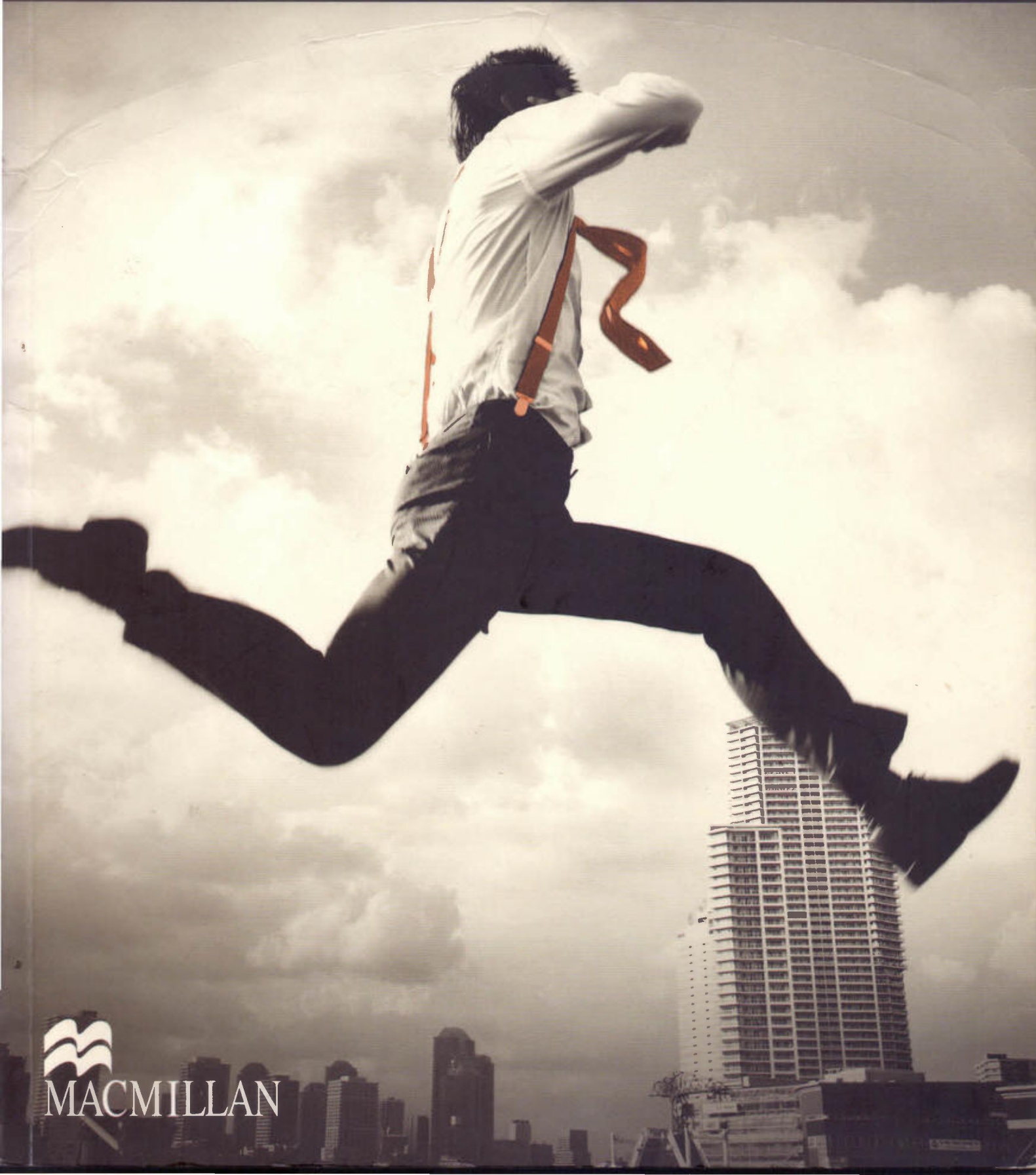


# *The* **Business** 2.0

**B1** PRE-INTERMEDIATE Student's Book

John Allison with Paul Emmerson



MACMILLAN

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# The Business 2.0

## B1 PRE-INTERMEDIATE

### To the student

The objective of *The Business 2.0* is to help you learn two things: how to do business in English and the language you need to do it. The new language and structures are presented in the Student's Book whilst the eWorkbook provides language practice and extension.

Here is a summary of what you will find in each.

### Student's Book

#### The modules

The Student's Book contains 48 modules in eight units. Each unit deals with a key sector of activity in the business world. There are six different types of module:

#### 1 About business

These modules contain information and language for the topic area of each unit. The focus is on understanding the topic and the general sense of the texts – don't worry too much about details such as new vocabulary.

#### 2 Vocabulary

These modules build on the important words and phrases associated with the topic and provide thorough practice.

#### 3 Grammar

These modules help you practise the grammar in a communicative and meaningful way, in business situations relating to the unit topic. Before you start, read the 'Refresh your memory' box to remind yourself of the key grammar points. Use the Grammar and practice section at the back of the book for consolidation.

#### 4 Speaking

These modules develop understanding and speaking skills in typical business situations. In these modules, you build up a checklist of useful expressions to use in the speaking activities. The activities themselves allow you to practise these expressions and your speaking skills in realistic situations with other people.

#### 5 Writing

These modules provide practice for the most important types of document you will need to write at work. You analyse a model text, focus on key language and use both as a basis for doing a writing output activity.

#### 6 Case study

The case studies provide an opportunity to apply all the language, skills and ideas you have worked on in the unit. They present authentic problem-solving situations similar to those you will meet in business.

#### Internet research

Every module includes an Internet research task to encourage you to explore the topic in more detail. The tasks can be done before or after working on the module. Remember that to search for an exact phrase, you may get more accurate results if you put quotation marks around it.

## Other features

In addition to the eight main units, the Student's Book contains the following:

### Business fundamentals

This opening section introduces you to basic business principles and vocabulary. It provides a solid foundation for you to build on in the course and will help you get the most out of all components of *The Business 2.0*.

### Reviews

These units can be used in three ways: to consolidate your work on the units, to catch up quickly if you have missed a lesson, and to revise before tests or exams.

### Additional material

This section contains all the extra materials you need to do pair- or group-work activities.

### Grammar and practice

This section gives a useful summary of grammar rules with clear examples, and also provides further practice of the essential grammar points in this level of the course.

### Recordings

Full scripts of all the audio recordings are provided, allowing you to study the audio dialogues in detail. However, try not to rely on reading them to understand the listenings – very often you don't need to understand every word, just the main ideas.

### Glossary

In each module, there is a short glossary of words you may not know. The definitions for these are in the Glossary at the back of the book. Words in red are high-frequency items, which you should try to learn and use. The others, in black, are words you just need to understand.

## eWorkbook

*The Business 2.0* eWorkbook provides everything you would find in a printed Workbook, as well as extra multimedia resources. It is mainly intended for self-study or home study and contains material to support and enhance the activities in the Student's Book.

### Language practice

This section contains activities to consolidate the language presented in the Student's Book. You can practise grammar, vocabulary, listening, pronunciation, reading and writing.

### Watch

This section contains a video clip and worksheet to accompany each unit in the Student's Book. The video clips are episodes of a mini-drama that illustrate the communication and people skills in each unit. The exercises allow you to practise the functional language in the video.

### Tests

You can test yourself at any point in the course using the eWorkbook, by setting either the time or the number of questions. Your test scores are recorded for your reference.

### Print and work

This section offers a pen-and-paper version of the activities in the Language practice section. You can also download the audio tracks required for these activities.

### Grammar help

You can refer to this section for helpful grammar rules and examples.

### Word lists

This section contains the keywords and definitions from the Vocabulary modules in the Student's Book.

### Dictionary

Use the Dictionary Tool to link to the *Macmillan Dictionary* online at <http://www.macmillandictionary.com>.

### Writing tips

This section provides explanations and exercises on aspects of writing, such as spelling, punctuation and paragraphing.

### Listen

This section contains all the audio recordings from the Student's Book and eWorkbook, together with the audio scripts. You can download all the material in this section to a mobile device for listening on the move.

We sincerely hope you will enjoy working with *The Business 2.0*. Good luck!

John Allison   Paul Emmerson

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# Business fundamentals

- ▶ business activities and sectors
- ▶ collocations relating to business activities

## Business activities

### Discussion

1 With a partner, match the business activities to the pictures.

advertising agriculture civil engineering construction health care  
manufacturing mining oil and gas software transport



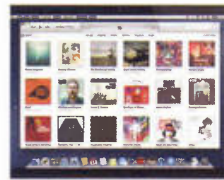
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_

### Listening

2 1:01 Put the activities in Exercise 1 into the correct sector. Then listen and check your answers.

primary sector (extracting raw materials)     
secondary sector (manufacturing)     
tertiary sector (commercial services)

### Glossary PAGE 150

extract  
mining  
monopoly  
profit  
raw materials  
supplier  
USP  
value

### Collocations

3 In each set of four, match 1–8 with a–h to make collocations for talking about business activities.

1 sell to	a) a supplier	5 make	e) value
2 buy from	b) goods	6 face	f) a profit
3 make	c) services	7 develop	g) competition
4 provide	d) a customer	8 add	h) a market

4 Complete the text with the collocations from Exercise 3.

## Every business needs a USP

There are many different types of business. Some (1) \_\_\_\_\_, like cars or TVs; others (2) \_\_\_\_\_, like health care or education. Many businesses work in the same way. They transform materials that they (3) \_\_\_\_\_ into something more valuable that they can (4) \_\_\_\_\_. In other words, they (5) \_\_\_\_\_ to the original materials. If they continue to find new customers, they can (6) \_\_\_\_\_. If they control their costs, they can (7) \_\_\_\_\_. But in the modern world, almost every business must (8) \_\_\_\_\_. Monopolies are very unusual. A business can sell to other companies (B2B – business to business) or to end users (B2C – business to consumer), but it always needs a USP to succeed.

### Discussion

5 In small groups, list four important business activities in your country, region or city. Answer the questions for each one.

1 What is the business activity?	4 What competition does it face?
2 Which sector does it belong to?	5 What is the USP?
3 Is it B2B or B2C?	6 How does it make a profit?

- ▶ types of business
- ▶ organizational chart for a limited company

## Business organization

### Vocabulary

**1** Read the descriptions of different types of business organization. Match them with the photos.

- 1 One person owns and controls the business.
- 2 Two or more people own and manage the business.
- 3 Several people called shareholders each own a part – or share – of the business. The shareholders are sometimes family and friends.
- 4 This is a large company. Anyone can buy or sell its shares on the stock market.
- 5 This is a joint venture between a local entrepreneur and a well-established business.



a) a sole trader



b) a franchise



c) a public limited company (plc)



d) a partnership



e) a private limited company (Ltd)

**2** With a partner, decide what type of business organization these businesses usually have. Use the information in Exercise 1 to help you.

- 1 doctors, lawyers and architects \_\_\_\_\_
- 2 independent shops, garages, hotels and restaurants \_\_\_\_\_
- 3 opticians, car rentals and sandwich shops \_\_\_\_\_
- 4 plumbers, photographers and electricians \_\_\_\_\_
- 5 multinationals, manufacturers and hotel chains \_\_\_\_\_

**3** Look at the organizational chart for a private limited company. Answer the questions.



- 1 Write who is in charge of:
  - a) money \_\_\_\_\_
  - b) long-term strategy \_\_\_\_\_
  - c) manufacturing \_\_\_\_\_
  - d) communication \_\_\_\_\_
  - e) managing the company \_\_\_\_\_
  - f) employees \_\_\_\_\_
  - g) data management \_\_\_\_\_
- 2 Write the name of the department that:
  - a) invents new products \_\_\_\_\_
  - b) contacts customers \_\_\_\_\_
  - c) hires new staff \_\_\_\_\_
  - d) pays salaries \_\_\_\_\_
  - e) organizes product promotion \_\_\_\_\_
  - f) helps employees develop new skills \_\_\_\_\_
  - g) solves computer problems \_\_\_\_\_
  - h) pays suppliers \_\_\_\_\_
  - i) organizes logistics \_\_\_\_\_

### Glossary PAGE 150

entrepreneur  
hire  
human resources  
joint venture  
logistics  
share  
shareholder  
strategy  
supply chain

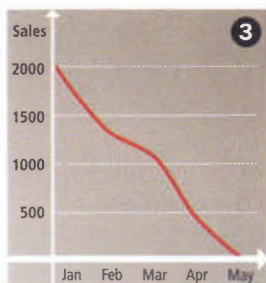
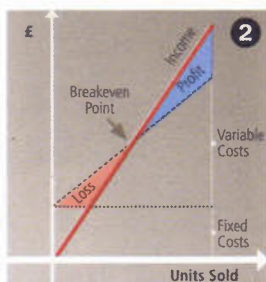
### Listening

**4** 1:02–1:05 Listen to four people talking about their jobs. Answer the questions for each person.

- 1 Which department does he/she work in?
- 2 What does he/she do?
- 3 Does he/she like the job?

# Business fundamentals

- ▶ profit, loss and breakeven
- ▶ understanding breakeven point



## Profit and loss

### Discussion

1 With a partner, match the graphs with the situations in the box.

break even   make a loss   make a profit

2 Match these reasons with the situations in Exercise 1. Can you think of other reasons?

- 1 Prices are too high. The company has stock that it can't sell.
- 2 The company's costs are high – almost the same as its prices.
- 3 Customers are happy to pay high prices for beautiful products.

### Reading

3 Read the first paragraph of the article. Answer the questions.

- 1 What does Eric sell?
- 2 Is this his day job?
- 3 How do his customers get their flash drives?



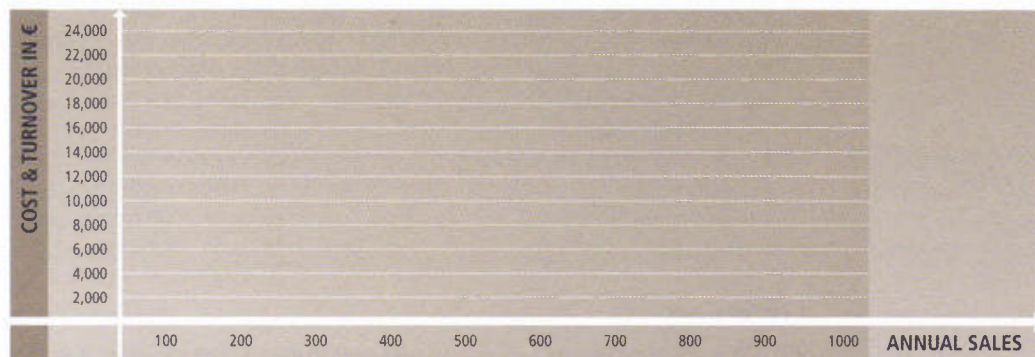
**ERIC WHITE** has a small business. In the evenings and at weekends he sells personalized USB flash drives on his website. Each flash drive costs Eric €12 to make and mail to his customers. He sells the flash drives for €24 each. So his **gross profit** per piece is €12.

Not bad, you say. The gross margin on each flash drive is 50%. If Eric sells a thousand per year, he can make €1,000 per month. But, wait ... Eric also has to pay for his server, his website and his accountant. And don't forget his electricity, telephone and advertising bills. These are fixed costs, or **overheads**: a total of about €500 a month. If he sells 100 flash drives, or none at all, Eric still pays €500 every month.

At present, Eric sells 500 flash drives per year, so his **turnover** is €12,000. Eric's variable costs, or **cost of goods sold (COGS)**, are €12 per piece: that's €6,000 for 500 pieces. So, turnover minus COGS minus fixed costs equals ... €0. Sales of 500 pieces are just enough to reach **breakeven point**. Fortunately, Eric also has a day job. But if his sales are under 500, Eric will **make a loss**. On the other hand, if they are over 500, he will **make a profit** – but then he will start paying **tax**.

4 Read the rest of the article. Answer the questions and, in each case, mark the points on the graph below. Then draw a line connecting each set of points.

- 1 How much are Eric's fixed costs if he sells a) 0 or b) 1,000 flash drives per year?
- 2 How much is Eric's turnover if he sells a) 0 or b) 1,000 flash drives?
- 3 How much are Eric's variable costs if he sells a) 0 or b) 1,000 flash drives?
- 4 How much are Eric's total costs (fixed costs + variable costs) if he sells a) 0 or b) 1,000 flash drives?
- 5 Mark the point where the total costs line meets the turnover line. What is this called?



### Glossary PAGE 150

break even  
cost of goods sold  
day job  
fixed cost  
improve  
margin  
overheads  
revenue  
stock  
variable cost

### Vocabulary

5 With a partner, look at the words in **bold** in the text. Can you work out the meaning from the context? Use a dictionary to check.

- ▶ reading a cover letter
- ▶ preparing a CV
- ▶ roleplaying an interview

## CVs and cover letters

### Reading and discussion

#### 1 Read the CV. Which internships can Ben apply for?

an administrative assistant with a multinational oil company  
 a logistics administrator with an international cosmetics manufacturer  
 a technician in a civil engineering company  
 a trainee analyst with the London Stock Exchange

#### 2 Read the cover letter. Number the topics in the box in the order they are mentioned.

education    next step    previous experience    type of work requested

#### BEN BROWN

DATE OF BIRTH: 3 September, 1991  
 NATIONALITY: British  
 ADDRESS: 4 Green Street, Coventry

#### EDUCATION

2009–2013 University of Warwick:  
 BSc, International Business

#### WORK HISTORY

*September 2011–June 2012 Work placement, L'Oréal, Paris*  
**I was responsible for** conducting an online market survey.

*July–August 2010 Holiday job, Car-Glazer, Prague*  
**I worked as** a technician. I repaired and replaced car windows.

*November 2009–June 2011 Volunteer, University Counselling Service*

**I volunteered as** a telephone counsellor, listening to students' problems.

#### POSITIONS OF RESPONSIBILITY

*2012–2013 President of University Salsa Society*  
**I managed a team of** volunteers. **We organized** monthly dances and a salsa competition.

#### SKILLS

**My skills include** good spoken and written French and basic Czech.

**I have a working knowledge** of Microsoft™ Office.

**I hold** a clean driving licence.



Dear Ms Finlay,

I am a third-year student at the University of Warwick, studying International Business. I would like to gain business experience on a one-year internship with a leading cosmetics manufacturer like Rose Inc.

I already have some experience as a trainee market analyst with L'Oréal.

I am motivated and hard-working. I am confident that I can make a valuable contribution to your organization. I will be happy to accept any position in logistics or marketing.

My CV is attached. Please feel free to contact me for more details or to arrange an interview.

Thank you for your time.

Yours sincerely,

*Ben Brown*

Ben Brown

#### Glossary PAGE 150

apply  
 cosmetics  
 counsellor  
 gain  
 intern  
 internship  
 survey  
 trainee

### Listening

**3** 1:06 Listen to a conversation between Ben Brown and Ms Finlay. Which three points in work history and skills in Ben's CV are not mentioned?

### Writing and roleplay

**4** Rewrite the CV with your own details and experience. Use the expressions in **bold** and the CV on page 122 to help you. Then with a partner, swap CVs and roleplay a telephone interview similar to the one in Exercise 3.

# 1 Gaining experience

- ▶ internships in China
- ▶ working across cultures

## 1.1 About business Internships abroad

### Discussion

**1** Read the statements. Do you agree or disagree with them? Tell your partner why.

- 1 An internship is an essential part of a university education.  
*No, I don't agree. I think you learn about your subject at university, but you only get real professional experience in your first job.*
- 2 It's normal to work without pay when you are an intern.
- 3 Every student needs to experience life in another country.
- 4 It isn't difficult to adapt to a different culture.

### Reading for gist

**2** Read the first three paragraphs of the article opposite. Why is an internship in China a good idea?

### Reading for detail

**3** Read the first three paragraphs again and choose the correct answers.

- 1 The most important part of your CV is  
a) your qualifications b) your work experience c) your references.
- 2 It is hard to get internships in Europe because  
a) there are more and more universities b) there is competition for places  
c) Chinese students want internships in Europe.
- 3 Shaun went to China to  
a) learn the language b) acquire cross-cultural skills c) find an internship.
- 4 Shaun is satisfied with his internship because  
a) his experience impresses employers b) he is financially more independent  
c) he loves talking about Shanghai.

**4** Read the last three paragraphs of the article. Answer the questions.

- 1 What is Julia Barton's job?
- 2 What are the four essential skills for working across cultures?
- 3 In Asia, how are attitudes to time different from Europe and the USA?
- 4 What sort of relationships do employees have with managers and with co-workers in China?

### Listening for gist

**5**  1:07-1:08 Listen to two people talking about their internships. Are they happy with them?

### Listening for detail

**6**  1:07-1:08 Listen again. Complete the table.

	Lena	Jamie
1 Where is the internship?		
2 What type of business do they work in?		
3 Where do they live?		
4 Are they paid for their work?		

### Discussion

**7** In small groups, discuss the questions.

- 1 Would you like to do an internship? If so, where and what type of work? If not, why not?
- 2 Would you pay an agency to organize an internship for you? Why? Why not?

### Internet research

Search for the keywords *internships abroad*. What are the best offers? Compare your findings with a partner.

### Glossary PAGE 151

acquire  
crew  
fierce  
impress  
reference  
skill  
team spirit

# Chinese internships impress employers



What is the most important information in your CV? Your school or university? Your degree subject? Your grades? The answer is: none of these. According to the Confederation of British Industry, 80% of employers first look at the experience and skills you acquire on an internship.

Work experience is now an essential part of a university education. But competition for places in Europe and the US is fierce, so more and more students are doing their internships in China. As the second biggest economy in the world, China has lots of opportunities for interns to acquire experience. It also offers the chance to learn a new language and to demonstrate the ability to live and work in a different culture.


'It was very difficult to find an internship in the UK,' says Shaun Duggan, a graduate in business studies, 'so I decided to go to Shanghai. It was the best decision of my life! After a year in China, I'm more independent, more confident and better at working with people who are different from me. When I came back to London, I had three interviews. In each one, we talked about my experiences in China for most of the time, and all three companies offered me a job.'

So how difficult is it to live and work in China? Julia Barton works for an agency that sends students to work in multinational firms in Beijing. 'There are four

essential skills for working across cultures. First of all, you need intercultural sensitivity, that is to say, the ability to see things in different ways, and to understand how your own cultural values are different from other people's.'

A second important skill is managing uncertainty. Barton gives the classic example of attitudes to time. 'Americans and the British always want quick decisions. But Asians generally prefer to take more time rather than make the wrong decision. Multicultural teams need to be patient and live with uncertainty.' Thirdly, successful interns adjust their communication to the local style. 'Chinese organizations are hierarchical,' says Duggan. 'Everyone respects the boss. You need to think carefully before you speak, and to be diplomatic.'

The fourth skill that impresses employers is the ability to build relationships between people from different cultures. Sandra Kay describes her experience in Beijing. 'In China, team spirit is very important. We always had lunch together, and we often went out together after work. Now I work in an international team in Paris, and I encourage everyone to do things together. My manager is impressed because the working environment is friendly and productive.'



**As the second biggest economy in the world, China has lots of opportunities for interns ...**

# 1 Gaining experience

- ▶ saying numbers and the alphabet
- ▶ telling the time
- ▶ giving dates
- ▶ exchanging personal details

## 1.2 Vocabulary Personal details

### Numbers


1 In small groups, practise counting.

- 1 Count to 30 in twos.  
2 4 6 8 ...
- 2 Count to 60 in threes.  
3 6 9 12 ...
- 3 Count to 105 in sevens.  
7 14 21 ...

2  1:09 Say these numbers. Then listen and check.

- |                 |                   |
|-----------------|-------------------|
| • 99 _____      | • 900,999 _____   |
| • 101 _____     | • 1,000,000 _____ |
| • 1,000 _____   | • 3.5m _____      |
| • 1,500 _____   | • 2.5bn _____     |
| • 7,777 _____   | • 2.575 _____     |
| • 88,888 _____  | • \$110 _____     |
| • 100,000 _____ | • €15.99 _____    |

### Listening

3  1:10 Listen to three people playing the secret number game. What are the rules? In small groups, play the secret number game.

### Pronunciation and spelling

4  1:11 Put the letters of the alphabet in the correct column. Then listen and check.

/ei/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
A, H	B, C	F	I	O	Q	R

5 Say the names of these symbols.

@ : / \_ \ #

6 Work with a partner. Take turns to dictate:

- |                         |                              |
|-------------------------|------------------------------|
| • your full name        | • your email address         |
| • your telephone number | • your Twitter account name  |
| • your postal address   | • your favourite website URL |

### Time

7 Mark the time expressions A (analogue) or D (digital). Then match the times that mean the same.

- |  |   |
|--|---|
| 1 half past two in the afternoon <input checked="" type="checkbox"/> A | 9 oh eight hundred hours <input type="checkbox"/>           |
| 2 four twenty a.m. <input checked="" type="checkbox"/> D               | 10 twenty past four in the morning <input type="checkbox"/> |
| 3 twenty-five to one <input type="checkbox"/>                          | 11 twenty-three hundred hours <input type="checkbox"/>      |
| 4 (a) quarter past eight in the evening <input type="checkbox"/>       | 12 about five o'clock <input type="checkbox"/>              |
| 5 17.01 <input type="checkbox"/>                                       | 13 eleven o'clock at night <input type="checkbox"/>         |
| 6 (a) quarter to two <input type="checkbox"/>                          | 14 eight o'clock sharp <input type="checkbox"/>             |
| 7 two thirty p.m. <input type="checkbox"/>                             | 15 thirteen forty-five <input type="checkbox"/>             |
| 8 20.15 <input type="checkbox"/>                                       | 16 twelve thirty-five p.m. <input type="checkbox"/>         |

8 Work with a partner. Take turns to ask what time you do the following:

get home get up go to bed go to sleep have dinner have lunch leave home wake up

What time do you wake up in the morning?

I usually wake up about half past seven. But on Saturdays, I wake up after ten o'clock.



ANALOGUE



DIGITAL

**WE WRITE:**

'15 September, 1983'  
or  
'September 15, 1983'.

**WE SAY:**

'the fifteenth of  
September nineteen  
eighty-three'  
or  
'September (the)  
fifteenth nineteen  
eighty-three'.

**Dates****9** Say these dates.

- |                     |                    |
|---------------------|--------------------|
| 1 9 November, 1989  | 5 21 July, 1969    |
| 2 1 January, 1999   | 6 22 January, 1901 |
| 3 11 February, 1990 | 7 11 March, 2011   |
| 4 3 August, 1492    | 8 4 July, 1776     |

**10** Complete the sentences with the dates in Exercise 9.

- Columbus left Europe for America on \_\_\_\_\_.
- The Great East Japan Earthquake and tsunami happened on \_\_\_\_\_.
- The Berlin Wall fell on \_\_\_\_\_.
- Neil Armstrong walked on the moon on \_\_\_\_\_.
- Queen Victoria died, aged 81, on \_\_\_\_\_.
- Nelson Mandela was released from prison on \_\_\_\_\_.
- The USA declared independence on \_\_\_\_\_.
- The euro was launched on \_\_\_\_\_.

**Listening**

**11** 1:12 Listen to two students registering for Personal Development courses.  
Student A: Complete Jen's details. Student B: Complete Mo's details.

	Jen	Mo
Name		
Date of birth		
Passport number		
Room number		
Course reference		
Start date		
Start time		
Instructor		
Cost		

**12** With a partner, take turns to dictate the information you wrote in Exercise 11. Complete the table for both students.

**Internet research**

Search for more dates of important historical events. Hold a class history quiz in your next lesson.

**Glossary** PAGE 151

analogue  
badge  
digital  
register

# 1 Gaining experience

- ▶ present simple
- ▶ adverbs of frequency
- ▶ prepositions of time

## 1.3 Grammar Present simple

### Discussion

1 Look at the photos. What stereotypes do they suggest?



### Refresh your memory

#### Present simple

Facts:  
The earth *revolves* around the sun.  
Routines:  
We *have* a coffee break at 11am.  
Permanent situations:  
The President *lives* in Washington.

▶ Grammar and practice page 124

#### Adverbs of frequency

always  
nearly always  
usually  
often  
sometimes  
not often  
rarely  
never  
He *always* works hard.  
She is *never* late.

▶ Grammar and practice page 125

#### Prepositions of time

on  
weekdays  
dates  
special days  
the weekend (US)  
at  
night  
the weekend (UK)  
festivals  
times  
in  
parts of the day  
months  
quarters  
seasons  
years

▶ Grammar and practice page 125

British people enjoy drinking tea.

### Present simple

2 Complete the sentences about national stereotypes with the correct form of the verbs in the box.

drive eat live love play ride talk wear

- 1 The British love drinking tea.
- 2 Every American man \_\_\_\_\_ burgers.
- 3 The Chinese \_\_\_\_\_ their bicycles everywhere.
- 4 Every Brazilian man \_\_\_\_\_ soccer on the beach.
- 5 All Italians \_\_\_\_\_ with their hands.
- 6 More sheep \_\_\_\_\_ in New Zealand than people.
- 7 Germans \_\_\_\_\_ big fast cars.
- 8 Every Russian man \_\_\_\_\_ a fur hat.

3 Are the stereotypes in Exercise 2 true? With a partner, take turns to ask questions and give short answers. Give reasons.

- A: *Do the British really love drinking tea?*  
B: *Yes, they do. They have lots of tea breaks during the day.*

4 With a partner, take turns to ask and answer the questions. Use the prompts in brackets.

- 1 Do you put a Japanese contact's business card in your pocket?  
(not in your pocket/on the table in the meeting)  
*No, you don't put business cards in your pocket. You put them on the table in the meeting.*
- 2 Do British colleagues shake hands every morning?  
(not every morning/just say 'good morning')
- 3 Do Americans wear jeans and a T-shirt to the office?  
(not casual clothes/business clothes)
- 4 Do you disagree with a Chinese colleague in a meeting?  
(not in public/only in private conversation)
- 5 Does a German call his boss by his first name?  
(not senior colleagues/use title and surname)
- 6 In Indonesia, do you receive something in your left hand or point your finger?  
(not left hand/not finger/use right hand/point your thumb)

## Internet research

Search for the keywords *national stereotypes*. Can you find facts to show they are true, or are they nonsense?

## Adverbs of frequency

**5** With a partner, take turns to ask and answer questions about the people in the table below.

- Who is a good time manager? Why?  
*Marcus, because he always finishes on time.*
- Who is a perfectionist? Why?
- ... a good manager?
- ... a team player?
- ... a leader?
- ... a good communicator?
- ... a good problem-solver?
- ... a workaholic?

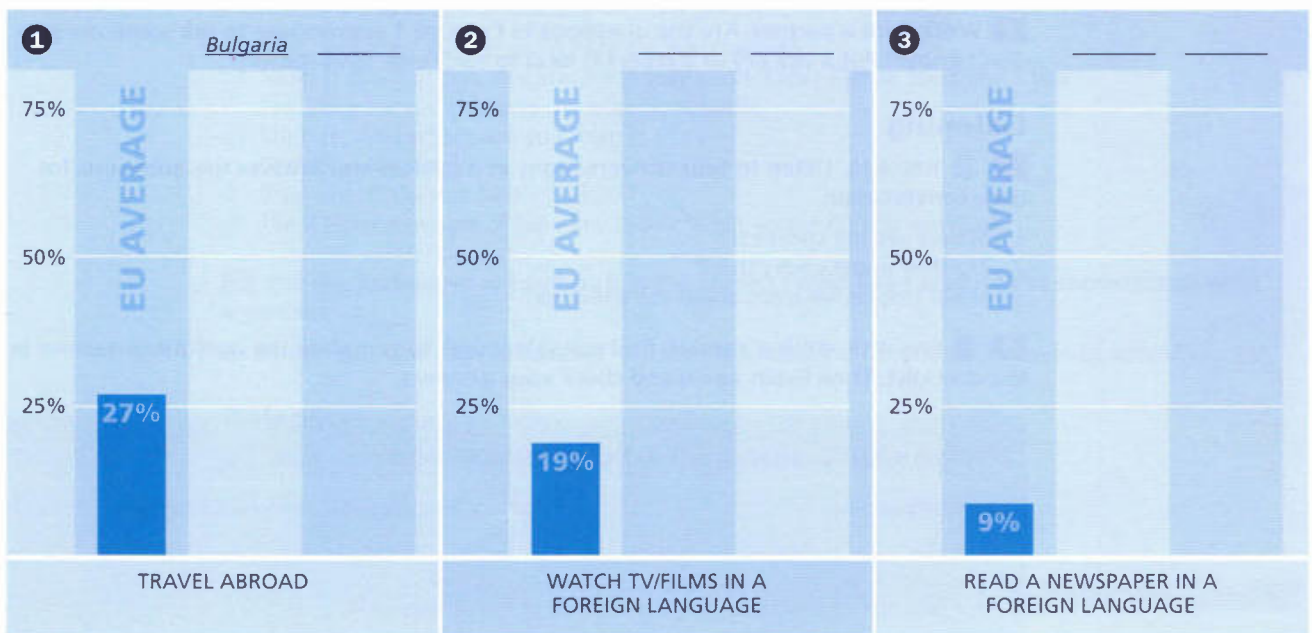
	finish on time	encourage the team	make mistakes	find solutions	set a good example	go on holiday	help colleagues	share information
Marcus	always	not often	often	sometimes	rarely	often	never	not often
Francesca	never	rarely	rarely	not often	sometimes	never	not often	rarely
Tina	usually	nearly always	often	sometimes	always	not often	nearly always	usually
Miroslav	sometimes	often	sometimes	usually	usually	not often	nearly always	usually

**6** Now ask and answer more questions about each person in Exercise 5.

A: *Is Marcus a good manager?*

B: *No, he isn't, because he doesn't often encourage his team.*

**7**  1:13-1:15 Listen to three parts of a radio programme about cultural habits in Europe. Add the countries and percentages to each chart.



## Glossary PAGE 151

abroad  
communicator  
example  
foreign  
problem-solver  
quarter  
share  
team player  
workaholic

## Prepositions of time

**8**  1:13-1:15 Listen again. Complete these phrases.

- How \_\_\_\_\_ do we Europeans travel abroad?
- They travel \_\_\_\_\_ or \_\_\_\_\_ a year.
- All the time! \_\_\_\_\_ the weekend, \_\_\_\_\_ weekdays, \_\_\_\_\_ the evening, ...
- Just once \_\_\_\_\_ six months, or once a \_\_\_\_\_?

**9** Look at the questionnaire on page 114. Write four more questions. Then interview your classmates.

# 1 Gaining experience

- ▶ expressions for meeting people
- ▶ expressions for making conversation
- ▶ roleplaying a conversation at a conference

## 1.4 Speaking Meeting people and making conversation



### Discussion

**1** Complete the questions with *is*, *are* or *do*.

- |  |  |
|--|--|
| 1 Where _____ you staying? <input type="checkbox"/>  | 6 _____ you ski? <input type="checkbox"/>                              |
| 2 What _____ you do? <input type="checkbox"/>        | 7 _____ you religious? <input type="checkbox"/>                        |
| 3 _____ your job well-paid? <input type="checkbox"/> | 8 The weather _____ terrible, isn't it? <input type="checkbox"/>       |
| 4 _____ you have children? <input type="checkbox"/>  | 9 What _____ you think of the new government? <input type="checkbox"/> |
| 5 _____ you live alone? <input type="checkbox"/>     | 10 _____ this your first visit to Serbia? <input type="checkbox"/>     |

**2** Work with a partner. Are the questions in Exercise 1 appropriate to ask someone you don't know? Put a tick (✓) or a cross (X) next to each one. Give reasons.

### Listening

**3** 1:16–1:19 Listen to four conversations at a conference. Answer the questions for each conversation.

- 1 Where are the speakers?
- 2 Do they know each other?
- 3 What else do we learn about the speakers?

**4** 1:16–1:19 With a partner, find suitable words to complete the useful expressions in the checklist. Then listen again and check your answers.

### Useful expressions: Making conversation

#### Meeting people

Is this seat \_\_\_\_\_?  
 Are you here for the \_\_\_\_\_?  
 Hello. My name's Greg.  
 I'm \_\_\_\_\_ (company).  
 Pleased/Nice to \_\_\_\_\_ you.  
 Pleased/Nice to \_\_\_\_\_ you, \_\_\_\_\_.  
 Alan, \_\_\_\_\_ to see you!  
 Good to see you, \_\_\_\_\_!  
 Silke, \_\_\_\_\_ is Alan Banks.

#### Keeping the conversation going

London? \_\_\_\_\_?  
 Go on.  
 Do tell me \_\_\_\_\_!  
 Uh-huh?  
 I see.  
 I love ..., don't you?  
 I think ..., don't you?

#### Changing the subject

Listen, \_\_\_\_\_ of ...  
 Enough about ... \_\_\_\_\_ talk about ...  
 By the \_\_\_\_\_, ...

#### Finishing a conversation

Do \_\_\_\_\_ me. I really must ...  
 Anyway, ...  
 (It was) nice \_\_\_\_\_ to you.  
 See you \_\_\_\_\_.  
 It was nice meeting you.

## Internet research

Search for the keywords *how to make conversation*. Make a list of tips. Compare your tips with a partner.

## Glossary PAGE 151

anyway  
favour  
shuttle  
tip  
well-paid

## Making conversation

**5** Cross out the **one** incorrect option in each situation.

- 1 Hello, my name's Felipe Conti.  
a) Pleased to meet you. b) How are you doing? c) Nice to meet you.
- 2 Hi, great to see you again!  
a) Pleased to meet you. b) How are you? c) Good to see you too.
- 3 Let me introduce you.  
a) Al, this is Khalid. b) Al, please meet Khalid. c) Al, Khalid. Khalid, Al.
- 4 Excuse me, I just need to talk to Gina over there.  
a) OK, it was nice meeting you. b) OK, see you later. c) Nice to meet you.
- 5 How are you doing?  
a) I'm good. And you? b) Working in Paris. And you? c) Not too bad. And yourself?
- 6 Can I help you, sir?  
a) I have a reservation for two nights. b) I'd like to check out my room.  
c) *I'd like to check in, please.*
- 7 Can I see your ticket?  
a) I booked on my computer. b) I have an online booking. c) I booked online.
- 8 Sorry to keep you waiting.  
a) That's all right. b) No problem. c) Please.

## Ordering and speaking

**6** Match the sentences and questions 1–7 with the responses a–g.

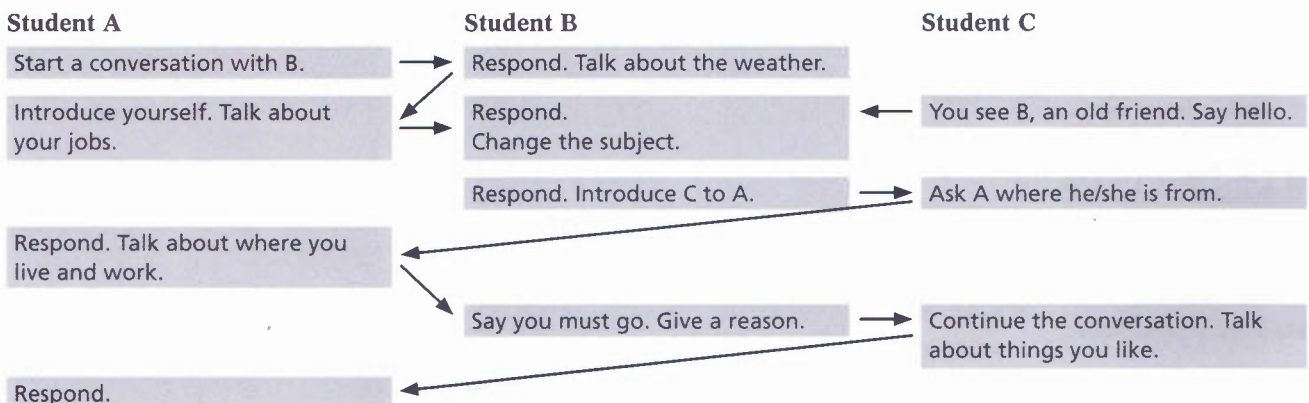
- 1 Is this your first visit to Greece?
  - 2 We're at the Mercure Hotel. My husband is here with me.
  - 3 I'm from Ireland, actually. But I work in London now.
  - 4 Oh, really? Lucky you! What do you do?
  - 5 I'm in the holiday business, too, actually. I'm a travel agent.
  - 6 I see. By the way, can you recommend a good restaurant in town?
  - 7 Yes, two. But they're at home with their grandparents. And you? Are you a family man?
- a) Well, welcome to Greece. Where are you staying?
  - b) Sure. If you like fish, the Marina is very good. I love Greek food, don't you?
  - c) No, I live here. On one of the islands, actually.
  - d) Uh-huh. And where are you from?
  - e) Me? No! I'm single.
  - f) That's nice. Do you have children?
  - g) I'm a hotel manager. What about you? What sector do you work in?

**7** Put the exchanges in Exercise 6 in the correct order. Then practise the conversation with a partner.

A: *Is this your first visit to Greece?*      B: *No, I live here. On one of the islands, actually.*

## Roleplay

**8** Work in groups of three. Make conversation using the chart.



## eWorkbook

Now watch the video for this unit.

**9** Work in groups. You are at an international conference. Complete the questionnaire on page 121. Use real information, or invent the details. Then stand up and socialize! Meet 'new colleagues' and make conversation.

- ▶ inferring meaning
- ▶ hellos, goodbyes and introductions
- ▶ writing informal emails

## 1.5 Writing Informal emails



### Discussion

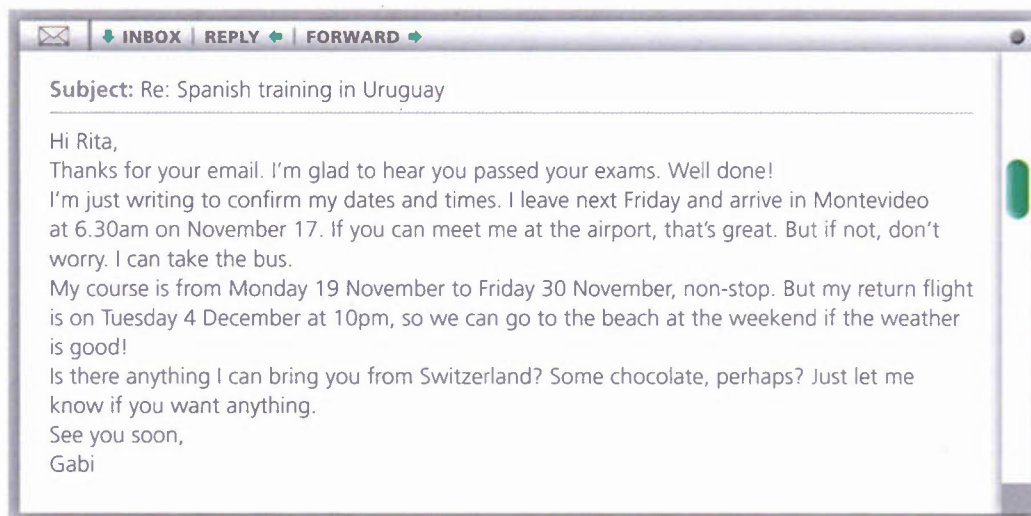
#### 1 In small groups, discuss the questions.

- 1 How many emails do you receive each day? Who are they from?
- 2 Do you prefer to write a letter, an email or a text message? Why?
- 3 In English, is it easier to write an email or make a phone call? Why?

### Model

#### 2 Read the email and underline the correct answers.

- 1 The reason for Gabi's email is *to thank Rita / to inform Rita / to ask Rita for help*.
- 2 Gabi wrote the email *a day / a week / two weeks* before the trip.
- 3 Gabi plans to travel by *car / train / plane*.
- 4 Gabi's Spanish course in Uruguay lasts *10 days / 12 days / 16 days*.



### Analysis

#### 3 Answer these questions about the email.

- 1 Rita and Gabi are probably a) sisters b) good friends c) business contacts.
- 2 Which of the following sentences were probably in Rita's last email to Gabi?
  - a) My test scores arrived today – everything is OK!
  - b) Thanks for confirming your arrival date.
  - c) Let me know if you want me to pick you up when you arrive.
  - d) I hope we can spend some time together while you're here.
  - e) Can you bring me some Swiss chocolate, please?

### Internet research

Search for the keywords *email etiquette tips*. List your top five tips. Compare with a partner.

### Glossary PAGE 151

instead  
pick up  
training

## Language focus

### 4 Decide which hellos and goodbyes are appropriate to use in emails to:

- 1 people you know very well: a family member, a close friend
- 2 people you know: a teacher, a work colleague, a manager, a customer, a supplier
- 3 people you *don't* know: a teacher, a work colleague, a manager, a customer, a supplier

#### Hellos

- a) Hello John,/Hi John,/John,/Hi,
- b) Dear Mr Jackson,/Dear Sam,/Hello Sam,

#### Goodbyes

- c) Regards,/Best regards,/Kind regards,/Best wishes,
- d) Thanks,/See you on Friday,/All the best,
- e) Love,

### 5 Complete the email openings with the words in the box.

about because to with

- 1 I'm writing \_\_\_\_\_ confirm my dates and times.
- 2 I'm writing \_\_\_\_\_ more information about your visit.
- 3 I'm writing \_\_\_\_\_ my English course in Canterbury.
- 4 I'm writing \_\_\_\_\_ ask you a favour.
- 5 I'm writing \_\_\_\_\_ my phone is out of order.
- 6 I'm writing \_\_\_\_\_ details of the next team-building day.
- 7 I'm writing \_\_\_\_\_ your computer problem.
- 8 I'm writing \_\_\_\_\_ tell you I can't come to the seminar.

### 6 Match these sentences from emails with the writer.

- |   |                       |
|---|-----------------------|
| 1 Just let me know if you have any more problems with your product.         | a) a colleague        |
| 2 Just let me know when you can ship the order.                             | b) a close friend     |
| 3 Just let us know if you'd like to come bowling with us.                   | c) a manager          |
| 4 Just let me know if you need any additional support while Sam's off sick. | d) a family member    |
| 5 Just let me know if you need somewhere to stay.                           | e) a regular customer |
| 6 Just let me know when Mum wants me to pick her up.                        | f) a regular supplier |

## Output

### 7 Imagine you are Gabi's friend, Rita. Write these emails.



- 1 Write to Josie, another close friend. You won't be in Montevideo on November 17<sup>th</sup>. Explain why. Ask Josie if she can meet Gabi at the airport.
- 2 Write to Raquel, the friendly manager of the pizza restaurant where you sometimes work at weekends. Tell her you can't work the weekend of 1-2 December. Offer to work during the week instead.
- 3 Write to your uncle Manuel, who lives on the Gold Coast near the beach. Ask if you and Gabi can stay in his house for the weekend of 1-2 December. Tell him the good news about your exams, too.
- 4 Write a reply to Gabi's email to explain the arrangements you have made.

# 1 Gaining experience

- ▶ reading internship adverts
- ▶ listening to interviews and completing profiles
- ▶ presenting decisions

## 1.6 Case study The Intern Shop

### Discussion

1 How can graduate students find an internship? Think of as many different ways as possible. Put them in order from the most likely to the least likely to succeed.

### Reading

2 Read the advertisement and answer the questions.

- 1 What services does The Intern Shop offer?
- 2 How long are the internships?
- 3 Do interns receive a salary?
- 4 How does The Intern Shop match candidates and internships?

INTERNET



## THE INTERNSHOP

Today's employers want graduates with work experience and intercultural skills. But how do you get experience if you don't have a job? We can help!

The Intern Shop arranges paid and voluntary internships all over the world. After one or two years working abroad, 90% of our clients find a permanent job in less than one month.

We arrange everything: a job where you can develop your skills, a place to live, visas, language training, etc. We can even find the best travel deals and make your arrangements for you.

Just send us your CV and we will contact you to arrange a video interview.

3 Read about two internships. Which one is more attractive? Why?

INTERNET

### PROJECT MANAGER, Beijing or Shanghai, China

THE INTERNSHOP

Working for a large electronics manufacturer, you will plan and organize projects and work schedules and manage a team of Chinese colleagues.

You have a degree in science or business, you are well-organized, you have good computer and communication skills and you enjoy working in a team. You have a TOEIC level of 750 or equivalent.

We provide free, shared accommodation, meals and language training on site, an annual return air ticket and a monthly allowance of \$500.

INTERNET

### TRAINEE WAREHOUSE SUPERVISOR, Recife, Brazil

THE INTERNSHOP

One of Brazil's largest providers of logistics services has an excellent opportunity for a future manager in its Recife warehouse. Working with an experienced manager, your job is to guarantee ideal stock levels and on-time deliveries to our customers (sports equipment stores).

You have a good degree, preferably in economics or business studies, and the ability to learn languages quickly. Basic Portuguese is a strong advantage.

This internship is unpaid, but the company will pay for accommodation. Paid overtime is available.


### Internet research

Search for the keywords how to find internships. Make a list of tips. Compare with a partner.

### Glossary PAGE 151

accommodation  
allowance  
arrange  
intercultural  
overtime  
TOEIC  
visa  
warehouse

## Listening

**4**  1:20–1:22 The Intern Shop is interviewing three candidates for the internships in China and Brazil. Listen and complete the profiles.

<p><b>1</b> <b>NAME:</b> Tai Shinawatra <b>DATE OF BIRTH:</b> ..... <b>NATIONALITY:</b> ..... <b>DEGREE:</b> Business Studies, from ..... <b>LANGUAGE SKILLS:</b> Thai, English, a little Portuguese <b>INTERCULTURAL SKILLS:</b> Experience of Asian and American culture <b>INTERESTS:</b> Computing, electronics, rock and pop <b>PROFESSIONAL OBJECTIVE:</b> .....</p>	
<p><b>2</b> <b>NAME:</b> Karen O'Connor <b>DATE OF BIRTH:</b> ..... <b>NATIONALITY:</b> ..... <b>DEGREE:</b> Modern Languages, Bradford University <b>LANGUAGE SKILLS:</b> ..... <b>INTERCULTURAL SKILLS:</b> Friends from all over the world at university <b>INTERESTS:</b> ..... <b>PROFESSIONAL OBJECTIVE:</b> To become a manager</p>	
<p><b>3</b> <b>NAME:</b> Julio Suárez <b>DATE OF BIRTH:</b> December 14, 1989 <b>NATIONALITY:</b> ..... <b>DEGREE:</b> Physics, from ..... <b>LANGUAGE SKILLS:</b> ..... <b>INTERCULTURAL SKILLS:</b> Lives in Barbados <b>INTERESTS:</b> ..... <b>PROFESSIONAL OBJECTIVE:</b> .....</p>	

## Discussion

**5** Work in small groups. Decide who is the best person for each internship.

## Listening

**6**  1:23–1:25 Listen to the three candidates answering one final question. Does this change your decision?

## Presentation

**7** Present your decision to the class.



# 2

# Customer satisfaction

▶ keeping your customers

▶ good customer service

## 2.1 About business Customer service

### Discussion

**1** Think about your experiences of good and bad customer service. Complete the sentences. Then compare with a partner.

- |                             |   |
|-----------------------------|---|
| 1 Every time I buy ...      | 5 I really don't like it if ...             |
| 2 When I eat at ...         | 6 The reasons for bad service are ...       |
| 3 If I travel by ...        | 7 When the service is very good, I feel ... |
| 4 I really like it when ... |   |

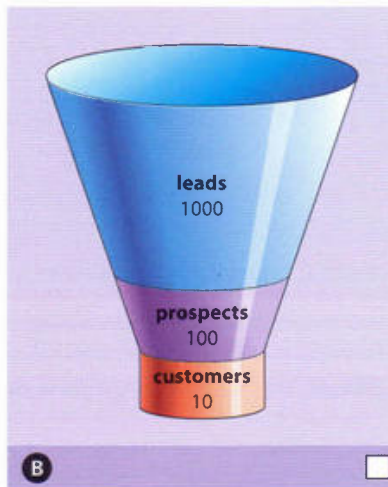
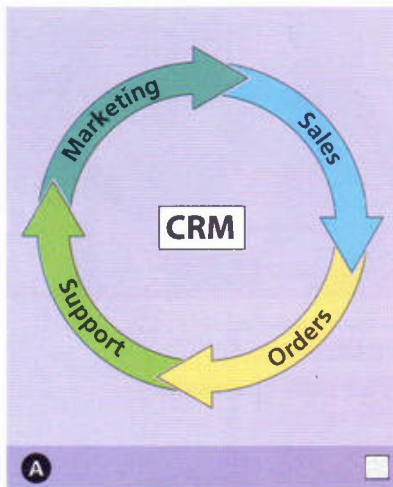
### Listening

**2**  1:26–1:27 Listen to two customers talking about good and bad service and answer the questions.

- Why is the man happy to pay more?
- What examples of good service does he give?
- How does he feel when service is good?
- How does the woman react to bad service?
- What examples does she give?
- How does she feel if service is bad?

### Skim reading

**3** Quickly read the article opposite. Match each picture to one paragraph in the text.



### Internet research

Search for the keywords *how to keep customers happy*. List the best tips. Compare with a partner.

### Glossary PAGE 152

advocate  
ally  
consumer  
lead  
loyalty  
prospect  
referral  
upgrade

### Reading for detail

**4** Read the first three paragraphs again and mark these statements *T* (true) or *F* (false).

- It is more expensive to find new customers than to get repeat business.
- On average, 10% of a company's leads become customers.
- Companies ask customers for comments on Twitter and Facebook.
- CRM software helps companies make better long-term strategy decisions.

**5** Read paragraphs 4–6 again and underline the best options in *italics*.

The article suggests:

- companies spend *too little* / *too much* / *enough* on customer service training.
- contacting customers *when and how you want* / *when and how your boss wants* / *when and how they want*.
- you don't need to share your customer's *priorities* / *feelings* / *opinions*.
- people prefer *not* to buy from someone they *look like* / *dislike* / *like*.

### Discussion and presentation

**6** Work in small groups. Discuss and present a chart to the class.

Group A: turn to page 123. Group B: turn to page 118. Group C: turn to page 120.

# How to keep your customers happy

❶ **How do you keep customers happy? Today, an excellent product is not enough. Customers also want first-class support: warranties, free delivery and installation, hotlines, newsletters and upgrades. But all these services are expensive. So why do we put so much time and money into customer support?**

❷ The simple answer is: it's less expensive than finding new customers. A typical company needs to contact a thousand leads to find just ten new customers. That's a big investment in sales and marketing. So if you can keep existing customers happy and get repeat business, you actually save money.

❸ How do you do it? Firstly, listen carefully to what your customers tell you about your company and your product. Listen to what they tell their friends too, on social media services like Twitter and Facebook. Secondly, your marketing, sales, support, order processing and accounts departments already know a lot about your customers: put all that valuable information in one place and share it! Use CRM (customer relationship management) software, for example. In this way, everybody in the organization knows exactly who their customers are, what they need now and what they would like in the future.

❹ But customer support is only part of the story. Every year, businesses spend millions on customer service training. On every course, staff learn the ten 'golden rules' of customer service.



**Give customers what they want, when they want it.**

But there is really only one rule you need to know and it's very simple: be like your customer.

❺ So, how can you be like your customer? Here are four examples:

- Talk to customers when they want to talk. Be there to answer questions easily and quickly, in store, by phone, by email, by text message – whatever your customers like best.
- ❻ Give customers what they want, when they want it: the right product, in the right place, at the right time and, of course, at the right price. Make the customer's priority your priority, especially when there's a problem!
- Show customers that you feel like they feel, especially about problems. If they are disappointed or angry, show the same level of emotion in your determination to solve the problem.
- Talk like your customers talk: if they talk quickly or in short sentences, do the same. If they talk slowly with pauses for reflection, you talk slowly too. And give them time to think.
- ❼ There are many ways to be like your customer, but perhaps you're asking why? Well, we all like people who are like us, so, naturally, we all prefer to buy from someone we like! Simple, isn't it?

# 2 Customer satisfaction

► collocations relating to customer service

► verbs relating to telephoning

## 2.2 Vocabulary Contacting customers



### Brainstorming

**1** How can a business communicate with its customers? With a partner, make a list. Then think of an advantage and a disadvantage for each.

*By telephone*

*Advantage: direct contact with the customer Disadvantage: cost*

**2** Complete the text about good customer service with the collocations in the box.

customer referral customer satisfaction deal with complaints delivery date  
exchange products repeat business returning customers ship products

**INTERNET**

Good customer service continues long after the customer places an order. Every contact must contribute to (1) \_\_\_\_\_ if a company wants to build a long-term relationship and get (2) \_\_\_\_\_. It is important to agree on a (3) \_\_\_\_\_ that fits the customer's schedule, and to (4) \_\_\_\_\_ on time and in perfect condition. If there are delivery problems, the company must (5) \_\_\_\_\_ politely and efficiently, and (6) \_\_\_\_\_ if necessary. Satisfied customers will come back for more. These (7) \_\_\_\_\_ are especially valuable when they make a (8) \_\_\_\_\_, that is recommend the company's products to colleagues or friends.

**3** With a partner, take turns to give a definition and guess the collocation in Exercise 2.

*A: This is when you give your supplier the name of a friend who is interested in the product.*

*B: A customer referral?*

*A: That's right.*

**4** Complete these posts on a customer service forum with the phrases in the box.

a money-back guarantee installation problems shipped the wrong product

**INTERNET**

1	I've just received my new Internet box, but I'm having _____. Can anybody help me?
2	I ordered a new TV from a website that has _____. But the TV doesn't work. What can I do?
3	I bought a ski jacket online, but they have _____. It's too small, and it's a horrible colour. Help!

**5** 1:28–1:30 What can the customers in Exercise 4 do? What can the suppliers do? Choose two phrases from the box for each problem. Then listen and check.

apologize and exchange the product call customer service to complain  
contact the helpline give a refund provide technical support return the faulty product

### Internet research

Search for the keywords *a dissatisfied customer is an opportunity*. List the opportunities that an unhappy customer offers. Compare with a partner.

### Glossary PAGE 152

apologize  
complain  
faulty  
greet  
refund  
schedule  
voicemail



## Reading and vocabulary

**6** With a partner, decide what to do in these telephone situations.

- 1 You're not sure what you are going to say to your customer during the call.
- 2 You have to wait several minutes before speaking to your customer.
- 3 You're not sure what to say when your customer answers.
- 4 Your customer is not at their desk.
- 5 Your customer wants something you don't have.
- 6 You're not sure how to finish the conversation.

**7** Read the article and compare your answers to Exercise 6.

## HOW TO TALK TO customers BY telephone

- 1 Prepare. Think about what you want to say before you **dial a number**. Make a checklist of the important points you want to cover with the customer.
- 2 Be friendly to the person who can **connect** you. They could be your next customer! If they **put you on hold**, keep smiling while you wait so that you are ready when you **get through to** the customer.
- 3 Greet the customer warmly. When customers **take a call**, they want to speak to a human being, not a machine.
- 4 If the customer is out of the office, or on voicemail, always **leave a message**. Say your name clearly (names can be difficult in another language) and give the reason you are calling. Offer to **call back** later, or invite the customer to **return your call**.
- 5 Speak clearly, listen carefully and don't interrupt. Use different words to show you understand your customer's needs. Be positive and avoid negative expressions like 'It isn't possible' or 'I don't know'. If you don't have the information your customer needs, promise to **get back to** them, and give a specific time.
- 6 Before you say goodbye and **hang up**, tell them the next step. Thank your customer and make sure they feel special!

**8** Match the words in **bold** in the article in Exercise 7 with the definitions below.

- 1 put you in contact with another person \_\_\_\_\_
- 2 press the right keys to contact someone by telephone \_\_\_\_\_
- 3 agree to speak on the telephone \_\_\_\_\_
- 4 reach the person you want to speak to \_\_\_\_\_
- 5 contact someone again with more information \_\_\_\_\_
- 6 respond to a message from someone who wants to speak to you \_\_\_\_\_
- 7 finish a telephone call \_\_\_\_\_
- 8 try again to reach the person you want to speak to \_\_\_\_\_
- 9 record details of what your call is about \_\_\_\_\_
- 10 make someone wait and listen to music \_\_\_\_\_

## Listening

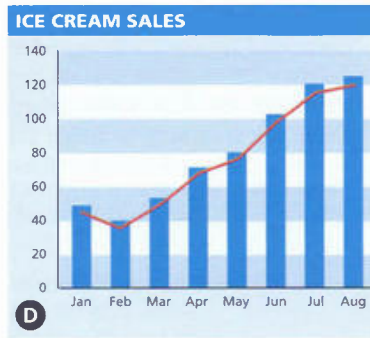
**9**  1:31-1:36 Listen to six situations related to telephone calls. What do you do next?

# 2 Customer satisfaction

## 2.3 Grammar Present continuous

### Present continuous

1 With a partner, decide what is happening in each picture.



### Refresh your memory

**Present continuous**  
Prices *are increasing*.  
*is/are + verb +ing*  
temporary activities in progress now

▶ Grammar and practice page 126

**Requests**  
*Can you ...?* (informal)  
*Could you ...?* (neutral)  
*Can I speak to Dan?* (informal)  
*Could I speak to Daniel Black?* (neutral)

▶ Grammar and practice page 127

**Offers of help**  
*Shall I ...?* (informal/neutral)  
*Would you like me to ...?* (polite)

**Invitations**  
*Do you want to ...?* (informal/neutral)  
*Would you like to ...?* (polite)

▶ Grammar and practice page 127

2 The pictures in Exercise 1 show temporary activities in progress. Match the pictures with the durations below.

- seconds  minutes  hours  months  years

3 With a partner, take turns to ask if these things are increasing or decreasing at the moment. Answer and explain why.

A: *Are daytime temperatures increasing at the moment?*

B: *No, they aren't. They're decreasing because it's autumn, and winter is coming.*

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1 daytime temperatures (increase) | 5 salaries (decrease)           |
| 2 inflation (fall)                | 6 births (go up)                |
| 3 petrol prices (go down)         | 7 marriages (drop)              |
| 4 unemployment (rise)             | 8 your English skills (improve) |

### Requests

4 With a partner, take turns to make requests and say no politely.

A: *Can you help me with this email?*

B: *I'm sorry, but I'm writing an urgent report for my manager.*

B: *Could I use your phone, please?*

A: *I'm afraid I'm waiting for an important call.*

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1 help/with/email                | sorry/write/urgent report             |
| 2 use/your phone                 | afraid/wait/important call            |
| 3 confirm/my order/by email      | sorry/Internet/not work               |
| 4 speak/salesperson              | sorry/she/not feel/very well today    |
| 5 ask you/new software           | sorry/have/a few problems with it too |
| 6 call my customer back          | afraid/go to/meeting/now              |
| 7 talk to you/at 5 o'clock       | afraid/leave early/this afternoon     |
| 8 come in/early/tomorrow morning | sorry/fly/to Colombia/tomorrow        |

## Offers of help and Invitations

**5** Read the questions, then underline the correct options in bold.

- 1 Do you want to leave a message?  
Would you like to leave a message?  
These are **offers of help / invitations**. The caller can **say / write down** the message.
- 2 Would you like me to take a message?  
Shall I take a message?  
These are **offers of help / invitations**. The receiver can **say / write down** the message.

**6** Complete the offers of help and invitations with suitable phrases from Exercise 5.

- 1 \_\_\_\_\_ call you back later?
- 2 \_\_\_\_\_ hold the line or leave a message?
- 3 \_\_\_\_\_ confirm that for you by email?
- 4 \_\_\_\_\_ email me your details?
- 5 \_\_\_\_\_ think about that before you decide?
- 6 \_\_\_\_\_ post it to you today?
- 7 \_\_\_\_\_ speak to me tomorrow about that?
- 8 \_\_\_\_\_ connect you to the sales manager?

**7** Match these answers with the questions in Exercise 6.

- a) Good idea. I'll think about it and phone you back tomorrow.
- b) Please. My email address is *p.peterson@lewis.ru*.
- c) I'm busy tomorrow. How about this afternoon?
- d) I'll hold, thanks.
- e) That's very kind of you. Could you call me on my mobile?
- f) Well, it isn't really a sales problem. Could you put me through to marketing?
- g) Yes, please. Can you send it first class?
- h) Yes, I'll email them right now.

**8** Put the lines in the conversation in the correct order.

- Good idea. Thanks a lot.
- I'm having problems with my laptop. It's running really slowly.
- Oh, yes, please. Could you come over after work?
- Do you want me to have a look at it?
- OK. See you then. Thanks again.
- No problem. But can you bring the installation CDs, too?
- You're welcome.
- I'm sorry, but I'm working late today. Do you want to bring it to my place this weekend?

**9** With a partner, have similar conversations about the problems below. Use the flow chart.

You can't start your car.  
Your Internet connection isn't working.  
You're moving to a new flat.  
You can't contact the TV repair service.  
Your phone isn't working.  
Your own ideas ...

Student A

- Explain your problem.
- Make a request.
- Agree.

Student B

- Offer to help.
- Apologize and give a reason.  
Offer an alternative.



### Internet research

Search 'Images' for the keywords *actions in progress*. Choose an image to describe to your partner.

### Glossary PAGE 152

- decrease
- drop
- fall
- improve
- increase
- rise

- ▶ expressions for telephoning
- ▶ roleplaying telephone conversations

### 2.4 Speaking Telephoning



#### Discussion

**1** With a partner, mark the expressions *F* (formal) or *I* (informal). Then match the pairs of expressions that have a similar meaning.

- |   |   |
|---|---|
| Good morning. <input type="checkbox"/>          | No problem. <input type="checkbox"/>            |
| Hang on. <input type="checkbox"/>               | Thank you very much. <input type="checkbox"/>   |
| Hello. <input type="checkbox"/>                 | Thanks a lot. <input type="checkbox"/>          |
| Hold the line, please. <input type="checkbox"/> | What can I do for you? <input type="checkbox"/> |
| May I help you? <input type="checkbox"/>        | You're welcome. <input type="checkbox"/>        |

**2** In your country, are telephone conversations between the people below usually formal or informal?

assistants and managers   callers and receptionists   colleagues  
customers and customer support   customers and salespeople

#### Listening

**3** 1:37–1:38 Listen to two telephone conversations and choose the correct answers.

- 1 Mike and the receptionist are a) friends b) colleagues c) strangers.
- 2 Mike and Paula are a) friends b) colleagues c) strangers.
- 3 Sue is Paula's a) friend b) colleague c) boss.
- 4 Sue is a) available b) having lunch c) in a meeting.
- 5 Sue is Mike's a) friend b) boss c) customer.
- 6 When Sue calls back, Mike is a) not available b) having lunch c) in a meeting.

**4** 1:37–1:38 With a partner, find suitable words to complete the useful expressions in the checklist. Then listen and check.

#### Useful expressions: Telephoning

##### Starting

Good morning. Can I \_\_\_\_\_ you?  
Could I \_\_\_\_\_ to (name), please?  
Is (name) there, please?  
Is that (name)?  
Yes, \_\_\_\_\_.

##### Names

Could I \_\_\_\_\_ your name, please?  
\_\_\_\_\_ is (name), from (company).  
It's (name) here, \_\_\_\_\_ your call.

##### Connecting

Just a moment, please.  
I'll put you \_\_\_\_\_.  
Would you like to speak to her assistant?  
I'm sorry. She isn't \_\_\_\_\_ this morning.

##### Introductions

I'm \_\_\_\_\_ about ...  
I'm phoning to ...

##### Messages

Can I take a message?  
Could you \_\_\_\_\_ her to call me back?  
I'll ask her to \_\_\_\_\_ back to you as soon as ...  
Would you like me to get her to call you back?

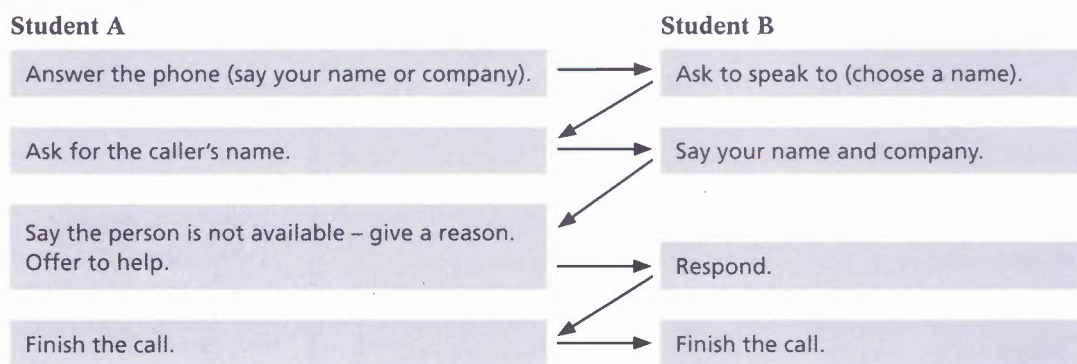
##### Finishing

Thanks for your help.  
You're \_\_\_\_\_.  
Goodbye.  
Thank you for calling.

**5** Work with a partner. In column 2, add reasons why your colleagues cannot take a telephone call. Make questions using columns 3 and 4.

1	2	3	4
I'm afraid I'm sorry,	she isn't available at the moment. he isn't at his desk. she's in a meeting. he ... she ... he ... she ... he ...	Would you like to Can I Could you Would you like me to	call back later? help you? take a message? hold for a few minutes? speak to someone else? leave a message? tell me what it's about? get her to call you back?

**6** With a partner, use the flow chart to have a telephone conversation.



**7** Match sentences 1–5 with responses a–e.

- 1 Is Sue Downing there, please?
  - 2 This is Mike Woods from Pixkel.
  - 3 I'm calling about our new product. Can we arrange a meeting?
  - 4 How about tomorrow morning?
  - 5 I'm giving a presentation until 12, but I'm free after that.
- a) I'm sorry, I'm not working tomorrow. Is Friday possible?
  - b) Yes, all right. When are you free?
  - c) OK, let's meet at 12.30. We can have lunch in our cafeteria.
  - d) Hello, Mike. What can I do for you?
  - e) Yes, speaking.

### Roleplay

**8** With a partner, have similar conversations. Use your own names.

- 1 Arrange a demonstration of a new machine.
- 2 Arrange a meeting to discuss prices.

**9** Work with a different partner. Roleplay telephone conversations between suppliers and customers. Student A: read the information below. Student B: turn to page 115.

#### Student A

**Conversation 1:** You are the supplier. Call an important customer, Ms Ashley Mertens, to invite her for lunch. You know your customer is very busy. Offer to send a taxi to pick her up from her office. You are free every day except Friday (you have a sales meeting in Brussels). Student B starts by answering the phone.

**Conversation 2:** You are the customer.

Part 1: You are one of Jo Parker's colleagues. Jo is away on a business trip. You receive a call from a supplier. Offer to take a message. You start by answering the phone.

Part 2: Now you are Jo Parker. Call Multiwheel back about the problems with their machines.

### Internet research

Search for the keywords *cultural phone etiquette* to learn about telephoning in different countries. Compare notes with a partner.

### Glossary PAGE 152

free-to-air  
hang on  
hold (the line)  
premium  
subscription

### eWorkbook

Now watch the video for this unit.

- ▶ analysing paragraph order
- ▶ starting and signing off
- ▶ writing formal emails

### 2.5 Writing Formal letters and emails

#### Discussion

- 1** Decide if a formal letter or a telephone call is better in these situations. Give reasons.

apologizing for a mistake   applying for a job   cancelling a reservation  
making a complaint   negotiating a contract   placing an order

#### Models

- 2** Read the email and letter below. Answer these questions.

- |                              |  |
|------------------------------|--|
| 1 Who is writing the email?  | 5 Why is he writing the letter?                    |
| 2 Why is she writing?        | 6 What action does he take to resolve the problem? |
| 3 What does she ask for?     | 7 What offer does he make?                         |
| 4 Who is writing the letter? |  |

Dear Ms Hills,

Thank you for bringing this problem to our attention.

We are very sorry to hear that you have not received your last four magazines. Please accept our sincere apologies for this error.

Unfortunately, we are having some technical problems with our new customer database. We are working to resolve this problem as soon as possible.

Please find attached the missing magazines. I can confirm that you will receive Workshop Weekly by post as normal from next week. I am also sending you some sample copies of another magazine, New Logistics. To make up for our mistake, we can offer you a six-month subscription to New Logistics at half price.

Please feel free to contact me again if you have any other questions.

Yours sincerely,

Pete Ashford

Customer Services Manager

INBOX REPLY FORWARD

Dear Sir or Madam,

We are a small manufacturing company and we find Workshop Weekly a valuable source of news, information and ideas.

Unfortunately, we have not received the last four magazines, but you have charged our credit card for them.

Could you please look into the problem? We would be grateful if you could send us the missing magazines as soon as possible.

Yours faithfully,

Mary Hills

Workshop Manager

## Internet research

Search for the keywords *we apologize for* \*. Find your favourite apology. Compare with a partner.

## Analysis

**3** Number the paragraphs in the order they appear in the letter.

- action  apology  conclusion  explanation  introduction

## Language focus

**4** Complete these rules for formal letters and emails with the words in the box.

don't know (x 2) faithfully know married sincerely single

- 1 *Dear Sir or Madam* – Yours \_\_\_\_\_
- 2 *Dear Miss/Mrs/Ms/Mr Smith* – Yours \_\_\_\_\_
- 3 Use *Dear Sir or Madam* when you \_\_\_\_\_ the name of the person you are writing to.
- 4 Use *Dear Miss/Mrs/Ms/Mr Smith* when you \_\_\_\_\_ the name of the person you are writing to.
- 5 Use *Dear Ms Smith* when you \_\_\_\_\_ if Jane Smith is married or single.
- 6 Use *Dear Mrs Smith* when you know that Jane Smith is \_\_\_\_\_.
- 7 Use *Dear Miss Smith* when you know that Jane Smith is \_\_\_\_\_.

**5** Put the words in the correct order to make sentences from a business letter.

- 1 you / the / problem / please / into / look / Could / ?
- 2 you / would / We / us / grateful / if / could / be / phone / as / possible / as / soon / .
- 3 you / problem / our / to / this / Thank / bringing / attention / for / .
- 4 this / sincere / our / Please / for / error / apologies / accept / .
- 5 working / We / to / this / soon / as / resolve / as / problem / possible / are / .
- 6 up / our / mistake / make / To / for / , ...

**6** With a partner, decide what is wrong with these messages. Then rewrite them.

**1** Dear Sir or Madam,

Many residents at 52 Primrose Avenue are older people. We really need our lift. You have charged us for repairs but the lift is out of order again! Please fix it, Mr Henry Otis, and quickly!

Best regards,

Mark Flynn

**2** My dear Mark,

Nice to hear from you, and good to know about the lift.

Sorry about that. The problem is, we can't get the parts. But we're doing our best. I think we can repair the lift next week.

There's a catalogue with this letter; to say sorry for the inconvenience. Perhaps you'd like a 50% discount on a new carpet for your lift?

Give me a call if you want to talk.

Yours faithfully,

Henry Otis

## Output

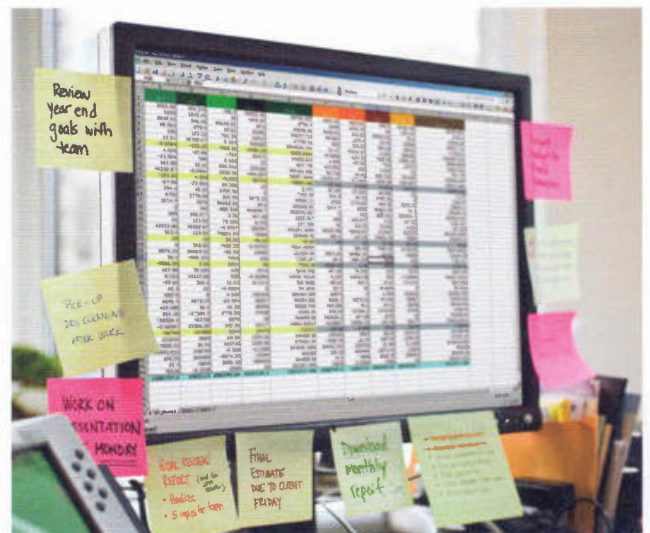
**7** Exchange formal emails with a partner. Student A: read the information below. Student B: turn to page 115.

### Student A

- 1 You are the manager of a bus company. Student B has a company that supplies fuel economy systems for your buses. These systems normally save fuel, but, at the moment, your buses are using 10% more fuel than usual. Write a formal email to Student B to complain.
- 2 You receive a formal email from Student B. Write a reply.

## Glossary PAGE 152

apology  
database  
discount  
inconvenience  
lift  
make up for  
workshop



- ▶ identifying problems and solutions
- ▶ writing emails
- ▶ agreeing on a plan of action in a meeting

### 2.6 Case study Rock tour

#### Discussion

**1** In small groups, imagine you are a rock group on a world tour. What sort of problems can you face?

#### Reading

**2** Read the article and answer these questions.

- 1 Approximately how many fans attended each U2 concert on their 2009–2011 tour?
- 2 Approximately how much did U2 fans pay for a ticket?
- 3 Why are most roadies young and single?
- 4 Why are there so few older groups like U2 and The Rolling Stones?
- 5 Would you like to be a tour manager? Why? Why not?



## ON THE ROAD AGAIN

A concert tour is a multinational business with hundreds of employees and millions of customers. U2's 2009–2011 tour, for example, sold more than 7 million tickets at over 100 venues around the world. It had gross revenues of more than \$700 million. Travelling around the world playing rock music sounds glamorous and exciting, but the reality of life on the road is very different. The musicians and technicians (or 'roadies') are away from home for weeks or months at a time. They work long nights and spend most days travelling in buses from one hotel to the next. There is constant pressure and stress. Few roadies are over 35 and most are single or divorced. Most rock groups split up after only a few years on the road. But perhaps the hardest job is the tour manager's. A tour manager needs to meet every deadline and keep everybody happy – fans, artists, roadies and, of course, the record company.



**3** Einstein are a rock group, currently touring the USA for Hoffmann Records. Read the letter that the record company received and answer these questions.

- 1 What two problems does Alice Chang mention?
- 2 Why isn't the letter addressed to the person who reserves the rooms?
- 3 What two things does she want Hoffmann Records to do?
- 4 What is on Einstein's schedule next week?

Dear Sir or Madam,

I am writing to complain about damage to our Illinois hotels. In Springfield and Burlington, the rock group Einstein or their roadies broke furniture, lights and glasses in bedrooms and in the hotel restaurant. In addition, numerous guests complained about loud music and shouting late at night.

I understand that your people work hard and need to relax, but this behavior is completely unacceptable. We value your company's business but, if these problems continue next week in Iowa and Kansas, we will refuse any future bookings for rock tours.

We would be grateful if you could pay the attached invoice for damages as soon as possible.

Sincerely,

Alice Chang (Ms)

Customer Relations Manager, Redding Hotels



### Internet research

Search for the keywords *top concert tours*. Choose some interesting statistics. Dictate them to a partner.

### Listening

**4** **1:39** Listen to a voicemail message to Einstein's tour manager and answer these questions.

- 1 Who is the caller?
- 2 What are his two problems?
- 3 What action does he request?

### Writing

**5** Work in pairs. Write and exchange emails.

Student A: You work for Hoffmann Records. Write an email to Einstein's tour manager (Student B). Ask them to make sure there are no more problems with Redding Hotels.

Student B: You are Einstein's tour manager. Write an email to your contact at Hoffmann Records (Student A). Ask them to try to find solutions to the problems with concert venues.

### Discussion

**6** After receiving the emails in Exercise 5, the tour manager and Hoffmann Records need a telephone meeting. Student A: read the information below. Student B: look at page 115. Then phone each other to discuss your agendas.

#### Student A

You work for Hoffmann Records. Read your agenda and the ideas given. Prepare what you want to say to the tour manager in the telephone meeting.

1	Reactions to your email to Einstein's tour manager about the damage to the hotels. (Who is responsible? If roadies, ask tour manager to fire them. Ask tour manager to write to Alice Chang to apologize.)
2	Reactions to email from tour manager about venues. (impossible to change venues now - it's too late)
3	Einstein only playing 75 minutes (contract = 90 minutes) and not signing autographs. Ask tour manager to solve problems.
4	New album planned for end of year. Recording in September. New songs ready?
5	Any other business

### Glossary PAGE 153

- awesome
- behavior
- deadline
- fire
- gross revenues
- invoice
- roadie
- venue

# Review 1

## Gaining experience

**1** Match the verbs 1–10 with the phrases a–j to make expressions about internships abroad.

- |              |   |
|--------------|---|
| 1 work       | a) your communication to the local style                |
| 2 acquire    | b) together after work                                  |
| 3 experience | c) without pay  |
| 4 adjust     | d) skills on an internship                              |
| 5 go out     | e) life in another country                              |
| 6 build      | f) before you speak and be diplomatic                   |
| 7 live       | g) relationships between people from different cultures |
| 8 take       | h) with uncertainty                                     |
| 9 think      | i) employers with your experience                       |
| 10 impress   | j) time to make a decision                              |

**2** Complete the sentences with four expressions from Exercise 1.

- It is common for interns to \_\_\_\_\_, but the experience they gain compensates for not receiving a salary.
- In China, team spirit is very important and people often \_\_\_\_\_ to get to know each other.
- Multicultural teams may take more time to make decisions. You need to be patient and \_\_\_\_\_ for a while.
- In a hierarchical organization, everyone respects the boss. Adjust your communication to the local style, \_\_\_\_\_ so that people don't think you are rude.

**3** How do you say these numbers, prices, email addresses, times and dates?

1,400 7,650 3.75 100,000 £4.2m \$820  
 maria@bt.com info@myworld.biz/news 4.30pm  
 10.40am 4 June 2014 21 March 1996

**4** Use an item from the first box and one from the second box to complete the sentences. Look carefully at the whole context.

always nearly always never often rarely sometimes

advertise arrive discuss have leave let

- Yes, it's true. I \_\_\_\_\_ at my office a few minutes late. The traffic is normally bad.
- Before I got my new job, I played tennis with my friends every week, but now I \_\_\_\_\_ time. We only play a few games a year now, in the summer.
- I'm a sales rep, so I know that you \_\_\_\_\_ the customer talk first and tell you their needs. It's important to listen, and then start selling.
- We \_\_\_\_\_ our products in glossy magazines like Vogue, but it's expensive. We do this for 30 to 40% of our products.
- I \_\_\_\_\_ the office at lunchtime, buy a sandwich and sit in the park. Occasionally, I have lunch at my desk, but I don't enjoy it.
- I \_\_\_\_\_ my personal life at work. No one needs to know about it, and I don't ask other people.

**5** Complete the expressions for meeting people and making conversation.

- I'm at the Marriott. Where are you \_\_\_\_\_?
- A:** Nice to meet you. **B:** Nice to meet you, \_\_\_\_\_.
- Excuse me, is this seat \_\_\_\_\_?
- I'm sorry, I \_\_\_\_\_ must go now.
- I see that you work at Siemens. What exactly \_\_\_\_\_ you do there?
- By the \_\_\_\_\_, did you hear the news about Japan?
- Is this your first visit \_\_\_\_\_ Dubai?
- Mei, \_\_\_\_\_ is Gerard from our Paris office.
- Enough about me. \_\_\_\_\_ talk about you.
- It was nice \_\_\_\_\_ to you.

**6** Match the expressions in Exercise 5 with these uses.

- |                                     |  |
|-------------------------------------|--|
| a) a first line with a stranger     | <input type="checkbox"/>   |
| b) introductions and greetings      | <input type="checkbox"/> <input type="checkbox"/>                          |
| c) the early part of a conversation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| d) changing the subject             | <input type="checkbox"/> <input type="checkbox"/>                          |
| e) finishing a conversation         | <input type="checkbox"/> <input type="checkbox"/>                          |

**7** Complete these sentences from emails with a pair of words from the box.

ask/mind call/confirm information/visit let/problems  
 ship/order tell/can't

- Following our \_\_\_\_\_ this morning, I'm writing to \_\_\_\_\_ the dates and times.
- I'm writing with more \_\_\_\_\_ about your \_\_\_\_\_ to our offices in Zürich next week.
- I'm writing to \_\_\_\_\_ you a favour. I hope you don't \_\_\_\_\_.
- I'm writing to \_\_\_\_\_ you that I \_\_\_\_\_ come to the seminar this week. I'm sorry, but I have to go abroad on business.
- Just \_\_\_\_\_ me know if you have any more \_\_\_\_\_ with your product.
- Please let me know when you can \_\_\_\_\_ the \_\_\_\_\_.

**8** Read the sentences about internships and underline the correct words in *italics*.

- Today's employers want graduates with work *experience* / *experiences* and intercultural *tasks* / *skills*.
- The Intern Shop arranges paid and *voluntary* / *free* internships all over the *world* / *worldwide*.
- After working *abroad* / *in abroad* for a year, 90% of our clients find a *fixed* / *permanent* job in less than a month.
- You will plan and organize work *schedules* / *registers* and manage a team of *colleagues* / *colleges*.
- We provide free accommodation and language training *on site* / *on the site*, and a monthly *money* / *allowance* of \$500.
- One of Brazil's largest providers of *logistic* / *logistics* services has an excellent *option* / *opportunity* for a future manager in its Recife warehouse.
- You have a good *degree* / *graduation*, preferably in *economy* / *economics* or business studies, and the ability to learn languages quickly.

# Review 2

## Customer satisfaction

### 1 Match the words in the box with the definitions 1–5.

consumer customer lead prospect referral

- 1 This person is a possible future customer. The chances of this are low, but the company still contacts them. \_\_\_\_\_
- 2 This person is a possible future customer. The chances of this are high, and the company may already be in contact with them. \_\_\_\_\_
- 3 This person goes into a store and buys something. They are the end user. \_\_\_\_\_
- 4 This person buys something at any point in the chain. They may be a manufacturer buying from a supplier, a distributor buying from a manufacturer or the end user buying from a store. \_\_\_\_\_
- 5 This person becomes a new customer because an existing customer recommends them. \_\_\_\_\_

### 2 Read the text. Replace the definitions in bold with the expressions in the box.

a faulty product apologize customer satisfaction deal with complaints properly delivery date dial the number exchange the product get back to them get through give a refund hang up provide technical support return your call ship a product

In business, it's important to keep a high level of (1) **pleasure that people get when they buy things from you**. How do you do this?

First, make sure that when you (2) **send a product by air, sea or road**, the customer receives it by the agreed (3) **time that the goods arrive at a place**.

Second, (4) **take the right action when the customer says there is a problem**. So, if somebody calls to complain about (5) **something that is not working or is broken**, make sure you (6) **say sorry** first and then offer to (7) **change the product for a new one** or (8) **give them their money back**. Third, make sure you have a helpline to (9) **give help with complicated things like computers** if customers have any problems.

When you speak to customers on the phone, try to make a good impression. First, think about what you want to say before you (10) **press the buttons on your phone**. Then greet the customer and be friendly. If the customer needs information that you don't have, promise to (11) **call them again later**. Before you (12) **finish talking to them**, review the main points and say what the next step is. Of course, sometimes you don't (13) **reach the person you want to speak to**, and go straight to voicemail. In this case, leave a message and say you will call back later, or invite them to (14) **phone you back**.

### 3 Match questions 1–5 with the contexts a–e.

- 1 Can I call you back later?
- 2 Could you call me back later?
- 3 Would you like to call back later?
- 4 Would you like me to call you back later?
- 5 Shall I call you back later?

- a) asking if you can do something: informal
- b) asking if you can do something: informal/neutral
- c) asking if you can do something: polite
- d) asking if the other person can do something: neutral
- e) asking if the other person can do something: polite

### 4 Put the telephone conversation in the correct order. Then read it with a partner to check that it makes sense.

A:

- a) Just a moment, please. I'll put you through. [no answer]
- b) So, that's Pierre Bonnet from Design Solutions on 0033 12365478.
- c) I'm sorry. She isn't available this morning. Can I take a message?
- d) Good morning, DataSoft. How can I help you?
- e) Good. I'll ask her to get back to you as soon as possible.
- f) Of course. Could I have your name, please?

B:

- g) Yes, please. Could you ask her to call me back? My number is 0033 – that's the code for France – 12365478.
- h) Good morning. I'm calling about a project I'm working on with Magda Kowalski. I'd like to talk to her about something.
- i) That's right.
- j) Yes, this is Pierre Bonnet from Design Solutions.

### 5 Complete these sentences from emails with a pair of words from the box.

apologies/error behaviour/unacceptable complain/addition contact/questions grateful/possible problem/attention unfortunately/technical working/resolve

- 1 Thank you for bringing this \_\_\_\_\_ to our \_\_\_\_\_.
- 2 Please accept our sincere \_\_\_\_\_ for this \_\_\_\_\_.
- 3 \_\_\_\_\_ we are having some \_\_\_\_\_ problems.
- 4 We are \_\_\_\_\_ to \_\_\_\_\_ this problem.
- 5 We would be \_\_\_\_\_ if you could phone us as soon as \_\_\_\_\_.
- 6 Please feel free to \_\_\_\_\_ me again if you have any other \_\_\_\_\_.
- 7 I am writing to \_\_\_\_\_ about damage to our hotel by the rock group *Einstein*. In \_\_\_\_\_, guests said there was shouting late at night.
- 8 This \_\_\_\_\_ is completely \_\_\_\_\_.

# 3 Product and process

- ▶ understanding the supply chain
- ▶ supply chain problems and solutions

## 3.1 About business Supply chain management

### Brainstorming

1 Read the text. With a partner, discuss what 'right' means in each sentence.

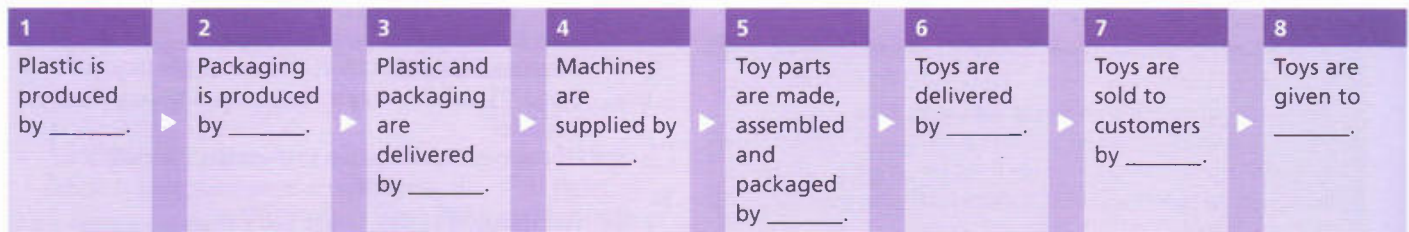
#### Every company tries to deliver:

- the right product
- in the right quantity and condition
- with the right documentation
- to the right place
- at the right time
- at the right price.

The 'right' product is exactly the product that the customer needs or wants and can't buy from another manufacturer.

### Reading

2 Read the first two paragraphs of the article opposite and complete the flow chart.




3 Read the rest of the article. Choose the best summary.

- Lasseter has no stock, no cash and no customers. The solution is better software and planning.
- Lasseter has no raw materials, too many customers and too much cash. The solution is better communication and automated systems.
- Lasseter has no raw materials, too much packaging and no cash. The solution is better communication and planning.

4 Read the text again and mark these statements *T* (true) or *F* (false).

- Lasseter's customers are children.
- It is Jake's job to coordinate purchasing, production, packaging, shipping and cash flow.
- With the recent delivery of new boxes, Lasseter can now supply the toy shops which are out of stock.
- Polyplasto can supply the plastic pellets immediately.
- The bank manager is unhappy because Lasseter doesn't give its customers credit.
- Sharing information between partners in the supply chain only helps the manufacturer.

### Listening

5  1:40 Listen to a meeting at Lasseter and write down the three problems they discuss. Then match the problems with the arguments they give.

Problems	Arguments
1 _____	a) Sharing information helps suppliers, but it can give competitors an advantage.
2 _____	b) Foreign suppliers offer lower prices, but local workers could lose jobs.
3 _____	c) A single supplier is risky, but having several suppliers is more expensive.

### Roleplay

6 In small groups, roleplay a meeting at Lasseter. Discuss the three points on the agenda on page 115. Take decisions.

### Internet research

Search for the keywords *supply chain jobs*. With a partner, discuss which jobs you would or would not like to do.

### Glossary PAGE 153

cash flow  
labour  
pellet  
process  
purchasing  
put all your eggs in one basket  
stock  
storage



## Supply chain software rescues toy factory

Jake Lasseter is the CEO and supply chain manager at Lasseter Ltd, a family business that manufactures plastic toys. To make and deliver toys to children, Lasseter needs the help of many different partners.

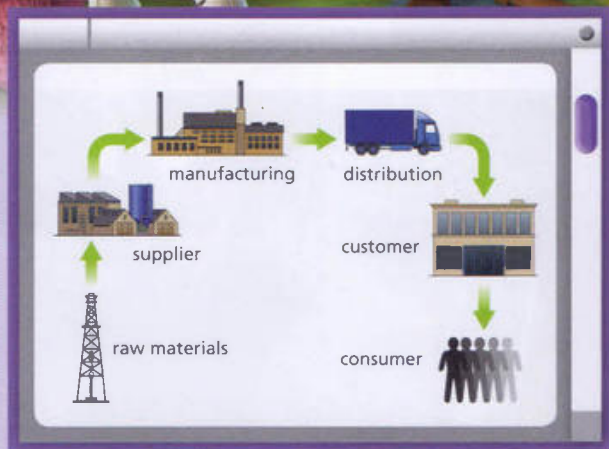
5 First of all, Jake buys pellets (small balls of plastic) from Polyplasto Inc., a multinational that produces plastics from oil. Then he buys boxes and packaging for the toys from Packobox Ltd. The plastic pellets and the packaging are delivered by Bigtruck Ltd, a logistics  
10 provider.

In the factory, the pellets are used to make plastic parts for toys in special machines that Jake buys from IPM (International Plastics Machines) plc. The toy parts are assembled and packaged in Lasseter's factory.

15 After that, Smalltruck Ltd (another logistics company) ships them to toy shops. Finally, the toys are sold to customers and given to children: the end users.

A supply chain needs careful management. When the factory needs more plastic, Jake calls Polyplasto  
20 to place an order. Polyplasto prepares the pellets and Bigtruck delivers them. From time to time, Jake calls the toy shops. If they need more toys, Jake asks Luke, who is head of packaging, to ship some more. Every Friday, Smalltruck delivers the toys to the toy shops.

25 Everything seems efficient, and everybody is happy. Or not ...



In fact, Lasseter is in serious trouble because the supply chain is not efficient: information is not communicated from one partner to another. It's Friday,  
30 and the toy shops are out of stock. When Jake calls packaging to ask them to ship more toys, Luke is very unhappy. He has 400,000 boxes, just delivered by Bigtruck, but no storage space. And there are no toys to put in all these boxes, Luke complains. Brendan, the production manager, can't make any because there is  
35 no more plastic!

Jake calls Polyplasto. They have pellets in stock, but Bigtruck can't deliver them because all their trucks are busy. A Smalltruck driver is waiting outside Lasseter's  
40 factory, but there are no toys ready for delivery. Finally, the bank manager is on the phone: there's no cash to pay the salaries. This is because suppliers are paid on delivery, but customers pay weeks or months later.

Fortunately, there's a happy ending when Jake  
45 installs new Supply Chain Management (SCM) software. Using automated systems, all the key business processes are integrated into a single system. Now Jake can plan all Lasseter's needs for materials, services, storage space, labour, credit and  
50 cash. Soon everything is more efficient. And everyone – suppliers, manufacturer, customers and bank manager – is happy again.

Using automated systems, all the key business processes are integrated into a single system.

# 3 Product and process

- ▶ partners in a supply chain
- ▶ vocabulary relating to the production process
- ▶ stages in a product life cycle

## Internet research

Search for the keywords *slavery footprint*. Take the test to find out how many slaves work for you in your supply chains.

## 3.2 Vocabulary Supply chain and product life cycle

### Brainstorming

**1** With a partner, read the situation and brainstorm your ideas.

Imagine you buy a box of golf balls in a sports shop. Before you open the box, a lot of different people handle the balls, the box and the materials used to make them. Who are they?

**2** Match the partners 1–6 with their role in the supply chain a–f.

- |                  |   |
|------------------|---|
| 1 A buyer        | a) sells raw materials, parts or packaging to the manufacturer.           |
| 2 A supplier     | b) makes products in a factory.   |
| 3 A manufacturer | c) delivers materials or products to the manufacturer or to the customer. |
| 4 A forwarder    | d) buys and uses the product.   |
| 5 A retailer     | e) purchases raw materials or parts needed to make the product.           |
| 6 A customer     | f) sells products to customers in a shop or a store.                      |

### Reading and vocabulary

**3** Read the text. Number the production steps in the correct order.

- assembly    packaging    purchasing    shipment    testing



## How does a **FACTORY WORK?**

In-one Ltd manufactures golf balls in its South Wales factory. The main raw materials for making golf balls are rubber and plastic. The factory's buyers **purchase** the raw materials from specialist suppliers. The materials are delivered and **checked** for quality. They are then **stored** near the production area. **Stock** is managed carefully so that the factory can never **run out of** materials. In the workshop, robots **assemble** the rubber balls and plastic covers and paint them different colours. **Labour** is expensive, so there are more machines than workers. The golf balls are inspected and some of them are tested using special equipment. After that, the finished goods are **packaged**. They are stocked in the forwarder's **warehouse**, not on the factory site. Every year, In-one **ships** several million golf balls to retailers, where customers – some of the world's 60 million golfers – can buy them.

**4** Match the words in bold in the article with the definitions below.

- 1 a large building where goods are prepared for delivery \_\_\_\_\_
- 2 work done by people \_\_\_\_\_
- 3 sends products to customers \_\_\_\_\_
- 4 kept ready to be used \_\_\_\_\_
- 5 buy from another business \_\_\_\_\_
- 6 materials in reserve \_\_\_\_\_
- 7 examined to make sure everything is correct \_\_\_\_\_
- 8 put different parts together \_\_\_\_\_
- 9 not have enough \_\_\_\_\_
- 10 put in boxes \_\_\_\_\_



### Listening

**5** 🎧 1:41 Listen to a lecture about product life cycle. Number the stages in the correct order.

- |                                     |                                       |                                     |                                      |
|-------------------------------------|---------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> design     | <input type="checkbox"/> distribution | <input type="checkbox"/> extraction | <input type="checkbox"/> manufacture |
| <input type="checkbox"/> processing | <input type="checkbox"/> recycling    | <input type="checkbox"/> repair     | <input type="checkbox"/> use         |

**6** 🎧 1:41 Complete the descriptions of the product life cycle stages. Then listen again and check.

- Raw materials like iron ore, trees or oil are \_\_\_\_\_ from the ground or from the sea.
- Raw materials are \_\_\_\_\_ to make materials like steel, wood or plastic.
- The product is \_\_\_\_\_ to be easy to produce and use.
- The product is \_\_\_\_\_ in large quantities to reduce costs.
- The product is \_\_\_\_\_ to customers by ship, train, truck or plane.
- The product is \_\_\_\_\_ by consumers.
- If it breaks, the product is \_\_\_\_\_ by the manufacturer.
- The product is \_\_\_\_\_ at the end of its useful life.

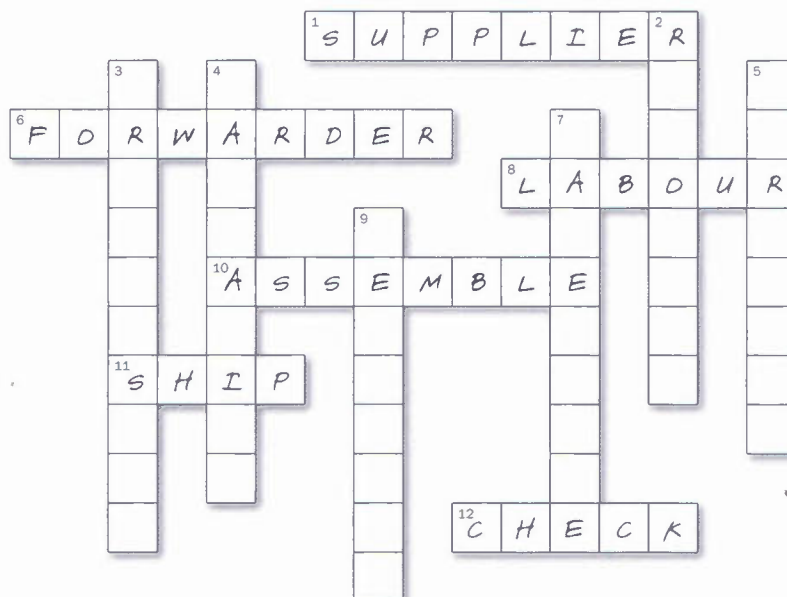
**7** 🎧 1:42–1:47 Listen to six people talking about their work. Which stage in the product life cycle is each speaker talking about?

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

**8** Work with a partner to complete your crossword. Take turns to give definitions for the words you have. Don't say the word itself. Write the missing words. Student A: use the crossword below. Student B: use the crossword on page 122.

B: What's 1 across?

A: A person or a company that sells materials, parts or packaging to a manufacturer.



### Glossary PAGE 153

ground  
handle  
iron  
oil  
ore  
site  
slave  
steel

# 3 Product and process

- ▶ prepositions of place
- ▶ prepositions of movement
- ▶ present simple passive

## 3.3 Grammar Prepositions and present simple passive

### Prepositions of place

1 Label the diagrams with the prepositions of place to say where the man in blue is.

above at behind below between in in front of next to on on top of under



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_



9 \_\_\_\_\_

10 \_\_\_\_\_

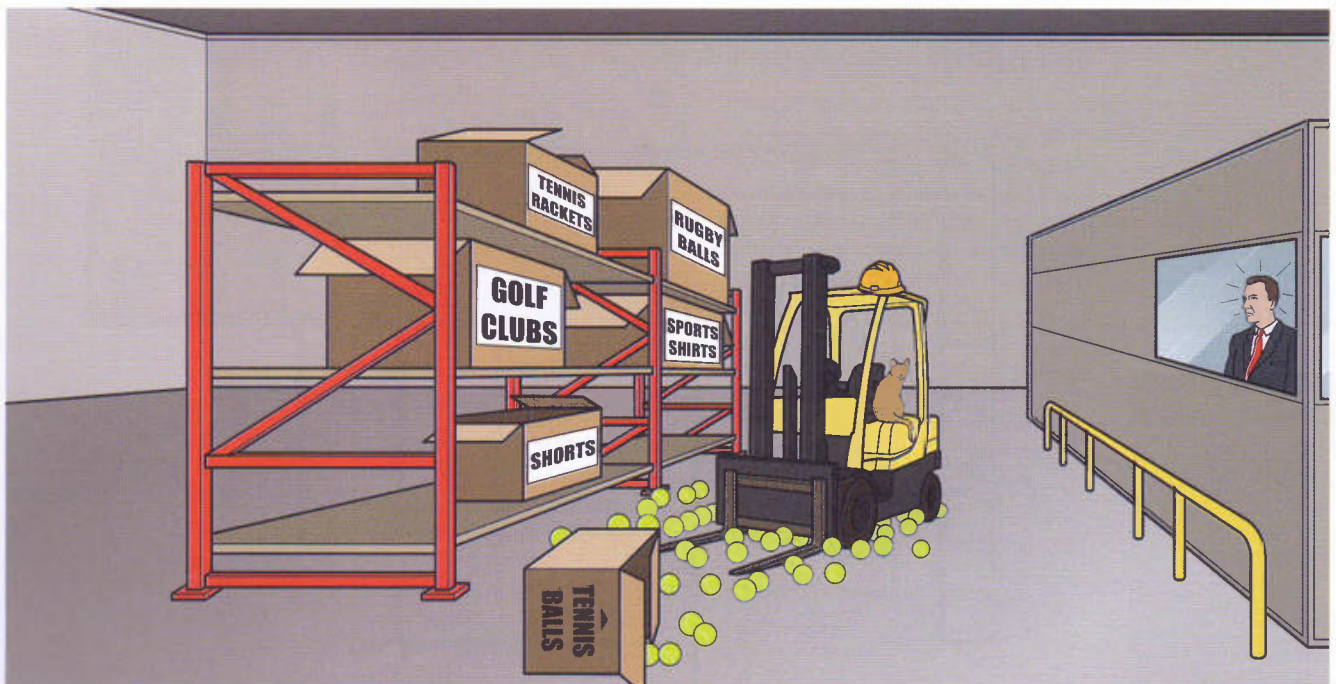
11 \_\_\_\_\_

2 Work with a partner. Student A: look at the picture below. Student B: look at the picture on page 116. Take turns to ask and answer questions to find the differences and complete your drawings.

A: Can you see a box of tennis rackets?

B: No, I can't. Where are they?

A: They're on the rack, above the golf clubs.



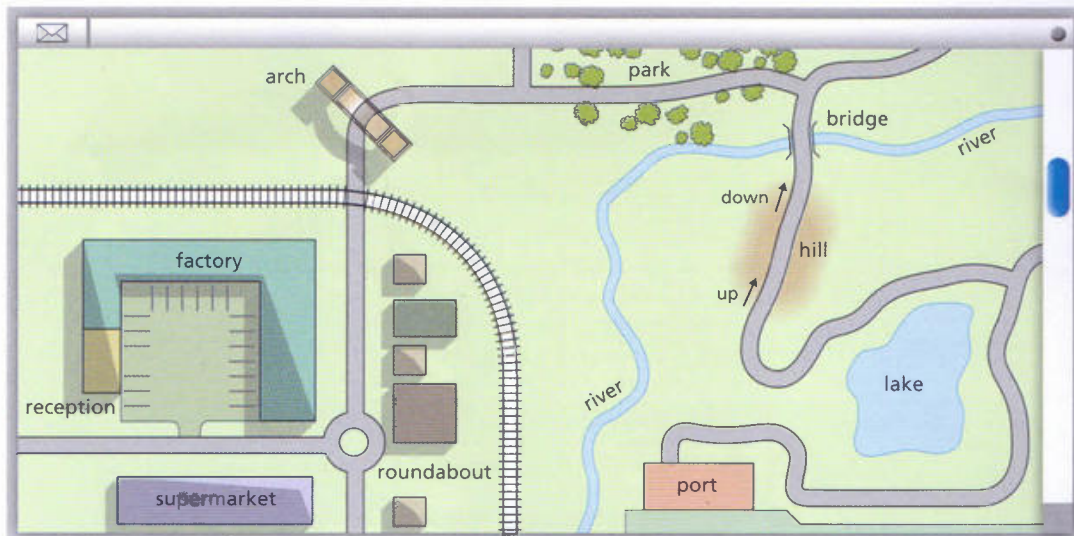
## Internet research

Search for the keywords *how \*is/are made*. Choose a process you are interested in. Present it to a partner.

## Prepositions of movement

3 Complete the directions to the factory. Use the prepositions of movement in the box.

across down into out of over past round through towards under



INBOX REPLY FORWARD

Hi,  
 Here's a map and directions to our factory. When you leave the port, turn right. The road goes (1) \_\_\_\_\_ the lake. Then, go up a small hill. When you come (2) \_\_\_\_\_ the other side, there's a river and a bridge. Go (3) \_\_\_\_\_ the bridge and turn left. Go (4) \_\_\_\_\_ the park. When you come (5) \_\_\_\_\_ the park, go straight on. Drive (6) \_\_\_\_\_ the arch. The road goes (7) \_\_\_\_\_ the arch and then (8) \_\_\_\_\_ a railway line. Be careful: it's dangerous! After that, you go (9) \_\_\_\_\_ several small buildings, then turn right at the roundabout. The factory is on the right, opposite a supermarket. Drive (10) \_\_\_\_\_ the car park. Reception is on the left. Don't worry, it's very easy to find!

4 With a partner, take turns to give directions to your home, your place of work, the airport, or the railway station.

## Present simple passive

5 1:48 Listen to a visit to a cookie factory and answer these questions.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1 What is added after mixing?         | 4 Who operates the machines?     |
| 2 Why do they use moulds?             | 5 What happens before packaging? |
| 3 How long are the cookies baked for? | 6 What is the final stage?       |

6 1:48 Complete the process of how to make cookies. Use the present simple passive of the verbs in brackets. Then listen again and check.

- First of all, the flour, butter, eggs and sugar *are mixed* in large containers. (mix)
- Then the chocolate chips \_\_\_\_\_ . (add)
- Next, the cookie mix \_\_\_\_\_ into silicone moulds. (pour)
- After that, the cookies \_\_\_\_\_ in the ovens for eleven minutes. (bake)
- Everything \_\_\_\_\_ by machines. (do)
- Excuse me, but \_\_\_\_\_ the machines \_\_\_\_\_ by people? (operate)
- No, they aren't. They \_\_\_\_\_ by computer. (control)
- The cookies are very hot. They \_\_\_\_\_ for fifteen minutes. (cool)
- After that, they \_\_\_\_\_ . (pack)
- Finally, the cookies \_\_\_\_\_ to customers worldwide. (ship)

7 Work in small groups. Take turns to make virtual visits to factories that make pizzas, doughnuts, bread or cakes. Use the present simple passive to describe these processes.

## Glossary PAGE 153

bake  
 container  
 forklift truck  
 mould  
 pour  
 rack  
 roundabout  
 weight



# 3 Product and process

▶ expressions for presenting a process

▶ presenting the ordering and returns processes

## 3.4 Speaking Presenting a process



**1** With a partner, use the prompts below to make questions about distribution centres.

- 1 How / goods / deliver to the distribution centre?  
*How are the goods delivered to the distribution centre?*
- 2 How / goods / identify?
- 3 Where / goods / store?
- 4 How / a customer's order / prepare?
- 5 Who / prepare / the customer's order?
- 6 What documents / send / with the customer's order?

**2** Why is question 5 in Exercise 1 not in the passive?

**3** Match the questions in Exercise 1 with the answers below.

- a) An invoice or a delivery note.
- b) Order fillers.
- c) Products are picked from the racks and packed in a box.
- d) On pallets in large trucks.
- e) On racks or in boxes on pallets.
- f) With bar codes or electronic tags.

### Listening

**4** 1:49 Listen to a presentation about how a distribution centre works and underline the correct answers.

- 1 A distribution centre stocks *thousands / millions / billions* of products.
- 2 Every item is recorded on *a picking list / a packing list / a database*.
- 3 When you order, the store sends the distribution centre *a picking list / a packing list / a database*.
- 4 Goods are often shipped *48 hours / 24 hours / a few hours* after the order is placed.

**5** 1:49 With a partner, find suitable words to complete the useful expressions in the checklist. Then listen again and check your answers.

### Useful expressions: Presenting a process

#### Starting

Thank you for \_\_\_\_\_ me here today.  
I'm here to \_\_\_\_\_ you ...  
I'd like to \_\_\_\_\_ by ...

#### Sequencing

First of \_\_\_\_\_, ...  
Next, ...  
Are there any questions so \_\_\_\_\_?  
Moving \_\_\_\_\_ ...  
Then, ...  
After \_\_\_\_\_, ...  
Finally, ...

#### Finishing

I'd like to finish by \_\_\_\_\_ out ...  
If you have any questions, I'll be happy to \_\_\_\_\_ them.





### Internet research

Search for the keywords *bad presentations* to see videos of common mistakes in presentations. List some dos and don'ts. Compare with a partner.

### Glossary PAGE 154

- crash
- pack
- pallet
- pick
- picking list
- strike
- tag

### eWorkbook

Now watch the video for this unit.

#### 6 Match 1–4 with a–d to make sentences about a distribution centre.

- |   |   |
|---|---|
| 1 When you order products from an online store,     | a) they are identified with an electronic tag.            |
| 2 When the goods arrive at the distribution centre, | b) we don't know what we have and where everything is!    |
| 3 If we don't record everything in the database,    | c) a picking list is sent to the distribution centre.     |
| 4 When you place your order,                        | d) it's the distribution centre that sends your products. |

#### 7 With a partner, take turns to ask and answer questions. Invent suitable answers.

- A: *What happens when you press the green button?*  
 B: *When you press the green button, the machine starts.*

- 1 when you press the green button
- 2 when you press the red button
- 3 when the picking list is received
- 4 when a product is not in stock
- 5 if two customers want the same item
- 6 if the electronic tags don't work
- 7 if the database crashes
- 8 if there's a truck strike

#### Presentation

**8** Work in pairs of As and Bs to prepare a presentation. Student As: turn to page 117. Student Bs: turn to page 121.

**9** Now work in A/B pairs. Student A: present your process. Student B: listen and ask questions. Then change roles.

# 3 Product and process

- ▶ analysing direct and indirect language
- ▶ referring to additional information
- ▶ emphasizing instructions
- ▶ writing instructions

## 3.5 Writing Instructions and directions

### Discussion

#### 1 In small groups, discuss these questions.

- 1 Damaged products are usually returned to a distribution centre, not to the manufacturer. Why is that?
- 2 Some websites don't deliver to the customer's home. Why not?
- 3 What is the advantage of pickup points for a) the seller and b) the customer?

### Models

#### 2 Read the messages to two customers and answer the questions.

- 1 What are Mrs Branston's and Mr Matthews' problems?
- 2 What are the solutions?
- 3 What extra information is given to each customer?

✉ INBOX REPLY ◀ FORWARD ▶

[as subject]: Re: RMA # 01785/2934-62

Dear Mrs Branston,  
Thank you for your return request. Your RMA (return merchandise authorization) number is in the subject line above. Please see the instructions below for returning your purchase. We will repair, replace or refund your product as soon as possible.

Yours sincerely,  
Emily Richardson  
Customer Services

*Instructions: Returning merchandise*

- 1 Your product must be returned in its original packaging. Remember to include all accessories, cables, etc.
- 2 Enclose a copy of the invoice or delivery note. Be careful not to send the original documents.
- 3 Ensure that your product is properly packaged.
- 4 Don't forget to mark the box with your RMA number.
- 5 Make sure the product is returned postage paid and insured.

✉ INBOX REPLY ◀ FORWARD ▶

✉

Dear Mr Matthews,  
Thank you for your email. Unfortunately, Coldstar refrigerators cannot be delivered to your home. However, you can order online and collect your product from one of the following pickup points: Bournville, Oxted, Newton or Saxham. The nearest pickup point to your address is in Newton. Please use the attached directions.

Sincerely yours,  
Andrew Forrest

✉

*Directions to Coldstar pickup point, Newton.*

Follow signs to Newton Airport. Go past the airport towards Winterton and turn right onto Boundary Road. When you come to the river, go over the bridge and through Hampton village. Cross the railway and turn right at the roundabout. (Make sure you don't turn left – it's a very bad road.) Go under the motorway and into the Industrial Estate on your left. The Coldstar pickup point is just behind the fast-food restaurant. Be sure to bring your order confirmation number.

## Internet research

Search for the keywords *returns policy*. Compare the returns policies of well-known retailers. Which ones are easy or difficult to understand? Compare your findings with a partner.

## Analysis

3 With a partner, complete the sentences with words from the box.

direct 'don't forget' 'follow' indirect 'please' 'unfortunately'

- 1 The emails use \_\_\_\_\_ language like \_\_\_\_\_ and \_\_\_\_\_ to be polite.
- 2 The instructions and directions use \_\_\_\_\_ language like \_\_\_\_\_ and \_\_\_\_\_ to be clear.

## Language focus

4 Match the words in the box with the places where the reader can find more information.

above attached below enclosed the following

- 1 before the current paragraph \_\_\_\_\_
- 2 after the current paragraph \_\_\_\_\_
- 3 in a list after the current sentence \_\_\_\_\_
- 4 in a separate document with an email \_\_\_\_\_
- 5 in a separate document with a letter \_\_\_\_\_

5 Replace the words in **bold** with a word from Exercise 4. (One word is used twice.)

- 1 Please send all information to the address **at the top of the page**.
- 2 You will find **included in the envelope** a cheque for £25.
- 3 Please contact one of the after-sales service points listed **at the end of this email**.
- 4 Please find **in addition to this email** an Excel file with full details.
- 5 We cannot exchange your product for **the reasons listed here**: out of guarantee, ...
- 6 As mentioned **in my introduction**, it is not our policy to give refunds.

6 Look at the example sentence below. The words in **bold** are used to emphasize instructions. Find five more expressions that are used in the same way in the instructions and directions in Exercise 2.

*Remember to include all accessories.*

7 With a partner, take turns to emphasize important instructions using the prompts in brackets.

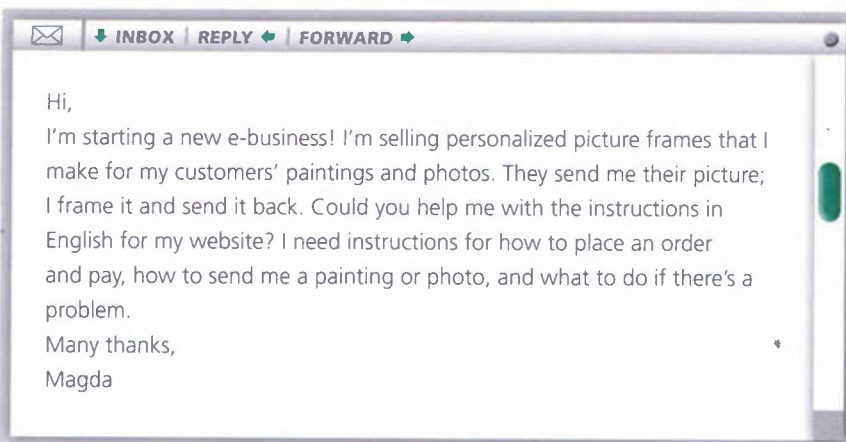
A: *I'm sending this phone back. (make sure/charger)*

B: *Make sure you include the charger.*

- 1 I'm sending this phone back. (forget/postage and insurance)
- 2 This tablet PC is going back to the manufacturer. (ensure/RMA/on the box)
- 3 I don't have the original box any more. (be sure/package/properly)
- 4 This watch isn't waterproof. (careful/in the swimming pool)
- 5 I have a long flight tomorrow, but I've got my mp3 player. (remember/charge battery)
- 6 The RMA is only valid for 60 days. (make sure/forget to send)

## Output

8 Read the email. Write a reply to Magda.



INBOX | REPLY | FORWARD

Hi,  
I'm starting a new e-business! I'm selling personalized picture frames that I make for my customers' paintings and photos. They send me their picture; I frame it and send it back. Could you help me with the instructions in English for my website? I need instructions for how to place an order and pay, how to send me a painting or photo, and what to do if there's a problem.  
Many thanks,  
Magda



## Glossary

PAGE 154

accessory  
damaged  
delivery note  
frame  
industrial estate  
pickup point  
policy  
RMA

# 3 Product and process

- ▶ identifying workflow problems at a factory
- ▶ presenting ideas for improving workflow

## 3.6 Case study Digidisc Ltd

### Discussion

1 In small groups, answer the questions.

- 1 Is the room where you are working now practical and well-designed? Why? Why not?
- 2 What changes or improvements can you suggest?



### Listening and reading

2 1:50 Digidisc Ltd is a small electronics company. It makes the Digidisc, a music player that can store your CD collection on a hard disk. Noah Evans is the site manager. He is showing Lily round the factory. It is Lily's first day. Listen and read their conversation. Match the areas on the factory plan with the words from the box.

assembly coffee machine loading bay order processing painting store testing

**Noah:** So, the first thing you see when you arrive in front of the building is the loading bay, on the left. This is where all the parts are delivered, and where the finished products are loaded onto trucks.

**Lily:** Oh, all in the same place?

**Noah:** Yes. But the logistics department is just behind the loading bay, and it's divided into two sections, IN on the left, and OUT on the right. OK, let's go inside. Now, as we come through the main entrance, the packaging department is straight in front of you and logistics is on your left, just round the corner.

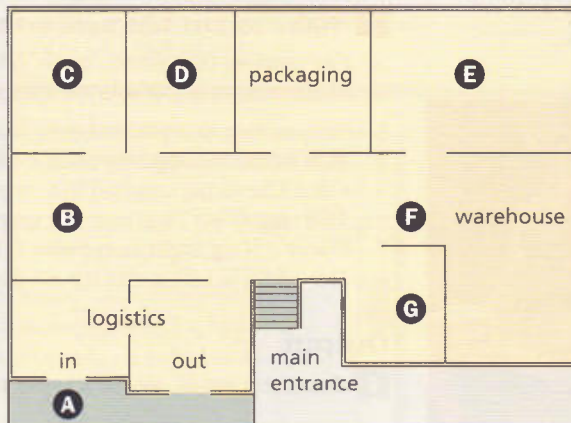
**Lily:** Oh, yes, I see.

**Noah:** When the parts arrive from the loading bay, first they're checked in logistics and then we put them in the store, which is here on the right, between the entrance and the warehouse. Before they're assembled, some of the parts are painted. The painting department is next to packaging, on the left. After painting, the parts go to assembly, on your right, opposite the warehouse. Some of the Digidiscs are tested. The testing department is over there in the opposite corner, next to painting. After that, all the finished products are packaged and then stored in the warehouse. Any questions so far?

**Lily:** No, I don't think so.

**Noah:** OK, so there are just two more important places. The first is order processing, which is the open-plan office between logistics on one side and testing and painting on the other. That's where you're working. And, last but not least, we have the coffee machine, which is over there in front of the warehouse. Are you ready for a cup of coffee?

**Lily:** Oh, yes, please!




## Discussion

**3** With a partner, describe the workflow (how parts and products move around the factory) at Digidisc. Can you see any problems?

- 1 Parts to loading bay  
*First of all the parts are delivered to the loading bay. This can be a problem when the finished products are ready for shipping.*
- 2 Loading bay to logistics
- 3 Logistics to store
- 4 Store to painting
- 5 Painting to assembly
- 6 Assembly to testing and packaging
- 7 Packaging to warehouse
- 8 Warehouse to loading bay

## Listening

**4**  1:51 Noah calls a meeting to discuss the problems. Listen and write the problems. Compare them with your ideas from Exercise 3.

Area	Problems
1 Store	
2 Order processing	
3 Packaging	
4 Warehouse	
5 Coffee machine	



## Internet research

Search for the keywords *advantages and disadvantages of open-plan offices*. With a partner, roleplay a discussion between a manager and an office worker. Decide if open plan is a good idea.

## Glossary PAGE 154

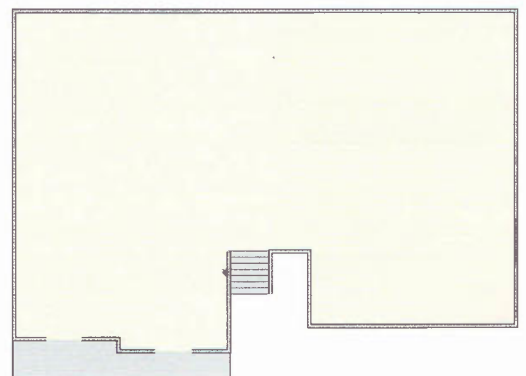
loading bay  
open-plan  
traffic  
workflow

## Discussion

**5** With a partner, discuss how to reorganize the factory to make it more efficient. Prepare a presentation of your new organization and workflow. Use the blank site map to make your plan.

## Presentation

**6** Present your ideas to the class. Vote for the best solution.



▶ the process of getting a job

▶ getting your dream job

### 4.1 About business Getting a job

#### Discussion

**1** Tell a partner about a holiday job you did. What did you do? How did you find it? Did you have an interview?

#### Reading

**2** Read the first three paragraphs of the blog opposite and answer the questions.

- 1 What was Lenny's dream job?
- 2 How did he find the job?
- 3 What risk did he take?

**3** Read the first three paragraphs again and choose the correct answers.

- 1 Lenny a) had family connections b) started a company c) just got lucky.
- 2 Lenny contacted Julie a) by email b) by online chat c) by telephone.
- 3 Julie told Lenny to a) email Annie b) call Annie c) wait for a call from Annie.
- 4 Lenny a) wrote to Annie b) phoned Annie c) waited for Annie to phone.

**4** Read the last three paragraphs of the blog and number the events in the correct order.

- |  |   |
|--|---|
| <input type="checkbox"/> Annie phoned Lenny twice.         | <input type="checkbox"/> Lenny attended interviews in California. |
| <input type="checkbox"/> Lenny answered Annie's questions. | <input type="checkbox"/> Lenny thought about the questions.       |
| <input type="checkbox"/> Annie sent Lenny some questions.  | <input type="checkbox"/> Lenny got the job.                       |
| <input type="checkbox"/> Lenny returned to Brussels.       | <input type="checkbox"/> Lenny attended an interview in Dublin.   |

**5** Read the last three paragraphs again and choose the correct answers. Sometimes more than one answer is correct.

- 1 Lenny took his time to answer Annie's questions because a) they were very difficult b) he wanted to make a good impression c) he was passionate about his work.
- 2 Lenny was sure he was on the short list when he had a) an interview by phone b) an interview in Brussels c) an interview in Dublin.
- 3 At Google headquarters, Lenny a) played volleyball b) had interviews c) met four or five people.
- 4 Lenny received the job offer a) in California b) in New York c) in Brussels.

#### Listening

**6**  1:52-1:54 Listen to three people talking about how they got their jobs. Complete the table.

	Amy	Rob	Denise
1 What was he/she doing before he/she got the job?			
2 What sort of job did he/she find?			
3 How did he/she find it?			
4 Why is he/she happy?			

#### Discussion

**7** In small groups, discuss the questions.

- 1 How difficult is it to get a good job in your country at the moment?
- 2 What are your plans for getting a job?
- 3 Are you prepared to work abroad?
- 4 What is your dream job and how will you get it?

#### Internet research

Search for the keywords *virtual job fair FAQs* to discover how a virtual job fair can help you find a job.

#### Glossary PAGE 154

boring  
creative  
entry-level  
exhausted  
job fair  
passionate  
short list

# HOW I GOT MY DREAM JOB



**FOR SOME PEOPLE**, family connections can help them get their dream job, like Stella McCartney or Ivanka Trump. Others, like Steve Jobs or Mark Zuckerberg, create their own dream. But some people just get lucky, and I guess I'm one of those. My name is Lenny, I'm 28, and this is how I got my dream job with Google.

I was working in an insurance company in Brussels when I read about a virtual job fair – a website where candidates can 'meet' recruiters online. I was bored with my job, so I logged in and looked around: jobs with banks, insurance companies, and then ... Google! Working for an Internet company was my dream, so I opened a chat window and talked to someone called Julie from Human Resources. The opportunity that really got my attention was in New York. It was exactly what I was looking for!

I think I made a good impression because Julie asked for my CV. She told me to wait for someone from New York called Annie to contact me. Well, I didn't want to wait for a call. I did some research and found Annie's full name and an article she had written. I emailed her, commented on her article and said I was looking forward to talking to her. Some people say I took a risk, but I think it's important to get the employer's attention.

I was delighted when Annie replied. She sent me more details about the job and some questions to answer. I took a few days to think, then wrote a very careful reply. I wanted to impress Annie and show that I was passionate about the job. She seemed satisfied. A week later, we had



two phone interviews. They went well. Annie asked me to attend an interview in Dublin, so I was confident that my name was on the short list.

The final interviews were at Google headquarters in Mountain View, California. I had six interviews, some with one interviewer and others with four or five people. I also played volleyball and swam in the pool. Google believe in a creative approach to work, play and life! That evening I was exhausted but happy: I was 99% sure that the job was mine.

I didn't wait long for an answer. As soon as I got back to Brussels, they offered me the job. It was difficult to leave my family and friends, but the idea of living in New York was incredibly exciting. I didn't hesitate – after all, it was my dream job!

**... some people just get lucky, and I guess I'm one of those.**

▶ questions about your CV

▶ adjectives to describe personality

▶ collocations relating to job-seeking

## 4.2 Vocabulary Job interviews

### Answering questions

1 Match the questions 1–6 with the answers a–f.

- 1 Where were you born?
  - 2 Where did you go to school?
  - 3 What did you do when you left school?
  - 4 What did you study at university?
  - 5 Did you do an **internship**?
  - 6 What are you doing now?
- a) I worked **abroad** for a year to earn money and improve my **résumé**.
  - b) Yes, I did a **work placement** in my third year. I was an **intern** at EDF.
  - c) I was born in South Africa, but I **grew up** in England.
  - d) I'm a management **trainee** with an engineering company.
  - e) I went to **primary school** in the country and **high school** in London.
  - f) My **degree** was in geography. I **graduated** two years ago.

2 Match the words in **bold** in Exercise 1 with the definitions below.

- 1 changed from a baby to an adult \_\_\_\_\_
- 2 completed my studies \_\_\_\_\_
- 3 a school for children aged 5 to 11 \_\_\_\_\_
- 4 a course of study or university qualification \_\_\_\_\_
- 5 the American word for CV \_\_\_\_\_
- 6 a student who works in a company \_\_\_\_\_
- 7 someone who is learning a job or profession \_\_\_\_\_
- 8 a school for children aged 11 to 18 \_\_\_\_\_
- 9 a job that a student does to get experience (two expressions) \_\_\_\_\_
- 10 in another country \_\_\_\_\_

3 With a partner, take turns to ask and answer the questions in Exercise 1 about your own CV.

### Internet research

Search for the keywords *career personality test*. Do a test to discover what kind of career is best for you.


### Describing personality

4 What kind of employee are you? Take the personality test to find out.

## What kind of employee are you?

For each point, mark the position on the scale that best describes your personality.

<b>The future:</b>	optimistic ▶	1	2	3	4	5	pessimistic
<b>My career:</b>	ambitious ▶	1	2	3	4	5	unambitious
<b>Working time:</b>	flexible ▶	1	2	3	4	5	inflexible
<b>Working with colleagues:</b>	tolerant ▶	1	2	3	4	5	intolerant
<b>As a manager:</b>	demanding ▶	1	2	3	4	5	undemanding
<b>As an employee:</b>	loyal ▶	1	2	3	4	5	disloyal
<b>Productivity:</b>	hard-working ▶	1	2	3	4	5	lazy
<b>Time management:</b>	organized ▶	1	2	3	4	5	disorganized

5  1:55 Listen to two people talking about the test. Which points do they talk about? Which adjectives describe the woman?

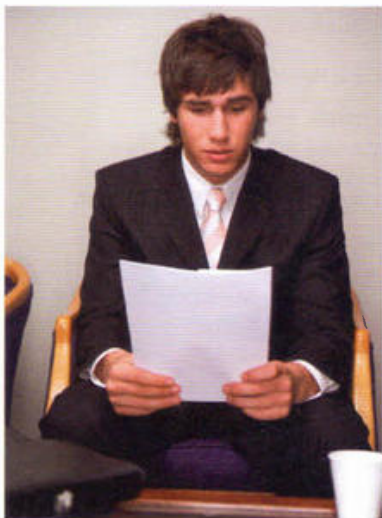
6 With a partner, compare your own answers and give examples.

*I'm optimistic about the future. I'm rarely pessimistic – except at exam time!*

## Reading and vocabulary

**7** Read the article below. Mark the statements **T** (true) or **F** (false).

- 1 It isn't important if your first job is not very exciting.
- 2 It's best to contact as many employers as possible.
- 3 Interviewers are only interested in skills and qualifications, not in how you look.
- 4 It's best just to answer the interviewer's questions.



### HOW TO FIND THE RIGHT JOB

At the beginning of your career, the most important thing is to find a job, any job where you can gain experience and develop your skills. Not many entry-level jobs are really interesting, but they *all* allow you to take the first step on your career path to promotion and management positions.

Don't just send your CV to every company in your region. Read the job ads in newspapers, magazines and online. Visit job fairs to see what sort of jobs employers are offering and what kind of people they are looking to hire. And tell everyone you know that you're looking for work – a personal recommendation can really help.

An interview is the opportunity for the company to get to know you, and for you to make a good impression. Always dress smartly when you attend an interview.

Almost every interviewer will ask about your strengths and weaknesses, so be prepared to talk about what you're good at and what you can improve. Prepare some questions, too: the employer is interviewing you, but you are also interviewing the company!

**8** In each set of five below, match the words 1–10 with a–j to make collocations. Then check your answers in the text.

- |          |                      |                  |                 |
|----------|----------------------|------------------|-----------------|
| 1 job    | a) experience        | 6 attend         | f) weaknesses   |
| 2 gain   | b) a good impression | 7 get            | g) an interview |
| 3 career | c) to hire           | 8 job            | h) jobs         |
| 4 make   | d) path              | 9 entry-level    | i) ads          |
| 5 look   | e) fairs             | 10 strengths and | j) to know      |

**9** Complete the sentences with the collocations from Exercise 8.

- 1 I read all the \_\_\_\_\_ in the newspapers and visited three \_\_\_\_\_, but I didn't find a job.
- 2 Many companies \_\_\_\_\_ new graduates with the potential to follow a \_\_\_\_\_ to management.
- 3 Almost any \_\_\_\_\_ will allow you to \_\_\_\_\_ and be promoted to a better position.
- 4 As soon as I was asked to \_\_\_\_\_, I started to prepare for questions about my \_\_\_\_\_.
- 5 The first interview is to \_\_\_\_\_ the candidates; if they \_\_\_\_\_, they get a second interview.

## Listening and vocabulary

**10** 1:56–1:60 Listen to five people describing their job. Match the people with the jobs below.

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Training Manager     | <input type="checkbox"/> Personal Assistant | <input type="checkbox"/> Public Relations Officer |
| <input type="checkbox"/> Sales Representative | <input type="checkbox"/> Finance Manager    |   |

**11** 1:56–1:60 Listen again and complete the sentences.

- 1 I'm \_\_\_\_\_ for taking orders, presenting new products and taking \_\_\_\_\_ of customers.
- 2 I \_\_\_\_\_ events and I \_\_\_\_\_ with journalists.
- 3 I \_\_\_\_\_ a team of business analysts.
- 4 I \_\_\_\_\_ letters, email and phone calls and I \_\_\_\_\_ the Director's office on a day-to-day basis.
- 5 I \_\_\_\_\_ after the development needs of all departments. I \_\_\_\_\_ with external course providers.

## Roleplay

**12** With a partner, roleplay a conversation between a student and a careers adviser.  
Student A: look at page 117. Student B: look at page 120.

▶ past simple

▶ past continuous

**Refresh your memory****Past simple**

regular verbs:  
infinitive + -ed  
irregular verbs:  
see pages 130 and 138

She *worked* hard  
yesterday.

She *didn't stop* for  
lunch.

*Did she finish* the job?  
completed actions in  
the past

▶ Grammar and practice  
page 130**Past continuous**

*was/were* + -ing  
Sorry, I *was working*  
when you called.  
*Were you working* with  
Holly?

No, I *wasn't working* in  
the office.  
activities in progress in  
the past

▶ Grammar and practice  
page 131**4.3 Grammar Past tenses****Past simple**

**1** 🎧 1:61 With a partner, write the pronunciation – /d/, /t/ or /ɪd/ – of the -ed endings of these regular past simple verbs. Then listen to Holly talking about how she found her dream job and check.

- |               |                |
|---------------|----------------|
| 1 looked / /  | 6 posted / /   |
| 2 dreamed / / | 7 replied / /  |
| 3 talked / /  | 8 wanted / /   |
| 4 asked / /   | 9 seemed / /   |
| 5 emailed / / | 10 offered / / |

**2** Rebuild Holly's sentences with the regular verbs from Exercise 1. With a partner, practise saying them out loud.

- |  |                                    |
|--|------------------------------------|
| 1 ... on his blog.<br><i>I posted a comment on his blog.</i> | 6 ... around a job fair.           |
| 2 They ... me the job.                                       | 7 I really ... to impress Michael. |
| 3 I was delighted when Michael ...                           | 8 ... to someone called Sally.     |
| 4 ... of working for an airline.                             | 9 I ... Michael.                   |
| 5 Sally ... for my CV.                                       | 10 He ... satisfied.               |

**3** With a partner, take turns to ask and answer questions about how Holly got her dream job. Use the prompts below and the verbs in brackets.

A: *Did she get her dream job thanks to family connections?*

B: *No, she didn't. She just got lucky.*

- ... her dream job thanks to family connections? No ... just ... lucky. (get)
- ... about the virtual job fair in a magazine? No ... on the Internet. (read)
- ... it was a strange idea? No ... it was a good idea. (think)
- ... a good impression on Sally? Yes ... a very good impression. (make)
- ... Sally ... her to call Michael? No ... wait for Michael to contact her. (tell)
- ... Michael's name on the website? Yes ... and ... his blog too. (find)
- ... a risk by emailing Michael? Yes ... but ... a calculated risk to get his attention. (take)
- ... Michael ... her an invitation to London? No ... details about the job. (send)
- ... a quick reply? No ... a very careful reply. (write)
- ... phone interviews ... well? Yes ... extremely well. (go)

**4** With your partner, take turns to ask and answer questions about how Sylvester Stallone got his dream job. Student A: look at page 122. Student B: look at page 119.



## Internet research

Search for a biography of a business person you admire. Give a short presentation of their career.

### Past continuous

**5** Match the sentence beginnings 1–6 with the endings a–f.

- |   |   |
|---|---|
| 1 I was working in an insurance company     | a) while I was working in Germany.        |
| 2 His phone rang early in the morning       | b) while they were waiting to be rescued? |
| 3 She was driving and talking on her mobile | c) when I decided to look for a new job.  |
| 4 I first met Magda                         | d) when she had the accident.             |
| 5 Were you already working here             | e) while he was taking a shower.          |
| 6 What did they eat                         | f) when Philip left the company?          |

**6** With a partner, take turns to ask what you were doing when:

- |                        |                            |
|------------------------|----------------------------|
| • the alarm clock rang | • the fire alarm rang      |
| • the bus arrived      | • the lights went out      |
| • the telephone rang   | • the boss arrived         |
| • the lesson began     | • you met your best friend |

A: *What were you doing when the alarm clock rang?*

B: *Oh, I was dreaming about a fantastic job in California.*

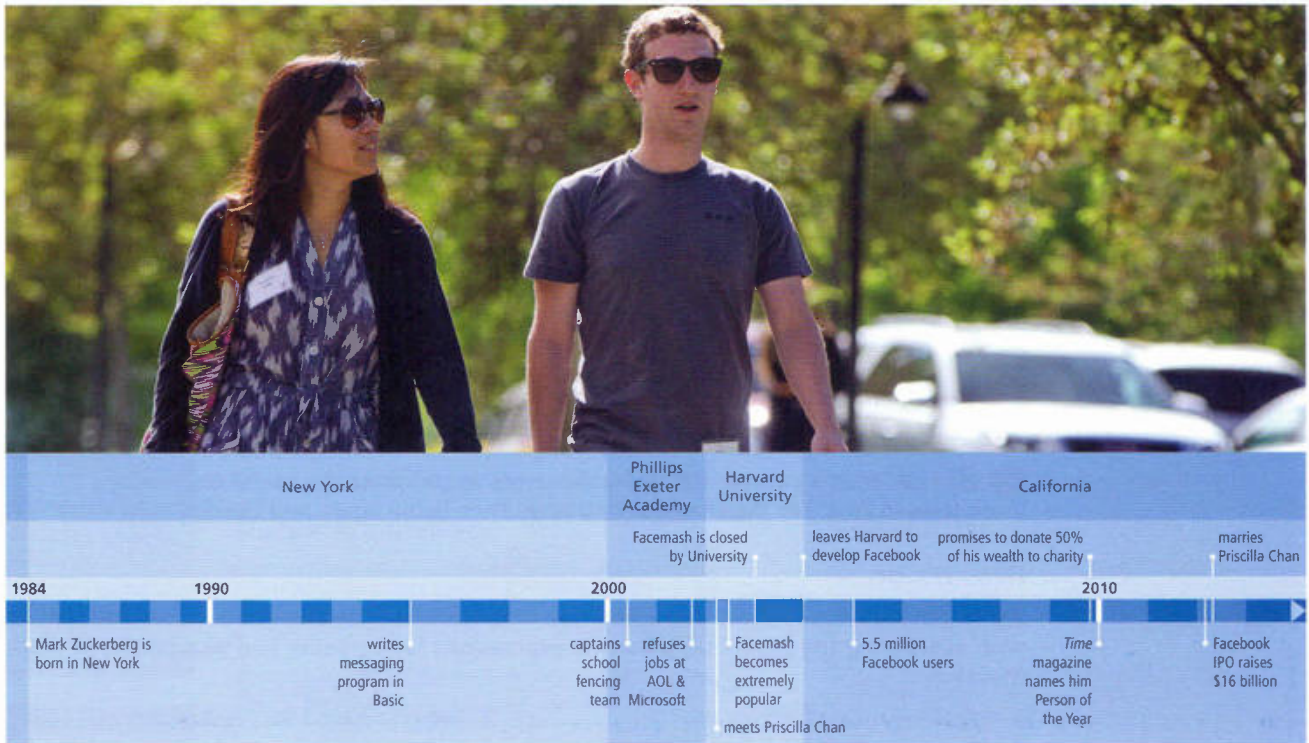
**7** With a partner, take turns to ask what you did while you were:

- |                                |                                       |
|--------------------------------|---------------------------------------|
| • waiting for the plane        | • waiting to be rescued from the lift |
| • staying in New York          | • recovering in hospital              |
| • waiting for the exam results | • waiting for the interview           |
| • looking for a job            | • sitting in the bus                  |

A: *What did you do while you were waiting for the plane?*

B: *Oh, I texted my friends and listened to music.*

**8** Look at Mark Zuckerberg's lifeline. Complete the sentences below with the correct form of the verbs in brackets.



- Zuckerberg wrote 'Zucknet', his first messaging program, when ... (live)
- Zuckerberg was captain of the fencing team while ... (attend)
- Before Zuckerberg went to Harvard, ... (refuse)
- Zuckerberg met Priscilla Chan at a party while ... (study)
- Zuckerberg's Facemash program was becoming extremely popular when ... (close down)
- Soon after Zuckerberg moved to California, 5.5 million people ... (use)
- Zuckerberg became a philanthropist like Bill Gates after *Time*™ magazine ... (name)
- Facebook became a public company one day before he... (marry)

**9** Draw your own lifeline, real or imaginary. Present it to a partner and answer their questions.

### Glossary

PAGE 155

fencing  
IPO  
philanthropist  
raise

# 4

# Job interviews and career

▶ expressions for interviews

▶ roleplaying an interview

## 4.4 Speaking Interviews



### Discussion

**1** Read the statements and note your opinion in the table.

It's a good idea to ...	Yes!	Yes	Probably	No	No!
1 ... do some research on the company and the job before the interview.					
2 ... contact the interviewer on social media before the interview.					
3 ... dress smartly and arrive early.					
4 ... ask a lot of questions in the interview.					
5 ... express strong opinions in the interview.					

**2** With a partner, compare your opinions on the statements in Exercise 1. Give reasons. Use these phrases.

*I really do think*

*I think*

*I tend to think*

*I don't think*

*I really don't think*

*it's a good idea to ..., because ...*

### Listening

**3** 1:62 Jessica is a candidate for a job as a management trainee with Facebook. Listen to Part 1 of her interview and answer the questions.

1 Which five adjectives describe her character?

ambitious demanding flexible hard-working loyal pessimistic tolerant

2 What opinion does Jessica disagree with?

3 What two opinions does Jessica partially agree with?

**4** 1:62 With a partner, find suitable words to complete the useful expressions for interviews in Part 1 of the checklist opposite. Then listen again and check.

### Discussion

**5** In small groups, discuss these subjects. Take turns to 'play devil's advocate' (disagree with everything the others say). Use the expressions for agreeing and disagreeing in the checklist.

1 How to find your dream job.

3 How to have a successful career.

2 How to make a good first impression.

4 How to get rich quickly.

### Listening

**6** 1:63 Listen to Part 2 of Jessica's interview. Complete the sentences.

1 Jessica's strength is \_\_\_\_\_ her \_\_\_\_\_. She's a very \_\_\_\_\_ person.

2 Her weaknesses are that she is sometimes \_\_\_\_\_ and she's not very good at \_\_\_\_\_.

3 Jessica doesn't enjoy doing things \_\_\_\_\_.

4 She enjoys \_\_\_\_\_.

5 The interviewer finishes by inviting Jessica to \_\_\_\_\_.

**7**  **1:63** With a partner, find suitable words to complete the useful expressions for interviews in Part 2 of the checklist. Then listen again and check.

### Useful expressions: Interviews

#### Part 1

##### Discussing objectives

Why do you want to work for Facebook?  
 Why did you \_\_\_\_\_ for this job?  
 I \_\_\_\_\_ to be a part of that.  
 I'd \_\_\_\_\_ to help the company to develop.  
 I \_\_\_\_\_ to gain business experience.  
 I \_\_\_\_\_ to be in my first management position.

##### Agreeing and disagreeing

I (completely) agree (with you).  
 I'm sorry, I \_\_\_\_\_ agree with that.  
 I'm afraid I don't completely agree.  
 I agree with you up to a \_\_\_\_\_.  
 Perhaps you're \_\_\_\_\_, but ...

#### Part 2

##### Discussing skills and qualities

What are your \_\_\_\_\_ and weaknesses?  
 I'm quite good \_\_\_\_\_ managing my work.  
 My friends \_\_\_\_\_ I'm never stressed.  
 I don't enjoy \_\_\_\_\_ things at the last minute.  
 Do you have any weaknesses you'd like to work on?  
 How \_\_\_\_\_ are your communication skills?  
 I really enjoy \_\_\_\_\_ with people.  
 I'm not \_\_\_\_\_ good at public speaking.

**8** Tell your partner about your skills in these areas. Give reasons.

computing languages leadership negotiating presenting  
 problem solving project management time management

*I'm (quite) good at languages. I speak English, Spanish and a little Chinese. I'm not (very) good at writing in foreign languages, though.  
 I enjoy speaking languages because I like travelling and meeting people. I don't enjoy writing them because it's more difficult for me.*

### Roleplay

**9** With a partner, roleplay these interviews using the flow chart below. Take turns to interview and be interviewed.

- an interview for a job with Twitter
- an interview for a job in customer care
- an interview for an internship in a manufacturing company
- an interview for an internship with an international NGO (non-governmental organization)

#### Student A: interviewer

Explain the objective of the interview.  
 Ask about B's professional objectives.

Give a negative opinion.

Agree partially.  
 Ask about B's strengths and weaknesses.

Ask about B's communication/language/  
 computer/management skills.

Thank B and close the interview.

#### Student B: interviewee

Explain your objectives.

Disagree politely.  
 Give a different opinion.

Describe your strengths and weaknesses.

Talk about your skills.

### Internet research

Search for the keywords questions to ask in a job interview. List five good questions to ask. Compare with a partner.

### Glossary PAGE 155

devil's advocate  
 easygoing  
 NGO  
 partially

### eWorkbook

Now watch the video for this unit.

- ▶ analysing order of information
- ▶ expressing information in a dynamic way
- ▶ writing a CV

### 4.5 Writing CVs

#### Discussion

**1** What information do you include in your CV? Mark these ideas *Y* (yes), *N* (no) or *D?* (it depends).

- your age
- your holiday jobs
- your interests
- your marital status
- your pets
- your photo
- your professional objective
- your religion

#### Listening

**2**  1:64 Listen to a recruitment consultant talking about what to include in a CV. Compare what he says with your ideas from Exercise 1.

#### Model

**3** Read the CV. Underline the correct answers.

- 1 Robin is *a woman / a man*.
- 2 Robin wants to become *a trainer / a volunteer / a manager*.
- 3 Robin studied in *Montreal / Toronto / Detroit*.
- 4 Robin has experience in the *restaurant / automobile / tourist* industry.
- 5 Robin is good at *running / singing / languages*.

#### ROBIN A. VANDERVELT

Date of birth: 17 April, 1992  
Nationality: Canadian  
Address: 134 Cedar Avenue, Montreal

#### CAREER OBJECTIVE

I hope to gain experience and develop my skills in a trainee management position with a large industrial company.

#### EDUCATION

2010–2013 B.Com, Rotman School of Management, University of Toronto

#### WORK HISTORY

January–June 2012 *Work placement, General Motors, Detroit, USA*  
I assisted the supply chain manager. I updated the supplier database and coordinated meetings.

July–September 2011 *Holiday job, Abbott Laboratories, Montreal*  
I worked as an administrative assistant. I dealt with all hotel and travel bookings.

June–August 2010 *Holiday job, Quebec Summer Camps*  
I designed, planned and implemented sports and outdoor activities for children aged 10 to 14.

#### POSITIONS OF RESPONSIBILITY

2012–2013 *Volunteer manager, University Women's Center*  
I managed a team of volunteers. We provided information and support for women students.

2011–2012 *Captain, Ontario Women's Student Basketball Team*  
I handled the team's budget, organized matches and ran events.

#### OTHER

Bilingual French/English, fluent Spanish, excellent computer skills  
Driving licence

#### REFERENCES

Available on request

## Internet research

Search for the keywords *example career objectives*. Write a career objective for your CV.

## Analysis

**4** Number these sections in the order they appear in the CV.

- |   |   |
|---|---|
| <input type="checkbox"/> what I know about work       | <input type="checkbox"/> what I want to do              |
| <input type="checkbox"/> who I am                     | <input type="checkbox"/> what other people say about me |
| <input type="checkbox"/> what I know about leadership | <input type="checkbox"/> what I know about my subject   |
| <input type="checkbox"/> what else I can do           |   |

**5** In a CV, it is usual to put the most important information first. Robin is a student, so her education is the most important information. How is the order different for an older person with more work experience?

## Language focus

**6** How did Robin express this information in a dynamic way in her CV?

- 1 I was an intern in the supply chain department.
- 2 I did data entry about suppliers.
- 3 I checked the rooms were free.
- 4 I was a temporary secretary.
- 5 My job was booking tickets and rooms.
- 6 I was a sports and activities leader.
- 7 I helped the other volunteers.
- 8 I checked if we had enough money.
- 9 I spoke to other teams.
- 10 I did all the hard work at events.

**7** Rewrite these sentences from CVs to give a better impression. Use the verbs in brackets.

- 1 I did various jobs in a production department. (assist)  
*I assisted the production manager.*
- 2 I phoned hotels and travel agencies. (deal with)
- 3 I opened letters and signed for deliveries. (handle)
- 4 I gave out brochures on the company stand at an exhibition. (run)
- 5 I was the receptionist for company visitors. (welcome)
- 6 I made sandwiches and coffee in a movie studio. (provide)
- 7 It was my job to imagine new procedures and make people follow them. (design, implement)
- 8 My job was to tell the other people what to do and show them how to do it. (manage, coach)

## Output

**8** Read the notes for Yann's CV. With a partner, decide which information to use and how to organize it. Then write the CV.

## Glossary PAGE 155

bartender  
marital status  
pet  
pickup truck  
regatta  
sailing  
stand  
variable

Yann Leroux, 24 years old, born in Brest, France

Fluent English. Basic German.

Committee member, Brest sailing club, 2007-2009. Did most of the work for annual regatta.

June-August 2011 McDonald's® restaurant, South Kensington, London. Cook then supervisor.

I often go fishing - own pickup truck

January-June 2012 Work placement, Volkswagen, Wolfsburg, Germany. Various jobs in accounts department.

Driving licence

Married, one child aged 2

Helped in parents' hotel and restaurant when I was a kid.

Current address: 18, rue des Moines, Paris

Career objective: a general management position in the hotel and restaurant business

References available on request

June-September 2010 Holiday job, Club Med, Tunisia. Bartender and waiter

MA International Economics, American University of Paris

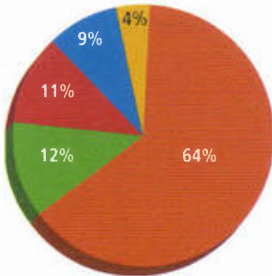
French national poker champion, 2011

Student representative at University - monthly meetings with management

Birthday - April 21st

Motor boat licence

- ▶ reading job advertisements
- ▶ completing an application form
- ▶ simulating a job interview



#### 4.6 Case study Onestop job search

##### Discussion

**1** A *New York Times* survey asked Americans 'How did you find your job?' Try to match the answers in the box with the percentages in the pie chart.

advertisements Internet networking search firms other

**2** Turn to page 120 to see the results of the survey. What do they tell you about the best way to find a job? Is the situation the same or different in your country?

##### Scan reading

**3** Quickly read the three jobs advertisements from onestopjobsearch.biz and answer the questions.

- 1 Which job involves working in front of a computer most of the time?
- 2 Which job involves managing people in a warehouse?
- 3 Which job involves visiting customers?
- 4 Which job does not offer training?
- 5 Which job offers possibilities for promotion?
- 6 Which job does not require a degree in business (or similar subject)?

##### Reading for detail

**4** Read the advertisements again and find expressions that mean:

###### Trainee Sales Representative

- 1 a job in sales for graduates with no experience *an entry-level sales position*
- 2 good pay and job satisfaction \_\_\_\_\_

###### Business Analyst

- 3 do several tasks at the same time \_\_\_\_\_
- 4 finish projects on time \_\_\_\_\_

###### Operations Management Trainee

- 5 (thinking about) all steps in a process \_\_\_\_\_
- 6 an essential requirement \_\_\_\_\_

##### Internet research

Search for the keywords *job interview dos and don'ts*. List some useful tips. Compare with a partner.

##### Glossary PAGE 155

health care  
in the field  
networking  
orthopaedic  
rewarding

##### Writing

**5** Choose one job to apply for. Complete the application form opposite.

##### Simulation

**6** In small groups, take turns to interview each other. Candidate: Give your application form to the interviewers. Interviewers: Look at page 116.



**# HJS 248-04/971 Trainee Sales Representative**

HJS Security Solutions has an exciting opportunity for new graduates in an entry-level sales position. As a leader in our industry, we offer training with experienced professionals, an excellent salary and a rewarding career in sales.

The Sales Development Programme is for candidates with a recent Bachelor's degree in business or similar. Classroom training and working in the field will help you develop your skills and become a successful Sales Representative within our company.

**# OH\* 248-05/459 Business Analyst**

The Orthopaedic Hospital is a leading specialty hospital. We have an exciting opportunity to join our team as a Business Analyst. To qualify, you must have:

- a Bachelor's degree in finance, economics, business or health care
- a working knowledge of Microsoft Excel™ and Microsoft Word™, or similar programs
- good problem-solving skills
- excellent communication skills
- the ability to manage multiple projects and meet deadlines

The successful candidate will be responsible for supporting the management team and helping the organization to achieve its goals.

**# UG\* 248-07/564 Operations Management Trainee**

UnusualGoods is an online marketplace offering high-quality goods at affordable prices. Our business is growing rapidly. We are looking to hire quick learners who enjoy solving business problems from end to end. You will begin in Distribution or Customer Service. After completing training, successful candidates will lead or manage in other parts of our business. Show us what you can do, and we will give you more responsibility. Skills and experience required:

- previous experience is not required but an interest in operations is a must
- Bachelor's degree or higher
- good communication skills

**Application form**

Vacancy number: \_\_\_\_\_ / \_\_\_\_\_ Position applied for: \_\_\_\_\_  
 Title: \_\_\_\_\_ First name: \_\_\_\_\_ Surname: \_\_\_\_\_  
 Email address: \_\_\_\_\_  
 Daytime phone number: \_\_\_\_\_  
 Evening phone number: \_\_\_\_\_

**Work history**

Employer	Position	Reason for leaving

**Education**

School/College/University	Qualifications/Courses of study

**Any other information (e.g. skills, languages, etc.)**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Review 3

## Product and process

### 1 Fill in the missing letters to complete these business expressions.

- 1 pur\_ \_ \_ \_ \_ a product (= buy a product)
- 2 sh\_ \_ the goods (= send the goods)
- 3 manu\_ \_ \_ \_ \_ a product (= make a product)
- 4 asse\_ \_ \_ \_ the parts (= put the parts together)
- 5 deli\_ \_ \_ the goods (= take the goods to a place)
- 6 distr\_ \_ \_ \_ \_ the goods (= supply the goods from a central place)
- 7 pack\_ \_ \_ a product (= put a product in a suitable box)
- 8 a logi\_ \_ \_ \_ \_ provider (= a transport company)
- 9 sell to the e\_ \_ us\_ \_ (= sell to the customer in a shop)
- 10 integ\_ \_ \_ \_ \_ the processes (= connect the processes so that they work better)
- 11 distribute to the reta\_ \_ \_ \_ \_s (= send to the places where consumers buy things from)
- 12 lab\_ \_ \_ costs (= the money paid to factory workers)

### 2 Match beginnings 1–6 with endings a–f to make expressions about how a factory works.

- 1 deliver the materials
  - 2 run out of materials
  - 3 purchase materials
  - 4 package the goods
  - 5 make or assemble the goods
  - 6 inspect the finished goods
- a) from a supplier  
b) on a production line  
c) if stock is not managed carefully  
d) and test them using special equipment  
e) to the factory, ready for use  
f) and take them to an off-site distribution centre

### 3 Put the actions in Exercise 2 in the order they usually happen.

- 

### 4 Underline the correct preposition in *italics*.

- 1 Sales this Christmas were disappointing: 10% *above* / *below* / *next* to target.
- 2 Sales last quarter were good: 10% *above* / *on top of* / *in front of* target.
- 3 There is no direct flight *behind* / *between* / *in* London and Stuttgart.
- 4 When you are doing a presentation, don't stand *at* / *under* / *in front of* the screen.
- 5 I'll meet you *on* / *in* / *at* the bus stop – please wait for me there.
- 6 Visitor parking is *between* / *behind* / *next to* the office. Drive round the building and park at the back.

### 5 Underline the correct verb form in *italics*.

#### How perfume is made

Perfumes, also called fragrances, (1) *traditionally make* / *are traditionally made* using raw materials like leaves, spices, herbs, flowers and fruit. Alcohol and water (2) *also use* / *are also used* to dilute perfumes and soften the smell. First, all the ingredients (3) *bring* / *are brought* to a manufacturing centre. Here, the oils (4) *extract* / *are extracted* and any synthetic fragrances that do not occur

naturally (5) *make* / *are made*. Extracting the oils (6) *does* / *is done* by specific methods, for example, by using steam. Next, scents (7) *blend* / *are blended* together in different quantities to create different perfumes. Cosmetics companies (8) *keep* / *are kept* this information secret. To create the particular strength of perfume, alcohol (9) *adds* / *is added*. Some of the best perfumes (10) *store* / *are stored* for a long time to create stronger scents. When the perfume is ready, it (11) *packages* / *is packaged* and shipped to distributors and retailers. As in any other industry, the Internet (12) *offers* / *is offered* lower prices than stores, and cosmetics companies control online sales carefully to protect their margins.

### 6 Match beginnings 1–8 with endings a–h to make expressions for presenting a process.

- |                       |                                |
|-----------------------|--------------------------------|
| 1 Thank you for       | a) all, ...                    |
| 2 Well, first of      | b) to tell you ...             |
| 3 I'm here            | c) start by explaining how ... |
| 4 I'd like to         | d) inviting me ...             |
| 5 Are there any       | e) the next stage, ...         |
| 6 I'd like to finish  | f) is shipped ...              |
| 7 Moving on to        | g) questions so far?           |
| 8 Finally, your order | h) by pointing out ...         |

### 7 Complete the sentences from a presentation with the expressions from Exercise 6.

- 1 \_\_\_\_\_ here today.
- 2 \_\_\_\_\_ a distribution centre works.
- 3 \_\_\_\_\_ what a distribution centre is.
- 4 \_\_\_\_\_, the distribution centre has millions of products in stock, all in one place.
- 5 \_\_\_\_\_ No? All right, let's continue.
- 6 \_\_\_\_\_ in the process: when you place your order with the store, a picking list is sent to the distribution centre.
- 7 \_\_\_\_\_ and an email is sent to confirm the shipment date.
- 8 \_\_\_\_\_ that your goods are shipped only a few hours after we receive your order.

### 8 Complete the instructions with the phrases in the box.

Be careful not to    Don't forget    Make sure  
Remember to

#### Instructions: Returning merchandise

- 1 Your product must be returned in its original packaging. \_\_\_\_\_ include all accessories, cables, etc.
- 2 Enclose a copy of the invoice or delivery note. \_\_\_\_\_ send the original documents.
- 3 \_\_\_\_\_ to mark the box with your RMA (return merchandise authorization) number.
- 4 \_\_\_\_\_ the product is returned postage paid and insured.

# Review 4

## Job interviews and career

### 1 Underline the correct word or phrase in *italics*.

- For some people, family connections can help them get their *dream job* / *dream work*.
- I read on the Internet about a virtual *job market* / *job fair* – a website where candidates can ‘meet’ recruiters online.
- I was *bored* / *boring* with my job, so I logged in to the website and looked around.
- I talked to someone called Julie from *Human Resources* / *Personnel Resources*.
- I think I *did* / *made* a good impression because Julie asked for my CV.
- I said I was looking forward to *talk* / *talking* to her.
- I think it’s important to get the employer’s *attention* / *kindness*.
- She sent me more *details* / *parts* about the job and some questions to answer.
- I wanted to *impress* / *impression* Annie and show that I was passionate about the job.
- Annie asked me to *present* / *attend* an interview in Dublin.
- I was confident that my name was *in* / *on* the short list.
- That evening, I was *exhausted* / *exhausting*, but happy.
- As soon as I got back to Brussels, they *proposed* / *offered* me the job.
- The idea of *living* / *to live* in New York was incredibly exciting.

### 2 Match the pairs of words or phrases that have a similar meaning.

- |               |                                |
|---------------|--------------------------------|
| 1 abroad      | a) ready to support someone    |
| 2 career path | b) apprentice                  |
| 3 CV          | c) difficult to please         |
| 4 degree      | d) in another country          |
| 5 demanding   | e) knowledge and skills        |
| 6 entry-level | f) low-level                   |
| 7 experience  | g) résumé                      |
| 8 grew up     | h) spent your childhood        |
| 9 internship  | i) stages of your working life |
| 10 loyal      | j) strong points               |
| 11 strengths  | k) university qualification    |
| 12 trainee    | l) work placement              |

### 3 Complete the text with words 1–12 from Exercise 2. Use each word once.

I (1) \_\_\_\_\_ in London but I went to university in Scotland. I did a (2) \_\_\_\_\_ in business administration at Heriot-Watt University. As part of my university studies, I did an (3) \_\_\_\_\_ in the US. It was a very good way to gain (4) \_\_\_\_\_. At first, I couldn’t find a job in the UK, so I worked (5) \_\_\_\_\_ for a year to earn money and improve the ‘work experience’ section of my (6) \_\_\_\_\_. When I returned to the UK, I found an (7) \_\_\_\_\_ job as a management (8) \_\_\_\_\_. This job was difficult because my boss was very (9) \_\_\_\_\_, but this helped me to discover my real (10) \_\_\_\_\_ and weaknesses. After a few months, I left that company because things weren’t going well. I know I wasn’t (11) \_\_\_\_\_ but I couldn’t see a (12) \_\_\_\_\_ for me if I stayed there.

### 4 Complete the exchanges with the correct past simple form of the words in brackets (positive, negative or question form).

- A: \_\_\_\_\_ (she/get) her job thanks to family connections?  
B: No, \_\_\_\_\_ (she/just/get) lucky.
- A: \_\_\_\_\_ (she/make) a good impression in her interview?  
B: Yes, \_\_\_\_\_ (she/make) a very good impression.
- A: \_\_\_\_\_ (she/take) a risk by emailing the interviewer directly?  
B: Yes, \_\_\_\_\_ (she/take) a risk, but \_\_\_\_\_ (she/want) to get his attention.
- A: \_\_\_\_\_ (she/do) any phone interviews?  
B: Yes, and \_\_\_\_\_ (they/go) very well.

### 5 Complete the sentences with the past continuous or past simple form of the verb in brackets. In each sentence, use each tense once.

- While I \_\_\_\_\_ (check) the figures on the spreadsheet, I \_\_\_\_\_ (notice) that the sales total for June was incorrect.
- When I \_\_\_\_\_ (join) the company, they \_\_\_\_\_ (already/expand) their activities in Central Europe.
- The negotiations \_\_\_\_\_ (go) very well until their boss \_\_\_\_\_ (tell) them to stop talking to us.
- The finance director suddenly \_\_\_\_\_ (resign) from the company while the auditors \_\_\_\_\_ (check) the accounts.

### 6 Match the beginnings and endings of the interview questions.

- |                              |                           |
|------------------------------|---------------------------|
| 1 Why did you apply          | a) and weaknesses?        |
| 2 How do you feel about      | b) you would like to ask? |
| 3 How do you see your future | c) communication skills?  |
| 4 What are your strengths    | d) in five years’ time?   |
| 5 How good are your          | e) for this job?          |
| 6 Do you have any questions  | f) working abroad?        |

### 7 Match the beginnings and endings of the replies to interview questions.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1 I’d like to help              | a) to be in a management position. |
| 2 In five years’ time, I intend | b) the company to develop.         |
| 3 I agree with you              | c) at managing my work.            |
| 4 Well, perhaps you’re          | d) up to a point, but ...          |
| 5 I’m quite good                | e) things at the last minute!      |
| 6 I don’t enjoy doing           | f) right, but ...                  |

### 8 Cover Exercises 6 and 7. Now complete these sentences with the missing prepositions.

- Why did you apply \_\_\_ this job?
- How do you feel \_\_\_ working abroad?
- How do you see your future \_\_\_ five years’ time?
- I intend to be \_\_\_ a management position.
- I agree with you \_\_\_ to a point, but ...
- I’m quite good \_\_\_ managing my work.
- I don’t enjoy doing things \_\_\_ the last minute!

# 5 Marketing and selling

► the roles of sales and marketing

► smarketing

## 5.1 About business Sales versus marketing

### Discussion

**1** With a partner, decide which department usually does these tasks. Mark the activities **S** (sales) or **M** (marketing).

- brainstorm new ideas
- get the customer's signature
- design promotional materials
- give product demonstrations
- identify potential customers
- negotiate with buyers
- send quotations
- provide the product that customers want

### Reading

**2** Read the first three paragraphs of the article opposite and check your answers to Exercise 1.

**3** Now read the whole article and choose the correct answers.

- 1 Sales and marketing often don't
  - a) blame each other
  - b) have separate agendas
  - c) work together.
- 2 The four Ps and AIDA are the responsibility of
  - a) sales
  - b) marketing
  - c) both sales and marketing.
- 3 Sales people think marketing's job is
  - a) more complex than theirs
  - b) harder than theirs
  - c) easier than theirs.
- 4 Smarketing works by
  - a) sharing customers
  - b) sharing information
  - c) sharing desks.
- 5 Long-term customer partnerships allow companies to
  - a) satisfy more immediate needs
  - b) describe more benefits
  - c) anticipate more future needs.
- 6 Smarketing meetings involve
  - a) top level staff
  - b) low level staff
  - c) all levels of staff.
- 7 Sales and marketing people are encouraged to standardize
  - a) terminology
  - b) feedback
  - c) conferences.
- 8 The main result of smarketing is
  - a) better language skills
  - b) better sales
  - c) better integration.

### Listening

**4**  **2:01** Listen to an interview with a sales representative. What three problems does Clare mention? What solutions does she suggest?

### Discussion

**5** In small groups, discuss the questions.

- 1 Do you agree with Clare's three suggestions? Why? Why not?
- 2 Do you know people who work in sales or marketing? Are they very different?
- 3 Is it a good idea to mix different departments in the same office? Why? Why not?
- 4 Do customers want to build long-term partnerships with sales people? Why? Why not?
- 5 Which job do you think is more difficult, sales or marketing? Why?

### Internet research

Search for the keywords *sales versus marketing*. What do sales think about marketing? What do marketing think about sales? Make two lists and compare with a partner.

### Glossary PAGE 155

agenda  
awareness  
benefit  
blame  
ceasefire  
commission  
feature  
incompetent





# SALES VERSUS MARKETING

## THE WAR IS OVER!

**WHY** are marketing and sales always at war? The two departments often have separate offices, separate lifestyles and separate agendas. When revenues are down, sales blame marketing for not understanding their customers; marketing say sales are incompetent or lazy. But aren't they supposed to work together to build relationships with customers?

According to marketing, their job is to identify, satisfy and keep customers. They do that by providing the right product, at the right price, with the right promotion, in the right place (the four Ps). They create Awareness, Interest and Desire for the product. Sales, they believe, is easier: it's a simple matter of obtaining Action, that is, the customer's signature.

But according to sales, their role is more complex. When marketing identify prospective customers, it's only the beginning. Sales do all the hard work: they answer the prospect's enquiry, mail information, call the prospect back and arrange a sales visit. It can take eight or more contacts before the customer is ready to buy. While sales analyse the customer's needs, give product demonstrations, write proposals, send quotations, meet heads of department, and negotiate with buyers, CEOs and CFOs, what are marketing doing?

Now, it seems, there is peace at last. Companies are realizing that sales need marketing, and marketing need sales. The two departments are discovering that,

by working together, they can satisfy more customers and create more value for shareholders. It's called smarketing.

How does smarketing work? The key is better communication. When marketing listen to what sales say about customers, they can make their advertising and promotion more effective. When sales take part in marketing strategy meetings, they learn how to sell *benefits* instead of features. Both departments can build long-term partnerships, rather than satisfy customers' immediate needs.

There are regular meetings to share ideas and experience, not just between sales and marketing managers, but with staff at every level. In some companies, everybody works in the same office, with every marketing person sitting next to a sales person. Sometimes the shared office also includes customer

service and after-sales staff. Instead of having separate conferences, sales and marketing departments now share an annual meeting. At the meeting, they exchange feedback and develop a common vocabulary.

So is this a temporary ceasefire, or is the war really over? Companies that introduce smarketing are seeing increased revenues and new business opportunities. After years of living separate lives, sales and marketing are learning that they can not only work together, but they can also be friends!

**Companies are realizing that sales need marketing, and marketing need sales.**

- ▶ marketing activities
- ▶ sales activities
- ▶ collocations relating to advertising

## 5.2 Vocabulary Marketing, sales and advertising

### Discussion

**1** Work in small groups. Imagine you invent a pill that makes people speak perfect English for one week. How do you market this English pill? Think about *who, where, which, when, why, how, how much* and *how many*.

### Marketing collocations

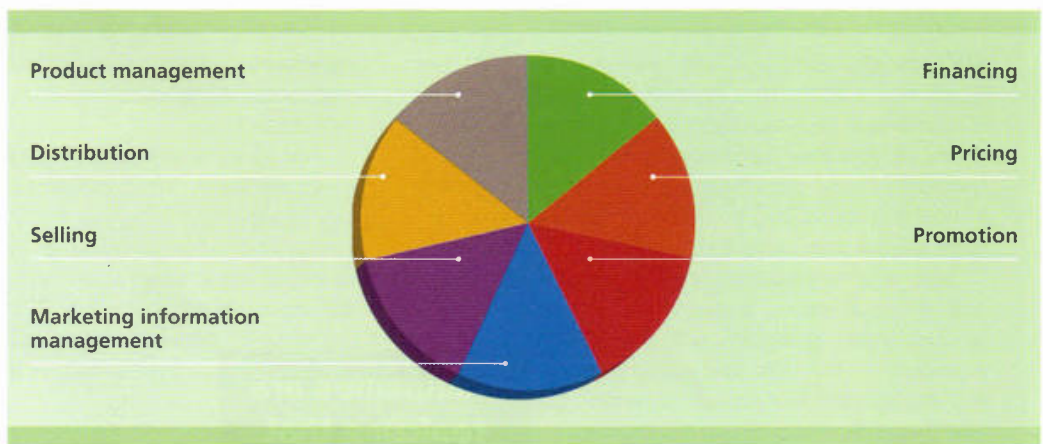
**2** Read the marketing activities. With a partner, put the words in **bold** in the correct order.

- 1 **Conduct studies market** to identify trends and monitor the competition.
- 2 Communicate directly to **needs customer satisfy**.
- 3 Obtain money for marketing activities and **products help purchase customers**.
- 4 Use advertising campaigns to **image brand build**.
- 5 Decide where, when and how to **goods the deliver**.
- 6 Design products and services that **needs consumer meet**.
- 7 **Set prices competitive** and communicate them to customers.

**3** Match the phrases in **bold** in Exercise 2 with the definitions below.

- 1 ship the product to the customer \_\_\_\_\_
- 2 decide how much people will pay \_\_\_\_\_
- 3 provide something people require \_\_\_\_\_
- 4 give credit or easy terms of payment \_\_\_\_\_
- 5 give people what they want \_\_\_\_\_
- 6 encourage positive feelings about your product \_\_\_\_\_
- 7 collect information on what people are buying and selling \_\_\_\_\_

**4** Match the activities in Exercise 2 with the seven functions of marketing in the pie chart.



### Sales vocabulary

**5** 2:02 Listen to a software salesman talking about his work. Tick (✓) the benefits he mentions.

- |   |   |
|---|---|
| <input type="checkbox"/> a great product                          | <input type="checkbox"/> a private office     |
| <input type="checkbox"/> a really good USP (unique selling point) | <input type="checkbox"/> good value for money |
| <input type="checkbox"/> friendly customers                       | <input type="checkbox"/> free software        |
| <input type="checkbox"/> a comfortable car                        | <input type="checkbox"/> commission on sales  |

**6** 2:02 With a partner, complete these expressions. Then listen again and check.

- 1 The selling process starts with an \_\_\_\_\_ from a \_\_\_\_\_.
- 2 ... a few days later I call the \_\_\_\_\_ and arrange a \_\_\_\_\_.
- 3 I usually give a \_\_\_\_\_ first.
- 4 ... features and \_\_\_\_\_ that no similar product has.
- 5 Then I \_\_\_\_\_ the company's \_\_\_\_\_, ...
- 6 I answer questions and \_\_\_\_\_ any objections they \_\_\_\_\_.
- 7 I write a \_\_\_\_\_ and send a \_\_\_\_\_.
- 8 ... our product is good \_\_\_\_\_ for \_\_\_\_\_.

## Advertising collocations

**7** Read the article about advertising and underline the correct answers.

- Advertising campaigns are usually short for *financial / legal / strategic* reasons.
- 'Product X is best!' is not an effective message because it doesn't *give information / create desire / raise awareness*.
- Advertisers get the best results from *TV commercials / personal recommendations / press ads*.

# ADVERTISING

Why do companies advertise? Because they have a message that will help them reach new customers, build brand image and increase market share. Advertising is extremely expensive, so companies usually only run a campaign when they enter a new market or launch a new product.

Many campaigns follow the AIDA formula. First, they raise Awareness, that is, make sure that more consumers know the product and what it does. Then, advertisers try to build Interest, to persuade consumers to learn more about the product. The next step is to create Desire: to use the consumer's emotions to make them want to own the product. The final step is to take Action: to go to the store or place an order.

Companies buy space in press ads, on billboards in the street, on TV, ... in fact, anywhere they think customers will see their message. But everyone agrees the best form of advertising is word of mouth. More and more advertisers are developing strategies to obtain personal recommendations via social media.



### Internet research

Search 'Images' for the keywords *product positioning map*. Draw a positioning map for the product you discussed in Exercise 10. Explain it to a partner.

### Glossary PAGE 155

billboard  
competitive  
launch  
monitor  
trend  
value for money

**8** In each set of four below, match the words 1–8 with a–h to make advertising collocations. Then check your answers in the article.

- |            |                             |          |                  |
|------------|-----------------------------|----------|------------------|
| 1 increase | a) a campaign               | 5 raise  | e) space         |
| 2 obtain   | b) a new market             | 6 launch | f) awareness     |
| 3 run      | c) personal recommendations | 7 buy    | g) of mouth      |
| 4 enter    | d) market share             | 8 word   | h) a new product |

**9** Match the collocations in Exercise 8 to the definitions below.

- |  |   |
|--|---|
| 1 start selling to a different category <input type="checkbox"/> | 5 one person tells another <input type="checkbox"/>                 |
| 2 publish a series of ads <input type="checkbox"/>               | 6 increase understanding about the product <input type="checkbox"/> |
| 3 make a larger amount of total sales <input type="checkbox"/>   | 7 get approval from customers <input type="checkbox"/>              |
| 4 bring a new item to market <input type="checkbox"/>            | 8 pay for a place to advertise <input type="checkbox"/>             |

### Discussion

**10** Think about a recent product you bought. With a partner, take turns to ask and answer the questions.

- What is your product?
- How does the company market it?
- What advertising did you see?
- What is the product's USP?
- How did the salesperson deal with your questions?
- Was the price competitive?
- Did you get a discount? Why? Why not?
- Is the product good value for money?
- Does it satisfy your need?

# 5 Marketing and selling

- ▶ countable and uncountable nouns
- ▶ comparatives
- ▶ superlatives

## Refresh your memory

**Countable (C) nouns**  
a car, the car, some cars  
singular and plural forms

**Uncountable (U) nouns**  
work, the work, some work

no *alan*, no plural form  
**some**

We need **some cars**.

We need **some work**.

positive sentences with (C) and (U) nouns

**any**

Are there **any cars**?

There isn't **any work**.

questions and negatives with (C) and (U) nouns

**many/much, a few/ a little**

How many cars? Just a

few.

How much work? Just

a little.

How many and a few

with (C) nouns

How much and a little

with (U) nouns

▶ Grammar and practice

page 132

### Comparatives

This car is **faster than** that one.

short adjectives:

fast → faster

That model is **more**

popular.

long adjectives:

popular → more popular

This car is **easier** to park.

adjectives with -y:

easy → easier

### Superlatives

It's **the fastest** car on the market.

short adjectives:

fast → (the) fastest

it's **the most popular** car

they make.

long adjectives:

popular → (the) most

popular

It's **the easiest** car in the

world to park.

adjectives with -y:

easy → (the) easiest

▶ Grammar and practice

page 133

## 5.3 Grammar Comparatives and superlatives

### Discussion

- 1 With a partner, imagine you are the salesman in the picture. Brainstorm some tips for selling a used car.
- 2 With a partner, complete the text with *too much, too many, a few or a little*. Do you think this is good advice?

### How to sell a used car

- ✓ Don't spend (1) \_\_\_\_\_ money on repairs, but take (2) \_\_\_\_\_ time to wash and clean the car.
- ✓ Take (3) \_\_\_\_\_ minutes to do (4) \_\_\_\_\_ research on the Internet to compare prices.
- ✓ Always ask for (5) \_\_\_\_\_ money at first. Later, you can give a discount of (6) \_\_\_\_\_ dollars.
- ✓ Don't give (7) \_\_\_\_\_ information. Answer the buyer's questions, but don't give (8) \_\_\_\_\_ details.
- ✓ Finally, take (9) \_\_\_\_\_ advice from the professionals: say you bought the car from an old lady who only drove (10) \_\_\_\_\_ miles to church on Sundays.



### Countable and uncountable nouns

- 3 With a partner, mark the words **C** (countable) or **U** (uncountable).

accessory       guarantee       luggage       repair       time   
equipment       kilometre       petrol       seat

- 4 Complete the questions about a used car. Use *How much, How many, Is there or Are there*.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1 _____ is it?                  | 6 _____ luggage can it carry?      |
| 2 _____ kilometres has it done? | 7 _____ any repairs to do?         |
| 3 _____ a guarantee?            | 8 _____ petrol does it use?        |
| 4 _____ seats are there?        | 9 _____ any other equipment?       |
| 5 _____ any accessories?        | 10 _____ time do I have to decide? |

### Comparatives

- 5 Complete the texts with the comparative form of the adjectives in the boxes.

big dangerous expensive green quiet

Hybrid cars have two engines: a petrol engine and an electric engine. Consequently, they are (1) \_\_\_\_\_ to make and to buy, but more fuel efficient. They are also (2) \_\_\_\_\_ than conventional cars – for this reason, some people think they are (3) \_\_\_\_\_ for pedestrians, because they don't hear the hybrids coming. Hybrid production is more energy-intensive than for conventional cars, so are they really (4) \_\_\_\_\_, or is their carbon footprint actually (5) \_\_\_\_\_?

harmful high polluting small

Well, it's true that producing hybrids, especially their batteries, is (6) \_\_\_\_\_ for the environment than manufacturing conventional vehicles. However, over a lifetime of 250,000km, a hybrid is a lot (7) \_\_\_\_\_. The difference is so big that, despite (8) \_\_\_\_\_ emissions during production, its carbon footprint is still more than 30% (9) \_\_\_\_\_ than that of a conventional car.

## Internet research

Search for the keywords *pros and cons of hybrid cars*. Tell a partner why you would or would not like to buy a hybrid car.

## Superlatives

**6** Complete the statements with the superlative form of the adjectives in the box.

comfortable fast long luxurious popular slow

- The \_\_\_\_\_ production car in the world can do over 400 kilometres per hour (kph).
- The \_\_\_\_\_ train service in the world is from Moscow to Vladivostok.
- The \_\_\_\_\_ colour for cars in the UK is silver.
- The \_\_\_\_\_ bus services in the world are in New York City, with speeds as low as 3.5 miles per hour (mph).
- The \_\_\_\_\_ economy-class airline seat in the world is on Qatar Airways.
- The \_\_\_\_\_ cruise ship in the world is North Korea's 40-year-old Man Gyong Bong.

## Listening

**7**  2:03 Listen and check your answers to Exercise 6. Note down one extra piece of information for each statement.

## Discussion

**8** With a partner, take turns to ask and answer the questions about your town or city. Give reasons.

- What is the least expensive way to travel from London to your town or city?  
*The least expensive way is probably by bus, but it's also the slowest and the most uncomfortable. It's better to take the plane or the train, even if it is more expensive.*
- What is the most comfortable place to stay?
- What is the best way to go sightseeing in your town or city?
- What is the most unusual place to see?
- What is the least interesting place to see?
- What is the worst place to eat?
- What is the best place to enjoy a night out?
- What is the easiest way to meet local people?

## Roleplay

**9** Work with a partner to roleplay buying and selling a car. Student A: Use the information below. Student B: Look at page 117.

### Student A

You want to buy a car. Your budget is €5,000. Student B has two cars for sale. Ask for information and try to negotiate a good deal.

## Glossary PAGE 156

accessory  
carbon footprint  
energy  
harmful  
hybrid  
legroom  
luxurious  
satnav

	Toyota	Peugeot
price		
engine		
kilometres		
guarantee		
seats		
satnav		
luggage		
work needed		
petrol consumption		
other equipment		



▶ expressions for persuading


▶ persuading people to do things

### 5.4 Speaking Persuading


#### Brainstorming

**1** In small groups, brainstorm the advantages for employees and for companies of an on-site day care centre for young children.

#### Listening

**2**  2:04 Rosie, a staff representative, is trying to persuade David, the HR manager, that their manufacturing company needs a day care centre. Listen and answer the questions.

- 1 According to Rosie, why is it bad for the company not to have a day care centre?
- 2 What are David's two main objections?
- 3 How does Rosie answer David's objections?
- 4 What two advantages does Rosie think the women on the board will see?

**3**  2:04 With a partner, find suitable words to complete the useful expressions for persuading in the checklist. Then listen again and check.

#### Useful expressions: Persuading

##### Explaining consequences and benefits

... which \_\_\_\_\_ (that) ...  
 As a \_\_\_\_\_, ...  
 That \_\_\_\_\_ us to ...  
 Consequently, ...

##### Reacting and responding

I see your \_\_\_\_\_. But ...  
 I agree that ... However, ...  
 It's certainly \_\_\_\_\_ that ... , but ...  
 I know what you \_\_\_\_\_. On the other \_\_\_\_\_, ...

##### Reminding

Keep in \_\_\_\_\_ that ...  
 Don't \_\_\_\_\_ that ...

##### Adding information

In addition, ...  
 What's \_\_\_\_\_, ...

##### Closing

Does that make \_\_\_\_\_?  
 Is there anything \_\_\_\_\_ you want to ask about?  
 Is that all \_\_\_\_\_ with you?





## Internet research

Search for the keywords *features and benefits*. List some features and benefits of a favourite thing you own.

**4** With a partner, practise explaining the benefits of these features. Use the expressions in the checklist. Student A: explain the first benefit (✓). Student B: raise an objection (X). Student A: react and respond; explain the second benefit (✓).

- This car has heated leather front seats.  
(✓ never feel cold) (X take a long time to get warm) (✓ so elegant)  
A: *This car has heated leather front seats, which means that you never feel cold in winter.*  
B: *Yes, but they take a long time to get warm.*  
A: *I know what you mean. On the other hand, leather seats are so elegant!*
- This is the most luxurious cruise ship in the world.  
(✓ visit exotic places in comfort) (X very expensive) (✓ meet the best kind of people)
- Our software is compatible with both Mac and PC.  
(✓ users can choose) (X difficult to learn) (✓ free updates)
- This restaurant has three stars.  
(✓ delicious food) (X only for the rich) (✓ amazing views of the city)
- France's TGV is the fastest train service in Europe.  
(✓ Paris to Marseille in three hours) (X 80 minutes by plane) (✓ unlimited luggage)
- This nightclub has three dance floors.  
(✓ satisfy all musical tastes) (X too crowded) (✓ also two restaurants and a swimming pool)

**5** With a partner, take turns to read and respond to the objections. Use the expressions in the checklist. Student A: read the objection. Student B: remind Student A about something; add information.

- These plane tickets are really expensive! (cheaper than train; plane is faster)  
A: *These plane tickets are really expensive!*  
B: *Keep in mind that they're cheaper than the train. What's more, the plane is a lot faster!*
- This car is really basic. There isn't even a radio! (not expensive; economical)
- This hotel room is too small! (very central; comfortable)
- This computer is so slow! (small and light; long battery life)
- This job is extremely boring! (first step to promotion; good pay)
- It's quicker to walk than to take this bus service! (raining outside; good way to see the city)

**6** Persuade your partner about a product or service your university/company needs to buy. Use the flow chart.

### Student A

Describe your product or service.  
Explain the benefits.

React and respond to B's objection.

React and remind B about something.  
Add information.

Ask if B has any more questions.

Close.

### Student B

Raise an objection.

Raise another objection.

Say you have no more questions.

## Glossary PAGE 156

acknowledge  
day care  
morale  
objection  
paperwork

## eWorkbook

Now watch the video for this unit.

## Roleplay

**7** In small groups, take turns to persuade others to:

- buy your car/bicycle.
- do a six-month internship in Alaska.
- invest in your business idea.
- invite the whole group to dinner.
- (your idea)

- ▶ analysing paragraph order and content
- ▶ giving reasons and results
- ▶ writing letters or memos to 'sell' changes

### 5.5 Writing 'Selling' changes

#### Brainstorming

##### 1 In small groups, discuss the questions.

- 1 Think of examples of recent changes in your city, university or company. Did people accept them easily? Why do some people resist change?
- 2 What can managers and leaders do to 'sell' changes and help people to accept them?

#### Models

##### 2 Read the letter and the memo, and answer the questions.

- 1 What changes are the writers trying to 'sell'?
- 2 Why are the changes necessary?
- 3 What are the benefits of the changes?

Dear Ms Firth,

As a regular customer of Energy Choice Products, your business is important to us. We hope to continue working with you in the future.

Due to the global economic situation, raw materials and energy costs are rising. Consequently, we have no choice but to increase prices to our customers for the first time in three years.

We are proud of our products. An increase of just under 4% means that we can maintain the high standards our customers expect. We are confident you will agree that this small increase is preferable to a reduction in quality or service.

Please find attached our new price list. The new prices start on 1<sup>st</sup> January.

Thank you again for choosing Energy Choice Products. We look forward to continuing our strong business relationship for many years to come.

Yours sincerely,

Alan Strong, Sales Manager

✉ INBOX REPLY FORWARD

**From:** Elena Martin, site manager  
**To:** all staff  
**Re:** staff canteen

Thank you for your feedback on the staff canteen. Your comments are helping us to improve the quality of service.

Since the company is growing quickly, the canteen cannot now serve everybody at 1pm. As a result, waiting times are increasing. Lunch will therefore be split into two sittings, the first at 12.30pm and the second at 1.15pm.

This means that everybody can be served quickly and efficiently, and food quality will improve. In addition, the canteen will be quieter and less crowded. I hope you agree that everybody will benefit.

The new system will be in place from 15<sup>th</sup> September. Please discuss your preferences with your manager.

I look forward to talking to you soon in a more efficient and more comfortable canteen.



## Internet research

Search for the keywords *five stages of change*. Talk about a change you or a friend made. Describe the different stages.

## Analysis

**3** Number the descriptions in the order they appear in the models.

- a) Explain the benefits of the change
- b) Close positively
- c) Give the exact date of the change and any other details
- d) Explain the problem and the solution
- e) Make a positive connection with the reader

**4** Match these extracts with the descriptions in Exercise 3.

- 1 As from next month we are stopping production of the B100.
- 2 Other customers are delighted with the B150, as it is not only stronger but also lighter than the B100.
- 3 We are delighted to offer you your first B150 at the same price as the B100, and we hope you will continue giving us your business.
- 4 Owing to changes in international quality standards, the B100 is no longer compliant. We are therefore replacing it with a new model, the B150.
- 5 You have ordered over 250 Model B100s from us, which means you are one of our most valued customers.

## Language focus

**5** Find examples in Exercises 2 and 4 of phrases with *due to*, *owing to*, *since* and *as* to give reasons. Choose the correct words in **bold** to complete the rule below.

To give reasons:

Use *owing to* and *due to* with a **noun / verb** phrase.

Use *as*, *since* and *because* with a **noun / verb** phrase.

**6** With a partner, complete these sentences with *owing to*, *due to*, *since*, *as* or *because*.

- 1 \_\_\_\_\_ an increase in the price of materials, please find attached our revised quotation.
- 2 \_\_\_\_\_ the price of materials increased last month, we have revised our quotation.
- 3 \_\_\_\_\_ safety is our first priority, we have no choice but to cancel the event.
- 4 Unfortunately, we cannot supply your order \_\_\_\_\_ new laws on exports.
- 5 We finally agreed on 30 November \_\_\_\_\_ no other date was available.
- 6 Future orders will be shipped from Los Angeles \_\_\_\_\_ supply chain restructuring.

**7** Find examples in Exercise 2 of phrases with *consequently*, *(this) means that*, *as a result* and *therefore* to give results.

**8** With a partner, complete these explanations with *consequently*, *(this) means that*, *as a result* and *therefore*.

- 1 International standards changed last year. (update all products)  
*International standards changed last year. Consequently, we updated all our products.*
- 2 Unfortunately, the company car park is full. (reserved spaces only for managers in future)
- 3 The new version is faster and less expensive. (replace old version immediately)
- 4 One of our receptionists is on maternity leave. (only answer calls in the morning)
- 5 We are outsourcing production to Asia. (all jobs transferred to our Birmingham site)
- 6 There is a small mechanical problem. (customers asked to return cars for inspection)

## Output

**9** Write letters or memos to 'sell' changes in two of these situations.

- 1 A letter to a customer explaining a change in your company's terms of payment.
- 2 A memo to your company's staff explaining a change in office hours.
- 3 A letter to passengers explaining your improved (but more expensive) bus service.
- 4 A memo to all users of your building explaining new security regulations.

## Glossary PAGE 156

compliant  
feedback  
owing to  
proud  
sitting  
split

# 5 Marketing and selling

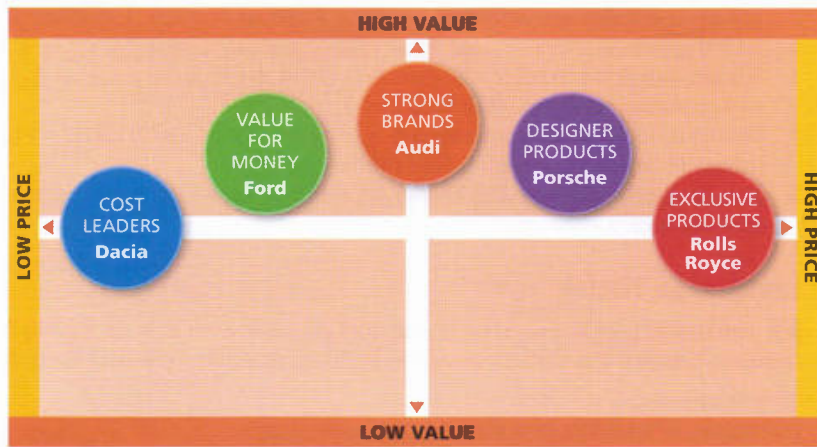
- ▶ identifying market position
- ▶ presenting a marketing plan for a new car

## 5.6 Case study Dallivan Cars

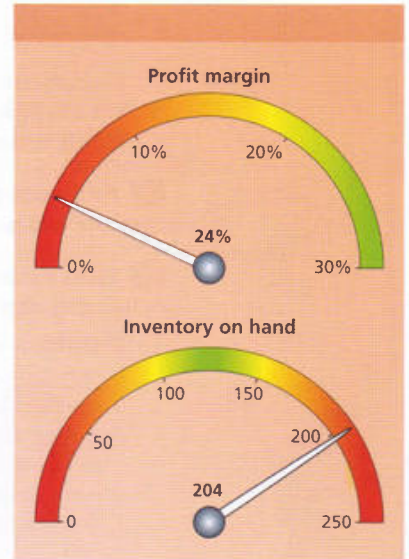
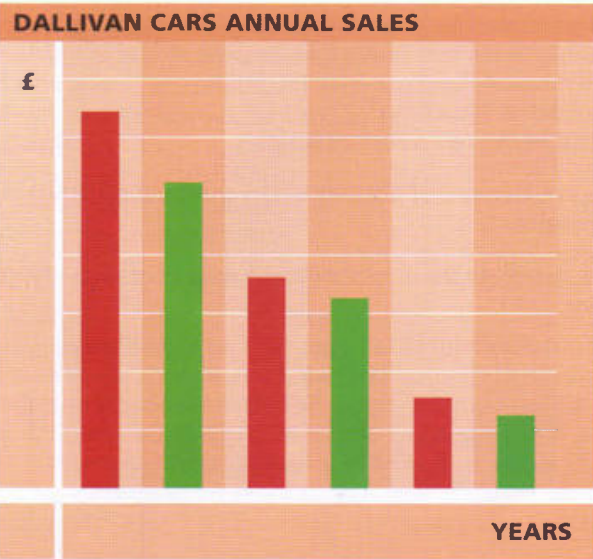
### Discussion

1 With a partner, discuss how customers see these car brands. Add the brand names to the market positioning map.

Bentley BMW Ferrari General Motors Lada Skoda Tata Toyota VW



2 Dallivan Cars is a small independent car manufacturer based in Ireland. Look at the information below. What does it tell you about the company and its product?




### Internet research

Search 'Images' for the keywords *market positioning*. Choose an interesting image to talk about with a partner.

## TELL US WHAT YOU THINK!

Model: Dallivan Compact	Performance	Reliability	Comfort	Design	Value for money
Excellent					
Good		✓			
Average	✓		✓		✓
Poor				✓	

## Listening

**3**  2:05 Duncan Keefe, CEO of Dallivan Cars, is talking to Aileen Darcy, the new marketing manager. Listen to the conversation and answer the questions.

- 1 The company's results are a) a big surprise b) no surprise c) good news.
- 2 Aileen thinks that a) her job b) the Compact c) the customer satisfaction survey is boring.
- 3 The Compact was developed and marketed by a) the CEO b) the new marketing manager c) the old marketing manager.
- 4 Aileen gives examples of a) market positioning b) market segments c) market forces.
- 5 The board wants Aileen to present a) a new car b) a new advertisement c) some new ideas.
- 6 If the new model is not a success, Dallivan Cars will a) continue with the old car b) close c) fire Aileen.

## Discussion and presentation

**4** Work in groups. You are Aileen Darcy's new marketing team. Read the brief and discuss your ideas. Prepare to persuade the board of Dallivan Cars that your ideas are the best.

### DALLIVAN CARS



#### BRIEF

Objective: present a marketing plan for a new Dallivan car

NB The company does not have the capacity to produce large numbers of cars for a global market. We would therefore like the new model to target a small but profitable local market.

Please consider the following points:

- target market (singles/families/city car/sports model, etc.)
- market positioning
- product features and benefits
- your strategies for
  - distribution
  - selling
  - pricing
  - promotion, including your ideas for the advertising campaign

Glossary PAGE 156

brand  
inventory  
segment

**5** Form new groups. Take turns to describe your group's plan and try to persuade the others that your ideas are the best. Then hold a class vote to choose the best plan.

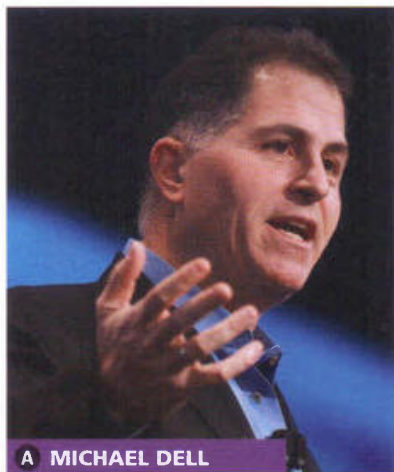


▶ entrepreneurs' stories

▶ buying into business

6.1 About business **Entrepreneurs****Discussion and listening**

**1** 🎧 2:06–2:08 With a partner, match the entrepreneurs with the quotations. Then listen and check your answers.

**A** MICHAEL DELL**B** CHER WANG**C** RICHARD BRANSON

- 1 I started a student newspaper at the age of 16.
- 2 I studied medicine.
- 3 I wanted to be a professional musician.

**2** 🎧 2:06–2:08 Listen again and answer the questions.

- 1 How did Michael Dell find money to expand his business?
- 2 How much is he worth today?
- 3 Who was Cher Wang's father?
- 4 What change was the reason for HTC's success?
- 5 How did Richard Branson start in the music business?
- 6 How rich is Branson today?

**Reading**

**3** Read the article opposite and match the headings below with the paragraphs in the text.

- How to find the money
- The advantages of buying a business
- Three ways to become a boss
- Why not buy a small business?
- The risks of starting a business
- The disadvantages of being an employee
- How much will it cost?

**4** Read the article again and mark the statements *T* (true) or *F* (false).

- 1 A lot of people think starting a company is cheaper than buying an established business.
- 2 Finding a job in a big firm is the quickest way to become a top manager.
- 3 Between 50% and 70% of new businesses are successful after five years.
- 4 Normally, an existing business continues to make a profit after it is sold.
- 5 The selling price of a business usually depends on how profitable it is.
- 6 It is often easier and cheaper to borrow money from a bank than from the seller.
- 7 In seller financing, the buyer promises to use future profits to pay for part of the business.
- 8 It is difficult to find a small business to buy.

**Discussion**

**5** In small groups, discuss the questions.

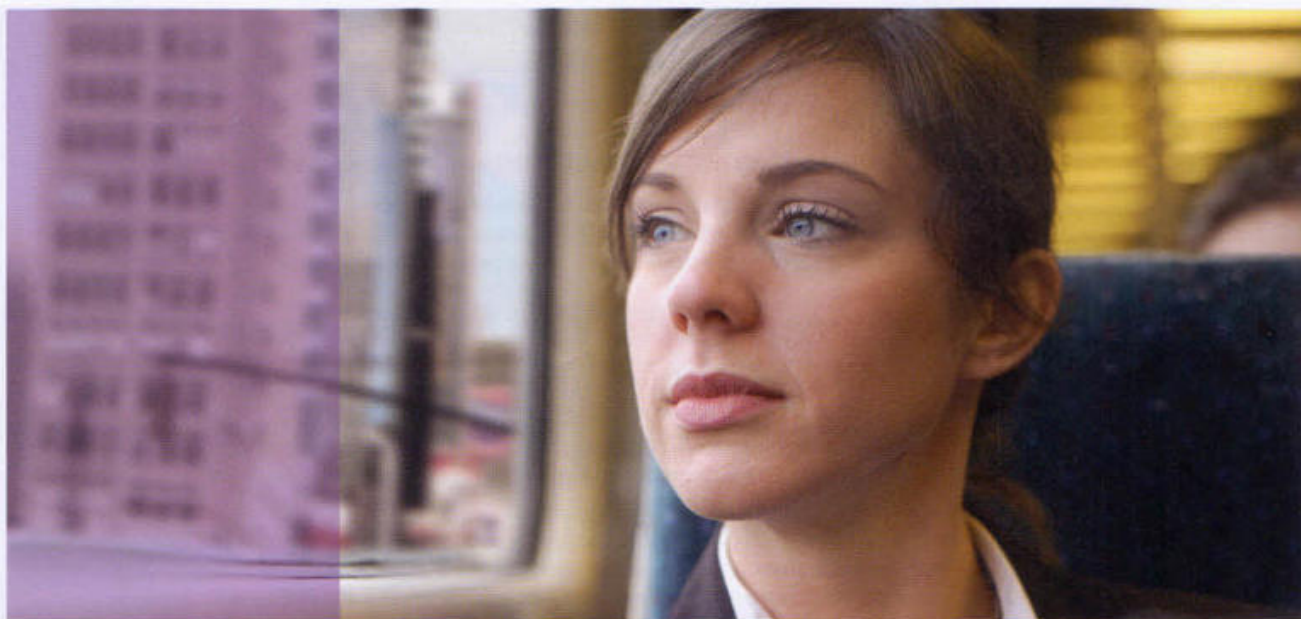
- 1 Why do so many new businesses not survive?
- 2 What are the risks of buying an existing company?
- 3 Is seller financing a good idea from the seller's point of view? Why? Why not?
- 4 Would you prefer to buy a company or start your own business/franchise? Why?

**Internet research**

Find out more about Michael Dell, Cher Wang, Sir Richard Branson or another entrepreneur. Tell a partner their story.

**Glossary** PAGE 156

borrow  
failure  
frustrating  
funding  
interest  
seller financing  
talent  
worth



## Why not buy into business?

In every city in the world, there are hundreds of small businesses for sale ...

### Most new businesses are failures. An existing business is already profitable.

- 1 So, you want to be your own boss? Basically, you have three options: one, find a job and get promoted; two, start your own company; or three, buy an existing business. Perhaps you think buying companies is only for millionaires? Well, let's look at some of the advantages of buying an established business and the disadvantages of the other options.
- 2 Your safest option is to start as an employee in a big firm. The only investment is your own time and hard work. But it can take many years to get to the top. If you really have entrepreneurial spirit, working for someone else can be an extremely frustrating experience.
- 3 And what about starting your own business? Being the next Richard Branson or Cher Wang is a nice idea but, in reality, most new businesses are failures. 50% don't survive the first three years. That figure rises to 70% after five years. Even a well-known franchise offers no guarantee of success.
- 4 On the other hand, an existing business has many advantages. First of all, it is already profitable. It already has a customer base, regular cash flow, equipment, employees, a list of suppliers, and established business processes. In a start-up, you have to build all of those from nothing. If you choose carefully, an established business has every chance of continuing to be profitable.
- 5 As far as price is concerned, it's a question of negotiation. The calculation is a little complex, but the starting price often equals three to five years' profits, depending on the type and size of business. The better your negotiating skills, the better the deal.
- 6 Finally, there are three main sources of funding. First, your own personal funds; secondly, bank loans; thirdly, seller financing. Seller financing is more and more common as it becomes more difficult to borrow money from banks. The seller agrees to wait for payment of between 50 and 75% of the agreed price, plus interest, over a period of three to five years. Both the buyer and the seller hope that, in that time, the business produces enough profit to pay the seller back.
- 7 The choice is yours. You can spend thirty years working your way to the top, or you can take a risk and start a business. But if you like the idea of managing a successful company right now, why not start looking for a business to buy? In every city in the world, there are hundreds of small businesses for sale, all waiting for your talent to help them grow!

► types of organization

► vocabulary relating to people in business

► collocations relating to enterprise finance

## 6.2 Vocabulary Business organization and people

### Organizations

1 Match the organizations 1–6 in **bold** with the definitions a–f below.

- 1 My hairdresser has her own business. She's a **sole trader**.
  - 2 My doctor works in a **partnership**. There are two other doctors and a physiotherapist.
  - 3 I often eat at a local Indian restaurant. It's a **private limited company**, owned and run by one family.
  - 4 My father invested some money in Marks & Spencer. It's a well-known **public limited company** (plc).
  - 5 There are Hertz car rental offices in over 140 countries. It's a global **franchise**.
  - 6 The YMCA is an NPO – a **non-profit organization** – that focuses on youth development.
- a) two or more people own and manage the business
  - b) one person owns and controls the business
  - c) a charity or cooperative usually managed by a board of directors
  - d) a joint venture between a local entrepreneur and a well-established business
  - e) a large company; anyone can buy or sell its shares on the stock market
  - f) several people (shareholders), often family or friends, own a part (a share) of the company

### Listening

2  2:09–2:12 Four entrepreneurs are talking about the advantages and disadvantages of their organizations. Listen and complete the table.

	Type of organization	Advantage	Disadvantage
Speaker 1			
Speaker 2			
Speaker 3			
Speaker 4			

3 With a partner, complete these sentences with the words in brackets.

- 1 In a \_\_\_\_\_ operation, the \_\_\_\_\_ agrees to let the \_\_\_\_\_ use a company's name and sell its product or service on a local market. (franchisee, franchise, franchiser)
- 2 The \_\_\_\_\_ who controls a majority interest in the company is usually the \_\_\_\_\_. When two or more people control the company, they are usually called \_\_\_\_\_s. (partner, shareholder, owner)
- 3 Our \_\_\_\_\_ started the company in 1983. He is also the \_\_\_\_\_ (UK) or \_\_\_\_\_ (US). His son is a \_\_\_\_\_ in the finance department. (manager, CEO, MD (managing director), founder)
- 4 Bill is a \_\_\_\_\_. He doesn't work for the company, but he is on the \_\_\_\_\_, a group of people who decide company strategy. His father is the \_\_\_\_\_ (UK) or \_\_\_\_\_ (US). (board, president, director, chairman).
- 5 Me? I'm an ordinary \_\_\_\_\_. Our US managers call me and my colleagues \_\_\_\_\_s. In total, the company has 200 full-time \_\_\_\_\_. (staff, co-worker, employee)

4 Choose the best answer.

- 1 A start-up is when an entrepreneur
  - a) buys a new car
  - b) sets up a new business
  - c) buys another company.
- 2 A merger is when two companies
  - a) agree to become one
  - b) share a new activity
  - c) buy another company.
- 3 An acquisition is when an entrepreneur
  - a) starts a company
  - b) buys a company
  - c) sells a company.
- 4 A takeover is when a company
  - a) starts another company
  - b) buys another company
  - c) sells another company.
- 5 A buyout is when a company is bought by
  - a) its own bank
  - b) its own customers
  - c) its own staff.
- 6 A joint venture is when two companies
  - a) agree to become one
  - b) share a new activity
  - c) buy another company.

### Internet research

Search for the keywords *entrepreneur's glossary*. List five useful words to learn. Compare with a partner.



## Reading and vocabulary

**5** Read the article and mark the statements *T* (true) or *F* (false).

- 1 Young entrepreneurs can obtain cheap finance from family or friends.
- 2 Professional investors don't want to wait a long time to see a profit.
- 3 If you're careful, you don't need to pay for legal assistance.

BLOG

### Enterprise finance

Every future entrepreneur needs finance. If you are lucky, you can borrow capital from family or friends. If you have a strong business plan, banks will lend money, but business loans can be expensive, so compare several offers to find the best interest rate. Venture capitalists are sometimes prepared to invest money and know-how in start-up companies, but they will want a quick return on investment (ROI). Finally, don't forget to budget for the corporate lawyer you need to read and write contracts, to help you register a business and obtain all the official paperwork.

**6** In each set of five, match the words 1–10 with a–j to make collocations. Then check your answers in the text.

- |            |               |             |               |
|------------|---------------|-------------|---------------|
| 1 business | a) capital    | 6 official  | f) lawyer     |
| 2 interest | b) capitalist | 7 business  | g) companies  |
| 3 register | c) rate       | 8 corporate | h) investment |
| 4 venture  | d) plan       | 9 return on | i) loan       |
| 5 borrow   | e) a business | 10 start-up | j) paperwork  |

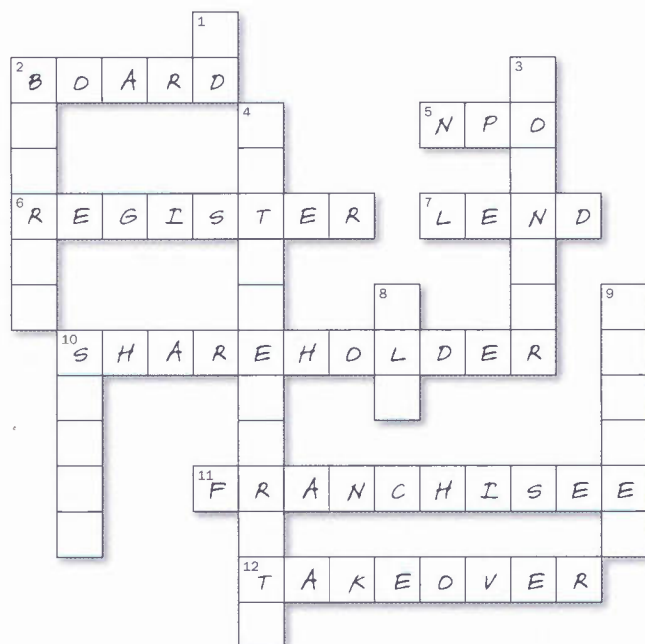
**7** Match the collocations in Exercise 7 with the definitions below.

- 1 government or administrative documents
- 2 the percentage that banks charge to finance projects
- 3 money from a bank to start or help a company
- 4 people or organizations who invest in new business
- 5 the profit on money that was used to buy something
- 6 put information about a company on an official list
- 7 receive money with a promise to pay it back
- 8 small new businesses
- 9 a specialist in company law
- 10 the written strategy for a company

**8** Work with a partner to complete your crossword. Take turns to give definitions for the words you have. Don't say the word itself. Write the missing words. Student A: use the crossword below. Student B: use the crossword on page 121.

*B: What's 2 across?*

*A: It's a group of people who decide company strategy.*



### Glossary PAGE 157

charity  
cooperative  
full-time  
know-how  
physiotherapist  
youth

▶ have to, don't have to, must, be (not) allowed to, should, shouldn't

▶ verb patterns

### Refresh your memory

Saying something is/ isn't necessary

You *have to* register your company.

= it's required (by law)

You *must have a* business plan.

= I believe it's essential

You *don't have to/don't need to* have a business plan.

= it's not required (by law)

Saying something is prohibited

You *mustn't* employ children.

You're *not allowed to* employ children.

You *can't* employ children.

= it's against the law

**Giving permission**

You *can* have more than one company.

You're *allowed to*

have more than one company.

= it's permitted

**Giving advice**

You *should* ask for help.

= it's a good idea

You *shouldn't* work all night.

= it isn't a good idea

▶ Grammar and practice pages 134-135

#### Verb patterns

say, tell, talk, speak, present, explain, discuss, suggest

▶ Grammar and practice page 135

## 6.3 Grammar Modal verbs



### Obligation and permission

**1** In small groups, compare being a student with being in work. Do you have more or fewer obligations? Do you have more or less freedom? Think about money, time, exams, holidays, tax, clothes, and so on.

*Students don't have much money, so they have to be very careful. Working people have more money, but less time to spend it!*

**2** With a partner, take turns to ask and answer a new student's questions about university rules. Use the phrases in the box.

Can I ...? Do I have to ...? You can You can't You don't have to You don't need to  
You have to You must You mustn't You're (not) allowed to

A: *Do I have to wear a uniform?*

B: *No, you don't have to wear a uniform, but you have to wear smart clothes when you visit a company.*

- |                         |   |
|-------------------------|---|
| 1 wear a uniform        | 6 record my class to listen to it again |
| 2 eat in the classroom  | 7 take photos                           |
| 3 bring my own computer | 8 bring a friend to class               |
| 4 attend all classes    | 9 do an internship                      |
| 5 pay for my course     | 10 take exams                           |

### Advice

**3** With a partner, take turns to give an American student advice about living and working in your country. Use the phrases in the box.

Can I ...? Should I ...? You should You shouldn't

A: *Can I help myself to a coffee at a friend's home?*

B: *No, you shouldn't. It isn't polite. You should wait for your friend to offer you something.*

- |  |                                      |
|--|--------------------------------------|
| 1 help myself to a coffee at a friend's home | 6 arrive early for meetings          |
| 2 shake hands with men and women I meet      | 7 ask questions in presentations     |
| 3 bring something to eat or drink to a party | 8 give my opinion in meetings        |
| 4 answer my phone in the bus or train        | 9 interrupt in discussions           |
| 5 speak to strangers in the elevator         | 10 invite colleagues home for dinner |

**4** In small groups, read the advice and say if you agree or disagree. Give reasons.

### How to start a company ... good advice?

- You have to be a millionaire to start your own company.  
*No, I don't think that's true. You don't have to be rich, because you can get money from investors.*
- You don't need to have a business degree. Anyone can run a successful business.
- You should get advice from a corporate lawyer before hiring employees.
- You must choose an address where customers can find you easily.
- You don't have to advertise. Personal recommendations are cheaper and more effective.
- You shouldn't have business partners if you can avoid it.

## Internet research

Search for the keywords *advantages and disadvantages of being an entrepreneur*. With a partner, discuss whether it's better to be an entrepreneur or an employee.

## Verb patterns

**5** Complete the sentences with the verbs in the box. There is sometimes more than one correct answer.

discuss explain present say speak suggest talk tell

- 1 Did Jack \_\_\_\_\_ you about his new company logo?
- 2 Sorry, I didn't catch that. Can you \_\_\_\_\_ more slowly, please?
- 3 Could you \_\_\_\_\_ the process to the group? We're not sure how it works.
- 4 We didn't \_\_\_\_\_ salaries with the interviewees.
- 5 Did the bank manager \_\_\_\_\_ contacting the Chamber of Commerce?
- 6 Can you \_\_\_\_\_ your business plan to the marketing department tomorrow?
- 7 What did you \_\_\_\_\_ to the suppliers about at the meeting?
- 8 Yes, Kate. Do you want to \_\_\_\_\_ something to the team?

**6** Summarize the following using the verb in brackets.

- 1 Mark: 'Hello, Sally!' Sally: 'Oh, hello, Mark!' (say)  
*Mark and Sally said hello (to each other).*
- 2 Jackie: 'The problem is, Mum, I have to...' (explain)  
*Jackie explained the problem (to her mum).*
- 3 Fiona: 'Ask Uncle Joe to invest in your business.' (suggest)
- 4 Darren: 'Say - that - again - please.' George: 'I said, it's - a - very - bad - line!' (speak)
- 5 Bank manager: 'Let's look at the first part of your business plan.' Lara: 'OK. My idea here was to ...' Bank manager: 'I see. But did you think about ...?' (discuss)
- 6 Peter: 'Lin, it's about the new company. The thing is, ...' (talk)
- 7 Henry: 'So, members of the board, that is our plan. I hope you like it.' (present)
- 8 Karen: 'Listen, John. Call me back later, OK?' (tell)

**7** With a partner, take turns to ask and answer questions about conversations you had today or yesterday. Try to use as many of the verbs in Exercise 6 as possible.

A: Did you **speak** to Jakob yesterday?

B: Yes, I did. We **talked** for about ten minutes at coffee time.

A: Did he **tell** you anything interesting?

## Listening and writing

**8**  2:13-2:17 Imagine you want to buy a sandwich bar franchise. Listen to five experts and report their advice using the prompts below.

- 1 Petra/tell/not sign/a franchise agreement alone. Suggest/ask/lawyer/explain/details.  
*Petra told us not to sign a franchise agreement alone. She suggested asking a lawyer to explain the details.*
- 2 Malcolm/explain/plan a strategy. Say/franchiser/tell/what to do.  
*Malcolm explained that you don't have to plan a strategy. He said the franchiser tells you what to do.*
- 3 Birgit/present/typical franchise fees. Say/franchisees/usually pay/\$20-50,000.
- 4 Bernd/tell/not allowed/choose/cheapest suppliers. Explain/contract/say/have to buy/official suppliers.
- 5 Miguel/talk/royalty payments. Say/can choose/pay once a quarter/but/suggest/pay regularly every month. Tell/usually/pay/5-10%/sales.

## Glossary PAGE 157

elevator  
fee  
franchise fee  
franchiser  
lawyer  
obligatory  
royalty




- ▶ expressions for meetings
- ▶ roleplaying a meeting

## 6.4 Speaking Meetings


### Brainstorming

**1** Work in small groups. Your group is planning to open a sandwich bar in the business district of your city. How can you make your sandwiches different from the competition? Brainstorm for five minutes. Then compare your ideas with another group.

### Listening

**2**  2:18 Emily, Sheryl and Tim are planning to open a sandwich bar called Bread 'n' butter. Listen to the meeting and underline the correct answers.

- 1 Bread 'n' butter will be in a *residential / business / shopping* area.
- 2 Tim and Sheryl disagree about how to *make sandwiches / run the business / run the meeting*.
- 3 Sheryl suggests changing the *bread / the prices / the menu* every day.
- 4 Emily *completely agrees / partially agrees / completely disagrees* with Sheryl's idea.
- 5 Emily and Sheryl suggest inviting customers to *bring / make / design* their own sandwiches.
- 6 They decide to have two different *standards / sections / sandwiches*.

**3**  2:18 With a partner, find suitable words to complete the useful expressions for meetings in the checklist. Then listen again and check.



### Useful expressions: Meetings

#### Suggestions

I suggest \_\_\_\_\_ some interesting combinations.  
 \_\_\_\_\_ about ham and banana?  
 Let's \_\_\_\_\_ everything for the moment.  
 What about \_\_\_\_\_ a different menu every day?  
 \_\_\_\_\_ not change the menu every week?  
 Why don't we \_\_\_\_\_ different types of bread each week?

#### Continuing after an interruption

As I was \_\_\_\_\_, we need a strategy.

#### Clarifying

Are you \_\_\_\_\_ you don't like unusual combinations?  
 What I \_\_\_\_\_ is, we don't have to define the recipes now.  
 Do you \_\_\_\_\_, some weeks you can't get apple and cheese?  
 What I'm saying is ...

#### Interrupting

I'm \_\_\_\_\_ to interrupt, Tim, but ...  
 \_\_\_\_\_ I interrupt?

## Internet research

Search for the keywords *how to brainstorm*. List some good tips. Compare with a partner.

## Suggestions

**4** With a partner, take turns to ask for a suggestion, make a suggestion and give a reaction.

A: *Can you recommend a good place to eat at lunchtime?*

B: *What about buying sandwiches to eat by the river?*

A: *Good idea. It's a nice sunny day. / No, it's too cold for a picnic.*

- 1 ... a good place to eat at lunchtime? (What about ...?)
- 2 ... a nice restaurant to take my parents for dinner? (Why don't ...?)
- 3 ... a good place to buy cakes? (I suggest ...)
- 4 ... the best place to have breakfast? (Why not ...?)
- 5 ... somewhere we can get a cup of coffee? (Let's ...)
- 6 ... a good place to celebrate passing our exams? (How about ...?)

## Interrupting and clarifying

**5** Work in small groups. Take turns to speak for one minute about your ideas for making your hobby into a business. The rest of the group interrupts and asks for clarification as often as possible.

A: *My hobby is dancing and I'm going to talk about how to make it into a business.*

B: *I'm sorry to interrupt, but do you mean you want to be a professional dancer?*

A: *No, what I mean is, I'd like to start a dance school. As I was saying, dancing is my hobby and ...*

C: *May I interrupt? Are you saying you enter dancing competitions?*

## Problems and solutions

**6** With a partner, brainstorm solutions to these problems. Use the flow chart below and expressions from the checklist.

- 1 We need to choose a corporate colour for our sandwich bar.
- 2 We need to decide what kind of desserts to sell.
- 3 We need an original idea for staff uniforms.
- 4 We need to find €20,000 to start the business.
- 5 We need to decide how to package the sandwiches.
- 6 We need to decide what kind of drinks to sell.
- 7 We need to decide our opening and closing times.
- 8 We need to choose the background music.

### Student A

Explain the problem.

Ask for clarification.

Disagree.

Agree.

### Student B

Make a suggestion.

Clarify.

Make another suggestion.

## Roleplay

**7** Work in groups of three. Roleplay a meeting to decide how to promote your new sandwich bar.

Student A: chair the meeting. It is your job to follow the agenda, make sure everybody gives their opinions, and agree each point.

Student B: look at page 116.

Student C: look at page 123.

Bread 'n' butter

### AGENDA

Promotional mix

1 Advertising \_\_\_\_\_

2 Personal selling \_\_\_\_\_

3 Sales promotion \_\_\_\_\_

4 Public relations \_\_\_\_\_

5 Direct marketing \_\_\_\_\_

## Glossary PAGE 157

background music  
chair  
direct marketing  
flyer  
package  
personal selling  
promotional mix  
voucher

## eWorkbook

Now watch the video for this unit.

- ▶ analysing content
- ▶ putting information into minutes format
- ▶ writing an agenda and minutes

## 6.5 Writing Agendas and minutes

### Discussion

**1** Consider these statements and mark them *A* (I agree), *D* (I disagree) or *?* (it depends). Compare your answers with a partner and give reasons for your choices.

- 1 A meeting without an agenda is a waste of time.
- 2 The most important decisions should come first on the agenda.
- 3 The person who leads the meeting should also write the minutes.
- 4 Writing minutes is a waste of time. Nobody ever reads them.

### Models

**2** An acquisition team is planning to buy APL Ltd, a small engineering company. Read the agenda and minutes and underline the correct answers.

- 1 Simon is probably in charge of *sales / human resources / finance*.
- 2 The most important decision is last because *everybody must be present / they need information from all the other items / they want to finish on time*.
- 3 At the meeting, *four / three / five* people were present
- 4 The team thinks APL will probably *accept / reject / negotiate* their offer.
- 5 The next meeting is *in one week / as soon as possible / in two weeks*.

#### ACQUISITION TEAM MEETING

Date & time: 4 October, 9–11 am  
 Leader: Chris  
 Attendees: Helen, Val, Chris, Simon

TIME	ITEM	PRESENTER
9.00–9.15	1 APL <i>Balance sheet</i> – for discussion	Simon
9.15–9.30	2 APL <i>Sales forecast</i> – for information	Helen
9.30–9.45	3 APL <i>HR situation</i> – for discussion	Val
9.45–10.55	4 <i>Our offer</i> – for decision	Chris
10.55–11.00	5 AOB	Chris

#### MINUTES OF ACQUISITION TEAM MEETING

Date & time: 4 October, 9–11 am  
 Present: Helen, Chris, Simon  
 Apologies: Val  
 Minutes by: Helen

ITEM	ACTION	WHO?	WHEN?
1 APL <i>Balance sheet</i>	Check inventory and report back	Simon	Next meeting
2 APL <i>Sales forecast</i>	None	-	-
3 APL <i>HR situation</i>	Check staff contracts with lawyer and report back	Val	asap
4 <i>Our offer</i>	Make first offer of €300,000 30% cash, 70% seller financing	Chris	5 October

Next meeting: 18 October, 9–11 am

### Analysis

**3** Read the agenda again. Tick (✓) the information that is included in the agenda.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> the date</li> <li><input type="checkbox"/> the time</li> <li><input type="checkbox"/> the names of the people invited to the meeting</li> <li><input type="checkbox"/> the place where the meeting takes place</li> <li><input type="checkbox"/> the topics for discussion</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> the decisions they have to make</li> <li><input type="checkbox"/> the time planned for each item</li> <li><input type="checkbox"/> the person in charge of the meeting</li> <li><input type="checkbox"/> the person in charge of minutes</li> <li><input type="checkbox"/> the person in charge of each item</li> </ul> |
|---|---|

**4** Read the minutes again. Circle the information that is not included in the minutes.

action to take   agreements and disagreements   apologies for absence   opinions  
the person in charge of each action   the person who wrote the minutes  
when the action should happen

### Language focus

**5** Read these extracts. How many words were used to write this information in the minutes?

- 1 Val was unable to attend the meeting because she was ill, but she sent a report on the HR situation. We discussed the contracts and decided that we need to take professional advice. Val is in charge of contacting the lawyer and informing us of his opinion as quickly as possible.
- 2 Simon was unhappy about our offer. However, the others agreed to make an offer of €300,000. €90,000 will be from our own funds. We will borrow the balance (€210,000) from the seller and pay it back over five years. Chris will make the offer tomorrow morning, but he thinks the seller will probably want to negotiate a better offer.

**6** Rewrite the extracts as minutes. Copy and use the template on page 118.

- 1 There was a long discussion about the cash flow situation and the possibility that we may need to ask the bank for more money. James is very worried about this. He asked Annette to investigate the situation and give a presentation first thing on Monday morning.
- 2 We had a discussion about an opportunity to buy a restaurant chain in Oslo. Matt said it was very profitable. He offered to get more details and make a presentation at the next meeting. James felt that Oslo was too far away, but he agreed to look at the figures next time.
- 3 Heinrich asked about the situation in HR and why there are so many delays. Aiko explained that she cannot do all the work herself. She said she needs an assistant. James disagreed for reasons of cost. Annette suggested hiring an intern and everyone, including James, thought it was a good idea. Aiko will contact the university to see if an intern can start next week, or even this week if they can organize it.
- 4 James told the meeting about an offer from HBCC Bank. The interest rate they are now offering is 3.5% for a ten-year loan. James wants to write a polite letter of refusal. He said this offer is less attractive than the offer from Lawton's Bank. Everybody agreed that Lawton's offer is better. James will do this as soon as he gets back from Ukraine next week.

### Output

**7** 🎧 2:19 Helen and Chris from the APL acquisition team are talking about their next meeting. Listen to the conversation and take notes. Then write the agenda for the meeting.

**8** 🎧 2:20–2:23 The APL acquisition team are having the meeting they talked about in Exercise 7. Listen to four extracts and take notes. Then write the minutes. Copy and use the template on page 118.



### Internet research

Search 'Images' for the keywords *minutes template*. Choose your favourite format. Compare with a partner.

### Glossary PAGE 157

acquisition  
AOB  
apologies  
chain  
forecast  
waste of time

- ▶ gathering product and market information
- ▶ making decisions in a meeting about starting a company

## 6.6 Case study Solar Mobile

### Discussion

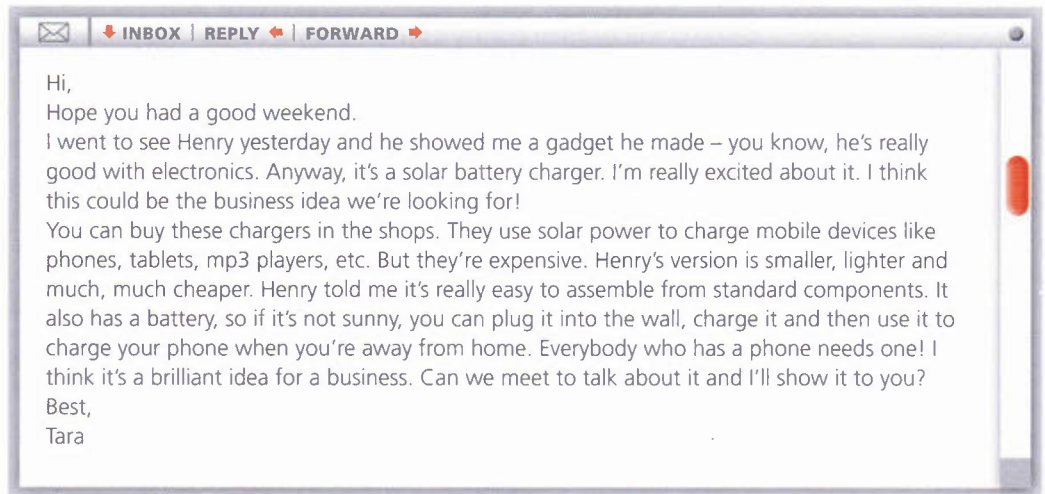
**1** Work in small groups. Imagine you are starting a company that assembles and sells electronic devices. What sort of decisions do you need to make before you start doing business?

*type of company –*

*funding –*

### Reading

**2** Read the email from your friend, Tara. What does she want, and why?



**3** Read the email again and underline the correct answers.

- 1 Tara wants to meet in order to *buy / sell / demonstrate* the solar battery charger.
- 2 Similar devices are *already / not yet / unavailable* on the market.
- 3 The USP of Henry's design is *size and weight / size and price / size, weight and price*.
- 4 The parts for the charger are *specially designed / easy to find / difficult to connect*.
- 5 Tara thinks the solar battery charger is a product for *ecologists / professionals / almost everyone*.

### Internet research

Search for the keywords *solar battery charger*. Find the best model to export to Africa. Compare with a partner.

### Discussion

**4** With a partner, discuss these questions.

- 1 What sort of people buy solar battery chargers?
- 2 How much are you prepared to pay for this type of product?
- 3 Would you like to take part in or invest in Tara's project?





### Listening

**5** 2:24 Tara is talking to Henry about the solar battery charger. Listen and answer the questions.

- 1 How many people have a phone but no electricity?
- 2 How do they charge their phones?
- 3 What is the electricity situation in parts of rural Africa?
- 4 What is Tara's idea?

### Discussion and roleplay

**6** You are going to take part in a meeting about starting a company called Solar Mobile. The company will assemble and sell solar battery chargers. Follow the procedure below.

- 1 With a partner, read the agenda and prepare ideas for the meeting. Decide how much discussion time you need for each item.
- 2 Work in groups to hold the meeting. Choose someone to lead the meeting and someone to note down your decisions. Make decisions on the items on the agenda.
- 3 Summarize and explain your decisions to the class. Vote for the best project – but you can't vote for your own group!

#### AGENDA SOLAR MOBILE TEAM MEETING

Date & time: \_\_\_\_\_ Leader: \_\_\_\_\_

Present: \_\_\_\_\_

Minutes by: \_\_\_\_\_

	TIME	ITEM
1		<i>Type of company</i> – for decision sole trader? partnership? your ideas?
2		<i>Capital: €50,000 required</i> – for decision borrow from family – 0% interest? sell 40% of the company to a venture capitalist? your ideas?
3		<i>Business model</i> – for decision online sales only? sell through high street stores? your ideas?
4		<i>Sourcing and assembly</i> – for decision buy and assemble components locally? buy, assemble and ship from East Asia? your ideas?
5		<i>Positioning</i> – for decision exclusive product, high price? value for money product, low price? your ideas?
6		<i>Office</i> – for decision no office, work from home? rent office in the city centre? your ideas?
7		<i>Staff</i> – for decision hire experienced professionals? hire young graduates? your ideas?
8		<i>Promotion</i> – for discussion online only – ideas? press and radio campaign – ideas? direct marketing – ideas? your ideas?

#### Glossary PAGE 157

component  
device  
gadget  
high street  
plug in  
source

# Review 5

## Marketing and selling

### 1 Underline the correct word in *italics*.

A useful way to think about marketing is in terms of 'the four Ps'. These are: product, (1) *packaging / price*, promotion and place. The third P - promotion - is about creating awareness, interest and (2) *desire / design*. These are the first three parts of 'AIDA'. The final part of AIDA (action) is the job of sales, not marketing: action means getting the customer's (3) *sign / signature* on the contract. But sales say their job is much more complex than that. It is the sales staff who persuade (4) *prospects / potentials* to make a purchasing decision. They have to answer (5) *requirements / enquiries*, make sales visits, analyse the customers' (6) *wanting / needs*, give product demonstrations, write proposals, send (7) *estimations / quotations*, and do all the negotiation.

In reality, of course, marketing and sales have to work together closely. Information from both departments is needed to make promotion more (8) *worth / effective*, for example, to make sure the focus is on the benefits of a product (that is, how the product can make a customer's life better) rather than just the (9) *features / factors* (that is, what the product can do).

When marketing and sales work together closely, there will be increased (10) *venues / revenues* and new business (11) *opportunities / arrivals*. Both departments are needed to build long-term (12) *partnerings / partnerships* with customers, rather than just satisfy their immediate needs.

### 2 Fill in the missing letters to complete these marketing collocations.

- If you cond\_\_\_ market studies, you do them in an organized way.
- If you bu\_\_\_ brand image, you develop it and make it better.
- If you del\_\_\_ the goods, you take them to a place.
- If you m\_\_\_ consumer needs, you do what is necessary to satisfy those needs.
- If you s\_\_\_ competitive prices, you decide and state what they are.
- If you inc\_\_\_\_\_ market share, you make it grow.
- If you en\_\_\_ a new market, you start working in it.
- If you ra\_\_\_ awareness of a product, you make sure more people know about it.

### 3 Look at the table. Then complete the sentences below with the correct form of the adjective in brackets. Add *the, than, more/less* or *most/least*, if you need to.

Product	Value	Regular	Premium
Price	€35	€65	€80
Weight	2.2kg	2.5kg	2.8kg
Delivery time	1 week	4 weeks	3 weeks

- Regular is \_\_\_\_\_ (cheap) Premium.
- Of the three products, Value is \_\_\_\_\_ (cheap).
- Regular is \_\_\_\_\_ (expensive) Value.
- Value is \_\_\_\_\_ (expensive) Regular.
- Of the three products, Premium is \_\_\_\_\_ (expensive).
- Of the three products, Value is \_\_\_\_\_ (expensive).
- Regular is \_\_\_\_\_ (heavy) Value.

- Of the three products, Premium is \_\_\_\_\_ (heavy).
- Value has \_\_\_\_\_ (good) delivery time of all.
- Regular has \_\_\_\_\_ (bad) delivery time of all.
- Let's order Premium - it looks \_\_\_\_\_ (modern) the others.
- Premium is too complicated for our needs. Let's order Regular - it's \_\_\_\_\_ (simple). (two possible answers)

### 4 Match the pairs of expressions that have a similar meaning.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1 Keep in mind that ...     | a) and as a result ...                |
| 2 which means that ...      | b) I know what you mean. However, ... |
| 3 What's more, ...          | c) Don't forget that ...              |
| 4 I see your point. But ... | d) In addition, ...                   |

### 5 Complete the conversation about childcare at work with expressions 1-4 from Exercise 4.

**Rosie:** A lot of staff have childcare problems, (1) \_\_\_\_\_ the company loses hundreds of hours of work every year. We need a day care centre, here on site.

**David:** Maybe you're right. But it's a big investment. And it needs specialist staff.

**Rosie:** (2) \_\_\_\_\_ can we take those two issues one by one? I agree that a day care centre is a big investment. However, it can save you money. (3) \_\_\_\_\_ most of the cost is paid by the employees - the cost is taken off their salaries.

**David:** OK, but what about the problem of the specialist staff?

**Rosie:** We plan to work with a service company called Happiday. They provide the staff. (4) \_\_\_\_\_ they provide all the toys and equipment as well.

### 6 Complete the sentences for 'selling' changes with the pairs of words in the box.

forward/relationship longer/replacing  
materials/quotation not only/but also  
regular/important rising/increase

- As a \_\_\_\_\_ customer of ABC, your business is \_\_\_\_\_ to us.
- Due to** the economic situation, our costs are \_\_\_\_\_. **Consequently**, we have no choice but to \_\_\_\_\_ our prices.
- Since** the price of \_\_\_\_\_ increased last month, we have revised our \_\_\_\_\_.
- Other customers are delighted with the new model, as it is \_\_\_\_\_ faster \_\_\_\_\_ lighter than the old one.
- We look \_\_\_\_\_ to continuing our strong business \_\_\_\_\_ for many years to come.
- Owing to** changes in international safety laws, the G200 is no \_\_\_\_\_ compliant. **Therefore**, we are \_\_\_\_\_ it with a new model, the G250.

### 7 Use the six items in bold in Exercise 6 to complete the sentences below.

- \_\_\_\_\_ and \_\_\_\_\_ mean the same as 'because'.
- \_\_\_\_\_ and \_\_\_\_\_ mean the same as 'because of'.
- \_\_\_\_\_ and \_\_\_\_\_ mean the same as 'so'.

# Review 6

## Entrepreneurship

### 1 Fill in the missing letters in this word-building exercise.

- 1 A million is 1,000,000. A very rich person is a million\_\_\_\_\_.
- 2 Something that helps you is an advantage. Something that causes you problems is a \_\_\_ advantage.
- 3 You invest money. You make an invest\_\_\_\_\_.
- 4 Someone who starts a new business is an entrepreneur. An entrepreneur\_\_\_ person is someone who takes risks and works hard.
- 5 If a project doesn't succeed, it fails. It is a fail\_\_\_\_\_.
- 6 If you succeed, you are a succe\_\_\_. (noun) You are success\_\_\_. (adjective)
- 7 If the money you gain is more than your costs, you make a profit. Your business is profit\_\_\_\_\_.
- 8 You start a new business. It is a start-\_\_\_\_\_.
- 9 A fund is an amount of money that you collect or invest. Money that you use for a specific purpose (such as a new project or new business) is called fund\_\_\_\_\_.

### 2 Complete the sentences with the pairs of words in the box. The words can be in any order.

board/CEO colleagues/co-workers employee/employer  
franchisee/franchise interest rate/return on investment  
money/capital the owner/a shareholder  
venture capitalist/lawyer

- 1 The company you work for is your \_\_\_\_\_. You are an \_\_\_\_\_ of this company.
- 2 If you have shares in a company, you are \_\_\_\_\_. If you have the majority of the shares, you are \_\_\_\_\_.
- 3 To buy something, you need \_\_\_\_\_. Business people talk about \_\_\_\_\_ to mean money that is used to start a business or to invest.
- 4 Americans and Asians refer to the people they work with as their \_\_\_\_\_. The British and Europeans call them \_\_\_\_\_.
- 5 Do you need someone to invest in your start-up? The bank isn't interested, and neither are your family or friends. Try going to a \_\_\_\_\_. You'll need a good business plan, and make sure you speak to a \_\_\_\_\_ first.
- 6 McDonald's® (the company) is a \_\_\_\_\_. The person who runs the local McDonald's in your shopping centre is a \_\_\_\_\_.
- 7 If you want to get a bank loan, look for a good \_\_\_\_\_. If you want to get venture capital, offer the VC company a good \_\_\_\_\_.
- 8 A company is run day-to-day by the \_\_\_\_\_ and the senior management team. However, long-term strategy is decided by the \_\_\_\_\_, who meet once every few months (and who represent the interests of shareholders).

### 3 Underline the correct words in *italics* to complete the advice for a new work colleague.

- 1 You *should never be* / *shouldn't never be* late for a meeting in this company. Good time keeping is important.

- 2 You *mustn't be* / *don't have to be* the first person in the room, but I suggest getting to every meeting at least five minutes early.
- 3 You *must take* / *can take* a full hour for lunch if you want, it's no problem.
- 4 But you *can't bring* / *don't have to bring* sandwiches back to your desk – it leaves a mess.
- 5 You *must eat* / *are allowed to eat* your own food in the staff canteen. Everyone does it.
- 6 You *have to* / *You're not allowed to* use the Internet for personal reasons during work time.
- 7 If you *really must* / *you really can* check your Facebook updates, then wait until you take a break and do it in the canteen.
- 8 Most people take a couple of short breaks every morning, but you *shouldn't be* / *don't have to be* away from your desk for too long.

### 4 Emily and Tim are discussing ideas for a new sandwich bar. Put their conversation in the correct order. Then read it with a partner to check that it makes sense.

#### Emily:

- a) Are you saying you don't like unusual combinations of fillings?
- b) Let's brainstorm some ideas for new sandwich fillings. How about ham and banana? Or apple and cheese? Or maybe ...
- c) Wait a minute. Are you saying we have to make every sandwich to order? It will take too long!
- d) Do you mean, some weeks you can't get apple and cheese? Some customers like to eat the same thing every week.

#### Tim:

- e) It's a good point. But we could have two different sections – one for standard sandwiches, and another for mix and match. And of course the prices would be different too.
- f) Perhaps you're right. But we do need something different. Why don't we try mix and match? You choose your bread, your fillings and your dressing.
- g) I'm sorry to interrupt, Emily, but I really don't think that's the best way to start the discussion.
- h) No, I love your ideas. What I mean is, we don't have to define the recipes right now. It's more important to decide on a strategy. For example, why not have a different menu of sandwiches every week?

### 5 Read the conversation in Exercise 4 aloud several times. Then cover it and complete the expressions below.

- 1 Let's b\_\_\_\_\_ some ideas for new sandwich fillings. H\_\_\_\_\_ a\_\_\_\_\_ ham and banana?
- 2 I'm s\_\_\_\_\_ to i\_\_\_\_\_, Emily.
- 3 W\_\_\_\_\_ I m\_\_\_\_\_ is, we don't have to define the recipes right now.
- 4 Perhaps you're right. W\_\_\_\_\_ d\_\_\_\_\_ 't w\_\_\_\_\_ try mix and match?
- 5 A\_\_\_\_\_ you sa\_\_\_\_\_ we have to make every sandwich to order?
- 6 It's a g\_\_\_\_\_ p\_\_\_\_\_. But we could have two different sections.

# 7 Business costs

▶ personal and business budgets

▶ cost-cutting and its consequences

## 7.1 About business Cutting costs

### Discussion

**1** Ashley is a student. Her parents give her \$24,000 dollars per year to pay her school and living costs. In small groups, discuss these questions.

- 1 At the end of her first year, Ashley still has \$2,000 left in her bank account. What can she do with the money? Think of as many options as possible.
- 2 Two months before the end of her second year, Ashley has no money left in her account. What can she do? Think of as many options as possible.
- 3 Ashley's parents own a newspaper shop. If they make a profit or a loss, how is their situation similar or different to Ashley's?

### Skim reading

**2** Quickly read the article opposite. Find the answer to the question *How can companies lose millions but still stay in business?*

### Summarizing

**3** Read the article again. Number the paragraph summaries in the order they appear in the article.

- a) A decrease in revenue is a problem because fixed costs do not decrease.
- b) Companies and families both need to plan their revenues and their costs.
- c) With careful management, losing money need not have serious consequences.
- d) Investing in better equipment can save money in the long term.
- e) Families and companies can use reserves or assets to survive temporary difficulties.
- f) Families and companies can usually reduce variable costs easily.

### Reading for detail

**4** Read the article again and answer the questions.

- 1 What examples are given of revenue for a) companies and b) families?
- 2 What examples are given of fixed costs for a) companies and b) families?
- 3 What examples are given of variable costs for a) companies and b) families?
- 4 What examples are given of reserves and assets? What is the difference?
- 5 What examples are given of investments for a) companies and b) families?

### Listening

**5**  2:25–2:26 Listen to two people talking about cost-cutting and answer the questions for each case.

- 1 What was the problem?
- 2 What measures did the company take?
- 3 What were the consequences for the speaker?

### Discussion

**6** With a partner, discuss the questions.

- 1 Think about your personal budget. What are your fixed costs and your variable costs? Make two lists.
- 2 If your income decreases, which costs can you reduce?
- 3 What investments could you make to save money in the long term?
- 4 Think about a company you know. What are its fixed and variable costs?
- 5 If its revenues decrease, which costs can it reduce?
- 6 What investments could it make to save money in the long term?

### Internet research

Search for the keywords *ways to cut costs*. Make two lists, one for personal costs and another for business costs.

### Glossary PAGE 158

account  
asset  
bankrupt  
freeze  
heating  
homeless  
overtime  
reserves

# How can companies lose millions but still stay in business?

Companies that invest in new equipment or better software can reduce long-term costs.

**COMPANY FINANCES** are not very different from family budgets – the numbers are just bigger. Companies and families both know approximately how much money will come in and go out. Businesses can forecast sales revenues and production costs, and families can plan based on their salaries and living costs.

In both cases, the problems begin when revenue decreases. For companies, this is often due to a fall in sales: perhaps products are too old, or competition is increasing. Family income can also go down if bonuses or overtime decrease, or when people are unemployed or ill. If an adult stops work, some variable costs will decrease: tax and transport for example. But most payments, like the house, the children's education, energy bills and telephone bills are fixed. In business, even if sales are down 50%, there are still fixed costs like rent, administration and maintenance. When total costs are higher than revenues, both companies and families have to consider what they can cut.

Fortunately, families don't usually become homeless and companies don't usually go bankrupt because of a temporary decrease in revenue. Families can cut out evenings at the restaurant or cinema; they can do without a new TV or a foreign holiday. Companies can cut advertising, travel and training budgets and freeze temporary contracts.

But cutting these variable costs often takes time

to have an effect. In the short term, both families and companies often need to use their reserves, that is, take cash from their savings and investments. If the difficulties continue, they can borrow money using their assets, that is, by re-mortgaging their home, office or factory. By using these reserves or assets, individuals and businesses can survive until their situation improves. Losses are relative: losing several million pounds is unthinkable for a family, but may only be a small percentage of a medium-sized company's revenues.

Corporate and personal finance are also similar where investment is concerned. Sometimes the best way to reduce costs is to spend more money. A family that is having difficulty paying its energy bills can invest in better insulation and a more modern heating system. Companies that invest in new equipment or better software can reduce long-term costs. This kind of one-time cost is often the explanation when well-managed companies appear to be losing money.

In conclusion, a family or a company that has temporary financial difficulties can recover quickly if the problem is managed carefully. Most banks won't take back a car, a home or a factory when a customer misses just one payment, especially if the customer has warned them in advance. But of course, families or businesses that regularly miss payments will soon have even bigger problems.

- ▶ vocabulary relating to financial performance
- ▶ expressions relating to payment terms

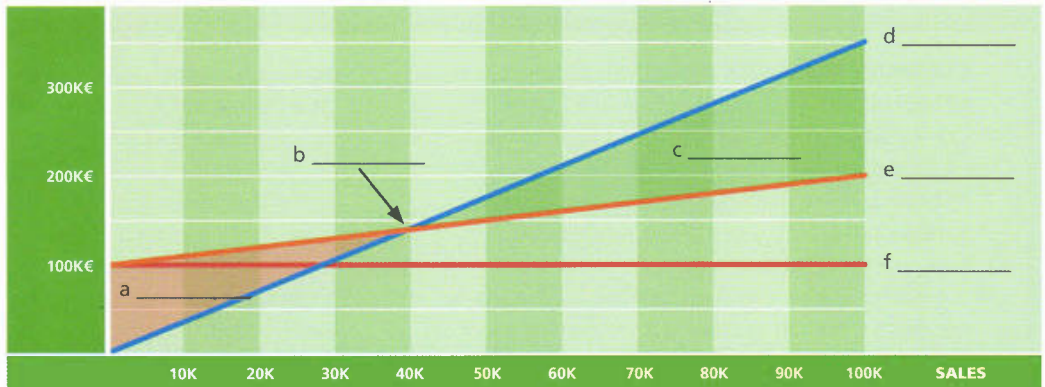
## 7.2 Vocabulary Profit, loss and payment



**1** Read the information and look at the graph. Label the graph with the words in the box.

Doug has a business that makes souvenir mugs. He spends €100,000 per year on overheads, such as administration, rent, energy, etc. In addition, each mug he makes costs €1 for materials, labour, etc. He sells the mugs for €3.50 each.

breakeven fixed & variable costs loss overheads profit revenues



**2** Look at the graph again and answer the questions.

- 1 How much money does Doug lose per year if he makes no mugs?
- 2 How much money does he make if he sells 100,000 mugs?
- 3 How many mugs does he need to make and sell in order not to lose money?

**3** Complete the text with the words and phrases in the box.

cost of goods sold (COGS) gross margin operating expenses profit margin turnover

Last year, Doug sold 80,000 mugs, which means he had a (1) \_\_\_\_\_ of €280,000 (80,000 @ €3.50). His (2) \_\_\_\_\_ was €80,000, that is, €1 per mug. So his (3) \_\_\_\_\_ (before fixed costs, tax, etc.) was 71%, or €2.50 per mug. After deducting fixed costs or (4) \_\_\_\_\_ like rent and energy of €100,000, Doug declared an operating profit of €100,000. He paid €25,000 in taxes (25%), which left net income of €75,000, a healthy (5) \_\_\_\_\_ of 27%.

**4** Doug sells 80,000 mugs per year. With a partner, explain what happens to the profit margin if:

- 1 Doug hires a secretary who costs the business €2,000 per month.
- 2 In addition, taxes increase to 33%.
- 3 In addition, Doug's COGS increases to €1.50 per mug.

### Glossary PAGE 158


cheque  
lend  
mug  
souvenir  
standing order

**5** Read the extracts from a telephone conversation. Replace the phrases in **bold** with the words and phrases in the box.

account interest invoice outstanding balance overdue settle

- 1 Hello, Mr Jones. I'm calling about your **record of what you ordered and what you paid**.
- 2 There is **an amount of money which you haven't paid** of \$2,000.
- 3 We sent you **our detailed list of money to pay** on 2 February.
- 4 I'm afraid it's **very late** – you were supposed to pay us three months ago.
- 5 The contract you signed allows us to charge you **the cost of credit** at 5%.
- 6 Could you please **send us payment in full** for your bill as soon as possible?

**Listening**

**6**  2:27 A credit controller is talking about payment terms. Listen and match the expressions with the explanations.

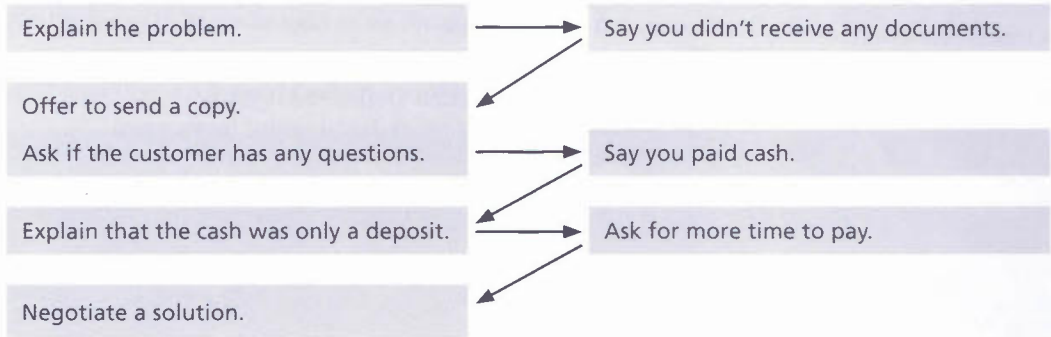
- |  |  |
|--|--|
| <input type="checkbox"/> payment in advance        | <input type="checkbox"/> cash on delivery  |
| <input type="checkbox"/> terms and conditions      | <input type="checkbox"/> owe someone money |
| <input type="checkbox"/> an early payment discount | <input type="checkbox"/> 30 days' credit   |
| <input type="checkbox"/> settle the balance        | <input type="checkbox"/> a deposit         |

**Roleplay**

**7** With a partner, roleplay a telephone conversation between an accounts department employee and a slow payer. Use the flow chart below.

Student A

Student B



**Discussion**

**8** With a partner, compare the way you pay for the goods and services below. Say which methods of payment in the box you use, and describe the terms and conditions.

cash cheque credit card electronic transfer PayPal standing order

- |                         |                           |              |
|-------------------------|---------------------------|--------------|
| • your accommodation    | • your cafeteria expenses | • your books |
| • your public transport | • your phone              | • your music |

**Internet research**

Search for the keywords *fixed and variable costs*. Make two lists of typical costs for companies. Compare with a partner.



- ▶ will and be going to
- ▶ first conditional
- ▶ time expressions

### Refresh your memory

#### Predictions:

*will and won't*

Prices *will increase* next year.

Customers *won't be* happy.

#### Instant decisions:

*I'll have* orange juice, please.

*I won't have* anything to eat, thanks.

#### Promises:

*I'll send you* the contract tomorrow.

*I won't be* late.

▶ Grammar and practice page 136

#### be going to

*We're going to* move to a new office soon.  
plans made in advance

▶ Grammar and practice pages 136–137

#### first conditional

*If you pay cash, (then)*

*I'll give you a discount.*

*if + present simple,*

*(then) + will*

probable future events

▶ Grammar and practice page 137

#### time expressions

*We'll start the meeting*

*when they arrive.*

*when, until, as soon as,*

*before, after + present simple*

▶ Grammar and practice page 137

### Glossary PAGE 158

bed and breakfast  
contingency plan  
entertainment  
quote  
specification  
wind farm

## 7.3 Grammar Future forms and first conditional



### will and won't

**1** With a partner, take turns to make predictions about the future of the items below.

A: **We'll build** more and more wind farms in the future. **We won't build** any more nuclear power stations.

B: Yes, but **I think we'll build** them at sea. **I don't think we'll build** them inland.

1 energy

3 medicine

5 environment

7 social networking

2 transport

4 entertainment

6 robots

8 languages

**2** With a partner, take turns to make instant decisions and promises. Use the prompts in brackets.

A: *I'm afraid your flight's cancelled.*

B: **Don't worry, I'll take** the train.

A: **OK, I'll meet** you at the station.

1 *I'm afraid your flight's cancelled.* (train) (meet you)

2 *Sorry, we didn't receive your email.* (send again) (reply asap)

3 *I'm afraid the hotel is full.* (bed and breakfast) (list of numbers)

4 *I'm sorry, we don't accept cheques.* (credit card) (get the machine)

5 *Our train leaves in five minutes!* (not have breakfast) (buy on train)

6 *This is top secret information.* (not tell anyone) (destroy original message)

### be going to

**3** You're going on a world tour. With a partner, take turns to ask and answer questions about your plans for each place.

A: *What **are you going to** do in Paris?*

B: **I'm going to** visit the Eiffel Tower, and then **I'm going to** walk along the Champs-Élysées!

1 Paris

3 Berlin

5 New York

7 Cairo

2 Rome

4 Moscow

6 Rio de Janeiro

8 London

**4** With a partner, take turns to talk about your plans for the future. Also make some instant decisions about the same time periods.

A: *What **are you going to** do after class?*

B: **I'm going to** have a cup of tea. *I'm thirsty! What about you?*

A: *I don't know. Perhaps **I'll have** some tea with you.*

1 after class/work

3 tomorrow morning

5 Friday evening

7 next holidays

2 this evening

4 tomorrow afternoon

6 Saturday

8 next year

### First conditional

**5** Complete the contingency plans below with your own ideas.

1 If the new product is too expensive, ...

*If the new product is too expensive, we'll reduce the price.*

2 We'll increase the price if ...

3 We'll invest in new machines if ...

4 If customers don't pay their bills, ...

5 If we need more capital, ...

6 We won't borrow from the bank unless ...

**6** With a partner, take turns to negotiate these points. Use the prompts in brackets.

A: I'd like a discount.

B: OK, I'll give you a 3% discount if you pay cash.

B: Can you give me free delivery?

A: I'm sorry. I can't give you free delivery unless your order is for over €2,000.

1 I'd like a discount. (OK/3%/if/cash)

2 Can you give me free delivery? (No/unless/order/over €2,000)

3 I'd like delivery this week. (All right/Friday/if/order today)

4 Can you deliver before Friday? (No/unless/pay for express delivery)

5 I'd like a credit period. (OK/30 days/if/regular orders)

6 Can you give me 60 days' credit? (No/unless/pay full price)

7 I'd like you to change the colour. (OK/red or blue/if/give two weeks' notice)

8 Can you add my company logo? (No/unless/order/more than 500 pieces)

### Listening

**7**  2:28 Listen to a conversation between a buyer and a seller and answer the questions.

1 When will the seller send a quotation?

4 When will the buyer receive an invoice?

2 Why can't she quote a price now?

5 When will the buyer need to pay?

3 When will they start work?

6 When will the buyer receive the machine?

### Time expressions

**8** Write five questions with *When* about plans and predictions for the future. With a partner, take turns to ask your questions. Answer with *when*, *until*, *as soon as*, *before* or *after*.

A: *When are you going to leave today?*

B: *I'm going to leave as soon as we finish the lesson.*

B: *When do you think you'll get a job?*

A: *I won't get a job until I pass my exams.*



### Negotiation

**9** With a partner, or in groups of four, negotiate an agreement to buy a new packaging machine. Try to score as many points as possible. Student(s) A: you are the buyer. Use the information below. Student(s) B: you are the seller. Look at page 118.

#### Buyer

No other suppliers can make this machine, but you want:

- a discount (*score one point for each % point you get*)
- the seller to pay for delivery and installation (*one point for each*)
- delivery in one week (*two points*) or two weeks (*one point*)
- to change the machine to your corporate colour and add your logo (*one point for each*)
- no 10% deposit with the order (*one point*), but full payment after delivery (*one point*)
- a two-year guarantee (*one point*)

### Internet research

Search for the keywords *future predictions*. Write down five interesting predictions to discuss with a partner.

- ▶ expressions for negotiating
- ▶ roleplaying a negotiation

## 7.4 Speaking Negotiating



## Discussion

**1** With a partner, match the negotiations 1–3 with the outcomes a–c. Which is the best, and why?

- |  |   |
|--|---|
| <p>1 A: If you can't reduce your price, we'll find another supplier.<br/>B: OK, you win.</p> <p>2 A: If you can't reduce your price, we'll find another supplier.<br/>B: OK.<br/>A: OK to reduce the price?<br/>B: No, OK to find another supplier.</p> <p>3 A: If you can reduce your price, we'll place regular orders.<br/>B: OK. I'll reduce the price, as long as you pay cash.</p> | <p><input type="checkbox"/> a) lose-lose</p> <p><input type="checkbox"/> b) win-lose</p> <p><input type="checkbox"/> c) win-win</p> |
|--|---|

**2** Why are these 'rules' good advice for negotiators?

- 1 Never say 'no'.    2 Never say 'yes'.    3 Always say 'if'.

## Glossary PAGE 158

concession  
downtown  
limo  
pay rise

## Listening

**3** 2:29 Brandon and Kayla are organizing a start-up weekend for new students. Listen to their negotiation with the travel agent. What do they get and what do they give in return?

**4** 2:29 With a partner, find suitable words to complete the useful expressions for negotiating in the checklist. Then listen again and check.

## Useful expressions: Negotiating

## Asking for a concession

Could you \_\_\_\_\_ the price \_\_\_\_\_ a little?  
Can you give us a \_\_\_\_\_?

## Making a counter-offer

I'm afraid we can't give you 10% \_\_\_\_\_ you can find ...  
That's \_\_\_\_\_, as long as everything is paid ...  
We agree, \_\_\_\_\_ you organize a free drink ...  
We will ... on condition that you ...

## Making an offer

If you can \_\_\_\_\_ thirty participants, we can give you ...  
Can we \_\_\_\_\_ on 10%?  
What \_\_\_\_\_ 8% for forty participants?

## Accepting an offer

OK, it's a \_\_\_\_\_.  
We can \_\_\_\_\_ with that.

## Refusing

I'm sorry but it's \_\_\_\_\_ not \_\_\_\_\_.  
I'm afraid we can't \_\_\_\_\_ that.

## Internet research

Search for the keywords *rules of negotiation*. Compare your favourite rules with a partner.

**5** With a partner, take turns to make offers and counter-offers. Use the prompts below.

- 1 buy two/25% discount? (providing/cash)
- A: *If I buy two, can you give me a 25% discount?*
- B: *OK, I agree, providing you can pay cash.*
- 2 you pay for drinks today/I pay tomorrow. (as long as/bring my friend)
- 3 \$150 per month rent/pay in advance. (on condition/clean kitchen/once a week)
- 4 confirm tomorrow/deliver this week? (afraid/unless/order today)
- 5 come to your house/drive me/work? (agree/but only if/pay for petrol)
- 6 I/salad/you/bring sandwiches? (you look after drinks)
- 7 I order now/30 days' credit? (afraid/regular orders)
- 8 I give choice of films/pay €11/person? (popcorn, ice creams/included)

**6** With a partner, take turns to roleplay short negotiations between an employee and a manager. Use the flow chart below.

- 1 Student A would like to leave work early today.
- 2 Student A wants a longer lunch break.
- 3 Student A wants to take holidays in September, the company's busiest time of the year.
- 4 Student A wants a pay rise.

**Student A**

Ask for a concession.

Make an offer.

Accept or make a counter-offer.

**Student B**

Refuse.

Make a counter-offer.

Accept or make a counter-offer.

## Roleplay

**7** Work with a partner or in groups of four. Your class wants to go on a study trip to New York. Roleplay a negotiation with the travel agency. Then compare with another group. Who got the best deal? Student(s) A: use the information below. Student(s) B: use the information on page 119.

**Student(s) A**

You are organizing the study trip for your class. The budget is \$1,300 per person. The class would like to stay as long as possible in New York. You will need plane tickets, transport between the airport and downtown, rooms and breakfast, tours and visits, etc. Negotiate with the travel agent to get the best value for money.

eWorkbook

Now watch the video for this unit.



- ▶ analysing format and content
- ▶ identifying threats and promises
- ▶ identifying level of politeness
- ▶ writing emails to ask for payment

### 7.5 Writing Asking for payment



#### Roleplay

**1** Business experts recommend telephoning customers to ask for payment before sending an email or letter. With a partner, read message A and roleplay the telephone conversation between Adriana Goldman and Mr Cable before Adriana sent the email.

#### Models

**2** Read the messages and number them in order from first to last.

✉ INBOX REPLY FORWARD

**A**

Dear Mr Cable,  
As discussed by telephone, our invoice number 56/4872 for \$7,089 is overdue. Please find attached a copy of the invoice. Could you please send your payment as soon as possible?  
Best wishes,  
Adriana Goldman

**D**

Dear Ms Goldman,  
Please find enclosed a cheque for \$7,089. I would like to apologize for the delay in payment. We have reorganized our accounts department, and I can assure you that all invoices will be paid on receipt in future.  
I would be grateful if you could begin regular deliveries again as soon as possible.  
Best regards,  
Bryan Cable

**B**

Dear Mr Cable,  
Despite several requests for payment, the sum of \$7,089 (our invoice number 56/4872) remains outstanding.  
Please note that unless your account is paid within seven days, we will take legal action.  
Yours sincerely,  
Adriana Goldman

✉ INBOX REPLY FORWARD

**E**

Dear Mr Cable,  
I am writing to remind you that the sum of \$7,089 is still outstanding. Can you please settle this account immediately? If we do not receive payment within seven days, we will be obliged to suspend all deliveries.  
Yours sincerely,  
Adriana Goldman

✉ INBOX REPLY FORWARD

**C**

Dear Ms Goldman,  
Unfortunately, my accountant is in hospital due to a skiing accident.  
I will do my best to settle our account as soon as possible. I would appreciate your help in maintaining our regular deliveries.  
Thank you for your cooperation.  
Best regards, Bryan Cable

✉ INBOX REPLY FORWARD

**F**

Dear Ms Goldman,  
Thank you for your reminder. My accountant will send you a cheque as soon as she returns from holiday.  
Best regards,  
Bryan Cable

## Internet research

Search for the keywords *how to get clients to pay*. List some tips. Compare with a partner.

## Analysis

3 With a partner, answer the questions.

- 1 Why are messages B and D letters, not emails?
- 2 What happened after message F was sent?
- 3 What happened after message E was sent?
- 4 Why did Mr Cable enclose a cheque with message D?
- 5 Match Adriana's style in messages A, B and E with these adjectives.  
 firm  friendly  threatening
- 6 Match Mr Cable's style in messages C, D and F with these adjectives.  
 apologetic  concerned  unconcerned

## Language focus

4 Read the messages in Exercise 2 again and find two threats and three promises.



5 Complete the threats and promises. Use the correct form of the verbs in brackets.

- 1 Unless you \_\_\_\_\_ our invoice within five days, we \_\_\_\_\_ legal action. (pay, take)
- 2 Our CFO \_\_\_\_\_ you a cheque as soon as he \_\_\_\_\_ from Canada. (send, return)
- 3 I \_\_\_\_\_ our account after the bank \_\_\_\_\_ our loan. (settle, confirm)
- 4 We \_\_\_\_\_ your order if we \_\_\_\_\_ your deposit within two weeks. (cancel, not receive)
- 5 I \_\_\_\_\_ you that we \_\_\_\_\_ all bills on time in future. (assure, pay)
- 6 We \_\_\_\_\_ new orders before you \_\_\_\_\_ all outstanding bills. (not accept, settle)
- 7 As long as you \_\_\_\_\_ the goods on time, we \_\_\_\_\_ happy to pay on receipt. (deliver, be)
- 8 We \_\_\_\_\_ obliged to suspend your account unless we \_\_\_\_\_ payment by the 31st. (be, receive)

6 Put the requests in order from the most direct (1) to the most polite (5).

- I would appreciate your help in ...  I would be most grateful if you could ...   
Please ...  Could you please ...?   
Can you please ...?

## Output

7 Work with a partner or in groups of four. Write and reply to emails about a delivery problem. Student(s) A: use the information below. Student(s) B: turn to page 122.

Student(s) A

- 1 You are the owner(s) of an e-business that sells photographic equipment to customers all over the world. Student B supplies the special packaging materials you need to protect your fragile equipment.  
There are often mistakes in your orders from Student B: the wrong size, the wrong number, etc. Also, deliveries are often delayed. You know there are other suppliers who are better and cheaper. Write an email to Student B to complain about the service and ask for lower prices.
- 2 When you receive emails from Student B, write appropriate answers.

## Glossary PAGE 158

outstanding  
overdue  
promise  
reminder  
suspend  
threat



- ▶ analysing an income statement
- ▶ negotiating to sell or buy a company

## 7.6 Case study Doug's Mugs

### Discussion

**1** Imagine you are going to buy a company. Would you prefer to buy a profitable company for a high price, or a less profitable company for a low price? Why?

### Reading

**2** Read the blog and the income statement below. Underline the correct answers.

- 1 Next year will be the company's *third / fourth / fifth* year in business.
- 2 The company's products are designed by *Megan / Doug / temporary workers*.
- 3 The company's customers choose Doug's Mugs for their *low price / simple product / unique designs*.
- 4 The company's main problem is its *sales / cash flow / debt*.
- 5 This year, the company sold 40,000 mugs for €3.00 / €3.50 / €4.00 each.
- 6 The production cost for each mug was €0.80 / €1.00 / €1.20.
- 7 Fixed costs are *increasing / stable / decreasing*.
- 8 This year, the company *made a net profit / broke even / made a net loss*.



**BLOG**

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### Doug's mugs

Megan and I started Doug's Mugs four years ago. Megan is in charge of sales, and I do the rest. The business grew quickly in the first three years, so we have some temporary workers who help with production when we're very busy. Our product is very simple: souvenir mugs. Last year, we sold 80,000 mugs to shops, clubs and businesses. Our USP is our original designs. I create unique, attractive or humorous designs for each customer. I set up the business and bought the equipment with my own money, so we have no debt. We manufacture to order, so we have very little stock. Most of our customers pay in advance, which means that our cash flow situation is very good. To see some of our products, click [here](#).

INCOME STATEMENT	Last year	This year	Next year (forecast)
Sales revenue	280,000	140,000	a)
Cost of goods sold (variable costs)	80,000	40,000	b)
Gross profit/loss	200,000	100,000	c)
Selling, general & administrative expenses (overheads)	100,000	100,000	d)
Operating profit/loss	100,000	0	e)
Tax, depreciation, etc.	25,000	3,000	20,000
Net profit/loss after tax	75,000	(3,000)	f)

### Listening

**3** **2:30** Doug is presenting the company's sales forecast for next year to his bank manager. Listen and answer the questions. Then complete a–f in the income statement.

- 1 Why were sales down this year?
- 2 Will overheads increase next year?
- 3 How much will customers pay per mug next year?
- 4 How many mugs does Doug think they can sell next year?



Latest news – guess what? I've decided to emigrate to New Zealand! This spring, I met a wonderful Kiwi named Liz. Now she's back home in New Zealand, so I'm going out there and we're going to get married! I'm going to sell Doug's Mugs and find a new job in NZ. Megan will continue to work for the company, but she doesn't want to buy it. Some business students are going to help me to sell the company at a good price. I'll post more photos when I arrive in NZ.

### Internet research

Search for the keywords *how to buy a business with no cash*. Compare different ways with a partner.

### Reading

**4** Read the latest news on Doug's blog and mark the statements *T* (true) or *F* (false).

- 1 Liz was born in New Zealand.
- 2 Doug probably wasn't focusing on business this year.
- 3 Doug and Megan are going to get married in New Zealand.
- 4 Doug is going to continue to work for Doug's Mugs.
- 5 Megan doesn't want to work for the company any more.

### Negotiation

**5** Work in small groups. You are going to negotiate to sell or buy Doug's Mugs. Sellers: look at page 119. Buyers: look at page 123. Follow the procedure below.

- 1 Read your message and prepare your strategy for the negotiation.
- 2 Meet to negotiate the sale of Doug's Mugs. Use the agenda below. Write down the terms and conditions you agree, and all sign the document.
- 3 Compare your document with other groups. Which group got the best deal?

#### Doug's mugs

points for negotiation

- 1 Price
- 2 Finance
- 3 Stock of 10,000 mugs
- 4 Megan Smith's commission on sales

#### Glossary PAGE 159

depreciation  
emigrate  
Kiwi  
solicitor

▶ pros and cons of franchising

▶ key issues in franchising

## 8.1 About business International franchising

### Vocabulary

**1** Read about franchising. Underline the correct words in the sentences below.

Well-known brands like SUBWAY, McDonald's® and Pizza Hut have developed their business internationally by **franchising** – selling the right to use their business model to other businesses, or **franchisees**. The franchisee can use the brand and products in a specific location and for a limited time. In return, the **franchiser** receives a percentage of the **outlet's** sales revenue.

- 1 A person who pays for the right to open a new Pizza Hut restaurant is a *franchise / franchiser / franchisee*.
- 2 The new restaurant is a Pizza Hut *brand / outlet / model*.
- 3 The *franchisee / franchiser / restaurant* owns the Pizza Hut brand.

### Discussion

**2** Work with a partner. What are the advantages and disadvantages of franchising for a) the franchiser and b) the franchisee? Think about the points in the box.

advertising control culture growth image investment language profit risk

### Skim reading

**3** Quickly read the article opposite. Tick (✓) the countries that offer good opportunities for international franchises.

- Australia    Brazil    Canada    China    France    India    Indonesia  
 Japan    Mexico    Russia    Turkey    UK    USA

### Reading for detail

**4** Read the article again and answer the questions.

- 1 What is special about the BRICs?
- 2 What is changing in international franchising?
- 3 Why is franchising an exciting opportunity in emerging markets? Give four reasons.
- 4 Why isn't it enough to 'put up a Dunkin' Donuts sign and wait for customers'?
- 5 Which issues do these examples illustrate?
  - a) A US franchise was surprised that a local law allowed Moscow franchisees to ignore its prices.
  - b) A French restaurant franchise in Argentina had no red wine left to sell to customers.
  - c) Customers at a fashion boutique in Indonesia were upset by photos of models in bikinis.
  - d) A franchise in Mexico did not translate its website into Spanish.
- 6 What justifies the extra effort of investing in Indonesia rather than in Europe?

### Listening

**5**  2:31–2:33 Listen to three stories about international franchises. Identify the problem and the solution in each.

### Discussion

**6** In small groups, discuss the questions. Then present your ideas to another group.

- 1 Imagine you want to invest in franchises in BRIC countries. Brainstorm a list of possible franchise businesses.
- 2 Choose one franchise that you think will be successful in each BRIC country.
- 3 Agree on the changes you need to make in order to adapt the franchise to local conditions.

#### Glossary

PAGE 159

BRIC  
diversity  
emerging market  
GDP  
outlet  
penetrate  
player  
reward

#### Internet research

Search for the keywords top 100 franchises. Choose a franchise to open in your city. Tell a partner why it will be a success.

# FRANCHISING

a golden opportunity for developing countries



## THE FUTURE IS GLOBAL

80% of the world's population lives in developing countries, like the BRICs – Brazil, Russia, India and China. Today, these emerging markets only produce 25% of world GDP but, by 2050, the BRICs will be in the top six economies in the world. A significant part of their future economic growth will come from franchising. Until quite recently, only a few major franchises like SUBWAY, McDonald's® and Pizza Hut were truly international. Today, however, one third of America's top franchise outlets are outside the USA. Franchises from the UK, Australia, Canada, France, Spain and Germany are also beginning to go global.

## WHY FRANCHISING?

Why is international franchising such an exciting opportunity for local entrepreneurs in emerging markets? First of all, because in countries like India, with a new middle class of 300 million people, the door is wide open. For the moment, franchisers have not penetrated these new markets: in China, franchising represents only 3% of all commercial activity. Secondly, the business model is perfect for markets where local entrepreneurs have limited skills and experience: following a successful franchise's manual is the ideal way to learn on-the-job. Thirdly, because franchisers can limit risk by helping new businesses avoid the mistakes that independent start-ups would make. Finally, with their franchise's marketing and financial influence, local outlets can grow more quickly than an unknown brand.

## KEY ISSUES FOR INTERNATIONAL FRANCHISES

Of course, franchises can't just put up a Dunkin' Donuts sign and wait for customers to give them their cash. Being a top brand does not guarantee success. A number of issues require careful attention. The first is language. Even if consumers speak English, it's a mistake to think they will want to shop in a foreign language. In surveys, 72% said they are more likely to buy a product in their own language; 56% said language is more important than price. Supply chain is another issue, especially when the product is manufactured and sold in different hemispheres. Local legislation and the social, political and business environment can also be very different from the franchiser's domestic market. Finally, there is the issue of cultural sensitivity: local entrepreneurs and global franchisers need to understand diversity in attitudes, beliefs and values.

## RETURN ON INVESTMENT

The issues may be complex, but the major players have already shown that there are solutions. Economists agree that future growth will come from the BRICs and other emerging markets like Mexico, Indonesia and Turkey rather than from the USA, Western Europe or Japan. It is clear that, for both franchisers and franchisees, the potential rewards are enormous, and easily justify the extra effort and investment.

... one third of America's top franchise outlets are outside the USA.

# 8 Global trade

- ▶ collocations relating to franchising
- ▶ expressions used in scheduling

## 8.2 Vocabulary Franchising and project management



### Discussion

**1** Do the quiz and circle your answers. Then look at the analysis on page 121. Compare your results with a partner.

Independent entrepreneur, franchiser or franchisee?

**What's your profile?**

	Yes	No	It depends
1 Do you like taking risks?	A	C	B
2 Are you a natural leader?	B	C	A
3 Are you happy to follow orders?	C	A	B
4 Are you creative?	A	C	B
5 Do you like solving problems without help?	A	C	B
6 Are you good at planning long-term strategies?	B	C	A

### Collocations

**2** With a partner, put the collocations in a logical order, from first to last.

- |  |  |  |                                      |
|--|--|--|--------------------------------------|
| <input type="checkbox"/> buy a franchise | <input type="checkbox"/> follow a manual | <input type="checkbox"/> open an outlet    | <input type="checkbox"/> train staff |
| <input type="checkbox"/> follow training | <input type="checkbox"/> hire staff      | <input type="checkbox"/> order stock       |                                      |
| <input type="checkbox"/> find premises   | <input type="checkbox"/> obtain a loan   | <input type="checkbox"/> sign an agreement |                                      |

### Reading

**3** Read the article about financing a franchise. How many kinds of payment or investment are mentioned?

INTERNET

NEWS • COMMENT • BUSINESS • MONEY • SPORT • TRAVEL • LIFESTYLE • ARTS

SEARCH

### Financing a franchise

A local entrepreneur who wants to open an international franchise needs to **raise capital** in order to **register a company** and pay the **franchise fee**. This payment covers the right to use the **brand name** and the **business model** for a specified number of years. Franchise fees often cover training too, but not the premises, equipment or furniture: franchisees have to **make** these **investments** themselves. The franchisee may also have to buy stock from the franchiser. If not, franchisees can **source suppliers** themselves. After the business is open, there is a monthly **management fee** to pay. Some franchisers charge a fixed sum; others require franchisees to pay a percentage of the sales revenue, usually between 2 and 10%.

### Internet research

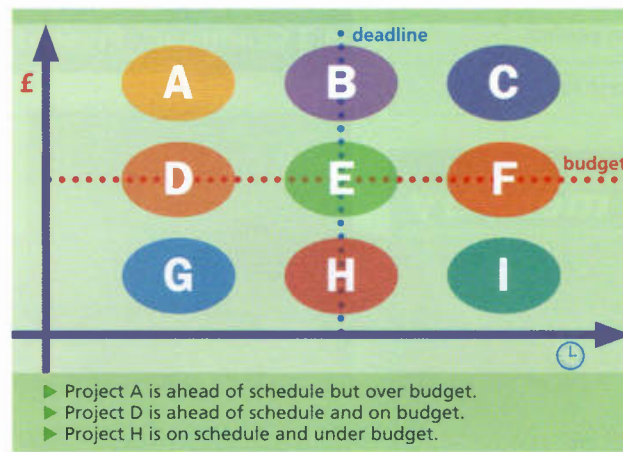
Search for the keywords *project management basics*. What are the key elements in project management? Compare with a partner.

**4** Match the collocations in bold in the article above with these definitions.

- a charge for services such as accounting, marketing, R&D, etc. \_\_\_\_\_
- a payment for the use of a company's name and methods \_\_\_\_\_
- a procedure for making money \_\_\_\_\_
- the name a company chooses for its product or service \_\_\_\_\_
- to follow the official process of creating a new business \_\_\_\_\_
- to identify providers of products and services \_\_\_\_\_
- to obtain money for an investment \_\_\_\_\_
- to spend money and expect a return \_\_\_\_\_

**5** Look at the chart and the examples. Then answer the questions.

- 1 Which project is behind schedule but on budget?
- 2 Which project has met the deadline and stayed within budget?
- 3 Which project is under budget but behind schedule?
- 4 Which project has missed the deadline and exceeded its budget?
- 5 Which project is under budget and ahead of schedule?
- 6 Which project has exceeded the budget but is on schedule?



**6** Look at the table below. Write an update on each project using the words in brackets.

- 1 *Project J has exceeded the budget but is ahead of schedule.* (exceed)
- 2 *Project K* \_\_\_\_\_ (miss)
- 3 \_\_\_\_\_ (ahead)
- 4 \_\_\_\_\_ (exceed)
- 5 \_\_\_\_\_ (meet)
- 6 \_\_\_\_\_ (stay)
- 7 \_\_\_\_\_ (on)
- 8 \_\_\_\_\_ (meet)

budget = \$100K deadline = 10 weeks	J	K	L	M	N	O	P	Q
cost	\$120K	\$100K	\$80K	\$130K	\$90K	\$100K	\$110K	\$100K
time	9 weeks	12 weeks	8 weeks	11 weeks	10 weeks	9 weeks	10 weeks	10 weeks

### Listening

**7** 2:34-2:36 Listen to three project updates and complete the table.

Project	1	2	3
Objective			
Current status	half of the \$200,000, a little behind schedule, on budget		
Problems		spending too much on plane tickets	
Solutions			don't know what the solution is
Completion date			

### Speaking

**8** Think about a real or imaginary project you are involved in. Make notes about your objective, current status, problems, solutions and completion date. With a partner, take turns to interview each other about your projects.

Glossary PAGE 159

- completion
- profile
- recruit
- status

# 8 Global trade

▶ present perfect

▶ *since* and *for*

## Refresh your memory

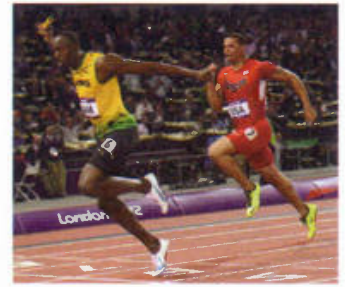
**Present perfect**  
has/have + past participle  
They *have just opened* a new restaurant.  
They *haven't put up* a sign *yet*, but they've *already opened*.

a recent action with a result in the present  
Have you *ever eaten* frogs' legs? No, *never*.  
life experience up to now

**since and for**  
The old restaurant *has been open for* ten years.  
Marie *has worked* there *since* the first day.  
an unfinished state  
*for* + a period of time  
*since* + a time, day or date

▶ Grammar and practice  
pages 138–139

## 8.3 Grammar Present perfect



### just

**1** With a partner, take turns to ask and answer questions about the people in the photos. Use the past participles in the box.

crashed got graduated opened signed won

A: *What have they just done?*

B: *They've just graduated.*

**2** With a partner, take turns to ask and answer questions about what these people or organizations *have just or recently done*.

A: *What has our teacher just asked us?*

B: *She's just asked us to do this exercise.*

- |                        |  |
|------------------------|--|
| 1 your teacher         | 5 a local business                         |
| 2 your best friend     | 6 a famous company                         |
| 3 a TV celebrity       | 7 your president or prime minister         |
| 4 a famous sports team | 8 your school, university or place of work |

### Have you ever ...? and never

**3** In groups of three, take turns to ask and answer questions with *Have you ever ...?* Use the prompts below. Continue each conversation as long as you can.

A: *Have you ever eaten frogs' legs?*

B: *No, I haven't. But I've eaten snails. Have you ever eaten snails?*

C: *Yes, I have. I've eaten snails three times. I ate them once in France and twice in Italy. But I've never eaten ants' eggs. Have you ever ...?*

- |         |         |           |             |
|---------|---------|-----------|-------------|
| 1 eat   | 3 go to | 5 work in | 7 break     |
| 2 drink | 4 see   | 6 drive   | 8 forget to |

### just, yet, already

**4** In groups, take turns to ask and answer questions about what you *have* or *haven't done* today.

A: *Have you listened to the radio today?*

B: *Yes, I've already listened to the news. Have you listened to the radio yet?*

C: *No, not yet. But I've already watched the news on TV.*

- |         |             |              |         |
|---------|-------------|--------------|---------|
| 1 radio | 3 newspaper | 5 tweet/blog | 7 sport |
| 2 eat   | 4 email     | 6 coffee/tea | 8 work  |

## Internet research

Search for the keywords *franchising news*. Look for examples of the present perfect to report news. Make two lists: good news and bad news. Compare with a partner.

## since and for

**5** Match the pairs of expressions with similar meanings.

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1 since the year before last    | a) for about twenty years   |
| 2 for about a week              | b) since I was a little kid |
| 3 since the nineties            | c) since last Wednesday     |
| 4 for as long as I can remember | d) for about two years      |



## How long ...?

**6** With a partner, take turns to ask and answer questions with *How long ...?*

A: *How long have you lived here?*

B: *I've lived here since September. What about you?*

A: *Oh, I've lived here for about three years.*

- |                         |  |
|-------------------------|--|
| 1 live here             | 4 be in this school/university/company |
| 2 know your best friend | 5 have your car/motorbike/bicycle      |
| 3 study English         | 6 be awake today                       |
|                         | 7 like football/dancing/...            |
|                         | 8 have your phone/PC/...               |

## Listening

**7** 2:37 Listen to a presentation of a franchise opportunity. What kind of business is it? Where do they want to open new franchises?

**8** 2:37 Complete the extracts from the presentation. Then listen again and check.

- \_\_\_\_\_ wanted to develop your people skills?
- \_\_\_\_\_ 2004, we \_\_\_\_\_ thousands of people ...
- We \_\_\_\_\_ in the US and the UK \_\_\_\_\_ nearly ten years.
- We \_\_\_\_\_ franchises in five countries in Europe.
- We \_\_\_\_\_ three new offices in South America, too.

**9** With a partner, update the report on a franchise project in Mexico. Ask and answer questions to complete the report. Student A: look at the information below. Student B: look at page 120.

- Have they signed the franchising agreement? Have they had any problems with the agreement?

## Glossary PAGE 159

frogs' legs  
people skills  
premises  
snail

### PROGRESS REPORT, 1 JUNE

	STEP	DONE?	PROBLEMS
1	sign franchising agreement	?	?
2	find premises	no	visit/16 buildings/since March!
3	obtain phone number	?	?
4	obtain bank loan	no	no news/six weeks
5	order stock	?	?
6	plan advertising campaign	yes, in February	but quotation was only valid for three months/price increase?
7	print flyers	?	?
8	do training	no	reserve/in March/but not pay
9	interview administrative staff	?	?
10	arrange opening event	yes	not fix/date

- ▶ expressions for handling questions
- ▶ presenting a project schedule using a Gantt chart



### 8.4 Speaking Giving updates and handling questions

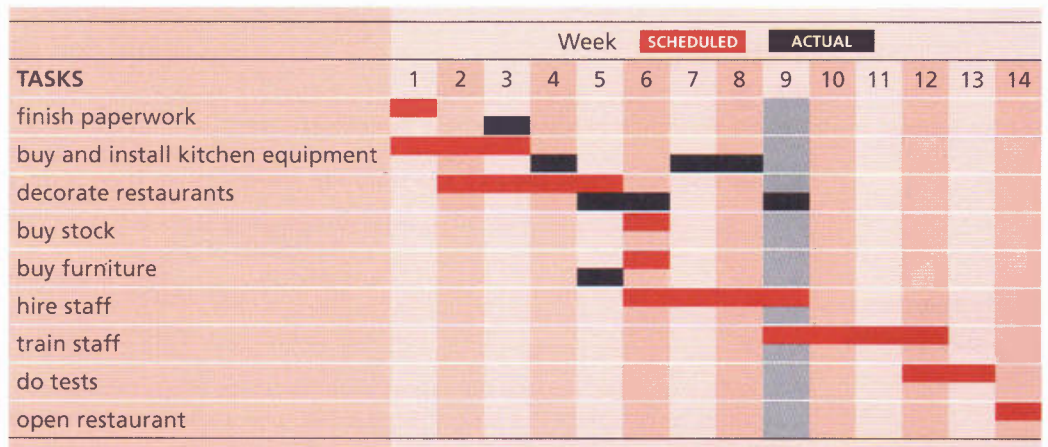


#### Discussion

**1** In small groups, discuss the questions.

- 1 In your country, what is your attitude to time? Do you plan things carefully and do things step by step? Are your schedules flexible? Do you work on lots of projects at the same time?
- 2 What is your personal attitude to time? Would you like to have a different attitude to time?

**2** Charlie is a franchisee. He already has four restaurants in Paris. Now he is preparing to open two outlets in Moscow. Look at the Gantt chart. Do you think Charlie has planned well? Why? Why not?



#### Listening

**3** 2:38 Charlie is presenting a progress report to the franchisers. Listen and choose the correct answers.

- 1 The project is a) ahead of schedule b) on schedule c) behind schedule.
- 2 They bought the furniture in Week 5 to save a) time b) money c) space.
- 3 The restaurants will be finished in Week a) 8 b) 9 c) 10.
- 4 Charlie plans to use an agency to a) save money b) train staff c) go more quickly.
- 5 Charlie's attitude to the future schedule is a) optimistic b) reserved c) pessimistic.

**4** 2:39 Listen to Charlie handling questions from the franchisers and mark the statements T (true) or F (false).

- 1 Charlie didn't hear the first question clearly.
- 2 Charlie has already explained that they bought the furniture in Week 5.
- 3 At the moment they are hiring staff.
- 4 They intend to buy stock in Week 10.
- 5 Charlie isn't going to talk about advertising.
- 6 The project has cost less than planned.





## Internet research

Search for the keywords *linking words*. Add more categories and linking words to the table in Exercise 5. Translate them into your language. Compare with a partner.

## Analysis

**3** Read the report again. Number the sections in the order they appear.

problems  background  conclusion  action plan  progress

**4** Which information is not included in the background section?

description of project project budget project objectives status in last report

## Language focus

**5** Underline these linking words in the report. Then write them in the correct category in the table below.

as consequently even though however ~~in addition~~ moreover since therefore

adding information	contrasting	giving reasons	introducing consequences
<i>in addition</i>	<i>but</i> <i>although</i>		

**6** Write these sentences in a different way. Replace the words in **bold** with the word in brackets. Change the punctuation as necessary.

- We have sourced a supplier, **but** we have not yet agreed a price. (although)  
*Although we have sourced a supplier, we have not yet agreed a price.*
- There is very little competition. We **therefore** believe the company will grow quickly. (since)
- As** salaries are low, our margins will be larger than in Europe. (consequently)
- Even though** our transport costs will increase, the product will still be profitable. (however)
- Sometimes products are damaged during shipping **and another problem is** they are often delayed at customs. (moreover)
- Some franchisees can't raise enough capital **and that means** we need to find backup candidates. (therefore)
- Some candidates didn't know much about sport **and that's why** they decided not to continue. (as)
- They made appointments **but** two people didn't come to the interview. (although)

## Output

**7** You work for a chain of garden centres. You are visiting suppliers in Indonesia. Use the notes below (they are not in the correct order) to write a short progress report to your boss, Martine Harris. Invent any other details you need.

**plan:** invited Mr Bima to visit us in Europe; make better offer than our competitor; include bonuses

**objective:** source two excellent suppliers (focus on quality)

**completion:** probably behind schedule (quality is more important than speed); a little over budget

**since January:** visited five suppliers; identified best two; two are unsuitable; one is already bankrupt!; have found one other possible supplier

**last report, January:** short list of six suppliers to visit, sustainable forests, quality products, good prices

**project:** import hardwood garden furniture from S. E. Asia to Europe

**problem:** best supplier (Mr Bima) already supplying our biggest competitor; we need him to work only for us; we will probably buy 70% of his production

**8** Exchange reports with a partner. Read your partner's report and discuss what you like about the report. Explain what you think can be improved. Give reasons.



## Glossary PAGE 159

backup  
hardwood  
sustainable  
unsuitable

# 8 Global trade

- ▶ reading about franchise opportunities
- ▶ analysing franchise profiles
- ▶ roleplaying a franchising contract meeting

## 8.6 Case study An international opportunity

### Discussion

**1** With a partner, imagine you are going to buy a franchise. Decide which profiles you prefer. Give reasons.

- 1 a famous brand, or a new name with a big future?
- 2 a focus on making money, or a focus on quality of life?
- 3 managing a single outlet, or building an empire?
- 4 high risk and high return on investment (ROI), or low risk and moderate ROI?
- 5 a strict manual and rules, or room for creativity?
- 6 a large investment and quick growth, or a small investment and slower growth?

### Reading

**2** Read about three franchise opportunities. Complete the table opposite.

INTERNET

SEARCH

FRANCHISE OPPORTUNITIES

---



### FAIR DO'S HAIRDOS

Fair do's hairdos is a new concept in hair care: we offer quick, sensible haircuts at a reasonable price. 80% of men's and children's haircuts are simple and easy to do, so why pay more? More and more women are also happy to do without expensive extras. From our head office in Cape Town, South Africa, in just three years we have already opened over 100 franchises around the world. Although the market is very competitive, there are good opportunities for growth. Like our service, our franchise is also fair and reasonable; the investment required is less than \$50,000. Our franchise fee is just \$20,000 and includes two weeks' training in South Africa.

---



### THE MOUNTIE SANDWICH SHOP

The original Moutie Sandwich Shop opened in Toronto in 1949. Since then, we have opened over 400 franchises in 23 countries. The famous Moutie Special has become an iconic sandwich, recognized around the world for its amazing flavour and value. Everybody loves the Moutie Special! You only need \$80,000 to open your own Moutie Sandwich Shop; the franchise fee of \$10,000 is your guarantee that a Moutie consultant will be there to help you all the way. On average, our franchisees can open a new Moutie Sandwich Shop every six months with the profits from their first outlet – don't miss this excellent opportunity for growth and return on investment!

---



### TWEEN 'N' DREAM

Every parent wants their little girl to know she's special: since our first store for 8- to 14-year-old girls opened in 2005 in Los Angeles, Tween 'n' Dream has made millions of pre-teen girls feel like princesses, pop idols or movie stars. For short shopping trips with Mom, or birthday parties and special occasions with friends, our exciting range of clothes, accessories, perfumes, make-up, music and souvenirs make every visit a special event. Almost fifty franchisees have already chosen one of the fastest-growing businesses in the USA. If you have \$120,000 to invest, contact us today. Franchise fees from only \$30,000.

	Fair do's hairdos	Mountie Sandwich Shop	Tween 'n' Dream
Type of business			
Customer profile			
Franchise fee			
Investment required			
Number of franchises			
Growth potential			
Other			

### Discussion

**3** With a partner, discuss your opinions.

- 1 Which franchise offers the best opportunities for growth?
- 2 Which franchise has the biggest risk?
- 3 Which franchise is the safest investment?
- 4 Which franchise would you prefer to invest in?

### Listening

**4**  2:40-2:42 Listen to three franchisees talking about their experiences of these franchises. How do they feel about their choice?

**5**  2:40-2:42 Listen again and answer the questions.

- 1 Which franchise offers the best quality of life for franchisees?
- 2 Which franchise offers the most room for creativity?
- 3 Which franchise offers the best return on investment?
- 4 Which franchise would you prefer to invest in now? Have you changed your opinion?

### Roleplay

**6** With a partner, choose one of the three franchises. Student A: you are the franchiser. Student B: you are a potential franchisee. Roleplay a meeting to decide if you can work together. Follow the instructions below.

- 1 Prepare for the meeting. Student A: look at page 114. Student B: look at page 118.
- 2 Hold the meeting. Use the agenda below.
- 3 Tell the class what you agreed, or why you did not agree.

### Internet research

Search for the keywords *how to choose a franchise*. Make a list of dos and don'ts. Compare with a partner.

### Glossary PAGE 159

Mountie  
pre-teen  
ROI  
tween

## AGENDA

- 1 Short presentation of the franchise, Student A
- 2 Questions and answers
- 3 Short presentation of the project, Student B
- 4 Questions and answers
- 5 Decision - to work together to open the franchise, or not

# Review 7

## Business costs

**1** Make sentences 1–6 more business-like using the phrases in the box.

a fall in sales   an increase in revenue  
forecast sales revenues   fixed costs  
income can go down   sales are down 50%

- We can easily predict the amount of money coming into the company from the sales of our products.  
*We can easily* \_\_\_\_\_.
- Last quarter, the number of products we sold went down.  
*Last quarter, there was* \_\_\_\_\_.
- In the first quarter, the money we got from sales went up.  
*In the first quarter, there was* \_\_\_\_\_.
- The money a family gets from salaries can decrease.  
*Family* \_\_\_\_\_.
- We are only selling half the number of products that we did before.  
*Our* \_\_\_\_\_.
- We need to analyse the part of our spending which doesn't change much from month to month.  
*We need to analyse our* \_\_\_\_\_.

**2** Fill in the missing letters to complete these financial definitions.

- The money that comes into a business from the sale of its products is called 'revenues' or 'tu\_\_\_\_\_er'.
- In finance, the word 'net' means *with things taken away*. The word 'gr\_\_\_\_' means *with nothing taken away*.
- To talk about profit as a percentage (%), you can use the word 'm\_\_\_\_\_n'.
- It's good to make a profit; it's bad to make a l\_\_\_\_\_.
- The level of business activity at which a company is making neither a profit nor a loss is called the 'br\_\_\_\_\_n p\_\_\_\_\_t'.
- Another word for 'costs' is 'exp\_\_\_\_\_s'.
- Money spent regularly on rent, insurance, electricity and other things needed for a business to operate are called 'ov\_\_\_\_\_s'.
- The various amounts that a company pays (from its profit) to the government are called 't\_\_\_\_\_s'.

**3** Unscramble the words in brackets to complete the profit and loss account.

	(1) _____	(Tovrunre)	1,000
minus	(2) _____	(Ctso fo odogs olsd)	- 400
equals	(3) _____	(Gossr pofrti)	= 600
minus	(4) _____	(Oatrepgni epsensxe)	- 200
equals	(5) _____	(Otperniga pitrof)	= 400
minus	(6) _____	(Txsea)	- 150
equals	(7) _____	(Nte imcoen)	= 250

**4** Mark the statements about credit control *T* (true) or *F* (false).

- An *invoice* is a request for money from a supplier to a customer. It is also called a 'bill'.
- The *outstanding balance* is the amount of money you have already paid to a supplier.
- If a payment to a supplier is *overdue*, it is late and has still not been made.
- If you *settle in full*, you agree to pay some of the money now and some later.
- If a contract says that the supplier can *charge interest* on any money still not paid, it means that they can go to court to get the money.
- In the phrase *terms and conditions*, 'terms' refers to how and when you will pay.

**5** Underline *will* or *be going to* to complete the grammar rules. Then use the rules to complete the sentences. Use contractions.

- will / be going to is more common for general predictions.  
We \_\_\_\_\_ probably have to increase our prices next year.
- will / be going to is more common for predictions with strong evidence in the present.  
Quick! Catch it! It \_\_\_\_\_ fall!
- will / be going to is used for instant decisions (made at the moment of speaking).  
I \_\_\_\_\_ have the roast chicken, please.
- will / be going to is used for plans and decisions already made.  
We \_\_\_\_\_ open a new production facility in Turkey next year.
- will / be going to is used for promises.  
I \_\_\_\_\_ confirm the details by email.

**6** Complete the negotiation between Kayla and a travel agent with the words in the box.

afraid as long as bring deal discount guarantee live unless

- K:** The start-up programme for new students is looking good, but could you (1) \_\_\_\_\_ the price down a little?
- TA:** I'm sorry, but it's just not possible.
- K:** What about the train tickets? Can you give us a (2) \_\_\_\_\_?
- TA:** OK. If you can (3) \_\_\_\_\_ 50 participants, we can give you 5% on the train tickets.
- K:** I'm (4) \_\_\_\_\_ we can't accept that. We're students, remember. Can we agree on 10%?
- TA:** I'm afraid we can't give you 10% (5) \_\_\_\_\_ you can find 50 participants.
- K:** I don't think we'll find that many. What about 8% for 40 participants?
- TA:** That's acceptable, (6) \_\_\_\_\_ everything is paid two weeks before the trip.
- K:** OK, it's a (7) \_\_\_\_\_, providing that you organize a free drink when we arrive at the hotel.
- TA:** All right. We can (8) \_\_\_\_\_ with that.

# Review 8

## Global trade

**1** Read the sentences about international franchising. Correct the mistake in each two-word collocation in *italics*.

- Countries such as Brazil, Russia, India and China are called *develop countries*.
- Today, *emerging marketings* like the BRICs only produce 25% of world GDP, but, by 2050, this figure will be much higher.
- A significant part of the BRICs' future *economic growing* will come from franchising.
- One third of America's top *franchise outputs* are outside the USA.
- The franchise business model is perfect for markets where *local entrepreneurial*s have limited skills and experience.
- Franchisers can limit risk by helping new businesses avoid the mistakes of an *independent stop-up*.

**2** Complete the sentences about franchising with the pairs of verbs in the box.

buy/source hire/train open/find raise/register  
sign/obtain

- A franchisee needs to \_\_\_\_\_ capital in order to \_\_\_\_\_ the company and pay the franchise fee.
- After you \_\_\_\_\_ the agreement, the next step is to \_\_\_\_\_ a loan from the bank.
- Before you can \_\_\_\_\_ your outlet, you have to \_\_\_\_\_ suitable premises.
- After finding premises, you need to \_\_\_\_\_ staff and \_\_\_\_\_ them.
- Most franchisees \_\_\_\_\_ stock from the franchiser, otherwise they have to \_\_\_\_\_ suppliers themselves.

**3** Complete the sentences with the phrases in the box.

ahead of schedule behind schedule  
exceeded the budget met the deadline  
missed the deadline on budget on schedule  
under budget

- The project is going very slowly. It is \_\_\_\_\_.
- The project is going very quickly. It is \_\_\_\_\_.
- The project is following the time plan closely. It is \_\_\_\_\_.
- The project finished late. It \_\_\_\_\_.
- The project finished on time. It \_\_\_\_\_.
- The project is following the spending plan closely. It is \_\_\_\_\_.
- The project is costing less than we thought. It is \_\_\_\_\_.
- The project is finished and it cost more than planned. We \_\_\_\_\_.

**4** It is common to ask a question in the present perfect and reply in the past simple about a specific time. Use this pattern to complete the sentences.

- A: How many customers \_\_\_\_\_ (you/serve) today?  
B: Well, this morning, we \_\_\_\_\_ (have) over 200 people in the shop.

- A: \_\_\_\_\_ (you/ever/visit) Germany?  
B: Yes, I \_\_\_\_\_ (be) in Frankfurt earlier this year for a trade show.
- A: \_\_\_\_\_ (you/finish) yet?  
B: Yes, of course. I \_\_\_\_\_ (finish) ages ago.
- A: Your face looks familiar. \_\_\_\_\_ (we/meet) somewhere before?  
B: Yes, I think we \_\_\_\_\_ (meet) at the Pharma Expo last year.

**5** Underline the correct time expression in *italics*. Use the verb form in bold to help you.

- a) *Last year* / *This year* we **made** a profit of €4 million.  
b) *Last year* / *This year* we've **made** a bigger profit – close to €6 million.
- a) *A few months ago* / *So far this month* we've **had** 15,000 hits on our website.  
b) *A few months ago* / *So far this year* we only **had** an average of 8,000 hits per month.
- a) I've **worked** on this project *since it started* / *in the early stages*, and I'm sure it's going to be a success.  
b) I **worked** on that project *since it started* / *in the early stages*, but I don't work on it now.

**6** Match the beginnings and endings of the expressions for handling questions.

- |                               |                                      |
|-------------------------------|--------------------------------------|
| 1 Actually, we've _____       | a) good question.                    |
| 2 Can I come to that _____    | b) follow you.                       |
| 3 I'm sorry, I don't _____    | c) earlier, ... (+ more information) |
| 4 I'm afraid I can't go _____ | d) planned ... (+ more information)  |
| 5 As I mentioned _____        | e) in a moment?                      |
| 6 I'm glad you asked _____    | f) didn't catch that.                |
| 7 Sorry, I _____              | g) me that.                          |
| 8 That's a very _____         | h) into detail right now.            |

**7** Match the expressions in Exercise 6 with these uses.

- |                               |                          |                          |
|-------------------------------|--------------------------|--------------------------|
| a) asking for clarification   | <input type="checkbox"/> | <input type="checkbox"/> |
| b) thanking the questioner    | <input type="checkbox"/> | <input type="checkbox"/> |
| c) answering the question     | <input type="checkbox"/> | <input type="checkbox"/> |
| d) not answering the question | <input type="checkbox"/> | <input type="checkbox"/> |

**8** Match linking words 1–4 with two other words that have the same meaning.

- |           |              |           |
|-----------|--------------|-----------|
| 1 and     | since        | although  |
| 2 but     | consequently | moreover  |
| 3 so      | however      | as        |
| 4 because | in addition  | therefore |

**9** Complete each sentence with a word from column 3 in Exercise 8.

- The project is going well. It's on budget and, \_\_\_\_\_, it's ahead of schedule.
- The project is on budget, ahead of schedule and the quality of work is high. \_\_\_\_\_, I want to congratulate all members of the team.
- \_\_\_\_\_ there have been so many problems with our subcontractors, the project is now behind schedule.
- \_\_\_\_\_ there have been a lot of problems with our subcontractors, I'm pleased to say that the project is still on schedule.

# Additional material

## 1.3 Grammar Present simple

### Questionnaire (page 15, Exercise 9)

Write four more questions in the questionnaire. Then interview your classmates.

A: *How often do you travel abroad?*

B: *I don't travel very often. Maybe once every two years.*

A: *And when do you travel?*

B: *Usually in the summer. Or I sometimes go abroad at Christmas.*

	How often do you ...?						When do you ...?
	never	not often	sometimes	often	always	once a week/year once every ...	in ... on ... at ...
1 travel abroad?							
2 watch TV in English?							
3 read a newspaper in English?							
4 play video games in English?							
5							
6							
7							
8							

## 8.6 Case study An international opportunity

### Roleplay (page 111, Exercise 6)

#### Student A

Prepare for the meeting with Student B. You will need to:

- 1 Give a short presentation of the franchise. Invent any extra information you need.
- 2 Answer Student B's questions.
- 3 Listen to Student B's presentation of his/her project.
- 4 Interview Student B to decide if he/she is a good candidate to be a franchisee. Ask questions to get additional information. You are looking for someone with:
  - the motivation to make money
  - some experience in this type of business
  - excellent local knowledge
  - good basic business skills
  - new ideas to develop the business
  - enough money to invest in the business and pay the franchise fee
- 5 Decide if you want to work together to open the franchise, or not.

## 2.4 Speaking Telephoning

### Telephone conversations (page 29, Exercise 9)

#### Student B

**Conversation 1:** You are the customer. You are Ms Ashley Mertens' personal assistant. You receive a call from a supplier. Ms Mertens is travelling a lot this week: Monday: Prague, Tuesday: Berlin, Wednesday: Rome, Thursday: Kiev, Friday: Brussels. You start by answering the phone.

**Conversation 2:** You are the supplier. You work for Multiwheel. You are returning a call from Jo Parker, one of your regular customers who is having problems with your machines. Arrange a date to visit. Student A starts by answering the phone.

## 3.1 About business Supply chain management

### Agenda (page 36, Exercise 6)

In small groups, roleplay a meeting at Lasseter. Discuss the three points on the agenda. Take decisions.

LASSETER LTD



#### AGENDA

- 1 Packaging costs: For decision: continue working with Packobox, or buy cheaper packaging and boxes from foreign suppliers in China or India?
- 2 Raw materials: For decision: continue buying 100% from Polyplasto, or reduce to 70% and buy 30% from a second supplier?
- 3 Deliveries: For decision: share more information to help our supplier, or avoid the risk of giving information to competitors?

## 2.5 Writing Formal letters and emails

### Formal emails (page 31, Exercise 7)

#### Student B

- 1 You are the manager of a company that manufactures fuel economy systems for trucks and buses. Student A has a bus company and is one of your customers. Most of your employees come to work by bus, but, at the moment, the buses are running late – 15 minutes on average. Your employees are arriving late and you are losing production time. Write a formal email to Student A to complain.
- 2 You receive a formal email from Student A. Write a reply.

## 2.6 Case study Rock tour

### Discussion (page 33, Exercise 6)

#### Student B

You are Einstein's tour manager. Read your agenda and the ideas given. Prepare what you want to say to Hoffmann Records in the telephone meeting.

- 1 Reactions to email from Hoffmann Records about the damage to the hotels.  
(problems caused by two sound technicians – difficult to replace them)
- 2 Reactions to your email about venues.  
(Ask Hoffmann to write a letter to Scott Nelson with free tickets, and to contact venues to ask about removing some seats.)
- 3 Too many concerts on tour (55) so group and roadies very tired. Ask Hoffmann to cancel some dates.  
(contract = 50 concerts)
- 4 Band want to travel by plane – too long by bus. No time to write new songs.
- 5 Any other business

### 3.3 Grammar Prepositions and present simple passive

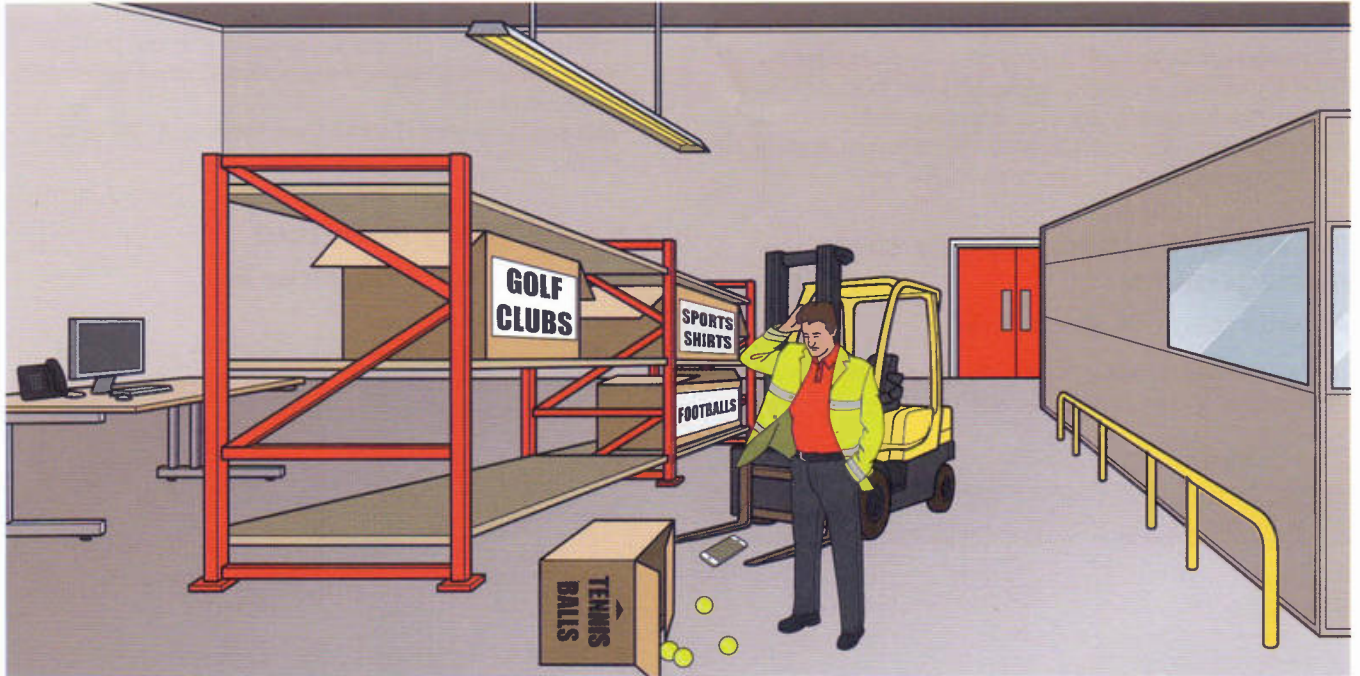
#### Prepositions of place (page 40, Exercise 2)

**Student B:** look at the picture. Take turns to ask and answer questions to find the differences and complete your drawings.

*B: Can you see a box of footballs?*

*A: No, I can't. Where are they?*

*B: They're on the rack, below the sports shirts.*



### 6.4 Speaking Meetings

#### Roleplay (page 81, Exercise 7)

**Student B**

Suggest, develop and defend the ideas in the notes.

Bread 'n' butter

#### AGENDA

Promotional mix

- 1 Advertising advertise in local newspapers and on local radio (expensive but effective); attractive posters for offices and shops
- 2 Personal selling call staff representatives in large companies to offer special prices to their staff
- 3 Sales promotion discounts, vouchers, BOGOF (buy one, get one free)
- 4 Public relations contact TV, radio, newspapers, magazines, etc.
- 5 Direct marketing send mailshots by mail and email

### 4.6 Case study Onestop job search

#### Simulation (page 58, Exercise 6)

**Interviewers**

Thank the candidate for coming. Explain the reason for the interview.

Ask the candidate about:

- their professional objectives
- how they heard about the job
- why they applied for this job
- their education
- their work experience
- their character and personality
- their strengths and weaknesses
- their skills

At the end of the interview, thank the candidate. Explain the next step.

### 3.4 Speaking Presenting a process Presentation (page 43, Exercises 8 and 9)

#### Student As

Work together to prepare a presentation about the process of ordering goods. Use the flow chart below and the useful expressions on page 42 to help you.

#### ORDERING PROCESS

customer visits online store and places items in basket

customer goes to checkout

password requested

total calculated: customer confirms order

credit card details requested and entered

credit checked with bank

order validated

confirmation email sent to customer

order details sent to distribution centre

### 5.3 Grammar Comparatives and superlatives

#### Roleplay (page 67, Exercise 9)

#### Student B

You sell used cars. If you sell a car for more than €5,000, you get 10% commission. For sales under €5,000, you only get 2% commission. Today, you have two cars for sale. Answer Student A's questions and try to sell the Toyota.



	Toyota	Peugeot
price	€5,999	€4,449
engine	hybrid	petrol
kilometres	110,000	90,000
guarantee	6 months	no
seats	5	4
satnav	yes	no
luggage	4 large suitcases	2 large suitcases
work needed	no	needs new tyres
petrol consumption	5.5 litres per 100km	7 litres per 100km
other equipment	air conditioning	hands-free phone

### 4.2 Vocabulary Job interviews

#### Roleplay (page 51, Exercise 12)

#### Student A

You are a student. Answer the careers adviser's questions about:

- your CV: place of birth, school, university, internships, experience, current situation
- your personality
- your strengths and weaknesses
- your professional ambitions

Ask the adviser about:

- suitable jobs and careers for you
- more details about a job that interests you
- how to get this kind of job

## 6.5 Writing Agendas and minutes

### Minutes template (page 83, Exercises 6 and 8)

Minutes of: \_\_\_\_\_ Date & time: \_\_\_\_\_

Present: \_\_\_\_\_

Apologies: \_\_\_\_\_

Minutes by: \_\_\_\_\_

ITEM	ACTION	WHO?	WHEN?
1			
2			
3			
4			

Next meeting: \_\_\_\_\_

## 8.6 Case study An international opportunity

### Roleplay (page 111, Exercise 6)

#### Student B

Prepare for the meeting with Student A. You will need to:

- Listen to Student A's presentation of the franchise.
- Interview Student A to decide if you want to invest in his/her franchise. Ask questions to get additional information.
  - ask if the franchise fee is negotiable
  - ask if the franchiser can help with finance
  - ask how many franchises have not succeeded, and why
- Give a short presentation of your project. Explain:
  - how you will finance your project
  - where you want to open your first outlet
  - your plans for finding customers
  - why you will be a good franchisee
- Answer Student A's questions. Invent any extra information you need.
- Decide if you want to work together to open the franchise, or not.

## 7.3 Grammar Future forms and first conditional

### Negotiation (page 93, Exercise 9)

#### Seller

You must sell a machine today, but you want:

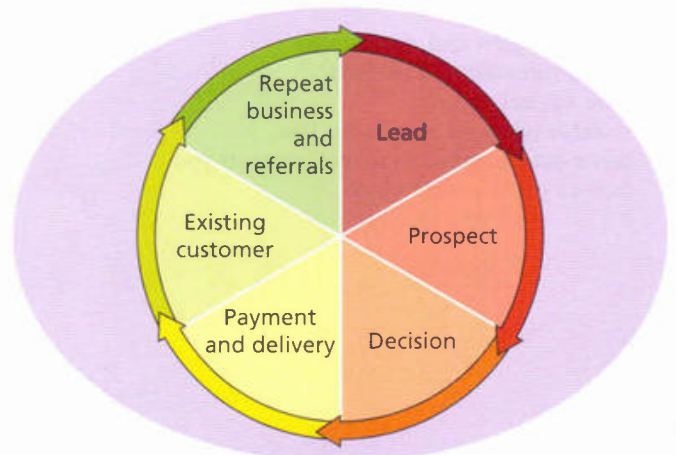
- no discount (*score 5 points - lose one point for each % point given*)
- the buyer to pay for delivery and installation (*one point for each*)
- delivery in three weeks (*two points*) or two weeks (*one point*)
- no colour change and no logo (*one point for each*)
- 10% deposit with the order (*one point*) and full payment before shipment (*one point*)
- a one-year guarantee (*one point*)

## 2.1 About business Customer service

### Discussion and presentation (page 22, Exercise 6)

#### Group B

Discuss what your chart shows. Find connections with the ideas in the article. Then present your chart to the class.



## 4.3 Grammar Past tenses

### Information exchange (page 52, Exercise 4)

#### Student B

Find the missing information in the text by asking Student A questions. Answer Student A's questions.

What did Sylvester Stallone study?

#### SYLVESTER STALLONE

Sylvester Stallone was born in 1946 in New York and grew up in Philadelphia. He studied (1) \_\_\_\_\_ at the University of Miami, but he didn't finish his degree. Because (2) \_\_\_\_\_, Stallone found other jobs in New York. He even cleaned lions' cages at Central Park Zoo. Life was difficult, and he sold (3) \_\_\_\_\_ for \$25 because (4) \_\_\_\_\_. Two weeks later, Stallone wrote the screenplay for *Rocky*. A studio offered him (5) \$\_\_\_\_\_, but Stallone didn't take it because they refused to give him the lead role.

Finally, the studio agreed to let Stallone star in the movie and paid him (6) \$\_\_\_\_\_. Stallone immediately tried to get his dog back. At first, the new owner refused to sell it. In the end, he agreed to take (7) \_\_\_\_\_! The movie won an Oscar and Stallone got his dream job. Thanks to *Rocky* and *Rambo*, he became (8) \_\_\_\_\_.

## 7.4 Speaking Negotiating

### Roleplay (page 95, Exercise 7)

#### Student(s) B

You are a travel agent/agency. Your objective is to satisfy your customer and make a reasonable profit. You can negotiate any price between the catalogue price and the cost to you.

All prices are per person.

	Catalogue price	What it costs you
<b>RETURN AIR FARE</b>		
1st class	\$1,100	\$800
Economy class	\$600	\$400
<b>RETURN AIRPORT TRANSFER</b>		
Limo	\$80	\$40
Bus	\$4	\$4
<b>HOTEL &amp; BREAKFAST, PER NIGHT</b>		
Double room	\$75	\$60
Single room	\$100	\$90
<b>TOURS AND SHOWS</b>		
New York Bus Tour	\$30	\$20
Broadway show	\$75	\$60
Liberty Harbour Cruise	\$20	\$12
Empire State Building	\$20	\$15

## 7.6 Case study Doug's Mugs

### Negotiation (page 99, Exercise 5)

#### Sellers

Read the message and prepare your strategy for the negotiation.

INBOX | REPLY | FORWARD

Hi,

Thanks very much for agreeing to sell Doug's Mugs for me. There are four points to negotiate, and of course I'd like you to get the best deal you can.

- I'm asking for €300,000, which I think is a fair price. That's four normal years' profit (last year was an exception). I know the buyers will want to negotiate, so do the best you can. Remember, the company has valuable machines, no debt and a very good cash flow from regular customers.
- I am prepared to offer seller finance. I will accept a minimum payment of 50% of the price in cash, and the balance payable over three years. That means they pay €150,000 now, and then €50,000 per year for three years – plus interest, of course. I'd like 8% if possible. They can easily pay that from the profits.
- There is a stock of 10,000 mugs. I can probably sell them to customers for about €2 per mug, but it's easier if the buyers take them. Don't accept less than €1 per mug.
- Finally, Megan wants to work on commission instead of a salary. I think 2% is fair and motivating for her to work hard for the new owners.

I know you're very good at negotiating, so I'm counting on you.

Good luck!

Doug

### 8.3 Grammar Present perfect

#### Progress report (page 105, Exercise 9)

##### Student B

With a partner, update the report on a franchise project in Mexico. Ask and answer questions to complete the report.

2 Have they found premises yet? Have they had any problems with that?

PROGRESS REPORT, 1 JUNE			
	STEP	DONE?	PROBLEMS
1	sign franchising agreement	yes	but/still/not receive/copy
2	find premises	?	?
3	obtain phone number	no	because/not find/premises
4	obtain bank loan	?	?
5	order stock	yes, but not delivered	because/not rent/office
6	plan advertising campaign	?	?
7	print flyers	no	because/not confirm/address
8	do training	?	?
9	interview administrative staff	yes, recently finished	not sign/contracts
10	arrange opening event	?	?

### 4.2 Vocabulary Job interviews

#### Roleplay (page 51, Exercise 12)

##### Student B

You are a careers adviser. Ask the student about:

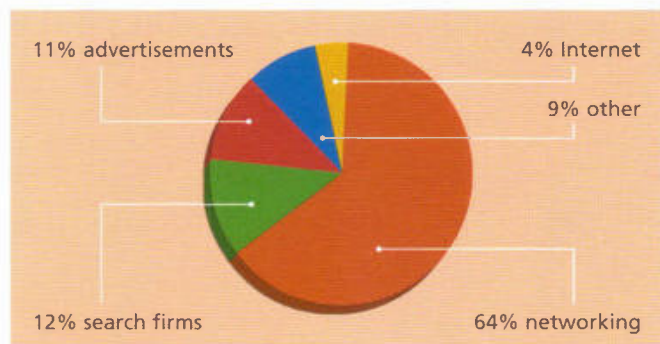
- their CV: place of birth, school, university, internships, experience, current situation
- their personality
- their strengths and weaknesses
- their professional ambitions

Answer the student's questions about:

- suitable jobs and careers for them
- more details about a job that interests them
- how to get this kind of job

### 4.6 Case study Onestop job search

#### Survey results (page 58, Exercise 2)



### 2.1 About business Customer service

#### Discussion and presentation (page 22, Exercise 6)

##### Group C

Discuss what your chart shows. Find connections with the ideas in the article. Then present your chart to the class.



### 3.4 Speaking Presenting a process

Presentation (page 43, Exercises 8 and 9)

**Student Bs**

Work together to prepare a presentation about the process of returning goods. Use the flow chart below and the useful expressions on page 42 to help you.



### 8.2 Vocabulary Franchising and project management

Quiz (page 102, Exercise 1)

**If you scored mostly As,** you have the profile to become an independent entrepreneur. You like the freedom to try new ideas and solve problems. And you are not afraid to take risks.

**If you scored mostly Bs,** you have the profile to become a franchiser. You are a leader and you are good at planning ahead. And you are prepared to compromise when necessary.

**If you scored mostly Cs,** you have the profile to become a franchisee. You prefer to achieve your objectives without taking unnecessary risks. You are practical, and you are prepared to accept help and advice from other people.

### 1.4 Speaking Meeting people and making conversation

Roleplay (page 17, Exercise 9)

You are going to an international conference. Before you start, complete the questionnaire. Use real information, or invent the details. Then stand up and socialize! Meet as many 'new colleagues' as possible and make conversation.

#### International Business Conference, New York

Before you arrive at the conference, please tell us more about yourself by completing this form:

Name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Company: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Home town or city: \_\_\_\_\_  
 Hotel: \_\_\_\_\_  
 Marital status: \_\_\_\_\_  
 Number and age of children: \_\_\_\_\_  
 Hobbies and interests: \_\_\_\_\_  
 Special food requirements: \_\_\_\_\_  
 Other: \_\_\_\_\_

### 6.2 Vocabulary Business organization and people

Crossword (page 77, Exercise 8)

**Student B**

Work with a partner to complete your crossword. Take turns to give definitions for the words you have. Don't say the word itself. Write the missing words.

A: *What's 1 down?*

B: *It's the person who is responsible for running a company in the UK.*

Grid details:  
 1 M (down)  
 2 B, D (across)  
 3 F (down)  
 4 I, N (down)  
 5 O, U (down)  
 6 R, T (across)  
 7 N (down)  
 8 P, E (down)  
 9 M, E, R, G (down)  
 10 S, E, L, R (across)  
 11 R, A (across)  
 12 T, E (down)

## Business fundamentals CVs and cover letters

Writing and roleplay (page 9, Exercise 4)

NAME: \_\_\_\_\_  
 DATE OF BIRTH: \_\_\_\_\_  
 NATIONALITY: \_\_\_\_\_  
 ADDRESS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EDUCATION**

\_\_\_\_\_

**WORK HISTORY**

\_\_\_\_\_

**POSITIONS OF RESPONSIBILITY**

\_\_\_\_\_

**SKILLS**

\_\_\_\_\_

## 3.2 Vocabulary Supply chain and product life cycle

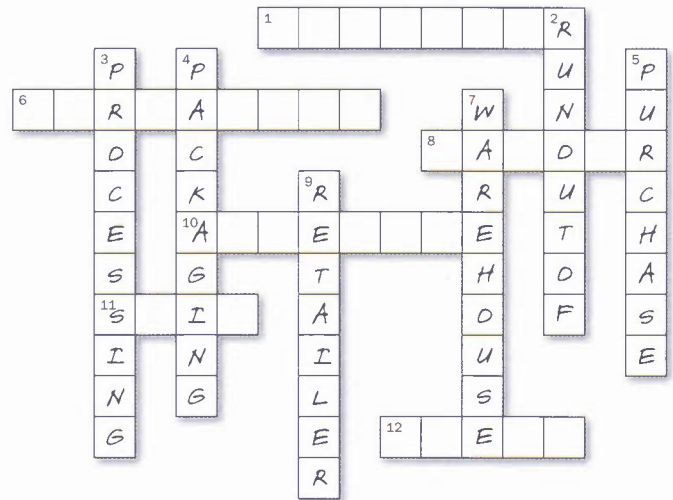
Crossword (page 39, Exercise 8)

### Student B

Work with a partner to complete your crossword. Take turns to give definitions for the words you have. Don't say the word itself. Write the missing words.

A: *What's 2 down?*

B: *It's when you don't have enough of something.*



## 4.3 Grammar Past tenses

Information exchange (page 52, Exercise 4)

### Student A

Find the missing information in the text by asking Student B questions. Answer Student B's questions.

*Where did Sylvester Stallone grow up?*

### SYLVESTER STALLONE

Sylvester Stallone was born in 1946 in New York and grew up in (1) \_\_\_\_\_. He studied drama at the University of Miami, but he didn't finish (2) \_\_\_\_\_. Because it was very difficult to become an actor, Stallone found other jobs in New York. He even cleaned (3) \_\_\_\_\_ at Central Park Zoo. Life was difficult, and he sold his dog for (4) \$\_\_\_\_\_ because he didn't have enough money to feed it. Two weeks later, Stallone wrote (5) \_\_\_\_\_. A studio offered him \$325,000, but Stallone didn't take it because (6) \_\_\_\_\_.

Finally, the studio agreed to let Stallone star in the movie and paid him \$35,000. Stallone immediately tried to (7) \_\_\_\_\_. At first, the new owner refused to sell it. In the end, he agreed to take \$15,000 and a part in the movie! The movie won (8) \_\_\_\_\_ and Stallone got his dream job. Thanks to *Rocky* and *Rambo*, he became a multimillionaire.

## 7.5 Writing Asking for payment

Output (page 97, Exercise 7)

### Student(s) B

- You are the owner(s) of a business that supplies special packaging materials for e-businesses. Student A owns an e-business selling photographic equipment. Student A is one of your regular customers, but is often a slow payer. You are still waiting for payment for an invoice you sent three months ago for \$5,075. Their orders are also unclear, which leads to delays and mistakes in deliveries. Delays and mistakes cost you money to correct. Write an email to Student A asking for quick payment.
- When you receive emails from Student A, write appropriate answers.

## 6.4 Speaking Meetings

### Roleplay (page 81, Exercise 7)

#### Student C

Suggest, develop and defend the ideas in the notes.

Bread 'n' butter

**AGENDA**

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Promotional mix

- 1 Advertising *too expensive; word of mouth is more effective. Just need a neon sign on the shop and an interactive website.*
- 2 Personal selling *not appropriate for a sandwich bar*
- 3 Sales promotion *discounts are bad for company image; events, competitions, free samples*
- 4 Public relations *use social media, Twitter, Facebook, blogs, etc.*
- 5 Direct marketing *mobile messaging; give out flyers in the street*

## 2.1 About business Customer service

### Discussion and presentation (page 22, Exercise 6)

#### Group A

Discuss what your chart shows. Find connections with the ideas in the article. Then present your chart to the class.



## 7.6 Case study Doug's Mugs

### Negotiation (page 99, Exercise 5)

#### Buyers

Read the message and prepare your strategy for the negotiation.

#### BIRCH, BIRCH AND LOCKWOOD, SOLICITORS

Dear Client,

I am writing in connection with your search for a small business to buy. Doug's Mugs is for sale. (See attached financial documents.)

- 1 The owner is asking for €300,000, but this year's results were disappointing. We believe he will accept €250,000.
- 2 The owner is also prepared to offer seller finance. He will probably accept a 30% cash payment, with the balance payable over five years, plus interest of about 5%.
- 3 You also need to negotiate a price for the current stock of 10,000 mugs.
- 4 Megan Smith, who is responsible for sales, wants to be paid commission instead of a salary. We suggest not more than 1% on sales.

All of these points are negotiable. We are confident that you will obtain a good deal.

Yours faithfully,

G. S. Birch

# Grammar and practice

## 1 Gaining experience

### Present simple

1 Study the form of the present simple in the box. Then do the exercise below.

#### Present simple

Positive

I/You/We/They work.

He/She/It works.

Negative

I/You/We/They don't work.

He/She/It doesn't work.

Questions

Do I/you/we/they work?

Does he/she/it work?

#### Present simple: to be

Positive

I'm late.

You're/We're/They're late.

He's/She's/It's late.

Negative

I'm not late.

You/We/They aren't late.

Or You're/We're/They're not late.

He/She/It isn't late.

Or He's/She's/It's not late.

Questions

Am I late?

Are you/we/they late?

Is he/she/it late?

#### Contractions

The contractions *don't* (*do not*), *you're* (*you are*), etc. are the forms we use most often in speech and informal writing.

Complete the dialogue. Use contractions where possible.

A: Where (1) \_\_\_\_\_ you work?

B: I work in Lyon.

A: Lyon? Oh, I thought you worked in Paris.

B: No, I often go there for meetings, but I (2) \_\_\_\_\_ work there. I work in Lyon.

A: Oh, that must be nice. I hear it's a very lively city. And (3) \_\_\_\_\_ you married?

B: Yes, I (4) \_\_\_\_\_. My wife's name is Zsi-Zsi.

A: That's an unusual name. (5) \_\_\_\_\_ she French?

B: No, she (6) \_\_\_\_\_ French. She (7) \_\_\_\_\_ Hungarian.

A: And (8) \_\_\_\_\_ she have a job?

B: No, she (9) \_\_\_\_\_ - not at the moment. We have two young children and she stays at home to look after them.

A: Two children! How wonderful! How old (10) \_\_\_\_\_ they?

B: The girl is six and the boy is two.

A: Two years old! I imagine that you (11) \_\_\_\_\_ get much sleep!

B: Yes, you (12) \_\_\_\_\_ right. I must look tired!

A: And what about your daughter? (13) \_\_\_\_\_ she enjoy school?

B: Yes, she (14) \_\_\_\_\_.

2 Correct the mistake in each sentence.

- 1 Do you working for Siemens?
- 2 I doesn't work for Siemens. I work for Bayer.
- 3 And your wife, do she work?
- 4 My wife work as a teacher.
- 5 She is German?
- 6 No, she not German. She's Hungarian.

3 Complete the paragraph about cultural stereotypes with the correct present simple form of the verbs in brackets.

(1) \_\_\_\_\_ (you/believe) in cultural stereotypes? Many people (2) \_\_\_\_\_ (think) they are not true, and that you should treat each person you (3) \_\_\_\_\_ (meet) as an individual. But this (4) \_\_\_\_\_ (not/be) always easy. For example, if an Italian colleague (5) \_\_\_\_\_ (arrive) late for a meeting, what (6) \_\_\_\_\_ (everybody/think)? Well, in theory, we know that people (7) \_\_\_\_\_ (be) late for all sorts of genuine reasons, so maybe it (8) \_\_\_\_\_ (not/be) their fault. But, in practice, the colleague (9) \_\_\_\_\_ (not/get) much sympathy because people (10) \_\_\_\_\_ (have) a stereotype in their head that Italians (11) \_\_\_\_\_ (be) always late. (12) \_\_\_\_\_ (the stereotype/be) fair? Probably not, but that (13) \_\_\_\_\_ (not/help) your Italian colleague!

4 Read the last two lines of the dialogue in Exercise 1. Then complete the replies to the questions below.

A: Does she enjoy school?

B: Yes, she **does**. (not Yes, she enjoys.)

1 A: Do you enjoy your work?

B: Yes, I \_\_\_\_\_.

2 A: Do you know this restaurant?

B: No, I \_\_\_\_\_.

3 A: Does your wife work?

B: No, she \_\_\_\_\_.

4 A: Does your son go to school?

B: Yes, he \_\_\_\_\_.

5 A: Are you Czech?

B: Yes, that's right, I \_\_\_\_\_.

6 A: Are you Czech?

B: No, I \_\_\_\_\_. I'm Slovakian.

5 Match examples 1-3 with the uses of the present simple a-c. Choose the best answer for each.

1 Most days I **leave** home around 7.00.

2 The Rhine **flows** through six countries.

3 Our company **offers** a range of investment products.

- a) facts
- b) routines
- c) permanent situations

The present simple is used for:

- **facts**: things that are always true
- **routines**: regular activities, habits
- **permanent situations**: long-term, not temporary

**6** Complete the exchanges with the question words in the box. To help you, read the reply first.

How much How often What When  
Where Who Whose Why

- A: \_\_\_\_\_ do you normally negotiate with?  
B: I negotiate with our suppliers.
- A: \_\_\_\_\_ do you travel abroad on business?  
B: Oh, three or four times a year, I suppose.
- A: \_\_\_\_\_ do you think about the economic situation in Europe?  
B: I think things will slowly get better.
- A: \_\_\_\_\_ do you want to apply for an internship?  
B: Because I think it's the best way to gain experience.
- A: \_\_\_\_\_ does your flight leave?  
B: At nine o'clock tomorrow morning.
- A: \_\_\_\_\_ does the CEO earn?  
B: I don't know exactly, but I guess more than 200,000 euros per year.
- A: \_\_\_\_\_ is the meeting?  
B: In the conference room on the second floor.
- A: \_\_\_\_\_ newspaper is this?  
B: It's mine, but you can read it if you want to.

#### Present simple questions

To make a *Wh-* or *How* question, put the question word before the auxiliary verb *do* or the verb *be*.

*Do you live here?*

*Where do you live?*

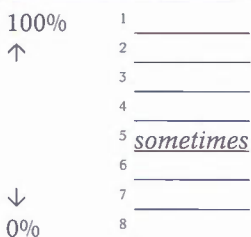
*Is her name Meifen?*

*What is her name?*

#### Adverbs of frequency

**7** Put the adverbs on the frequency scale.

always nearly always never not often  
often rarely **sometimes** usually



**8** Complete the sentences with the word *often*. Leave one of the gaps empty.

- He \_\_\_\_\_ works \_\_\_\_\_ late.
- He \_\_\_\_\_ is \_\_\_\_\_ at the office until late.
- I \_\_\_\_\_ am \_\_\_\_\_ in Singapore for meetings.
- I \_\_\_\_\_ go \_\_\_\_\_ to Singapore for meetings.

Adverbs of frequency come *before* the verb.

But ... adverbs of frequency come *after* the verb *to be*.

**9** Put the adverb of frequency in the correct place. Use an arrow to show where it goes.

- a) I use different passwords for different websites. (always)  
b) But I don't remember them! (always)
- a) We get an end-of-year bonus. (often)  
b) But they don't give us very much. (usually)
- a) We give a discount greater than 5%. (never)  
b) But we offer 60 days' credit instead of 30. (sometimes)
- a) People click on the ads on our website. (rarely)  
b) But I think they remember the product names in the ads. (sometimes)

**10** Put the words in **bold** in the correct order to make sentences with the present simple.

- you Do have always** the sales conference in Atlanta?  
\_\_\_\_\_
- check usually I** my emails as soon as I arrive at work.  
\_\_\_\_\_
- am I often** the first person to arrive at my desk.  
\_\_\_\_\_
- Jake does What time** usually leave the office?  
\_\_\_\_\_
- I get don't often** the chance to travel on business.  
\_\_\_\_\_
- Luigi arrives always** on time.  
\_\_\_\_\_
- forget sometimes I** to back up my work.  
\_\_\_\_\_
- Tim always Is** the salesman with the best results?  
\_\_\_\_\_

#### Prepositions of time: *in, on, at*

**11** Complete the phrases with *in, on, at, or ~ (no preposition)*. If you don't know, say the phrase aloud with different prepositions, to see if it sounds right.

- |                       |                           |
|-----------------------|---------------------------|
| 1 _____ 2007          | 10 _____ winter           |
| 2 _____ ten o'clock   | 11 _____ next April       |
| 3 _____ yesterday     | 12 _____ Saturday         |
| 4 _____ Christmas     | 13 _____ New Year's Day   |
| 5 _____ Christmas Day | 14 _____ July             |
| 6 _____ 28 July       | 15 _____ the evening      |
| 7 _____ today         | 16 _____ night            |
| 8 _____ the morning   | 17 _____ the weekend (UK) |
| 9 _____ last week     | 18 _____ the weekend (US) |

#### Prepositions of time

Use:

- in* with parts of the day (*in the morning*), months, quarters, seasons, years
- on* with dates, days of the week, special days, the weekend (US)
- at* with *night*, festivals, times of the clock, the weekend (UK)
- no preposition** for *yesterday, today, tomorrow, last (week), next (year)*

Note: Speakers of American English use **no preposition** for days of the week (*I'll see you Wednesday*)

## 2 Customer satisfaction

### Present continuous

**1** Study the form of the present continuous. Then do the exercise below.

#### Present continuous

Positive

*I'm working.*

*You're/We're/They're working.*

*He's/She's/It's working.*

Negative

*I'm not working.*

*You/We/They aren't working.*

*Or You're/We're/They're not working.*

*He/She/It isn't working.*

*Or He's/She's/It's not working.*

Questions

*Am I working?*

*Are you/we/they working?*

*Is he/she/it working?*

#### Contractions

The contractions *I'm (I am) you're (you are)*, etc. are the forms we use most often in speech and informal writing.

Complete the sentences with the present continuous form of the verb in brackets. Use contractions where possible.

- 1 We \_\_\_\_\_ (redesign) our website.
- 2 \_\_\_\_\_ (you/enjoy) the conference?
- 3 The photocopier \_\_\_\_\_ (not/work) at the moment. Try again later.
- 4 Is that Stephanie on the phone? \_\_\_\_\_ (she/call) from Paris?
- 5 I \_\_\_\_\_ (read) a great book about solutions to the energy crisis.
- 6 They \_\_\_\_\_ (not/stay) at the Novotel this time, they chose the Mercure instead.

**2** Match examples 1–3 with the uses of the present continuous a–c. Choose the best answer for each.

- 1 Let's go for lunch. I want to tell you about my news – I'm working on a big project in Turkey.
  - 2 I'll finish the spreadsheet in about half an hour. I'm working as fast as I can.
  - 3 Developments in communication technology mean that more people are working from home.
- a) an action happening right now, at the moment of speaking  
b) an action happening around now, but not at the moment of speaking  
c) a trend or slow change happening now

The present continuous is used for temporary activities in progress now.

### Present simple and present continuous

**3** Study the differences between the present simple (*I do/She does*) and the present continuous (*I'm doing/She's doing*). Then do the exercise below.

#### Present simple

permanent situations  
routines and habits  
facts

#### Present continuous

temporary situations  
activities in progress now  
slow changes and trends

Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- 1 a) We \_\_\_\_\_ (sell) our products all over the world.  
b) January sale! For one month only, we \_\_\_\_\_ (sell) this product at a 20% discount.
- 2 a) They \_\_\_\_\_ (change) their advertising agency – they aren't happy with the old one.  
b) Every year we \_\_\_\_\_ (change) our advertising agency to keep all our advertising fresh.
- 3 a) She \_\_\_\_\_ (work) for SAP.  
b) Today she \_\_\_\_\_ (work) from home.
- 4 a) Looking at the world economy, we see that inflation \_\_\_\_\_ (rise) at the moment.  
b) When the euro falls in value, imports cost more and inflation \_\_\_\_\_ (rise) in the eurozone.

**4** We use different time expressions with the present simple and present continuous. Underline the correct time expressions in *italics*.

- 1 *This year* / *Every year* we're building a new factory in Indonesia.
- 2 *This year* / *Every year* we increase our market share in Indonesia.
- 3 *At the moment* / *Most years* we're recruiting a lot of new staff – business is going very well right now.
- 4 *At the moment* / *Most years* we service our machines over the summer period.

### State verbs

**5** Put a tick (✓) if the sentence is correct. Put a cross (X) if it is incorrect.

- 1 That Audi belongs to our Marketing Director.
- 2 That Audi is belonging to our Marketing Director.
- 3 It all depends on the situation.
- 4 It's all depending on the situation.
- 5 I know exactly what you mean.
- 6 I'm knowing exactly what you're meaning.

#### State verbs

There are a number of verbs that describe states, not activities. These verbs are not usually used in a continuous form. State verbs include:

*agree, know, remember, think, understand  
hate, like, need, want, wish  
belong to, contain, own  
be, exist  
cost, depend, mean, measure, owe, weigh*

## Requests with *can*, *could* and *would*

**6** Read the information in the box. Then do the exercise below.

### Requests

To request that someone else does something, we use *can*, *could* and *would*.

- (informal) *Can you pass the salt?*  
 (neutral) *Could you open the window, please?*  
 (polite) *Would you help me move this desk?*

To request something for ourselves (to ask for permission), we use *can*, *could* and *may*.

- (informal) *Can I ask a question?*  
 (neutral) *Could I use your phone to make a local call?*  
 (polite) *May I interrupt for a moment?*

**Underline the best words in *italics* for each situation.**

- You are a receptionist in a large company speaking on the phone to an unknown caller.  
*Can I / Could I* ask who's calling?
- You are speaking to your sister.  
*Can you / Would you* give James a message? Tell him I'll be late for lunch today.
- You want to enter a room where you left your bag. Some other people are having a meeting there.  
*Can I / May I* come in? I think I left my bag here.

## Saying yes and no to a request

**7** Match requests 1–8 with replies a–h.

- Can I ask you a few questions about this report?
  - Is this chair free? Could I possibly take it for our table?
  - Could you work late on Tuesday this week?
  - Would you help me move these tables to get the meeting room ready?
  - Could you give us a larger discount if we order 1,000 pieces?
  - Can you supply this item with our company logo printed on it?
  - May I help you with your bags?
  - Can we put the meeting back to next week?
- Actually, I'm really busy right now. Ask me again tomorrow. I'll have more time.
  - That's OK. I can manage, thanks.
  - Of course. Just let me save this document and I'll be right there.
  - Sorry, we can't give a bigger discount for 1,000 pieces. But we could help you with the terms of payment – perhaps another 30 days' credit.
  - I'm afraid I can't; it's my daughter's birthday. Why not ask Mariana? She's probably free that evening.
  - Sure. Go ahead. We're not expecting anyone else.
  - Certainly, no problem. But it will add 5% to the cost and we'll need an extra day to set up the machines.
  - That's fine. In fact, next week is better for me.

### Saying yes and no to a request

If we say yes to a request, we don't just use the word *yes*. Instead, we say something like *Of course/Sure/No problem* and then add a few more words to be friendly. If we say *no* to a request, we don't just use the word *no*. Instead, we start with *I'm afraid/Actually/Sorry/I'm sorry, but* and then give a reason.

Note: the phrase *I'm afraid ...* is not used in this way in American English: it is only used in sentences like *I'm afraid of spiders*.

## Offers of help and Invitations

**8** Tick (✓) the correct sentences. Put a cross (x) by the incorrect sentences.

- Shall I send you a copy of the report?
  - Would you like me to send you a copy of the report?
  - Would you like that I send you a copy of the report?
- Do you want to join us for lunch?
  - Do you like to join us for lunch?
  - Would you like to join us for lunch?

For **offers of help** (a suggestion that you do something):

- Shall I ...?* (informal/neutral)  
*Do you want me to ...?* (informal/neutral)  
*Would you like me to ...?* (polite)

For **invitations** (a suggestion that the other person does something):

- Do you want to ...?* (informal/neutral)  
*Would you like to ...?* (polite)

**9** Complete each sentence with one word.

- \_\_\_\_\_ I take a message for her?
- \_\_\_\_\_ you want me to take a message for her?
- \_\_\_\_\_ you like me to take a message for her?
- Do you \_\_\_\_\_ to leave a message for her?
- Would you \_\_\_\_\_ to leave a message for her?

### *Would you like ...?* and *Do you like ...?*

Compare:

1 *Would you like some tea?*

2 *Do you like tea?*

These two uses of *like* are different.

In 1, *would like* = *want*

In 2, *like* = *enjoy*

The situations where we use them are different.

In 1, you say this in one particular situation, for example in the reception area of an office:

A: *Would you like some tea?*

B: *Yes, please. Milk, no sugar.*

In 2, we are talking about tea in general:

A: *Do you like tea?*

B: *Yes, I do, but in my country it's more usual to drink coffee.*

For **offers of help** and **invitations** we use 1, so:

*Would you like ...?* = *Do you want ...?*

### 3 Product and process

#### Prepositions of place

1 Read the notes in the box. Then do the exercise below.

##### in and on

We use *in* with spaces like boxes, rooms, towns and countries. These have three dimensions.

We use *on* with surfaces like floors, desks, walls and areas of the body (*on your head/arm/skin*). These have two dimensions.

People are *in* clothes (*Who is that in the blue dress?*).

Clothes are *on* people (*That dress looks good on you*).

Here are some expressions with *in* and *on*:

<i>in a book/magazine</i>	<i>on page 36</i>
<i>in a story</i>	<i>on the left/right</i>
<i>in the street</i>	<i>on the screen</i>
<i>in the photo</i>	<i>on the first floor</i>
<i>in the middle</i>	<i>on the plane/bus/train</i>
<i>in the corner</i>	<i>on the platform/pavement</i>
<i>in line/in a queue</i>	<i>on the phone</i>
<i>in a car/taxi</i>	<i>on the computer</i>
<i>in the country</i>	<i>on the Internet</i>

##### at

We use *at* to show where something happens, for example with meeting places (*at the cinema/at the theatre*) or points on a journey (*at the bus stop/at the next corner*).

We also use *at* for things that people do (*at breakfast/lunch*) and for the places where people do things (*at the office/at my house/at a party*).

Here are some expressions with *at*:

<i>at the top/bottom/side</i>
<i>at the front/back</i>
<i>at the beginning/end</i>
<i>at the station/airport</i>
<i>at home/at work (not at the home, at the work)</i>
<i>at breakfast/lunch/dinner</i>

##### in or at?

Sometimes *in* and *at* are both possible. We prefer *in* when we are thinking about the place itself, and *at* when we are thinking about the activity we do there.

*There are very comfortable seats in the cinema.*

*I'll meet you at the cinema.*

But note that in the above examples *in* and *at* are both possible.

Complete each sentence with *in*, *on* or *at*.

- Our offices are \_\_\_\_\_ the second floor.
- I never have any money left \_\_\_\_\_ the end of the month.
- At passport control I had to wait \_\_\_\_\_ line for ages.
- I saw an amazing video \_\_\_\_\_ the Internet.
- Who is that man over there \_\_\_\_\_ the grey suit?
- I'll pick you up \_\_\_\_\_ the airport – I'll be in Arrivals.
- I don't think all five of us will fit \_\_\_\_\_ a taxi.
- Turn off your phone when you get \_\_\_\_\_ the plane.
- I'm working \_\_\_\_\_ home tomorrow.
- She told me about her plans \_\_\_\_\_ lunch.

- I was talking to him \_\_\_\_\_ the phone this morning.
- I met my boss by chance \_\_\_\_\_ the street.
- Their website is too complicated – there is too much text \_\_\_\_\_ the screen.
- My parents live \_\_\_\_\_ the country – they retired and moved to a smaller place.
- Please sign right here – \_\_\_\_\_ the bottom of the page.
- Those shoes look fabulous \_\_\_\_\_ you!
- I'm leaving \_\_\_\_\_ the 9.15 train from Zurich.
- Go down the corridor and you'll see my office \_\_\_\_\_ the right.
- Turn left \_\_\_\_\_ the top of the stairs and you'll see the coffee machine.
- There's a socket for the projector \_\_\_\_\_ the corner.

2 Read the notes in the box. Then do the exercise below.

##### Other prepositions of place

*Above* and *below* mean 'higher than' and 'lower than'. We use them to talk about positions, amounts and places in a document.

*The accounts department is on the floor above this one.*

*Sales this quarter are below the figure for the same period last year.*

*Market share is increasing – see the chart below.*

These are opposites:

*in front of – behind*

*inside – outside*

*on top of – under*

The preposition *between* means 'with things on each side or each end'. You can sit *between* two people on a bench, or a train can run *between* San Francisco and San Diego.

And study these carefully:

*opposite = exactly on the other side of*

*next to = exactly at the side of*

*near (to) = close to*

Complete the sentences with the words in the box.

above behind below between in front of  
next to on top of under

- I just have to make a quick call. You start walking to the restaurant and I'll be right \_\_\_\_\_ you.
- Winter temperatures in Moscow rarely rise \_\_\_\_\_ 0°C.
- Summer temperatures in Delhi rarely fall \_\_\_\_\_ 30°C.
- They sat in the meeting according to their position in the company. The CEO was at the head of the table, the Finance Director was \_\_\_\_\_ her, and then there were all the other managers.
- The only empty seat at the table was \_\_\_\_\_ the CEO and the Finance Director, so I was able to read both their notes!
- My pen rolled \_\_\_\_\_ the bookcase. Could you help me to get it, please?
- The plant \_\_\_\_\_ the bookcase is very high. I need to stand on a chair to water it.
- Taxis stop right \_\_\_\_\_ the hotel entrance, so you won't get wet if it's raining.

## Prepositions of movement

3 Read the notes in the box. Then do the exercise below.

### Prepositions of movement

These are opposites:

up – down                      over – under  
into – out of                  towards – away from

You drive *along* (or *up* or *down*) a road and *across* (or *over* or *under*) a bridge.

You drive *through* a tunnel or *through* a city/town if you are not stopping.

You drive *past* buildings and things at the side of the road – you pass them.

You drive *round* in circles if you are lost, and you walk *round* a town if you are shopping.

In each sentence, cross out the one item that is not usual.

- 1 You can walk into *the bank* / *the conference hall* / *the bridge*.
- 2 You can walk out of *the station* / *the stairs* / *the building*.
- 3 You can climb over *the corner* / *the wall* / *the fence*.
- 4 You can drive towards *the floor* / *Paris* / *the sea*.
- 5 You can walk across *a bridge* / *a park* / *the stairs*.
- 6 You can drive through *a bridge* / *a tunnel* / *the city centre*.
- 7 You can drive past *a cinema* / *a church* / *a highway*.
- 8 You can walk round *the tunnel* / *the park* / *the shops*.

## Present simple passive

4 Underline the correct verb forms in the text.

### Wheat – from field to table

More foods (1) *make* / *are made* from it than from any other grain. So how does wheat become the bread, rolls, pancakes, cereals and cookies on your table?

The wheat seed (2) *plants* / *is planted* in the autumn.

Growth (3) *happens* / *is happened* slowly at first, but by the following summer, the grain is ready to harvest. The farmer (4) *uses* / *is used* a machine called a combine to cut, separate and clean the grain. The combine (5) *unloads* / *is unloaded* the wheat onto a truck and the truck carries it to a grain elevator where it (6) *stores* / *is stored*.

The wheat (7) *then takes* / *is then taken* to a flour mill.

At the mill, the grain is ground\* into flour. It (8) *puts* / *is put* into bags and then transported to bakeries.

At the bakery, machines (9) *mix* / *are mixed* the flour with water, yeast, salt and fat to make the thick, sticky dough.

This (10) *puts* / *is put* into an oven to bake. When the baking is finished, out comes the hot, crusty bread. Other stages at the bakery include cutting and wrapping.

The final stage is distribution. The bread (11) *takes* / *is taken* in large quantities to a wholesale distribution centre, where it is divided into smaller batches to deliver to shops. There, it (12) *places* / *is placed* on the shelves and we (13) *buy* / *are bought* it to make sandwiches and toast.

\* = broken and pressed into powder

### Present simple passive

Compare sentences a) and b):

a) *My friend Simon makes lovely traditional bread.*

b) *Bread is made from flour, water, yeast, salt and fat.*

Sentence a) is called **active**. We are interested in who does the action.

Sentence b) is called **passive**. We are interested in the action rather than who does it.

We form the passive with *be* + the past participle (third column of verb tables)

Compare:

Active	Passive
<i>He does it.</i>	<i>It is done.</i>
<i>He doesn't do it.</i>	<i>It isn't done./It's not done.</i>
<i>Does he do it?</i>	<i>Is it done?</i>

5 Complete the sentences with the words in brackets in the present simple passive. Use contractions where possible.

- 1 A: Am I doing it right? \_\_\_\_\_ (it/do) like this?  
B: No, \_\_\_\_\_ (it/not/do) like that. Here, let me show you.
- 2 A: \_\_\_\_\_ (hummus and falafel/know) in Europe?  
B: Oh, yes. \_\_\_\_\_ (they/sell) in every big supermarket.
- 3 A: \_\_\_\_\_ (any Korean cars/make) in the Czech Republic?  
B: Yes, \_\_\_\_\_ (Hyundai cars/produce) at Nosovice.
- 4 A: \_\_\_\_\_ (you/pay) weekly or monthly in your company?  
B: \_\_\_\_\_ (I/pay) weekly.
- 5 A: \_\_\_\_\_ (rice/grown) in your country?  
B: Yes, \_\_\_\_\_ (it/grow) here, even though it's a cold country.
- 6 A: \_\_\_\_\_ (English/use) as the company language where you work?  
B: Well, \_\_\_\_\_ (it/speak) by most people, but it isn't the official company language.

6 Match examples 1–3 with the uses of the passive a–c. Choose the best answer if several are possible.

- 1 The wheat **is taken** to a flour mill. At the mill, the grain **is ground** into flour. Then it **is put** into bags and **transported** to bakeries.
  - 2 More foods **are made** from wheat than from any other grain.
  - 3 **It is put** into bags and then transported to bakeries.
- a) subject 'it' refers back to a noun in the previous sentence  
b) describing a process  
c) the person who does the action is not important or not known

## 4 Job interviews and career

### Past simple

**1** There are three different pronunciations of the regular past simple *-ed* ending. First practise saying the six examples in the blue table. Then write the words in the box in the correct columns.

accepted closed complained constructed  
developed discussed finished introduced  
prepared realized started visited

/d/	/t/	/ɪd/
<i>moved</i>	<i>asked</i>	<i>decided</i>
<i>opened</i>	<i>focused</i>	<i>wanted</i>

#### *-ed* endings

There is a rule for these endings, but you have to know a little about pronunciation to understand it. There are 'voiced' and 'unvoiced' sounds.

'Voiced' means that your vocal chords vibrate (go up and down) as you produce the sound. Try tapping your fingers lightly on your throat as you say the 'v' of *move* and listen for the vibrating sound.

'Unvoiced' means that your vocal chords do not vibrate as you produce the sound. Try tapping your fingers lightly on your throat as you say the 's' of *focus* – there is no vibrating sound.

Regarding the *-ed* endings of the past simple:

- If the sound at the end of verb is voiced, like the /v/ in *move*, then the *-ed* ending is pronounced /d/.
- If the sound at the end of verb is unvoiced, like the /s/ in *focus*, then the *-ed* ending is pronounced /t/.
- Some other verbs, like *decide* or *want*, already have the sound /d/ or /t/ at the end. It isn't possible to make the sounds /d/ or /t/ twice. So the *-ed* ending is pronounced /ɪd/.

**2** How many irregular past simple forms do you know? Write them in the table.

infinitive	past simple	infinitive	past simple
become	1 _____	leave	16 _____
begin	2 _____	lose	17 _____
bring	3 _____	make	18 _____
buy	4 _____	meet	19 _____
choose	5 _____	pay	20 _____
cost	6 _____	see	21 _____
fall	7 _____	sell	22 _____
find	8 _____	set	23 _____

forget	9 _____	speak	24 _____
give	10 _____	spend	25 _____
go	11 _____	take	26 _____
grow	12 _____	tell	27 _____
have	13 _____	think	28 _____
keep	14 _____	understand	29 _____
know	15 _____	write	30 _____

**3** Complete the dialogue about Google with the correct past simple form of the verbs in brackets. (These include positives, negatives and questions.)

- A: What (1) \_\_\_\_\_ (be) the names of the founders of Google?  
 B: Their names were Larry Page and Sergey Brin. According to the company myth, they (2) \_\_\_\_\_ (not/like) each other when they first (3) \_\_\_\_\_ (meet).  
 A: Really! So when (4) \_\_\_\_\_ Larry and Sergey \_\_\_\_\_ (meet)?  
 B: They (5) \_\_\_\_\_ (meet) in 1995 at Stanford University.  
 A: And where (6) \_\_\_\_\_ they \_\_\_\_\_ (start) their business?  
 B: They (7) \_\_\_\_\_ (start) it in a garage with a staff of just three – themselves and one other person. This first 'office' (8) \_\_\_\_\_ (not/be) very luxurious – it also (9) \_\_\_\_\_ (contain) a washing machine and a dryer for clothes.  
 A: Wow! So when (10) \_\_\_\_\_ Google \_\_\_\_\_ (make) a profit for the first time?  
 B: It (11) \_\_\_\_\_ (make) a profit in 2001, although they (12) \_\_\_\_\_ (not/have) a stock market listing until 2004.  
 A: And what (13) \_\_\_\_\_ (be) their source of income?  
 B: The company (14) \_\_\_\_\_ (grow) by developing a 'cost per click' model of advertising. Advertisers (15) \_\_\_\_\_ (pay) to have their names on the search page, and then paid again when users (16) \_\_\_\_\_ (click) on the link.  
 A: Why (17) \_\_\_\_\_ Google \_\_\_\_\_ (have) so much success compared to other search engines?  
 B: They (18) \_\_\_\_\_ (have) a lot of success for two main reasons. First, their search technology (19) \_\_\_\_\_ (find) better results than the competitors. And second, in the year 2000, they (20) \_\_\_\_\_ (introduce) an innovative tool called Google Toolbar. This was a browser plug-in that (21) \_\_\_\_\_ (make) it possible to use Google search without going first to the Google homepage. The Toolbar also (22) \_\_\_\_\_ (highlight) key words in search results, and (23) \_\_\_\_\_ (block) annoying advertising pop-ups.

#### Past simple

##### Positive

*I/You/He/She/It/We/They worked.*

##### Negative

*I/You/He/She/It/We/They didn't work.*

##### Questions

*Did I/you/he/she/it/we/they work?*

## Past continuous

**4** Study the form of the past continuous in the box. Then do the exercise below.

### Past continuous

Positive

*I/He/She/It was working.*

*You/We/They were working.*

Negative

*I/He/She/It wasn't working.*

*You/We/They weren't working.*

Questions

*Was I/he/she/it working?*

*Were you/we/they working?*

Match examples 1 and 2 with the uses of the past continuous a) and b).

- 1 It was the summer of 2010 and **I was working** at Estée Lauder. One day the phone rang – it was a headhunter! They had a job vacancy with a bigger salary and more responsibility, and they wanted me to apply for it!
  - 2 I **was waiting** in Departures all that time – the flight was delayed by 3 hours. It was terrible. Everyone **was complaining**. What could we do? Some people **were looking** round the shops, others **were trying** to sleep on the chairs, and a few **were working** on their laptops or **browsing** the net on their smartphones.
- a) Telling a story: the past continuous is used first to give the background situation. Then the individual events are in the past simple.
- b) Telling a story: there are several activities happening at the same time, all in the past continuous.

### Past continuous

We use the past continuous for an activity in progress in the past.

It is often used for telling a story. We use it first to give the background situation (with the individual events in the past simple), or to talk about several activities all happening at the same time.

**5** Match sentence beginnings 1–6 with endings a–f. Look for the background situation and the event.

- 1 I was walking to the station from my office
  - 2 Mary was listening to my presentation
  - 3 While I was working on the project,
  - 4 He was talking to a client,
  - 5 We were rushing to the meeting in a taxi
  - 6 After six months in the company I was thinking about asking for a pay rise,
- a) the team leader became ill and I took his place.  
 b) when it suddenly started to rain very heavily.  
 c) when the driver crashed into the car in front.  
 d) so I didn't want to interrupt him.  
 e) but, in the end, I decided to wait until the end of my first year.  
 f) and at the end she asked a very good question.

**6** Study these four sentences. Then do the exercise below.

- 1 While *I was eating lunch*, the doorbell rang.
- 2 While *I was eating lunch*, my smartphone rang – but it was in my bag and I didn't hear it.
- 3 While *I was working at my computer*, I saw Rita fall to the floor.
- 4 While *I was working at my computer*, I saw Andy in his new suit.

### Past continuous interrupted

Sometimes the activity in the past continuous continues, and sometimes it stops, because the event in the past simple interrupts it.

Look back at sentences 1–4 above. Read the activities in *italics* and underline the most likely situation:

- 1 a) the activity continued b) the activity stopped
- 2 a) the activity continued b) the activity stopped
- 3 a) the activity continued b) the activity stopped
- 4 a) the activity continued b) the activity stopped

**7** Study the information in the box. Then do the exercise below.

### when and while

In Exercise 6, notice that *while* is often used with the past continuous; *when* can be used with the same meaning.

The two parts of the sentence can be in either order:

**While/When I was walking home, it started to rain.**

OR **It started to rain while/when I was walking home.**

### so and because

If we change the sentence order, we need to change *so* and *because*:

**He was talking to a client, so I didn't want to interrupt him.**

OR **I didn't want to interrupt him because he was talking to a client.**

Complete the second sentences with a word from the box.

because so when while

- 1 I was giving my presentation when the bulb in the projector exploded.  
OR The bulb in the projector exploded \_\_\_\_ I was giving my presentation.
- 2 I was waiting in reception for ages because she was still in a meeting.  
OR She was still in a meeting, \_\_\_\_ I was waiting in reception for ages.
- 3 A headhunter called me while I was working at Estée Lauder.  
OR \_\_\_\_ I was working at Estée Lauder, a headhunter called me.
- 4 The flight was delayed so I was working on my laptop.  
OR I was working on my laptop \_\_\_\_ my flight was delayed.

## 5 Marketing and selling

### Countable and uncountable nouns

**1** Read the information in the box. Then do the exercise below.

#### Countable nouns

- We use countable nouns for separate things we can count. Countable nouns can be either singular or plural: *a house, two houses, some houses; one product, two products, a lot of products.*
- A few countable nouns are irregular and make a plural without using -s: *a man, two men; a person, some people.*

#### Uncountable nouns

- We use uncountable nouns for things we cannot count. Examples: *air, electricity, happiness, health, money.* Uncountable nouns have no plural form. So these forms are not correct: *airs, electricities, happinesses, healths, monies.*
- Uncountable nouns cannot be used with *a/an*. Instead, we often say *some*: *some money, some air.* So these forms are not correct: *a money, an air.*
- Uncountable nouns take a singular verb, not a plural verb: *Good health is important for a happy life.* So this form is not correct: *Good health are important for a happy life.*
- Beware of these common mistakes: *accommodation* ✓ *accommodations* X *advice* ✓ *advices* X, *information* ✓ *informations* X, *software* ✓ *softwares* X, *training* ✓ *trainings* X.
- When we use an uncountable noun in a general way, we do not put *the* in front: *For me, football is like life.* So this form is not correct: *For me, the football is like the life.*
- If we want to count an uncountable noun, we can use a phrase like *a piece of*: *two pieces of information, three bottles of water.*

Put these words into the correct column below:

accommodation advice bag chair dollar fact  
furniture hotel information job litre luggage  
machine machinery milk money suggestion time  
week work

Countable nouns	Uncountable nouns

### some and any; many/much; a few/a little

**2** Study the information in the box. Then do the exercises below.

In positive sentences we use:

**some** (countable and uncountable)

*I have some euros/money.*

**a few** (countable)

*I have a few euros.*

**a little** (uncountable)

*I have a little money.*

In negative sentences and questions we use:

**any** (countable and uncountable)

*I don't have any euros/money.*

*Do you have any euros/money?*

**many** (countable)

*I don't have many euros.*

*Do you have many euros?*

**much** (uncountable)

*I don't have much money.*

*Do you have much money?*

In informal speech, the phrase **a lot of** is common and can be used in all contexts: countable and uncountable, and in positives, negatives and questions.

**Complete the sentences with the most likely word: some or any.**

- Do you have \_\_\_\_\_ questions to ask me?
- Yes, there are \_\_\_\_\_ questions that I'd like to ask.
- OK, that's all. I don't have \_\_\_\_\_ more questions to ask.
- Sorry, I didn't get \_\_\_\_\_ paper for the photocopier.
- Did you get \_\_\_\_\_ paper for the photocopier?
- Yes, I got \_\_\_\_\_ - here it is.

**3 Complete each sentence with the most likely word: many, much, a few or a little.**

- I don't have \_\_\_\_\_ information to give you.
- I have some information for you, but only \_\_\_\_\_.
- I have some facts about the situation, but not \_\_\_\_\_.
- I have some facts, but only \_\_\_\_\_.
- Does it cost \_\_\_\_\_ money?
- Go on, buy it. It only costs \_\_\_\_\_ dollars.
- I need \_\_\_\_\_ time to think about your proposal.
- I need \_\_\_\_\_ weeks to think about your proposal.
- Sorry, I don't have \_\_\_\_\_ time. Can I do it tomorrow?
- My holidays are limited - I don't have \_\_\_\_\_ days left.

#### some and any: exceptions to the rules

There are some exceptions to the rules in the previous box.

- We can use *some* in a question if it is an offer or a request.  
*Would you like some more water?* (offer)  
*Could I have some more water?* (request)
- We can use *any* in a positive sentence if it means 'no limit'.  
*I'm free any time next week.*  
*We can make this product in any colour you want.*

## Comparatives

**4** Try this exercise to see how much you already know. Underline the correct words in *italics*.

- 1 My new job is *better* / *more better* than my last one.
- 2 Internet speeds are *faster* / *more fast* with this new model.
- 3 This perfume is *expensiver* / *more expensive* than the other one.
- 4 This year we made a *much biger* / *much bigger* profit than last year.
- 5 It's *more expensive* / *most expensive* to buy an Audi than to buy a Citroën.
- 6 Please make your desk look a bit *tidier* / *tidyer* – the CEO is visiting our offices this afternoon.
- 7 Every year the situation is getting *gooder and gooder* / *better and better*.
- 8 Every year the situation is getting *badder and badder* / *worse and worse*.

Before you check your answers, read the information in the box. Then try Exercise 4 again.

### Comparatives

- We use the comparative form of an adjective to compare two things.
- With short adjectives, we add -er: *small* – *smaller*  
In spelling, we double the consonant when the word ends in one vowel + one consonant: *hot* – *hotter*  
We change -y at the end to -i: *heavy* – *heavier*
- With long adjectives, we use *more*: *convenient* – *more convenient*
- Note these irregular forms:  
*good* – *better*   *bad* – *worse*   *far* – *further*
- Notice the use of *than*.  
*This is a newer model than the one you're currently using.*

## Superlatives

**5** Try this exercise to see how much you already know. Underline the correct words in *italics*.

- 1 This smartphone is *best* / *the best* on the market.
- 2 Of all the perfumes in this shop, this one is *the expensivest* / *the most expensive*.
- 3 That type of engine has *the highest* / *the most high* fuel consumption.
- 4 *Our furthest* / *Our most far* market is Turkey.
- 5 Their head office is one of *the most beautiful* / *the most beautifulst* buildings in the city.
- 6 This is *the more powerful* / *the most powerful* engine we've ever produced.
- 7 The design is terrible – it's one of *the worst* / *the worse* I've ever seen.
- 8 The design is great – it's one of *the best* / *the better* I've ever seen.

Before you check your answers, read the information in the box. Then try Exercise 5 again.

### Superlatives

- We use the superlative form of an adjective to compare one thing in a group with all the others.
- With short adjectives, we add -est: *small* – *the smallest*  
In spelling, we double the consonant when the word ends in one vowel + one consonant: *hot* – *the hottest*  
We change -y at the end to -i: *heavy* – *the heaviest*
- With long adjectives, we use *the most*: *convenient* – *the most convenient*
- Note these irregular forms:  
*good* – *the best*   *bad* – *the worst*  
*far* – *the furthest*
- Notice the use of *the*.  
*This is the newest model on the market.*

**6** Study the information in the box. Then do the exercise below.

### Comparatives and superlatives: key points

- A few short (one syllable) adjectives can make comparatives and superlatives in both ways. Examples: *clear, fair, free, proud, safe, sure, true*  
*The new system is a lot safer.* ✓  
*The new system is a lot more safe.* ✓
- Two-syllable adjectives usually have *more/the most* like long adjectives. Examples: *correct, famous, frequent, modern, normal, recent*  
*Flights to Beijing are more frequent these days.*  
*This model is the most recent one in our range.*
- But a few two-syllable adjectives can make comparatives and superlatives in both ways. Examples: *clever, common, handsome, likely, narrow, polite, quiet, secure, simple, stupid, tired*  
*In Japan, it's politer to give your business card with two hands.* ✓  
*In Japan, it's more polite to give your business card with two hands.* ✓  
*Android is the commonest operating system.* ✓  
*Android is the most common operating system.* ✓
- We can use *less* and *the least* with long adjectives.  
*Citroën is less expensive than Audi.*  
*Of all the cars on sale here, Kia is the least expensive.*  
We rarely use *less/the least* with short adjectives.

Tick (✓) the sentence if the form in *italics* is correct. Put a cross (X) if it is incorrect.

- 1 The new instruction manual is *bigger*.
- 2 The new instruction manual is *more big*.
- 3 The new instruction manual is *clearer*.
- 4 The new instruction manual is *more clear*.
- 5 The buildings in this part of town are *moderner*.
- 6 The buildings in this part of town are *more modern*.
- 7 This museum is *the famousest* in the city.
- 8 This museum is *the most famous* in the city.
- 9 The new instruction manual is *simpler*.
- 10 The new instruction manual is *more simple*.
- 11 Zander is *the commonest* fish on the menu in Central Europe.
- 12 Zander is *the most common* fish on the menu in Central Europe.

## 6 Entrepreneurship

### Modal verbs

**1** Study the information in the box. Then do the exercise below.

#### Modal verbs: form

- Here is a list of modal verbs: *can, could, will, would, must, may, might, shall* and *should*.
- Modal verbs do not have a 'meaning' like other verbs. Instead, they show things like ability, obligation and probability.  
*I can do it.* = I am able to do it.  
*I must do it.* = I believe it is necessary for me to do it.  
*I might do it.* = There is a 50/50 chance I will do it.
- Modal verbs are followed by a main verb in the base form (without to).  
*You must do it.* ✓ *You must to do it.* ✗
- We cannot put two modal verbs together, one after the other.  
*You will be able to do it.* ✓ *You will can do it.* ✗  
*You will have to do it.* ✓ *You will must do it.* ✗
- To make a question we change the word order.  
*I can work.*            *Can I work?*  
*I must work.*        *Must I work?*  
*I should work.*      *Should I work?*
- To make a negative we use *not*, often contracted to *n't* in speech: *cannot (can't), could not (couldn't), will not (won't), would not (wouldn't), must not (mustn't), may not* (not usually contracted), *might not* (not usually contracted), *should not (shouldn't)*

**Underline the correct words in italics.**

- 1 You *must* call them / *must to* call them right now.
- 2 You *don't must* / *mustn't* turn off this computer.
- 3 Do you *can* / *Can you* speak Spanish?
- 4 Why *I should* / *should I* work late on Friday?
- 5 I *will can* / *will be able to* help you when I have time.
- 6 You *shouldn't* / *don't should* speak like that to a client.
- 7 *Must you* / *Do you must* go so soon?
- 8 When *we can* / *can we* have our meeting this week?

### Obligation, permission, advice

**2** Study the information in the box. Then do the exercise below. Note that *have to, need to* and *be allowed to* are not modal verbs but we use them to express the same ideas.

#### Modal verbs: meaning

meaning	verb
it's possible; it's permitted	<i>can, be allowed to</i>
it's forbidden; it's not allowed	<i>can't, mustn't, not be allowed to</i>
it's necessary; it's obligatory	<i>must, have to, need to</i>
it's not necessary	<i>don't have to, don't need to</i>
it's a good idea; it's the right thing to do	<i>should</i>
it's a bad idea; it's the wrong thing to do	<i>shouldn't</i>

What do the verbs in *italics* mean? Match sentences 1–6 with the meanings a–f below.

- 1 At the end of every work day you *should* tidy your desk. It feels like you're making a fresh start when you arrive the next morning.
  - 2 When you meet your colleagues socially after work, you *shouldn't* gossip about other people in the office.
  - 3 You *have to* wear a suit and tie if you are meeting a client.
  - 4 You *don't have to* wear a suit and tie if you work in the marketing department – only our more senior managers wear formal clothes.
  - 5 At the age of 16, you *can* leave school, apply for a passport and join the armed forces.
  - 6 At the age of 16, you *can't* get married, go to prison or get a tattoo (unless your parents agree).
- a) possible or permitted  
b) forbidden or not allowed  
c) necessary or obligatory  
d) not necessary (you have a choice)  
e) good idea, or the right thing to do  
f) bad idea, or the wrong thing to do

**3** Put the words in the correct order to make questions.

- 1 I / later today / Can / call you back  
**A:** *Can I call you back later today?*  
**B:** Of course. Any time after three.
- 2 we / Should / our phones / switch off / in the meeting  
**A:** \_\_\_\_\_?  
**B:** Yes, please put them on silent mode and go outside if you get an urgent call.
- 3 I / have to / the report today / Do / finish  
**A:** \_\_\_\_\_?  
**B:** No, you don't. Friday will be fine.
- 4 allowed / to give / we / Are / a small gift at the end of the visit  
**A:** \_\_\_\_\_?  
**B:** Yes, you can take a book with some photographs of our country, but don't give anything expensive.
- 5 organize / we / a leaving party for her / Shouldn't  
**A:** \_\_\_\_\_?  
**B:** Yes, that's a nice idea. She's retiring after working here for twenty years.

**4** Underline the most likely words in *italics*.

- 1 You *mustn't* / *don't have to* criticize your previous employer in a job interview.
- 2 You *need to* / *shouldn't* have personal phone conversations in the office while everyone around you is working.
- 3 We *don't need to* / *shouldn't* come to work on Christmas Eve – the boss said we could take the day off if there was nothing urgent to do.
- 4 You *have to* / *are allowed to* turn off your phone when the plane is taking off.
- 5 Sorry, I *should* / *must* go now – I'm going to miss my flight!
- 6 We *must* / *don't have to* use all the money on just one training course – I think it's a good idea to save some money for other courses.

- 7 On a normal flight you *must* / *are allowed to* take 20kg in your baggage, but no more.
- 8 I know I *should* / *must* go to the sports club every week, but it's difficult to find the time.
- 9 You *don't need to* / *shouldn't* arrive late for a meeting in any country – not just in Switzerland and Germany.
- 10 In a job interview in the US and UK, your employer *is not allowed to* / *doesn't need to* ask you about your age, marital status, race or religion.

**5** Complete the sentences with the most likely words from the box. Think carefully about the situation.

can can't don't have to have to should shouldn't

- 1 You \_\_\_\_\_ park there – it's against the law and you'll get a fine.
- 2 You \_\_\_\_\_ park there – it's not against the rules, but everyone knows it's where the boss usually parks.
- 3 You \_\_\_\_\_ park over there. It's absolutely fine. It's where everyone parks.
- 4 When you arrive, you \_\_\_\_\_ park where it says 'Visitors'. There's nowhere else. All the other spaces are reserved for employees of the company.
- 5 You \_\_\_\_\_ park over there – you can park right here instead. It's more convenient.
- 6 I think you \_\_\_\_\_ try to park as close to the entrance as possible because it's going to rain later.

### Verb patterns

**6** Study the information in the box. Then do the exercise below.

#### say, tell, and ask

We **say** something.

We **say** to someone. (not ~~say someone~~)

We **tell** someone something. (not ~~tell to someone~~)

We **ask** someone (about) something.

*He asked me what I thought.* (not ~~asked to me~~)

Complete the sentences with *said*, *told* or *asked*.

- 1 She \_\_\_\_\_ me she was leaving the company.
- 2 She \_\_\_\_\_ that she was leaving the company.
- 3 She \_\_\_\_\_ me if I was happy working here, and I \_\_\_\_\_ 'yes'.
- 4 She \_\_\_\_\_ to Michael that she was leaving the company.
- 5 She \_\_\_\_\_ Michael that she was leaving the company.
- 6 She \_\_\_\_\_ Michael what he thought about the company, and he \_\_\_\_\_ her that he was happy here.

**7** Study the information in the box. Then do the exercise below.

#### say, tell, talk, speak and discuss

These words have different meanings and patterns.

**say** (= express in words)

*say something*

*say something to someone*

**tell** (= give information)

*tell someone*

*tell someone (about) something*

*tell someone (not) to do something*

**talk/speak** (= say things as part of a conversation)

*talk/speak to/with someone*

*talk/speak about something*

*talk/speak to/with someone about something*

**discuss** (= talk in a serious, detailed way)

*discuss something*

*discuss something with someone*

Complete the sentences. If a word is needed in a gap, write it in. If no word is needed, leave it blank.

- 1 I spoke \_\_\_\_\_ my boss \_\_\_\_\_ the delays on the project.
- 2 I talked \_\_\_\_\_ the arrangements for the conference \_\_\_\_\_ the Events Organizer.
- 3 I discussed \_\_\_\_\_ the arrangements for the conference \_\_\_\_\_ the Events Organizer.
- 4 I told \_\_\_\_\_ Joelle \_\_\_\_\_ be careful what she said.
- 5 I told \_\_\_\_\_ Joelle \_\_\_\_\_ to say anything that is personal and confidential.
- 6 I said \_\_\_\_\_ Joelle that she should be careful.
- 7 It was a useful meeting – we discussed \_\_\_\_\_ everything.
- 8 It was a useful meeting – we talked \_\_\_\_\_ everything.
- 9 In the meeting I said \_\_\_\_\_ Joelle that it was a good idea.
- 10 He asked \_\_\_\_\_ me what I thought, and I told \_\_\_\_\_ him.

#### Reporting verbs

*Say, tell* and *ask* are called 'reporting verbs'. They report the words that someone said. There are many other reporting verbs like *explain, promise, remind, propose*, etc. It is important to know the verb patterns:

*Vitaly said (that) we did it.* verb + (that) + subject-verb-object

*Vitaly explained it to us.* verb + object + to + object

*Vitaly promised to do it.* verb + to + infinitive

*Vitaly reminded us to do it.* verb + object + to + infinitive

*Vitaly proposed doing it.* verb + -ing

Verbs sometimes have more than one pattern. The verb *suggest* has three of the five patterns above:

*Vitaly suggested (that) we did it.* ✓

*Vitaly suggested it to us.* ✓

*Vitaly suggested to do it.* X

*Vitaly suggested us to do it.* X

*Vitaly suggested doing it.* ✓

## 7 Business costs

### will and won't

1 Read the information in the box. Then do the exercise below.

**will** and **won't** are used in four main ways:

- to talk about facts in the future
  - to make predictions
  - to make decisions
  - to make promises
- Facts are definite. We know what will happen.  
*The company **will** celebrate its twentieth anniversary next year.*  
*Prices **will definitely** increase next year.*  
*I'm sure that we **will** reach an agreement, but it might take time.*
  - Predictions are not definite. We think we know what will happen, but we accept that we might be wrong.  
*I **think** they **will** agree to our proposal, but I'm not sure.*  
*Prices **will probably** increase next year.*  
*My **guess** is that we **will** reach an agreement, but I could be wrong.*
  - Decisions are choices that we make.  
*It's raining. I'll take an umbrella.*  
*She **won't** speak to me.* (decision not to do something)
  - Promises are when we say we will definitely do something.  
*I'll call you back this afternoon.*  
*Don't worry, I **won't** tell anyone.* (promise not to do something)
  - Note that *will* is often used for instant decisions and promises we make at the moment of speaking.

Match examples 1–4 with the uses of *will* a–d.

- It's hot in here. I'll open the window.
  - She'll be in Toulouse all next week, so there's no point calling her at the Hamburg office.
  - Don't worry, I'll speak to my boss about it this afternoon.
  - I think sales **will** probably improve next quarter.
- a) future fact      c) instant decision  
b) prediction      d) promise

#### will and won't: key points

- will* is often shortened to 'll in speech, particularly after pronouns (I'll, he'll, etc.).
- The negative of *will* is **won't**. We use the full form *will not* in formal writing and when our feelings are strong.  
To make a question, change the word order.  
*They **will** arrive tomorrow.*  
*Will they arrive tomorrow?*  
*When **will** they arrive?*
- We put **probably** after *will*, but before *won't*.  
*They'll **probably** sign the contract this week.*  
*They **probably won't** sign the contract today.*
- We usually say *I don't think ... will* rather than *I think ... won't*.  
*I **don't think** this product **will** sell in Asia. ✓*  
*I **think** this product **won't** sell in Asia. ✗*

2 Correct each sentence by changing or adding a form of *will*.

- I'm sure tomorrow is a beautiful day.
- Your phone's ringing – don't worry, I answer it.
- I send you an email this afternoon to confirm the details.
- Sorry, but I not be able to come to the meeting next week.
- It's difficult to negotiate with them – they not tell us what they want.
- Don't worry, I'm sure you get better.
- I won't probably join you in the restaurant tonight – I have an early flight.
- I think we won't make a profit next year.

3 Put the words in **bold** in the correct order to make predictions.

- 'll** **they** **I think** **probably** give the job to Anita, not Miguel.
- They** **won't** **probably** give the job to Marcus.
- I** **'ll** **think** **don't** **they** give the job to Carla.

### be going to

4 Read the information in the box. Then do the exercise below.

**be going to** is used in two main ways:

- to make predictions
  - to talk about plans made in advance (the plan can be definite, or it can be just an intention)
- Examples:  
*Have you seen the news? I think the factory **is going to** close.* (prediction)  
*I think this new product **is going to** sell very well.* (prediction)  
*We're **going to** launch the product in October.* (plan)  
*I'm **going to** start my own business when I get enough money.* (intention)
  - Contractions (*We're, I'm*) are used in speech and informal writing.
  - Negatives and questions are shown below.  
*I'm **not going to** start my own business – it's too risky.*  
***Are we going to** launch the product in October?*
  - In informal speech (and songs) we often say *gonna* for *be going to*.

Match examples 1–3 with the uses of *be going to* a–c.

- We're **going to** move to a new office in January. We signed the rental agreement last month.
  - Travel around the world? I'm **going to** do that when I retire. I'm focused on my career right now.
  - I think we're **going to** get complaints from our customers when we put up our prices.
- a) prediction  
b) definite plan  
c) intention

### 5 Correct each sentence by changing or adding a form of *be going to*.

- I think the Social Democrats going to win the election.
- Unemployment is going increase if the recession continues.
- I received some money when my aunt died – I going to invest it.
- We not going to redesign this model until next year.
- Do you going to spend Christmas with your parents?

### 6 Read the information in the box. Then do the exercise below.

#### *will and be going to*

##### Predictions

*will* and *be going to* are both used to make predictions. In most cases there is very little difference and you could use either one.

However, if there is strong evidence in the present situation, then *be going to* is more likely.

*Look at those clouds. I think it's going to rain.* (I can see grey clouds right now.)

##### Decisions

*will* is used for an instant decision made at the moment of speaking.

*be going to* is used for a plan or intention. The decision is made before the moment of speaking.

Complete each sentence with a form of *will* or *be going to* and the verb in brackets. In every case both are possible, but decide which form is the most likely.

#### Predictions

- Look at the time! We \_\_\_\_\_ (be) late.
- I think it \_\_\_\_\_ (probably/rain) at the weekend.

#### Decisions

- Yes, we \_\_\_\_\_ (give) you a 2% discount. But you have to place a large order – 1,000 pieces or more.
- I was talking to my wife about this last week. We \_\_\_\_\_ (buy) a small apartment for our daughter to live in while she's at university.

### First conditional

#### 7 Read the information in the box. Then do the exercise.

- A sentence beginning with *If ...* is called a conditional. There are different types of conditional. The most common type is the first conditional. It is used when a future event is likely to happen (it's probable).  
*If they like our business plan, they'll invest.*  
*If I decide to buy shares, I'll have to accept some risk.*
- A conditional has two parts, a condition with *If* and a result. Notice the form of the verbs in the two examples above:  
**If + present simple, ... will ...**  
Do NOT use *will* in the *If ...* part.  
*If they will like our business plan, ...*  
*If we will decide to buy shares, ...*

- The *If ...* part can come at the end.  
*They'll invest if they like our business plan.*  
*We'll have to accept some risk if we buy shares.*
- We can use negatives in any part of the sentence.  
*If they like our business plan, we won't have to worry about finance.*  
*If they don't like our business plan, we'll have to rethink everything.*  
*If they don't like our business plan, we won't get the money.*
- There are other types of conditional called second and third conditionals. They are covered in later levels of *The Business 2.0*.

#### Find and correct two mistakes in each of these sentences.

- If you will pay cash, I give you a discount.
- If I don't will hear from them soon, I will to send them an email.
- Don't worry, I don't will say anything about your new job if your colleagues will ask anything.
- If the company will be successful, they probably hire more staff.
- If I not hear anything from them by the end of the week, I call them and remind them.
- The sales director not keep his job if sales not improve.

#### 8 Complete these first conditional sentences with the correct form of the verbs in brackets. Use contractions where possible.

- If you \_\_\_\_\_ (sign) today, I \_\_\_\_\_ (give) you the items at the lower price.
- If you \_\_\_\_\_ (take) our extended warranty, you \_\_\_\_\_ (not/have to) worry about service and spare parts for four years.
- We \_\_\_\_\_ (miss) the deadline if we \_\_\_\_\_ (not/get) more resources for this project.
- I \_\_\_\_\_ (ask) for directions if we \_\_\_\_\_ (not/find) their offices soon.
- If I \_\_\_\_\_ (not/get) promoted to a more senior position in the next few years, I \_\_\_\_\_ (not/stay) with the company.

#### 9 Read the information in the box. Then do the exercise.

##### **Time expressions + present simple**

Use a present tense, NOT *will*, after these time expressions: **when, until, as soon as, before, after**  
*I'll give her your message when I see her. ✓*

NOT *I'll give her your message when I will see her. ✗*  
Notice how *will* appears in the other part of the sentence (*I'll give her ...*).

#### Correct the mistake in each sentence.

- I'll call you as soon as I will get the information.
- I should know if we have finance for the project after I will meet the bank manager. ✗
- When she will arrive, we can start the meeting.
- I won't do anything until I will hear from you.

## 8 Global trade

**1** Complete the table below. The third column is needed to make irregular forms of the present perfect.

infinitive	past simple	past participle
become	became	1 _____
begin	began	2 _____
bring	brought	brought
buy	bought	bought
choose	chose	3 _____
cost	cost	cost
fall	fell	4 _____
find	found	found
forget	forgot	5 _____
give	gave	6 _____
go	went	7 _____
grow	grew	8 _____
have	had	had
keep	kept	kept
know	knew	9 _____
leave	left	left
lose	lost	lost
make	made	10 _____
meet	met	met
pay	paid	paid
see	saw	11 _____
sell	sold	sold
set	set	set
speak	spoke	12 _____
spend	spent	spent
take	took	13 _____
tell	told	told
think	thought	14 _____
understand	understood	understood
write	wrote	15 _____

Check your answers. Then cover the third column with a piece of paper and test yourself. Repeat until you have learned all the forms!

### Present perfect

**2** Match examples 1–3 with the uses of the present perfect a–c below.

- We've just **opened** a new office in Prague. Our operations in central Europe will be much more efficient now.
  - The Prague office **has been** open for three months.
  - I've **never been** to our office in Prague.
- a recent action with a result in the present
  - life experience up to now
  - an unfinished state

### Present perfect: form and meaning

- The form of the present perfect is *has/have* + past participle (third column of verb tables). Contractions are common in speech.

Positive

*I **have** (I've) **seen** the new designs.*

*He **has** (He's) **seen** the new designs.*

Negative

*I **have not** (I **haven't**) **talked** to my colleagues about it.*

*He **has not** (He **hasn't**) **talked** to his colleagues about it.*

Questions

***Have** I **done** everything?*

***Has** he **done** everything?*

- The present perfect connects the present with the past. It 'looks back' from the present. This is true of all three uses below.

A recent action with a result in the present

*I've **finished** the report.* (You can read it now)

*Your taxi **has just arrived**.* (It's waiting for you now)

Giving news:

*I've **bought** a new car.* (I want to tell you about it now)

*We've **improved** the functionality of our website.*

(I want to tell you now about the new things you can do)

The important thing is not when the action happened, but the result of the action right now.

In this type of sentence the words *just*, *already* and *yet* are very common.

Life experience up to now

*I've **been** to Morocco several times.* (in my life)

***Have** you ever **seen** a whale?* (in your life)

*I've **never heard** anything so ridiculous.* (in my life)

Here we are talking about our whole life experience until now.

In these sentences the words *ever* in a question and *never* in an answer are very common.

An unfinished state

*She's **worked** here for three years.* (and she still works here)

*I've **known** her since university.* (and I still know her)

Here we are talking about states or actions that began in the past and are still continuing now.

In these sentences, the words *for* with a period of time and *since* with a point in time are very common.

- In American English, the present perfect is used, but less frequently. In American English you often use the past simple with *just/yet/already* to talk about life experience up to now.

**3** Complete the sentences with the correct present perfect form of the verb in brackets. Use contractions where possible.

- \_\_\_\_\_ (we/make) the right decision?
- I had a headache but I \_\_\_\_\_ (take) an aspirin and I'm going to feel better soon.
- Do you know where Marta is? I \_\_\_\_\_ (not/see) her since lunchtime.
- The meeting \_\_\_\_\_ (not/begin) yet, so we

- still have time to check these figures.
- 5 We need to see Peter's market report. \_\_\_\_\_ (he/write) it yet?
- 6 \_\_\_\_\_ (anyone/lose) their keys? I found these by the water cooler.
- 7 Are we reaching every type of customer with our advertising? We \_\_\_\_\_ (spend) half the marketing budget just on Internet banner ads.
- 8 Yes, I know I need to enter all the sales data into the spreadsheet. I \_\_\_\_\_ (not/forget).

### ever and never

**4** In each exchange, correct the mistake in the form of the present perfect.

- 1 A: Have you ever work abroad?  
B: No, never.
- 2 A: What's it like in Turkey?  
B: I don't know. I never be there.
- 3 A: You ever forget a client's name?  
B: Yes, I have. It was really embarrassing.
- 4 A: Chris never tell me about his family.  
B: No, he likes to keep his work and his private life separate.

### just, already and yet

**5** Read the information in the box. Then do the exercise below.

- We often use the present perfect with *just*. It means 'a short time ago'.  
*I've just read your report. We need to have a meeting as soon as possible.*
- We often use the present perfect with *already*. It means 'before now'.  
*I've already spoken to the supplier. The goods will arrive by courier tomorrow.*
- We often use the present perfect with *yet*. It means 'up to now'. It is used in questions and negatives and comes at the end of the sentence.  
*Has your sister found a job yet?*  
*The goods haven't arrived in our warehouse yet.*

Write sentences in the present perfect using the words in brackets.

- 1 A: When will the new machine be ready?  
B: Soon. \_\_\_\_\_ (We/already/test/the prototype)
- 2 A: Can we start work on the project?  
B: No. \_\_\_\_\_ (We/not/sign/the contract/yet)
- 3 A: Has the technician fixed the photocopier?  
B: Yes. \_\_\_\_\_ (He/just/do/it)
- 4 A: They're working very slowly. Should we contact another firm?  
B: It's too late. \_\_\_\_\_ (We/already/pay/them)
- 5 A: \_\_\_\_\_? (you/install/the software/yet)  
B: No. It's better if someone from IT does it.

### since and for

**6** Read the information in the box. Then do the exercise below.

We often want to know *How long ...?* If we ask the question, the verb is in the present perfect.  
*How long has she worked here?*  
*How long have you known her?*  
When we answer, we can use *for* + length of time or *since* + point in time.  
*How long has she worked here?*  
*For three years./Since 2012.*  
*How long have you known her?*  
*For ages./Since university.*

Complete B's answer with *for* or *since*.

- 1 A: How long have you been married?  
B: \_\_\_\_\_ a long time! Twenty-two years.
- 2 A: How long has he supported Manchester United?  
B: \_\_\_\_\_ he was a boy.
- 3 A: How long has Chen had his own business?  
B: \_\_\_\_\_ three years – he started making a profit this year.
- 4 A: How long has this product been on the market?  
B: \_\_\_\_\_ the beginning of the year. It's selling very well.

### Present perfect vs past simple

**7** Read the information in the box then do the exercise below.

#### Past simple

- We use the past simple for finished actions.  
*I worked there after I left university. (I don't work there any more)*
- Time expressions: *yesterday, on Tuesday, last week, in 2002, a few months ago, when I was young, etc.*

#### Present perfect

- We use the present perfect for unfinished actions, and for the present result of a past action.  
*I've worked here for three years. (unfinished 'work')*  
*Have you ever been to Morocco? (unfinished 'life')*  
*We've recently improved our website. (result more important than action)*  
*He's fixed the photocopier. (result more important than action)*
- Time expressions: *for two years, since January, recently, until now, ever, never, just, already, yet*

Complete the sentences with either the past simple or the present perfect form of the verbs in brackets.

- 1 a) My PC \_\_\_\_\_ (get) a virus last week so I'm using my tablet.  
b) Oh, no! My PC \_\_\_\_\_ (get) a virus! What am I going to do now?
- 2 a) Have you heard the news? There \_\_\_\_\_ (be) an earthquake in San Francisco.  
b) There \_\_\_\_\_ (be) a small earthquake just outside San Francisco while we were there on holiday.

# Recordings

## Business fundamentals

### Business activities

1:01

... So, we can divide all business activities into three sectors. In the primary sector, we find activities that extract raw materials from the earth or from the oceans. These are businesses like agriculture, mining, and oil and gas. The secondary sector covers activities like manufacturing, construction and civil engineering – building roads and bridges, for example. Finally, in the tertiary sector, we have commercial services such as advertising, health care, software and transport. Now, let's go to ...

### Business organization

1:02–1:05

**Speaker 1:** Hi, I'm Michael. I'm a product engineer. I love working in R&D. I test new products and find solutions to technical problems. It's my dream job!

**Speaker 2:** Hello. My name's Jessie. My job is hard. There's a lot of stress. I work in purchasing – it's part of supply chain. I'm responsible for buying the materials we need for production.

**Speaker 3:** Hi! I'm Pete. I work in accounts, and it's my job to check that customers pay their bills. I receive payments and I enter the information on the computer. If customers don't pay, I call them. They're usually very friendly so, yes, it's a good job.

**Speaker 4:** Sorry, I don't have much time to talk. I'm always busy! I'm Kim and I work in sales. It's my job to call customers and sell our products. I'd really like to work in marketing, but the money's better in sales!

### CVs and cover letters

1:06

**Ms Finlay:** Now, Ben, you say you'd like to work for Rose Inc. to gain experience.

**Ben:** That's right. I hope to work as an intern before finding a permanent job.

**F:** Mm. And you already have some experience in our industry?

**B:** Yes, with L'Oréal in Paris. I was responsible for conducting an online market survey.

**F:** Uh-huh. Do you have any experience of managing people?

**B:** Well, I managed a team of volunteers when I was President of the Salsa Society. We organized dances and competitions.

**F:** Right. Any other work experience?

**B:** Yes. I worked as a repair technician in the Czech Republic in the summer holidays.

**F:** Ah, yes. So, do you have a working knowledge of the language?

**B:** Yes. My Dad's from Prague.

**F:** I see. That's interesting. We have a factory there. Do you drive?

**B:** Yes, I hold a clean driving licence.

**F:** Good. So, Ben, can I contact you in Coventry?

**B:** Yes. My address, email and telephone numbers are all in my CV, um, in my résumé.

**F:** All in your résumé. That's perfect. Thank you, Ben.

## 1 Gaining experience

### 1.1 About business Internships abroad

1:07

**Lena:** I really want to work in the film industry, but with just a degree, it's impossible to get a job. So my parents paid an agency nearly ten thousand dollars to arrange this internship in a film studio. Yes, ten thousand dollars! So, here I am in Hollywood, and do you know how I demonstrate my ability to adapt to a different culture? I make coffee and cook burgers for the film crew! Well, I suppose it's good for team spirit, but I'm not learning about managing uncertainty or how to build relationships! I live in a terrible, cheap hotel and I don't even get paid! I call the agency every week, but they say it's the only job available in the film industry. Making coffee and cooking burgers is show business? I don't think so!

1:08

**Jamie:** I have a degree in economics. To get a good job, I need to acquire some professional experience, so I found this internship here in Brazil with an agency. It was expensive – about five thousand dollars – but they organized everything for me: my visa, my flight, an apartment near the beach, language lessons ... I work for an international firm of consultants. Cultural values are different here, so I'm learning a lot about intercultural sensitivity. For example, it's very important to adjust my communication to the local style – Brazilians are informal and direct. The company pays me a small salary, and maybe I can get a permanent job at the end of my internship. So, yes, I'm very satisfied. Like they say at the agency, it's an investment in my future.

### 1.2 Vocabulary Personal details

1:09

ninety-nine  
one hundred and one  
one thousand  
one thousand five hundred *or* fifteen hundred  
seven thousand seven hundred and seventy-seven  
eighty-eight thousand eight hundred and eighty-eight  
one hundred thousand  
nine hundred thousand nine hundred and ninety-nine

one million  
three point five million  
two point five billion  
two point five seven five  
a hundred and ten dollars  
fifteen euros ninety-nine

1:10

**A:** OK, I'll go first. So, I have to think of a secret number between one and one million. Is that right?

**B and C:** Yes, that's right.

**A:** OK, I'm ready.

**B:** All right, I guess one hundred thousand.

**A:** Too high.

**C:** Er, one thousand?

**A:** Too high.

**C:** Oh!

**B:** Five hundred.

**A:** Too low.

**C:** Aha! Eight hundred and fifty.

**A:** Too low.

**B:** Hm. Nine hundred?

**A:** Too high.

**C:** Eight hundred and eighty-five.

**A:** Too low.

**B:** Eight hundred and ninety-six.

**A:** Too low.

**C:** Eight hundred and ninety-nine?

**A:** Yes, well done.

**C:** Yeah!

1:11

/eɪ/ A, H, J, K

/i:/ B, C, D, E, G, P, T, V

/e/ F, L, M, N, S, X, Z

/aɪ/ I, Y

/əʊ/ O

/u:/ Q, U, W

/ɑ:/ R

1:12

**Receptionist:** Hello.

**Mo:** Hi.

**Jen:** Hello. We'd like to register, please.

**R:** Certainly. Can I have your names, please?

**J:** Yes, I'm Jennifer Oxenbury and this is Mo Qureshi. Sorry, I mean Mohammad Qureshi!

**R:** Can you spell those, please?

**J:** Yes, of course. J-E-double N-I-F-E-R, O-X-E-N-B-U-R-Y.

**R:** Thank you, and it's ...?

**M:** Mohammad, that's M-O-H-A-double M-A-D.

**R:** Sorry, was that M-E-D or M-A-D at the end?

**M:** Double M-A-D.

**R:** OK?

**M:** Qureshi. Q-U-R-E-S-H-I.

**R:** Thank you. Now, I just need your dates of birth and passport numbers, please.

**J:** Really? OK, mine's the fifteenth of April 1994.

**M:** And mine's the twenty-eighth of December 1993.

**R:** Thank you. And your passport number, Mr Qureshi?

**M:** Just a second. Ah, here it is. 08-JG ...

**R:** That's J for Juliet and G for Golf, right?

**M:** Right. 08-JG-double 4-double 6-69.

**J:** And mine is 07-EI-98-45-02.  
**R:** Thanks. Sorry about that. New security regulations! So, here are your keys. Miss Oxenbury, you're in A309. That's on the third floor.  
**J:** Thank you.  
**R:** And Mr Qureshi, you're in E214, that's in the new building over there, on the second floor.  
**M:** Thanks.  
**R:** Your course reference numbers are on your badges. Miss Oxenbury, you're doing the Assertiveness course, aren't you? That's ASS67/GL. And Mr Qureshi, Leadership Skills, that's LEA43/JH. Your course starts tomorrow, Mr Qureshi – that's June 30th – and it's at 8.45 with Dr Higgs.  
**M:** OK, June 30th, quarter to nine, with Dr ...?  
**R:** Higgs. H-I-double G-S. She's very nice!  
**M:** Thanks.  
**J:** And I start the day after tomorrow ... at the same time?  
**R:** Um, Assertiveness ... Yes, July 1st. Oh, you start at 6.30.  
**J:** 6.30am?  
**R:** No, half past six in the evening. It's a late class, 6.30 to 10.30pm.  
**J:** Oh.  
**R:** Yes. But you're lucky. You're with Professor Lockhart. He's great!  
**J:** Oh, good. Is that L-O-C-K-H-A-R-T?  
**R:** Yes!  
**J:** Great!  
**R:** All right, then. So, for you Mr Qureshi, that's \$455, and for Miss Oxenbury, it's \$545. How would you like to pay?

### 1.3 Grammar Present simple

**1:13**

#### Part 1

**Presenter:** So, how often do we Europeans travel abroad?

**Journalist:** Well, it depends. A lot of us often go abroad. On average, 27% of Europeans visit another country once a year, mostly in the summer.

**P:** But not everybody, right?

**J:** No. In Bulgaria, only 5% of people go abroad.

**P:** Only 5% of Bulgarians go abroad? Wow! And which country travels most?

**J:** Oh, the Netherlands. 65% of Dutch people leave Holland. They travel once or twice a year.

**1:14**

#### Part 2

**Presenter:** What about watching TV in a foreign language? How often do we watch a foreign film?

**Journalist:** Well, nearly always in Denmark! 74% of Danes watch foreign language TV or films.

**P:** Wow! Well done, Denmark! 74%! And when do they do that?

**J:** All the time! At the weekend, on weekdays, in the evening ...

**P:** OK, and on average?

**J:** On average, 19% of Europeans watch foreign TV.

**P:** And which countries don't?

**J:** Well, Italy. Only 3% of Italians watch films in another language.

**P:** Only 3%? Oh, really?

**1:15**

#### Part 3

**Journalist:** Finally, reading a newspaper in a foreign language. On average, 9% of Europeans read a foreign newspaper.

**Presenter:** Hm. 9% ... that's not much.

**J:** Well, I'm afraid only 3% of Italians read a foreign newspaper.

**P:** Probably the same ones who watch foreign films!

**J:** Perhaps!

**P:** Come on, Italy, you can do better! Just once every six months, or once a quarter?

**J:** But in Luxembourg, 71% of people read a foreign newspaper.

**P:** Excellent! 71%! Way to go, Luxembourg!

### 1.4 Speaking Meeting people and making conversation

**1:16**

**Greg:** Excuse me. Is this seat free?

**Silke:** Yes, of course.

**G:** Thanks. The weather's terrible, isn't it?

**S:** Yes, it's really cold for May!

**G:** Mm. Are you here for the conference?

**S:** Yes. You too?

**G:** Yes. My name's Greg. Greg Baird. I'm with Sanofi.

**S:** Silke Werner, with GSK.

**G:** Pleased to meet you, Silke.

**S:** Pleased to meet you, too.

**1:17**

**Greg:** Hi. I'm Greg Baird, with Sanofi.

**Receptionist:** Welcome to the conference, Mr Baird. Here's your badge.

**G:** Thanks.

**Alan:** Hi, Greg!

**G:** Alan, great to see you!

**A:** Good to see you, too, Greg. How are you doing?

**G:** I'm good, thanks. And you? Still with Merck, I see?

**A:** Yes, for the moment anyway. Listen, talking of jobs, do you have time for a cup of coffee? I want to ask you a favour ...

**1:18**

**Greg:** Mm, it's good coffee! OK, Alan. I'll do my best. Oh, hi, Silke. Alan, do you know Silke Werner?

**Alan:** No, I don't think so.

**G:** Silke, this is Alan Banks, an old friend from Merck.

**Silke:** Nice to meet you.

**A:** Nice to meet you, too. Do you work with Greg?

**S:** No, we met on the shuttle bus. I'm with GSK in London.

**A:** London? Really?

**S:** Yes. I work in R&D.

**A:** Go on. Do tell me more!

**G:** Silke, Alan, do excuse me. I really must take my bags up to my room.

**A:** OK. See you later.

**1:19**

**Alan:** More bread?

**Silke:** No, thanks. I'm fine.

**A:** So, now I'm in France, in Lyon.

**S:** Uh-huh?

**A:** Yes. Nice town ... good rugby team ... but it's quite far from home.

**S:** I see.

**A:** That's why I'd really like to move to London. But, enough about me. Let's talk about you. Is this your first visit to Serbia?

**S:** Yes, it is, actually.

**A:** Me too. I love visiting new countries and meeting new people, don't you?

**S:** Yes, it's always good to see new places.

**A:** By the way, there's a tour of the old town this evening. Are you interested in coming?

**S:** Sorry, no. I have a meeting this evening. Anyway, Alan, I really must make some phone calls, so ...

**A:** Oh, OK. Well, it was nice talking to you.

**S:** Yes. See you later.

### 1.6 Case study The Intern Shop

**1:20-1:22**

1

**Interviewer:** Tai, can I just check how you spell your name? Is it S-H-I-N-A-W-O-T-R-A?

**Tai:** That's nearly right – but it's W-A-T-R-A, not W-O.

**I:** OK, and you were born on September 8th, 1990?

**T:** No, August 9th, 1990.

**I:** Oh, yes. Sorry about that.

**T:** That's all right.

**I:** And you're from Thailand, but you studied in California. Is that right?

**T:** Right. At the Leavey School of Business, in Santa Clara.

**I:** L-E-A-V-E-Y?

**T:** Yes.

**I:** So, Tai, what's your professional objective?

**T:** Well, I don't know. Right now, I just want to see the world and get some experience, I guess.

2

**Interviewer:** Karen, I'm sorry, I don't have your date of birth here ...

**Karen:** It's the fifth of May, 1991.

**I:** Thank you. Now, you're Irish, aren't you?

**K:** I'm from Northern Ireland. From Belfast.

**I:** And you studied languages at Bradford University. Which languages?

**K:** Hungarian and Japanese.

**I:** An interesting choice!

**K:** Yes. I love exotic languages, don't you?

**I:** So, would you like to learn Chinese or Portuguese?

**K:** Oh, yes, absolutely!

**I:** What about your intercultural skills? Can you adapt to a different culture?

**K:** I'm sure I can. Bradford is an international university. I have friends from all over the world. And I love travelling and meeting people. That's my hobby!

3

**Interviewer:** Where are you from, Julio?

**Julio:** My parents are from Mexico City. But we live in Barbados. I studied at the University of the West Indies at Cave Hill.

**I:** Can you spell Cave Hill for me, please?

**J:** Sure. C-A-V-E new word H-I-double L.

**I:** Thanks. So you're a Mexican national?

**J:** Yes. But I don't know Mexico very well!

**I:** But you speak Spanish. Any other languages?

**J:** No, I'm afraid not. Just Spanish and English.

**I:** Now, you studied physics, but you want to work in business. Why is that?

**J:** Actually, my real interest is computers and software. I'd really like to be a software developer.

 1:23-1:25

1

**Interviewer:** Just one last question, Tai.

These days, a lot of internships are unpaid. Is that a problem for you?

**Tai:** Um, yes, that's a little difficult. I don't need a lot of money – just enough to live on and to pay for my ticket home.

2

**Interviewer:** Just one last question, Karen.

These days, a lot of internships are unpaid. Is that a problem for you?

**Karen:** Not really. I hope to earn a good salary in a few years. I see this internship as an investment for the future.

3

**Interviewer:** Just one last question, Julio.

These days, a lot of internships are unpaid. Is that a problem for you?

**Julio:** Well, I know I won't get rich. That's not a problem. But I need to pay for food and accommodation. My parents can't pay for everything.

## 2 Customer satisfaction

### 2.1 About business Customer service


 1:26-1:27

**Speaker 1:** I always buy my fruit and vegetables from a specialist shop.

There's a market near my home, and a supermarket too. They're both cheaper, but I prefer my fruit and vegetable shop. I'm happy to pay a little more, because everything is always fresh, but mainly because of the service. The assistants all know my name and they know what I like. They're very friendly. They always seem pleased to see you and make conversation. They help you with your bags and they always give you something free – some herbs, or a nice red apple ... I suppose they just make you feel special!

**Speaker 2:** I'm not the sort of person who complains. If the service isn't good in a restaurant, for example, I don't say anything. I just don't give a tip and I don't go back. Or if an Internet service provider doesn't have good technical support, I change to another company. There's so much competition these days, I'm surprised there's still so much bad service. Customers always have a choice, so bad service just doesn't make sense. I really don't understand it!

### 2.2 Vocabulary Contacting customers

 1:28-1:30

1

**Customer service:** Customer service, good morning. How can I help you?

**Customer 1:** Hello. I'm calling about my Internet box. I'm having installation problems.

**CS:** I'm sorry to hear that. But if you contact the helpline, they can provide technical support. The number to call is 0800 ...

2

**Customer service:** Customer service, good afternoon. Can I help you?

**Customer 2:** Yes, good afternoon. It's about the TV I ordered from you. It doesn't work. But you have a money-back guarantee, is that right?

**CS:** That's absolutely right, sir. I'm sorry your TV doesn't work. But if you return the faulty product, we'll give you a full refund.

3

**Customer service:** Customer service. Good evening.

**Customer 3:** Good evening. I'm calling to complain about the ski jacket I ordered. You shipped the wrong product. It's too small, and it's a really horrible colour.

**CS:** I'm sorry to hear that. If you ...

**C3:** And it's not the first time. It's really not good enough!

**CS:** I do apologize, madam. We'll be happy to exchange the product.

 1:31-1:36

1 I'm just finishing a call on my mobile. Ask her to wait for a minute or two, please.

2 OK, that's my checklist done. Now, where's the number? Here it is, 0371 629404.

3 I'm sorry; I'm out of the office today. Please record your details after the beep, and I'll get back to you as soon as possible.

4 Hello, hello? Can you hear me? Hello?

5 Hi, it's Philip. I know you're busy, but I need the sales results as soon as you can. Thanks.

6 Hello. Could I speak to Julia Martin, please?

### 2.4 Speaking Telephoning

 1:37

**Receptionist:** Marchman Video. Good morning. Can I help you?

**Mike:** Good morning. Could I speak to Sue Downing, please?

**R:** Could I have your name, please?

**M:** Yes, this is Mike Woods, from Pixkel Inc.

**R:** Just a moment, please ...

**R:** I'm sorry, Mr Woods. She isn't answering. Would you like to speak to her assistant?

**M:** Yes, please.

**R:** I'll put you through.

**M:** Thank you.

**Paula:** Paula Rice.

**M:** Hello, Paula. It's Mike, from Pixkel. How are you?

**P:** Oh, hi, Mike. I'm fine thanks, and you?

**M:** Good, thanks. Is Sue there, please?

**P:** I'm sorry, she isn't available this morning. She's in a meeting. Can I take a message?

**M:** Yes, please. I'm calling about her next order. Could you ask her to call me back?

**P:** Sure. Is lunchtime OK for you?

**M:** Yes, that's fine.

**P:** I'll ask her to get back to you as soon as the meeting is finished.

**M:** Great. Thanks for your help, Paula.

**P:** You're welcome.

**M:** Goodbye.

**P:** Bye!

 1:38

**Mike:** Hello?

**Sue:** Is that Mike?

**M:** Yes, speaking.

**S:** It's Sue Downing here, returning your call. Is this a bad time?

**M:** Sue, hi! No, I'm just finishing my sandwich, but it's fine. Thanks for getting back to me.

**S:** No problem. What can I do for you?

**M:** Well, it's about your next order. As you know, we have a new product, and ...

### 2.6 Case study Rock tour

 1:39

Hi, this is Scott Nelson, President of the Illinois Einstein fan club. Listen, the concert in Burlington on Thursday was awesome. But a lot of our members are very unhappy because it's so difficult to get tickets. The band is famous now. We don't understand why you don't play bigger venues. I mean, the Burlington Plaza only has two thousand seats – that's far too small for a great band like Einstein! You can easily sell five thousand tickets in Burlington. The other problem in a theatre is there's no space to dance! There are too many seats! Anyway, please call me back or email me – S dot Nelson, that's N-E-L-S-O-N at A-O-L dot com. Thank you!

## 3 Product and process

### 3.1 About business Supply chain management

**1:40**

**Jake:** We need to talk about supply chain problems. First, there's packaging costs. The boxes we buy from Packobox are more and more expensive.

**Luke:** That's why you ordered 400,000 boxes? To get a better price?

**J:** Yes, Luke. But I understand we don't have enough storage.

**L:** Exactly.

**Brendan:** What about foreign suppliers? I'm sure we can get better prices in Asia or India.

**L:** That's true. But people at Packobox could lose their jobs!

**J:** Yes, that's a difficult decision ... OK, the second problem is raw materials.

**B:** What's the problem? Polyplasto supply the right product, at the right price. If you remember to order, of course ...

**J:** Yes, all right, Brendan. The problem is we only have one supplier. We put all our eggs in one basket! That's a big risk. If they can't deliver, or if they decide to increase their price, we're in trouble.

**L:** And if we work with two suppliers, it's more expensive?

**J:** Right. For smaller quantities, the price is always higher ... There's also a third problem: deliveries to the shops. Luke?

**L:** Yes. Smalltruck are unhappy because sometimes we need three trucks a week, sometimes only one, and sometimes none at all. It's very difficult for them to manage.

**J:** I can understand that. They never know how many trucks and how many drivers they need.

**B:** Perhaps we can give them more information about our orders and production?

**J:** But it's risky, Brendan. We don't want our competitors to have that sort of information ... Look, these are all difficult decisions. I think we need to have another meeting.

### 3.2 Vocabulary Supply chain and product life cycle

**1:41**

**Lecturer:** Today, I'm going to talk about eight stages in the product life cycle. The cycle begins when raw materials like iron ore, trees or oil are extracted from the ground or from the sea. This is called extraction.

In the next stage, which is called processing, raw materials are processed to make materials like steel, wood or plastic.

Before the product can be manufactured, it is designed to be easy to produce and use.

This design stage is followed by manufacture: the product is manufactured in large quantities to

reduce costs.

Next, the product is distributed to customers by ship, train, truck or plane. This is the distribution stage.

Then, the product is used by consumers. After the use stage, we have repair: if it breaks, the product is repaired by the manufacturer.

Finally, in the recycling stage, the product is recycled at the end of its useful life.

**1:42-1:47**

**Speaker 1:** Nowadays, 85% of the materials used to make a car can be recovered and used again.

**Speaker 2:** If you order before 3pm, we can deliver anywhere in the country the next day.

**Speaker 3:** We use 3D models on computers, so we know exactly what the product will look like, and how we can manufacture it.

**Speaker 4:** We use a lot of powerful machinery, but it's still a dirty job: dirty, hard work and dangerous.

**Speaker 5:** More and more processes are controlled by computers. In fact, most of the time, there are only three or four people on a line that makes hundreds of pieces per day.

**Speaker 6:** It's quicker and cheaper to just change the PCB, the printed circuit board. It takes too long to look for individual components that aren't working.

### 3.3 Grammar Prepositions and present simple passive

**1:48**

**Factory manager:** Hi, everybody, and welcome to the cookie factory! Now, first of all, the flour, butter, eggs and sugar are mixed in large containers and then the chocolate chips are added. Please don't touch anything. You can taste some cookies at the end of the visit! Next, the cookie mix is poured into silicone moulds. We use moulds so that every cookie is exactly the same size and weight. After that, the cookies are baked in the ovens for eleven minutes. As you can see, everything is done by machines.

**Visitor:** Excuse me, but are the machines operated by people?

**FM:** No, they aren't. They're controlled by computer. Now, just behind the ovens you can see the cooling area. When they come out of the ovens, the cookies are very hot. They are cooled for fifteen minutes. After that, they are packed. Finally, the cookies are shipped to customers worldwide. Now, who would like to taste some cookies?

### 3.4 Speaking Presenting a process

**1:49**

Good morning, and thank you for inviting me here today. I'm here to tell you how a

distribution centre works. I'd like to start by explaining what a distribution centre is. When you order two or three different items from an online store like Amazon or eBay™, it's the distribution centre that sends your products just a day or two later, all in one box. So, how do we do it?

Well, first of all, the distribution centre has millions of products in stock, all in one place. The goods are delivered by truck from manufacturers all over the world. When the goods arrive, they are checked by a receiver and identified with an electronic tag. If we don't record every item in the database, we don't know what we have in stock and where everything is. Next, the goods are put on racks or, if they are large products in boxes, like TVs, they are stored on pallets.

Are there any questions so far? No? All right.

Moving on to the next stage; when you place your order with the store, a picking list is sent to the distribution centre. This is a list of products to be picked – or collected – from the racks. Then, we pack your goods carefully in a box; an invoice or a delivery note is also included. After that, a shipping label with your name and address is printed and stuck on the box. Finally, your order is shipped and an email is sent to confirm the shipment date. I'd like to finish by pointing out that, very often, your goods are shipped only a few hours after your order, so you can receive them in less than 48 hours!

Now, if you have any questions, I'll be happy to answer them. Yes?

### 3.6 Case study Digidisc Ltd

**1:50**

**Noah:** So, the first thing you see when you arrive in front of the building is the loading bay, on the left. This is where all the parts are delivered, and where the finished products are loaded onto trucks.

**Lily:** Oh, all in the same place?

**N:** Yes. But the logistics department is just behind the loading bay, and it's divided into two sections, IN on the left, and OUT on the right. OK, let's go inside.

Now, as we come through the main entrance, the packaging department is straight in front of you and logistics is on your left, just round the corner.

**L:** Oh, yes, I see.

**N:** When the parts arrive from the loading bay, first they're checked in logistics and then we put them in the store, which is here on the right, between the entrance and the warehouse. Before they're assembled, some of the parts are painted. The painting department is next to packaging, on the left. After painting, the parts go to assembly, on your right, opposite the warehouse. Some of the Digidiscs are tested. The testing department is over there in the opposite corner, next to painting.

After that, all the finished products are packaged and then stored in the warehouse. Any questions so far?

L: No, I don't think so.

N: OK, so there are just two more important places. The first is order processing, which is the open-plan office between logistics on one side and testing and painting on the other. That's where you're working. And, last but not least, we have the coffee machine, which is over there in front of the warehouse. Are you ready for a cup of coffee?

L: Oh, yes, please!

**1:51**

**Noah:** Hello, everybody. Thanks for coming. I want to talk about the way the factory is organized. I know some of you are having problems. Can we start with logistics? Saeed?

**Saeed:** Well, first of all, the store is too far from the loading bay. All the boxes and pallets go through order processing every time we move something!

N: Yes. But the store needs to be close to assembly and packaging.

S: Well, yes, but a lot of parts don't go directly from the store to assembly. They go to painting first.

N: That's true, I suppose. Is that a problem for you in order processing, Katie?

**Katie:** Oh, yes, it's really difficult to work. We're interrupted all the time. And what's more, there's the terrible smell from painting, and the noise from testing!

N: Yes, I can see that. What about packaging? Tina?

**Tina:** Well, the main problem is that we need more space. The packaging department is just too small!

N: Well, there's empty space in the warehouse ...

T: Yes, the warehouse is too big. The finished products don't stay there very long anyway.

N: Right. What else? Lily?

**Lily:** Well, there's the coffee machine.

N: What's wrong with the coffee machine? I think the coffee's quite good!

L: Yes, but it's in a really dangerous place. There's always a lot of traffic between assembly, the warehouse and the store. I'm surprised we don't have more accidents!

N: Well, yes, I suppose you're right. But do you have a better idea?

L: Hm. Can we move the walls?

N: The walls? Yes. They're all moveable. We can change everything except the loading bay.

L: All right. Well, I think we need to ...

## 4 Job interviews and career

### 4.1 About business Getting a job

**1:52**

**Amy:** My name's Amy. I did a four-year Bachelor of Commerce course. When I graduated, I wanted a job with an international hotel chain. Unfortunately, nobody was hiring, especially a new graduate like me with no experience. Eventually, I saw an ad in the newspaper for an entry-level job with a small hotel in my home town. The money wasn't very good, but I took the job. I worked hard to make a good impression and I was extremely flexible. After six months, I was a supervisor. In less than a year, I was promoted to a management position. About a year later, my experience and skills got me my dream job with Marriott International.

**1:53**

**Rob:** My name's Rob. I found my dream job on Twitter – seriously! I was working in a software company and I wanted a more creative – and less boring – job with a cool company, so I made a list of everything I wanted to find with my next employer. Unfortunately, my ideal company didn't exist. At the same time, I was learning a new programming language. I started talking to other people about it on Twitter. One day, one of my Twitter friends was talking about the company he worked for. I visited the website and found everything that was on my ideal employer list! I sent them my CV and my Twitter friend gave me a personal recommendation. After three interviews, I got the job!

**1:54**

**Denise:** My name's Denise. In my last year before graduating from engineering school, I was desperate to find an internship. I had lots of interviews, but no luck. One day I was flying home from an interview when I started a conversation with the man sitting next to me. He was an engineer and he suggested some companies to contact. When I got home, I sent my résumé to all of them. A few weeks later, I was an intern at Honeywell! Everything went really well and, at the end of the internship, my supervisor asked me to apply for a full-time position. So I did, and I was the first person in my class to get a job!

### 4.2 Vocabulary Job interviews

**1:55**

**Man:** How do you feel about the future? Are you optimistic or pessimistic?

**Woman:** Oh, I'm always very optimistic. For example, I never carry an umbrella!

**M:** Oh, right! What about your career? Are you an ambitious person?

**W:** Well, not really. But I'm not unambitious. I certainly don't want to be a President or a CEO, for example, but I do want to have a satisfying career with variety and challenge.

**M:** OK. So are you hard-working?

**W:** Yes, I think so. Of course, I can be lazy sometimes – I think everybody's the same. But when there's something important to do, I think I'm quite hard-working.

**M:** Right. So you're also very organized, I suppose?

**W:** No, actually, I'm terribly disorganized. You have no idea! But I'm working on my time management skills!

**1:56**

**Speaker 1:** I'm responsible for taking orders, presenting new products and taking care of customers. I do a lot of travelling.

**1:57**

**Speaker 2:** I'm in charge of the company's image: I organize events and I deal with journalists. So the job requires excellent spoken and written communication skills.

**1:58**

**Speaker 3:** I manage a team of business analysts. We provide key data on revenues, profitability and cash flow to the management team.

**1:59**

**Speaker 4:** I assist the General Director. I handle letters, email and phone calls and I run the Director's office on a day-to-day basis.

**1:60**

**Speaker 5:** I look after the development needs of all departments. I deal with external course providers and I also coach individuals when necessary.

### 4.3 Grammar Past tenses

**1:61**

- 1 looked – I looked around a job fair.
- 2 dreamed – I dreamed of working for an airline.
- 3 talked – I talked to someone called Sally.
- 4 asked – Sally asked for my CV.
- 5 emailed – I emailed Michael.
- 6 posted – I posted a comment on his blog.
- 7 replied – I was delighted when Michael replied.
- 8 wanted – I really wanted to impress Michael.
- 9 seemed – He seemed satisfied.
- 10 offered – They offered me the job.

## 4.4 Speaking Interviews

1:62

### Part 1

**Interviewer:** This is just a short, first contact so that we can get to know you a little better. OK, so tell me, Jessica, why did you apply for this job?

**Jessica:** Well, I really do think social media can make the world a better place, and I want to be a part of that.

**I:** Some people say that Facebook is already finished.

**J:** I'm sorry, I can't agree with that. Of course, the world is always changing, so Facebook needs to change too. I'd like to help the company to develop.

**I:** OK. How do you feel about working abroad?

**J:** No problem. I'm ready to go anywhere in the world.

**I:** Anywhere? That sounds very ambitious. Some places are very difficult for a young woman.

**J:** I agree with you up to a point, but I'm a very flexible and tolerant person.

**I:** Uh-huh. How do you see your future in, say, five years' time?

**J:** I hope to gain business experience and develop my management skills. In five years' time, I intend to be in my first management position.

**I:** Five years is not very long to become a manager.

**J:** Well, perhaps you're right, but, as I said, I'm ambitious, but I'm also very loyal and very hard-working.

1:63

### Part 2

**I:** Jessica, what are your strengths and weaknesses?

**J:** That's always a difficult question! I'm quite good at managing my work. My friends say I'm never stressed. I think that's just because I'm a very organized person. I don't enjoy doing things at the last minute!

**I:** And do you have any weaknesses you'd like to work on?

**J:** Well, I'm usually calm and easygoing, but I know I'm sometimes impatient when things aren't going well. But I'm working on it!

**I:** And how good are your communication skills?

**J:** I really enjoy working with people, and people say I'm very good on the telephone. Um, I don't enjoy presentations, because I'm not very good at public speaking. But I took a presentations course last month, and I'm improving!

**I:** Good. So, Jessica, do you have any questions you would like to ask?

## 4.5 Writing CVs

1:64

**Consultant:** What do you include in your CV? Well, for almost everything, my answer is 'It depends'. It depends on

the country, on the culture, on the company, on the job ... There are so many variables. It's important to think about those variables and write your CV accordingly. So, for example, if you want to work in a country where religion is important, then, of course, mention your religion. But in most countries, religion is a personal matter, so it's not relevant or appropriate in a CV. If an attractive photo gives you an advantage, include it. If you're applying for a job as a pet shop manager, include your pets in your CV. I think the main thing is to ask yourself, does this information make my CV more attractive to the employer? If the answer is 'yes', then include it. If the answer is 'no', then don't.

## 5 Marketing and selling

### 5.1 About business Sales versus marketing

2:01

**Interviewer:** Clare, you're in sales. What is it about sales and marketing? Why is it so hard to live together?

**Clare:** I think it's a cultural problem. Marketing generally have degrees. Sales usually don't. They don't teach sales at business school, so marketing don't really know what it's like. They think it's easy!

**I:** Is there a solution?

**C:** Yes. Make them work in sales for a year before they start in marketing.

**I:** It's certainly an interesting idea. What else?

**C:** In company organization charts, sales usually report to marketing. To me, that's crazy. Marketing are supposed to support sales, not the other way round.

**I:** So you think marketing should report to sales?

**C:** Yes. You could save money that way, too. Marketing waste a lot of money on things that are of no help to sales.

**I:** What sort of things?

**C:** Advertising, brochures, trade shows ...

**I:** I see. Is there anything else?

**C:** The other big cultural difference is pay. In sales, we're paid commission. If our results are good, we get paid more. If our results are not good, we get less. But marketing are paid fixed salaries, so they don't feel concerned. If sales are good, they take the credit. If sales are not good, it's our fault, not theirs.

**I:** So you think you'll get better support if marketing's pay depends on sales results?

**C:** Exactly.

**I:** Well, thank you, Clare. That's an, er, interesting point of view.

### 5.2 Vocabulary Marketing, sales and advertising

2:02

Hi, I'm Gareth. I'm a salesman. I sell professional software, and I love my job!

The selling process starts with an enquiry from a potential customer, in other words, a 'prospect'. Sometimes we get a name and address from marketing. I send out some information and a few days later I call the prospect and arrange a sales visit. I usually give a product demonstration first. We've got a great product with a really good USP. It has features and benefits that no similar product has. My customers are usually friendly, and they always love to get their hands on the software! Then I analyse the company's needs, the number of users, and so on. I answer questions and deal with any objections they have. When I get back to the office, I write a proposal and send a quotation. We don't usually need to offer discounts because our product is good value for money. Most of my customers place an order immediately. That means my job is done, and I get my commission!

### 5.3 Grammar Comparatives and superlatives

2:03

- 1 With a record 429 kilometres per hour, the Bugatti Veyron Super Sport is the fastest production car on the market. It costs ... \$2.4 million.
- 2 Russian Railways' Moscow to Vladivostok is the longest regular service in the world, covering 9,259 kilometres.
- 3 23% of UK car buyers take home silver cars. The least popular colour is pink, with 0%.
- 4 Passengers on the M50 from 1st Avenue to 12th Avenue in Manhattan say it's the slowest bus in the world. It's quicker to walk.
- 5 Qatar Airways' economy seats are considered to be the most comfortable in the world, with more generous legroom than other airlines.
- 6 According to *USA Today*, this cruise is probably the least luxurious in the world. Some of the bathrooms had no water and some of the passengers slept on mattresses on the floor.

## 5.4 Speaking Persuading

2:04

**David:** You wanted to talk about childcare?

**Rosie:** Yes. A lot of staff have childcare problems, which means that the company loses hundreds of hours of work every year. We really need a day care centre, here on site.

**D:** Well, maybe you're right, Rosie, but there are two main problems. It's a big investment and it needs specialist staff that we don't have.

**R:** I see your point, David. But can we take those two issues one by one?

**D:** OK ...

**R:** Good. I agree that a day care centre is a big investment. However, in reality, it can save you money. Keep in mind that most of the cost is paid by the

employees. The cost is taken off their salaries. As a result, the company pays less tax.

- D:** OK, but what about the problem of specialist staff?
- R:** Well, it's certainly true that we need specialist staff. But we plan to work with a service company like Happiday Ltd. They provide the staff. What's more, they provide all the toys, equipment, and so on. That allows us to focus on our business and Happiday to take care of the children.
- D:** Hm. I'll need some figures. It's never easy to persuade the board to try new ideas.
- R:** I know what you mean. On the other hand, there are several women on the board. I'm sure they'll see the advantages. A day care centre will help us to hire and keep the best young women. And don't forget that it's really good for morale because parents can see their kids during the lunch break. Does that make sense?
- D:** Yes, I suppose so.
- R:** The figures are all here, in this report. Is there anything else you want to ask about?
- D:** No, I don't think so.
- R:** All right. The next step is for Happiday to present their proposal to management. I'm going to call them now to fix a date. Is that all right with you?
- D:** OK, yes, that's fine, Rosie. Thanks ...

## 5.6 Case study Dallivan Cars

 2:05

- Duncan:** Hi, Aileen.
- Aileen:** Oh, hi. How was the meeting?
- D:** Well, there's good news and bad news. Which do you want first?
- A:** Oh, give me the bad news first. Good news is too big a surprise around here!
- D:** Hm. You saw the sales figures, I suppose?
- A:** Yes. They're down again. That's no surprise.
- D:** No. And inventory is up.
- A:** Again.
- D:** Yes. We *really* need to sell the Compact more quickly now.
- A:** It's not easy, Duncan. It's just so boring! It's an average car that gives the average customer, well, average value for money! Did you see the customer satisfaction survey? Boring, I'm afraid.
- D:** I know it's not your fault. The old marketing manager didn't do a very good job.
- A:** I don't know what he was thinking! Just make an average car, and then try to sell it to everyone?! That's not the way to do it. You have to think about who your customers are and what they want. Are they students, or singles, or families, or retired people? Do they want a city car, a sports car, a luxury model, a four-wheel drive?

**D:** I know, I know. Just do the best you can, all right?

- A:** OK. I will do. You said there was some good news?
- D:** Yes. The board agreed to develop a new car. It's your big chance to give us a really good product, a fantastic marketing strategy and some new ideas for the advertising campaign.
- A:** That's brilliant news!
- D:** Yes, they want you to present your team's ideas as soon as possible. As I said, it's your big chance. But it's also our last chance. If the new model isn't a success, it's the end of the road for Dallivan Cars!

## 6 Entrepreneurship

### 6.1 About business Entrepreneurs

 2:06

Hello and welcome to *The Back Office*. Today, we look at the careers of three inspirational entrepreneurs.

Michael Dell's first job – at the age of 12 – was washing dishes in a Chinese restaurant. When he went to the University of Texas to study medicine, he started making and selling personalized PCs. At the end of his first year, he had revenues of \$80,000 per month. He left university at 19 and borrowed money from his family to expand Dell Computer. He was named Entrepreneur of the Year at the age of 24. He is now worth over 15 billion dollars.

 2:07

Cher Wang was born in Taipei, the daughter of the second richest man in Taiwan. She graduated from high school in California and went to Berkeley to study music, but soon changed to economics. She got a Master's degree and went to work in her sister's company, First International Computer. When she founded HTC in 1997, the company made computers. A few years later, Wang persuaded her partners to change to making cellphones. HTC now makes one in every six smartphones that are sold in the United States. Wang's photo is rarely in the newspapers. She prefers a simple life at home with her family or playing basketball with business partners.

 2:08


Sir Richard Branson left school at 16 to start a newspaper for students. He started advertising records at discount prices in the newspaper, and his record sales quickly became more profitable than the newspaper. Virgin Records started in a small office above an old shoe shop. Branson launched a record label in 1972, Virgin Atlantic Airways in 1984 and Virgin Mobile in 1999. He is now the fourth richest citizen of the United Kingdom and owns a Caribbean island in the British Virgin Islands.

## 6.2 Vocabulary Business organization and people

 2:09–2:12

- Speaker 1:** The big advantage for me is that everybody already knows our name and our product. It's less risky than starting a completely new business. Of course, the disadvantage is that I have to pay a percentage of all revenues in order to use the name.
- Speaker 2:** My great-grandfather founded the company nearly a hundred years ago. The advantage of being a well-known name on the stock exchange is that it's easier to get finance for new projects. Unfortunately, the family lost control of the business twenty years ago. We only own about 12% now.
- Speaker 3:** I didn't start the organization to get rich; I wanted to help people. That's the big advantage: all the profit we make is used for the good of the public. On the other hand, although I'm the founder, I'm not really in control. The business doesn't belong to me, and I can lose my job if I disagree with the board.
- Speaker 4:** If we lose money, my partner and I are personally responsible for all debts. That's the big risk in our business. But then, of course, we do share all the profits.

## 6.3 Grammar Modal verbs

 2:13–2:17

- Petra:** It's a bad idea to sign a franchise agreement alone. It's better to ask a lawyer to explain the details.
- Malcolm:** A strategy plan isn't really necessary. The franchiser tells you exactly what to do.
- Birgit:** In this slide, you can see some typical franchises and their fees. Most franchises ask for 20 to 50 thousand dollars. There's no choice – every franchisee pays to get in.
- Bernd:** It's not possible to choose the cheapest suppliers. The contract forces you to buy from the official suppliers. You don't have a choice.
- Miguel:** Now, I want to say a few words about royalty payments. You can choose to pay once a quarter, but it's best to pay regularly every month. The payments are usually between five and ten per cent of sales. And remember they're obligatory, not optional!

## 6.4 Speaking Meetings

 2:18

- Emily:** ... Good, so we all agree that the business district is the best place for Bread 'n' butter.
- Tim and Sheryl:** Oh, yes.
- E:** Next, we need some new ideas for sandwiches that are different and exciting. Tim?
- T:** OK. I suggest brainstorming some interesting combinations. How about ham and banana, or apple and cheese ...

- S: I'm sorry to interrupt, Tim, but I really don't think that's the best way.
- T: Are you saying you don't like unusual combinations?
- S: No, I love your ideas. Apple and cheese is delicious! What I mean is, we don't have to define the recipes now, but we must decide on a strategy.
- E: Sheryl, may I interrupt? I see what you mean, but let's brainstorm everything for the moment, and see what ideas we have.
- S: OK, if you want. But, as I was saying, we need a strategy. What about having a different menu of sandwiches each day, so customers always have new choices?
- E: I agree with you up to a point, but it makes things complicated.
- T: Why not change the menu every week then?
- E: Do you mean, some weeks you can't get apple and cheese? Some customers like to eat the same thing every week.
- S: Hm. Perhaps you're right. But we need something different. Why don't we have different types of bread each week?
- T: Yes, I like it. And lots of unusual fillings: fruit, salad, vegetables ...
- E: How about inviting customers to choose their own combinations?
- S: Yes, mix and match! You choose your bread, your fillings, your dressing ... that's excellent!
- T: Wait a minute, do you mean we have to make every sandwich to order? It will take too long!
- E: It's a good point. But I suggest having two different sections – one for standard sandwiches, and another for mix and match.
- S: Yes, and different prices too!
- T: OK, that makes sense.


## 6.5 Writing Agendas and minutes

 2:19

- Chris: Helen, could you write the agenda for our next meeting?
- Helen: Sure. That's on the 18<sup>th</sup>, right? At the usual time?
- C: Yes.
- H: OK. Will everyone be there?
- C: I hope so. We have two important decisions to make. First, the new offer. APL say they want €350,000 and 50% cash. So we have to decide how to react.
- H: OK. What else?
- C: The other item for decision is about Mr Jarvis, the Managing Director. He tells me he wants to stay in his job for another year.
- H: Jarvis. Is that J-A-R-V-I-S?
- C: Yes.
- H: OK. That's a difficult problem.
- C: Yes. We probably need half an hour for that point, and 45 minutes to discuss the offer.
- H: Do you want to present those two points?
- C: Yes, I think that's a good idea. And there's also Simon's update on inventory. That's just for information, so

we only need ten minutes for that. And that's all, I think.

- H: Can I also have 15 minutes to talk about a problem with the website?
- C: Of course. That will still leave about twenty minutes for any other business. Is the website something we need a decision on?
- H: Not immediately – it's just for discussion. What about the order of the items?
- C: Let's talk about the big issues first: the offer, then Mr Jarvis. Then we'll have Simon's update on inventory, and your item on the website last.
- H: OK.
- C: Thanks, Helen.

 2:20–2:23

1

Chris: OK, everyone. We need a decision here. Do we all agree to offer €310,000 and 40% cash?

Helen, Simon and Val: Yes, that's OK. Yes, agreed.

C: All right. I'll call them this afternoon with the new offer.

2

Simon: I don't think we can work with Mr Jarvis in the office. It will be really difficult to change things.

Helen: I like Val's idea. Let's offer him a role as a consultant. But he can't have his old job in the office.

Chris: I think that's a good compromise. Val, can you talk to Mr Jarvis and ask him what he thinks of the idea?

Val: Yes, I will.

C: Great. Let us know as soon as possible how he reacts.

V: OK.

3

Simon: So basically, that's the inventory situation.

Chris: OK, thanks, Simon, I think we're all happy with that. No action required. Now, what's next? Helen, your website problem, I think.

4

Helen: ... So, what I'm saying is we can't use APL dot com or APL dot co dot UK.

Simon: What about dot biz or dot org?

H: Well, I think dot org is for non-profit organizations, isn't it?

Chris: How about dot EU or dot net?

H: Well, I'm not sure, actually ...

C: OK, can you check and get back to us next time?

H: All right. That's for the 25<sup>th</sup> then, next week.

## 6.6 Case study Solar Mobile

 2:24

Tara: Hi, Henry. I just read a really interesting article about mobile phones.

Henry: Oh, right. What was that about, then?

T: Well, apparently, there are 500 million people in the world who have a phone, but no electricity.

H: Really?

T: Yes. Sometimes they have to travel miles and then pay someone to charge their phone.

H: Wow!

T: In many parts of the world, they don't have a regular or stable power supply. For example, in most of Africa, only 25% of the population have electricity, and that's in towns. In rural parts of Africa, only 10% of people have a regular and stable electricity supply!

H: Only 10%? Really?

T: Well, don't you see what that means?

H: No, I don't. What?

T: It means there's an enormous market for solar battery chargers like yours, especially if you can ship them really cheaply to sunny countries!

H: Oh, yes. I see what you mean!

## 7 Business costs

### 7.1 About business Cutting costs

 2:25–2:26

1

Maria: My company had to reduce its prices because of competition from Asia. The first thing they cut was the travel budget. Instead of travelling to meetings, we do everything by conference call now. It isn't always easy, but it's a lot cheaper. They also stopped our annual bonus, so we had to make cuts in the family budget. We wanted to go to the USA for our holidays, but we decided it was too expensive. Fortunately, nobody lost their jobs. So I think I'm quite lucky, actually.

2

Steven: My company was taken over by an American group. They wanted to cut costs to improve their margins. Several people lost their jobs. I was one of them. I was unemployed for six months, which was hard. I had to sell my car and I spent most of my savings. But, in the end, I found a new job with a start-up company. It's more interesting than my old job and the money's better. So, I suppose I was lucky really!

### 7.2 Vocabulary Profit, loss and payment

 2:27

- 1 If you look on the back of your invoice, Mr Jones, everything is explained in black and white.
- 2 No, I'm sorry. We can't give credit for export orders. We need payment before we ship the goods.
- 3 Yes, that's OK, madam. You can give the delivery man cash or a cheque.
- 4 Yes, regular customers can pay one month after we send the invoice ...
- 5 ... but you can deduct 2% from the total if you pay in less than ten days.
- 6 Because it's a special order, we'll need 20% now, Mrs Black.

- 7 Thank you, Mrs Black. You can pay the rest when you come to pick it up.
- 8 Annabel, do you remember I lent you £10 last month?

### 7.3 Grammar Future forms and first conditional

 2:28

**Buyer:** How long will it take?

**Seller:** Well, we'll send you a quotation when we receive your specifications.

**B:** Can't you quote me a price now?

**S:** Well, we won't know the exact cost until you give us all the details.

**B:** OK.

**S:** And then as soon as you confirm your order, we'll start work. We usually need about two weeks.

**B:** I see. And I'll pay you after I receive the machine. Is that right?

**S:** No. You'll receive an invoice 48 hours after you confirm the order. You'll need to pay it before we ship the machine.

**B:** Oh. So, it'll take about *three weeks*, then?

**S:** Yes. You'll receive the machine two or three days after we ship it.

### 7.4 Speaking Negotiating

 2:29

**Kayla:** The programme is looking good, but Brandon and I feel it's expensive. Could you bring the price down a little?

**Travel agent:** I'm sorry, but it's just not possible ... unless we cut some of the activities.

**Brandon:** No, the activities are perfect. We can't cut anything.

**K:** What about the train tickets? We're bringing you a lot of business. Can you give us a discount?

**TA:** Well, I'd like to help you ... OK. If you can guarantee thirty participants, we can give you five per cent on the train tickets.

**B:** Only five per cent? I'm afraid we can't accept that. We're students, remember. It's a lot of money for a weekend. Can we agree on 10%?

**K:** Yes, if you give us a 10% discount, we'll guarantee ... thirty-five participants.

**TA:** I'm afraid we can't give you 10% unless you can find fifty participants.

**B:** I don't think we'll get that many. What about 8% for forty participants?

**TA:** That's acceptable, as long as everything is paid two weeks before the trip.

**K:** OK, it's a deal.

**B:** Just a minute, Kayla. We agree, providing you organize a free drink when we arrive at the hotel.

**TA:** All right. We can live with that.

### 7.6 Case study Doug's Mugs

 2:30

**Doug:** Last year, sales were very good, but this year we didn't do so well. Megan was ill. I was, um, very busy, and we lost one of our biggest customers. We made

a net loss, but that was only because of depreciation on the machines. We didn't have to borrow any money. But we're confident about next year. Our administrative costs are under control, and they won't change. But we're going to put our price up by 50 cents. Production cost per mug will be the same as this year, so we'll increase our margins. Perhaps we'll lose one or two customers, but our price will still be very reasonable. And, after all, our customers come to us for our designs, not our prices. We think we'll sell 50% more than this year.

## 8 Global trade

### 8.1 About business International franchising


 2:31-2:33

**Speaker 1:** I visited India recently, and some Indian friends took me out for lunch. There was a lot of vegetarian food, and no beef or pork, of course. In India, it's a very sensitive issue and a real problem for restaurants: vegetarians want to be sure their food is never in contact with meat. So, in the kitchen, they had a very clever solution: the cooks had different-coloured uniforms – green for vegetarian and red for those who cooked meat. I had some very spicy chicken. It was delicious! It was a very popular restaurant – I'm sure you know it. It's called McDonald's@!

**Speaker 2:** Our management training franchise recently opened ten new outlets in Brazil. We were concerned about the language problem: we were especially worried about the cost of translating all our contracts and manuals into Portuguese. The good news is, the Brazilians already have a solution. The law allows you to use English for all the paperwork if the franchisees agree. So that solved the problem. The bad news is that recruiting instructors took a lot more time than we planned, so we opened behind schedule and over budget.

**Speaker 3:** A Russian friend of mine opened an American coffee shop franchise in Kazan. Well, the first problem was, the customers were happy with coffee and doughnuts in the morning, but in the evening they wanted traditional meat patties and vodka. So my friend gave them what they wanted, and the business did very well. However, the real problem was with the American franchiser. They said my friend had to follow the manual: no more meat patties and no more vodka. My friend refused. And do you know what the franchiser did? They stopped the contract and closed the coffee shop!

### 8.2 Vocabulary Franchising and project management

 2:34-2:36

- Our objective is to raise enough capital to start a battery shop franchise. So far, we've raised about half of the \$200,000 we need. We're a little behind schedule, but we're on budget. The next step is to get a bank loan for another \$100,000. However, there is a problem. There's a delay at the bank because we need our parents to sign guarantees. Some of them live abroad, so it's a little complicated. To save time, we've scanned the documents and sent them by email. I think it's a good solution. We have to pay the franchise fee by the end of next month, but we're optimistic. We think we can get the money in time to meet the deadline.
- We're trying to recruit new franchisees for our ice cream shops in India. Currently, we're on schedule, but our big problem is staying within the budget. The thing is, India is such a big country ... we're spending too much on plane tickets. So now, to save money, we're going to organize all our interviews in one place. The next step is to start training franchisees and their staff. We're confident we can meet the deadline and open the ice cream shops on time. Because we've exceeded the budget, we really need those franchise fees as soon as possible!
- Our objective is to find cheaper products and equipment for our cleaning services. Our first task was to source a new supplier. At the moment, things aren't looking good. We've already missed the deadline and we've also exceeded our budget. And we still haven't found a new supplier. The big problem is stock. We can get better prices if we order large quantities, but we have nowhere to put a lot of stock. The solution is ... well, we don't know what the solution is. We're working on it, but we're not optimistic. We think we'll probably be several weeks behind schedule, and maybe 20% over budget.

### 8.3 Grammar Present perfect

 2:37

Have you ever needed help with a difficult project?

Have you ever wanted to develop your people skills?

*Business Coach* is here to help in exactly those situations. We provide personal coaching and support for business people. Since 2004, we've helped thousands of people to become great managers and supervisors, and we've coached hundreds of people who were starting their own business.

We've done business in the US and the UK for nearly ten years, and we've already opened franchises in five countries in Europe. We've just opened three new

offices in South America, too. Now you can open your own *Business Coach* franchise. We're looking for new franchisees to develop our business in Asia. If you enjoy helping people to become better managers, and if you would like to start a profitable and satisfying business, contact *Business Coach* today.

#### 8.4 Speaking Giving updates and handling questions

 2:38

**Charlie:** It's now Week 9. As you can see on the chart, we are behind schedule because the paperwork was delayed for two weeks. As a result, we couldn't buy the kitchen equipment on schedule. However, we have just installed the kitchens and we have already started decorating the restaurants. We expect to finish by the end of this week. We bought the furniture ahead of schedule in Week 5 because there was a special offer.

Unfortunately, we haven't started hiring staff yet, so we are four weeks behind schedule. Consequently, we have decided to use an agency to save time. They are going to start hiring next week, and we intend to begin training immediately. We are confident that we can still be ready on time. The two restaurants will open on schedule in Week 14.

 2:39

**Charlie:** So, are there any questions?

**Questioner 1:** Why didn't you finish the kitchens sooner?

**C:** Sorry, I didn't catch that.

**Q1:** Why did you finish the kitchens in Week 8?

**C:** Ah, that's a very good question. We wanted to finish in Week 5, but as I mentioned earlier, in Week 5, we bought the furniture. We didn't have time to finish the kitchens until last week because we were decorating. Does that answer your question?

**Q1:** Yes, I see.

**Questioner 2:** What are you doing this week?

**C:** We are currently painting the walls. It's a big job, but we hope to start hiring staff next week.

**Q1:** You didn't mention stock.

**C:** Right. I'm glad you asked me that. We originally planned to buy stock in Week 6, but because we are still painting the restaurant, we have to wait another week.

**Questioner 2:** What about advertising? You haven't planned an advertising campaign!

**C:** Actually, we've planned a very exciting campaign. But can I come to that in a moment? I'd like to finish talking about set-up first.

**Q1:** And what about money?

**C:** I'm sorry, I don't quite follow you.

**Q1:** My question is about money! Are you over budget?

**C:** Well, I'm afraid I can't go into detail right now, but actually we are just under budget at the moment ...

#### 8.6 Case study An international opportunity

 2:40–2:42

**Speaker 1:** Fair do's hairdos? Well, they're nice people, and the two weeks' training in South Africa was great. However, it's a really competitive market, and I don't think it was a very good choice. Maybe it works in South Africa, but here in Europe, people want something more sophisticated. My partner and I opened a salon in Warsaw last year; we also planned to have salons in other cities, like Krakow and Poznan, but I'm not sure about that now. We're trying different ideas – fortunately, the franchiser is flexible – and we're starting to make a profit, but it's not enough. So, for the moment, it's hard work and it's not very well paid.

**Speaker 2:** I opened a Mountie Sandwich Shop six months ago in Belgrade. It's a good business, but it's extremely hard work with early mornings and late nights – and I haven't taken a day off since I started! Profitability is good; I'll probably be in a position to open a second shop soon. But I'm sure I could make more profit by selling other products. The problem is, the Mountie's rules are very strict. I'm not allowed to do anything that isn't in their manual. So I'm feeling very tired, and a little frustrated.

**Speaker 3:** I'll be honest: I thought Tween 'n' Dream was a crazy choice! But my wife wanted to do it, so I said OK, let's try it. The franchiser in Los Angeles said, 'If you follow the manual, you'll make money.' So we did and it's been fantastic! First of all, Tween 'n' Dream only opens in the afternoons, so we have a good quality of life. And secondly, there really is a market for this product! We opened our first store in the centre of Rio, and now we have two more. I thought it was a big investment, but we're making a *lot* of money! And you know, all those little girls? They look so happy! I think it's great!

# Glossary

The definitions for the words in this glossary are from the *Macmillan Dictionary*. The red words are high-frequency words, that is to say that they are among the 7,500 which native speakers use for 90% of what they speak or write. See <http://www.macmillandictionary.com> for more information.

## Business fundamentals

### page 6 Business activities

**extract** /ɪk'strækt/ verb [transitive] to remove a substance from another substance: *The pulp was crushed to extract the juice.*

**mining** /'maɪnɪŋ/ noun [uncount] the process of getting coal or metal from under the ground: *Mining is one of the country's main industries.*

**monopoly** /mə'nɒpəli/ noun [count] ECONOMICS a company that has complete control of the product or service it provides because it is the only company that provides it: *It is the government's intention to break up all monopolies.*

**profit** /'prɒfɪt/ noun [count] BUSINESS money that you make by selling something or from your business, especially the money that remains after you have paid all your business costs. Your total profit before you pay tax is called gross profit, and the amount that remains after you have paid tax on this is called net profit: *Profits rose 31% to £144 million.*

**raw materials** /,rɔ: mə'tɪəriəlz/ noun [plural] substances such as coal or iron that are in their natural state before being changed by chemical processes

**supplier** /sə'plɑɪə(r)/ noun [count] a company, organization or country that supplies or sells a product or a service: *Colombia is our main supplier of coffee beans.*

**USP** /ju: es 'pi/ noun [count] BUSINESS unique selling proposition, or unique selling point: the thing that makes a product or service special or different from the others

**value** /'vælju:/ noun [count/uncount] the amount that something is worth, measured especially in money; [uncount] the degree to which someone or something is important or useful: *educational/nutritional value*

### page 7 Business organization

**entrepreneur** /,ɒntrəprə'neɪ(r)/ noun [count] someone who uses money to start businesses and make business deals

**hire** /'haɪə(r)/ verb [transitive/intransitive] to pay someone to work for you, especially for a short time: *I hired someone to paint the house.*

**human resources** /'hju:mən rɪ'zɔ:(r)ɪz/ noun [uncount] BUSINESS the department within a company that is responsible for employing and training people, and for looking after workers who have problems

**joint venture** /,dʒɔɪnt 'ventʃə(r)/ noun [count] BUSINESS an agreement between two companies to work together on a particular job, usually in order to share any risk involved

**logistics** /lə'dʒɪstɪks/ noun [plural] BUSINESS the activity of transporting goods to customers or to places where they are bought or sold

**share** /ʃeə(r)/ noun [count] BUSINESS one of the equal parts of a company that you can buy as a way of investing money: *The scheme allows employees to buy shares in the company.*

**shareholder** /'ʃeə(r),həʊldə(r)/ noun [count] BUSINESS BRITISH someone who owns shares in a company

**strategy** /'strætədʒi/ noun [count] a plan or method for achieving something, especially over a long period of time: *The countries hope to devise a common strategy to provide aid.*

**supply chain** /sə'plɑɪ tʃeɪn/ noun [count] BUSINESS a series of processes involved in supplying a product to someone

### page 8 Profit and loss

**break even** /,breɪk 'i:v(ə)n/ verb [intransitive] if a person or business breaks even, they neither make a profit nor lose money

**cost of goods sold (COGS)** /,kɒst əv gudz 'səʊld/ noun [uncount] BUSINESS the cost of making a product, which includes materials, manufacturing and labour

**day job** /'deɪ dʒɒb/ noun [count] the main job of someone who is also trying to succeed in some other career

**fixed cost** /,fɪkst 'kɒst/ noun [count] [usually plural] BUSINESS a cost such as rent that a company has to pay that does not depend on how much it produces

**improve** /ɪm'pru:v/ verb [transitive] to make something better: *Our main objective is to improve educational standards.*

**margin** /'mɑ:(r)dʒɪn/ noun [count] BUSINESS **profit margin:** the difference between how much money you get when you sell something and how much it costs you to buy or make it

**overheads** /'əʊvə(r),hedz/ noun [plural] BUSINESS money that you pay regularly as the costs of operating a business or organization

**revenue** /'revənju:/ noun [count/uncount] income from business activities or taxes: *The magazine had been losing advertising revenue for months.*

**stock** /stɒk/ noun [uncount] the goods that are available to buy in a shop: *We're having some new stock delivered this afternoon.*

**variable cost** /,veəriəb(ə)l 'kɒst/ noun [count] BUSINESS a cost that changes according to how much of a product is made

### page 9 CVs and cover letters

**apply** /ə'plɑɪ/ verb [intransitive] to make an official request for a job or a place in a college or university, or for permission to do or have something: *We advertised three jobs, and over 50 people applied.*

**cosmetics** /kɒz'metɪks/ noun [plural] substances that you use on your skin to make yourself look more attractive

**counsellor** /'kaʊns(ə)lə(r)/ noun [count] someone whose job is to give advice and help to people with problems

**gain** /geɪn/ verb [transitive/intransitive] to get more of something, usually as a result of a gradual process: *She hopes to gain experience by working abroad for a year.*

**intern** /'ɪntɜ:(r)n/ noun [count] AMERICAN a student, or someone who has recently obtained a degree, who works in a job in order to get experience

**internship** /'ɪntɜ:(r)nʃɪp/ noun [count] AMERICAN a job that a student or someone who has recently obtained a degree takes in order to get experience

**survey** /'sɜ:(r)veɪ/ noun [count] a set of questions that you ask a large number of people or organizations: *This survey shows the percentage of single-parent households in each area.*

**trainee** /'treɪ'ni:/ noun [count] someone who is training for a particular profession or job: *Trainees will learn a skill that is valued in many countries.*

## 1 Gaining experience

### 1.1 About business Internships abroad

**acquire** /ə'kwɪə(r)/ verb [transitive] to get new knowledge or a new skill by learning it: *the way children acquire language*

**crew** /kru:/ noun [count] a group of people with a particular skill who work together: can be followed by a singular or plural verb: *a film crew*

**fierce** /fɪə(r)s/ adjective involving a lot of force or energy  
**fierce competition/opposition**: *We face fierce competition from overseas competitors.*

**impress** /im'pres/ verb [intransitive/transitive] if someone or something impresses you, you admire them: *Experience in voluntary work will often impress a potential employer.*

**reference** /'ref(ə)rəns/ noun [count] a statement from someone who knows you or has worked with you that gives information about you. You often need to provide a reference when you apply for a new job: *I don't think I've got the job – they haven't taken up my references.*

**skill** /skɪl/ noun [count] a particular ability that involves special training and experience: *The course helps people gain the skills they need to run a successful business.*

**team spirit** /'ti:m 'spɪrɪt/ noun [count] an enthusiastic attitude towards working or playing together with other people as a team

### 1.2 Vocabulary Personal details

**analogue** /'ænə,lɒɡ/ adjective or **analog** an analogue watch or clock shows the time using hands (= long parts that move round) that point to numbers, instead of numbers that change every second

**badge** /bædʒ/ noun [count] BRITISH a small round object that fastens onto your clothes with a pin and usually has a picture or writing on it. The American word is button.

**digital** /'dɪdʒɪt(ə)l/ adjective a digital clock or instrument shows information as a row of numbers

**register** /'redʒɪstə(r)/ verb [intransitive] to put your name and other information on an official list in order to be allowed to vote, study, stay in a hotel, etc.: *Where do we go to register?*

### 1.3 Grammar Present simple

**abroad** /ə'brɔ:d/ adjective in or to a foreign country: *We try to go abroad at least once a year.*

**communicator** /kə'mju:nɪ'keɪtə(r)/ noun [count] someone who expresses thoughts, feelings or information to another person, for example by speaking or writing: *an effective/natural communicator*

**example** /ɪg'zɑ:mp(ə)l/ noun [singular] a person or way of behaving that is considered as a model for other people to copy **set an example**: *You should be setting an example for your little brother.*

**foreign** /'fɔ:rn/ adjective from another country, or in another country: *Working in a foreign country takes some getting used to.*

**problem-solver** /'prɒbləm ,sɒlv ə(r)/ noun [count] a person who is good at finding solutions to problems

**quarter** /'kwɔ:(r)tə(r)/ noun [count] one of four periods of 15 minutes that an hour is divided into when you are telling the time: *They arrived at a quarter past three.*; one of four periods of three months that the year is divided into, especially when you are talking about financial accounts: *The company's profits fell in the third quarter.*

**share** /ʃeə(r)/ verb [transitive] to give a part of something to someone else: *The money will be shared between 30 different environmental organizations.*

**team player** /'ti:m 'pleɪə(r)/ noun [count] INFORMAL someone who works well with other people as part of a group

**workaholic** /,wɜ:(r)kə'hɒlɪk/ noun [count] someone who spends most of their time working and has little interest in other things

### 1.4 Speaking Meeting people and making conversation

**anyway** /'eni,wei/ adverb SPOKEN used for ending a conversation, or for showing that you have come to the end of what you are telling someone: *Anyway, in the end we decided to stay at home.*

**favour** /'feɪvə(r)/ noun [count] something that you do for someone in order to help them: *Could you do me a favour?*

**shuttle** /'ʃʌt(ə)l/ noun [count] a bus, train or plane that makes frequent short journeys between two places: *A shuttle service operates between the hotel and the beach.*

**tip** /tɪp/ noun [count] a useful suggestion: *The booklet gives some good tips on getting the most out of your software.*

**well-paid** /wel'peɪd/ adjective a well-paid job pays a lot of money: *well-paid work/employment*

### 1.5 Writing Informal emails

**instead** /ɪn'sted/ adverb used for saying that one person, thing or action replaces another: *The committee has rejected our proposal. Instead, they have brought forward an alternative plan.*

**pick up** /pɪk 'ʌp/ phrasal verb [transitive] to go and meet someone or something that you have arranged to take somewhere in a vehicle: *I'll pick up my luggage in the morning.*

**training** /'treɪnɪŋ/ noun [uncount] the process of teaching people or of being taught for a profession or activity: *Employees are given training in business ethics.*

### 1.6 Case study The Intern Shop

**accommodation** /ə,kɒmə'deɪʃ(ə)n/ noun [uncount] a place for someone to stay, live or work in. The usual American word is accommodations: *The hotel provides accommodation for up to 100 people.*

**allowance** /ə'laʊəns/ noun [count] an amount of money that someone receives regularly, in order to pay for the things they need: *She receives a monthly allowance of £500.*

**arrange** /ə'reɪndʒ/ verb [intransitive/transitive] to provide what someone needs, by doing what is necessary: *The bank can arrange travel insurance for you.*

**intercultural** /,ɪntə(r)'kʌltʃ(ə)rəl/ adjective involving or relating to different cultures

**overtime** /'əʊvə(r),taɪm/ noun [uncount] extra hours that someone works at their job: *I've been working a lot of overtime lately.*

**TOEIC** /'təʊɪk/ trademark a registered trademark for a test of English used for international communication. The TOEIC® test shows employers how well speakers of other languages read and understand English.

**visa** /'vi:zə/ noun [count] an official document or mark in your passport that allows you to enter or leave a country for a specific purpose or period of time: *an entry/exit/tourist visa*

**warehouse** /'weə(r),haʊs/ noun [count] a big building where large amounts of goods are stored

## 2 Customer satisfaction

### 2.1 About business Customer service

**advocate** /'ædvəkət/ noun [count] someone who strongly and publicly supports someone or something: *a tireless advocate of political reform*

**ally** /'ælaɪ/ noun [count] someone who is ready to help you, especially against someone else who is causing problems for you: *If you're going to succeed in this job you will need allies.*

**consumer** /kən'sju:mə(r)/ noun [count] ECONOMICS someone who buys and uses goods and services. The expression *the consumer* is often used for referring to consumers as a group: *more choice for the consumer*

**lead** /li:d/ noun [count] a potential sales contact; a piece of information that may result in a sale

**loyalty** /'lɔɪəlti/ noun [uncount] continued use of the products or services of a particular business: *a high level of brand loyalty*

**prospect** /'prɒspekt/ noun [count] BUSINESS a possible or likely customer: *She's been on the phone all day calling various new prospects.*

**referral** /rɪ'fɜ:rəl/ noun [count/uncount] the process of sending someone to another person or place for help, information or advice: *My doctor gave me a referral to a heart specialist.*

**upgrade** /'ʌp,ɡreɪd/ noun [count] a piece of equipment or software designed to make a computer more powerful: *hardware upgrades*

### 2.2 Vocabulary Contacting customers

**apologize** /ə'pɒlədʒaɪz/ verb [intransitive] to tell someone that you are sorry for doing something wrong or for causing a problem: *I apologize for taking so long to reply.*

**complain** /kəm'pleɪn/ verb [intransitive/transitive] to say that you are not satisfied with something: *She complained that she never had any time to herself.*

**faulty** /'fɔ:lti/ adjective not working correctly or made correctly: *You are only entitled to a refund if the goods are faulty.*

**greet** /ɡri:t/ verb [transitive] to behave in a polite or friendly way towards someone when you meet them: *The Prime Minister greeted him at the airport.*

**refund** /'ri:fʌnd/ noun [count] money that was yours that you get again, especially because you have paid too much for something or have decided you do not want it: *You will receive a full refund if you cancel the holiday.*

**schedule** /'ʃedju:l/ noun [count] a plan of activities or events and when they will happen: *What's on your schedule today?*

**voicemail** /'vɔɪsmel/ noun [uncount] an electronic system that records and stores spoken messages from people

### 2.3 Grammar Present continuous

**decrease** /di:'kri:s/ verb [intransitive] to become less: *Prices are expected to decrease by less than 1% this year.*

**drop** /drɒp/ verb [intransitive] to fall to a lower amount or value: *European sales have dropped by over 30%.*

**fall** /fɔ:l/ verb [intransitive] to become lower in level, amount or value: *The temperature has been falling steadily all day.*

**improve** /ɪm'pru:v/ verb [intransitive] to become better: *Your English will improve with practice.*

**increase** /ɪn'kri:s/ verb [intransitive] to become larger in amount or number: *Our costs increased dramatically over the last decade.*

**rise** /raɪz/ verb [intransitive] to increase in size, amount, quality or strength: *Salaries will continue to rise in line with inflation.*

### 2.4 Speaking Telephoning

**free-to-air** /'fri:tə 'eə(r)/ adjective BRITISH free-to-air television programmes can be watched without having to pay anything extra

**hang on** /'hæŋ 'ɒn/ phrase SPOKEN used for asking someone to wait for a short period of time, especially someone who you are talking to on the telephone

**hold (the line)** /'həʊld ðə 'laɪn/ verb [intransitive/transitive] to wait in order to speak to someone on the telephone: *Could you hold the line, please?*

**premium** /'pri:mɪəm/ adjective more expensive or of higher quality than other similar things: *premium-rate phone calls*

**subscription** /səb'skrɪpʃ(ə)n/ noun [count] an agreement to pay an amount of money so that you will receive something such as a magazine or a service. You take out a subscription, usually for a year, and renew it if you want to continue the arrangement for another year.

### 2.5 Writing Formal letters and emails

**apology** /ə'pɒlədʒi/ noun [count] a statement that tells someone that you are sorry for doing something wrong or for causing a problem: *He made a public apology for his remarks.*

**database** /ˈdeɪtəbeɪs/ noun [count] COMPUTING a large amount of information stored in a computer in an organized way that allows individual pieces of information to be found quickly

**discount** /ˈdɪskaʊnt/ noun [count] a reduction in the price of something: *Customers can get huge discounts by booking in advance.*

**inconvenience** /ˌɪnkənˈviːniəns/ noun [count/uncount] an annoying problem or situation, especially one that forces you to make an extra effort to do something: *We apologize for the inconvenience caused to passengers.*

**lift** /lɪft/ noun [count] BRITISH a machine that carries people up or down between different levels of a tall building. The American word is elevator: *Do you want to take the lift or use the stairs?*

**make up for** /meɪk ʌp fɔː(r)/ phrasal verb [transitive] to provide something good, so that something bad seems less important: *The good weather made up for the bad organization.*

**workshop** /ˈwɜː(r)kʃɒp/ noun [count] a room or building where things are made using tools and machines

## 2.6 Case study

### Rock tour

**awesome** /ˈɔːs(ə)ɪm/ adjective INFORMAL extremely good.

This word is used mainly by young people.

**behavior** the American spelling of **behaviour** /bɪˈheɪvjə(r)/ noun [uncount] the way that someone behaves: *violent/aggressive/disruptive behaviour*

**deadline** /ˈdedlaɪn/ noun [count] a specific time or date by which you have to do something: *They've given us a five o'clock deadline.*

**fire** /faɪə(r)/ verb [transitive] to make someone leave their job, sometimes as a punishment: *She was fired for refusing to comply with safety regulations.*

**gross revenues** /grɔːs ˈrevənjuːz/ noun [count/uncount] income from business activities before taxes or costs have been taken out

**invoice** /ˈɪnvɔɪs/ noun [count] a document giving details of goods or services that someone has bought and must pay for: *We submit our invoices on a monthly basis.*

**roadie** /ˈrəʊdi/ noun [count] someone whose job is to travel with musicians and move their equipment

**venue** /ˈvenjuː/ noun [count] the place where an activity or event happens: *a popular venue for wedding receptions*

## 3 Product and process

### 3.1 About business

#### Supply chain management

**cash** /kæʃ/ noun [uncount] money in the form of notes and coins: *Do you want to pay in cash or by credit card?; money in any form, especially money that is available for you to use when you need it: The government has cash reserves of about £500 billion.*

**cash flow** /ˈkæʃ ˌfləʊ/ noun [uncount] BUSINESS the rate at which a business takes in money through sales and pays it out for the things it needs to continue operating: *Getting the money upfront will improve our cash flow significantly.*

**credit** /ˈkredɪt/ noun [uncount] an arrangement to receive goods from a shop or money from a bank and pay for it later: *Some suppliers will not give credit to their customers.*

**labour** /ˈleɪbə(r)/ noun [uncount] ECONOMICS the workers in a particular country, industry or company considered as a group: *a plentiful supply of cheap labour*

**pellet** /ˈpelɪt/ noun [count] a small round piece of a substance: *fish food pellets*

**process** /ˈprəʊses/ noun [count] a series of actions that have a particular result: *Learning a language is a slow process.*

**purchasing** /ˈpɜː(r)tʃæsɪŋ/ noun [uncount] buying  
**purchasing department:** the section of a company that deals with buying stock, raw materials, equipment, etc.

**put all your eggs in one basket** phrase to depend completely on just one idea, plan or person so that you have no other possibilities if things go wrong: *The basic advice with investment is don't put all your eggs in one basket.*

**stock** /stɒk/ noun [uncount] the goods that are available to buy in a shop: *We're having some new stock delivered this afternoon.* **out of stock** phrase not available now: *I'm afraid that size is out of stock.*

**storage** /ˈstɔːrɪdʒ/ noun [uncount] space where things can be stored: *The area underneath provides useful storage.*

## 3.2 Vocabulary

### Supply chain and product life cycle

**ground** /graʊnd/ noun [singular] the layer of soil and rock that forms the Earth's surface: *the destruction caused by getting coal out of the ground*

**handle** /ˈhænd(ə)l/ verb [transitive] to touch or hold someone or something: *All chemicals must be handled with care.*

**iron** /ˈaɪə(r)n/ noun [uncount] a hard heavy metal that is a common element. It is used for making steel and is also used in many types of machine and building structures.

**oil** /ɔɪl/ noun [uncount] a thick dark smooth liquid from under the ground, used for making petrol and other fuels: *The Middle Eastern countries produce most of the world's oil.*

**ore** /ɔː(r)/ noun [count/uncount] CHEMISTRY rock or earth from which metal can be obtained: *a company that mines and smelts iron ore*

**site** /saɪt/ noun [count] an area of land where something is being built or could be built: *a construction site*

**slave** /sleɪv/ noun [count] someone who belongs by law to another person as their property and has to obey them and work for them

**steel** /stiːl/ noun [uncount] a strong metal made from a mixture of iron and carbon: *The works produced a million tons of steel a year.*

## 3.3 Grammar

### Prepositions and present simple passive

**bake** /beɪk/ verb [intransitive/transitive] to make bread, cakes, etc. using an oven: *I'm baking a cake for Tom's birthday.*

**container** /kənˈteɪnə(r)/ noun [count] something used for storing or holding things, for example a box, bottle or bowl

**forklift truck** /ˌfɔː(r)klɪft ˈtrʌk/ noun [count] a vehicle that uses two long metal bars at the front for lifting and moving heavy objects

**mould** /məʊld/ noun [count] a shaped container into which you pour a liquid that then becomes solid in the shape of the container

**pour** /pɔ:(r)/ verb [transitive] to make a liquid or substance flow out of a container that you are holding: *Pour the mixture into a dish, and bake for 45 minutes.*

**rack** /ræk/ noun [count] an object used for storing things that consists of a row of small shelves, spaces or hooks

**roundabout** /'raʊndə,baut/ noun [count] BRITISH a circular area where three or more roads meet that you have to drive around in one direction in order to get onto another road. The American word is traffic circle or rotary.

**weight** /weɪt/ noun [uncount] a measurement of how heavy a person or thing is: *It was about 12 pounds in weight.*

### 3.4 Speaking Presenting a process

**crash** /kræʃ/ verb [intransitive] COMPUTING if a computer or computer program crashes, it suddenly stops working

**pack** /pæk/ verb [transitive] [often passive] to put goods into containers so that they can be sent somewhere and sold: *This is where the fruit is packed.*

**pallet** /'pælət/ noun [count] a flat wooden or metal surface used for moving or storing heavy goods

**pick** /pɪk/ verb [transitive] to choose someone or something from a group

**picking list** /'pɪkɪŋ ,lɪst/ noun [count] a paper or electronic list of things to be collected from a warehouse for packing and distribution to customers

**strike** /straɪk/ noun [count] a period of time during which people refuse to work, as a protest about pay or conditions of work: *Pilots were striking for a 6% salary increase.*

**tag** /tæg/ noun [count] a small piece of paper or other material that is fixed to something to give information about it, or is fixed to someone to show who they are: *I can't find the price tag for this coat.*

### 3.5 Writing Instructions and directions

**accessory** /ək'sesəri/ noun [count] [usually plural] additional objects, equipment, etc.: *car/kitchen/computer accessories*

**damaged** /'dæmɪdʒd/ adjective broken, spoiled or injured: *Many buildings and cars had been damaged in the blast.*

**delivery note** /dɪ'lɪv(ə)rɪ 'nəʊt/ noun [count] a short official document that accompanies goods that are brought to a place

**frame** /freɪm/ noun [count] a structure that forms a border for a picture or mirror and holds it in place: *a silver photograph frame*

**industrial estate** /ɪn'dʌstriəl ɪ'steɪt/ noun [count] BRITISH an area of land where industrial companies have their buildings

**pickup point** /'pɪkʌp ,pɔɪnt/ noun [count] a place where goods can be collected from

**policy** /'pɒləsi/ noun [count/uncount] a set of plans or actions agreed on by a government, political party, business or other group: *It is not the hospital's policy to disclose the names of patients.*

**RMA** /ɑ:r em 'eɪ/ noun [count] return merchandise authorisation: a number that is required to send goods back to where they were bought

### 3.6 Case study Digidisc Ltd

**loading bay** /'ləʊdɪŋ ,beɪ/ noun [count] an area from which goods can be loaded on and off trucks, trains, etc.

**open-plan** /,əʊpən 'plæn/ adjective an open-plan office, house, flat, etc. has few walls and a lot of open space

**traffic** /'træfɪk/ noun [uncount] the movement of goods or passengers

**workflow** /'wɜ:(r)k ,fləʊ/ noun [uncount] the sequence of jobs which results in a final product or service

## 4 Job interviews and career

### 4.1 About business Getting a job

**boring** /'bɔ:(r)ɪŋ/ adjective not at all interesting, and making you feel impatient or dissatisfied: *a boring badly-paid job*

**creative** /kri'eɪtɪv/ adjective involving a lot of imagination and new ideas: *Painting is a creative process.*

**entry-level** /'entri ,lev(ə)l/ adjective an entry-level job is at the lowest level in a company or organization

**exhausted** /ɪg'zɔ:stɪd/ adjective extremely tired and without enough energy to do anything else: *Trying to find a solution to the problem had left the sisters mentally exhausted.*

**job fair** /'dʒɒb ,feə(r)/ noun [count] an event where employers or recruiters meet job seekers, and vice versa

**passionate** /'pæʃ(ə)nət/ adjective showing or expressing strong beliefs, interest or enthusiasm: *He has a passionate interest in music.*

**short list** /'ʃɔ:(r)t ,lɪst/ noun [count] or **shortlist** a list of the people or things that you think could be suitable for a job, prize, team, etc. chosen from a larger number of people or things: *Who is on the short list of candidates for the job?*

### 4.2 Vocabulary Job interviews

**coach** /kəʊtʃ/ verb [transitive] to teach someone a special skill: *a stage school where they coach children in singing and dancing*

**demanding** /dɪ'mɑ:ndɪŋ/ adjective a demanding person needs a lot of attention and is not easily pleased or satisfied: *Young children can be very demanding.*

**dress** /dres/ verb [intransitive] to put on clothes. This verb is common in writing, but when you are speaking it is more usual to say that you get dressed: *It only took her ten minutes to shower and dress.*

**require** /rɪ'kwaɪə(r)/ verb [transitive] to need someone or something: *The cause of the accident is still unclear and requires further investigation.*

**smart** /sma:(r)t/ adjective clean and neat in appearance and dressed in nice fashionable clothes, especially in a slightly formal way: *Sandy's looking very smart today.*

**strength** /streŋθ/ noun [count] something that someone does very well: *Ron's main strength is his ability to motivate players.*

**weakness** /'wi:knəs/ noun [count] a fault or problem that makes something or someone less effective or attractive: *They listed the strengths and weaknesses of their product.*

### 4.3 Grammar

#### Past tenses

**fencing** /'fensɪŋ/ noun [uncount] the sport of fighting with a light thin sword

**IPO** /,aɪ pi: 'əʊ/ noun [count] BUSINESS initial public offering: an occasion when shares in a company are first sold to the public

**philanthropist** /fi'lænθrəpɪst/ noun [count] someone who believes in helping people, especially by giving money to those who need it

**raise** /reɪz/ verb [transitive] to collect money for a particular purpose: *We managed to raise over £4,000 through sponsored events.*

#### 4.4 Speaking Interviews

**devil's advocate** /,dev(ə)lz 'ædvəkət/ phrase **play/be devil's advocate** to pretend to disagree with someone in order to start an argument or interesting discussion

**easygoing** /i:zi'gəʊɪŋ/ adjective relaxed, calm and not getting easily upset about things

**NGO** /,en dʒi: 'əʊ/ noun [count] non-governmental organization: an organization that is not owned by the government, but may work with government departments

**partially** /'pɑ:(r)ʃəli/ adverb not completely: *The airline is partially owned by British Airways.*

#### 4.5 Writing CVs

**bartender** /'ba:(r),tendə(r)/ noun [count] MAINLY AMERICAN someone whose job is to serve drinks in a bar

**marital status** /,mærit(ə)l 'steɪtəs/ noun [uncount] the legal position of a person, relating to whether they are single, married, separated, divorced or widowed

**pet** /pet/ noun [count] an animal or bird that you keep in your home and look after

**pickup** or **pickup truck** /'pɪkʌp 'trʌk/ noun [count] a truck with an open back and low sides

**regatta** /rɪ'gætə/ noun [count] a series of boat races

**sailing** /'seɪlɪŋ/ noun [uncount] the sport or activity of travelling across water in a sailing boat: *She's really keen on sailing.*

**stand** /stænd/ noun [count] a large table at an exhibition where an organization offers information, goods or services: *the Porsche™ stand at the recent Paris show*

**variable** /'veəriəb(ə)l/ noun [count] something that can change and affect the result of a situation: *All these variables can affect a student's performance.*

#### 4.6 Case study Onestop job search

**health care** /'helθ ,keə(r)/ noun [uncount] the services that look after people's health: *Homeless people need better access to health care.*

**in the field** /ɪn ðə 'fi:ld/ phrase in conditions that you find in the real world, not in a laboratory or classroom: *The new drugs have not yet been tested in the field.*

**networking** /'net,wɜ:(r)kɪŋ/ noun [uncount] the activity of meeting and talking to people to exchange information and advice about work or interests

**orthopaedic** /,ɔ:(r)θə'pi:dɪk/ adjective [only before noun] MEDICAL relating to the medical treatment of injuries and diseases affecting bones, muscles, joints and ligaments: *an orthopaedic surgeon*

**rewarding** /rɪ'wɔ:(r)dɪŋ/ adjective giving you satisfaction, pleasure or profit: *Do you find your work rewarding?*

## 5 Marketing and selling

### 5.1 About business Sales versus marketing

**agenda** /ə'dʒendə/ noun [count] all the things that need to be done or that need to be thought about or solved: *Cutting the number of workers is not on the agenda.*; a plan or aim that is kept secret: *The Minister seems to have her own agenda.*

**awareness** /ə'weə(r)nəs/ noun [singular/uncount] knowledge or understanding of a subject, issue or situation: *There was a general lack of awareness about safety issues.*

**benefit** /'benɪfɪt/ noun [count] the way a product or service improves a consumer's life

**blame** /bleɪm/ verb [transitive] to say or think that someone or something is responsible for an accident, problem or bad situation: *Crime is a complex issue – we can't simply blame poverty and unemployment.*

**ceasefire** /'si:s,fəɪə(r)/ noun [count] an agreement to stop fighting for a period of time, especially in order to discuss permanent peace: *He believed the ceasefire would hold.*

**commission** /kə'mɪʃ(ə)n/ noun [count/uncount] an extra amount of money that you earn in your job every time you sell a product or get a new customer

**feature** /'fi:tʃə(r)/ noun [count] an important part or aspect of a product or service

**incompetent** /ɪn'kɒmpɪt(ə)nt/ adjective lacking the ability or skills to do something: *the worst and most incompetent government in living memory*

### 5.2 Vocabulary Marketing, sales and advertising

**billboard** /'bɪl,bɔ:(r)d/ noun [count] a large board for advertisements in an outside public place

**competitive** /kəm'petətɪv/ adjective competitive prices are cheaper than many others: *We offer a wide range of goods at very competitive prices.*

**launch** /lɔ:ntʃ/ verb [transitive] to put a new product on the market, which usually involves spending money on advertising it: *The company announced it will launch a new version of its software in January.*

**monitor** /'mɒnɪtə(r)/ verb [transitive] to regularly check something or watch someone in order to find out what is happening: *He will monitor and review company policy.*

**trend** /trend/ noun [count] a gradual change or development that produces a particular result: *the latest trends in popular music*

**value for money** /,vælju: fə(r) 'mʌni/ noun [uncount] the amount that something is worth compared to the money that it costs: *Most customers are looking for value for their money rather than cutting-edge fashion.*

**via** /'vi:ə/ preposition using a particular method or person to send or deliver something: *It's easy to check your bank account via the Internet.*

## 5.3 Grammar

### Comparatives and superlatives

**accessory** /ək'sesəri/ noun [count] [usually plural] additional objects, equipment, decorations, etc. that make something more useful or attractive: *car/kitchen/computer accessories*

**carbon footprint** /,kɑ:(r)bən 'fʊtprɪnt/ noun [count] the amount of carbon dioxide a person, organization, building, etc. produces, used as a measure of their effect on the environment

**energy** /'enə(r)dʒi/ noun [uncount] SCIENCE a form of power such as electricity, heat or light that is used for making things work: *Environmentally friendly energy sources include water and wind power.*

**harmful** /'hɑ:(r)mfl(ə)/ adjective causing harm: *harmful effects/consequences*

**hybrid** /'haɪbrɪd/ noun [count] **hybrid vehicle** or **hybrid electric vehicle** a vehicle that uses two or more kinds of power, for example a car that can run using either petrol or electricity: *Energy giant Exxon Mobil predicts major growth for hybrids.*

**legroom** /'leg,rʊ:m/ noun [uncount] the amount of space in front of your seat in which you can stretch your legs

**luxurious** /lʌg'zjʊəriəs/ adjective very expensive and comfortable: *a luxurious hotel/home/bedroom*

**satnav** /'sæt,næv/ noun [uncount] satellite navigation: a system for finding the best way to a place using information from satellites. It is often found in cars.

## 5.4 Speaking

### Persuading

**acknowledge** /ək'nɒlɪdʒ/ verb [transitive] to accept or admit that something exists, is true, or is real: *He never acknowledges his mistakes (= admits that he has made them).*

**day care** /'deɪ ,keə(r)/ noun [uncount] MAINLY AMERICAN **childcare** /'tʃaɪld,keə(r)/ noun [uncount] the job of looking after children, especially while their parents are working: *The lack of adequate childcare is making it difficult for women to return to work.*

**morale** /mə'reɪl/ noun [uncount] the amount of enthusiasm that a person or group of people feel about their situation at a particular time: *Morale is low, and many people are disillusioned.*

**objection** /əb'dʒekʃ(ə)n/ noun [count/uncount] a statement that shows that you disagree with a plan, or a reason for your disagreement: *I would like to put forward several objections to this proposal.*

**paperwork** /'peɪpə(r),wɜ:(r)k/ noun [uncount] the part of a job that involves producing reports, keeping records and writing letters: *The new system is designed to reduce the amount of paperwork we have to do.*

## 5.5 Writing

### 'Selling' changes

**compliant** /kəm'plaɪənt/ adjective designed to follow a particular law, system or set of instructions

**feedback** /'fi:dbæk/ noun [uncount] comments about how well or how badly someone is doing something, which are intended to help them do it better: *Feedback was generally positive.*

**owing to** /'əʊɪŋ ,tu:/ preposition because of something: *Owing to the rising cost of fuel, more people are using public transport.*

**proud** /praʊd/ adjective feeling happy about your achievements, your possessions or people who you are connected with **proud of**: *We're so proud of her for telling the truth.*

**sitting** /'sɪtɪŋ/ noun [count] a period of time during which a meal is served: *There are two sittings for lunch.*

**split** /splɪt/ verb [transitive/intransitive] to divide into smaller groups, or to divide people into smaller groups: *Let's split into groups and work separately.*

## 5.6 Case study

### Dallivan Cars

**brand** /brænd/ noun [count] a product or group of products that has its own name and is made by one particular company. The word for a machine or vehicle made by one particular company is a **make**: *We stock all leading brands.*

**inventory** /'ɪnvəntəri/ noun [uncount] a list giving details of all the things in a place: *When the police eventually arrived, we made an inventory of the missing items.*

**segment** /'segmənt/ noun [count] a section of a market defined by certain criteria

## 6 Entrepreneurship

### 6.1 About business

#### Entrepreneurs

**borrow** /'bɒrəʊ/ verb [transitive/intransitive] to receive and use something that belongs to someone else, and promise to give it back to them later: *Can I borrow your calculator?*

**failure** /'feɪljə(r)/ noun [count/uncount] a lack of success in doing something; a situation in which a business cannot continue operating: *Business failures soared by more than a third in the second half of this year.*

**frustrating** /'frʌ,streɪtɪŋ/ adjective making you feel annoyed and impatient because you are prevented from achieving something: *It's frustrating to wait all day for a repairman who doesn't show up.*

**funding** /'fʌndɪŋ/ noun [uncount] money that a government or organization provides for a specific purpose: *The government is still failing to provide adequate funding for research.*

**interest** /'ɪntrəst/ noun [uncount] BUSINESS money that a person or institution such as a bank charges you for lending you money: *an increase in the interest charged on personal loans*

**seller financing** /,selə(r) 'faɪnənsɪŋ/ noun [uncount] a loan from the seller of a business to the buyer

**talent** /'tælənt/ noun [count/uncount] a natural ability for being good at a particular activity: *She had an obvious talent for music.*

**worth** /wɜ:(r)θ/ adjective used for saying how rich someone is: *She is now worth 20 million dollars.*

## 6.2 Vocabulary

### Business organization and people

**charity** /ˈtʃærəti/ noun [count] an organization to which you give money so that it can give money and help to people who are poor or ill, or who need advice and support: *The Children's Society is a registered charity.*

**cooperative** /kəʊ'ɒp(ə)rətɪv/ noun [count] BUSINESS a business or other organization owned by the people who work in it who also share the profits: *agricultural/fishing cooperatives*

**full-time** /fʊl 'taɪm/ adjective [usually before noun] done for the number of hours that people normally work in a complete week. Part-time work or study is done during just some of these hours: *It is hard to combine study with a full-time job.*

**know-how** /'nəʊ,haʊ/ noun [uncount] INFORMAL knowledge that is needed to do something, usually something practical

**physiotherapist** /ˌfɪziəʊ'therəpɪst/ noun [count] someone whose job is to treat injuries using special physical exercises

**youth** /ju:θ/ noun [uncount] young people in general: *youth culture/unemployment/training*

## 6.3 Grammar

### Modal verbs

**elevator** /'eləveɪtə(r)/ noun [count] AMERICAN a lift in a building  
**lift** /lɪft/ noun [count] BRITISH a machine that carries people up or down between different levels of a tall building: *Do you want to take the lift or use the stairs?*

**fee** /fi:/ noun [count] [usually plural] money that you pay to a professional person or institution for their work: *Tuition fees at Stanford have now reached \$40,000 a year.*

**franchise fee** /'fræntʃaɪz ,fi:/ noun [count] BUSINESS the initial sum of money that the franchisee pays to the franchiser for the right to join the franchise

**franchiser** or **franchisor** /'fræntʃaɪzə(r)/ noun [count] BUSINESS a person who licences a franchise; a business that sells franchises

**lawyer** /'lɔ:jə(r)/ noun [count] someone whose profession is to provide people with legal advice and services

**obligatory** /ə'blɪgət(ə)ri/ adjective FORMAL something that is obligatory must be done in order to obey a law or rule: *It is obligatory for members to be insured.*

**royalty** /'rɔɪəlti/ noun [count] a payment that someone such as a writer or musician gets each time their work is sold or performed; a payment from a franchisee to the franchiser, usually a percentage of gross sales

## 6.4 Speaking

### Meetings

**background music** /'bækgraʊnd ,mju:zɪk/ noun [count] quiet music that plays in a public place

**chair** /tʃeə(r)/ verb [transitive] to be the person in charge of a meeting, committee or company: *She subsequently chaired the executive board of the UN Children's Fund.*

**direct marketing** /di'rekt 'mɑ:(r)kɪtɪŋ/ noun [uncount] the sale of products to people by post or telephone instead of in shops

**flyer** /'flaɪə(r)/ noun [count] an announcement or advertisement that is printed on a sheet of paper and given to people: *Someone was handing out flyers advertising the local sales.*

**package** /'pækɪdʒ/ verb [transitive] to put things into boxes or wrap them so that they can be sold: *a company that manufactures and packages medicines*

**personal selling** /'pɜ:(r)s(ə)nəl 'selɪŋ/ noun [uncount] the job or skill of meeting people face to face (or speaking to people on the telephone) and persuading them to buy things

**promotional mix** /prə'məʊʃ(ə)nəl 'mɪks/ noun [uncount] the combination of all the elements that make up a company's promotion, for example, TV advertising, direct marketing, etc.

**voucher** /'vaʊtʃə(r)/ noun [count] an official piece of paper that you can use instead of money to buy a particular product or service: *a gift voucher*

## 6.5 Writing

### Agendas and minutes

**acquisition** /ækwɪ'zɪʃ(ə)n/ noun [count] BRITISH a company that is bought by another company: *The industry's wave of mergers and acquisitions continues.*

**AOB** /eɪ əʊ 'bi:/ abbreviation BRITISH any other business: things that are discussed at the end of a meeting

**apologies** /ə'pɒlədʒɪz/ noun [plural] BRITISH a statement from someone saying that they are sorry that they cannot go to a meeting

**chain** /tʃeɪn/ noun [count] a group of businesses such as shops, hotels, or restaurants that all belong to the same person or company: *Japan's leading hotel chain*

**forecast** /'fɔ:(r)kɑ:st/ noun [count] a statement about what is likely to happen, based on available information and usually relating to the weather, business or the economy: *The Treasury's forecast assumes that inflation will remain below 3%.*

**waste of time** /'weɪst əv 'taɪm/ noun [singular] a situation in which time, money or energy is used without bringing any useful result

## 6.6 Case study

### Solar Mobile

**component** /kəm'pəʊnənt/ noun [count] one of the different parts that a machine or piece of equipment consists of: *car components*

**device** /dɪ'vaɪs/ noun [count] a machine or piece of equipment that does a particular thing: *Secure your bike with this simple locking device.*

**gadget** /'gædʒɪt/ noun [count] a small tool or piece of equipment that does something useful or impressive: *kitchen gadgets*

**high street** /'haɪ ,stri:t/ noun [count] BRITISH the main street in a town or city, with a lot of businesses along it: *high street shops/banks/prices*

**plug in** /plʌg 'ɪn/ phrasal verb [transitive] to connect a piece of equipment to an electricity supply or to another piece of equipment: *Then I realized I hadn't plugged the TV in.*

**source** /sɔ:(r)s/ verb [transitive] [often passive] to get a product or basic material from somewhere: *All our timber is sourced from sustainable forests.*

## 7 Business costs

### 7.1 About business

#### Cutting costs

**account** /ə'kaunt/ noun [count] an arrangement in which a bank looks after your money. You can deposit (= put in) or withdraw (= take out) money when you need to: *There was only £50 in his bank account.*; a record showing how much you owe a shop or other business for goods or services that you have received: *I'll settle my account (= pay the money that I owe) in the morning.*

**asset** /'æset/ noun [count] [usually plural] something such as money or property that a person or company owns: *The business has assets totalling £5.1 million.*

**bankrupt** /'bæŋkrʌpt/ adjective a person or business that is bankrupt has officially admitted that they have no money and cannot pay what they owe: *Many of the companies that they had invested in went bankrupt.*

**freeze** /fri:z/ verb [transitive] to stop something from being available to someone: *The courts have frozen her bank account.*

**heating** /'hi:tiŋ/ noun [uncount] BRITISH equipment that produces the heat used for heating a building: *the installation of an improved heating system*

**homeless** /'həʊmləs/ adjective without a place to live: *The floods have killed hundreds and made thousands homeless.*

**overtime** /'əʊvə(r)'taɪm/ noun [count] extra hours that someone works at their job: *I've been working a lot of overtime lately.*

**reserve** /rɪ'zɜ:(r)v/ noun [count] [usually plural] a supply of something that a country or an organization can use when they need to: *The company has steadily drained its cash reserves.*

### 7.2 Vocabulary

#### Profit, loss and payment

**cheque** /tʃek/ noun [count] a piece of printed paper that you can use instead of money. The American word is check.: *Can I pay by cheque?*

**lend** /lend/ verb [intransitive/transitive] to give someone money that you expect them to pay back later: *Can you lend me £10?*

**mug** /mʌg/ noun [count] a cup with straight sides and no saucer, used mainly for hot drinks: *a coffee mug*

**souvenir** /,su:və'niə(r)/ noun [count] something that you buy during a holiday or at a special event to remind you later of being there: *She kept the tickets as a souvenir of the evening.*

**standing order** /,stændɪŋ 'ɔ:(r)də(r)/ noun [count/uncount] BRITISH an instruction that you give a bank to take a particular amount of money out of your account on a particular day, usually each month, to pay a person or organization for you. A direct debit is a similar arrangement, except that the amount can change and is decided by the person who you are paying.

### 7.3 Grammar

#### Future forms and first conditional

**bed and breakfast** /bed ən 'brekfəst/ noun [uncount] TOURISM the service of providing a room for the night and a meal the next morning: *The price is £30 for bed and breakfast.*

**contingency plan** /kən'tɪndʒ(ə)nsi 'plæn/ noun [count] a set of plans or actions that help you to prepare for possible bad events

**entertainment** /,entə(r)'teɪnmənt/ noun [count/uncount] performances that people enjoy: *There will be entertainment and a buffet luncheon for a cost of £30.*

**quote** /kwəʊt/ verb [transitive] to tell someone what price you would charge them to do a particular piece of work: *How much did they quote for the job?*

**specification** /,spesɪfɪ'keɪʃ(ə)n/ noun [count] an exact measurement or detailed plan about how something is to be made: *Specifications require ceilings to be 15 feet high.*

**wind farm** /'wɪnd ,fɑ:(r)m/ noun [count] a place where wind turbines are used for producing electricity from the power of the wind

### 7.4 Speaking

#### Negotiating

**concession** /kən'seɪʃ(ə)n/ noun [count] something you give or allow to someone in order to reach an agreement: *The company has already made several concessions on pay.*

**downtown** /,daʊn'taʊn/ adjective, adverb MAINLY AMERICAN in or near the centre of a town or city, especially the business or shopping areas: *Let's go downtown.*

**limo** /'lɪməʊ/ noun [count] INFORMAL a limousine /,lɪmə'zi:n/ a large expensive comfortable car in which a screen separates the driver from the passengers: *a chauffeur-driven limousine*

**pay rise** /'peɪ ,raɪz/ noun [count] BRITISH an increase in your salary. The American word is pay raise: *Nurses have been awarded a 3% pay rise.*

### 7.5 Writing

#### Asking for payment

**outstanding** /aʊt'stændɪŋ/ adjective an amount of money that is outstanding has not yet been paid: *All your outstanding debts must be settled now.*

**overdue** /,əʊvə(r)'dju:/ adjective a payment that is overdue should have been paid before now

**promise** /'prɒmɪs/ noun [count] a statement in which you say that something will definitely happen, or you will definitely do something: *the party's election promises*

**reminder** /rɪ'maɪndə(r)/ noun [count] [usually singular] a letter or note that reminds you of something that you need to do or need to remember: *If an instalment is not paid, a reminder is issued.*

**suspend** /sə'spend/ verb [transitive] [often passive] to officially stop something for a short time: *Operations at the plant have been suspended because of safety concerns.*

**threat** /θret/ noun [count] a situation or an activity that could cause harm or danger: *Officials were confident there had been no threat to public health.*

## 7.6 Case study

### Doug's Mugs

**depreciation** /diˌpriːʃi'eɪʃ(ə)n/ noun [uncount] the process of becoming less valuable

**emigrate** /'emɪɡreɪt/ verb [intransitive] to leave your country in order to live in another country: *We're thinking of emigrating to New Zealand.*

**Kiwi** /'kiːwiː/ noun [count] INFORMAL someone from New Zealand

**solicitor** /sə'lɪsɪtə(r)/ noun [count] in the UK, a lawyer who gives legal advice, writes legal contracts and represents people in the lower courts of law

## 8 Global trade

### 8.1 About business

#### International franchising

**BRIC** /brɪk/ noun [count] an acronym for Brazil, Russia, India and China, often used to refer to the rapidly growing economies of these countries: *BRIC economy/country/market*

**diversity** /daɪ'vɜː(r)səti/ noun [singular/uncount] the fact that very different people or things exist within a group or place: *We value the rich ethnic and cultural diversity of the group.*

**emerging market** /'ɪmɜː(r)dʒɪŋ 'mɑː(r)kɪt/ noun [count] a country that is in the process of rapid growth and industrialization

**GDP** /dʒiː diː 'piː/ noun [count] ECONOMICS gross domestic product: the total value of the goods and services that a country produces in a year, not including income received from money invested in other countries

**outlet** /'aʊtˌlet/ noun [count] a shop or place where a particular product is sold: *Most of their sales are through traditional retail outlets.*

**penetrate** /'penəˌtreɪt/ verb [intransitive/transitive] to reach or affect something such as a part of society: *one of the last cultures in the world that television has not penetrated*

**player** /'pleɪə(r)/ noun [count] a person or organization that influences a situation, especially in business or politics: *Germany is seen as a key player within the European Union.*

**reward** /rɪ'wɔː(r)d/ noun [count/uncount] money that you receive for working: *Financial rewards and promotion will be linked to performance.*

### 8.2 Vocabulary

#### Franchising and project management

**completion** /kəm'pliːʃ(ə)n/ noun [uncount] the time when an activity or job is finished: *The completion date for the tunnel is December 2014.*

**profile** /'prəʊfaɪl/ noun [count] a description of a person, group or organization that contains all the details that someone needs: *a detailed profile of the construction industry*

**recruit** /rɪ'kruːt/ verb [intransitive/transitive] to get someone to work in a company or join an organization: *We won't be recruiting again until next year.*

**status** /'steɪtəs/ noun [uncount] the level of importance or progress in a particular situation or discussion: *Officials are now discussing the current status of the health reform laws.*

### 8.3 Grammar

#### Present perfect

**frogs' legs** /'frɒgz ˌlegz/ noun [plural] a typical French dish, often prepared by frying the frogs' legs in garlic

**people skills** /'piːp(ə)l ˌskɪlz/ noun [plural] the ability to communicate effectively with people in a friendly way, especially in business

**premises** /'premɪsɪz/ noun [plural] the buildings and land that a business or organization uses: *The charity is hoping to move to new premises next year.*

**snail** /sneɪl/ noun [count] a small animal that has a soft body, no legs, and a hard shell on its back. Snails move very slowly.

### 8.4 Speaking

#### Giving updates and handling questions

**attitude** /'ætɪˌtjuːd/ noun [count] someone's opinions or feelings about something, especially as shown by their behaviour: *an unhealthy social environment that encourages negative attitudes*

**Gantt chart** /'gænt ˌtʃɑː(r)t/ noun [count] BUSINESS a tool used in planning a project, which shows pieces of work and the time periods within which they should be done

**update** /'ʌpdeɪt/ noun [count] a report or broadcast containing all the latest news or information: *The president gets regular updates from the National Security Council.*

### 8.5 Writing

#### Progress reports

**backup** /'bækʌp/ noun [count/uncount] people or equipment that can be used when extra help is needed: *a backup generator/crew*

**hardwood** /'hɑː(r)dˌwɒd/ noun [count/uncount] hard strong wood from trees such as oak or mahogany

**sustainable** /sə'steɪnəb(ə)l/ adjective using methods that do not harm the environment: *sustainable agriculture*

**unsuitable** /ʌn'suːtəb(ə)l/ adjective not suitable for a particular situation, purpose or person: *an unsuitable candidate*

### 8.6 Case study

#### An international opportunity

**Mountie** /'maʊnti/ noun [count] a member of the Royal Canadian Mounted Police, a special group of the Canadian police who ride horses

**pre-teen** /ˌpriː ˈtiːn/ adjective and noun [count] relating to children between 9 and 12 years old: *pre-teen tastes/fashions*

**ROI** /ˌrɔː(r) əʊ 'aɪ/ abbreviation BUSINESS return on investment /rɪˌtɜː(r)n ɒn ɪnˈves(t)mənt/: the profit from a business activity in a financial year compared with the amount invested in it

**tween** /twiːn/ noun [count] a young person between about 9 and 14 years old

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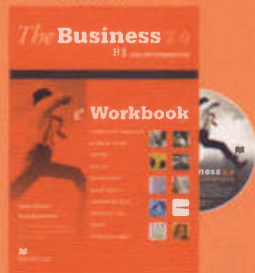
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