## Map of the book

<table>
<thead>
<tr>
<th>Unit</th>
<th>Reading</th>
<th>Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The working day</strong>&lt;br&gt;10–13</td>
<td>Changing places: job swapping at work</td>
<td>Being a PA</td>
<td></td>
</tr>
<tr>
<td><strong>Corporate culture</strong>&lt;br&gt;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><strong>Company history</strong>&lt;br&gt;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><strong>The Internet</strong>&lt;br&gt;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><strong>Describing equipment</strong>&lt;br&gt;26–29</td>
<td>Leasing equipment: a web page; 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><strong>Processes and procedures</strong>&lt;br&gt;30–33</td>
<td>Waratah: 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><strong>Distribution and delivery</strong>&lt;br&gt;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><strong>Advertising and marketing</strong>&lt;br&gt;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><strong>Making arrangements</strong>&lt;br&gt;42–46</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><strong>Transport</strong>&lt;br&gt;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><strong>Business accommodation</strong>&lt;br&gt;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><strong>Out of the office</strong>&lt;br&gt;54–57</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></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 for air travel; Guessing unknown vocabulary through contrast words</td>
<td>Contrast words</td>
<td></td>
</tr>
<tr>
<td>Discussing holidays and arrangements for time off;</td>
<td>Vocabulary to describe hotels and hotel facilities</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 contacts</td>
<td>Business Network International: an article</td>
<td>Conversations when meeting someone for the first time</td>
<td></td>
</tr>
<tr>
<td>14 Cultural issues</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>15 Teamwork</td>
<td>Team-building events; Kezzen: an article</td>
<td>Creating good teams: a presentation</td>
<td></td>
</tr>
<tr>
<td>16 Entertaining clients</td>
<td>A restaurant review; Business golf: an article</td>
<td>Writing a thank you letter to a host</td>
<td></td>
</tr>
<tr>
<td>17 Describing statistics</td>
<td>Interpreting bar charts</td>
<td>Listening to statistical information: short extracts</td>
<td></td>
</tr>
<tr>
<td>18 Company finances</td>
<td>Halma: a secretive success: an article</td>
<td>A presentation by a company finance director</td>
<td></td>
</tr>
<tr>
<td>19 Investments</td>
<td>Shares and the stock exchange: a web page; 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>20 Starting up</td>
<td>Smoothie drinks: reading and comparing two articles; Kaido: 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>21 Job applications</td>
<td>Writing your CV: an extract from a book; Online recruitment</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>
<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>23 Staff development</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>24 Staff facts and figures</td>
<td>Use of emails: a business report; The right treatment for absentees: an article</td>
<td>Writing part of a business report</td>
<td></td>
</tr>
</tbody>
</table>

Communication activities 106
Sample answers to writing exercises 110

EXAM SKILLS AND EXAM PRACTICE 113–151
Contents of exam section 113
Answer keys 152
Transcripts 168
<table>
<thead>
<tr>
<th>Speaking</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>Discussing teams and team projects</td>
<td>Vocabulary to describe gifts: verb-noun collocations</td>
<td>Describing habits and customs</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>
</tr>
<tr>
<td>Describing figures and trends</td>
<td>Vocabulary to describe graphs and charts; Describing trends</td>
<td>Adjectives and adverbs; Comparisons</td>
</tr>
<tr>
<td>Discussing company information</td>
<td>Finance vocabulary</td>
<td>Pronouns and reference words</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>
</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>
</tr>
<tr>
<td>Discussing what to include in a CV</td>
<td>Headings for CVs; Describing application procedures</td>
<td></td>
</tr>
<tr>
<td>Discussing applicants for a post; Hypothesising</td>
<td>Employment vocabulary</td>
<td>First and second conditionals</td>
</tr>
<tr>
<td>Discussing ways of giving feedback to staff</td>
<td>Sports vocabulary in business</td>
<td></td>
</tr>
<tr>
<td>Doing a skills audit; Discussing company policies on absenteeism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
The working day

Getting started

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

   - Kevin Thompson, Managing Director
   - Drew, Assistant Managing Director
   - Yates, Sales Director
   - Asaad, Finance Director
   - Smith, Marketing Director
   - Green, Research and Development Manager
   - Tandy, Human Resources Manager
   - Laporte, Production Manager
   - Ray, Accountant

   - My name's Leila. My job is to make sure that the company is producing what people want to buy.
   - I'm Guy. I lead the team which makes our products.
   - I'm Gamal. I'm responsible for money planning.
   - I'm Kevin. I have general responsibility for the entire company. I represent the company in the financial community and the business world.
   - My name's Leila. My job is to make sure that the company is producing what people want to buy.
   - I'm Jenny. I'm responsible for recruitment and issues to do with staff welfare.
   - I'm Richard. I do the bookkeeping and the payroll.
   - I'm Bernard. I'm in charge of the people who sell our products.
   - My name's Diane. I'm responsible for the whole company when Kevin is not here.
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 ...

<table>
<thead>
<tr>
<th>a Personel</th>
<th>d Quality control</th>
</tr>
</thead>
<tbody>
<tr>
<td>b Accounts</td>
<td>e Sales</td>
</tr>
<tr>
<td>c Technical support</td>
<td>f Marketing</td>
</tr>
<tr>
<td>g Research and development</td>
<td>h Production</td>
</tr>
</tbody>
</table>

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.

- Donald Eisner
- Alex Jennings
- Both men

4 Scan the text again to see if the following statements are true or false. For each statement, you will need to check two paragraphs.

Donald Eisner
1 He comes from a rich family. ........... True
2 He can cook pancakes. ..............
3 In the programme, he successfully cleans rooms up to his company’s required standards. ..............
4 He is thinking of making a different person responsible for ordering the cleaning materials. ..............

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.

<table>
<thead>
<tr>
<th>always</th>
<th>at the moment</th>
<th>at this moment in time</th>
</tr>
</thead>
<tbody>
<tr>
<td>currently</td>
<td>every month</td>
<td>every week</td>
</tr>
<tr>
<td>generally</td>
<td>now</td>
<td>never</td>
</tr>
<tr>
<td>often</td>
<td>sometimes</td>
<td>this month</td>
</tr>
<tr>
<td>today</td>
<td>this week</td>
<td>twice a month</td>
</tr>
<tr>
<td>usually</td>
<td></td>
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</tbody>
</table>

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 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 is not very efficient. 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 reminds executives that management decisions always have effects on other members of staff. Executives often 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>
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<th>Question</th>
<th>Score</th>
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<tr>
<td>1</td>
<td>A=1</td>
</tr>
<tr>
<td>2</td>
<td>A=1</td>
</tr>
<tr>
<td>3</td>
<td>A=0</td>
</tr>
<tr>
<td>4</td>
<td>A=0</td>
</tr>
<tr>
<td>5</td>
<td>A=1</td>
</tr>
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</table>

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

**Section B**

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
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<tbody>
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<td>9</td>
<td>A=1</td>
</tr>
<tr>
<td>10</td>
<td>A=0</td>
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</table>

Questions 6 to 10 are about your relationship with your managers. A score of higher 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 that 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>Question</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>12</td>
<td>A=1</td>
</tr>
<tr>
<td>13</td>
<td>A=0</td>
</tr>
<tr>
<td>14</td>
<td>A=0</td>
</tr>
<tr>
<td>15</td>
<td>a=0</td>
</tr>
</tbody>
</table>

Questions 11 to 15 are about your attitude to tradition. A score of higher 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 ... have a chat ...
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**

- We only use high quality materials.
- We offer a wide range of services.

**noun–verb**

- The market is expanding quickly.
- Staff are allowed to dress casually.
- I have to work closely with my colleagues.

**verb–adverb**

- Sales increase in the summer.
- The atmosphere is important.

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 ... a proposal
2 create ... a meeting
3 pool ... our ideas
4 put forward ... a solution
5 hold ... attention (to something)
6 reach ... an opportunity
7 come up with ... 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 ... atmosphere
2 rewarding ... work
3 close ... resource
4 friendly ... partnership
5 competitive ... contact
6 valuable ... 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.

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?

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>Who do you work for?</td>
</tr>
<tr>
<td>What's your job?</td>
<td></td>
</tr>
<tr>
<td>What are you studying?</td>
<td></td>
</tr>
<tr>
<td>What do you hope to do in the future?</td>
<td></td>
</tr>
<tr>
<td>What do you enjoy about your job/studies?</td>
<td></td>
</tr>
<tr>
<td>What time do you start and finish work?</td>
<td></td>
</tr>
<tr>
<td>Do you do many different things in your work/studies?</td>
<td></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

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 1863, 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 laundrette commercial in which a young man takes off his jeans in a public laundrette 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.

<table>
<thead>
<tr>
<th>open</th>
<th>opened</th>
</tr>
</thead>
<tbody>
<tr>
<td>launch</td>
<td></td>
</tr>
<tr>
<td>continue</td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
</tr>
<tr>
<td>carry</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>go</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
</tr>
<tr>
<td>begin</td>
<td></td>
</tr>
<tr>
<td>spend</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td></td>
</tr>
<tr>
<td>grow</td>
<td></td>
</tr>
<tr>
<td>set</td>
<td></td>
</tr>
<tr>
<td>win</td>
<td></td>
</tr>
</tbody>
</table>

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 Love sickness. 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 that 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.
Joseph Rowntree

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.

- Number of workers in 1869: 1
- Number of workers in 1900: 2
- Benefits that Joseph Rowntree introduced for the workers:
  - 3 for staff under 17
  - 4 on site
  - 5
  - 6 which he set up in 1906
  - Year that Rowntree’s merged with Mackintosh:
  - 7
  - Year that Nestlé bought the company: 8

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

Speaking

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 ........ (When?). The name probably came from ........ (Where?). It took ........ (How long?) 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 ........ (When?).

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?)

Polo: 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.

<table>
<thead>
<tr>
<th>access</th>
<th>task bar</th>
<th>search engine</th>
</tr>
</thead>
<tbody>
<tr>
<td>home page</td>
<td>Internet security</td>
<td>key word</td>
</tr>
<tr>
<td>loads/downloads</td>
<td>online</td>
<td>website address</td>
</tr>
</tbody>
</table>

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 page\(^2\) 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

\(^1\)navigation: the way of finding your way around the site

\(^2\)splash 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.

2 The article below is divided into six sections, with headings. Check the article to see which pieces of advice (1–9) from Exercise 1 on page 22 are included. Write the paragraph letter where the advice appears in the box next to the piece of advice in Exercise 1. If the advice is not included in the article, or the article recommends the opposite, put a (x) in the box. Sometimes the text may only agree with part of the advice.

**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 the 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 just 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 were 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). [ ] user friendly
   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 [ ] 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 [ ].
   7 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).
   1 @  a underscore
   2 .  b hyphen
   3 / c forward slash
   4 - d dot
   5 / e at
   6 \ f backslash

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 S
   2 sales@taylormills.co.uk D
   3 bendmurphy@hotmail.com S
   4 natalie.omar@planet.nl S
   5 www.gif.com/products D
   6 Mary-Ann.Perkins@copoland.org.uk S
   7 asanchez@central.unav.es S
   8 www.morlandhotel reservations D

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

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.
   1 talk about a assist
   2 ask b contact someone
   3 ask for c enquire
   4 help d meet
   5 think about e purchase
   6 get f request
   7 buy g inform someone
   8 get together h receive
   9 let someone know i discuss
   10 get in touch with someone j consider
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

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

**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 ...

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 discuss the schedule for training day</td>
</tr>
<tr>
<td>HI Andy</td>
<td>Looking forward to your reply</td>
</tr>
<tr>
<td>but I could manage the week after</td>
<td>Hi Andy</td>
</tr>
<tr>
<td>Can we get together sometime</td>
<td>but I could manage the week after</td>
</tr>
<tr>
<td>Susan Jackson</td>
<td>Can we get together sometime</td>
</tr>
<tr>
<td>let me know</td>
<td>Susan Jackson</td>
</tr>
<tr>
<td>Dear Mr Morris</td>
<td>let me know</td>
</tr>
<tr>
<td>I’m pretty booked up next week</td>
<td>Dear Mr Morris</td>
</tr>
<tr>
<td>Sue</td>
<td>I’m pretty booked up next week</td>
</tr>
<tr>
<td>I would like to arrange a meeting</td>
<td>Sue</td>
</tr>
<tr>
<td>My diary is very full for next week</td>
<td>I would like to arrange a meeting</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.

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

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

<table>
<thead>
<tr>
<th>pliers</th>
<th>ring</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>scissors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 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.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Verbs with similar meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. fix</td>
</tr>
<tr>
<td>2.</td>
<td>b. put together</td>
</tr>
<tr>
<td>3.</td>
<td>c. take apart</td>
</tr>
</tbody>
</table>

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 forever!

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 web 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.
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: [Department] [technical support]

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.

From: Richard Parker
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

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

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 Yuzgu 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

audio-visual equipment

2 Check your answers with your teacher.

Grammar workshop

The passive

Company background

KARHU®

Karhu Sporting Goods is a Finnish company which produces top-quality ski-ing 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.

Read the information about Karhu in the box above and underline all the verbs.

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.

<table>
<thead>
<tr>
<th>1 They produced</th>
<th>2 Their skis are produced</th>
<th>3 They use</th>
<th>4 The picture of a bear is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>in Kitee.</td>
<td>in Kitee.</td>
<td>on many of their products.</td>
<td>on many of their products.</td>
</tr>
</tbody>
</table>
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

Argentina China
Finland the Netherlands
South Korea Thailand

Vocabulary

Chanel No. 5

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 .......... .

add evaporate load pick
put remove require transport
wash weigh
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>
<th>Disadvantages of in-house production</th>
<th>Advantages of offshoring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></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?

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 1. 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.
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>must</td>
</tr>
<tr>
<td>3 an action is not a good idea (advice not to do something)</td>
<td>mustn't</td>
</tr>
<tr>
<td>4 a situation is possible</td>
<td>can</td>
</tr>
<tr>
<td>5 an action is not necessary (there is no obligation)</td>
<td>don't have to</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>have to</td>
</tr>
</tbody>
</table>

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

**must and have to**

- These have similar meanings. Both refer to something which is necessary.
- You must 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.

**Have to**

- This is used for an action which is not possible for you (because it is against the rules or for another reason).
- We have to deliver the goods before Friday.

- Have to is more common when talking about the law or company rules.
- You don't have to put a stamp on that letter.
- Postage is free.
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, Sirop, 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.

Intentional 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.
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   a make the call successfully
2 ring off   b telephone
3 ring back c put the phone down
4 put someone through d be interrupted in the middle of a call
5 get through e telephone again
6 be cut off f transfer someone to the right person

4 (to the switchboard operator) Please could you _______ me _______ to extension 1551?
5 He was just about to tell me the figures when we were _______ _______ in the middle of our conversation. Now the line seems to be dead.

He was just about to tell me the figures when we were _______ _______ in the middle of our conversation. Now the line seems to be dead.

2 Choose the correct verb from the box opposite to complete the following. You will sometimes need to change the tense.

1 I _______ 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 phones 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: ....................................

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.

1 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.

2 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.

3 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 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.

4 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 and marketing

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.

4 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?

5 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**
  - ndbr • name used to identify a particular product or service

- **goal**
  - gool • symbol used by a company to advertise its products

- **nsgal**
  - nsgal • a short phrase that is easy to remember and which is used to advertise a product

- **pimagna**
  - pimagna • advertising of a product or service during a particular period of time

- **kamtre rahes**
  - kamtre rahes • the percentage of sales that a company has for a type of product compared with its competitors

- **kamtre raileed**
  - kamtre raileed • 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 □

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 has 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 Airline 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 emphasized the high quality of the brand.

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. □
2 Major airlines want to compete with these low cost carriers. □
3 Major airlines earn less from passenger fares than they did in the past. □
4 Customers see them as more like low cost airlines. □

a Some of them have lowered their prices.

b They lose their brand identity.

c They have to save money by cutting customer services.

d Air travel is more competitive nowadays.
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. 1 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 2 they have lowered their prices. But of course, if they do this, they earn less from passenger fares. 3 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 4 , they start to lose their brand identity.

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, 1 which is used for short, local flights. This competes 2 the low-cost airlines while the core brand, Singapore Airlines, keeps its brand identity. There will always be customers 3 are willing to pay more 4 a quality product and Singapore Airlines plans to keep 5 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 Cibus 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>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 14</td>
<td>6.20: arrive Melbourne</td>
</tr>
<tr>
<td></td>
<td>11.30: Mr Gavino demonstrates new products/equipment</td>
</tr>
<tr>
<td></td>
<td>19.30: 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</td>
</tr>
<tr>
<td></td>
<td>restaurant reps</td>
</tr>
<tr>
<td></td>
<td>14.30: visit to ‘Quality Catering’ to present</td>
</tr>
<tr>
<td></td>
<td>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.

fly give have meet present visit

1 On Tuesday morning he __________ 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.

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.

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

Day __________ Time __________

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 __________ a time to meet next week?
Stefano Yes of course. What time would __________ you?
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>Tuesday</td>
<td>AM</td>
<td>interview candidates for new post</td>
</tr>
</tbody>
</table>

**Grammar workshop 2**

**Will and going to future forms**

- **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 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.

- a prediction
- an offer
- a decision made at the moment of speaking
- a decision made before the moment of speaking

15 2 Listen again and write the missing words in the sentences (1–4) below.

1 A I need to get to the airport by 6.30.
   B Shall I 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 gaps. 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 2.2%
   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 / I'm going to read / I'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 / I'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.

- **boarding card/pass**
- **check-in desk**
- **departure lounge**
- **duty free shop**
- **hand luggage**
- **information desk**
- **passport control**

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. .........., got my 3. .......... and went through 4. .......... all very quickly. Then, because I had so much time, instead of just sitting in the 5. .........., I decided to do some shopping. I wanted to get a present, so I was trying all the different perfumes in the 6. .......... 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. ..........?” I felt so embarrassed!

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. 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.

2 In order to reduce costs, employees going to Cairo should book the night flight on KLM, not BA.

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 arriving.

5

<table>
<thead>
<tr>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flight cancelled due to fog. Arriving tomorrow same time. Pls call this evening, Jamie.</td>
</tr>
</tbody>
</table>

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.

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

2) 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

3) How many passengers travel on Eurostar each year?
A) 7 million  B) 16 million  C) 55 million
2 Scan the text to find out if you were right.

Eurostar

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? 22 million
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.
2. Although his article about the high speed train was very interesting, the talk that he gave was rather dull.
3. Many traditional airlines are experiencing low passenger numbers whereas the new budget airlines are thriving.
4. The sales figures for Europe were disappointing last year. However, the chief executive was quite cheerful about the Asian market.
5. Despite the slight dip in sales this month, the general forecast is for increased growth.
6. Despite the increase in prices this year, sales figures have continued to 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).

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?

---

**Car travel**

**Listening**

1. Work with a partner and discuss the following questions.

   - Do you use your own car or public transport to travel to and from work / your place of study?
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
   - comfortable rooms
   - good service and polite staff
   - good business centre
   - health centre
   - 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
- email
- flipcharts
- IDD phone
- photocopier
- safe
- sauna
- swimming pool
- videoconferencing

- desk
- fax
- gym
- minibar
- projection screen
- satellite TV
- steam room
- translation services
- whirlpool

**The Lotus Hotel**

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
- b. fax
- c. gym
- d. minibar

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

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

- a. projection screen
- b. satellite TV
- c. translation services
- d. whirlpool

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

- a. 28 people
- b. translation services
- c. whirlpool
- d. satellite TV

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

- a. steam room
- b. fitness centre
- c. swimming pool
- d. sauna

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

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 two magnificent lecture theatres, one of which can be split into three by rotating in two extra stages and partition walls, and up to thirty nine 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.
1 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?

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 $60 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

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.

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.

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 ......... conference room than Il Kastell.
3 The Sunset is the ......... from the airport.
4 La Guardia is definitely ......... .........
5 Jake will want somewhere ......... than that.
6 I think a beach hotel would be ......... .........

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

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

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Take will want something cheaper than that.</td>
<td>The largest conference room holds 350 people.</td>
</tr>
<tr>
<td>2 It's much more suitable than that.</td>
<td>It's the most expensive hotel.</td>
</tr>
<tr>
<td>3 We'll have to go for somewhere less expensive than that.</td>
<td>It's the least expensive hotel.</td>
</tr>
</tbody>
</table>

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 There is a large backlog of work when you return to the office.
   5 Somebody who does your work when you are away may make more mistakes.

   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.

1 Short holidays are cheaper (than long holidays).
2 Preparing to go on a short holiday ..............
3 It is ..............
4 ..............
5 ..............

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 even 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.

Student B

You are Jake, one of the colleagues from the listening exercise on page 54. You suggested a hotel to Andrea Proust, but he thought even 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.

Welcome speech

Listening

You will hear the chairman of a large conference giving a welcome speech to a group of delegates.

22 1 Listen to the chairman’s speech and complete these notes on the main points by putting one or two words in each gap (1–7).

Theme of conference: 1 New media
Mr Pineda’s session will be replaced by a session about 2
Mr Shi’s talk will be held in the 3
The discussion panel will be held in the 4
Feedback forms should be placed in the container next to the 5
Delegates will receive a free 6 as a souvenir.

Title of book to be published: 7

22 2 Listen again and decide which of the sessions you would most like to attend.

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 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.

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

3 Working with your partner, look at the title of the article opposite and discuss what you think it means.
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 Béglé, 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 methods of contacting the outside world apart from the ship’s radio. It sounds like a completely crazy way of running a company but Mr Béglé 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?

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 Béglé made an original booking 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 Béglé 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

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

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

A So how long 1 have you been 2 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 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>
</tbody>
</table>
Study this timeline which summarises some of the information in the dialogue.

<table>
<thead>
<tr>
<th>2003</th>
<th>2004</th>
<th>Last night</th>
<th>NOW (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've been to Venice before.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've worked with Marque Development for two years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I haven't seen much of the city yet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I walked around the centre last night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I started with them in the autumn of 2004.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We had three days in Venice three years ago.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

### 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</td>
</tr>
<tr>
<td>before</td>
<td>I left school</td>
</tr>
<tr>
<td>for the last five years</td>
<td>last month</td>
</tr>
<tr>
<td>just</td>
<td>in 2002</td>
</tr>
<tr>
<td>recently</td>
<td>three years ago</td>
</tr>
<tr>
<td>since 2002</td>
<td>when I was eighteen</td>
</tr>
<tr>
<td>yet</td>
<td></td>
</tr>
</tbody>
</table>

2. 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 **haven't seen** you for some time.

**B** No, well, we **just finished** moving to a new office. We're now based in Seamore Street.

**A** Oh really? How long **are** you **(be) there?**

**B** About three weeks. We **moved** on April 17. It was mad. We **had to** pack everything into crates and we still **aren't** **(not be) ready when the removal people **arrive**.

**A** But you're settled in now?

**B** No, that's the thing. We still **haven't unpacked** everything yet.
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
- b A fixed agenda
- c An example of a meeting
- d BNI’s mission and ethos

3 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 success. When new members join, they receive a card file to hold all the new business cards, a badge and a lanyard. 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, referral slips are passed. If the members pass 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.
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.

Which of the following does not happen at a BNI meeting? Introductions by team leaders / individual speeches from members / individual speeches from visitors / telephoning potential clients / a competition with a prize.

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 [it was 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.
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.
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 50–70cms 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>
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 TongRenTang, a pharmaceutical company which dates back to 1669, 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 romantic love and are often used for 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 moving forward in time to show the following years of a long, happy marriage. 'Harmony' or a lack of conflict (he 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 JiLi. 'Ji' in Chinese means 'lucky'. Chinese companies trying to export their products, of course, have to think about this too. The Chinese refrigerator maker 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.
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.

<table>
<thead>
<tr>
<th>Company</th>
<th>General Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Gillette</td>
<td>1</td>
</tr>
<tr>
<td>b) Ikea</td>
<td>2</td>
</tr>
<tr>
<td>c) Shell</td>
<td>3</td>
</tr>
<tr>
<td>d) Yaohan</td>
<td>4</td>
</tr>
<tr>
<td>e) TongRENtang</td>
<td>5</td>
</tr>
<tr>
<td>f) De Beers</td>
<td>6</td>
</tr>
<tr>
<td>g) Halier</td>
<td>7</td>
</tr>
</tbody>
</table>

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
2. receive
3. accept
4. open
5. close
6. wrap
7. unwrap
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?

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.

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?

... 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.
Business in Finland

Reading

1. Texts are easier to read if you think about the content 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. Communication style
   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. Pastimes in Finland
   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. Attitudes to time-keeping
   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.

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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 ... a ... is to have a lot of ideas.
2 The best leaders never say I. Instead ... b ... and doubles the success.
3 Nobody can sing a symphony because ... c ... Together Everyone Achieves More.
4 It's surprising what can be done ... d ... they say we.
5 The best way to have a good idea ... e ... when it doesn't matter who is thanked for it.
6 TEAM stands for ... 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 target this month. target
2 The government are determined to reach their target of 2% inflation by the end of the year.
3 We hope to achieve our target of recycling 25% of our waste by 2007.
4 This is a computer game to teach students about running a company. The target is to make as much money as possible.

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

1 exceeded 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 a communicate with someone
2 compete b try to be more successful than someone else
3 interact 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).

**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 26 chocolates, in a gift-wrapped box.

2. **BLIND DRIVING**
   - Probably about 90% of problems within teams are to do with poor communication. Now here is the ultimate exercise 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, 56 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’t beat it as a way to break the ice between new colleagues.

5. **RAFT BUILDING**
   - This is for 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.  

2 Talk with a partner and compare your ideas.  

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.  

3 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.

---

Kaizen

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.

Kaizen involves all employees, from top management to the cleaning and maintenance staff. Anyone can make a suggestion for improvement (i) \( \square \). 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.

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

Kaizen generally focuses on solving a large number of small problems (iii) \( \square \). Usually the changes are to do with improving productivity or reducing waste. In addition, (iv) \( \square \) 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.

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.

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) \( \square \). Even if a particular suggestion is not implemented, it is important for the employee to know why.

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.
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 specialities 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.

- You can explain by saying what kind of thing it is.
  \[\text{It's a sort of} / \text{kind of} / \text{type of fruit}.\]
- You can describe the taste with an adjective.
  \[\text{It tastes salty / It's salty.}\]
- Or you can describe the taste by using a comparison.
  \[\text{It tastes like chicken.}\]
- You can describe how it is cooked.
  \[\text{It's grilled/baked/fried.}\]

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></td>
</tr>
<tr>
<td>boiled</td>
<td>dessert</td>
<td></td>
</tr>
<tr>
<td>raw</td>
<td>roasted</td>
<td></td>
</tr>
<tr>
<td>spice</td>
<td>spicy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>baked</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.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were a lot of / a great many / some / several / a few empty places.</td>
<td>There was a lot of / a great deal of / some / a little salt in the sauce.</td>
</tr>
<tr>
<td>Were there any / many empty places?</td>
<td>Was there any / much salt in the sauce?</td>
</tr>
<tr>
<td>There weren't any / many empty places.</td>
<td>There wasn't any / much salt in the sauce.</td>
</tr>
</tbody>
</table>

- 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,**

1. I am writing to thank you for a most enjoyable visit to Doha. 2. ... to see the city and the fort and 3. ... the meal in your beautiful restaurant along the Corniche. 4. ... All of your staff were extremely courteous and 5. ... with their knowledge of irrigation technology.

6. ... to see the desalination plant.
7. ... to Mr Ashraf Zanaty for taking so much time to guide me around.

8. ... in due course regarding your decision on our irrigation equipment. 9. ... for making my stay in Qatar such a pleasant experience.

Yours truly,

Helmut Schulz.

---

Finally, thank you once again.  
I am writing to thank you.  
I especially enjoyed.  
I look forward to hearing from you.  
I was also very interested.  
I was most 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.

- boring 
- demanding 
- exciting 
- fast 
- fun 
- skilled 
- slow 
- serious 
- relaxing

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

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.

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.

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

- Europe
- Americas
- Asia, Oceania and Africa
- Nestlé Waters
- Others

Sales

Pre-tax profit

Source: Company reports

B Worldwide revenue market share, 2003, %

- Omnicom 18.5
- WPP & Grey 17.7
- Interpublic 12.8
- Omnicom 18.5
- Dentsu 6.2
- Aegis 5.2
- Havas 4.0
- Publicis 9.4
- Others 30.3

Total: $46.5bn

Source: Company reports

C Europe’s dolce vita

Average annual hours worked per person in employment

- United States
- Britain
- Germany
- Italy

- 2000
- 1990
- 1980
- 1970

Source: OECD *West Germany up to 1991*

- 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.
   - .......

3 In 2003, WPP & Grey had a greater market share than Dentsu, Aegis and Havas put together.
   - .......

4 In Europe, Nestlé’s sales were valued at more than 25 billion Swiss Francs.
   - .......

5 The advertising industry is dominated by Publicis and Havas.
   - .......

6 In the USA, an employee’s annual hours increased between 1970 and 2000.
   - .......
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.

Grammar 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 i 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.

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 1980 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

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.  
   - A

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.

Describing statistics
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).

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a creditor</td>
<td>A person or organisation that owes money to the company.</td>
</tr>
<tr>
<td>b revenue</td>
<td>A person or organisation that the company owes money to.</td>
</tr>
<tr>
<td>c overheads</td>
<td>To legally stop doing business and close a company because of financial losses.</td>
</tr>
<tr>
<td>d to go bankrupt</td>
<td>The money that a company earns from its sales.</td>
</tr>
<tr>
<td>e to break even</td>
<td>To earn enough money to pay for the costs of running the company but no more (no profit is made).</td>
</tr>
<tr>
<td>f debtor</td>
<td>How much a company earns before certain costs and taxes are deducted.</td>
</tr>
<tr>
<td>g net profit</td>
<td>The total amount of money that an organisation spends on something.</td>
</tr>
<tr>
<td>h to overspend</td>
<td>How much a company earns after all the costs and taxes are deducted.</td>
</tr>
<tr>
<td>i gross profit</td>
<td>The profit which comes from a company’s usual activities of providing goods or services.</td>
</tr>
<tr>
<td>j operating profit</td>
<td>The costs of running the company e.g. rent, electricity and water bills, etc.</td>
</tr>
</tbody>
</table>

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 chase payment
- to pay off a debt
- to write off a debt

- to cover costs
- to go into liquidation
- turnover

Choose the correct expression from the box below to complete the definitions (1–3). You need to put the verbs in the correct form.

1 If a company pays the money that it owes to someone, then it .......... to chase payment.
2 If a company tries to make a person or organisation pay the money that they owe (e.g. by sending out letters to remind them), then it .......... to pay off a debt.
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 .......... to write off a debt.
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
   A) creditors  B) profits  C) liquidated last year. Some debts are still waiting for payouts.
2. The company has begun to write off its debts in instalments under a new agreement with the creditors.
   A) profit  B) Do you mean gross or net?  C) Oh no, I mean gross. After the production costs and overheads were deducted.
3. 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?
   a) profits and losses in the past
   b) future financial targets
   c) recipes and manufacturing processes
   d) ideas for new products
   e) information about market share
   f) staff qualifications and CVs or résumés
   g) 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 £216.8 m from overseas sales.
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 next 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
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

Financial difficulties in many engineering companies are caused by
A the high cost of machinery
B competition from overseas
C poor communication with customers

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.

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).

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cashflow</td>
<td>a. An amount of money that is owed.</td>
</tr>
<tr>
<td>deficit</td>
<td>b. The buying of one company by another company.</td>
</tr>
<tr>
<td>return on sales</td>
<td>c. Payments coming into and going out of a business (like a river).</td>
</tr>
<tr>
<td>acquisition</td>
<td>d. A company which is owned, or more than 50 per cent owned, by another company.</td>
</tr>
<tr>
<td>takeover</td>
<td>e. The percentage that is earned by selling the product.</td>
</tr>
<tr>
<td>subsidiary</td>
<td>f. The buying of one company by another company.</td>
</tr>
</tbody>
</table>

2. 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.

   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......

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.)

   Company finances 81
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.
   a. broker

2. The parts in which a company is divided so investors can buy them.
   b. shares

3. Someone who owns part of a company.
   c. shareholder

4. Part of a company’s profits which is paid to the people who have bought shares in it.
   d. stock

5. A place where shares are bought and sold.
   e. capital

6. A person who can buy and sell shares in a company for you.
   f. dividend

7. A certain number of shares.
   g. stock exchange

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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

   Task tip
   You have already practised skimming an article to decide if you want to read it in detail. When reading the newspaper, we often decide whether we want to read it in detail by reading the headlines (titles of articles), for example to see if it contains a company name that we are interested in.

   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.
   a. commodity

   2. A part of the total money invested in a company.
   b. share

   3. To start selling shares to the public for the first time.
   c. flotation

   4. The process of making shares available for the public to buy for the first time.
   d. dividend

   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.
   e. equity

   6. A market in which the share prices are going up (the opposite of a bear market).
   f. bull market

   7. Another word for stocks.
   g. bond

   8. The amount paid out on each share expressed as a percentage of the current share price.
   h. yield
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

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.

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.

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.

- Whereas men are more inclined to invest all their money in the same place
- Which are more reliable even if they give only modest returns
- Men tend to prefer stock which is more volatile and carries a higher risk, such as the technology sector
- Another reason is that women usually invest in sensible retail and banking stocks
- Women are more successful partly because they build a portfolio of various types of stocks spread across the market
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.

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 in £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 racetrack. This has been one of their most successful investments.

Listening

Task tip
Sometimes we need to listen to correct the information in a written text. For example, we might listen to a presentation about changes in a company, so that we can update a company brochure or welcome pack.

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

2. 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.

Smooth operators

Reading

Which three kinds of advice can 'Entrepreneur' give?
1. Legal...
2. .......
3. .......

Most common ways to fund a new business:
4. ...........
5. ...........

Bank managers want to see 6. ...........

Types of assets to guarantee bank loans: 6. ...........
7. ...........

Company which provides start-up money is called a 8. ...........

Minimum percentage growth these companies require: 9. ...........

Business angel: 10. ...........

Can find business angels through 11. ...........

SMOOTHIE DRINK
1. pressed apple  2. crushed strawberries  3. squeezed lemon

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.

**Speaking**
Work in pairs and take it in turns to tell your partner about the company that you read about, using questions (1–5) above to help you summarise the key points.

**Grammar workshop**

which/who/that/where clauses

1 Study the chart and answer the questions (1–4) on the next page.

<table>
<thead>
<tr>
<th>which/who/that/where clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The words in italics are relative pronouns. They are used in place of he, she, it or they to join two sentences together.</td>
</tr>
</tbody>
</table>

**Subject relative clauses**
*There* he discovered the healthy smoothies. *They* were on sale at the juice bar.

**Object relative clauses**
*They* had a set of recipes. *They* believed people would like them.

**Relative clauses with where**
The company bought a bottle plant in the UK where they could manufacture the drinks.

**Text A**

P J SMOOTHIES

P J 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?  

2 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.

9 November

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.
4 Our snacks are all based on authentic Greek recipes.
5 They are made from high quality ingredients. We import the ingredients especially from Greece.

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

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.

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, Lubrise, and Unilever.

1 Work in pairs. Read the first paragraph of a text about a start-up company and discuss the question below.

2 Skim the rest of the article to find out which paragraph gives the reason.

1 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.

2 Why do you think an employer might do this?

3 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 in 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.

4 Hayler had to identify a market to tap into and produce a detailed business plan, just as if he was
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
Paragraph 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 waste 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 spend 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 1 poured/pumped a lot of money into their South American venture.
2 The market has been 2 poured/pumped with products imported from the USA.
3 The advertising campaign was designed to 3 pour/pump the new interest in healthy eating.
4 That new IT system has not helped us at all. It’s just been money 4 poured/pumped 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 résumé 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
   P.O. Box 25127
   Dubai
   United Arab Emirates
   Tel/fax: 0207 845 3372
   d_haywood11@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

   **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 job-seeker'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.
• 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 (✗) in the box.

1 I am a fairly good team worker.  
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.
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?

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. . . . paying a recruitment agency or placing an advertisement 2. . . . a newspaper. Sometimes they recruit 3. . . . using the company website. They set up a page 4. . . . shows vacancies within the organisation and applicants can email the company directly with their CVs.

Some other websites just work 5. . . . databases for online CVs. These are used 6. . . . employers who are looking for candidates. Usually, you 7. . . . to pay to put your CV on 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 key words 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

92 Job applications
3 Unscramble the phrases in the box and insert them in the letter opposite to create a reply.

please us know let meeting forward look you to that to am I pleased you inform to like would we you your thank interest in you for

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,

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

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  
2  
3  

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  

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>If you arrive late and out of breath</td>
<td>you will look better than many other applicants</td>
</tr>
<tr>
<td>If you arrive late and out of breath</td>
<td>you'll be prepared</td>
</tr>
</tbody>
</table>

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.
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 sentence, 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 you, it is better to find this out at the interview, rather than after you have accepted the job. Besides, 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
d a smart appearance
e a wide range of non-work interests
f good computer 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.

dismiss  recruit  redundant  resign

1. If you give someone a job, you 2 .
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  a resign
2 quit  b make redundant
3 lay off  c dismiss
4 fire  d recruit
5 hand in your notice
6 hire
7 sack

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?
2 Read the following article quickly to get a general idea of its content.

**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 Shalit 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 starting 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.'

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>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 If your company makes you redundant</td>
<td>If your company made you redundant</td>
</tr>
<tr>
<td>what will you do?</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.

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?
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.

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The manager has a meeting with the employee in the office once a year to discuss their work.</td>
</tr>
<tr>
<td>2</td>
<td>The manager has a meeting with the employee once a year as above, but outside the office (for example in the café).</td>
</tr>
<tr>
<td>3</td>
<td>The manager only has a meeting with the employee if their work is not satisfactory.</td>
</tr>
<tr>
<td>4</td>
<td>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).</td>
</tr>
<tr>
<td>5</td>
<td>The manager asks other members of staff to complete a questionnaire about the employee.</td>
</tr>
</tbody>
</table>

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!
MEMO
To: Tony Petakakos
From: Amira Ahmed

Tony,
I saw this training course advertised in ‘Management Today’. I think it would be just the thing for Helen Kadela 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

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

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.
3 Neither side are willing to accept a compromise, so the negotiations have reached a stalemate.
4 I’m just writing to touch base with you.
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.

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
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 general 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

B Percentage of companies who have women in senior management in six different countries

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

Charts adapted from Occupational and Environmental Medicine

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).

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.

What happens to a sentence using the present simple when we report it by saying X said that ...? ...................
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 Reform 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?
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

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.

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 companies have used more aggressive policies such as not paying employees for the first two or three days that they take off sick. However, if one reason for absenteeism is stress, then policies like these are not likely to solve the problem. They make no attempt to understand why employees take days off sick.

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.