

business one:one

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student's book advanced



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How to be assertive

In this lesson you will learn useful expressions to help you speak more forcefully.

Starter

- 1 Complete the questionnaire. Then talk your teacher through your answers.

How assertive are you?

Do you:

- 1 ask questions when you are confused?
yes / no / unsure
- 2 complain in a restaurant if the service is slow?
yes / no / unsure
- 3 find it difficult to say 'no' when you don't want to do something?
yes / no / unsure
- 4 find it easy to tell people what to do?
yes / no / unsure
- 5 interrupt people when they say something you do not agree with?
yes / no / unsure
- 6 prefer to send an email rather than speak to a 'difficult' client?
yes / no / unsure
- 7 volunteer your opinion at a meeting when you think someone is wrong?
yes / no / unsure

Expressions

How to be assertive with DESK

- D = describe the situation objectively
E = explain how you feel, not what you think
S = state what you want in simple terms
K = know the possible outcomes

- 1.1 1 Martin is the sales distribution manager for a franchise mobile phone company. He is speaking on the phone to his boss, Jane. Read the text above. Then listen to their conversation. How does Martin apply DESK?
- 1.1 2 Put the words from the conversation in the correct order. Then listen again to check.
 - 1 as / well / we / aware / you're / a / staffing / have / big / problem.
 - 2 finish / what / me / was / let / I / going / say / to.
 - 3 feeling / what / to / is / I / say / my / mean / overworked / that / team / are.
 - 4 agree / that / right / you / we're / must / now / understaffed.
 - 5 clear / want / this / I / be / to / perfectly.
 - 6 anything / promise / I / you / though / can't / afraid / I'm.
 - 7 I / the / it / no / way / see / we've / choice / other / got.

Writing

- 1 A supplier has been late in their delivery of several orders. As a result, you had to make last-minute changes to the production schedule. Write an email to the supplier informing them that you will not accept any more mistakes. Use DESK from Expressions to help you structure the email. Include the following expressions:

D = point out that / several mistakes / serious consequences
E = very dissatisfied / poor service / sales department
S = need / guarantee delivery dates in future
K = inform you / repetition late deliveries / look for another supplier

Language box

The expressions *wish* and *if only* are used to express desires or feelings.

Use *wish* and *if only* with the past simple to express something you would like to be different now:

- I wish I had a better job!
(= I would like a different job)
If only he spoke better German!
(= his level of German isn't good enough)

Use *wish* and *if only* with the past perfect to express your feelings now about something that happened or something you did in the past:

- I wish we'd never signed this contract.
(= we signed it and I think it was a mistake)
If only I hadn't bought this car!
(= I'm not happy. It's not a good car)

Hint

There are many adjectives with **over** and **under** that indicate the idea of too much or too little:

He's overworked. (= he has too much work)

That car is definitely overpriced! (= it should be much cheaper)

I feel my work is undervalued. (= you should respect me more)

The department is understaffed. (= more people are needed)

Speaking

- 1 You and your teacher work for the same company. You have recently changed your job in the company and now have to drive a lot more on business. You also have more expenses and are not happy with the present system of claiming these expenses back at the end of each month. (Your teacher is responsible for paying expenses.) Using the DESK technique, role-play the following situation. Try to use language from **Expressions** and the **Language box**.

You:

- use your own car at present (approximately 1,500 kilometres / month).
- have an average monthly expenses claim for last three months of €950 – can you be paid weekly?
- are using your own credit card a lot to pay for expenses. Possibility of company credit card?

Your teacher:

- knows company cars are provided when job involves more than 30,000 kilometres a year.
- knows company policy for expense claims is monthly but this depends on the amount. It is possible to pay certain expenses in advance.
- knows that up to now only the managing director has a company credit card. How much is this really needed?

- 1.2 3 Jane has spoken to Peter, the managing director of the firm. She then meets Martin again. Listen to their conversation and answer the questions.
- 1 Does Martin get what he wants?
 - 2 How assertive is Jane?
- 4 Look at the following direct statements. How could you make them more indirect or diplomatic?
- 1 Taking on two more people is impossible!
 - 2 We understand the situation.
 - 3 When can I have more staff?
 - 4 Wait for the time being.
 - 5 Talking about this is a waste of time!
 - 6 Believe me about a replacement for Tony.
- 1.2 5 Listen again. What expressions do Jane and Martin use instead of the sentences in 4?



Use *wish* and *if only* with *could* when you know that it is impossible to achieve what you want:

I *wish* I could take a couple of years off and travel around the world. (= impossible)

If only they could cut the price!
(= but they can't)

Use *wish* and *if only* with *would* to say you do not approve of someone's behaviour.

I *wish* you would stop interrupting!
(= you do this frequently and I don't like it)

If only he wouldn't send me all these emails!
(= I receive too many emails from him)

Look

Look at listening script 1.2 on page 122. Find more examples of *wish* and *if only*.

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

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3

3

Things to remember

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How to train someone

02

In this lesson you will learn how to teach people to do their jobs.

Starter

- 1 When was the last time that you showed someone how to do something - either at work or in your personal life? What did you teach? Was your teaching successful or not?
- 2 Look at these ways for learning a new task. Which do you think is the most effective?
 - listening to an explanation
 - reading a book
 - role-playing
 - shadowing an experienced person
 - learning by doing
 - watching a film demonstration

Expressions

- 1 Kasia and Harry are trainers for a large distributor of medical and toiletry products. Today they are running a one-day seminar for recently recruited salespeople. Listen to four extracts and number this list of training techniques in the order they occur.
 - _____ pair work discussion
 - _____ emphasizing key points to take away
 - _____ stating what will be studied in a session
 - _____ praising trainees
 - _____ brainstorming ideas
 - _____ group work
 - _____ signposting the stage of the session
 - _____ role-playing real-life scenarios
- 2 Match the trainers' comments (1-9) with the functions (a-i).
 - 1 Our topic for today is 'pharmacy visits'.
 - 2 Please get into a pair with another person.
 - 3 I need a volunteer.
 - 4 Make a list. You've got five minutes.
 - 5 Don't just talk about the products.
 - 6 Now I'll pass you over to Kasia.
 - 7 I think that's the last one, isn't it?
 - 8 The six Ps, as we called them.
 - 9 That's all for today.

Speaking

- 1 Look at the pictures from a manual for warehouse workers. Imagine that your teacher is a new employee and train them how to do these tasks. Remember that the pictures show advice and warnings.



Language box

Inversion means reversing the normal word order of subject and auxiliary verb. It is normal in questions but also occurs in some other structures.

We can use inversion when a sentence starts with a comparative:

But more important is the way they respond.

We can use inversion when a sentence starts with a negative meaning:

At no point did you check your answers.

We can also use inversion when a sentence starts with a word which suggests limitation or restriction:

Little do you know!

Hardly had the trainer finished speaking than everyone was asking questions.

Hint

When you need to emphasize that an imperative instruction is particularly important, add the auxiliary **do**. Pronounce the sentence with the main stress on **do**.

Do be systematic.

Do remember that.

- a warning students what they shouldn't do
- b closing the seminar
- c concluding a section of the seminar
- d stating what will be studied in the session
- e checking with trainees
- f reorganizing people
- g asking for a trainee to help
- h setting trainees a task
- i using a memorable name to help students recall important points

2.1 o 3 Replace the words in **bold** in sentences 1–6 with one of the verbs below in the correct form. Then listen again to check.

reflect on explore clarify underline demonstrate examine

- 1 We'll **make clear** some ground rules for visits.
- 2 We'll **look at** a few ideas to encourage the pharmacist to buy more items.
- 3 OK. Alex, you're going to **show** how not to do it.
- 4 Everyone else watch and **think carefully and seriously about** what he's doing wrong, and how he could improve.
- 5 With Harry, you've **investigated** how to sell the perfumes and toiletries.
- 6 I'd just like to **stress** the key points we've been looking at today.

Writing

- 1 Imagine that you have to train someone to do one small but important task that you regularly perform in your job. Make a list of:
 - the main things they will need to know or understand
 - the key things they will need to be able to do
 - the most important things to warn them about.
- 2 Now write a training document for that person, explaining what they need to know about the task. Try to use inversion in your writing. (Note that it is particularly common in formal written English.)



Inversion occurs after **as** to express a similarity:

They buy a lot from us – **as** does the next shop we're going to visit.

He's a great person – **as** is the whole team.

Look

Look at listening script 2.1 on page 122. Find four more examples of inversion.

Lesson record

3 new words

from this lesson

1

2

3

3 useful phrases

from this lesson

1

2

3

Things to remember

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How to evaluate someone

In this lesson you will learn ways of talking about people's performance.

Starter

- 1 Look at the extract from a staff handbook. Do you think performance appraisals are effective in achieving these objectives?

Uses of performance appraisals

- helping management to supervise subordinates more closely
- making decisions on promotions, transferrals, and dismissals
- motivating employees by giving them feedback on their strengths and weaknesses
- deciding on training plans
- establishing pay rises and/or bonuses and who to allocate them to

Expressions

- 1 Complete the performance evaluation document with the headings below.
good needs improvement
does not meet minimum standards
excellent average

- 1 _____ Exceptional performance. Employee not only achieves set objectives well above established standards but also **makes accomplishments in unexpected areas.**
- 2 _____ Consistently **goes beyond** established standards in most areas of responsibility. Employee both meets job requirements and reaches objectives above established standards.
- 3 _____ Employee fulfills all job requirements and achieves set objectives **to an appropriate standard.**
- 4 _____ Employee either fails to fulfil **set objectives** within appropriate standards or does not completely meet some job responsibilities.
- 5 _____ Employee neither **meets job responsibilities** nor achieves important objectives.

- 2 Look again at the performance evaluation document in 1. Can you explain the words in **bold**?
- 3 Read the written comments from the performance appraisal of Jerry DeSouza, manager of one of the Kool Karaoke chain of karaoke clubs.

Speaking

- 1 You are Jerry DeSouza. Role-play an appraisal with Mira, one of your receptionists (your teacher). Use your notes below.

Commercial orientation

- 2 Doesn't promote more expensive packages and memberships

Customer focus

- 4 Courteous, could be more friendly
- remember regular customers' names

Time management

- 3 Punctual, sometimes doesn't submit weekly customer report on time

Teamwork

- 2 Not v cooperative re rota changes. Has personal problem with Asst Manager?

Language box

Not only ... but also is used to emphasize addition, with either a positive or negative meaning:

The company has **not only** developed innovative products, **but also** won awards for them.

If *not only* is at the beginning of the sentence, in order to be more emphatic, we invert the subject and verb:

Not only did you arrive late, but you also didn't go to the meeting.

Both ... and is used to combine two elements:

You can **both** scan and print with this machine.

Hint

Either and **neither** are pronounced in two ways

/iːðə/ /niːðə/ or /aɪðə/ /naɪðə/

Both pronunciations are correct.

Mr DeSouza has not only found innovative ways of attracting more customers but has also managed to keep within budget. Therefore he has succeeded in bringing the club back into profitability.

Mr DeSouza could definitely improve in this area. He prefers to work alone, which is neither helpful to his colleagues nor sustainable in the long term. He hardly ever sends in the 'top play' reports or takes part in the management workshops.

Mr DeSouza has been making an effort in this regard, e.g. more training for new employees. However, he has not met the objective of reducing staff turnover at his club, so this is an area that Mr DeSouza needs to work on.

How would you rate Jerry in each area based on the ratings system in 1? Complete the table with your ratings (1-5).

Competency	Rating
Commercial orientation	
Teamwork	
Leadership – motivating and developing others	

Writing

- 1 The following extract from a performance appraisal uses only simple sentences. Rewrite it in a more sophisticated style by joining some of them together.

Ms Lee is hard-working. She is well-motivated. She usually works alone. She does not communicate enough with her colleagues. Her colleagues do not always know when there is a problem. This can lead to disappointed customers. She should talk to them about any problems. Alternatively, she could email them about any problems. Usually Ms Lee is customer-focused. She replies to enquiries within two days. She is polite and friendly on the phone. We have not received any complaints about her from the customers. We have not received any complaints from her colleagues.



Either ... or shows two alternatives:

We should **either** get paid overtime **or** have time off in lieu.

Neither ... nor shows a combination of negatives:

The new office is **neither** comfortable **nor** convenient.

We invert the subject and verb after **nor** for emphasis:

Jurgen **neither** phoned me back **nor** did he reply to my emails.

Look

Look again at the texts in **Expressions**. Find more examples of these phrases.

Lesson record

3 new words
from this lesson

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3 useful phrases
from this lesson

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3

Things to remember

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How to interview someone

In this lesson you will learn techniques and phrases for interviewing effectively.

Starter

- 1 Match behavioural competencies (1-6) with the definitions (a-f).
- 1 achievement
 - 2 creativity
 - 3 leadership skills
 - 4 relationship building
 - 5 self-awareness
 - 6 teamworking
- a having the determination to meet the required goals and targets
 - b showing an understanding of your own emotions and how they impact on the behaviour of others
 - c working co-operatively to achieve goals
 - d being able to think beyond boundaries to create new ideas or approaches
 - e seeking opportunities to contribute to positive outcomes for clients, with the aim of reaching win-win solutions
 - f enabling others to develop confidence and realize potential through encouraging, inspiring, and supporting them

Expressions

- 1 Read the advert below. Which of the competencies in **Starter** would be specifically relevant?

Senior PR consultant

Sage & Wise

Applicant sought for a senior consultant to join vibrant team in Manchester. The position involves working on consumer brands. You will work at a strategic level, and will maintain and build relationships with your clients and proactively look to develop those accounts. As well as day-to-day direction with key account holders, the job includes:

- project and event management
- high-level media management
- working closely with a small group of colleagues
- meeting tight deadlines.

- 2 Sage & Wise have shortlisted two applicants for the post in 1. Listen to an extract from each interview. What relevant experience does each candidate have in relationship building?

Candidate's experience

1 George

2 Kirsten

Speaking

- 1 You are on the interview panel at Sage & Wise. You're going to focus on achievement skills. Put your notes below into a logical order, and then, using the language from **Expressions** and the **Language box**, ask questions about the candidate's experience. (Your teacher is the candidate.)

Strategies for meeting a deadline?

How did you overcome difficulties?

A past example – to motivate yourself to complete a difficult task

Benchmarks for setting own goals?

Another time – do the same?

Did you meet the deadline? Satisfactory result?

Language box

An interviewer usually starts with open questions to put the candidate at ease and to find out general information. Further questions aim to get more detail and confirm the information the interviewer is looking for. They often finish with a hypothetical and/or reflective question.

Open questions can be *Wh-* questions or statements beginning *Tell me about / Describe ...*:

What do you admire in the way your colleagues work?

Tell me about an occasion when you came into conflict with a colleague.

Statements reflecting the candidate's experience, followed by more open questions are then used to find specific evidence, or highlight gaps in a candidate's experience:

Hint

team leader – the person who leads the team

team player – someone who is generally good at working as a member of a team, usually in their job

team-builder – the person responsible for ensuring a team can work well together, often by choosing people with different skills to complement each other

teammate – a member of the same team or group as yourself

3 Which candidate would you offer the job to? Why?

4 Listen to a short extract of the interviewers discussing their opinions. What is their choice? Why?

5 Listen again to both extracts. What expressions do the interviewers use instead of the phrases below?

- 1 according to what has been done so far
- 2 something in particular that someone gives (to a project / activity)
- 3 your job to do something
- 4 having the ability to decide on something and act alone without the help of others
- 5 the perfect person for the job
- 6 keep in touch with people on a regular basis
- 7 able to focus on more than one thing at a time
- 8 demonstrating real experience of tasks
- 9 able to look closely at small but important aspects
- 10 showing honesty and professional commitment

Writing

1 You are interviewing a candidate tomorrow for a post in your office. It's important that their teamworking skills are good. Write two questions for each category in the **Language box** related to teamworking.

2 Write a short advert for your own job. Include phrases from **Expressions**.



Look

Look at listening scripts 4.1 and 4.2 on page 123 and underline all the questions. What category in the **Language box** does each question belong to?

What interests us is your own involvement. What was your role in the project? One thing you don't appear to have is experience with the latest software. How would you get yourself up to speed?

Closed (usually **Yes / No**) questions are used to confirm your understanding of what the candidate has said so far:

So did you get everyone involved?

Hypothetical questions probe more deeply, sometimes about the position applied for:

What would you do if someone was reluctant to join in?

Reflective questions can be used to round off a topic:

How did you feel about this decision?

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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Things to remember

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How to be supportive

In this lesson you will learn how to sympathize with someone who has a problem.

Starter

- 1 You're walking along a corridor at work when you meet a colleague who seems worried or upset. How could you show that you understand and would like to help?
- 2 When being supportive, do you think it's more important to give advice or to listen?



Expressions

- 1 Tamara is the Human Resources Manager of La Cascada, a medium-sized hotel in a national park. Felipe, a junior employee, comes to talk to her. Listen and decide what problems are discussed.
- 2 Tamara asks Felipe questions to show support and to allow him to tell his side of the story. Listen again and complete Tamara's questions.

- 1 What can ?
- 2 Was there ?
- 3 What makes ?
- 4 Could you ?
- 5 What do you ?



Speaking

- 1 Your teacher will role-play a colleague who has the following problems. Listen, be supportive, and offer advice where appropriate. Try to use language from **Expressions** and the **Language box**.
 - I have too much work to do and I'm getting stressed out.
 - I think I made a bad mistake in my work last week.
 - I really don't get on with one of my colleagues.
 - Customers have made some complaints about me.

Language box

Adverbs can show your opinions and interpretations. Use them at the beginning of a clause to indicate your own view:

Stupidly, he's handed in his resignation.

Worryingly, the deadline is tomorrow.

Seemingly and *apparently* are often used at the start of a clause to say that you think you know something but are not 100% certain of the facts:

Apparently, it arrived too late.

Seemingly, no one went to the meeting.

When used before an adjective, an adverb can have a different meaning from the same adverb at the beginning of a clause:

Surprisingly, I felt tired. (= I was surprised that I felt tired)

Hint

Use adverb + **but** + adverb to describe how people do things.
Slowly but surely he's getting there.
 You'll have to tell him **politely but firmly** to leave.

- 5.2 3 Listen to Tamara talking to Magda, the senior receptionist. What problems do Magda and Tamara discuss? How does Tamara show sympathy and support?
- 4 Make sentences to be supportive using the words below. You should use the words in the same order, but may need to change the tense of the verb or add words.
 Example: Not / worry.
 Don't worry.
- 1 You / look / like / you / get / something / mind.
 - 2 Be / something / you / discuss?
 - 3 What / earth / wrong?
 - 4 I / not / help / unless / I / know / what / problem / be.
 - 5 I / so / sorry / hear / that.
 - 6 You / be / not / first / person / this / happen.
 - 7 Be / anything / I / do / help?
- 5.2 5 Tamara says all the sentences in 4. Listen again to check your answers.

Writing

- 1 Your friend Jack works for another company, but you both frequently use a live messaging program to gossip about work. Read the printout of a short chat you had this morning. Then write your missing responses to Jack's messages.

Jack Hi!

You

Jack Terrible – I'm in big trouble.

You

Jack Last week I got an email from a source I didn't recognize. I opened the attachment and it contained a virus. It's destroyed loads of files on the company computer!

You

Jack I know! But I still feel pretty stupid.

You

Jack No. But thanks for offering. I hope my boss is as understanding as you! Anyway – can't chat now. I'm talking to the IT department about recovering the work.

You

Send

I felt **surprisingly** tired.
 (= I was surprised by how tired I felt)

You can use adverbs to modify other adverbs. The adverbs positioned first are usually adverbs of degree, for example: *entirely, extremely, greatly, highly, hopelessly, moderately, quite, rather, really, very*:

They finished the meeting **extremely** quickly.

Look

Look at listening scripts 5.1 and 5.2 on pages 123–124. Find more examples of adverbs. Find one example of *seemingly* and one of *apparently*. Decide why Tamara uses these words.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

1 1

2 2

3 3

Things to remember

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How to motivate someone

In this lesson you will learn ways of encouraging people in their work.

Starter

- 1 Which two of these factors motivate you most at work? Why?
 - perks or benefits
 - challenging work
 - comfortable environment
 - helping others
 - high status
 - praise from others
 - financial reward
- 2 Do you think your colleagues would reply differently? How?



Expressions

- 1 Cheung has transferred from the Shanghai office to the New York office of Verne & Brewers, the audit company she works for. Listen to extracts from two meetings she has with Greg, her line manager. The second meeting takes place six months after the first one. Answer the questions.
 - 1 In the first meeting, what problems does Cheung have at work? Why does Greg think Cheung should not leave New York?
 - 2 In the second meeting, why is there a possibility of a new job for Cheung? What does she have to do to get the new job?
- 2 Which of these phrases does Greg use when he is encouraging Cheung to stay? Which phrases does he use when he is encouraging her to go for the promotion?
 - 1 Don't be so hard on yourself.
 - 2 It's a great opportunity for you.
 - 3 You shouldn't give up so easily.
 - 4 It's up to you to go the extra mile.
 - 5 We'll be counting on you to make the most of it.
 - 6 You just need to give yourself a bit more time.

Speaking

- 1 Role-play the following situations with your teacher. Try to use language from Expressions.
 - One of your kitchen sales reps (your teacher) has failed to meet the last two months' sales targets, despite apparently working hard. They are feeling demotivated and not making as much effort as previously. You have a meeting to improve their motivation.
 - The same kitchen sales rep has made a great effort and has been exceeding targets for the past few months. They now have the possibility to go for a sales manager position by taking part in management training. Motivate them to spend time on the training and go for the promotion.

Language box

We use the present simple to talk about habits and routines, long-term situations, and facts:

We hold a team meeting every Monday.

We use the present continuous to talk about activities happening now, or temporary actions:

We're running a promotion on bathroom suites this month.

We also use the present continuous to talk about arranged activities in the near future:

They're delivering the goods tomorrow.

Always / constantly + present continuous is used to emphasize a long-term habit. Often they reflect a negative attitude:

We're always trying to improve our service.
Sue's constantly complaining.

Hint

We use the present perfect to connect the past to the present, as an unfinished time period.

You've only worked here six months so far.

6.1
6.2

3 Correct the mistakes in the sentences. Then listen again to check your answers.

- 1 You've been coped very well with the workload.
- 2 OK, you're having some problems in the short period, but you can turn these around quite quickly.
- 3 Thanks for all the hard work you've been putting up.
- 4 I'm also really pleased for the way you've managed to integrate into the team.
- 5 If you can keep on the good work, ... you stand an excellent chance of promotion.
- 6 I'm appreciating the fact that you haven't been here long.
- 7 I'm sure you wouldn't have any trouble adapt to the new role.



Writing

- 1 Cheung wrote this email after her first meeting with Greg. Read her email and write Sara's reply. Try to use some of the language from **Expressions** and the **Language box**.

Dear Sara,

Thanks for the mail – great to hear from you and catch up with your news.

Well, I have to say things haven't been easy for me since I arrived. It seems like it's been one problem after another. First of all, it was hard to find an apartment, then I had trouble getting my residence permit, and there always seems to be some new problem with the office work. I think I underestimated how hard it would be to work in a different culture, and in English. My colleagues are friendly, but I don't always understand them – especially their jokes. But that's not the worst part. What's really difficult is when I go to meetings and everyone's talking at once – then I just can't keep up.

I have to admit I'm feeling a bit homesick too. I've even been thinking about asking for a transfer back home. What do you think I should do? I'd welcome some advice.

Take care,
Cheung

Stative verbs, such as *like*, *believe*, *know*, *want*, *own*, are not usually used in the present continuous:

Mike doesn't believe that I sent him the email.

Some verbs can be used in the present simple or present continuous with a difference in meaning:

I think we should lower our prices.
(= in my opinion)

I'm thinking about looking for a new job.
(= I'm considering at the moment)

Look

Look at listening script 6.1 on page 124. Find more examples of the present simple and present continuous.

Lesson record

3 new words
from this lesson

- 1
- 2
- 3

3 useful phrases
from this lesson

- 1
- 2
- 3

Things to remember

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How to be an intermediary

In this lesson you will learn useful phrases for passing on information to other people.


Starter

- 1 What information do you need to convey between people at work? How easy is it?
- 2 What strategies do you have to pass on difficult news or instructions tactfully?



Expressions

- 1 Victor Simon is the executive director of Ensemble Sans Frontières, an international touring orchestra. He is on business in Montreal, Canada, and emails his PA, Lisa, with a number of requests. Read his email. What does he want Lisa to do?



Dear Lisa,
There are a few things to be sorted out.
The budget for the summer series of concerts is now very late – I was expecting it two weeks ago. This is totally unacceptable. Could you ask Alex in marketing when she can deliver it?
I also need to know when the orchestra will be arriving in Hong Kong. Can you ask Sabine to get in touch with the concert promoter directly? She says they'll need a bus from the airport.
And we need a meeting with Radio Klassik for next week, or the first week of May. Please get Dominik to arrange it. It's important.
Thanks,
Victor

- 2 Read the email exchange on page 17. Then listen to two phone conversations. What information can Lisa give Howard?

Speaking

- 1 Role-play the following situation. Try to use language from **Expressions** and the **Language box**.
 - 1 Your boss, the marketing manager, has some designs for some new promotional leaflets. He is pleased with them, and asks you to get feedback from the managing director, who leaves you his comments below. Report them back to your boss (your teacher).
 - Disappointing – I don't like them.
 - The layout on the leaflets is totally different from what we discussed.
 - The colours are also different – need bright, strong colours. These pale colours are unattractive.

Language box

Passive verbs are formed with **be** + the past participle of a transitive verb.

We can use the passive to focus on what is done, and who or what is affected:

Kurt **has been sent** to head office.

The halls **will be renovated** at the end of next year.

We can also use the passive to be less personal, and distance ourselves from the action. This can sometimes be used to avoid blaming someone:

It **is needed** urgently.

The leaflets **weren't sent out** in time.

Hint

Using the person's name or a pronoun when dealing with others can deflect the blame, make a request less direct, and also add authority to a message:

Victor's asking if a meeting can be set up.

(= please set up a meeting)

She needs to know when the package will arrive.

(= please tell them when they can expect it)

Writing

- 1 The assistant accountant has recently received a copy of his new contract. Unfortunately, there seem to be a number of discrepancies between what was discussed and the final contract. You spoke to the assistant accountant on the phone and made the notes below. Write an email to your boss, explaining the differences.

Salary - €5,000 increase p.a., not €4,000

Hours - not 9.30-17.30, but 8.30-16.30

(because of young children - school)

Missing info:

Pension contributions?? Agreed on €300 pcm,
but not in contract.

Need to take holiday at any time - not just in
Aug and Dec

Needs revised contract asap

Dear Lisa,
I'd have done this last week, but the details were only sent through yesterday, and anyway, Victor said it wasn't needed until next week. There's clearly a discrepancy about deadlines on this. Anyway, please tell him it'll be done by Friday.
Alex

----- Original Message -----

Dear Alex,
Victor wants to know when you can send him the budget for the summer series of concerts. Actually, he was expecting it two weeks ago and he's not very happy. I'm afraid he says it's now needed urgently. Could it be forwarded to him this afternoon? Please could you also let me know once you have sent it?
Thanks!
Lisa

- 3 Look again at the emails in 2. What phrases are used to be more tactful?
- 7.1 4 Listen again to Lisa. What phrases does she use to be more tactful?

To use the passive with reporting verbs, an empty subject, *it*, is used:

It was said that the delivery would be here by the weekend.

It's been suggested that we change our working hours.

Look

Look at listening script 7.1 on page 124. Find more examples of the passive. In each case, decide why the passive is used.

Lesson record

3 new words
from this lesson

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3 useful phrases
from this lesson

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Things to remember

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How to plan a project

In this lesson you will learn how to talk about plans for a future project.

Starter

- Which of the following flavourings and sauces are popular in your country?
mustard mayonnaise soy sauce
barbecue sauce ketchup salad dressing
mango pickle chilli sauce
- Choose one of the flavourings or sauces from 1. How could you describe the taste? Are any of these words appropriate?
creamy fiery garlicky oily hot
light oniony rich salty savoury
smoky spicy sweet strong



Expressions

- Katarina works for *GreenGrow*, a company which produces organic food products. The chart summarizes the product development of a new sauce. Place the missing stages 1–5 in the chart.
 - free taste tests in shopping centres
 - search out possible ingredients
 - plan marketing
 - choose top possibilities for new sauce
 - prepare questionnaire

PHASE 1 Generating ideas

read historic cookbooks
a
brainstorm sauce concepts and names
chefs produce trial sauces
b

PHASE 2 Market research

c
telephone registered Sauce Club customers
focus groups
d
update meeting
final decision on which sauce to produce

PHASE 3 Product development

sourcing of ingredients from producers
technical planning
e
product testing
production and product launch phases

Speaking

- Look at the following quotations by colleagues who are managing projects but having some problems. Make suggestions in each case.

"I'm working on five different products but there's only one product that the markets are desperate for!"

"The schedule we've been given is unrealistic. There's no way we can complete the task."

"One member of our team always disagrees with everyone else. It's really delaying us."

"Whenever I call a meeting there are always some people who can't come. This makes it hard to ensure we're all doing the right work."

Language box

Going to and the present continuous are often used to discuss plans that are already made:

We're going to have a party on the 7th.

I'm meeting her next Wednesday.

This contrasts with *will*, which is often used when the planning, thinking, or decision-making is being done at the time of speaking:

I'll do it.

It won't be ready in time.

Will can also be used to inform others about plans and invite or order them to take part:

We'll meet next week.

Hint

When you **plan on** doing something, you intend to do that thing.

When you **plan for** something, you prepare for it.

When you **plan** something **in**, you include that thing in your plan or you schedule it.

Writing

- 1 Your colleague was absent from the meeting which discussed the new sauce project. Write an email to them outlining what will happen. Refer to some of the project stages in the chart. Include new information, telling the recipient of your email what their role will be and what they need to do.



Look

Look at listening script 8.1 on page 125. Find more examples of the future. Decide why the tenses are used in each case.

- 8.1 2 Listen to check your answers from 1.

- 8.1 3 Listen again. Replace the words in **bold** in these sentences with the words that Katarina uses.

- 1 We need to **get** this new sauce **very quickly** onto the shelves by **early May**.
 - 2 So the time **we have from now till the product is on sale** is just nine months.
 - 3 I'll be working with you on **improving and focusing on** the questions to ask.
 - 4 We can't afford to **get behind on** our schedule at all.
 - 5 If we get **permission to do what we planned**, we'll move straight on to the next phase.
- 4 Look at these sentences from the recording. Can you explain the words in **bold**?
- 1 This meeting is to inform you about what some of the main **parameters** are.
 - 2 We need a team to work in **parallel** to Masha's group.
 - 3 Now, there are two **caveats**.
 - 4 We have no **contingency budget**.
 - 5 There will be an important **waypoint** at the end of August.

We use the future continuous to talk about things in progress at a certain time or over a certain period in the future:

I'll be working with you all next month.

The present simple is typically used to refer to timetabled or scheduled events:

The conference starts at 10.00.

When talking about the future, native speakers can often choose one of a number of possible structures, depending on their interpretation of the context. For this reason, it is more challenging to say exactly why one structure sounds correct than it is when studying sentences about the past or present.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to discuss resources

In this lesson you will learn how to talk about resources on a project.

Starter

- 1 What policy does your company have for staff use of company resources (telephone, the Internet, email, company cars) in the office, when travelling, and for private use? How does the company monitor this?



- 2 How regularly is your company's IT updated? Who is responsible for this?

Expressions

- 1 Gustav Holsten works for the Stockholm office of an international logistics firm. He is managing a project to upgrade the branch office computer systems in the Baltic States. Read the email to his boss in the USA. What specific problems are there with the project?

Russ,

Each of the guys did a great job last week, and are now in Riga. Attached are the expenses for Tallinn. I'm afraid the budget has been **underestimated**.

I'm particularly concerned about some of the **claims** for laundry and hotel expenses, several of which seem completely **superfluous**. However, there's little I can do about a few of the other expenses:

- Jon has to take taxis because of his ankle injury. This wasn't costed in at the start.
- The hotel dial-up rate seems extortionate. I'll get them to use the office intranet instead.

One more thing – Thomas has to return to Tallinn for a few nights to do some **unforeseen** updates on the OS. **Provision** hadn't been made for that. It'll entail added costs if we don't want to put the project on hold.

Overall, we'll need an increase of 40% in the budget to meet their expenses, even taking into account a **dramatically** reduced hotel bill in Riga and Vilnius. I'd be grateful if you could get back to me asap.

Gustav

Speaking

- 1 Look at the situation below. Decide what you want to say, and then role-play it with your teacher.
 - 1 You are Gustav. Phone one of your project team in Riga (your teacher), and outline the changes in each of the categories below to keep the budget down.
 - accommodation
 - food / drink
 - phones
 - equipment

Language box

There are a number of rules relating to the use of quantifiers.

few / a few / little / a little

We use (a) **few** with countable nouns, and (a) **little** with uncountable nouns:

We have **a few** copies left.

(= some – not many, but enough)

We have **few** copies left.

(= not many, not enough)

I have **a little** time before the meeting starts.

(= some – not much, but enough)

I have **little** time before the meeting starts.

(= not much, not enough)

Hint

To run up a bill means to spend a lot of money on something (e.g. telephone bill, credit card bill) so that the bill is very high.
I had to phone head office twice a day and ran up a huge telephone bill.
 To run out of something means to use all of it and to have none left.
I'm afraid we've run out of money on that project.
 Run over means something lasts longer than intended.
Sorry I'm late. The session ran over.

Writing

- You are Russ. Based on ideas in the email and phone call, write an email to all staff about budget considerations for future projects.
- Complete the sentences (1-9) with the words below.
 few a few little a little most most of
 each every each of
 - The candidates were _____ asked to outline their experience.
 - _____ people would opt for a new computer if they were offered one.
 - We've cancelled the training because _____ people signed up.
 - _____ you must fill in a separate document.
 - No, I'll give you some. There's just _____ left.
 - We had _____ opportunity to see the sights in Riga - we were far too busy.
 - _____ item on the expense form must be accounted for.
 - Look - there are _____ good jobs on this month's circular you could apply for.
 - _____ us would love to travel to the Baltic States.

Look

Look again at the email in **Expressions** and listening script 9.1 on page 125. Find examples of phrases using these quantifiers. Categorize each one according to the groups in the **Language box**.

most / most of

Note the difference in meaning in these two sentences:

Most people like travelling, but I don't.
 (= the majority everywhere)

I knew **most of** the people at the party.
 (= the majority of a certain group)

each / every

We can use *each* or *every* with singular countable nouns, and with a singular verb:

Each / Every manager has responsibility for their own staff.

Each can be used before the main verb, or at the end of a clause:

We **each** got a bonus. / We were **each** given a bonus. / We were given a bonus **each**.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

1 1
 2 2
 3 3

Things to remember

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How to discuss budgets

10

In this lesson you will learn how to describe circumstances that affect the company budget.

Starter

- Outline the steps you would have to follow in your company if you wanted to do the following:
 - buy three new desk calculators
 - purchase or rent a new photocopier
 - outsource the cleaning of the offices to a new company for two years



"IT'S CENTRAL, IT'S THE RIGHT SIZE, BUT DO WE HAVE THE BUDGET?"

Expressions

- Vanessa Wilkins is sales manager of Samson Clothing, which specializes in leisure and sports clothing. They recently introduced a new range of lightweight and crease-resistant clothing called Life+Smart. Read the email on page 23 that Vanessa sent to the managing director.

How does she feel about the way the 'Life+Smart' range is developing?

- Vanessa's meeting with Marie is arranged and John Howick, the finance manager, is also there. Listen to the meeting and find the answers to the following questions:
 - Sales are much better than expected. How does Vanessa explain this?
 - What seems to be worrying the finance manager?
 - How does Vanessa explain this?
- Look at the budget for the Life+Smart range on page 23. Listen and complete the chart with the missing information. (Be careful of the order!) Then listen again to check your answers.

Speaking

- Discuss the following questions with your teacher. Then find out what happens in their company.
 - How does your company decide its budget(s)?
 - How does this process involve you?
 - How does the company budget affect you and your work throughout the year?
 - What do you think are the necessary ingredients of a 'good budget'?
- What changes can you foresee in your personal life in the future (e.g. new house, extra expenditure, retirement, etc.)? Tell your teacher about how these changes could affect the way you budget your own personal or household finances.

Language box

There are many expressions we can use when talking about the possibility of a future event.

Modal verbs *may* or *might* to express a possibility:

The cost of raw materials *may* increase as of January.

Who knows? The price of houses *might* go down by as much as 10% in the near future.

Expressions with the noun *chance* + the preposition *of*:

There's a **strong chance** of negotiating a lower price. (= high probability)

We've **every chance** of getting the contract.

There's a **slight / slim chance** of that happening.

He has **no chance** of getting the job. He simply doesn't have the experience.

Hint

The word **budget** has several meanings:

The marketing budget is €200,000. (= money available and a plan of how it will be spent over a period of time)

The government has presented the budget for next year. (= their economic policy and measures)

We're going on a budget holiday next month.

(= an offer which is cheap or at a reduced cost)

Hint

When speaking about the future we often use the following expressions:

He might change his job in the near future.

I don't think hybrid cars will be popular in the foreseeable future.

We'll all be living in prefabricated boxes in the distant future.

Sales budget Lite+Smart range

(£)	1ST	2ND	3RD	4TH
Projected sales	85,500 ¹		97,750	93,500
Cost of sales	51,100	53,550	58,650	56,100
Annual cost of sales	219,300 (calculated at ² of sales revenue)			
Annual sales target	⁴			
Gross profit	147,000			
Actual sales (AS)	³	115,640	152,645	⁵
Cost AS	58,800	69,384	103,798	137,380
Annual sales (new forecast)				557,091
Annual cost of sales				369,363
Gross profit				⁶
Variance in cost of sales for first three quarters				⁷
Variance in forecasted annual profit				40,000

To: Marie Kask

Cc: John Howick

Subject: Budget review – 3rd quarter results

Marie,

Although the figures for the Lite+Smart range this quarter are still provisional, I'm quite sure that we'll see a big jump in sales. I need to speak to you and John as soon as possible (this Wednesday?) to review our budget for what's left of the year.

There's every chance that we'll have reached our budgeted sales target for the year by the beginning of next month! There are sure signs that sales won't drop off in the final quarter despite what we predicted last year. Can we arrange a time to meet?

Regards,

Vanessa

to be (un)likely to + an infinitive:

The conditions are (un)likely to change before the end of the year.

to be sure / bound / certain + an infinitive to express an action or event that we think is going to happen:

He's bound to arrive late – he's never on time!

He's sure to be disappointed if he doesn't get the job.

I'm starting my holidays tomorrow. With my luck, the weather's certain to change!

Look

Look at listening script 10.1 on pages 125–126 and find examples of the expressions in the Language box. How sure is the speaker in each case?

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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Things to remember

How to discuss problems

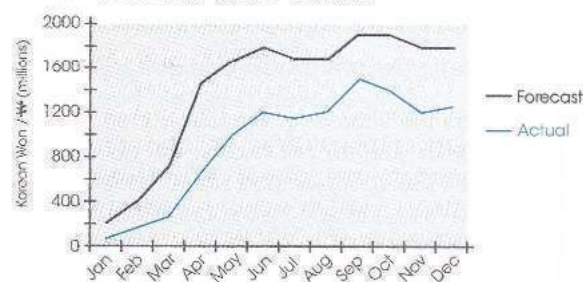
In this lesson you will learn language for talking about problems.

Starter

- 1 Have you ever bought any clothes online? Were you satisfied with them?
- 2 Look at the sentences about online ordering below. Can you explain the words in **bold**?
 - 1 If you want to see the products in more detail, you can **zoom in** here.
 - 2 I spent a lot of time **browsing** online before I found the right furniture for our office.
 - 3 Our **conversion rate** is low – a lot of people visit our website, but not many people sign up for our newsletter.
 - 4 We invested in a website **traffic report** so that we would know how many hits our website received and know what they were looking at.
 - 5 If you go to our website, you can visit your chosen destination **virtually** before you book your holiday.

Expressions

- 1 Chongun Clothing, a successful fashion retailer in South Korea, launched an e-store a year ago. Look at the following graph and describe their actual and forecast sales figures. What do you think could be the reasons behind these results?



- 2 Listen to the extract from a management meeting where Chongun employees discuss the sales problem. Mark the sentences true (T) or false (F).
 - 1 People spend a lot of time on the website but don't buy very much.
 - 2 Grace thinks customers are confident about buying online.
 - 3 It would be cost-effective to add a virtual trying-on feature.
 - 4 Chongun didn't do any research before launching online sales.
 - 5 The problem lies with the users' technology not Chongun's website.

Speaking

- 1 Discuss the following options for solving the problem in **Expressions**. What would be the possible consequences of each one? Which is the best solution?
 - Add a virtual trying-on feature to the website.
 - Stop selling online and concentrate on in-store sales.
 - Employ a consultancy company to advise on how to deal with the problem.
 - Close down stores and only sell online.
 - Survey your customers in stores to find out what they think about online clothes shopping.
 - Downgrade your website so that it is faster to load on all operating systems.

Language box

Even if shows that although something may happen, the result won't change:

I can't afford it **even if** it's discounted. (= the price may change, but I still can't pay for it)

Even if we gave him a pay rise, he'll still leave the company. (= the pay rise makes no difference – he won't change his decision to leave)

Even though = despite a situation:

I can't afford it **even though** it's discounted. (= the discount makes no difference)

Even though we gave him a pay rise, he left the company. (= the pay rise changed nothing)

Hint

The clause with a conditional marker (**even if, providing, etc.**) can go before or after the main clause. Note the use of the comma:

Unless we take a taxi, we won't get to the airport in time.
We won't get to the airport in time unless we take a taxi.

Writing

- 1 Look at the picture, which illustrates a colleague's problem. They have opened a consignment of new clothing stock to discover a number of faults. Write an email to them giving some advice on dealing with the problem.



Look

Look at listening script 11.1 on page 126. Find more examples of **even if, even though, unless, only if, and whether**.

- 3 Put the words from the meeting in the correct order. Then listen again to check your answers.

- 1 behind / can / only / we / know / deal / problem / we / with / if / it / this / what's.
- 2 usability / could / problem / lie / the / the / website / with / of / the.
- 3 way / customers / in / we / a / case / of / reassuring / need / that.
- 4 money / there's / and / spending / features / no / time / developing / new / point.
- 5 we / initial / should / our / mind / study / in / bear / market.
- 6 could / we / a / say / problem / technology / I'd / have / the / with.
- 7 that / something / there / could / be / in.

- 4 Read this extract from the conversation. What does **it's all very well** mean?

Son-Do It's all very well having a high-tech website with lots of flash and video images, but unless people can navigate it quickly, they're not going to bother to order.

Unless = except if:

People won't know about the new product **unless** we advertise it.

Unless you pay by the end of the month, we'll be obliged to cancel the contract.

Only if emphasizes a special condition:

We can **only** exchange goods **if** you have a receipt. (= in this one situation)

Whether can be used in place of **if** when there are two or more options:

I don't know **whether** to laugh or cry.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

- | | |
|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

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How to update

12

In this lesson you will learn how to update a person on developments in a project.

Starter

- 1 How much do you know about beer? Read the quiz and answer the questions.

- 1 Which country has the most individual brands of beer?
- 2 What is the name of the factory or place where beer is produced?
- 3 Which country has the largest consumers of beer (per capita) in the world?
a Germany b England c Ireland
- 4 The first cans of beer were produced in:
a 1905 b 1935 c 1955
- 5 How many litres of water are needed to make one litre of beer?
a 1-3 b 4-6 c 7-9

1 Belgium (400), 2 brewery, 3c, 4b, 5c (industrial process)

Expressions

- 1 Giliam Martens works for head office at a major international brewery. He is visiting the company's Seville brewery. Listen to the conversation and tick the areas that Giliam is particularly interested in.

the new reactor	the new bottling line
staff training	communications
waste disposal	energy costs

- 2 Listen to the conversation again and answer the following questions.

- 1 Why might they have problems with the bottling line in the summer?
- 2 Why is Pedro Muñoz coming to the meeting?
- 3 Why does Giliam want to see the new reactor?
- 4 Why does Giliam say 'Now that is interesting' at the end of the conversation?

- 3 Luis, the manager of the Seville brewery, shows Giliam the new reactor. This reactor processes waste products that are made when producing beer. Listen to their conversation and mark the sentences true (T) or false (F).

- 1 The reactor was originally installed to produce fertilizer.

Speaking

- 1 Giliam has been asked to give an update on training at the brewery. Role-play the conversation where Giliam (you) updates his manager (your teacher) using the notes below.

Training

Insufficient / only 3 hours per employee per month (target = 6 hours per employee)

Only 70% employees receive training

Usually only office / technical staff get training

New training rooms needed - only one small room available

Training manual out of date in several sections

Language box

The continuous aspect is used in different tenses to focus on actions in progress at or over a specific time.

The present continuous can be used to describe actions which are changing or developing at the present time:

Our Chinese company is beginning to show a profit.

The past continuous is used to describe an action in progress at a point of time in the past:

I met him when he was working for BSA.

Hint

We can use **presently** or **currently** to mean 'at the moment':

We're presently developing an improved model.

We use **the current** or **the present** as an adjective:

The current exchange rate is 1.34.

2 The reactor has increased the company cleaning bill. _____

3 It will take the company a long time to recover the investment in the reactor. _____

12.1
12.2 4 The reactor now wastes less water. _____

4 Correct the mistakes or add a missing word in the sentences. Then listen again to check your answers.

1 I'm really only here to catch up on what's been going wrong since my last visit.

2 I can also show what steps we've taken in the area of communications.

3 So far we're very pleased for the progress we've been making in both areas.

4 The training and communication are key areas we should all be working on.

5 He'll be bringing you update on all that.

6 You'll be pleased learn that it's not only solved the problem ...

7 However one development that you might be unconscious of is that ...

8 That means the new reactor will be paying itself in three years' time.

9 I think we've succeeded in making everything work a lot more efficient.

Writing

- 1 You are the local sales manager of a major brewery. Your boss asks you to send an email summarizing your recent work. Write the email using the notes below. Try to use words and phrases from **Expressions** and the **Language box**.

- Restaurants starting to stock new competitor's drink - reduced prices and stopped loss of business
- Need to build sales in restaurants and cafés: talking to four restaurant chains, two accepted new deals
- Spending a lot on promotion but new sales will cover it in 12-18 months
- Old warehouse v expensive: renting new one in April
- Interesting news: our beer described as 'healthiest brand' in local magazine survey

The present perfect continuous is used to emphasize how long an action has continued or to describe new developments. It is used especially with *recently* or *lately* to indicate that the action is ongoing:

The problems that we've been having recently have cost a fortune.

The future continuous is used to focus on a future event in progress at a certain time:

They'll be making their decision next week.

Look

Look at listening scripts 12.1 and 12.2 on pages 126-127. Find more examples of the different continuous forms.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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How to give feedback on a project

In this lesson you will learn language for reviewing projects.

Starter

- 1 What difficulties can be encountered when renovating a building? Have you ever taken part in a renovation project? What particular problems did you have?



Expressions

- 1 Country Living Romania is a UK-based company which restores country houses in Transylvania. Look at the following extracts from the project manager's notes and internal report on their first renovation project. What problems did they have?

Unforeseen setbacks – project three months behind schedule

- problems:
- late snow
 - UK deliveries
 - broken floor tiles
 - poor interpreter

countryliving
Romania

Budget

We ended up £2,000 over budget due to unexpected expenses – replacing the windows which were beyond repair and paying various legal costs.

Communication

Looking back, it seems we failed to communicate our objectives sufficiently. If we had done this at the outset, we could have prevented the use of lower-grade wood. It became evident that our interpreter wasn't adequately proficient in Romanian. For example, there wouldn't now be a separating wall between the (supposedly open-plan) kitchens and living-rooms if he had interpreted effectively.

Speaking

- 1 You are the project manager responsible for refurbishing a chain of bookshops. Use the notes below to present feedback to your boss (your teacher) on the first refurbishment project. Try to use language from Expressions.

+

Good choice of builders – professional work

Brighter and lighter shop due to bigger windows and new paintwork

-

Shop was closed for longer than planned

- had to wait for official permission for bigger windows
- painters didn't arrive on time

Costs more than expected

- painters' bill higher than quote
- didn't include buying new door in budget

Language box

We use the third conditional to hypothesize about events or actions in the past. The structure is *If + past perfect, would / could / might have + past participle*:

If we'd known how unreliable the photocopier was, we wouldn't have bought it.

The third conditional often expresses regret for our actions or lack of action:

If I'd applied for the job, I could have got it!

We also use it to criticize or show frustration with people:

We might have got a new client if Tess had sent the quote on time.

Hint

Beyond as a preposition is used with a number of nouns to mean something is out of reach or impossible, e.g. **beyond repair**, **beyond comprehension**, **beyond help**, **beyond belief**:
My old car was beyond repair.
Her behaviour is beyond comprehension.

Conclusions

In future, we should bear in mind the following:

- Increase time estimates. When drawing up our plans, we should have allowed more time for resolving problems.
- Carry out a thorough survey. Had our survey been more detailed, we would have foreseen the need for the new windows, etc.
- Ensure clear communication. We should definitely use a local interpreter – Alin Florian, who took over on this project, is recommended.
- Use local materials. A substantial delay might have been avoided had we sourced all supplies locally.
- Check deliveries. With the benefit of hindsight, this is obvious. If the broken tiles had been discovered immediately, they would have been quickly returned and delays avoided.

2 Find phrases which express the following.

- 1 difficulties we hadn't predicted (note)
- 2 later than the timetable (note)
- 3 costs we hadn't predicted (report)
- 4 in the beginning (report)
- 5 present knowledge of the past (report)

Writing

- 1 You work for Country Living Romania and receive the following email from an acquaintance. Write a response using the notes below. Include language from **Expressions** and the **Language box**.

Dear Nora,

I'm writing to ask for advice about updating our organization's website. I know you were recently responsible for the project in your company. Have you got any useful feedback from the project?

Best wishes,
Graham

- Make detailed plan + circulate to staff to check updated website content – I didn't, so omitted some info
- Don't forget cost of extra artwork – spent more than planned because I hadn't included this in budget
- Choose reliable web developer! – ours took much longer than promised to complete work

We use inversion in conditionals for emphasis. We also use inversion in more formal contexts:

Had we known how unreliable the photocopier was, we wouldn't have bought it.

A mixed conditional is used to hypothesize about the present consequences of a past event / action:

If you had remembered to book the ticket, we'd be on the plane now!

Look

Look again at the report in **Expressions**. Find more examples of the third conditional.

Lesson record

3 new words

from this lesson

1

2

3

3 useful phrases

from this lesson

1

2

3

Things to remember

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How to link ideas in a presentation

14

In this lesson you will learn useful phrases for guiding your audience through a presentation.

Starter

- 1 Rick Evans is head of marketing for ElexCo, an electronics company that distributes cars parts. Look at the first slide below from his presentation. What is he going to talk about?

1

FACTS

- 3,201 deaths on the roads in the UK
- 28,954 serious injuries
- 560 deaths caused by drink-driving

- 2 What is the alcohol limit for driving in your country? What does your country do to prevent drink-driving?

Expressions

- 1 Look at the next three slides from Rick's presentation. Match slides 1-4 (including the slide in Starter) with extracts A-D from the presentation.

2

OUTLINE

- Efficiency
- Installation
- Pricing

3

SENSORS

- Steering wheel monitor
- Eye camera
- Steering pattern sensor

4

EFFICIENCY

- Measures alcohol in sweat
- When alcohol level high, car won't start
- Doesn't work through gloves

- 2 Complete the presentation extracts A-D with the sentences below.
 - i I'll start by giving you a few statistics.
 - ii Let's look at how these gadgets operate.
 - iii I'll come back to this in just a moment.
 - iv In particular, I'd like to draw your attention to

Speaking

- 1 Now give a mini-presentation on the information below, using phrases from **Expressions** and the **Language box**. Include suggestions for how the government can encourage more careful driving.

Top driving distractions:

- changing the radio station / CD
- talking on the phone
- eating or drinking
- checking maps

Even after an accident, most drivers don't change their driving habits.

Language box

We use connectors and sequence markers to signal relationships between ideas. If you are giving a persuasive presentation, the following structure can be an effective way of presenting a counter-argument.

(Make a point) → introduce a counter-argument → oppose the counter argument → give reason / result / consequence:

It is true that employees' salaries have not increased over the past two years. **However**, a number of other benefits have been introduced. **As a result**, the overall package is significantly more attractive.

When giving a presentation, **certainly** it's important to answer questions, but you must stay focused. **In short**, listen to questions, but move on, and don't get sidetracked.

Hint

If you **take the onus off** or **put the onus on** someone, you take away or give them the responsibility for something. It can have a negative connotation:

The sales team can't meet all their targets so we need to take the onus off them.

They've put the onus on me to meet the sales figures.

- 3 Look again at extracts A-D. Can you explain the words in **bold**?

A These devices **either stop the car, or won't let it start**. **First and foremost** is the steering wheel monitor. This detects alcohol in sweat. The camera detects eye movement. **Last but not least**, we have a device that monitors steering patterns.¹

B ² 3,000 people die on the road. Of those, some 500 deaths are caused by drink. **Admittedly**, in Britain drivers may drink some alcohol. Nonetheless, people continue to drink heavily and drive. So, **with this in mind**, we need to take the onus off the driver who drinks.

C As far as the steering wheel sensor is **concerned**, it's one of the most effective devices currently on the market.³ its simplicity: it merely detects levels of alcohol from the sweat in the driver's hands. It is true that it doesn't work through gloves. However, each car will also have other sensors. As a result, the whole package prevents drink-driving.

D In my talk, I'll be telling you about a variety of sensors. **Besides** this, I'll also talk about installation. **As regards** pricing,⁴

Writing

- 1 Complete the text using the words below.

admittedly as regards as a result be that as it may
first and foremost last but not least

Alternatives to petrol

¹ are the purely electric cars. It is true that these have zero emissions, and in the UK they are free of road tax.

², these cars are really only good for the city or town as batteries can only provide around 80 km of driving.

³ hybrid cars (using petrol and electricity), the electric part of the engine is best in stop-start city traffic, while the petrol engine is efficient over longer distances. On-board recharging is also possible.⁴, perhaps these cars are the best option, although, unfortunately, they are not the cheapest.

⁵ are cars which run on gas. These are easy to top-up, and fuel costs are only about half of regular petrol prices.⁶, it will cost you around €2,500 to convert your car to gas.



You can also use a three-part pattern to discuss a problem and suggest a solution:

Admittedly, errors have occurred in final documents. **Nonetheless**, we do have a pool of proofreaders, so please ensure that all work is passed to them for final checks before publication.

Look

Look again at the presentation in **Expressions**. Find more examples of three-part patterns.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

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How to highlight key info

15

In this lesson you will learn how to point out important facts and figures in a presentation.

Starter

- 1 Think of five different reasons why people might want to hire a car.
- 2 Which two of the following factors were most important to you when choosing your last car hire company?
 - price
 - airport pick-up
 - mileage allowance
 - upgrade
 - personalization
 - breakdown cover
 - company reputation
 - drop-off
 - loyalty card or points scheme



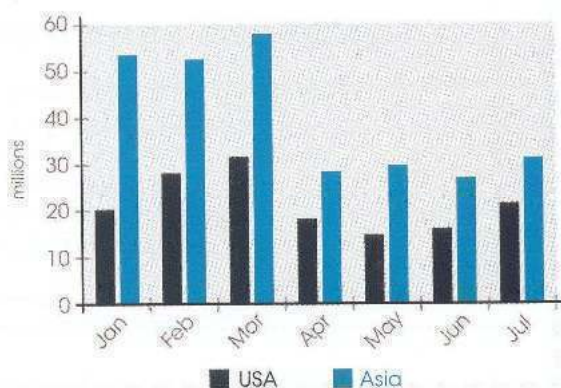
Expressions

- 1 Mark Santini, the managing director of GoFar car rentals, is making an important presentation to senior managers and franchisees from a number of countries. Listen and complete the missing numbers in these tables. Some of the figures are not precise. Tick the Approximate column to indicate if they are approximate.

	Figures	Approximate
Total car rental outlets worldwide		
Number of countries with outlets		
Number of outlets in:		
the USA		
Canada		
Western Europe		
the UK		
Greece		
Serbia		
Bulgaria		

Speaking

- 1 Look at this chart. Decide what you think it shows and invent all the extra information you need (e.g. a product name). Make notes of how you could introduce and explain it to an audience. When you are ready, give a short presentation to your teacher.



Language box

Use the adverbs *about*, *around*, *roughly*, or the phrase *in the region of* to show that a figure is approximate:

There were roughly 200 people there.

It'll cost in the region of a billion euros.

Use *or so* after a figure or the suffix *-ish* to indicate that a number is only approximate:

Only twenty or so people turned up.

We'll meet back here at 4-ish.

Use the adverbs *nearly*, *almost*, or the phrases *just under*, *just short of*, or *the best part of* to refer to a figure that is slightly less than the one stated:

He bought almost 1,000.

We'll be working on this project for the best part of two years.

Hint

Health, medical, and fitness vocabulary is often used to describe a business situation metaphorically.

It's only in Serbia and Bulgaria that the picture is healthier.
I think the marketing department is in good shape.
There are no fewer than three ailing firms in this sector.
We weren't too worried when our main competitors caught a cold.

- 2 Mark uses some expressions to focus attention on certain slides and specific points in his talk. Use the verb in brackets to complete each sentence. Then listen again to check your answers.

- 1 _____ the next slide. (look)
- 2 _____ we currently have around 650 car rental outlets in 24 countries. (see)
- 3 _____ the best part of 400 of these outlets are in the United States. (show)
- 4 _____ there are just short of 30 offices in Canada. (see)
- 5 _____ at this second chart. (look)
- 6 _____ to the seventh and eighth columns. (draw)
- 7 _____ slide on the screen for a minute so that you can study it. (leave)

- 15.2 3 One way to focus an audience's attention is to ask rhetorical questions. These are questions which the speaker doesn't expect anyone to answer but which help make a point more strongly or make the presentation of a topic more interesting. Listen to a second extract from the same talk and note four rhetorical questions.

The phrases *upwards of*, *just over*, *a little over*, and *something over* refer to a figure that is more than the one stated:

It'll cost *upwards of* 10 grand a month.

Some colloquial noun phrases can indicate that a figure is approximate:

I can only give you a *ball-park figure*.

Please bear in mind that this total is just a *guesstimate*.

The verbs *reckon*, *project*, and *estimate* can be used to introduce a guess or an approximation:

John *reckons* there'll be about 150 people.

We *project* that this offer will attract 10,000 or more new customers.

I've no idea how many we need – but I'd *estimate* 2,000.

Writing

- 1 The following slide is from a presentation given by one of GoFar's increasingly successful competitors called Headline Car Services. Write a script that could be read aloud when presenting this slide. Select which points you want to talk about – it isn't necessary to mention everything on the slide. Invent any extra information you need.

Headline Car Services – Overview of last year

Increasingly respected for value, service, and professionalism

- Two distinct brand names:

Thorn Tree Rentals has gained high recognition

Ten PC Hire Cars has kept its promise to undercut key competitors by 10%

- Number 7 in Europe

- 13 million rental days per year – 4.5 million increase on last year

- Growing fleet of over 33,000 vehicles

- 1,200 employees

- Three new countries since last April

- We now compete head-to-head with GoFar in seven key markets

Look

Look at listening scripts 15.1 and 15.2 on page 127. Find examples of approximations.

Lesson record

3 new words

from this lesson

3 useful phrases

from this lesson

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

Things to remember

How to respond to questions

16

In this lesson you will learn how to deal with difficult or unexpected questions in large meetings.

Starter

- 1 When there are plans for large new building developments (e.g. shopping centres, office blocks) in your country are there ever objections or protests? Why or why not?
- 2 Many business leaders and politicians are very skilful at dealing with difficult questions. Put these techniques in order of how successful you consider them. Which techniques do you think are most used and which least used?

- _____ being truthful
- _____ rewording the question
- _____ avoiding the question
- _____ asking questions back
- _____ giving a positive spin
- _____ using jargon
- _____ postponing the question

Expressions

- 16.1 1 A massive retail and leisure park has been planned for the town of Kimberley, South Africa. Jomo Anduvate is head of communications for the team of architects and has just presented the plans to a large public meeting. Listen to some questions from the audience after his talk. What are the issues they want to know about?
- 16.3 2 Read the following questions. In each case, find which one of the answers is not in the recording. Then listen to check and find the language used.
 - 1 How does Jomo indicate who should ask the next question?
 - a He describes where someone is sitting.
 - b He describes someone's hair colour.
 - c He describes what someone is doing.
 - d He describes what someone is wearing.
 - 2 Which of these ways does Jomo use to deal with questions?
 - a He says that the question is one he is keen to answer.
 - b He says he doesn't know.
 - c He says they have published information which the questioner can check.
 - d He says the questioner should answer the question themselves.

Speaking

- 1 Imagine that the room where you are studying right now (and the nearby area) is going to be dramatically redesigned and improved. Take a few minutes to make some ambitious plans for this work. When you are ready, briefly give a presentation about your intentions and then respond to your teacher's questions.



Language box

The word *nothing* is used in many important expressions.

Nothing short of / less than + noun phrase or adjective emphasizes how extreme a situation is:

It's *nothing short of* a disaster.

What she did was *nothing less than* miraculous.

The expression *nothing if not* is used to emphasize the quantity or strength of an adjective describing a person:

She's *nothing if not* creative.

Use the expression *if nothing else* to talk about something that you consider the only positive aspect of a negative experience:

The negotiations were a complete failure but, *if nothing else*, we had a break from the office.

Hint

Buy extra thinking time when answering questions by using one or more of these common words or phrases:

Well, OK, Right, Ah, Yes, Thank you, Mmm, Good question

Note: When you say **Er** you sound more uncertain.

- 3 Look at some of Jomo's responses to the questions. Each sentence is missing one word. Choose from the words below and put each one in the correct sentence and position.

to maybe do may by

- 1 Right, now I'd be very happy to answer any questions you have.
- 2 As I tried to make clear earlier - we firmly believe that this is a positive development for the town.
- 3 I can return to this matter later on.
- 4 Well, what exactly do you mean 'eyesore'?
- 5 Well, that's a good question and, yes, you're right a degree.



Writing

- 1 Gabriela Mitchell's software company Gabbyware recently released a major new computer program. Unfortunately, it has a major bug. Read the internet article reporting a press conference Gabriela gave to her key buyers and a team of journalists. Using your own ideas, fill in her missing answers and then finish the interview.

I was one of over 150 people who squeezed into the London offices this morning to hear Mrs Mitchell defend Gabbyware's disastrous new program Redesigner. Here, in her own words, are the answers to audience questions. Was she honest and helpful? You decide!

Audience: Can you explain exactly what the problem is with Redesigner?

GM:

Audience: Why do you think this happened?

GM:

Audience: What is Gabbyware going to do to help the thousands of users who are likely to have serious problems with this?

GM:

Look

Look at listening script 16.1 on pages 127-128 and find expressions using the word *nothing*. Rephrase each one in your own words without using the word *nothing*.

Nothing of the kind is a very strong way of saying that you disagree. It can also be used to stop someone doing something:

You seem to think it's amusing. It's *nothing of the kind*.

A I'd like to lead the team.

B You'll do *nothing of the kind*!

There's nothing to it means that something is very easy:

Of course I can close the deal. *There's nothing to it*.

If something is worth *next to nothing*, it is nearly valueless:

This contacts list is worth *next to nothing*.

Lesson record

3 new words

from this lesson

1

2

3

3 useful phrases

from this lesson

1

2

3

Things to remember

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How to improvise in a meeting

In this lesson you will learn useful phrases for speaking about a familiar topic without preparation.

Starter

- 1 Have you ever been called upon unexpectedly to give a short talk in a meeting? What was your talk about? Was the topic familiar?
- 2 What advice would you offer to someone about giving an effective impromptu talk?



"OLIVER, WOULD YOU LIKE TO SAY A FEW WORDS?.."

Expressions

- 1 The staff of the English Department at the Free International University in Moldova are having a regular departmental meeting. Listen to two extracts from the meeting.
 - 1 What are the main ideas of the two talks?
 - 2 What does each speaker want their listeners to do?
 - 3 What does the second speaker discover at the end of the meeting?
- 2 Put the words from the conversation in the correct order. Then listen again to check.
 - 1 already / sure / much / I'm / know / how / not / you.
 - 2 an / idea / give / to / you
 - 3 I / I'm / going / before / someone / that / ground / not / covered / hope / over / else / has.
 - 4 saying / was / I / what?
 - 5 can / I / think / there's / don't / at / anything / I / else / the / add / moment.
 - 6 somewhere / it / got / here / I've / some / about / information.
 - 7 thing / it's / small / really / a / just.
 - 8 sure / I'm / know / you
 - 9 say / wanted / to / I
 - 10 it / about / really / that's.

Speaking

- 1 You are the office manager in charge of security and building issues. Unexpectedly, in a meeting, your boss asks you to outline the forthcoming construction works at your company. Use your notes below to give a brief overview. Use phrases from Expressions to help.

- Renovation of east wing: starts mid-June, due to be finished early August
- 20th May - deadline for completion of office-sharing details for summer period
- 10th June - deadline for all staff to move out of their offices. Packing boxes will arrive by 1st June
- Valuables: don't leave anything around during this period

Language box

Many verbs are followed by a verb in the gerund or infinitive. Some verbs, however, can take either a gerund or infinitive, but the meaning changes.

Go on to do: change the activity by starting a new one. **Go on doing:** continue with same activity:

She started talking about the new project. She **went on to say** that there would also be management changes.

They'll **go on practising** until they get it right.

Mean to do: intend. **Mean doing:** result in:

I **meant to tell** you about it last week.

Going to the USA will **mean working** hard.

Hint

off the top of my head – without thinking very much
 Off the top of my head, there are about 250 new students.
 offhand, off the cuff – without preparation or checking details or facts
 I can't remember any of the details offhand, but I'll email them after the meeting.
 He gave a really good presentation off the cuff.

- 3 Match the expressions in 2 with the functions below.

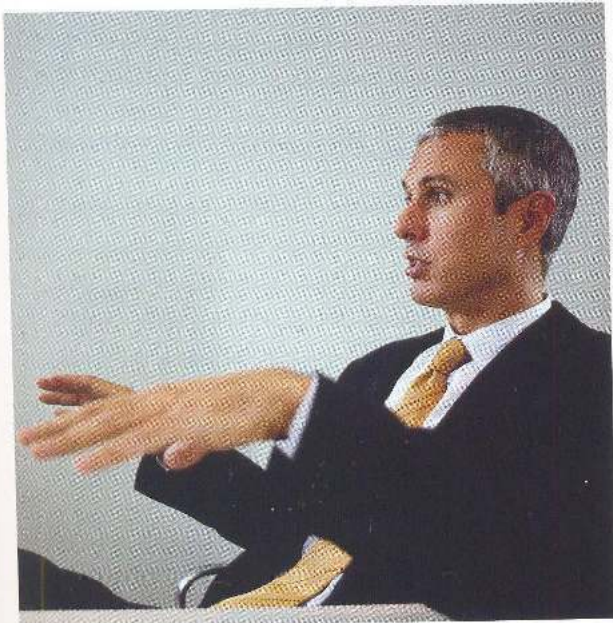
playing for time ☒ ☐

offering a disclaimer ☐ ☐

introducing a point ☐ ☐ ☐ ☐

finishing ☐ ☐

- 4 Look again at the expressions in 2. Which could you use in a more formal situation, and which in a less formal one?



Writing

- 1 George emailed Kristina after the meeting in Expressions. Correct the mistakes in his email.

Dear Kristina,

Could you talk us through the grant project again at the faculty meeting next month? Ellie needs giving a talk too; but her supervisor wouldn't permit missing her classes, so if you wouldn't mind, could you give her talk too?

I'd like to start the meeting with the exam issues, and then you could go on mentioning the EU project. I think they will allow us spending about half an hour on our talk.

I guess it'll mean to prepare a PowerPoint presentation too.

Thanks,

George

Look

Look at listening script 17.1 on page 128. Find more examples of verbs taking the infinitive or gerund. What is the meaning of each verb used?

Regret to do: used for giving bad news or making announcements. *Regret doing:* refers back to the past to apologize for a past action:

I regret to inform you that I can't attend.

I regret telling her about the offer.

Need doing gives a passive meaning.

It needs changing.
 (= it needs to be changed)

With the verbs *advise*, *allow*, *forbid*, and *permit*, use *-ing* if there is no personal object.

I wouldn't advise taking the car.

With an object, or if the verb is in the passive, use the infinitive.

I wouldn't advise you to take the car.

You are not advised to take the car.

Lesson record

3 new words
 from this lesson

1

2

3

3 useful phrases
 from this lesson

1

2

3

Things to remember

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How to lead a meeting

18

In this unit you will learn language for leading or chairing a meeting.

Starter

- 1 Do the questionnaire about meetings. Then talk through the answers with your teacher.

- 1 Meetings are best held: **early in the morning / after lunch / late in the afternoon.**
- 2 If people are getting tired, it's best to: **continue the meeting / take a short break / end the meeting quickly.**
- 3 Confrontation should always be avoided at meetings. **totally agree / partly agree / disagree**
- 4 I try to find excuses to avoid meetings. **quite often / sometimes / never.**
- 5 Meetings with more than ten people are ineffective. **totally agree / partly agree / disagree**

Expressions

- 1 Being a chairperson at a meeting means being responsible for different roles or functions. Match the functions (1-8) with expressions (a-h).
- 1 delaying discussion of an item
- 2 inviting contributions, involving people
- 3 asking someone not to speak for too long
- 4 dealing with digression
- 5 summarizing agreement
- 6 getting attention at the start
- 7 moving through the agenda
- 8 bringing the meeting to an end
- a I think we all seem to go along with your proposal.
- b I think that more or less covers everything.
- c Now, could we move on to the next point?
- d I really think we should leave it there. We can't make a decision on it here and now.
- e I don't want us to get off the point. Can we keep to the agenda?
- f What does everyone else feel about this?
- g Do you mind if we make a start right away?
- h Could I ask you to keep it short?

Speaking

- 1 You are chairing a meeting where your teacher is one of the people attending. What would you say if:
 - 1 you want to start the meeting?
 - 2 you do not agree with something your teacher has said?
 - 3 your teacher begins to speak about something which is not on the agenda?
 - 4 you think you have said enough about one particular point?
 - 5 you want to end the meeting?
- 2 Speak with your teacher and together try to produce a list of eight general recommendations for how to run a meeting successfully.

Language box

The quantifiers *much* and *many* are used directly before countable (*many*) or uncountable (*much*) nouns:

Many car manufacturers are developing hybrid models.

Much water is wasted by inefficient agricultural methods.

They can be used with *not*:

There's **not much** more I can say about it.
How many times do you travel abroad a year? **Not many**.

With *of*:

I agree with **much of** what you say.

I think that **many of** their problems are due to their computer system.

- 2 Look at the agenda of a management meeting at Bell Tools, a manufacturing company in California. What does *regrets* mean? What does *other business* mean?

Attending: Paul, Enrique, Dave, Susan, Carlos
Regrets: Peter

Agenda:

- 1 production schedule (Carlos)
- 2 report on maintenance work (Susan)
- 3 quarterly financial report (Dave)
- 4 summer working hours (Enrique)
- 5 other business

- 18.1 3 Listen and answer the questions.

- 1 Do they start the meeting on time?
- 2 How much time does the first speaker have for his item?
- 3 What point does Dave try to introduce?
- 4 How does Paul say they have a lot of other things to discuss?
- 5 Why does Dave apologize for bringing in his discussion point?
- 6 How does Paul react?
- 7 What is Dave worried about?
- 8 Who else is affected by the decision?

Hint

Notice the way the verb **to appreciate** is used.

I would appreciate it if you could let me know this afternoon.

(= I would be grateful if)

I appreciate that it must be very difficult for you.

(= I understand your position)

I would appreciate your advice on this matter.

(= please help me)

I appreciate that. (= thank you)

Writing

- 1 You are acknowledged as a 'good meetings person' in your company. Your manager has asked you to write a short article for the company's newsletter entitled 'Five golden rules for meetings'. You may like to choose the best five from your discussion with your teacher in **Speaking**. Include examples of phrases the chairperson could use.



Look

Look at listening script 18.1 on pages 128–129. Find more examples of *much* and *many*.

With *so* or *that*:

I didn't expect **so much** interest in our offer.
Mexico City has a population of over 20 million. **That many**!

With *as ... as that*:

I didn't think the price would be **as much as that**!
We have 250 people signed up. I never thought we'd get **as many as that**!

Much and **many** can also be used as the subject of a clause:

There were hundreds of visitors to the show.
Many were Chinese. (= of the visitors)
They prepared a lot of food for the reception.
Unfortunately, **much** was wasted. (= of the food)

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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2

2

3

3

Things to remember

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How to brainstorm ideas

19

In this lesson you will learn how to put forward ideas.

Starter

- 1 Which of the following are the best sources of ideas? Which do you use in your company?
 - customers
 - group brainstorming sessions
 - a suggestions box
 - competitors
 - consultants
 - the boss



Expressions

- 1 Best Bakes is a company which specializes in a range of organic muffins for coffee bars and health-food shops. Listen to an extract from a meeting in which they brainstorm ideas for increasing production. How many different ideas are suggested?
- 2 Listen again. What expressions do the speakers use instead of the sentences below?
 - 1 Let's make a note of it and continue.
 - 2 One possibility is to buy a bigger oven.
 - 3 In connection with more room, you know what we could do?
 - 4 But there's the possibility that we won't sell as well as predicted at Greenmarket.
 - 5 Although it might damage our short-term sales, how about narrowing down the range?
 - 6 This may be unusual, but how about outsourcing?
- 3 Best Bakes invests in a second production line and a new oven, but soon hits another problem. Listen to the extract from the next meeting and answer the questions.
 - 1 What is their current problem?
 - 2 Which of the solutions would you choose, and why?

Speaking

- 1 Brainstorm one of the following for five minutes with your teacher. Try to use language from Expressions and the Language box.

How to cut costs in my department / company

A new advert for a well-known food product

Improving my pronunciation in English

- 2 How useful is brainstorming in your job? What was the last topic you brainstormed at work? What was the result?

Language box

There are a number of advanced ways of using comparatives, superlatives, and structures with *as ... as*.

To show that something is continually increasing or decreasing, we can use two comparatives joined with *and*:

Customers are complaining more and more often.

We're getting fewer and fewer enquiries.

The + comparative, the + comparative shows that one event depends on another:

The sooner you finish, the earlier you can go home.

We can refer to one amongst a superlative group using *one of* and a plural noun:

It's one of our cheapest models.

Hint

Far has two different comparative and superlative forms: **farther, farthest / further, furthest**.

Farther and **farthest** are only used to talk about physical distance.
The new factory is farther from the motorway than the old one.

Further and **furthest** are also used to talk about figurative distance.
Which employee has gone the furthest towards meeting their objectives?

Writing

- Write an answer to the email below. Try to use language from **Expressions** and the **Language box**.

Dear all,

As you know, we have a problem recruiting enough quality trainees to work at our bank branches. We'll have a stand at the Job Fair again this year. Last year, we only got a few visitors and even fewer follow-ups.

So I'm trying to collect ideas on how we could attract more people to our stand and how we could promote ourselves better as an employer.

Please send me any ideas you have, no matter how big, small, or unusual.

Looking forward to hearing them!

Trent

Look

Look at listening scripts 19.1 and 19.2 on page 129. Find more examples of comparative, superlative, and **as ... as** structures.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

1	1
2	2
3	3

Things to remember

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- How were each of the following suggestions introduced in the conversation?

1 use non-organic fruit

2 find another supplier

3 using different fruit

4 be more creative

5 mixing blueberries and raspberries in the same recipe

- Listen again to check your answers for 4.



We use **as + adjective / adverb + as** to show that two things or people are the same:

The new fax prints as slowly as the old one.

Not as / so + adjective / adverb + as shows difference:

Their prices aren't so competitive as ours.

Nicholas doesn't speak as confidently as Linda.

With a singular noun, **a / an** goes between the adjective and the noun:

Cosmin is as fast a typist as Maia.

How to reach a conclusion

In this lesson you will learn language for expressing conclusions at a meeting.

Starter

- 1 Do the photography questionnaire. Then ask your teacher the same questions.

- 1 How often do you take photographs? frequently / hardly ever / on special occasions only
- 2 Do you own any of the following cameras? digital / film / video / CD or DVD
- 3 What do you usually do with your photos? keep them in albums / print some and destroy the rest / save them on CD, DVD, or on the computer
- 4 Do you use your mobile phone to take photos? frequently / occasionally / never

Expressions

FAST-FOTO is a franchise chain of camera shops with outlets in several European countries. The master franchisees meet Nicolas Hanther, the managing director, to discuss the future strategy of the company.

- 1 Listen to the first extract from the meeting. Answer the questions.

- 1 What decision do they have to take at the meeting?
- 2 What are the 'three alternatives' that Philippe mentions?

- 2 Listen to the second extract from the meeting, where two people offer their opinions. Answer the questions.

- 1 Which alternative does each person support?
- 2 Who does Nicolas agree with?

- 3 Listen to the final extract from the meeting. Nicolas summarizes the decisions of the management team. Using the headings opposite, make notes about the conclusions. Then summarize the action plan to your teacher.

to end of January from January onwards
before the end of May single use cameras
additional investment agreed

Speaking

- 1 With your teacher brainstorm as many pros and cons as you can concerning the following points. Summarize your conversations and express any conclusions using language from the Expressions section.
- People should have at least five years' business experience before they do an MBA.
- Holidays should be limited to a maximum of three separate 10-day periods.
- Companies should encourage staff to take a sabbatical year after seven years of service.

Language box

The definite article is used when we refer to something specific which is usually known to both speaker and listener:

Can I use the car tonight?
(= you know which car I'm talking about)

Where's the money going to come from?
(= you know how much we will need)

General statements using uncountable nouns do not use the definite article in this sense:

Quality is more important than price.

The is also used to make a general statement using a singular noun as an example of many others - an alternative is to use a plural countable noun without the article:

The computer has revolutionized our lives.
Computers have revolutionized our lives.

Hint

The word **mind** has many different uses in English. Look at the following examples. Pay special attention to the prepositions used.

I think he's got something on his mind. (= something is worrying him)

Please bear me in mind for that new job. (= please consider employing me)

Come on! Make up your mind! We haven't got all day! (= make a decision about something, choose the best alternative)

Writing

- 1 Study the following results of a survey about the habits of cinema-goers in Northern Italy. Then read the extract of the summary and correct any mistakes in the language or facts. Complete the report with the remaining information.

% Ticket sales by type

comedy (9%)	adventure (27%)	suspense (19%)
romantic (14%)	animation (8%)	science fiction (17%)
other (6%)		

Number of monthly visits per age group

5-10 yrs old (0.3)	16-21 yrs old (3)	31 yrs and older (0.9)
11-16 yrs old (1.4)	22-30 yrs old (2.5)	

Cinema - trends in Northern Italy 2006

Our findings confirm that the American films are far more popular than the European ones in Italy. The adventure, suspense, and comedy films attract bigger audiences than the science fiction, romantic, or animation films. Animation films are least popular of all types of cinema entertainment. The young people go to the cinema more often than older generations. The 22-30 age group ...

Look

Look at listening scripts 20.1-20.3 on pages 129-130. Underline all the examples of the definite article. Why is the article necessary in each case?

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

1 1
2 2
3 3

Things to remember

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- 20.1-20.3
4 Listen again to the three extracts from the meeting. What expressions do the different people use instead of the following?

Extract 1

The decision is obvious. We have no real choice.

The report outlines the present scenario.

Extract 2

in my opinion

There are more arguments in favour

We were going to have the same opinion

The most important aspect is

Extract 3

I'd like to end this discussion

The best thing to do

Finally, in summary

The same proposal is supported by everyone



We can emphasize that something is special using **the + an adjective + noun**:

The first (second, last, only, next, main, fundamental, essential) **factor** is price.

We use the definite article + noun when we refer to something which we identify later:

The research they've done is quite impressive. (= a specific reference)

No article is used when we are speaking in a general sense:

We need to spend more money on research. (= in general)

We can identify a group of people who share the same characteristic using **the + an adjective**:

The government has announced special conditions to help the unemployed.

How to follow up a meeting

In this lesson you will learn language for writing minutes and talking about progress.

Starter

- 1 How green is your office? Do the following quiz, and then talk through the answers with your teacher.

- 1 The majority of staff travel to work by:
a bicycle c shared car
b public transport d private car.
- 2 Before you go home, you:
a check unnecessary lights or equipment are switched off
b just turn off your computer
c don't think about turning things off.
- 3 The power supply comes from:
a an 'alternative' source such as solar panels
b the national grid
c somewhere you're not sure of.
- 4 It's a hot summer. You:
a wear light clothes and open a window
b work outside
c turn up the air conditioning and put on a jacket.

Expressions

- 1 Morin PR is trying to 'green' its office in order to win a local authority award. Look at the extract from the action minutes of their initial meeting to discuss the project. How many different ways can you find for reporting what action someone will take?

morin PR

Meeting minutes

- We agreed to order only recycled stationery in the future, including paper for the company brochures. Louis volunteered to source the best-value supplier.
- Louis is also to co-ordinate a team who will make arrangements for recycling office waste.
- The majority of staff drive to work. It was decided that we need to encourage the use of bicycles or public transport. Rita is to survey staff on what measures we could take to help them leave their cars at home. Possible ideas include a subsidized bike purchase scheme, showers and storage for cyclists, and subsidized public transport tickets.
- Bernard reported that solar panels provide the most viable alternative energy source. He was given the task of getting two detailed proposals for our building.
- Caroline put herself forward to discuss sourcing more locally-produced food with the catering manager.

Speaking

- 1 You are Marie Bonnet. Speak to Caroline (your teacher) to check on progress with her tasks and encourage her if necessary.
- 2 Your boss (your teacher) is checking on your progress with your tasks following the recent meeting you attended to plan your company's 25th anniversary celebrations. Use your notes below to answer their questions and report back.

- Get quotes from 3 entertainers - 2 haven't replied
- Design invitation cards - started, but not sure of style
- Suitable gifts for guests - found business card cases, fountain pens, but over budget

Language box

Compound nouns are nouns made up of two or more words. The first word often describes the type, function, or location of the person or object:

marketing manager, energy-efficient light bulb, entrance hall

Group or collective nouns are nouns which are singular in form but refer to a group of people or things:

company, government, team, department, family, majority, public, committee, audience

If we consider the group as a whole unit, we usually use singular verb forms and pronouns after group nouns. American English usually treats group nouns as singular:

The target audience **is** young professionals.

Hint

Fractions can be singular or plural depending on what they are defining:

A quarter of our customers are over 50 years old.
A quarter of my time is spent in meetings.

- Caroline also agreed to design a campaign to encourage staff to reduce waste by turning off lights, equipment, etc. and to recycle and reuse where possible.
- The committee agreed to complete all actions by the next meeting on 21st July.

- 2 Listen to three extracts from conversations in which Marie Bonnet, chair of Morin PR's project committee, follows up with members of the team. Complete the table below.

How does Marie ask about progress?

Will task be completed on time?

Bernard

Rita

Louis

- 3 Rearrange the words to make phrases from the conversations. Listen again to check your answers.

- could / by / up / held / the solar panel suppliers / be / we.
- chase / if / you / up / them / were / I / I'd.
- up / in / written / I'll / it / no time / have.
- full / back / I'll / in / report.

Writing

- 1 You are the manager of a health club which is scheduled to be visited by a health and safety inspector next week. Write an email to your team to check on progress with their tasks and remind them of the importance of meeting the deadline. Include language from **Expressions** and the **Language box**.



Look

Look at the text in **Expressions** and listening script 21.1 on page 130. Find more examples of compound, group, and plural-only nouns, and nouns describing amounts.

Plural forms are used in British English if the focus is on individual members of the group:

The team have been working hard so that they'll be ready in time.

Some phrases which describe amounts using nouns in the plural are followed by singular verbs:

A hundred dollars wasn't enough for the deposit.

50kg **is** too heavy for this machine.

Plural-only nouns are words which are not used in the singular: *clothes, outskirts, thanks, manners, congratulations*.

My boss's manners are sometimes surprising.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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Things to remember

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How to make small talk

In this lesson you will learn how to make conversation with people you meet socially.

Starter

- 1 Which of the following social events would you enjoy attending? Which would you try to avoid?
 - a golf tournament with a client
 - a reunion of the people you went to school or college with
 - the celebrations of the 25th anniversary of your best client
 - the house-warming party of your boss
- 2 If you would avoid any events in 1, what would you do or say to get out of going?



Expressions



- 22.1
- 1 Gordon Evans works for an American company that designs new IT systems. Axen is one of his best clients and he attends the event. Listen to five conversations he has with different people. Who is he talking to? Write the number of the conversation next to the corresponding person.
 - one of his suppliers
 - someone he meets for the first time
 - a friend from the same line of business
 - someone who worked with him before
 - someone he recognizes from the past

Speaking

- 1 You have just attended a conference. Drinks are now being served. What could you say to the other person in the following situations?
 - 1 You have been introduced but you cannot remember their name.
 - 2 You need to end the conversation.
 - 3 You think you recognize the person but you are not sure. It must have been a long time ago.
 - 4 The other person keeps on calling you by the wrong name.
 - 5 The other person's glass is empty.
 - 6 You would like to sit down and invite the other person to join you.

Language box

There are several meanings of *used to*.

Used to + infinitive indicates a past habit. It also explains something that existed or happened in the past but which is different now. This structure only refers to the past:

I **used to** live just outside Paris.
(= I don't live there now)

There **didn't use to be** so many problems.
(= there are lots of problems now)

To be used to + gerund / noun / pronoun expresses that somebody has experience of something and this is not unusual for them:

He's **used to** speaking in public
(= he has experience of this)

She's **used to** American coffee now but she couldn't stand it at first. (= she regularly drinks American coffee)

Hint

Phrases or expressions beginning with the word **How** are frequently used when making small talk:

How's life / business / the family? (general interest)

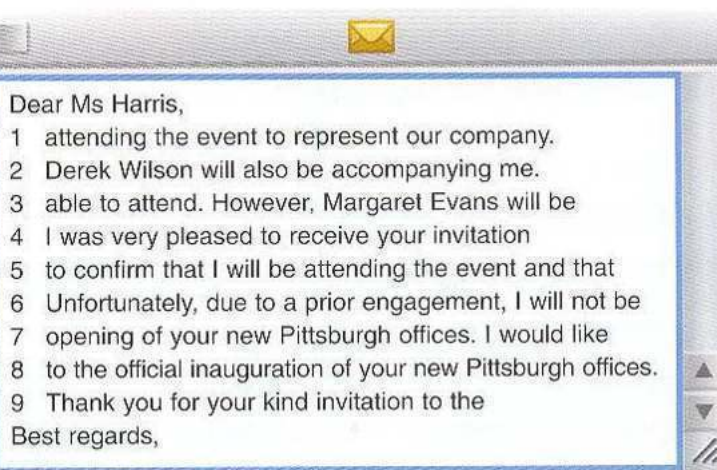
How are things? / How's it going? / How are you doing? (starting the conversation)

How about a drink / lunch tomorrow / dinner sometime? (inviting)

These expressions are all quite informal.

Writing

- Two people receive the invitation from Axen in Expressions. Their email replies are mixed up below. Read the different lines of the two emails, one accepting and the other declining the invitation, and rewrite the two emails in the correct order.



Dear Ms Harris,

- 1 attending the event to represent our company.
- 2 Derek Wilson will also be accompanying me.
- 3 able to attend. However, Margaret Evans will be
- 4 I was very pleased to receive your invitation
- 5 to confirm that I will be attending the event and that
- 6 Unfortunately, due to a prior engagement, I will not be
- 7 opening of your new Pittsburgh offices. I would like
- 8 to the official inauguration of your new Pittsburgh offices.
- 9 Thank you for your kind invitation to the

Best regards,

- You have received the same invitation. Axen is an important client. Unfortunately, you can't go. Write an email explaining why and giving the names of two people from your company who will be going in your place.

Look

Look at listening script 22.1 on pages 130–131. Find more examples of *used to*.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

1 1
2 2
3 3

Things to remember

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To *get used to* + gerund / noun / pronoun expresses the process of adapting to a new situation:

I can't **get used to** having dinner so early.
(= it is still difficult for me to adjust)

They **got used to** the euro very quickly.
(= they became familiar with the new currency very quickly)

To *be / get used to* doing something can express the past, present, or future:

It was difficult for him because he **wasn't used to** making his own decisions.

He's going to **get used to** our way of doing things. (= this will be familiar to him in the future)

How to tell a story

In this lesson you will learn expressions for telling and listening to anecdotes.

Starter

- 1 Put the lines in the correct order to make an anecdote. The first line is done for you.
 - a _____ whose name I didn't catch.
 - b _____ because I thought he was an assistant.
 - c _____ It was about a month later.
 - d **1** On my first day at work.
 - e _____ including a guy doing some photocopying.
 - f _____ the 'photocopying guy' kept saying hello.
 - g _____ Afterwards, whenever I saw him.
 - h _____ I was introduced to lots of people.
 - i _____ when I realized he was the CEO!
 - j _____ I didn't pay too much attention at the time.
- 2 Can you remember your first day in your current job? What was it like? Did anything unusual happen?

Expressions

- 1 Listen to three colleagues talking about their first day at work and decide whether the following sentences are true (T) or false (F).
 - 1 Roberto's story took place when he was a student. _____
 - 2 Roberto deliberately threw a drink over the owner's son. _____
 - 3 The owner's son was very angry. _____
 - 4 Linda quickly found a job in the legal industry. _____
 - 5 She had to take some files into court. _____
 - 6 The shredder caught fire. _____
- 2 Which situation do you think was the most embarrassing and why?
- 3 The listeners to the anecdotes used some expressions to show interest. Which two of the following **didn't** they say? Listen again to check your answers.
 - How come? • You must be joking!
 - That's great! • What a nightmare!
 - No wonder! • How embarrassing!
 - Go on! • What happened next?
 - Shame!

Speaking

- 1 Use the prompts below to tell your teacher a story. Try to use language from **Expressions** and the **Language box**.
 - job interview
 - prepare by learning about company / buying a new shirt
 - take wrong bus
 - take another bus
 - arrive late
 - interviewer friendly
 - interviewer seems to like shirt because looks at it often
 - interview goes well
 - go home after interview
 - see a large coffee stain on front of shirt

Language box

The past simple describes completed actions in the past and past states:

We had to make twenty people redundant last year.

Our previous factory was really old-fashioned.

When telling a story we use the past simple to show a sequence of events which happened one after the other:

I took a deep breath, smiled at the audience, and started to speak.

The past continuous describes actions in progress at a particular time in the past:

In the early 90s I was studying economics at university.

Hint

When telling stories we can use the present simple and present continuous tenses in order to make the story more lively and dramatic:

So, I'm sitting at my desk, writing an email, when suddenly I hear this huge bang and all the lights go out!

Writing

- 1 Write an email to a friend telling them about the bad day you had at work yesterday. Use the pictures to help you write your story and try to use language from **Expressions** and the **Language box**.



- 4 Match the expressions used by the storytellers to their functions.

I'll never forget ...	showing that something was an accident
To cut a long story short ...	introducing an anecdote
I didn't do it on purpose.	introducing the final (and worst) event
It wasn't my fault.	introducing an obvious statement
Needless to say ...	blaming someone else
That wasn't the worst of it.	introducing something new and surprising
Little did I know ...	introducing a summary
To top it all ...	introducing something even worse



Look

Look at listening script 23.1 on page 131. Find more examples of past tenses.

We use the past continuous with *when*, *while*, and *as* together with the present simple to show that one event happened while another was in progress:

My boss walked in as I was talking about him to my colleague.

While our company was expanding we took on several new employees.

The past perfect shows that an action took place before something else in the past:

When we arrived, the meeting had already started.

The past perfect continuous describes actions in progress before another event in the past:

Security was improved because a member of staff had been stealing company products.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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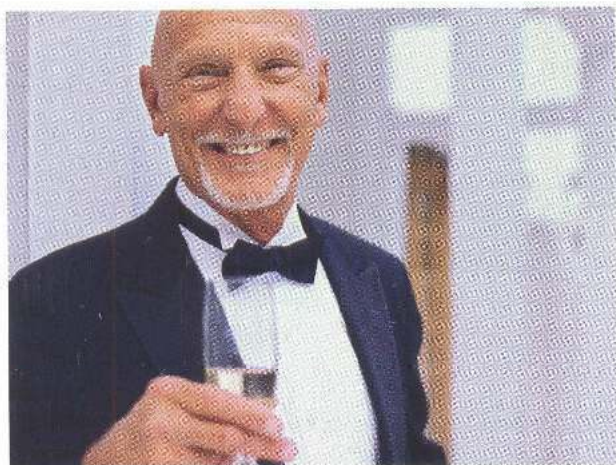
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How to host a formal event

In this lesson you will learn useful phrases for welcoming, introducing, and thanking guests.

Starter

- 1 Have you ever attended a formal event? How comfortable did you feel? How was it different from an informal event you attended?
- 2 Have you ever hosted a formal event? What was it like?
- 3 What do you wear when you go to a formal event?



Expressions

- 1 Richard Glass is director of the La Fontaine Festival of French Film in London. It is the opening night, and he is hosting a reception for the sponsor. Listen to the extracts and answer the questions.
 - 1 What is the sponsor's line of business?
 - 2 How long has the sponsor been associated with the festival?
 - 3 What are the jobs of these people:
 - a George Potter?
 - b Stephanie Abbott?
 - c Didier Ouvrieu?
- 2 Change the words in **bold** to correct the expressions.
 - 1 I'm **delight** you could make it this evening.
 - 2 We're very **fortune** to be able to use ...
 - 3 I'd like you to **meeting** Stephanie.
 - 4 It's an **honourable** to have such a successful partnership.
 - 5 I'd like to **introduction** you to George Potter.
 - 6 It's my very great **please** to have you all here this evening.
 - 7 I'd like to **extension** a warm welcome to ...
 - 8 I'd like to express my **heart** thanks to our sponsor ...

Speaking

- 1 You have just finished hosting an event for sponsors held at a major art gallery in the city. The venue was perfect for the number of guests, the food was delicious, and the gallery owner went out of his way to make the evening a success. All the guests complimented you on an excellent evening. Thank the gallery owner (your teacher).



Language box

We use focus adverbs to highlight key information. The position of the adverb can change the meaning of the sentence:

I've got **just** the present for you.
(= the present is perfect for you)

I've got the present **just** for you.
(= it's for you, and no one else)

Damien worked **only** on the lighting.
(= he didn't work on anything else)

Only Damien worked on the lighting.
(= no one else worked with him)

There is **at least** one distributor interested.
(= a minimum of)

At least there is one distributor interested.
(= fortunately, happily)

Hint

Make a polite and enthusiastic invitation by stressing the auxiliary verb.

You will be coming along, won't you?

You must come along to the premiere!

- 3 Match the expressions in 2 with the functions below.

welcoming people ☒ ☐

introducing people to each other ☐ ☐

saying how pleased you are ☐ ☐ ☐

thanking ☐

- 24.1 o 4 Now listen again to check your answers.

- 5 The expressions in 2 are all formal. How could you express them less formally?

- 6 Read this extract from the first dialogue. Why does George change the topic of conversation? What does *incidentally* mean?

Richard Without a sponsor of your calibre, a festival such as this just wouldn't happen. It's an honour to have such a successful partnership.

George Well ... ! Incidentally, how's the festival selling?

Writing

- 1 Use the prompts below to write a formal invitation.

have the honour of inviting / a dinner / to be held / Kensington / High Trees Hotel / 19.30 / Saturday 16th February.

celebrate fifteen years' collaboration / partners from Milan, designers Gianni Fanone.

also my pleasure / inform you / the reception / hosted by His Excellency the Ambassador of Italy.

- 2 Your company is hosting an event to celebrate the opening of your new, expanded offices in the city centre. Write a formal email to invite guests (e.g. key clients, the media) to the event. Use your notes below.

Date - Friday, March 15th

Venue - The London Eye

(note: bring ID for security)

18.30 - drinks and canapés

Partners / spouses also invited

You might **even** meet someone famous.
(= there's a small possibility of meeting someone famous)

Even you might meet someone famous.
(= it's unusual for you to meet famous people)

Look

Look at listening script 24.1 on pages 131-132. Find other examples of phrases using focus adverbs.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

How to gossip

25

In this lesson you will learn useful language for passing on information informally.

Starter

- 25.1
- Listen to two short dialogues and answer the questions.
 - What is the subject of each conversation?
 - Is this information necessary for the speakers' work?
 - How would you define *gossip*? Is there a lot of gossip in your workplace?



Expressions

- 25.2
- Listen to four dialogues where colleagues talk about gossip and answer the questions.
 - Why did Juan and Christa argue?
 - Why do the speakers think Mike is in charge of the new project?
 - Why is Sarah being laid off?
 - Why was Tony's expenses claim high?
 - Listen again and complete the table. In each dialogue, how does the person introduce the gossip? How does the listener show interest?

Introduce gossip

Show interest

Dialogue 1

Dialogue 2

Dialogue 3

Dialogue 4

Speaking

- 25.3
- Listen to the conversation between two of your colleagues: a workplace trainer and his manager.
 - Imagine you overheard this conversation and now want to pass on what you heard to another colleague of yours. Role-play the situation with your teacher.
 - You want to pass on some gossip. Tell your colleague (your teacher) the gossip below. Add details to make it sound interesting.
 - Your office will be relocated.
 - Two of your colleagues had a row at the Christmas party.
 - One of your colleagues has just bought a very expensive new car.

Language box

As gossip often involves passing on information from someone else, reported speech is frequently used. Remember the main rules of reported speech. The tense usually changes (one step back):

The company is closing down. → The director said that the company **was** closing down.

I've been working here for three years.

→ She said she **had been** working there for three years.

We'll finish the research.

→ They said they **would** finish the research.

The tense does not change in the second and third conditional and in sentences with *I wish*, etc.:

If Ken **showed** more enthusiasm, he **might** get promoted. → Beryl said that if Ken **showed** more enthusiasm, he **might** get promoted.

Hint

There are many phrases used to show that the information passed on is confidential.

Between you and me she's handed in her notice.
We'll be able to take you on next month – but this information is off the record at the moment.

Hint

Remember that word order changes in reported questions.

What time will you finish work? → He asked me **what time I'd finish work**.

Not ~~He asked me what time would I finish work.~~

- 25.2 3 Correct the mistakes in the sentences. Then listen again to check your answers.

- Dialogue 1 Juan had phoned the client when Christa was on holiday.
Dialogue 2 Mike's going to be in charge of the new department.
Dialogue 3 Pete practically begged Sarah to stay and offered her overtime.
Dialogue 4 After Tony's last trip the boss had said his expenses were fine.



Writing

- 1 You receive the following email from your former colleague, Kelly, who you are still on friendly terms with. Write a suitable reply telling her what has been happening at work since she left. Try to use language from **Expressions** and the **Language box**.

Hi!

Thought I'd drop you a line as I have a quiet moment in the office.

I can't believe it's already two months since I left! Time's been flying by and I feel like I've been here forever. It's quite a different set-up from the old place, but everyone's really friendly and I usually have lots to do to keep me busy. I do miss my old job and colleagues though. Hope you're all well, and surviving without me! ☺

So, what's been happening there? Any news? Write and tell me all the gossip – especially about Jack and Anna! And about the supposed changes we were always hearing about.

We must get together for a coffee as well, when you have time. Well, better get back to work. Hope to hear from you soon.

All the best,
Kelly

The tense does not change if the fact is still true or reported soon after the direct speech:

Costs **are** too high

→ The boss said that costs **are** too high.

We can use a reporting verb rather than repeating the message word for word:

Heikki said that he **wouldn't** leave.

→ Heikki refused to leave.

The suppliers said that we **broke** the vases.

→ The suppliers accused us of **breaking** the vases.

Look

Look at listening scripts 25.1 and 25.2 on page 132. Find more examples of reported speech and reporting verbs.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

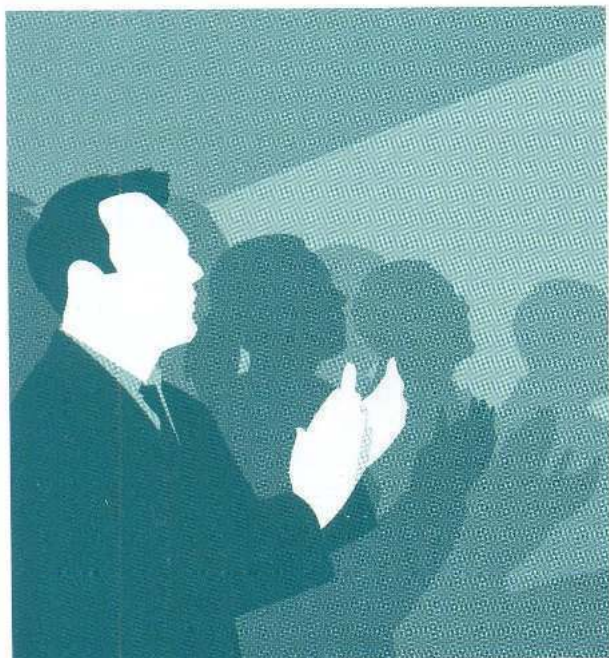
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How to make a speech

In this lesson you will learn language for making a short speech at a social function.

Starter

- 1 When did you last hear a speech? Who gave it? What was the occasion?
- 2 In your opinion, what makes a good speech?



Expressions

- 1 Arrow Holidays is a travel agency in the south of England. The agency always organizes a dinner for branch managers at the end of their peak season. Helen Willis, the managing director, makes a short speech before the dinner. Listen to the first part. What's the first point she makes?
- 2 Listen to the second part of her speech. Mark the sentences true (T) or false (F).
 - 1 Arrow Holidays had made a mistake with some flight reservations. _____
 - 2 Part of Deborah's job is to accompany holiday-makers to the airport. _____
 - 3 Helen admires the way Deborah handled the situation. _____
- 3 Listen again to the second part of Helen's speech. Number the words in the order Helen mentions them, and then retell the story.

- | | |
|---------------------|--------------------|
| a 1 Mallorca | g _____ agent |
| b _____ Heathrow | h _____ notified |
| c _____ overbooked | i _____ such short |
| d _____ appreciated | notice |
| e _____ gate | j _____ lose |
| f _____ all of | one day |
| Saturday | |

Speaking

- 1 Describe to your teacher the different social or professional occasions when speeches are made in your country.
- 2 You are a manager in a large company. Your assistant, Mae Itou, is leaving the company to start a new job. Study your notes below and then make the speech at her farewell party.

Mae - joined company 11 years ago
 First laboratory technician / assistant 5 years ago
 Pleasant, hard-working / excellent colleague
 Important role in new product development - last 2 years
 Sorry see her leave / wish all best new job
 Gift / company + thank / propose a toast

Language box

The modal verbs *must*, *could*, *might*, and *should* are used with *have* + past participle to express several different concepts about the past.

Must is used to express a logical deduction about a past action or event:

He finished all the work in just three hours.
 He **must have worked** quickly.

Note the opposite of *must* in this sense is *couldn't* (or *can't*):

They **couldn't have delivered** the documents yesterday. The office was closed.

Could (or *may*) is also used to express a possible reason or cause of a past action:

The damage **could (may) have been** the result of poor maintenance. (= strong possibility)

Hint

We sometimes add and stress the word **well** after **could** or **might** to emphasize the possibility of something in the past:

He could well have forgotten the meeting.

(= it's very likely that this has happened)

The documents might well have got lost in the post.

Writing

- 1 You work in HR and one of your jobs is to choose the 'Employee of the Month' and then present the award, making a short speech. Look at the extract from the email recommending someone for this award.

Last Friday we received a complaint from a client about delivery of the wrong components. Normal procedure is to send the correct components the next working day – in this case the following Monday. Instead, Jean stayed on until 21.30 on Friday getting the order ready. On the Saturday morning (in his free time) he drove his own car 100 km to the client's factory and made the delivery before 9.00. The client has since promised to increase his orders.

- 2 You decide to choose Jean as 'Employee of the Month'. Prepare some short notes for your speech using information from the email.
- 3 You feel nervous about making the speech from your notes. You decide to write out your short speech to thank Jean for what he did, using language from **Expressions** and the **Language box**.

Look

Look at listening script 26.2 on page 133. Find and underline examples of phrases using modal verbs with **have + past participle**.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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- 26.1
26.2
- 4 Put the following words in the correct order to make expressions that Helen uses in her speech. Then listen to the complete speech again to check your answers.

Extract 1

- 1 just / attention / a / have / could / your / second / for / I?
- 2 try / be / I / brief / can / to / as / I'll / as.
- 3 company / congratulate / the / behalf / you / like / all / on / I'd / to / of.
- 4 bear / while / with / please / short / for / me / a.

Extract 2

- 5 as / saying / was / well / I
- 6 bring / an / speech / to / end / so / my / to.
- 7 being / and / you / patient / so / attentive / thank / for / everyone.
- 8 I'd / proposing / like / toast / by / to / end / a.

Might (or may) is used when there is more doubt or uncertainty:

Who knows what **might have happened**?
(= number of possibilities)

They **may have phoned** when I was out.
(= I have no idea if they did)

Should is used to express an event that was scheduled but didn't happen:

They **should have been** here hours ago!

or when a possibility existed but wasn't taken advantage of:

She **should have asked** for help earlier.

or when something happened which is difficult to understand:

There **shouldn't have been** any problems with the installation. It's usually easy.

How to show someone round

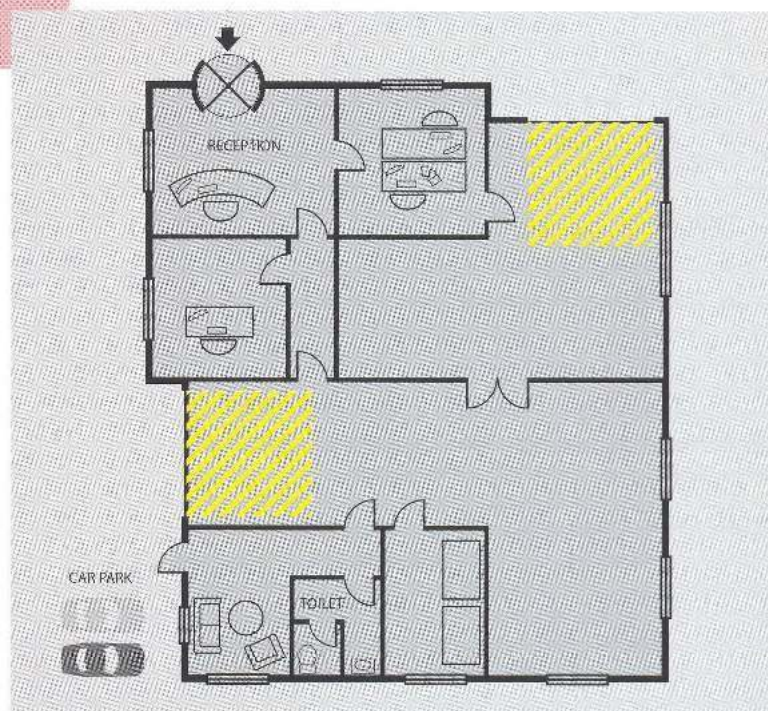
In this lesson you will learn how to guide a visitor round your workplace.

Starter

- 1 When you visit someone else's workplace, do you like being offered a tour round or not? What can you gain from going on such a tour – and what might be the negatives?
- 2 Here are some tips from a management course on dealing with visitors. Complete the tips.
 - explain _____
 - present _____
 - introduce _____
 - ensure _____
 - establish _____
 - show _____
 - answer _____

Expressions

- 1 Two important suppliers are visiting the offices and warehouse of Boogie-Woogie Babies, a nationwide distributor of baby goods. Listen to Bob Senko, who is showing them round. Starting at Reception, draw a line to mark the route they take and label the locations they visit.



Speaking

- 1 If your lesson is in your place of work:
 - show your teacher round. Where appropriate, describe locations, introduce people, and explain what is happening.
- If your lesson is somewhere else:
 - draw a map of your workplace, but don't label any of the locations. Imagine you are showing your teacher round. Point at places on the plan as you talk about them.

Language box

A noun phrase is a piece of language that acts as if it was a single noun. They are widely used in English. To check if something is a noun phrase, see if it can be substituted with a pronoun. In these examples, the underlined section can be replaced with the pronoun in brackets at the end:

I don't know where the person who usually sits in that chair has gone. (= he)

Go through the small green door at the end of the corridor and ask to speak to Suzy. (= it)

Noun phrases can be surprisingly long:

I'd like to introduce you to the people who have been working very hard over the past six months to ensure that today's event would be the great success it has been. (= them)

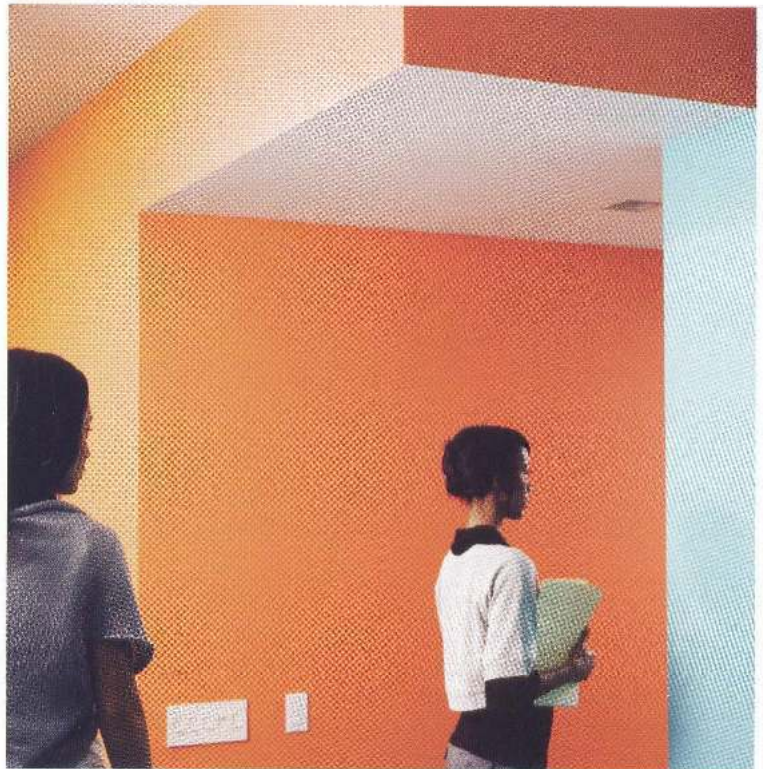
Hint

To introduce colleagues in a positive way, use expressions such as these:

I really don't know what we'd do without her.
He's the man who single-handedly keeps the company running.
She's a real asset.

Writing

- 1 You have been asked to write the script for a self-guided audio tour of a business location you know well. (The script will be read by a well-known actor!) Prepare the script, remembering to include clear instructions so that the user knows where to go, when to turn, and so on.



- 27.1
- 2 Which of the following strategies does Bob use during the tour?
 - 1 Explaining what is in a location using *We have ... here*
 - 2 Drawing visitor's attention to what is in front of them with *As you can see ...*
 - 3 Mentioning potentially embarrassing locations with *Oh, by the way ...*
 - 4 Asking politely if his visitors want to see more with *I wonder if you'd like ...*
 - 5 Introducing key information with *In fact, ...*Listen again to check.
 - 3 Put the words in the correct order to make some of the expressions that Bob uses to guide his visitors round.
 - 1 start / here / we / as / our / well / tour / might.
 - 2 the / with / Nestor / share / through / is / straight / office / I / here / main.
 - 3 at / the / back / through / a / door / and / there's / to ... / directly
 - 4 corridor / to / if / get / went / we'd / back / Reception / that / short / we / down.
 - 5 first / here / over / come / let's.
 - 6 over / need / the / it's / you / just / if / toilet / here.

Noun phrases can contain other noun phrases within them. For example, in the sentence:

We met a very helpful senior manager who knew all the answers about the proposal we were interested in. (= him)

there are also the noun phrases:

all the answers about the proposal we were interested in (= them)

and:

the proposal we were interested in (= it)

Look

Look at listening script 27.1 on page 133 and find examples of noun phrases with eight or more words. What pronoun could you substitute for each one?

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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28

In this lesson you will learn telephone phrases for finding someone who can help.

Starter

- 1 How would you go about finding the following items? What means of searching would you use (e.g. the Internet, telephone, friends, colleagues, an online auction, online shops, a flea-market)?
 - a second-hand digital piano
 - an interpreter to translate to a rare language, e.g. Gujarat or Latvian
 - a samovar
 - someone to assess costs on installing solar panels at your office
 - a marquee
- 2 Have you ever had to find something unusual? How did you go about it?

Expressions

- 1 Canners, an advertising agency, is putting together a series of internet advertisements for Fame Foods, which has recently opened a branch in Prague. Alison Hill, an account manager at the agency, is phoning casting agencies to try to find a native speaker of Czech with good English. Listen to three short dialogues. What response does each person give?



Speaking

- 1 Choose one of the items from Starter. Phone around to try to get hold of it using phrases from Expressions and the Language box to help. You may need to make several phone calls! Your teacher will play the other roles.

Language box

Short adverbs of time usually come before the main verb:

The meetings **invariably** take much more than an hour. (= always)

I can **rarely** cross the bridge easily in rush-hour. (= not very often)

Adverbial phrases are usually placed at the beginning or end:

Try to get hold of James. **In the meantime**, I'll phone Alex. (= while you do that, usually front position)

We get enquiries from abroad **every so often**. (= sometimes)

Once in a while I get home before 6. (= not very often)

Hint

The following phrases help establish contact with someone you're phoning for the first time:

I got your number from Smith Casting.

I was put on to you by a colleague of mine.

I gather you deal in wines from South America.

Hint

Actually is a 'false friend' in some languages and means **in fact**, or is used to introduce disagreement. It does not mean **now** or **currently**.
Actually, if I can correct you there – I'm based in Boston, not New York.

- 28.1 • 2 Listen again to the dialogues. Write down the phrases which include the following pairs of words.

- 1 understand / specialize
I understand you specialize in accents.
- 2 wonder / help
- 3 trouble / find
- 4 number / Smith casting
- 5 you / bear
- 6 sure / right
- 7 try / hold
- 8 advise / else
- 9 suggest / phone
- 10 hope / help
- 11 right / think

- 3 Now match each expression in 2 with its function below.

introducing and clarifying what you want

☒ ☐ ☐

asking for help politely / indirectly

☐ ☐ ☐ ☐

explaining where you got the contact from

☐ ☐

encouraging the other person to listen

☐ ☐

Expectation adverbs and phrases – *as yet* and *so far*, *not any more* / *not any longer* – are used to relate something within a time period. Notice the position in each case. *As yet* is usually used in negative sentences:

They haven't got back to me **as yet**.
(= up until now)

As yet, there are only two applicants.

We haven't **as yet** told her the details.

So far no one has applied. (= up until now)

Ten colleagues have signed up **so far**.

Only Carol **so far** has filled in the form.

I don't work here **any more** / **any longer**.

Writing

- 1 You have been trying to get hold of a laptop battery for your boss. He needs it before his trip this weekend. You have already phoned a number of places, including two shops, the manufacturer, and a private dealer, but without success. Write an email to your boss to explain your progress so far.



Look

Look at listening script 28.1 on pages 133–134. Underline examples of adverbial phrases. In each case, check the position of the adverb. Could it be placed elsewhere in the sentence?

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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3

Things to remember

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How to make conference calls

In this lesson you will learn how to organize and take part in conference calls on the telephone.

Starter

- 1 Match the beginnings (1-5) and endings (a-e) of these guidelines for hosting a conference call. Which ones do you think are most helpful?
- 1 Set a clear agenda beforehand and ...
 - 2 If there are more than five people in the call, ask them to announce who they are every time they join in ...
 - 3 Give one person the job of 'monitor' to keep a record of what people say and ...
 - 4 As host, make sure everyone has an equal chance to take part and ...
 - 5 Consider running a conference call during which people are also online ...
- a try not to let one or two people dominate.
b ask people to familiarize themselves with it.
c to remind people of topics that have been raised but not dealt with.
d so that key documents can be viewed and discussed.
e so that others know who is speaking.

Expressions

- 1 David Grade is a senior executive with Courierwise, a large mail delivery company. He is about to host an international conference call. Listen to the start of the call and write down where all the speakers are.

David _____ Marisa _____
Manu _____ Brad _____

- 2 Complete the sentences (1-6) with the words below. You will need to find the correct position of each word. Listen again to check your answers.

call speaking fully item
briefly technical

- 1 Before we move on to the main agenda, could I ask everyone to introduce themselves, please?
- 2 The usual reminder: please remember to say your name whenever you start.
- 3 Can I just check if there are any problems?
- 4 And whatever happens, please don't put this on hold.
- 5 During the call, I'd like you to keep a note of any topics that have been raised but not discussed or answered.
- 6 Let's start with one on the agenda.

Speaking

- 1 Role-play a conference call for three people. You are the host. Your teacher will play the other two roles. Before you start, decide together:
- which company is having the conference
 - what the main topic of the call will be
 - who the participants will be
 - what the viewpoints of the participants are.

When you are ready, start the conference call. Try to use language from **Expressions** and the **Language box**.

Language box

Whoever and *whatever* are used to talk about people or situations when we do not know exactly who or what is being talked about. They are also used when it does not matter what specifically is being talked about:

Whoever takes over Larry's job has got a lot of work to do.

Whatever the boss thinks, I think we did well.

Whenever can mean *every time*:

I get nervous *whenever* he checks my work.

Whenever also means *at a time of your choosing*:

Whenever you're ready, please come for a chat in my office.

Hint

When answering the phone to an unknown caller, it is normal to say who is doing the answering:

Pedro speaking.

Hello. Pedro here.

Pedro.

The speaker in this last example may come across as confident and busy, but also a little impatient.

Writing

- 1 A friend in another country has written you an email saying that he has been told to host an international conference call tomorrow. He is worried because he's never even taken part in a call of this kind before. Write a reply giving him advice and suggesting some things he can say and do.



Look

Look at listening scripts 29.1 and 29.2 on page 134. Find more examples of *however*, *whatever*, *whenever*, and *whoever*.

However can indicate that the quantity of something makes no difference to a situation:

However many folders we buy, it's never enough.

However can also mean *in any way*:

However she does it, I'm sure it'll look great.

You can use *-ever* words to make a question sound more emphatic, more surprised, or more curious. For example, *Whatever ...?* and *However ...?* are similar in meaning to *What on earth ...?* and *How on earth ...?*:

However did they win that contract?

Whatever was he doing in the office at that hour?

Lesson record

3 new words

from this lesson

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3 useful phrases

from this lesson

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2

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Things to remember

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30

In this lesson you will learn how to help someone who is having problems using equipment.

Starter

- 1 Are you the kind of person who loves learning how to use a new gadget – or the kind that prefers to have things explained to them?
- 2 Look at the pictures of the three items of equipment. Think of five key words per item which you would need in instructing someone how to use them. Are any of the words the same between items?



Expressions

- 1 Three people are getting help with some equipment. Listen and find out what the equipment is and what they learn to do.
- 2 In 1–4 below, the words from two separate instructions from the dialogues have been mixed together. Put the words in the correct order to find the original instructions. In each case you have been given the first words.
 - 1 about / 'Options' / for / five / them / seconds / the / menu / down
Hold _____
Find _____
 - 2 tick / the / third / the / table / card / the / on / box
Place _____
Click _____
 - 3 edge / smoothly / the / the / front / 'Administrator' / of / the / over / the / card / PDA / button
Roll _____
Choose _____
 - 4 back / when / me / what / it / in / get / exactly / happens / you
Bring _____
Tell _____

Speaking

- 1 Take out an item from your bag or pocket (e.g. your mobile, a laptop, a calculator, a music player) and pass it to your teacher. Explain carefully how to use it. (To make it more challenging, go to another room and give the instructions by phone or sit back to back.)

Language box

If you *happen to do something*, you do it by chance without planning:

I happened to see their chief negotiator in the cafe.

The expression *I happen to* is used with verbs like *know*, *believe*, *consider*, etc. to give a strong personal opinion:

I happen to think that this policy is completely misguided.

That happens to be ... and *As it happens* are used to give contrasting, surprising, or shocking information. They are often used as a reply when you are upset or want to disagree:

A What an ugly car.

B *That happens to be mine.*

A As usual, no one has a copy of the agenda.

B *As it happens*, I do.

Hint

Use **only** (and stress it) to emphasize how surprisingly lucky someone has been.

Would you believe his luck? He **only** got promoted!

She **must** have written a good tender.

She **only** won the whole contract!

Writing

- 1 Choose one piece of office equipment that you regularly use (e.g. a photocopier, a scanner, an electronic hole punch). Write a notice to place near the equipment telling users what to do if they have three common problems (e.g. for a photocopier: a paper jam, running out of toner, wrong size zoom).



Look

Look at listening scripts 30.1–30.3 on pages 134–135. Find more examples of *happen*.

Whatever happens means 'Although the outcome is unpredictable, it is vital that ...':

Whatever happens, make sure they sign the agreement today.

Use *Whatever happened to ...* to ask about a person that you haven't heard of for a long time:

Whatever happened to Juan? You know – he used to be head of marketing.

These things happen is a fixed expression that means 'Don't worry about it – because there is nothing you can do about it':

A I thought my report was quite good – but she said I need to rewrite half of it.

B *These things happen!*

Lesson record

3 new words

from this lesson

3 useful phrases

from this lesson

1

1

2

2

3

3

Things to remember

How to be concise in an email

31

In this lesson you will learn how to make your writing briefer.

Starter

- 1 How does your company recruit executive level staff? What are the pros and cons of using a recruitment company?



Expressions

- 1 Look at the first and second drafts of Brookner Search's e-newsletter. What is the purpose of the email? Which draft is more effective and why?

Subject: Would you like to reduce staff turnover?

Read on for our top tips on how to retain employees.

- 1 It's important that you are ready to listen to your employees' ideas at any time. The companies which have staff who are more satisfied are the ones who do so.
- 2 Be sure to match your competitors' salaries or to better them. One of the activities of Brookner Search is the provision of salary survey information.
- 3 Offer real opportunities for the development and promotion of employees, including future plans for succession which are realistic. It's usually some kind of development which is valued more by employees than remuneration.
- 4 Ensure that the person who's best for the job is hired in the first place – Brookner Search has a successful past history of matching candidates to vacancies at an executive level.

We've already reserved our place at the Recruitment fair. If you haven't already done so, reserve yours now! The function of Brookner Search is to deliver and retain the best individual candidate for each position.

Practice

- 1 Rewrite this email to make it more concise.

Dear Sir / Madam

I read with interest your newsletter – received via email. Although our company is small in size, we currently have various different positions which are vacant. It is the most senior level candidates which need to be selected most carefully.

A number of search companies have been used by our company but we are not fully satisfied with the company we are using currently. I believe the search company should focus more on our corporate culture, but they don't seem to focus more on our corporate culture.

I would like to have a meeting with you to discuss how you can help us with our recruitment and with our retention.

Faithfully

Jeroen Verwoert

Language box

We use substitution to avoid repeating words or phrases.

One and ones are used instead of countable nouns:

Brad usually writes good newsletters, but this one (= this newsletter) is quite poor.

We use *it* to replace a definite, specific object:

Is Brad's newsletter good? I haven't seen it (= Brad's newsletter) yet.

Possessive pronouns are used rather than *my one, his one*, etc., unless there is an adjective before the noun:

This is your calculator. Have you seen mine (= my calculator) anywhere?

The new canteen is much better than our old one. (= our old canteen)

Hint

Avoid using pairs of words which imply each other:
free gift, unexpected surprise, final outcome,
various differences, end result, important
essentials, basic fundamentals

Subject: Reduce your staff turnover!

Read on for our top tips on employee retention.

- 1 Listen to your employees' ideas. The companies with satisfied staff are the ones who do so.
- 2 Be sure to match or better your competitors' salaries. Brookner Search provides salary survey information.
- 3 Offer real opportunities for employee development and promotion, including realistic succession planning. Employees usually value development more than remuneration.
- 4 Ensure you hire the best person for the job in the first place – Brookner Search has a successful history of matching candidates to executive vacancies.

We've already reserved our place at the Recruitment fair. If you haven't already done so, reserve yours now!

Brookner Search delivers and retains the best individual candidate for each position.

2 How are these phrases (1–8) from the first draft expressed more concisely in the second draft?

- 1 Would you like to reduce staff turnover? (subject line)
- 2 It's important that you are ready to listen to
- 3 One of the activities of Brookner Search is the provision of salary survey information
- 4 Offer real opportunities for the development and promotion of employees
- 5 It's usually some kind of development which is valued more by employees
- 6 the person who's best for the job is hired
- 7 vacancies at an executive level
- 8 The function of Brookner Search is to deliver and retain

3 Which of the words in these pairs are unnecessary?

- a future plans
- b past history
- c individual candidate

We use *do* (in the right form) + *so* instead of repeating the same verb and object:

You promised to reply by Friday, but you haven't **done so**.

We can leave some words out (ellipsis) instead of repeating them.

If a subject noun phrase is repeated, we can omit it:

The printer made a funny noise and ~~the printer~~ stopped working.

Look

Look again at the emails in **Expressions**. Find more examples of substitution and ellipsis.

Lesson record

3 new words
from this lesson

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3 useful phrases
from this lesson

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Things to remember

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How to be formal in an email

In this lesson you will learn how to be clear and precise in a formal email.

Starter

- 1 Look at the London souvenirs. Which ones do you think would be more popular with tourists? Can you see problems with any of the products?



- 2 What guidelines do you know for writing a formal email? Are there any common fixed expressions? What should you avoid doing?

Expressions

- 1 Régine Arkady is the director of a souvenir distribution firm in London. Read the two emails and answer the questions.
 - 1 What is Régine pleased and not pleased about?
 - 2 What would Régine like to happen as a result of her emails?

Subject: Prototype for London Eye Souvenir

Dear Mr Da Silva,
Thank you for sending the prototype model for our new London Eye souvenir.
We have now studied it carefully and we would like to send our gratitude for the high quality of your studio's work. We also felt pleased about the speed with which the design was completed. Would you mind if we used this as the free sample that we give away to our potential retailers? Would you also be able to prepare some more items for us? We are thinking about creating a new range of Stratford-upon-Avon souvenirs and have some preliminary design briefs for these. I wonder if your firm would be interested in co-operating on this new project? Please get back to me if this would be possible.

Yours sincerely,
Régine Arkady
Takeaway Memories London Ltd

Practice

- 1 One month later, some of Régine's own customers are unhappy. Here are some notes made by a retailer who has been waiting two weeks for a promised delivery from Takeaway Memories. Write his email.

Ordered 150 Big Ben - fully paid in advance
Delivery promised two weeks ago - is there a problem?
Any new souvenirs? I'd like to expand lines stocked

- 2 Print off three formal emails you sent recently for work. Make changes to improve them based on what you have learnt in this unit.

Language box

It is important to be able to state clear, firm requests, demands, and questions in a formal email without sounding rude.

Sentences with *I would* can make a demand sound less direct. The structure *I would be grateful if you could / would ...* is used to request an action:

I would be grateful if you could confirm that you will rectify this problem.

Would you mind ... is a polite way of introducing a request. It is often used with please and always needs a question mark:

Would you mind sending the email again, please?

Hint

We normally avoid imperatives on their own. The word **please** can soften some requests and demands. **Please assure me that a corrected consignment will be dispatched.**
Not **Assure me that ...**

Subject: Problem with shipment KTK56P

Dear Mr Clarkson,

Thank you for consignment KTK56P of 3,400 items from your factory received Thursday 7th May. We are grateful that the agreed deadline has been met. However, I have to tell you that some problems have been discovered with the shipment.

Unfortunately, one of the product lines is faulty: The 10 cm Big Ben models (reference 237) have not had hands or numbers painted on their clock faces as specified in design brief KG623. In addition, the models do not stand perpendicular but lean at an angle.

As these items are urgently required for the summer tourist season, I would be grateful if you could organize an immediate replacement shipment of the faulty items. Please let me know as soon as they are ready.

I stress that we have been very satisfied with previous orders received from your factory and I want to make you feel certain that we hope to maintain a long-term relationship.

Yours sincerely,

Régine Arkady

Takeaway Memories London Ltd

2 Look at the two emails again and find:

- 1 three different ways that Régine thanks the email recipient
- 2 one way that Régine offers thanks that is conditional on something being done
- 3 one way that Régine enquires if some work is possible
- 4 two ways that Régine asks for a response.

3 When Régine asked a colleague to check her formal English in the emails, he suggested using some of the following verbs: *appreciate, assure, consider, inform, convey, notify*. Replace the words in **bold** in these sentences (1-6) with one of the verbs in the correct form.

- 1 I have to tell you that some problems have been discovered with the shipment.
- 2 We are **thinking about** creating a new range
- 3 We also **felt pleased about** the speed with which the design was completed.
- 4 Please **let me know** as soon as they are ready.
- 5 I want to **make you feel certain** that we hope to maintain a long-term relationship.
- 6 We would like to **send our gratitude** for the high quality of your studio's work.

Make indirect questions with phrases such as *I wonder, Do you know, Could you tell me*, followed by *if / whether* or a question word (*who, what*, etc.):

Could you tell me how much it costs?

I wonder if you could tell me how much it costs.

Look

Look again at Régine's emails in **Expressions**. Find more ways of stating requests, demands, and questions in a formal email.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

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Things to remember

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How to be clear in an email

33

In this lesson you will learn how to make your emails clear.

Starter

- 1 Which of the following features do you use in order to be clear in your emails?
 - useful subject line
 - direct requests
 - bullet points and numbering
 - paragraphs
 - different colours or fonts
 - keeping the subject as close to the verb as possible
 - specific references
 - short sentences

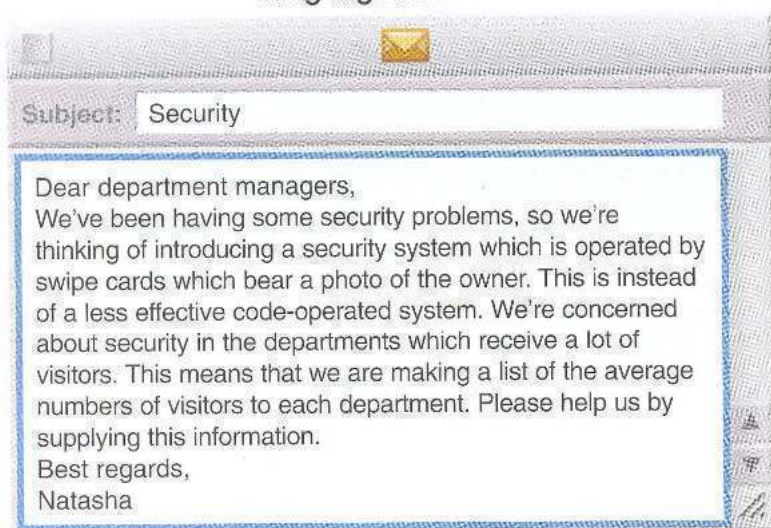


Expressions

- 1 Kazuo Saitou is the regional manager for a supermarket chain. In response to a local supermarket manager, he has written the email on page 69. What do you think Daniel, the supermarket manager, wrote in the original email?
- 2 Complete the email with the phrases below.
as such arising in question referred to
the former in this way in the meantime
rather than regarding the latter
- 3 Rewrite the sentences using the phrases from 2.
 - 1 The member of staff who is being discussed acted inappropriately.
 - 2 I will provide more details in our meeting. Before then, you may like to review the procedures outlined in the handbook.
 - 3 We recommend both scheduled visits and spot checks. Scheduled visits allow stores to show their best side and spot checks keep staff on their toes.
 - 4 We will discuss the matters which came out of the visit in our next meeting.
 - 5 We advise you to provide written instead of oral feedback.

Practice

- 1 Rewrite this email to make it clearer, using the language from Expressions and the Language box.



Language box

Reduced relative clauses make writing more concise. The relative pronoun is omitted and the verb takes the form of the present or past participle:

The man **sitting over there** is our new boss.
(= the man who is sitting over there ...)

If the verb is active, use a present participle (-ing):

The man **working with me in Los Angeles** is Malaysian. (= the man who works with me in Los Angeles ...)

If the verb is passive, use a past participle:

You haven't yet paid for the goods **delivered on 12th November**. (= you haven't yet paid for the goods which were delivered ...)

Hint

To make your email clear, use a subject line which tells the receiver exactly what the email is about. For example: **Corrections to minutes of meeting of 5th May**, rather than simply **Corrections** or **Minutes**.

Subject: Urgent action re mystery shopper report

Dear Daniel,

Thank you for your response to my email ¹ the mystery shopper report. We will discuss the issues ² in more detail at our meeting. ³ I recommend immediate action in three areas:

1 Tidiness and cleanliness

As you are aware, the report described empty boxes discarded in the aisles and staff wearing dirty uniforms. Neither of these is acceptable as they are health and safety issues. ⁴ also impedes the flow of customer traffic around the store, whilst ⁵ damages customer confidence.

You mentioned that the uniforms were dirty because staff had been cleaning the stockroom. Nevertheless, if you see a staff member inappropriately dressed ⁶, you should instruct them to go and change immediately.

2 Customer service

Staff should assist customers looking for particular items by guiding them to the item ⁷ and checking it is the product being sought.

You wrote that this is not always possible but the incident ⁸ in the report actually involved an item located in the next aisle.

3 Items out-of-stock

According to your email, this problem was caused by the supplier going bankrupt and ⁹, was difficult to prevent. You should:

- fill the space left by the missing items with similar products, ¹⁰ leaving empty shelf-space
- instruct staff to advise customers on similar products available

Best wishes,
Kazuo

A present continuous passive can be expressed with *being* + past participle:

We need to cut back on the money **being spent on advertising**. (= we need to cut back on the money which is being spent ...)

Some adjectives can be used after nouns in a similar way:

I'll do everything **necessary** to speed up the process. (= I'll do everything which is necessary to ...)

Look

Look again at the email in **Expressions**. Find more examples of reduced relative clauses.

Lesson record

3 new words

from this lesson

1

2

3

3 useful phrases

from this lesson

1

2

3

Things to remember

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How to check instructions

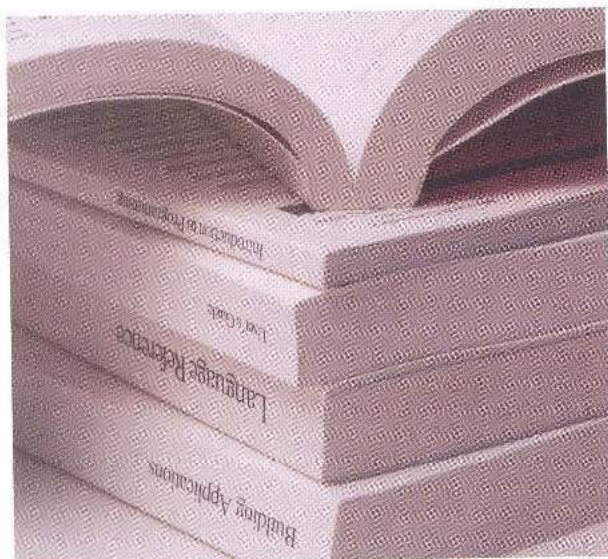
34

In this lesson you will learn useful phrases for checking information that people give you.

Starter

1 If you have a problem using new computer software, do you:

- keep trying until you succeed?
- look it up in a manual or online?
- contact a friend or professional for help?



Expressions

1 Heath works for an American firm of architects. He often has to send images and short video clips to clients. Read the email below. What is the problem? What does Sam suggest?

Hi Heath,
Sorry for the delay, but I've been on the go non-stop since 7 a.m. About the editing: do you mean you can't access the editing program, or that your password doesn't work any more on the RedEye moviemaker site? I don't know how to fix this, as so far only Jimmy has been in on the changeover to RedEye. Unfortunately, he's away until next week. It's probably best if you try online help. It's up to you, but they're usually very helpful.
Sam

2 Heath contacts RedEye's online help. Read their online chat and complete it with the expressions below.

- | | |
|----------------------|----------------------------|
| a Can I just check | g What exactly do you mean |
| b don't see how | h You mean |
| c Have you got that | i You're doing it wrong. |
| d How do I go about | |
| e I can't see how to | |
| f that's the one | |

Speaking

1 What gadgets and equipment have you got around you (e.g. a wireless network device, a laptop, a webcam, a satnav, a DVD player)? With your teacher, each choose a different gadget and a specific function on it. Explain the function so the other person can try to do it. Try to use language from Expressions to check your understanding.

Writing

1 Rewrite these sentences using the phrases in **bold**, keeping the same meaning.

- 1 You don't have to do the training. It's your decision but it'll really help you understand the process.
be up to
- 2 We're not sure how the breakdown happened, but we think it's because of a fault with the software.
be down to
- 3 A Are you sure you understand?
B Yes, I am. It's fine. **be with**

2 Choose one of the gadgets you talked about in **Speaking**. Write instructions for using one of its functions in an email to a colleague.

Hint

When checking instructions over the phone, it's important to let the other person know if you're following (or not!) what they're saying. You can use these short phrases:

Right. / With you. / Got it. (you understand)

Hang on. / Hold on. / Just a sec. (= second) (you need more time)

Not with you. / I don't follow. / I don't get it. (you don't understand)

3 Match the expressions in 2 with the functions below.

asking for clarification ☒ asking how to do something ☐ checking the other person understands ☐
showing you don't understand ☐ telling the other person they have made a mistake ☐

H I don't seem to be able to access the moviemaker software any more. I ¹ it can have gone wrong. Can you help? Heath
RE Hi, Heath. ² by 'access'? What error message did you get?
H 'An error has occurred while accessing the RedEye server'.
RE OK. Have you updated your browser recently?
H Yes, but I think I used the RedEye site since then.
RE OK. Well it's probably down to a bug. Download the program again, and then re-install it.
H ³ I have to start from scratch? That'll take ages, won't it?
RE No – scroll right down the page until you find the EditPro6.11 version.
H OK – so, ⁴ at the end – the 11.9 MB one?
RE Yes, that's it.
H Right – it's now downloading.
RE OK. You'll be asked for a password: RIK – you'll need to change that later. ⁵ ?
H Oh, OK. ⁶ – when will I have to change the password?
RE Don't worry about it yet. OK, where are you up to now?
H I need to open the software. ⁷ doing that?
RE Inside the sub-directory .rik you'll find INSTALL EditPro6.11 SOFTWARE.
H Nothing seems to be happening. ⁸ open it. I'm looking under FILE.
RE No. ⁹ Stick to the .rik directory. It's there.
H Right. I'm with you now. Found it.
RE OK. Run the install program. That's it!

Send

Language box

We can use the verb *to be* in a number of fixed expressions.

Be down to: be a result of / caused by:

There's currently a serious water shortage, which is **down to** the hot weather.

Be up to someone: it is their decision, they decide / choose:

It's **up to** you whether you come or not.

Be with someone: understand someone:

Are you **with** me? (= do you understand)

I'm **not with** you. (= I don't understand)

Look

Look again at the online chat in **Expressions**. Find more examples of phrases using *be*.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

.....

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How to make arrangements

35

In this lesson you will learn how to make and change arrangements for a business trip.

Starter

- David Travis, the technical sales manager of Murray Better Pack Ltd, is on his way to Germany for a short business trip. Look quickly at his schedule. Do you think it's a difficult trip?

INTERPACK TRADE FAIR - DUSSELDORF

Mon 14	17.15-19.45 Flight BA 2314 Manchester-Hamburg (Hotel City Park)
Tues 15	09.00 Visit PlastiBox GmbH 16.00 Meeting with Nicolas Gunther 19.45-20.40 Flight LH0817 Hamburg-Dusseldorf (Hotel Commerce)
Weds 16	INTERPACK TRADE FAIR 18.30-18.45 Flight LH2321 Dusseldorf-London Heathrow 19.50-20.55 Flight BA 108 London Heathrow-Manchester

Expressions

- Read the message David gets from his office when he arrives in Hamburg and answer the questions.
 - Who or what do you think JK Amley is?
 - How will this affect David's original schedule?

MESSAGE

David,

Sorry about these **last-minute** changes but JK Amley needs you to sort out a packing machine they've been having problems with. The arrangements for Tuesday are **as planned** but you're booked on the 19.00 flight from Hamburg to Kassel (LH027), **ETA** 20.10. Is there a hotel in Kassel that you **have a preference for**? I also **urgently** need to know if you want to fly from Kassel to Dusseldorf or rent a car.

Please visit JK Amley early on Wednesday so that you can **get across** to Dusseldorf in the afternoon. Your appointments at Interpack have been **put back** to Thursday. Flight details back to the UK **to follow**.

Sue

Speaking

- You were due to attend an important trade fair next week for your company. You had planned to arrive on Monday morning. This is now not possible and you will not be there until Tuesday afternoon. Your teacher is your assistant and is also going to the fair. Phone and tell your teacher the following information.

Now arriving Tuesday 15.30.

Visit the stand of EBS and speak to Helmut Saaks. Explain my absence.

Arrange meeting with Saaks for me for Tuesday late p.m.

Dinner appointment with our agent for Tuesday is unchanged.

Tell hotel my new plans, cancel room booking.

Language box

There are several cases when sentences can end with a preposition.

Prepositions can go at the end of questions:

What are they complaining about?

Prepositions can also go at the end of indirect questions:

I need to know who the report is for.

The preposition *by* can appear at the end of passive questions:

What was the damage caused by?

Prepositions can go at the end of a relative clause:

He knows some people that I'm working with.

Hint

schedule, timetable, programme, and itinerary are used to express plans:
schedule – a plan of the work you have to do and when you have to do this
timetable – a list showing what time particular events will happen
programme – a plan of actions for the development of something
itinerary – a detailed list showing the different travel arrangements for a trip
 Note: **schedule, timetable, and programme** can also be used as verbs.

- 2 Look again at the message in 1. Can you explain the words in **bold**?
- 3 Read the message that David sends in reply to Sue and answer the questions.
 - 1 Why does David prefer to rent a car?
 - 2 What is he going to try and do on the Wednesday?
 - 3 What does Sue have to do?

MESSAGE

Can you give me more info about the problem? Re: accommodation, book me into the Hotel Crowne. I'll pick up a car at Kassel and make my own way to Dusseldorf. I'll make an early start on the Wednesday and visit JK Amley first thing. Email me the name of the contact I should speak to. I'll try to get away from JK Amley early and drive over to Dusseldorf at midday. I might even have time for a look round the fair. Tell the team I'm hoping to turn up around 16.00.
 David

Writing

- 1 You are on a business trip to Turin, Italy. You had arranged to have dinner on Thursday evening with a friend who lives in Milan – just two hours away. Unfortunately, you have to cancel this arrangement but you could still meet him on Friday. Write an email to your friend, including the following information.
 - Explain the reason for cancelling the appointment.
 - Let him know your plans for this Friday and what time you will arrive in Milan.
 - You have a rented car and will drive to Milan from Turin.
 - Ask your friend to contact you so you can make an alternative arrangement.



Note that in formal situations we can put a preposition before the question word or the relative pronoun:

On which day would you prefer to give your presentation?

That is the product to which we owe our success.

Look

Look again at the emails in **Expressions**. Find more examples of sentences that end with a preposition.

Lesson record

3 new words 3 useful phrases
 from this lesson from this lesson

1 1

2 2

3 3

Things to remember

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In this unit you will learn language to describe your professional skills and work qualities.

Starter

- 1 Number the following selection methods 1-5 according to how effective you think they are (1 = most effective).
 - work-related task (pre- or post-interview; on paper or online)
 - psychometric test
 - telephone interview
 - one:one interview
 - panel interview
- 2 Which of the methods do you think candidates find most challenging, and why?

Expressions

- 1 Beatrix Lang is a 33-year-old economist from Berlin. She has applied for a new job with an international investment bank. The selection process began two weeks ago with a psychometric test and a first interview. Read the extract from the report about her first interview. Then answer the questions.

- 1 What's Beatrix like?
- 2 What doubts do the consultants have?

The candidate is no stranger to pressure or responsibility and can cope well with these. Her potential to come up with ideas and innovation is very strong and she copes well with the more challenging, independent tasks. However, the new post requires considerable expertise at working with international teams and the candidate may find this a challenge as she can be quite demanding and critical. My recommendation is that she be shortlisted but that her networking and leadership skills are assessed at the second interview.

Speaking

- 1 You are going to be interviewed by a consultant for a new job. Recently a colleague was interviewed by the same consultant and she gives you this tip: 'The consultant will give you a minute or so to speak about yourself in relation to some points.' Using language from **Expressions** and the **Language box**, what would you say about your ability to:
 - work in an international environment, with different conditions and practices in different countries?
 - establish clear and reasonable objectives?
 - communicate successfully in a global company with a multicultural staff?
 - motivate an international team?

Language box

The following constructions are important when describing personal qualities.

The combination *find + it + adjective + an infinitive* to express how a person feels about a particular activity or task:

I find it difficult to work with them.

We can express the same idea using a gerund form. In this case, it is not required:

I find working with them difficult.

The adjective can be qualified using *quite* or *rather*. Although these two adverbs mean the same we tend to use *rather* with more negative or critical statements:

*I'm quite reliable. I don't usually forget things.
I can be rather demanding in terms of my expectations of the team.*

Hint

There are several compound adjectives that use an adjective + **-minded**:
She can be very single-minded. (= she only thinks of one thing)
He's a bit narrow-minded at times. (= he doesn't accept other opinions)
I get on well with her. She's very open-minded / broad-minded. (= she accepts other opinions or viewpoints)
My colleague and I are very like-minded. (= we share the same opinions)

Writing

- As part of the selection process for a new job you have been asked to write answers to the following more open-ended questions. Write a maximum of 40 words for each question.
 - What qualities do you have which would make you a successful international manager?
 - Convince us you can adapt to a wide variety of people, situations, and environments.
 - How would you define a 'global company'? Do you think it's possible to be truly 'global'?



Look

Look at listening script 36.1 on page 135 and underline examples of these different constructions.

Lesson record

3 new words from this lesson 3 useful phrases from this lesson

- | | |
|---------|---------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

Things to remember

- 2 Samantha Chapman is one of the senior partners at ATG Consultants. Which two of the following questions is she most likely to ask Beatrix during her interview?

- How long have you been working in the financial sector?
- How would you achieve a good working atmosphere in a multinational team?
- How well do you think you can work under pressure?
- Describe a recent situation in which you convinced a group to do something.

Listen to the extract from the interview and check which questions Beatrix is asked. Do you think that Samantha clarifies the doubts that were mentioned in the report?

- 3 Listen again and number the eleven adjectives which Beatrix uses to describe herself in order. In your opinion, could the adjective that Beatrix doesn't use also describe her?

- | | |
|--------------------|---------------------|
| 1 communicative | focused |
| frustrated | realistic |
| motivated | goal-oriented |
| determined | understanding |
| experienced | demanding |
| enthusiastic | persuasive |

A similar construction is *quite / rather + a / an + adjective + (sort / kind / type) of person*:

I'm quite an independent sort of person.
 (= I'm quite independent)

We can use adjectives to reinforce the meaning of a noun or when we talk about something that is special or unique:

You'll have to help me with this. I'm an absolute beginner. (= intensifying)

Other intensifying adjectives include: *complete, entire, extreme, perfect, real, sheer, total, utter*:

He couldn't give a specific reason for the malfunction. (= restrictive)

Other restrictive adjectives include: *chief, exact, first, main, major, only, principal, sole*.

37

In this lesson you will learn language for discussing new conditions in a business agreement.

Starter

- 1 The Chinese general Sun Tzu in *The Art of War* said that every general needed to know three things before entering into battle:

- know yourself
- know your opponent
- know the terrain

How could this be applied to successful negotiations? Give examples of how you negotiate at home, at work, or with friends.



Expressions

- 1 Mi Tienda de Golf is a Spanish company that imports and distributes golf equipment and clothing from companies in the USA and the UK. Look at the extract from the email that Ricardo Miner, the owner, has sent to his main supplier in the UK, Tom Willis.

- 1 What problem does Ricardo mention?
- 2 When do you think Ricardo will place his next order?

The delay in the shipment of our recent order is unfortunate as we were hoping to receive delivery in time for the International Golf Week in Malaga (24th–28th June). Please do everything you can in future to avoid these delays.

We'll shortly be sending you our order for winter clothing which should be considerably larger than last year's. However, before doing so I'd like to review our present trading agreement. Please confirm when you can visit us in Madrid, preferably within the next four weeks.

Regards,

Ricardo
Mi Tienda de Golf

Speaking

- 1 You have been offered a new job with more responsibility. However, you are not satisfied with the conditions offered. Speak with the HR manager (your teacher) and negotiate a better deal.

	They offer	You prefer
1	no salary increase but performance-linked bonus (up to €30,000 euros p.a)	€15,000 salary increase, rest in incentives
2	generous mileage allowance	company car + expenses
3	flexible working hours + same holidays	guaranteed five more days' holiday

Language box

In negotiations, the first conditional form (*if + present + future*) is used when we are more certain. The second conditional form (*if + past + would infinitive*) is more tentative:

If you agree to the new working conditions, we'll sign the contract tomorrow.

If you accepted 5%, we'd be prepared to negotiate the second point.

There are several ways to express a condition without using an *if*-clause.

A simple conditional with *Suppose / Supposing* + a verb in the present or past tense:

Suppose they don't accept, what will you do? (= if they don't accept ...)

Supposing we increased our order, what would the new price be? (= if we increased ...)

Hint

Use the following expressions in a negotiation when a successful outcome is near:

I think we're getting close.

I think we all agree in principle.

What if we meet in the middle? How does that sound?

I think we've got a deal.

Writing

- 1 You are the HR manager of a large company. You receive this memo from the manager of the after-sales division. Using language from **Expressions** and the **Language box**, and the notes you have made, write a suitable reply.

Memo

The front office staff have requested the following change to their working hours.

Instead of the 30-minute lunch break they have at present most of them would prefer to have one hour and to make up for the extra 30 minutes by either working late or coming in early.

How does this sound to you?

Changes subject to review in three months

All staff must agree to change. OK but always someone on duty to answer phone
Fine but must recover time

Look

Look again at listening script 37.1 on pages 135–136 and find examples of conditional forms.

- 2 Ricardo and Tom meet in Madrid. Listen to an extract from their meeting and answer the questions by completing the table with the necessary details.

- 1 What two issues do they discuss?
- 2 What is the outcome of their conversation?

Issue

Outcome

1

2

Listen to the dialogue again to check your answers. Imagine you are Tom speaking to someone from his company. Explain the details of the new agreement.

- 3 Ricardo describes his second proposal as a *win-win situation*. What exactly does this term mean? Why is his proposal a win-win solution for them both?

The following expressions are used to emphasize that a particular condition must be fulfilled:

We'll pay for insurance **on condition that** you increase the order.

We'd send it express **as (so) long as** you paid for the extra costs

Provided (that) everyone accepts the new conditions, we can sign next week

This would be possible, **providing (that)** they accepted a two-year agreement

We're prepared to accept **but only if** you pay the transportation costs

Unless there's a change in price, we won't accept.

Without a change in attitude, no further negotiation is possible.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

1

1

2

2

3

3

Things to remember

How to talk about best practice

In this lesson you will learn phrases to help you discuss applying best practice.

Starter

- 1 Discuss the following quotes about best practice.

Best practice just means copying the way someone else does something.

Best practice for you isn't necessarily best practice for us.

Following best practice isn't as important as avoiding worst practice.

The key obstacles to the spread of best practice are ignorance, conservatism, and laziness – people are unaware of what others are doing and reluctant to change their way of doing something.

Best practice has to be adapted to corporate and national cultures.

Expressions

- 1 Alejandro Covas, communications director of Unifinancio Bank, is visiting Magda Szwejkowski, his counterpart at PZ Bank in Warsaw, Poland. They are discussing the rebranding campaign due to the takeover by Unifinancio. All the banks in the group should follow best practice of AustBank in Austria. Listen to the three extracts from their meeting and answer the questions.

- 1 What three things is Magda concerned about?
2 How did AustBank manage the rebranding so successfully?

- 2 Put the steps which PZ Bank should take in the correct order. Then listen again to check.

- _____ change the name in the branches
- _____ set up a project committee
- _____ change the logo on documentation
- _____ overhaul the computer system
- _____ launch the media campaign

- 3 What do the following phrases refer to? Listen again to check.

- _____ I have my reservations
- _____ how we go about the process
- _____ benchmark
- _____ they excelled at
- _____ the other key to Austria's success

Speaking

- 1 As training officer, you attend a meeting to discuss best practice in language training at your company. According to your head office, this means online language lessons. Use your notes below to help you discuss the issue with your counterpart from head office (your teacher).

+ Cheaper than traditional training
Flexible schedule

? Staff's computer skills
How to monitor / motivate
Technology needed
Staff prefer to see teacher

Language box

We can use *when* to express a sequence or to show that an event happens at the same time as something else:

I'll email you *when* I have some news.

Sally phoned *when* I was in a meeting.

While and *as* also show that something happened at the same time as something else:

I read over the agenda of the meeting *while* I was waiting.

As Gwen was preparing the agenda, Anton gave her some amendments.

We also use *as* to show that something changes over time in connection with something else:

Your responsibilities will increase *as* you move up the company ladder.

Hint

It is easy to confuse **by** and **until**.

By shows that something will happen at, on, or before a specific point in time:

I'll arrive by 8 a.m. (= I may arrive earlier than 8 a.m. or at 8 a.m.)

Until shows that something continues up to a specific point in time.

I'll be in the office until 5 p.m. (= I won't leave earlier than 5 p.m.)

Writing

- 1 As a sales manager, write a suitable reply to the email using the notes below. Try to use language from **Expressions** and the **Language box**.

- not enough staff in our office
- only deal with two different lines
- useful to do some sales work with trainees before training?

Dear sales managers,

As part of the benchmarking process, the key practices which you should aim to implement as soon as possible are:

- sending quotations within one day
- following up enquiries within one week
- one week's induction training for all new customer service assistants before they start sales work.
- dedicating specific customer service assistants to the different product lines.

Best regards,
Fiona Johnson
National sales director

Look

Look at listening scripts 38.1–38.3 on page 136 and find more examples of adverbials of time.

Lesson record

3 new words 3 useful phrases
from this lesson from this lesson

1 1
2 2
3 3

Things to remember

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.....
.....
.....
.....
.....

- 38.2
38.3
4 Listen to the second and third extracts again and note how the ideas (1–5) are expressed in the dialogue.

- 1 How far should our media planning follow best practice?
- 2 to keep things the same
- 3 to change (two expressions)
- 4 I predict changing the logo will be difficult
- 5 this is only relevant for



Once is similar to *after* and shows that one event is a starting point for another event or situation:

Once we've moved to quieter premises, we'll be able to concentrate on our work.

Since refers to the starting point for something that continues up to now or for a period of time during which something happened:

We've changed our practice since the merger.

We can use *before*, *after*, *when*, and *once* to talk about the future. They are followed by a verb in the present tense or present perfect tense, not by *will*:

Jake will phone you before he leaves.

I'll go home once I've finished the accounts.

In this unit you will learn language for informing another person about a recent business trip.

Starter

- 1 How often do you travel for work? What is the usual purpose of your business trips? What do you usually take with you?
- 2 Describe what makes a business trip successful for you.



Expressions

- 1 Last Thursday Morten Olsen left on a business trip to Taoyuan City in Taiwan, to visit Sonjang Electronics, a potential supplier of components for his firm. He sends his boss Sheila the following message. Check you understand it.

MESSAGE

Arrived back ok. Trip v interesting. No big probs
quality ok only 2 or 3 doubts. Meet thurs @ 16.00? In
manchester 2moro. Pls fone + confirm. M

- 2 Some people use a '+ - ?' approach when they have to make a report. + for positive points, - for negative ones, and ? for doubts or points of interest. Listen to an extract from the meeting between Morten and Sheila and classify each point accordingly.

shipment	small orders
trademark	pricing policy
competitors	production schedule

Listen to the extract again to check your answers. Then give your teacher a brief summary of what Morten said.

Speaking

- 1 You have just visited TK GmbH, a possible new supplier in Germany. Invent your own information to complete the table and then give a colleague (your teacher) a full description of your trip.

	Unsatisfactory	Acceptable	Satisfactory
Management	not very flexible		very experienced
Technical			modern installations
Terms	long delivery dates		
Prices			open to negotiations

Language box

When we want to add extra emphasis, especially when we introduce new information or to contrast with a previous statement, we can use the following forms, which are known as 'cleft sentences'.

Beginning a sentence with *It + to be* stresses the words we want to emphasize or contrast:

It's Peter who's really interested in the idea.

It was on Saturday that we visited the plant.

Beginning with *What* focuses the attention to the final part of the sentence:

What I need is an aspirin!

What's missing from their report is their final cost estimation.

Hint

The expression **just what** can express pleasure or satisfaction:

A We've decided to accept your offer!

B Fantastic! That's **just** what I was hoping!

The same expression or **That's all I needed** can also be used to respond to bad news:

That's all I needed! Another delay with this order!

The words **just** and **all** are normally stressed.

Writing

- You are organizing next year's national sales conference for 150 of your agents. You recently visited a possible venue and made these notes using the '+ - ?' approach in **Expressions**. Write a brief email informing your boss of the possible venue, mentioning all your points. Try to use language from **Expressions** and the **Language box**.

	Conference venue: Berlin Central Hotel
+	
	good location, airport 20 mins
	many daily flights
	excellent buffet breakfast
	good conference facilities
-	
	small car park + 80 coming by car
	no restaurant
	no Internet access in rooms
?	
	big discount if conference at week-end
	outside caterers for lunch/dinner?
	set up a WiFi area at conference?

- 39.1
- Match the sentence beginnings (1-6) with the endings (a-f) that Morten says at the meeting. Listen to the conversation again to check your answers.

- Despite their size,
 - In spite of all their assurances,
 - Even though I'd prefer to use only ours,
 - Although it was a good trip overall,
 - I couldn't help thinking that
 - But on the whole I think
- I wouldn't be happy with that.
 - we should approach other suppliers.
 - Sonjang could be an excellent supplier for us.
 - they're incredibly flexible.
 - I still have some reservations.
 - I don't think it'd be a major problem.

- What do you think Morten means by the phrase: *We shouldn't put all our eggs in one basket*? Can you think of an idiomatic phrase in your language which has a similar meaning?

Using expressions with *The thing (that) ...* :

The thing that most interested me was their production systems.

The first thing we did was discuss the new pricing policy.

We can sometimes replace *The thing* with *All*:

All we're asking for is a firm commitment from you. (= the only thing)

Look

Look at listening script 39.1 on page 136 and underline other examples of these structures.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

3

3

Things to remember

How to write a report

40

In this lesson you will learn useful phrases for writing a formal report.

Starter

- 1 What kind of reports do you produce in your work?
- 2 What kind of grammatical structures are most common in formal reports (e.g. adverb phrases, the passive)?
- 3 Tick the following phrases which would be suitable for inclusion in a formal business report? Why?
 - a _____ to make amends for the use of
 - b _____ we'll introduce tighter steps
 - c _____ whereby they agree to their photo being used
 - d _____ so that this doesn't happen again
 - e _____ investigate the circumstances
 - f _____ to rectify the situation
 - g _____ to make up for using
 - h _____ tighter measures will be introduced
 - i _____ which says we can use their photo
 - j _____ to avoid future incidents of this nature
 - k _____ try to find out what happened
 - l _____ to put the matter straight

Expressions

- 1 Fredrik Koskinen is the assistant personnel manager for the TTMI Power office in Helsinki. He has investigated an incident for head office in the UK. Read his report and answer the questions.
 - 1 What has happened?
 - 2 Why is this situation particularly awkward?
 - 3 How will they correct the situation?
 - 4 How, in general, will such a situation be avoided in future?
- 2 Use the formal report phrases from Starter 3 to complete the report.
- 3 Find underlined phrases in the report which express the following.
 - 1 It would be advisable to _____
 - 2 This report aims to _____
 - 3 Here is what we have learned. _____
 - 4 So that we can deal with the problem of _____
 - 5 This incident raises a number of points for discussion _____
 - 6 So it is not suitable at all _____
 - 7 And, because _____

Speaking

- 1 Look at these sentences from the report. If you had to express the information in a meeting, what phrases would you say instead?
 - 1 The new TTMI power station brochures, which were produced last month, include a photo for which permission was not sought.
 - 2 Brochures with this photo will be recalled, and the person in question will receive a formal apology.
 - 3 On May 12th, Mr Laine lodged a formal complaint with TTMI Power, stating that his photo had been used without his permission.
 - 4 His photo had been taken whilst visiting our power stations in northern Finland for an interview.

Writing

- 1 Correct the punctuation in the sentences below.
 - 1 We interviewed sixteen candidates, the only one, who spoke Spanish, was Laura White.
 - 2 A letter of apology has been sent to the director, we are hoping this will close the matter.
 - 3 Mr Hart's wife who returned a damaged headset last month has now been sent a replacement.
 - 4 The quarterly report which I sent to head office still hasn't arrived.
 - 5 Samuel visited the architects, who we want to work with last week.
 - 6 We shortlisted fifteen candidates for the post, we have only interviewed five.

0.75 zero point seven five

In other regions and countries (e.g. South Africa) the comma is also used as the decimal separator.

In order to address the issue of publicity materials still in store, any relevant brochure should be destroyed. It is strongly recommended that, in future, staff or clients whose photos are taken should be asked specifically to sign a document⁶ on corporate materials. It is suggested that this would be an advisable procedure across the entire TTMI Power network.

Things to remember

How to use phrasal verbs

In this lesson you will learn how to use phrasal verbs effectively.

Starter

- 1 Find a verb and a particle from the group below to make a phrasal verb with the same meaning as the verbs (1-7).

- 1 delay **put off**
- 2 make contact with
- 3 refuse
- 4 tolerate
- 5 do a task
- 6 end a relationship or discussion
- 7 wait

- 2 How many other phrasal verbs can you find from the group?

away break carry down
get give hold look
make off on
out over up put work
through turn with

Challenge

- 1 José Alvaro is looking for UK outlets to distribute ceramic tiles from Mexico. He recently had a meeting with Garth Chance, the sales director, and his assistant of Brick Buyer International. Read his email below. What are the conditions? What action does he want?

Subject: Mexican wall tiles – distribution

Dear Mr Chance,

Further to our meeting yesterday, I would like to sum in detail up some of the things we discussed. I have up drawn a list below.

- We can usually ship from Mexico within five working days from when any standard order is received. Please count a delivery time on of six weeks.
 - Tiles cost \$31 per m² (90 tiles), and we charge \$26 per case (90 pieces) for shipping and handling.
 - If there are any additional requests, we will be happy to set special arrangements on an individual basis up.
- I would be grateful if you could get me back to as soon as possible. This would enable me to ensure that we do not run time out of regarding summer stock.

Best regards,
José Alvaro

Practice

- 1 In each group, underline one noun which the phrasal verb does not collocate with.
 - 1 back out of
a plan / a rejection / an arrangement
 - 2 break off
a plan / negotiations / an engagement
 - 3 come up against
a problem / an obstacle / an opportunity
 - 4 carry out
a promise / a mistake / an order
 - 5 come up with
an idea / a proposal / a chat
 - 6 take someone up on
a refusal / an offer / a new job

Language box

There are four categories of phrasal verbs. Note that the preposition / adverb in a phrasal verb is called the particle (e.g. *off* in *take off*).

Verb + particle. These are intransitive, i.e. they have no object:

I popped in to see how they're getting on at the printers.

Verb + particle + object. If the object is a pronoun, it must go between the verb and the particle. If it is a noun, it can go in either position:

We'll put off the meeting till Thursday.

We'll put it off till Thursday.

Not They're going to put off it till Thursday.

Stress can shift in phrasal verbs. When the object is a noun, the verb and object are stressed:
Unfortunately we didn't manage to pull the contract off.
 When the object is a pronoun, or there is no object, the stress falls on the particle:
We didn't manage to pull it off.
Could you hold on, please?

- 2 Find all the phrasal verbs in José's email and correct them.
- 3 Now match each phrasal verb in 2 with one of the verbs below.
 - 1 arrange
 - 2 be short of
 - 3 expect
 - 4 prepare
 - 5 reply
 - 6 summarize
- 4 Look at the message Garth wrote below. What does he want his assistant to do?

Blake - pls reply to José. I hope we can pull this off - but not at this price and delivery time. With floor and wall tiles, sales could really take off. I don't want to back out now, and I wouldn't like to let him down, but we can't put off the decision-making much longer, or we'll lose out to a competitor. See what you can fix up. Thx, GC.

- 5 Blake, the assistant director, replies to José. What is he concerned about? What does he want José to do?

Subject: Re: Mexican wall tiles - distribution

Dear Mr Alvaro,
 In the past, our customers have been put off by high individual prices for tiles. At your current price, we'd have to cut back on orders drastically, and I don't think it would be worthwhile.
 Delivery time is also an issue. Is there any way this can be speeded up?
 We are also interested in the floor tiles you mentioned - our customers tend to buy both together. Please send us an offer for those too.
 If we are subsequently to take you up on your offer, we should at this point bring up the issue of exclusivity, i.e. we would not want to come up against any competition here in the UK. Can you confirm this is possible?
 After discussion, we have come up with an alternate suggestion based on quantities of floor and wall tiles (see attached).
 We look forward to hearing from you.
 Best wishes,
 Blake Thomas

- 6 Find phrasal verbs in the message in 4 and the email in 5 with the same particle. What meaning does it carry?
 Example back out / lose out = 'fail'

Verb + particle + object. The verb and particle can't be separated:

Can you look after the project tomorrow?

Not Can you look the project after tomorrow?

Verb + particle + particle + object. The verb and particles can't be separated:

I can't put up with it any more.

Not I can't put it up with any more.

Look

Look again at the texts in **Challenge**. Categorize each phrasal verb according to the groups in the **Language box**.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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42

In this lesson you will learn how to understand people when they speak quickly.

Starter

- 1 Do you have any problems when listening to people speaking fast? Why do you think these difficulties occur?
- 2 The following sentences are not written using normal spelling. Try reading each one aloud. Then rewrite them using the normal correct spelling.
 - 1 Shwi start now?
 - 2 Dywanta gedda coffee?
 - 3 I hafte leave.
 - 4 Ah ye gonna see yim befor ee goes?
 - 5 She's bin promoted.
 - 6 She wz late.
 - 7 Didge go win t the factri?

Challenge

- 1 Linking sounds are extra sounds that appear when words are spoken together fluently. The sounds used are /j/, /w/, and /r/. Listen to the sentences below and note any linking sounds.
 - 1 He'll be in after three.
 - 2 I saw a good opportunity.
 - 3 Could you do it now, please?
 - 4 She visited China and India.
 - 5 Should we go out now?
 - 6 Can you see all the figures clearly?
- 2 Sometimes linking sounds come from silent letters that are not normally pronounced when the word is said on its own. Look at these sentences and predict where linking sounds might come in each one. Then listen to check your answers.
 - 1 She's owner and manager of the firm.
 - 2 Tell me your opinion of the report.
 - 3 I'm waiting for a new offer.
 - 4 Could you show a visitor around?
 - 5 I'll have to buy some new accounting software.

Practice

- 1 Listen to two people speaking. What are they discussing?
- 2 In the dialogue, the speakers ask six questions. Listen again and write them with their normal correct spelling.
- 3 Practise saying the dialogue with your teacher using weak forms, linking, and other features of fluent speech.

Language box

In fast speech, unstressed small words typically have a weak pronunciation with /ə/, /ɪ/, or /e/:

for	weak: /fə/	strong: /fɔ:/
was	weak: /wəz/	strong: /wɒz/
were	weak: /wə/	strong: /wɜ:/
and	weak: /ənd/	strong: /ænd/
can	weak: /kən/	strong: /kæn/
to	weak: /tə/	strong: /tu:/
her	weak: /hə/	strong: /hɜ:/
she	weak: /ʃɪ/	strong: /ʃi:/
been	weak: /bɪn/	strong: /bi:n/
where	weak: /we/	strong: /weə/

Weak pronunciation is also used when a syllable is unstressed:

She was on her way to **work**. (stress = **work**)
 /ʃɪ/ /wəz/ /hə/ /tə/ (= weak forms)

Hint

In very informal writing, spelling sometimes reflects pronunciation features:

gonna (going to), **wanna** (want to), **gimme** (give me),
dunno (don't know), **n** (and)

- 42.3 3 When people speak quickly, sounds sometimes change or get lost. Listen to two different speakers. Are they saying the same thing?
- 42.3 4 Listen again to the two speakers. List all the words and phrases that are pronounced differently.
- 5 For each of the sentences below, decide if there are any consonant sounds that might change or get lost when speaking in a fast, fluent way.
- 1 Did you have a look at this?
 - 2 So, could you tell me his name again?
 - 3 We went there last week
 - 4 Do you want to get a sandwich?
 - 5 What will you do next, Tim?
 - 6 Give me a moment. It's in my handbag.
- 42.4 6 Now listen to the sentences in 5. Do the sentences sound as you expected them to?



When the stress in a sentence changes, the weak forms change. The words *there are* are pronounced differently in these sentences:

A There are no cafes in this street.

B There are! /ðə r ɑ:/

A Oh - yes. Two.

B There are three! /ðə r ə θri:/

Note that weak pronunciation is normal pronunciation. It's neither lazy nor incorrect to speak using weak forms (or other features of natural, fluent speech).

Look

Look at listening scripts 42.1-42.5 on page 137. Find examples of weak form pronunciation.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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43

In this lesson you will learn ways to make your speaking more effective.

Starter

- 1 Look at the cartoon. Can you explain the joke?



- 2 What aspects of pronunciation do you think are most important for communicating effectively?

Challenge

- 1 Listen to the dialogue. Do the people know each other?
- 2 Different intonation patterns are used in certain questions, and to express emotion. Listen again, looking at the questions below. Mark the intonation patterns. What do you notice about them?

Example: You're Jerry, aren't you?

- 1 You had a good trip?
 - 2 But it's not far to get here from Manchester, is it?
 - 3 What did you think of Moscow?
 - 4 Is it expensive these days?
 - 5 You're going to the plenary talk?
- 3 What does each person's intonation tell you about how they feel?
 - 4 Match a prompt from 1 with a response from 2 and a follow-up comment from 3. Then listen to check your answers. How does the speaker use intonation effectively in the responses?

Practice

- 1 Your colleague (your teacher) has recently been to a conference in Prague. Using the notes below, try to guess some of the details of the trip, and formulate questions to confirm your ideas. Use phrases from **Challenge** and appropriate intonation to help.
 - Hotel - central?
 - Conference talk? Participants?
 - Day trip?
 - Weather?
 - Local food? Beer?

Language box

In *yes / no* questions, the intonation usually rises at the end, while in *Wh-* questions it usually falls. Statements used as questions are *yes / no* questions, so the intonation rises:

Did you go to the meeting? -----↑

What did you talk about? -----↓

The meetings always last so long? -----↑

If you think a situation is possible but unlikely, stress the modal verb and use a rising intonation:

We **might** have the conference in Prague. -----↑

If you think a situation is more probable, stress the main information and use a falling intonation:

She may be flying **back tonight**. -----↓

Hint

Some nouns and verbs have the same form, but with different stress. The stress is usually on the first syllable of the noun, but the second syllable of the verb:

record (n), **record** (v); **present** (n), **present** (v)

Some words, however, change their meaning when the stress moves:

discount (v) = to reduce the price of something

discount (v) = to exclude, consider that something isn't important

1 Prompt

Did I tell you? I'm going to Rome to a conference.

2 Response

Excellent.

3 Follow-up comment

Lucky you!

I'd rather you gave the documents to him personally.

Has he?

And Sam's off work too.

John won't be in today. He's got flu.

Rome?

I'll sign it immediately.

They've finally sent the contract.

Would you?

OK. I'll go after lunch.

- 43.3 5 Intonation sometimes carries more meaning than words do by themselves. Listen to the pairs of sentences below. In each case, match one sentence from each pair with the speaker's intended meaning.

1a We may have to postpone the advertising campaign. It's likely to happen.

1b We may have to postpone the advertising campaign. I don't know if it'll happen.

2a Are you coming for lunch with us? Yes, I think so. I don't think so.

2b Are you coming for lunch with us? Yes, I think so. Yes, it's very likely.

3a They could be here at 5. But I don't think so.

3b They could be here at 5. I don't know if they will.

To disagree politely, use positive words but intonation which shows hesitation. The intonation rises and falls more, ending with a rise:

A Are you coming for a drink with us later?

B Well, actually, I'd love to but ...

Stressing the modal verb in a sentence emphasizes the meaning of the modal, while not stressing it emphasizes the information. Flatter intonation is more direct:

You mustn't smoke so much.

You mustn't smoke so much.

Look

Look again at listening scripts 43.1–43.3 on page 137 and listen to the recordings. Find other examples of intonation and sentence stress.

Lesson record

3 new words

from this lesson

3 useful phrases

from this lesson

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Things to remember

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In this lesson you will learn ways in which British English differs from American English and other varieties of English around the world.

Starter

- 1 'English is the language of the world.' Do you agree? In your opinion is this a good thing or not?
- 2 Would you prefer to speak 'International English' or is it better to speak with the vocabulary and pronunciation of one specific English-speaking country, such as the UK, the USA, or Australia?



Challenge

- 1 Listen to the same sentences being said by a British speaker and an American speaker. What differences can you identify in pronunciation? In each case, you will hear the British speaker first.
 - 1 He's a new clerk.
 - 2 I'll just get a glass of water.
 - 3 I can't do that advertisement.
 - 4 The mall's too hot.
 - 5 Is the garage on route 63?
 - 6 What's the address of the leisure park?
- 2 Listen to two dialogues. They are almost identical except that the first conversation is in American English and the second is in British English. Find one important piece of factual information that is different between the two dialogues.
- 3 Listen again. Make notes of different words in American and British English that have the same meaning.
- 4 Listen to ten different people at a conference giving their opinion of the talk advertised opposite. Which people feel positive about the speaker?

Language box

American English grammar differs from British English grammar in a number of ways, although increasingly, American or British native speakers may understand and use both varieties.

The present perfect tense is often used in British English to talk about events that have happened close to now. In American English the past simple is also possible, and *already*, *yet*, and *just* can be used with the past simple:

AmE and BrE: He's just taken the visitor next door.

AmE: He just took the visitor next door.

The past participle of *got* is *gotten* in American English, although this is not used to talk about possession. Some other past participles differ in colloquial American English:

BrE: She's finally got an answer.

AmE: She's finally gotten an answer.

BrE: The new part has fitted well.

AmE: The new part has fit well.

Have got and *have* are used to talk about possession in both British and American English, but *have got* is more common in the UK:

BrE: Have you got a webcam?

AmE: Do you have a webcam?

Preposition use sometimes varies between British and American English:

BrE: We'll do it at the weekend.

AmE: We'll do it on the weekend.

BrE: I'd hate that to happen.

AmE: I'd hate for that to happen.

BrE: Please write to Helen.

Hint

Spelling sometimes differs in BrE and AmE:

Br Eng: colour, publicise, defence, centre, draught

Am Eng: color, publicize, defense, center, draft

Hint

Write short dates as day / month / year in BrE but month / day / year in AmE:

25/12/2009 in BrE is 12/25/2009 in AmE

13 June

14.00 **Mr. Brendan Dennis** discusses his draft proposals for the new center to develop food dyes and colorings.

5 Listen again. Can you identify which accent each person has? For each one, decide which of the two countries below they come from.

- | | |
|----------------|-----------|
| 1 the USA | England |
| 2 Australia | Ireland |
| 3 Russia | Korea |
| 4 Jamaica | the USA |
| 5 India | Brazil |
| 6 South Africa | the USA |
| 7 Canada | Australia |
| 8 Germany | Spain |
| 9 France | Norway |
| 10 England | Scotland |

Practice

1 Look at the sentences by a speaker of British English. What words would change in the sentences if they were spoken by a speaker of American English?

- 1 We're importers of biscuits and sweets.
- 2 The shop's low on aubergines, courgettes, tomatoes, potatoes, and crisps.
- 3 If it's not in the boot of the car, check under the bonnet.

2 Look at the sentences by a speaker of American English. What words would change if they were spoken by a speaker of British English?

- 1 A round-trip ticket downtown, please.
- 2 I'll write you when I've gotten home.
- 3 We've got to pay the check. Do you have any bills?

AmE: Please write Helen.

In certain cases in British English, *shall* is used for *will* or *should* when making questions and sentences with *I* and *we*. *Shall* is rarely used in modern American English:

BrE: What shall we do?

AmE: What should we do?

In British English, the structure *go / come and do something* is usually *go / come do something* in American English:

BrE: Let's go and speak to him now.

AmE: Let's go speak to him now.

Look

Look at listening script 44.2 on pages 137–138. Find more examples of differences between British and American English grammar.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

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discussion bank

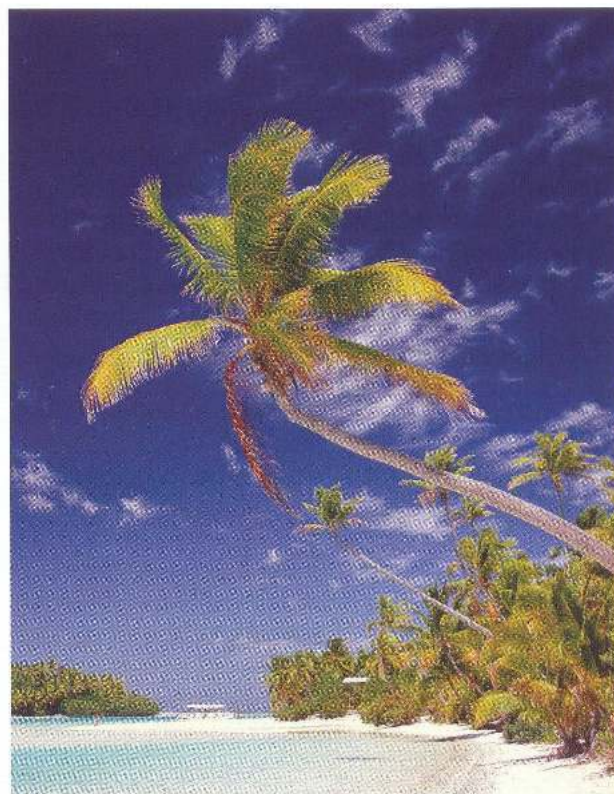
Discuss the following quotes, questions, and statements with your teacher.

Holidays and travel

“There are only two emotions in a plane: boredom and terror.”

Orson Welles

- 1 Is this picture your idea of a perfect holiday location?
- 2 How long does it take you to forget work when you go on holiday?
- 3 If you could take a six-month career break, describe where you would go and what you would do.
- 4 Is the price of ‘business class’ travel really worth paying?
- 5 What’s the traffic like at rush hour in your town or city?
- 6 Given the choice, would you prefer to travel to work by bus, train, car, or on foot?
- 7 Is it essential to own a car if you have a family?



Money, wealth, and poverty

“30,000 children die each day due to poverty.”

UNICEF

- 1 How soon will paper money be a thing of the past?
- 2 Is a single world currency an economic fantasy?
- 3 Do you agree that high earners should pay high taxes?
- 4 Does being in debt bother your generation less than your parents’ generation?
- 5 Which worldwide charities do you think are doing the best work?
- 6 Half the world’s population live on two dollars a day. What would that amount buy in your country?
- 7 Can you imagine your life without clean water or sanitation?



Discuss the following quotes, questions, and statements with your teacher.

Entertainment

“All record companies are interested in is making money.”

Elton John

- 1 Is Elvis Presley the greatest singer ever?
- 2 How popular are opera, ballet, and classical music in your country?
- 3 Which TV or radio programme do you never miss?
- 4 How have your musical tastes changed since you were younger?
- 5 Has the ‘cult of celebrity’ gone too far?
- 6 What made you choose the last book you read, and did you enjoy it?
- 7 What’s your favourite way of spending an evening out?



Sport and leisure

“Leisure time is that five or six hours when you sleep at night.”

George Allen

- 1 Is a global event like the Olympic Games more about politics and money rather than sport itself?
- 2 Are hobbies only for people who have too much leisure time?
- 3 Is Formula 1 motor racing really a sport?
- 4 Who is your country’s most famous sportsperson, and how are they a reflection of national identity?
- 5 Which sports are most popular in your country with a) teenagers and b) women?
- 6 Describe your perfect weekend.
- 7 How will you spend your retirement?



discussion bank

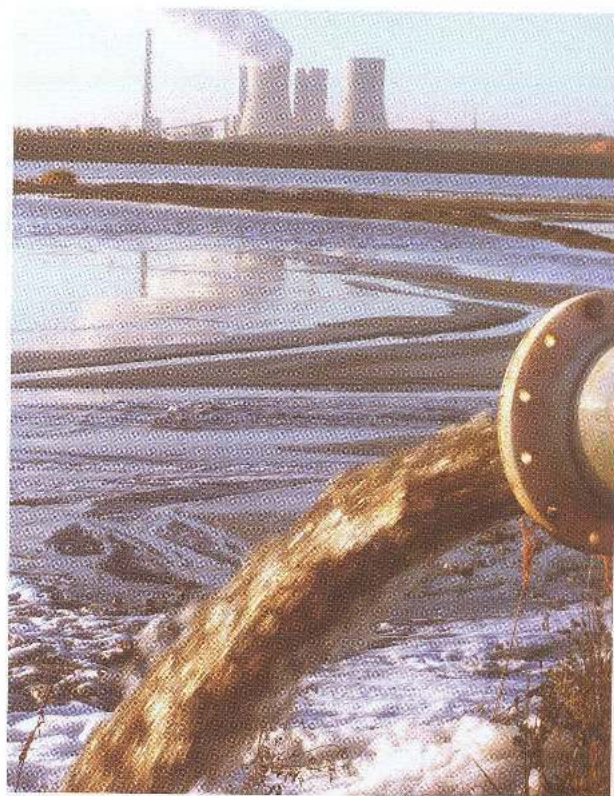
Discuss the following quotes, questions, and statements with your teacher.

Being green

"There are no passengers on Spaceship Earth. We are all crew."

Marshall McLuhan

- 1 How do scenes like the one in this picture affect you?
- 2 Has climate change passed 'the point of no return'?
- 3 What requirements for recycling household waste are there in your country, and how does this compare with other countries you're familiar with?
- 4 How easy is it to travel by bicycle in your town or city?
- 5 Is it possible for a poor country to be green?
- 6 Do you agree that improved technology is the key to a greener future?
- 7 How can big business lead the way in being greener?



Technology and change

"Never trust anything that can think for itself if you can't see where it keeps its brain."

J.K. Rowling

- 1 Can you imagine life without the Internet?
- 2 Which single gadget has improved your quality of life, and how?
- 3 Describe how the way you do business will change over the next ten years.
- 4 If someone who is very interested in technology is a 'geek' and someone who is not at all interested in technology is a 'dinosaur', which are you?
- 5 What's the difference between 'science-fiction' and 'fantasy'?
- 6 In what ways have your attitudes changed since you left school?
- 7 What did you learn in your first job that still helps you in your current one?



discussion bank

Discuss the following quotes, questions, and statements with your teacher.

Language

"Learn a new language and get a new soul."

Czech proverb

- 1 What do you know about sign language or Braille?
- 2 How soon – if ever – will Chinese overtake English as a global language?
- 3 What other language would you like to start learning, if you had time?
- 4 Is it possible to be genuinely bilingual or even trilingual?
- 5 Have you ever had to teach English to a friend or colleague? How did you find the experience?
- 6 Talk about what additional language training would you like to see at your place of work.
- 7 What challenges do you think face the learner of: a) Arabic, b) Chinese, c) your mother tongue?



Food and drink

"The belly rules the mind."

Spanish proverb

- 1 Is the food in this picture your idea of a tasty snack?
- 2 What food and drink is your country most famous for?
- 3 How healthy is the cuisine of your country?
- 4 How good a cook are you?
- 5 Would you describe yourself as having an 'adventurous palate'?
- 6 Which of the following cuisines have you tried: a) Thai, b) Indian, c) Mexican?
- 7 Is it acceptable to drink alcohol at a business lunch?



discussion bank

Discuss the following quotes, questions, and statements with your teacher.

Numbers and times

“The Lottery is a tax on people who can't do maths.”

Anon

- 1 Is your strength with numbers, words, or both?
- 2 What's your most productive time of day?
- 3 How old are you if you're 'middle-aged'?
- 4 What system do you have for remembering phone numbers, PIN numbers, and birthdays?
- 5 How would a business contact react if you were a) 5 minutes, b) 20 minutes, c) 1 hour late for an appointment?
- 6 What year do you look back on with fondness, and why?
- 7 Are any numbers seen as particularly lucky (or unlucky) in your culture?

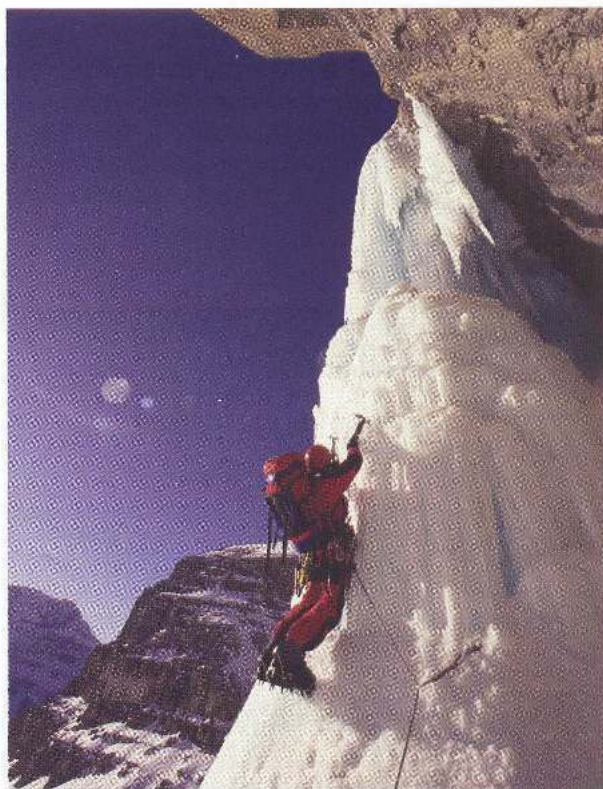


Challenges

“It's not that I'm so smart, it's just that I stay with problems longer.”

Albert Einstein

- 1 What do you plan to do to take your English to the next level?
- 2 What is it about your job that keeps you motivated?
- 3 Talk about one thing you learnt recently, and how it has influenced your thinking or way of working.
- 4 What's the difference between being good at what you do and being a success?
- 5 Can a challenge ever be too great?
- 6 When was the last time you acknowledged you were wrong or had made a mistake?
- 7 Describe how you would break down a difficult work task into achievable stages.



discussion bank

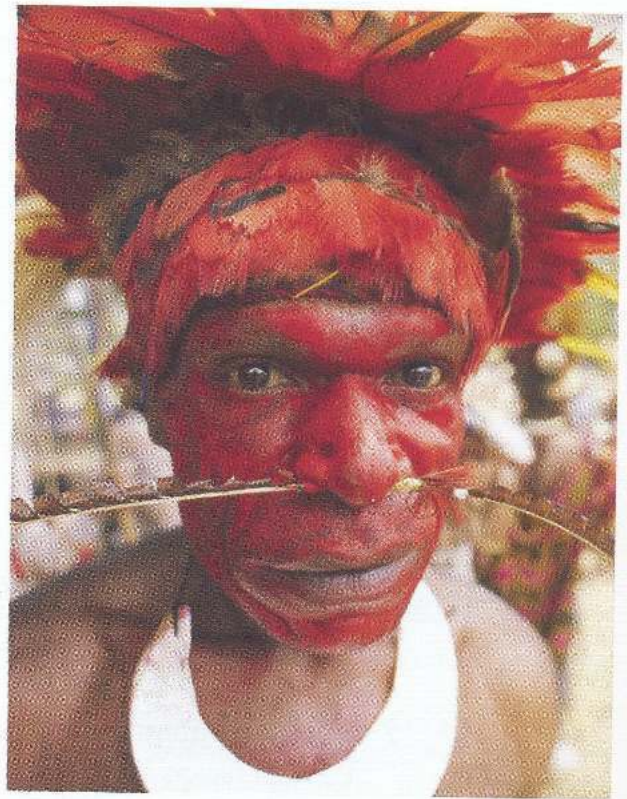
Discuss the following quotes, questions and statements with your teacher.

People

"In youth the days are short and the years are long; in old age the years are short and the days long."

Nikita Ivanovich Parun

- 1 Describe how you feel about piercings, tattoos, or dyed hair.
- 2 In your opinion, when do children really become adults?
- 3 Is having a family a privilege or a right?
- 4 What single piece of advice would you give to the next generation?
- 5 Will marriage ever go out of fashion?
- 6 Are national stereotypes 100% dangerous or 50% useful?
- 7 Can friends be as important as family members?



Society

"When the rich wage war, it's the poor who die."

Jean-Paul Sartre

- 1 Is politics popular with both young and old people in your country?
- 2 What alternatives are there to sending convicted criminals to prison, and do these alternatives actually work?
- 3 Why do people still sleep on the streets of developed countries in the 21st century?
- 4 How confident are you that the society you live in is free and fair?
- 5 Is it reasonable to describe alcohol, coffee, and chocolate as 'drugs'?
- 6 How 'multicultural' is your town or city?
- 7 Is working in the security forces (police, army, etc.) an attractive career in your country?



reading bank

Not happy? Try hairdressing!

- 1 You are going to read about the results of various surveys on job satisfaction. Read the article and put the sentences (1-8) into the text in the best places (a-h).

- 1 The Global Prosperity Index seems to back this up.
- 2 The answer would appear to be what you do for a living.
- 3 The research also showed that
- 4 This compares badly with the rest of Europe.
- 5 It came to this conclusion after studying over 2,300 adults – examining their personalities and the job they did.
- 6 The Index, compiled by an independent think tank, went beyond traditional financial measures to calculate a country's relative prosperity.
- 7 The annual survey interviewed 1,200 people from 30 different professions.
- 8 So how can you improve your job satisfaction if you're feeling a bit low?

2 Answer the questions.

- 1 What factors are used to calculate the Global Prosperity Index?
- 2 What aspects of their job were people asked to rate in the City & Guilds survey?
- 3 According to Papan Lopez, what leads to job satisfaction?
- 4 What change is on the increase according to Faruk Asil?
- 5 Why does BUPA believe that people are in the wrong jobs?
- 6 Why does the author suggest a hair salon in New York, Oslo, or Stockholm are 'happy places'?

3 Decide what these numbers refer to.

- | | | |
|------|---------|---------|
| a 63 | d 70 | g 75 |
| b 21 | e 1,200 | h 2,300 |
| c 2 | f 45 | i 50 |

- 4 Match the words or phrases (1-8) with the definitions (a-h).

- | | |
|--------------------|--|
| 1 contentment | a a group of experts who provide advice and ideas on political, social, or economic issues |
| 2 a resounding yes | b standing, sitting, or lying in a lazy way – used figuratively in the text to mean in a lower than expected position |
| 3 think tank | c a person who answers questions, especially in a survey |
| 4 lounging | d the process of questioning people who are representative of a larger group in order to get information about the general opinion |
| 5 poll | e emphatic statement meaning very great |
| 6 respondent | f to be in agreement with sb / sth; to have the same opinions, feelings, interests, etc. as sb / sth |
| 7 swapping | g a feeling of happiness or satisfaction |
| 8 in tune with | h replacing one thing with another |

Over to you

- 1 Think of three different jobs, and consider their pros and cons in terms of happiness.
- 2 What aspects of your own job would need to change to make you happier?

Answer key

1 1g 2b 3f 4d 5e 6d
7c 8h

2 1 Personal wealth and life satisfaction (including freedom of choice, healthcare, and a country's climate)
2 Job satisfaction based on their levels of pay, stress, and their ability to be their own boss
3 Fulfilling your potential and feeling you can make a difference
4 People swapping their office jobs for a hands-on vocation which enables them to use their brains and feel more in charge

3 a the percentage of white-collar workers who felt happy at work
b the number (in millions) of people who may be in the wrong job for their personality
c the number of hairdressers out of five that are extremely happy with their work
d the percentage of vocational workers who felt happy at work

4 1g 2e 3d 4b 5d 6e 7h 8f

5 Because their jobs and personalities do not match
6 Because, according to the surveys, hairdressing is a happy profession and the USA, Norway and Sweden are at the top of the Global Prosperity Index
7 the percentage of people in the UK that BUPA claims are in the wrong job
8 the number of adults in the BUPA study
9 the number of countries featured in the Global Prosperity Index list
10 the age of Ichiro Kimura surveyed in the City & Guilds survey

Not happy? Try hairdressing!

Do you whistle while you work?
Does the thought of Monday morning fill you with contentment?
If the answers to those questions is a resounding yes, then chances are you don't live in Japan, Brazil, China, or India!

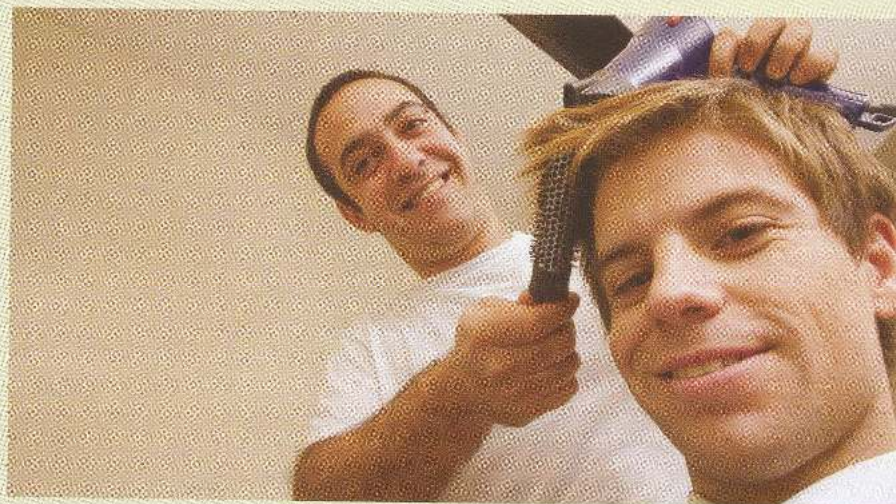
The latest Global Prosperity Index, which measures happiness, has all these countries lounging in the bottom half of a list of 50.

a As well as work and wages, it considers indicators of life satisfaction, including freedom of choice, healthcare, and a country's climate. So which of these is the

'True job satisfaction and happiness is about fulfilling your potential and feeling that you can make a difference'

deciding factor? **b** It does seem that an enjoyable 9-to-5 counts for a lot – but you don't have to be the CEO to have a smile on your face. Results of a UK survey conducted by the City & Guilds Qualification Authority have shown that 2 out of 5 hairdressers are extremely happy in their work – a rate which puts that profession at the top of the poll.

c 15 of these professions were chosen to represent white-collar, and 15 for vocational jobs. Workers from both classes were asked to rate their job satisfaction based on various aspects of their work, including pay, stress levels, and their ability to be



their own boss. Researchers found that 70% of vocational workers felt happy at work compared with 63% of white-collar staff. **d** In Switzerland for example, 85% of all respondents in a similar survey said they were satisfied at work, while the Danes consistently record figures in the nineties.

What about the picture worldwide? 'These days, true job satisfaction and happiness is about fulfilling your potential and feeling that you can make a difference,' said Papan Lopez, a Mexican nurse. 'More people than ever are swapping their office jobs for a vocation that enables them to be hands-on, use their brains, and be in charge of their own destiny,' according to Faruk Asil, a Turkish-born engineer now resident in New Zealand. It's worth noting that both Mexico and New Zealand feature in the top half of the Global Prosperity Index.

It certainly seems to be the season for job-related research. BUPA, the private healthcare company, has also just claimed that up to 75% of UK workers are in the 'wrong job'.

e The findings lead them to claim that 21 million people have taken a career path that doesn't match their character. The survey explored whether people were introverts, extroverts, optimists, or perfectionists.

f people in the less wealthy north of the country were more likely to live and work in tune

with their personalities than those in the wealthier south.

Psychologist Dr Ron Dalo commented: 'It's crucial to understand our individual personalities in order to find the right match. Failure to do so means you could spend great chunks of life feeling like a square peg in a round hole. A job which pays well doesn't necessarily guarantee complete satisfaction.' **g** The majority of the working populations of both Argentina and Iceland is described as 'poor but satisfied', while Japanese workers rank among the richest but most 'dissatisfied' in the world. Ichiro Kimura, a 45-year-old tax advisor from Tokyo, disagrees, 'I enjoy my job because I work hard. What matters to me is the trust and respect of management and co-workers.' At the end of the day, perhaps it's all a question of high or low expectations.

h Monster.com, the job placement website, has one or two tips to help. Its suggestions include taking on more responsibilities at work in order to challenge yourself, doing courses to expand your mind, and improving your social life to even up your work-life balance. Of course, you can always start looking around for a new job ... or a new country. If all these surveys and research are to be believed, and we really want to maximize our happiness, a hair salon in New York, Oslo, or Stockholm would seem to be the best place to start!

Glossary

prosperity the state of being successful, especially in making money

white-collar working in an office, rather than in a factory

vocational the skills, knowledge, etc. that you need to have to do a particular job

a square peg (in a round hole) a person who does not feel happy or comfortable in a particular situation, or who is not suitable for it

reading bank

The new age of the train

- 1 You are going to read about the development of high speed trains. Read the article and put the sentences (1-6) into the text in the best places (a-f).
 - 1 But the Chinese face the problem of maintaining a low-cost service.
 - 2 Several train companies would like us to think so.
 - 3 perhaps the 'new' age of the train is really just round the bend.
 - 4 Recent figures suggested China carried 25% of the world's passengers and freight on just 6% of its railways
 - 5 In reality, the trains are mainly built abroad on the basis of technology transfer agreements
 - 6 Now China is joining in.
 - 2 Read the article again and mark the sentences true (T) or false (F).
 - 1 The world speed record attempt was made to advertise French trains.
 - 2 Until the new trains were introduced into China, the journey between Shanghai and Beijing took nine hours.
 - 3 Trains are seen as one answer to China's growing transport problems.
 - 4 6% of all world passenger travel takes place in China.
 - 5 In the future the new Chinese trains will have internet access.
 - 3 Complete the summary with the words below.
- hoped advantage overcrowded
faster image improved outweighs
both increased lead

- 4 Match the words or phrases (1-10) with the definitions (a-j).
- 1 shunning
- 2 promotional stunt
- 3 hurtle
- 4 cope
- 5 freight
- 6 stiff competition
- 7 grumblings
- 8 key sector
- 9 assemble
- 10 heavy-hitter
- a sth that is done in order to attract people's attention to advertise sth
- b to deal successfully with sth difficult
- c avoiding sb / sth
- d goods that are transported by ships, planes, trains, or lorries / trucks; the system of transporting goods in this way
- e to move very fast in a particular direction
- f to fit together all the separate parts of sth
- g a situation in which people or organizations compete with each other strongly for custom
- h protests about sth that come from a number of people but that are not expressed very clearly
- i the most important part of an area of activity, especially of a country's economy
- j (in politics or business) a person who is powerful

China's railway system faces several challenges: demand¹ supply on many lines leading to² trains; there is³ competition from other means of transport; people cannot afford to pay higher prices for⁴ services. It is⁵ that new bullet trains will help to meet these challenges. Rail officials believe that⁶ trains will⁷ to an increase in⁸ passenger and freight capacity. An added⁹ of the new trains is that they will help give Chinese rail a futuristic¹⁰

Over to you

- 1 How quick, safe, and reliable is train travel in your country?
- 2 Do you ever have to work on the train - if so, how comfortable do you find it?

Answer key

1 d 2 a 3 i 4 e 5 f 6 g 7 h 8 j 9 c 10 b

1 increased 2 overcrowded 3 hurtle 4 cope 5 freight 6 stiff competition 7 grumblings 8 key sector 9 assemble 10 heavy-hitter

1 hoped 2 advantage 3 overcrowded 4 faster 5 image 6 improved 7 outweighs 8 both 9 increased 10 lead

1 demand 2 supply 3 competition 4 services 5 that 6 trains 7 to an 8 passenger 9 added 10 futuristic

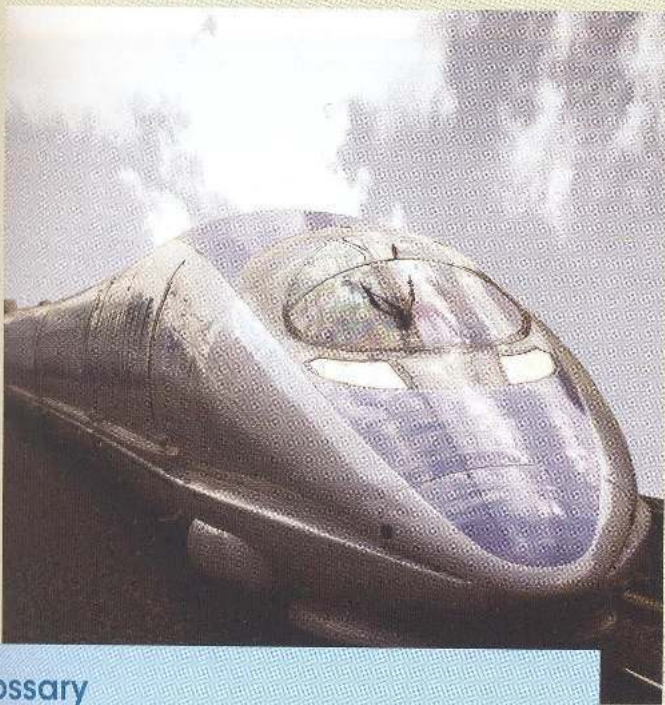
The new age of the train

They say that trends always come full circle. First, it was the train that heralded the golden age of travel. Then the motor car, and then the plane. So could it be that we're about to see a revolution in travel with more and more people shunning the airways for the railways again?

a

A French train with a 25,000-horsepower engine and special wheels broke the world speed record recently for conventional rail trains, reaching 357.2 mph (574.8 kph) as it shot through the countryside to the applause of spectators. The trip was a promotional stunt by the French rail industry, showcasing their wares to the rest of the world, and establishing themselves as market leaders in a new era of high-speed train travel.

However, it's not just in France where rail travel is reinventing itself. In the UK, new pendolino-style trains are being marketed as cleaner, greener, and just as efficient as other forms of transport – allowing you time to yourself as you hurtle through the countryside. These Italian-developed trains, made by the French-owned company Alstom, are speeding across a range of European countries including Finland, Portugal, and the Czech Republic.



Glossary

herald to be a sign that sth is going to happen

horsepower a unit for measuring the power of an engine

wares things that sb is selling, especially in the street or at a market

pendolino-style in the style of the Pendolino trains made by the Alstom company

slogan a word or phrase that is easy to remember, often used by a political party or in advertising to attract people's attention or to suggest an idea quickly

b The Chinese state railway company has recently launched its own high-speed rail service linking Shanghai with the nearby city of Suzhou, making the 53-mile trip in just thirty-nine minutes. As the new system develops, it is hoped that on some routes top speeds will climb to 155 mph, cutting two hours off the trip between Shanghai and Beijing, making it possible to do the journey in as little as nine hours. However, for the time being there will need to be speed restrictions on some sections of tracks which are unable to cope with the new high speeds. 'We were facing a logistical nightmare,' a spokesman for the company said, 'we were struggling to cope with increasing transport demands so the trains are seen as a way to boost passenger capacity.'

c The Chinese Xinhua news agency quoted officials as saying the speed increase would raise passenger capacity by more than 18% – in other words, 300,000 more train seats daily and freight capacity by more than 12%. The new trains have a futuristic element and in keeping with this high-tech image, the trains support internet wi-fi services for those with laptops and other mobile devices wanting to keep in touch.

The upgrade was seen as essential as the railways have been facing stiff competition from the growing road system and increasingly inexpensive, more convenient air travel, meaning passengers are preferring these other forms of transport to the overcrowded railways. d Already there have been grumblings about the fares on the new services which are nearly 50% more than current express trains. But the spokesman claimed that as more seats become available, the prices will level off.

China, home to the world's fourth-largest economy, is keen to show off the new bullet trains as evidence that it can develop its own technology in key sectors, and is not simply where the world comes to assemble products.

e , with industry heavy-hitters such as Japan's Mitsubishi-Kawasaki, Canada's Bombardier, German giant Siemens, and France's Alstom.

Back in the 1970s in the UK, the state-run rail company proudly declared in an advertising slogan that it was the 'Age of the train'. Maybe they were thirty years too early –

f

reading bank

Malcolm Gladwell: the ultimate connector

1 You are going to read about the writer Malcolm Gladwell. Read the article and put the sentences (1-8) into the text in the best places (a-h).

- 1 What makes Gladwell so successful is simply that he makes his books readable and accessible to everyone.
- 2 This fact suggests a concerted effort on his behalf to keep his private life just that: private.
- 3 Meanwhile companies such as HP are trying to sign him on a consultancy basis.
- 4 and features in *Time* magazine's 'Top 100 influential people' list.
- 5 Gladwell admits that his research is not original but that he's a popularizer of other people's academic ideas.
- 6 He was described as obnoxiously competitive by his own father, but regards his Canadian upbringing as being very mellow and relaxed.
- 7 Nowadays, he describes himself as a Democrat but of course, being a Canadian national, he can't actually vote in the USA.
- 8 Suddenly, he found he was being stopped by the police for speeding when his driving style hadn't changed.

2 Which three of these things has Malcolm Gladwell not done?

- 1 voted in a US election
- 2 written for *American Spectator*
- 3 written for the *New Yorker*
- 4 written two books
- 5 been arrested by the police
- 6 worked as a consultant for HP
- 7 become a public speaker

3 Mark the sentences true (T) or false (F).

- 1 Gladwell tries hard to keep his private life from becoming public.
- 2 His childhood provided him with good character traits to be a journalist.
- 3 Gladwell enjoys being well off.
- 4 His writing career began in 1996.

- 5 Gladwell's books are based mainly on business matters.
- 6 He claims he uses other people's research.
- 7 His first book had a great effect on business thinking.
- 8 His second book got him arrested.
- 9 Gladwell embraces the idea of him being a consultant to companies.

4 Find words or phrases in the article that match the following definitions.

- 1 in an extremely unpleasant way, especially in a way that offends people (paragraph 1)
- 2 relaxed, calm, and happy (paragraph 1)
- 3 the way that sb looks or behaves (paragraph 1)
- 4 useful or helpful to sb when needed (paragraph 1)
- 5 a statement or an idea that forms the basis for a reasonable line of argument (paragraph 5)
- 6 a word, phrase, or sound that is repeated again and again, especially during prayer or meditation; a commonly repeated word or phrase (paragraph 5)
- 7 organized very carefully or secretly (paragraph 5)
- 8 (of hair) in a mass of tight curls (paragraph 6)

Over to you

- 1 Have you read or would you like to read one of Gladwell's books?
- 2 How important are first impressions? Have you ever made an important decision based on your first impression of someone?

Answer key

- 1 He hasn't done 1, 5, 6
- 2 mellow
- 3 demagogic
- 4 stood in good stead
- 5 premise
- 6 mantra
- 7 orchestrated
- 8 fizzy



Malcolm Gladwell: the ultimate connector

1 First impressions can be deceptive – he looks like a cross between popstar Lenny Kravitz and comedian Jerry Seinfeld. But Malcolm Gladwell has written two best-selling books, is a highly sought after public speaker, is number twenty-seven in Accenture's ranking of 'Top 50 business gurus', **a** So who exactly is he? An internet search provides plenty of results about his books and inspirational work but very little about the man himself. **b** He was born in the UK to an English father and Jamaican mother but was brought up in rural Canada in a house with no television. **c** This mixture of a laid-back demeanour and his inner ambition has stood him in good stead for a career in journalism. These days he lives in a modest apartment in New York's West Village, and seems rather embarrassed by his monetary success. In fact, he confesses to being baffled by his prosperity. He seems to enjoy his lifestyle, claiming that being a writer gives him plenty of time to think and drink coffee.

2 Politically he has moved across the spectrum: as a child he was a right-winger, but he puts that down to the fun radicalism of youth, explaining that Canada was so left-wing that you could only be a rebel by being on the right. **d**

3 Gladwell started his writing career at the *American Spectator* magazine before moving on to the *Washington Post*, and then in 1996 to the *New Yorker* magazine – a literary and political commentary publication based in New York but with a wide readership throughout the USA. His article for the *New Yorker* on the reduction in crime in New York led to him researching and writing his first book: *The Tipping Point*.

4 e He mixes serious social science research with cleverly crafted characters and anecdotes that anyone can relate to. He draws his inspiration from a range of sources, not just focusing on the business world but on things that affect people's everyday lives. In *The Tipping Point* he wrote about the popularity of Hush Puppies, graffiti on subway trains, and the reasons why the crime rate had dropped in New York. **f** He takes this usually 'dry' research and is able to make it come alive. Gladwell claims this skill makes him the happiest man in the world.

5 Undoubtedly, his real impact has been in corporate culture. His first book has become a must-read for marketing experts and students alike. Its main premise,



that it doesn't matter how many people you reach but who you reach, has become the mantra of advertisers across the world. Marketers are now looking to put on orchestrated word-of-mouth campaigns, trying to influence what Gladwell calls the 'mavens' (people in the know); and the 'connectors' (those with wide social circles).

6 His second book, *Blink: The Power of Thinking without Thinking*, also became a best-seller. It was influenced by the changing perception people had of him once he allowed his hair to grow into a frizzy afro. **g** *Blink* describes the strange power of first impressions and how decisions can be made based on them.

7 His writing has influenced high-profile business people: for example, Starbucks' Howard Schultz publicly attributed his company's success to the tipping-point phenomenon, while Ketchum, a public relations company, has created a database that copies Gladwell's models.

h It's not an idea Gladwell seems very fond of, stating that formal consultancy would be a breach of his first commitment: journalism.

8 So it would seem that in many ways Gladwell could be described as the ultimate 'connector' himself. With his best selling books, *New Yorker* column, and \$40,000 speaking appearances he bridges the gap between different aspects of American society, the New York literary world, the scholarly world, corporate culture, and, of course ... the person in the street.

Glossary

deceptive likely to make you believe sth that is not true

sought after wanted by many people, because sth is very good quality or difficult to find

guru a person who is an expert / teacher on a particular subject

baffled completely confused

Hush Puppies a brand of practical and comfortable shoes

afro a hairstyle in which the hair forms a mass of tight curls

reading bank

The inventors' ball

- 1 You are going to read about an international exhibition for inventors. Read the article and match the titles (1-6) with the paragraphs (a-f).
- 1 Not everyone is happy ... but they'll be back
- 2 How successful is the exhibition?
- 3 Who are the inventors?
- 4 African inventor needs backing
- 5 Boat cleaner wins award
- 6 Unusual use of a fruit
- 2 Mark the sentences true (T) or false (F).
- 1 The exhibition takes place every year. _____
- 2 More than 25% of exhibitors are Malaysian. _____
- 3 More than half of the exhibitors find backers. _____
- 4 The prize at this year's exhibition is given to an invention that cleans boats. _____
- 5 Corina's invention is in production. _____
- 6 She says there's more to inventing than making money. _____
- 3 Answer the questions.
- 1 Why do inventors attend the exhibition year after year?
- 2 What two rules must participants follow?
- 3 What are Ken's crash helmets made from?
- 4 What advantage does the exhibition have over the Internet?
- 5 What does Corina's experience show inventors?
- 4 Find words or phrases in the article that match the following definitions.
- 1 to move towards a place from different directions and meet (paragraph 1)
- 2 a person or company that gives support to sb / sth, especially financial support (paragraph 1)
- 3 used to describe a situation in which sth serious, important, or of high quality is followed by sth silly, unimportant, or of poor quality (paragraph 1)

- 4 an official right to be the only person to make, use, or sell a product or an invention; a document that proves this (paragraph 2)
- 5 a person whose job is to find people who are good at singing, acting, sport, etc. in order to give them work (paragraph 3)
- 6 an opinion or a position that is strange or unusual and a long way from the normal position (paragraph 4)
- 7 introducing or using new ideas, ways of doing sth (paragraph 4)
- 8 the first design of sth from which other forms are copied or developed (paragraph 6)
- 9 a complaint about sth (paragraph 7)

Over to you

- 1 In your opinion, what has been the single most important invention in your lifetime?
- 2 How important are creativity and inventiveness in your job?



Answer key

- 1 They hope to find people to financially support their ideas.
- 2 Their invention must have a patent and can't have been displayed before.

- 3 The husks of coconuts
- 4 It allows people to try the inventions wherever on the Internet you can only look at them.
- 5 That even if you sell your product, it might not get produced.
- 6 converger
- 7 backer

- 3 from the sublime to the ridiculous
- 4 patent
- 5 talent scouts
- 6 left field
- 7 innovative
- 8 prototype
- 9 gripe

The inventors' ball

1 Ever had a bright idea for a new product? Every April, 75,000 people converge on the Swiss city of Geneva in the hope that just such an idea will make them mega-rich. The annual International Exhibition of Inventions has been showcasing new inventions for over thirty years. The inventions on display range from the sublime to the ridiculous but all the inventors are hoping for one thing – that they will find a backer to help them develop their ideas to become the next big thing. One such hopeful is Ken Tan, or 'Coconut' Ken, who has travelled all the way from Johor Baharu in Southern Malaysia. 'This is my year – I can feel it,' he says, before confessing that he's attended the past five exhibitions without success.

a **2** According to organizers, the 700 exhibitors come from a range of different backgrounds and settings – a quarter of them are private inventors and researchers while the rest are companies, research institutes, and universities. They come from all over the world – Moldova, Spain, and Russia are just some of the forty-five countries represented. Despite visa problems, the Iranians are also in on the act, with over fifty exhibitors on display. But Malaysians like Ken Tan are the overwhelming majority, taking up over a quarter of the floor-space. In order to participate in the fair, the presenters have to adhere to strict

rules: the inventions must already have a patent, and the invention cannot have been on display in the exhibition previously.

b **3** The exhibition is believed to be the biggest of its kind and it's the chance of commercial success which is uppermost in the exhibitors' minds. They are hoping that the talent scouts who come to Geneva to find products to develop and commercialize will be wowed by their product. Organizers say that in 2006, 45% of the exhibitors found an investor. Which makes the serial attendance of Ken Tan all the more understandable.

c **4** Despite the incentives of fame and fortune, the inventors at the exhibition still manage to convey the image that their ideas come predominantly from left field. Indeed, it's Ken Tan's coconut-husking machine which this year seems to have attracted some healthy attention, but more so for the innovative use of the leftovers. He tells reporters that the husks are ideal for making crash helmets which, he claims, adhere to government safety standards.

d **5** Other inventions are more down-to-earth and useful, such as the device for collecting rainwater that can then be used to water a garden or flush toilets, or the tiny GPS mini-chip that could help owners find lost pets. However,

the jury prize eventually goes to an invention from France: a new, non-polluting method of cleaning the hulls of boats, without taking them out of the water.

e **6** The five-day fair allows inventors to display their ideas to a wider audience, and producers like to actually see and try the ideas rather than just view pictures on the Internet. Olivier Bikinkita brought his car-driving simulator all the way from Brazzaville in Congo. 'This machine helps you train for steering a real car. At the moment, this is only a prototype but I hope to find a sponsor,' explained the hopeful inventor.

f **7** Sometimes, of course, the dream never becomes reality. One inventor, Corina Grace, complained that her fuel-saving invention from the previous year had been bought by one multinational company purely to stop it from falling into the hands of a competitor. Despite the large fee she got for the licence, Corina was still not happy, saying: 'It's not about the money, it's about seeing other people using the thing that you've put years of hard work into developing.' Despite her gripe, no doubt Corina, 'Coconut' Ken, Olivier, and many others are certain to be back again next year. – hoping that it's their idea that finally goes global!

Glossary

- in on the act** to get involved in an activity that sb else has started
adhere to sth behave according to a particular law, rule, or instructions
uppermost more important than other things in a particular situation
wowed impressed very much, especially by a performance
husk the dry outer covering of nuts, fruits and seeds
hull the main, bottom part of a ship that goes in the water

reading bank

Forget Hollywood and Bollywood

1 You are going to read about two alternative film industries. Before you do, look at the picture. Which country's films do you think the posters show?

2 Read the article. Match the people mentioned in the text (1-4) with the correct description (a-d).

- 1 Randall Harper
- 2 Lancelot Imasuen
- 3 Farooq Farrakzad
- 4 Dariush Mehrjui
- a Director and poet
- b Nollywood film director
- c Film-aficionado
- d Venice Film Festival winner

3 Answer the questions.

- 1 Why did the Nigerian film industry start to grow in 1992?
- 2 What is the main theme of Nigerian films?
- 3 What was Lancelot Imasuen's impression of filmmaking in the US?
- 4 What makes Iranian film-making the 'perfect antidote' to Western films?
- 5 How did Iranian films change from its early beginnings to the 1960s?
- 6 How did the Islamic revolution help Iranian filmmakers?

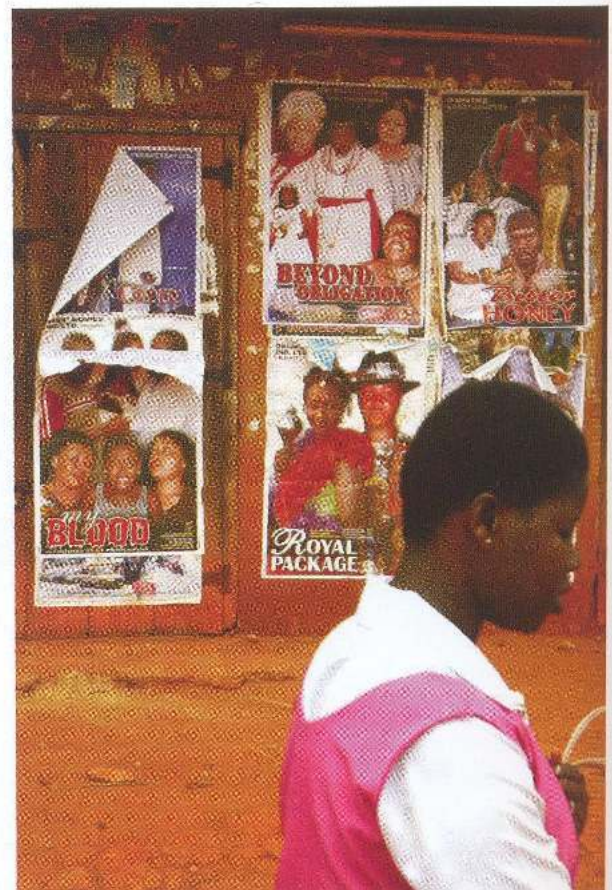
4 Find words or phrases in the article that match the following definitions.

- 1 (of buildings, vehicles, furniture, etc.) in a very bad condition and needing repair (paragraph 1)
- 2 a thing that develops from sth, especially a small organization that develops from a larger one (paragraph 3)
- 3 (of goods, work, etc.) made or done badly and with not enough care (paragraph 3)
- 4 (informal) a lot of noisy, exciting activity that is intended to attract people's attention (paragraph 5)

- 5 not showing respect to sb / sth that other people usually respect (paragraph 6)
- 6 very brightly coloured in an unpleasant way (paragraph 7)
- 7 describing a story, play, picture, etc. in which each character or event is a symbol representing an idea or a quality, such as truth, evil, death, etc. (paragraph 8)
- 8 to tell somebody about sth, especially sth that you have experienced (paragraph 8)

Over to you

- 1 Which foreign country's films would you most like to see?
- 2 What about your own country's film industry? Are there any recent must-see films?



6 The Islamic revolution placed restrictions on film-making but this allowed film-makers to make less about making films to make money and be more allegorical.

4 1 ransnackle
2 offshoot
3 shoddy
4 ransnackle
5 reverence
6 garish
7 allegorical
8 recount

3 He felt that in the US a lot of the budget for a film was wasted because it took sixty days to make a film.

4 The fact that the industry has to work within government constraints has made it find different ways to tell stories and as such it has been inspired by Iran's poetic traditions.

5 The first Iranian films were influenced by the films of Bollywood but by the 1960s they were influenced by poetry.

3 1 Because in 1992, the national TV stations stopped making soap operas, which were very popular in Nigeria and the film industry took advantage by filling the gap in the market with cheap dramas.

2 There are many themes but the main one is good defeating evil.

Answer key

1 Student's own answers
2 1 c / 2 b / 3 a / 4 d

Forget Hollywood and Bollywood

1 We all know about the modern 'film factories' of Hollywood and Bollywood, but what about other film industries which are doing things differently? Where are they based and what kind of films do they produce? Film-aficionado Randall Harper tells us about two emerging powers in the world of movie-making.

2 It's a far cry from LA or Mumbai but Surulere, a ramshackle suburb of Lagos in Nigeria, is the home to the third largest film industry in the world: Nollywood. With over 1,000 films shot annually, generating revenues of \$250 million and an audience of 600 million spread around the world, the film industry is the second largest employer in Nigeria and is producing stars that are recognized across the globe.

3 Unlike Hollywood and Bollywood, the Nigerian film industry is a direct offshoot of television drama and has provided an alternative to TV for millions of Nigerians. It is widely agreed that Nollywood was born in 1992 when the state run TV company stopped making the popular soap operas that captivated audiences across Nigeria. The first film, *Living in Bondage*, was characterized by poor dialogue, shoddy acting, and terrible continuity, but its direct-to-DVD release began to satisfy the demand for easy-on-the-eye dramas. Although production values have improved, the films are still produced cheaply – costing about \$15,000 – and quickly. They get shot in about ten days. Each movie will sell between 25,000 and 50,000 copies, and occasionally a 'blockbuster' will sell 500,000.

4 Fans of Nollywood would say the films cover a range of issues dealing with family, religion, conflict, and corruption but the main themes are witchcraft and the triumph of good over evil.

5 Leading Nollywood director Lanrele Imasuen recently made a film in the USA and was shocked by the waste, amazed that a film could take sixty days to make. 'I had the pleasure of shooting a film in Hollywood,' Imasuen said in an interview. 'And I told them, I want you to know that 75% of your budget and time is

wasted! Sixty days to shoot a film! How many working hours are actually in those sixty days? It's all razzmatazz!' Nollywood has certainly stripped away all that excess and simplified the film-making process.

6 Iran's film-making has long been seen as being the perfect antidote to Western irreverence. Due to political constraints, film-makers had to find different ways of telling their stories and used the country's rich poetic heritage for inspiration. But Iran may be unique in so far as the founding figure of its film industry was a woman, and government intervention has actually helped to improve its reputation.

7 Very early Iranian films were influenced by Bollywood musicals, and characterized by garish costumes and romantic themes. Things changed in the sixties however, when poetry began to influence film-makers. Poet Farroogh Farrahzad's documentary about a leper colony, *The House Is Black*, is widely perceived to be the first example of Iran's unique cinema tradition. The film was released in 1962 and it set the standard for documentary, fable-like films. However, it wasn't until the seventies that the West started taking notice when *The Cow*, a film by Dariush Mehrjui, won a top prize at the Venice Film Festival.

8 After the Islamic revolution, Iranian cinema hit a golden age. The restrictions the new regime put on film-makers freed them of market pressures and allowed them to be more allegorical in their work. The contrast with the West was noticeable. *Where Is the Friend's House?* – Abbas Kiarostami's account of an eight-year-old schoolboy trying to return his classmate's notebook – was made in 1986 when Western cinema was arguably at its most superficial. Kiarostami continues to be one of the big names in Iranian cinema, along with Mohsen Makhmalbaf whose *Moment of Innocence* recounts the stabbing that put him in jail for five years.

9 Iranian films continue to stand out. *Twenty Fingers*, starring and directed by Mania Akbari, won the best digital film at the 2004 Venice Film Festival, showing that what Iranian film-makers have lacked in money they have more than made up for in creativity.

The main themes in Nigerian films are witchcraft and the triumph of good over evil

Iran's film-making is the perfect antidote to Western irreverence

Glossary

a far cry a very different experience from sth
continuity making sure that actors' clothes, objects, etc. are the same from one scene to the next
antidote anything that takes away the effects of sth unpleasant
leper colony a place where people with leprosy, an infectious disease, live together

reading bank

From joke to cake

- 1 You are going to read about the rebranding of Skoda. Have you seen any of the television ads for Skoda cars? If so, what do you think the advertisements are trying to 'say' about the brand?
- 2 Read the article quickly and choose the main point from options a-c.
 - a To encourage companies to adopt aggressive marketing strategies
 - b To 'advertise' the Skoda product
 - c To highlight the impact of 'image' on a product
- 3 Look at the advertising ideas mentioned in the article. Then put them in the correct order from oldest to most recent.
 - a a large cake
 - b it really is a Skoda
 - c highlighting the cars' abilities
 - d customers with a problem
- 4 Answer the questions.
 - 1 How did people regard the Skoda in the 1980s?
 - 2 What two factors caused this opinion to change?
 - 3 What can be the danger of a company using 'aggressive marketing'?
 - 4 What have been the results of the marketing campaign?

- 5 Find words or phrases in the article that match the following definitions.
 - 1 to emphasize sth or make it more noticeable (paragraph 1)
 - 2 caused sth to develop or be produced (paragraph 2)
 - 3 very comfortable; expensive and of good quality (paragraph 4)
 - 4 to start to do sth new or difficult (paragraph 5)
 - 5 to remain valid even when tested, examined closely, etc. (paragraph 5)
 - 6 to move to the side of the road in order to stop or let sth pass (paragraph 6)
 - 7 to put people or things together, especially in order to show a contrast or a new relationship between them (paragraph 7)
 - 8 be the most surprising (or annoying) thing that has happened or that sb has done (paragraph 8)

Over to you

- 1 In what ways is advertising cars different than advertising any other kind of product?
- 2 What kind of car do you drive? What does that 'say' about you, and do you care?

Answer key

- 1 Student's own answers
- 2 c It shows how a product has gone from being a joke to a best-selling brand by changing its image.
- 3 1 b 2 d 3 c 4 a
- 4 1 It was considered as an inferior product, being cheap and unreliable.
- 5 1 'aggressive' 2 'highlighted' 3 'emphasized' 4 'started' 5 'remained' 6 'moved' 7 'put together' 8 'most surprising'
- 6 1 'highlighted' 2 'emphasized' 3 'started' 4 'remained' 5 'moved' 6 'put together' 7 'most surprising'
- 7 1 'highlighted' 2 'emphasized' 3 'started' 4 'remained' 5 'moved' 6 'put together' 7 'most surprising'
- 8 1 'highlighted' 2 'emphasized' 3 'started' 4 'remained' 5 'moved' 6 'put together' 7 'most surprising'

From joke to cake

1 One of the golden rules of advertising has always been not to mention the disadvantages of your product. Advertising campaigns need a positive spin – accentuate the positives, eliminate the negatives. But that was before Skoda came along.

2 Skoda has probably had one of the worst image problems in the history of marketing. Thanks to its cheap price and lack of reliability in the 1980s, the Skoda spawned a series of jokes and even now there are websites dedicated to the Skoda joke such as: 'How do you double the price of a Skoda? Throw a Euro in it.' Even its name seems to mock itself – in Czech *skoda* literally means 'shame', and *to je skoda* translates into English as 'It's a pity'.

3 So how has this 'joke' become one of the success stories of the noughties, becoming the third best-selling brand in Germany and the UK, and winning Car of the Year 2007? The answer is an aggressive advertising campaign that met the image problems head on, breaking all the rules of conventional advertising as it went.

4 The first step in the transformation was the 'It's a Skoda, honest' series of adverts. The most memorable showed an employee at the Skoda factory putting the Skoda badge on finished vehicles. When a new batch of plush cars come along, the employee stands back thinking there's no way they can be Skodas, but of course they are.

5 Addressing an image problem in such a forthright way is a high-risk strategy but one which Skoda felt was worth the gamble. As industry specialist Gideon Riley explains: 'If you're going to embark on an

advertising campaign that challenges the normal rules of the industry, you have to have a product that will stand up to intense scrutiny. Skoda felt that they had reliable cars that would challenge the old perception of their product and surprise a good many people. Of course, they were now being built to German specifications, having become part of the Volkswagen group in 1991.'

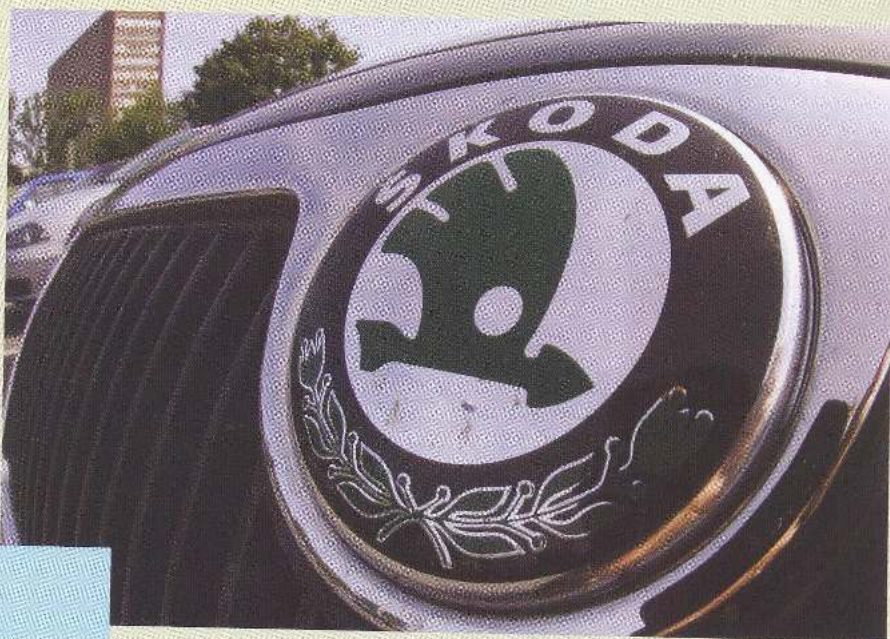
6 Skoda didn't stop there – their next campaign featured a man being taken for a test drive in a Skoda. When the showroom employee pulls over to let the customer drive the car for himself, the customer runs off into the woods. The slogan was 'It's a Skoda, which is still a problem for some.'

7 Since then they have changed direction a little but still emphasize the surprising nature of their cars. One advert claims that we all copy each other and encourages us to be different by choosing to drive a Skoda, while a recent campaign hardly featured the car at all – in one, a huge gymnast

tumbles on a mat, and in another a James Bond-style secretary dramatically jumps onto a moving train in the pouring rain, trying to locate her boss who has forgotten an important document. The slogans 'Big and agile – you don't see that very often' and 'Practical and exciting – you don't see that very often' juxtapose the qualities of their cars.

8 Skoda's latest advert, though, might just 'take the biscuit' – or more precisely the cake. It features a life-sized cake version of the new Skoda Fabia. The cake took four days and sixteen people to bake, but the final effect is astounding. 'This is Skoda moving away from its image problems and making eye-catching adverts that have had workers gossiping during their coffee breaks for the last few years,' explains Riley 'and their marketing people have worked wonders. Over 37,000 people have visited the Fabia website to see the clip.'

9 So just how do you overcome an image problem? Well ... it's a piece of cake.



Glossary

mock to show no respect for sth

the noughties (BrE) the years from 2000 to 2009

tumbles performs acrobatics on the floor

astounding so surprising that it is difficult to believe

a piece of cake (informal) a thing that is very easy to do

listening bank

Obesity: how the figures stack up

You are going to listen to a radio feature exploring the growing problem of obesity. The presenter is American, and interviews a number of health professionals – asking for information and advice. Listen to the recording as many times as you need to and answer the questions below. The recording is on the MultiROM at the back of this Student's Book.



- 1 Which is the best summary of the information in the feature?
 - 1 Obesity is only a problem in developed countries caused by people doing less exercise in their work and leisure time.
 - 2 Obesity is a global problem caused by people doing less exercise in their work and leisure time.
 - 3 Obesity is a global problem caused by the growth of fast food chains.
 - 4 Obesity is only a problem in developing countries caused by overeating.
- 2 What do the following figures refer to?

a 90	d 1 in 10
b 30	e 93
c 10%	f 18
- 3 Mark the sentences true (T) or false (F).
 - 1 The presenter is obese.
 - 2 Obesity causes cancer.
 - 3 Obesity is more of a problem in France than Croatia.
 - 4 The French eat more saturated fat than the Americans.

- 5 Eating slowly helps you to keep weight off.
- 6 Obesity is bad for the environment.
- 7 Obesity is contagious.
- 8 Walking is a miracle cure for obesity.

4 Match the words or phrases (1–8) with the definitions (a–h).

- | | |
|-------------------------|--|
| 1 proportionate | a a fat stomach, usually on a man |
| 2 paunch | b the process of people moving to live and work in towns |
| 3 saturated fat | c a substance found in food (e.g. butter, fried food, and many types of meat), which encourages the harmful development of cholesterol |
| 4 to have a sweet tooth | d to like food that contains a lot of sugar |
| 5 urbanization | e being frequently away from work or school, especially without good reasons |
| 6 sedentary | f spending a lot of time sitting down and not moving |
| 7 absenteeism | g quick; busy |
| 8 brisk | h increasing or decreasing in size, amount, or degree according to changes in sth else |

Over to you

- 1 Is obesity a noticeable problem in your country?
- 2 Do you think that organizations like governments and the workplace should get involved more in fighting obesity?

1 2	Answer key
2 a kilograms, the estimated weight of the presenter	
b BMI that signifies obesity	
c the maximum obesity rate amongst men in China, Denmark, Japan, and France	
d obesity rate amongst adults in Brazil	
e million dollars spent on the direct medical cost of obesity in the USA	
f million work days lost in the UK because of obesity	
g 18	
h 93	
1 10	
2 30	
3 10%	
4 90	
5 1 in 10	
6 18	
7 93	
8 10%	

Listening bank

Sport helps rebuild wrecked lives

You are going to listen to a news story about relief activities in areas affected by the Asian Tsunami of 2004. The presenter interviews a spokesman for the United Nations Development Programme about how sport has helped. Listen to the recording as many times as you need to and answer the questions below. The recording is on the MultiROM at the back of this Student's Book.

- 1 Which of the following sports are mentioned? Tick (✓) those you hear.

athletics	basketball	cricket
volleyball	football	golf
handball	rugby	swimming

- 2 Mark the sentences true (T) or false (F).

- Sports only played a small role after the tsunami.
- Staging a number of sporting events raised money.
- Sport is thought to help people overcome the shock of a disastrous event.
- Over 50,000 footballs were given to one of the affected areas.
- The cricket ground in Sri Lanka will never recover from the disaster.
- Michael thinks that people who like sport are crazy.

- 3 Complete the following sentences from the news story.

- Sport plays a major part in many people's lives, but how can it help rebuild communities when disaster
- These matches kept the disaster in people's minds and helped raise millions of pounds.
- The UNDP has also helped to other sporting facilities in Aceh including volleyball and basketball courts.
- Certainly for people like Eddi and his friends the of balls and boots gave them something back.
- As well as rebuilding the village and assisting twenty-five other villages in Sri Lanka, the has provided new sports facilities for the village.
- Youth is a crucial element in post-disaster rehabilitation work.

- 4 Now match the words or phrases from 3 with the correct definition below.

- an organization that is established to provide money for a particular purpose, for example for scientific research or charity
- sth that is given to a person or an organization such as a charity, in order to help them; the act of giving sth in this way
- happen suddenly and have a harmful or damaging effect on sb / sth
- receiving or involving a lot of attention and discussion in the media and from the public
- to return a building or an area to its previous good condition
- a policy which gives sb more control over their own life or the situation they are in



Over to you

- Do you remember hearing about the Asian Tsunami in 2004? Where were you, and what were you doing?
- How important do you think resuming activities like sports really is in such situations?

Answer key

1 athletics basketball cricket
volleyball
2 1 F 2 T 3 T 4 T 5 F 6 F

3 1 strikes
2 high-profile
3 rehabilitate
4 donation
5 foundation
6 empowerment

4 a foundation
b donation
c strike
d high-profile
e rehabilitate
f empowerment

listening bank

Thinking of buying a house? Think again!

You are going to listen to part of a TV programme about the property market. The presenter interviews a number of UK-based buyers – hearing stories of their different experiences. Listen to the recording as many times as you need to and answer the questions below. The recording is on the MultiROM at the back of this Student's Book.



1 Which of the following sentences best summarizes the topic?

- 1 the rising cost of homes in Europe
- 2 recent developments in the housing market in the UK
- 3 the breakdown of the global housing market
- 4 buying a house is now easier than ever before

2 Mark the sentences true (T) or false (F).

- 1 The traditional housing market in London is changing as a result of high prices.
- 2 Elena owns two properties.
- 3 Elena changes her credit card every six months.
- 4 Steve had to move out of the warehouse because it was damaged by squatters.
- 5 Steve has to rent a sofa for his flat.
- 6 The White family moved house when Owen retired.

3 Write the correct number to complete each gap.

- a _____ the average cost of a house in London
- b _____ of the price is needed for a deposit
- c _____ the weekly amount Elena makes from her flat

- d _____ the average age people leave home in London
- e _____ the amount per week Steve pays to rent a sofa
- f _____ how much Steve is saving per week

4 Match the words or phrases (1-8) with the definitions (a-h).

- 1 a trend
 - 2 to climb a ladder
 - 3 outskirts
 - 4 deterrent
 - 5 to outstay your welcome
 - 6 to fly the coop
 - 7 a nest egg
 - 8 to fall over themselves (to do sth)
- a a thing that makes sb less likely to do sth
 - b to stay somewhere as a guest longer than you are wanted
 - c (about a young person) to leave the family home; to escape from a place
 - d to try very hard or want very much to do sth
 - e general direction in which a situation is changing or developing
 - f the parts of a town or city that are furthest from the centre
 - g a series of stages by which you can make progress in a plan, career, or organization
 - h a sum of money that you save to use in the future

Over to you

- 1 What is the current state of the property market in your country? Do the majority of adults have a mortgage or pay rent?
- 2 What's your 'dream home'? Considering your current financial commitments, how achievable is that dream?

04

TV – any time, anyplace, anywhere

You are going to listen to a radio feature discussing a new way to watch TV programmes on the Internet. The speaker interviews two industry experts – asking for their opinions and predictions. Listen to the recording as many times as you need to and answer the questions below. The recording is on the MultiROM at the back of this Student's Book.

- 1 Which of the following companies are not mentioned in the interview?

Joost Amazon Gmail Skype Yahoo!
MTV YouTube CBS NBC MySpace

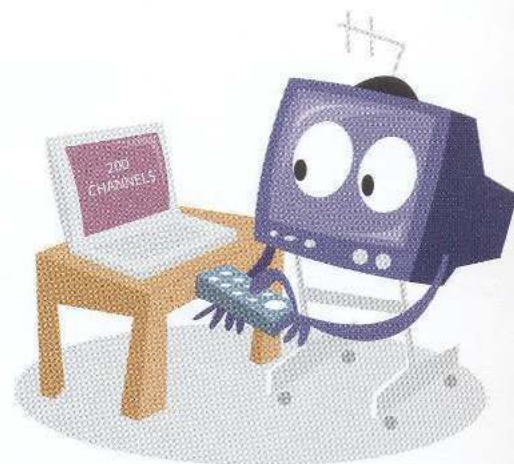
- 2 Match the letters (a-e) with the descriptions (1-5) from the recording.

- a 2
- b under-25 age group
- c 16-24-year-olds
- d 3
- e under 30s

- 1 the age group that is seeing the biggest change in the way that TV is watched
- 2 the age group that most downloads TV programmes
- 3 the age group that Joost might be most popular with
- 4 entrepreneurs behind the Joost idea
- 5 the annual percentage increase in the number of people no longer watching TV

- 3 Mark the sentences true (T) or false (F).

- 1 Joost intends to be more structured than existing TV websites.
- 2 Skype has revolutionized the way people communicate.
- 3 The telecommunications industry does not think Joost will succeed.
- 4 Skype will eventually be merged with Joost.
- 5 Lauren McCall suggests that TV companies are likely to do business with Joost.
- 6 In the UK the under 25s only watch four channels.
- 7 Anil Ramesh suggests Joost will face the same legal issues as music sites.
- 8 The interview suggests that conventional television will never be replaced.



- 4 Match the words and phrases (1-8) with the definitions (a-h).

- 1 brainchild
- 2 to envisage
- 3 quaking in your boots
- 4 to meet sth head on
- 5 to get behind sth
- 6 proliferation
- 7 to be riddled with
- 8 to have sb onside

- a to shake because you are very frightened or nervous
- b to imagine what will happen in the future
- c to give sth your support
- d an idea or invention of one person or a small group of people
- e the sudden increase in the number or amount of sth
- f be full of sth, especially sth bad or unpleasant
- g to face sth directly and firmly
- h to have the support of sb for an idea or proposal

Over to you

- 1 Do you use VoIP, instant messaging, or watch TV on the Internet? If so, how satisfactory is the experience?
- 2 Has increased customer choice (i.e. any time, anyplace, anywhere) affected the way you now do business?



listening bank

Beers of the world

You are going to listen to a radio feature about beer. The presenter interviews a number of *brewers* (beer producers) – asking for information and recommendations about the beers made by their *breweries* (beer production plants). Listen to the recording as many times as you need to and answer the questions below. The recording is on the MultiROM at the back of this Student's Book.

1 Mark the sentences true (T) or false (F).

- 1 Beer is now extremely popular in China.
- 2 Cobra Beer is Indian, but it is brewed in the UK.
- 3 The history of South American beer started after the Spanish conquest.
- 4 Mexico's modern beers were inspired by the Austrian style of brewing.
- 5 American 'micro-breweries' are small by comparison to other breweries.



2 Choose the best answer for the questions.

- 1 Which country produces the most beer?
a Russia
b China
c USA
- 2 Cobra beer was first brewed in:
a Bedford
b Bangalore
c Cambridge.
- 3 Dos Equis gets its name from:
a the spicy taste
b the label
c Austria.
- 4 In the USA, what is the market share of 'micro-breweries'?
a more than 10%
b 16%
c 800,000 barrels

3 Match the words and phrases (1-8) with the definitions (a-h).

- | | |
|-------------------|---|
| 1 a boom | a a shop that sells alcoholic drinks in bottles and cans to take away |
| 2 to muscle in | b the time when an important change takes place, usually with the result that a situation improves |
| 3 to take off | c a sudden increase in population, trade, etc.; a period of wealth and success |
| 4 in the grip of | d to manage to rescue sth from a difficult situation; to stop a bad situation from being a complete failure |
| 5 off licence | e experiencing a force that keeps sth or sb under its control |
| 6 strange twist | f (of an idea, product, etc.) to become successful or popular very quickly or suddenly |
| 7 a turning point | g to involve yourself in a situation when you have no right to do so, in order to get sth for yourself |
| 8 to salvage | h an unexpected change or development in a situation |

Over to you

- 1 How popular is beer in your country? What is the most famous brand?
- 2 Brewing is an industry where history and tradition are particularly important. How important are they for the company where you work?

What bosses say makes a great boss

You are going to listen to five company directors and managers talking about what they think makes a great boss, and how a boss can motivate their workforce. Listen to the recording as many times as you need to and answer the questions below. The recording is on the MultiROM at the back of this Student's Book.

- 1 Before you listen, look at the quotes (a-e) and decide which view most closely reflects your own.
- a 'A really good boss should lead by example.'
 - b '... one who works as hard as possible.'
 - c '... interested in the team as people.'
 - d '... knows how to listen.'
 - e '... more an overseer than an organizer.'

- 2 Which of the following sentences best describes each speaker's opinion?
- a A good boss should be aware of how their staff are feeling and be tough when necessary.
 - b A good boss should be a good motivator but also be consistent, supportive, and honest.
 - c A good boss should be a good motivator and open to ideas from their staff.
 - d A good boss should be a good listener and a good example to employees.
 - e A good boss should be a good listener, motivator, and know how to delegate.

3 Mark the sentences true (T) or false (F).

- 1 Jan implies that if the boss is out of the office the staff will work hard.
- 2 Jan says that bosses should admit their mistakes.
- 3 Tung believes that motivation can be achieved through rewards.
- 4 Tung suggests bosses should not be frightened of debating ideas.
- 5 Anne states that being a tough boss doesn't work.



- 6 Anne implies that bosses should know the staff on a level of more than just workers.
- 7 Lars states that space is important for the boss.
- 8 Lars implies that a boss should never know what is going on in all the company.
- 9 Anna thinks bosses should change their opinion regularly.
- 10 Anna says bosses should adhere to the same rules as their employees.

Over to you

- 1 Do you disagree with anything any of the bosses said? How is your viewpoint different?
- 2 Can you remember any specific episodes or events which have taught you to be a better boss, or to deal with responsibility better?

