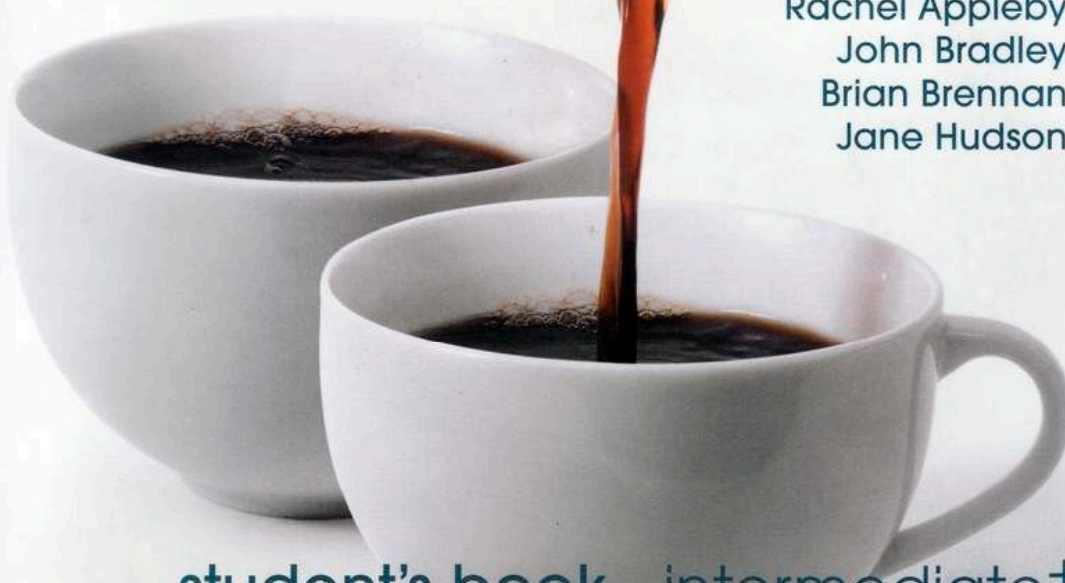


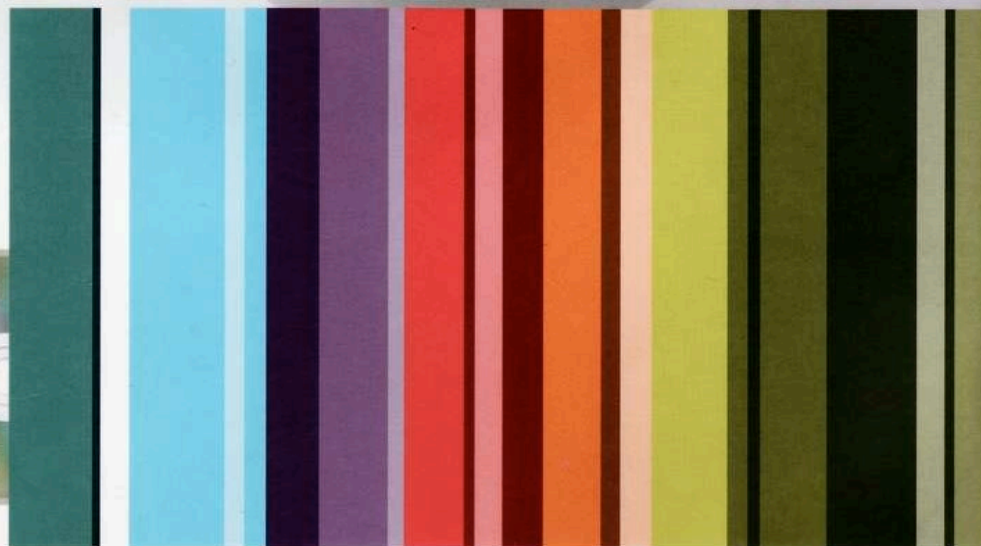
OXFORD Business English

business **one : one**

Rachel Appleby
John Bradley
Brian Brennan
Jane Hudson



student's book intermediate⁺



How to ask for something

In this lesson you will learn polite and more direct ways of asking for things.

Starter

- 1 What do you often ask the following people for?
 - a boss
 - a bank manager
 - a customer
 - a colleague
 - a supplier
- 2 Talk about the last time you asked these people for these things. Did anything unusual happen?



Expressions



- 1.1 • 1 Listen to the conversation and answer the questions.
- 1 Who are the speakers?
 - 2 What do they ask for?
 - 3 Who is polite? Who makes demands? Why?

Speaking

- 1 Make a suitable request for the following situations. Try to use phrases from Expressions and the Language box. Your teacher will respond to your requests.
 - 1 You ordered twenty colour cartridges for your printer. Unfortunately, you received black cartridges instead. Call the supplier and ask them to correct the order.
 - 2 You ask your boss if you can have the morning off next Friday because you need to sign some papers at the bank.
 - 3 You ask for a return train ticket to Oxford at the ticket office.
 - 4 Your colleague keeps forgetting to finish the report you have both been working on. It needs to be sent to head office today. You call him to help him remember.

- 1.2 • 2 Listen to four conversations role-playing situations 1-4. Compare them to your requests.



Hint

Be careful with pronunciation when making requests:
Polite requests are made with high intonation
(the voice goes up).
Demanding requests are made with lower intonation
(the voice goes down).

- 2 Look at the extracts from the conversation. Complete them with the phrases used for asking for something.

- 1 Hello. I _____ speak to Susan Crawley, please.
- 2 Would you _____ me a duplicate?
- 3 Now we'd _____ pay for the computers.
- 4 Do you _____ wait until next month?
- 5 We _____ pay before the end of June.
- 6 If we _____ payment by then, _____ we'll have to send someone round to pick up the computers.

- 3 Look at the extracts in 2 again. Mark them polite (P) or demanding (D). Then explain your decision to your teacher.

Writing

- 1 You have received the following note from your boss. Write an email to the travel agency requesting information for his trip.

Hi
I need some info from El Corte Inglés Travel Agency. I'm going to Milan Conference 10-12 Feb. Need to know:
- flights
- cost of tickets
- arrival time back here in Madrid.
Would you mind finding out for me?
Thanks
Jack

Look

Look again at listening script 1.1 and 1.2 on page 111. Find other examples of these structures.

Language box

We can use *would like* in different ways to ask people for something:

- I'd like a cup of tea, please.
- I'd like to phone home, if you don't mind.
- We'd like you to send the cheque today.

The following verbs can also use the verb + object + infinitive pattern.

advise	ask	expect	need
remind	tell	warn	

We would ask you to pay in full by 1st May.
We have warned them to pay promptly.

Remember to use *-ing* after *Would you mind*:

Would you mind opening the window?
Not ~~Would you mind to open the window?~~

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 a suggestion

02

In this lesson you will practise different ways to put forward ideas.

Starter

- 1 Is there any truth in these humorous quotes?
- 2 How important is the role of the consultant in business?
- 3 Would you like to be a consultant?

Consultants are people who borrow your watch and tell you what time it is, and then walk off with the watch.

Robert Townsend

source: <http://www.brainyquote.com/quotes/quotes/r/roberttown165640.html>

All too many consultants, when asked, "What is two and two?" respond, "What do you have in mind?"

Norman R. Augustine

source: <http://www.brainyquote.com/quotes/quotes/n/normanrau204561.html>

Expressions

- 1 Bruston Bicycles and Cycling Accessories Ltd is in trouble. Sales are 15% down on last year. It is losing clients. Three of its best sales people have left the company in the last two months. To find out what's going wrong Bright Ideas Ltd, a business consulting group, visited the company a few days ago and made the notes below.

Read the notes and then discuss the different problems with your teacher. In your opinion, which are the three most important issues, and why?

BRIGHT ideas

- 1 Sales and Production - only monthly meetings
- 2 staff not given enough information
- 3 products old-fashioned - design manager left a year ago - not replaced
- 4 company doesn't use Internet at all
- 5 name of company!
- 6 sales manager obviously overworked - covers national and export sales - no assistant
- 7 John Bruston - managing director - 79 years old, son of founder
- 8 reputation for top quality, but delays of up to a month in deliveries

dealing with people

Speaking

- 1 Your friend comes to you with the following problems. Make two suggestions in each case. Use as many different expressions as you can.

"I just feel I'm going nowhere in my job."

"I frequently travel to Germany but I don't speak a word of the language."

"I often forget things like meetings and phone numbers."

"My car's always breaking down!"

"I feel so tired and overworked."

Writing

- 1 You are not happy with the following five things. Tell your teacher why you are not happy and what you would change if you could. Make two different suggestions or proposals about:
 - 1 the organization of your classes (days, time, etc.)
 - 2 the place where you work
 - 3 the work timetable or calendar that you have
 - 4 the TV programmes in the country where you live
 - 5 the traffic and / or parking problems in the city where you live.
- 2 Explain the reasons behind your proposals. Find out if your teacher agrees with you. Choose one of the topics and write an email to an appropriate person, containing your proposals.

Hint

You can **make** or **put forward** a **suggestion** / **proposal** to somebody.

- 2.1 • 2 Listen to the presentation that one consultant from Bright Ideas gives to the management of Bruston. He mentions four of the problem areas. Which ones?

- 3 Now listen again. This time complete the spaces with the words the man uses to make his proposals.

- 1 First of all, we _____
a change to the company's name.
- 2 We _____ to a more
international name.
- 3 Secondly, we'd like to _____
new sales staff.
- 4 We _____ three new
assistant staff - people with languages
and experience.
- 5 Our third _____ the
possible use of the Internet as a marketing
tool for your company.
- 6 Finally, we _____
serious and immediate measures to
reorganize the production side of the
company.

- 2.2 • 4 The consultant and the sales manager go to lunch. Listen to their conversation. What problems does the consultant mention?

- 5 The consultant uses the following expressions. Listen again and complete the sentences below with his suggestions.

- 1 Have you _____ the name?
- 2 You've got big problems there.
_____ making meetings more
frequent?
- 3 And, well, I don't really know how _____,
but ...
- 4 How _____ somebody younger to
do his job?
- 5 Let's _____, some of your products
look really old. _____ you employed
a new designer?

Language box

Two verbs that are often used for making suggestions or proposals are *suggest* and *recommend*. Look at the following examples:

- We recommend changing the dates.
We recommend that you change the name.
We suggest using the Internet.
We suggest that you use the Internet.

Other expressions:

- How about changing your job?
Have you considered changing your job?
What if you change / changed your job?
We'd like to propose that you invest €9,000.

Look

Look again at listening scripts 2.1 and 2.2 on page 111. Find all the examples of suggestions.

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 react to suggestions

In this lesson you will learn ways of accepting or rejecting suggestions.

Starter

- Do you have any colleagues with the following habits?
 - They make personal phone calls in a loud voice.
 - They arrive late and leave early.
 - They never return items they borrow.
 - They use bad language all the time.
 - Their only subject of conversation is their children.
 - They waste time and never get anything done.
 - They smoke continuously.
 - They never pay for drinks or meals when you go out.
- Which of the habits do you find most annoying?
- How could you deal with these colleagues?

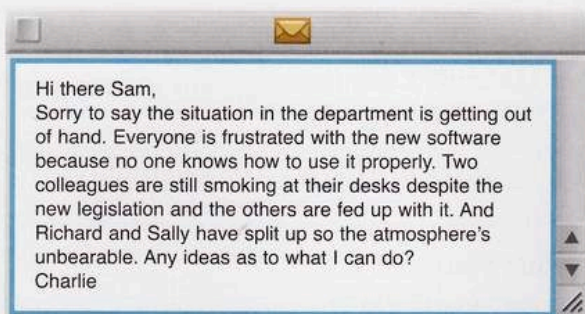
Expressions

- Listen to four situations where someone is making a suggestion. Answer the following questions for dialogues 1-4 by filling in the columns in the table.
 - What is the annoying habit?
 - What is the suggestion?
 - Is the suggestion accepted (✓) or rejected (X)?

	habit	suggestion	✓ / X
1			
2			
3			
4			

Writing

- Read the following email and suggest ways the supervisor could deal with the problems in the department. Role-play a conversation to follow the email, with you as Charlie and your teacher as Sam.



- Reply to the email with your own ideas.

business one : one

Language box

When we react to a suggestion, we often suggest specific action, or propose a possible alternative for action. Look at the expressions used to react to the following suggestion:

Everyone in the office seems a bit down.
 Why don't we all go out together?

That's a good idea ...

... We could have dinner and then go out dancing.

... Let's start planning it right now.

... It would be even better if the company paid for a party!

... Shall we put up a poster?

Hint

You can use the following expressions to talk about irritating situations:
 I can't stand it any longer!
 I've had enough (of it)!
 Eve is driving me crazy.
 He's always shouting and swearing.

- 2 Look at the extracts from the four conversations below. Complete them with the useful phrases for reacting to suggestions.

- 1 No, _____ do that.
It would be really embarrassing.
- 2 No, I'm _____ that's
such a good idea.
She is the boss _____!
- 3 OK, that _____,
I suppose.
- 4 What _____! I'll do
that next time he calls.

Speaking

- 3.2 1 Listen to conversations 1-4. Match each one with a picture a-d below.
- 2 Your teacher will suggest ways to deal with the situations. Respond in an appropriate way.



Look

Look again at conversations 1-4 in listening script 3.2 on pages 111-112. Find more expressions used to react to suggestions.

Shall is used with *we* and *I*, especially in British English. It is often used to make suggestions along with *let's*.

Shall we leave now?

Yes, let's / let's go.

When we reject a suggestion, we normally give a reason:

Mm, I'm not so sure about that ...

... It might make things worse.

... I think people would prefer a bonus to a night out.

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 praise

In this lesson you will learn useful language for giving positive feedback to colleagues.

Starter

- 1 In what circumstances do you praise colleagues at work?
- 2 Do you find giving praise or receiving praise more difficult? Why?



"I'M SO, SO, SO, SO PROUD OF YOU!!"

Expressions

- 1 Listen to three situations where someone is giving praise.
 - 1 In each dialogue 1-3, what did someone do well?
 - 2 What has happened as a result?

	what they did well	result
1		
2		
3		

Speaking

- 1 Role-play the following situations to practise giving praise. Your teacher will play the person being praised. Before you begin, decide how you will introduce the topic, and what specific aspect(s) you will praise.
 - 1 Boss to employee - praise for a report.
 - 2 Boss to employee - praise on winning a large new contract.
 - 3 Colleague to colleague - praise for the new company website.
- 2 Now listen to two conversations role-playing the first two situations above. Compare them with your version.

Language box

In the conversations, different words are used to make adjectives stronger or weaker. Here is how you can change the strength of the adjective *good*:

WEAKER	pretty / fairly / quite good
	good
	pretty / fairly / quite good
	really / very good
STRONGER	extremely good

Note that if you stress *pretty / fairly / quite*, it makes the adjective weaker. If you stress the adjective after *pretty / fairly / quite*, it makes it stronger.

Hint

When praising, it's usual to introduce what you say with a more general comment:

I just wanted to mention ...

I'd just like to say ...

By the way, ...

Oh, have you got a minute?

- 2 Look at the extracts from the three conversations below. Complete them with the useful phrases for giving praise from listening script 4.1. Then listen again and check your answers.

- 1 I'd just like to say I'm _____
how successful our stand was ...
- 2 Jane, you _____ to
get such a good location.
- 3 Well _____, Jane.
- 4 I want to tell you _____
your presentation yesterday. You did a
_____.
- 5 I really _____
included the customer stories.
- 6 Anyway, they love it – you
_____ very well.

Writing

- 1 One of your colleagues has just returned from an international conference, where they represented your company. You hear that their presentation went very well. As you are working from home, you decide to drop them an email to congratulate them.



- 2 You are the boss of a small retail store. A new member of staff noticed that somebody was regularly stealing from you, and by reporting it to you has saved you a lot of money. Write a letter to the member of staff, praising them and telling them the results of their action.

You can also replace the adjective with a stronger one:

extremely good < fantastic / excellent < absolutely excellent

But you have to be careful using strong adjectives like *excellent*, *fantastic*, *amazing*, *wonderful*, etc. You cannot use *very* with these words. You must use *really* or *absolutely*.

That was absolutely brilliant.

That was a really fantastic presentation.

Not ~~it was a very fantastic performance.~~

Look

Look again at conversations 1–3 in listening script 4.1 on page 112. Find examples of *pretty* / *fairly* / *quite* and listen again. In each case, is it making the adjective weaker or stronger?

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 criticize

In this lesson you will learn useful language for giving negative feedback to colleagues.

Starter

- 5.1 1 Listen to a short conversation. A manager is giving feedback to a colleague, but she doesn't do it very well. What problem is she dealing with, and what's wrong with her approach? How could you improve it?
- 5.2 2 Now listen to the same situation, but done more effectively. How is the manager's approach different?
- 3 What is your approach for giving negative feedback to colleagues?



Expressions

- 5.3 1 Listen to two short dialogues. For each, decide who the people are, and what is being criticized.

who is speaking?

what is being criticized?

1

2

- 2 Now listen again to the two short dialogues. Complete the spaces with the words used in the recording.

- 1 Well, _____ I'm quite busy at the moment.
- 2 The thing is, _____ I can't really stay late at work because of the children.
- 3 I'd be _____ fix times when you need to discuss work with me.
- 4 OK. Well, _____ the report you sent.

Speaking

- 1 Imagine you have to deal with the following situations, in which you have to give feedback. Plan what you will say. Role-play the situations with your teacher.
- You share an office with a colleague who often goes out, without telling you for how long. When clients phone, you are unable to tell them when to call back. What suggestions can you give your colleague?
 - One of your staff, who often visits clients, insists on wearing jeans at work, despite the office dress code which states 'no jeans'. You feel it is necessary to discuss it formally with the staff member.

- 5.4 2 Now listen to a conversation role-playing the second conversation in 1 above. Compare it to your version.

Language box

To describe a difference between two things, we can use *not as ... as ...*. Look at the following example:

We're not as busy as last month.

For smaller differences, use *not quite as ...*. For bigger differences, use *not nearly as ...*, or *nothing like as ...*:

The design isn't quite as attractive as we'd hoped.

These pictures aren't nearly as good as the last ones.

Your work is nothing like as good as it was.

Hint

When criticizing, it is a good idea to use a lead-in phrase such as 'I'm afraid ...', 'Sorry, but ...', 'Well actually ...', and a 'softener' such as 'not very', 'a bit', 'rather', etc.:
I'm afraid we found your report a bit vague.

- 5 Well, maybe I _____
one or two things.
- 6 Perhaps I _____ you
one of Mike's reports.
- 7 Do you _____ try
next time?



Writing

- 1 Your boss was rude to you in front of a client, which was very embarrassing. This was not the first time. Write an email to your boss, criticizing their behaviour.
- 2 You have received the formal complaint below. Write an email to all staff explaining the situation, and asking them to wash their own cups up.

Memo

From: Cleaning
To: Manager of Sales department

We've had problems recently with the kitchen in your department. Cups are left in the sink, food containers are left lying around and no one does the washing-up. It's not our job in the cleaning department to do the washing-up in the kitchen, so please ask your staff to see to this.

Thank you.

You can also use *(not) so ...* and *(not) such ...* to criticize the actual situation:

Please try not to take so long over lunch again.

We won't make the deadline if we work so slowly.

Please don't use such bad language!

I shouldn't have sent such an angry email.

Look

Look again at the conversations in listening scripts 5.1–5.4 on pages 112–113. Find more 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 show how to do something

In this lesson you will practise explaining things.

Starter

- 1 Have you learned to do anything new recently? Can you explain it to your teacher?
- 2 If you have a mobile phone with you, explain to your teacher how to use some of the features: text messaging, taking photos, games, etc.
- 3 Have you ever had to phone a call centre for help? What about?



Expressions

- 6.1 • 1 Rajiv manages a call centre in India. He's explaining the job to Davina, a new worker. Listen to Rajiv's instructions to Davina. What are the main things she needs to remember? Make notes.



- 6.2 • 2 Listen to Rajiv and Davina take two calls. Mark each sentence true (T) or false (F).
- 1 The first caller's computer is new. _____
 - 2 Having the caller's password helps Rajiv to solve his problem. _____
 - 3 The second caller can't connect to the Internet. _____
 - 4 Davina tells him there's no immediate solution. _____

Speaking

- 1 Explain to your teacher how to follow a work process that you have to do, or how to use a machine in your office.
- 2 Your teacher will now explain to you how to do something. You can ask questions to check.

Language box

We use the zero conditional to describe something that always happens in certain conditions. This is very common when we're showing someone how to do something.

If you press this button, it records the conversation.

This light goes on if you have another call waiting.

Notice that the two parts of the sentence can come in any order.

There are several variations of this structure:

When you click on this icon, a new window pops up.

As soon as this light comes on, you're connected to the caller.

You can change the information as long as you check with me first.

Hint

To check that someone has understood, you can ask:

Is that clear?

Any questions?

Or say:

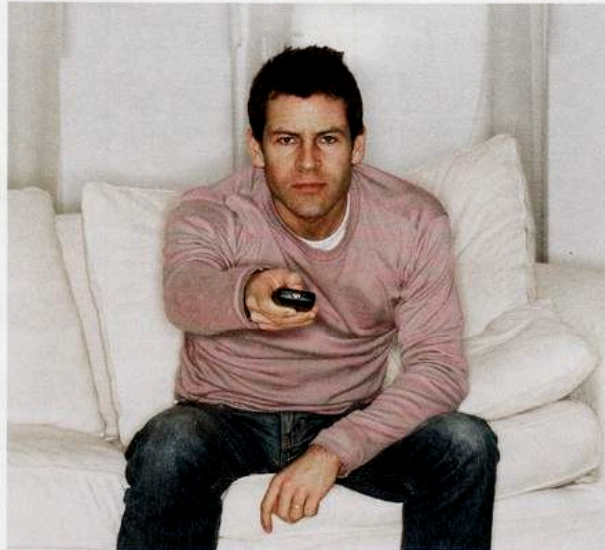
I hope that's clear.

- 3 Look at the extracts from the conversations below. Complete them with the phrases used for giving instructions. Then listen again to recordings 6.1 and 6.2 and check your answers.

- 1 Rajiv: And how is the training going?
Davina: So _____.
- 2 Now, one other thing: we have a lot of calls, so _____ aren't any longer than they need to be.
- 3 Be patient with the caller but _____ the time.
- 4 You're connected and you should greet the caller. Have _____?
- 5 Sometimes very easy solutions like that are the hardest to find. So, _____ them.
- 6 Be _____ say 'good morning'.

Writing

- 1 You're attending a meeting in another country for a week. Leave a junior colleague instructions about how to complete a small project that is in progress at the moment.
- 2 A friend is going to be staying in your house for a few days, but you'll be at work. Leave instructions for them so that they can work the CD player, TV, DVD / video, or a home computer to check email.



The copier doesn't work until you key in your code.

You don't need to re-start the machine unless this message appears.

You can also use an imperative:

Just watch me and ask any questions.

Be careful not to tell anyone your password.

Look

Look at listening scripts 6.1 and 6.2 on page 113. Find more examples of the zero conditional.

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 delegate

In this lesson you will learn expressions to use when you are giving people different jobs to do.

Starter

- 1 To what extent do you agree with these comments about delegation?

'When you delegate work, you need to check all the time that the job is being done right.'

'You can only ask people to help you if you are their boss.'

'If possible, it's best to do a job yourself rather than delegate.'

'When you delegate, tell the person to work as quickly as possible, to leave yourself a lot of time to check their work at the end.'

'Just tell the person what they need to do, not the small details.'

'People enjoy having work delegated to them.'

Expressions



- 7.1 • 1 David Jackson is a sales manager. He broke his leg in a skiing accident last week and will be off work for several weeks. He phones his boss, Arthur Little, to talk about work. Complete the first column with the different jobs he mentions.

job	person
1	
2	
3	
4	
5	

- 7.2 • 2 Arthur organizes a meeting to announce the changes. In the second column above, write the name of the person who will be doing each job.

dealing with people



Speaking

- 1 Spend a few minutes brainstorming:
- a list of all the people, companies, departments, etc. that give work to you to do
 - a list of all the people, companies, departments, etc. that you give work to.
- Include both your job and your life outside work (e.g. professional services, family, friends).
- 2 Talk your teacher through the lists, giving details about the work involved. Try to use language from the unit.

Hint

If you think something is true, but you need to check it, you can use a negative question:

Won't you be back at work by then?

The two possible replies are:

Yes (= I will be back at work)

No (= I won't be back at work).

- 3 Look at the extracts from the meeting below. Complete them with the phrases that Arthur uses for delegating tasks. Then listen to recording 7.2 again and check your answers.

- 1 Do you think you _____, Rob?
- 2 And Susan, I'd like you _____ the job interviews ...
- 3 I need _____ brochures for the trade fair.
- 4 Could I _____, Monica?
- 5 No, that's not necessary. We can _____ David.

- 7.3 4 Rob and Susan go for a coffee after the meeting with Arthur. Listen to their conversation. How does Rob feel about the meeting? Why?

Writing

- 1 Imagine that Arthur Little has no time for the meeting with his team. Write an informal memo to Monica passing on his instructions to her. Use the following memo to Rob as an example. Try to use the language from this unit in your memo.

Memo

Subject: Visit to Samson Ltd

From: Arthur Little

To: Rob Harris

As you know, David is going to be off work for several weeks. In his absence I would like you to look after his client, Samson Ltd. David was going to visit them on the 17th. Please phone them to confirm the appointment, and let them know that you are looking after the contract until David is back.

Arthur Little
General Manager

Look

Look again at listening scripts 7.1–7.2, on pages 113–114. Find examples of these structures.

Language box

When delegating work, you can use the following expressions with the verbs *ask* and *get*:

- I'm going to ask Peter to phone you.
- I'll ask Peter if he can phone you.
- I'll get Peter to phone you.

You can also use *have*. Note that *to* is not used:

- I'll have Peter phone you.

When using a professional service to do a piece of work, you can use *get* / *have* something *done*:

- I need to get my car serviced.
- We should have the office redecorated.

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 compromise

In this lesson you will learn how to negotiate a solution to a problem.

Starter

- 1 Do you often have to reach compromises in your job? Think of an occasion when you solved a disagreement or problem by compromising.
- 2 It can be difficult to combine work with family life. What kinds of compromises do employees and their employers have to reach?

as parts or members that form something

compromise /kəmˈpraɪz/ when people are arguing, they make an agreement called a compromise by giving up part of what they want

compulsion /kəmˈpʌlʃn/ strong force or pressure making someone do something they do not want to

Expressions

- 8.1.1 Derek is the owner of a chain of Turkish restaurants in Ireland. The manager of one of the restaurants is a Turkish woman called Ayse. She wants to talk to Derek about something important. Read this summary of the first part of the dialogue. Then listen to the dialogue and correct the text where it is wrong.

Ayse wants to talk to Derek, her boss, because today she's received a letter from her family in Turkey, saying there's a problem at home and they need her to come home for three or four days. Derek seems to understand her problem, and it's a busy week.

- 8.2.2 Listen to the second part of the dialogue and underline the part of the sentence in *italics* that is correct.

- 1 Derek will not agree to Ayse's request because *he cannot manage without her / he feels she is not being honest.*
- 2 Ayse's main worry is *her duty to her family / money.*
- 3 They *understand / do not understand* each other's point of view.

- 8.3.3 Listen to the third part of the dialogue. What compromise do they reach?

Speaking

- 1 Respond to the following problems. Try to use language from the unit.
 - 1 A regular customer says they are having financial problems and cannot pay for the goods or services you have provided. You need the money but do not want to lose a good customer.
 - 2 There is an urgent project at work. Your boss wants you to work extra hours for the next two weeks, including all day Saturday and Sunday. No extra money is available to pay you for this.

- 8.4.2 Now listen to a conversation role-playing the first situation above. Compare it to your response.

Language box

When trying to reach a compromise, we often discuss the effects of possible actions or events on the situation. In order to do this, conditional sentences are often used.

For something that is a small or unreal possibility, or an idea we are against, we use the second conditional.

The *if* part of the second conditional uses the past simple:

... if I had the chance.

If we bought 10,000 of them, ...

The other part, the result, of the sentence uses *would*:

I would make a lot of changes if I had the chance.

If we bought 10,000 of them, we'd have storage problems.

Hint

Compromise can be a verb or a noun. If you use the noun, you can **agree on**, **arrive at**, **come to**, **find**, **make**, **reach**, or **work out a compromise**.

- 4 Look at the extracts from the dialogues. Complete them with the phrases used by Ayse and Derek. Then listen again to all three dialogues and check your answers.

- 1 I know it's a busy time of year, I do. I _____ your point of view.
- 2 But put _____ - imagine if it were your family.
- 3 This is what I suggest. Let's both _____ and I'll phone you tomorrow morning.
- 4 Right, er ... I've _____ thinking.
- 5 On the _____, I need someone with your experience and ability with the staff and the customers.
- 6 So what _____ - if you went in four days' time that would give us time to show the ropes to someone else.
- 7 Let's _____ then.



Writing

- 1 As part of a presentation to new employees, you decide to suggest some 'tips for reaching agreement'. Write four or five tips that you could show as part of the talk.
- 2 Choose one of the situations in the Speaking section, and write an email to the other person. Use some of the language from the unit, and invent appropriate details.

Look

Look again at listening scripts 8.1, 8.2, and 8.3 on page 114. Find more examples of the second conditional.

We also use this second conditional for giving advice:

If I were you, I wouldn't accept that offer.

Notice that the two parts of a conditional sentence can be reversed:

If I agreed to those conditions, would it affect my pension?

Would it affect my pension if I agreed to those conditions?

For something that is a bigger possibility or an idea we are in favour of, we use the first conditional (see also unit 13):

If the baby's a girl, we'll call her Helen.

Lesson record

3 new words from this lesson	3 useful phrases from this lesson
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1	1
2	2
3	3

Things to remember

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How to plan

Hint

Note that you can **decide sth** or **decide on sth**, with no difference in meaning.

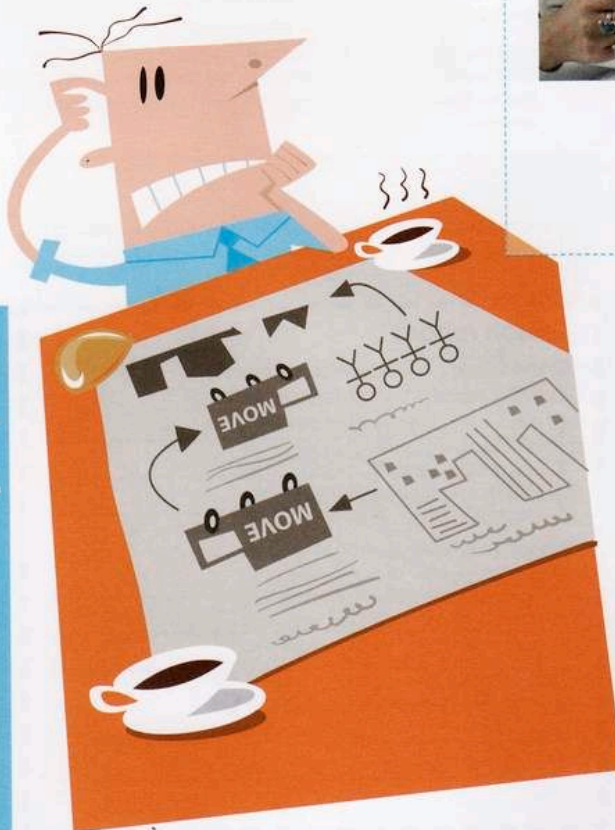
We need to **decide a logo** for the brand.

We need to **decide on a logo** for the brand.

In this lesson you will learn expressions to use when you are planning future events.

Starter

- Does your company have any of the following plans for the future? Tell your teacher about them.
 - to move to a new office
 - to enter a new market
 - to take part in a conference
 - to work with another company on a future venture
 - to start a new project
 - to win a new contract
- Have you got any personal plans for the future?



Expressions



- 9.1 1 Listen to two situations where people are making plans. In each situation complete the table in the next column. What are they planning? What three key points do they have to plan?

Speaking

- Look at the following situations and for each one think of three key points that have to be planned.
 - Your company is going to make a presentation to another company to try and win a new contract.
 - Your office has been asked to organize the annual group conference.
 - Role-play the first situation with your teacher. Your teacher will start the conversation.
- 9.2 3 Listen to a conversation role-playing the same situation. Compare it to your version. Did you choose the same three key points?
- Now role-play the second situation. This time, you start the conversation.

Hint

To talk about how we are going to start dealing with a task, we often use the verb **go about something / doing something**:
We can go about this in two ways.
How are we going to go about advertising the launch?

	situation 1	situation 2
plan		
key points	1	1
	2	2
	3	3

- 2 Look at the extracts from the conversations. Complete them with the phrases used for making plans.

- 1 So, the first thing we _____ is when we should move.
- 2 So something _____ is get in touch with a moving company.
- 3 Who's going to _____ the packing?
- 4 Have we _____ a name yet, Bob?
- 5 What we _____ get the advertising campaign organized.
- 6 I think the _____ is to ask several agencies for samples.

Writing

- 1 Look back to the plans you discussed in the Starter of this unit. Write an email to a person who you are doing the planning with, specifying four or five things that you will need to think about.
- 2 Look at the following stories about plans that went wrong.

Mr David Goodall's shoplifting expedition did not go as well as expected. He had hardly entered the department store he was planning to rob when he was caught simultaneously by eight pairs of hands. Unfortunately for him, the shop was holding a convention of store detectives at the time.

On 6th February 1965, Mr Lionel Burleigh opened the Commonwealth Sentinel, Britain's least successful newspaper. Unfortunately, he had to close it again the next day after he received a phone call from the police. 50,000 copies of the newspaper were on the pavement outside the hotel where he was staying, blocking the main road.

source: *The Book of Heroic Failures*, by Stephen Pile.

- 3 Using the examples in 2 as a model, write about an experience you have had where your plans went wrong.

Language box

Use the future perfect for an action that finishes before a certain time in the future.

We will have completed the project before the inspection begins.

We form the future perfect with **will + have + past participle**.

We'll have paid for all the goods before the tax year ends.

We often use the time preposition **by** to mean **before** with the future perfect.

Do you think he'll have finished the course by the end of May?

Look

Look again at the conversations in listening scripts 9.1 and 9.2 on pages 114–115. Find more examples of the future perfect.

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 update on progress

10

In this lesson you will learn different ways of talking about the progress of a project.

Starter

- 1 How do you work out schedules for your projects? How do you monitor progress?
- 2 Can you remember a project where you ran into time difficulties? Did you solve the time problems or did the project end in disaster?



Expressions

- 10.1 • 1 Listen to a conversation between the general director of an advertising agency and one of the account managers, who is preparing an advertising campaign for Italcafé, a large chain of coffee bars. Tick (✓) the correct column in the chart below.

job	done	not done
meet the managing director of Italcafé		
do some market research		
see the ideas of the creative team		
decide which media to use		
arrange a date for the presentation		

- 2 Are the speakers happy with the progress?



projects

Speaking

- 1 You have been asked to organize a marketing campaign to promote your company. The campaign will be by phone, by mail, and by email. You are making a list of companies to call, you have ordered some new leaflets about the company, and you have sent about twenty emails. However, the leaflets have not arrived yet, and you are still waiting for replies to your emails.

Answer your teacher's questions on the marketing campaign using phrases from Expressions where possible.

- 10.2 • 2 Now listen to a conversation role-playing the situation. Compare it to your role-play. Is the speaker happy with the progress?

Language box

When we talk about progress, we often use the present perfect with *yet* and *already* to say which things we have done and which things we have not yet done.

We've already planned the first phase of the project.

We haven't contracted any new employees yet.

We use the adverbials *so far* and *up to now* to talk about our progress until the moment we are speaking.

I've met about four customers so far.

Up to now I haven't had time to look at your offer.

Hint

Remember that the word **actually** means 'in fact' or 'really':

I haven't **actually** started the project yet.
Actually, my surname's Henson, not Huson.

Hint

We often use **really** to make what we are saying softer or less direct:

I haven't **really** met the target we agreed on.
I don't **really** like the design.

- 3 Look at the extracts from the conversation. Listen again and complete them with phrases used for updating on progress.

1 General director: Heather, could you _____ on the Italcafé pitch, please?

Account manager: Well, it's _____, actually.

2 How _____ the market research?

3 We're _____ to radio stations ...

4 We've _____ for next Friday.

5 Keep me _____.



ITALCAFÉ

We often use the expression *to meet a date / target* with the present perfect to talk about our progress.

Unfortunately, our suppliers haven't met the date again.

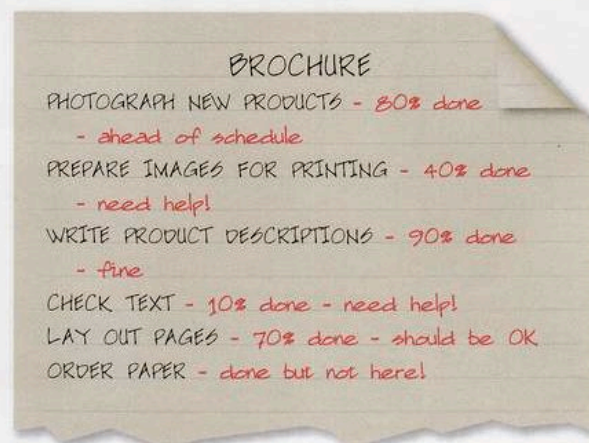
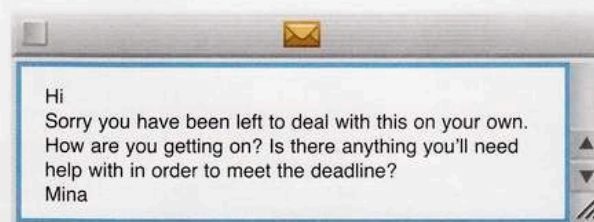
We're celebrating as our sales people have met their targets this year.

Look

Look again at the conversations in listening scripts 10.1 and 10.2 on page 115. Find more examples of the present perfect with *yet*, *already*, *so far* and *up to now*. How many examples of *meet a date / target* are there?

Writing

- 1 Your colleagues have all gone on holiday, leaving you in charge of updating your small company's catalogue. Reply to the email from your boss, using the notes below.



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 report success

In this lesson you will practise different ways of announcing positive results.

Starter

- 1 Today you feel very optimistic about developments at work. Tell your teacher about three things that have happened at work in the last twelve months that you are happy about.



"Well, and now the bad news!"

Expressions

- 1 Listen to part of a meeting.
 - 1 What is the meeting about?
 - 2 What time of the year is the meeting taking place?
 - 3 Is Mike pleased with the results for his department? Why?
- 2 Now listen again and complete the chart with the missing information for Home Sales.

HOME SALES (TARGET INCREASE = 12.5%)					
	JAN/MAR	APR/JUN	JUL/SEP	OCT/DEC*	TOTAL*
compared to last year			+9.2%		+8%*
units sold	(6,550)	(6,830)	(6,250)		(26,680)*

* = forecasted results/sales

EXPORT SALES (TARGET INCREASE = 7.5%)					
	JAN/MAR	APR/JUN	JUL/SEP	OCT/DEC*	TOTAL*
compared to last year	+8.8%			+13.5%*	
units sold	(7,250)	(8,750)	(9,250)		(32,750)*

* = forecasted results/sales

Speaking

- 1 Report on developments in ABC Ltd for this year. Use the following chart and try to use the same language that Tony and Susan used in Expressions.

ABC LIMITED TARGETS FOR PRESENT YEAR			
CONCEPT	LAST YEAR	THIS YEAR	TARGET
sales	\$23m	\$25.5m	\$24m
profit margin	8.4%	9.7%	9.5%
productivity	81%	89%	90%
units sold	31,500	37,350	35,500
employee satisfaction	78%	89%	85%
client satisfaction	83%	95%	95%
number of new clients	165	236	235
average delivery time	24 days	21 days	22 days

Hint

Saying decimals:

12.6 = twelve point six

Numbers after the decimal point are said individually:

17.05 = seventeen point oh / zero five

Hint

Use **by** to express a change:

Sales went down **by** 11%.

Profits are up **by** €10,000.

When speaking about percentages we don't use **the**:

Sales went up **by the** 7.5%

- 3 Now listen to the export sales manager's report. Complete the chart on page 24 with the missing information for Export Sales.

- 4 Now listen again. Complete the sentences below with the words she uses.

- 1 Well, _____ that the Export Market is doing really well.
- 2 I'm delighted to tell you that we have been able to sell _____ 9,000 units for the first time _____ the _____ department, a _____ which represents an increase of 11.4%.
- 3 The forecast for the final quarter is also _____.
- 4 Obviously, _____ about the way the department has been working this year.
- 5 We have _____ in eastern Europe and the new Madrid office has increased its sales by just over 20% since January, which is _____.

Writing

- 1 You are the manager of ABC Limited. Write a short report about the results and include figures from the chart in Speaking.



Look

Look again at listening scripts 11.1 and 11.2 on page 115. Find examples of the present perfect and past simple. Are they 'open' or 'closed' time periods?

Language box

Use the present perfect when speaking about 'open or unfinished' time periods:

The results have been disappointing so far.
(time period = so far)

Sales have increased by just under 10% since May.
(time period = since May)

Our sales team has been working especially hard this year.
(time period = this year)

Use the past simple when speaking about 'closed or finished' time periods:

January's figures were excellent.
(time period = January)

In the same quarter last year we sold 15% more.
(time period = the same quarter last year)

Between March and July, sales were slow.
(time period = between March and July)

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 excuses

In this lesson you will learn polite ways of explaining problems, delays, and mistakes.

Starter

- 1 Look at the cartoon. Why does the man have the sign on his desk?
- 2 When did you last make an excuse?
- 3 When did you last hear an excuse?



Expressions

- 12.1 • 1 Listen to three situations where someone is making an excuse.

- 1 In each dialogue 1–3, what is the problem?
- 2 What is the excuse given?

problem	excuse
dialogue 1	

dialogue 2

dialogue 3

- 2 Listen again if necessary and rank the problems 1 (least serious) to 3 (most serious).
- 3 Was it possible to prevent each problem?

Speaking

- 1 Role-play the following problems, using language for giving excuses. Your teacher will play the role of the person complaining.
 - 1 You sent a cheque to a supplier but didn't sign it. The supplier is very frustrated.
 - 2 A letter has gone out from your department with prices in dollars instead of euros.
- 2 Now listen to two conversations role-playing the situations above. Compare them to your response.



Hint

To make an apology or statement stronger and more polite, use the full auxiliary verb.

I am extremely sorry.

With present simple / past simple add **do** or **did**:

I do apologize.

I did remember to order the computers.

- 4 Look at the extracts from the three conversations below. Complete them with the useful phrases for making excuses.

- 1 I _____ call, but, you know, I was having lunch with a client. We had a drink. We had to wait ages for service, and, _____.
- 2 You're _____ believe it. It's _____ before, but my bus broke down on the way in.
- 3 I checked the content but Sue _____ do the cover, and you know, she was sick. I don't know what _____.

Writing

- 1 Look at the business mistakes below. What excuses could you find for the errors?

The 1982 Association of British Travel Agents conference in Phoenix, Arizona, had to change its venue at the last moment when it discovered that its original hotel had been double-booked.

source: <http://jn10.co.uk/stories/funny-but-true-stories.php>

A US man was so frustrated with his laptop, that he shot it in a fit of e-rage, then realized there were important files left on it that he still needed.

source: <http://news.bbc.co.uk/1/hi/technology/3193366.stm>

- 2 Choose one and imagine what might have caused the problem. Write the story using the past continuous.

Look

Look again at listening script 12.2 on page 116. Find more examples of the past continuous.

Language box

When we make an excuse, we often have to give a story explaining exactly how something happened.

We often use the past continuous at the beginning of stories to 'set the scene':

It was snowing on that cold February morning in Chicago.

In stories, use the past continuous with the past simple when a shorter action happens in the middle of a longer one.

Just as I was writing the cheques, we had a power cut.

You can also use the past continuous for actions happening at the same time:

She was processing the orders at the same time as she was talking to a customer on the phone.

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 justify change

In this lesson you will learn to explain why changes are necessary.

Starter

- 1 How often do you change your car, mobile phone, computer, or house? Normally, what reasons do you have for changing?



Expressions

- 13.1
- 1 Listen and answer the questions below.
 - 1 Who is speaking?
 - 2 What are they talking about?
 - 3 What do you think will happen next?
 - 2 Now listen again and complete these sentences from the conversation.
 - 1 Do you think _____ it?
 - 2 We simply _____ it.
 - 3 We _____ Miami and buy a new car.
 - 4 If we _____ a new one, we _____ go to Miami.
 - 5 We've got no _____ get a new car.
- 13.2
- 3 Ali has just been visiting one of his most important clients - JPC Ltd. He returns to his office and speaks to his boss. Listen and answer the questions below.
 - 1 Why is Ali worried?
 - 2 Who is more worried, Ali or his boss?
 - 3 What does Tom think they should do?

projects

Speaking

- 1 You are applying for a new job. Your friend can't understand why you want to leave your current job. Role-play the conversation with your teacher.
- 2 You are sales manager of a US company. You want to have a stand at an important trade fair. Your boss thinks that trade fairs are 'usually costly and not very productive'. Role-play the conversation between you and your boss. Use the language from the unit to persuade him. Here are some reasons you could use:
 - make new contacts
 - meet new clients
 - see new developments
 - show your products and services to many people at the same time
 - increase your sales or clients.

Language box

When justifying change, we often use the first conditional. The first conditional is used to talk about realistic possibilities.

The *if / unless* part of the sentence uses the present simple:

If we ask them to come to dinner, ...

The other part of the sentence discusses the probable result. This uses *will*:

... we will need to arrange a taxi to take them home.

Together the two halves of the sentence make the first conditional:

If we ask them to come to dinner, we will need to arrange a taxi to take them home.

Hint

A useful word to use when discussing options is **otherwise**, which means 'if not':

We need to pay immediately. Otherwise we will get a fine.

You should give Yvonne a pay rise. Otherwise she will leave the company.

- 4 What's going to happen in the near future?
- 5 What do you think will happen in the long run?
- 4 Listen again and complete the spaces with the necessary words.

Ali: No, Tom. I think they've made a decision about this. I think we'll simply

1 _____ set up a small plant in China near their factory. We

2 _____ to lose them as clients. And JPC is not the only client who's going to China!

Tom: But opening in China will cost us a small fortune!

Ali: Yes I know. But we simply

3 _____ do it.

4 _____ we're in trouble. I told him we'd study the question seriously. But I don't think we have

5 _____ but to open up there, and pretty quickly!

Writing

- 1 Write a short email to your boss covering the main points you discussed in Speaking exercise 2. Explain your reasons for going to the trade fair. Write about 75 words. Write your answer in the email below.

Instead of using *if*, you can use *unless* to mean *if not*:

We won't be able to finish this project if we don't get more staff.

We won't be able to afford a new IT system unless we get a government grant.

Look

Look again at listening scripts 13.1 and 13.2 on page 116 and find further examples of the first conditional.

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 deal with people off-site

14

In this lesson you will learn different phrases for liaising with clients and suppliers.

Starter

- 1 What experience have you had of working with people outside your company: suppliers, freelancers, etc. (or of working in these roles yourself)?
- 2 Do you prefer to liaise face to face, on the phone or by email? What are the advantages and disadvantages of each?



Expressions

14.1 1 Mansoor sells frozen foods wholesale to supermarkets. Most of his business is online. He uses a company called Webshaker to run the website and keep it up to date. You'll hear him on the phone and meeting Adam from Webshaker in person. Listen to the three short conversations.

- 1 What two points does Mansoor mention in the first conversation?

a _____

b _____

- 2 What suggestions does Adam offer in the second and third conversations?

Suggestion in second conversation

Suggestion in third conversation

- 2 Now listen again. This time complete the spaces with the words used in the recording.

1 I tried to return your call this morning but I couldn't _____ you.

2 So this _____ the website?

projects

Speaking

- 1 Imagine you have to deal with the following situations. Plan what you will say, and then role-play the situations as phone calls or face-to-face meetings. Your teacher will play the other role.
 - 1 You are waiting for some proofs of some new advertisements from the designers. They are already three days late, and you need to send them to the printers by the end of this week.
 - 2 You offer training courses for your staff, run by an outside training company. You would like advice on what course(s) they would recommend for improving customer-client relations. You have only got a small budget, and training should ideally take place within the next three months.

Language box

When we are considering how things happened or didn't happen in the past, we often use a modal verb with *have* + the third form of the verb:

I should have told you that before.
The delivery must have been delayed.
It would have been better to send it by post.
I could have written the address down wrong.

These can be used in the positive and negative:

I shouldn't have done it like that.
You needn't have brought the copies.
He wouldn't have read your email yesterday because he had the day off.

Hint

The word **thing** is very common in informal English. Notice how it is used:

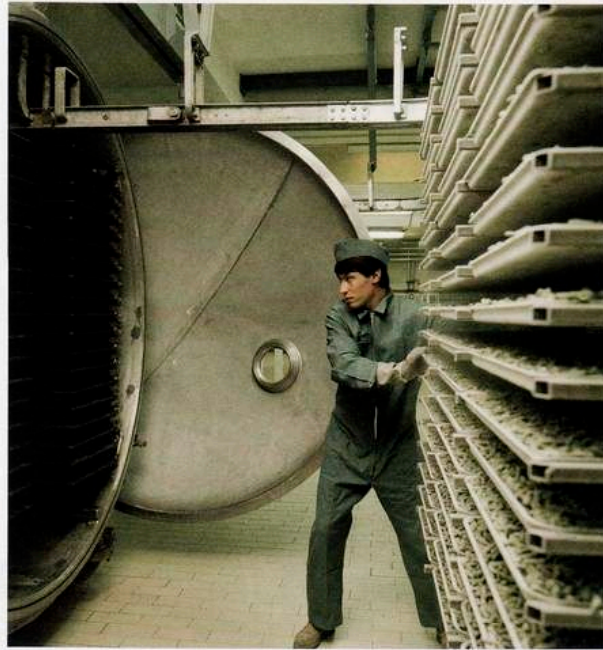
How are things?

a couple of things

The thing is, ...

The main thing is ...

- 3 Well, my main concern is _____ your people
to make changes to the material we sent
you.
- 4 I was wondering, _____
sometime next week to talk it through?
- 5 The thing is, _____ at
the moment.
- 6 Adam: Listen, give me a couple of days.
Mansoor: OK. When _____ ?
- 7 By the end of the week? What would be
the _____ you?
- 8 I prefer email because I'll be
_____ a lot this week ...



Writing

- 1 Imagine you are Adam from the recording in Expressions. Write an email to your colleagues to update them on the outcome of the phone calls and meetings you had with Mansoor from Frozen Foods Fast.

Note that the opposite of **must have** is **can't have**:

I must have dialled the wrong number.

(= I am sure I dialled the wrong number)

I can't have dialled the wrong number.

(= I am sure I did not dial the wrong number)

Look

Look again at listening script 14.1 on pages 116–117 and underline all the similar ways used to reflect on the past.

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 announce a new product

In this lesson you will learn ways to give news about a new product.

Starter

- 1 Tell your teacher about two or three new developments that have happened recently in your company.
- 2 In what ways are these improvements?



Expressions

- 15.1
- 1 Listen to the first part of the meeting at AP Electronics and answer the following questions:
 - 1 What is the man speaking about?
 - 2 Why is the man so happy?
 - 2 Listen again and try to write the exact words the man says.

Good morning everybody, I have

_____ for you all!

It gives me _____ that

the prototype of the new A471 ...

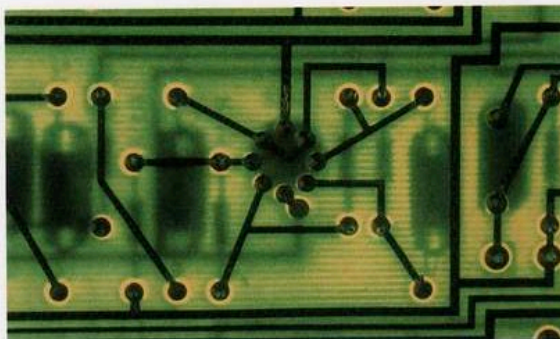
- 15.2
- 3 Listen to the second part of the meeting with Helen, the technical manager. She mentions several changes made from the A47 to the A471 model. Write the changes in the table below:

A47 MODEL	A471 MODEL
235 grams	
16 x 4 x 3 cm	
1 gigabyte	

projects

Speaking

- 1 You work for AP Electronics and your teacher is one of your clients. Role-play the telephone conversation between the two of you. Tell your teacher about the new A471 from Expressions.



Language box

There are many differences between the new A471 model and the old model. The following words were used to quantify these differences:

LARGE	SMALL	PRECISE
far	a little	five times
much	a bit	25%
a lot	slightly	\$15
considerably		

All of these words can be used with a comparative to show a difference between two things.

It's far larger than the old model.

He's much more intelligent than the rest of the team.

The road is a lot wider than before.

After the changes, we will have a considerably smaller workforce.

Hint

Notice how the word **news** is used in English:

The news is not very good, I'm afraid.

Have I got news for you!

That's an interesting piece / bit of news.

~~The news are good!~~

~~I have a news for you.~~

- 15.3 4 Peter Williams works for the Sales Department at AP Electronics. He phones a client with news of the A471. Listen to what he says.
- 1 What does he offer the client?
 - 2 What is he going to do?
- 5 Listen to the conversation again and write down the words Peter uses.
- 1 I'm phoning because I think _____.
 - 2 You'll be _____ that it's much lighter and smaller.
 - 3 Yes, but that's _____, Chris! I'm sure you'll _____ that we can offer you a much better price!



Writing

- 1 Write two short emails about the following. Try to write about 40-50 words each time.
 - 1 Write a short email to a client about a recent development in your company that improves its service or product. Mention the advantages of the new development.
 - 2 Imagine Peter Williams couldn't speak to his client on the phone. Listen to listening script 15.3 again and write a short email telling the client about the new A471. Also suggest a day and time for a meeting.

The shape is a little squarer.
 When you paint the room, can you make the yellow a bit brighter?
 The gold model is slightly more expensive than the silver.
 It's ten times quicker than last year's model.
 It'll be 30% cheaper with your discount.
 A double room is €30 more expensive.

Look

Look at listening scripts 15.1, 15.2 and 15.3 on page 117, and underline all the examples of these words with comparatives that you find.

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 feed back on a project

16

In this lesson you will learn useful phrases for giving and getting feedback on projects.

Starter

- 1 Imagine you run the CD stall at the festival in the photograph. What things would you do to get as many people as possible to visit your stall and buy CDs?
- 2 Have you ever run a stall or stand to promote or sell something? How did it go?



Expressions

- 16.1 1 World Eye Records sells world music CDs and DVDs. They have just had a stand and tent to sell CDs at an open-air world music festival in Krakow, Poland. Listen to World Eye Records staff discussing how successful the festival was, and complete the table below.

discussion point	how successful?	suggestions for next time
1 NUMBER OF VISITORS		
2 SIGNING SESSIONS		
3 LEAFLET DISTRIBUTION		

- 16.2 2 Now listen to the same people having a meeting a week later to evaluate their participation and complete the table below.

discussion point	how successful?	suggestions for next time
1 ASIAN / MIDDLE EASTERN CDs		
2 CD SALES (LESS FAMILIAR MUSIC)		
3 LOOP VIDEO CLIPS		

projects

Speaking

- 1 You work for a sports equipment company. You have come back from a conference, where you were in charge of the company stand. Give your evaluation to your boss (your teacher), based on these notes, and make your own suggestions.

notes	suggestions for next year
LOCATION OF STAND POOR - OUT OF VIEW, NOT NEAR ENTRANCE	
DISPLAY DIDN'T LOOK VERY PROFESSIONAL	
PROMOTIONAL MATERIALS DIDN'T ARRIVE IN TIME	
PROMOTIONAL ACTIVITIES PRODUCT COMPETITION VERY SUCCESSFUL	
STAFFING OF STAND NEEDED AT LEAST ONE MORE PERSON	

Language box

To describe past actions, and express regret for not doing something in the past, we can use the third conditional.

The first part of the third conditional uses *if*. This explains a past possibility.

If I'd known how many people were coming, ... (but I didn't)

If we had invited some of our key clients, ... (but we didn't)

The second part of the third conditional uses a modal verb + *have* + past participle to explain what did not happen in the past.

... , I would have bought more food.
(= I didn't buy more food)

... , the party would have been great for business. (= the party wasn't great for business)

Hint

think something through = think of all possibilities
We need to think our strategy through carefully.
give thought to something = consider
We must give more thought to pricing.
rethink something = think again
We'd better rethink our whole strategy.

3 Listen to recording 16.1 again and complete the spaces below.

- 1 Jake, _____ specific numbers before next week?
- 2 One _____ is the papering.
- 3 Yes, we should _____ better in terms of quantity and distribution.

4 Now listen to recording 16.2 again and complete the sentences below.

- 1 First, perhaps we _____ sales data.
- 2 And then _____ the website hits.
- 3 But I think _____ that our stock on the stand matches the festival's line up of artists much better.
- 4 OK. I'll make _____ for next time.
- 5 Well, I've got _____ by age, as well as by nationality, of all those who visited the stand.

Writing

- 1 You've just returned from a trip abroad, where you represented your company at a conference. Write an email to your boss at head office, explaining which aspects of your participation were successful in promoting your company. Include suggestions for future conference participation. Write your answer in the email below.

- 2 Think of an event that you attended, for example, a training course, a conference, a festival, etc. Write feedback on the event and suggestions for improving it for the message board on the organizer's website.

The third conditional is a very difficult grammar structure to get right. When the two halves of the structure come together, the structure is very long:

If I'd known how many people were coming, I would have bought more food.

If we had invited some of our key clients, the party would have been great for business.

It might not have happened if you'd told me yesterday.

Attendance could have been better if we'd contacted our mailing list.

Look

Look again at listening scripts 16.1 and 16.2 on page 117, and find other examples of the third conditional.

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 present an idea

In this lesson you will learn phrases for discussing and presenting ideas.

Starter

- 1 Your company has just employed twice as many staff as before. Unfortunately, there just is not enough room for everyone. Imagine you have to present a plan to the existing staff, telling them how you are going to fit all the new workers in. How can you do this in a positive way?



Expressions

- 17.1 1 Listen to a conversation with Robin, the sales manager for Trigbee, a company selling kitchen fittings throughout the UK. In the first listening, you will hear Robin dealing with two problems put to him by his sales team, and discussing possible solutions. Complete the table below.

	problem	solution
1		
2		

- 17.2 2 Now listen to Robin talking to his management colleagues about the problems his team are having and present ideas for solving them. What concerns are raised by management about his solutions?

meetings

Speaking

- 1 Discuss one of the problems below. With your teacher, ask for and discuss solutions.
 - 1 The current system for ordering stationery is not working: orders are not recorded regularly, anybody can place an order, all departments are over budget, and there is a lot of waste.
 - 2 Your company currently has offices in New York City. The Board has decided to move their headquarters to your country and wants you to present a report on this idea.
- 2 Now, hold a second meeting. Present your ideas from 1 above to your management team.

Language box

One way of adding information about a sentence is to use a relative clause:

I wanted to ask the manager, **which was impossible because he was on a sales trip.**
Sales are 60% up on last year, **which is fantastic.**

A relative clause can be used to give a reason for something:

They had never seen anything like it, **which is why they had trouble introducing it into the market.**

Sales reps have a very heavy workload, **which is the main reason people are leaving.**

Hint

If you are discussing a list of items or problems, you can use **as for** to show that you are moving on to the next item:

As for meetings, well, perhaps we could meet here just once a month.

As for is used both in spoken and written English.

- 3 Now listen to both conversations again. This time complete the spaces with the words the manager uses.

- 1 Well, a simple option is _____ cut the number of meetings?
- 2 I'd rather go straight home at the end of the day, _____ coming here to write up sales reports.
- 3 There have been complaints about the number of hours that they're on the road for. So _____ ideas I'd like to suggest.
- 4 Well, one _____ be for them to work partly from home.
- 5 I _____ they do some of their work from home, which I know has proved successful in other companies.
- 6 Oh yes. Completely. _____ to offer them is greater flexibility.
- 7 No, no. I mean, if I _____ ? The office where we work now can be used by your people in Finance.

Writing

- 1 You have just had a meeting with the management team where you put forward your ideas for solving the issues in Speaking. Write an email to those who attended, summarizing your ideas in the box below.

Note that in this type of relative clause, **which** is always used, and there is always a comma:

We now work on Saturdays, **which** most people aren't happy about.

Not ~~We now work on Saturdays, that~~ most people aren't happy about.

Not ~~We now work on Saturdays which~~ most people aren't happy about.

Look

Look again at listening scripts 17.1 and 17.2 on pages 117–118 and underline all the examples of this type of relative clause.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

- | | |
|---------|---------|
| 1 | 1 |
| 2 | 2 |
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Things to remember

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How to agree and disagree

In this lesson you will learn to show if you are in favour of, or against, an idea.

Starter

- 1 How do people show that they agree with an idea in your company or organization?
- 2 How much consultation should take place over important decisions?



Expressions



18.1 ◦ 1 Cormack Aluminium make aluminium products for the construction and motor vehicle industries. Listen to company owner Malcolm Cormack and heads of department Magda and Steve in their monthly meeting. Answer the questions below.

- 1 Magda's idea is about:
marketing / diversifying / cutting costs / food packaging.
- 2 What do Steve and Malcolm think of the new idea?
- 3 What is Magda asked to do after the meeting?

meetings

Speaking

- 18.1 ◦ 1 Listen to listening script 18.1 again, and imagine you are taking part in the meeting. Pause the recording and interrupt with your opinion.
- 2 Take turns with your teacher to give your opinion about some of these subjects. Listen to each point and then agree or disagree using some of the expressions you have just seen.
- an issue being discussed in your town
 - public transport
 - advertising on TV
 - film censorship
 - English as a world language

Language box

Words that often occur together are called collocations. There are many different types, and some of them appear in the listening script:

adjective + noun

a massive demand
a growing market
conclusive reasons

noun + verb

a company evolves / develops / stagnates

verb / adjective + adverb

seriously consider
study something carefully
totally different

Hint

To agree and to disagree are verbs in English. They are followed by **with**.

I agree with you.

We don't agree with that.

She strongly agrees / disagrees with it.

Agree is never an adjective: I'm agree.

2 Listen again and complete these extracts from the phone conversation.

1 With _____, Magda,
it's not as simple as that.

2 By _____, but that
doesn't mean you should risk everything
on a completely new product line.

3 _____, Steve, but on
the other hand, maybe we shouldn't
dismiss this idea so quickly.

4 Who knows, Magda _____,
but the main problem for me is we don't
know the packaging sector.

5 Sorry, Magda, I _____.

6 I mean, _____, but I
think we should have a good look at this
idea before we make a decision.

3 Are the expressions in 2 for agreeing, being neutral, or disagreeing?

Writing

1 Write a short letter to a newspaper responding to the article below. Agree and disagree with things the speaker says. Try to use phrases and expressions from the unit.

When you start work, it's all very well looking down at the company car park and seeing all those BMWs, Mercedes and Jaguars: all of them company cars driven by your bosses. You might think it's great to receive a quality vehicle just for doing your job, while you, the humble graduate trainee, have to travel to work on a crowded bus or tube. But just think: a company car isn't a free gift. In fact, in most countries, a company car is something you earn. It actually counts as part of your salary.

'So what?' you might reply. Well, just think: if you drive a very expensive car, it might push your earnings into the next tax band. You might get the car, but end up paying more tax for the privilege of driving it. Not only that, but the other problem with a company car is that it's never really yours. You can't relax in it like you would in your own machine, because one day you'll have to give it back. And if you have to leave your company, for example, if you get a job with the competition, you may have to give it back immediately, and travel back on the bus or tube with all those graduate trainees ...

verb + noun

come up with reasons

look for opportunities

collocations with common verbs

make a profit

do some thinking

have a good look at something

Collecting collocations is an effective way of building your vocabulary.

Look

Look at listening script 18.1 on page 118 and find more examples of collocations.

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 use vague language

19

In this lesson you will learn how to avoid using direct language.

Starter

- 1 Have you ever had to sell anything? Did you enjoy the experience?
- 2 How do you feel when you speak to sales reps, either at work, at home, or on the phone?



Expressions

- 1 Kenville Richards, is a manufacturer of domestic appliances. Look at the fragment from the Kenville Richards catalogue and answer questions 1–3.

- 1 Why are they producing three different models of breadmaker?
- 2 What is the difference between the trade price of a product and the rrp?
- 3 Which product represents the best value for money?

model	trade price	rrp	features
KR 250	€60	€90	12-hour digital timer, plastic body, maximum loaf size 16 x 16 cm
KR 300	€90	€125	Plastic body, free bread-making book, can bake bread in under an hour, maximum loaf size 21 x 15 cm
KR 350	€110	€140	Strong stainless steel body, designed by famous designer, complete set of breadmaking tools, maximum loaf size 30 x 15 cm

- 19.1 ◦ 2 Carl is a sales rep for Kenville Richards. Lina is the buyer for a large domestic appliance shop. Carl has visited her to try to sell her some of the domestic breadmakers from the catalogue above. Listen to their dialogue and complete the boxes.

meetings

Speaking

- 1 It is the last part of a job interview and the two sides are near to an agreement, but there are still some problems about salary, training, working on Saturdays, and a possible relocation for two years to another continent. Role-play the situation with your teacher. One of you plays the part of the interviewer and the other is the interviewee.
- 19.2 ◦ 2 Now listen to a recording of the situation from 1. Compare it with your version.

Language box

There are many verb phrases you can use to talk about future possibilities without giving a definite opinion. The following verb phrases may be used with *whether* or *if*.

I'm not sure if / whether we can sell that many.

I don't know if / whether we can sell that many.

It's not clear if / whether we can sell that many.

You can use *depend on* in the same way, but *depend on* is followed by *whether* (not *if*).

I don't know if I can come to the drinks before the dinner. It depends on whether my train arrives on time.

Hint

In British English **quite** can mean **a bit**.
I'm **quite** happy with this. (= a bit)

In American English **quite** means **very**.
I'm **quite** happy with this. (= very)

This can be confusing for native speakers too!

model	final price	quantity
KR 250		
KR 300		
KR 350		

- 3 Complete the extracts from the dialogue below. Then listen again to check your answers.

- I _____ like them, but
_____ how many we
would sell here.
- A lot _____ on the price.
- Happy customers _____
buy another breadmaker.
- It would be _____
risk for us to have a lot of expensive stock.
We _____ have stock
that we can't sell.
- I can't say _____
If you took about 150 ...

Writing

- This is the end of your first month with a company and you think your manager has made a mistake with your pay. Write them a short email to solve the problem.
- A new client has just put in an order that is more than your capacity to supply at present. You want to keep the client but you need to explain by email that you need more time to deal with this order. If you can't think of a product, use the Kenville Richards breadmakers from Expressions.



To give two (or more) future possibilities you can use **depend on whether + or**.

It depends on whether the price is €85, €90, or €100.

It depends on whether you want to leave early or not.

Look

Look again at listening scripts 19.1 and 19.2 on pages 118–119. Underline more examples of vague language.

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 run a meeting

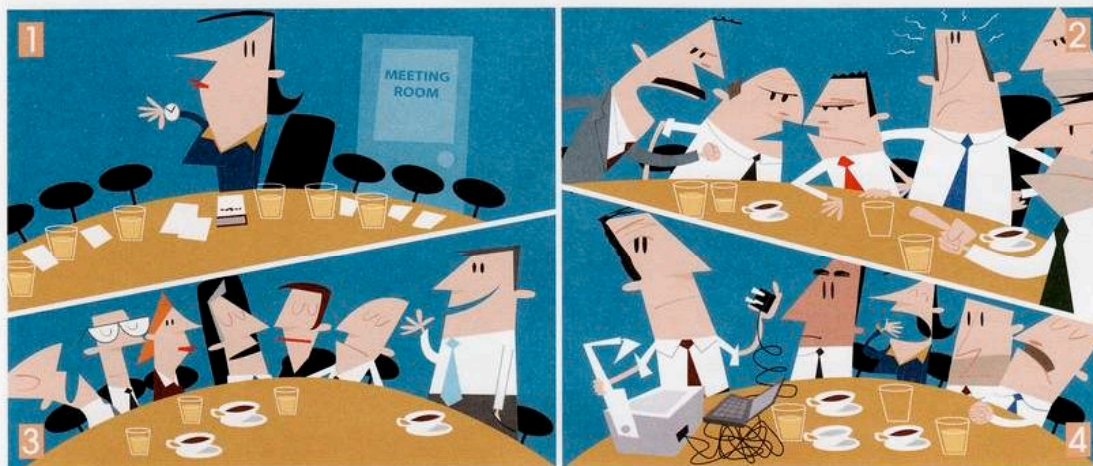
In this lesson you will learn expressions for running a business meeting.

Starter

- 1 Look at the pictures below. Why didn't the meetings work?
- 2 Tell your teacher about a meeting you have attended that didn't work. What went wrong?

Expressions

- 20.1 ◦ 1 Listen to the start of two meetings. For each extract answer the questions below.
- 1 Is the meeting effective?
 - 2 Why / Why not?
- 20.2 ◦ 2 Listen to the start and some more extracts from the second meeting. Complete the sentences below with useful expressions for running meetings.
- 1 Right then, I think _____



meetings

Speaking

- 1 Read the agenda below.

Managers' Meeting

To reduce costs in the IT department.

DATE: 3rd March 2006 PLACE: Meeting room 5th floor
PARTICIPANTS: Beatrice Martin (IT manager), Natalie Wilmot (human resources manager), Anthony Southall (CFO)

AGENDA

- 1 IT department running costs (Beatrice Martin)
- 2 Proposals for reducing costs (Anthony Southall)
- 3 Staff cuts (Natalie Wilmot)

- 2 Role-play the opening speech to the meeting. Use the phrases you learnt in Expressions.

Language box

Many verbs are commonly followed by another verb. Your dictionary will tell you what form the second verb must have. Some verbs must be followed by an infinitive with **to**:

I'm **hoping to finish** by three o'clock.

I would **advise you to employ** cleaners through an agency.

Some verbs just need the infinitive without **to**:

Let Paul **finish** what he's saying.

Sometimes the **-ing** form of the verb is needed:

We can **delay making** a decision until we get the report.

Using an agency will **save us interviewing** staff ourselves.

Hint

The verb **discuss** means to exchange opinions. When there is a real disagreement we use the verb **argue**. We can also use **have a discussion** or **have an argument** about something.

Hint

We refer to **an item** on an agenda. We can talk about **item 3** or **the third item**. We **discuss an issue** at a meeting. We can talk about **the dress code issue** or **the sick leave issue**.

- 2 Now as you all know, we're _____ the main issues arising from the last departmental meetings.
- 3 As you can see, there are six _____.
- 4 Brad, could you _____ about the problems we've had with unauthorized access to our intranet?
- 5 I think we need to discuss _____.
- 6 Actually, I think we should _____ the next point now.
- 7 OK, let's _____ what we've agreed.
- 3 Do you often have to attend meetings in your company? Tell your teacher about them.

Writing

- 1 A record of the discussions and decisions in a meeting is called *the minutes*. Write the minutes from the meeting in Speaking to pass to your boss for authorization. Use Anthony Southall's notes from the meeting below to help you.

IT DEPARTMENT RUNNING COSTS:
main expense rent of whole 5th floor in central office.
Next highest - staff salaries.

PROPOSALS FOR REDUCING COSTS:
move IT to premises on outskirts and cut rent by 30%. Restructure to cut staff by 10%.

STAFF CUTS: computer staff many years with company. Redundancy pay expensive. Any solutions? None given in meeting.

In some cases, a preposition is used before the second verb:

We have succeeded in reducing absenteeism by 30%.

Some verbs can be followed by the infinitive or *-ing* form, usually with a change in meaning:

I **remember mentioning** this to David last month. (= I know I did this in the past)

I must **remember to mention** this to David tomorrow. (= I need to do this in the future)

Look

Look again at listening script 20.2 on page 119. Find more examples of verbs that are followed by a second verb.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

1

1

2

2

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Things to remember

How to defend an idea

In this lesson you will learn different ways of supporting an idea.

Starter

- 1 Look at pictures a-d. They all show team-building activities. Which of these would work best in your company?
- 2 Have you or has anyone you know ever taken part in a similar activity? Tell your teacher about it.
- 3 Do you think employees learn anything from these events?



Speaking

- 1 The social committee of your company is planning the 25th anniversary celebration of its foundation. They have proposed a day trip in a hot-air balloon for all staff, followed by a dinner party where the balloon is due to land. Think of possible advantages and disadvantages of this idea and tell your teacher.
- 2 You are a member of the social committee and your teacher is an employee who does not like the celebration you have proposed. Role-play your conversation using the useful expressions for defending an idea above.
- 3 Now listen to a similar conversation and compare it to your conversation. Did you think of the same advantages and disadvantages?

Hint

We use **each other** when an action is between two different people:

We need to help each other with our problems.

You can also use **one another**.

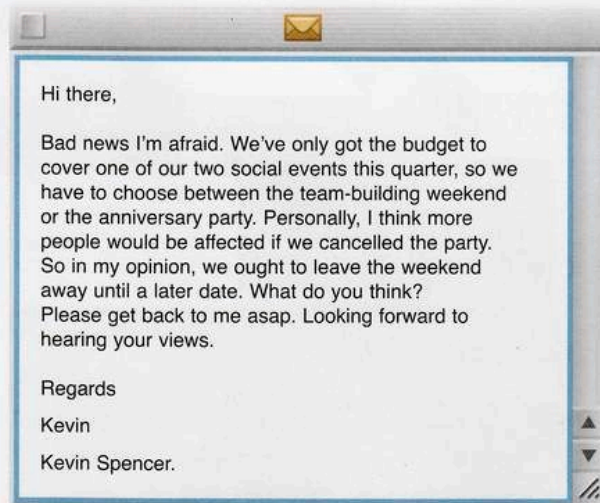
We need to help one another with our problems.

Expressions

- 21.1 ◦ 1 Listen to an extract from a meeting where someone is defending an idea.
- 1 What idea does Luke propose?
 - 2 What does he say in favour of the idea?
 - 3 What are the arguments against the idea?
- 2 Complete the extracts from the meeting with useful phrases for defending an idea.
- 1 Why not? _____ that we have a communication problem.
 - 2 The reason for this lack of communication is _____ that the heads of department just don't know each other well enough.
 - 3 I'm _____ the question of time, Harry.
 - 4 _____ we all have similar problems with organization.
 - 5 But _____ this would be an investment for the company.
 - 6 _____, if we all worked together more effectively, then we would be saving the company both time and money.

Writing

- 1 Read the following email you have received from your boss.



- 2 Write an email in reply to your boss defending the idea of the team-building weekend.

Look

Look again at conversation 21.2 on page 119. Underline the adverbs that are used.

Language box

We often use adverbs when expressing an opinion. Sometimes, we start with an adverb to tell the listener what kind of point we are making:

Basically, we need to diversify.

Quite honestly, we have no choice.

We can also use adverbs before the verb to emphasize our opinion:

I **really** don't think we need to act immediately ...

I **honestly** believe this is our only option ...

This type of emphatic adverb would come after an auxiliary or modal verb:

I **can truthfully** say ...

I'm **quite** certain that this plan will work ...

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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

Things to remember

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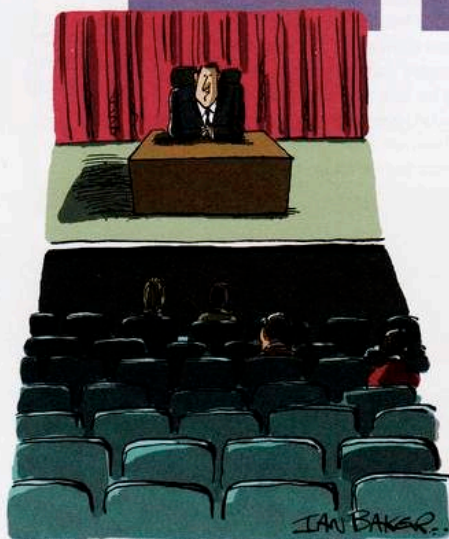
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How to speak to a group

In this lesson you will learn some useful expressions for speaking to groups of people.

Starter

- 1 Do you have to speak to groups of people in your job? Is it difficult? Do you enjoy it?



"CAN YOU HEAR ME AT THE BACK?..."

Expressions

- 22.1 • 1 Tony works for PJK Ltd, a furniture manufacturer. Listen and answer the following questions.
- 1 What is Tony's job?
 - 2 What is he doing?
 - 3 How well does he do this?
- 2 Listen again. Look at the different things that Tony says. Write a number in the box in the order he says them.
- | | |
|----------------------------------|--------------------------|
| We can't waste time! | <input type="checkbox"/> |
| Oh, you weren't listening, then? | <input type="checkbox"/> |
| Be quiet please! | <input type="checkbox"/> |
| Thanks for coming. | <input type="checkbox"/> |
| Got that? | <input type="checkbox"/> |
- 3 How could you say the same things in a more polite way?
- 22.2 • 4 Alvaro Garcia Ogara works in the public relations department at Marques de Laguardia, a leading Spanish wine company. Listen to Alvaro speaking to a group of visitors. Does he use similar expressions to the ones you suggested in 2?

Speaking

- 1 Your teacher is one of a group of people who are visiting the place where you work. You have to meet and welcome them. What would you say? What is important when speaking to a group?
- 2 Number the following points in their order of importance (1= most important). See if your teacher agrees with you.
 - voice
 - language ability
 - preparation
 - sense of humour
 - knowing the audience
 - eye contact
 - physical appearance
 - self-confidence

Language box

We often use *which* or *that* to give details to help somebody identify something:

a company *which / that* makes wine
the region *which / that* produces the most wine

In the sentences above, *which* and *that* refer to the subject of the clause. They can also be used to refer to the object of a clause – in this case, you can leave them out if you want:

I'll give you the wine (*which / that*) I like best.
I hope you like the next room (*which / that*) we're going to show you.

Who is used to give details that identify a person:

people *who* buy this wine
the person (*who*) we spoke to earlier

Hint

Some expressions to say goodbye to a group:
 I hope you have enjoyed your visit.
 I wish you a safe and pleasant journey home.
 It's been a pleasure to meet / meeting you.
 I hope to see you (all) again soon.
 Thank you (ever so much) for coming.

- 5 Here are some of the words that Alvaro uses. Listen again and see if you can reconstruct the complete expressions.

- 1 First of all, _____.
- 2 _____ introduce myself. _____
Alvaro Garcia.
- 3 _____ too happy
_____.
- 4 _____ leave now.
- 5 _____ enjoyed
_____.
- 6 _____ wish you
_____.

Writing

- 1 You have been asked by the PR department to write a short script for a visit to the place where you work. This script will be used by all tour guides showing visitors round. Include information about who you are, what the company does, what the programme of the visit is, etc.

Write the text of the script, trying to mention as many of the following points as possible:

- welcome
- the route of the tour
- important people
- dangers (things to avoid)
- interesting facts.



Where can be used to give details that identify a place. *Where* cannot be left out.

the factory where they bottle the wine
 Not the factory they bottle the wine

Note that we often use *which* + preposition instead of *where*.

the factory (which) we bottle the wine at

Look

Look at listening script 22.2 on page 120 where Alvaro explains about his company. Find five more examples of this construction. Be careful – most of the sentences leave out *which* / *that*.

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 structure a talk

In this lesson you will learn expressions for linking ideas in a talk.

Starter

- 1 Look at the statements below. How true are they in your experience?

“There’s so much I want to say – I just don’t know how to fit it all in.”

“An audience will forget more than 75% of what they hear within twenty-four hours.”

“I know what I want to say, but I find it difficult to present the ideas clearly and logically.”

Expressions

- 1 Read the following information about a central European company, and with your teacher discuss what language training options there could be.

You have been informed that English is to become the language for all spoken and written communication within your company. Apart from one or two managers, few of your staff speak good English. However, not all staff need to use English in their job. Head office has told you that you have twelve months to make sure that all staff speak English to the level required in their job.

- 23.1 ◦ 2 Now listen to a recording with the director of this company. What are the three training options the director mentions?
- 23.2 ◦ 3 In the second extract, one of the options is described by an expert in detail. Listen and number the four parts of the procedure below in the correct order 1–4.

- _____ analyse each post’s language needs
- _____ interview all members of staff

meetings

Speaking

- 1 Present the introduction of one of the following talks to your teacher.
- 1 You are representing your company at an international conference. What three or four pieces of information would you include about yourself and / or your company in the introduction to a presentation?
 - 2 Give a talk on a project you are currently working on.
 - 3 Give a talk on the business highlights of last year.
- 2 Now summarize the main points you made, and present the end of the talk to your teacher.

Language box

When giving talks and writing formal English, we use linking words to connect ideas and help the listener or reader anticipate what is coming next. This helps communicate the message clearly to the audience. Look at the following examples:

In addition, I’ll summarize the company’s spending on language training ...

First, we interview all members of staff, as well as talking to each manager about the team under them.

Other expressions:

Giving reasons:

so, as a result

Highlighting information:

in particular, specifically

Hint

It's a good idea to tell your audience at the beginning how long you'll be speaking for.
I'll be speaking for about fifteen minutes.
My talk will last about an hour.

Hint

It's also a good idea to tell your audience when you'd like them to ask questions.
Please don't hesitate to interrupt if you have any questions.
I'd be grateful if you could keep any questions you have until the end.

- _____ make recommendations about the training needs of each employee
_____ carry out the language testing

4 Now listen to both extracts again. This time complete the spaces with the words used.

Director

- 1 I'd like to _____ about language training options.
- 2 So, _____ a number of alternatives.
- 3 Right, so, I'll _____ one by one.

Language audit consultant

- 4 So, I'd like to _____ to talk about the final stage of the procedure.
- 5 Right. OK then. Let me just _____ of the main points I've made.
- 6 Well, that's _____ at the moment.



"I'd like to thank you all for your attention."

Writing

- 1 You have been asked to present your ideas for improving the place where you work or study. Plan the main points you would talk about (about three or four), and the smaller points within these (about two or three in each). Write the main section of the talk in full. Try to use language from the unit to connect the points you make.

Contrasting information:
in spite of, however

Referring back:
as I said before

Look

Look again at listening scripts 23.1 and 23.2 on page 120. Find more connecting expressions of this type.

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 interrupt

In this lesson you will learn ways to make your opinion heard.

Starter

- 1 Look at the cartoon. Is the situation familiar to you?
- 2 When someone is talking and you want to say something, how do you interrupt politely?



Expressions

- 24.1
- 1 Serinya Textiles in Spain is now owned by Fabunder, a Swiss company. Otto, Fabunder's production manager, is visiting Serinya to communicate some news to the department heads there. Listen to Otto and mark the following sentences true (T) or false (F).
 - 1 There's a problem with Serinya's quality control. _____
 - 2 A Chinese company is trying to buy Serinya. _____
 - 3 Production in Spain is going to stop. _____
 - 4 About six Serinya people will keep their jobs. _____
 - 2 If you were in Otto's meeting, how would you feel? Would you want to interrupt him?
 - 24.2
 - 3 Listen to the second version of Otto's talk. What objections and questions do Luisa and Ricardo raise to the following?
 - 1 machinery
 - 2 rationalizing
 - 3 quality
 - 4 notice period
 - 5 orders

Speaking

- 1 Talk about your feelings and experience of the town, city, etc. you are in. Your teacher will keep interrupting politely to check or challenge what you say and to give personal opinions. Use language from the unit to deal with the interruptions and begin talking again. Then change roles.

Language box

When someone interrupts, we can comment positively on what they say:

That's a good point.
I see what you mean.
I take your point.

Or we can be less positive:

I'm really not so sure about that.
Well, there are different points of view.

Or we can ask the person to be patient:

I'm coming to that now / in a moment / shortly.
Please bear with me for a moment.

Hint

When we give formal warnings about the future, this is called **giving notice**.

We are giving notice that we will be moving to Shanghai in twelve weeks.

Don't you think that twelve weeks is rather short notice?

- 4 Listen again. What solutions and answers does Otto give to the objections from Luisa and Ricardo in 3?

- 5 Listen again and complete the spaces with the expressions used to interrupt.

1 Luisa: Excuse me, _____
interrupt?

2 Ricardo: Otto, sorry, _____
rationalize, ...

3 Ricardo: _____, Otto.
Did you say we're going to be closed down?

4 Luisa: Excuse me, Otto,
_____ ? Are you so
sure about the quality?

5 Otto: _____ finish?
Obviously, we'll keep ...

Or we can just finish what we want to say:

As I was saying, ...

May I just finish?

If I can just finish.

Look

Look again at listening script 24.2 on page 121 and find more examples of dealing with interruptions.

Hint

We also use **giving notice** to mean warning your employer that you are going to leave your job. In this case you **hand your notice in**.

Ludmilla has handed her notice in: she's going to work for the competition!

Writing



- 1 Listen to Otto's final words in the second version. You are Luisa or Ricardo. Reply to Otto's final suggestion in a formal email outlining your position (you agree to work with him / you are so upset you will resign / you give a noncommittal answer).

- 2 Write a short text about the situation in recording 24.1 from the point of view of the Chinese manager of the new factory near Shanghai.

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 **meet for the first time**

In this lesson you will learn useful expressions for meeting people.

Starter

- Which of the following happens to you the first time you meet someone?
 I talk too much because I'm nervous.
 I don't speak at all because I can't think of anything to say.
 I smile a lot so that the other person likes me.
 I act in exactly the same way as I would with a person I know.
- Can you remember when and where you met some of the following people for the first time? Tell your teacher what happened.
 - a very good friend
 - your boss
 - a girlfriend / boyfriend
 - a colleague
 - a customer
 - a teacher

Expressions

- Listen to the conversation between two people meeting at a conference, and complete the table below.

	speaker 1	speaker 2
name		
country		
department		
now?		

- Look at the extracts from the conversation. Complete them with the useful phrases for meeting people for the first time.

- Nice _____, I'm Sofia Platini from Milan.
- Pleased _____, Sofia.
- Is this your _____ to London?
- It's the second time _____, actually.

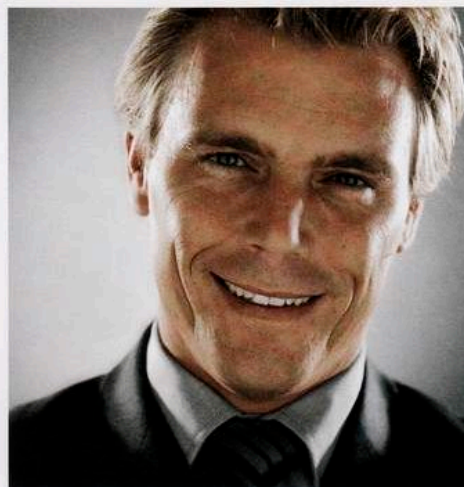
socializing

Speaking

- Invent the missing information in the table below and role-play a similar conversation with your teacher.

	speaker 1	speaker 2
name	Sam Isaakson	Chris Richter
country	Sweden	Germany
job	Accountant	PA to the director
now?		

- Now listen to a similar role-play with the people above and compare the conversations. Were your ideas the same for each job?



Hint

When we start a sentence with **It's the first / second time ...**, we use the present perfect.
It's the first time I've come to this conference.

- 5 What _____
Fernando?
- 6 _____ your flight,
Sofia?
- 7 Fine, no problems. _____ ?

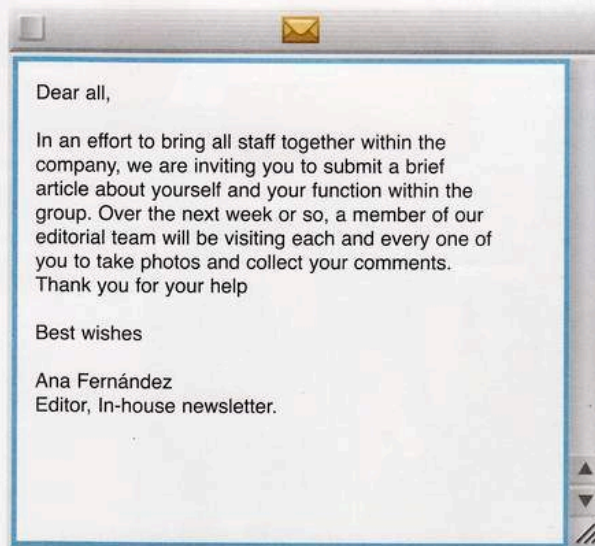


Hint

Use the following for responsibilities at work:
I'm in charge of ordering stationery.
He runs the IT department.
She's the head of Human Resources.
They're responsible for overseas marketing.

Writing

- 1 Read the following email and reply to it, attaching a brief article about yourself for the company newsletter.



Look

Find more examples of the present continuous in listening scripts 25.1 and 25.2 on page 121.

Language box

We use the present continuous for actions we are doing now or at the moment.

We're working on a presentation.
She isn't enjoying the conference.
Are they talking about the new legislation?

We also use the present continuous for more temporary actions:

I'm staying in a hotel near the conference centre.

Some verbs are not commonly used in the continuous form.

It looks like we're going to start.

We use the present simple for more permanent actions:

I work in the centre of Tokyo, but I don't live there.

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 catch up

In this lesson you will learn expressions to find out what people have been doing since you last met.

Starter

- Representatives of many Pacific countries are meeting in Japan for their biennial conference. This is the welcoming cocktail event. What do you talk about when you meet colleagues who you haven't seen for a year?



- Do you wait for people to ask you questions or do you take the initiative yourself?
- How comfortable are you at large social events that you have to attend for work?

Expressions

- 26.1 • 1 Listen to the conversation between Masako, Heather, and Sue. What do they talk about? Write *yes* or *no* in the column for conversation 1.

	conversation 1	conversation 2
their journey to Kyoto		
their children / families		
their work		
their academic studies		
their houses and homes		
their hobbies		

- 26.2 • 2 Now listen to another conversation at the conference, between Ku-duk, Carlton, and Miguel. What do they talk about? Write *yes* or *no* in the column for conversation 2.

- 3 Look at the extracts from the second conversation below. Complete them with useful phrases for catching up.

- Good to see you again, Ku-duk, Miguel.
How _____?
- Now I know what I have to say when I give my talk tomorrow. But _____ me.

Speaking

- Imagine you meet an international colleague who you haven't seen for a year. Try to mention all the topics in the table in Expressions. Ask them what they've been doing and answer their questions.
- After not seeing them for six months, what three things would you say to a close friend, and what three things to an acquaintance?

Language box

To talk about an activity that started in the past and may be continuing in the present, we can use the **present perfect continuous**:

We've been looking for a house to buy.
And I've been travelling quite a bit.

To talk about an activity that started in the past and is still continuing, we can use the **present perfect continuous with for, since or How long?**:

I haven't been sleeping very much since he was born.
I've been doing a course in traditional calligraphy for six months, and it's going well.
And how long have you been learning Russian for?

Hint

If you **talk shop**, it means you talk about work in a social situation.

After the meeting, we went out to dinner to get to know each other, but all they did was talk shop.

- 3 I hardly had time to sit down. So _____ last year?
- 4 I've been taking a lot of photos of him. Ku-duk, what _____ to?
- 5 And what's _____, Carlton?



Writing

- 1 An old school or university friend asks you in an email what you have been doing. Answer their email and ask them some questions too.
- 2 Your manager has asked you to send him an email outlining how you have been spending your time at work during the last month.



To talk about a completed activity or event that happened in this recent space of time we are talking about, we can use the present perfect simple:

I've finally finished my doctorate.
I've become a father.

Look

Look again at the conversations in listening scripts 26.1 and 26.2 on pages 121–122. Find more examples of the present perfect simple and continuous.

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 tell a story

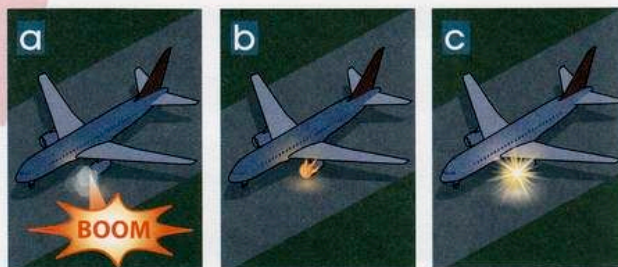
In this lesson you will practise expressions used for telling stories.

Starter

- 1 Which is the best airline you have ever flown with? Which is the worst?
- 2 With your teacher, brainstorm all the different things that could go wrong when you fly.

Expressions

- 27.1 • 1 Listen to David telling a story about something that happened to him while travelling. Which two pictures best describe what happened?



Speaking

- 1 Tell your teacher about something strange that happened to you, (or to a friend of yours) while travelling.
- 2 Ask your teacher to tell you a story. Be prepared to interrupt and ask questions to find out more details, especially about the background situation.

Language box

To put a story into a time and situation context, we usually begin with the past continuous:

We were travelling from Oslo to Kiev.

I was living in Bilbao at the time.

We can also use the past perfect:

I had just finished my university degree.

She had been to Brazil before, but I hadn't.

We can use the past continuous to describe the immediate background to an event:

Everyone was getting nervous, but then the police arrived.

We were taking off when the plane began to shake.

Hint

We use **apparently** when we are reporting what we heard from somebody else.

Apparently, the same pilot had had problems before.

2 Look at the extracts below. Complete them with useful expressions for telling a story.

1 Joanne: Have you ever had a frightening experience on a plane?

David: _____,
A couple of years ago.

2 _____ outside the plane it was suddenly like a disaster movie – _____, flashing lights, sirens, people running around.

3 To _____, I continued reading my book. I mean, there was nothing I could do.

4 Later – the food, _____, was out of this world – _____, later, ...

5 But _____ we had no further problems, so we _____ got to Tokyo over twelve hours late.

Writing

- 1 Imagine you are David from Expressions. When he was at the hotel, he had time to send an email to his friend explaining the delay. Write the email.
- 2 You are the co-pilot of the plane. You have to send an emailed report to head office in Athens to explain your delay. Write the email.
- 3 Write about a dangerous situation you found yourself in.



Look

Find more examples of the past continuous and the past perfect in listening script 27.1 on page 122.

But the main part of the story, if it follows a chronological order, is in the past simple:

So I got on the plane, sat down, and put my seatbelt on.

I asked them if I could use their phone.

When we want to interrupt a story to mention something that happened before, not afterwards, we use the past perfect:

I suddenly realized that I had left my passport at the hotel.

The customs officer asked me if I had packed my bag myself.

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 describe someone else

In this lesson you will learn how to describe the personality of other people.

Starter

- 1 How does your company recruit people?
- 2 Read this article about Chris Jones. Do you agree with his opinion?

EUROPEAN INDUSTRY NEEDS MORE 'CHARACTER', EXPERT WARNS

'European industry needs to give as much importance to the character and personality of its managers as it gives to their qualifications,' claimed business consultant Chris Jones at the annual conference of Human Resources Managers in Birmingham yesterday. 'When selecting staff for top positions, companies should first identify the ideal personality profile that the job requires. It's not enough to be just well-qualified and hard-working – other qualities are equally, if not more, important. The modern manager must be imaginative, outgoing, communicative, and innovative in order to succeed in modern business.'

Expressions

- 1 Look at the following adjectives. They all describe a person's personality. Is each word positive, negative, or could it be both? Use ✓, X, or ✓ / X.

easy-going	single-minded	bossy	open-minded
narrow-minded	enthusiastic	sociable	goal-oriented
practical	charming	inconsistent	analytical
understanding	self-confident	supportive	ambitious

- 2 Take it in turns with your teacher to define these words. Try to guess the word. Look at the following examples:

easy-going: I think this is a positive word. These people are not difficult to work with. They are flexible, cooperative, and so on.

single-minded: This word could be positive or negative. It can be a good thing to concentrate on only one objective or thing, but this word also describes somebody who does this too much.

Speaking

- 1 What qualities or characteristics are important in your line of work?
- 2 Your company needs to employ new staff. Discuss with your teacher what personality profile would be suitable for each of the posts below.
 - chief accountant
 - telephone salesperson
 - training manager
 - maintenance technician
 - sales rep
 - receptionist in the front office
 - laboratory technician

Language box

We often use *make* / *let* / *allow* / *get* to show how one person affects the actions of another. Notice their different grammatical patterns:

make + somebody + infinitive (no to)

She makes everyone contribute, especially at meetings.

She makes you want to do a good job.

let + somebody + infinitive (no to)

He lets you take your own decisions.

They didn't let me leave the meeting early.

allow + somebody + infinitive with to

He won't allow you to change your targets.

She allowed me to take a short holiday.

Hint

Be careful with these three questions:

What is Peter like? (= personality)

How is Peter? (= health)

What does Peter look like? (= appearance)

Hint

You can use negative forms to be less direct:

She's not very hard-working. (= she is lazy)

He's not the fastest learner. (= he is slow)

He's not exactly charming. (= he is rather aggressive or impolite)

- 28.1 3 Listen to four people describing their new managers.

- 1 First write the adjectives they use to complete column A.
- 2 Now listen again. How do the four speakers describe the qualities of their managers? Complete the sentences in column B. The first is an example.

A	B
1 _____	She's got everybody working well. She always lets you know _____.
2 _____	She lets _____ if she thinks they're good. She doesn't allow anybody _____.
3 _____	He wouldn't allow _____.
	He's got us all talking _____ and money.
4 _____	He makes everybody at work. He lets you do things _____.

Writing

- 1 Choose two of the jobs from Speaking and write two short texts describing the appropriate personality profile for each job. Use the language in the example below to help you.

Personality profile

A chief accountant must be a patient and practical person. They are responsible for the company accounts and should be goal-oriented and capable of working under pressure. Good communication skills are required. The accountant must be analytical and capable of independent work.

get + somebody + -ing

She's got us making suggestions and coming up with ideas.

The new manager has got us working twelve hours a day!

Look

Find more examples of *make*, *let*, *allow*, and *get* in listening script 28.1 on page 122.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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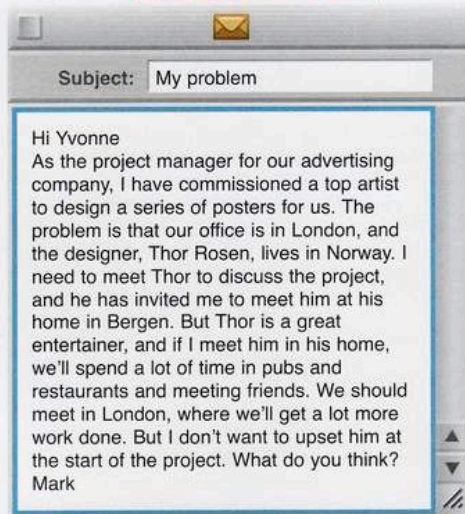
Things to remember

How to **make, accept, and decline offers**

In this lesson you will learn phrases for making and accepting offers, and polite ways of declining offers.

Starter

- 1 Read the email below sent between two friends. What would you do in this situation?



Expressions

- 29.1 • 1 Listen to six short conversations. For each one, decide what the offer is, and whether it is accepted (✓) or declined (X).

	offer	✓ / X
1		
2		
3		
4		
5		
6		

- 2 Now listen again. This time complete the spaces with the words used.

1 Jamie: We're going to the Irish pub.
Susan: Sounds like a nice idea.
_____, thanks.

Speaking

- 1 Look at the following situations. Decide if you would be more likely to accept or decline them (and if so, why). Then role-play them with your teacher.

- A client has taken you to meet colleagues of his at a reception. At the end, he offers you a lift back home. You think he has had too much to drink.
- You are at an international conference. After the opening reception dinner, one of your clients suggests going to a nightclub. Tomorrow you are giving the opening plenary at the conference.

- 29.2 • 2 Now listen to two recordings of the situations above. Compare them with your answers.

Language box

Two phrases that are often used for referring to an unreal situation are *if only ...* and *I wish ...* Look at the following examples.

If only he was more enthusiastic.
(= but he isn't)
If only she answered my emails.
(= but she doesn't)
I wish you were coming with me.
(= but you're not)
I wish you could stay longer.
(= but you can't)

Notice that in these examples the speaker refers to a situation in the present, but uses the past simple tense.

Hint

When declining offers, it's usually polite to give a reason, excuse, or explanation. You can use the following to introduce the excuse:

Actually, I'd prefer to ... / I'd rather ...

I'm afraid I've got to ...

Thanks, but I've already / just ...

- 2 Oh, um. _____
another copy? It won't take a moment.
Er, no, actually. _____
I've got a copy at the office.
- 3 Oh, you can't make it - that's a pity!
No, _____ . I'm away
at a wedding.
- 4 Well, would a drink help?

a brandy perhaps?
Oh, I wish I could have one! But

It's fine, thanks.
- 5 Oh, _____ a taxi?
I'd rather walk. But yes, _____
A taxi would be great.
- 6 Oh, that's such a shame! Oh, go on, Tim.
No, really _____
Thank you.

Writing

- 1 For each of the following offers, write an email to accept, and another to decline.
 - 1 You have received an email inviting you to open an exhibition in town next month. It clashes with your daughter's school Parents' Evening. You really do not like the artist's work, but you do not want to let them down, and feel it could be a useful business opportunity.
 - 2 You have been asked to give a talk at a conference early next year in Frankfurt to promote your products or services. The previous week you will be in Hong Kong, and the week after you will be in Cairo. You know that one of your competitors will have a large stand at the conference.



Another expression that uses the past tense to refer to the present is *It's time*:

It's time they left. (= they should leave now)

It's time he sent us the contract. (= it's late)

Notice that you can also use the infinitive when you are talking about yourself or someone else.

It's time to go now.

Look

Look again at listening script 29.1 on pages 122-123, and underline all similar examples.

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 survive on the phone

In this lesson you will learn expressions to use when taking a telephone message.

Starter

- 1 What difficulties do you have when using the phone in English?
- 2 Have you ever had to deal with a difficult phone call?



Expressions

- 30.1
- 1 Mandeep Bains works for an airline catering service in Singapore. Their business is supplying in-flight meals to airlines. She receives a phone call at her office. Listen to the two parts of her telephone conversation and correct the message below.

Jackie Westinghouse rang on Monday.

Her company has problems with their phone lines, so we cannot get information about flights NOA 567 departing Singapore to San Francisco at 09.45 on Sunday, and flight NOA 1145 leaving at 23.30 the next day.

She will email passenger numbers.

- 2 None of the phrases below appear in the conversations. Listen to the phone conversations again, and write down the language used instead of each phrase below.

Say that again.

telephoning

Speaking

- 1 You answer a colleague's phone at work. Your teacher will play the part of somebody who has to ask your colleague a favour. Take the message.
- 2 Your teacher phones to change the date, time, and venue of your next English class. Note down the details in your diary.

Language box

A phrasal verb is a two- or three-part verb. The second part of the verb changes the meaning of the verb. Compare:

I'm giving him the job.

I'm giving up my job.

Phrasal verbs are especially common in spoken English. Some phrasal verbs can be separated when used with a pronoun (*him, her, it, them, etc.*):

... you're not going to be able to access our database until our engineers sort it out.

If a noun is used with this type of phrasal verb, it can come inside or after the verb:

... until our engineers sort the problem out.

... until our engineers sort out the problem.

Hint

It can be very difficult to hear the difference between numbers 13–19 and 30–90. To check which number you heard, ask this question:
We need fifty computers.
Was that five-o or one-five?

There is this problem.

Don't speak so fast!

I don't know your name.

The letter 'e'.

Do you understand?

I don't understand.

I understand.

Repeat that information.

Writing

- 1 Follow up the message you looked at in the Expressions section. You are Mandeep, and you have to send an email to the head of logistics, Lee Pheng, reporting all of the information from the call.



Look

Look again at listening script 30.1 on page 123. Find more examples of phrasal verbs.

Other phrasal verbs cannot be separated, whether used with a pronoun or noun:

... we **depend on** this for exact passenger numbers ...

... we **depend on** the database for exact passenger numbers ...

Others do not take an object:

Hang on – was the last time three-zero or one-three?

Your dictionary will tell you whether a phrasal verb is separable, inseparable, or does not take an object.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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1

2

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Things to remember

How to phone around

In this lesson you will practise different telephone conversations.

Starter

- 1 Complete this questionnaire about telephone habits, then talk your teacher through your answers.

- 1 How many hours do you spend on the phone in a typical working day? ____
- 2 Do you make more calls, or receive more calls?
make ☐ receive ☐
- 3 Which do you use most, a mobile or a landline?
mobile ☐ landline ☐
- 4 How do you feel when answering the phone at work?
completely relaxed ☐
less comfortable than speaking face-to-face ☐
anxious ☐
- 5 How often do you make a phone call purely for pleasure?
often ☐ sometimes ☐ rarely ☐ never ☐
- 6 How do you feel if you do not have your mobile phone with you?
relaxed ☐ a little uncomfortable ☐
very uncomfortable ☐ I always have it ☐
- 7 How would you describe your phone use outside work?
too much ☐ about right ☐

Expressions

- 1 Della is trying to find a replacement speaker for a conference on health and safety at work. She is phoning the National Association of Builders.

- 1 Listen to the first conversation, and answer the following questions.
 - a What department does Suzanne work for?
 - b What advice does she give to Della?
- 2 Listen to the second conversation and answer the following questions.
 - a When is the talk happening?
 - b What does the man recommend?
- 3 Listen to the third conversation and answer the following questions.
 - a What help does Peter James give?
 - b What number does he give to Della?
- 4 Listen to the fourth conversation and answer the following questions.
 - a What money does Della offer to pay?
 - b What do Della and Alastair agree to do?

- 2 Look at the extracts from the four telephone calls below. Complete them with the phrases used by the speakers.

- 1 I don't know if you _____
but I'm organizing a conference about

Speaking

- 31.3 1 Listen to the third conversation between Della and Peter James again and look at the notes below. Try to reconstruct the conversation with your teacher. Change roles when you finish.

Della Tell Peter who you are, and why you are phoning (you want him to speak at a conference).

Peter You would like to give the presentation but you are busy. You suggest your colleague Alastair Wilkins does it instead. Alastair is not in his office, so you give Della his mobile number: 564 77 0808.

Language box

The present continuous is used to describe things that are happening at the time of speaking, or to refer to fixed events in the future:

He isn't working today.

We are increasing the number of branches in eastern Europe.

I'm meeting some people at 9.30 tomorrow.

About 500 people are coming to the conference next month.

Some verbs are not usually used in the present continuous tense:

I don't like my new office.
(not I'm not liking ...)

We need more space.
(not We are needing ...)

Hint

Note that the verbs **telephone**, **phone**, **call** and **ring** do not use the preposition **to**.

I **phoned** **to** Tom last night.

I'll **call** **to** Mary and ask her.

I'm **going to ring** **to** head office.

Hint

You can use the preposition **for** if you need to request a service:

Can you **call for** a taxi please?

I don't want to cook. Let's **phone for** a pizza.

You can use the adverb **back** if you return a call:

Can he **phone me back**, please?

Health and Safety at Work. I'm

_____ someone who
could give a talk about the new safety
standards.

2 I'm interested _____

someone who could give a talk.

3 Do you know who I _____

or what department could help?

4 I'm putting _____ now.

5 My name's Della Wilson from A&G

Construction. I was _____

your PR department.

6 I have just been speaking to a

_____ who said I

should speak to you.

7 I understand. I'd really _____

if you could recommend someone else,
though.

8 I got your number from Peter James, who

said that you _____.

9 The _____ I'm phoning

is _____ I'm organizing a
conference about Health and Safety at Work.

3 Now listen to all four conversations again and
check your answers to 2.



Writing

1 Write the short email that Della sends to Alastair Wilkins. In your email thank him for agreeing to speak at the conference and include the most important details about the conference. Remind him about the phone call at 11.00 tomorrow.

Many of these verbs are connected with
thinking and understanding:

I see what you mean.

The design looks old-fashioned, if you ask me.

Sometimes a verb can be used in the simple or
continuous form, depending on the meaning:

I think you've done a great job! (= opinion)

What are you thinking about? (= action)

These verbs are known as **stative** or **state verbs**.

The most common are: *think, know, forget, understand, remember, have* (= own), *own, like, dislike, love, hate, need*.

Look

Find examples of stative verbs in listening
scripts 31.1 to 31.4 on pages 123–124.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

How to order, and check an order

In this lesson you will learn some expressions for placing an order with a supplier.

Starter

- 1 The following adjectives describe food. Which ones describe taste? Which ones describe texture?

fruity dry sweet hard
bitter creamy salty soft
crumbly sharp light tangy

- 2 Which of the words in 1 can describe cheese? What is your favourite type of cheese?



Expressions

- 32.1 • 1 Rosie Elder is a cheese importer based in New Zealand. She is telephoning her Dutch supplier, Kristina Van Deer. Listen to their telephone conversation and answer the questions below.

- Why is Rosie having problems placing her order?
- What quantity of the following cheeses does Rosie order?

Mature Edam _____

Young Edam _____

Low-fat Gouda _____

Large Maasdam _____

- 32.2 • 2 Listen to the rest of the conversation between Rosie and Kristina, and answer the questions below.

- Why does Kristina ask Rosie to re-send her order by email?
- How many boxes of cheese in total will Rosie receive?

telephoning

Speaking

- 1 You are a wine merchant phoning a New Zealand wine maker to place an order. You have a budget of €3,000 to spend. Look at the information in the table below and role-play the phone conversation. Your teacher will be the New Zealand wine maker. Try to use question tags. One case contains twelve bottles.

Wine type	Number of cases available	Price per case	Comments (stock, delivery, etc.)
Chardonnay	100	€52.50	Was €60.00
Sauvignon blanc	75	€70.00	Only 15 cases available now, the rest next month
Cabernet Sauvignon	60	€40.00	Will be sent next month
Pinot noir	35	€47.50	
Merlot	25	€40.00	
Riesling	5	€80.00	Total price of €350 if all cases are bought

Hint

We can say **to ship** even if the transport is by air, road, or rail.

We can ship the goods anywhere in the world in seven days.

- 3 Listen again to these extracts from the two conversations. Complete the sentences with expressions for placing and checking orders.

- 1 Yes that's right, send me four boxes of mature Edam _____.
- 2 No problem. I've got _____.
- 3 I'd like to _____ order for Gouda.
- 4 Can you wait until next week for those? We're a bit _____ stock.
- 5 Right, Kristina, _____ the order now.
- 6 I just want _____ everything.
- 7 Plus North Holland extra mature: two boxes. _____, isn't it?

Writing



- 1 Look at listening scripts 32.1 and 32.2 on pages 124–125. You are Kristina. Send an email to Rosie confirming her order.
- 2 Look at the table of wine information in Speaking. Imagine you are emailing the wine exporter to make an order. Your budget is €4,000. Write a formal email.

Language box

Often when we check information or express surprise, we can use question tags.

Positive beginning, negative tag:

We will meet them on Thursday, won't we?

Negative beginning, positive tag:

There isn't money available, is there?

The tag agrees with the tense of the main verb. But use the verb *to do* if there is not an auxiliary verb at the start of the sentence:

He likes dancing tango, doesn't he?

Look

Find more question tags in listening script 32.1 and 32.2 on pages 124–125.

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 documents on the phone

In this lesson you will practise how to discuss and correct a document over the phone.

Starter

- 1 You arrive at work and see this notice on the notice board in reception. What's your reaction?

**MEETING AT 10
TO DISCUSS THE QUALITY
OF OUR PRODUCT'S.
ITS IN ROOM 4.**

- 2 How do you check that documents are correct before you print or send them?

Expressions

- 1 Read the letter to a new client called Paul Howick. This letter was prepared by Jeff for his boss, David Jones. What changes would you make to the letter?

Dear Paul

I am writing to say thanks for your fantastic hospitality during our recent visit to your installations (great lunch!). We thought your new production line was great.

We want you and your assistant production manager, Sarah Davies, to visit our main manufacturing factory in Manchester next month. Please tell us the best dates for you.

Best wishes

David Jones
SALES MANAGER

- 33.1
- 2 Listen to David speaking to Jeff and see if the changes he suggests are similar to your suggestions. Read the corrected version to your teacher when you finish.

- 33.2
- 3 Phil works for a company called Camp & Trek, which sells camping equipment by mail order. He has prepared a new format for the order form in the company's catalogue. He asked Janet to proofread the new document and to suggest any changes. Listen to their conversation and mark the changes on the order form on the right. There are ten changes in total.

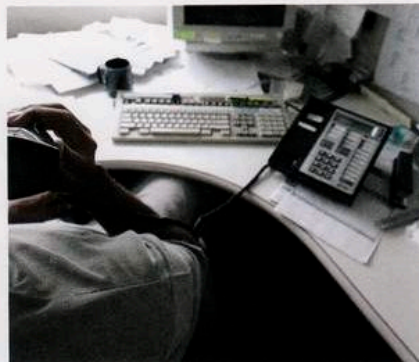
Speaking

- 1 Your name is David Harper, marketing manager of Camp and Trek Ltd. You don't like the new design of your business card (below). Change or correct five things and then role-play a telephone call with your teacher, who has designed the new card. Tell your teacher about the changes and give reasons when necessary.



Writing

- 1 You are Paul Howick. Write a suitable reply to the letter from David Jones in Expressions exercise 1. Include the date and time for your visit to his company.



Hint

Some common expressions when asking people to change things in a document are:

Could you change X to Y / replace X with Y?

I think Y sounds better than X.

Could you put Y instead of / rather than X?

Delete X and put Y.

CAMP & TREK

ORDER FORM

HOW TO ORDER:

PHONE 0191 498 1010 FAX 0191 498 1021
WEB www.campanndtrek.com EMAIL sales@campanndtrek.com
POST Camp and Trek, Snowdon House, Tark Lane, Durham, DH4 5LY

NEW CUSTOMER? YES NO CUSTOMER N°:

ADDRESS Title First name
Surname
Address
Postcode Daytime Tel:

Do we have your email address to keep you informed of the progress of your order as well as confirming shipping dates? We will also keep you informed of any product updates or special offers.

Email

We can only ship goods to the registered credit card address (to which your invoice is sent). Please check that the address provided is correct and that you have included your postcode.

PAGE N°	CATALOGUE CODE	DESCRIPTION	SIZE
42	QR 211343	TREKKING POLES	-
COLOUR	QTY	INDIVIDUAL PRICE	TOTAL PRICE
RED	2	20.25	40.50

4 Listen again and complete the phrases below.

- The typeface is a bit too big.
..... a little smaller.
- Well, I think it
in the top left-hand corner of the page.
- And I colour
for the logo.
- But I think
these two lines at the bottom of the page.
- And put
eight boxes for the customer number.
- You could
for where they have to write their email address in the middle of the form.
- It's difficult to read the note about the credit card address. Can you
a lot bigger?
- Well, I'd
each of these columns into two.

Language box

The following prepositions are commonly used to refer to a place in a document.

- in the diagram / picture
the second line down
the third paragraph
the top left-hand corner
the left-hand margin
- on page 2
the right-hand side
the other side of the page
- at the top / bottom of the page
the beginning of paragraph four
the end of the second line

Look

Find examples of these prepositions being used in listening script 33.1 and 33.2 on page 125.

Lesson record

3 new words from this lesson

3 useful phrases from this lesson

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Things to remember

How to complain on the phone

In this lesson you will practise different expressions for complaining over the phone.

Starter

- 1 Look at this list of practical advice for complaining about goods or services. Six sentences are from an official leaflet, the other four are false. Which are false?

- 1 Stay calm, even if you are angry.
- 2 Be clear about what you want while remaining polite, and never aggressive.
- 3 Before making a complaint, find out if you have a friend or relative who knows the owner.
- 4 Back up claims in writing where possible.
- 5 Keep records – this includes copies of all receipts, letters, and emails. Never send original documents – send copies.
- 6 When complaining in person, always speak in a loud voice so that other customers can hear your conversation.
- 7 Complaining in person can be more effective – ask to speak to the person in charge. There is no point losing your temper, especially if the person cannot authorize action.
- 8 If you are not offered an immediate solution, take a pen and say in a loud voice, 'and what's your name'?
- 9 If you complain on the phone, keep records of who you spoke to and when, and what was said. Always follow up calls with a letter.
- 10 If there is no immediate response to your first complaint, pass the matter on to your lawyer. Take legal action!

Expressions

- 34.1 1 John Harris makes three telephone calls. Listen to each call and complete the table below.

company called	reason for call	action
Ealing Taxis		
Fastpost Services		
ISO Camera Centre		

- 2 Tell your teacher about each call. How would you describe John Harris's mood?

telephoning

Speaking

- 1 With your teacher role-play the following telephone calls. Use the plan to make two different calls for each situation.
- 1 You ordered some materials which are a month late and still have not arrived.
 - 2 You have received an invoice for an order which was cancelled a month ago.
- company** welcome, give company name
customer give name, explain call
company respond – get personal details
customer give details
company say there is nothing you can do
customer ask to speak to someone else
company say manager is not there
customer protest, ask when manager back
company give information
customer end call

Language box

You can use *ever* and *never* with the present perfect to express your strong feelings about a situation. These situations may be negative:

I've never had to wait so long before!
 This is the slowest service I've ever had!
 We've never been refused credit with you before!
 This is the first time we've ever been refused credit with you!

Or positive:

I've never had such a delicious lemon tart!
 This is the most delicious lemon tart I have ever had!

- 3 Listen again to the conversations and complete them with the useful phrases for complaining.

Conversation 1

- 1 Great – thanks for that. It's _____. I'll be waiting outside the house.

Conversation 2

- 2 But you've _____ made a mistake. We made it _____ clear that we wanted the express service.
- 3 Well, you _____ modify the invoice for this delivery.
- 4 And could you please make sure that this sort of thing _____ ?
- 5 Well, it's _____ time we've had this problem.

Conversation 3

- 6 No. No. Another month is _____ question.
- 7 I'll be making a _____ about this.
- 8 I'm sorry to go on about it, but this is _____.

Note that *such* needs an indefinite article with a countable noun, but not with an uncountable or plural noun:

- I've never experienced *such a* long delay!
- I've never come across *such* bad service before!
- I've never seen *such* poorly trained staff!

Look

Look again at listening script 34.1 on pages 125–126, and find examples of the present perfect with *ever* and *never*.

Hint

Note that we complain **about** something to **somebody**.

I've complained to the IT help desk **about** their slow response.

We **make** a complaint, and sometimes complain **in writing** / write a letter of complaint.



Writing

- 1 Imagine John Harris writes a letter to Fastpost Services in the second part of recording 34.1, instead of telephoning. Write the letter explaining the reason for the complaint and that this is not the first time something like this has happened. Say that you will change to a different courier if this happens again.

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 write emails for the first time

In this lesson you will learn how to write a first email to a business contact.

Starter

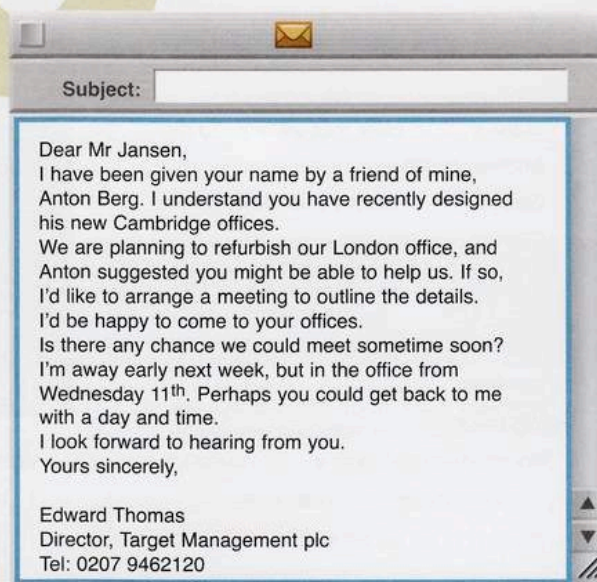
- 1 What things do you have to think about when writing an email to someone you have not met or emailed before?
- 2 What kind of 'first time' emails do you receive? How does the subject line help you deal with these?



Expressions

- 1 Read the emails below. For each, choose the best subject line.

- a Office designs – London
- b Meeting – your office
- c Anton Berg – new offices



email

Practice

- 1 Using the language in Expressions and in the Language box, write one of the following emails. Invent any details you need. This is the first email.
 - a To Hans Mauer, car-leasing, to request a test-drive of a car for your office use. Offer to telephone at a time suitable for him.
 - b To Anna Pavlova, requesting a demonstration of a new intercom system. You have her name from a friend, Sergei Blokhin, whose offices have had this installed. Offer to telephone at a time suitable for her.
- 2 Now follow up your email by telephoning Hans or Anna. Your teacher will be Hans or Anna. Find out about: times, costs, address of your business correspondent.

Language box

Emails often have a simple structure. Below are some example phrases commonly used in emails.

How to start

Further to our phone conversation, ...
You may remember ...
Thank you for sending ...
With reference to ...,
I have been advised to contact you...

New information

As you may be aware, ...
We're hoping to ...

Hint

It is always safe to write **Dear Mr ... / Ms ...** if you do not know someone. You can also use their full name, e.g. **Dear John Smith / Dear Amy Lee**.

Don't use titles with a person's full name.

Dear Mr John Smith Dear Ms Amy Lee.

- 2 a Brussels Conference
b Programme changes
c Theatre tour, USA

Subject:

Dear Peter,

It was good to meet you at the conference in Brussels last month. As promised, please find below a web link where you can find details of our programmes.
www.dancersinthedark.publ.eng.co.uk

I'd be really interested to hear your views on any changes we should make for the American market. Would you mind having a look, and sending me any comments you have?

We'd love the theatre group to visit the US within the next two years. Do you know what theatres in Massachusetts might be interested, and whether other states would be keen too?

Many thanks in advance for your help.

Kind regards,
Penny
Penny Ross, Marketing

Action

I'd be grateful if you could ...

Would you be able to ... ?

Please let me know ...

Friendly sign-off

Thank you again for your help.

I hope to hear from you soon.

Look

Find other phrases from the emails to add to those in the Language box, and include any more you know.

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 write a formal email

In this lesson you will practise different expressions to use in a formal email.

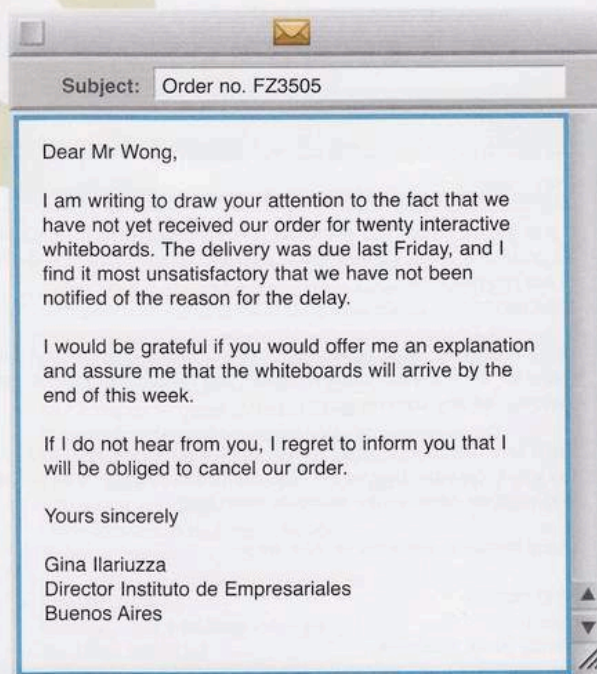
Starter

- 1 Would you write a formal or an informal email in the following situations?
 - 1 Agreeing to meet a colleague for lunch.
 - 2 Complaining to a supplier about a mistake in an order.
 - 3 Requesting information from an official website.
 - 4 Attaching the agenda for a meeting in an email to a colleague abroad.
 - 5 Apologizing for a delay in delivery to a customer.
 - 6 Sending your boss a report.
- 2 How would you start each email?



Expressions

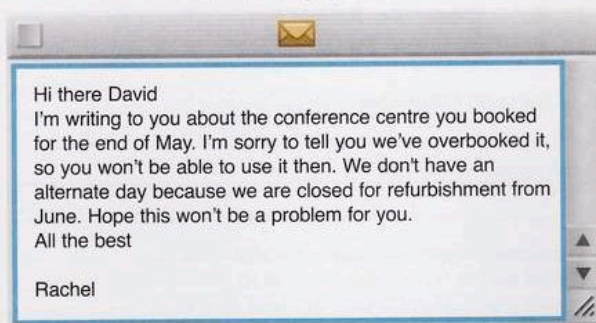
- 1 Read the emails below and explain why the writers use a formal style.



email

Practice

- 1 Using the language in Expressions and in the Language box, write this email in a more appropriate style. Invent any extra information you need.



- 2 Now telephone Rachel in response to her email. Your teacher will be Rachel.

business one : one

Language box

Formal emails have a number of features which are not present in more friendly emails. Firstly, the vocabulary is more formal:

I am afraid I will not be able to attend the meeting on Friday.
Not I'm sorry I can't make the meeting on Friday.

We tend to use fewer phrasal verbs:

If any problems arise ...
Not ... problems come up ...
We will test the prototype ...
Not ... try out the prototype ...
They may eventually sell ...
Not ... end up selling ...

The phrases are often longer and more complicated:

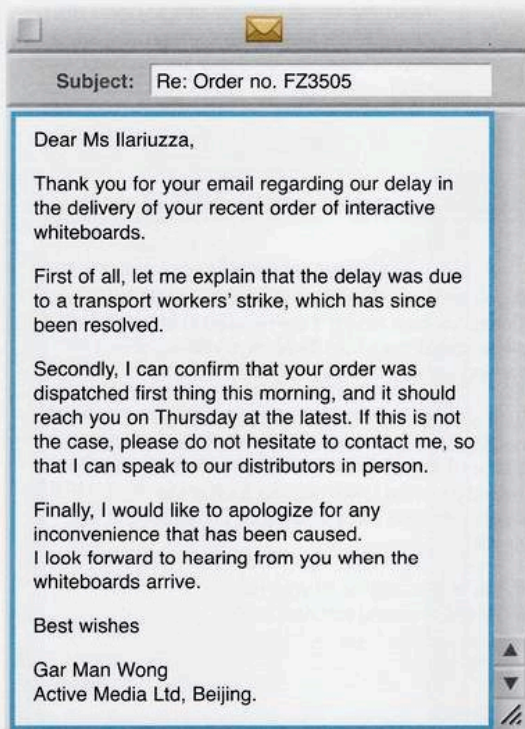
Hint

We use the word **due** to say when we expect something to happen:

The delivery was due on 16th June.

We also use **due** to explain the reason why something happened:

The delay was due to industrial action.



2 Read the emails again and write the formal equivalent next to these informal expressions.

1 Please get in touch.

2 I'm not happy.

3 Thanks for your email about ...

4 Please ...

5 I'm sorry for any problems.

6 We sent your order ...

7 I'm sorry to tell you ...

8 I'm writing to let you know ...

We will not transfer the amount on the invoice until we have received our complete order in perfect condition, however long that may take.

We normally do not contract the verb forms:

I am writing to inform you that I will not be in the office on Monday as I have a doctor's appointment.

Not I'm writing to tell you I won't be in on Monday because I'm going to the doctor's.

We often use the passive:

Your invoice will be sent next week.

I was told we would receive a 10% discount.

Look

Look again at the two emails in Expressions and underline all the features of formal emails.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

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Things to remember

How to be friendly in an email

In this lesson you will practise expressions to use in an informal / friendly email.

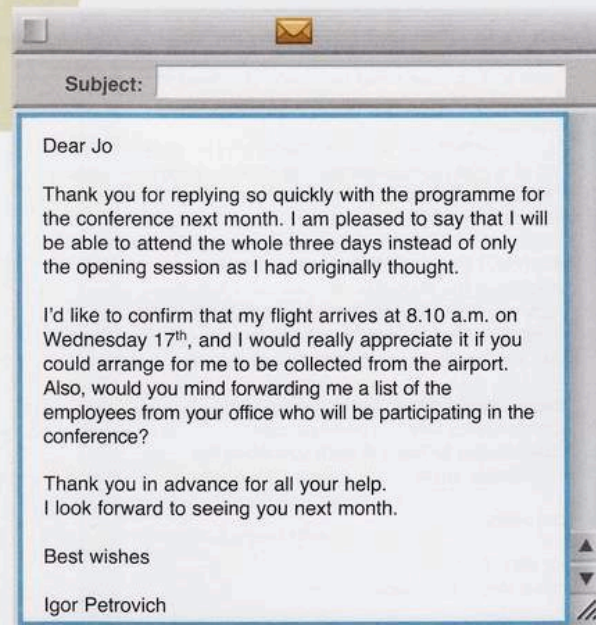
Starter

- 1 Who do you exchange friendly emails with at work? Who was the last one to / from?
- 2 How do you make an email sound friendly rather than just business-like?



Expressions

- 1 Read the emails below quickly and add a subject line. Summarize what they are about to your teacher. Why are the emails being sent?



email

Practice

- 1 Write one of the following emails, using the language from Expressions and the Language box.
 - 1 To Noriaki Kasagi, product manager of a tyre factory in Japan. You want to tell him the dates of the Automobile Exhibition in Detroit and find out if he wants you to arrange a hotel for him.
 - 2 To Marisol, a Peruvian friend who you are hoping to meet at the IberAmerican conference you are in charge of next month. You are enclosing the conference information and you want to meet one night for dinner.
- 2 Now follow up your email by telephoning Noriaki or Marisol to make the necessary arrangements. Your teacher will be Noriaki or Marisol.

Language box

You can often omit *I*, *I'm* and *It's* in a friendly email:

Can't make the meeting on Monday.
Had a nightmare journey home last night.
Will call you tomorrow after lunch.
Not sure if you got my last email.
Pleased to hear you got back safely.
Good news about the L'Oréal pitch!

Sometimes you can omit the verb clause completely:

Great night last night!
More news tomorrow.

Hint

To make a good impression on the person you are writing to, use a suitable greeting and sign-off:

Dear Philip	All the best
Hello Fatima	Yours sincerely
Hi there Jacques	Kind regards
	Best wishes

Subject:

Hi Tomás

First of all, fantastic to hear the news about your new job – congratulations! Really pleased for you.
Just emailing to say thanks for getting back to me so soon with the agenda for next Tues. Glad to say I can make the whole meeting after all, so I'll be joining you for lunch.
Just to let you know my plane gets in at half nine, so is there any way you can get someone to pick me up?
And do you think you could send me the names of who else will be there when you have a moment?

Thanks for everything. Looking forward to seeing you.

All the best,

Maurice

- 2 The following table shows some phrases you can use to be friendly in both formal and informal emails. Find the corresponding phrase and complete the table.

formal and friendly	informal and friendly
GREETING	
.....
OPENING REMARK	
.....	Thanks for ...
GIVING INFORMATION	
I'd like to confirm
MAKING A REQUEST	
.....	Can you ...?
.....	Could you ...?
CLOSING REMARK	
Thank you in advance for all your help.
I look forward to seeing you next month.
SIGN OFF	
.....

In most cases the word *that* can also be omitted:

Just to let you know (...) I'm thinking about your proposal.

Sorry to hear (...) you're leaving the company.

Look

Look again at the second email in Expressions and underline all the examples of shortened sentences you can find.

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 explain in other ways

In this lesson you will learn expressions to use when there has been a misunderstanding.

Starter

- 1 Match the possible captions to the cartoons below. Choose the best caption for each cartoon.

That is, although this is a high-priority job, we weren't expecting you to do it alone.

What we're looking for here is an idea that will really jump out at us.

In other words Stevens, you're fired.

In fact, I'm not much of an animal lover myself.

- 2 What do you think the misunderstanding has been in each situation?

Expressions

- 1 Read the two emails on page 79 and decide what the misunderstanding is in each case.
- 2 Complete the two emails with the phrases below.

First email

In other words

What we're really looking for here

I meant

To put it another way,

When I said

Second email

In fact,

we were not expecting

To give you an example,

That is

what we had in mind



email



Practice

- 1 Write one of the following emails using phrases from Expressions and the Language box.
 - 1 To Carmen Souza, graphic designer, Porto. You asked her to design a new logo for your company, but her design is unsuitable. Write an email explaining to her what you really wanted.
 - 2 Your company's small staff took a week's holiday while Johnson's Removals moved your office furniture to new offices. You left clear instructions, but you have returned to discover that they completely misinterpreted you.
- 2 Now follow up your email by telephoning Carmen or Mr Johnson to set a new deadline for their work and to make sure they understand their brief.

Hint

I expect she'll come. = It is very probable she will come.

I hope she'll come. = I want her to come but I don't know if she will.

I'm waiting for her to come. = I know she is coming but she is not here yet.

Dear Luis,

Thank you so much for sending in your designs for the new campaign so soon. Unfortunately, I am afraid to say that they do not actually fit in with the brief you were sent.

¹ _____ the perfume was aimed at young women, ² _____ young professional women, and not teenagers.

³ _____, we need to scrap the trendy student image so that we don't attract the wrong sort of customer. ⁴ _____

is to set the product in a dynamic working environment, where successful young women move independently and with style.

⁵ _____, we are looking at female executives in their late twenties and early thirties, controlling both their work environment and their personal relationships. The price of the perfume has been set in order to appeal to these professionals, and because of the pricing, it will be out of the price range of younger consumers.

I wonder if perhaps you would like to have another go at this project, as the deadline is still six weeks away. Please contact me as soon as possible with your views.

Best wishes

Aniek Hiele

Modern Creative Designs, The Hague

Dear Francesca,

Thank you for your mail attaching your proposal for the menu for our 25th anniversary dinner. Unfortunately, your offer is not exactly

¹ _____ because it does not quite fit into our financial requirements.

² _____, although we requested an impressive dinner including a wide variety of dishes, ³ _____ the cost to exceed €2,400.

However, we are extremely interested in working with you on this event and we would like to propose that you make some changes to the menu so as to bring it into line with our budget.

⁴ _____, the white truffles in the starter could easily be replaced by wild mushrooms in garlic sauce, and this would halve the price. ⁵ _____, we are

looking at spending about €60 per head on this meal and we are sure you will be able to fulfil this requirement for us.

Thank you in advance for your help in preparing what is, for us, an extremely important event.

Yours sincerely

Gerald Schulz

Basic Solutions Ag, (St Gallen (CH) Office)

Language box

When you are explaining a purpose for doing something, you can use the infinitive with **to**:

We need to take a shorter lunch break to bring us into line with Europe.

You can also use **in order to** and **so as to**:

You'll have to finish the project by Friday in order to get it to me the following Monday.

I was hoping for a more modern design so as not to attract the wrong type of clients.

You can also use **so that** + subject and verb:

I'd like a wide choice of dishes so that there's something for everyone.

Look

Look again at the two emails in Expressions, and underline the phrases of explanation.

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 write forceful emails

In this lesson you will learn expressions for making your message stronger in emails.

Starter

assertive /ə'sɜːtɪv/ (US) ə'sɜːtɪv/
expressing something strongly and with confidence

assess /ə'ses/ to estimate the nature, quality or value of something

- 1 Which of these sentences do you think are assertive, and which are aggressive? What's the difference?

There are some concerns being raised with the standard of your work.

I won't be spoken to like that – I'm never going to shop in your stores again!

Please send me a full refund, and remove my name from your mailing list.

Take your car out of our car park and don't put it there again!

Your staff are useless – get rid of the lot of them.

As a result, we have no option but to terminate the contract.

- 2 What assertive emails have you had to write? Have you ever written or received an angry email?

Expressions

- 1 Read the emails on page 81. For each one, choose the best subject line.

- email 1 a Complaint
b German conference
c Feedback – Düsseldorf
- email 2 a Christmas brochures
b Printing
c Late proofs

- 2 The following expressions help the reader understand how the parts of an email are linked. Put them in the numbered gaps in the emails on page 81:

Additionally
Firstly
so that
As you will appreciate
Consequently
However
therefore

email

Practice

- 1 Using the language in Expressions and in the Language box, choose appropriate phrases to write one of the following emails. Invent any information and details you need.

- 1 Write an email to the office manager of the neighbouring business, complaining that their staff continue to park in the spaces allocated for your office.
- 2 Write an email to the manager of an advertising company you have been using for several years. They place adverts all over town for your firm, but these are regularly covered up with new adverts (placed by the same company) before the allocated advertising period is over.

Language box

When writing a forceful email, you can use these phrases to get the recipient's attention:

I am writing to remind you that ...
I feel you should be made aware of...
I would like to point out that ...

You can use these phrases to make the consequences of the problem clear:

This has resulted in ...
This has led to ...
This has caused ...
As a consequence / result of this ...

Hint

You can use an adverb to emphasize an adjective or a verb:

completely unreasonable / unexpected

absolutely crucial / vital / essential

extremely important / disappointing

We fully understand / intend ...

Dear Jürgen

Thank you again for the opportunity of letting me speak to your Düsseldorf team last week. They will now be able to work with the new software programs effectively.

1 _____, I should point out that the training is not completely finished as we will need to arrange one more training session in the autumn, which will be caused by a software upgrade in September.

I am also writing because I feel you should be made aware of a couple of issues. 2 _____, I was taken to the wrong address, as it had not been made clear that the office is in fact on Karlstrasse in a suburb, not in town. Then, on arrival, there was no equipment ready.

3 _____, one of the participants was called out to a meeting. 4 _____, the start was very delayed, and it resulted in my having to entirely redesign the input in the session. All this was extremely disappointing. I would 5 _____

be grateful if, for the Frankfurt session, you could complete, sign, and return the attached agreement to ensure all details are clarified to all parties well in advance.

I look forward to hearing from you.

With very best wishes

Tony Hallam

Assistant Director, IT

Dear Elaine

I am writing to remind you that we are still waiting to hear back from you with proofs of our new holiday brochures. While I fully understand the pressure you are under, I must point out that this is now already more than a week overdue.

This means that we now have very little time to check the proofs and make corrections, which could lead to a delay in the whole project. 6 _____ it is absolutely crucial that we can rectify this problem quickly and go ahead with printing these by 1st December

7 _____ they can be made available before Christmas.

Unless I hear back from you by midday tomorrow, Thursday, we will have no option but to contact another company. I look forward to hearing from you at your earliest convenience.

Yours sincerely

Dan Ware

Make clear what the consequences will be if there is no action:

If immediate steps are not taken to rectify the situation, we will be forced to consider legal action.

Unless we receive the parts by Friday, it will be necessary to contact another agent.

Please send us assurances that this will not happen again, otherwise we will have no option but to cancel the contract.

Look

Look again at the two emails in Expressions, and underline all the phrases of this type.

Lesson record

3 new words

from this lesson

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2

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3 useful phrases

from this lesson

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Things to remember

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How to book

In this lesson you will learn some useful expressions for making arrangements.

Starter

- 1 How often do you have to travel for professional purposes?
- 2 Who organizes your travel arrangements?
- 3 Has there ever been a major problem with your travel arrangements?



Expressions

- 40.1 ◦ 1 Mike and Sarah work for a printing company near Manchester, England. Listen to them discuss Mike's travel arrangements, and complete the table below.

date of meeting?

place?

length of meeting?

- 40.2 ◦ 2 Now Sarah phones Four Seasons Travel to book Mike's trip. Look at the sentences below from her conversation. Find and correct one mistake in each sentence.

- 1 I need return tickets and accommodations for my colleague Michael Wise.
- 2 Can you get me a fly to Boston on the 26th?
- 3 Do you know what hotel he wants to live in?
- 4 Manchester to Boston, departing 09.15 arriving in Boston 15.15 local hour.
- 5 That's with a changeover at Newark.
- 6 I'll put him on the wait list and see.

- 3 Now listen to the conversation between Sarah and Lucy again and mark each sentence below true (T) or false (F).

- 1 The company Mike and Sarah work for is called DEL Graphics. _____
- 2 Sarah wants Mike's hotel to be in the centre of town but inexpensive. _____

travel

Speaking

- 1 Make a phone call to a travel agent to arrange flights and accommodation for a business trip to two different cities, with one night in each city.
- 2 Phone the travel agent from 1 again, because you now have to spend two nights in the first city.
- 3 Now make a final phone call, confirming these arrangements.

Language box

Prepositions of time and place follow various patterns:

place

- | | |
|-----------|---|
| on | with planes, trains, ships, buses:
You'll be on flight AZL 449.
I'll get on the 8.45 from Victoria Station. |
| at | for a place that is a point on the map:
Which hotel will you be staying at?
I'll have to change planes at Heathrow. |
| in | for cities, countries, etc:
I'll be staying in Los Angeles for a week.
When will you be back in Ireland? |

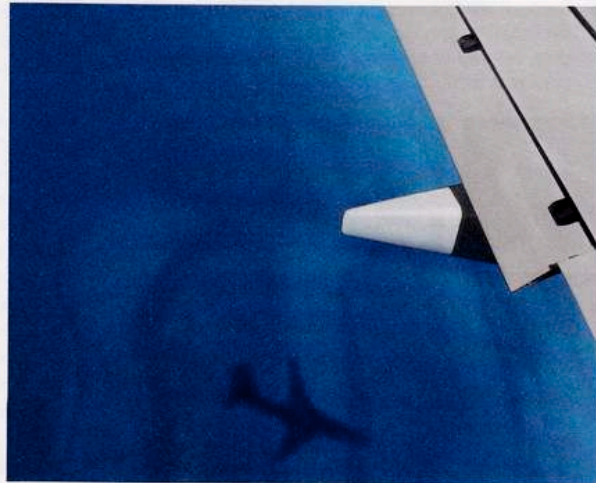
Hint

You arrive **in** / **at** a place (not **to**).
What time do you arrive in New York?
We arrived at the hotel at six.

- 3 She books the flights. _____
- 4 There's a problem with the return to Britain on the 28th. _____
- 4 Lucy phones Sarah back with Mike's travel details. Listen to their phone conversation and complete these extracts.
- 1 He _____ on BLE flight 466 to Boston via Newark on the 26th.
- 2 In Boston _____ at the Liberty Inn on the 26th and 27th.
- 3 I _____ all the prices to you this afternoon.
- 4 You _____ on Monday 26th on BLE flight 466, departing from Manchester at 09.15.
- 5 You _____ at the Liberty Inn for the two nights.
- 5 What do you notice about the future forms in 4?

Writing

- 1 Email your travel agent, telling them your schedule for a business trip. Ask them to book your flights and hotels.
- 2 Your teacher wants to reschedule a class next week. By email, explain your schedule and suggest possible times when you could do the class.



Look

Look at listening script 40.1 and 40.2 on page 126 and underline the examples of time and place prepositions.

time

for dates or days:

We won't be working on 1st May.
I'll see you on Wednesday!

for an exact time, or with night:

I arrive at 10.15 p.m.
They won't see anything at night.

for a part of the day:

She's leaving early in the morning.
In the evening we'll go out for a drink.

To say how long before something happens:

I'll call you back in a while.

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 check in and check out

In this lesson you will practise the phrases you need to check into and out of a hotel.

Starter

- 1 Look at the following pictures of hotel facilities. Which would you expect to find in your hotel if your company sent you on a business trip?



- 2 Which of these hotel facilities are the most important for you? Tell your teacher.

Expressions

- 1 Look at the conversations of a guest in a hotel. Find five mistakes in each.

Good night. I have a reservation.

Good evening. What name is it, please?

Carbalho, Paolo Carbalho.

How long are you staying, Mr Carbalho?

I'm staying during two nights.

OK. You're in room 312 on the third floor. Here's your key card.

Aaah. How this works?

Well, once you've opened the door, you have to insert it into the slot in the wall to turn on the electricity in your room.

Right. And does it also activate the air-conditioning?

Yes. The air-conditioning comes on as soon as you put the card in the slot.

Fine. You think could you give me a wake-up call tomorrow morning?

Yes, certainly. What time?

At 7 o'clock, please.

Of course.

And what time is breakfast?

Breakfast is served from 7 to 10, and lunch from 12 until 2.

Right.

Do you need any help with your luggage?

No, it's all right thanks. I can manage. Could you tell me where is the lift?

Yes, it's just at the end of the passageway. Enjoy your stay at the Imperial Hotel, Mr Carbalho.

Speaking

- 1 Role-play checking into a hotel. You have a reservation for a double room for three nights at the Hotel Suisse in Lucerne. You need to know if there is a safe in your room and how it works. You would like to have dinner in the hotel and you need an alarm call every morning at six o'clock. Your teacher will be the receptionist.
- 2 Role-play checking out of the same hotel. You've had a couple of things from the minibar, and, unfortunately, you dropped a bottle of champagne. You have also made several calls home. You would like to pay by credit card, and you need a taxi to go to the railway station. Your teacher will be the receptionist.

Writing

- 1 Write a short review of your stay in the Imperial Hotel, Ljubljana to post on their website. Include your opinion about your room, the food, the service, and the location of the hotel. Invent any details you need.



Hint

When we give a piece of information that we are not sure about, we can use the verb **appear**:
It appears that the meeting isn't going to happen.
It appears to be missing.

Good morning. I like check out, please.

Good morning, Mr Carbalho. Did you enjoy your stay?

Yes, the room was very comfortable. I'm afraid I have problem with the remote control for the television, though. It fell in the bath last night while I was getting out, and it doesn't appear to be working now. I'm terribly sorry.

Don't worry, Mr Carbalho. We'll sort it out. Thank you for telling us. Did you have anything from the minibar?

Yes, I had one bottle of mineral water and any beer.

How many bottles?

Just one. And I also made two telephone calls to Lisbon.

Right. I'll just add that to your bill. That's €354.25, please.

I pay by American Express?

Yes, of course.

Here's my card.

Thank you. Could you sign here, please?

Of course. Would it be OK my bags here? My plane doesn't leave until later this afternoon, and I want to do a bit of shopping before I leave Ljubljana.

Yes, certainly. Just bring them into the office, and you can leave them as long as you like.

Thank you. I'll be back at about 3 o'clock to pick them up.

41.1 2 Listen to the conversations and check you found the ten mistakes.

3 Complete the useful expressions for checking into and out of a hotel.

- 1 Good _____ . I _____ reservation.
- 2 I'm staying for _____ .
- 3 How _____ this _____ ?
- 4 Do _____ call tomorrow morning?
- 5 Could you tell me where _____ ?
- 6 Good morning, _____ please.
- 7 I'm afraid _____ with the remote control.
- 8 I had a bottle of mineral water and _____ .
- 9 Can _____ American Express?
- 10 Would it be OK _____ here?

Language box

We use *a / an* when we mention something for the first time:

I'd like a double room with a bathroom.
Is there a lift?

When it is clear what we are referring to, use *the*:

The restaurant is at the end of the road.

Use *one* to specify quantity:

We drank one bottle of wine, not two.

We use *the* with hotels, but not with the name of an airport or station:

Take me to the Hilton Hotel at Rome Airport.

Look

Look again at the conversations in Expressions and find examples of articles.

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 check a route

In this lesson you will learn how to check directions.

Starter

- 1 Some people say that men never want to ask for directions when they are lost. What is your opinion? What do you do?
- 2 Are you good at giving directions? What are good directions?



Expressions

- 42.1 ◦ 1 Two Chinese Americans, Jun and Wei, are visiting Sydney, Australia. They are at Central Station. Listen to their conversation and mark the places and streets mentioned on the map on page 87.
- 42.2 ◦ 2 Now listen to two conversations where Jun and Wei are checking their route. Write the expressions they use.

Conversation 1

- 1 Excuse me, is this _____
The Harbourside?
- 2 Sorry, _____ right or
left at Circular Quay?
- 3 And then what _____ ?

Conversation 2

- 4 Excuse me, is Chinatown
_____ ?
- 5 Am I _____ we go
straight down this road first?
- 6 Wei: _____ second
right into Kent Street, then third right.
Pippa: You _____ .

travel

Speaking

- 1 Look at the map of downtown Sydney on page 87. Draw an X on the page and then explain to your teacher how to get there from the Sydney Opera House. Repeat the process, checking as many routes as you can using the language from Expressions.

Language box

We use *be supposed to* or *be meant to* when we are talking about following instructions:

I think we're supposed to turn left here.

Weren't we meant to cross over the river?

These verbs can also refer to following or not following rules:

You're meant to wait until the light is green, but nobody does.

You're not supposed to park here, but I'm going to anyway.

Or to what somebody intended:

I can't read his writing – is that word supposed to be 'stones' or 'stores'?

That drawing's meant to be Sydney Opera House, is it?

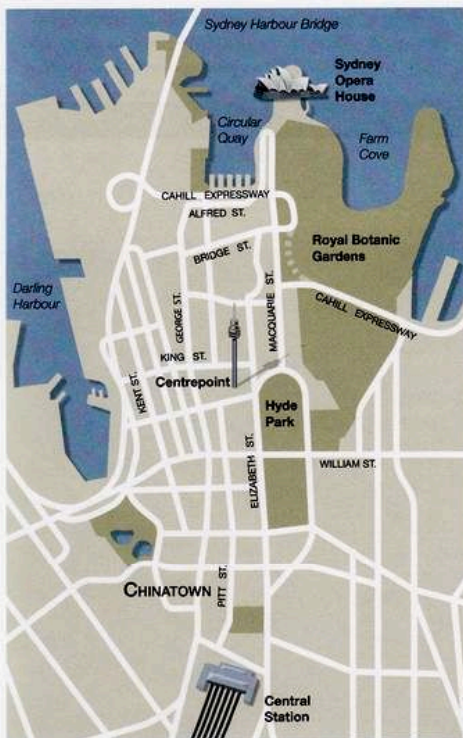
Hint

When you give directions, use the imperative or the present simple. Don't use **please**.

Take the next left.

You take the next left.

Please take the next left.



Hint

When we talk about directions, it is more normal to use **get to** than **arrive at**:

Could you tell me how to get to the art gallery, please?

It'll take about twenty minutes to get to LA.

Writing

- 1 You are visiting a business colleague in Palermo, Sicily. They have given directions of how to get to their house from the airport, but you did not understand everything in the conversation. Send your colleague an email checking the following information:
 - get bus from airport to the railway station / the port?
 - walk down Via Maqueda / Via Roma?
 - turn left / right down Corso Vittorio Emanuele?
 - the house is near the church called Sant'Agostino / San Cataldo / San Nicolo?
- 2 Write a short description of how you or someone you know had a difficulty with the directions someone had given them.

Or to what people say:

There are supposed to be some great restaurants around here.

I thought you were meant to be able to speak the language! (= you said you could, but in fact you can't)

Look

Look again at listening scripts 42.1 and 42.2 on page 127. Find more examples of *be supposed to* and *be meant 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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How to eat out

43

In this lesson you will learn useful phrases for discussing and ordering food.

Starter

- 1 Which restaurants do you choose to go to in your country when you are with visitors? Why?
- 2 When you are abroad, how do you decide where to eat? How adventurous are you when it comes to eating local specialities?



Expressions

- 1 Listen to two conversations. For each one, decide what sort of restaurant the people are in and what the people choose to eat.

Type of restaurant	Choice of meal
1 Carlos	
Bill	
2 Eva	
Amy	

- 2 Now listen again. This time complete the spaces with the words used on the recording.

Conversation 1

- 1 Well, there's _____ not far from here.
- 2 Otherwise, we could be _____
- 3 I think _____ one of the lamb dishes.

travel

Speaking

- 1 You are having dinner with a visitor. They have asked to try something local. Describe two dishes from the menu.
- 2 Think of two or three restaurants abroad, or away from your own town, that you particularly like. Describe them to your teacher. Include any details about the decor, atmosphere, specialities on the menu, etc., and / or the service there that make these restaurants special for you.

Language box

To describe accurately how food is cooked, the following verbs are used:

baked	cooked in the oven (used for cakes, bread, etc.)
boiled	cooked in very hot water
broiled	(AmE) grilled / barbecued
fried	cooked in oil on top of the cooker
grilled	cooked under a strong heat
roast	cooked in the oven, usually with a little oil (used for meats and vegetables)
steamed	cooked over water

Hint

Some common adjectives for food and drink:

savoury – sweet (food)

hot, spicy – mild (curry dishes)

rich, heavy – light (dishes)

still – sparkling, fizzy (mineral water)

Conversation 2

- 4 Well, you _____ the
Greek vegetable dish ...
- 5 Well that sounds very nice. And
_____ ?
- 6 No, _____, thanks.
- 7 Well that was really good.
_____ ?
- 8 No, no, I insist. _____ !



Other expressions:

It's served with ... / made from ...

It's a mixture of ... and ...

It comes with ...

Look

Look again at listening script 43.1 on pages 127–128, and underline all the foods mentioned. Decide on all the different ways each of them can be cooked.

Writing

- 1 Read the following situations, and for each one write an email in response.

- 1 You have just been interviewed on the phone for a magazine about your business travels. They have now emailed to ask for some stories about your experiences of eating out abroad.
- 2 A foreign client has emailed you, asking for advice on where to eat in your city when he arrives next month. Give him two or three choices, with reasons. For each restaurant explain:
- type of food
 - your favourite dish
 - cost per person.

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 ride in taxis

44

In this lesson you will learn useful phrases for travelling in taxis.

Starter

- Which piece of advice 1-3 belongs to which place a-c?
 - New York City
 - Morocco
 - Japan
 - You are expected to share a taxi with up to five others. If you are a single female, you will probably sit in the front.
 - The door of the taxi will open and close automatically. Pay the amount shown on the meter. No tip is necessary.
 - The lights on the top of the taxi tell you if the car is free. When only the middle is lit, the car is free. When all the lights are lit, the driver is off-duty. When no lights are on, the car is busy.
- What is your experience of taking taxis in different countries?



Speaking

- Role-play the following conversations.
 - Choose a place in your town you are familiar with. Phone for a taxi (your teacher!) to get you there for a meeting in half an hour.
 - The taxi arrives. Tell the driver where you want to go. Remember to get a receipt.
 - Now choose a second destination. The taxi has no meter, so you will need to check the price before getting in.

Hint

We use the word **far** in negative sentences and questions:

It's not very far.

How far is it?

In a positive sentence, we usually use **a long way**:

It's quite a long way.

Expressions

- 1 Listen to two conversations relating to a taxi journey and answer the questions below.
 - 1 What is the address of the person ordering the taxi?
 - 2 Where does the person want to go to?
 - 3 Does the taxi driver know how to get to the destination?
- 2 Now listen again. This time complete the spaces with the words used by the client.
 - 1 Hello. _____ please.
 - 2 It'll be about twenty minutes _____, I'm afraid.
 - 3 Driver: Mr Hansen?
Mr Hansen: Yes, that's right.
_____ the Oasis Restaurant.
 - 4 Right. Um, you can _____ if you like.
 - 5 Could I _____ please?
 - 6 Oh, and er, keep _____.

Writing

- 1 You took two taxis yesterday with City Cabs. You left your umbrella in one of the taxis, but cannot remember which. You have phoned the taxi company, who have asked you to send them an email describing the trips you made to help them find the umbrella.
- 2 A client is arriving from abroad and will need to get to your offices. Write an email to explain the best route for them to take in terms of price, time, and comfort, as well as the best form of transport.



Language box

We often use these phrases when we are not sure of an exact location:

- It's **just** south of the station.
- It's **on this side** of the river **towards** the park.
- I think it's **somewhere** near the post office.
- It's **right** in the city centre.
- It's **a little way** out of the centre, **in the direction** of the airport.
- You'll see it **just after** the church.
- It's **not too far** from the conference centre.
- It's **just a few hundred metres** along this road.

Look

Look again at listening script 44.1 on page 128. Find more examples of these phrases.

Lesson record

3 new words
from this lesson

3 useful phrases
from this lesson

- 1
- 2
- 3

- 1
- 2
- 3

Things to remember

-
-
-
-
-
-

reading bank

1 You are going to read about some typical methods by which tourists are cheated while they are on holiday. Read the extracts and match a title to each one.

- A The airport scanner set-up
- B The fake policeman routine
- C The disgusting substance scam
- D The crooked currency exchange
- E The train compartment trick

2 Answer the question with the correct paragraph number. Which scam:

- i happens when you are trying to save money? _____
- ii involves a person in authority? _____
- iii happens before you board your plane? _____
- iv occurs because you leave your bags unattended? _____
- v involves someone pretending to help you? _____

3 Find the words in the text that match the following definitions a-j.

- a money and expensive possessions

- b a machine which moves things along automatically

- c suddenly starts making a loud sound

- d very happy

- e an unofficial system for doing business

- f with no value

- g to escape on foot

- h knocks gently with the ends of fingers

- i comes towards you

- j gives something to someone

Travel scams

So, you arrive at your holiday destination, looking forward to a stress-free fortnight away from it all, but no sooner do you get off the plane than you're tricked out of \$200 of your spending money. That's what happened to me, anyway, and I'll tell you how. I took a taxi to my hotel, as everything was looking a little strange. When we stopped, I gave the driver a \$100 bill, but he waved it in my face saying I'd confused it with a \$1 note. So I gave him another bill, and while I was thanking him for pointing out my mistake, he drove off. It wasn't until I got to my hotel room that I realized he'd somehow pocketed my first \$100 bill and got me to give him another one. As simple as that. But the taxi dodge is only one of the many travel scams used to relieve tourists of their money and belongings. Here are five more common scams to watch out for when you're far away from home:

1
You're walking down the street, enjoying a bit of the local culture and admiring the architecture, when, splat! A large piece of what looks like bird poo lands on your shoulders, dirtying your best holiday clothes.

Suddenly a person appears with a cloth and offers to wipe off the mess, complaining about the pigeons that live in their city. Beware. While cleaning you up, they will also be robbing you of all the valuables in your pockets.

2
You're at the airport and you put your laptop on the luggage scanner conveyor belt before waiting behind two people to go through the metal detector. The first

Answer key

1 C
2 A
3 D
4 E
5 B
6 F
7 G
8 H
9 I
10 J

11 A
12 B
13 C
14 D
15 E
16 F
17 G
18 H
19 I
20 J

1 worthless
2 run off
3 tips
4 approaches
5 hands (his) over
6 block market
7 delighted
8 goes off
9 conveyor belt
10 valuables



passes with no problems, but the detector goes off when the second person goes through. They then proceed to remove all their jewellery and empty their pockets of everything from coins to chewing gum. By the time you get through the machine the first person has disappeared, and so has your laptop.

3

You're delighted to find that changing your money on the black market from the suspicious-looking guy on the corner will give you a much better rate than at the bureau de change or the hotel front desk, and there's no commission either. You hand over your cash to get a huge number of notes, which you rush to put away before someone can take them. Counting your money in the hotel room, you realize you've been handed a pile of worthless notes.

no sooner do you get off the plane than you're tricked out of \$200

4

There you are feeling very pleased with yourself for managing to find an empty compartment. While waiting for your train to leave the station, someone on the platform taps at the window calling to you. You go to find them, only to see them run off. When you return to your seat, you find an even emptier compartment – your bags have been stolen.

5

A friendly stranger starts talking to you and while you're chatting away, a policeman approaches. He says he's looking for some false banknotes and asks to see your passport and money. The other traveller hands his over and gets them back. When you hand over your cash, the policeman and the traveller disappear with it.

source: The Observer Sunday 1 September 2002
Escape: Travel scams

knife used by doctors performing operations

scam /skæm/ a trick which is designed to take money from people in a dishonest way

scamp /skæmp/ a child who enjoys playing tricks and causing trouble:
that little scamp has hidden my

reading bank

- 1 You are going to read about recent trends in the use of mobile phones. Read the first three paragraphs quickly (to 'Most young children will use their thumbs'). Then decide if the following statements are true (T) or false (F).

- 1 A quarter of British people spend 20% of their day on their mobile phone. _____
- 2 33% of people say that they have used their mobile in the bathroom. _____
- 3 The nineteen-year-old British girl sent more text messages per month than the Danish man. _____
- 4 The Danish man's mobile phone bill went up five times. _____
- 5 The British girl gave up going to classes at college because she couldn't use her mobile. _____
- 6 Most children use their mobile to speak with their friends and to play games. _____
- 7 Children use their thumbs to operate their mobiles because this finger is the strongest. _____

- 2 Read the second half of the text to the end, and answer the following questions.

- 1 How do the mobile phone companies target young children?
- 2 How has the number of young mobile users changed in the last few years?
- 3 What trends can be seen in the spending habits of teenagers and under-25s?
- 4 What does the author think will happen in the future?

- 3 Find the words in the text that match the following definitions 1-8.

- 1 A small device - this is a word sometimes used when you don't know the correct name (paragraph two).

- 2 The treatment that ill people receive to help them recover (paragraph two).

- 3 When something is too expensive for your budget or possibilities (paragraph two).

- 4 To send a written message on your mobile (paragraph three).

- 5 Things used to attract the interest of potential buyers and to promote sales (paragraph four).

- 6 The sound that your mobile makes when someone calls you (paragraph four).

- 7 The money you can spend after you have paid for essential items (paragraph five).

- 8 Extra components that you can buy to add to another device (paragraph six).

- 4 From having read the article, who do you think might say the following? Choose one of the people from the box. The sentences do not appear in the text.

a doctor	a teacher	a parent
an eighteen-year-old girl	a young boy	

- 1 'I like the new games and I send lots of messages to my friends.'
- 2 'She was suffering from depression and needed treatment seriously.'
- 3 'I gave him one when he was eight because I wanted to be able to contact him at all times.'
- 4 'I'm in constant touch with all my friends and I use it for my diary as well.'
- 5 'I make them turn them off before they come in.'

7 disposable income
8 accessories
4 a young boy
2 a doctor
3 a parent
4 an eighteen-year-old girl
5 a teacher

3 They are spending more on mobiles and less on music.
4 The changes will continue.
3 a gadget
2 therapy
3 unaffordable
4 to text
5 gimmicks
6 ringtone

1 1F 5T
2T 6F
3F 7F
4T
2 1 By offering gimmicks - ringtones, screen savers, videos, etc.
2 It has increased from 80,000 in 2000 to nearly 1,000,000 now.

Answer key

MOBILE MADNESS

'I went to the opera the other night to watch 'Madam Butterfly' and just as she was about to kill herself, with the knife above her head, a mobile phone started to ring somewhere in the opera house.'

British people seem to have gone 'mobile mad'. 20% of British people spend an astonishing quarter of their day on mobile phones. We have become so obsessed with the little gadget that we can't leave our

"I only feel happy when I hear my mobile beeping"

house without it! One in three people confess to having used their mobile in the bathroom! The question of mobile telephone addiction is now being taken seriously in many countries. Special clinics are now offering therapy to people who cannot live without their mobile. A Scandinavian driver had to receive treatment in a specialized clinic for his addiction to SMS texting (short message services). The twenty-five-year-old worked nights and spent his daylight hours sending an average of 217 text messages per day. His quarterly mobile phone bill quintupled to 12,000 crowns (£967) – unaffordable on his Danish driver's salary. In Britain, a nineteen-year-old girl asked for help because she would rather spend money on pay-and-go vouchers for her mobile than on food or clothes. She admits to sending around 1,600 text messages a month. 'I only feel happy when I hear my mobile beeping. When I don't have any credit left I become depressed. I need to check my mobile every two minutes. I stopped going to classes at college because I couldn't answer my phone.'

33% of children between the ages of ten and fourteen now have their own mobile



YOUNG USERS

Over half of children with mobiles prefer to text rather than chat to stay in touch, and there is one report that claims that the thumbs of young children are getting bigger and stronger because they spend so much time texting and playing computer games. It is true that children use their thumbs more than adults nowadays. Adults use their index finger to dial or text, press the button in the lift, key in information on the computer or calculator and so on, but most young children will use their thumbs.

The mobile phone industry claims that it does not target the under-sixteens. But it is true that the adult market is beginning to slow down. OFTEL, the industry regulator in the UK, maintains that three quarters of the adult British population now own a mobile phone. To increase sales of mobile phones to the younger age groups, mobile phone companies have created a range of gimmicks to attract young children – fancy ringtones using the latest pop songs, screensavers using popular cartoon figures such as Harry Potter, Spiderman, and even Winnie the Pooh. Many companies now offer short videos, photographs, even online jokes! Not surprisingly, the number of very young mobile users, between the ages of five and nine, has jumped from 80,000 in

2000 to nearly 1,000,000 now. 33% of children between the ages of ten and fourteen now have their own mobile.

MUSIC OR MOBILE?

Young people used to spend large amounts of money on music, but the latest studies reveal that people under the age of twenty-five now spend five times more money on mobile phones than they do on music. A recent study found that this age group annually spends £3 billion of its disposable income on mobile handsets, calls, and data, compared with just £600 million on CDs and other music formats. Under-25s are spending £107 million on mobile music in the UK each year, equivalent to 75 million ringtone downloads. In contrast, music industry figures indicate that CD single sales have fallen '30 to 50%' during the same period.

Mobile phones and accessories account for almost 11% of British under-25s' spending. On average people in this age group spend £238 on their mobile phone compared to only £49 on music.

With the constant advances in mobile telephony, these figures can only increase.

source: CBBC NEWSROUND 12/7/05
http://news.bbc.co.uk/cbbcnews/hi/sci_tech/newsid_1892000/1892881.stm
www.mobile.be/news_article.php?page=236

reading bank

1 You are going to read about a food scandal in Hungary. Read the article and match a title to each paragraph A-D.

- 1 How paprika is used
- 2 The scandal
- 3 The outcome
- 4 Where and how paprika is grown

2 Answer the following multiple choice questions, according to the article.

- 1 Why is paprika so important to Hungarians?
 - a It is only grown in Hungary.
 - b It is very expensive.
 - ☒ c It is used in the cooking of almost every main dish.
- 2 Why did the ban cause such a problem?
 - a Because people didn't know what to use in cooking instead of paprika.
 - ☒ b Because people were scared of dying.
 - c Because people had too much paprika on their shelves at home.
- 3 How did the poison get into the paprika?
 - a Foreign growers mixed mushrooms with the paprika.
 - ☒ b Some producers mixed cheaper paprika from abroad with local paprika.
 - c It was mixed abroad, with other products.
- 4 Why are some types of paprika spicier?
 - ☒ a More seeds are included in the powder.
 - b Spices from other countries are mixed into the powder.
 - c The powder is manufactured at higher temperatures.
- 5 How did the authorities find out who was responsible?
 - ☒ a They interviewed key producers.
 - b They searched all paprika products.
 - c They took all stocks off the supermarket shelves.
- 6 Where is paprika grown?
 - a In the middle of the country.
 - ☒ b In southern Hungary.
 - c All over the country.
- 7 Where can tourists find out about paprika, and taste it?
 - ☒ a In Szeged and Kalocsa.
 - b At the paprika museum in Budapest.
 - c At festivals all over Hungary.
- 8 For how long was it not possible to buy paprika in Hungary?
 - a Eight months.
 - b Two months.
 - ☒ c Two weeks.

3 Match the words (1-7) with the definitions (a-g).

- | | | |
|---|---|--------------|
| e | 1 | arouse |
| a | 2 | contaminated |
| f | 3 | crush |
| g | 4 | harmless |
| d | 5 | ingredient |
| b | 6 | under threat |
| c | 7 | sewage |
-
- | | |
|---|---|
| a | made dirty or poisoned by the addition of a chemical |
| b | in danger |
| c | waste substances removed from toilets through underground pipes |
| d | one of the foods or liquids that you use in making a meal |
| e | to cause a particular emotion or attitude |
| f | to press something very hard so that it breaks into pieces |
| g | not at all dangerous |



Answer key

- | | |
|---|---|
| 1 | a |
| 2 | c |
| 3 | d |
| 4 | b |
| 5 | e |
| 6 | f |
| 7 | g |

- | | |
|---|---|
| 1 | c |
| 2 | b |
| 3 | a |
| 4 | d |
| 5 | e |
| 6 | f |
| 7 | g |

Paprika panic

If it's about paprika, it's news in Hungary. The national spice, paprika, is a key ingredient in most Hungarian meat dishes – and in some, the main ingredient. Life is unimaginable without it: you'll find matching salt, pepper, and paprika shakers on every restaurant table, and in the home. Apart from politics, there are few subjects that can arouse such strong feelings in Hungarians as the subject of how to cook with paprika.

A 2

But on Thursday 28th October the worst happened: Hungary woke up to hear that the government had banned the sale of the spice. It was announced that the paprika in shops and even their own kitchens, and on dining tables throughout the country, may contain poison. Not only was the problem of what to cook and eat a worry, but there was also the risk of becoming ill.

The moment the news broke, the leading opposition party called for an investigation into the scandal. Two months previously, sixty tons of imported paprika, contaminated with a poisonous fungus called aflatoxin, had been discovered, but apparently no action had been taken. Meanwhile, some producers had illegally mixed these cheaper varieties with their own local produce, to make up for a bad summer and poor pepper crops. Now, Hungary's market position as one of the world's leading paprika producers, with exports of over 5,000 tons of 'red gold' a year, worth around £13 million, was under threat.

B 1

To the outside world, the word 'paprika' only refers to the rich red powder made from the dried *capsicum annuum* L. red pepper. In Hungary, however, 'paprika' also refers to their range of fresh peppers, which are eaten, cooked and stuffed, chopped raw and added to soups, or as an accompaniment to bread, cheese, and salami. Of the powdered form of paprika, the form that was banned, there is a 'sweet' variety, used to liven up soups and stews – such as the national dish, goulash – with its flavour and colour, and a 'hot' variety, typically sprinkled onto egg or potato salads for decoration, or used as a key ingredient in spicy red sausages.

C 4

The 2,000 or so hours of sunshine which reach the Hungarian Great Plain each year are perfect for the cultivation of *capsicum annuum* L. As they mature, the peppers change from green to brown and finally to a rich red. Traditionally, these were dried in early autumn on long threads of string against the whitewashed walls of every house, to be stored when dry for crumbling into cooking.

Nowadays, however, the peppers are dried in factories and crushed to powder between stones and steel cylinders. The seeds of the pepper are added in varying quantities to determine the degree of spiciness of the final product. Production is centred in the south of the country around the two 'paprika capitals' of Kalocsa, which has a week-long paprika festival every September as well as a paprika museum, and Szeged, where paprika production employs 3,000 people, and where you can visit the world's only paprika research laboratories.

So back in October, a vital part of Hungarian life was under threat. Thousands of worried citizens, frightened of illness, phoned the National Ambulance Service. Despite being told that the amount of poison was minimal and harmless, one mother told a newspaper that this was like asking people to drink bottled water containing 99% mineral water and 1% sewage.

D 3

Eventually, after interviews with top paprika-producing executives, the Hungarian 'FBI' tracked down those responsible for the crisis. Two weeks on, government officials – desperate to restore consumer confidence in one of the country's most famous products as quickly as possible – stated that they believed they had the problem fully under control.

One by one, products containing paprika were tested. By early November, paprika products were slowly beginning to make their way back to the supermarket shelves. Finally, on a historic day, the ban on sales was lifted as paprika was given the all-clear. And not one person had been admitted to hospital!

Eight months later, a number of individuals were fined a total of £40,000 for misleading consumers, and, to ensure lasting safety for all housewives, the government enforced strict regulations on the industry concerning spot checks and product labelling.

So at last, Hungarians, whose economy, culture, and pride is represented and upheld by the red powder, could celebrate together over a kettle of goulash. As they say in Hungary: *One man may yearn for fame, another for wealth, but everyone yearns for paprika goulash.*

reading bank

- 1 You are going to read about the development of international trade during the Renaissance period. Read the text below and put these sentences a-e back into the text in the best place 1-5.
- a They had learnt all of this from eastern cultures.
 - b In the same way, the word 'algebra' was adopted from the Arabic word for restoration, 'al-jabru'.
 - c Payment on goods was often in silver or gold, but as sales increased and more than two people became involved in any one business deal, new ways of trading were required.
 - d The financial reality was probably less simple than that.
 - e Hindu-Arabic numerals were much better because they allowed for complex and more abstract solutions to calculating profit and loss.

- 2 Read the text again and mark the following true (T) or false (F).

- 1 The concept of 'zero' (0) was introduced into Europe in the twelfth century. _____
- 2 Fibonacci introduced the signs +, -, and X to Europe. _____
- 3 The word *cheque* has its origin in Hindi. _____
- 4 The prohibition on usury was obeyed by merchants of all cultures. _____
- 5 The Florentine Medici family began their political and economic career as bankers. _____

- 3 Put the following events in the order that they happened 1-5, and then check your answers in the text.

- a _____ Paper bills of exchange were first used to pay for goods in Europe.
- b _____ Fibonacci started to explain Hindu-Arabic numerals to Europeans.
- c _____ The city-state of Venice was making a profit of four million ducats a year.
- d _____ Al-Khowārizmī wrote a book that included the rules of arithmetic for the decimal system.
- e _____ The Medici Bank was set up in Florence, Italy.

- 4 Match the words (1-7) with the definitions (a-g).

- 1 awkward
- 2 a balance sheet
- 3 to barter
- 4 creditworthiness
- 5 delivery
- 6 to handle
- 7 merchandise
- a when goods arrive
- b to deal with (something)
- c goods that are traded
- d difficult, not easy to use
- e to exchange one object for another without using money
- f a document showing money coming in and out of a company
- g how much a company or bank trusts a client to pay money back

are often kept by human beings as pets or trained for work

Doge /dɒdʒ/ the leader of Venice from the 8th to the 18th century

dogfight /dɒɡfaɪt/ a fight between aircraft in which they fly around close to each other

Answer key

2 1 F (at the beginning of the 13th century)

3 The correct order is 1d, 2b, 3c, 4e, 5a

4 1 d
2 f
3 e
4 g
5 a
6 b
7 c

When East met West

In 1423 the Doge of Venice gave a verbal balance sheet of the commercial state of his city. It gives some idea of the growing size and complexity of trade and finance in the early fifteenth century. He stated that 'Venetian exports to the whole world represent 10 million ducats a year; her imports amount to another ten million. On these twenty millions, she made a profit of four million, or interest at the rate of twenty per cent.'

1

Nevertheless, balancing the import and export of international goods seems so familiar to us today that it is easy to forget that the Renaissance was the birthplace of modern capitalism. But it would be wrong to say that this was exclusively a European development. Just as European merchants bought and sold in the exotic markets of the east, they also began to use Arabic ways of doing business through their contact with the trading centres of North Africa and the Middle East.

At the beginning of the thirteenth century, a merchant from Pisa called Fibonacci wrote a series of influential books on mathematics, using his commercial experience with Arabic ways of calculating profit and loss. In 1202 he completed his study of mathematics and calculation entitled *Liber abaci*, based on his time working in Algeria using Hindu-Arabic numerals. In his commercial exchanges with Arab merchants in the eastern bazaars, Fibonacci realized that the European practice of using Roman numerals and the abacus was awkward and time-consuming.

2

So Fibonacci carefully explained the nature of the Hindu-Arabic numerals from 0 to 9, as well as the use of the decimal point. He also used them in solving commercial problems, such as deciding on weights and measurements, bartering, and charging interest. If this seems elementary today, we should remember that the signs for addition, subtraction, and multiplication were unknown in Europe before Fibonacci.



The Arabic commercial practice that Fibonacci copied came from much earlier Arabic developments in mathematics and geometry. Around AD 825 the Persian astronomer al-Khowārizmī had written a book that included the rules of arithmetic for the decimal system, and his Latinized name provided the foundation of modern mathematics: the algorithm.

3

Fibonacci's new methods were gradually adopted in the trading centres of Venice, Florence, and Genoa, as Italian merchants realized that new ways of keeping records of more complex and international transactions were needed.

4

One of the most significant innovations was the bill of exchange, which was the earliest form of paper money. This was the ancestor of the modern cheque, which originated from the medieval Arabic 'sakk'. When you write a cheque, you draw on your creditworthiness at a bank. Your bank will honour the cheque when the holder presents it for payment. Similarly, by 1350 Italian traders were paying for merchandise with a paper bill of exchange drawn from a powerful merchant family. This bill would be paid when presented on a specific date, or upon delivery of the goods. Merchant families that guaranteed these transactions on pieces of paper became bankers as well as merchants.

The banker made money on these transactions by charging interest based on the time it took for the bill to be repaid, and by manipulating exchange rates.

Both medieval Christianity and Islam prohibited the charging of interest on a loan, called *usury*. In practice, both cultures found ways to avoid this problem in order to maximize profit. Merchant bankers could hide the interest by 'officially' lending money in one currency and then collecting it in a different one. The merchant made his profit by using a favourable rate of exchange that gave him a percentage of the original amount. Another solution was to employ Jewish merchants to handle credit transactions, as their religion had no prohibition against usury.

The accumulating wealth and status of the merchant bankers was the basis for the political power and artistic development of the Renaissance. The famous Medici family, who dominated culture and politics in Florence during the fifteenth century, began as merchant bankers. In 1397 Giovanni de Bicci de' Medici established the Medici Bank in Florence, which perfected the art of accounting, deposit banking, maritime insurance, and the use of bills of exchange.

5

It was trade and exchange with the east, and the adoption of these more systematic ways of doing business that created the conditions for Renaissance art, culture, and consumption.

listening bank

Modding

You are going to listen to a radio interview about the art of rebuilding and adapting computers, known as *modding*. The speakers use the term *mod* for a modified computer and *modder* for the person who carries out the modification.

You will hear two guests, Dirk Stein and Todd Buckingham, being interviewed about modding. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

1 Mark the sentences below about the interviews true (T) or false (F).

- 1 Modders always base their designs on mods made by other people. _____
- 2 One modder has a computer that serves coffee. _____
- 3 Making a computer run faster can make it overheat. _____
- 4 To enter the case mod contest you have to send your mod to the competition organizers. _____
- 5 The TIE fighter mod won the fantasy mod contest. _____
- 6 Modding has become popular because computer manufacturers are not producing what users want. _____
- 7 Todd believes that all the current computer manufacturers will continue into the next decade. _____

2 Listen to the interviews with Dirk and Todd again and answer the questions below.

- 1 What is the origin of the term 'modding'?

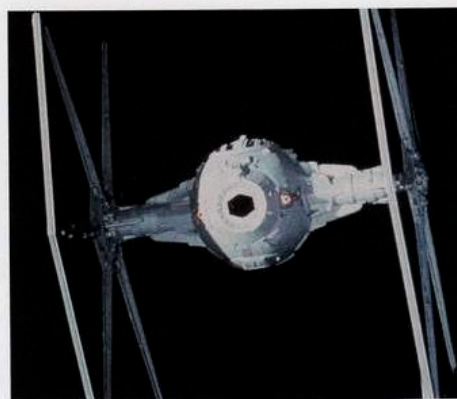
- 2 What was the problem with adding a fan to a computer?

- 3 Why does Dirk refuse to tell the interviewer his modding idea?

- 4 What prize was awarded to the last winners of the modding competition?

3 Match each beginning of a sentence (1-8) to an ending (a-h). All the words are in the listening script.

- 1 The 'brain' of the computer is the _____
 - 2 The pilot sits in the _____
 - 3 You need your _____
 - 4 You can carry a _____
 - 5 A personal computer, or _____
 - 6 Computer components are usually housed in a _____
 - 7 If a machine _____
 - 8 If something is state-of-the-art, _____
- a cockpit of a plane.
 - b CPU, a powerful microprocessor.
 - c it has the most up-to-date, modern design.
 - d case made of metal or plastic.
 - e laptop around if you need to work when you're travelling.
 - f PC, is a computer you can use on a desk.
 - g toolbox when you have to repair something.
 - h overheats, it gets too hot.



The listening script for this recording is on pages 128-129.

Answer key	
1 F (they create a completely unique machine)	6 T
2 T (you have to take three photographs and send them in)	7 F
3 T	8 F (it won the science fiction theme contest)
4 F (you have to take three photographs and send them in)	9 F (it comes from the English word to 'modify': to change or adapt)
5 F (it won the science fiction theme contest)	10 F (it looked a bit old-fashioned)
6 T	
7 F	
8 F (it comes from the English word to 'modify': to change or adapt)	
9 F (it looked a bit old-fashioned)	
10 F (it comes from the English word to 'modify': to change or adapt)	

listening bank

Downshifting

You are going to listen to a radio interview about people who leave their stressful professional lives in the city in favour of a quieter and less prosperous lifestyle in the country. The speakers refer to the people involved as *downshifters* and to the trend in general as *downshifting*. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

- 1 Listen to the interview and tick (✓) the type of people who can be described as downshifters.
 - a A university graduate who wants to drop out of society. _____
 - b A couple who buy a new car every year. _____
 - c A family who value their free time more than the things they own. _____
 - d A 55-year-old who now works seven hours instead of eleven hours a day. _____
 - e A redundant engineer who now runs a village bakery. _____
 - f A mother who has taken on more hours to be financially independent. _____
 - g A divorced parent who now works only part-time. _____
 - h An ex-lawyer who now writes and illustrates children's stories. _____
- 2 Listen again and (circle) the best answer.
 - 1 Downshifters generally have:
 - a less money and more stability.
 - b less money and less stability.
 - c less money and no stability.
 - 2 According to Dr Schwarz, how many groups of people does downshifting appeal to?
 - a Two.
 - b Three.
 - c Four.
 - 3 The main reason why downshifters decide to change their lives is because:
 - a they want to spend more time with their family.
 - b their marriage has broken up.
 - c they want a healthier lifestyle.
 - 4 The most common problem downshifters face in the first year is:
 - a getting used to living in a smaller space.
 - b stress caused by spending more time with their partner.
 - c not having enough money while building their business.
 - 5 Helena decided to downshift because:
 - a she didn't get on with her colleagues.
 - b she wanted more time to learn about dogs.
 - c she didn't have any job satisfaction any more.
 - 6 Before downshifting, Helena recommends that you should:
 - a get to know about a new country if you are moving abroad.
 - b get to know the area that you are moving to.
 - c make sure you choose a place in the country to move to.
 - 7 Helena now works with dog owners whose dogs:
 - a have behavioural problems.
 - b have a serious illness.
 - c do not get enough exercise.



The listening script for this recording is on pages 129-130.

Answer key
1 c, d, e, g, h
2 1 b
3 a
4 b
5 c
6 a
7 c

listening bank

Fishy business

You are going to listen to an interview with Ian Middlehurst, who runs a small business selling fish, meat, and other produce just outside Manchester, England. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

- 1 Listen to the interview, and put the following events in the order (1-5) that they happened.

- _____ Ian's uncle retired.
- _____ His father was made redundant.
- _____ Another fish shop opened down the road.
- _____ His father and uncle bought the shop.
- _____ His father only looked after the fish.

- 2 Listen and write down where Ian sources the following food products.

- Most of the fish. _____
- Tuna and swordfish. _____
- Rabbits and pigeons. _____
- Venison and chicken. _____

- 3 Look at the sentences below about the shop and mark them true (T) or false (F), according to the recording.

- Staff at the shop will cook seafood for the customers. _____
- The shop will lend customers equipment for cooking. _____
- The new supermarket was a disaster for Ian's business. _____
- The staff will cook food for customers based on recipes they bring to the shop. _____
- The shop delivers fresh produce to customers. _____
- Over the years the shop has improved by installing air-conditioning. _____
- The shop only uses special advertising at Christmas. _____

- 4 Listen again to the end of the recording and tick (✓) the ways that customers hear about the shop.

- TV adverts
- Adverts in magazines
- Cooking and food websites
- Posters
- Door-to-door mailings
- Word of mouth



The listening script for this recording is on page 130.

Answer key

1 1 b 4 c
2 d 5 c
3 e

2 1 From Scotland or Cornwall
2 From Oman and the Philippines
3 From Cheshire and North Wales.

3 F ('nothing seemed to happen')
2 T
4 F (the staff give advice, but don't cook to recipe)
5 T
6 T ('we put in air-con')

4 The shop has been advertised by appearing on websites, placing adverts in local magazines, and through word of mouth. The shop hasn't placed TV adverts.
7 F (at the barbecue season too)

listening bank

eBay

You are going to listen to an interview about the successful online business eBay. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

- 1 What do these numbers refer to in the recording?

30%

400,000

1995

10%

50 million

\$3,000

147 million

€9

- 2 Who are the following people?

Jack Wallace

Pierre Omidyar

Meg Whitman

- 3 Look at the sentences below about eBay and mark the sentences true (T) or false (F) according to the recording.

- It took about two years for eBay to become popular. _____
- British people spend more money on eBay than on the cinema. _____
- Many traditional shops use eBay as another way to sell their goods. _____
- Most of the articles on eBay are brand new. _____
- The real strength of eBay is the low cost of the items on sale. _____
- There are 3 billion eBay users. _____
- If you open a shop on eBay, the first month costs nothing. _____

- 4 Listen again, and answer these questions about the interview.

- Jack Wallace says we have lots of things in our houses that we never use. What three examples does he give?
- What is PayPal?
- The number of cases of fraud on eBay is very low. How does Pierre Omidyar explain this?
- How does the eBay Feedback System work?
- As well as paying a daily fee, what other payment do shops on eBay have to pay?

The listening script for this recording is on pages 130-132.

Answer key

1 30%: the operating profit margins of eBay
400,000: the number of people who earn oil or at least part of their annual income through eBay
1995: the year eBay was founded
10%: of all the time that British people spend on the Internet is spent on eBay
50 million: number of different items on offer
\$3,000: the value of goods in an average house that are not used
147 million: number of registered eBay users
€9: the daily cost of maintaining a shop on eBay

2 Jack Wallace: Internet and e-commerce expert, B2B Consultants, New York
Pierre Omidyar: founder of eBay
Meg Whitman: eBay's CEO

3 F (eBay was popular within the first six months)

4 T (there are more second-hand items for sale)
5 F (the real strength of eBay is the very professional management team that run the company)
6 F (this is the number of feedback comments)
7 T (the first thirty days are completely free)

4 1 That old computer, the camping equipment that we never use now, a present that somebody gave us and we don't really want.
2 It's a secure system of paying for things by credit card online.
3 Because he thinks people are honest.
4 When you buy or sell something on eBay you leave a feedback comment on the other person. You can check these comments before you do business with a person.
5 They have to pay a small commission on goods sold.

listening bank

Spanish weddings

You are going to listen to an interview with Gemma Sala, who is talking about a wedding company in Spain, called D'Elite Spain Wedding, which she set up with her partner Gianna Soria. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

1 Look at the sentences below about the interview and mark them true (T) or false (F).

- 1 It's important for the wedding planner to be there on the day of the wedding. ____
- 2 Spanish weddings tend to be large and expensive, even if the family haven't got much money. ____
- 3 The couple often help to solve problems on the day of the wedding. ____
- 4 The happiest part is seeing the smiling faces on the photos afterwards. ____

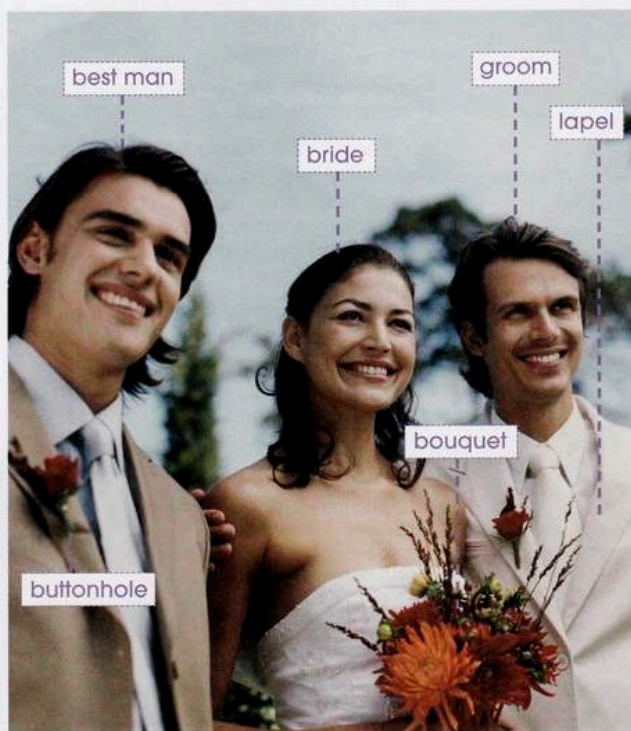
2 Listen again, and answer these questions about the interview.

- 1 What percentage of her weddings are in the Barcelona region?
- 2 Do couples always contract a photographer?
- 3 How long has the company been going?
- 4 Who does the bride give her bouquet to when the music stops?
- 5 What do Gemma and her partner always carry in case there are last-minute problems?
- 6 Why did the hired coach driver once wait in the wrong place?
- 7 What three qualities does Gemma say a wedding planner should have?
- 8 What should the bride and groom find time to do?
- 9 What two things are essential for a happy marriage, according to Gemma?

3 Match the words from the interview 1-6 with the correct definition a-f.

- 1 to set up ____
- 2 to foresee a problem ____
- 3 to sort something out ____
- 4 a slip-up ____
- 5 to turn out well ____
- 6 chaotic ____
- a a mistake
- b completely disorganized
- c to realize that a problem could happen, and make plans to deal with it
- d to be OK in the end
- e to start a company / organization
- f to solve a problem

The listening script for this recording is on pages 132-133.



congratulate us on the good organization.
2 1 About 95%.
2 No - often they'll be happy for friends to take photos.
3 Since 2003.
4 The nearest gift who doesn't have a partner.
5 An emergency kit.
6 He had confused two hotels with very similar names.
7 A wedding planner should have lots of patience, good organizational ability and be a bit of a perfectionist.
8 Find time to sit down together with a glass of champagne.
9 Never lose respect for your partner, and good communication is a must.
3 1e
4a
5d
6b
7c

Answer key

listening bank

The Edinburgh International Festival

You are going to listen to an interview with Nicky Pritchett-Brown, Sponsorship and Development Director of the Edinburgh International Festival. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

1 Look at the incorrect sentences below. Listen to Nicky and correct the sentences.

- 1 There are performances of opera, dance, and drama only.
- 2 The festival started in 1974.
- 3 The festival is for Scottish artists and performers only.
- 4 Ticket prices are high, so only rich people can afford to go.
- 5 The box office revenues provide enough money to pay for the festival.
- 6 All companies have a sponsorship budget.
- 7 Companies are happy to sponsor any event.

2 Look at the sentences below about the interview and mark them true (T) or false (F).

- 1 Nicky's job is to raise money from public sector funds.
- 2 Nicky believes the Festival is important for Scotland's economy.



- 3 Nicky holds events throughout the year to keep sponsors informed.

- 4 Sponsorship ranges from \$500 to limitless amounts for a complete series of events.

- 5 Nicky thinks that the people living and working in Edinburgh like having the festival.

3 Listen again, and answer these questions about the sponsorship of the festival.

- 1 Apart from advertising for the company, what other benefits do companies get when they sponsor an event?

- 2 In the past, it was popular for companies to sponsor events so that they could take their own clients to performances. What is this called?

- 3 Some events are considered to be risky to sponsor. What sort of events are these?

- 4 According to Nicky, why do Standard Life like to sponsor contemporary events?

4 What is the relationship of the following companies to the festival?

Bank of Scotland

Renault

Scottish and Newcastle

The listening script for this recording is on pages 133-134.

1 A package of tickets, an association with excellence, and investment in the community. Corporate Entertainment. Performances with nudity, bad language, or difficult topics. To keep their image up-to-date. The Bank of Scotland have sponsored the festival since it began in 1947. Renault Espace lend cars for the festival to ferry people around. Scottish and Newcastle's headquarters are in Edinburgh, so it is important that new foreign clients see Edinburgh as an international city.

2 1 F (from private sector funds). 2 T (from public sector funds). 3 T 4 F 5 T 6 F 7 T 8 F 9 T 10 F 11 T 12 F 13 T 14 F 15 T 16 F 17 T 18 F 19 T 20 F 21 T 22 F 23 T 24 F 25 T 26 F 27 T 28 F 29 T 30 F 31 T 32 F 33 T 34 F 35 T 36 F 37 T 38 F 39 T 40 F 41 T 42 F 43 T 44 F 45 T 46 F 47 T 48 F 49 T 50 F 51 T 52 F 53 T 54 F 55 T 56 F 57 T 58 F 59 T 60 F 61 T 62 F 63 T 64 F 65 T 66 F 67 T 68 F 69 T 70 F 71 T 72 F 73 T 74 F 75 T 76 F 77 T 78 F 79 T 80 F 81 T 82 F 83 T 84 F 85 T 86 F 87 T 88 F 89 T 90 F 91 T 92 F 93 T 94 F 95 T 96 F 97 T 98 F 99 T 100 F

1 There are also classical solo and orchestral concerts. 2 In 1947. 3 It's very international (performers, productions, audience). 4 Ticket prices are 'significantly cheaper' than at other festivals. 5 Box office is not enough; without corporate sponsorship the festival would not take place. 6 Some companies sponsor the festival with money from their Marketing or Corporate Social Responsibility budget, rather than a sponsorship budget.

listening bank

The call centre

You are going to listen to an interview about Delta Call Centre Services and its new building design. Listen to the interview as many times as you like, and try to answer the questions below. The recording is on the MultiROM at the back of this Student's Book.

- 1 Read the following summary of the recording about Delta Call Centre Services. There are five mistakes in the information. Find and correct these mistakes.

Delta changed its offices in 1996. These new premises were necessary because the company wanted a different image to present to its clients. The building has three floors with a large social area on the ground floor. Staff at Delta are much happier with the facilities of the new building and the company says that they are now more productive. Most employees at Delta are between 35 and 45 years old. The building cost more than 10 million pounds to build, but the management thinks it was a good investment.

- 2 Michael Burton, personnel manager of Delta, mentions the following numbers at the beginning of the recording. What do these numbers refer to?

150

60%

3 to 400

5%

250

- 3 Four people speak in this recording: Michael Burton (personnel manager), Susan Hartley (the architect), Jennifer (an employee), and the interviewer of the programme. Who do you think makes the following statements? Mark your answers and then listen to see if you were correct.

1 'It makes them feel good about working there.'

2 'It's easier now to change round the people in the teams more frequently.'

3 'I think the main reason was the high level of stress that the job has.'

4 'So it was felt that the solution was to design and build new offices.'

5 'They can all see each other, but it doesn't feel crowded at all.'

6 'But for the ordinary worker, the job is still the same, and that can be stressful.'

7 'We even spend a lot of time here after work.'

8 'It's important to give a positive and cheerful image when you're working.'

9 'It seems to have been money very well spent.'

The listening script for this recording is on pages 134-135.

Answer key

1 Delta didn't change office in 1996. Their new offices opened three years ago.
 2 Their new premises were created because the company needed a new atmosphere for the social area on the top floor.
 3 Delta's employees are mostly young, fresh out of university or college.
 4 The building cost more than 8 million pounds.
 5 Michael Burton (personnel manager).
 6 Jennifer (employee).
 7 Susan Hartley (architect).
 8 Jennifer (employee).
 9 Interviewer.

1 Interviewer
 2 Susan Hartley (architect)
 3 Jennifer (employee)
 4 Michael Burton (personnel manager)
 5 Interviewer

1 150: By 2001 the company employed over 150 people.
 2 60%: Delta's staff rotation in the early 2000s.
 3 3 to 400: is the number of calls a Delta employee makes in one day.
 4 5%: Now Delta has a staff rotation of less than 5% a year.
 5 250: Delta now employs more than 250 people.
 6 3: Susan Hartley (architect).
 7 Jennifer (employee).
 8 Michael Burton (personnel manager).
 9 Interviewer.

listening bank

Bill Newson, a New Zealand trade-union manager

You are going to listen to an interview with Bill Newson, a New Zealander who works as The Assistant Operations Director for the New Zealand Engineering, Printing and Manufacturing Union. Listen to the interview as many times as you like, and try to answer the questions below.

The recording is on the MultiROM at the back of this Student's Book.

- 1** Listen to the first part of the interview with Bill. Look at the sentences below and mark them true (T) or false (F) according to the recording.

- 1 12% of New Zealand workers are members of unions. _____
- 2 There are about thirteen field workers in his team. _____
- 3 His contact with the field workers is usually not face-to-face. _____
- 4 The New Zealand economy is depressed at the moment. _____
- 5 The unions hope to achieve a better pay increase this year than in recent years. _____
- 6 Soon they'll start negotiating with employers' associations. _____
- 7 He expects negotiations with the employers' associations to be difficult. _____
- 8 Personal development of people in his team is very important for him. _____

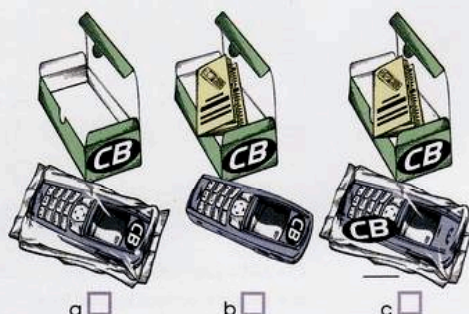
- 2** In the second part of the interview, Bill gives a case study of a problem he has solved. Listen and complete the sentences below.

- 1 I try to work it out by thinking about the different parts of the issue and setting up what I call _____.
- 2 So I can try to satisfy at least some of the employer's needs _____ the things that are important to us.
- 3 In bargaining for a collective agreement, an engineering company wanted to _____.
- 4 We found out that this employer had recently _____ in a very specialized area of work, because the contract was given to a lower-priced competitor.
- 5 We agreed that the employer _____ this specific type of specialized work, against this specific competing company, _____ no extra overtime pay.

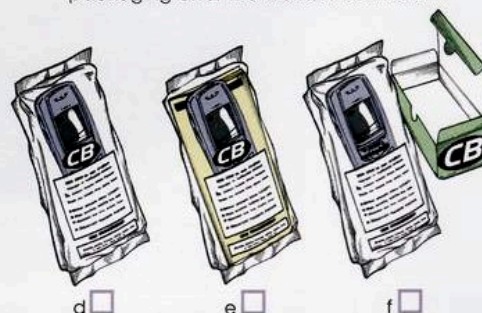
- 6 One year later we _____, but within two years the employer had won enough work to prove that his company provided better quality.

- 3** In the third part of the interview, Bill gives a case study of a problem where the workers found a solution. Listen to the third part of the interview, and answer the questions about the pictures below.

- 1 Look at the three pictures a-c and tick the picture that shows the phones' packaging before the workers' solution.



- 2 Look at the three pictures d-f below and tick the picture which shows the phones' packaging after the workers' solution.



The listening script for this recording is on pages 135-136.

Answer key
 1 1 F (20%)
 2 F (thirty)
 3 T
 4 F (our economy has been doing quite well for a number of years)
 5 T
 6 F ('We've already started some talks with the central employers' groups')
 7 T ('they're going to be vigorously defending themselves')
 8 T
 2 1 a 'package deal'
 3 1 c
 2 d
 3 1 c
 4 extended this agreement
 5 could quote for / on the basis of
 4 failed to get two contracts
 3 remove all overtime pay
 2 in exchange for