan’s economic boom in the second half of the twentieth century, but the principles of continuous improvement and reduction are still important for company managers in Japan and elsewhere. Indeed, Japanese companies like Toyota might see them as the key to staying ahead of future competitors in countries like China.
Entertaining clients

Getting started

Entertaining a business client means taking your client somewhere not connected with your business (e.g. a restaurant) in order to develop your relationship.

1 What do you think is important when choosing a restaurant for entertaining business clients? Choose three things from the following list.

- quiet
- good food
- good service
- serves specialties from your country or region
- lots of space
- near your place of work
- not too expensive

2 Compare your ideas with a partner.

3 Work in pairs. Try to think of three more forms of entertainment you could arrange for a business visitor to your city.

4 What are the benefits of entertaining for the following people?

- the person doing the entertaining
- the client

Describing food

Vocabulary

1 If you invite overseas visitors to lunch, you may need to explain what some of the dishes are. Study the following ways (1–4) of describing dishes.

1 You can explain by saying what kind of thing it is. It's a sort of / kind of / type of fruit.
2 You can describe the taste with an adjective. It tastes salty. / It's salty.
3 Or you can describe the taste by using a comparison. It tastes like chicken.
4 You can describe how it is cooked. It's grilled/baked/fried.

2 Put the words from the box below in the table to show which type of sentence (1–4) you would use them in. Some words can go in more than one column.

<table>
<thead>
<tr>
<th>Type of food</th>
<th>Adjective/Comparison</th>
<th>Ways of cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>baked</td>
<td>berry</td>
<td>bitter</td>
</tr>
<tr>
<td>boiled</td>
<td>dessert</td>
<td>fried</td>
</tr>
<tr>
<td>raw</td>
<td>roasted</td>
<td>shellfish</td>
</tr>
<tr>
<td>spice</td>
<td>spicy</td>
<td>sweet</td>
</tr>
</tbody>
</table>

3 You may also need to give extra information to your overseas guest to prepare or warn them about some foods. What kind of foods could the following sentences refer to? Use a dictionary if necessary.

1 It's quite rich. dessert.
2 It's very strong. ..........
3 You have to be careful of the bones. ..........
4 It's very hot. ..........
5 It's quite heavy and filling. ..........
6 It has a lot of pips. ..........

Listening

Now listen to six sentences which describe food and drink to overseas visitors. For each sentence, name a type of food from your country that it could describe.

Grammar workshop

Countable and uncountable nouns

- Countable nouns must have a or the in front of them in the singular and can be used in the plural (e.g. a dessert, the dessert, some desserts).
- Uncountable nouns do not have a in front of them in the singular and have no plural forms (e.g. butter).
1 Read the restaurant review opposite and write the words in bold type in the correct column in the table below.

<table>
<thead>
<tr>
<th>Countable (singular)</th>
<th>Countable (plural)</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>view</td>
<td>places</td>
<td>salad</td>
</tr>
</tbody>
</table>

- Note that some nouns can be countable or uncountable, depending on the meaning e.g. sauce
  Would you like some sauce? (uncountable)
  It's a hot sauce made from chilli peppers. (countable)

2 Study the chart showing how the expressions of quantity are different for countable and uncountable nouns.

- A lot of / lots of are normally used but a great deal of (for uncountables) and a great many (for countables) are preferred in formal English, especially in writing.

3 Underline the correct quantity expressions in the following sentences (1–7).

1. Would you like a few / a little more carrots?
2. They put too many / too much sugar in the juice for my taste.
3. You only need a few / a little mustard as it's very hot.
4. They haven't brought us many / much bread rolls.
5. Traditionally, you should squeeze a few / a little lemon juice into the soup.
6. A lot of / A great deal of our tomatoes go to the canning factory.
7. They grow a lot of / much rice in this region.

- It is often easy to know if types of food and drink are countable or uncountable, but with other words it is more difficult to tell (e.g. information is uncountable – there is no plural).
4 Look at the word in *italics* in the following sentences. Decide if it is *countable* or *uncountable* by looking at the expression of quantity and the articles. Write C if it is countable and U if it is uncountable.

1 I think he has a very interesting *job*. 
2 I have so much *work* to do. I’ll never finish by 5 o’clock. 
3 They have bought a great deal of new *equipment*. 
4 Just one *machine* is not really enough for our needs. 
5 A great deal of their *machinery* is very out of date. 
6 Please could you give me some *advice*? 
7 Do you mind if I make a *suggestion*? 
8 I do not think that very much *research* was carried out. 
9 Very little of this *furniture* is suitable for the office. 
10 I’m afraid I will need a little *help* with this project.

5 Put the words from Exercise 4 in two lists in your notebook under the headings Countable and Uncountable. Add other new words to these lists if you find it difficult to remember which type of noun they are.

6 Work with a partner. Each think about your office or the place where you study and the supplies/equipment you have. Take it in turns to tell your partner whether you have enough of everything. Use the language in the box to help you.

**Useful language**

**Describing quantities**

We haven’t got much (space/stationery at the moment ...)
We haven’t got many (desks/pens ...)
We have very few ...
There’s very little ...
We have lots of ...

---

**Saying thank you**

**Writing**

Mr Helmut Schulz works for a German engineering company which produces irrigation equipment which is used to transport water to dry land. He has just returned from a business trip to Qatar, where he demonstrated some of the company’s products.

1 Complete Mr Schulz’s thank you letter to his Qatari host, by putting one phrase from the box in the correct gap (1–9). Be careful! One gap does not need anything.

2 Imagine that you have just returned from a business trip to (a city of your choice) to look at some possible new products. Your host is hoping to become a regular supplier to your company. Write a thank you letter to your host, similar to the one in Exercise 1. In the letter, don’t forget to do the following.
   • thank your host for their hospitality and a meal or any other entertainment they provided.
   • say how useful the visit was.
   • say when you will be in touch with a decision about the products.

---

Dear Mr Amin,

I am writing to thank you for a most enjoyable visit to Doha. I had the pleasure of seeing the city and the fort and I wish to express my gratitude for the opportunity to share a meal in your beautiful restaurant along the Corniche. All of your staff were extremely courteous and helpful with their knowledge of irrigation technology.

I plan to discuss the possibility of importing your desalination plant and the results of my meeting with Mr Ashraf Zanaty for taking so much time to guide me around.

I look forward in due course regarding your decision on our irrigation equipment. For making my stay in Qatar such a pleasant experience, I am most impressed.

Yours truly,

Helmut Schulz.

---

Finally, thank you once again for extending a special thanks.

- I am writing to thank you for your effort.
- I especially enjoyed the trip.
- I look forward to hearing from you.
- I was also very impressed.
- It was very interesting.
- Please extend a special thanks.
Business golf

Reading

1 You are going to read an article about business and golf. Work with a partner and answer the following questions.
- Do business people play golf together in your country?
- What do you know about the game of golf?

2 Choose the best word to describe the game, in your opinion.

<table>
<thead>
<tr>
<th>Boring</th>
<th>Demanding</th>
<th>Exciting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast</td>
<td>Fun</td>
<td>Serious</td>
</tr>
<tr>
<td>Skilled</td>
<td>Slow</td>
<td>Relaxing</td>
</tr>
</tbody>
</table>

3 Read the article below quickly, using the skimming technique you have practised before, to identify which paragraph (A–E) does the following (1–5). Write the paragraph letter in the correct box.

1 gives advice on organising a day out playing golf
2 describes a presentation on business golf
3 compares golf and business
4 gives advice on when to talk business
5 explains why a knowledge of golf can be important

4 The first sentences of all the paragraphs in the article are missing. You will find them below. Match each sentence (1–5) to the paragraph (A–E) that it comes from. Write the correct paragraph letter in the boxes.

1 If you are organising the corporate golf day out (or outing), then attention to detail is very important.
2 Attending a presentation like this is not a waste of time because golf outings have traditionally been an important method of corporate entertainment.
3 And when should you actually get down to business?
4 In a hotel conference room, a presentation is taking place.
5 According to David Stoney, playing a game of golf is very similar to working in business.

5 Which of the sentences (1–5) above introduce the subject of the rest of the paragraph?

---

BUSINESS GOLF

A David Stoney is talking to a group of around 60 bankers on how to improve their performance. He shows several OHTs with diagrams and charts and even refers once or twice to psychological theory. It seems a typical business presentation except for one thing. He is talking about golf.

B Now a large number of companies are sending their young executives to business golf experts to learn the art of making a good impression on the golf course. The sessions deal with questions like ‘When do you talk business on the golf course?’ as well as giving training in the rules of the game and a few practical sessions. ‘I want them to try to close million dollar deals’ says one senior marketing manager whose sales staff have recently completed a 5-hour golf seminar. ‘A lot of those deals are going to be made on the golf course.’

C When you play golf, you have to set yourself targets and reach them with the lowest possible number of strokes. Just as in business you have to reach them at the lowest cost. You can find unexpected problems, just like the bunkers. And of course, in both business and golf, you have to know how to dress, what to say, the rules of the game and the etiquette (that is, the correct way of behaving).

D Comfortable travel arrangements, attractive facilities and bars where you can get cold drinks can all help to make that day a success. A souvenir gift such as a CD is also a nice idea. Ultimately, organisation is the key to getting that business deal.

E If you are the host, David Stoney does not recommend starting to discuss business on the golf course, especially if it is your first golf outing. It is better to let the customer start discussing the subject, or, if they don’t, mention it at the meal afterwards.

Glossary
1 golf course: the large field on which a game of golf is played (NOT a study course for learning how to play golf)
2 stroke: one action of hitting the golf ball with the club.
3 bunker: a pit filled with sand. If your golf ball lands in here, it is difficult to get it out.
Describing statistics

Getting started

1. Work with a partner and discuss the following questions.
   - Do you have to read or produce statistics in your job or studies?
   - Which of the following two statements do you agree with?
     1. ‘Without statistics, you are just another person with an opinion.’
     2. ‘There are three kinds of liars: men, women and statistics.’

Describing trends

Vocabulary

1. Study the three diagrams (A–C), which are taken from The Economist and answer the questions below.

A  All over the place
Nestlé sales and pre-tax profit by management area, 2003. SFr bn

<table>
<thead>
<tr>
<th>Region</th>
<th>Sales</th>
<th>Pre-tax Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Americas</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Asia, Oceania and Africa</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Nestlé Waters</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Company reports

B  Worldwide revenue market share, 2003, %

- Omnicom 18.5
- WPP & Grey 17.7
- Interpublic 12.6
- Dentsu 5.2
- Aegis 2.3
- Havas 4.0
- Publicis 8.4
- Others 30.3

Total: $46.6bn

C  Europe’s dolce vita
Average annual hours worked per person in employment

- United States
- Germany
- Britain
- France
- Italy

- West Germany up to 1991

Source: OECD

- Match each chart (A–C) with the following descriptions.
  1. pie chart
  2. line graph
  3. bar chart

- Which chart(s) show trends (changes over a period of time)?
- Which chart(s) show the situation at one point in time, like a photograph?

2. Look at the charts and graphs again and decide if the following sentences are true or false. Write T for true and F for false.

1. Nestlé made a greater profit in Asia than in America.
   - F

2. In the 1990s, the average German worked fewer hours a year than the average Italian.
   - T

3. In 2003, WPP & Grey had a greater market share than Dentsu, Aegis and Havas put together.
   - T

4. In Europe, Nestlé’s sales were valued at more than 25 billion Swiss Francs.
   - T

5. The advertising industry is dominated by Publicis and Havas.
   - F

6. In the USA, an employee’s annual hours increased between 1970 and 2000.
   - F
The graphs (A–F) below show the share prices of six different companies over the period of one week. Match each graph to the correct description (1–6). Use a dictionary if necessary.

1. There was a steady increase in the share price for the first four days but then it levelled off at the end of the week.
2. For the first four days, the share price showed only slight fluctuations but there was a sharp fall at the end of the week.
3. The share price reached a peak in the middle of the week.
4. The share price dipped slightly in the middle of the week but then showed signs of recovery after that.
5. The share price showed a downward trend throughout the week.
6. For the first four days, the share price showed only slight changes, but then it rose dramatically at the end of the week.

Grammer workshop
Adjectives and adverbs

- Trends can be described using a verb plus an adverb like this:
  *The share price rose dramatically.*

- You can express the same idea using an adjective and noun:
  *There was a dramatic rise in the share price.*

1. Complete the following table with the correct nouns. All except two are identical to the verb. Use the sentences in Vocabulary exercise 3 to help you if necessary.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>to rise</td>
<td>a rise</td>
</tr>
<tr>
<td>to fall</td>
<td></td>
</tr>
<tr>
<td>to increase</td>
<td></td>
</tr>
<tr>
<td>to decrease</td>
<td></td>
</tr>
<tr>
<td>to dip</td>
<td></td>
</tr>
<tr>
<td>to fluctuate</td>
<td></td>
</tr>
<tr>
<td>to recover</td>
<td></td>
</tr>
</tbody>
</table>

2. Study these spelling rules about turning adjectives into adverbs, then complete the table below.

- Most adjectives add *ly* to form the adverb:
  *e.g.* **sharp** → **sharply**

- Adjectives ending in *consonant + y* change to *l* before adding *ly*:
  *e.g.* **happy** → **happily**

- Adjectives ending in *ic* add *ally*:
  *e.g.* **political** → **politically**

- Adjectives ending in *l* add another *l* before *ly*:
  *e.g.* **beautiful** → **beautifully**

- Adjectives ending in *ble* add *bly*:
  *e.g.* **terrible** → **terribly**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>slight</td>
<td>slightly</td>
</tr>
<tr>
<td>sharp</td>
<td></td>
</tr>
<tr>
<td>gradual</td>
<td></td>
</tr>
<tr>
<td>steady</td>
<td></td>
</tr>
<tr>
<td>dramatic</td>
<td></td>
</tr>
<tr>
<td>noticeable</td>
<td></td>
</tr>
</tbody>
</table>
3 Now change the following sentences (1–5) by completing them with either a verb–adverb or an adjective–noun phrase.

1 There was a steady increase in the share price for the first four days...
   The share price increased steadily, for the first four days...

2 The share price rose dramatically at the end of the week.
   There was a ............... in the share price at the end of the week.

3 There was a sharp fall in the share price on Friday.
   The share price ............... on Friday.

4 The share price showed only slight fluctuations.
   The share price only ............... .

5 The share price dipped slightly on Wednesday.
   There was a ............... in the share price on Wednesday.

3 A and D represent Gulf countries. B represents a South American country and C represents an English-speaking country. Can you and your partner guess which countries each line refers to?

   A ............... B ............... C ............... D ............... 

4 Think about the last thirty years in your country and write brief notes about changes during that time on one or more of the following topics.
   - inflation
   - the unemployment rate (percentage of the working population who don't have a job)
   - total gross domestic product
   - import and export figures

5 Work with a partner and take it in turns to tell each other about one or more of the above.

Oil production

Talking point

1 Work in pairs and both read the instructions below. Each look at a graph. Student A looks at the graph below and Student B looks at the graph on page 107.

The graphs show oil production in billion barrels during the period 1960 to 2000 in four different countries. Take it in turns to describe the trends in the two countries shown on your graph to your partner. Your partner should draw the two missing lines on their graph.

Use the vocabulary that you studied in the Vocabulary section to describe the statistics in your graph to your partner.

Graph 1

Billion barrels a year

2 When you have finished, compare graphs.

Statistics

Listening

28 1 You will hear some short recordings. For questions (1–5), circle the correct answer, A, B or C.

1 Which product has been most successful?
   A handbag
   B briefcase
   C leather jacket

2 In which month were sales the highest?
   A January
   B February
   C March

3 Which region has the greatest share of sales?
   A Asia
   B Europe
   C America

4 Which line on the graph shows the pattern of sales in the supermarket on Saturdays?
5 Which bar chart represents the sales figures for these three months?

Reading

1 The bar charts (A–F) show the revenue from sales of new technology and the revenue from after-sales service for six different software companies over a period of three years. Which company (A–F) does each of the sentences (1–5) below describe? There is one chart that is not described. Write (A–F) next to the correct sentence.

1 Revenue from after-sales service rose steadily over the period while sales remained static.  
2 Revenue from after-sales service increased slightly in 2004 and then levelled off, whereas revenue from sales increased gradually throughout the period.
3 Although revenue from both sources declined over the period, the fall was more dramatic for sales.
4 Despite a slight dip in 2004, revenue from after-sales service exceeded that for sales in all three years.
5 Revenue from sales fell sharply in 2004, but then recovered to overtake revenue from after-sales service in the following year.

2 Now write two sentences about the chart which is not described.

A $ million

B $ million

C $ million

D $ million

E $ million

F $ million

Sales

After-sales service
Company finances

Getting started

Work with a partner and discuss what qualities you think a successful finance director needs to have. Choose the most important three qualities from the following.

- careful
- courageous
- creative
- enthusiastic
- good at communicating
- imaginative
- impatient with details
- meticulous

Finance

Vocabulary

1 Match the financial terms (a–k) with the correct definition (1–11).

a creditor  1 A person or organisation that owes money to the company.
b revenue  2 A person or organisation that the company owes money to.
c overheads  3 To legally stop doing business and close a company because of financial losses.
d to go bankrupt  4 The money that a company earns from its sales.
e to break even  5 To earn enough money to pay for the costs of running the company but no more (no profit is made).
f debtor  6 How much a company earns before certain costs and taxes are deducted.
g net profit  7 The total amount of money that an organisation spends on something.
h to overspend  8 How much a company earns after all the costs and taxes are deducted.
i gross profit  9 To spend more than you originally planned in your budget.
j operating profit  10 The profit which comes from a company’s usual activities of providing goods or services.
k expenditure  11 The costs of running the company e.g. rent, electricity and water bills, etc.

2 The words in the box below have similar meanings to three of the words from Exercise 1. Write the word with the similar meaning next to the one in the box.

- to cover costs
- to go into liquidation
- turnover

3 Choose the correct expression from the box below to complete the definitions (1–3). You need to put the verbs in the correct form.

- to chase payment
- to pay off a debt
- to write off a debt

1 If a company pays the money that it owes to someone, then it ..................
2 If a company tries to make a person or organisation pay it the money that they owe (e.g. by sending out letters to remind them), then it ..................
3 If a company decides to stop trying to get the money that a person or organisation owes it (because, for example, the company no longer exists) then it ...................
4. In the following sentences (1–5), TWO of the alternatives (A–C) are possible and ONE is not. Circle the two alternatives which are possible.

1. I don’t think we will make a profit next year, but we hope to at least ...
   A. break even  B. go bankrupt  C. cover costs

2. Operating profits fell last year but the company managed to save some money by reducing ...
   A. expenditure  B. overheads  C. revenue

3. The company budgeted for €120,000 but the project cost them nearly €200,000. They ...
   A. covered costs  B. overspent  C. exceeded their budget

4. The company was very successful last year and increased their ...
   A. debts  B. revenue  C. turnover

5. A great many people lost their jobs when the company ...
   A. went bankrupt  B. broke even  C. went into liquidation

5. In the following sentences (1–4) one word does not make sense. Identify the word and change it for another from Exercise 4 to make a logical sentence.

1. The company was not a success and finally went bankrupt last year. Some creditors are still waiting for payouts.

2. The company has begun to write off its debts in instalments under a new agreement with the creditors.

3. A. Profit last year was £42,000  
   B. Do you mean gross or net?  
   A. Oh no, I mean gross. After the production costs and overheads were deducted.

4. That company has gone into liquidation. I’m afraid we’re just going to have to pay off the money that they owe us.

Healthy finances

Talking point

1. Work in pairs. All companies have information which they do not usually give to other people. Which of the following types of information (a–g) do you think a company does not usually share with:
   - the public
   - its employees
   - profits and losses in the past
   - future financial targets
   - recipes and manufacturing processes
   - ideas for new products
   - information about market share
   - staff qualifications and CVs or résumés
   - strategies (plans to achieve success)

2. Does sharing this information depend on the type of company, do you think?

Reading

1. Work with a partner. You are going to read an article about a company which is famous for keeping information secret. Can you think of any other famous secretive companies?

Company background

HALMA

Halma is a group of engineering companies which makes health and safety products such as fire detectors. It is based in the UK but also has companies in Europe and the USA.

2. Read the first two paragraphs to find out which two of the following activities (1–3) Halma employees do. Put a (√) in the box next to the activity which they don’t do.

1. develop ideas for future products
2. make the component parts for their products
3. put together the component parts for their products

Halma: A secretive success

1. Halma is an engineering group which specialises in products for the health and safety industry. Its financial results have been impressive, but not many people have studied the reasons for its success. (i) This is partly because the group’s original chairman did not want to talk about its management approach because he was afraid other companies might copy (ii) it.

2. Halma’s strategy is generally to produce a series of technical ideas which can then be used to create new products. In the past (iii) these devices have included a system to kill bacteria in water and another system to stop lift doors from closing on people. The group relies on suppliers to make the component parts. (iv) Its own workers are generally only concerned with the final assembly and with researching future products. The suppliers are not told what the parts that they supply do, nor how (v) they are put together, to make sure that (vi) they cannot use Halma’s ideas. ‘It is not in our interest to share this information,’ says Stephen O’Shea, the chief executive officer.
3 Look at the pronouns (i–vi) in the text about Halma and decide what they refer to. Circle the correct answer A, B or C for each pronoun.

(i) *This*
   - A success
   - B the fact that not many people have studied the reasons

(ii) *it*
   - A management approach
   - B group

(iii) *these devices*
   - A products
   - B ideas

(iv) *Its*
   - A the suppliers
   - B the group

(v) *They*
   - A suppliers
   - B parts
   - C workers

(vi) *They*
   - A suppliers
   - B parts
   - C workers

**Task tip**
In order to follow the meaning of a text, it is important to understand what the pronouns and reference words refer to. This can be confusing when the text is about a company, because a company (or group of companies) can sometimes be referred to in the singular (it) and sometimes in the plural (they) without much difference in meaning. Look back to the previous sentence and read it carefully. The pronoun doesn’t always refer to the noun immediately before it.

4 Skim the rest of the article quickly to get a general idea of the content.

5 The second part of the article contains some figures. Scan the text below to find out if the following sentences (1–4) are true or false. Write T for true and F for false.

1 In the financial year 2003–4, Halma earned £216.8m from overseas sales.
   - T

2 In the financial year 2003–4, Halma made £36.7 million after tax.
   - ....

3 Halma expects two-thirds of its future growth could come from completely new products.
   - ....

4 Halma’s turnover in 1993 was over £100m.
   - ....

6 You have read the passage quickly, so you have an idea where to find detailed information. For the following questions (1–5), decide which paragraph you need to look in, then read it carefully to find the correct answer. Circle the correct answer, A, B or C.

**Task tip**
For some questions, you can look for a specific word, e.g. the name O’Shea.

1 Staff at Halma spend most time
   - A developing new products
   - B manufacturing individual parts
   - C researching potential markets

3 Since 1993, turnover at Halma has increased from £135m to over £290m and in the financial year 2003/04, the group reported a pre-tax net profit of £36.7m. Part of Halma’s success can be explained by tighter legislation over health and safety, which is being introduced all over the world. However, it is also due to its focus on the development of ideas. Since the mid 1990s, Halma’s pre-tax return on capital employed has been impressively high compared with many other engineering companies. This is largely because the company does not manufacture its own parts. Companies which do this often have problems converting the money which has been invested in machinery into profits. Another factor in Halma’s success is its good relationship with its customers. Although they are not told much about the engineering processes, Halma makes a strong effort to maintain close contact with them worldwide. In 2003/04, £216.8m of the group’s earnings came from customers abroad.

4 So what does the future hold for Halma? Mr O’Shea believes that the company could expand further. Two-thirds of Halma’s sales and profits growth in the next few years could come from existing product areas and the rest from areas that Halma has not yet discovered. It is difficult to predict what they will be, but Mr O’Shea is confident that they will be in markets with the possibility of long-term growth. ‘I get annoyed when people describe a market as a neat pie chart with lines drawn on it,’ he says. ‘Real markets are not like that. They are messy and can change in a very short time. If you realise that, you have the chance to do well.’

Adapted from the Financial Times
2 Demand for Halma’s products is growing worldwide because
A technology is developing so quickly
B the company is marketing them strongly overseas
C health and safety laws are becoming stricter
3 Financial difficulties in many engineering companies are caused by
A the high cost of machinery
B competition from overseas
C poor communication with customers
4 What does Mr O’Shea believe will happen to Halma’s sales figures in the future?
A They will continue to rise.
B They will peak in the next few years.
C They will level off.
5 Mr O’Shea believes that markets are
A slow to change
B difficult to predict
C easy to describe

A financial report

Listening

1 Before you listen, match each of the words and phrases (1–6) with the correct definition (a–f).
1 cashflow  a An amount of money that is owed.
2 deficit  b The buying of one company by another company.
3 return on sales  c Payments coming into and going out of a business (like a river!).
4 acquisition  d A company which is owned, or more than 50 per cent owned, by another company.
5 takeover  e The percentage that is earned by selling the product.
6 subsidiary  f The buying of one company by another company.

2 a Listen to part of a presentation by a finance director. The first time you listen, don’t worry about
the details, just try to understand what the main topics are. Look at the topics (a–d) below, then
write a number (1–4) in the boxes, to show which order the finance director speaks about them.

a cashflow
b an acquisition
c the company pension scheme

d turnover and profits

b Is the company’s financial performance good or bad?

3 You are going to listen to the presentation again, but
this time you want to note down some of the details.
Read the notes and decide which missing items (1–6)
are numbers. This will help you to listen for the right
sort of information.

4 Listen again and complete the missing information
(1–6), using either one or two words or a number.
(You can use ‘m’ to mean ‘million’ when writing
notes.)

In 2006:
Return on sales was 1…%.
The results were affected by the 2….
Free cashflow was 3 €….
Number of years needed to make good the deficit in
the pension fund: 4….

Acquisition of ATN:
Month acquisition was completed: 5….
Contribution to group profits in first 6 months: 6….
Investments

Getting started

Work with a partner. You are planning to invest in some companies. Decide which of the following are the three most important reasons for deciding to invest in a company.

1. The company has performed strongly in the past.
2. The company has set high profit targets for this year.
3. The company belongs to a growth sector.
4. The company does not have many competitors.
5. The company makes a diverse range of items.

What other reasons could be important when deciding to invest or not to invest in a company, do you think?

The stock exchange

Vocabulary

1. Imagine that you know nothing about shares or the stock exchange and have decided to look up information about both on the Internet. Read the following webpage.

HOW THINGS WORK

SHARES and the STOCK EXCHANGE

The stock market appears in the news every day. You hear about it all the time in statements like 'shares in this company rose' or 'shares in this group fell by 2%'. But what is a stock market? And what are people buying and selling?

If I own a business, then I will need money, especially if I want it to grow. I might have enough money myself but it is more likely that I will need to get some from other people. This kind of money is called capital or financial capital.

If someone thinks that my business will grow and make money, then they may be willing to invest, that is, give me some money in return for a share in the profits that the business will make. For example, if I own a restaurant which I think is worth $1,000,000, I might divide it into ten and sell each piece for $100,000. Then each person who has bought a piece receives a tenth of the profits at the end of the year. Anyone who buys a piece of my restaurant has bought shares in it and is known as a shareholder. The restaurant will share out the profits among the shareholders at least once a year. This payment is called a dividend.

It really is that simple. The word stock is used to talk about a certain quantity of shares. When a company is large enough, it usually wants to sell stocks and shares to the public. This can be done through a stock exchange, which is like a big supermarket for stocks. But unlike the supermarket, you can't just walk into the stock exchange and buy shares. You have to do it through a broker who will buy and sell them for you and charge commission (a percentage of the price). There are famous stock exchanges in New York, London and Tokyo. Nowadays you can also buy and sell shares online by registering with a special website.
2 Match the definitions (1–7) with the correct terms (a–g). Scan the webpage again if necessary.

1. Money which can be invested in a business to make profits.
2. The parts in which a company is divided so investors can buy them.
3. Someone who owns part of a company.
4. Part of a company’s profits which is paid to the people who have bought shares in it.
5. A place where shares are bought and sold.
6. A person who can buy and sell shares in a company for you.
7. A certain number of shares.

a. broker
b. shares
c. shareholder
d. stock
e. capital
f. dividend
g. stock exchange

Financial news

Reading

1. Read the following short articles (1–3) from the business news and choose the correct headline (a–h) for each. There are more headlines than you need. Write the correct letter (a–h) above each article.

a. Commodity prices fall
b. High returns at Pine and Liddell
c. Japanese shares perform strongly
d. Commodity prices continue to climb
e. Disappointing results at Pine and Liddell
f. Commodity prices level off
g. Japanese buyers attracted to bonds
h. Japanese bond market crashes

1. Pine and Liddell, the food company, was floated on the London Stock Exchange in May with a share price of 60p. The shares are attractive for their high dividend yield of 5.4 per cent. The company is chaired by Mahmoud Abbas who has a personal 20 per cent stake in the company. Other shareholders to benefit include Portland Asset Management, the investment bank who handled the flotation.

2. Commodity prices have risen in recent years and, according to experts, this trend is likely to continue. Graham Mann at Harper’s Gold General fund says, 'We are in a commodities bull market. This is because demand for many commodities is exceeding supply, especially in growing economies such as China.'

3. The price of 10-year Japanese bonds rose yesterday after a fall in Tokyo shares. This preference for the government bond market instead of equities occurred as investors became less confident about the future of the Japanese economy. This is partly a result of the yen's continued rise against the US dollar.

2. Now match each of the words in italics from the newspaper articles above to the correct definition (1–8) below. Use the contexts in the articles to help you.

1. A substance like gold or oil which can be bought and sold in large amounts.
2. A part of the total money invested in a company.
3. To start selling shares to the public for the first time.
4. The process of making shares available for the public to buy for the first time.
5. An amount of money borrowed by a government or organisation with a promise that it will pay the money back with interest at a fixed time.
6. A market in which the share prices are going up (the opposite of a bear market).
7. Another word for stocks.
8. The amount paid out on each share expressed as a percentage of the current share price.

commodity
Buying and selling

Role-play

Work in pairs and each take one of the roles in a telephone conversation. Student B looks at the role card on page 108. Read your card and prepare what you are going to say. When you are ready, Student B begins.

**Student A**

You are a financial adviser. One of your clients telephones you.

Take the client’s account number and then give some advice.

The client owns shares in the following companies:

Kobayashi Engineering

This group is performing very well and is probably worth investing in further. It has recently received a very large new contract in a new market.

Oshiro

This company will soon get a new chief executive who may want to make big changes. You are not sure if this will have a good or bad effect on the share price, so it is probably best to wait and see what happens.

Men’s and women’s investments

Reading

1. Work in pairs and discuss the following questions.
   - Do you think men and women have different approaches to investments?
   - Do you think men and women prefer different kinds of stock?

2. Read the first three paragraphs of the article in the next column quickly, then answer the following questions.
   - In general, do men or women make the better investors?
   - When the market is falling, do men or women obtain better returns on their shares?

**Task tip**

When reading a text, you need to understand how different ideas fit together within paragraphs. You will find it easier to understand texts if you can predict how sentences will end.

**Men's and Women's Investments**

1. Have you ever heard that women are supposed to be better at managing money than men? Now at last there seems to be evidence to prove it!

2. Research has been carried out by the shares information website, DigitalLook.com, which concludes that women are better investors than men and regularly obtain higher returns. Most of them are not professional dealers or rich individuals with vast portfolios. They are ordinary women who play the markets with relatively small sums of money. Yet these small investors are consistently getting a better percentage return than the professionals.

3. According to a survey of 100,000 portfolios, women’s portfolios have significantly outperformed men’s. The average woman’s portfolio grew by just over 10 per cent in 2004. This compares with a rise of just 6 per cent in the average value of men’s portfolios in the survey. The research suggests that women read the market better both when it is falling and when it is rising. In the year to 31 October 2001, despite the downturn in the economy, women’s portfolios grew by an average of 2 per cent. By contrast, the average man’s portfolio fell by 26 per cent.

3. The next paragraph makes contrasts between men and women. The ideas (a–e) have been mixed up. Decide on the correct order of ideas, using your knowledge of contrast words like whereas and your knowledge of referencing to help you (e.g. this in Paragraph 3 refers to over 10 per cent). Write numbers (1–5) in the boxes to show the order of ideas. More than one answer is possible.

   a. ... whereas men are more inclined to invest all their money in the same place
   b. ... which are more reliable even if they give only modest returns
   c. ... men tend to prefer stock which is more volatile and carries a higher risk, such as the technology sector
   d. ... another reason is that women usually invest in sensible retail and banking stocks
   e. ... women are more successful partly because they build a portfolio of various types of stocks spread across the market

[Box with numbers 1, 2, 3, 4, 5]
4 Decide where the sentences from Exercise 3 begin and end and put full stops in the correct places.

5 Now read these ideas (a–f) and put them in the correct order by writing numbers (1–6) in the boxes.

a of course, if the investment is local, they are likely to know more about the company and how it is performing

b women seem to do this research in more detail than men

c investors must also research their investments carefully

d by contrast, men’s investments are often based on tips which they have received from friends

e women also often prefer to invest in local companies

f but they often fail to find out more about these tips before deciding to invest

6 Look at the words and expressions in *italics* in the paragraphs you have just read. You may not know the exact meaning of these words, but you can use the context to guess. Choose the correct definition (A or B) for each word (1–5).

1 outperformed

A done better than

B done worse than

2 downturn

A good performance

B bad performance

3 modest

A relatively high

B relatively low

4 volatile

A reliable

B unreliable

5 tips

A small pieces of advice

B small sums of money

7 Read the final section of the article and answer the following question.

• Who is Rita White and what kind of organisation did she set up?

Many women choose to play the markets through the growing number of small investment clubs in which a group of individuals get together and contribute a fixed monthly sum to be invested. Over half the members of investment clubs are women even though women make up only about 15 per cent of investors as a whole.

One female investor of this type is Rita White. Rita runs a small hotel in Wales and is also the founding member of an investment club. Her father worked as a stockbroker and she took some advice from him in the beginning. Her first shares were in a building society.

The investment club is for women only. Several men wanted to join but the women were determined to make this a ladies-only organisation and refused. After an initial investment of £100, the members now pay £25 a month. They agree which stocks to invest in at a weekly meeting held at one of the members’ homes. So far, their investments have made modest but steady returns, always between 5 and 9 per cent.

Like many local investment clubs, the Llandudno club’s portfolio contains only one local business, namely the local racecourse. This has been one of their most successful investments.

30 Listen to an interview with Rita White. The paragraphs in the final section of the article contain eight mistakes. Cross out the mistakes and write the correct information instead.
Starting up

Getting started

Work with a partner and discuss the following questions, using the photos to help you. Make a note of your ideas.

- What are some possible ways of getting the money to start up a new business?
- Which do you think are the most common ways in your country?

Business support

Listening

1. Complete the definitions (1–3) with the phrases from the box.

1. If you obtain the money which you need to start your business, then you .................. for it.
2. If someone gives you the money for your business, they .................. or ..................
3. When someone lends you money, sometimes you have to promise to give them something, like your house, if you do not pay the money back. When you do this you ..................

provide funding/capital  raise capital  secure a loan

3. Listen to an interview with Tara Ganesh, the marketing director of a business support service called Entrepreneur. How many of the ways to get money which you listed in the Getting started exercise does she mention?

3. Listen to the interview again and complete these notes.

Which three kinds of advice can 'Entrepreneur' give?

1. Legal.
2. ..................  3. ..................

Most common way to fund a new business:

4. ..................

Bank managers want to see

5. ..................

Types of assets to guarantee bank loans: 6 ..................

7. ..................

Company which provides start-up money is called a

8. ..................

Firm.

Minimum percentage growth these companies require:

9. ..................

Business angel is 10 ..................

Can find business angels through 11 ..................

Smooth operators

Reading

SMOOTHIE DRINK

1 pressed apple 20 crushed strawberries 1/2 squeezed lemon

Keep chilled (0-5°C). Shake before opening. Once opened, drink immediately. No preservatives.

1. Read the label from a smoothie drink and underline the words in it which mean the following (1–3).

1. something that is done to fruit to get the juice out (three verbs)
2. cold
3. things you add to food so that you can keep it longer
2 Work in pairs. Each of you is going to read an article about how one of the main manufacturers of smoothies (drinks made from crushed fruit) started up. One person should read Text A and the other person Text B on page 108. First, skim your text, then look at the questions (1–5) below and scan the right part of the text to find the answers.

1 Who founded the company?
2 How did they get the idea?
3 How did they raise the money to start up?
4 What difficulties did they face at first?
5 What changes have taken place since the company started?

Task tip
Being able to summarise a written text for someone else is an important skill in business. For example, you may have to read a report, then tell colleagues the key points in a meeting.

Text A

P J SMOOTHIES

PJ Smoothies, the company which first introduced the smoothie to Britain, was started up in 1994 by Harry Cragoe. In the early 1990s, he spent some time working in Los Angeles. There, he discovered the healthy smoothies which were on sale at the juice bar. When he returned to the UK, he saw that they had nothing similar. ‘What was available in the chilled drinks cabinet here was so boring in comparison,’ he says. ‘We were just drinking orange and apple juices.’

He started the company with his friend, Patrick Folkes. To raise the money, he sold everything he had, including his car and his flat. He moved into rented accommodation and took no salary for two years. He wrote a business plan but did not show it to any bank or marketing expert as everyone said that the product could never work.

The company faced many difficulties at first. For the first year or so the company imported its drinks from America. They had to be frozen for the journey because they contained no preservatives and they were often still defrosted when they were put on the shelves in Britain. They were also nearly twice as expensive as other drinks. The company carried out no market research at first and just relied on word of mouth to advertise the product. People simply liked the taste and passed on the message.

Eventually the company bought a bottling plant in the UK where they could manufacture the drinks. This saved both time and money and the price has now come down to a competitive level. ‘We’ve continued to reinvest every penny into the business and are now looking at new markets for the drinks in Europe. I never thought the company was not going to be a success,’ says Cragoe.
1 Which relative pronoun is used only for things? 
2 Which relative pronoun is used only for people? 
3 Which relative pronoun is used only for places? 
4 When is it possible to leave out the relative pronoun?

The following letter was written to Ms Tanzi, the owner of a cake shop which specialises in southern European products. Read the letter, then rewrite the pairs of sentences in italics (1–5), joining them with a relative pronoun. Do not use that.

Dear Ms Tanzi,

1 We are a newly formed company. It specialises in the production of Greek snacks and pastries. We are writing to ask if you would be interested in stocking our products. 
2 We were given your name by Ms Tina Furlan. We believe she is one of your regular customers. She would be happy to recommend our products. 
3 We enclose a complete product list and three free samples. We hope you will enjoy them.

Our snacks are all based on authentic Greek recipes. 
4 They are made from high quality ingredients. We import the ingredients especially from Greece. 
5 We began selling our products six months ago at a local market. There, they proved to be very popular.

We would very much like to meet you to discuss the possibility further. We can be contacted on the above number or by email.

We look forward to meeting you.

Yours sincerely,

Kostas and Alex Niarchos

---

Funding

Reading

Company background

Kalido is a company which provides software for data management. It has offices in the USA and the UK. Its clients include Shell, BP Lubricants and Unilever.

1 Work in pairs. Read the first paragraph of a text about a start-up company and discuss the question below.

Many entrepreneurs find unusual ways to finance their business if they cannot get help from traditional sources. However, the initial funding of the software company, Kalido, must definitely be one of the most unusual. Andy Hayler, the founder, got his employer to provide the capital for him.

Why do you think an employer might do this?

2 Skim the rest of the article to find out which paragraph gives the reason.

Kalido is the leading provider of data warehouse software that allows organisations to understand their business performance better. Unlike other software packages, the Kalido system is able to create reports on business information even if it comes from different data formats. It also allows data analysis to continue during periods of organisational change such as relocation or mergers.

Andy Hayler worked for Shell, the petroleum giant, in the UK. While he was there, he spotted the need for a new data management package. Shell also realised that they needed a system that could monitor their vast storage of data from their many different businesses, and so they agreed to act as venture capitalists and invest in his idea. For two years, they pumped money into Hayler’s new software venture within Shell.

Hayler had to identify a market to tap into and produce a detailed business plan, just as if he was...

---

Writing

You are Ms Tanzi. Write a letter of reply to Kostas and Alex. In your letter, make sure you do the following.

- thank them for their letter
- say why you are interested
- suggest a time to meet
- enquire about discounts

Write 60–80 words.
Task tip
It is useful to have a clear idea of what the subject of each paragraph is. For example, in a business meeting, you may need to go back to a subject in the text quickly, in order to check the details.

3. Look at the article again and match the paragraphs (2–6) with the most suitable heading (a–f). There is one heading you don’t need.

Paragraph 2  a. How the idea began
Paragraph 3  b. It could happen again
Paragraph 4  c. Who are Kalido?
Paragraph 5  d. The road to independence
Paragraph 6  e. New financial regulations
f. Presenting the case for funding

4. Finally, skim the article again to see if it contains any useful collocations and record them in your notebook.

Time and money

Vocabulary

At the end of the text about PJ Smoothies on page 87, there is a sentence which talks about saving both time and money. Many of the verbs we use to talk about money are also used to talk about time.

1. Complete the gaps (1–4) in the following text with a money verb from the box.

   invest   save   spend   waste

   Having a great idea is not enough to start up a new business. You need to 1 spend a great deal of time on market research and deciding who your customers will be. Doing this properly will 2 save both time and money later. The most important thing is often belief. You need to believe in your product enough to be prepared to 3 invest time, effort and, yes, your own money in making it work.

   And if the idea is not a success? Don’t feel you have to 4 waste time and money on something of no benefit. You may be able to go back to your original idea later and change it, or use parts of it for something else.

2. Look back at the text and underline the prepositions used after the following verbs.

1. spend  2. waste  3. invest

   Another collocation set is verbs which describe water which are also often used to talk about money and markets. Cashflow is an example of this.

3. There are two more examples of water verbs used in this way in the article about Kalido on pages 88–89. Look in paragraphs 3 and 4 and underline them.

4. Complete the following sentences (1–4) with a water word from the box. You may have to change the tense.

   flood   pour   pump   tap into

   1. The company has poured/pumped a lot of money into their South American venture.
   2. The market has been flooded with products imported from the USA.
   3. The advertising campaign was designed to pump up the new interest in healthy eating.
   4. That new IT system has not helped us at all. It’s just been money down the drain.
Job applications

Getting started

1 Work in pairs. Make a list in your notebook of what you think a curriculum vitae (CV) or resume should contain.

2 Look at the different sections (a–h) of a CV. Match each section with the correct title (1–8).

1 Referees
2 Achievements
3 Interests
4 Work experience
5 Date of birth
6 Education
7 Other skills
8 Contact details

a David Haywood
R.O. Box 25127
Dubai
United Arab Emirates
Tel/fax: 0207 845 3372
d_haywood111@interplexus.net.ae

b
- managed cost analyses for specific products and countries in relation to total consumption, market share and local production facilities.
- increased market share of an industrial paper product from 27% to 36% in a year.

c 1999 – present: Rahman Chemicals, Dubai, sales manager
1994 – 1999: K-Chem Chemicals, Kuwait, international sales representative
1992 – 1994: hotel work and teaching English in Aswan, Egypt

d Good computer skills (Word and Excel)
Fluent German
Some Arabic

e Dr Kevin Smith Ph.D
Department of Business Studies
University of Southampton
kevinsmith@southampton.ac.uk
Mr Khaled Sayed
Managing Director
Rahman Chemicals
Dubai
UAE
ksayed@rahman.ae

f Basketball, fencing and photography

g 1999: MBA in International Business
University of Southampton.
1992: Degree BA (Hons) in Middle Eastern Studies
University of Leeds

h 12 June 1973

3 Work with a partner and decide the best order for the sections (a–h). Write numbers (1–8) in the boxes to show the order.

a [ ] b [ ] c [ ] d [ ] e [ ] f [ ] g [ ] h [ ]
Writing your CV

A CV is an outline (description of the main facts) of a person's educational and professional history. In some countries, like the USA, it is known as a résumé. There is no one correct way to construct a CV, but remember the following two principles:

- Make it clear. Use direct, simple language, short headings and highlight the important things like the titles of previous jobs.
- Make it short, no more than two sides of paper. A busy human resources manager with 20 CVs to read in half an hour won't want to read anything longer.

Standard CVs are usually divided into a maximum of seven sections. One of the most common ways to order the sections is like this:

1. **Personal details.** These are facts about you and how to contact you. The section should include your name, address, date of birth (not age, as this will have to be changed every year), and nationality. Some people attach a passport size photo, which can help attract an employer's interest.

2. **Education.** This should outline your educational history and your qualifications. There's no need to give details about primary or elementary school! If you left school some years ago and have done company or professional training courses, it may be more important to highlight these. In this case, you can call this section 'Education and training'.

3. **Employment.** This should include the different jobs you have done. Start with the most recent as this is usually the one where you had the most responsibility. You should list the main duties of each job as it may not be clear from the job title.

4. **Skills.** Here you should list any other skills that employers might be interested in, like computer skills or speaking another language.

5. **Interests.** This includes sporting and leisure interests. Avoid obvious ones that most people share like reading and watching TV.

6. **Personal profile.** This section describes what kind of person you are and is usually written in complete sentences. Try writing down ten words or phrases which describe your good points and then putting them into a paragraph. Don't be modest and use phrases like 'fairly good' or 'usually hard-working'. Other applicants will write the best descriptions that they can, so you must too.

7. **References.** You should include two people who can provide you with a reference. One should be your last employer, if possible. Make sure you ask their permission first.

Another common way of ordering the material is to put the personal profile first. This is especially common in the USA and is becoming normal practice in many international or sales-oriented businesses. The advantage of this is that the jobseeker's achievements and qualities are presented right at the start so that employers can decide straight away if they like the sound of the candidate or not.

---

## Writing CVs

### Reading

Above you will find an extract from a book which gives advice about how to write CVs or résumés. There is a list of headings in a recommended order.

1. **Skim the list to see if the writer agrees with the order you decided in the last exercise, then answer the question below.**
2. **Is there anything that you think David Haywood should add to his CV?**

2. **You sometimes need to scan company documents to check that they are written correctly (for example, according to instructions). Opposite are some short extracts (1-7) from different CVs. Which extracts follow the advice in the text above? Put a (✓) or a (x) in the box.**

1. I am a fairly good team worker. **[X]**
2. I speak fluent English, Spanish and some Arabic. **[☐]**
3. Age: 36 years **[☐]**
4. EDUCATION: 1980-1985 Gutiérrez elementary school **[☐]**
5. A team worker who enjoys new challenges, I would like to join a lively team where I can contribute to the full. **[☐]**
6. I am a keen reader. **[☐]**
7. I have a clean driving licence. **[☐]**

### Task tip

Decide which heading you need to look under for each extract. Then read the advice under that heading, thinking about the extract.

---

Job applications 91
Talking point

Work with a partner. The text about writing a CV does not contain anything about the information opposite (1–6). Discuss if you think it would be a good idea to include these pieces of information or not. Do some of them depend on the job you are applying for, do you think?

1 Your place of birth
2 Why you left your last job
3 Voluntary work you have done
4 Your job target (position you want to reach in your career)
5 Your religion
6 How much you earned in your last job

Online recruitment

Reading

1 Study the following dictionary extracts.

recruit • v. find a worker to employ in an organisation • n. a newly recruited person

recruitment • n. the action of recruiting people

Many people now put their CVs on internet websites which employers can search to find suitable candidates for jobs.

2 Read the following text to revise some grammar you’ve learnt in earlier units by choosing the correct word, A, B or C, to fill each gap (1–12).

ONLINE RECRUITMENT

Many companies and organisations now recruit directly through the internet. This is quicker and cheaper 1 ... than paying a recruitment agency or placing an advertisement 2 ... in a newspaper. Sometimes they recruit 3 ... using the company website. They set up a page 4 ... showing vacancies within the organisation and applicants can email the company directly with their CVs.

Some other websites just work 5 ... with databases for online CVs. These are used 6 ... for employers who are looking for candidates. Usually, you 7 ... to pay to put your CV one of these sites, but it can be an effective way 8 ... finding out about new vacancies.

9 ... employers access these sites, they search for keywords in each document. You need to think 10 ... this when you write your CV. Think about the words that 11 ... often used in your area of employment and 12 ... sure you include them several times.

Job letters

Writing

1 Work with a partner. What is the order that things happen when you apply for a job? Put the following actions (a–e) in the correct order by writing a number (1–5) in each box.

a You are shortlisted
b You send in an application
c You are turned down/You are offered the job
d You attend an interview
e You are appointed/You apply for another job

2 Read the following extract from a letter of application.

I would like to apply for the post of marketing executive with WWT travel and tours, as advertised in The Evening Post of 12 November. I enclose a copy of my résumé.

I have held the post of marketing assistant with Nikoni clothing for the past three years and last year I took special responsibility for the sportswear portfolio ...

1 A of B that C than
2 A on B in C for
3 A from B by C with
4 A who B which C where
5 A as B for C with
6 A by B with C from
7 A must B should C have
8 A of B in C to
9 A When B What C Which
10 A to B about C at
11 A have B is C are
12 A make B do C take
3 Unscramble the phrases in the box and insert them in the letter opposite to create a reply.

Dear Mr Tang,
1 Thank you for your interest in the post of marketing executive. 2 you have been shortlisted for the post.
3 attend an interview at WWT at the above address on 28 November at 11.30 am. Please come to the reception desk in the main building.
4 as soon as possible if you are unable to attend at this time. 5 

Yours sincerely,
Tsui Kuen Fung
Human Resources Manager

4 Mr Tang attended the interview but was not offered the post.
Match the beginnings of the sentences (1–6) with the most suitable endings (a–f). Then write the complete sentences in your notebook in the correct order, to create the letter of rejection that Mr Tang received from the company.

Dear Mr Tang,

Re: Post of marketing executive

1 Your qualifications and previous job experience are clearly relevant to the post ... 
2 Our decision was made after long and careful thought ... 
3 We wish you every success ... 
4 Many thanks for attending ... 
5 However, after much consideration, we decided to appoint ... 
6 I am sorry to inform you, however ...

Yours sincerely
Tsui Kuen Fung

5 Study these phrases (1–4) which are used to introduce good and bad news, then answer the question below.

1 I am pleased to inform you that ...
2 I am delighted to inform you that ...
3 I am sorry / I regret to inform you that ...
4 It is with deep regret that I have to inform you that ...

• Which two sentences express the ideas more strongly?

6 Which of the phrases (1–4) above would you use if you wanted to do the following (a–d)? Write the phrase number in the correct box.

a) let a customer know that they have won a prize  
   □

b) tell a company that you have decided not to invest in their new project  
   □

c) let a member of staff know that they have been accepted on training course  
   □

d) tell someone about the death of a company client  
   □

7 Read the following extract from a letter by Natasha Balabanovic, who is applying for a post with an information technology (IT) company.

I am writing to apply for the position of senior project manager advertised in the Tribune of 21 May.

I have worked for the last three years as an IT project manager for Cambers International Property Group. Although this has been an interesting and fulfilling job, I am now seeking to move into a more challenging role. I believe that the role of senior project manager in your company would offer me this challenge ...

Write a reply to the letter, making sure you do the following.

• thank Ms Balabanovic for the letter
• give the news that she is not shortlisted for the post
• explain the main reason why
• express good wishes for the future

Write 60–80 words.
Recruitment

Getting started

1 Work in pairs and think of subjects a candidate may ask an interviewer during an interview. Try to add at least three things to the list below.

1 possibilities for promotion  3 ..................
2 .......................... 4 ..................

2 When attending an interview, it is important to impress the interviewer (make them think well of you because of something you have done or said). Complete the word diagram opposite with a partner, using a dictionary if necessary.

Grammar workshop 1

First conditional

1 The extract on this page comes from a book about interview techniques. According to the text, what two things should the candidate read before attending an interview? Skim the text to find out, then write the answers below.

1 .......... 2 ..........

The key to taking part in a successful interview is preparation. Before you attend the interview, be sure to find out the important facts about the company, its main activities, products and services. If you spend some time doing this homework, the interview is much more likely to be successful. Many candidates fail to do this thoroughly, so if you are well informed, you will look better than many other applicants. You can get most of the information from the company website.

Read your own CV again before the interview, so that you are clear about which points you need to highlight. You should also refresh your memory about the basic facts for your current place of work. That way, if the interviewer asks about these, you'll be prepared.

It goes without saying that you should arrive for the interview on time. That means knowing the exact location and how long it will take you to get there. If you arrive late and out of breath, you will make a very poor impression.

2 Study the following sentence from the text and read the explanation below.

If you spend some time doing this homework, the interview is much more likely to be successful.

The second part (a successful interview) is the result or effect of the first part (doing the homework).

3 There are three more sentences like the example in the text. Look back at the text and complete the following table.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you spend some time doing this homework</td>
<td>the interview is much more likely to be successful</td>
</tr>
<tr>
<td></td>
<td>you will look better than many other applicants</td>
</tr>
<tr>
<td></td>
<td>you'll be prepared</td>
</tr>
<tr>
<td>If you arrive late and out of breath</td>
<td></td>
</tr>
</tbody>
</table>
4. Use the completed table to answer the following questions.
   - What tense is used in the if or cause part of the sentence? ...
   - What tense is used in the effect part of the sentence? ...

   These are called first conditional sentences. You use the first conditional to talk about possibilities in the future and their effects. Note that you don't use will in the if part of the sentences, even though it is about a future possibility.

5. Complete the rest of the extract, by putting the verbs in brackets (1–7) in either the present simple or the will future tense.

You also need to prepare questions to ask the interviewer. You should see the interview as a two-way process, partly for you to make sure that the job will give you the career development that you want. After all, if the company 1 doesn't suit (not suit) you, it is better to find this out at the interview, rather than after you have accepted the job. Besides, if you 2 ... (ask) intelligent questions, the interviewer 3 be impressed by your knowledge and interest in the company. Note down the questions that you want to ask before the interview. If you 4 ... (not write) them down, it is possible you 5 forget them during the interview.

Finally, remember that the interviewer may ask other people for their opinions of you. This means that you need to make a good impression on the employee who shows you round or the receptionist as well. If they 6 ... (feel) that you are impolite or arrogant, probably the interviewers 7 ... (hear) about it.

Talking point

Work in pairs. You are going to interview some candidates for a vacancy in your department. If you and your partner don't work in the same department, or you haven't started work yet, invent a vacancy before you start. Discuss the six qualities (a–f) and decide which are the most important. Number the qualities (1–6) (1 = most important; 6 = least important). Try to use some first conditionals in your discussion and some other expressions from the Useful language box.

- a good academic qualifications
- b relevant work experience
- c good communication skills

Useful language

Talking about candidates

If they have relevant experience, we know they can do the job.
If he isn't computer-literate, he'll have to be trained. 
She must/have to be able to ...
They really need to ...
It's essential/vital that they have ...

Hiring and firing

Vocabulary

1. Complete the following definitions (1–4) with the correct verb from the box.

<table>
<thead>
<tr>
<th>dismiss</th>
<th>recruit</th>
<th>redundant</th>
<th>resign</th>
</tr>
</thead>
</table>

1. If you give someone a job, you recruit them.
2. If you decide to leave your job, you .........
3. If staff have to leave because the company needs to reduce their workforce to save money, they are made .........
4. If you tell someone they must leave because their work is unacceptable, you ......... them.

2. Now match the words and expressions (1–7) below to the words (a–d) with approximately the same meaning. Some of the words on the right can be matched with more than one word on the left.

1. take on
2. quit
3. lay off
4. fire
5. hand in your notice
6. hire
7. sack

   - a resign
   - b make redundant
   - c dismiss
   - d recruit

3. Which words in Exercise 2 are informal, do you think?

Reading

1. Work with a partner and discuss the following question.

- If you have to make staff redundant, what do you think is the best way to tell them?
A Christmas TEXT

How would you feel if you received a text message telling you that you no longer had a job? Probably you would find it hard to believe at first. And certainly if the text message arrived on December 24, you would have a miserable Christmas.

This is exactly what happened to 70 employees who worked for Entranet, a financial services e-commerce company. Just before Christmas, each of them received a text message which read 'Bad news. GAP pulled funding 2nite. We have to stop trading as of now.' The message was sent by Gordon Bull, acting chief executive. 'I was on the bus on my way to a Christmas concert when I read the text,' says Andy Daws, the former IT manager at Entranet. 'I had to sell all the company's assets. I didn't fully believe it until the last day when I had no desk.'

Gordon Bull denies that this was the wrong way to inform people. 'It was the best and the quickest way to reach everyone at the same time,' he says.

However, there is a positive side to the story, which is how many new companies have now been set up by ex-Entranet employees. Andy Daws has set up his own company, Clearview, and says he really enjoys working for himself. Gary Ling, the former strategy director, now runs his own credit-checking business, along with another ex-Entranet employee. Lee Shalir Blake, ex-finance director also now owns his own company, Verno, and he has worked with a number of the old Entranet employees, helping them with the legal and financial aspects of setting up a new venture.

Susanna Khavul, a professor at the London business school, believes that, having experienced failure, these post-Entranet start-ups have a better-than-average chance of survival. 'They have gone through a learning process and have gained skills that they can use again,' she says. 'I'd be surprised if most of the ex-Entranet team didn't have a business idea.'

3 Scan the article and find the names of the following people (1–6). You can use the same name more than once.

1 This person has set up a business in partnership with a colleague from Entranet. ................
2 This person broke the news about Entranet's failure. ............................
3 This person sold off Entranet's equipment. ............................
4 This person has an academic job. ............................
5 This person has advised ex-colleagues about starting up their own business. ............................
6 This person likes being his own boss. ............................

4 Work with a partner and discuss which of the following (a–c) you think is the writer's general message.

a No job is completely secure, so don't feel too certain about your future.
b Failure can make you more likely to succeed next time.
c Bad news can be made worse when it is communicated in the wrong way.

Grammar workshop 2

Second conditional

1 Study these two sentences from the text and answer questions (1–3).

How would you feel if you received a text message telling you that you no longer had a job?

If the text message arrived on December 24, you would have a miserable Christmas.

1 Does the writer of these sentences believe it is likely that you will receive a text message like this, do you think? ..........
2 The tense in the if part of the sentence is in the past simple. Is it about the past, do you think? ..........
3 In the result part of the sentence, what modal verb is used before the main verb? ..........

- This is called the second conditional, which unlike the first conditional, talks about an imaginary situation which cannot happen, or the writer thinks will almost certainly not happen.

2 Compare these first conditional and second conditional sentences, then read about the differences in meaning.

<table>
<thead>
<tr>
<th>If your company makes you redundant</th>
<th>what will you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your company made you redundant</td>
<td>what would you do?</td>
</tr>
</tbody>
</table>

- In Sentence 1, being made redundant is a real possibility. The company are probably talking about it and planning to reduce their workforce.
- In Sentence 2, the speaker does not believe this will happen. There are no plans to make anyone redundant.

96 Recruitment
Speaking

1 Work in pairs. One person should look at Question card A and the other at Question card B on page 109. Take it in turns to ask and answer questions, writing down your partner’s answers.

Question card A

WHAT WOULD YOU DO ...

1 If someone offered you a well paid job in another city or country, would you take it?
2 If you could give one item in your job description to another person, what would it be and why? / If you could change a section of the exam you must take, which one would you change and why?
3 If someone gave you the money to set up a new business, what kind of business would it be?
4 If you were a man/woman, do you think your job would be easier or more difficult than it is now? Why?

2 Write two more questions using the second conditional to ask your partner. Take it in turns to ask and answer questions. Choose your partner’s two most interesting answers from both exercises and report them back to the class.

Older employees

Listening

1 Use the adjectives in the box with more or less, or other comparative forms, to complete the following sentence in three different ways. Then compare your ideas with a partner.

In general, older workers are ................. than younger workers.

1 In general, I think older workers are more reliable than younger workers.
2 ........................................
3 ........................................
4 ........................................

aggressive confident enthusiastic loyal
motivated productive reliable slow to learn

Task tip

Summarising the main point of what someone says is a useful skill in business. If you are writing notes on a candidate during an interview, you need to summarise what they say in a few short sentences, rather than write down every word they say. The following exercise gives you practice in identifying suitable summarising sentences.

32 You are going to hear five older workers talking about their present situation. Listen and match each person (1–5) with the correct statement (a–i) below. There are four statements that you don’t need.

Person 1 a would like more job security
Person 2 b feels that he/she is a victim of age discrimination
Person 3 c works with people who are much younger than him/her
Person 4 d did not spend a long time unemployed
Person 5 e is planning to take early retirement
f works mainly with people of a similar age to him/her
g is short of money after being made redundant
h feels that his/her ability is not being exploited
i is waiting to hear the results of an interview

Talking point

1 Work with a partner and discuss which of the following (a–c) you would do if your company made you redundant.

a look for another similar job
b retrain to do a completely different job
c start your own business

If they made you redundant at the age of 60, would you do the same?
Staff development

Getting started

1. Work with a partner and discuss the following question.
   - What are some of the ways you can let employees know if they are doing well (in other words, give feedback on their work)? Try to think of three different ways.

2. Work in pairs. Look at these suggestions (1–5) for giving feedback to employees and put a (✓) next to the ones which you think are a good idea. Try to agree which method you think is the best.
   1. The manager has a meeting with the employee in the office once a year to discuss their work.
   2. The manager has a meeting with the employee once a year as above, but outside the office (for example in the café).
   3. The manager only has a meeting with the employee if their work is not satisfactory.
   4. The manager gives the employee a grade at the end of the year (for example a number from 1 to 5, where 1 means very good and 5 means poor).
   5. The manager asks other members of staff to complete a questionnaire about the employee.

Training

Reading 1

1. Work with a partner and discuss the questions (1–4) which apply to you.
   1. Have you ever attended any training courses with your company?
   2. If so, did you enjoy the course(s)?
   3. What kind of skills for your future job are you learning at the moment in your place of study?
   4. What kind of skills do your present studies not provide you with?

2. Below and opposite are four advertisements (A–D) for different training courses. Read the titles of each advert and skim through the information in each to decide which course would be the most helpful for you in your work or study.

A

Business Writing WORKSHOP

This writing workshop will help you to improve your organisation and clarity when writing. Participants bring samples of previous business correspondence they have written to the workshop. Then we examine them and identify areas for improvement.

Maximum number of participants at our New York or London centres is 15. Training can also be delivered off-site for larger groups at a time and location chosen by the client.

B

TIME-MANAGEMENT SKILLS

Kronos offers training in time-management skills and productivity. After completing the programme, trainees can take advantage of a refresher course in any of the countries where we operate at no extra cost.

Our programmes have proven effective for over 10,000 clients in the past 15 years. Independent surveys have shown that after the course, our clients achieve on average 70 minutes extra productivity per person each day. That's seven weeks each year!
Understanding bank financial statements

This is a two-day workshop for clients who have little or no experience of analysing financial statements for financial institutions. Trainees examine the components of a bank’s balance sheet and income statement. The workshop leads to an intermediate level programme on Intensive Bank Analysis.

MEMO
To: Tony Petrakakos
From: Amira Ahmed

Tony,

I saw this training course advertised in ‘Management Today’. I think it would be just the thing for Helen Kader in Sales. See if you can get her to fill in a training request form and apply for a bit of funding. She needs to send it to Ruth Uden in the personnel department. Don’t let her go until after April though, as we’re going to be very busy until the end of the financial year.

Amira

NEURO-LINGUISTIC PROGRAMMING

NLP was originally created by Richard Bandler (a mathematician) and John Grindler (a linguist). Since then, it has developed into a powerful set of techniques for achieving human excellence in both business and your personal life.

Our two-day course enables business people to make great progress in developing relationships and managing change. Participants are required to read our introduction pack and complete the tasks before beginning the course.

3 Look at the statements (1–7) below about the courses (A–D). Scan the adverts and decide which course each statement describes. Write the correct letter in each box. (If necessary, look at the Task tip in Unit 11, page 51.)

1 After the course, trainees can do another follow-up course for free.
2 The course changes more than the participants’ working lives.
3 After completing the programme, trainees can take another course at a higher level.
4 Research has been carried out into how the course has changed the clients’ working practices.
5 Trainees criticise their own writing skills.
6 Trainees have to do some pre-course study.
7 Class size can be increased for offsite training.

Reading 2

Read the two texts in the next column and extract information from each to complete the form below them.

THE PSYCHOLOGY OF SELLING

An exciting new course for anyone working in sales and marketing. You will learn how to:

– understand the factors which determine what customers buy and who from
– gain credibility with potential new buyers
– deal with buyers who hesitate

This could revolutionise your company’s sales figures.

Course dates: 23–25 March
19–21 April
25–27 May

Price: Individual: £140.00
Corporate group rate: £110 per person

TRAINING REQUEST FORM

For the attention of: Ruth Uden
Training requested for: 2
Trainee’s department: 3
Dates: 4
Cost (excluding travel): 5

Vocabulary

Find words and phrases in the advert with these meanings (1–4).

1 a reason which influences the result of something
factor

2 ability to make someone believe in you

3 to wait before doing something because you are not certain

4 to completely change something
Writing

Imagine that you want to book places for some of the staff in your company on the ‘Psychology of Selling’ course. Write an email to the course organiser which includes the following.

- saying how many members of staff you want to book for
- asking if you can have the corporate rate
- requesting a booking form
- telling him/her which dates you prefer

Write 60–80 words.

Centre Circle

Reading

People often make comparisons between the world of business and the world of sport. For example, people who work well with their colleagues are often said to be good team players.

1 Work in pairs. You are going to read a text about football and business. Before you read, complete the two sentences at the top of the next column, discussing your ideas with your partner.

A professor of business and a previous director of the Football Association have teamed up to create Centre Circle, an organisation which uses ideas from the world of football to train business executives. They have a long list of satisfied clients including Barclays, Virgin and Diageo.

There are many things in common between the work of a football team and a successful company. In both cases, there is enormous pressure to win and success depends on teamwork and motivation. The course for company members offers a number of team-building exercises and examines how players talk to each other in the changing rooms to show how a team can bond together.

There are also similarities between the situation of a football manager and a business manager. For example, both have the job of keeping a number of talented people with them when they could always leave and go somewhere else. The results of a football team are transparent with the league tables showing the world how you are performing. Again, business is no different, with share prices published in the media or broadcast on the business news.

Courses for managers look at techniques for culture building, managing players and taking decisions under pressure. Centre Circle also provides specially designed courses in response to the individual needs of the organisation.

The idea is not new. Football managers have often been in demand to pass on tips from the world of sport which may be useful in business. Will Carling, the former England rugby captain set up a consultancy which advises companies how to use sports expertise in business and even co-wrote a book on the subject, The Way to Win.

According to Chris Brady, a former footballer who now lectures on the Centre Circle courses, football is a better analogy for business than some others which are commonly used. ‘Football is accessible to everyone,’ he points out, ‘With football you can have a group of executives from all over the world, Europe, South America, Africa... They all share this common language.’

Adapted from The Sunday Times
Vocabulary

1 Vocabulary from sports and games is often used in business situations. In each of the following examples (1–5), which sport or game does the expression in italics come from? Choose a sport from the box below. Sometimes more than one sport is possible and any sport can be used more than once.

1 Shall we kick off by looking at this month’s sales figures? football.
2 That new sales executive seems very good. He’s really on the ball. basketball.
3 Neither side are willing to accept a compromise, so the negotiations have reached a stalemate. tennis.
4 I’m just writing to touch base with you. hockey.
5 A All this paperwork has to be done by the end of the financial year.
   B But that’s only two weeks away.
   A I know. It’s a real race against time. baseball.

| athletics | baseball | chess | football |

2 Now match the expressions (1–5) with their correct meanings (a–e).

1 kick off a stay in contact
2 on the ball b something that has to be done quickly to meet the deadline
3 stalemate c a situation where no one can make any progress or gain anything
4 touch base d efficient and aware of what is happening
5 race against time e start (a meeting or a process)

Giving and receiving feedback

Vocabulary

In some companies, managers have a meeting with each member of staff once or twice a year, when their achievements, strengths and weaknesses are discussed. This is sometimes called an appraisal.

- Many verbs add er to make the name of the person who does this action. Some verbs can also add ee to form the name of the person who is the object of the action. Two examples you know already are employer and employee.

What could you call the following people?
- the manager who does the appraisal ............
- the employee who receives the appraisal ............

Listening

You are going to listen to an interview with a woman who is talking about a new system for obtaining feedback on staff called 360 degree feedback.

1 Work with a partner and answer the following questions.
   - What do you think 360 degree feedback means?
   - What do you think anonymous means?

2 Listen to the interview and answer the following questions to show you have understood the gist.
   - Who gives the feedback? ............
   - Who sees the feedback? ............

3 Imagine that you want to introduce 360 degree feedback to your company. Listen to Yvonne again and complete the following sentences by choosing the correct ending. Circle A, B or C.

1 In 360 degree feedback, at least some of the appraisers must be chosen by ...
   A the employee
   B the employee’s manager
   C colleagues

2 In the feedback, the employee is given ...
   A a grade
   B a written comment
   C both a grade and a written comment

3 The employee compares the feedback with ...
   A his manager’s appraisal
   B his own self assessment
   C his development plan

4 According to the speaker, linking the feedback to pay ...
   A has never been tried
   B is not recommended
   C is usual

5 The employee’s manager must see ...
   A the results of the feedback
   B the employee’s development plan
   C the results of the feedback and the employee’s development plan

6 The speaker feels that anonymous feedback ...
   A is essential
   B is more useful than named feedback
   C is less useful than named feedback

7 360 degree feedback is not recommended ...
   A in times of major change
   B in periods of growth
   C in small companies
Staff facts and figures

Getting started

A. Average hours worked per person in different countries for the years 2000 to 2003

- Czech Republic
- Mexico
- Japan
- US
- UK
- Norway

Year 2000: 2,000
Year 2001: 1,700
Year 2002: 1,300
Year 2003: 1,000

B. Percentage of companies who have women in senior management in six different countries

- Australia
- New Zealand
- Philippines
- Russia
- Pakistan
- Japan

Percentage 90% - 40%

C. Percentage of the total workforce who took at least one day off work due to sickness in the previous twelve months in six European countries

- Finland
- Netherlands
- Germany
- France
- UK
- Greece

Emails

Reading

1. Work in pairs and discuss the questions below.
   - On average, how many emails do you receive each day?
   - Do you think that emails have made office communication better or worse?

   The human resources manager of one company was afraid that too many emails were being sent, wasting staff time and causing people to feel stressed. She organised a survey to find out about the use of emails.

2. On the next page, you will find the report giving the results of the survey. Imagine you are the manager who organised it. Skim the report quickly to see if it confirms your idea that emails are a problem.
Report on use of emails

Rosana Mendes, human resources manager, requested a survey about use of emails at work in order to improve office communication and identify training needs.

Procedure
Staff were given a questionnaire to be returned by 8 March. They were asked about:
1. Number of emails received per day
2. Use of email technology
3. Stress caused by ‘email overload’

Results
Out of 48 members of staff, 40 returned the questionnaire.

1 Number of emails
Staff were asked to indicate how many emails they received per day on average. Results were:
- 5 members of staff receive between 1 and 5
- 8 members of staff receive between 6 and 10
- 14 members of staff receive between 11 and 15
- 3 members of staff receive more than 15

Staff were also asked how many of these emails they felt were unnecessary. Results were:
- 16 members of staff receive between 1 and 5 unnecessary emails
- 22 members of staff receive between 6 and 10
- 2 members of staff receive between 10 and 15

2 Technology
- 38 staff members check their email more than once a day
- 36 staff members know how to organise folders
- 20 members of staff know how to use the meeting schedule
- 6 members of staff know how to use voting buttons

3 Stress
- 32 members of staff feel that emails are a major cause of stress. The most common reasons for this are:
  - being copied into emails which do not concern them (given by 30 members of staff)
  - unclear wording (given by 23 members of staff)
  - overuse of the ‘urgent’ icon (given by 14 members of staff)
- 32 members of staff think that the problem will get worse in the future.

You need to pick out some of the most important figures in order to present them at a staff meeting. Scan the text and complete the notes below with the correct number of staff in each gap (1–7).

Did not give back the questionnaire: 1, 8
Receive over 5 unnecessary emails each day: 2
Feel stressed because of emails: 3
Check their email twice a day or more: 4
Think that emails are often not very clear: 5
Think that people use the ‘urgent’ icon too much: 6
Feel that the problem will continue to grow: 7

1 Look at the sentences (1–4) below, which draw conclusions from the report. Underline the correct alternative in italics for each.

1. A majority/minority of staff members said they received too many emails.
2. This is always/often/never because messages are copied to them unnecessarily.
3. Although most/not many staff know how to create folders, most of them/few of them can use other aspects of the software such as the voting buttons.
4. A majority/minority of staff members felt that emails were a major source of stress.

2 Work with a partner. Write two possible recommendations for the end of the report. If you need help, look at the list below.

- reminder to staff
- training session
- external trainer
- have a ‘no emails’ day each week

Writing
Reports usually end with a conclusion which gives the most important points about the figures and some recommendations about what the company should do.
Grammar workshop

Reported speech

1 Look at this extract from one of the questionnaires from the survey about the use of emails.

Do you find that emails are a source of stress?

Yes
No
If yes, why?

Emails are often unclear.
People use the 'urgent' icon too much.
In my opinion, problems with emails will get better
stay the same
get worse

2 Compare the tense of the verbs written on the questionnaire with the tense of the verbs used in the report on the survey, then answer the questions below.

Staff said that emails were often unclear.
Staff said that people used the urgent icon too much.
Staff said that the problem would get worse.

1 What happens to a sentence using the present simple when we report it by saying X said that ...? ..................
2 What happens to a sentence using the will future when we report it by saying X said that ...? ..................

3 Report the following statements (1-4), making the correct tense changes.

1 'I check my email twice a day.'
   She said that she checked her email twice a day.
2 'I don’t know how to create folders.'
   He said that he ..................
3 'We will arrange a training session.'
   She said that they ..................
4 'I won’t have time to fill in the questionnaire today.'
   He said that he ..................

Skills audit

Speaking

A skills audit is a way of finding out the skills that a person or a group of people have. Sometimes companies carry out a skills audit to help them to understand what skills are needed for each job and what skills their employees actually have. The result is usually a plan for staff training and development.

1 Work in groups. You are going to carry out a mini skills audit for the class. Decide what skills you want to get information about. You can get ideas from the following list, or choose skills which relate to your field of work or study.
   - computer skills
   - language skills
   - training skills
   - management skills

2 In your groups, think about what type of questions below you need for your audit, or if you need a mix of both types.
   - open questions (e.g. Why do you find emails a source of stress?)
   - questions with alternatives (e.g. How many emails do you receive a day? Between 1 and 5, between 6 and 10, etc.)

3 Write five questions to ask other members of the class. Then change groups so that you interview all the other class members.

4 Re-form in your groups and present your results to the rest of the class, using reported speech.

Useful language

Reporting data

Seven people said that they used spreadsheets every day.
Two people said that they spoke some Japanese but that they couldn’t write it.

Absenteeism

Talking point

1 Work in pairs and discuss the following questions.
   - Does your company/place of study have a policy on sick leave?
   - What happens if an employee/student takes a large number of days off sick?
2 Work with your partner. You are managers in a company which is worried about the high rate of absenteeism (days off work) among its employees. The following suggestions have been made. Talk together and decide which you think would be the best one(s) to use.

1. Stop paying employees for the first three days that they take off sick.
2. Give an extra day's holiday to all employees who take no days off sick during the year.
3. Reduce sick pay to 50% of the employee's normal salary.
4. Employ an onsite doctor who the staff must report to if they take a day off sick.
5. Offer a prize (e.g. a new car) to the employee with the best attendance rate.

Reading

1. Skim the following article about absenteeism rates to find out which of the suggestions (1–5) from Talking point exercise 2 are mentioned. Put a (✓) in the box next to the suggestion if it appears in the article.

2. Read the article more slowly and decide the correct ending, A, B or C, for each statement (1–5) so that it agrees with the text. Circle the correct answers.

1. Absenteeism rates are generally higher when a manager
   A. has had no management training
   B. does not set realistic targets
   C. does not encourage team work

2. Invesco reduced its absenteeism rates by
   A. offering company health provision
   B. taking advice from psychologists
   C. making staff more motivated

3. Restricting sick pay is likely to be less effective than some other actions because
   A. it encourages employees to be absent for longer periods
   B. it is not supported by research
   C. it ignores the reasons why staff go off sick

4. The Royal Mail workers' union felt that their company's attempts to reduce absenteeism
   A. would have no effect on the absenteeism rate
   B. did not solve the real problem
   C. would increase job satisfaction

5. According to Anne Rogers, problems with absenteeism
   A. only affect a minority of companies
   B. are ignored by too many companies
   C. are difficult to solve

---

The right treatment for absentees

Taking a day off sick may seem a small thing but days absent from work are a huge financial problem for businesses. Although many absentees are genuinely ill, there can be other reasons why people decide to stay away from the office.

One common reason why people take time off work is stress, which may be caused by the company's management style. Managers who set impossible goals are likely to have high rates of absenteeism among their staff. Or stress may be caused by bad relationships between colleagues: an employee telephones in sick because he or she 'just cannot face a particular person that day. In these cases, absenteeism rates can be improved by better management training and company policies which promote respect.

Other institutions have taken further steps to deal with the problem of workplace absence. After investigating how much was being paid in wages for sick employees, the investment company, Invesco, decided to invest in a private doctor for its staff. They also offered free medical tests and counselling. Research carried out a year later found that one-day sickness absences were down by 6% as a result.

Other approaches to the problem involve rewarding the employees who have good attendance records. For example, you might offer an extra day's leave to an employee who has taken no time off sick during the year. In 2004, Royal Mail, the UK post office, went further by offering prizes of new cars and holiday vouchers to employees who did not take any days off work. This idea was dismissed by the workers' union who argued that the company should focus on improving job satisfaction, rather than gimmicks like these, even if they reduced the absenteeism rate in the short term.

Anne Rogers, executive director of an agency which provides personnel support, is convinced that the problem affects a large number of businesses. Although many companies report that they have no significant problems with absenteeism, according to Anne Rogers, quite often they have simply failed to look at the figures. Indeed, many companies do not know precisely what they are. Meanwhile, one-day sicknesses continue to cost European businesses hundreds of millions of euros each year.
UNIT 3
Joseph Rowntree
Speaking
Student B

Have a break! Have a Kit Kat!
Rowntree's first launched the Kit Kat bar in 1935. At that time it was called Rowntree's Chocolate Crisp.
They changed the name to Kit Kat in 1937. The name probably came from a famous book club in eighteenth century England. It took just two years before it became Rowntree's leading product.
Their first advertising slogan for the product was What active people need. They adopted the slogan, Have a break, Have a Kit Kat in 1957.
Kit Kat wrappers have always been red and white except in 1945 when they changed the wrapper to a blue one. This was because they made Kit Kats with plain (dark) chocolate in that year because of a milk shortage.

Polo: the mint with the hole!
The original ring-shaped mints were called Lifesavers and came onto the market in the USA. They were not a success at first because. However, Noble and Allen, two advertising men, managed to solve this problem. After this, Lifesavers mints became very popular.
The product first appeared in the UK. At first they were successful but they popularity declined during the 1930s. Then, Rowntree's introduced Polo mints to the UK market. They used the advertising slogan, which became one of the best known in the country.

UNIT 6
Outsourcing and offshoring
Role-play

Student B
You are Eileen Miller. A business journalist will interview you to find out your experience of outsourcing. Look back at the text about Wasatah if necessary and be prepared to answer questions about the following:
Why change to in-house production?
Problems with in-house production?
Where are clothes produced now?
Advantages/disadvantages of this?

UNIT 7
Telephoning
Role-play

Student B
You are the owner of Multipoli, a boutique specialising in leather goods. Three weeks ago, you placed an order with Roco, one of your suppliers, for 120 leather jackets, 40 small, 40 medium and 40 large. You received the order today, but there are 40 small and 80 medium.
Phone your supplier to complain. Find out when they can deliver the large jackets and what they will do about the extra medium ones.
(The order number was 0043724.)
UNIT 9
Making an appointment
Role-play

Student B
You are Carmen Vanegas, the sales representative from Medica from the Listening exercise on page 43. Your client, Stefano Ciocca, phones to tell you that he cannot now make the meeting at 2 o'clock on Thursday as arranged. Here is an extract from your diary for next week. Arrange a new time for the meeting next week, when you are both free.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>AM</th>
<th>visiting new client</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>AM</th>
<th>out of area all day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PM</td>
<td>return train 4.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
<th>AM</th>
<th>meeting with finance department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PM</td>
<td></td>
</tr>
</tbody>
</table>

UNIT 12
Booking a venue
Role-play

Student B
You work for Ventura Promotions, the conference organiser from the listening exercise on page 54. Your partner is Andrea Proust. She spoke to Jake about the Sunset Hotel, but Jake thought even that was too expensive. Your partner wants you to find another, cheaper hotel for their conference.

You have found another hotel for them with a main conference room that holds 150 delegates maximum. It costs €250 to hire for the day. It contains a flipchart, screen and projector. You can provide a buffet lunch for about €50 per person (the price can be negotiated depending on numbers and the food).

Talk to your partner and find out:
- how many delegates will attend
- what equipment is needed
- what arrangements your partner would like to make for lunch.

UNIT 11
Hotel language
Role-play

Student B
You are a guest at the hotel. You are staying in a standard room which costs $80 per night at the front of the building. It is very noisy and you cannot sleep. You go to the hotel reception and ask if you can change it for a room at the back. Your company has given you $150 per day for accommodation and food expenses.

UNIT 17
Oil production
Talking point
Graph 2

Communication activities 107
UNIT 19
Buying and selling
Role-play

Student B
You own shares in these two companies:
Kobayashi Engineering
Oshiro
Your account number is 0994 758367
You are worried about Oshiro as there are stories in the news about changes to the board of directors. You think this may affect the share price.
Should you sell the shares?
You are also thinking of investing another sum of money.
Telephone your financial adviser for advice.

UNIT 20
Smooth operators
Reading:
Text B

INNOCENT drinks

Innocent drinks was started up by Richard Reed, Adam Balon and Jon Wright. They were three friends who often talked about setting up a business when they were students together at Cambridge. When they left university, they each went into different careers, but that dream never went away and they still talked about it whenever they met up.

The idea of the smoothie company originally came from considering their own hectic lifestyles. 'We were all working long hours and finishing too late to go to the gym,' says Reed. 'We realised that we needed an easy way to do something healthy.' They bought lots of fruit and kept trying out different mixtures on their friends until they had a set of recipes they believed people would like.

The turning point came at a jazz festival in London. The three friends sold their drinks at the festival and put up a big sign which said, 'Do you think we should give up our jobs to make these drinks?' Next to the sign there were two bins, one labelled 'yes' and one labelled 'no'. Customers were asked to vote by putting their empty bottles into one of the bins. At the end of the festival, the 'yes' bin was full, so they all went into work the next day and resigned.

Things were not easy at first. The three stopped work with just a month's pay to keep them going and getting funding was a major problem. They approached a number of venture capitalists they thought would be interested, but each one turned them down. Eventually, they secured the start-up money from a business angel, Mr Maurice Pinto. Another problem was distribution. The drinks were expensive and, because they had no preservatives in them, they had a short shelf-life. Distributors refused to buy them, so in the end, the three friends loaded up a van and took the drinks around the shops. Their confidence in the product paid off. During that weekend, Innocent drinks got into fifty shops. Forty-five of them later contacted the company wanting more.

Now the company has a predicted annual turnover of £30 million. From starting with three smoothies, they now have a much bigger range of flavours, including more than ten recipes in the 250 ml bottles, a 'take home' 1-litre range, and the most recent new product: kids' smoothies, which are proving a great success.
UNIT 22
Grammar workshop 2

Speaking
Question card B

WHAT WOULD YOU DO ... 
1. If your best friend wanted you to set up a new business with them, would you accept? 
2. If you could create a new post in your department, what would it be and why? / If you could add a new subject to those your place of study offers, what would it be and why? 
3. If you could go on any training course you wanted, what course would you choose? 
4. If you were much older or younger than you are now, do you think your job would be easier or more difficult? Why?
Sample answers to writing exercises

Unit 4 The Internet

Emails

Writing

5 Suggested email

Informal

Hi Andy,
Can we get together sometime to talk about the schedule for training day? I’m pretty booked up next week but I could manage the week after. Let me know.
Sue

Formal

Dear Mr Morris,
I would like to arrange a meeting to discuss the schedule for training day. My diary is very full for next week but perhaps you could suggest a suitable time for the week after?
Looking forward to your reply,
Susan Jackson

6 Suggested email

Dear James,
I’m sorry but I can’t now meet at 10 o’clock tomorrow. My manager is meeting a possible new client and wants me to attend too. Could you make Thursday afternoon instead?
Yours,
Martin

Unit 11 Business accommodation

Hotel facilities

Writing

Dear Sir/Madam,
I would like to enquire if your conference centre is available from 23 to 25 May inclusive. We require 15 event rooms with audiovisual equipment and are expecting between 400 and 500 delegates to stay overnight.
Kind regards,
Brian Wood

Unit 16 Entertaining clients

Saying thank you

Writing

2 Suggested answer

Dear Mr Kopecky,
I am writing to thank you for your hospitality during my visit to Prague and especially for the very pleasant evening at the restaurant.
The tour of your factory and Mr Kozak’s presentations were very useful. I will put together a detailed report for our manager this week and will certainly recommend your company as a supplier. We hope to make a final decision in the next two weeks.
Thank you once again for a most enjoyable visit.
Yours truly,
Sarah Walker
Unit 20  Starting up
Grammar workshop
Writing

Suggested answer

Dear Mr and Ms Niarchos,
Thank you for your letter of 9 November and the samples. We are currently planning to open a new branch and would be very interested in increasing our product range. Would you be free to meet on the afternoon of Friday 17 November?
I would also like to enquire if you are willing to offer a discount on larger orders. Perhaps we could discuss this on Friday?
I look forward to hearing from you.
Yours,
Isabella Tanzi

4  Suggested order

Dear Mr Tang,

Re: Post of marketing executive

Many thanks for attending the interview for the above vacancy. I am sorry to inform you, however, that you have not been selected for this post.
Our decision was made after long and careful thought as the standard of applicants was very high. However, after much consideration, we decided to appoint a candidate with previous experience of the travel and tourism industry.
We wish you every success in your future career.
Yours sincerely,
Tsui Kuen Fung

7  Suggested answer

Dear Ms Balabanovic,
Thank you for your application for the post of IT project manager. I am sorry to tell you that you were not shortlisted for the post. Although you clearly have relevant experience, it was felt that a candidate with more experience of managing people in a large company was necessary for this post. However, please accept our good wishes for your future career.
Yours sincerely.

Unit 21  Job applications
Job letters
Writing

3  Suggested answer

Dear Mr Tang,
Thank you for your interest in the post of marketing executive. I am pleased to inform you that you have been shortlisted for the post.
We would like you to attend an interview at WWT at the above address on 28 November at 11.30 am. Please come to the reception desk in the main building.
Please let us know as soon as possible if you are unable to attend at this time. We look forward to meeting you.
Yours sincerely,
Tsui Kuen Fung
Tsui Kuen Fung
Human Resources Manager

Unit 23  Staff development
Training
Writing

Suggested answer

Dear Sir/Madam,
I would like to book places for four members of staff on the 'Psychology of Selling' course. Please could you send a booking form to the above email address? Ideally, the trainees should attend the course in May if there are still places available. Please could you let me know if we qualify for the corporate group rate? Thank you.
I look forward to hearing from you.
Yours faithfully,
# Exam skills and Exam practice

## Contents

<table>
<thead>
<tr>
<th>About BEC</th>
<th>114</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Paper Part 1</td>
<td>115</td>
</tr>
<tr>
<td>Reading Paper Part 2</td>
<td>117</td>
</tr>
<tr>
<td>Reading Paper Part 3</td>
<td>119</td>
</tr>
<tr>
<td>Reading Paper Part 4</td>
<td>122</td>
</tr>
<tr>
<td>Reading Paper Part 5</td>
<td>125</td>
</tr>
<tr>
<td>Reading Paper Part 6</td>
<td>128</td>
</tr>
<tr>
<td>Reading Paper Part 7</td>
<td>130</td>
</tr>
<tr>
<td>Listening Paper Part 1</td>
<td>132</td>
</tr>
<tr>
<td>Listening Paper Part 2</td>
<td>134</td>
</tr>
<tr>
<td>Listening Paper Part 3</td>
<td>136</td>
</tr>
<tr>
<td>Listening Paper Part 4</td>
<td>138</td>
</tr>
<tr>
<td>Writing Paper Part 1</td>
<td>140</td>
</tr>
<tr>
<td>Writing Paper Part 2</td>
<td>143</td>
</tr>
<tr>
<td>Speaking Test Part 1</td>
<td>146</td>
</tr>
<tr>
<td>Speaking Test Part 2</td>
<td>148</td>
</tr>
<tr>
<td>Speaking Test Part 3</td>
<td>151</td>
</tr>
</tbody>
</table>

Exam skills | Exam practice
---|---
116 | 118
121 | 124
126 | 129
131 | 133
135 | 137
139 | 142
145 | 150
152 |
About BEC

Recognition of BEC is rapidly growing, as a number of companies are using the examination as a focus for in-company training courses. A list of companies that use the BEC examination for a variety of purposes including recruitment can be found on the BEC pages of the Cambridge ESOL website.

<table>
<thead>
<tr>
<th>BEC</th>
<th>Equivalent Main Suite Exam</th>
<th>ALTE Level</th>
<th>Council of Europe (CEF) Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEC Higher</td>
<td>Certificate in Advanced English (CAE)</td>
<td>Level 4</td>
<td>C1</td>
</tr>
<tr>
<td>BEC Vantage</td>
<td>First Certificate in English (FCE)</td>
<td>Level 3</td>
<td>B2</td>
</tr>
<tr>
<td>BEC Preliminary</td>
<td>Preliminary English Test (PET)</td>
<td>Level 2</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>Key English Test (KET)</td>
<td>Level 1</td>
<td>A2</td>
</tr>
</tbody>
</table>

At all three levels, the ‘business’ aspect of this examination affects the vocabulary, the types of texts selected and the situations presented in the tasks. In addition, as in the Cambridge ESOL Main Suite exams, other skills, such as understanding the gist of text and guessing unfamiliar words in a listening situation are tested.

The table below shows the common characteristics at the different levels of BEC.

<table>
<thead>
<tr>
<th>BEC Preliminary</th>
<th>BEC Vantage</th>
<th>BEC Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 7 parts/45 items</td>
<td>• 5 parts/45 items</td>
<td>• 6 parts/52 items</td>
</tr>
<tr>
<td></td>
<td>• 1 hour</td>
<td>• 1 hour</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 tasks</td>
<td>• 2 tasks</td>
<td>• 2 tasks</td>
</tr>
<tr>
<td></td>
<td>• 1 hour 30 minutes</td>
<td>• 1 hour 10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Reading and writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 45 minutes</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 4 parts/30 items</td>
<td>• 3 parts/30 items</td>
<td>• 3 parts/30 items</td>
</tr>
<tr>
<td></td>
<td>• about 40 minutes, including transfer time</td>
<td>• about 40 minutes, including transfer time</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 3 parts</td>
<td>• 3 parts</td>
<td>• 3 parts</td>
</tr>
<tr>
<td>• 12 minutes</td>
<td>• 14 minutes</td>
<td>• 16 minutes</td>
</tr>
<tr>
<td>• 2:2 format*</td>
<td>• 2:2 format*</td>
<td>• 2:2 format*</td>
</tr>
</tbody>
</table>

* two examiners, two candidates (2:3 format used for the last group in a session where necessary)
Reading Paper Part 1: Exam skills

Part 1 consists of:
- five short texts such as notices, advertisements, memos, etc.
- five multiple-choice questions, one for each text. You must choose the correct answer, A, B or C.

You practised similar skills in Unit 10 (page 47).
This part of the exam tests your ability to understand the meaning and purpose of short texts.

Short texts
Short texts give the information in very few words and some, such as notices and phone messages, often leave out the non-essential words like the. This means that you need to read the words that are there very carefully and think about the exact meaning.

Suggested exam technique
1. The texts are very short, so you need to read each one slowly and carefully.
2. Before you look at the three alternatives, think for a moment. What is the main information that the text gives? Or what does the text ask each reader to do?
3. Read all the alternatives carefully before you finally decide, (even if you immediately think that A is correct).
4. Be careful! The three alternatives will not normally use the same language as the text. You must look for the one which expresses the same idea as in the text using different words.

Exercises
1. The following two questions give three alternative sentences to choose from. The correct answers are already given to you. Write why the other two are incorrect.

   Sales representative required
   Closing date for applications: 24 April
   Previous experience of working in sales essential.
   Own car an advantage.

   A Applicants must have experience of this type of work.
   B Applicants need to own their own car.
   C Applicants have to be free to start work on 24 April.

   A is correct.
   B is not correct because ......................
   C is not correct because ......................

2. Subscribe to Business Today for twelve months and save 50% off the normal price! Offer ends March 1. Valid for new subscriptions only.

   A You can renew your subscription to Business Today for half the normal price.
   B Business Today will be cheaper after March 1.
   C If you start subscribing to Business Today before March, you will save money.

   C is correct.
   A is not correct because ......................
   B is not correct because ......................

   Sometimes the three alternatives are answers to a question or endings to a sentence. In this case, you will need to read the question or the first part of the sentence carefully as well, as in this example.

   Julia Ryan, the current marketing assistant, is replacing Claire Anderson in accounts while she goes on maternity leave.

   What is Julia Ryan going to do?
   A She is going to work in marketing.
   B She is going to work in accounts.
   C She is going to leave.

   B is correct.
   A is not correct because ......................
   C is not correct because ......................

2. In the following two examples, identifying the correct answer depends on understanding an idea which is expressed in the question, using different words.

   Tim – order 1241 held up in customs. Please phone agent ASAP (before they collect the next batch)

   What is the problem with the order?
   A It is damaged.
   B It is delayed.
   C It has not been collected.

   B is correct.
   A is not correct because ......................
   C is not correct because ......................

   Tony – couldn’t get hold of Mario. His office number was engaged. Could you try? Elaine

   Why couldn’t Elaine speak to Mario?
   A The phone line was in use.
   B He was out of the office.
   C The number was wrong.

   In these two questions, which words in the texts are expressed differently in the correct alternatives?

   To try a real exam task, go to page 116.
Reading Paper Part 1: Exam practice

Questions 1–5

- Look at questions 1–5.
- In each question, which sentence is correct?
- For each question, mark one letter (A, B or C) on your Answer Sheet.

Example:

**Telephone message**

When does Bill Ryan expect to arrive?
A 9.30
B 11.30
C 12.30

The correct answer is B, so mark your Answer Sheet like this:

```
0  A  B  C
```

1 **Add any comments to our proposal in pencil – these will then be discussed at the next committee meeting.**

The meeting will consider
A the company’s plans for the future.
B the performance of the committee.
C suggested changes to a document.

2 **All Staff**
Regular customers will no longer be allowed a discount unless they buy in bulk.

A Discounts will be offered to regular customers on orders of any size.
B Established customers will only qualify for price reductions on large orders.
C Customers can continue to get a discount if they place orders frequently.

3 Tom,
Arrange with printers for 3cm logos to be increased in size by 10% on next brochure order.

Tom must contact the printers to
A change a design detail.
B make arrangements for collection.
C request a greater quantity.

4 **BOOKSTORE**
To: Office Staff/Customer Orders Department
From: Ted Smith, Warehouse Manager
Due to stock relocation, orders already placed will not be despatched between June 3 and June 10.

A Office staff will transfer to a new location on June 10.
B Warehouse workers should remove out-of-date stock by June 10.
C Customers have to wait until after June 10 for recent orders.

5 **TRAINING COURSE**
Questionnaires available from Information Desk. Please complete and hand in at Reception.
R. Hughes
Training Manager

Trainees are asked to leave completed forms
A at the Information Desk.
B with the Training Manager.
C with the Reception staff.
Reading Paper Part 2: Exam skills

Part 2 consists of:
- one list of eight items such as book titles or job titles
- five sentences, which may describe, for example, people in five different situations.

You must match each one to one of the items on the list.
You practised similar skills in Unit 1 (page 11) and in Unit 3 (page 39).

This part of the exam tests:
- your knowledge of vocabulary
- your scanning skills.

Paraphrases

In many parts of the reading and listening papers, the reading text or the speakers in the recording will not use the same language as in the questions. When you read the questions, try to think of what different words might be used to express the ideas. For example:
- the text might use a synonym (e.g. take on instead of recruit)
- the text might express the same idea in a negative way (e.g. it was unsuccessful instead of it failed)
- the text might say something more precise than the question (e.g. if the question says most or a majority, the text might give an exact percentage).

Suggested exam technique

1 Read the list of eight items quickly.
2 Read the first of the five sentences carefully. It can be useful to underline the most important words.
3 Look back at the list and scan it to find an item which matches.
4 Again, the items in the list will not use the same words as the sentence. Look for words which express a similar idea in a different way.
5 Follow the same procedure for the other four sentences. Be prepared to go back and change your mind if necessary.

Exercises

1 a Read the following three sentences. The most important words are underlined.
   1 Mr Hosking runs a factory and wants to find out how he could make the business more environmentally friendly.
   2 Ms Spicer is buying a house and wants to know what kind of mortgage she should get.
   3 Mr Cairns wants to find a company who can provide the food at a corporate event.

b It can be useful in this exercise to think of associated words and ideas when you read each sentence. Match each of the following words and phrases with one of the sentences in Exercise 1a, 1, 2 or 3.

<table>
<thead>
<tr>
<th>loan</th>
<th>green products</th>
<th>interest rate</th>
<th>buffet</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduce pollution</td>
<td>property</td>
<td>set menu</td>
<td></td>
</tr>
</tbody>
</table>

What other associated words can you think of? The following list shows the titles of a number of magazines. Decide which one would be most useful for each of the three people in Exercise 1a.

A Computing Adviser
B Personal Finance
C Personnel Management
D Ecology Today
E Catering Monthly

2 a Read the following three sentences and underline the most important words.
   1 James has the job of managing the advertising budget for the next year.
   2 Ruth is giving a talk at a conference and would like some advice on how to make it memorable.
   3 Barbara is a human resources manager who wants the staff to work together and share ideas more.

b Write down any other words you know which are associated with the words and phrases that you underlined. (Take no more than a minute over this as, of course, you only have a short time in the exam.)

c The following list shows the titles of a number of business books. Which one should each of the three people in Exercise 2a read?

A Successful Negotiations
B Financial Planning and Monitoring
C Building a Winning Team
D The Art of Manager–Employee Relations
E Effective Presentations
F Analysing Market Research Data

3 Look at the list below. It shows a number of forms used within a company. For sentences 1–4, decide which of the forms each person needs.

A incident report form
B order form
C disciplinary form
D expenses claim form
E customer feedback form
F training request form

1 Sally went to a meeting in another city and wants to get her train fare back.
2 Debra wants to know what opinions clients have about the company service.
3 Daniel wants to buy some new office equipment.
4 Mark wants to go on a course to improve his IT skills.

To try a real exam task, go to page 118.
Reading Paper Part 2: Exam practice

Questions 6–10

- Look at the notice below. It shows a list of stands at a Trade Fair.
- For questions 6–10 below, decide which stand (A–H) each person needs to visit.
- For each question, mark one letter (A–H) on your Answer Sheet.
- Do not use any letter more than once.

**TRADE FAIR STANDS**

A  *CIP System*: Internal Telephone Systems  
B  *Bertix Plc*: Top-of-the-Range Portable Computers  
C  *Aurora Ltd*: Hands-Free Mobile Phones for Vehicles  
D  *FastCo Ltd*: Distribution Services  
E  *Tops Recruitment Agency*: Specialists in Management  
F  *HTML Ltd*: Website Marketing and Internet Advertising  
G  *journey.com*: Travel Agency for the Business Executive  
H  *FTA*: Finance for Training

6  Sally Green imports computer hardware and needs a company to transport it from the port to her chain of stores.

7  In order to obtain an advanced business qualification, Paul White has to take a year off work without pay, and is looking for funding.

8  John Brown is buying new vans for his service engineers and wants to be able to contact them at any time.

9  When travelling on business, Ben Smith needs to be able to write letters, send emails and analyse data.

10  Sophie Jones wants professional help in finding good candidates for senior posts in her computer software company.
Reading Paper Part 3: Exam skills

Part 3 consists of:
- eight graphs or charts, or a graph dealing with eight areas of information.
- five sentences describing the information.
You must match each sentence with the correct graph or part of the graph.
You practised similar skills in Unit 17 (page 77).
This part of the exam tests your ability to understand descriptions of graphs and statistics.

**Link words**

Link words allow you to follow the argument of a text and can also help you to check your understanding of words and phrases. For example, if you see but, although or despite in the middle of a sentence, you know that the idea after it will contrast with the idea in the first part.

**Suggested exam technique**

1. **Study the graphs carefully.** Read the introduction, the keys and the figures on them so you are sure that you understand the information that they give.
2. You may find it useful to make some quick sentences in your head describing the graphs so you are quite clear about what they describe.
3. **Read the first sentence and then look back at the graphs and match.**
4. The sentences often have two parts which are linked with a word like and or although. Make sure that both parts of the sentence are true for the graph that you choose. It can be useful to underline the most important words.
5. You may find it useful to identify possible graphs for the first part of the sentence and then see which one of these matches the second half.

**Exercises**

1. **For the graphs and charts, choose the sentence which is completely correct, A, B or C.** Be careful because many of the sentences are partly correct.

---

1. The following graph shows the price of gold and platinum over a period of six months.

   ![Graph showing price of gold and platinum](image)

   A. The price of gold climbed steadily from January to April but the price of platinum saw a dramatic fall at the beginning of the year.
   B. The price of gold reached a peak in April whereas the price of platinum fluctuated only slightly throughout the period.
   C. The price of gold rose during the first four months and the price of platinum followed a similar trend.

   2. The following table shows passenger numbers on two different airlines over a period of three years.

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline A</td>
<td>1,759,652</td>
<td>1,941,849</td>
<td>2,116,708</td>
</tr>
<tr>
<td>Airline B</td>
<td>2,461,580</td>
<td>2,231,092</td>
<td>2,254,661</td>
</tr>
</tbody>
</table>

   A. Passenger numbers on airline A rose throughout the period and overtook numbers for airline B in 2005.
   B. Both airlines experienced a drop in passenger numbers in 2004, but airline B showed signs of recovery the following year.
   C. Although passenger numbers on airline B fell in 2004, they remained higher than Airline A throughout the period.
3 The following pie charts show distribution outlets for a brand of suncream in two different years.

![2004 Pie Chart]

- Department stores: 20%
- Direct: 8%
- Multiple grocery: 14%
- Chemists: 58%

![2005 Pie Chart]

- Department stores: 23%
- Direct: 8%
- Multiple grocery: 18%
- Chemists: 51%

2 Study the graph and match each of the three sentences to the correct month.

![Sales Graph]

1. Even though sales at branch 2 increased considerably, the figure still remained below that for branch 1.
2. Sales at branch 1 of the store showed no significant change from the previous month, while there was a sharp drop in sales at branch 2.
3. Sales at branch 1 levelled off in this month, whereas sales at branch 2 continued their strong performance.

To try a real exam task, go to page 121.
Reading Paper Part 3: Exam practice

Questions 11–15

- Look at the chart below. It shows how a company has recruited new staff over a ten-year period.
- Which year does each sentence (11–15) below describe?
- For each sentence, mark one letter (A–H) on your Answer Sheet.
- Do not use any letter more than once.

![Methods of Recruitment chart]

11 There was a slight drop in the use of newspaper adverts on the previous year, while both agency and online recruitment continued to rise.
12 This year more staff were recruited through agencies than either newspaper or online adverts but both these methods experienced an increase on the previous year.
13 There was an increase in both employment agency and online recruitment on the previous year although recruitment through newspaper adverts fell sharply.
14 Fewer employees were recruited through newspaper adverts this year than the previous year and online recruitment also declined.
15 This year the number of candidates recruited online was double the figure for the previous year, while the numbers recruited through employment agencies fell slightly.
Reading Paper Part 4: Exam skills

Part 4 consists of:
- one text of about 150-200 words
- seven questions where you have to decide if the statement is right, wrong or if the text doesn’t say.

You practised similar skills in Unit 11 (page 53), Unit 12 (page 57) and Unit 23 (page 100).

This part of the exam tests your ability to pick out specific information in a text.

**Doesn’t say**

Remember the difference between wrong and doesn’t say. If necessary, turn back to Unit 11 (page 53) and read the explanation again.

**Reference words**

In order to follow the argument of a text, you will need to understand the reference words. These are the words and phrases which refer back (or sometimes forwards) to another part of the text.

- often they are pronouns such as he, this, the one (e.g. The new storeroom has a much bigger capacity than the old one).
- sometimes they are a noun with a similar meaning, or a more general meaning. In this case they are often preceded by this (e.g. In 1992, Nestlé took over Perrier, the French producer of mineral water. This acquisition caused problems with the trade unions).

**Suggested exam technique**

1 Read the text through once without worrying about unknown words.
2 Read the first statement carefully and then go back to the text and look for the information there. The answers to the question usually come in the same order in the text, so when you have found the answer to one, move on to the next part of the text.
3 If the information in the text has the same meaning as the statement, then the answer is right.
4 If the information is different, think carefully. Do we know that the statement is untrue (wrong), or is it still a possibility (doesn’t say)?
5 If you find nothing similar in the text, then the answer is doesn’t say.

**Exercises**

1 In the following exercise, one of the statements is right, one is wrong and for one, the text does not say. Mark each statement R, W or DS.

**Example:** Sales of the product rose.

A Sales of the product increased. This is R, because rose and increased have the same meaning.
B Sales of the product decreased. This is W, because rose and decreased have opposite meanings.
C Sales of the product doubled. This is DS because all we know is that sales rose. It is possible that they doubled but we cannot know this.

1 Richard is disappointed at the sales figures for the new product.
   A Richard thought that more customers would buy the product.
   B There has been disappointingly little interest in the product from retailers.
   C Richard is pleased at how well the product is selling.

2 He approached the bank for a loan.
   A The bank lent him money.
   B He asked the bank if he could borrow money.
   C He decided not to request a loan from the bank.

3 You can contact our 24-hour information service.
   A The information service is not available after 12 p.m.
   B The information service is free of charge.
   C The information service is available at any time.

4 Judith no longer works for MTV.
   A Judith was dismissed from her job at MTV.
   B Judith used to work at MTV.
   C Judith is currently employed by MTV.

5 Michael has only worked in our marketing department for three weeks.
   A Michael only joined our marketing department three weeks ago.
   B Michael has only three weeks’ experience of marketing.
   C Michael starts work in our marketing department in three weeks’ time.

6 I intend to start a diploma in international business in September.
   A I obtained a diploma in international business in September.
   B My plan is to begin a course in international business in September.
   C I will start studying full time in September.
2 Sometimes answering this type of question means you must put together the information in the passage to follow the sense. This means that you must understand the pronouns and reference words. You practised this in Unit 18 on page 80.

Example:

The engineering company Orwells have reported a decrease in profits of 8 per cent. However the CEO is optimistic about the future, the main reason for the fall was the rising cost of steel but improving sales in the automobile industry are expected to compensate for this.

Higher steel prices have caused a decrease in profits at Orwells.

This is R, because the fall in the second sentence means the same as a decrease in the first sentence.

Now decide if the statement below is R, W or DS for the following passages.

1 Fun Drinks are to launch a new soft drink, Energise, in the autumn. Unlike most of its drinks which target 11-16 year olds, this product will be aimed at the adult consumer, especially sportspeople. It will compete directly with the highly successful sports drink, Sportsade.

R, W or DS?: Energise will target the 11-16 age range.

2 There were a number of applicants for the post of accounts clerk but only three were chosen for interview. Mr. Wright, Mr. Smith and Mr. Farmer, they were all chosen because all three candidates were suitably experienced but the post was offered to the one with a diploma in book-keeping.

R, W or DS?: Mr. Wright has a diploma in book-keeping.

To try a real exam task, go to page 124.
Reading Paper Part 4: Exam practice

Questions 16–22

• Read the article below about the UK cycle industry.
• Are sentences 16–22 below ‘Right’ or ‘Wrong’? If there is not enough information to answer ‘Right’ or ‘Wrong’, choose ‘Doesn’t say’.
• For each sentence 16–22, mark one letter (A, B or C) on your Answer Sheet.

CYCLES MOVE WITH THE TIMES

Times have been hard for the UK cycle industry. Poor weather and competition from abroad have had a serious effect on sales. Manufacturers have had to cut back and last month more than 40 job losses were announced at Cycle World, one of the country’s main bicycle factories in Leicester. But the company says it is fighting to win back customers, using such strategies as improved after-sales and bikes built to specific customer requirements.

Two years ago Cycle World sold off its bike-making machinery in an effort to cut costs and save money. The company’s Leicester factory is now only an assembly plant as most of the parts are imported.

The company produces half a million bikes a year across the full Cycle World range, with nearly all of these being sold in the UK. Production is largely done by hand. Workers use the batch production method—everyone making up to 600 bikes of a particular model at any one time.

At the height of its success, Cycle World employed 7,000 people but, like many areas of manufacturing, it has since shrunk. Its 1950s purpose-built factory now employs just 470 permanent workers, with numbers rising to 700 as temporary staff are taken on to meet seasonal demands in sales.

16 The weather has encouraged more people to buy bikes.
A Right          B Wrong          C Doesn’t say
17 Management have recently had to make people redundant at Cycle World.
A Right          B Wrong          C Doesn’t say
18 Cycle World is providing a more personal service to regain market share.
A Right          B Wrong          C Doesn’t say
19 Cycle World imported some bike-making machinery as part of a cost-cutting exercise.
A Right          B Wrong          C Doesn’t say
20 The majority of Cycle World bicycles are sold to the domestic market.
A Right          B Wrong          C Doesn’t say
21 Only a small number of different bike models are produced each month.
A Right          B Wrong          C Doesn’t say
22 Seven hundred extra staff are taken on at the busiest time of the year.
A Right          B Wrong          C Doesn’t say
Reading Paper Part 5: Exam skills

Part 5 consists of:

- one text of 300-400 words
- six multiple-choice questions where you must choose A, B or C.

You practised similar skills in Unit 18 (page 80) and Unit 24 (page 105).

This part of the exam tests your ability to:

- skim: read for gist, especially opinions
- scan: read for specific information.

Suggested exam technique

1. Skim the text first to get a good general idea of what it says and the topic of each paragraph.
2. Read the beginning of the first question and underline the most important words.
3. Find where the question is answered in the text. Then read the three alternatives and decide which is correct. Sometimes you may find it easier to decide which ones are not correct.
4. The answers to the question usually come in the same order in the text, so when you have found the answer to one question, move on to the next part of the text.
5. The text will not often use the same language as in the question. You need to look for the same idea expressed in a different way.

Exercises

1. a Skim the text about Anwar’s Restaurant and decide which of the following it talks about.
   a The original idea
   b Raising the money to start up
   c Taking on employees
   d Advertising the restaurant
   e Buying the equipment
   f Expanding the business

   b Now choose the correct answer, A, B or C.

   1 Why did Anwar feel confident about running his own restaurant? (paragraph 1)
   A He had training in restaurant management.
   B He had built up a lot of experience in the trade.
   C He had a number of contacts who were willing to invest.

   2 Why did Anwar’s bank not want to give him a loan? (paragraph 2)
   A He had never run a restaurant before.
   B His business plan was badly written.
   C He had no assets which he could offer as security.

   3 According to Anwar, buying the equipment on hire purchase: (paragraph 3)
   A was more expensive than he had planned.
   B meant that the equipment was less suitable.
   C saved him money on repair bills.

   4 Anwar was keen to move into the new property because (paragraph 4):
   A it would expand his customer base.
   B his first property was too small.
   C the lease on the first property was coming to an end.

To try a real exam task, go to page 126.
Enjoying your career

‘My business is my hobby,’ someone tells you. ‘I wish I could make a living from my hobby,’ you may think. ‘It sounds ideal.’

Yet according Sue Cole, a management expert, there can be both advantages and disadvantages for those who combine their hobby with their career. ‘There’s a real possibility that your hobby becomes less attractive when it’s your job. But also quite a few people who make their hobby their career become too enthusiastic and forget about the basic principles of business,’ she says. ‘For example, someone may think: “I love cooking. There aren’t enough restaurants in this area. I’ll start one up.” And they go ahead without establishing how many customers they’ll need each day or what income they’ll require to cover costs. That can be a recipe for disaster.’

Richard Campbell, however, has made a success of it. A keen amateur singer with a passion for travel, he first became involved in organising musical tours as a university student. On graduating, he joined a small student travel company, Sunway Travel, as a tour leader. Thirteen years later, in 1993, he bought the business and re-positioned it to focus entirely on musicians, both amateur and professional. It was a successful move and Sunway Travel now arranges worldwide travel for 80% of Britain’s classical musicians.

Despite the size of the business, Campbell still enjoys touring with orchestras. ‘Musicians are usually delightful to travel with and you visit wonderful places.’ It can get stressful though, ‘They assume it’s normal when everything goes right. If something goes wrong, they look for someone to blame, and they can be quite unreasonable and bad-tempered, especially if they are worried about meeting their contracts for the rest of their tour.’

Campbell explains that things haven’t always been easy. ‘Sometimes the company didn’t perform as well as I’d expected. There were difficult times and I had to learn to cope with the stress. However, we’ve now got to a level where my staff can run the business on a daily basis and all I need to do is keep an eye on things.’

Campbell recognises that he could have earned more in another line of business. ‘Travel generally doesn’t pay well. I have friends in other professions who are very highly paid.’ But he has no regrets. ‘They envy me because I am reasonably well paid to do something that I love doing.’
23. What does Sue Cole say about people whose businesses are their hobbies?
A. They run them because it's fun.
B. They feel very little about running them.
C. They are skilled in running them.

24. Why do some people who open their own restaurant fail?
A. They are not motivated enough about the competition.
B. They don't know how to attract customers.
C. They don't understand how to keep turnover levels they need.

25. How did Richard Campbell change Sunway Travel in 1993?
A. He replaced the company offices.
B. He targeted a new group of customers.
C. He expanded the destinations the company dealt with.

26. According to Campbell, how do managers react when faced with travel problems?
A. They try to optimize the person responsible.
B. They expect things to be put right.
C. They say it will cost too much.

27. What does Richard Campbell say about the day-to-day running of his business?
A. It's far too easy for him to escape his role.
B. It's much more stressful than he ever expected.
C. It's a lot easier than he thought it would be.
Reading Paper Part 6: Exam skills

Part 6 consists of:
1. one text of about 150 words
2. twelve multiple-choice gaps where you must choose the correct word, A, B or C.

You practised similar skills in Unit 21 (page 92).

This part of the exam tests your knowledge of:
- vocabulary (especially collocations)
- prepositions
- grammar (tenses, comparatives, modal verbs, etc.)
- pronouns and reference words
- link words (and, although, despite, etc.)

Suggested exam technique
1. Before you look at the alternatives, read the text through and try to think which word will go in the gap. You may find that you think of one of the alternatives.
2. The three alternatives may have similar meanings but look at the words either side of the gap. The right answer will often depend on these.
3. If you are not sure, try to eliminate a wrong alternative.
4. When you have finished, read the text through again with your answers to check.

Exercises
1. The gaps in this exercise test your knowledge of grammar. Put the correct letter in each gap.

   The shoe company Gear 1 ... founded in 1999 by Mr Daniele Bani. Since then, it 2 ... expanded rapidly and now it has 15 per cent of the Italian market share. In order to expand further, Mr Bani 3 ... to target other markets such as France and Germany where growth 4 ... expected to be faster.

   1. A has  B is  C was
   2. A has  B is  C was
   3. A must  B needs  C should
   4. A is  B will  C has

2. The gaps in this exercise test your knowledge of pronouns and reference words. Put the correct letter in each gap.

   A recent UK study has revealed that 65 per cent of CVs 1 ... are submitted to employers contain inaccuracies. Although some of 2 ... inaccuracies are simple mistakes, many of 3 ... are deliberate lies. Employers are responding to 4 ... situation by carrying out more and more detailed checks on 5 ... job candidates.

   1. A for  B after  C up
   2. A at  B about  C in
   3. A on  B off  C down
   4. A on  B off  C down
   5. A in  B on  C at
   6. A on  B of  C from
   7. A on  B for  C from
   8. A at  B of  C in
   9. A up  B on  C out
   10. A on  B in  C up
   11. A of  B from  C about
   12. A on  B at  C in

3. In this text, choose the correct prepositions to fill the gaps. Look especially at the verbs and adjectives before each one.

   THE GREEN OFFICE

   There are a number of simple steps you can take to make your office more environmentally friendly. Most of them are not just about looking 1 ... the environment. They are useful for anyone who is interested 2 ... running their office more efficiently. For example, has anyone in your workplace ever left their computer switched 3 ... all night? Making sure that everyone shuts 4 ... the computer 5 ... the end of the day will save energy and reduce your electricity bills too. Many office workers also depend too much 6 ... hard copies of documents, which means that the office spends far more than it should 7 ... paper. Make sure everyone is aware 8 ... the system for creating files and storing emails on computer so that they do not have to print everything 9 ... .

   A truly green office will have a system for recycling different materials. Try to persuade your boss to set 10 ... a system with different bins for paper, cardboard and plastic. If colleagues complain 11 ... the extra time and trouble, you may be able to invest 12 ... individual recycling containers which can be placed next to everyone’s desk. These are available from many recycling companies.

   1. A for  B after  C up
   2. A at  B about  C in
   3. A on  B off  C down
   4. A on  B off  C down
   5. A in  B on  C at
   6. A on  B of  C from
   7. A on  B for  C from
   8. A at  B of  C in
   9. A up  B on  C out
   10. A on  B in  C up
   11. A of  B from  C about
   12. A on  B at  C in

To try a real exam task, go to page 129.
Reading Paper Part 6: Exam practice

Questions 29–40

- Read the job advertisement below.
- Choose the correct word to fill each gap, from A, B or C below.
- For each question 29–40, mark one letter (A, B or C) on your Answer Sheet.

ASSISTANT TO PUBLIC RELATIONS MANAGER

Business Press is the world’s most respected publisher of business news. PR and publicity play (29) ... essential part in ensuring our continued (30) ... and this is an outstanding opportunity that (31) ... also be the start of a career (32) ... Public Relations.

(33) ... directly to our PR Manager, you will run her office and learn quickly to do just about everything. Filing documents, taking calls (34) ... journalists and answering their questions are all included in (35) ... You will also help to organise events and visits, prepare reports (36) ... month and generally help to run an efficient press office.

The perfect candidate will have a (37) ... standard of education, strong communication skills and an excellent telephone (38) ... Professional secretarial qualifications are an advantage. A minimum of two years’ experience, (39) ... should be within a busy office, is essential. You will be confident, have a smart professional appearance and be in a hurry to (40) ... things done.

29 A an  
B each  
C the  
30 A gain  
B success  
C increase  
31 A must  
B ought  
C could  
32 A by  
B with  
C in  
33 A Reporting  
B Reported  
C Report  
34 A for  
B from  
C about  
35 A this’s  
B them  
C those  
36 A every  
B some  
C any  
37 A deep  
B wide  
C high  
38 A manner  
B attitude  
C approach  
39 A where  
B what  
C which  
40 A make  
B get  
C do
Reading Paper Part 7: Exam skills

Part 7 consists of:

- two short texts such as memos, emails or adverts
- one form which you must fill in with information taken from the texts.

You practised similar skills in Unit 5 (page 29) and Unit 23 (page 99).

This part of the exam tests your ability to identify relevant information in a short text.

Suggested exam technique

1. Look at the form and read the headings carefully.
2. Look at the texts and think who would complete the form. For example, an order form would obviously be completed by the company who needs the goods, not by the company who supplies them.
3. Scan the two texts to find the relevant information.
4. If the information you need is a name, for example, then the texts are likely to contain two or three names. In this situation, it is a good idea to underline all the names you can find and then decide which is the correct one.

Exercises

1. The travel claim form below asks for the names of three different people. Scan the two emails and underline all the names. Then decide which name corresponds to which heading to complete the form.

TRAVEL CLAIM FORM

For the attention of: 1...
Ticket required for: 2...
Authorised by: 3...
Date of travel: Tuesday 16 March

2. Sometimes you need to take information from one of the texts to work out which is the correct information in the other. In the following exercise, complete the conference booking form with the missing information. To do this, you need to look at the list of conference fees and the email to Simon Roberts.

To: Simon Roberts
From: Carmel Volponi
Re: Conference booking

Dear Simon,

I need to register for the conference, so please fill in the conference booking form for me. I’m only going for one day (Friday) so I won’t need to book the hotel. If you send it in this week, we can still get the early bird rate. Don’t forget to tell them I need a vegetarian lunch.

Thanks,
Carmel

Conference fees:
- early bird: £225
- standard: £260

- Day delegate booking rate: £110
- Block booking rate per delegate: £205

Fees include registration, conference materials, lunch and tea and coffee.

Block bookings can only be made for groups of six or more and are only available for full three days.

Conference Booking Form

Name: Carmel Volponi
Company: Tele 43
Job title: Marketing manager
Booking rate: 1
Special requirements: (e.g. dietary)
Payment: I authorise you to delete my visa/switch card for

To try a real exam task, go to page 131.
Caradoc Clothing (Manufacturing) Ltd

MEMO

To: Katy Phipps, Personnel Officer
From: Gary Campbell, Design Manager
Date: 19th November 2003
Subject: New vacancy

Sam, the technical assistant in the children's clothes section has decided to leave on Dec 1st. I'm not sorry, as he had no computer skills. We should insist on that in the ad for a replacement. We usually demand clothes industry experience, but it isn't really necessary - good people can learn very quickly - which means we could use the local paper instead of Clothing Weekly. At the moment we're short of staff in Sportswear, so I want the new person to start there.

Thanks,

Caradoc Clothing (Manufacturing) Ltd

MEMO

To: Jack Thompson, Personnel Advertising
From: Katy Phipps, Personnel Officer
Date: 19th November 2003
Subject: New vacancy

Please note Gary's memo. Sam Cosgrave's leaving on 1 December, so we'd better advertise asap, and aim to get someone from 24 November. Remember the changes to job titles - a technical assistant is now called a design assistant.

Staff vacancies

| JOB TITLE: | (41) |
| STARTING DATE: | (42) 2003 |
| SECTION: | (43) |
| REQUIREMENT(S): | (44) |
| ADVERTISE IN: | (45) |
Listening Paper Part 1: Exam skills

Part 1 consists of:
- eight short conversations or monologues
- eight multiple-choice questions. You must choose A, B or C.

You practised similar skills in Unit 9 (pages 44 and 45) and Unit 17 (page 76) with short texts and graphs.

This part of the exam tests your ability to listen for specific information in a short extract.

Multiple-choice questions in the Listening paper

Each question has three alternatives. One is the correct answer, the others are ‘distractors’. You have to distinguish the relevant information from the distractors. Be careful when you listen, because the speakers will usually mention something connected with the distractors. You must be alert in order to decide that they are the wrong answers.

Suggested exam technique

1. Use the pause before each recording to read the question and the three alternatives carefully. You may find it useful to underline the important words.
2. The speakers will probably say something about all three alternatives or something similar to them. Listen carefully to decide which is correct.
3. The speakers will not use exactly the same words as in the questions. Listen for the same idea expressed with a different word or phrase.
4. If the alternatives are words and phrases, not numbers, try to think of alternative words for these ideas before you hear the recording.
5. If you find a question difficult, use the pause between listening the first time and listening the second time to read it again and think about what you have heard.

Exercises

1. Listen to the following two short extracts and fill in the gaps. Then answer the multiple-choice question at the end.

   1. Man: Do you want to meet sometime to discuss the market research survey? I could do next 1 .......... morning.

   Woman: Yes, I could, as well, but I was hoping we could meet earlier than that. How about 2 .......... this week or 3 .......... morning?

   Man: Sorry, I can’t make either of those. I’m in meetings both days.

   Woman: OK, then, next week it is.

   What day are the speakers going to meet?
   A Monday
   B Tuesday
   C Friday

   2. Man: Has there been much interest in the new post?

   Woman: Yes, we’ve had about 1 .......... applicants, some very good ones too. I’m choosing them for interview at the moment and it looks like I’ll be seeing about 2 .......... of them.

   Man: So probably we should always advertise in that paper from now on. When we put the advert online, only about 3 .......... people contacted us.

   How many candidates is the woman going to interview?
   A 60
   B 30
   C 10

   3. Listen to the next two extracts and answer the following two questions.

   1. How much will the man pay for the hotel room?
      A £90
      B £130
      C £75

   2. Where is Mr Sullivan going to have lunch?
      A Greek restaurant
      B steak bar
      C staff canteen

   3. Listen to two more extracts and answer the questions below. For these two questions you need to think about other words you might use to talk about the three alternatives.

   1. What has changed about the packaging for the sweets?
      A the shape
      B the material
      C the colour

   2. What did the man think about the presentation?
      A The content was boring.
      B The presenter spoke clearly.
      C The ideas were original.

To try a real exam task, go to page 133.
Listening Paper Part 1: Exam practice

4 Questions 1–8
- For questions 1–8 you will hear eight short recordings.
- For each question, mark one letter (A, B or C) for the correct answer.

Example:
Who is Emily going to write to?
A the staff
B the supplier
C the clients
The answer is A.

- You will hear the eight recordings twice.

1 When will the meeting be?

2 Which office suppliers are they going to use?
   Office Network Excel Products A-Grade Service
   A B C

3 Which line shows productivity correctly?

4 What is the correct length?
   420mm 452mm 540mm
   A B C

5 What does the woman want to do about the meeting?
   A cancel it
   B postpone it
   C bring it forward

6 What time will Mr Johnstone arrive?
   14:45 16:50 21:10
   A B C

7 Which chart shows where the company's goods are made?

8 Which task is urgent?
   A B
Listening Paper Part 2: Exam skills

Part 2 consists of:
- one short telephone conversation, or possibly answerphone message which you hear twice
- seven gaps in a form or set of notes where you must fill in information.

You practised similar skills in Unit 7 (page 37) and Unit 9 (page 42).

This part of the exam tests your ability to:
- understand factual information (especially dates, prices, telephone numbers, etc.)
- take down spellings of a name, company, address, etc.

Cue words

When listening for specific information, it is very important to listen for the cues or words which will introduce the information that you want. For example, if you need to know the price of something, listen for the word price or cost and be ready for the information you want to come immediately after. If you are noting down specific information, try to decide what the cue word is likely to be for each one.

Suggested exam technique

1. Use the pause before you hear the recording to read the form and think what information you must put in each gap.
2. When you hear the recording, listen for the key words which introduce the information that you need. For example, if one question is 'discount offered', listen for the word discount. The information on the recording is in the same order as the questions.
3. For many of the questions, you will hear two numbers or two pieces of information and you will have to choose the right one, so don't just write down the first one that you hear.
4. Before you hear the recording for the second time, think where you must concentrate especially hard for any answers that you missed.

Exercises

5.1 You will hear a speaker giving some information about DHL, the express delivery service. Listen to the talk and fill in the correct numbers. (The speaker gives many more facts than you need so listen carefully to what the numbers refer to.)

| Year in which the company started: | 1 .............. |
| Total revenue in 2003: | 2 .............. |
| Number of offices worldwide: | 3 .............. |
| Number of vehicles owned: | 4 .............. |
| Aircraft used in Europe: | Boeing 5 .............. and Airbus 6 .............. |

6.2 People often confuse the names of the following letters in English: A, C, E, G, I, J, R, S.

Listen to the recording and write these letters in the order that you hear them.

1 ......... 2 ......... 3 ......... 4 ......... 5 ......... 6 ......... 7 ......... 8 .........

7.3 Listen to the following short conversations and complete the information. In each case, you need to write the correct spelling.

1. Name: Keith ..............
   Address: 34, .............. Close, Croyden
2. Name: ..............
   Address: 62, .............. Drive, London
   Postcode: ..............
3. Company: ..............
   Contact name: ..............

8.4 Listen to four short conversations and write the correct numbers. In each case you will hear more than one number so make sure you choose the correct one. If you find this difficult, write down all the numbers you hear and then listen to the recording a second time to decide which is correct.

1. Contact phone number: ..............
2. Time of arrival: ..............
3. Discount: ..............
4. Total number of staff: ..............

To try a real exam task, go to page 135.
Listening Paper Part 2: Exam practice

Questions 9–15

- Look at the notes below.
- Some information is missing.
- You will hear an engineering manager giving a secretary some information about a quotation.
- For each question 9–15, fill in the missing information in the numbered space using a word, numbers or letters.
- You will hear the conversation twice.

| **Stylex Engineering**
<table>
<thead>
<tr>
<th><strong>Quotation for Service Contract</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer name:</td>
</tr>
<tr>
<td>Quotation reference:</td>
</tr>
<tr>
<td>Number of machines:</td>
</tr>
<tr>
<td><strong>Charges</strong></td>
</tr>
<tr>
<td>Annual service:</td>
</tr>
<tr>
<td>Emergency work</td>
</tr>
<tr>
<td>Call-out charge:</td>
</tr>
<tr>
<td>New waiting time for call-out:</td>
</tr>
<tr>
<td>Payment terms:</td>
</tr>
</tbody>
</table>
Listening Paper Part 3: Exam skills

Part 3 consists of:

- one monologue
- one form or set of notes with seven gaps.

You must fill the gaps using one or two words. One of the answers may be a date.

You practised similar skills in Unit 3 (page 21), Unit 12 (page 56) and Unit 18 (page 81).

This section tests your ability to:

- listen for specific information
- take short notes.

Suggested exam technique

1. Use the pause before you hear the recording to read the notes carefully and think what kind of information could go in each gap. Guess the type of answer before you hear the talk.
2. The speaker may say two or three possibilities for each question, so don’t just write down the first that you hear. Listen carefully to decide which is correct.
3. The speaker will not use the same words as are used in the questions. Listen for the same idea expressed with an alternative word or phrase. Try to think of some in the pause before you hear the recording.
4. Use the pause before the first and the second listening to decide what questions you still need to concentrate on.
5. Use the second listening to check the answers you already have as well.

Exercises

1. Look at the following notes on items from a business news programme. Think about the questions in italics before you listen.

**Lin Ro Vehicles**
The company was founded in: 1.

*What kind of information could go in this gap?*

The greatest increase was in sales of: 2.

*It’s a vehicle manufacturing company. What are some possible answers here?*

Reason for the rise in sales: 3.

*What are some possible reasons?*

The company are planning to: 4.

*The company are expanding, so what might they plan to do?*

2. Now listen and fill the gaps with one or two words or a date.

b. Some words and phrases in the following questions are underlined. Find the words and phrases in the transcript below with the same meaning.

1. John Butler is a previous head of a: ____________
2. He is planning to make an offer for a: ____________
3. He is seeking support from an: ____________
4. There are rumours of a: ____________

**John Butler**, the former chairman of TV West, is currently in talks to launch a bid for the cinema chain, Cineworld. Butler lost his position as chairman of the TV company last year after TV West merged with Tele40 to form a single independent television company. He is seeking backing for his offer from a number of investment banks. There is also speculation of a joint bid with Hans Muller, the owner of the private equity group Orbis. However, Mr Muller was not available for comment.

b. Now complete sentences 1–4, using one or two words.

3. You are going to listen to another news item. Before you listen, think about

- the kind of information that could go in the gaps in the notes below.
- alternative words and phrases that the transcript could use. Use the questions in italics to help you with this.

**Morton and Campbell Insurance**
Division that the company plan to sell: 1.

*What are some other ways of saying ‘plan to’?*

Reason for selling: 2.

*A reason is normally introduced with what word?*

An increased number of claims came from 3.

*What could be another way of saying ‘an increased number’?*

According to the newspapers, an offer has been made by a/an 4.

*What is another way of saying ‘the newspapers’?*

b. Now listen to the news item and fill the gaps in the notes above with one or two words.

To try a real exam task, go to page 137.
Questions 16–22

- Look at the notes about the launch of a new clothing company.
- Some information is missing.
- You will hear part of a welcoming talk by the company’s Managing Director.
- For each question 16–22, fill in the missing information in the numbered space using one or two words.
- You will hear the talk twice.
- You have 10 seconds to read through the notes.
- Now listen, and fill in the missing information.

### COMPANY LAUNCH EVENT

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New company:</strong></td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td><strong>Staff change:</strong></td>
</tr>
<tr>
<td>David Shaw to become:</td>
</tr>
<tr>
<td><strong>New premises:</strong></td>
</tr>
<tr>
<td>Location: close to</td>
</tr>
<tr>
<td>Biggest area of expansion:</td>
</tr>
<tr>
<td>Future staff facility:</td>
</tr>
<tr>
<td><strong>Future company plans:</strong></td>
</tr>
<tr>
<td>Next new product range:</td>
</tr>
<tr>
<td>New market:</td>
</tr>
</tbody>
</table>
Listening Paper Part 4: Exam skills

Listening Part 4 consists of:

- an interview or conversation between two or more speakers.
- eight multiple-choice questions. You must choose A, B or C.

You practised similar skills in Unit 10 (page 49) and Unit 23 (page 101).

This part of the exam tests your ability to:

- listen for gist (general meaning)
- understand the speakers' opinions
- pick out specific information.

**Signpost words**

When you need to follow the overall argument of a listening text, it will help if you listen for the 'signpost words'. These are words like and, because, so, but and for example. These will tell you the kind of information that is coming next and help you not to get lost.

**Suggested exam technique**

1. **Use the pause** between the instructions and listening to the recording to read each question and underline the most important words.

2. The speaker will probably say something about all three alternatives or something similar to them. Listen carefully to decide which is correct.

3. Remember that the speaker will not usually use the same words as in the questions. You must listen for the same idea expressed in different words.

4. If you find a question difficult, use the pause before listening the second time to read it again and think about what you have heard.

**Exercises**

13.1 **a** You will hear a woman being interviewed about working flexible hours. Choose the correct answer A, B or C.

1. The majority of people recruited through Flexiwork are
   A women with young children
   B men with large families
   C people who care for elderly relatives.

2. According to the speaker, working from home is more efficient because
   A employees do not need their own desks
   B employees do not waste time travelling
   C employees use fewer company resources.

3. Employees who are offered flexible hours are more likely to
   A stay with the company
   B do extra hours
   C meet job targets.

b Read the transcript of the interview. Underline the phrases which give you the correct answers. How are they expressed?

A So tell us something about Flexiwork.
B Well, we're a recruitment agency but we specialise in finding employment for people who want to work flexible hours.

A And who are your clients? Is it mainly working mothers who need to organise their work around childcare?
B No, not really. A great many men these days want more flexibility in their working hours, either to spend more time with their children or just because they want more control over when and where they work. Actually we find the most common reason for needing more flexibility is that the person has an old person at home, like a parent or a grandparent that they are looking after.

A And how difficult is it for companies to offer flexible hours?
B It's becoming easier and easier really. Why do you need to do everything at your desk at work if you have a computer at home? You still need to go into work for some things but even then, you won't be forced to go during the rush hour. And that's a big saving of time. Just think of all those unproductive hours you spend on the train normally.

A Are there any benefits for companies?
B Yes, certainly. Staff turnover among flexible workers tends to be much lower than among other employees, partly because it may not be easy to find this balance between work and family needs somewhere else. And if companies can hang on to their best workers by saying 'OK, because of your situation, we'll offer you flexible hours', then they're more likely to meet their targets.

To try a real exam task, go to page 139.
Questions 23–30

- You will hear a radio interview with George Johnson, Managing Director of Media-X, an organisation which invests in internet companies.
- For each question, 23–30, mark one letter (A, B or C) for the correct answer.
- You will hear the conversation twice.
- You have 45 seconds to read through the questions.
- Now listen, and mark A, B or C.

23 The name Media-X was chosen for the company because
   A it presented a serious image.
   B it was connected with technology.
   C it seemed easy to remember.

24 George Johnson started to invest in internet companies because the internet
   A already had considerable educational value.
   B was increasingly popular in Europe.
   C was becoming easier to use.

25 What was George’s first job?
   A bank employee
   B economics lecturer
   C software programmer

26 George’s father helps him by
   A advising him on investments.
   B providing him with suitable office space.
   C giving him financial support.

27 Approximately how many companies in total does George help each year?
   A 100
   B 200
   C 300

28 When choosing between proposals, George first considers
   A the experience of the directors.
   B the need for the product or service.
   C the financial background of the company.

29 Media-X helps companies by providing advice on
   A market research.
   B technical support.
   C pricing strategy.

30 Which of these UK companies has expanded into other countries?
   A NetTrade.com
   B TravelDeals.com
   C OrderFree.com

You now have 10 minutes to transfer your answers to your Answer Sheet
Writing Paper Part 1: Exam skills

Part 1 consists of:
- one short text of 30-40 words written to someone within the same company
- three key points which you must include.

You practised similar skills in Unit 4 (page 25).

This part of the exam tests your ability to:
- cover all three key points in a short text
- use correct register (formal or informal)
- use correct grammar and vocabulary.

Register

The register you use will depend on:
- the subject you are writing about
- who you are writing to.

For example, if you are writing an email to a senior manager, the register will be quite formal, but if you are writing to a close colleague, you may use quite an informal register.

Suggested exam technique

1. Read the instructions carefully. The first one or two sentences explain the situation. Then you are given the three points to include. Underline the most important words in the situation and the key points, including who you are writing to. You will probably need to use a semi-formal style.
2. Write one sentence for each point.
3. Choose a suitable greeting and sign-off.
4. Read your answer and add any link words if you feel it is necessary.
5. Check for any mistakes in grammar or spelling (for example, ‘s’ missing from the ends of words).
6. Check the number of words.
7. Write your answer on the answer sheet.

Exercises

1. a. Read the following writing task and underline the key words in the situation and the key points to include.

You asked your secretary to photocopy some handouts for a presentation you are going to give. However, you now find that you will need ten extra copies of each one.

Write a note to your secretary:
- thanking her for doing the copies
- asking her to do the extra ones
- telling her where to leave them.

b. Below you will see three possible answers to this task. Which one do you think is the best?

A. Dear Sally,
   Thanks for doing the copies. More people are coming so you must make ten extra. Leave them at reception.
   Anna

B. Sally,
   Mr Stevens has just told me that more people are coming to the presentation so I’m going to need extra copies of all the handouts. Please could you make me another ten of each one.
   Thanks,
   Anna

C. Sally,
   Thanks for doing these photocopies. However, the training manager has just told me that there will be extra people at the presentation. Please could you do another ten copies of each and leave them at reception.
   Anna

2. a. You work for the finance department of a company. A customer has telephoned to say that you have charged her too much for an order.

Write an email to your assistant:
- giving the customer’s name
- explaining why the customer thinks the amount is wrong
- asking her to check the invoice and get back to you.

b. On the opposite page is an answer to the question but it does not cover all the points well. What is missing?
To: Helen Smith  
From: Philip Day  
Re: order  

Helen,  
A customer rang today at 10 o'clock. She has received her DVDs but says that the invoice is wrong because it includes two that she didn't order. Please could you check this out?  
Thanks,  
Philip

**MEMO**

To: all staff  
From: ..........  
Date: 30 March  
Re: new brochure  

I'm sorry but our new brochure hasn't arrived yet. I realise that this is very inconvenient but there have been technical problems at the printer's. It will hopefully be with us in two weeks. Please carry on using the old brochure for the moment, and tell customers about any changes.

To try a real exam task, go to page 142.

---

**c** Now write an improved version of the above memo.

3a You have arranged for a new brochure to be printed for your company. However, it will now arrive later than you planned.

**Write a memo to all staff:**  
- apologising for the late arrival  
- giving the reason for the delay  
- saying when the brochure will arrive.
Writing Paper Part 1: Exam practice

Question 46

- You have to cancel a meeting with James Lewis, a senior manager in your company, at very short notice.
- Write an email to Mr. Lewis:
  - apologising for the cancellation
  - explaining why this was necessary
  - suggesting a date when you are free.
- Write between 30–40 words.
- Write on your Answer Sheet.

<table>
<thead>
<tr>
<th>To:</th>
<th>James Lewis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cc:</td>
<td></td>
</tr>
<tr>
<td>Subject:</td>
<td>Meeting</td>
</tr>
</tbody>
</table>
Writing Paper Part 2: Exam skills

Part 2 consists of:
- one short text such as part of a business letter. You must write a reply of 60-80 words
- four key points which you must include.
You practised similar skills in Unit 11 (page 51), Unit 16 (page 72), Unit 20 (page 88) and Unit 21 (page 93).

This part of the exam tests your ability to:
- read and understand the purpose of a short text
- write a reply in the correct register which achieves your purpose
- use correct grammar and vocabulary.

Suggested exam technique
1. Read the text and the four key points carefully. Underline the most important words and phrases.
2. Write one sentence for each key point.
3. Add linking words and phrases, any extra information, and a suitable greeting, beginning and ending.
4. Read your answer through, thinking about the person who will read it. Will it have the right effect?
5. Check for any mistakes in grammar and spelling.
6. Check the number of words.
7. Write your answer on the answer sheet.

Exercises
1. a. Read the following part of a letter from Mr Steele, head of the business studies department in a college in your area. Underline the important words.

We have a large business studies department for students who are planning to work in companies such as yours. We are currently putting together a programme of talks by visiting speakers. We would like to ask if you would be willing to come and give a talk to the students on some aspect of your company before the end of the summer term, preferably on a Friday afternoon.

b. Now read the task below.

Write a letter to Mr Steele:
- agreeing to give a talk
- giving the subject of the talk
- asking how long the talk should be
- suggesting a possible date.

You could say something like:

Dear Mr Steele,

Thank you for your letter of 12 February.

I would be happy to give a talk, which could last between 45 minutes and one hour, on Friday 16 April.

I look forward to hearing from you.

Yours sincerely,

[Your Name]

1. c. Put together the following phrases to make four complete sentences.

please could you tell me
- to come and give a talk at your college
- is a possible date for me
- I would like to outline
- I would be happy
- how long the talk should be
- our company’s product range and main markets

Friday 16 April

1. d. Now match each of the sentences with one of the four key points in the task box.

e. Study the following phrases and sentences.

Yours sincerely
- I look forward to hearing from you
- Thank you for your letter of 12 February

Dear Mr Steele
- Please let me know if this date would be suitable.

1. f. Write the letter using the phrases and sentences from exercises d and e.

DELFORD EQUIPMENT

We buy and sell second-hand equipment.

With our good staff and good business knowledge, we aim to provide you with the best service and the most suitable equipment for your needs.

Following the cost-reduction programme at Bolton Catering, we have recently acquired a range of equipment for the food and catering industry. Contact us for further details on www.delfordequip.com.

1. b. Read the task below and underline the important points.

Write an email to Delford Equipment:
- informing them what kind of business you own
- saying what kind of equipment you are interested in
- requesting a list of items in stock
- asking about the guarantee.

Write 60-80 words.
c Read the following answer, then answer the questions on the right.

Dear Sir,

I am writing with regard to your advertisement for food and catering equipment. I am one of the owners of a chain of juice bars. As we are currently expanding, we would be interested in purchasing a number of items of bar equipment, especially juicers and toasters. Please could you tell me how long the guarantee lasts on any purchase?

I look forward to hearing from you.

Yours sincerely,

Ken May

1. Which phrase does the letter use to introduce the subject?
2. Which phrase is used to ask for information?
3. Which phrase is used to finish (and say you expect a reply)?

4. Although the letter is written in a suitable style, it would not get the maximum marks in the exam because not all the four points in the task are covered. Which is missing?

5. Now rewrite the letter so that it covers all four key points. To do this, you will have to make some of the other parts shorter.

To try a real exam task, go to page 145.
Writing Paper Part 2: Exam practice

Question 47

- Read the part of a letter below from Andrew Trellis inviting you to a business reception at which your company will receive an award.

We are pleased to inform you that your company has won this year’s Business 2003 Award. The award will be presented at a reception at the Park Hotel on February 19.

I would be grateful if you would let me know as soon as possible whether you will be able to attend, and, also, whether you would be prepared to give a short talk during the evening.

- Write a letter to Mr. Trellis:
  - thanking him for the award
  - suggesting a topic for the talk
  - saying what equipment you will need
  - asking whether some members of staff can also attend.

- Write 60-80 words.

- Write on your Answer Sheet. Do not include any postal addresses.
Speaking Test Part 1: Exam skills

The Speaking Test takes about ten minutes. You are usually examined in pairs by two examiners. Only one examiner talks to the candidates.

In the test you are given marks for:

- **grammar and vocabulary.** You need to show that you have a good range of vocabulary and can use correct grammar. However, occasional small mistakes will not affect your mark.
- **discourse management.** You need to show that you can speak in a logical way about the subject and speak for the right amount of time.
- **pronunciation**
- **interactive communication.** You need to show that you can listen to the examiner and to your partner and give suitable answers.

In Part 1:

- the interviewer asks you general questions about you, your work, your free time, etc.
- the interviewer asks you questions on a business topic.

This part of the test takes about two minutes.

You practised similar skills in Unit 2 (page 17).

This part of the exam tests your ability to:

- talk about yourself
- talk about preferences
- agree
- disagree.

### Examples, reasons and extra information

**Giving examples:** If you are asked *What do you most enjoy about your job?*, you can say *I most enjoy the teamwork. We have a very good working atmosphere in my company. For example, when I've got a work problem, I can always ask my team leader for help and she's usually ready to give it.*

**Giving reasons:** If you are asked *Is this a good area to work in?*, you can answer *Yes, it's quite good because there is plenty of industry and communications are excellent.*

**Extra information:** If you are asked *Where do you come from?*, you can answer *I come from Fribourg or you can give extra information, such as I come from Fribourg. It's a town in the western part of Switzerland, not far from Berne.*

### Suggested exam technique

1. Before you go into the exam, make sure that you can answer questions about yourself and your job.
2. Don’t answer the questions with just one or two words. Add a reason or an example.
3. Smile at the examiner, make eye contact and look confident.

### Exercises

1. **a** Read these examples of possible test questions.  
   Unfortunately, this candidate does not say very much!

   1. **Examiner** Where are you from?  
      **Candidate** Turkey.

   2. **Examiner** What work do you do?  
      **Candidate** I'm an accountant.

   3. **Examiner** What do you like about your job?  
      **Candidate** My colleagues are nice.

   4. **Examiner** Now I'm going to ask some questions about your place of work. Do you have a comfortable office at work?  
      **Candidate** Yes.

   5. **Examiner** Is it important for you to have your own office?  
      **Candidate** Yes. It's important.

   6. **Examiner** And would you like to have a bigger office?  
      **Candidate** Not really.

   The candidate could gain a higher mark by adding a reason or an extra piece of information to these answers and saying more. This is more interesting for the examiner too!

   **b** Below you will find some more information and ideas which the candidate could use (a–f). Match each one with one of the answers above to make longer answers.

   a. I work for a clothing firm in Istanbul.
   b. I've got several good friends among them.
   c. If you don't have your own office, people can interrupt you all the time. It can be difficult to concentrate.
   d. I was born in Ankara but now I live in Istanbul.
   e. There's plenty of space for all my files already.
   f. It's very light with nice furniture.

   15 **c** Listen to the examiner's questions on the recording and answer them. Avoid answers of just one or two words. (If you are not yet working, answer about the place where you study.)
d  Now work in pairs. Take it turns to be the examiner and the candidate for the following questions.

<table>
<thead>
<tr>
<th>Now I’m going to ask you some questions about telephoning.</th>
<th>Now I’m going to ask you some questions about foreign languages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important is it for you to have a mobile phone?</td>
<td>Is it important for business people to speak a foreign language?</td>
</tr>
<tr>
<td>What are the advantages of using text messages instead of speaking to people?</td>
<td>Apart from English, which language is the most important in your area of work?</td>
</tr>
<tr>
<td>Are there any situations when it’s better to talk to people face to face instead of telephoning?</td>
<td>Do you think companies should give language training to their staff?</td>
</tr>
</tbody>
</table>
Speaking Test Part 2: Exam skills

In Part 2:

- You are given a page with two topics printed on it. The topics consist of a question beginning What is important ...? followed by three alternatives. You must talk for about one minute on one of the topics.
- You must also listen to your partner's talk and briefly answer his or her What is important ...? question.

You practised similar skills in Unit 13 (page 61).

This part of the exam tests your ability to:

- speak for a longer time, as you might have to do in a business meeting or when giving a short presentation
- organise your ideas clearly and keep to the topic.

Interview nerves

It is natural to feel a little nervous about this part of the interview. Tell yourself:

- you have something interesting and important to say
- the examiner wants to hear your ideas
- he/she would be equally nervous if he/she had to give a talk in your language!

Above all, keep speaking. If you can't think of something to say, take a breath and start again. Don't worry if you repeat something you have already said.

Suggested exam technique

A You have one minute to prepare. Use it to:

1. Choose the topic which is easier for you.
2. Think about the three points and why they are important. Decide which one or two are the most important.
3. Think about examples you can give. Personal examples can make the talk more interesting.
4. Note down some key words and ideas for each alternative to help you remember and organise your talk.

B When speaking:

1. Use your notes but look at the examiner.
2. Start by saying which question you have chosen.
3. Use linking words and phrases like firstly, because, for example. This will make your talk easier to follow.
4. Watch the time and try to finish with a short concluding sentence.
5. Keep speaking for the minute. If you run out of ideas, take a breath and begin again, even if you are repeating an idea you have talked about before.

Exercises

1. a Look at the following question.
What is important when giving a presentation?
- Using visuals
- Giving handouts
- Allowing time for audience questions.

Below you will find an example of a talk that a candidate might give on this topic. Write the best linking word or phrase from the box in each gap.

for example like so to conclude
because firstly but
secondly this means that also

Well, I've decided to talk about what is important when giving a presentation. 1 ................., I think it's important to use visuals like PowerPoint slides or things written on a flip chart 2 ................. it's easier for the audience to concentrate when they have something to look at. Of course, there are some things which you can explain more clearly if you use visuals. 3 ................., if you are talking about figures, you really need to show them to your audience on a graph. 4 ................., I think it's very important to give the people who are listening time to ask you questions at the end. 5 ................. you can explain something to them again if it wasn't clear the first time. It 6 ................. means that the audience can find out more about any part of the talk which interested them.

People usually give handouts 7 ................. copies of the PowerPoint slides to the audience. This is nice 8 ................. I don't think it's essential. People often prefer to make their own notes. I sometimes wonder if many people look at the handouts again after the talk. 9 ................., I think the most important things are using visuals and allowing the audience to ask questions at the end.

b Now listen to the talk and check your answers.
(More than one answer may be possible)
2a Work in pairs. Choose one of the topics below and discuss how you could answer it. Make some notes.

2b Change partners and give your talks. Your partner should listen and make any suggestions for ideas you could add at the end.

What is important when meeting a new customer?
- Your knowledge of the product
- Personal appearance
- Meeting the customer on time.

What is important for you in an office?
- Having lots of space
- Being private
- Being able to personalise it.

To try a real exam task, go to page 150.
Speaking Test Part 2: Exam practice

Task Card 20 – Candidate’s Copy

**A: WHAT IS IMPORTANT WHEN ... ?**

Choosing a company to deliver goods
- Speed of delivery service
- Security
- Cost of delivery

**B: WHAT IS IMPORTANT WHEN ... ?**

Choosing a location for an office
- Transport connections
- Costs
- Other businesses in area

Task Card 20 – Examiner’s Copy

**A: WHAT IS IMPORTANT WHEN ... ?**

Choosing a company to deliver goods
- Speed of delivery service
- Security
- Cost of delivery

**B: WHAT IS IMPORTANT WHEN ... ?**

Choosing a location for an office
- Transport connections
- Costs
- Other businesses in area

Is the **speed of the delivery service** the most important thing to consider? (Why? / Why not?)

How important is it to **consider security**? (Why? / Why not?)

How important is the **cost of delivery**? (Why? / Why not?)

Select from the following additional prompts (if the above have already been covered):
- Is it important to choose a **large company**? (Why? / Why not?)
- How important is it to consider **good customer service**? (Why? / Why not?)
- Is it important to ask other people for their **recommendations**? (Why? / Why not?)

Are the **transport connections** the most important thing to consider? (Why? / Why not?)

Is it important to consider the **costs**? (Why? / Why not?)

Is it important to consider the **other businesses in the area**? (Why? / Why not?)

Select from the following additional prompts (if the above have already been covered):
- Is it important to have a **quiet location**? (Why? / Why not?)
- How important is it to have a **local workforce** available? (Why? / Why not?)
- Is a **car park** necessary? (Why? / Why not?)
Speaking Test Part 3: Exam skills

In Part 3:

- The examiner describes a situation.
- You are given some suggestions for that situation, either pictures or notes. You must talk with your partner and decide together which would be best. You may be asked to choose one or more than one.
- The examiner will ask further questions after candidates have discussed the task.

You practiced similar skills in Unit 22 (page 95) and Unit 24 (page 105).

This part of the exam tests your ability to:

- give opinions
- agree
- disagree
- listen and respond to your partner.

Taking turns to speak

In this part of the Speaking Test, it’s important not to take over the conversation. When you have said something, ask your partner what he/she thinks. Say things like: Do you agree? What do you think?

If your partner is speaking too much, interrupt politely by saying Yes, but … (if you disagree) or Yes, and … (if you agree).

Suggested exam technique

1. You have about thirty seconds to look at the suggestions before you begin. Use this time to think about the different ideas and the advantages or disadvantages of each one.
2. Begin by offering an opinion, and ask your partner if they agree.
3. Make sure you discuss all or most of the suggestions. If you are spending a long time on one, introduce another and ask your partner’s opinion.
4. Watch the time and try to reach agreement at the end of two minutes.
5. Don’t let your partner do all the talking, but don’t do all the talking yourself either. Listen to your partner’s ideas and respond. Usually you should avoid interrupting your partner.

Exercises

1. Read the phrases (1–9) which you could use in this part of the test. Match each one with the correct purpose in the table underneath.

| 1 What do you think about …? | 2 How about …? |
| 3 I think you’re right. | 4 I think … |
| 5 Yes, that’s true. | 6 But don’t you think …? |
| 7 I’m not sure I agree. | 8 My feeling is … |

Ask your partner’s opinion
Give your opinion
Agree with your partner
Disagree with your partner
Persuade your partner

2. a Work in pairs. Read the situation and the list of advertising media below. Decide which method of advertising to use in this situation.

You need to recruit a new member of staff to work as a marketing executive. Look at the following list of ways of advertising the post and decide which one would be the best.

- newspaper
- business magazine
- Internet site
- recruitment agency

b Read the following conversation. Choose a phrase from Exercise 1 to put in each gap.

A 1 ………………… the best place to advertise is in a business magazine. If it’s something that business people buy, there’s more chance that the right sort of person will see it. It’s probably cheaper than advertising in a national newspaper too.

B 2 ………………… I’m not sure how many people read business magazines. 3 ………………… the Internet? A lot of people look for jobs online these days.

A 4 …………………. Websites reach a lot of people. We might even get candidates from other countries.

B 5 ………………… using a recruitment agency?

A Er, no. I don’t think that’s the best way. I’m not sure the best people usually go to agencies.

B It depends on the post but 6 …………………. It’s not a good idea for a post like this. So it’s the Internet then?

A Yes, I think so.

17. c Now listen and compare your answers with the conversation on the recording.

To try a real exam task, go to page 152.
Speaking Test Part 3: Exam practice

Collaborative task and discussion (about 5 minutes for 2 candidates; about 7 minutes for 3 candidates)

Task 31 – Examiner’s Copy

Now, in this part of the test you are going to talk about something together.

I’m going to describe a situation.

A new employee is starting work in your department next week and you are going to be in charge of her. Talk together for about 2 minutes about some of the things you should arrange for the first day and decide which three are the most important.

Here are some ideas to help you.

[Place the task sheet in front of the candidates so that they can both (all) see it.]

I’ll describe the situation again.

A new employee is starting work in your department next week and you are going to be in charge of her. Talk together for about 2 minutes about some of the things you should arrange for the first day and decide with three are the most important.

Now talk together. Please speak so that we can hear you.

[Allow the candidates about 2 minutes to complete the task without intervention. Prompt only if absolutely necessary.]

*3 minutes [for 3 candidates]

Interlocutor: [Select one or more of the following questions as appropriate, to redress any imbalance between candidates in Part 3, or to extend the discussion.]

- What would you do to make a new employee feel welcome? (Why?)
- What kinds of training do new employees need as soon as they start in a new job? (Why?/Why not?)
- If a new employee is replacing somebody, is it important for the two people to meet? (Why?)
- What are the advantages for companies of offering long-term staff training? (Why?)
- Is it important for staff to give feedback to management on training programmes? (Why?/Why not?)

Thank you. That is the end of the speaking test.

Task Sheet 31 – Candidate’s Copy

New Employee’s First Day

- Tour of company building
- Meeting with managing director
- Computer training
- Introduction to colleagues
- Demonstration of photocopier
- Explanation of office systems
Answer keys

UNIT 1
The working day

Getting started
2 Diane 3 Bernard 4 Gamal 5 Leila 6 Beverley
7 Jenny 8 Guy 9 Richard

Company departments
Vocabulary
2 b 3 g 4 a 5 c 6 e

Personal assistants
Listening
2 taking phone calls, answering letters and emails, taking
notes in meetings, prioritising appointments, welcoming
visitors, looking up information
4 2 f 3 b 4 d 5 a 6 e

Changing places
Reading
3 Donald Eisner: Paragraph 2
Alex Jennings: Paragraph 3
Both men: Paragraph 4
4 2 True 3 False 4 True 5 False 6 True
7 False 8 True

Grammar workshop
Present simple and present continuous
1 Present simple: usually, always, every week, twice a
month, never, often, every month, sometimes, generally
Present continuous: now, at the moment, this week,
currently, at this moment in time, this month, today
2 2 need 3 spend 4 Are you making 5 are reviewing
6 does not work 7 are also looking 8 do you want
9 reminds 10 don’t realise

UNIT 2
Corporate culture

Collocations
Vocabulary
1 2 fix a time 3 keep up with the times 4 take on
challenges 5 plan a strategy
2 1 standard procedure
2 serious risk
follow a standard procedure
take a serious risk
3 2 create an opportunity 3 pool our ideas 4 put forward
a proposal, a solution 5 hold a meeting 6 reach a
solution, your full potential 7 come up with a proposal, a
solution

4 Suggested answers:
2 rewarding work, partnership
3 close partnership, contact
4 friendly atmosphere, partnership
5 competitive atmosphere, price
6 valuable resource, work, contact

Olympus
Vocabulary
1 pay attention
challenging/rewarding work
dress casually
friendly atmosphere
close partnership
competitive price
close contact
valuable resource

Listening
1 they do not have regular communication meetings and
management style is not ‘open door’.
2 call a meeting, set up a meeting, call off a meeting

Asking for information
Speaking

<table>
<thead>
<tr>
<th>Question A</th>
<th>Question B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the name of your company?</td>
<td>Who do you work for?</td>
</tr>
<tr>
<td>What’s your job?</td>
<td>What do you do?</td>
</tr>
<tr>
<td>What do you hope to do in the future?</td>
<td>What are your plans for the future?</td>
</tr>
<tr>
<td>What time do you start/finish work?</td>
<td>What are your working hours?</td>
</tr>
<tr>
<td>What exactly do you do?</td>
<td>What does your job involve?</td>
</tr>
</tbody>
</table>

Questions which do not form a pair: What are you studying?
What do you enjoy about your job/studies? Do you do many
different things in your work/studies? Do you travel much in
your job?
3 2 d 3 f 4 e 5 b 6 a

UNIT 3
Company history

Getting started
1 c (because they started as a paper manufacturing
company) 2 b 3 a 4 d
Levi Strauss & Co.

Reading
1 Suggested answers:
   2 launch a business / an advertising campaign / a product
   3 take over a business / the presidency / directorship
   4 win an award / money
   5 run a business / an advertising campaign
   6 inherit a business / money / the presidency / directorship
2 Best title: 2

Grammar workshop
The past simple
1 1 and 3 are the correct statements
2 open opened
   launch launched
   continue continued
   stop stopped
   carry carried
3 The last consonant is doubled (e.g. stopped).
The y is replaced by ie (e.g. carried).
4 go went
   make made
   take took
   begin began
   spend spent
   run ran
   grow grew
   set set
   win won

5 (Some variations are possible.)
2 Where was Levi Strauss born?
3 Where did he set up his first clothing business?
4 When did he begin producing jeans/overalls?
5 When did they start calling their trousers 'jeans'?
6 When did the first Levi Strauss & Co. TV commercial appear?
7 What did they celebrate in 2003?
8 Why were they so successful?

Hongdou
Reading
2 b paragraph 5  c paragraph 2  d paragraph 1
e paragraph 4

UNIT 4
The Internet
Getting started
1 1 task bar  2 Internet security  3 website address
   4 search engine  5 key word  6 home page
2 1 online  2 access  3 loads/downloads

Company websites
Reading
1 Student's own answers
2 A  C  3X  4X  5X  6F  7 comments: C;
   photos: X  8 D  9 E

Vocabulary
1 2 cluttered  3 gimmick  4 backfire  5 handling charges
   6 time-consuming
2 2 user friendly  3 cluttered  4 backfire
   5 handling charge  6 gimmick
3 Student's own answers

Emails
Vocabulary
1 2 d  3 a  4 b  5 c  6 f
2 2 S  3 D  4 S  5 D  6 D  7 S  8 S
3 2 B  3 L  4 B  5 E  6 B  7 E  8 E  9 E  10 B

Writing
1 2 c  3 f  4 a  5 j  6 h  7 e  8 d  9 g  10 b
2 Suggested answers:
   Beginnings
   2 Dear John
   3 John
   4 Hi John
   Endings
   2 Kind regards
   3 Bye for now
   4 Cheers
3 Suggested answers:
   Requests
   2 Do you think you could ...
   3 Please could you ...
   4 Could you ...
   5 Can you ...
   Apologies
   2 I would like to offer our apologies for ...
   3 I would like to apologise for ...
   4 I'm sorry about ...
   5 Sorry about ...
4 Formal

to discuss the schedule
for training day
Looking forward to your reply
Dear Mr Morris
but perhaps you could suggest a suitable time
for the week after
Susan Jackson
My diary is very full for next week
I would like to arrange a meeting

Informal
to talk about the schedule
for training day
let me know
Hi Andy
but I could manage the week after
Sue
I'm pretty booked up next week
Can we get together sometime

5 Sample answers:
See page 110.
6 Sample answer:
See page 110.

UNIT 5
Describing equipment

Getting started
2 a 3 f 4 j 5 h 6 l 7 e 8 k 9 b 10 c 11 d 12 i 13 g

Describing objects
Vocabulary
1 Student's own answers
2 CD-ROM
3 2 a 3 e 4 f 5 c 6 d
4 and 5
Suggested answers:

<table>
<thead>
<tr>
<th>Materials</th>
<th>Shape adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cardboard</td>
<td>1 rectangular</td>
</tr>
<tr>
<td>2 metal</td>
<td>2 oblong</td>
</tr>
<tr>
<td>3 plastic</td>
<td>3 circular</td>
</tr>
<tr>
<td>4 steel</td>
<td>4 round</td>
</tr>
<tr>
<td>5 paper</td>
<td>5 square</td>
</tr>
<tr>
<td>6 cotton</td>
<td>6 spherical</td>
</tr>
<tr>
<td>7 glass</td>
<td>7 triangular</td>
</tr>
<tr>
<td>8 iron</td>
<td></td>
</tr>
<tr>
<td>9 stone</td>
<td></td>
</tr>
</tbody>
</table>

7 2 and 3 scissors/pliers in any order
4 semi-circular 5 ring 6 round

The gizmo game
Listening
1 b 2 c 3 a
2 A temporary B permanent
3 and 4 Suggested answers:
Speaker 1: tool which is used to make holes in belts and leather. You put belt between two parts and press handles together. Craftsmen use hand cutters like these.
Speaker 2: tool used by engineers to build aeroplanes. When you assemble aero plane wing, you need something to hold pieces of metal in place while you fasten them with rivets. This puts in temporary rivets to hold metal still before permanent rivets are put in.
Speaker 3: tool for making small cuts in wood, used by violin makers. The half ring makes cuts in the top of the violin. Cuts are filled with paint or wood for decoration. Solid circle of wood on other side adds weight to make cuts deeper.
5 Speaker 2 is telling the truth. It's used for installing temporary rivets in sheet metal.

Leasing equipment
Reading
1 Suggested answers:
it costs less money than buying equipment, you don't have to pay maintenance costs, you can update equipment more regularly
2 2 C 3 B 4 A 5 A 6 D
3 2 5 3 4 4 2 5 1 6 6

Problems with equipment
Vocabulary
2 e 3 c 4 b 5 a

Reading
1 a 3 b 2 and 6 c 4
2 2 Murat Yuzgun 3 projector 4 seminar room 2 5 bulb needs changing 6 Richard Parker 7 10 April

UNIT 6
Processes and procedures

Getting started
1 2 g 3 h 4 f 5 c 6 e 7 i 8 d 9 a

Grammar workshop
The passive
1 Verbs: is, produces, began, made, are produced, is, is used
2
1 They ... 
2 Their skis ... 
3 They ... 
4 The picture of a bear ... 
produce ... 
are produced ... 
use ... 
is used ... 
their skis ... 
the picture of a bear ...
in Kitee. 
in Kitee. 
on many of their products. 
on many of their products.

3 You form the passive with the correct form of be + past participle.
4 1 is tested 2 are used 3 are taken
5 1 are built 2 is tested 3 are taken 4 are sold 5 are bought
6 1 the Czech Republic 2 Finland 3 the Netherlands 4 China

Chanel No. 5
Vocabulary
2 are put/are loaded 3 are transported 4 are weighed
5 are loaded/are put 6 is added 7 are washed
8 are removed 9 is evaporated 10 is required

Listening
1 and 2 Check your answers against the transcript.

Outsourcing and offshoring

Reading
3 Student’s own answers
4 a 2  b 3  c 4

5 Disadvantages of outsourcing to other companies in Sydney

<table>
<thead>
<tr>
<th>Suppliers not meeting deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantages of in-house production</td>
</tr>
<tr>
<td>Difficulties with recruitment, high staff costs</td>
</tr>
<tr>
<td>Advantages of offshoring</td>
</tr>
<tr>
<td>Low staff costs, access to new techniques</td>
</tr>
</tbody>
</table>

Grammar workshop
Modal verbs of obligation

<table>
<thead>
<tr>
<th>1 Verb is used to say that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 an action is a good idea (advice)</td>
</tr>
<tr>
<td>3 an action is not a good idea (advice not to do something)</td>
</tr>
<tr>
<td>4 a situation is possible</td>
</tr>
<tr>
<td>5 an action is not necessary (there is no obligation)</td>
</tr>
<tr>
<td>6 an action is not possible (because it is against the rules or for another reason)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>should</td>
</tr>
<tr>
<td>shouldn’t</td>
</tr>
<tr>
<td>may</td>
</tr>
<tr>
<td>don’t have to</td>
</tr>
<tr>
<td>can’t</td>
</tr>
</tbody>
</table>

Selling overseas

Reading
1 Student’s own answers
2 1 f 3 a 4 e 5 g 6 h 7 b 8 d
3 Depends on student’s answers to Exercise 1
4 Student’s own answers

Telephoning

Listening
1 1 Hilde Ringo 2 Holgersson 3 100 watches
4 packing list 5 4 o’clock
2 1 ring (me) back 2 (he’ll) get back (to you)
3 call (me) back

Vocabulary
1 2 c 3 e 4 f 5 a 6 d
2 1 ring back 2 get through 3 hold on, rang off/hung up
4 put me through 5 cut off
3 1, 2, 4, 6 and 7 are acceptable explanations

Role-play
Uncover your partner’s card to find the missing information.
Chasing an order
Listening
1 Answers that are numbers: 2, 4, 5, 6; answers to be spelt out: 1, 7
2 1 Khalil 2 ZS341 3 heavy duty car paint
   4 19th April 5 20th May 6 375 7 Macpherson

UNIT 8
Advertising and marketing
Getting started
1 Student’s own answers
2 Suggested answer:
   An advertising agency helps their client to choose the best
   advertising medium (television, newspaper, etc.) for their
   aims and then has ideas for different adverts. When the
   client has chosen their favourite idea, the advertising
   agency creates the advert and ‘buys’ the space for it (on
   television, in the newspapers, etc.)
3 2 c 3 g 4 b

Advertising media
Listening
1 to advertise
   an advertisement
   an advert
2 1 on TV (‘commercial’ = US, ‘advert’ = UK)
   2 on a website
   3 on a website
   4 in a newspaper
3 It means when someone personally recommends a
   product to their friends and family.
4 1 TV advertising
   2 online advertising (banners and pop-ups)
   3 DVDs
   4 commercial advertising (word of mouth)
   Online advertising, DVDs and commercial advertising are
   becoming more important.
5 1 declining audiences
   2 video recorder
   3 10–15% a year
   4 (19)70s and (19)80s
   5 (controlled) word of mouth

Marketing
Vocabulary
1 2 logo 3 slogan 4 campaign 5 market share
   6 market leader
2 2 f 3 a 4 d 5 b 6 e

Reading
1 Items mentioned: 2 and 4

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong brand management</td>
<td>one of the most successful airlines</td>
</tr>
<tr>
<td>no domestic flights</td>
<td>competed immediately for international</td>
</tr>
<tr>
<td></td>
<td>airspace</td>
</tr>
</tbody>
</table>

3 Phrase used to introduce reason: in order to
4 2 a 3 c 4 b
5 2 so 3 This means that 4 result
6 a: 5; b: 1, 3; c: 2, 4
7 2 with 3 who 4 for 5 its

UNIT 9
Making arrangements
A company visit
Listening
1 Singapore 2 14th 3 SQ 341 4 7.30

Grammar workshop 1
Present continuous for future arrangements
1 1 ‘s not arriving
   2 ‘s arriving
   3 Are you (still) meeting
3 2 isn’t/is not having
   3 ‘s/is meeting
   4 ‘s/is presenting
   5 ‘s/is visiting
   6 ‘s/is flying

Making an appointment
Listening 1
1 Day: Thursday Time: 2 o’clock
   2 2 suit 3 manage 4 available 5 arranged 6 booked
   up 7 do 8 make
3 2 C 3 C 4 A

Listening 2
2 A 3 A 4 A

Grammar workshop 2
Will and going to future forms
1 a 3 b 1 c 4 d 2
2 2 going to type 3 will be 4 I’ll call
3 You use the will future for a prediction and a decision
   made at the moment of speaking
   You use the going to future for a decision made before
   the moment of speaking
   You use shall for an offer

Answer keys 157
UNIT 11
Business accommodation

Hotel facilities
Vocabulary
Suggested answers:
a desk, minibar, safe, satellite TV, IDD phone
b fax, translation services, photocopier, email
c videoconferencing, audiovisual equipment, projection screen, flipcharts
d swimming pool, gym, sauna, steam room, whirlpool

Reading
1 2 d 3 a 4 b
2 2 A 3 A 4 D 5 C 6 B 7 C

Vocabulary
Suggested answers:
1 comfortable room 2 convenient location 3 easy access
4 high-tech equipment 5 latest equipment
6 state-of-the-art equipment 7 stunning location

Writing
Sample answer:
See page 110.

Hotel language
Vocabulary
1 2 b 3 j 4 i 5 d 6 l 7 e 8 g or m 9 c 10 f 11 a
12 h 13 n 14 k
2 a 2 9 b 1, 3, 6, 8, 12, 14 c 7 d 4, 10, 11 e 5, 13

Listening
2 Male: polite; Female: rude
3 Male: rude; Female: polite
4 Male: polite; Female: rude

Capsule hotels
Reading
2 The ‘rooms’ in capsule hotels are much smaller than other hotels.
3 2 A 3 A 4 C 5 A 6 C 7 B 8 B

UNIT 12
Out of the office

Getting started
Suggested answers:
1 on holiday 2 on a sales trip 3 at a conference
4 at an offsite meeting

Choosing a venue
Listening
1 2 40 3 3 4 40 kms 5 6 6 inland
Grammar workshop
Comparatives and superlatives
1 2 they put more before the adjective e.g. more suitable, more convenient
3 the
4 the largest, the cheapest, the most suitable, the most convenient
5 change y to i and add er e.g. earlier
2 2 worse 3 further/farther 4 the best 5 the worst
6 the furthest/the farthest
4b Suggested answers:
2 is less stressful
3 easier to find someone to do your urgent work for you
4 There is a smaller backlog of work when you return to the office.
5 Someone who does your work when you are away may make fewer mistakes.

Welcome speech
Listening
2 Internet advertising 3 West room 4 Main theatre
5 Coffee shop 6 DVD 7 Sales talk

Offsite meetings
Reading
1 Suggested answer:
there are less interruptions, there are no office politics, it is easier to concentrate
2 2 a 3 f 4 b 5 c 6 d
3 Suggested answer:
Thinking in a creative way
4 They spent the four days in a small boat in the Arctic Circle.
   They made key decisions about the group’s structure.
5 2 A 3 B 4 B 5 C 6 A 7 C

UNIT 13
Developing contacts
Getting started
It is probably best not to talk about: religion, illness, marriage and money problems

Grammar workshop 1
Present perfect and past simple 1
1 They are in Milan.
2 3 started 4 have 5 been 6 have 7 been 8 had
9 have 10 seen 11 walked
4 Present perfect: have you been, have you been, have been, have you seen
Past simple: started, had, walked

UNIT 14
Cultural issues
Cultural awareness
Listening
2 Topics mentioned in interview: body language, eye contact, touching people, task versus relationship, time keeping, history, politics and religion, national holidays
3 2 southern Europe, Latin America, the Middle East
   3 Asia 4 Thailand 5 the UK, the USA, Germany, Scandinavia 6 the Middle East, China 7 Europe, the USA

Marketing in China
Reading
2 1 lucky 2 1999 3 harmony, lack of conflict
   4 good luck
3 Suggested words to underline: 1 TiongRenTang, 2 white,
   3 De Beers or diamonds, 4 envelope or yellow and blue
   1 1669 2 death 3 harmony, lasting relationship
   4 to give gifts of money at funerals
4 2 d 3 e 4 g 5 a 6 f 7 c
Giving gifts
Vocabulary
5 close and 8 fasten do not collocate

Listening
1 2 July or Ochugen 3 bonus 4 fruit 5 department store 6 white paper 7 both hands 9 death

Business in Finland
Reading
2 2 b 3 g 4 e 5 a 6 d

UNIT 15
Teamwork
Getting started
2 d 3 f 4 e 5 a 6 c

Describing a team
Vocabulary
1 2 goal 3 objective 4 object
2 2 reach [their] goal
3 achieve [our] objective
3 success (noun)
   successful (adjective)
   unsuccessful (opposite adjective)
4 1 c 2 b 3 a

Type of food
<table>
<thead>
<tr>
<th>Adjective/Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>berry</td>
</tr>
<tr>
<td>dessert</td>
</tr>
<tr>
<td>herb</td>
</tr>
<tr>
<td>shellfish</td>
</tr>
<tr>
<td>spice</td>
</tr>
<tr>
<td>sweet</td>
</tr>
</tbody>
</table>

Ways of cooking
<table>
<thead>
<tr>
<th>Ways of cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>baked</td>
</tr>
<tr>
<td>boiled</td>
</tr>
<tr>
<td>fried</td>
</tr>
<tr>
<td>roasted</td>
</tr>
<tr>
<td>raw</td>
</tr>
</tbody>
</table>

3 Suggested answers:
2 cheese/ coffee 3 fish 4 spice/ curry/ sauce
5 dessert 6 fruit

Listening
Answers will depend on what foods are familiar to students.

Grammar workshop
Countable and uncountable nouns

1 Countable (singular) | Countable (plural) | Uncountable |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>view</td>
<td>places</td>
<td>salad</td>
</tr>
<tr>
<td>garden</td>
<td>mushrooms</td>
<td>lemon juice</td>
</tr>
<tr>
<td>drink</td>
<td>vegetables</td>
<td>cheese</td>
</tr>
<tr>
<td>cutlet</td>
<td>carrots</td>
<td>soup</td>
</tr>
<tr>
<td>dish</td>
<td>beans</td>
<td>tagliatelle</td>
</tr>
<tr>
<td>onion</td>
<td></td>
<td>spinach</td>
</tr>
</tbody>
</table>

3 2 too much 3 a little 4 many 5 a little
6 A lot of 7 a lot of
4 2 U 3 U 4 C 5 U 6 U 7 C 8 U 9 U 10 U
Saying thank you
Writing
1. It was very interesting
2. I especially enjoyed
3. (nothing)
4. I was most impressed
5. I was also very interested
6. Please extend a special thanks
7. I look forward to hearing from you
8. Finally, thank you once again
9. Sample answer:
   See page 110.

Business golf
Reading
3. 2 A  3 C  4 E  5 B
4. 2 B  3 E  4 A  5 C
5. Sentences which introduce subject of paragraph: 1, 3, 5

UNIT 17
Describing statistics
Describing trends
Vocabulary
1. 1 B  2 C  3 A; Chart C shows changes over a period of time. Charts A and B show the situation at one point in time
2. (T F T F
3. 2 A  3 F  4 D  5 B  6 E

Grammar workshop
Adjectives and adverbs
<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>to rise</td>
<td>a rise</td>
</tr>
<tr>
<td>to fall</td>
<td>a fall</td>
</tr>
<tr>
<td>to increase</td>
<td>an increase</td>
</tr>
<tr>
<td>to decrease</td>
<td>a decrease</td>
</tr>
<tr>
<td>to dip</td>
<td>a dip</td>
</tr>
<tr>
<td>to fluctuate</td>
<td>a fluctuation</td>
</tr>
<tr>
<td>to recover</td>
<td>a recovery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>slight</td>
<td>slightly</td>
</tr>
<tr>
<td>sharp</td>
<td>sharply</td>
</tr>
<tr>
<td>gradual</td>
<td>gradually</td>
</tr>
<tr>
<td>steady</td>
<td>steadily</td>
</tr>
<tr>
<td>dramatic</td>
<td>dramatically</td>
</tr>
<tr>
<td>noticeable</td>
<td>noticeably</td>
</tr>
</tbody>
</table>

3. 2 dramatic rise
6. 3 fell sharply
4. fluctuated slightly
5. slight dip

Oil production
Talking point
3. A Saudi Arabia, B Venezuela, C United States, D United Arab Emirates

Statistics
Listening
1 B  2 C  3 B  4 A  5 B
Reading
1. 2 E  3 B  4 F  5 D
2. Suggested answer:
   Although revenue from sales increased dramatically in the second year, it fell back to the same level as Year 1 in the third year. Revenue from after-sales service increased steadily throughout the period.

UNIT 18
Company finances
Finance
Vocabulary
1. 2 a 3 d 4 b 5 e 6 i 7 k 8 g 9 h 10 j 11 l
2. Words with similar meanings: turnover/revenue, to cover costs/to break even, to go into liquidation/to go bankrupt
3. 1 pays off a debt
4. 2 A and B are possible
5. 2 A and C are possible
6. 2 B and C are possible
7. 5 A and C are possible
8. 5 write off should be pay off
9. ‘Oh no, I mean gross’ should be ‘Oh no, I mean net’
10. pay off should be write off

Healthy finances
Talking point
1 and 2 Suggested answers:
This obviously depends on the individual company, but here are some suggestions.
With the public
a. a public company would share this information,
   private company probably not
b. as above
c. companies would probably not share (e.g. recipe for Coca Cola)
d. very unlikely to share this (rival companies might copy)
e. would probably share if public company, otherwise probably no
f. qualifications might be given (e.g. on business cards)
bu CVs usually kept secret
g. not usually shared, although a public company might make a statement about them.
With its employees:
As for with the public, but public and private companies would also share ideas for new products and strategies with their staff.

Reading
1 Suggested answer:
Coca Cola
2 2
3 (ii) A  (iii) A  (iv) B  (v) B  (vi) A
5 2 F  3 F  4 T
6 2 C  3 A  4 A  5 B

A financial report
Listening
1 2 a 3 e 4 b or f 5 b or f 6 d
2 a 2 b 4 c 3 d 1
3 1, 3, 4 and 6 are all numbers
4 117% 2 weak dollar 3 £31 million 4 12
5 September 6 €1.8 million

UNIT 19
Investments

Getting started
Suggested answers:
3, 4 and 5

The stock exchange
Vocabulary
2 2 b 3 c 4 f 5 g 6 a 7 d

Financial news
Reading
1 1 b 2 d 3 g
2 2 stake 3 to float 4 flotation 5 bond 6 bull market
7 equities 8 dividend yield

Men's and women's investments
Reading
2 On average, women make the better investors
Women obtain better returns when the market is falling
3 a 2 b 4 c 5 d 3
4 Women are more successful partly because they build a portfolio of various types of stocks spread across the market, whereas men are more inclined to invest all their money in the same place. Another reason is that women usually invest in sensible retail and banking stocks, which are more reliable, even if they give only modest returns. Men tend to prefer stocks which are more volatile and carries a higher risk, such as the technology sector.
5 a 6 b 2 c 1 d 3 e 5 f 4
6 2 B 3 B 4 B 5 A

7 Rita White is a female investor who set up an investment club.

Listening

One female investor of this type is Rita White. Rita runs a small hotel in Wales and is also the founding member of an investment club. 1 No one in her family is a broker and 2 she took her initial advice from proShare. Her first shares were in a building society.
The investment club is for women only. 3 Although several wives asked their husbands to join, they did not want to, so it became a ladies-only organisation. After an initial investment of 4 £150, the members now pay in £25 a month. They agree which stocks to invest in at a 5 monthly meeting held at one of the members' homes.
So far, 6 some of their investments have given returns of over 10 per cent.
Like many local investment clubs, Rita's club's portfolio contains 7 several local businesses. 8 One example is the local health club. This has been one of their most successful investments.

UNIT 20
Starting up

Getting started
\ Suggested answers:
using savings, asking a friend, borrowing it from a bank, asking a business angel, borrowing it from a venture capital company

Business support
Listening
1 1 raise capital  2 provide funding/capital
3 secure a loan
3 Suggested answers:
2 marketing  3 financial  4 own money
5 (detailed) business plan  6 house  7 equipment
8 venture capital  9 20%  10 successful business person
11 National Business Angels Network

Smooth operators
Reading
1 1 pressed/crushed/squeezed  2 chilled  3 preservatives
2 Text A
1 Harry Cragoe and Patrick Folkes
2 from juice bars in the USA when he worked in LA
3 used his own money, sold his car and flat to get it
4 Distribution problems and expensive costs
5 They have bought their own bottling plant in the UK.
Text B
1 Richard Reed, Adam Balon, Jon Wright
Talking point
Suggested answer:
Probably not a good idea to include: 1, 2, 5 and 6
Probably good idea to include: 3 and 4

Online recruitment
Reading
2 2 B 3 B 4 B 5 A 6 A 7 C 8 A 9 A 10 B
11 C 12 A

Job letters
Writing
1 a 2 b 1 c 4 d 3 e 5
3 Sample answer:
See page 111.
4 e a 2 c 3 e 4 f 5 b 6 d
Sample answer:
See page 111.
5 Phrases 2 and 4 express the ideas more strongly.
6 Suggested answers:
a 2 b 3 c 1 d 4
7 Sample answer:
See page 111.

UNIT 22
Recruitment
Getting started
1 Suggested answers:
future projects, possibilities for travel, training
2 1 impressive 2 unimpressive 3 impression 4 make
5 impression

Grammar workshop 1
First conditional
1 1 company website
2 your own CV

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you spend some time doing this homework</td>
<td>the interview is much more likely to be successful</td>
</tr>
<tr>
<td>If you are well informed</td>
<td>you will look better than many other applicants</td>
</tr>
<tr>
<td>If the interviewer asks about these</td>
<td>you’ll be prepared</td>
</tr>
<tr>
<td>If you arrive late and out of breath</td>
<td>you will make a very poor impression</td>
</tr>
</tbody>
</table>

4 the present tense is used in the if part of the sentence
the future tense with will is used in the effect part of the sentence
5 2 ask 3 will be 4 don’t write 5 will forget 6 feel 7 will hear
Hiring and firing
Vocabulary
1 2 resign 3 redundant 4 dismiss
2 2 a 3 b 4 c 5 a 6 d 7 c
3 quit, fire and sack are all informal

Reading
3 1 Gary Ling 2 Gordon Bull 3 Andy Daws 4 Susanna Khavul 5 Lee Shalit Blake 6 Andy Daws
4 Different answers are possible. Suggested answer: b

Grammar workshop 2
Second conditional
1 1 No, the writer doesn’t believe this is likely. 2 No, it is not about the past. 3 would is used before the main verb

Older employees
Listening
2 2 h 3 b 4 a 5 f

UNIT 23
Staff development
Getting started
1 Suggested answers:
meeting, appraisal, report

Training
Reading 1
3 2 D 3 C 4 B 5 A 6 D 7 A

Reading 2
2 Helen Kadera 3 Sales 4 25–27 May 5 £140

Vocabulary
2 credibility 3 hesitate 4 revolutionise

Writing
Sample answer:
See page 111.

Centre circle
Reading
3 2 B 3 A 4 C 5 B 6 A

Vocabulary
1 2 football 3 chess 4 baseball
5 athletics (football and baseball are also possible)
2 2 d 3 c 4 a 5 b

Giving and receiving feedback
Vocabulary
Manager who does the appraisal: appraiser
the employee: appraisee

Listening
1 360 degree feedback is feedback from everyone a person has contact with.
Anonymous means without the writer’s name on it.
2 Who gives the feedback? Anyone who comes into contact with the employee
Who sees the feedback? The employee (and the manager if the employee wants this)
3 2 C 3 B 4 B 5 B 6 C 7 A

UNIT 24
Staff facts and figures
Emails
Reading
2 The report suggests that emails are a problem.
3 2 24 3 32 4 38 5 23 6 14 7 32

Writing
1 2 often 3 most few of them 4 majority

Grammar workshop
Reported speech
2 1 In this case the present simple changes to the past simple
2 In this case the will future becomes would (conditional)
3 2 didn’t know how to create folders
3 would arrange a training session
4 wouldn’t have time to fill in the questionnaire today

Absenteeism
Reading
1 The following suggestions are mentioned in the article:
1, 2 and 5
2 2 A 3 C 4 B 5 B

Exam skills and Exam practice
Reading Paper Part 1
Exam skills
1 1 B is not correct because this is only an advantage, not essential.
C is not correct because this is the date they must receive the application, not the start date for the job.
2 A is not correct because it is only valid for new subscriptions, not renewals.
B is not correct because this is the closing date for the offer.
3 A is not correct because she works in marketing now.
C is not correct because Claire is going on leave, not Julia (and ‘going on leave’ doesn’t mean ‘leaving the company’).
Exam practice
1C 2B 3A 4C 5C

Reading Paper Part 2
Exam skills
1b 1 green products, reduce pollution, Magazine D
2 loan, interest rate, property, Magazine B
3 buffet, set menu, Magazine E
2c 1B 2E 3C
3 1D 2E 3B 4F
Exam practice
6D 7H 8C 9B 10E

Reading Paper Part 3
Exam skills
1 1B 2C 3A
2 1D 2B 3E
Exam practice
11B 12G 13H 14F 15D

Reading Paper Part 4
Exam skills
1 1 A = R, B = DS, C = W
2 A = DS, B = R, C = W
3 A = W, B = DS, C = R
4 A = DS, B = R, C = W
5 A = R, B = DS, C = W
6 A = W, B = R, C = DS
2 1W 2DS
Exam practice
16B 17A 18A 19B 20A 21C 22B

Reading Paper Part 5
Exam skills
1a The text talks about a, b, e and f.
b 1B 2C 3C 4A
Exam practice
23B 24C 25B 26A 27A 28C

Reading Paper Part 6
Exam skills
1 1C 2A 3B 4A
2 1B 2B 3C 4A 5C

Reading Paper Part 7
Exam skills
1 1 Daniel Musser 2 Mahbub Dharmen 3 Maureen Kirk
2 1 day delegate 2 vegetarian 3 £110
Exam practice
41 Design Assistant 42 24 November
43 (Children's) Sportswear 44 computer skills
45 local paper

Listening Paper Part 1
Exam skills
11 1 Monday 2 Thursday
3 Friday. A. They are going to meet on Monday.
2 1 60 2 30 3 10. B. She is going to interview about 30
candidates.
2 1C 2C
3 1C 2A
Exam practice
1C 2A 3C 4A 5B 6B 7B 8B

Listening Paper Part 2
Exam skills
1 1 1969 2 22 billion euros 3 5,000 4 75,000
5 757F 6 A30B4
2 1I 2A 3R 4E 5S 6C 7J 8G
3 1 Name: Keith Caraballo
   Address: 34, Harries Close, Croyden
2 Name: Ciro Romano
   Address: 62, Leigh Hunt Drive, London
   Postcode: NW14 8EC
3 Company: Harrow Wells
   Contact name: Jarina Kroksamang
4 1 029 3491485 2 12.45 3 8 per cent 4 320
Exam practice
9 Alfords 10 GE24601 11 37 12 £1,978 13 £45
14 8 15 29

Listening Paper Part 3
Exam skills
1b 1 1997 2 trucks 3 booming economy 4 relocate
2a 1 former chairman 2 launch a bid 3 backing
4 speculation
Exam practice
16 Riverside  17 Chief Executive  18 airport
19 manufacturing  20 car park  21 children's  22 Australia

Listening Paper Part 4
Exam skills
1  2  3
Exam practice
23  C  24  C  25  A  26  A  27  B  28  B  29  C  30  C

Writing Paper Part 1
Exam skills
1b  C is probably the best as it covers all the key points and
is the most polite.
c  1  B  2  C  3  A
2b  The memo does not give the customer's name and does
not make it clear that the assistant is to report back to
Philip.
c  Sample answer:

To:  Helen Smith
From:  Philip Day
Re:  order
Helen,
Mrs. Janet Conway rang today. She has received her
DVDs, order number 2334, but says that the invoice
includes two that she didn't order. Please could you
check this out and get back to me by tomorrow?
Thanks,
Philip

3b  Sample answer:

MEMO
To:  all staff
From:  ................
Date:  30 March
Re:  new brochure
I'm afraid our new brochure hasn't arrived yet.
Sorry for the inconvenience but there have been
technical problems at the printer's. It will hopefully
be with us in two weeks, so please be patient.

Exam practice
Sample answer:
To:  James Lewis
Cc:  
Subject:  Meeting
Dear Mr. Lewis,
I am very sorry but I cannot now attend our meeting at
4.00 today as I have just received an urgent call from
home. Would it be possible to meet next Friday
afternoon instead?
Apologies,

Writing Paper Part 2
Exam skills
1c  I would be happy to come and give a talk at your
college.
I would like to outline our company's product range and
main markets.
Please could you tell me how long the talk should be.
Friday 16 April is a possible date for me.

f  Dear Mr. Steele,
Thank you for your letter of 12 February. I would be
happy to come and give a talk at your college. I would
like to outline our company's product range and main
markets. Please could you tell me how long the talk
should be?
Friday 16 April is a possible date for me. Please let me
know if this date would be suitable. I look forward to
hearing from you.
Yours sincerely,

2c  I am writing with regard to ...
2  Please could you tell me ...
3  I look forward to hearing from you.

d  Point not covered: requesting a list of items in stock

Sample answer:

Dear Sir,
I am one of the owners of a chain of juice bars. We
would be interested in purchasing a number of items
of equipment, especially juicers and toasters. Please
could you send me a list of items that you have in
stock? I would also like to enquire how long the
guarantee lasts.
I look forward to hearing from you.
Yours sincerely,
Ken May
Dear Mr Trellis,
Many thanks for your letter and for selecting our company to receive the business award. I will be delighted to attend the reception and am happy to give a short talk. I would like to suggest 'Repositioning a brand' as the topic. I will require the use of an OHP. Would it be possible for three other members of our company to attend the event as well, please?
Kind regards.

Exam practice

Speaking Test Part 1

Exam skills

1b Examiner Where are you from?
   Candidate Turkey. I was born in Ankara but now I live in Istanbul.

Examiner What work do you do?
Candidate I'm an accountant. I work for a clothing firm in Istanbul.

Examiner What do you like about your job?
Candidate My colleagues are nice. I've got several good friends among them.

Examiner Do you have a comfortable office at work?
Candidate Yes. It's very light with nice furniture.

Examiner Is it important for you to have your own office?
Candidate Yes. It's important. If you don't have your own office, people can interrupt you all the time. It can be difficult to concentrate.

Examiner And would you like to have a bigger office?
Candidate Not really. There's plenty of space for all my files already.

Speaking Test Part 2

Exam skills

1a 1 Firstly 2 because 3 For example 4 Secondly
   5 This means that 6 also 7 like 8 but
   9 So to conclude

Speaking Test Part 3

Exam skills

<table>
<thead>
<tr>
<th></th>
<th>Ask your partner's opinion</th>
<th>What do you think about ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Give your opinion</td>
<td>I think ...</td>
</tr>
<tr>
<td>2</td>
<td>Agree with your partner</td>
<td>My feeling is ...</td>
</tr>
<tr>
<td>3</td>
<td>Disagree with your partner</td>
<td>Yes, that's true.</td>
</tr>
<tr>
<td>4</td>
<td>Persuade your partner</td>
<td>I think you're right.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Maybe, but ...</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>I'm not sure I agree.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>But don't you think ...</td>
</tr>
</tbody>
</table>

2b 1 I think / My feeling is ... 2 I'm not sure I agree / Maybe, but 3 How about / What do you think about ... 4 Yes, that's true. / I think you're right. 5 How about / What do you think about ... 6 I think you're right.
UNIT 1

02 Listening page 11

I = Interviewer; S = Sally

I: Sally, I'm not sure many people are clear about what the job of PA really is. So, what exactly do you do?
S: Well, normally I arrive at the office at about half past nine. My first job is to check my email. Every day there are lots of requests for meetings with Richard from producers, directors, lots of people. I prioritise these and I fit them into Richard’s diary around his other appointments. Before any meeting, Richard needs background information, so I often do research or look up information. During meetings, I take notes and then afterwards I type the minutes and file them. And I deal with correspondence, take phone calls, and welcome visitors to the office.
I: What kind of atmosphere do you work in?
S: Oh, it’s very busy. There are all kinds of people, producers, directors, actors, coming and going all the time. And sometimes it seems like the phone never stops ringing.
I: What do you like best about your job?
S: The people I work with. They’re very positive and helpful.
I: And what do you like least?
S: Well, you can be under a lot of pressure to meet deadlines. There are always so many things happening. It can be quite manic sometimes.
I: Do you have a good working relationship with your boss?
S: Oh yes, we get on very well. He has a hectic schedule and he’s out of the office a lot of the time so trust is very important. He relies on me to work efficiently if he’s not there.
I: What kind of qualities do you think a PA needs?
S: Organisation is the most important thing, definitely. You need to be quite meticulous when you’re planning your employer’s appointments.
I: Anything else?
S: Yes, you need to stay calm, even in a difficult situation. And you need a good telephone manner and good communication skills.
I: Do you have any words of encouragement for anyone who is thinking of becoming a PA?
S: Being a PA is a valuable career. It gives you a really good idea of how an organisation works and how people make decisions. And it can be an ideal springboard for a career in many other business areas, from marketing to finance.

UNIT 2

03 Listening page 16

M = man; W = woman

M: Did you understand that memo about changes in the pension scheme?
W: No, Andrew just has to call a meeting about this. He can’t just send a document round. We need to know exactly what’s happening and why.
M: He just won’t deal with people face to face, that’s the problem. I mean, the idea that we have regular communication meetings is a joke. When did we have the last one? All he does is shut himself in his office and send emails.
W: I know. So much for open-door management. I think we should talk to other Olympus offices to see what they’ve heard about this.
M: Could you do that? And for now I’ll send yet another email to Andrew and try to get him to set up a meeting about this. We could all be affected if they’ve changed where they’ve invested the fund. I don’t believe for a moment that they’re doing it for our benefit. This must be a way of trying to save money.
W: That’s the thing, isn’t it? OK, I’ll find out what other offices are doing about this and get back to you. And good luck with our dear director. I hope he doesn’t agree and then call off the meeting at the last minute like last time.

UNIT 3

04 Listening page 21

Good morning and welcome to our lecture about famous 19th century company owners who were both successful businessmen and, who were also deeply concerned with the welfare of their employees.

The first example of a company owner who did a lot to help the poor was Joseph Rowntree. You might know the name, as many of Rowntree’s chocolate products, like the Kit Kat bar, are still around today. But you may not know that the original Rowntree family were very involved with social work.

Joseph Rowntree was born in York in 1834. First of all he worked with his father, but in 1869, he went to join his brother Henry who owned a cocoa and chocolate factory in York. At that time they had only 30 workers but under Joseph’s management the company grew very quickly. By the end of the century it was a huge international business with over 4,000 employees.
UNIT 4

Listening page 24

2. sales at taylormills, that’s T-A-Y-L-O-R-M-I-L-S dot co dot U K
3. Ben D Murphy, that’s B-E-N-D underscore M-U-R-P-H-Y, at hotmail dot com
5. W-W-W dot G-L-F dot com, forward slash, products
8. W-W-W dot M-O-R-L-A-N-D dot hotel, all one word, backslash, reservations

UNIT 5

Listening page 27

1 = Speaker 1; 2 = Speaker 2; 3 = Speaker 3

1: This is a tool which is used to make the holes in belts and leather goods. You put the belt between the two parts and then press the handles together. The circular piece of metal cuts a small hole in the leather. Nowadays of course, most belts are made by machine, but some craftsmen still use hand cutters like these.

2: This is actually a tool used by engineers who build aeroplanes. When you’re assembling an aeroplane wing, you need something to hold the pieces of metal in place while you fasten them with rivets. This tool puts temporary rivets in the metal sheets to hold them still before the permanent rivets are put in.

3: No, no, this is really a tool for making small cuts in wood. It’s especially used by musical instrument makers, violin makers, actually. The half ring is used to make cuts in the top of the violin. These cuts are then filled with paint or other pieces of wood for decoration. The solid circle of metal on the other side is just to add weight, so the cuts can be deeper.

UNIT 6

Listening page 32

I = Interviewer; D = Director of operations

I: Welcome to the programme today and I am delighted to have here in the studio, director of operations for the world-famous Chanel perfumes. Hello there.

D: Hello. It’s nice to be here.

I: Can you tell us a bit about how you actually make Chanel perfumes? Your most famous Chanel No. 5 perfume?

D: Yes, of course. Well, the roses on our farm are in season from April to June and the jasmine from August to September. Firstly, the flowers are picked on the farm and the petals are put into sacks. Then they are transported to the production plant to be weighed. At some farms, the petals may wait a day before they are treated, but at Chanel, freshness is considered very important and the petals reach the plant within half an hour. The next stage is to extract the natural oils and resins. In the past, this was done with cold fat which was spread on the petals, but nowadays, we use extraction solvents like ethanol. The petals are washed three times in over 2,000 litres of this solvent and the perfumed oils dissolve into it.

In the next stage, the flowers are removed from the vats and the solvent is eliminated by a process of evaporation. This leaves a solid which is known in the trade as the concrete. This can be stored for several years. When the perfume is required, it is extracted from the concrete with alcohol. If we then evaporate this alcohol, we are left with a very pure form of flower perfume which we call the absolute. Different absolutes are then blended to create different perfumes.

I: Great, well thank you, that really does give us great insight...
Listening page 33

M = Man; W = Woman

M: So what do I need to do if I want to order some office equipment?

W: Well, the order book is always kept here in the filing cabinet. If you need to order something, like stationery, then you fill in this top form. It’s carbonated so it makes four copies underneath. Then the order needs to be authorised by the budget holder. For stationery that will be Rosemary.

M: So Rosemary has to sign it.

W: That’s right. Then you keep the pink copy for reference and all the other copies are sent to the accounts department. When they process the order, they’ll send the blue copy back to you, just to confirm that they’ve processed it. The top copy, the white one, gets sent to the supplier.

M: And that’s it?

W: Yeah. When the order comes, you check it against the invoice and your pink copy. If it’s OK, you write ‘goods received’ on the invoice and send it to the accounts department so they can pay it.

UNIT 7

Listening page 36

W1 = Woman 1; W2 = Woman 2

W1: Good afternoon. Celia jewellery.

W2: Hello, could I speak to Mr Lawson please?

W1: I’m afraid he’s not here at the moment. Can I take a message?

W2: Well, yes, this is Hilde Ringo from Holgersson in Oslo. There’s a problem with an order. Could you ask him to ring me back as soon as possible?

W1: Of course. Could I have your name again please?

W2: Yes, it’s Hilde Ringo. That’s H-I-L-D-E then R-I-N-G-O and the company is Holgersson. You spell that H-O-L-G-E-S-E-S-O-N.

W1: What is the problem exactly?

W2: Well, we placed an order three weeks ago for a hundred watches in the new starburst design. I’ve just received a phone call to say that they’re stuck in customs. Apparently the packing list isn’t correct and they can’t let them through.

W1: That’s strange. We don’t usually have customs problems. We’ll have to phone our freight forwarding agent about this because they’re the ones looking after that side of things. I’ll ask Mr Lawson to phone them as soon as he gets in and then he’ll get back to you.

W2: Thank you. Could he call me back before 4 o’clock today please?

W1: OK, yes, I’m sure he’ll want to sort this problem out straight away.

W2: Thank you. Goodbye.

W1: Goodbye.

Listening page 37

K = Kerry; S = Selina

K: Sales department.

S: Good morning. My name’s Selina and I’m phoning from Khalil. We placed an order over three weeks ago for some industrial paint but ... we’ve not heard anything since. I’m just phoning to check you received the order?

K: Right. What was your company’s name again?


K: Do you know your account reference number?

S: Well, the one I’ve got here on a previous invoice is ZS341.

K: What exactly did you order?

S: It was the new heavy duty car paint that’s advertised in your catalogue, colour number A 585.

K: And when did you place the order?

S: Well, we phoned on the 18th of April and the order form is dated the 19th. As far as I know it was sent to you that same day.

K: OK, hold the line please and I’ll see if I can trace the order. One moment ... mm ... hello?

S: Yes?

K: We did receive the order. Apparently there have been a few problems with the supply of that colour so we’ve had a backlog of orders. However, that has all been resolved now and the paint should arrive next week.

S: So we should get it on Monday the 18th?

K: Well, more like mid-week. It should certainly be with you by Wednesday 20 May. Could I have your extension number please, just in case there are any more problems?

S: It’s 375. And if I’m not here, you can call John Campbell on 398.

K: And sorry, I don’t know your surname.

S: Oh, it’s Selina Macpherson. That’s M-A-C-P-H-E-R-S-O-N. Thanks for sorting this out.

K: You’re welcome.

UNIT 8

Listening page 39

M = Man; W = Woman

W: So what changes do you think we’ll see in advertising in the future?

M: Well, one thing I think is that TV advertising will become less important. In fact, that’s already happening.

W: Why is that?
M: All over the world, TV audiences are starting to decline, get less in number. I suppose that’s because of other forms of entertainment coming on the scene, like computer games. But another thing that has affected TV commercials is the video recorder, because of course, when people watch a videoed programme, they usually fast forward past all the commercials.

W: So what will replace TV?

M: Well, one growth area is online advertising, things like banners that run across web pages and pop-ups, you know, pop-up ads. If we look at how much is spent on Internet advertising, the figure is rising by about 10 or 15 per cent a year.

W: But are online ads effective when you compare them with TV commercials? I mean, they don’t use moving images or sound usually. They don’t entertain people in the same way.

M: Difficult to say. There isn’t much research comparing the two. But I fear the days of the great TV commercial are over. That was back in the 70s and 80s, you know, when you got surveys saying that quite a big percentage of people found them more entertaining than the programmes. That doesn’t happen now. There’s more choice of channels and I think people just switch over when the commercials come on. Or they just don’t take as much notice of them now.

W: Are there any other media which are becoming more important?

M: DVDs. They’re a growth medium and they’re being used more and more as advertising space. And something else which we’ll probably see more of is commercial advertising.

W: What’s that?

M: It’s a technique that’s already being used in the USA. You hire, at least your agency hires, thousands of people to talk about your product to friends and colleagues. For example, in one campaign for a burger company, people had to take the burgers along if friends invited them to a barbecue. Or they had to take the burgers along to the butcher’s or the local supermarket and say ‘Why don’t you stock these?’ You introduce the product to your local community.

W: I’m not sure that’s always a good way to win friends! So it’s like a kind of controlled word of mouth?

M: Yes, it is really.

UNIT 9

12 Listening page 42

Hi Jeannette, it’s Paul. Er, sorry about the late call. I’ve just received a fax from Mr Gavino. Apparently there have been delays to his journey and he’s missed his connecting flight from Singapore. So he’s not arriving tomorrow after all, he’s arriving on the 14th at 6.20 am. He’s given me the flight number, it’s, er, SQ 341. Could you please let the hotel know and could you also book a taxi for him for the 14th? We’re going to have to change the programme a bit now. Um, I’ve already left a message for Jason, so are you still meeting him tomorrow morning? Maybe you could use some of that time to revise the programme. Oh and, er, could you please ring the restaurant as well, cancel the booking for tomorrow and rebook for the day after? Same time, 7.30, OK?

Nothing goes smoothly does it? OK, I’ll see you tomorrow morning. Er, call me at home if there are any problems. Bye.

13 Listening page 43

C = Carmen; S = Stefano

C: Hello, this is Carmen Vanegas from Medica. I was wondering if we could fix a time to meet next week?

S: Yes of course. What time would suit you?

C: Well, I was wondering if you could manage Tuesday afternoon?

S: Sorry, I’m not available at any time on Tuesday as I’ve arranged to be at our other branch all day.

C: How about, er, Wednesday afternoon?

S: I’m booked up Wednesday afternoon as well, but I could do Wednesday morning, or I’m free all day on Thursday.

C: Could you make Thursday at two o’clock?

S: That would be fine, yes.

C: OK. So let’s confirm that then, Thursday at two o’clock.

14 Listening page 44

W = Woman; P = Peter; M = Man

1 W: Peter, could you see if you could change my flight on Thursday? I’ve got an appointment at 11.30, so I really won’t be able to leave until mid afternoon.

P: What time do you have to get there?

W: Well, I’d like to be there by 6.30 if I could.

P: Mm ... Shall I see if I can get you onto the 4.20 flight?

W: That would be great. Thank you.

2 M: Miss Casale’s train gets in at ten past two, so could you drive down to the station after lunch and pick her up, please?

W: The problem is I’m seeing Simone at two o’clock to discuss the programme. She could get a taxi couldn’t she? Or she could even walk if you gave her directions.

M: What, carrying a heavy bag? No. Anyway, Simone isn’t here today.

W: Isn’t he?

M: No, he phoned in sick earlier on.

W: Oh, OK. I’ll pick her up then.

3 M: We have a visitor arriving on the 26th, so could you please arrange a meet and greet at the airport? It’s KLM flight number, um, 459.
W: What name is it?
M: Well, I'm not quite sure how you pronounce it but it's spelt B-U-L-K-I-E-W-I-C-Z.
W: One moment, that's B-U-L-K-I-E-W-I-C-Z.
M: Er, no K-I-E not E-I.
W: OK.
4 M: Per Jonsson, the chief executive of Misson Credit, the merchant bank, has announced his retirement. His place will be taken up by Yolande Haisman, currently chief financial officer.

15 Listening page 44
A = Announcer; M = Man; W = Woman
A: One
W: I need to get to the airport by 6.30.
M: Shall I book you a taxi?
A: Two
W: What are you doing with those files, Roger?
M: I'm going to type the sales figures for Mr Durand.
A: Three
W: The Bank of Canada have announced that economic growth will be relatively slow this year. This is because of weak demand from Japan and parts of Europe.
A: Four
M: I've tried to set up the room for the presentation but the microphone isn't working.
W: I'll call the technician. I've got the number somewhere here.

16 Listening page 45
A = Announcer; M = Man; W = Woman
A: One
W: I need to get to the airport by 6.30.
M: Shall I book you a taxi?
W: Yes please. For about 5.45, I think.
M: Shall I make it 5.30? I think there might be a lot of traffic around at that time.
W: Yes, good idea.
A: Two
W: What are you doing with those files, Roger?
M: I'm going to type the sales figures for Mr Durand.
W: Can I ask you to send these faxes for me as well? They are quite urgent.
M: Could I do the typing first? Mr Durand wants them by three at the latest, otherwise he can't finish his report.
W: Yes, as long as you send them off by the end of the day.
M: Yes, I will.
A: Three
W: The Bank of Canada have announced that economic growth will be relatively slow this year. This is because of weak demand from Japan and parts of Europe. Their forecast for Canadian growth is now 2.4% compared with the 2.8% they predicted just three months ago.

They have, however, rejected the suggestion that growth could drop below 2%.
A: Four
M: I've tried to set up the room for the presentation but the microphone isn't working.
W: I'll call the technician. I've got the number somewhere here.
M: I've already called him. I left a message but I don't know if he'll get it in time. I was wondering if you could come and have a look at it. You're better at these things than I am.
W: I don't know about that. Er, what about the hand-held mike? Couldn't he use that?
M: I'm not sure where it is. Could you see if you could fix the one that's there and I'll see if I can find the hand-held one?
W: OK.

UNIT 10

17 Listening page 46
The last time I came to this airport, I lost my passport. I was nice and early, so there were no queues at the check-in desk.
I checked in my hand luggage, got my boarding card and went through passport control all very quickly. Then, because I had so much time, instead of just sitting in the departure lounge, I decided to do some shopping. I wanted to get a present, so I was trying all the different perfumes in the duty-free shop. I don't know how it happened but I must have dropped my passport there. I went to the gate to board the plane and then I realised that I couldn't find my passport. At that moment they called me over the loudspeaker. 'Will passenger Martinez travelling to Madrid please contact the information desk?'
I felt so embarrassed.

18 Listening page 49
I = Interviewer; R = Rebecca
I: Good evening and welcome to tonight's programme which takes a look at transport issues. With us in the studio is Rebecca Dixon who is the managing director of Cruiseway, a commercial car club. Rebecca, welcome to the programme.
R: Thank you.
I: First of all, could you tell us a bit about what Cruiseway is and how it works?
R: Well, basically, it's a system that allows you to hire a car whenever you want. It's for people who don't use a car every day, like, for example, business people, who go to work by public transport, but then might need a car on some days to meet clients or at weekends.
I: Right. Is this a new idea?
R: No, car clubs have been very successful in other countries like America and some parts of Europe. In Germany, there are around 40,000 car club users and in Switzerland it’s around 58,000. And you can find other car clubs in Britain as well but they are mostly quite small. The total membership in Britain is about 15,000. Of those 15,000, around 8,500 belong to Cruiseway.

I: So, I want to become a member of your car club. What do I do?

R: Well, you pay a signing up fee of £30.00 and then you are a member. After that, you can book the car whenever you want it, either online or by phone. The basic rate is £6.00 an hour. Between 11 pm and 7 am it’s just £3.00. Petrol is included in the price and of course you don’t pay any of the additional costs like road tax or insurance.

I: And how much notice do I have to give? I mean, I might suddenly need a car urgently.

R: No problem. It can be just a few minutes’ notice and we’ll have it there for you.

I: Sounds good. Is there a limit for how long I can have the car?

R: No, as long as you can pay. You specify when you book how long you want it for, but if you need to extend that, then you can contact us with the onboard computer and ask for another hour or whatever. The shortest time you can book for is thirty minutes.

UNIT 11

20 Listening page 52

A = Announcer; M = Man; W = Woman

A: One

M: [polite] Can I dial direct?

W: [rude] Can I dial direct?

A: Two

M: [polite] Could I have a wake-up call tomorrow?

W: [rude] Could I have a wake-up call tomorrow?

A: Three

M: [rude] What time is breakfast?

W: [polite] What time is breakfast?

A: Four

M: [polite] Two diet Cokes, please.

W: [rude] Two diet Cokes, please.

UNIT 12

21 Listening page 54

M = Man; W = Woman

M: I’ve just received these hotel details from Ventura Promotions. What do you think?

W: Well, the most convenient place seems to be Il Kastell. Only thirteen kilometres from the airport.

M: Mm ... but look how small the conference room is. It only holds forty people. And they only have three seminar rooms.

W: Oh yes. That’s no good then.

M: I think the best is one, The Sunset.

W: Oh, let me have another look. Well, it certainly has a larger conference room than Il Kastell. It doesn’t need to be as big as that, though.

M: Mm ... but it says that this is their largest conference room. They probably have smaller rooms as well.

W: OK. Six seminar rooms ... that’s OK. The only thing is, The Sunset is the furthest out. It’s 40 kilometres from the airport.

M: I don’t think that’s too bad.

W: Why don’t you like this one, La Guardia?
Ladies and gentlemen, I'd now like to hand you over to our first speaker, Dieter Pietsch and once again, thank you all for coming here today ...

UNIT 13

22 Listening page 56

Good morning, ladies and gentlemen, and a very warm welcome to this, Utilita's third annual conference.

Promoting a product or service these days has become more challenging and exciting than ever with the arrival of so many new methods of advertising. So we have decided to share our experience and take 'new media' as the topic of our conference this year.

First of all, there are one or two changes to the programme that I'd like to draw your attention to. Unfortunately, Mr John Pineda can't be with us today. So instead of his session on measuring TV audiences, Ms Stefania Volksmann will be giving a talk on Internet advertising. The other main change is that Mr Tim Shi's talk on 'The consumer as boss' has been moved from the Green Room downstairs and will now take place in the West Room.

Our final session tomorrow afternoon will be a discussion panel with our key speakers. That will be here in the main theatre at two o'clock. We are expecting a large audience so I advise you to make your way from the main hall as soon as lunch is finished.

Inside your welcome pack, you'll find a short feedback questionnaire. I'd be grateful if you could fill it in at the end of the conference and drop it into the box by the coffee shop. If you need a new feedback form, then you can get one from the stand next to reception. That's where you can also get your free souvenir which this year is a DVD. We've upgraded from the videos we had last year.

Last but not least, we intend to make a contribution to the literature available on new marketing media by publishing this year's conference proceedings in a book. This should be available in June and will be called Sales talk. We also intend to publish shortened versions of some of the presentations before that on our website, under the title Conference papers.

UNIT 14

24 Listening page 62

I = Interviewer; P = Philip

I: I have with me Philip Baker from CALDA, a consultancy which advises business executives on cultural issues. Philip, tell us a bit about what you deal with on your courses.

P: Well, cultural issues are a very big subject. I can really only give you a general idea. OK, one thing is body language which varies a lot from culture to culture. One difference here is how close people stand when they talk to each other. In the UK and northern Europe, the distance is about 50 to 70 cm. But in southern Europe, Latin America and the Middle East, people tend to stand quite a bit closer, between 20 and 50 centimetres. Eye contact is different. The cultures which stand closer also tend to make more direct eye contact. On the other hand, many people in Asia prefer minimal eye contact, less than the northern Europeans. How much you can touch the person you are talking to is another difference or where you can touch them. For example, in Thailand, you do not touch people on the head, as that is considered the highest part of the body, spiritually.

I: But business people travel so much these days. Aren't we all becoming more used to each other? After all, if I'm doing business in another country, people know I'm a foreigner. They don't expect me to behave just like them.

P: They don't expect you to copy them but you still need to be aware of what might give offence. Besides, every
country has its own business culture which is a part of the overall culture and that will affect the way business is carried out.

I: Can you give us some examples?

P: Again, a huge subject, but one very important difference is the task versus relationship question. Some cultures are more task-oriented so the focus is on getting the job done and not so much on building up a personal and professional relationship with your colleague. That would be the Anglo-Saxon cultures like ... the UK and Germany, and the Scandinavians.

I: And what would be the opposite?

P: At the other end of the spectrum you get cultures which are much more concerned with creating and keeping up business relationships. There will be more time spent on entertaining, more gift-giving, and business practices like references are likely to be done in a more personal way rather than, say, just by matching people's performance to a job description. The Middle East is an example of that kind of culture and so is China.

I: Interesting!

P: Attitudes to time is another big area of difference. In Europe and the USA we tend to have the attitude that 'time is money'. In general, in the more relationship-oriented cultures, time schedules are more flexible. Delays are more common and there is more time spent on building up relationships and small talk.

I: Philip, it's been fascinating talking to you. It's a shame we have to stop here but, if you are interested in attending one of CALDA's training courses, you can contact them on ....

Giving gifts

LISTENING PAGE 65

The main times of the year when people give presents in Japan are in December, just before New Year, and for what is called Ochugen, normally in July. This was originally connected with the annual festival for commemorating the dead. So both of those can be expensive times of the year, but fortunately Japanese companies often give a bonus, a bit like the Christmas bonus in the West.

Gift-giving happens in companies as well and companies might well give presents to good customers at either of these times. And of course if you're doing business in Japan, then it's good to take a present for your hosts. Good ideas for presents might be good quality fruit or something from a high-quality department store.

Gifts in Japan are always wrapped. In Japan many stores will wrap the goods for you if you say they are a present. If you are bringing the present from outside Japan, it's important to take care when wrapping it. And don't use white paper for this. Normally, gifts aren't opened immediately in front of the giver. If you do receive a present and your host insists on you opening it, then it's best to do this carefully and not just tear it open like we might do in Europe.

And there are one or two other rules. Firstly, gifts should be given and taken with both hands. And the other one is, don't give four pieces of anything as a present. That's because the Japanese word for 'four' sounds like the word for 'death'.

UNIT 15

LISTENING PAGE 68

... So if we all agree that good teamwork is the key to success, we need to ask, what makes a good team? Because we all know, of course, that you can't be sure that people are going to work well together, however talented they might be as separate people.

First of all a team needs a good leader. The team leader needs to be someone who is committed to the team and its aims, someone who is calm in a crisis, and most of all someone who trusts their team members and listens to them. Their leader doesn't have to be the most intelligent member of the team, in fact, it's often best if they're not. Very intelligent team leaders sometimes use arguments that other team members don't understand and they can also dominate the situation. A team leader who is of average intelligence, but has the right personality, is better.

Most teams need someone who can think of new ideas and new ways to solve problems. This is the creative, original thinker, a very important team member. But it's a mistake to think that teams with lots of people like this will do well. In fact, you'll probably get a lot of fights and arguments that way because creative, imaginative people are not always good at understanding or working with other people's creative ideas. Ideally, you need just one person like this and different types of people for the rest of the team.

This brings me on to the most important principle about building a team. You need a balance of different personalities. Just think about when you're launching a new product. You need the creative thinker or designer who has first thought of the idea. You need the enthusiastic salesperson with great communication skills who can go out there and sell it. But you also need the careful, thoughtful person who pays attention to all the details, who makes sure all the checks and tests are done and the product really is ready for the market.

It would be nice to think, wouldn't it, that if teams need all these different types of people, that everyone could be a good team member of some type. Unfortunately, studies suggest that this isn't true. There are some people who just don't work well in any team. Something in their personality is against it ... is against team spirit. What is more, people
who can’t fit into any team sometimes reach quite high positions in business.

So, how can we use this knowledge we have about team work? Firstly, when choosing someone to join a management team, we need to think about the balance or mix of the team as a whole. It’s a mistake just to choose someone similar to the people you already have because that probably won’t make the most effective team. Secondly, people often get jobs because of their previous experience. They’re given a job just because they’ve done something like it before, even if they weren’t very good at it. I would argue in favour of using a personality test and choosing the right person from the results of this, rather than just looking at previous experience. If you look at your handouts, you’ll see an example of the kind of test that I mean ....

UNIT 16

27 Listening page 70

1: It’s a type of cream cheese. It’s quite bland.
2: It’s a type of green salad. It tastes slightly bitter.
3: They’re a type of mushroom. They’re usually fried in oil.
4: They’re a type of shellfish. They taste a bit like prawns.
5: It’s a kind of root vegetable. It’s usually cooked in butter.
6: It’s a kind of white fish. It’s delicious, but you have to be careful of the bones.

UNIT 17

28 Listening page 76

1: Anyway, here are the figures for this month. Sales of ladies’ handbags are down on last month, but executive products like briefcases are still doing very well. I have to say I’m very disappointed with our new range of leather jackets. We don’t seem to have been able to reach the right market there.
2: Our sales showed a strong performance in the last quarter. They dropped slightly in January, after the Christmas rush, but recovered in February and, as we can see, that upward trend continued until the end of March.
3: So, turning now to our markets, we can see that there has been a sharp increase in our sales in Asia over the past five years. It now makes up about 35% of the total, so it has not quite overtaken Europe, which is still the best performing region, but we have definitely made big inroads. However, sales in America remain well below the other two regions.

4: M: This isn’t really what I expected. I thought the peak would be around mid morning on Saturdays.
W: But actually it’s later, around two or three in the afternoon.
M: Yes. Late afternoon is a slow period, but then things seem to pick up again at around seven o’clock.
5: M: So what were the sales figures like for October?
W: Still not very good I’m afraid. It’s worrying. We usually see a big increase after August.
M: Isn’t there any improvement at all?
W: Yes, they are slightly higher than September but it really isn’t good enough.

UNIT 18

29 Listening page 81

... So turning now to our financial performance for this year, 2006, I am pleased to report very impressive results ... great - actually, despite the problems in the world economy. I think we can confidently say we are going into next year in a very strong position.

The turnover for the whole year was £32.4 million and we’ve continued to enjoy a high rate of profitability. If you look at the bar chart on the screen, you can see that in 2005, the return on sales was 17% and that figure has remained exactly the same this year. I actually think that is a very good result because about a quarter of turnover is in US dollars.

2006, as you know, saw a very weak dollar and so changing the dollars into euros affected the figures quite a bit.

Turning now to cashflow, our performance this year was very good. Free cashflow reached €31 million which even beats our previous record of €29 million.

The company carries out a valuation of the group pension scheme every three years, so it was due in 2006. If you look at the next chart, you’ll see that scheme is 72% funded, compared with 95% at the time of the previous valuation, three years ago. This is because we’ve been getting lower returns on some of our investments. We have therefore increased the financial contribution to the scheme and, under our current plans, the deficit will be eliminated over a 12-year period.

Finally, our new subsidiary, which I know Carlos will want to say more about. We had a few problems leading up to the acquisition and a bit of a crisis in July, but in the end it all went through in September, as planned. In the six months we have owned it, it delivered £1.8 million to group profits. A very strong acquisition which I’m sure ...
UNIT 19

Listening page 85

I = Interviewer; R = Rita

I: I’m talking to Rita White from Llandudno in Wales. Rita runs a hotel for the tourists here and also helps her husband run a garage. But she has another source of income as well, because in 1999, she set up a women’s investment club. Rita, how did you become interested in investments?

R: It was back in the 1990s. I had an account with a building society that became a public company and was floated on the stock exchange. That made some good profits for the shareholders and I think my interest in investments started from there.

I: So you don’t have anyone in your family who’s a broker?

R: No, nothing like that.

I: And how did you start the investment club?

R: Well, it started with just me and five or six friends. Three of us had some experience of owning shares, one other person through a building society like me. We got some advice from proShare, that’s an organisation who give investment education and promote investors’ clubs like ours, and then we set up.

I: And why did you decide to make it women only?

R: Well, we didn’t, at least, not at first. Most of us asked our husbands or partners to join us, but none of them wanted to. They just had no belief in it. So at that point we thought, fine, we’ll make it a ladies’ club.

I: How much did you invest to start with?

R: £150 each. That was the initial investment. And all members contribute £25 a month.

I: And how do you decide which stocks to invest in?

R: Well, we do our research and we decide. We hold monthly meetings at one of our houses and we agree together what we should buy or sell, usually over lunch.

I: How successful has it been?

R: We’re going through a bit of a low period at the moment but that’s the state of the market. Some of our investments have been very successful, over ten per cent returns on some of them.

I: And what do you think of this research which shows that women make better investors than men?

R: Well, I think no comment on that one!

I: And this research also shows that women tend to prefer more local companies to invest in. Is that true of your portfolio?

R: Quite a bit of it, yes. We have several local investments. It makes good sense doesn’t it, because you’re likely to have a lot more background knowledge about that company and how it actually works on a day-to-day basis. One of our most successful investments, for example, was in the local health club. Now some of our men were a bit scornful about that. I think they thought it was a boring investment. We had the last laugh though, when it was sold and we made a profit.

UNIT 20

Listening page 86

I = Interviewer; T = Tara

I: I have met Tara Ganesh, the marketing director of Entrepreneur, who are a business support service. Tara, hello.

T: Hello.

I: Perhaps you could begin by just explaining briefly what Entrepreneur does?

T: Well, we are a service which offers advice and support for people who run their own business, especially people who are just starting up. We have a lawyer who can give legal advice and a marketing adviser who can consult. And quite importantly actually, we offer financial advice about all areas of business.

I: OK. So I’ve got this new idea for a product that I think is going to make my fortune. How do I raise the capital to get started? Er, what are my options?

T: Even today, I think the most common way to set up a new business is with your own money. People use their savings and if they don’t have enough, they borrow from family and friends.

I: Um, and that’s still the best way is it?

T: In many ways, because it’s so simple. But if family or friends are involved, you need to be very clear about what will happen if things go wrong and how you’ll pay the money back. Even if it’s someone close to you, you should still draw up a written contract.

I: Yes, I can imagine there have been a lot of broken friendships over this sort of thing. But what if I can’t provide the money myself? What’s the best option, er, a bank loan?

T: For the small business, yes, it’s probably the best choice. But your bank manager will need to see a detailed business plan. And if you’re not experienced in writing business plans, you’ll need to get some professional help, like we provide at Entrepreneur.

I: What kind of things are the bank looking for?

T: In the business? Well, realistic targets, steady growth, not necessarily dramatic at first, and a strong cashflow. Essentially, what the bank is interested in is whether you’ll be able to pay off the debts. And for that reason your bank loan will have to be secured against an asset.

I: Er, what kind of asset?

T: Well, it could be your house, or some equipment you own for the business. You know, so that if your business doesn’t pay back the loan, the bank can claim that asset instead.
What other sources of capital are there?

Well there are companies who provide start-up capital in return for a stake in the business. These are so-called venture capital firms. But they get lots of applications for loans, so there is usually tough competition and they'll want to see a very high growth rate on your plan, 20 per cent at least. Or you might find a business angel to provide the money.

A what, sorry?

A business angel. It's just someone who will invest in a start-up company in return for a share in it. Usually, it's someone who has already been successful with a company of their own.

And how do I go about finding a business angel?

It can be difficult. They don't usually advertise, because they don't want to be flooded with applications. But there is now a network you can go through, the National Business Angels Network.

Tara Ganesh, thank you very much ...

32 Listening page 97

I'm 62. I lost my job about two years ago, but I'm a surveyor, and there don't seem to be many young people going into my field of work. There were lots of places going and I managed to find a new job quite quickly.

I accepted early retirement from my bank about six years ago. I've done some temporary work since then but nothing for very long. I feel a bit frustrated and annoyed at not being able to use my skills, but I shouldn't complain really, I suppose. It would be much worse if I was short of money.

I work as an executive PA at the moment but I'd really like to move on. The trouble is, I'm 54 and I can't even get an interview. As soon as I put in my CV with my age on it, I just seem to get a straight 'no'.

Things haven't been very easy since I was made redundant. I found a job with another company in the end, but I'm not very keen on it. The new company will only give me a monthly contract. I won't reach retirement age for another four years, so I really need a more reliable source of income, something with ... more of a guarantee.

I'm 58 and I'm the manager of an IT department. There's a lot of stereotypes about people in IT all being really young, but it's certainly not true in my department. I'm not in a minority at all, there are lots of us like me.

UNIT 23

33 Listening page 101

I = Interviewer; Y = Yvonne

I: So, Yvonne, what exactly is 360 degree feedback?

Y: Well, it's a way of helping staff to develop. It means that you don't just receive comments and feedback from your manager. Instead, you get it from your managers, your colleagues, people who work under you, even customers and suppliers. Anyone really who comes into contact with you and has an opinion.

I: And who chooses these people who are going to give the feedback?

Y: The employee's manager has to choose some. That's a rule. But I think it can be nice to make it a shared process, and let the employee choose one or two colleagues or customers as well.

I: How is the feedback given? Do you actually meet all of these people and talk about your performance?

Y: No, not necessarily. The feedback is on a form which lists the skills needed for your job. Appraisers give you a grade for each one. There's space for them to write their opinion as well, which is often more helpful than just giving a number. And the important thing is, the employee gives himself or herself grades as well.

I: What, for the same skills?

Y: That's right. You assess yourself using the same form. Then when the feedback comes in, you can see if there's a difference between how you see yourself and how others see you. That can be an eye-opener.

I: Yes. I must say it sounds quite frightening as well, though. Er, could the results of this feedback be related to the employee's pay? You know, if the feedback is good, they get a pay rise?

Y: No, I'm not at all keen on that idea. I won't say it's never happened but it isn't normal and it isn't really what a 360 degree is about. It's to help staff develop.

I: So what happens to the feedback then?

Y: Well, one thing that makes it less frightening is that the appraisee owns the feedback. Other members of the organisation don't see it and you don't even have to show it to your manager.

I: So what's the point of it then?

Y: Well, the employee uses their feedback to write a development plan for training they would like to receive. The manager has to see this plan, so this gives the manager an idea about the feedback. But I think if employees really feel that the manager is concerned with staff development, they will usually share the feedback as well.

I: Is the feedback anonymous?

Y: That depends on the person or the organisation. Some people prefer to give feedback anonymously and it can make it easier for the employee to deal with any criticism. I do feel though that you get more benefit when people write their names on the feedback. In the right institution, people should be able to cope with this.

I: So are you saying that there is such a thing as a wrong institution? Are there companies where you wouldn't recommend it?
Y: Well, as I’ve said, I think it’s a very powerful way of helping staff to develop. But yes, of course it can be used as a weapon. So if you are working in an organisation where there’s a lot of mistrust and bad feeling, then no, it isn’t suitable. And you shouldn’t use it at a time when there are big changes going on like a merger or something. What you have to do is to work on the culture of your institution and try to create the sort of atmosphere where 360 degree feedback will be used to everyone’s benefit.
I: I see.
Y: And funny enough, the process of preparing for 360 degree is often more beneficial than the feedback itself. I’ve seen many cases where the culture of an institution has really changed, not because of the feedback, but because of what was done in preparation for it. When it was time for the feedback, most of the important changes had already happened.
I: Interesting.

Exam skills and Exam practice

1 Listening Paper Part 1, Skills Exercise 1

M = Man; W = Woman

1 M: Do you want to meet sometime to discuss the market research survey? I could do next Monday morning.
W: Yes, I could as well, but I was hoping we could meet earlier than that. How about Thursday this week or Friday morning?
M: Sorry, I can’t make either of those. I’m in meetings both days.
W: OK, then, next week it is.

2 M: Has there been much interest in the new post?
W: Yes, we’ve had about 60 applicants, some very good ones, too. I’m choosing them for interview at the moment and it looks like I’ll be seeing about 30 of them.
M: So probably we should always advertise in that paper from now on. When we put the advert online, only about 10 people contacted us.

2 Listening Paper Part 1, Skills Exercise 2

1 A: I’d like to book a room for Friday the 23rd of May, please.
B: That’s £90 for a standard room and £130 for a suite.
A: I just want the standard room. And I’m from Mason’s. We usually get a discount.
B: Oh, sorry. That will be £75 then.

2 A: Where are you taking Mr Sullivan for lunch?
B: Well, it would be nice to take him to that new Greek restaurant but ... I just don’t think there’s going to be time. He has to catch the early afternoon train. We will have to be the staff canteen.
A: You could take him to the steak bar. That’s very near the station.
B: No, he has to go back to the hotel and pick up his bag.

3 Listening Paper Part 1, Skills Exercise 3

1 A: So have they finalised all these changes to the packaging for our chocolate drops?
B: Well, they’ve decided not to go ahead with a lot of the changes. The design for the square tube was rejected, so it’s still going to be round and they’re still going to have plastic lids. The lettering on the packet will be the same as well, but we’re losing the blue background.
A: After all that discussion!
2 W: What did you think of the presentation?
M: I didn’t think it was very interesting at all, actually. I’ve heard that sort of thing so many times before.
W: Oh, it was quite new for me. The only thing was, he spoke a bit too fast.
M: Yes, I couldn’t always catch what he said either.

4 Listening Paper Part 1, Exam practice

A = Announcer; M = Man; W = Woman

A: You will hear an introduction to each part of the test and you’ll have time to look at the questions before you listen. You’ll hear each piece twice.
While you’re listening, you should write your answers on the question paper. You’ll have time at the end of the test to copy your answers onto the separate answer sheet.
There will now be a pause. Please ask any questions now, because you must not speak during the test.
Now open your question paper and look at Part 1.
For questions 1–8 you will hear eight short recordings.
For each question, mark one letter (A, B or C) for the correct answer.
Here is an example: Who is Emily going to write to?

M: Emily, that supplier we use has become very unreliable, and we’ve decided to look for another one.
W: Seems a good idea.
M: We don’t need to inform our clients, but could you send a note round to all our departments when we’ve decided who to replace the supplier with?
W: Yes, of course.
A: The answer is A. Now we are ready to start. You will hear the eight recordings twice.

A: One. When will the meeting be?

M: Sarah, can you fix a date for us to discuss the new advertising campaign with Nick Bradshaw? It’ll have to be next week. I can manage the 12th, 14th or 15th, as long as it’s after 3.30.

W: Right, but Nick said he’d be away until the 14th, so it’ll have to be the following day.

M: That’ll be fine.

A: Two. Which office suppliers are they going to use?

W: This latest order from Office Network is very expensive. Have you thought about changing suppliers?

M: Mm, well, I did think about it. But Excel Products wouldn’t give us any discount and A-Grade Service want cash on delivery, so let’s just leave things as they are.

A: Three. Which line shows productivity correctly?

M: These figures are interesting aren’t they? I expected to see the highest productivity in the earliest part of the day, and the lowest at the end.

W: But ... in fact the peak time’s just before midday, isn’t it?

M: And performance is better at the end of the day than it is after lunch. I imagined it’d be the other way round.

A: Four. What is the correct length?

M: Hello, I’m calling from Brent Hardware. There’s an error in our catalogue, and we missed it when we were proofreading. It’s on page 26.

W: Oh ...?

M: It says the length is five forty but it should be four twenty millimetres.

W: Right ... Um, oh yes, I see ... The height is still 452, isn’t it?

M: That’s right.

W: OK, we’ll re-do that page.

A: Five. What does the woman want to do about the meeting?

W: Ben ... hello, Emily Jones here. I’m calling about the project meeting.

M: ... on the fifteenth of May?

W: Yes ... I think that day’s going to be too soon – I still haven’t got the figures I need from the contractor.

M: Do you want to put it off then?

W: Please. I’ll get back to you about alternative dates.

A: Six. What time will Mr Johnstone arrive?

M: It’s Peter here from Executive Cars. I’m collecting a Mr Johnstone from the States. His flight arrived at 14.45, but he still hasn’t come through customs.

W: Sorry, yes. We’ve had a message to say he took a different flight. He gets in at 16.50. Can you wait?

M: OK. The next flight I’m meeting isn’t until 21.10. I’ll get something to eat and then I’ll be ...

A: Seven. Which chart shows where the company’s goods are made?

M: ... and the majority of our parts are made outside the US with 60 per cent manufactured in Asia, a smaller amount, just 10 per cent, made in Eastern Europe and a further 5 per cent in Scandinavia; the remaining quarter are produced here in the US and we have ...

A: Eight. Which task is urgent?

M: Sarah, are you busy?

W: Not very. Have you signed the letters I put on your desk?

M: They’re in the post. Um, the thing is, there’s a problem at the Barcelona office. We’ve got several faxes from them that need answering at once. Could you do that?

W: No problem. After that, shall we check our diaries for this week?

M: Good idea.

That is the end of Part 1.

5 Listening Paper Part 2, Skills Exercise 1

Good morning. I’m going to talk to you today chiefly about DHL’s proposed new investments in North America, but before I do, I’d just like to give you a few facts and figures about DHL.

I think it’s pretty much beyond doubt that we are the most widely known express delivery service. DHL was founded in 1969 but it expanded very quickly and in 1973 we already had over 300 staff. The expansion continued and there was an especially rapid spurt of growth in 1982, when we added 30 new countries to our list of possible destinations. In 2003, we merged with two other companies, Danzas and Deutsche Post Euro Express and in that year our total revenue was somewhere in the region of €22 billion.

We employ over 160,000 people worldwide and we have around 5,000 offices. We make 4 million collections and deliveries a week in the UK alone, and globally, we make over one billion shipments each year. We own 75,000 vehicles and operate from over 450 warehouses and terminals. We also own a fleet of some 250 aeroplanes. They’re of different types, but our European network is based in Brussels and uses chiefly Boeing 757F and Airbus A300B4 aircraft.

6 Listening Paper Part 2, Skills Exercise 2

1 I, A, R, E, S, C, J, G

7 Listening Paper Part 2, Skills Exercise 3

1 W: Can I have your name please?


W: And the address?


2 W: Your name please?

M: Well, it’s an Italian name. Ciro Romano. You spell that C-I-R-O then R-O-M-A-N-O.
W: And the address please?
M: 62, Leigh Hunt Drive. That's L-E-I-G-H new word H-U-N-T. London. And the postcode is NW14 8EC.

3 M: Can I just check the spelling of your company?
W: Harrow Wells. That's H-A-R-R-O-W then new word W-E-L-S.
M: And what is the contact name for the order?

8 Listening Paper Part 2, Skills Exercise 4
1 A: Can I just check the phone number? The one I've got is 029 3491 552.
B: No, I think it's better if you use my direct line. That's 3491 485.

2 A: What time is Mr Fenton coming?
B: He was going to catch the train that gets in at 10.30, but now he says he can't make it. He should be arriving at 12.45.

3 A: What discount did you agree on?
B: Well, we finally fixed on 8%. They wanted 12% at first, but I said we couldn't accept that. I know we don't usually give more than 5%, but I think we're likely to get a lot more orders from them.

4 A: So how many members of staff do you have in total?
B: Well the current figure is about 220, sorry, I mean 320. We took on another 40 people or so this year.

9 Listening Paper Part 2, Exam practice
A = Announcer; M = Man; W = Woman

Look at the notes below. Some information is missing. You will hear an engineering manager giving a secretary some information about a quotation.

For each question, 9–15, fill in the missing information in the numbered space using a word, numbers or letters.

You will hear the conversation twice.

You have 10 seconds to read through the notes.

Now listen, and fill in the missing information.

W: Jim Morgan's office.
M: Sally, Jim here.
W: Hello. How was the visit to that company interested in a service contract?
M: Good. Could you do a quote to send them today?
W: Sure.
M: It's to go to Alfrords International.
W: Aha. Is that double-L?
M: ... one. A-L-F-O-R-D-S. Their address is on my desk.
W: Right, thanks. Have you got a reference number?
M: Er, oh, GE-2-4-6-6-0-1.
W: What equipment do they have for servicing? Does it include their office machines?

M: Well, they've got nearly 500, so another company is looking after those. They want us to service the 37 machines in the packing department.
W: OK.
M: Now, I've worked out an annual charge ... cheaper than their current supplier. We're quoting £1,978, that's including tax. Then there's charges for emergency work.
W: Is that the usual £45 call-out charge?
M: Mm, I didn't reduce the price on that -- it's standard.
W: Fine.
M: Also, I gave them a guaranteed response time -- at the moment they have to wait up to 24 hours for an engineer to visit. I promised they wouldn't have to wait more than eight hours if they chose us.
W: OK. Is that everything?
M: Er, almost. Payment terms -- I didn't negotiate on these.
Their current supplier only gives 20 days, so our usual 29 is already much better.
W: Right. I'll get all this together and ... 
A: Now you will hear the conversation again.
That is the end of Part 2.

10 Listening Paper Part 3, Skills Exercise 1b
Good afternoon and welcome to today's business news.
The Chinese manufacturer of motor vehicles, Lin Ro, has continued to enjoy a rapid rise in profits. When the company was founded in 1997, the consumer base was relatively small, but low interest rates have made it possible for growing numbers of people to invest in private cars. Last year, however, the greatest increase was in the sale of trucks, which saw a rise of 68 per cent. This is clearly a result of the booming economy. Now in response to this increased demand, the company has put forward plans to relocate to new premises.

11 Listening Paper Part 3, Skills Exercise 3b
The insurance firm, Morton and Campbell, have announced that they intend to sell their life insurance division. In future they will concentrate only on their general insurance business. This is because of low profits. The company were hit last year especially by a rise in the number of claims from the USA. According to the press, an investment company has offered to buy their life insurance unit in a deal worth £600 million. However, Morton and Campbell have not named the company.

12 Listening Paper Part 3, Exam practice
A = Announcer; MD = Managing Director
A: Part 3: questions 16–22

Look at the notes about the launch of a new clothing company.
Some information is missing.
You will hear part of a welcoming talk by the company's Managing Director.
For each question 16–22, fill in the missing information in the numbered space using one or two words.
You will hear the talk twice.
You have 10 seconds to read through the notes.
Now listen, and fill in the missing information.

MD: Good morning, everyone, and welcome to the launch of our new company. This is a special day for us, now we have merged with Sinclairs to become Riverside Clothing Limited and we’re confident that our success at selling our own brand of clothing will continue. There have been some important staff changes. Our previous Chief Executive, Simon Marsh, has moved on to become MD of another company, so congratulations to our Sales Manager, David Shaw, who will become Chief Executive. We wish him every success in his new role.
The position of the new premises here was carefully chosen so that we would be near the airport, instead of being in the city centre, like a lot of other factories. These premises are far bigger. Although our sales area has remained about the same and we have slightly more room for design workshops, it is the manufacturing area that we have expanded the most. As you can see, this is a very exciting time for us and we will continue to improve our facilities for staff.
There will now be plenty of space to build a new staff car park, as parking has always been a problem. That’ll be completed in the spring. However, the staff canteen is now open and I hope you’ll be joining us for lunch there later.
Now that we have moved, we intend to expand into two new areas of the clothing industry. In addition to our existing adults’ range, we’re ready to start on a range of children’s clothes. These will be in production by next month, followed later in the year by a new range of sportswear.
We already have a strong market for the range – in America and Japan, but we’ll be targeting Australia next which is an unknown export market for us. Now if I may ...
Now you will hear the talk again.
A: That is the end of Part 3.

13 Listening Paper Part 4, Skills Exercise 1a
A: So tell us something about Flexiwork.
B: Well, we’re a recruitment agency but we specialise in finding employment for people who want to work flexible hours.
A: And who are your clients? Is it mainly working mothers who need to organise their work around childcare?
B: No, not really. A great many men these days want more flexibility in their working hours, either to spend more time with their children or just because they want more control over when and where they work. Actually we find the most common reason for needing more flexibility is that the person has an old person at home, like a parent or a grandparent that they are looking after.
A: And how difficult is it for companies to offer flexible hours?
B: It’s becoming easier and easier really. Why do you need to do everything at your desk at work if you have a computer at home? You still need to go into work for some things, but even then, you won’t be forced to go during the rush hour. And that’s a big saving of time. Just think of all those unproductive hours you spend on the train normally.
A: Are there any benefits for companies?
B: Yes, certainly. Staff turnover among flexible workers tends to be much lower than among other employees, partly because it may not be easy to find this balance between work and family needs somewhere else. And if companies can hang on to their best workers by saying ‘OK, because of your situation, we’ll offer you flexible hours’, then they’re more likely to meet their targets.

14 Listening Paper Part 4, Exam practice
A = Announcer; M = Man; W = Woman
You will hear a radio interview with George Johnson, managing director of Media-X, an organisation which invests in Internet companies.
For each question, 23–30, mark one letter (A, B or C) for the correct answer.
You will hear the conversation twice.
You have 45 seconds to read through the questions.
Now listen and mark A, B or C.

W: Good afternoon and welcome to Working Day. Today we’re going to meet George Johnson, managing director of Media-X, an investment company always in the news these days. Hello, George, welcome to the programme.
M: Hello, Sarah.
W: First of all, a question I’m sure you’re often asked. Why is the company called Media-X? Has it got anything to do with film or television?
M: Not really. But we wanted to get away from the serious image of money and banking, and wanted something that people wouldn’t forget. We also considered names connected with e-commerce and the Internet, but in the end we decided we wanted something more general. And Media-X seemed a good choice.
W: Interesting. Now let’s get onto what Media-X actually does. You were one of the first in the business to provide financial as well as technical advice, weren’t you, for new Internet and software companies?
M: Well, I wasn’t as far-sighted as a lot of people, especially in America. When I first heard about the Internet in 1991,
I thought it would be only used for education! But I actually decided to set up Media-X the following year, when I realised that new software was already making it easier to use. So I suppose that was quite early on—compared to most other Europeans, that is.

W: But what about before that? Tell us something about your early career.

M: I studied economics at university and then joined a large international bank as a trainee manager, eventually becoming vice-president. Towards the end of that period I also became a director of a small software company my brother was setting up.

W: So business runs in the family, then?

M: That's right. My father has a ... a well-established office supplies company, so, apart from the financial side, he also knows a lot about warehouses, storage and delivery systems, which are very important in the e-commerce business. I rely on his opinion a lot when I'm trying to decide whether or not to invest in new ventures.

W: So tell us about the companies you help. I'm sure you get lots of requests for funding sent to you.

M: Um, yes, we receive about three hundred proposals a year. We examine them all, discuss them, then decide which to go with. About 200 are worth considering in detail, with maybe 100 being finally selected.

W: What would you say makes a successful proposal?

M: Well, we look for a number of things. But, before anything else, we have to be sure there's a clear demand for what the company intends to provide. Of course, then we have to consider other things like a strong business plan behind the proposal and, of course, the people at the top—they've got to be worth investing in.

W: You mentioned before that you don't only provide the money for starting new businesses. What other services do you provide?

M: We're not in a position to provide software programs, technical details, things like that, or information about possible markets. Where we can help is by making sure that companies know what to charge for their goods and services, so that everything is on a healthy basis.

W: And you've certainly enjoyed some recent successes, haven't you?

M: Well, yes, some of the British companies we've supported have been doing rather well—TravelDeals-dot-com is now one of the leading travel companies here in Britain.

W: And OrderFree-dot-com is also doing well. It's gone into the American market, hasn't it?

M: That's right. It's very promising.

W: And then there's NetTrade-dot-com, another of the UK companies you funded. Do you think they'll follow OrderFree's example and set up abroad?

M: I doubt that very much. Only time will tell, of course...

W: That seems a good point on which to end. Thank you very much, George Johnson, for a very interesting ...  
A: Now you will hear the conversation again. That is the end of Part 4.

15 Speaking Test Part 1, Skills Exercise 1c

Examiner: Where are you from?

Examiner: What work do you do?

Examiner: What do you like about your job?

Examiner: Now I'm going to ask some questions about your place of work. Do you have a comfortable office at work?

Examiner: Is it important for you to have your own office?

Examiner: And would you like to have a bigger office?

16 Speaking Test Part 2, Skills Exercise 1b

Well, I've decided to talk about what is important when giving a presentation. Firstly, I think it's important to use visuals like PowerPoint slides or things written on a flip chart because it's easier for the audience to concentrate when they have something to look at. Of course, there are some things which you can explain more clearly if you use visuals. For example, if you're talking about figures, you really need to show them to your audience on a graph.

Secondly, I think it's very important to give the people who are listening time to ask you questions at the end. This means that you can explain something to them again if it wasn't clear the first time. It also means that the audience can find out more about any part of the talk which interested them.

People usually give handouts, like copies of the PowerPoint slides, to the audience. This is nice, but I don't think it's essential. People often prefer to make their own notes. I sometimes wonder if many people look at the handouts again after the talk.

So to conclude, I think the most important things are using visuals and allowing the audience to ask questions at the end.

17 Speaking Test Part 3, Skills Exercise 2c

A: I think the best place to advertise is in a business magazine. If it's something that business people buy, there's more chance that the right sort of person will see it. It's probably cheaper than advertising in a national newspaper too.

B: Maybe but I'm not sure how many people read business magazines. How about the Internet? A lot of people look for jobs online these days.

A: Yes, that's true. Websites reach a lot of people. We might even get candidates from other countries.

B: What do you think about using a recruitment agency?

A: Er, no, I don't think that's the best way. I'm not sure the best people usually go to agencies.

B: It depends on the post but I think you're right. It's not a good idea for a post like this. So it's the Internet then?

A: Yes, I think so.
Business Benchmark is a brand new Business English course at three levels. It helps students get ahead fast with their Business English vocabulary and skills, and gives them grammar practice in business contexts. This edition also helps students prepare for the internationally recognised Cambridge ESOL BEC Preliminary exam.

Key features

- 24 short units, covering important vocabulary, grammar, reading, writing, listening and speaking skills for business.
- Grammar workshops providing extra grammar practice in business contexts.
- An 'Exam practice' section with authentic BEC Preliminary exam papers from Cambridge ESOL.
- An ‘Exam skills’ section, with exam-type tasks which give students detailed preparation for all the papers in the BEC Preliminary exam.
- Interviews with business people covering a wide range of accents, available on audio CD or cassette.
- Up-to-date business language in a range of contexts from ‘Investments’ to ‘Staff development’.
- ‘Task tips’ giving advice on how to approach different task-types.
- Sample compositions for writing activities.
- Answer keys and transcripts, so students can check their own progress.

The Teacher’s Resource Book provides:
- Useful teaching tips.
- A wide range of supplementary photocopiabale material, including complete extra lessons with answer keys.
- Information about how the activities in each unit relate to the BEC Preliminary exam.

A Personal Study Book containing extra activities and a Word list of core business vocabulary from the Student’s Book is also available.

We recommend for use with Business BENCHMARK: