# Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Language Focus</th>
<th>Skills</th>
<th>Vocabulary</th>
<th>Business Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Customers</strong></td>
<td>Direct and indirect question forms</td>
<td><strong>Writing:</strong> Formal letters</td>
<td><strong>Key Vocabulary:</strong> Making offers (speaking)</td>
</tr>
<tr>
<td>page 4</td>
<td><strong>Pronunciation:</strong> Weak and strong forms /dʒə/ /dʒə/</td>
<td><strong>Reading:</strong> Kwik-Fit advertisement</td>
<td><strong>Reading:</strong> Companies</td>
<td><strong>Final Task:</strong> Final Task: Roleplay: customer care (speaking)</td>
</tr>
<tr>
<td></td>
<td><strong>Listening:</strong> Customer service</td>
<td><strong>Listening:</strong> Customer service</td>
<td><strong>Listening:</strong> Four major companies</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Companies</strong></td>
<td>Present simple and present continuous</td>
<td><strong>Writing:</strong> Avoiding repetition</td>
<td><strong>Key Vocabulary:</strong> Presenting information (speaking)</td>
</tr>
<tr>
<td>page 14</td>
<td><strong>Pronunciation:</strong> Sentence stress</td>
<td><strong>Reading:</strong> FT Graduate Training</td>
<td><strong>Reading:</strong> Companies</td>
<td><strong>Final Task:</strong> Presenting information about companies (speaking)</td>
</tr>
<tr>
<td></td>
<td>Third person singular /s/ /z/ /nz/</td>
<td><strong>Listening:</strong> Four major companies</td>
<td><strong>Listening:</strong> Word building</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Travel</strong></td>
<td>Present continuous for future: fixed arrangements</td>
<td><strong>Writing:</strong> Faxes</td>
<td><strong>Key Vocabulary:</strong> Introductions and socialising (speaking)</td>
</tr>
<tr>
<td>page 24</td>
<td><strong>Pronunciation:</strong> Contractions of to be</td>
<td><strong>Reading:</strong> The Japanese in Britain</td>
<td><strong>Reading:</strong> Word partners</td>
<td><strong>Final Task:</strong> Final Task: Introductions and talking to new colleagues (speaking)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Listening:</strong> International travel</td>
<td><strong>Listening:</strong> Adjectives of nationality</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td><strong>Troubleshooting</strong></td>
<td>Should, ought to: making recommendations</td>
<td><strong>Writing:</strong> Clauses of purpose</td>
<td><strong>Key Vocabulary:</strong> Report writing: recommendations (writing)</td>
</tr>
<tr>
<td>page 36</td>
<td><strong>Pronunciation:</strong> Polite intonation</td>
<td><strong>Reading:</strong> Ford's spy team</td>
<td><strong>Reading:</strong> Troubleshooting</td>
<td><strong>Final Task:</strong> Final Task: Giving business advice (speaking)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Listening:</strong> Project management</td>
<td><strong>Reading:</strong> Synonyms</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td><strong>Company History</strong></td>
<td>Past simple: regular and irregular verbs</td>
<td><strong>Writing:</strong> Sequencing ideas</td>
<td><strong>Key Vocabulary:</strong> Giving presentations on company histories (speaking)</td>
</tr>
<tr>
<td>page 46</td>
<td><strong>Pronunciation:</strong> Past simple endings /t/ /d/ /id/</td>
<td><strong>Reading:</strong> Bic's company history</td>
<td><strong>Reading:</strong> Company history</td>
<td><strong>Final Task:</strong> Company histories (writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Listening:</strong> Zurich Financial Services Group</td>
<td><strong>Listening:</strong> Adjective and noun partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>company history</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td><strong>Retailing</strong></td>
<td>Definite, indefinite, zero articles</td>
<td><strong>Writing:</strong> expanding notes</td>
<td><strong>Key Vocabulary:</strong> Telephoning (speaking)</td>
</tr>
<tr>
<td>page 56</td>
<td><strong>Defining relative clauses</strong></td>
<td><strong>Reading:</strong> Bar codes</td>
<td><strong>Reading:</strong> Retailing</td>
<td><strong>Final Task:</strong> Final Task: Market research roleplay (speaking)</td>
</tr>
<tr>
<td></td>
<td><strong>Pronunciation:</strong> /ðə/ /ði:/</td>
<td><strong>Listening:</strong> Shopping at IKEA</td>
<td><strong>Listening:</strong> Word groups</td>
<td></td>
</tr>
</tbody>
</table>

**Review 1**

**Review 2**
<table>
<thead>
<tr>
<th><strong>Unit 7</strong></th>
<th><strong>Language Focus</strong></th>
<th><strong>Skills</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Business Communication</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Products</strong></td>
<td>Order of adjectives</td>
<td>Writing: Linking words of cause and effect</td>
<td>Key Vocabulary: Products</td>
<td>Product presentations (speaking)</td>
</tr>
<tr>
<td>page 70</td>
<td>Comparative and superlative adjectives</td>
<td>Reading: Dyson product launch</td>
<td>Word partners</td>
<td>Final Task: Presenting a product (speaking)</td>
</tr>
<tr>
<td></td>
<td>Pronunciation: Weak forms /ə/ /æst/ /ən/ /əz/</td>
<td>Listening: Advertising products</td>
<td>Word building</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 8</strong></td>
<td><strong>Going to for future plans and intentions</strong></td>
<td>Writing: Clauses of contrast</td>
<td>Key Vocabulary: People</td>
<td>Talking about your job (speaking)</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><strong>Will for the future</strong></td>
<td>Reading: Management styles</td>
<td>Word building</td>
<td>Final Task: Action planning career objectives (writing)</td>
</tr>
<tr>
<td>page 82</td>
<td><strong>Pronunciation:</strong> Weak forms of to /tə/ Short form of will</td>
<td>Listening: Aspects of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 9</strong></td>
<td><strong>Modal verbs of possibility</strong></td>
<td>Writing: connectors of addition</td>
<td>Key Vocabulary: Business environment</td>
<td>Describing trends: Interpreting graphs (speaking)</td>
</tr>
<tr>
<td><strong>Business Environment</strong></td>
<td><strong>Present passive</strong></td>
<td>Reading: Marks &amp; Spencer</td>
<td>Word partners</td>
<td>Final Task: Information exchange: describing trends in cinema attendance (speaking)</td>
</tr>
<tr>
<td>page 94</td>
<td><strong>Pronunciation:</strong> Word linking Stress patterns</td>
<td>Listening: World competitive scoreboard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Review 3

| **Unit 10** | **Finance** | Writing: rephrasing and exemplifying | Key Vocabulary: Finance | Scale of probability (speaking) |
| --- | --- | --- | Word partners | Final Task: Discussing companies’ financial decisions (speaking) |
| page 108 | **Figures and numbers** | Reading: investment accounts |   |   |
|   | **Transitive and intransitive verbs** | Listening: profit and loss |   |   |
|   | **Pronunciation:** Saying numerals, word recognition |   |   |   |
| **Unit 11** | **Conditional 1** | Writing: both…and, either…or, neither…nor | Key Vocabulary: Corporate Responsibility | Negotiating (speaking and writing) |
| **Corporate Responsibility** | **Gerunds and infinitives** | Reading: late payment | Word groups | Final Task: Negotiation roleplay (speaking) |
| page 120 | **Pronunciation:** Short forms | Listening: the ethical consumer |   |   |
| **Unit 12** | **Present perfect: present result present perfect: unfinished time** | Writing: Curriculum vitae | Key Vocabulary: Competition | Interviews (speaking) |
| **Competition** | **Pronunciation:** Strong and weak forms /hæv/ /hæz/ /fə/ | Reading: Pepsi and Coca-Cola | Word groups | Final Task: Review of First Insights into Business (speaking) |
| page 132 |   | Listening: Global competition |   |   |
Companies need customers. Some companies provide goods such as clothes, cars and food. Other companies provide services, for example insurance, banking, information technology or training.

Companies want repeat business, in other words, they want customers to buy from them again and again. To win customer loyalty, many companies have a code of practice, or set of rules, for customer care. The code of practice explains what the customer can expect of the company. Customers can complain about the service, or help, they receive and the goods they buy.

BRITISH Airways employees who make customers unhappy must apologise in person. The company also has a number of items that it can give to customers who are dissatisfied with their service. These range from food hampers and calculators to soft toys and chocolates.
Cross-cultural Comparison

1. Attitudes to customer care may be different in different countries. Work in pairs and discuss the five situations below.

**WHAT MAKES GOOD CUSTOMER CARE?**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Description</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation 1</td>
<td>A customer waits in a queue for ten minutes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation 2</td>
<td>The phone rings eight times before someone in the company answers it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation 3</td>
<td>A customer phones a company. The person who answers does not have the information to answer the customer’s question, but tries to answer it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation 4</td>
<td>A company answers customers’ letters in five working days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation 5</td>
<td>A customer makes a complaint. The company employee takes all the details, apologises and promises to take action.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. 1.2 Listen to a man talking about customer care. Which of the situations is he describing? Does he think this is good customer care? What do you think?
Direct and indirect question forms

1. Tim Saunders wants to join a health and fitness club. He phones Hi-tone Health and Fitness Centre. Listen and answer the questions.
   1. What is good about the customer service Tim Saunders receives?
   2. Do you have any criticisms of the customer service?

2. Tim Saunders asks two types of questions: direct questions and indirect questions. Listen again and tick (√) the questions he asks.

<table>
<thead>
<tr>
<th>DIRECT QUESTIONS</th>
<th>INDIRECT QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wh/How questions</strong></td>
<td><strong>Wh/How questions</strong></td>
</tr>
<tr>
<td>1 a  How much does it cost?</td>
<td>1 b  Could you tell me how much it costs?</td>
</tr>
<tr>
<td>2 a  What are your opening hours?</td>
<td>2 b  Could you tell me what your opening hours are?</td>
</tr>
<tr>
<td>3 a  What's the procedure?</td>
<td>3 b  Could you tell me what the procedure is?</td>
</tr>
<tr>
<td>4 a  What qualifications do your instructors have?</td>
<td>4 b  Could you tell me what qualifications your instructors have?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No questions</th>
<th>Yes/No questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The answer to the questions is yes or no)</td>
<td>(The answer to the questions is yes or no)</td>
</tr>
<tr>
<td>5 a  Do you have fitness classes as well?</td>
<td>5 b  Could you tell me if you have fitness classes as well?</td>
</tr>
<tr>
<td>6 a  Is there a maximum number in each class?</td>
<td>6 b  Can you tell me if there is a maximum number in each class?</td>
</tr>
<tr>
<td>7 a  Do you offer an introductory session?</td>
<td>7 b  Could you tell me if you offer an introductory session?</td>
</tr>
<tr>
<td>8 a  Is it possible to bring guests?</td>
<td>8 b  Can you tell me if it's possible to bring guests?</td>
</tr>
</tbody>
</table>
3 Look at the direct and indirect questions again and notice the differences between them.

1 Which type of question do we often use:
   a with people we don’t know very well?
   b when we ask a ‘difficult’ question?

2 Are the statements below true (T) or false (F)?

   **Wh/How questions**
   a For indirect questions we do not use the auxiliary verb do. T/F
   b For indirect questions the main verb comes at the end of the question. T/F

   **Yes/No questions**
   c For indirect questions we do not use the auxiliary verb do. T/F
   d For indirect questions we use normal sentence order after the word if. T/F

4 In your language do you use different question types for someone you don’t know well? How do you change the question?

   ➤ Grammar Reference page 155

**Pronunciation**

**Weak and strong forms /də/ /du:/**

1 1 4 Listen to the questions and answers below. Notice the different pronunciation of the verb do. Listen again and repeat.

<table>
<thead>
<tr>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do you have fitness classes as well?</td>
<td>Yes, we do.</td>
</tr>
<tr>
<td>2 Do you offer an introductory session?</td>
<td>Yes, we do.</td>
</tr>
<tr>
<td>3 Do you have a swimming pool?</td>
<td>Yes, we do.</td>
</tr>
<tr>
<td>4 Do you have a code of practice?</td>
<td>Yes, we do.</td>
</tr>
</tbody>
</table>

2 When do we use the weak form? When do we use the strong form?
1 Tim Saunders is now at Hi-tone Health and Fitness Centre. The instructor is asking him some questions. Match the two parts of the instructor’s questions.

| 1  Do you       | a  do you want to come to the Centre? |
| 2  What are    | b  what your objectives are?          |
| 3  Could you tell me if | c  you have any medical problems or injuries? |
| 4  How often   | d  do any exercise at the moment?     |
| 5  Can you tell me | e  your favourite sports?             |
| 6  What        | f  do you do?                          |

2 Now match Tim Saunders’ answers to each question in exercise 1.
Example: 1 d  Do you do any exercise at the moment?
          iii No, I don’t. And the problem is I sit at my desk all day.

i I’m a business analyst.
ii I want to get fit and I want to lose a few kilos too.
iii No, I don’t. And the problem is I sit at my desk all day.
iv Probably three or four times a week.
v I like swimming and I enjoy a game of squash now and again!
vi No, I’m very healthy, thank goodness.

3  1.5 Now listen and check your answers.

4 Work in pairs. Student A is a customer and Student B is a health club manager.

STUDENT A
You want to join a health and fitness club. You visit a club for an introductory session and meet the manager. You know it is expensive to join – all clubs are so you want to get a lot of information about the services they offer.

Answer Student B’s questions.
Use direct and indirect questions to ask about
- opening hours
- facilities
- fitness classes

Now decide if you want to join the club and give your reasons. (Don’t say what you decide yet!)

STUDENT B
Welcome the customer. Find out his/her
- name
- job
- fitness level

Answer his/her questions about the club’s opening hours and facilities.

When you have finished decide if you think Student A wants to join the club. Give your reasons. Then ask Student A if you are right.
**Capital letters**

1 Read the lists below. When do we use capital letters?
   
   Example 1: We use capital letters for people's names and titles.
   
   1 Dr Yemeh, Ms Perez, Prof. Brown, Sir David, Danuta Lochowski
   2 the Customer Service Manager, the Personnel Director
   3 Oxford Street, the Champs Elysées
   4 London, Paris, Tokyo, New York
   5 the River Thames, Mount Etna, the Black Forest
   6 Monday, Tuesday, Saturday, April, September, June
   7 Christmas Day, Ramadan, New Year
   8 Finland, Brazil, Fin, Brazilian, Finnish, Brazilian
   9 the Ritz Hotel, the Guggenheim Museum, the British Museum
   10 First Direct, BA (British Airways), Coca-Cola
   11 a CD, a TV, a BMW, a VW, an XR3i

2 Read the letter. The writer has problems with his word processor. Where does he need to use capital letters? For more on letter writing, see Workbook page 71.

---

**Hi-tone**

**HEALTH AND FITNESS CENTRE**

rushmoor hotel, crawley, west sussex

phone/fax: 011293 4000064

20 July

Mr T Saunders

25 Crawley Road

Reigate

Dear Mr Saunders

We are delighted to enclose your membership card for Hi-Tone Health and Fitness Centre. On your next visit one of our instructors will guide you through your new fitness programme and show you how to use the equipment in the gym. Please phone to arrange a time convenient to you.

We hope to welcome you to our many social events. We have an action-packed programme over the summer starting with a 1970s disco evening on 4 June.

As a member of the centre you are entitled to a 15% discount on food and drink. The sports bar is also equipped with Sky TV*.

We look forward to seeing you soon.

Yours sincerely

**Julian Darleston**

Julian Darleston

Assistant Manager

*Sky TV: a satellite TV station with sports channels
Listening

Customer Service

1 1.6a Listen to Ann Hislop and Stephen Nicholl talking about a bank called First Direct and a multinational retailer called Marks & Spencer.

1 Who is loyal to Marks & Spencer?
   a Ann  b Stephen  c Ann and Stephen

2 Which words do Ann and Stephen use to describe the staff at Marks & Spencer?
   a friendly  b courteous  c helpful  d quick
   e professional  f well-dressed  g co-operative  h loyal to the company

3 Which word does Ann use to describe the quality of the products?

4 How does Stephen do his banking?
   a by going to the bank  b by phone  c by post

2 1.6b Listen again to Stephen’s opinion of First Direct. Complete the summary.

Stephen is ________ to First Direct because they are extremely _________. He can do his banking over the ________ at any time of the day; he can find out how much there is in his ________ and he can pay his _________. He also thinks the staff are very ________ and very _________.

3 Work in pairs. Find the opposites to the words in exercise 1, question 2.

d i s c o u r t e o u s t h m u i y a c m n r p l u n k c b v n s l o w i f b e i m p o l l t c l a k a d r i f a t r w b a i o o g e p n i e z o d o l t r a o y s e n o e s i e c f r e y r p a c o i d n s o b g e d s n l e l t d e i d q w q v s o p r t r b e m o l l m u j d s m b s i a o y t u c y x z o r i v r e f t a i o n b k b r o x o e t k n i a s n o a h r m i t n i c a e v v l d c s u w p n w c a u w s h e m g u n h e l p f u l e e a o s b a d l y d r e s s e d h l n w

4 Work in pairs. Think of a company and discuss the attitude of the staff and the quality of the products or services.
**Reading**

1. Kwik-Fit is a company which puts new parts on cars while the customer waits. Scan the advertisement and give reasons for choosing Kwik-Fit.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open ________________ days per week.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Free ________________ tyre-fitting.</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Extended ________________</td>
</tr>
</tbody>
</table>

2. Here are five benefits that Kwik-Fit offers its customers:

   a. long hours  
   b. fast service  
   c. customer choice  
   d. free service  
   e. peace of mind

   Read the text carefully and match each benefit to one of the reasons (1–5) in exercise 1.
   
   Example:
   a. long hours – 1 Open seven days a week (para 1)

**Vocabulary**

**Word partners**

1. Match the words below to make four word partners from the text.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kwik-Fit   a. helpline</td>
</tr>
<tr>
<td>2</td>
<td>late night b. guarantee</td>
</tr>
<tr>
<td>3</td>
<td>lifelong   c. openings</td>
</tr>
<tr>
<td>4</td>
<td>customer   d. fitter</td>
</tr>
</tbody>
</table>

2. Now use the word partners to complete these sentences.

   1. More and more shops have ________________ ________________ to allow people to shop after work.

   2. A ________________ on exhausts means Kwik-Fit repairs problems to its own exhaust pipes free of charge.

   3. Many companies have a 24 hour ________________ so people can phone in for help at any time.

   4. The Kwik-Fit slogan is “You can’t get better than a ________________ ________________!”.
Making offers

1 Look at the pictures and read the captions. Underline the phrases that show that the people are making an offer.

1. Here are your drinks, madam. Would you like to see the menu now?
2. Your mineral water, sir. Would you like ice and lemon with it?
3. There’s a telephone call for you, madam. Shall I put it through to your room?

2 1.7 Listen to three conversations and answer the questions.
1. What does the secretary offer to do in each conversation?
2. Does the customer accept or refuse the offer in each conversation?

3 Listen again. Which words do the speakers use:
1. to make an offer?
2. to accept an offer?
3. to refuse an offer?

Look at the tapescript on page 164 to check your answers.

4 Match an offer with the customer’s reply.

<table>
<thead>
<tr>
<th>OFFER</th>
<th>CUSTOMER REPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you like some help?</td>
<td>a. Thanks very much, but I’m afraid I don’t have time today. Maybe next time?</td>
</tr>
<tr>
<td>2. Would you like us to send you our new catalogue?</td>
<td>b. Erm, I’m afraid I’m not here next week. Would it be possible to make it the week after?</td>
</tr>
<tr>
<td>3. Would you like a drink?</td>
<td>c. Yes, please. Could you send it to me at ...</td>
</tr>
<tr>
<td>4. Shall I arrange for someone to come and see you next week?</td>
<td>d. No thanks, I’m just looking.</td>
</tr>
<tr>
<td>5. I am sorry about this. We can, of course, offer you a refund.</td>
<td>e. Fine. Could I have it in cash please?</td>
</tr>
<tr>
<td>6. Would you like to look around the factory?</td>
<td>f. Thanks very much. Could I have a mineral water?</td>
</tr>
</tbody>
</table>
5 Work in pairs. Decide what the people say in these situations.

1 A passenger and a check-in attendant. The passenger wants to upgrade her airline ticket from business class to first class. The check-in attendant can give an upgrade and asks about the type of seat – window seat or aisle seat?

2 A shop manager and a customer. The customer returns a silk shirt to the shop – a button is missing.

3 A supplier and a customer. The supplier invites the customer to dinner.

4 A marketing assistant and a marketing manager. The assistant offers to phone customers to find out their opinions on a new product.

Final Task  Speaking

STUDENT A
You are doing some research on customer care. You phone the Customer Services Manager at a major company. Find out:
• if they have a code of practice.
• what their customer care practices are.
(Use indirect questions!)

STUDENT B
You are the Customer Services Manager of a major company. Public relations are very important so you are happy to help your caller, Student A.
• Offer to send the caller your code of practice.
• Explain your customer care practices.

Checklist for Unit 1:
1 What does customer loyalty mean?
2 Give two examples of good customer care.
3 What does British Airways offer its customers?
4 What does First Direct bank offer its customers?
5 Change this direct question into an indirect question: Do you have a code of practice?
Companies

In this unit:
- Language Focus
  Present simple and present continuous
  Pronunciation: third person singular /s/ /z/ /iz/,
  sentence stress
- Skills
  Writing: avoiding repetition
  Reading: FT Graduate Training Programme
  Listening: four major companies
- Vocabulary
  Word building
- Business Communication
  Presenting information

Key Vocabulary

Companies are involved in many activities, for example **buying**, **selling**, **marketing** and **production**, in a range of different industries, such as **information technology**, **telecommunications**, **film**, and **car manufacture**. Many well-known companies are **multinationals**, these are companies which **operate** in a number of countries. Multinationals often have a complicated structure. There is usually a **parent** or **holding company**. This company owns other companies or parts of other companies. These other companies are called **subsidiaries**.

Lead-in

1. Look at the photos and identify the four companies.

http://www.reuters.com/
2 Match the information about these multinational companies to the correct company logo.

<table>
<thead>
<tr>
<th>Company logo</th>
<th>Company activities</th>
<th>The company says</th>
</tr>
</thead>
<tbody>
<tr>
<td>REUTERS</td>
<td>The third largest record company in the world. It is also the world's largest publisher of songs and music.</td>
<td>a ‘We are committed to providing high quality food.’</td>
</tr>
<tr>
<td>The EMI Group</td>
<td>The world's largest hamburger restaurant company. It has over 19,000 restaurants in 100 countries.</td>
<td>b ‘(We) lead the world in the provision of news and financial information to broadcasters, newspapers, financial markets and on-line services.’</td>
</tr>
<tr>
<td>DHL</td>
<td>This company provides news and financial data to the business community.</td>
<td>c ‘We aim to be the world’s premier music company in all aspects of our business.’</td>
</tr>
<tr>
<td>McDonald's</td>
<td>This company is an international air-express carrier. It delivers packages and documents all over the world.</td>
<td>d ‘We keep your promises.’</td>
</tr>
</tbody>
</table>

3 Work in groups. Choose three of these companies.

| BMW | Coca-Cola | Nike | Levi Strauss & Co. | Microsoft |

Write what you know about:
1 what each company produces or provides
2 where the company started
3 where the company operates
4 who its main competitors are
Language Focus

Present simple and present continuous

1. Read the advertisement. Do you think this is an interesting job? Say why.

2. Now complete the paragraph on the right.

Granada Film wants to recruit a
1. ____________________.

Granada Film is part of the 2. _____________________. The company
3. ____________________ and 4. ____________________ films.

They want someone with the following experience and skills:
5. ____________________

6. ____________________

7. ____________________

He/She will join the finance team and report to the 8. ____________________.

To apply, send a 9. ____________________ and a 10. ____________________ to the Personnel Department.

3. Find these sentences in the advertisement and write in the verb.

1. Granada Film, part of the Granada Media Group, ____________ and ____________ a broad range of films for the UK and international markets.

2. Due to expansion we ____________ a Finance Manager with film finance experience, good communication skills and the ability to work under pressure.

The verb in sentence 1 above is in the present simple tense.
The verb in sentence 2 is in the present continuous tense.

3. Which tense do we use to talk about a non-permanent or a current activity?

4. Which tense do we use to talk about a fact or permanent activity?

Grammar Reference page 150
Pronunciation

Third person singular /s/ /z/ /iz/

1 2.2 The 's' at the end of the he, she, it forms is pronounced in three different ways. Listen and notice the difference.

<table>
<thead>
<tr>
<th></th>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>looks</td>
<td>sells</td>
<td>produces</td>
<td></td>
</tr>
<tr>
<td>presents</td>
<td>plays</td>
<td>changes</td>
<td></td>
</tr>
</tbody>
</table>

2 2.3 Now listen to these verbs. Put each group under the correct column heading /s/ /z/ or /iz/.

a welcomes buys applies delivers includes provides
b increases finances closes publishes watches manages
c stops wants markets operates takes works

3 Complete the rules.

1 For verbs that end in /p/, /t/, /k/, /i/ we pronounce the final s
2 For verbs that end in /s/, /z/, /l/, /t/, /d/ we pronounce the final s
3 For verbs that end in all other sounds we pronounce the final s

Language Practice

1 You decide to invest some money in a company. Your final choice is between a pharmaceutical company and a cable operator.
What does each company do? Look at the pictures and use the words in the box to help you.

Pharmaceutical products

- to develop
- to manufacture
- to prepare
- to launch
- to provide
- to expand

Putting down a cable

2 2.4 Listen to a business analyst and complete the table below.

<table>
<thead>
<tr>
<th>PHARMACEUTICAL COMPANY</th>
<th>CABLE OPERATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the company does</td>
<td></td>
</tr>
<tr>
<td>Current activities</td>
<td></td>
</tr>
</tbody>
</table>
Reading 1 Quickly read the text below.

1. Is the text
   a. a recruitment advert?
   b. a news article?
   c. an advert for the Financial Times?

2. Is the text for
   a. people who have just finished university?
   b. people with experience?
   c. people who haven’t been to university?

FINANCIAL TIMES GROUP
BUSINESS GRADUATE TRAINEE PROGRAMME

The Financial Times Group is part of Pearson plc, the international media group with interests in publishing, television production, broadcasting, and electronic and multimedia business. The Financial Times Group includes:

The Financial Times: the world’s best business newspaper.
Financial Times Information: providers of electronic and specialist financial information.
FT Business: providers of specialist business information for finance, energy, media and telecoms industries.
FT Electronic Publishing: Europe’s leading provider of electronic general business information.
Les Echos: France’s leading business daily newspaper.
Recoletos: Spain’s leading newspaper and magazine publisher.

The Financial Times Group is planning to recruit up to six business graduates for a fifteen month training programme, enabling participants to gain an overall understanding of the business. Projects may include work in strategic planning, product development, editorial, marketing and advertisement sales.

The requirements
- ability to think innovatively and practically
- a high degree of business awareness
- good communication skills
- ambition
- a wide range of interests and experience

Salary
£21,000 per annum

How to apply
Please apply, enclosing CV and covering letter, marking your envelope ‘Business Graduate Trainee Programme’, to the Head of Employee Relations, Financial Times, Number One Southwark Bridge, London SE 9HL.

We believe in equality of opportunity and employ people solely on the basis of their abilities.
2 Read the text carefully and answer these questions.
1 What is the parent company of the Financial Times Group (FT)?
2 Which four areas does the parent company operate in?
3 Which four areas does the Financial Times Group operate in?
   a newspapers   d financial information   g business information
   b magazines    e television              h books
   c software manuals f electronic information
4 Name three newspapers which the FT Group publishes.
5 What is the FT Group planning?
6 Graduate recruits can expect to gain experience in a number of areas. Name three of them.
7 What requirements does the FT have of the recruits?
8 Which of these are personal qualities? Which of these are skills or knowledge?
9 How long is the training scheme?
10 What is one of the company's beliefs?

3 Do you think this is a good company to work for?

Vocabulary

Word building

1 The nouns in the table are in the text. Write in the verb forms.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 production</td>
<td>production</td>
</tr>
<tr>
<td>2 providers</td>
<td>provision (not in text)</td>
</tr>
<tr>
<td>3 development</td>
<td></td>
</tr>
<tr>
<td>4 marketing</td>
<td>market (not in text)</td>
</tr>
<tr>
<td>5 advertisement</td>
<td></td>
</tr>
</tbody>
</table>

2 Use a verb or noun from the table to fill the gaps. (Use one noun twice.)

There are usually several different departments in a company, and they all need to work together to make the company successful. Companies offer products or services to the consumer in a competitive 1 ________. In the manufacturing sector 2 __________ development is a key activity. Companies 3 __________ new products and launch them on the 4 ___________. They try to keep the cost of 5 __________ low to stay competitive. It is essential to 6 __________ the product and to tell the consumer about it.
Listening

1 Work in pairs. Say what you know about the companies in the table.

<table>
<thead>
<tr>
<th>Nationality</th>
<th>UNITED COLORS OF BENETTON</th>
<th>DAIMLERCHRYSLER</th>
<th>SONY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other info</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 2.5 Tom Armstrong and Rachel Humphries talk about the four companies. Listen and complete the table.

Writing

Avoiding repetition

1 Each word in italics below refers to something already mentioned. Work in pairs and say what each word in italics refers to.

Does it refer to a noun? adjective? verb?

Example:

1 Many **companies** produce hamburgers. McDonald's is an internationally famous **one**.

"one" refers to a noun - "companies"

2 Some companies are multinationals and **others** are not.

3 Reuters provides information for many different clients; these include newspapers and financial markets.

4 The EMI Group produces records. The **company** is also involved in music retailing.

5 DHL is an international air express carrier. **It** delivers documents and packages all over the world.

6 There are 300 HMV Group stores around the world. **They** are located in 8 countries.

7 Many fast food companies operate on a franchise basis. McDonald's is **one of them**.

2 Read the paragraph below and change the underlined words to avoid repetition.

Example:

1 The Virgin Group's interests include... → These include...

The Virgin Group has many interests. 1 The Virgin Group's interests include international 'Mega Store' music retailing, book and software publishing, film and video editing facilities and clubs and hotels. 2 The Virgin Group's interests also include a model agency, Virgin Cola, and a radio station. 3 The Virgin Group operates many companies. Virgin Atlantic is 4 a Virgin Group company. Virgin Atlantic is well-known for its superior service at a competitive price.

3 Use your notes from the Listening to write a paragraph describing Virgin, Benetton, Daimler Chrysler or Sony. Try to avoid repetition.
Presenting information

1. Look at the chart of LVMH and try to answer the questions. Then listen to the presentation and check your answers.

LVMH

MOËT HENNESSY
LOUIS VUITTON

Wines & Spirits
- Dom Pérignon
- Moët & Chandon
- Veuve Clicquot Ponsardin
- Pommery
- Hennessy
- Hine
- F.O.V.

Fashion and Leather Goods
- Louis Vuitton
- Malletier
- Loewe
- Berluti
- Kenzo
- Givenchy
- Christian Lacroix
- Céline
- Fred Joaillier

Fragrances and Cosmetics
- Christian Dior
- Guerlain
- Givenchy
- Kenzo

Selective Retailing
- DFS
- Sephora

1. What does LVMH stand for?
2. In which sectors does the company operate?
3. How many of the brand names do you know in this graphic?
4. Are the LVMH brands up-market, middle-market or down-market?

Sentence stress

2. Every sentence in English has stressed and unstressed parts. Listen to these sentences from the presentation and mark the stressed syllables.

1. First of all, what does LVMH stand for?
2. Well, of course, it specialises in luxury products ... and it operates in a number of sectors.
3. Look at the brand names in each sector.
4. Each sector includes world-famous names.
5. Let's look first at wines and spirits.
3 Work in two groups, Group 1 and Group 2, to find out more about Edizione Holding and Sony.

GROUP 1
Work in pairs, Student A and Student B.
Student B: Turn to page 146 to find out more about Edizione Holding.

STUDENT A
Look at the chart below which gives information about Edizione Holding. Ask Student B for information to fill in the gaps.
Ask about:
- which sectors Edizione Holding operates in
- the names of the companies

KEY
SECTORS
.green = MANUFACTURING
.green = FOOD RETAILING
.purple = REAL ESTATE AND AGRICULTURE
.pink = OTHER SECTORS

edizione holding family tree

GROUP 2
Work in pairs, Student C and Student D.
Student D Turn to page 146 to find out about Sony.

STUDENT C
Look at the chart on page 23 which gives information about Sony. Ask Student D for information to fill in the gaps.
Ask about:
- main areas of business
- the names of the Sony companies
4 Work in pairs. Prepare a short presentation about your company. (You can also use your notes from the Listening.) Include:
- an overview of the company
- a description of the different sectors/business areas it operates in
- any famous company names or brand names
- any interesting facts about the company

Final Task
When your presentation is ready, make new pairs – one student from Group 1 and one Student from Group 2. Give your presentations. When your partner makes his/her presentation, take notes and ask questions at the end.

Checklist for Unit 2:

☐ 1 Name five of the companies you learnt about in this unit.
☐ 2 What are the main areas of activity for
   a Virgin?
   b Sony?
   c LVMH?
☐ 3 Name three different industries.
☐ 4 What is a holding company?
☐ 5 Which tense do we use to talk about
   a the regular activities of a company?
   b the current activities of a company?
3

Travel

In this unit:

- **Language Focus**
  Present continuous for future: fixed arrangements
  Pronunciation: contractions of to be

- **Skills**
  Writing: faxes
  Reading: The Japanese in Britain
  Listening: international travel

- **Vocabulary**
  Word partners
  Adjectives of nationality

- **Business Communication**
  Introductions and socialising

---

Key Vocabulary

3.1 Business today is international. Business people often have to travel a lot. They have to plan an **itinerary** for a **foreign business trip** to make good use of their time. On a business trip people may meet **colleagues** and business partners for the first time. It is usual for colleagues from different countries to experience **cultural differences**. In other words, they may be surprised by foreign **social conventions**, that is the different ways that other **nationalities** or different **cultures** do things.

Lead-in

Look at the photos at the top of this page and decide:

1. What does the woman do?  
2. What is she doing?  
3. Where is she from?  
4. Where is she going?

Language Focus

Present continuous for the future: fixed arrangements

1. Listen to Mike Smith phoning to find out about Rosalind Harrison’s schedule. How much did you guess about Rosalind from the photo?

2. Listen again and answer the three questions.

   1. a. What is Rosalind Harrison doing on Monday 19 August?  
      b. What is Mike Smith doing on Wednesday 21 August?  
      c. What is Pam García doing in September?
   2. a. Are the three arrangements definite or only suggestions?  
      b. Which tense do we use to talk about definite future arrangements?

> Grammar Reference page 151
Pronunciation

Contraction of *to be* in the present continuous

3.3 Listen to the contracted forms of the verb *to be.*
*I'm* You're He's She's It's We're They're

3.4 Listen and repeat these sentences.

1 I'm going to Poland in July. (I am)
2 You're speaking first at the Business Conference. (You are)
3 This department's responsible for accounts. (It is)
4 We're meeting at 1 o'clock in the restaurant. (We are)
5 They're looking for someone with good communication skills. (They are)

Language Practice

1 Add *go, have* or *listen to* to the words in the box to make phrases.

| 1 on a tour | 3 coffee | 5 a meeting |
| 2 lunch | 4 a CD | 6 a presentation |

Example: 1 *go on a tour*

2 Look at Rosalind Harrison's itinerary. Work in pairs to ask and answer questions about it.

Example: *When is she arriving? At quarter to nine.*

*What's she doing first? She's meeting the New Managing Director.*

Monday 19 August
Mrs Rosalind Harrison

**VISIT TO NEPTUN BEER - GDANSK**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45</td>
<td>Welcome. Meet Managing Director</td>
</tr>
<tr>
<td>9.00</td>
<td>Tour of Brewery - Krystina Duda as guide</td>
</tr>
<tr>
<td>10.00-10.30</td>
<td>Coffee with Sales Director</td>
</tr>
<tr>
<td>11.00-12.30</td>
<td>Meeting Chief Sales Director/Presentation</td>
</tr>
<tr>
<td></td>
<td>- market information for new advertising campaign.</td>
</tr>
<tr>
<td>1.00-2.30</td>
<td>Lunch at 'The Major' restaurant with MD and Sales Director</td>
</tr>
<tr>
<td>2.30 onwards</td>
<td>Meeting Marketing Department</td>
</tr>
</tbody>
</table>

NOTE: The itinerary is in note form, so words like 'the' and 'a' are left out.
3 Work in pairs. You and your partner are arranging for three people from your company to attend a conference.

Your company is in London. The conference is in Paris. The conference is for one day, starting at 10.00 a.m. and finishing at 5.30 p.m. There is a dinner the evening before. Decide which method of transport would be best for Dr Brook, Ms Turner and Mr Brown.

Think about these things:
- journey times
- how easy your plan is for each person
- price

### Information

<table>
<thead>
<tr>
<th></th>
<th>PRICE</th>
<th>TIME</th>
<th>FIRST/LAST</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUROSTAR</td>
<td>£229</td>
<td>3hrs</td>
<td>0515/2113</td>
<td></td>
</tr>
<tr>
<td>London – Paris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>£270.50 + tax</td>
<td>1 hr 10 mins</td>
<td>0720/2015</td>
<td></td>
</tr>
<tr>
<td>Heathrow – Paris CDG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STENA SEALINK</td>
<td>£25 per car</td>
<td>75-90 mins</td>
<td>25 sailings daily. Depart every 45 mins</td>
<td>extra passengers = £1 each</td>
</tr>
<tr>
<td>Dover – Calais</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOVERSPEED HOVERCRAFT</td>
<td>£78</td>
<td>35 mins</td>
<td>0700/2030</td>
<td></td>
</tr>
<tr>
<td>Dover – Calais SEA CAT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>£78</td>
<td>55 mins</td>
<td>0700/2330</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LE SHUTTLE</td>
<td>£190 with car</td>
<td>35 mins</td>
<td>24 hour service</td>
<td>day return = £35 valid for 5 days</td>
</tr>
<tr>
<td>Folkestone – Calais</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 **Dr Brook** is travelling from central London to give a conference paper. He wants to attend the dinner.

2 **Ms Turner** is travelling from central London to attend the conference. She has a meeting after the conference with the Sales Director from 6.00 – 8.00 p.m. She doesn’t want to travel by Eurostar.

3 **Mr Brown** is travelling from Dover. He is going by car as he is visiting his son who lives in Paris. He wants to stay a few days, but he isn’t sure of his return date.

Compare your decision with a different partner. Explain your choice.
Vocabulary One

Word partners (making arrangements)

1. Match a word on the left with a word on the right to make a common word partnership.
   1. to run
   2. to hold
   3. to plan
   4. to book
   5. to throw
   6. to visit
   7. to order
   a. a conference
   b. a meal
   c. a party
   d. a subsidiary
   e. a ticket
   f. an itinerary
   g. a seminar

2. Work in pairs. Make sentences using each word partner then make an offer or a request.
   Example:
   "I'm running a seminar next month. Would you like to be a speaker?"

Writing

Faxes

You are going on a business trip to Australia. Send a fax to your Australian colleague, Sally Jones, to tell her about the arrangements. Ask her to make hotel bookings and hire a car for you. Use the notes below.

---

Trip to Melbourne - November 7th 2001
Arrangements:
- flight - BA 135T Heathrow, London 1300; arrive Melbourne 0800 November 8th
- Hotel Ramada Inn - November 8th - 11th
- visit regional offices - November 9th
- visit Head Office in Victoria - November 12th
- flight BA 136F Victoria - November 13th

To book:
- transport from airport - Ramada Inn
- hire car to go to regional offices - November 9th
- hotel for night of November 12th - Victoria

---

Business Writing page 68 Workbook
International travel

1. Listen to Colin Knapp talking about travelling to the Far East.
   1. How often does Colin travel on business?
   2. Which country does he visit regularly?
   3. How long is the flight?
   4. What two things does he do during the flight?
   5. Does he suffer from jet lag?
   6. Is jet lag different travelling west–east and east–west?
   7. Why does he travel to the Far East instead of doing business by telephone or fax?
   8. What example of a culture gap does he give?
   9. What three tips does he give for visiting this country for the first time?

2. Work in groups and discuss these questions.
   - Do you like or dislike flying?
   - Do you sleep on a plane or do you prefer to read? Do you always watch the in-flight film?
   - What do you know about jet lag?
   - Have you experienced cultural differences when you travel?
   - What are the advantages of face-to-face meetings compared to doing business by telephone, fax or computer?

Reading

1. The article is about Japanese people in Britain. Before you read, work in pairs and discuss these questions.
   1. Would you like to live or work in a foreign country? Why/Why not?
   2. What do you think are the cultural differences between the Japanese and the British?

2. Read paragraphs 1–4 of the article and answer the questions.
   1. How many Japanese work in Britain?
   2. What is Masami Sato's job title?
   4. Why is she working in London?
   5. What are her job opportunities in London?
   6. When is she going home?
   7. Does she want to go home? Why/Why not?

3. Now read paragraphs 5 and 6 of the article and answer the questions.
   1. In what way is life in Britain difficult for Japanese?
   2. Describe one cultural difference between Japanese and British people.
5 4,400 Japanese live in Britain: 12,000 are business people, 5,800 are students, most of the rest are their families. The Japanese like Britain. They find it strange, but they like it.

Masami Sato, one of only 70 ‘office ladies’ – junior women managers – in Britain, is happy. She says, ‘most things are better here than in Tokyo – there are so many parks and green fields’.

As an office lady, she cannot be promoted above her present junior managerial position, but she thinks the UK is less male-dominated than Japan. She is in London as part of a scheme to give office ladies overseas experience (they are allowed to go to 10 cities considered safe – none of them are in the United States), and she does not want to go back to Tokyo when the time comes next year.

‘When I go back to Japan, I have to live with my family,’ she says. ‘There are few amusements and we can’t be relaxed because all Japanese are very busy.’

The Japanese appreciate the space, the more relaxed atmosphere and the longer holidays, but they also experience some difficulties: the most obvious is the language. Mr Kojima has lived in Wales for two years, and still has problems. The language is very difficult, but the staff are very experienced at explaining to the Japanese,’ he says. ‘I can understand the explanations, but I can’t understand when they talk to each other.’

Besides the language, there are also cultural differences which can make life difficult. Banker Kaoru Itoh says ‘the British like arguments, the Japanese don’t. They dislike raising the opposite opinion. In Japan everyone respects the opinion of the majority.’

---

4 Work in pairs and discuss.
Do you think it is easy or difficult for Japanese to meet British people socially? Why/Why not?
Vocabulary Two

Adjectives of nationality

1 Adjectives of nationality have five different types of ending.

Type 1 examples
Japan  Japanese
China  Chinese
Portugal  Portuguese

Type 4 examples
Sweden  Swedish
Spain  Spanish
Turkey  Turkish

Type 2 examples
America  American
Germany  German
South Africa  South African
Europe  European

Type 5 examples
Saudi Arabia  Saudi
Kuwait  Kuwaiti
Pakistan  Pakistani

Type 3 examples
Australia  Australian
Russia  Russian
Nigeria  Nigerian
Asia  Asian

Work in pairs. What are the adjectives of nationality for these countries? They all have an ending from the list above.

a  [Belgium]  e  [Denmark]  i  [Ireland]  m  [Mexico]
b  [Brazil]  f  [Finland]  j  [Oman]  n  [Poland]
c  [Britain]  g  [Hungary]  k  [Italy]  o  [Singapore]

2 The adjectives of nationality for the following countries do not use the five endings above. Do you know what they are?

1 France  
2 Greece  
3 The Netherlands  
4 Switzerland  
5 Thailand  

What is the adjective of nationality for your country?
Cross-cultural Comparison

Test your cross-cultural knowledge with this quiz.

Quiz

Do you have good cross-cultural skills?

When you meet someone for the first time, what should you do?

**True (T) or False (F)?**

a. It's usual to shake hands the first time you meet a British colleague. **T**

b. It's not a good idea to call German colleagues by their first names at work. **F**

c. When a Japanese business person gives you his/her business card, it's polite to say thank you and put it in your pocket. **T**

d. In the Mediterranean, embrace colleagues when you meet them. **F**

e. Take off your shoes when you visit someone's house in Poland. **F**

f. In Saudi Arabia it is rude to refuse a cup of coffee. **T**

g. In the UK, ask about your host's family when you meet for the first time. **F**

h. In Asian countries, it is rude to look people in the eyes. **F**

i. British people like to talk about their salaries. **F**

j. When you visit Poland, your host gives you flowers at the airport. **F**

Now check your answers on page 147

Business Communication

Introductions and socialising

1. 3.6 Listen to six introductions and match the names.

<table>
<thead>
<tr>
<th>1  Miss Kim</th>
<th>a  Duncan Grove</th>
</tr>
</thead>
<tbody>
<tr>
<td>2  Barry</td>
<td>b  Fiona</td>
</tr>
<tr>
<td>3  Caroline Courtney</td>
<td>c  Sofia</td>
</tr>
<tr>
<td>4  Stephen Brown</td>
<td>d  David Walker</td>
</tr>
<tr>
<td>5  Señor Iglesias</td>
<td>e  Ms Barty</td>
</tr>
<tr>
<td>6  John Smith</td>
<td>f  Mr Kinzett</td>
</tr>
</tbody>
</table>

2. 3.6 Listen again. Write one more example in each box below.

<table>
<thead>
<tr>
<th>Introducing someone</th>
<th>Responding to an introduction</th>
<th>Introducing yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'd like to introduce you to Señor Iglesias.</td>
<td>How do you do?</td>
<td>How do you do?</td>
</tr>
<tr>
<td>Mr Brown, this is Ms Barty.</td>
<td>Pleased to meet you.</td>
<td>I'm John Smith.</td>
</tr>
</tbody>
</table>

3. Work in pairs. Introduce yourselves then introduce a third person.
Socialising

4 Look at the four pictures and decide what you think the people are saying in each one.

3.7 Listen to the cassette and compare your answers.

5 Listen again and complete the conversation.

Colin: Hello, how are you?
Michelle: 1 ____________________________ ?
Colin: Fine. 2 ____________________________ .
Michelle: You too.
Colin: 3 ____________________________ .
Michelle: 4 ____________________________ . I’ll have a glass of wine please.
Colin: Red or white?
Michelle: White please.
Colin: I’m afraid there’s only red.
Michelle: Oh, that’s all right. Red’s fine.
Colin: (He spills a little of the drink) 5 ____________________________ !
Michelle: 6 ____________________________ .
Colin: 7 ____________________________ .
Michelle: Really, it doesn’t matter.

6 3.8 Now read the next part of the conversation. Complete the conversation with phrases from the box at the top of page 33, then listen and check your answers.

Roger: Hello, Colin. Just to say the taxi will be here in a few minutes.
Colin: Oh, Roger, let me introduce you to Michelle.
Roger: Hello, Michelle. 1 ____________________________ .
Michelle: Pleased to meet you. Sorry, I didn’t catch your name.
Roger: I’m Roger.
Colin: We’re having dinner at The Lemon Tree. 2 ____________________________ ?
Michelle: 3 ____________________________ but I’m afraid I have to get home. My parents are coming to stay this weekend.
Colin: Can we give you a lift?
Michelle: 4 ____________________________ . I’ll just get my coat.
a. Oh, that would be great. Thank you very much.
b. Would you like to join us?
c. That's very kind of you. I'd love to.
d. Nice to meet you.

7 3.9 Listen to the last part of the conversation. Where are they now? Which of these phrases do you hear?

- a. Pleasure.  
- b. Don't mention it.  
- c. You're welcome.  
- d. Have a nice time.  
- e. Have a good weekend.  
- f. Have a nice meal.  
- g. Bye and thanks again.

Responding

8 Look at exercises 5, 6 and 7 again. Underline examples of responses to:

1. Thanks: e.g. Thanks ... (Use a wavy line.)
2. Apologies: e.g. I'm afraid ... (Use a broken line.)

What other responses to thanks and apologies can you think of?

Final Task

You are at an office party and meet some colleagues. Prepare to discuss your holiday plans. Decide:

- where you are going on holiday / who with?
- how you are going to travel / where you are going to stay.
- how long you are going to stay.

Think about what cultural differences you will find.

Work in threes. Prepare to ask your colleagues about these things.

Student A: You are new to the office and do not know anyone. You want to meet your new colleagues. Introduce yourself to Student B.

Student B: You know the office and most of the people in it. A new colleague introduces him/herself.

Student C: You know Student B, but not Student A. Join in their conversation.

Checklist for Unit 3:

1. What two uses do you know for the present continuous tense?
2. Think of five countries and name the nationality for each country.
3. From the reading article in this unit, what do the Japanese think of Britain?
4. What do you say when you meet someone for the first time?
5. What do you say to introduce two people?
Customers, Companies and Travel

Business Review
Work in pairs. Choose three of the following companies.

<table>
<thead>
<tr>
<th>Marks &amp; Spencer</th>
<th>Kwik-Fit</th>
<th>LVMH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sony</td>
<td>McDonald’s</td>
<td>First Direct bank</td>
</tr>
</tbody>
</table>

1 What does each company do? What are its products or services?
2 What nationality is each company?
3 What does each company try to give its customers? What is it committed to?

Vocabulary Review
1 All the words below are key words from units 1, 2 and 3. Work in pairs and put each word into the correct list.

1 repeat business 10 itinerary
2 parent company 11 colleagues
3 buying 12 subsidiaries
4 code of practice 13 sector
5 customer loyalty 14 selling
6 cultural difference 15 marketing
7 foreign business trip 16 multinational
8 jet lag 17 production
9 customer care 18 social conventions

2 Give a definition for each word.
3 How many other key words from units 1, 2 or 3 can you add to the lists?

Grammar Review
Direct and indirect questions
1 You are at a conference and decide to attend a presentation to find out more about the FT Group’s training programmes.

1 Write five questions that you want to ask the speaker about:

a work experience for trainees
b opportunities to specialise
c work on well-known newspapers
d possibility of working for the company after training course

NOTE: Remember: indirect questions are formal/polite.

2 Work in pairs. Ask and answer the questions. Student A is the speaker, Student B asks the questions first. Then change roles.

2 Work in groups of three.
Students A and B: You are graduates on the FT training programme.
Student C: Introduce yourself and find out about Students A and B and about the programme.
Prepare your roles first!

Present simple and present continuous
3 Read the text and choose the correct tense for the verbs in brackets.

British Airways is an international airline which (carry) 1 over 28 million passengers each year. They (look) 2 for graduates with potential for management.

SmithKline Beecham is a transnational healthcare company. SB (be) 3 involved in research, development, production and marketing of healthcare products, and (employ) 4 54,000 people worldwide.

Aldi is a large, international food retailer. It (have) 5 over 100 stores in the UK, and (open) 6 many new stores.
Present continuous for future

4 Fill in the diary pages with things that you are doing this week.

---

Writing and Business Communication Review

1 Read the information about Boeing and answer the questions. Ignore punctuation for the moment.

   1. What does Boeing do?
   2. What three sectors does Boeing operate in?
   3. Where is the company based? What nationality is the company?

the Boeing company is an enormous American aerospace company which manufactures aircraft. Over 400 airlines use Boeing aircraft. Boeing manufactures civil aircraft. Boeing manufactures military aeroplanes and Boeing develops advanced computer technology. The US government buys its military planes, systems and space vehicles from Boeing.

Boeing's headquarters are in Seattle, Washington State. 87,000 people work for Boeing in Seattle. Over 116,000 work directly for Boeing in the USA and Canada. 60% of Boeing's sales are overseas.

2 Re-write the paragraphs. This time make sure:
   - that capital letters are used properly
   - that you avoid repetition. Think about which nouns are repeated and which words can replace them. (The company, it, they, these, one, one of them, others)

3 Use the paragraphs to prepare a short company presentation. Include:
   - what the company specialises in / what sectors it operates in
   - famous brand names
   - main customer(s)
   - where the company is based

   What are you doing on .....?
   I can't meet you on ..... I'm ..... 
   Yes, that's fine. I'm not doing anything then.
Troubleshooting

In this unit:

- **Language Focus**
  *Should, ought to*: making recommendations
  *Pronunciation: polite intonation*

- **Skills**
  *Writing: clauses of purpose*
  *Reading: Ford's spy team*
  *Listening: project management and troubleshooting*

- **Vocabulary**
  *Synonyms and word building*

- **Business Communication**
  *Report writing: recommendations*

---

**Key Vocabulary**

Sometimes companies realise that they are not achieving their **goals** or objectives effectively, that is, they are not getting the results they need. In this case they have to re-plan their **strategy**. It can be useful to get an outsider, e.g. a **management consultant**, to analyse the company's performance and recommend changes to make it more efficient. A **SWOT analysis** can be useful, that is, an analysis of the company's strengths (S) and weaknesses (W) and also of the opportunities (O) and threats (T) that face the company. **Troubleshooting**, or solving problems, is a necessary part of running a company.

---

**Lead-in**

1 The fashion model agency **IMG** solves a problem through successful troubleshooting strategies. Read the text and complete the notes.

---

**A Model Manager**

<table>
<thead>
<tr>
<th>Company</th>
<th>IMG</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>One of the best-known model agencies in the industry for many years with an excellent reputation as a fashionable, forward-looking company.</td>
</tr>
<tr>
<td>The problem</td>
<td>The company loses its reputation as one of the best and needs a new strategy.</td>
</tr>
<tr>
<td>The solution</td>
<td>The board appoints a new Managing Director, Jonathan Phang. He has over fifteen years of experience in the model industry.</td>
</tr>
<tr>
<td>The strategy</td>
<td>Jonathan's main tasks are to find new models; to generate more awareness of what the agency is all about, and to encourage girls from other agencies to switch* to IMG. He also has to cut costs to make the agency more profitable and stop representing models who aren't making money.</td>
</tr>
<tr>
<td>The result</td>
<td>IMG is now attracting excellent models which means they are also attracting more clients and doing well financially.</td>
</tr>
</tbody>
</table>

*to switch: to change*
## Troubleshooting

| Past problem: | The company's 1__________ was in danger. |
| Solution: | Recruit 2__________ |
| The strategy: | • Make the agency well-known. |
| | • Persuade 3__________ to join the agency. |
| | • Reduce 4__________ and improve 5__________. |
| | • Not represent models 6__________. |
| The results: | • 7__________ join the company. |
| | • The company has more 8__________. |
| | • The company makes more 9__________. |

2 Work in pairs and use the points below to complete a SWOT analysis for IMG at the time Jonathan Phang joined the company.

- In the past – one of the best known companies.
- Model agency business is very competitive. A lot of other agencies are looking for good models too.
- IMG no longer has a reputation for being fashionable or forward-looking.
- New MD has a lot of experience.
- IMG is looking for new models.
- IMG has models who are not earning money for the company.
- MD has ability to make good financial decisions.
- All model agencies are looking for new models.
- Models switch to good agencies quickly.
- Profits can be excellent for a successful company.

### SWOT Analysis

**Strengths**
- New MD has a lot of experience

**Weaknesses**
- IMG has models who are not earning money for the company.
- MD has ability to make good financial decisions.
- All model agencies are looking for new models.
- Models switch to good agencies quickly.
- Profits can be excellent for a successful company.

3 Compare your SWOT analysis with a new partner. Are there any differences? If there are, why?
Language Focus

Should and ought to: making recommendations

1 4.2 Two women talk about the way companies sell cars. Listen and put the five things they discuss in the order you hear them.

a women selling cars
b children’s car seats and car phones
c ‘soft sell’ from dealers
d car dealers and manufacturers taking women more seriously
e adverts containing product information

2 4.2 Listen again and complete the recommendations for change.

1 Car Dealers
a Yes, they ________ _________ us seriously.
b Yes, they ________ _________ more women selling cars.
c The dealers are always men. I think they ________ _________ _________ a soft-sell approach.

2 Special Features
Children’s car seats and car phones ________ _________ available as standard.

3 Adverts
a They ________ _________ the adverts, too.
b Yes, I think there ________ _________ lots of product information in adverts.
c They ________ _________ _________ us about things like petrol consumption.

3 Which two verbs do the women use to recommend change?

1 Are these verbs followed by
   a infinitive?  b infinitive without to?  c gerund?

2 How do you make these sentences negative?
   a They should listen to women.
   b They ought to include car phones in all new cars.

3 How do you ask a question with should/ought to?

Now check your answers with the Grammar reference.

Grammar Reference page 153
Pronunciation

Polite intonation

1. When you make a recommendation using *should*, make sure your voice falls at the end of the sentence. Listen to these sentences.

1. They should take women more seriously.
2. They should fit car phones.
3. The adverts should give more information.

2. Now listen and repeat.

Language Practice

1. Match each situation with a suitable recommendation or solution.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are losing our reputation as a first-class agency.</td>
<td>a. We should try to offer something special and focus on excellent customer care.</td>
</tr>
<tr>
<td>2. Many of our models are not making money for the agency.</td>
<td>b. The shareholders are very unhappy about this. We should find ways to improve the situation quickly.</td>
</tr>
<tr>
<td>3. The costs of running the agency are very high.</td>
<td>c. The MD should decide not to represent these girls. He ought to attract new models.</td>
</tr>
<tr>
<td>4. The financial position is very weak.</td>
<td>d. We should think of ways of reducing them.</td>
</tr>
<tr>
<td>5. The model agency business is very competitive.</td>
<td>e. We should appoint someone with a new strategy to run the company.</td>
</tr>
</tbody>
</table>

2. Here is some advice on how to deal effectively with problems.

<table>
<thead>
<tr>
<th>Which advice do you follow?</th>
<th>Tick (✓) the boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Don’t avoid a problem, deal with it.</td>
<td></td>
</tr>
<tr>
<td>2. Don’t see all problems as other people’s problems. Focus on yourself.</td>
<td></td>
</tr>
<tr>
<td>3. Don’t blame people, look for solutions.</td>
<td></td>
</tr>
<tr>
<td>4. Look at a problem as an opportunity – to learn something or to achieve something.</td>
<td></td>
</tr>
<tr>
<td>5. Think ahead to prevent problems.</td>
<td></td>
</tr>
<tr>
<td>6. When something is important, deal with it. Don’t wait until it becomes urgent.</td>
<td></td>
</tr>
<tr>
<td>7. Don’t always look for ‘quick fixes’, or temporary solutions. Identify the real cause of the problem and work to find a solution to this.</td>
<td></td>
</tr>
<tr>
<td>8. Don’t try to change the things you can’t change. Learn to accept them.</td>
<td></td>
</tr>
</tbody>
</table>

3. Now work with a partner. How are you similar and how are you different? Give each other advice.
The text is about Ford, the car manufacturer. In the Language Focus, Belinda and Anna made the following points:

a. An increasing number of women buy cars nowadays.
b. Car manufacturers should aim their advertisements at male and female buyers.
c. Car manufacturers and car dealers should take women buyers seriously and think about the different needs of male and female buyers.

Read the first paragraph only and say which of these points the writer makes.

2. Read the text and complete the summary on page 41.

Car giant sends in the spy girls
Hit squad to check on deals for women

by DAVID BENSON Motoring Editor

Ford has set up a female 'spy' team to visit dealers and make sure they treat women car buyers seriously and with respect.

The company says women now buy four out of every 10 new cars sold in Britain.

This is the highest proportion in Europe where the women buyers' share averages three in ten.

And Ford says the proportion of women buyers will continue to increase in the next decade.

The company's International Women's Marketing Panel will ensure that its products and service meet the needs of female customers and that they get a fair deal.

It claims to be the only European car maker to have such a panel.

The team is made up of British women Ford workers and others from nine European countries. It has 16 permanent members supported by a sub-committee of 40. "It's views are keenly sought* in research and vehicle appraisal programmes.**" said a Ford spokesman.

"The panel's members also participate in advertising clinics* and go on 'mystery shops' during which they visit dealerships posing as* prospective buyers."

* keenly sought: [the panel's opinions] are taken very seriously
** appraisal programmes: a series of tests
* advertising clinic: a place to brainstorm or discuss ideas about advertising
* to pose as: to pretend or make believe

The Express
Troubleshooting

Ford Motor Company has a team called the International 1. __________ team. The team has 2. __________ members and is made up of British 4. __________ and others from 5. __________ European countries. Their purpose is to visit dealers to check that 6. __________ take women’s views and experiences seriously because women buy 7. __________ out of every 8. __________ cars in Britain. The team write 9. __________ for 10. __________ so that they can make recommendations for the future.

3 Work in pairs and do a SWOT analysis for Ford.

Vocabulary

Synonyms
1 Look at these phrases from the article on Ford. All three refer to the same thing, in other words they are synonyms.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>women’s marketing panel</td>
<td>a. visit dealers</td>
</tr>
<tr>
<td>women car buyers</td>
<td>b. ensure</td>
</tr>
<tr>
<td>to tour dealers</td>
<td>c. female ‘spy’ team</td>
</tr>
<tr>
<td>to make sure</td>
<td>d. female customers</td>
</tr>
</tbody>
</table>

Match a phrase on the left with a synonym phrase on the right.

Word building
2 Complete the table with words from the text.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 an increase</td>
<td>to buy</td>
</tr>
<tr>
<td>3 participation</td>
<td>to produce</td>
</tr>
<tr>
<td>5 a visit</td>
<td>to recommend</td>
</tr>
</tbody>
</table>

3 Choose five words from exercise 2 and write a sentence using each.
Clauses of purpose

1 Clauses of purpose answer the question why...? or what for...?

Match each sentence a–c with one of the three patterns in the box below.

a The panel exists in order to make sure that dealers take women car buyers seriously.
b Ford has set up a ‘spy’ team to tour dealers.
c Reports are fed back to senior management so that they can consider the recommendations.

1 to infinitive...
2 in order... + infinitive with to
3 so that... /in order that (+ subject + verb)

2 Match each question with an answer.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Why are we opening the office in Dublin?</td>
<td>a In order to make recommendations.</td>
</tr>
<tr>
<td>2 What is the meeting for?</td>
<td>b In order to get information about dealers.</td>
</tr>
<tr>
<td>3 Why is Ford sending in ‘spies’?</td>
<td>c To discuss the problems with sales.</td>
</tr>
<tr>
<td>4 Why is the consultant visiting?</td>
<td>d So that we can develop the Irish market.</td>
</tr>
<tr>
<td>5 Why is the company changing its advertising?</td>
<td>e So that more women buy its products.</td>
</tr>
<tr>
<td>6 Why are you planning for next year now?</td>
<td>f In order to make the company more profitable.</td>
</tr>
<tr>
<td>7 Why are you asking the models to leave?</td>
<td>g So that I can anticipate any problems and try to prevent them.</td>
</tr>
</tbody>
</table>

3 Combine the two parts to make one sentence.

Example:
We are opening an office in Dublin so that we can develop the Irish market.

4 Work in pairs and answer the questions below. Use a clause of purpose for each.

1 When companies are experiencing difficulties, why do they bring in people from outside such as management consultants?
2 Why do companies set up advisory panels?
3 Why do companies have strategy meetings?
4 What is the purpose of the recommendations section of a report?
Listening

1 You are going to listen to an interview with a manager about troubleshooting on large projects.

Before you listen, work in pairs and predict possible answers to the interviewer's questions.

1 Why do you think troubleshooting, or solving problems, is so important in business?

2 Are there any particular areas which are typical trouble spots?

3 Do you think that everyone has a role in troubleshooting and anticipating problems, or do you see it as only a managerial skill?

4 Do you have any tips for solving problems?

5 What's the one most important strategy to avoid problems?

2 4.5 Now listen to the interview and complete the manager's answers. Some gaps need more than one word.

1 Business is competitive in terms of ____________ and ____________.

2 Problems can ____________ money and ____________ time.

3 At the beginning of a project often people don't ____________.

4 Planning helps to make sure that everybody ____________.

5 In a project everybody should make sure that they ____________ and anticipate problems.

6 It's important that a project team ____________ well.

7 You should try to have a ____________ spirit in a project.

8 In order to avoid problems you should be ____________ about the number of people working on the project, the ____________ and the ____________ of the project.

9 When you put pressure on a project you ____________.

3 Are the manager's answers similar to yours?
Report writing: recommendations

1 You are going to write the recommendations to go at the end of a report. First read the memo from the Customer Services Assistant at Midwest Bank.

MIDWEST BANK plc

Memorandum

To: Susanna Santos  Date:

From:  Subject: Customer Service Questionnaire

The findings of a recent survey of our customers show that customers are dissatisfied in the following areas:

- staff attitudes (rude and uninterested)
- local managers (don’t have enough authority)
- bank charges (very high)
- service is not flexible
- self-service machines (unreliable)
- premises (unattractive)

Following discussions, I recommend that we do the following things (in order of priority):

1. We should ...
2. ...

2 Work in pairs. Discuss the findings of the survey and agree an order of priority for dealing with the areas of dissatisfaction.

Student A: You collected the results of the survey.

Student B: You are Student A’s boss.

3 Decide on a recommendation for each point.

4 Now write the recommendation section of the report.

Example:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>We should cut bank charges</td>
<td>so that customers don’t switch banks.</td>
</tr>
</tbody>
</table>

5 Work in pairs.

Student A: From the IMG SWOT analysis (page 37) write a list of recommendations for IMG. Say what the purpose is of each recommendation.

Student B: Write a list of recommendations for the report that Ford’s International Women’s Marketing panel write for the Ford management. Say what the purpose of each recommendation is.

6 Read your partner’s recommendations. Write some comments about the ideas, the grammar and the spelling.

Business Writing Workbook page 69
Work in pairs. You work for a luxury goods company. Read your card and roleplay the meeting.

Student A: Read the card below. Student B: Read the card on page 147.

**STUDENT A**

Your partner is a colleague. Ask for his/her help with the following situations.

1. Your customers are moving to your competitors because their prices are low.
2. A new overseas customer is coming to visit your company for the first time.
3. One of your members of staff is working until very late every evening.
4. A new product is not selling well. You think there may be a design fault.

Now offer your partner some help with his/her problems.

---

**Checklist for Unit 4:**

- What do you understand by the term *troubleshooting*?
- What can you do to avoid problems?
- What sort of analysis can you do to assess a company's situation?
- What verbs can you use to make recommendations?
- Why are you learning English? (Use a clause of purpose!)
5.1 Companies often include details about their history in their marketing literature, their annual reports and company presentations, in order to show that they are established, and have experience in their field. This can include information about the founder or person who started the company, and key dates and events in the company history.

1 Marks & Spencer is a major retailer selling food, clothes and household furnishings. It also sells financial products. In Unit 1 you heard about its customer care.

Which key events from the company history do you think each photo (a-e) represents? When do you think each event happened?
Language Focus

Past simple: regular and irregular verbs

1 Work in pairs and discuss what you know about Ford and its history. Now read the magazine article.

Ford of Britain

When did it all start?
In the spring of 1896 engineer Henry Ford built his first horseless carriage. In 1903 Ford, backed by 12 local business men, formed the Ford motor company which later pioneered modern production line techniques.

When did it come to Britain?
In 1911 Ford’s first assembly plant outside North America opened at Trafford Park, Manchester, and in 1929 work started on building the Dagenham plant where the first Model AA truck rolled off the line* at 1.15 p.m. on October 1, 1931.

* to pioneer: to be the first to invent something
* rolled off the line: to be manufactured

2 What do these numbers from the text refer to?

1903 1929 12 1896 1931 1911

3 Complete these sentences.

1 In 1896 Henry Ford ____________ his first car.
2 In 1903 Henry Ford ____________ the Ford Motor Company.
3 Twelve local businessmen ____________ him.
4 In 1911 Ford ____________ the first assembly plant in Manchester, England.
5 In 1929 he ____________ building the Dagenham plant.
4 Answer these questions about the past simple tense.

1 How is the regular past simple tense formed?
   e.g. started, backed, opened

2 Not all verbs have a regular past simple tense. Give an example of an
   irregular past simple tense from the text on page 47.

3 Look at the two questions (a and b). Underline the auxiliary verb and
   the main verb for each.
   a When did it all start?
   b When did it come to Britain?

4 Look at the two negative sentences and underline the negative auxiliary verb
   and the main verb for each:
   a Ford built the first car in 1896, but he did not form the company until
      1903.
   b The first truck didn’t roll off the line until 1931.

Now look at the grammar reference to check your answers.

 Grammar Reference page 152

Pronunciation

Past simple verb endings

1 There are three different pronunciations for the regular past simple tense
   ending -ed. They are /ɪ/, /æ/ and /əd/.

   5.3 Listen and repeat.
   1 We use /ɪ/ after the sounds /pl/, /tʃ/, /kl/, /ʃ/, /s/ and /ʃ/:
      stopped, watched, worked, puffed, missed, finished.
   2 We use /əd/ after verbs ending in /ə/ and /ɪ/:
      started, waited, ended.
   3 We use /d/ after all other sounds:
      formed, rolled, opened.

2 5.4 Listen to the sentences and repeat them.
1 He formed a company.
2 They started making cars.
3 They stopped making Model B trucks.

3 Practise saying the verbs in Language Focus exercise 3 on page 47.
Read this history of Dr. Martens shoes. The writer uses the present tense to make the summary seem ‘alive’.

**1946** A German doctor Klaus Maertens, living in Seeshaupt, near Munich, goes skiing and injures his foot. He makes himself a pair of shoes from old tyres with air soles to cushion the foot. Dr Maertens and a friend, Dr Herbert Funck, an engineer, patent* and develop the Doctor Maertens shoe.

**1959** Maertens and Funck sell the manufacturing rights to R. Griggs and Co., a traditional British bootmaker.

**1 April 1960** The first British DMs go on sale.

**Mid 1960s** British youth adopt the DM as a symbol of their anti-establishment* attitudes.

**1970s** Unemployed youth wear DMs and behave violently on football terraces. The Police wear DMs to catch them.

**1971** Rebels* wear DMs in Stanley Kubrick’s violent film *A Clockwork Orange.*

**1975** Elton John wears giant DMs in the rock-opera *Tommy.*

**Mid 1970s** Punk rock fans adopt them.

**1980s** Thousands of Japanese, American and European youth come to London’s Camden market to buy DMs.

**1983** Young designer Wayne Heminway and his wife-to-be Geraldine, set up a stall in Camden market selling clothes and DMs. It becomes the place to buy DMs.

Griggs supplies Heminway with customised* DMs for his Red or Dead fashion shows. Some women wear them as a form of protest.

**1985** Madonna wears DMs in the film *Desperately Seeking Susan.*

**1992** Designers such as Karl Lagerfeld and Gianni Versace offer designer DMs.

**1993** The Pope wears them walking in the Alps and we hear the Dalai Lama likes them too.

**Today** the Vatican Guard wear them.

---

2 Write the past simple forms of the verbs underlined above.

3 Which of the past simple verbs are regular and which are irregular?
4 Look at the text again and write four questions for your partner.
Example:
When did Klaus Maertens injure his foot? Was it in a) 1896 b) 1920 c) 1946?
Now answer your partner's questions.

5 Faith Walker talks about her first pair of Dr. Martens (DMs). Before you listen, work with a partner and complete the questions the interviewer asks.
1 When did you ____________? 4 What colour ____________?
2 How much ____________? 5 Why ____________?
3 Where ____________? 6 Do you still ____________?

6 5.5 Listen and see if you were right, then note the answer to each question.

Reading
1 The text is about the French company, Bic. Can you name three of Bic's products? Now quickly read the text to check.
2 What are the advantages of disposable or 'throwaway' products?

Bic’s success in a throwaway world

1 FEW companies can say that they are responsible for changing the everyday habits of billions of people throughout the world, but the French company Bic, founded in 1950, is one that can.

2 The ballpoint pen came first. The original biros — named after Lazlo Biro, their Hungarian inventor — were expensive and difficult to use. Baron Marcel Bich, the owner of a small office supplies company, brought together French and British scientists to refine* and modify* the design. He negotiated the rights to produce and sell the pen with Biro. Production of the Bic "Crystal" began in 1953. The “Crystal” had a clear blue plastic tube and a visible ink supply which was sufficient to draw a line three kilometres long.

3 Sales rose from around 50,000 a week in the first year to a quarter of a million a day by 1956. Today sales of Bic writing instruments total more than 20 million a day in 160 countries.

4 Bich was not content with a one-product business and wanted to find other throwaway ideas. In 1972 came the disposable lighter. It is another success story which made Bic world leaders in the sector, with daily sales of disposable lighters now numbering almost 4 million.

Bic’s winning formula was a combination of simplicity of production and reliability; the company claims that its lighters will work 3,000 times compared with competing brands' 1,000.

The company used healthy profits to invest in its third major product range – the throwaway razor – in 1975. It now contests market leadership with Gillette.* Bic subsequently diversified further – into windsurfing boards and fashion – but the three original throwaway ideas remain its success stories.

*Bic is a household name, synonymous with a disposable age*

* synonymous with a disposable age: [Bic] represents our fast-moving world
* to refine: improve
* to modify: make small changes
* Gillette: major manufacturer of razors and toiletries.
3 Read the text and complete this company history.

COMPANY HISTORY

1950       The company was founded.
1950–53    Lazlo Biro invented the first pen.
            Marcel Bich 1 __________________ and 2 __________________ the design.
            Bich negotiated with Biro to 3 ____________________________.
1953       Production of the 4 __________________ began.
1956       Sales of the biro rose to 5 ____________________________.
1972       Bic invented 6 ____________________________.
1975       Bic invented 7 ____________________________.
Now        Bic sells 8 _______ ballpoint pens per day.
            Bic sells 9 _______ disposable lighters per day.
            Bic and 10 _______ are leaders in the market for disposable razors.

Vocabulary

Word partners: adjectives and nouns

1 Match the adjectives with the nouns to make six word partners.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 product</td>
<td>a age (heading)</td>
</tr>
<tr>
<td>2 disposable</td>
<td>b name (heading)</td>
</tr>
<tr>
<td>3 household</td>
<td>c habits (para 1)</td>
</tr>
<tr>
<td>4 healthy</td>
<td>d brand (para 4)</td>
</tr>
<tr>
<td>5 competing</td>
<td>e profits (para 5)</td>
</tr>
<tr>
<td>6 everyday</td>
<td>f range (para 5)</td>
</tr>
</tbody>
</table>

2 Now combine the adjectives with these nouns.

a object   b lighter   c companies   d competition   e development

Cross-cultural Comparison

Work in pairs and discuss.

1 Are disposable products popular in your country?
2 What disposable products do you use and why?
3 Are disposable products good for the environment?
Writing

Sequencing ideas

1. Number the items in the order that Bic produced them.
   a. razor  
   b. biro  
   c. lighter  
   d. windsurfing board  

2. The following sequencers describe the order of events. Read the paragraph below about Bic’s history and say how they are used.

<table>
<thead>
<tr>
<th>first</th>
<th>first of all</th>
<th>firstly</th>
</tr>
</thead>
<tbody>
<tr>
<td>second</td>
<td>secondly</td>
<td></td>
</tr>
<tr>
<td>then</td>
<td>after that</td>
<td>afterwards</td>
</tr>
<tr>
<td>last</td>
<td>finally</td>
<td>now/today</td>
</tr>
</tbody>
</table>

   Bic is well-known for its disposable products. First of all, Bic produced the throwaway pen, the biro. Then came the disposable lighter. Next they invented the throwaway razor and after that the windsurfing board. Today the company focuses on producing razors, biros and lighters. There were three key inventions in the company’s history: firstly the ballpoint pen, secondly the disposable lighter and lastly the throwaway razor.

3. Work in pairs to find out about EMI (Electrical Musical Industries), one of the world’s leading music companies.
   Student B: Turn to page 147.
   Student A: Study this information on EMI.
   Ask and answer questions to find out the history of EMI’s products.
   Example:
   When did EMI introduce long playing vinyl records?
   What did it do in 1952?

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952</td>
<td>EMI introduced long playing vinyl records (LPs).</td>
</tr>
<tr>
<td>1966</td>
<td>EMI introduced stereo LP recordings (LPs).</td>
</tr>
<tr>
<td>1983</td>
<td>EMI launched its first compact discs.</td>
</tr>
<tr>
<td>1994</td>
<td></td>
</tr>
<tr>
<td>Today</td>
<td>One of the world’s leading music companies.</td>
</tr>
</tbody>
</table>

4. Write a history of EMI’s music production. Use the description of Bic in exercise 2 to help you.

Grammar Reference page 156
1 Pat Woodgate describes the history of the company he works for, Zurich Financial Services Group. Before you listen, match the words on the left with a definition on the right.

| 1 asset management | a a sum of money is paid to a company to take on a risk for you |
| 2 insurance | b a company gives you financial advice, then manages your possessions |
| 3 re-insurance | c to join together to form a new company |
| 4 to merge | d an insurance company buys its own insurance from other insurance companies, to share the risk of loss |

2 5.6a Listen to the first part of the talk and answer the questions.
1 Which two things does the presenter talk about?
2 Complete the sentences.
   a Pat works in the Loss Control Department of Zurich ________, part of the Zurich ____________ Group.
   b The company deals with the p ____________, e.g. local ____________ and National Health trusts.
3 Where was the company founded?
4 In English, what was its original name?

3 5.6b Here are the key dates in the company’s history. Listen to the second part of the talk and match each event to the correct date.
   a 1873  b 1875  c 1922  d 1993  e 1998
1 The company merged with British American Financial Services and formed Zurich Financial Services Group.
2 The company obtained a licence to conduct business in other European countries.
3 The company opened for business in the UK, with headquarters in London.
4 The company started business and provided re-insurance.
5 The company took over the business of Municipal Mutual Insurance (MMI).

4 Complete the missing information.

Employees: The group has 1 ______ employees.
Customers: The group has over 2 ______ customers.
Countries: The group operates in 3 ______ countries.
Company status: One of the ten largest companies which offer 4 ________.
Company presentation

1 Work in two groups and prepare a presentation.

GROUP A
You represent BIC, and are preparing a presentation on the history of the company to give to a group of university graduates. Use the notes from the Reading (page 50) and the information below to prepare your presentation.

GROUP B
You represent EMI and are preparing a presentation on the history of the company to give to a group of university graduates. Use the notes from the Writing (page 52) and the information below to prepare your presentation.

Introduction
In the introduction you should tell your audience what you are going to say. Use the sequencing words you practised in the Writing section to explain the sequence.

‘Firstly I’m going to talk to you today about the key developments in the history of the company I work for and then tell you about the company’s current position.’

Main Body of the Presentation
Now prepare the body of the presentation. Don’t write the presentation, but make notes to help you remember what you want to say. Use the language in the box to tell the listener about the sequence of events.

There are (six) key dates in the company’s history ...
Firstly, in 1950 ...
After that ...
Is that clear?
Lastly ...
Now the company is a leader in the field of ...
Are there any questions?
Thank you very much.
2 Work in pairs, one from Group A and one from Group B.
Student A: Give your presentation to your partner who is a graduate at a local university. Be enthusiastic about your company – you want to impress your partner!
Student B: Ask Student A questions at the end of the presentation. Discuss the strengths and weaknesses of the presentation. Ask yourself these questions:
- How clear was the message? Was it easy to follow?
- How fluent was your partner? Did he/she speak without many hesitations?
- How accurate was your partner? Did he/she make many mistakes?
- How confident was your partner?
Now change roles. Student B: Give your presentation to Student A.
Student A: Listen, ask questions and comment on the presentation.

Final Task
Choose one of the companies you have studied so far.

MARKS & SPENCER

The EMI Group

Write a short summary of the history of the company. Be careful with past tense verbs and remember to use sequencing words to help your reader.

Checklist for Unit 5:

1. What do you know about Ford?
2. What is the past tense of: make, develop, build, sell, go?
3. Name three Bic products.
4. How do you pronounce these regular past tense verbs?
   a. stopped  b. worked  c. opened  d. formed  e. started  f. ended
5. Describe two key events in the company history of Zurich Financial Services Group.
6 Retailing

In this unit:

- **Language Focus**
  - Definite, indefinite, zero articles
  - Defining relative clauses
  - Pronunciation: /ðə/ /ðə:/

- **Skills**
  - Writing: expanding notes
  - Reading: bar codes
  - Listening: shopping at IKEA

- **Vocabulary**
  - Word groups

- **Business Communication**
  - Telephoning

---

Key Vocabulary

6.1 Retailing is the provision of **goods** or **services** to the customer. **Retailers** buy goods directly from the **manufacturer** or from a **wholesaler**, (the 'middleman'), and make their income from the **margin**, or difference, between the price they pay for the goods and the price they sell the goods at to the **consumer**. A **retail outlet** is the place where customers can purchase goods, for example, a **supermarket** or a **department store**. Nowadays, many customers are shopping from home: shopping by **the Internet**, **TV shopping channels** or **mail-order catalogues** is becoming very popular.

Lead-in

1 Work in pairs. Look at the bar chart which shows reasons why people don’t like shopping. Discuss these questions.

1 What are the two main reasons people don’t like shopping?

2 What can retailers do about these two problems in your opinion?

2 Do you like shopping?

3 What do you think about catalogue shopping, Internet shopping and 24 hour shopping?
Vocabulary One

Word groups: Retail Sales

1 The consumer often buys a product or service from a retail outlet. Match the types of retail outlet with the correct definition.

<table>
<thead>
<tr>
<th>RETAIL OUTLET</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 supermarket</td>
<td>a very large supermarket often located on the edge of a town or city</td>
</tr>
<tr>
<td>2 hypermarket</td>
<td>b one of a group of shops owned by the same company</td>
</tr>
<tr>
<td>3 shopping centre/mall</td>
<td>c a large shop with many departments or sections – each department sells a different type of goods</td>
</tr>
<tr>
<td>4 department store</td>
<td>d a large self-service shop selling food and drink and also small household items</td>
</tr>
<tr>
<td>5 specialist retailer</td>
<td>e a covered area with shops, supermarkets and restaurants</td>
</tr>
<tr>
<td>6 chain store</td>
<td>f a shop which only sells one type of product, usually of high quality</td>
</tr>
</tbody>
</table>

2 Work in groups and discuss retailing in your country.

1 Do the types of retail outlet above exist in your country? Can you name a well-known shop/outlet in each category?

2 Which shops are popular with local people and which are more popular with tourists?

3 Which shops have a reputation for quality? for reasonable prices? for exclusive or upmarket products?

3 Now ask which retail outlets students in your group buy the following goods from:

- food
- drink
- jewellery
- stereo equipment
- computers
- clothes

Direct Sales

4 Other methods of selling are direct and do not use retail outlets. Match a definition to each example of direct sales.

<table>
<thead>
<tr>
<th>DIRECT SALES</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 mail order</td>
<td>a customers can buy from the manufacturer’s warehouse</td>
</tr>
<tr>
<td>2 door-to-door sales</td>
<td>b a company sends goods by post from its warehouse</td>
</tr>
<tr>
<td>3 TV sales</td>
<td>c customers see product adverts on the screen and place their orders by phone/fax/the Internet</td>
</tr>
<tr>
<td>4 The Internet</td>
<td>d an agent for the company sells the product or service to the customer at home</td>
</tr>
<tr>
<td>(e-commerce)</td>
<td>e electronic shopping from companies’ websites</td>
</tr>
</tbody>
</table>
British people now spend £6.52 billion per year buying goods through mail-order catalogues, direct selling, TV shopping channels and the Internet.

Work in pairs and discuss these questions.
1 Do people in your country shop from home?
2 What effect does home shopping have on shops?
3 Do many people use the Internet to shop in your country? Why/Why not?

### Countable and uncountable nouns

1 Which of these nouns are countable and which are uncountable?

<table>
<thead>
<tr>
<th>1 consumer(s)</th>
<th>2 product(s)</th>
<th>3 computer(s)</th>
<th>4 information</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 entertainment</td>
<td>6 protection</td>
<td>7 shopping</td>
<td>8 advice</td>
</tr>
<tr>
<td>9 shop(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Articles an, the and zero article (Ø)**

2 Notice the nouns in bold in these sentences.

**COUNTABLE**

a He works in a shop (singular). The shop (singular noun already referred to) is called Xanadu.

b Many of the shops (plural noun, specific) on Fifth Avenue in New York are department stores.

Shops (plural, general) like this one are becoming out of date.

**UNCOUNTABLE**

c You can find information (singular, general) about this on the Internet.

d A good source of information (singular, general) is the World Wide Web.

e The information (singular, we know which information) is on the company's website.

**NOTE:** we cannot say an-information, but we can say a piece of information, or a source of information.

Which article (the, a, an Ø) do we use:

1 with single countable nouns referred to for the first time?
2 with plural countable nouns referred to for the first time?
3 with uncountable nouns?
4 when we refer to something already referred to or understood?

>> Grammar Reference page 159

1 6.2 Listen to these sentences. How is the pronounced?

1 You can order at any time of the day.
2 The Internet offers you great choice.
3 It's the new way to shop.
2 Complete the sentences.

1. Before a consonant *the* is pronounced ______
2. Before a vowel *the* is pronounced ______
3. When it is stressed or emphatic *the* is pronounced ______

Language Practice

1. Are the nouns below countable or uncountable, singular or plural?
   1. One in four *households* has a *computer*.
   2. There are many *advantages* to buying on the Internet.
   3. You can often find *products* on the Internet which are hard to find elsewhere.
   4. All the *information* is up-to-date.
   5. The *number* of Internet *users* in Latin America is growing fast.
   6. *Europeans* show some resistance to *electronic commerce*.
   7. There are some *problems*; if things go wrong, on-line *customers* in Tokyo cannot go to New York to get a refund.

2. Look at the title below. What sort of protection do you think is necessary?

3. Read the text. What are the advantages and disadvantages of Internet shopping?

4. Read the text again and put *a, an, the* or Ø in each gap.

---

**Internet shopping protection needed**

The Internet offers huge benefits to consumers, not only as source of information and entertainment, but as new way of shopping for goods and services. There's obvious appeal in being able to order book, or take out insurance policy at any time of day from your computer. But Internet shopping has its problems too. We take consumer protection for granted when we buy from shop, over phone or by mail order, but it's often difficult to apply same protection to shopping on Internet.
Reading

1 The text contains information about bar codes. Look at the sub heading. What information is contained in a bar code?

2 What other information do you think bar codes carry? Scan the text quickly and see if you are right.

Bars and stripes

Every time we go shopping at a supermarket, the price of each item is read from the barcode.

Bar codes appear on just about everything we buy. They are patterns of thick and thin stripes, or bars, which an electronic scanner reads.

The stripes represent the 13-digit number underneath. An 8-digit bar code is used if there is not enough space on the packaging.

There are four main pieces of information on a bar code. The first two numbers represent the country in which the product was registered. This does not have to be the country of manufacture. The code for the UK and Ireland is 50. Some countries have three-digit codes: South Korea is 880 – to commemorate the 1988 Seoul Olympics.

Next comes the manufacturer’s or supplier’s code. Each manufacturer has a unique code. For example, Cadbury® is 00183, Nestlé® is 00243 and McVitie® is 00168.

The third group which has five numbers represents the product and the package size, but not the price. The manufacturers can choose any number they want. Different producers can have the same number for their goods. 20389 might be a tube of toothpaste for one manufacturer and a tin of tomatoes for another. Bar codes also help shops with re-ordering. A shop’s computer recognises the whole shape of a bar code when it passes across the scanner at a shop’s checkout counter. It reads the bar code and the price of the product appears on the till display. At the same time one item is deducted from the stock total.

Security

Finally, the code finishes with a check digit that makes sure the bar code has been keyed in correctly. If not, the item will either not be recognised or will be shown as a totally different product.

```
COUNTRY CODES
Some examples of country codes are:
00-09 US and Canada
30-37 France
400-440 Germany
45-49 Japan
57 Denmark
80-83 Italy
93 Australia
```

There are also two special codes that take the place of country codes for the following:

```
977 Newspapers and magazines
978 Books
```

* Cadbury: chocolate manufacturer
* Nestlé: food manufacturer. Products include coffee and chocolate.
* McVitie: food manufacturer

The Guardian

3 Read the text carefully and label this barcode.

```
978 0582 33454 0
```

4 What do these numbers from the text refer to?

```
13 50 880 00183
```
Vocabulary Two

Word groups

1 Read the text again and underline these words.

<table>
<thead>
<tr>
<th>barcode</th>
<th>packaging</th>
<th>manufacturer</th>
<th>checkout counter</th>
</tr>
</thead>
<tbody>
<tr>
<td>till</td>
<td>display</td>
<td>stock</td>
<td>supplier</td>
</tr>
</tbody>
</table>

Now complete the sentences.

1 A __________ is the pay desk in a self-service shop.
2 A __________ is a pattern of thick and thin lines that represents information.
3 A __________ is a firm which makes or produces goods.
4 A __________ is an electronic screen which shows you how much to pay.
5 A __________ is an agent who provides goods or services.
6 The __________ is used to protect goods and to present an image for them.
7 The __________ is the amount the goods cost.
8 The __________ is all the goods a retail outlet keeps to sell to its customers.

2 Find the phrases tube of toothpaste and tin of tomatoes in paragraph five of the text. These word partners describe how things are packaged.

Now match a package with a product.

Example:
   a can of coke

| a carton of | 1 |
| a bag of | 2 |
| a packet of | 3 |
| a can of | 4 | cola |
| a bottle of | 5 |
| a tin of | 6 |
| a box of | 7 |
| a tub of | 8 |
| a jar of | 9 |
| a bar of | 10 |

3 Which nouns are uncountable?

4 Is the packaging for each item the same in your country? Do you have cartons of milk, for example?
Sarah Rochford talks about shopping at IKEA, a Swedish multinational. Read the statement by Goran Nilsson, Managing Director of IKEA, UK.

"We are proud of our home furnishing range and every one of our products has three important dimensions. Functional design, good quality materials and, most important of all, amazingly low prices. We call it Democratic Design."

Before you listen say why you think Sarah likes shopping at IKEA.

2 6.3 Listen and make notes about what Sarah says under these headings.
1 Frequency of visits to IKEA: __________________________
2 Opinion of IKEA products: __________________________
3 Opinion of IKEA stores: __________________________
4 Types of products she buys: __________________________
5 Aspects of shopping at IKEA she doesn't like: __________________________
6 Next trip: __________________________

3 Use your notes to write a list of advantages and disadvantages of shopping at IKEA. Then make a similar list for a store that you know.
Defining relative clauses

1 Defining relative clauses give important information about a noun. The clause is introduced by a relative pronoun (which, that, who, where).

**MAIN CLAUSE** A bar code is a pattern of thick and thin stripes.

**RELATIVE PRONOUN** which

**RELATIVE CLAUSE** an electronic scanner reads.

The code finishes with a check digit.

**RELATIVE PRONOUN** that

**RELATIVE CLAUSE** makes sure the bar code is correct.

2 6.4 Listen to six people talking about what is important to them when they shop. Match the different parts of the sentences.

Example:
I prefer sales assistants who let me look around by myself.

<table>
<thead>
<tr>
<th>MAIN CLAUSE</th>
<th>RELATIVE CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer sales assistants</td>
<td>who a have car parks.</td>
</tr>
<tr>
<td>I think it’s important to have packaging</td>
<td>that b offer a wide variety of goods.</td>
</tr>
<tr>
<td>Because of the children, I need shops</td>
<td>which c put you under pressure and try to sell you things you don’t want.</td>
</tr>
<tr>
<td>I like shops</td>
<td>that d clearly shows the ingredients.</td>
</tr>
<tr>
<td>I like shopping malls</td>
<td>where e all my favourite shops are in one place.</td>
</tr>
<tr>
<td>I don’t like door-to-door salespeople</td>
<td>who f let me look around by myself.</td>
</tr>
</tbody>
</table>

3 What are the rules?

**When the main clause is about:**

1 a person or people, we introduce it with the relative pronoun ________.

2 things, we introduce it with the relative pronoun ________ or which.

3 places, we introduce it with the relative pronoun ________.

Grammar Reference page 156

Packaging that clearly shows the ingredients
**Language Practice**

Add relative pronouns to the following sentences.

1. A retailer is a person _______ sells products to the customer in quantities _______ are convenient.
2. A retail outlet is a place _______ customers can purchase the goods.
3. A supermarket is a store _______ sells a wide variety of goods.
4. A "middleman" is a person _______ makes a profit by selling goods for more than he/she paid for them.
5. A speciality store is a retail outlet _______ sells a particular type of goods.

**Writing**

**Expanding notes**

Use the notes below to write a short magazine article about retailing.

- Begin with a description of the current situation.
- Add two paragraphs describing the advantages and disadvantages of home shopping and traditional shopping.

Be careful with articles and use relative clauses to make your writing fluent!

---

**Home Shopping + Traditional Shopping**

- 40% shoppers interested in weekly delivery service for foodstuffs and household goods
- 75% like stores open early & late
- Many supermarkets planning catalogue/home delivery/electronic ordering
- Consumer protection difficult to regulate on the Internet
- Many traditional shoppers happy with current situation
- Traditional shopping – can see, touch, smell the goods
- Going to the shops – buy goods, have the goods immediately
- TV shopping and Internet shopping popular

---

You could start like this:

*Home shopping habits are changing. In the past consumers usually bought products direct from the supermarket, from local shops or from a department store. Now...*
Telephoning

1 When you make a phone call to a person in company, you often have to call a switchboard or general number first then ask the receptionist for the person you want to speak to. Here are some expressions to help you get through.

**RECEPTIONIST**

1. The switchboard operator answers
   - Smith, Thomas & Manton. Can I help you?
   - OR
   - Good morning, Smith, Thomas & Manton.

2. Replying to the switchboard operator
   - Can/could I speak to .......... please?
   - OR
   - I'd like to speak to .......... 
   - OR
   - Extension 8248 please.

3. Being connected
   - The line's busy, will you hold?
   - One moment, please.
   - OR
   - Hold the line please, I'll put you through.

4. Can't get through?
   - No thanks, I'll call back later.
   - OR
   - Could I leave a message for him/her?
   - OR
   - Could you put me through to his/her secretary?
   - OR
   - Can you ask him/her to call me back?

**CALLER**

5. Getting through

6. Greeting a caller

   OR
   - My name is .......... (the first call only)
   - OR
   - It's Chen Chen Ju here.
2 6.5 Look at the two conversations below. What do you think the people say? Write in your guess then listen and check your answers.

THROUGH THE SWITCHBOARD

Conversation 1
A: Good morning, Dunton Associates
B: Oh hello, 1
A: Just one moment. I'm afraid Ms Holt's line is busy.
B: 2
A: Just one moment. I'm afraid that line is busy, too. I can put you through to the message desk, if you like.
B: 3
A: Thank you. Goodbye.

Conversation 2
A: Smith, Thomas and Manton.
B: 4
It's ringing for you.
C: Hello, Barry Smith speaking.
B: 5
C: Hello, Ms Grant.

3 6.6 It's always a good idea to use a person's direct line; you will get through to the person you want or to his/her secretary. Listen and complete the two conversations.

DIRECT LINE

Conversation 1
A: Hello, Joanna Coutts. How may I help you?
B: 1
A: I'm afraid she's out of the office at the moment. Can I get her to call you?
B: 2
A: Can you give me your number?
B: 3
And, I'm sorry, your name again.
B: 4
A: OK Ms Parry, I'll ask her to call you.
B: Thank you.
A: Thank you. Goodbye.
B: Goodbye.

Conversation 2
A: Hello, Pat Summers.
B: 5
A: Hello Chris. How are you?
B: Fine thanks ...
Work in groups of three. Student A is a telephone operator, Student B is a caller, and Student C is the person the caller wants to speak to. Take it in turns to practise the opening sentences of a phone call.

Change groups. Practise the opening sentences of a phone call again.

**Final Task**

1. Work in pairs. Choose a shop you both know, then read the rolecards.

**STUDENT A**

You are the Shop Manager. Student B is a customer. Telephone Student B to find out what he/she thinks about shopping at your store. You want to find out what customers think so that you can improve your service. You have a lot of competition from home shopping and want to stay competitive. Use the headings from the Listening section (page 62) to help you get the information you need.

**STUDENT B**

You are a customer and your partner is the Shop Manager. He/She telephones you to ask about your experience of shopping at the store. Answer his/her questions truthfully and use this opportunity to tell him/her about changes you think are necessary. You find home shopping very convenient, so you think traditional stores need to change to adapt to the market.

2. Have the telephone conversation.

**Checklist for Unit 6:**

- Name five different types of retail outlet.
- Name five forms of direct selling.
- Give one advantage and one disadvantage of shopping on the Internet.
- What information do bar codes contain? Why are they important?
- Which of these nouns can we use the indefinite article with? Why?
  - margarine
  - information
  - Internet
  - retail outlet
- What do you say when you phone a company and ask to speak to someone?
Review 2

Troubleshooting, Company History and Retailing

Business Review

1 Read about Selfridges.

Selfridges is a department store which began trading over 85 years ago. It is based in Oxford Street and is London’s second largest department store after Harrods, with 150,000m² of retail space. In the 1990s the store experienced some problems with its image because people thought it was old-fashioned. To solve the problem, Selfridges invested £50m to re-establish the business as one of the capital’s main shopping attractions. They decided to offer a wide choice of products to attract more customers. They built a huge central ‘atrium’ or entrance hall, and a series of new stores. Some of the stores are re-designed and others, such as Children’s World, have their own restaurant.

3 Exchange paragraphs with another pair. Give them one point for each piece of correct information. Which pair in the group has the most points?

Vocabulary Review

The words below are all from the key vocabulary sections of units 4, 5 and 6. Match each word to the correct definition.

Example: 1c

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 strategy</td>
<td>a founded</td>
</tr>
<tr>
<td>2 SWOT analysis</td>
<td>b jobs where people do or provide something rather than produce something</td>
</tr>
<tr>
<td>3 troubleshooting</td>
<td>c plan</td>
</tr>
<tr>
<td>4 established</td>
<td>d shopping from home by choosing goods from a company’s catalogue</td>
</tr>
<tr>
<td>5 founder</td>
<td>e the person who started the company</td>
</tr>
<tr>
<td>6 goods</td>
<td>f an analysis of a company’s situation</td>
</tr>
<tr>
<td>7 services</td>
<td>g solving problems</td>
</tr>
<tr>
<td>8 retail outlet</td>
<td>h shopping from home via the Internet or by TV shopping channel</td>
</tr>
<tr>
<td>9 profit margin</td>
<td>i shop</td>
</tr>
<tr>
<td>10 supermarket</td>
<td>j the difference between how much it costs to produce goods and the price the consumer pays for them</td>
</tr>
<tr>
<td>11 ‘remote’ shopping</td>
<td>k a large self-service shop selling different brands of everyday goods</td>
</tr>
<tr>
<td>12 mail order</td>
<td>l products</td>
</tr>
</tbody>
</table>

1 Describe the store: age, location, size and what type of retail outlet it is.

2 Who is its main competitor?

3 What problem did the store have?

4 What troubleshooting strategy did they use to solve the problem?

5 What new features does the store offer?

6 Underline one example of a defining relative clause, two clauses of purpose and three regular past tense verbs.

2 Work in pairs. Choose one company from each unit then use the prompts to write three short paragraphs.

- IMG and Ford - Troubleshooting (prompt - situation? solution?)
- M&S, Bic and EMI - Company History (prompt - key events in company history)
- IKEA - Retailing (prompt - product design, quality, price)
Grammar Review

Read the advertisement and fill the gaps.
Paragraph 1: use these verbs in the past simple:
   to open    to begin    to become
Paragraph 2: use the, a(n) or Ø.
Paragraph 3: use should/ought to.

Sales Assistants
1. We are a large department store which 1__________ trading in 1895. Our famous
textiles department 2__________ in 1920 and quickly 3__________ very popular.
2. We are looking for 4__________ motivated Sales Assistants to work within 5__________ variety of
departments around 6__________ store. These positions are available for 7__________ one
year.
3. The ideal candidate 8__________ have at least 6
to 12 months’ experience of working in a retail
environment, and 9__________ be familiar with
department stores. These roles are very
demanding and applicants 10__________ be
committed and hard-working.
4. If you are interested in the above positions,
please call in to our Recruitment Centre for an
application form.

Defining relative clauses
1. Match a main clause in box A with the
correct relative clause in box B.
   Example: 3a

   A
   1. A management consultant is a person
   2. Ford is a company
   3. Bic is a company
   4. A shopping centre is a place
   5. Bar codes are a pattern of stripes

   B
   a. produces disposable products
   b. customers can find many different shops
   c. gives advice to companies
   d. an electronic scanner reads
   e. manufactures cars

2. Write six sentences using the correct relative
pronoun (who, that, which, where).
   Example: A management consultant is a person
   who gives advice to companies.

Writing Review
1. You are halfway through First Insights Into
Business. Think about your progress, and
evaluate your strengths and weaknesses in
English. Complete a SWOT analysis for yourself.
2. Now look at the table and complete a similar
one using the information from your SWOT
analysis.

   Weaknesses/threats
   1. I find it difficult to remember the past tense
      of irregular verbs.
   2

   Recommendation
   1. I should look at the verb list and do the
      workbook exercises in Unit 5.
   2

   Purpose
   1. To help remember the forms and use them
      correctly.
   2

Business Communication Review
Work in pairs. Student A look at the
information below. Student B see page 149.

   STUDENT A
   You want to speak to the Head of Sales at Bond
& Co., a company which manufactures silk ties,
because you want to stock their ties in your
department store. You telephone the company.
The Head of Sales is not in his office so you leave
a message with Student B, a Sales Representative.
   • Explain who you are and who you would like
to speak to.
   • Give a brief presentation of your company.
   • Explain that you would like to stock Bond &
   Co’s ties in your store.
Prepare the call, then telephone your partner.
Try to ‘sell’ a positive image of your company.
Key Vocabulary

7.1 For nearly every type of **product** there are many similar goods on the market. The **unique selling points (USPs)** of a product are the things that make it special and different from other similar products. A good **advertisement**, which brings the product to the public's attention, should describe these USPs. The marketing department should have a **customer profile** in mind, that is the sort of person who will buy the product. When trying to sell a product, it's important to give information about the product's **features** or characteristics, and to emphasise the **benefits** or advantages of the product to the customer.
Order of adjectives

1 Label the briefcase using the words below.

1

2

3

4

A stylish durable leather briefcase with convenient long, wide carrying strap.

| lock | trim | shoulder strap | handle |

2 Look at the photographs of the briefcases. Which one(s) do you like? Match the description of the briefcases to the photos.

a an unusual sporty briefcase with practical nylon straps and black trim

b an elegant light brown briefcase with brass locks

c a stylish leather briefcase with a beautiful glass handle

d a durable leather briefcase with brass locks

e an Italian black leather briefcase with a long shoulder strap

3 Which adjectives in exercise 2 give opinions and which give facts?

Example: opinion – stylish, beautiful

fact – leather, glass

4 For each of the briefcases, complete the table with words from the sentences under these headings.

<table>
<thead>
<tr>
<th>OPINION</th>
<th>FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>size/length</td>
</tr>
<tr>
<td>stylish</td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>lock</th>
<th>trim</th>
<th>shoulder strap</th>
<th>handle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5 Now add these three descriptions to the table.
1 a big, square, leather folder
2 a large, extra-wide sports bag
3 a spacious, oval handbag

6 Use all the sentences to answer these questions.

1 Do 'opinion' adjectives usually go before or after 'fact' adjectives?
2 'Fact' adjectives usually go in this order:
size, __________, __________, __________, __________
3 Do 'size' and 'length' adjectives (e.g. big, small, long, short) usually go before or after 'shape' and 'width' adjectives (e.g. slim, fat, narrow, wide, broad)?

Now look at the Grammar Reference to check your answers.

Grammar Reference page 158

Language Practice One

1 Work in pairs. Choose three of the products from the photographs below and write down three adjectives to describe each one. Use adjectives from the box and any others you can think of.

<table>
<thead>
<tr>
<th>expensive</th>
<th>useful</th>
<th>smart</th>
<th>practical</th>
<th>beautiful</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun</td>
<td>stylish</td>
<td>colourful</td>
<td>top-of-the-range</td>
<td></td>
</tr>
</tbody>
</table>

2 Now put the adjectives in the correct order.

3 Work in pairs. Find four products (e.g. glasses, bags, clothes, jewellery). Write a list of adjectives to describe each one, and put them in the correct order. Give your list to another pair for them to identify the product.
1. Look at the Dyson vacuum cleaners and answer the questions.
   1. How are these Dyson products different from most vacuum cleaners?
   2. Who is the target customer for this product in your opinion?

2. Which words describe these vacuum cleaners?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>crazy</td>
<td>dull</td>
<td>eye-catching</td>
<td>fun</td>
</tr>
<tr>
<td>innovative</td>
<td>stylish</td>
<td>old-fashioned</td>
<td>traditional</td>
</tr>
<tr>
<td>high quality</td>
<td>reliable</td>
<td>high performance</td>
<td></td>
</tr>
</tbody>
</table>

3. Read what the Dyson company literature says about this product. Why are the colours grey and yellow used? Are they effective?

   "The silver-grey body, like machined aluminium, resembles a piece of aircraft technology. Yellow is used to highlight the important parts and give it a sense of fun."

4. Read the extract from the brochure and say what these figures refer to.
   a 1978  b 5  c 5,127  d 23

   In 1978 James Dyson had an idea for inventing new vacuum cleaning technology. It was the same year that his third child, Sam, was born.
   5 long years and 5,127 prototypes* later, this idea became a working model.
   It was another 10 years before it began to be manufactured under his own name. By this time, both Sam and his invention were 15 years old.
   Just 23 months after launch* in the UK, his invention became Britain’s best-selling vacuum cleaner, overtaking sales of Hoover, Electrolux, Panasonic, Miele and all other vacuum cleaners.

* prototype: an example design produced for testing
* launch: putting a new product on the market
5 Work in pairs and discuss these questions.
1 How long did it take to launch the product? Do you think this is normal?
2 Why do you think there were so many prototypes?
3 Who are Dyson’s main competitors?
4 How successful is his business today?

6 Now quickly read a magazine article about James Dyson’s product.
1 What did Dyson win and why?
2 What doesn’t the Dyson vacuum cleaner have?
3 Where did Dyson get backing (money) for his invention? Why didn’t he get it in Britain?

James Dyson

the man who launched a multi-million pound business with a new type of vacuum cleaner, won the European Design Prize last night.

“I am absolutely delighted,” said Mr Dyson. “... to win the award for something that uses technology rather than something that just looks good.”

Mr Dyson’s vacuum cleaner marked the biggest change in the battle against house dust since Hubert Cecil Booth, a Scot, invented the first ‘suction cleaner’ in 1901.

Dyson’s appliance* does not use bags to collect dust.

Mr Dyson, who trained in interior design at the Royal College of Art, invented the machine in the 1980s by converting an old vacuum cleaner using pieces of swimming pool hose.

British firms turned him down so the inventor had to go to the United States and Japan to get backing. “That is the British disease I’m afraid,” he said. “We have a ‘can’t do’ attitude, whereas many of our competitors are much more aware of the importance of innovation*.” But he also had to fight in the American courts to stop others stealing* his idea. This award shows how important design is — the company had a turnover of zero pounds three years ago and has a turnover of £100 million today.

* appliance: piece of electrical equipment
* innovation: creating new inventions or ideas
* to steal: to take something without permission

The Guardian

7 The following sentences tell us about five different events in the development process. Put them in the correct chronological sequence.

a Dyson won the European Design Prize last night.

b Hubert Cecil Booth invented the first vacuum or ‘suction’ cleaner in 1901.

c Dyson studied at the Royal College of Art.

d He went to the United States and Japan for development backing.

e The company had a turnover of zero pounds three years ago.
Vocabulary

Word partners
1 Underline the following words in the text then match a verb and a noun to make word partners.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>to get</td>
<td>a machine</td>
</tr>
<tr>
<td>to steal</td>
<td>a prize</td>
</tr>
<tr>
<td>to invent</td>
<td>an idea</td>
</tr>
<tr>
<td>to win</td>
<td>backing</td>
</tr>
</tbody>
</table>

2 Complete the sentences with word partners from the box above. Be careful with the tense.
1 He _________ _________ for best designer of the year.
2 In 1901 Cecil Booth _________ _________ . It was called a ‘suction cleaner’.
3 Dyson didn’t want people to _________ his _________ before he launched the vacuum cleaner.
4 Developing the vacuum cleaner was an expensive process, so Dyson needed to _________ _________ to complete the project.

Word building
3 Complete the table using words from the text.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
<th>NOUN PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>to award</td>
<td>1 _________</td>
<td>3 _________</td>
</tr>
<tr>
<td>2 _________</td>
<td>invention</td>
<td>5 _________</td>
</tr>
<tr>
<td>4 _________</td>
<td>development</td>
<td>innovator</td>
</tr>
<tr>
<td>innovate</td>
<td>6 _________</td>
<td>7 _________</td>
</tr>
<tr>
<td>compete</td>
<td>competition</td>
<td></td>
</tr>
</tbody>
</table>

4 Use one of the forms to complete the sentences.
1 All inventors are _________ because they are creating something new.
2 The _________ of the computer changed the way we work.
3 It can take years to research and _________ new drugs.
4 There were hundreds of first class companies to consider, so they were delighted to win the _________ against such strong _________.
Linking words of cause and effect

1 Read the following sentences and notice how the linking words are used.

Cause
1 Most vacuum cleaners lose up to 50% of their power because the bag becomes blocked.
2 As/Since the Dyson vacuum cleaners don’t have bags, they are very efficient.

Because, as and since link cause and effect within one sentence.

Effect
1 British firms turned him down. As a result he had to go to the United States and Japan to get backing.
2 British firms turned him down so the inventor had to go to the United States and Japan to get backing.
3 British firms turned him down. He therefore had to go to the United States and Japan to get backing.

As a result and therefore link two sentences. So links cause and effect within one sentence.

2 Link sentences a and b below using a linking word of either cause or effect.

Example:
a The product is faulty.
b The manufacturers are withdrawing the product from the shops.

EITHER: The manufacturers are withdrawing the product from the shops because it is faulty.

OR: The product is faulty. Therefore the manufacturers are withdrawing it from the shops.

1 a The cost of raw materials increased.
b The price of manufactured goods also increased.
2 a All the manufacturers refused to back the design.
b The inventor produced the new vacuum cleaner himself.
3 a The product is not selling well.
b We need to change our marketing strategy.
4 a The company set the price of the product too high.
b Demand was low.

Grammar Reference page 157
Comparative and superlative adjectives: making comparisons

Read the descriptions of the menswear collections.

<table>
<thead>
<tr>
<th>IL CLASSICO</th>
<th>Allegro</th>
<th>SHERRINGTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>$525 to $705</td>
<td>$525 to $685</td>
<td>$645 to $1,300</td>
</tr>
<tr>
<td>The classic business look for the man who is fashionably discreet.</td>
<td>Softer lines, informal, and relaxed for the man interested in fashion.</td>
<td>Top quality, hand-crafted in Italy for the man who can afford whatever he wants.</td>
</tr>
</tbody>
</table>

Now read these sentences and complete the grammar rules.

1 To compare two items: **comparative adjectives**

   *The Sherrington collection is more expensive than the Allegro collection.*
   *The Allegro collection has softer lines than the Il Classico collection.*

   a Adjectives with one syllable (e.g. cheap) add ___________ to the adjective.
   b Adjectives with more than one syllable (e.g. expensive) add ___________ or ___________ before the adjective.
   c Use ___________ before the second item to connect the items.

2 To compare more than two items: **superlative adjectives**

   *Of the three different collections, the Sherrington collection is the most expensive and the Il Classico collection is the least expensive.*
   *All the clothes are very good quality, but the Sherrington collection is of the highest quality.*

   a Adjectives with one syllable (e.g. high) add ___________ before the adjective and add ___________ to the end of the adjective.
   b Adjectives with more than one syllable (e.g. expensive) add ___________ ___________ or ___________ before the adjective.

3 **Clauses of comparison**

   *The Allegro collection is not as expensive as the Sherrington collection.*
   *Some of the Allegro collection is as expensive as the Sherrington collection.*

   Use (not) ___________ + adj. + ___________ to compare two items.

4 **Negative Comparison**

   *The Allegro is less expensive than the Sherrington collection.*

5 **Irregular adjectives**

   *good better the best bad worse the worst*
Pronunciation

7.3 Comparative and superlative endings /ə/ and /əst/

1. Listen to these adjectives. Notice how -er and -est are pronounced.

<table>
<thead>
<tr>
<th>soft</th>
<th>softer</th>
<th>softest</th>
</tr>
</thead>
<tbody>
<tr>
<td>smart</td>
<td>smarter</td>
<td>smartest</td>
</tr>
</tbody>
</table>

2. 7.4 Listen and repeat these comparative and superlative forms.

1. soft lines  2. smart suit  3. sharp lines  4. cool suit

Weak forms: than /ðən/, as /əz/

3. 7.5 Listen and notice how than and as are pronounced.

1. This suit is more expensive than that suit.
2. This briefcase is less expensive than that briefcase.
3. These suits are as expensive as those suits.
4. The Allegro collection isn't as expensive as the Il Classico collection.

Language Practice Two

1. Work in pairs. Look at the chart showing the colour preferences of luxury car owners. Write five sentences of comparison.
   Example:
   1. White is the most popular colour.

2. Work in pairs. Choose three of the products below and think of two different brands for each. Compare the brands.
   - perfumes/after-shaves
   - cars
   - dictionaries
   - soft drinks
   - cigarettes
   - newspapers/magazines
   - training shoes
   - jeans

   Example:
   Chanel No. 5 is more expensive than Eau de Lâncome, and it is also more popular, but I prefer Eau de Lâncome because it is lighter.

3. Change partners and find out your partner's preferences.
Listening

1 Verena Adams is going to talk about the role of advertising in selling products. Before you listen, work in pairs and discuss the following points. Verena mentions two types of product: fast moving consumer goods (fmcgs) and consumer durables. Which type of product:
1 does the consumer buy often and use quickly?
2 does the consumer buy occasionally?
3 is more expensive?

2 Which category do these items belong to?

<table>
<thead>
<tr>
<th>shoes</th>
<th>clothes</th>
<th>beer</th>
<th>cars</th>
<th>canned drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>computers</td>
<td>CD players</td>
<td>chocolate</td>
<td>wine</td>
<td>fruit</td>
</tr>
<tr>
<td>envelopes</td>
<td>compact discs</td>
<td>televisions</td>
<td>meat</td>
<td>washing machines</td>
</tr>
</tbody>
</table>

3 Make a list of different types of advertisements, and say which ones are used for fmcgs and which ones for consumer durables?

Example: TV adverts – consumer durables e.g. cars, and fmcgs e.g. chocolate.

4 7.6 Listen and answer the questions.

1 How does Verena Adams describe advertising? Complete the sentence:
   Advertising is a ______________________, it can work in different ways.

2 What are the four ways in which advertising can work?
3 Make notes about how to advertise Tango, (a soft drink), and a car.

<table>
<thead>
<tr>
<th>Target audience</th>
<th>Tango</th>
<th>a car</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design of advertisement</td>
<td>eye-catching and</td>
<td>not given</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td>press ads with details of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style of campaign</td>
<td>crazy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>Television</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose of advertisement</td>
<td>to motivate the market to buy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 What is the function of the advertising agency?
5 What makes a good advertisement in Verena’s opinion?
Product presentation

1 7.7 Listen to the sales presentation of the new video phone and choose the correct answer.

1 What is the name of the product?
   a VI Ta Desktop Videophone
   b ViaTV Desktop Videophone
   c Via Desktop Videophone

2 The salesperson describes the product as
   a small and slim
   b small and attractive
   c small and elegant

3 To set up the product you need
   a a touch-tone phone
   b a computer
   c special software

4 Which special feature does the salesperson not mention?
   a full colour-motion video
   b on-screen menus
   c very good picture quality
   d preview mode
   e privacy mode

5 In order to see the person you are calling
   a you need the product
   b the caller needs the product
   c both parties need the product

2 7.7 Listen again. What benefit does the salesperson emphasise?
Who is the target customer, in your opinion?

3 Use the answers to complete the summary.

   Name: The full name of the product is 1 ____________________.
   Appearance: It is 2 ____________________.
   User-friendliness: It is easy to set up – all you need is 3 ____________________.
   Special features: The special features include 4 ____________________,
   in addition it has 5 ____________________.
   Benefits: The main benefit of the product is 6 ____________________.

4 Work in two groups. Read the information about your product and complete the summary.

Group A: Look at the advertisement for the multi-lingual European interpreter on page 81. Read the advertisement and complete the summary.

"With the multi-lingual European interpreter you will never be lost for words. Make your business trips easier and more enjoyable."

Group B: Look at the advertisement for the Memo Recording Pen on page 148.
Your multi-lingual European interpreter

This electronic interpreter is fluent in 7 languages (English, German, Spanish, French, Italian, Dutch and Swedish) with a working knowledge of over 30,000 words in each language. It includes an automatic spelling correction so you can input foreign words phonetically, a 30-entry name/address databank, full function calculator, metric and currency converters and word games. Batteries supplied.

7-language translator £49.95

<table>
<thead>
<tr>
<th>Appearance: stylish and compact</th>
<th>Special features:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits:</td>
<td>• 7 languages</td>
</tr>
<tr>
<td></td>
<td>• over 30,000</td>
</tr>
<tr>
<td></td>
<td>• 30 entry</td>
</tr>
<tr>
<td>Price: 120</td>
<td>• word games</td>
</tr>
</tbody>
</table>

5 In your groups prepare a sales presentation on your product. Use the summary notes in exercise 3 to help you. Find a partner from the other group and give your presentation. Be enthusiastic and convince your partner to buy your product.

Final Task

Speaking

Think of a product you would like to buy.
• Describe the customer profile.
• Describe its features and benefits.
• Give reasons for the benefits (use linking words of cause and effect).

Checklist for Unit 7:

1 Put the following adjectives in order to make a product description.
   leather blue smart slim briefcase

2 What are the comparative and superlative forms of these adjectives?
   reliable expensive soft light new stylish

3 Compare a BMW and a Skoda.

4 Choose three products from this unit. What are the features of each?

5 What are the benefits of each feature?
8 People

In this unit:

- **Language Focus**
  
  - Going to for future plans and intentions
  
  - Will for the future
  
  - Pronunciation: weak forms of to /tə/, short form of will

- **Skills**
  
  - Writing: clauses of contrast
  
  - Reading: management styles
  
  - Listening: aspects of work

- **Vocabulary**
  
  - Word building

- **Business Communication**
  
  - Talking about your job

---

Key Vocabulary

8.1 Most people work because they need to earn a **salary**, but money is not the only **motivation** or reason why people work. People get **job satisfaction** from different factors, such as **social interaction** with colleagues. **Status**, that is your professional position, and **achievement**, doing something well, can be important. Some companies really value their employees and see them as the company’s main **asset**. Managing people well can lead to better results and **higher productivity** for the company, but this can be difficult to do. People respond differently to different **styles of management**. Some organisations give their workers freedom to develop their roles and others don’t.

---

Lead-in

Look at the survey below, then choose six factors which are important for you. Compare them with a partner.

### Factors considered when choosing your first job

<table>
<thead>
<tr>
<th>I want to:</th>
<th>% of graduates</th>
<th>I want to:</th>
<th>% of graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy my job</td>
<td>72</td>
<td>be passionate about the industry I work in</td>
<td>30</td>
</tr>
<tr>
<td>like the people I work with</td>
<td>70</td>
<td>have job security*</td>
<td>30</td>
</tr>
<tr>
<td>have enough money to afford the things I enjoy</td>
<td>64</td>
<td>be in control of what I do</td>
<td>27</td>
</tr>
<tr>
<td>receive training</td>
<td>63</td>
<td>have a lot of freedom at work</td>
<td>21</td>
</tr>
<tr>
<td>find the work stimulating</td>
<td>57</td>
<td>work for a well-known company</td>
<td>18</td>
</tr>
<tr>
<td>have an inspirational* boss</td>
<td>41</td>
<td>not have to work overtime or at weekends</td>
<td>17</td>
</tr>
<tr>
<td>have a good social life</td>
<td>40</td>
<td>have a job that will take me abroad</td>
<td>16</td>
</tr>
<tr>
<td>have the opportunity to take professional qualifications</td>
<td>39</td>
<td>have an excellent salary</td>
<td>15</td>
</tr>
<tr>
<td>work for a respected* company</td>
<td>35</td>
<td>have other people think what I do sounds good</td>
<td>11</td>
</tr>
<tr>
<td>have a position of responsibility</td>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*inspirational: motivating  respected: people think well of [the company]  job security: no worry about losing your job
Cross-cultural Communication

"Managers have to learn how to be teachers, counsellors and friends ..."
Charles Handy (Management specialist)

Work in pairs and discuss these questions.
1. Do you agree with Handy's view?
2. What is the main role of managers in companies in your country?
3. How much control should employees have over their own work?
4. How much should the manager control what the employee does?

Going to for future plans and intentions

1. 8.2 Dan Goldman has a performance appraisal with his line manager, Philippa Taylor. They discuss his performance since the last meeting and set targets for the next meeting in six months' time. Listen and complete Philippa's notes.

Appraisee's performance in the past six months

Dan is getting on well.
He is 1. ______ the work.
Particularly pleased with 2. _________.

Areas where appraisee needs to improve

1. Time management

Action to improve performance in these areas

Intentions
He's going to 3. _________.
He going to 4. _________.
Definite:
He's doing a course next month.
Scott Henman 5. _________ the course.

Compare your notes with a partner.

2. In the second part of the interview Dan talks about:
   a. his future plans and intentions and  b. a definite future arrangement
   Which tense does he use for each?

3. True or false?
   We use going to to talk about something we really want or intend to do in the future.

Grammar Reference page 151
8.2b Weak forms of to /tə/

1 Listen to Dan talking about how he intends to improve his time management skills.
Notice how to is pronounced when Dan says:

1 I’m going to try to prioritise more.
2 I’m going to set myself more realistic deadlines.

2 8.3 Listen and repeat these questions.
1 When are you going to spend time in an English-speaking country?
2 What time are you going to leave today?
3 What are you going to do this evening?
4 When are you going to apply for a new job?
5 What type of job are you going to apply for?

3 Work in pairs. Ask and answer the questions in exercise 2.

1 Work in pairs. Juan, Aleka and Chan each have a different objective. They write a list of action points to meet their objective. Decide which points belong to which person.

Objectives
- Chan: spend more time with my family
- Aleka: buy a new computer because I want to work from home
- Juan: get a new job

Action points
1 buy magazines to get more information
2 talk to a careers consultant
3 consider what gives me job satisfaction
4 decide exactly what I need and find a product that matches my needs
5 do research to see what jobs and companies match my values
6 leave work earlier
7 not take work home at the weekends
8 start work earlier
9 talk to people who have different kinds of computers

2 Now write sentences to describe Juan, Aleka and Chan’s intentions.
Example:
Chan is going to leave work earlier to spend more time with his family.

3 Now think of three objectives which are important to you and write an action plan to reach each objective.
Compare your objectives and action plan with a partner.
**Language Focus Two**

**Will for the future**

1 Read the recruitment advertisement and answer these questions.
   1 Who is advertising?
   2 Who do they want to recruit?
   3 What is the name of the programme they want the recruits to join?
   4 What is the main quality they are looking for?

---

**Graduates/Final Year students**

**Priceless training. free thinking.**

Bring us free thinking and we'll give you invaluable training for a unique career.

Our 4 year Fast Stream Programme will give you an insight into the development of government policy, the complexities of tax law and practice, and how a major organisation is managed. You will learn how different types of business operate and develop your skills so that you can take on the wide range of career opportunities we offer.

Determined, with excellent interpersonal and communication skills, a strong analytical mind and the confidence to make critical decisions, you'll need the drive and self-discipline to take on growing responsibilities and demanding exams at the same time. You'll also need to have, or be expecting, a first or second class honours degree, and be free to join us in July in London or a range of locations in southern England and the Midlands.

In return, as well as exceptional training, you can expect a starting salary between around £14,000 and £21,000 depending on location, qualifications and experience. If you meet our expectations you can expect to be earning £30,000 in 4 years.

Only your potential counts with us. We are firmly committed to recruit, develop and promote people on their abilities, and will not discriminate on grounds of gender or race.

For further information and an application form, write to Inland Revenue, Fast Stream Development Programme, HR Division, PO Box 55, Mowbray House, Castle Meadow Road, Nottingham, NG2 1BE quoting reference FS/G2. Telephone 011509740696. We must have your completed application form by 6 November.

The Inland Revenue is an Equal Opportunities Employer.

---

**2 Read the advertisement again and complete the sentences with a verb.**

1 We will ________ you invaluable training for a unique career.
2 The Fast Stream Programme will ________ you insight into government policy.
3 You will ________ how different types of business operate.
4 You will ________ drive and self-discipline.
5 We will not ________ on grounds of gender or race.
6 They ________ accept applications after 6 November.
Pronunciation  
Two

Short form of will

1 Listen and notice how the speaker pronounces will in these sentences. Repeat the sentences.

2 The six sentences from Language Focus exercise 2 describe working for the Inland Revenue in the future. Look at the sentences. Are the following true or false?

- We use will to talk generally about the future.
- Will is always followed by infinitive without to.
- The negative is formed: will + not + infinitive without to.
- In the written form will is often written 'll.
- The short form of will/will not is always used in speaking except in questions and short answers.
  e.g. Will you give me training? Yes, we will.

Grammar Reference page 151

1 Use these prompts to write six sentences.

Example:
Inland Revenue/give/training
Inland Revenue will give you training.

1 You/learn/management skills
2 we/offer/excellent training
3 you/earn/£14,000 – £21,000 per year
4 you/take/exams
5 Inland Revenue/not/discriminate against you
6 you/live/Southern England

2 Now say the sentences. Remember to use the short form of will.

3 Work in pairs.
Student A You see the following advertisement. Phone your partner to find out more.
Student B turn to page 148.

Fantastic Job Opportunity In IT
Phone +44 171 9200954 to find out more.

STUDENT A
Phone Student B to find out about this job.
Use the future form will to ask Student B for information. Ask about:
- opportunities to use my languages?
- work abroad?
- receive training?
- date of interviews? (When ...?)

Example:
Will I have opportunities to use my languages?
1 8.5 Morna Lawson talks about various aspects of work. Listen and complete the notes.

**Job satisfaction**
1 Three things that are important to Morna in a job: ______________________
__________________________

**Management styles**
2 She likes a manager to be a ____________, but at the same time to be b ____________. In other words the manager allows her to get on with it, but is there to c ____________ her.

**Workplace culture**
3 Spain and Britain are probably similar now, but when Morna worked in Spain she noticed that ________________________.

**Managers**
4 Morna's favourite manager was a ____________. She allowed her to get on with the work and to b ____________ (it wasn't the end of the world) and Morna c ____________.

Work in pairs and compare your notes.

2 How would you like your manager to be? Choose three descriptions.

<table>
<thead>
<tr>
<th>supportive</th>
<th>hands-off</th>
<th>available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a good teacher</td>
<td>understanding</td>
<td>inspirational</td>
</tr>
</tbody>
</table>

3 Morna talks about the workplace cultures in Britain and Spain. Look at your notes and choose a sentence that matches what she says.

**a** The Spanish live to work and the British work to live.

b The British live to work and the Spanish work to live.

What is the workplace culture in your country like?
The text is about the different styles that men and women have in the workplace. Look at the cartoons and say which figures you think represent men and which represent women?

- Confrontational, competitive
- Personal achievement comes first
- Forceful, self-protective, challenging, direct
- In control
- Collaborative
- How's your daughter?
- Talk about personal matters
- Hysterical
- Welcome contributions
MEN and women do things differently. There are, of course, exceptions to every generalisation, including this one.

Cristina Stuart is a managing director of Speakeasy Training, a consultancy that runs courses for men and women working together. Here she describes a few key differences between the sexes in the workplace.

1 Working together

The male approach to business is competitive, direct and confrontational. The end justifies the means.* Personal status and a focus on the individual are important.

The female method is collaborative. Collective action and responsibility are more important than personal achievement. Lateral thinking*, as well as goodwill and the well-being of the individual, are also of great importance.

2 Tackling problems

The male approach is to go to the heart of the problem, without taking into account secondary considerations. The female preference is to look at various options.

3 Body language

Male body language tends to be challenging. Female body language tends towards self-protection. A stereotypical female pose is sitting cross-legged; the male sits with legs apart to give an impression that he is in control.

Male behaviour can include forceful gestures for example banging a fist on the desk for effect. The female style does not usually include aggressive gestures.

4 Language

The male way of speaking does not encourage discussion. Women tend to welcome others’ opinions and contributions more.

5 Conversation

Men like to talk about their personal experiences and achievements or discuss ‘masculine’ topics such as cars or sport. Women tend to talk about staff problems and personal matters.

6 Meetings

If a woman does not copy the male confrontational style, she is often ignored.

7 Self-promotion

Men find it easy to tell others about their successes. Women tend to share or pass on the credit for a success.

8 Humour

Men’s humour can be cruel – a man’s joke usually has a victim. Female humour is less hurtful. A woman often jokes against herself.

CAVEAT

Many men have a female style of working. Equally many women have a male approach.

As Ms Stuart says many of the current management theorems – flatter organisations*, empowerment, managing by consensus* – have a female style to them.

* the end justifies the means: it doesn’t matter what methods you use; success is the only important thing
* lateral thinking: thinking in a creative way, making unusual connections
* flatter organisations: organisations in which there are fewer managers and people have equal status
* managing by consensus: managing by getting everyone to agree
4 According to the text, which of these phrases are typically used by men and which by women?

Example:
‘It’s very simple. The point is …’
Men because ‘the male approach is to go to the heart of the matter’.
1 ‘But we need to take account of …’
2 ‘You look worried. What do you think about the new plan?’
3 ‘That’s rubbish!’
4 ‘I built the department from nothing.’
5 ‘Thanks for your kind words, but this really was a team effort.’
6 ‘It was so funny. He looked ridiculous!’

5 Work in groups and discuss the questions.
1 What is the style of male and female managers in companies in your country? Are they similar to the ones outlined in the text?
2 Do you think there is a difference in style between men and women or is any difference usually because of personality?
3 Do you know any men who have a ‘female’ style of working? or women who have a ‘male’ style of working?
4 Do you find it easier to work with men or women? Why?

6 Choose a spokesperson in the group to make a presentation to the whole class, summarising the opinions in the group.

Vocabulary

Word building

1 Complete the table with words from the text then mark the stress.

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to compete (with)</td>
<td>competition</td>
<td>competitive</td>
</tr>
<tr>
<td>2 to confront</td>
<td>confrontation</td>
<td></td>
</tr>
<tr>
<td>3 to collaborate</td>
<td>collaboration</td>
<td></td>
</tr>
<tr>
<td>4 to control</td>
<td>encouragement</td>
<td></td>
</tr>
<tr>
<td>5 to achieve</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the following sentences using one of the words from the table.

1 It was a great ____________ to win the company’s prize for excellence.
2 This is a really difficult job at times. I’d like a bit of ____________ from my boss occasionally.
3 I hate having meetings with Alan. He’s always aggressive and ____________.
4 I don’t like working on my own, I need other people to ____________ with.
5 It’s impossible to ____________ events, but you can influence them.
Clauses of contrast

1. Clauses of contrast give information which is surprising when compared to the main clause. Read the sentences and notice how the conjunctions introduce the clause of contrast.

   1. Men and women have different styles but both can adopt the other gender’s way of working.
   2. Although the majority of employees in the company are women, men hold most of the senior management posts.
   3. It is sometimes dangerous to generalise, however we can note some specific differences between men and women’s styles.

Check your ideas with the Grammar Reference section.

2. Look at the chart comparing Chief Executive Officers’ pay.

Work in pairs and write three sentences using clauses of contrast.

Examples:

Although all the pay is very high, it is higher in some countries than in others.
Although basic pay for CEOs is similar in France and Italy, the total salary is higher in France.

Grammar Reference page 156
Talking about your job

1 Work in pairs. Look at the cartoon and discuss what you think the job of a tour representative is like.

2 8.6 Listen and complete the gaps.

Name: Lisa Crawford
Job title: Tour representative
Company she works for: 1
Perks: 2
Ratio of men to women: 3

3 Listen again and complete the gaps.

Note the patterns:
responsible for +...ing
involves +...ing
deal with + noun

1 It involves ____________________________
2 I'm responsible for ____________________________.
3 I have to deal with ____________________________.
4 It also involves ____________________________

4 Look at the list of jobs. Listen and identify which of these jobs the speaker describes.

Customer Services Manager  Shoe Designer
Personnel Officer  Shop Assistant
Managing Director  Advertising Executive
5 Work in pairs. Choose one of the other jobs and describe it to your partner. Your partner has to guess which job it is.

6 Think of a job; your own job, or one you would like in the future. Write a list of:
   • the responsibilities
   • the perks or extra benefits
   • details such as the ratio of men and women colleagues

7 Work in pairs. Ask your partner about his/her job (from exercise 6). Use the language box to help you.

Finding out about someone's job
What does your job involve?
What do you do in your job?
Do you have to ...?

Talking about your job
I deal with ______
I'm responsible for ______ ing
I have to ______
My job involves ______ ing

---

Final Task

Writing
Write your objectives and your action plan for getting a (new) job or promotion. Think about:
   • skills you need to develop
   • qualifications you need
   • where you need to look for information and job advertisements

---

Checklist for Unit 8:

☐ 1 When we intend to do something in the future, what tense do we use?
☐ 2 When can we use the will future?
☐ 3 What is the negative contracted form of will?
☐ 4 What is the noun form of to achieve?
☐ 5 Make two sentences to compare male and female management styles.
9

Business Environment

In this unit:

- **Language Focus**
  Modal verbs: talking about possibility
  Present passive
  Pronunciation: word linking, stress patterns

- **Skills**
  Writing: connectors to show addition of information
  Reading: Marks & Spencer
  Listening: world competitive scoreboard

- **Vocabulary**
  Word building

- **Business Communication**
  Describing trends, interpreting graphs

---

Key Vocabulary

9.1 All businesses are affected by their immediate environment. Many factors influence them, for example, **availability of labour** (that is, how easy or difficult it is to find workers), **labour costs** (how much it costs to employ people) and **availability of raw materials**, such as oil and wood. The amount of money a company has to pay the government in **taxes** is another factor. Businesses are also affected by the **state of the economy**. In a period of **economic recession** many businesses suffer, their profits fall and they have to make **cuts**. In this climate there will be a rise in **unemployment**. These factors can affect sales and prices and change the **trend**, or direction, they move in.

---

Lead-in

1. Look at the shopping baskets which show the prices of everyday goods in five countries.

Answer the questions.

1. In which country is the shopping basket of everyday goods most expensive?
2. In which country is it least expensive?
3. What is the price difference between the most and least expensive countries?
4. What items do you think the shopping basket contains?
5. Why do you think the prices are different?
2 Read the text below to check your answer to exercise 1 question 5.

Many everyday brands which are used by people in almost every country can have varying prices throughout the world. Some of the variations in price are due to differences in exchange rates, some are due to the differences in local raw materials and production or shipping costs and some are due to variation in taxes. However, the wide variation in prices for some brands cannot be explained by these factors and it may be that multinational companies are charging what they think the market will bear.

Language Focus One

Modal verbs: talking about possibility

1 ‘The Big Mac Index’ shows how long it takes in different countries to earn enough money to buy a Big Mac with French fries.

In Lagos it takes almost two full working days for the average worker to earn enough to buy a Big Mac and a large portion of French fries. In Tokyo it only takes 25 minutes.

1 How long must people work in Nairobi, Caracas, London and Budapest to buy a Big Mac and fries?
2 How much do a Big Mac and large fries cost in your country? How long do you have to work to buy them? (based on the average wage)

2 9.2 Listen to the following sentences. Do you think the speaker is sure about the reasons she gives for the price of Big Macs, or is she making educated guesses?

may, might

1 The average wage may be quite low in Caracas or a Big Mac might cost a lot there.
2 It takes a long time to earn enough to buy a Big Mac in Lagos. There may be a luxury tax on it in Nigeria.

can’t, could

3 In Chicago the competition from other hamburger companies could affect the price.
4 I could be wrong, but I think the Big Mac and a portion of fries costs about £3.00 in London.
5 Big Macs may cost more to produce in Lagos, but it can’t be because of the cost of labour. Labour costs are so low there.

Adverbs: maybe, perhaps, probably

6 Perhaps/Maybe Big Macs are more expensive in Britain because demand is high.
7 Salaries are probably higher in Frankfurt than in London.

NOTE: maybe is one word when it means perhaps. Compare the two sentences: Maybe demand is very high in Chicago. Demand in Chicago may be very high.
3 True or false (T/F)?

1 We use *may, might, can* and *could* to talk about possibility. We don’t use them if we are sure of something. T/F

2 *Can’t* expresses stronger possibility than *could*. T/F

**Form**
The modal verbs *may, might, can’t, could* are always followed by an infinitive without *to*:

*Competition could affect the price.*

---

**Grammar Reference page 153**

**Word linking**

1 9.3a Listen to the following words. Can you hear the final letter?

| could | might | can’t |

2 9.3b Now listen to the same words in the following sentences. What do you notice about the final letter?

1 It *could* be true. 4 It *could* arrive today.

2 You *might* be right. 5 He *might* ask for an extra week.

3 That *can’t* be right. 6 It *can’t* add up.

3 In each case, does the following word start with a vowel sound or a consonant sound?

4 9.3b Listen to the sentences again and repeat.

**Language Practice One**

1 Read the following sentences and match them to possible reasons.

<table>
<thead>
<tr>
<th>FACTS</th>
<th>POSSIBLE REASONS AND RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 There is high unemployment.</td>
<td>a Perhaps this is because they are becoming difficult to find.</td>
</tr>
<tr>
<td>2 No one wants to invest in the North.</td>
<td>b Maybe investors are worried about the political situation there.</td>
</tr>
<tr>
<td>3 A computer firm announces a massive profit.</td>
<td>c This might be because its new product is very popular.</td>
</tr>
<tr>
<td>4 The cost of raw materials will get higher.</td>
<td>d This could be because companies only want to employ highly skilled workers.</td>
</tr>
</tbody>
</table>
2 9.4 Look at the two pie charts. Listen to a business analyst talking about IKEA. Add the names of countries and parts of the world to the charts.

3 Work in pairs. What are the possible reasons for the facts? Talk about IKEA's situation. Use the ideas in brackets to help you.

1 Sales in Germany account for about 15% of the total.
Example: This could be because the style of furniture is very popular in Germany.

2 Sales in Sweden account for a healthy 10% of total sales.
(possible reasons: Swedish design of products, environmentally friendly, cost)

3 Sales in North America account for 14.4%.
(possible reason: size of population)

4 19.2% of IKEA's purchases from suppliers come from the Far East.
(possible reasons: low costs, availability of raw materials)

5 17.2% of purchases come from Eastern Europe.
(possible reason: low labour costs)

6 Only 3.3% of purchases come from North America.
(possible reason: high costs there)

Cross-cultural Comparison

Look at the chart which ranks countries according to competitiveness.

WORLD BEATERS: THE MOST COMPETITIVE COUNTRIES (previous ranking in brackets)

Work in pairs. Choose three countries and discuss the reasons for their position on the scoreboard. Think about some of these points.
- political stability
- infrastructure
- inflation
- taxes
- labour costs
- international trade
- foreign investment
- technology
1 9.5 Listen to Tom Armstrong talking about five countries on the scoreboard. Complete the table.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>POSITION</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 United States</td>
<td>Top/First</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Did Tom mention any of the three countries you discussed in the Cross-cultural comparison? Did you guess the reasons correctly?

Writing

Connectors to show addition of information

1 The words in bold are connectors that show the writer is adding more information. Read the examples to see how they are used.

1 The country is suffering for a number of reasons; the infrastructure is poor, there is little inward investment and workers are demotivated too/as well.

2 Like Finland, Norway also showed strong growth last year.

3 India benefits from low labour costs, and in addition raw materials are plentiful.

4 The Netherlands is in the top five countries. Finland is as well.

2 What do you notice about the position of the connectors? Match the connector with its position.

| 1 too/as well | a end of clause |
| 2 in addition | b mid position  |
| 3 also        | c start of second clause or second sentence |

3 Use one of the connectors to complete the following sentences.

1 Singapore has a very strong infrastructure. ____________ there is a high level of trade and investment.

2 The Netherlands comes in the top five countries. Finland is ____________ up in the top five.

3 High corporate taxes can have a negative effect on an economy. They reduce companies' profits and ____________ they do not encourage foreign investment.

4 Although Poland is in 45th place, it shows a strong entrepreneurial spirit, and ____________ it has a good rate of growth.

5 Britain is below Finland. Germany is ____________ below Finland.

6 Ireland is now attracting a lot of foreign investment. Multinationals are opening offices there and more Irish people are staying in Ireland to work, ____________.
Look at the information below. Choose one country and write a paragraph using connectors to show the addition of information.

<table>
<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>has very high inflation</td>
<td>low unemployment</td>
</tr>
<tr>
<td>has high unemployment</td>
<td>low corporate taxes</td>
</tr>
<tr>
<td>there is political instability</td>
<td>a lot of foreign investment</td>
</tr>
<tr>
<td>has export difficulties</td>
<td>good growth</td>
</tr>
<tr>
<td>President is in poor health</td>
<td>skilled workforce</td>
</tr>
</tbody>
</table>

**Language Focus Two**

**Present Passive**

1. Look at the diagram of the car engine. The information around it shows where cars are made or developed. Which car manufacturers are featured, and what is the nationality of each?

   - **ROVER** Nationality: 
     Rover 200/400: Developed with Honda of Japan, built in Oxford and Birmingham, UK.

   - **NISSAN** Nationality: 
     Primera, Micra, Primo Estate: Sunderland, UK
     Almera Patrol, QX: Japan
     Serena, Terano, Venet: Spain

   - **VAUXHALL** Nationality: 
     Astra: Ellesmere Port, UK; Eisenacht, Germany; Antwerp, Belgium
     Classic Astra: Hungary and Poland
     Corsa and Tigra: Zaragoza, Spain and Eisenacht, Germany
     Sintra Engines: Ellesmere Port, UK. Built in Dorrevill, USA.
     (Called Pontiac Adventure in USA, called Sintra in Europe)

   - **FIAT** Nationality: Seicento: Tychy, Poland

   - **PEUGEOT** Nationality: 
     206: Ryton near Coventry, UK. Over 50% of parts from UK. Other parts from EC countries.

2. Complete the sentences.

1. The Vauxhall Sintra is made in ____________, ____________.
2. The Nissan Primera is built in ____________, UK.
3. The Fiat Seicento is made in ____________, ____________.
4. The Rover 200 is built at ____________ and ____________, UK.
5. The Peugeot 206 is built in ____________, UK, and more than 50% of parts are sourced in the UK. The rest come from other EC countries.
3 Look again at sentences 1 to 5 in exercise 2. They are in the passive form.

1 Do we know who carries out the action in each sentence? (Who made the Vauxhall Sintra? Who built the Nissan Primera?)

2 Is it important to know who performs the action? (Are we interested in the factory workers in these sentences?)

3 Why does the writer use a passive sentence: ‘The Vauxhall Corsa is made in Zaragoza, Spain.’ and not an active sentence: ‘Spanish workers make the Vauxhall Corsa’?

4 Complete the sentences.

1 We form a passive with the correct part of the verb __________ + the past __________.

2 The __________ of an active verb becomes the __________ of a passive verb.

   **Active:** Spanish workers make (Vauxhall cars).
   **Passive:** Vauxhall cars are made in Zaragoza.

3 In __________ sentences you do not need to include the ‘doer’, i.e. the person or thing which performs the action, because this is not an important piece of information.

Now check your answers in the Grammar reference.

Grammar Reference page 154

1 Write the following paragraph using the passive form of the verb in brackets. Be careful with the past participles.

**The Vauxhall Sintra**

The engines ¹ (manufacture) at Ellesmere Port in the UK. The cars ² (build) in the US and ³ (sell) there as the Pontiac. Cars ⁴ (ship) back to the UK and ⁵ (sell) as the Sintra.
2 The business environment is becoming more technologically advanced. Look at the diagram which shows how interactive telephone services work.

3 In the six sentences which describe the illustrations above, the writer uses telegraphic language to keep the sentences short. Complete the six sentences in full.

   Example:
   1 A telephone enquiry is made.

   1 A telephone enquiry ______ ______.

   2 The speech ______ ______ ______ to digital code.

   3 The digitised sounds ______ ______ with those on the computer and ______ ______ for meaning.

   4 The appropriate information ______ ______ ______ from the computer database.

   5 The information ______ ______ ______ to text.

   6 The text ______ ______ ______ to speech.

4 Work in pairs. Describe a process you are familiar with to your partner.
Reading

1. The newspaper article below is about Marks & Spencer (M&S). Read the first paragraph. What were profits like when the text was written?

2. Read paragraph 2 and say which two sectors Marks & Spencer deals in. Which one is doing well?

3. On the retailing side M&S is involved in various product ranges. Read paragraphs 3–5 and say which of the following are mentioned.

<table>
<thead>
<tr>
<th>1. home furnishings</th>
<th>2. jewellery</th>
<th>3. food</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. clothing and footwear</td>
<td>5. newspapers and magazines</td>
<td>6. sports goods</td>
</tr>
</tbody>
</table>

Which area of business is M&S going to expand?

4. Which three markets do paragraphs 6, 7 and 8 describe?

5. Read the topic sentences in paragraphs 6, 7 and 8. Are profits up or down in all three markets?

6. Which word describes the trend for each market? Match a phrase with the correct market.

<table>
<thead>
<tr>
<th>Markets</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Far East</td>
<td>a. profits were hit</td>
</tr>
<tr>
<td>2. Europe</td>
<td>b. profits fell</td>
</tr>
<tr>
<td>3. North America</td>
<td>c. suffered a downturn</td>
</tr>
</tbody>
</table>

7. Which factor in the business environment affected sales in each market?

---

**No Quick Respite in Sight for M&S**

1. **Marks & Spencer** suffered at home and abroad during the first half of its financial year and the company admits that trading in recent weeks has shown no signs of improvement.

2. The group makes the vast majority of its profits in Britain and these fell 20.2% to £316.5 million in the six months to 26 September. The figures were slightly boosted* by a good performance from financial services, where profits rose 19% to £44.9 million. Retailing profits fell almost £88 million to £271.9 million.

3. Sales of home furnishings showed the biggest decline, with a fall of 1.6% over the half year and 7.1% in the second quarter. Clothing and footwear sales were 2.3% ahead in the six month period but fell 0.3% in the last three months from a 4.9% increase in the first quarter.

4. Food was the most resilient area: it rose 2.1% overall, and maintained positive sales growth over the entire six-month period.

5. M&S is focusing on a range of initiatives in its food departments, including butcher shops, delicatessen counters*, bakeries and coffee shops. These are expected to be introduced into 100 stores as quickly as possible.

6. Overseas, the Far East suffered the worst downturn, reflecting continuing economic trouble in the region. The group made a £1.2 million loss overseas, compared with £10.8 million profit in 1997.

7. Europe was also hit, primarily by the impact of the strong pound.

8. North American profits also fell from £2 million to £1.2 million.

* No Quick Respite in Sight for M&S: there is no sign that business will improve rapidly for M&S
* boosted: improved
* delicatessen counter: a section of a shop which sells special cheeses, cooked meat, salads etc.

Evening Standard
Vocabulary  

Word building  
1 The text describes the trends for M&S's profits in key markets. Put each word from the box in the table.

1 improvement (n) (para 1)  
2 fell (v) (para 2)  
3 rose (v) (para 2)  
4 decline (n) (para 3)  
5 increase (n) (para 3)  
6 maintained (v) (para 4)

2 Now add the following words to the table.

a fall  
a rise  
a decrease  
a drop  
to increase  
to grow  
to decline  
to decrease  
to drop  
to stabilise

Pronunciation  

Two  

1 9.6a Listen to how the verb and noun are pronounced. Repeat.

verb  

- to increase  
- to decrease  
- to import  
- to export

noun  

- an increase  
- a decrease  
- an import  
- an export

2 9.6b Listen to seven sentences. Do you hear the noun or the verb?
1 The graph shows car sales from 1991 to 2000. Look at the graph and read these sentences.

Notice how the verbs + prepositions are used.
- From 1992 to 1993 car registrations decreased from 13.5 million to 11.2 million.
- Car registrations increased from 11.2 million in 1993 to 11.9 million in 1994.
- They decreased by about three hundred thousand (300,000) from 1991 to 1997.
- There was a decrease of about half a million from 1991 to 1996.

Now complete these sentences using the graph.
1 a ________ 1993 b ________ 1994 registrations rose c ________ about 7,000 (seven thousand).
2 There was a decrease ________ about 2.3 (two point three) million from 1992 to 1993.
3 Car registrations rose a ________ about 11.2 (eleven point two) million in 1993 b ________ about 12.8 (twelve point eight) million in 1996.

2 Look at the graph again. When was:
1 the biggest decrease? 3 the smallest increase?
2 the biggest increase? 4 the smallest decrease?

We can use verb + adverb to describe a trend.
Verb + adverb
Car sales fell dramatically from 1992 to 1993.
They rose steadily from 1993 to 1997.
They dropped slightly from 1997 to 1999.
Sales increased considerably.
Sales fell sharply from 1999 to 2000.
3 Listen to the sentences describing the graph on page 104. Are the sentences true or false?

4 Work in pairs. Choose a year from the graph and describe it. Your partner has to guess which year it is.

 strengthens Grammar Reference page 159

Final Task
1 Work in pairs. Student A: Read the rolecard below.
   Student B: Read the rolecard on page 148.

STUDENT A
Look at the graph below which shows cinema attendance for Poland, Germany and Britain.
- Describe the trend to your partner.
- Ask him/her about attendance in France and Italy.
Complete the graph.

2 Discuss the possible reasons for the trend.
- free time
- ticket price
- quality of films
- how much money people have
- advertising
- number of different films

3 Write a short report about cinema-going in Europe.

 strengthens Business Writing Workbook page 69

Checklist for Unit 9:
☐ 1 Why are goods more expensive in some countries than in others?
☐ 2 What verbs can we use to give possible reasons?
☐ 3 When do we use the passive?
☐ 4 Think of three verbs to describe a downward trend.
☐ 5 Think of three verbs to describe an upward trend.
Products, People and the Business Environment

Business Review

The Internet offers a real opportunity for retailers and service providers to advertise their goods and services. Banking is a growth area, and many banks now offer Internet banking services. Most Net users are married males in their 30s. Security is the number one concern for users, and they are asked to register a security code each time they access their account.

1. Which service is becoming popular? What do you think the USPs and the benefits of the service are?

2. What problem exists in the IT business environment?

3. Is it clear who asks customers to register their security code? Why/Why not?

Vocabulary Review

All the words and phrases in the box are from the Key Vocabulary in units 7, 8 and 9. Use each word once to complete the paragraph.

- raw materials
- salary
- social interaction
- labour customer profile
- status features
- labour costs
- benefits
- advertisement
- taxes
- styles
- management

A company's marketing department should decide what type of person will buy their product and have a 1 ___________ or description of the consumer in mind. Then they can design their advertisements. A good 2 ___________ should describe the 3 ___________ or characteristics of the product as well as the 4 ___________ or advantages of buying the product. The price of a product depends on various factors. Production costs are affected by the availability of 5 ___________, or workers and the availability of 6 ___________, or the things needed to make the goods. How much the company has to pay the workers, or 7 ___________, is another factor, and also the amount the government charges the company in 8 ___________.

The people who work for a company, or the company's labour force are the company's most important asset. Many different things motivate people to work, such as 9 ___________, or money, 10 ___________ or the position they have in the company and society and the opportunity for 11 ___________, ______ or the chance to be liked and to meet other people. Different people like different things, and the way managers treat employees, i.e. their 12 ___________, ______ can be very important.

Grammar Review

Comparative adjectives

1. The chart compares three hairdryers. Choose one and work in pairs to answer the questions.

<table>
<thead>
<tr>
<th>REMINGTON 'TRAVEL PLUS' HAIRDRYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200 watt</td>
</tr>
<tr>
<td>2 heat/speed settings</td>
</tr>
<tr>
<td>120/230V ac</td>
</tr>
<tr>
<td>travel size</td>
</tr>
<tr>
<td>£7.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHILIPS HP4362 'ACTIVE' HAIRDRYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1650 watt</td>
</tr>
<tr>
<td>6 combinations of heat/speed including 2 cool settings</td>
</tr>
<tr>
<td>230V ac only</td>
</tr>
<tr>
<td>standard size</td>
</tr>
<tr>
<td>£13.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIDAL SASSOON VS 722 HAIRDRYER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800 watt</td>
</tr>
<tr>
<td>3 heat settings, 2 speed settings</td>
</tr>
<tr>
<td>230V ac only</td>
</tr>
<tr>
<td>standard size</td>
</tr>
<tr>
<td>£16.75</td>
</tr>
</tbody>
</table>
**FEATURES**

<table>
<thead>
<tr>
<th>1</th>
<th>How powerful is it?</th>
<th>It will get hot more quickly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How many settings does it have?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is the voltage?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>How big is it?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>How much does it cost?</td>
<td></td>
</tr>
</tbody>
</table>

**Present passive**

What is the main focus of these two sentences? Coke or the people?
1. The word *coke* is used to describe any type of cola drink.
2. Many people use the word *coke* to describe any type of cola drink.

**Business Communication Review**

1. Think of a product you bought some time this year. Write down:
   - four adjectives to describe it
   - its features
   - its benefits

Prepare a one minute presentation to persuade your listener(s) to buy one.

2. Mark each of the verbs and nouns with an arrow (↗↘→) to show the trend it describes:

   **Verbs:** to improve to decline to rise
to increase to decrease to stabilise
to fall to grow to maintain (position) to drop

   **Nouns:** a fall a drop a rise an increase a decline a decrease

3. Look at the graph. Write a paragraph to describe it using the verbs and nouns in exercise 2.

   ![Graph of Sales of Whirlex washing machines](image)

   - Sales in thousands
   - Sales of Whirlex washing machines

   **Example:**
   - It's small, Japanese, and plastic.
   - It could be a calculator.
10 Finance

In this unit:

- **Language Focus**
  - Figures and numbers
  - Transitive and intransitive verbs
  - Pronunciation: saying numerals, word recognition

- **Skills**
  - Writing: rephrasing and exemplifying
  - Reading: investment bank accounts
  - Listening: profit and loss accounts

- **Vocabulary**
  - Word partners

- **Business Communication**
  - Scale of probability

---

**Key Vocabulary**

1. Companies and individuals often **borrow** money, and it is important to find a favourable **interest rate**. Rates are variable, and can **rise** or **fall** depending on the market. Many **investors**, (people who use their money to earn more money), choose foreign or **offshore bank accounts** because they are tax-free. Anyone can buy shares in a **public company** and become a **shareholder**. All public companies in the UK are obliged by law to publish their **financial results** at the end of the **tax year**. They do this in their **annual report** to shareholders. Annual reports include **profit and loss accounts** which show **turnover**, or the total sum of money which is coming into the company.

---

**Lead-in**

Work in pairs and answer the quiz questions.

---

**How Much do you Know About Money?**

1. Why do public companies publish annual reports?
2. Who uses the information in a profit and loss account?
3. A balance sheet shows total assets and total liabilities: Which term refers to what the company owns and which refers to the company's debts?
4. Do the directors or the shareholders own the company?
5. A dividend is the share of the _______ that the shareholders receive.
6. Which word means the total sum of money which is coming into the company?
7. Profit minus the costs associated with preparing the goods for sale is called gross/net profit.
8. The total profit without subtracting costs and overheads is called gross/net profit.
Language
Focus One

Figures and numbers

1 Look at the five lists of numbers and choose a term from the box that describes each one.

<table>
<thead>
<tr>
<th>cardinal numbers</th>
<th>ordinal numbers</th>
<th>fractions</th>
<th>percentages</th>
<th>decimal numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>0</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 / 4</td>
<td>1 / 2</td>
<td>3 / 4</td>
<td>1</td>
<td>1 / 3</td>
</tr>
<tr>
<td>2 / 3</td>
<td></td>
<td></td>
<td>0.25</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>18%</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>

2 Add the next number(s) to each sequence and then say them.

Pronunciation

Saying numerals

1 Look at the written form of the dates, times, money and dimensions. Can you say them?

1 24.10.2001  24.11.1975  1.3.1960
   27.5.2010  5.6.1961

2 7.05 p.m.  3.45  4.15  9.35  12.30  3.55
   (there are two ways of saying each time)

3 £100  $101  1,000 yen  €1,101
   £5,000  $1,000,000  €1,000,000,000

4 10cm  1,000kg  100cm²  5.8km  15m  4g

- 10.2 Listen and repeat the numerals.

2 Work in pairs. Student A reads the numerals to Student B. Student B listens to the numerals and writes them down without looking at this page.

<table>
<thead>
<tr>
<th>a</th>
<th>$100,000</th>
<th>b</th>
<th>29.12.2004</th>
<th>c</th>
<th>11.20p.m.</th>
<th>d</th>
<th>7.9 km</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>$99</td>
<td>f</td>
<td>17.6.2003</td>
<td>g</td>
<td>5.45</td>
<td>h</td>
<td>10.45</td>
</tr>
</tbody>
</table>

Check your answers.

3 Change roles. Student B reads the list on page 148 to Student A.

Grammar Reference page 160
Cardinal numbers

1 A minimum wage was finally set in Britain in 1999. Workers were very happy, but employers were not. Why is this?

2 10.3 Listen and complete the paragraph.

In 1999 the minimum wage was set at 1 \( \text{\£ } \) ___ for adults and 2 \( \text{\£ } \) ___ for young workers aged between eighteen and twenty-one. Employers wanted the minimum wage to be 3 \( \text{\£ } \) ___ but workers wanted it set at 4 \( \text{\£ } \) ___.

3 Is there a minimum wage in your country? Do you think governments should set a minimum wage?

Ordinal numbers

1 Look at the chart on the left. It shows the world ranking of the cost of living in 13 European cities.

2 10.4 Listen and complete the gaps in the chart.

**THE MOST EXPENSIVE CITIES IN THE WORLD**

<table>
<thead>
<tr>
<th>City</th>
<th>This year</th>
<th>Last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Zurich</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>b</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Geneva</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>c</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Stockholm</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Copenhagen</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Vienna</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Dusseldorf</td>
<td>d</td>
<td>14</td>
</tr>
<tr>
<td>Lyon</td>
<td>e</td>
<td>15</td>
</tr>
<tr>
<td>Amsterdam</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Helsinki</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>f</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

**Annual holidays**

<table>
<thead>
<tr>
<th>Country</th>
<th>Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>30.5</td>
</tr>
<tr>
<td>Germany</td>
<td>27.9</td>
</tr>
<tr>
<td>France</td>
<td>24.8</td>
</tr>
<tr>
<td>Italy</td>
<td>24.5</td>
</tr>
<tr>
<td>Greece</td>
<td>24.5</td>
</tr>
<tr>
<td>UK</td>
<td>24.5</td>
</tr>
<tr>
<td>Hungary</td>
<td>24.5</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>24.5</td>
</tr>
</tbody>
</table>

Decimals

1 Look at the bar chart on the right showing annual holidays in eight different counties.

2 10.5 Listen and complete the figures at the end of each bar.
Percentages

1 Look at the pie chart which shows the average weekly expenditure of a British person. Work in pairs and answer the questions.

What percentage of their weekly budget does the average Briton spend on:
1 housing, transport, household goods and services?
2 leisure goods and services, tobacco?
3 food and drink, clothing and footwear?

2 For each of the categories make a list of typical items they include. Say if expenditure is essential or non-essential.
Example: Transport: train fares to work, petrol – essential

3 10.6 Listen to two people discussing their weekly expenditure and complete the table.

<table>
<thead>
<tr>
<th></th>
<th>Matthew (male)</th>
<th>Robyn (female)</th>
<th>Pie chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and drink</td>
<td></td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td>Not given</td>
<td>16%</td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td>15.2%</td>
</tr>
<tr>
<td>Household goods and services</td>
<td></td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Leisure goods and services</td>
<td></td>
<td></td>
<td>16%</td>
</tr>
<tr>
<td>Tobacco</td>
<td></td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

4 Make your own pie chart showing your weekly expenditure.

5 Work in pairs. Tell each other how the percentages in the table compare with yours.
1 The text is about an offshore investment account with Jyske Bank. Why do people choose offshore accounts?

Treat yourself to a euro deposit

1 If you want to send your money offshore, you need the best account available, with the flexibility to meet your investment goals. You need our No. 1 Account. So why not give yourself a present—send your money offshore and let Jyske Bank help you take care of it.

2 Benefits that can't be beaten
Why do we say our accounts are more flexible? Well, for a start you'll get an on-demand, interest-bearing account offered in more than 25 different currencies. Plus, you can switch between currencies free of charge to take full advantage of interest and exchange-rate benefits, regardless of the currency of your deposit. You can even have a VISA card.

3 No. 1 – in more than one sense
The No. 1 Account offers so many advantages that it is the only proper name for it. But we are also No. 1 in other areas. Our professional account managers are well-informed as to current market developments, and would be pleased to draw up a proposal which matches your requirements.

4 Personal, quality service
You can open an account in Gibraltar or Copenhagen and you'll always receive a high level of friendly, personal service. That's our promise. To receive the maximum benefit from the investment opportunities, we recommend a deposit of minimum £10,000.

Interested?
Don't wait a minute longer to begin reaching your investment goals. Contact Jyske Bank today for further information about our No. 1 Account and other opportunities.

<table>
<thead>
<tr>
<th>London Branch</th>
<th>Telephone: 0171 264 7700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: FREEPOST LON,</td>
<td>Fax: 0171 264 7717</td>
</tr>
<tr>
<td>10/12 Aic Street</td>
<td>E-mail: <a href="mailto:jyskebank@jyskebank.co.uk">jyskebank@jyskebank.co.uk</a></td>
</tr>
<tr>
<td>London E1 8BR</td>
<td>Internet: <a href="http://www.jyske-bank.dk/pb">www.jyske-bank.dk/pb</a></td>
</tr>
</tbody>
</table>

JYSKE BANK
2 Read the introduction (paragraph 1). What is the name of the account that Jyske Bank is offering?

3 Read paragraphs 2–5 quickly, then match them to these summary sentences.
   a. Our customer care is excellent.
   b. Our staff are top finance people.
   c. What you should do next.
   d. The account is flexible and offers several benefits.

**Writing**

Rephrasing and exemplifying

1 Read this summary of the text and notice how the connectors are used.

**The proposition**
Send your money offshore and put it in our flexible No. 1 Account. We will help you take care of it.

**The Benefits**
Our accounts are very flexible. For example, you can open an interest-bearing account in more than 25 currencies. There are other benefits too; you can switch between currencies free of charge, and you can have a VISA card.

**The leading bank account**
The account has so many advantages that No. 1 is the only proper name for it, in other words it is really a leader. We are also leaders in other areas, such as account management. Our account managers are well-informed about the market and can draw up proposals for you.

**The service**
It is possible to open an account in two countries; Copenhagen or Gibraltar. That means you can choose the location that suits you. We’ll always offer you a friendly service. We recommend a minimum deposit to get the maximum benefits from the account, i.e. £10,000.

**The next step**
Contact Jyske Bank now for further information.

2 Which connectors in the box below show that two pieces of information are the same and which ones present an example?

<table>
<thead>
<tr>
<th>in other words</th>
<th>that is to say (i.e.)</th>
<th>that means</th>
</tr>
</thead>
<tbody>
<tr>
<td>such as</td>
<td>for example (e.g.)</td>
<td></td>
</tr>
</tbody>
</table>
3 Choose a connector to complete the gaps.

1. There are several advantages to offshore banking, for example you don’t have to pay tax.
2. There are a number of different accounts, ____________ a high interest account, or an instant access account.
3. All investment carries some risk ____________ your investment may go down as well as up.
4. It’s important to make sure that you get a good return on your investment ____________ that you make money.
5. Interest rates don’t always rise, they may fall, ____________ they are variable.
6. All businesses have assets ____________ buildings, land, machinery, investments, cash, stock, etc.

4 Match the expressions below. Then join them with a connecting word or phrase.

Example:
The interest rate is 2% above the bank base rate. In other words it’s 7%.

| 1. To benefit from the higher rate of interest you need to have $1000 in your account. | a. It’s 7%. |
| 2. The interest rate is 2% above the bank rate. | b. You have to pay more for the money you borrow than you will receive for the money you save. |
| 3. Many banks have an international presence. | c. You get a lower rate of interest with less than $1000. |
| 4. The rate of interest for borrowing is always higher than for saving. | d. Deutsche Bank, Parisbas Sumitomo, and NatWest. |

Grammar Reference page 157

Vocabulary

Word partners

1. Read the two sentences. Which words are used as partners to the noun account?

Jyske Bank is offering an offshore account.
Its No. 1 Account is an interest-bearing account.

Account can also have other partners: bank account, current account, deposit account

2. Write a list of other adjectives that are partners to the noun manager.

Example: personnel manager.
3 The noun and the definition are matched. Choose the correct adjective to complete the word partners.
Example: If

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 annual</td>
<td>a opportunity</td>
<td>A chance to make your money work for you.</td>
</tr>
<tr>
<td>2 interest</td>
<td>b chart</td>
<td>A circular graph divided into sectors.</td>
</tr>
<tr>
<td>3 investment</td>
<td>c sheet</td>
<td>A document showing assets and liabilities.</td>
</tr>
<tr>
<td>4 operating</td>
<td>d number</td>
<td>A number which shows order or sequence.</td>
</tr>
<tr>
<td>5 balance</td>
<td>e number</td>
<td>A number which shows quantity.</td>
</tr>
<tr>
<td>6 net</td>
<td>f report</td>
<td>A yearly publication showing a company’s financial position.</td>
</tr>
<tr>
<td>7 ordinal</td>
<td>g cost</td>
<td>How much companies spend on workers’ wages.</td>
</tr>
<tr>
<td>8 cardinal</td>
<td>h profit</td>
<td>How much the company is making after deducting production costs.</td>
</tr>
<tr>
<td>9 labour</td>
<td>i rate</td>
<td>The amount the bank charges you to borrow money.</td>
</tr>
<tr>
<td>10 pie</td>
<td>j profit</td>
<td>The gross profits minus the cost of overheads.</td>
</tr>
</tbody>
</table>

Language Focus Two

Transitive and intransitive verbs: rise, raise, arise

1 These three verbs are often confused. Look at the three pairs of sentences and for each one say if the verb is followed by a direct object (a transitive verb) or not (an intransitive verb).

<table>
<thead>
<tr>
<th>Rise</th>
<th>Is there a direct object?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each year Interest rates rise.</td>
<td></td>
</tr>
<tr>
<td>Last year Interest rates rose.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raise</th>
<th>Is there a direct object?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ll raise our prices by 2% in April.</td>
<td></td>
</tr>
<tr>
<td>The bank raised our overdraft.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arise</th>
<th>Is there a direct object?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope this situation will not arise again.</td>
<td></td>
</tr>
<tr>
<td>The problem arose because the machine wasn’t working properly.</td>
<td></td>
</tr>
</tbody>
</table>

2 Which verb has a regular past tense and which verbs have an irregular past tense?

3 Match each verb with the correct meaning.

1 Raise a to increase, go up or reach a higher level
2 Arise b to put up or make higher
3 Rise c to occur, appear or become evident
4 Complete the table.

<table>
<thead>
<tr>
<th>TRANSITIVE/INTRANSITIVE</th>
<th>SIMPLE PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise</td>
<td></td>
<td>risen</td>
</tr>
<tr>
<td>raise</td>
<td></td>
<td>raised</td>
</tr>
<tr>
<td>arise</td>
<td></td>
<td>arisen</td>
</tr>
</tbody>
</table>

---

**Grammar Reference page 154**

**Word recognition**

1 10.7a Listen and number the words in the order you hear them.
   a  rise  b  raise  c  arise  
   d  rose  e  raised  f  arose  

2 10.7b Listen and repeat the words.

3 10.7c Listen and repeat the sentences in Language Focus Two, exercise 1.

---

**Language Practice Two**

1 Select the correct sentence from each group.
   1 a  Interest rates raised by 1%.
       b  The bank might raise the interest rate.
       c  The interest rate will raise.
   2 a  A problem arose with the account.
       b  It arose a problem.
       c  It will not arise this problem again.
   3 a  The bank will rise the prices soon.
       b  Prices rose by 3% last year.
       c  Our supplier rose their prices last year.
   4 a  The bank is going to raise our credit level.
       b  Their prices raised in April.
       c  The prices might raise.
   5 a  It arises a problem.
       b  He arised a problem at the meeting.
       c  The same problem might arise on the new account.
   6 a  This rises a problem.
       b  The rate of inflation is rising steadily.
       c  The bank will rise the overdraft.
Choose the correct verb and tense to complete the sentences.

1. The company's turnover _________ dramatically last year.
2. That's a good point, I'll _________ it at the next sales meeting.
3. Several difficulties _________ when we tried to install the new software.
4. Interest rates _________ last year.
5. The government _________ interest rates last month.
6. I hope the problem of late payment will not _________ again.

Listening

Look at the profit and loss account for a telecommunications company.

### Consolidated profit and loss account

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>£m</td>
<td>£m</td>
</tr>
<tr>
<td>Turnover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing operations</td>
<td>1,642.4</td>
<td>1,402.2</td>
</tr>
<tr>
<td>Acquisition</td>
<td>106.6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>1,749.0</td>
<td>1,402.2</td>
</tr>
<tr>
<td>Operating profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing operations</td>
<td>521.3</td>
<td>465.8</td>
</tr>
<tr>
<td>Acquisitions</td>
<td>8.3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>529.6</td>
<td>465.8</td>
</tr>
<tr>
<td>Disposal of fixed asset investment</td>
<td>25.9</td>
<td>7.2</td>
</tr>
<tr>
<td>Profit on ordinary activities before interest</td>
<td>555.5</td>
<td>473.0</td>
</tr>
<tr>
<td>Net interest (payable)/receivable</td>
<td>16.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Profit on ordinary activities before Taxation</td>
<td>539.1</td>
<td>475.1</td>
</tr>
<tr>
<td>Tax on profit on ordinary activities</td>
<td>171.9</td>
<td>164.6</td>
</tr>
<tr>
<td>Profit on ordinary activities after taxation</td>
<td>367.2</td>
<td>310.5</td>
</tr>
<tr>
<td>Equity minority interests</td>
<td>3.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Profit for the financial year</td>
<td>363.8</td>
<td>309.8</td>
</tr>
<tr>
<td>Equity dividends</td>
<td>147.5</td>
<td>122.6</td>
</tr>
<tr>
<td>Retained profit for the financial year</td>
<td>216.3</td>
<td>187.2</td>
</tr>
<tr>
<td>Earnings per share</td>
<td>11.89p</td>
<td>10.15p</td>
</tr>
</tbody>
</table>

Before you listen tell your partner what you know about:

1. what a 'profit and loss account' is
2. why managers are interested in it
3. why shareholders are interested in it
4. turnover, operating profit, earnings per share
3  

10.8 Listen and complete the summary. Check your information.

<table>
<thead>
<tr>
<th>The Profit and Loss Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>A profit and loss account is (^1) _________.</td>
</tr>
<tr>
<td>The information in a profit and loss account helps managers (^2) _________.</td>
</tr>
<tr>
<td>A profit and loss account tells shareholders (^3) _________.</td>
</tr>
</tbody>
</table>

**Information for Managers**

| Turnover shows managers \(^4\) _________. and if the company is \(^5\) _________. |
| Operating profit shows \(^6\) _________. |
| This tells managers \(^7\) _________. |

**Information for Shareholders**

| Earnings per share shows shareholders \(^8\) _________. In this case \(^9\) _________. |

---

**Cross-cultural Comparison**

1. Are companies in your country required to publish their financial results? Do you think this is good practice or not?
2. Do you own any shares in a company? Which companies in your country offer a safe investment to shareholders?
3. Are interest rates high or low in your country? Is this good for investors? Is it good for the economy?
4. Who sets interest rates in your country? Government or the Central Bank?
5. Many British pop stars move to other countries to avoid paying high taxes, or they put their money in offshore accounts. Which country nearest to yours offers tax-free, offshore accounts? Do you think offshore accounts are a good idea? Why/Why not?

---

**Business Communication**

1. When we make financial predictions, we can feel sure or unsure about them. Look at the scale of probability which shows different levels of certainty.

| 100% | Certainty | I’m sure/certain that share prices will (definitely) rise. |
| 75% | Probability | It’s likely that share prices will increase. |
|     |           | Share prices should increase. |
| 50% | Possibility | Share prices may/might increase. |
| 25% | Improbability | It’s (very) unlikely that share prices will increase. |
|     |           | Share prices are unlikely to increase. |
| 0%  | Impossibility | I’m sure/certain that share prices (definitely) won’t increase. |
Work in pairs. **Student A:** Use the language in the box to ask Student B about the future of:

1. share prices  
2. the cost of living  
3. interest rates  
4. profits for a major company in your country

| Are you sure that ... will ...?  
| Do you think ... might ...?  
| Are you sure that ... won't ...? |

**Student B:** Give answers to Student A's questions.

**Example:**  
A: 'Are you sure that share prices of Coca-Cola will rise this year?'  
B: 'Yes, I'm certain that they'll rise this year.'

2. Change partners and practise asking and answering again.

3. Work in pairs. **Student A:** read the notes on page 149.  
**Student B:** Read the notes on page 147.

---

**Grammar Reference page 153**

**Cadbury Schweppes to sell its drinks business**

CADBURY Schweppes is selling off all its drinks business, apart from its brands in the US. Its share price increased by nearly 6% to 988p, an increase of 541.5 p. It is selling its soft drinks brands to Coca-Cola for $1.85 billion.

Work in pairs and discuss.

1. Why do you think Cadbury is selling its soft drinks? How will this make the company stronger?

2. When they announced the news, do you think people wanted to buy shares? Why? What effect did this have on the share price?

3. Why do you think Coca-Cola wanted to buy the brands? How will this make the company stronger?

4. Do you think the sale price is good?

---

**Checklist for Unit 10:**

1. Say these numerals. €5,000  $7  1.5 million  7.35  10cm  55%
2. What are the advantages of an account with Jyske Bank?
3. What does a profit and loss account show?
4. Make three sentences with these verbs: *raise*  *rise*  *arise*
5. What do you think will happen to inflation in your country in the next six months?
Key Vocabulary

11.1 Market research shows that many consumers are ‘ethical consumers’; they expect the companies they buy from to behave responsibly. Most ethical consumers have high spending power so companies usually listen to them and will promise, for example, not to use child labour or to pollute the environment. A recent report showed that many companies have an ethical policy which covers areas such as payment on time, product policy and the environment. Some companies have a policy of paying ‘first world’ prices for ‘third world’ goods from developing countries – they pay more because they think the workers and the economies of developing countries need support.

Lead-in

1 Which of these responsibilities do you think a company should have?

Responsibilities

1. There should be good communication between the company and its workforce.
2. The company should pay suppliers on time.
3. The company should have an equal opportunities policy; in other words, people of all races and both sexes should be equal.
4. It should train its employees.
5. It should try to protect and improve the environment.
6. It should make a profit so it can pay dividends to its shareholders and continue to provide jobs for its workforce.
7. It should help with the local education of young people.
8. It should be active in the local community.

KEY
3 = very important
2 = quite important
1 = not important
2 Match the responsibilities with the benefit.

Benefits to company
a It will attract loyal employees.
b It will attract loyal customers.
c It will improve the quality of its workforce.
d It will help improve national economic health.
e It will benefit from long-term gains.
f It will benefit from good business partnerships.
g People will want to invest in the company.

Conditional 1: events and consequences

1 A consultant advises CleanHome, a detergent manufacturer.
   'If you don’t behave responsibly towards the environment... ethical consumers will stop buying your products.'
   'Your profits will fall... if consumers stop buying your products.'

2 11.2 Listen to the rest of the discussion and fill the gaps.
CH = CleanHome Manager  MC = Management Consultant
CH: What’ll happen _______ our profits fall?
MC: _______ your profits fall the shareholders’ dividend _______ decrease.
CH: If our shareholders’ dividend decreases they’ll be very unhappy.
MC: Yes, your situation _______ very serious if the public loses confidence in the company.
CH: Our share price might fall if people _______ confidence. I think we should consider this matter seriously.

3 Circle an answer to give the Conditional 1 grammar rules.

1 Conditional 1 sentences are made up of 1 if clauses.
2 The main clause describes a situation or event/consequence.
3 The if clause describes a situation or event/consequence.
4 It is important/not important which clause comes first.
5 In the main clause use will/if + infinitive.
6 In the if clause use if + present tense/will.
7 We can/cannot use might instead of will if we are not sure about the consequence.
8 Short forms of will and will not are often/never used in spoken conditionals.
1 Complete the sentences with the correct tenses.

Example: 
If a company conducts irresponsible marketing, customers will not buy its products.

1 If a company (to conduct) irresponsible marketing, customers (not buy) its products.

2 A small company (to go out of business) if its customers (not pay) on time.

3 Many customers (not buy) products if companies (to test) them on animals.

4 If a multinational company (to pay) 'first world' prices for goods from developing countries, the suppliers (to become) self-sufficient.

5 If a company (to delay) payments, what (to be) the consequences?

 Grammar Reference page 152

 Pronunciation

Short form of will/will not

2 11.3 Listen to the sentences then repeat.

1 How are will/will not pronounced in Conditional 1 sentences?

2 How is will pronounced in the question form?

3 Match the Cooperative bank’s policy statements with the photos.

4 Write a conditional 1 sentence for each extract a–d.

Example: 1a If a country denies its people their human rights, the Cooperative Bank will not invest your money in it.
Reading

1 In the UK, where late payment is frequent, the government is considering a new law. Read paragraph one and complete this sentence.

If a larger business 1 _______ _______, a smaller business 2 _______ _______
_________ to charge interest on the debt.

2 Read paragraph three and complete the graph to show the average payment times of Finnish, Danish, Swedish, German and UK companies. (Don't include the information from the NatWest survey.)

Name, shame and claim from late payers*

1 The Late Payment of Commercial Debts Bill* will soon become law. When it does, small businesses which employ fewer than 50 people will have the right to charge a hefty rate of interest to the 1% of larger businesses that pay late.

2 Unless an existing contract states otherwise, invoices will have to be settled in 30 days, or the creditor will be able to charge interest at 8% over the Bank of England base rate. For habitually late payers, the penalties should act as a deterrent.

3 According to a survey by Grant Thornton, the speed of payment varies greatly from nation to nation. The Finns settle their invoices in 24 days, the Danes in 35, the Swedes in 37, and the Germans in 38. In the UK creditors must wait almost a fortnight longer – the average payment period is 50 days. Still worse, a NatWest survey of small businesses found that one in 10 of them had 30% of their invoices unpaid after three months.

4 The Bill sounds like a good idea, but the small business community have their doubts. ‘We are sceptical,’ says a spokesman from the Federation of Small Businesses. ‘Most people won’t impose interest, and on the continent,* legislation hasn’t made much difference.’ In fact, some European late payment legislation has failed. For example, in Italy the average payment wait is 84 days. The Federation aims to use the Bill to raise awareness about the effects

of late payment. It will publish its first league table* of worst payers, compiled by Dun & Bradstreet, in the autumn and believes this naming and shaming exercise will have more impact than the legislation.

* Name, shame and claim: to cause embarrassment (shame) to companies that pay late by making it known that they pay late
* a bill: a proposal for a new law
* on the continent: continental Europe
* league table: a public list of all the worst payers

The Express

3 Read paragraph four and answer the questions.

1 What is the response from the small business community?

2 What example does the spokesman from the Federation of Small Businesses use to support his opinion?

3 How will the Federation use the new law?

4 What will it publish soon and why?
4 Work in pairs and give your opinion.
   1 How important is cash-flow for small businesses?
   2 Is 'naming and shaming' a good strategy to make big companies pay on time?

5 Read the case study and complete the summary chart.

Karen and Tonny Ramselaar were frustrated by customers paying late. They nearly lost their country hotel because of late payment. 'Big companies would take ages to pay – some of them up to 90 days. When we took it up with them they would use delaying tactics. We never seemed to be able to talk to the right person. Then they would say we had made a mistake on the invoice,' says Karen.

The hotel's largest customer, a big local employer, was responsible for most of the trouble – until it changed its whole payment system; employees using the hotel were given company credit cards to pay their bills immediately.

'Now most of our corporate customers pay in 30 days. Eighteen months ago we were owed £15,000 at any one time by all our debtors. Now it's £5,000.'

| Business: | Small hotel |
| Owners: | Tonny and Karen Ramselaar |
| Problem: | Big companies taking too long to pay (up to ________ days). |
| The solution: | main customer solved problem when it _________. |
| Situation now: | Most corporate customers now pay in ________ days. |
| Amount now owed: | £ ________ |

6 Work in pairs and discuss these questions.
   1 Do you know any examples of late payment?
   2 What do you think of a law to change late payment?
   3 How would this law affect Karen and Tonny's business?

Vocabulary

Word groups

1 Which phrases describe the creditor? Which describe the debtor?

| 1 to charge interest | 6 to use delaying tactics |
| 2 to pay late | 7 to make a mistake on the invoice |
| 3 to settle/pay an invoice | 8 to take ages to pay |
| 4 to submit/send in an invoice | 9 to be owed money |
| 5 to pay by credit card | 10 to overcharge |
2 Which of the practices in exercise 1 is unethical?

3 Complete the following sentences with phrases from exercise 1. Use each phrase once.
1 If large companies do not pay small companies within 30 days, the small companies will soon be able ___________ ____________ ____________.
2 Large companies which ___________ ____________, cause serious problems for smaller companies who need to be paid within 30 days.
3 I’m sorry, I ___________ ____________ ____________ ____________. It says £500. That’s wrong it should be £400. I didn’t mean ____________ ____________ you.
4 ‘I’m afraid we can’t pay now. Our accounts department is moving offices at the moment.’ This could be an example of using ____________ ____________ ____________.
5 I have a serious cash-flow problem because I ___________ ____________ ____________ ____________ a lot of money.
6 This company has a terrible reputation for taking ____________ ____________ ____________. I think their accounts department is very slow; they never at ____________ ____________ ____________ ____________ on time.
7 Many companies give their employees corporate cards, so they can pay hotel bills ____________ ____________ ____________ ____________. In this way the hotel does not have ____________ ____________ ____________ ____________ to the company.

The idea of ‘ethical’ business practice varies in different cultures. In the UK late payment is tolerated, but this is considered very bad practice by the Japanese.

Work in groups. Do you agree or disagree with these statements?
1 Multinational companies should pay ‘first world’ prices for goods bought from developing countries.
2 When the economic situation is bad it is acceptable for large companies to delay paying their suppliers.
3 A European company should not send a woman to manage a sales office in a Muslim country.
4 Management should not tell its employees too much about its future plans.
Gerunds and infinitives

1 When there are two verbs together in a sentence, the second verb sometimes takes the infinitive and sometimes takes the gerund (...ing form). Read the sentences and complete the rules.

Please consider introducing an ethical policy.

He agreed to introduce an ethical policy.

We must introduce an ethical policy.

1 After the verb consider, we use __________________

2 After the verb agree, we use __________________

3 After the modal verb must, we use ________________

2 It is difficult to remember if a verb is followed by a gerund or an infinitive. A good dictionary, such as the Longman Active Study Dictionary, or the higher level Longman Business English Dictionary, shows you which form a second verb takes.

agree /ə'grɛt/ 1 [I,T] to have the same opinion about something: + with I agree with Karen. It's much too expensive. + that Everyone agreed that the new rules were stupid. + about/on My first husband and I never agreed about anything. → opposite disagree 2 [I,T] to make a decision together after discussing something:

agree to do sth They agreed to share the cost of the party. + on We're still trying to agree on a date for the wedding. + that It was agreed that Mr Rollins should sign the contract on May 1st.

consider /'kənsidər/ 1 [I,T] to think very carefully about something: My client needs time to consider your offer. consider doing sth Have you ever considered living abroad?

2 [T] to remember particular facts or details when making a decision: You should consider the effect the move will have on your family. + how/what/who etc Have you considered how hard life is for these refugees?

3 [T] to think of someone or something in a particular way: consider sb (to be) sth Mrs. Gillian was considered to be an excellent teacher. consider sth (to be) sth We consider your support absolutely essential.

must /mʌst; strong mast/ modal verb 1 used to say that something is necessary and has to be done: All passengers must wear seatbelts. You must not allow your dog out without a leash. It's getting late. I really must go. → see also HAVE

2 used to say that you think something is very likely to be true: George must be almost eighty years old now. That car must have been going at 90 miles an hour!

used to suggest that someone should do something: You must see Robin Williams' new movie. It's really funny.

Which group of verbs is followed by: an infinitive without to? a gerund? an infinitive with to?

Check in a dictionary.

<table>
<thead>
<tr>
<th>Group A</th>
<th>like</th>
<th>dislike</th>
<th>delay</th>
<th>finish</th>
<th>include</th>
<th>avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>postpone</td>
<td>practise</td>
<td>risk</td>
<td>suggest</td>
<td>involve</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B</th>
<th>arrange</th>
<th>decide</th>
<th>expect</th>
<th>hope</th>
<th>help</th>
<th>manage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>promise</td>
<td>plan</td>
<td>refuse</td>
<td>want</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group C</th>
<th>can</th>
<th>could</th>
<th>may</th>
<th>might</th>
<th>should</th>
</tr>
</thead>
</table>

Grammar Reference page 154
Language Practice Two

1 Read the two views on whether companies are responsible. Put the verbs in the correct form.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many companies understand that their responsibility includes (conduct) 1 __________ their business in an ethical way and in ways that help (preserve) 2 __________ the environment.</td>
<td>• They only introduce ethical policies if they think it will help (improve) 7 __________ their profits.</td>
</tr>
<tr>
<td>• Companies know that good practice involves (provide) 3 __________ good working conditions.</td>
<td>• Many companies avoid (give) 8 __________ details of what they are doing.</td>
</tr>
<tr>
<td>• Many companies help (raise) 4 __________ money for local communities.</td>
<td>• They refuse (change) 9 __________ their practices.</td>
</tr>
<tr>
<td>• Companies agree (introduce) 5 __________ stricter measures to reduce pollution.</td>
<td>• Many companies risk (produce) 10 __________ goods which are harmful in order to make a profit.</td>
</tr>
<tr>
<td>• Companies must (make) 6 __________ a profit. If they don’t, there will be no jobs for the workforce.</td>
<td>• They must (do) 11 __________ more to reduce damage to the environment.</td>
</tr>
</tbody>
</table>

2 Work in pairs. Student A: You think companies are responsible. Student B: You don’t think that companies are responsible. Prepare your arguments, then close your books and discuss!

Listening

1 Kevin Manton gives his view on corporate responsibility. Before you listen, work in groups and discuss the three statements. Do you agree with any of them?

1 Many companies have ethical policies and are responsible in business.
2 If a company wants to be profitable it must appear to be ethical.
3 Companies are non-ethical organisations. To expect them to start being ethical is like expecting lions to become herbivores.

2 Listen to Kevin Manton’s answer. Which is his view?

3 Listen to the whole interview and answer the questions.

1 What are the three examples of big business not considering the needs of people and environment.
2 Kevin Manton gives four examples of products that he doesn’t buy. What are they?
3 He gives three examples of products he always tries to buy. What are they and why does he buy them?
Writing

Both ... and, either ... or, neither ... nor

1 Read the advertisement for Cafédirect and the description of Traidcraft's operations. Both Cafédirect and Traidcraft pay 'first world' prices for 'third world' products.

YOU DON'T GET COCAINE

The coffee growers of Latin America face a problem. Either they get paid a fair price for their coffee, or they face bankruptcy and may have to turn their land over to the illegal production of the coca plant for cocaine.

Cafédirect helps avoid this problem, because more of the money you pay for Cafédirect roast and ground coffee goes directly to the growers.

The result? They continue to produce high quality Arabica coffee for Cafédirect.

Cafédirect.
Fair trade. Excellent coffee.

Traidcraft puts social priorities before profits

Paul Gosling reports

Traidcraft does not claim to offer the best dividends to its shareholders, nor the cheapest prices to its customers, nor the highest wages to its staff.

But the company lacks neither customers nor workers, and volunteers freely give their time to sell its products. The reason? Traidcraft describes itself as a social enterprise, and the first item on the agenda is to promote fair trade with underdeveloped countries.

Notice how both ... and is used in this sentence.

A Both Cafédirect and Traidcraft pay 'first world' prices for 'third world' products.

2 The coffee growers of Latin America have two options:
   a to grow coffee    b to grow the coca-plant

1 If companies don’t pay a fair price for their coffee, what will happen?
2 What does Cafédirect do to avoid this problem?
3 Complete this sentence from the advertisement.

____________________ they get paid a fair price for their coffee, __________________ they face bankruptcy.
3 Look at the Traidcraft text.
1 Is Traidcraft more focused on profits or on social problems?
2 Why do customers buy its products, and why do shareholders invest in the company?
3 Complete this sentence from the text.

The company lacks ___________ customers ___________ workers.

4 Does the company lack workers? Does it lack customers?

4 Look again at the three sentences A, B and C.

1 Which sentence shows:
   a that there is a quantity of two?
   b that there are two possible options?
   c that both options are excluded?
2 Is either ... or used with a negative or positive verb?
3 Is neither ... nor used with a negative or positive verb?

5 Complete the sentences with both ... and, either ... or, neither ... nor.
1 Traidcraft does not pay ___________ its shareholders ___________ its staff very well.
2 Traidcraft offers ___________ the best dividends to its shareholders, ___________ the cheapest prices to its customers.
3 Companies can choose to pay ___________ ‘first world’ prices ___________ ‘third world’ prices for goods from developing countries.
4 ___________ Traidcraft ___________ Cafédirect choose to pay ‘first world’ prices.

6 Combine the sentences. Use both ... and, either ... or, neither ... nor.
Example:
Neither Cafédirect nor Traidcraft wants to harm the environment.
1 Cafédirect does not want to harm the environment. Traidcraft doesn’t want to harm the environment.
2 Traidcraft is a socially responsible company. Cafédirect is a socially responsible company.
3 We can offer to deliver all the goods next Wednesday. We can send part of the order today and the rest next week.
4 We can withdraw from the market totally. We can concentrate our efforts on a small sector.
5 Brian’s application for the job of Ethical Policy Director is very strong. Alec’s application is strong. It’s a difficult decision.
6 Latin American coffee growers can sell their coffee beans to Cafédirect. Latin American coffee growers can grow the coca plant for cocaine.
7 Traidcraft doesn’t find it difficult to recruit voluntary staff. Cafédirect doesn’t find it difficult.

Grammar Reference page 160
Negotiating

1. Read the Traidcraft advertisement and complete the job specification.

Traidcraft

Traidcraft is a unique company applying Christian principles to bring justice to international trade.

PRODUCT MANAGER

(Fairly Traded Gifts & Homeware)

Your job will be to assist in the management of the Gifts and Homeware business which markets a range of fairly traded products from the 'third world'.

You will be responsible for various aspects of Product Management.

You will be highly motivated and have a degree in Marketing or similar and have one or two years' experience in Product Management.

All jobs have flexible hours and a non-contributory pension scheme.

For further details contact:
Personnel Dept., Traidcraft plc, Kingsway, Gateshead NE1 0NE
Tel: 091 491 059

Traidcraft
Trading for a fairer world

2. The Product Manager will negotiate with overseas suppliers and agents to buy goods.

1. In your opinion, what skills or personal qualities do you need to be a good negotiator? compromise...?

2. What kind of atmosphere should you create for the negotiation? calm? friendly?

3. Look at the handmade products below. Is this sort of product popular in your country?
Final Task

4 Work in pairs. Student A is the Product Manager from Tradecraft and is interested in some of the products on page 130. Student B is the agent who represents the producers of these goods.

STUDENT A

Buyer
The agent will visit you and try to persuade you to buy his/her products. You have pictures of the products he/she is offering, with suggested prices. You like the products and decide to buy some of them. You will pay ‘first world’ prices, but you want to negotiate to get the best price for your company.

Choose the product(s) you would like to buy and decide on the highest price you will pay for each item. Look at page 147 to find out your budget.

Prepare for the negotiation.

Useful language:
- If you ... I'll ...
- I'd like both ... and ...
- I'm sorry, but I'm afraid that's not acceptable.

STUDENT B

Agent
You visit the buyer and show him/her the pictures of the products you are offering with suggested prices.

Try to persuade him/her to buy your goods.

He/She will pay ‘first world’ prices, but expect him/her to bargain with you to get a good price for his/her company. He/She has a budget and cannot spend more than this.

Think about what discount you will give if he/she wants to buy in large quantities.

See page 148 to find out the lowest sum you will accept.

Prepare for the negotiation.

Useful language:
- If you ... I'll ...
- I'm sorry, but I'm afraid that's not acceptable.

Use the points below to write a paragraph about Cafédirect and Traidcraft.

Cafédirect
- do good for the community
- pay first world prices
- don’t exploit the workers

Traidcraft
- make a profit
- don’t pollute the environment

Example:
Both Cafédirect and Traidcraft do good for the community.

Checklist for Unit 11:

1 In the following sentence, is the consequence probably going to happen?
   If our customers continue to pay late we might go out of business.

2 Name three responsibilities that companies have.

3 What pattern follows these verbs? refuse consider could

4 Are the following sentences grammatically correct?
   a Both the Cooperative Bank and Friends Provident have a strong ethical policy.
   b Neither the Cooperative Bank nor Friends Provident will invest in companies that cause harm.

5 What is an important grammatical structure to use when you are negotiating?
12 Competition

In this unit:

- **Language Focus**
  Present perfect: present result
  Present perfect: unfinished past
  Pronunciation: strong and weak forms of *have* /həv/ /hæv/, weak form of *for* /fər/

- **Skills**
  Writing: Curriculum Vitae
  Reading: Pepsi and Coca-Cola
  Listening: competing in a global market

- **Vocabulary**
  Word groups

---

**Key Vocabulary**

12.1 In an **open market** any number of sellers or **competitors** can offer goods for sale. An efficient producer, who keeps costs low, can set a low price for goods that other companies find it difficult to **compete** with. All companies try to gain the biggest **market share** possible, and compete aggressively with their **main competitors** to do this. Companies with the biggest market share for a product, the **market leaders**, may compete with their rivals on quality, image, brand loyalty or price. Major companies compete across borders in the **global market place** to try to **enter new markets** in countries where they do not have a presence.

---

**Lead-in**

Japan is one of the most competitive soft drinks markets in the world. There are more than 7,000 different soft drinks on the market and 500 different soft drinks manufacturers. The Coca-Cola Japan Company is the market leader and its product range in Japan includes more than 25 brands and 60 flavours.

---

1 **Work in pairs and discuss the market in a country you know well.**

   1. How many brands of soft drinks can you name?
   2. How many manufacturers can you name?
   3. Who are the market leaders or main competitors?
   4. Is the soft drinks market very competitive?

2 **Who are the main competitors in the market in the following sectors?**

   sportswear  fashion  cars  telecommunications  computers

3 **The global market is very competitive. What can companies do to persuade customers to buy their product instead of another similar one?**
Present perfect: present result of past actions

The Coca-Cola Company has formed a new company, Coca-Cola Beverages (CCB) by the demerger of its bottling businesses in central Europe and Asia. The Coca-Cola company has floated 49.9% of the new company’s shares on the London stock exchange, and has retained 51.1% of the shares. A survey by Euromonitor has identified eastern Europe as the fastest growing market for soft drinks, so the fact that CCB is the largest bottling company in central and eastern Europe means the shares should be very popular. The parent company has split the existing Asian and central European bottlers to exploit the growth in the European market.

1 Match these three verbs with a synonym.
1 to form (a company) a to divide
2 to retain (shares) b to create
3 to split (the company) c to keep

2 What three things has Coca-Cola done? Complete the sentences with the past participle of one of the verbs.
1 It has ____________ a new company (CCB).
2 It has ____________ 51.1% of the shares in CCB.
3 It has ____________ the Asian and central European bottlers.

3 Why has Coca-Cola split the Asian and central European bottlers?

4 We use the present perfect to connect the past and the present – to say how a past action is significant now, or what its present result is.

1 Read sentences a and b.
   a Coca-Cola has created a new bottling company.
      We’re not interested in when the company was created but in the present result, i.e. the bottling company is now ready to exploit the growth in the European market.
   b Coca-Cola has floated CCB’s shares on the London stock exchange.
      We’re not interested in when Coca-Cola floated the shares but in the present result, i.e. we can buy shares in the company now.

2 What is the present result of these sentences?
   a The parent company has split the existing Asian and central European bottlers.
   b Coca-Cola has retained 51.1% of the new company’s shares.

3 Complete the sentence.
   The present perfect is formed with the present tense of the verb 1 ____________ and the 2 ____________ participle.

> Grammar Reference page 152
Pronunciation One

Weak and strong forms

Listen and note the difference in pronunciation of the words have and has.

<table>
<thead>
<tr>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has ('s) been a success.</td>
<td>Yes, it has.</td>
</tr>
<tr>
<td>What have they agreed?</td>
<td>Has it been a success? No, it hasn't.</td>
</tr>
<tr>
<td>They've agreed to a company merger.</td>
<td></td>
</tr>
<tr>
<td>We have ('ve) bought shares.</td>
<td>We haven't.</td>
</tr>
</tbody>
</table>

When do we use the strong form? When do we use the weak form?

Work in pairs. Who is more successful, you or your partner's rival company?

Student B: Turn to page 149.
Student A: Find out what your competitor has done over the last year using the information below.

Example:
A: Have you increased sales?
B: Yes, we've increased sales by 4.5%.

Language Practice One

Quiz

How competitive are you?

You
Yes, by 5%
Yes, 200,000 new customers
Yes
Taiwan Korea?
No, but going to
Yes
Yes
No

Your competitor
increase sales?
attract new customers?
maintain customer loyalty?
enter new markets?
introduce ethical policy?
update your code of practice?
send your employees on training courses?
sponsor sports events?

To score:
For each thing that you have done and your competitor hasn't done, score 2 points.
For each area where you have achieved more than him/her, score 2 points.
If you have both done something, score 1 point.
If you haven't achieved anything, score 0 points.
Reading

1 Look at the illustration on page 136. What do you think it shows?

2 The competition between Coca-Cola and Pepsi is fierce. Before you read make predictions. Match the sentence openings 1–4, with the endings a–d.

1 In the USA...
2 Outside the USA...
3 In eastern Germany...
4 In Mexico...
   a Pepsi has a market share of 33%.
   b Coca-Cola outsells Pepsi by 13:1.
   c there is a 41% to 32% ratio in Coca-Cola’s favour.
   d Coca-Cola outsells Pepsi by 3:1.

3 Scan the text quickly and see if you are correct.

4 The magazine article describes the competition between Pepsi and Coca-Cola for new markets. Which were the new markets when the article was written? Can you think of any new markets today?

5 Now read the article again and answer the questions.

   1 The text contains a lot of dates and figures. What do these dates refer to?
      a 1897   b 1943   c 1959   d 1972   e 1989

   2 What do these figures refer to?
      a 3:1   b 41%–32% ratio   c 80%   d $2.5 billion   e $112 million
      f 60   g 28%–33%   h $750 million   i 720

6 Work in pairs and discuss.

   1 When do you think the article was written? Why? Do you think there have been any changes since the article was written?
   2 Do you think the market for Coca-Cola and Pepsi's products has expanded?
   3 Do you think that sales of Pepsi have overtaken sales of Coca-Cola?
AFIZZ WITH COMPETITION

Coca-Cola and Pepsi are fighting around the world to gain supremacy in newly open territory

Coca-Cola has operated outside the U.S. since 1897, at first with only marginal competition from Pepsi, and in the process it has become the world's best-known trademark. More than any other product — even Levi's or McDonald's Big Mac — it is an American emblem*. It is also, a Harvard Business School study has found, the second best-known word in the world — after OK.

Today Coke outsells Pepsi around 3 to 1 outside the U.S. The domestic race is closer, with a 41%-32% ratio in Coca-Cola's favor. While Pepsi's parent company makes most of its profit from its snack-food and restaurant operations, Coca-Cola gains 80% of its operating profit from its overseas beverage business. Last year's take in the international soft-drinks race was $2.5 billion for Coke, vs. $1.12 million for Pepsi.

In part, Coca-Cola can thank the U.S. government for its success abroad. During World War II, the U.S. military built more than 60 Coke bottling plants outside the U.S. to supply American troops. This gave the company a head start in Europe and Asia once the conflict was over. (In the 1943 North Africa campaign, General Dwight D. Eisenhower communicated in a military cable* with Washington:  ON EARLY CONVOY REQUEST SHIPMENT THREE MILLION BOTTLED COCA-COLA, (FILLED) ... SHIP WITHOUT DISPLACING OTHER MILITARY CARGO.

Pepsi got its international marketing break in 1959 when then chairman Donald Kendall handed Soviet President Nikita Krushchev a bottle as cameras clicked: that gave the company an entree into Eastern Europe. In 1972 Leonid Brezhnev gave Pepsi exclusive franchise in the Soviet Union.

Since the collapse of the Berlin Wall in 1989, Coca-Cola has moved swiftly to overcome Pepsi's edge in Eastern Europe. Coke claims the lead in Hungary, Poland, the Czech Republic, Slovakia, Romania, Bulgaria and the former Yugoslavia. Pepsi is fighting especially hard in the former Soviet Union where it claims to retain the lead. Coke, however, now outsells Pepsi by more than 13 to 1 in eastern Germany.

Pepsi's strongest recent showing has been in Mexico where the company reports its market share has jumped from 28% to 33% during the past two years. "They're fighting over every extra case*," says consultant Daniel Caraco of Arthur D. Little Mexicana. With its $750 million investment Pepsi intends to double plant* capacity by 1998.

However the Coke-Pepsi battle turns out, people the world over will probably drink more of the beverages. "Both companies are going to make their products more available. They're also going to lower prices. That means more consumers buying more soft drinks," says Joseph Doyle, who follows the industry for Smith Barney in New York City. The average American consumes 720L of soft drinks a year — more soft drinks in fact than water. Non-Americans have a long way to go before they reach that level — and that would translate into booming business for the two giants.

* emblem: symbol
* leg up: some extra help
* cable: cables were used to communicate before telex or fax
* case: container
* plant: factory
Vocabulary

Word group: competition

1. Do these phrases describe the stronger or the weaker competitor?

- to claim the lead
- to outsell
- to gain supremacy

2. Complete this sentence using the phrases from the box.

Both Coca-Cola and Pepsi want to 1. _____________ _____________
____________ in the race, to 2. _____________ the rival's products in order
to 3. _____________ _____________.

Compound nouns and adjectives

Compound nouns and adjectives are words made up of two parts.

1. Work in pairs. Underline the following two-part words in the text.

- a best-known (para. 1)
- b trademark (para. 1)
- c snack-food (para. 2)
- d overseas (para. 2)
- e soft-drinks (para. 2)
- f chairman (para. 4)

2. Which ones are adjectives and which ones are nouns? What does each word mean?

3. Use each compound word to complete the sentences.

1. Global companies have many _____________ branches.
2. Nestlé is well-known for its _____________ operations.
3. The UK _____________ sector is growing rapidly.
4. A _____________ is a symbol used by a company to identify and advertise its goods.
5. OK is the _____________ word in the world.
6. The _____________ is the most senior person in the company.

Cross-cultural Comparison

1. Is Pepsi or Coca-Cola more dominant in your home market? Can you think of reasons why?

2. What tactics do they use to increase sales?

3. What other very competitive markets are there in your country? (e.g. chocolates and sweets, fast food). Who are the main competitors?

4. Do you think these companies behave responsibly in their attempt to outsell their competitors?
1 12.3a Listen to Keith Jackson talking about competition in a global market. Note the definitions of three strategies for becoming a market leader.

1 Cost focus
2 Differentiation
3 Innovation

2 12.3b Keith talks about the strategies of different companies selling soft drinks. Listen and complete the table.

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>STRATEGY</th>
<th>HOW THEY EMPLOYED THE STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safeway, Tesco, Sainsbury</td>
<td>cost focus</td>
<td></td>
</tr>
<tr>
<td>Tango</td>
<td>differentiation</td>
<td></td>
</tr>
<tr>
<td>Virgin Cola</td>
<td>innovation</td>
<td></td>
</tr>
</tbody>
</table>

3 12.3c Keith talks about problems for companies who compete in the global market place. Make notes about McDonald's under the following headings.

1 Quality: ____________________________
2 Local culture and customer expectations: ____________________________
3 Marketing: ____________________________
4 The product: ____________________________

Present perfect: unfinished past

Coca-Cola has been the number one soft drink in France since 1966. In other words, it has been the market leader for around 40 years. Today, French consumers drink an average 88 servings of Coca-Cola products each year.

We use the present perfect to focus on an action or state which started in the past and continues up to the present.

1 Is Coca-Cola the number one soft drink in France now?
2 Is the company a market leader now?
3 Circle which time markers we use to show:
   a the starting point of the action or state? for/since
   b the period of time between the start of the action/state and now? for/since
4 Which time marker do we use with each of the following?
   a 1967   b a long time   c December   d three weeks   e a month

Grammar Reference page 152
Weak form of *for* /foː/

12.4 Listen to these three sentences. How is the time marker *for* pronounced? Practise saying them the same way.

1 Work in pairs. Complete each sentence with the present perfect of the verb in brackets and a time marker – *for* or *since*.

1 Coca-Cola (have) __________ bottling plants outside the US __________ World War II.

2 Pepsi (be) __________ successful in Eastern Europe __________ 1959.

3 Pepsi (have) __________ an exclusive franchise in the Soviet Union __________ 1972.

4 Coca-Cola and Pepsi (be) __________ in competition __________ many years.

5 Coca-Cola (outsell) __________ Pepsi in many Eastern European countries __________ the collapse of the Berlin Wall.

6 Supermarkets (produce) __________ their own brands of cola __________ the last decade.

7 The Coca-Cola recipe (not change) __________ __________ 1886.

2 Cable & Wireless is one of the world’s leading suppliers of telecommunications services.

Use the prompts to write a paragraph about the company.

- C&W – maintain a presence in the Arabian Gulf – 1870, and today views the region as one of top growth potential
- C&W – operate – Asia – over 100 years
- In the Caribbean C&W – supply international connections – over a century. They – run – domestic as well as international systems – 1980s
- C&W – operate in the UK – the 1980s

3 Work in pairs and take it in turns to find out more about your partner.

Example:
‘Are you working at the moment as well as studying?’
‘Yes, I am. I work for …’
‘How long have you worked there?’
‘For about three months/since January.’

Ask about:
- work (where? how long?)
- where he/she lives (where? how long?)
- hobbies he/she has (what? how long?)
- study English (how long?)
Preparing for a job: CVs and interviews
You want a job. Answer the following questions.

How do you give yourself a competitive edge?

1. Have you decided what sort of job you really want? Yes/No
2. Have you spoken to anyone who does the sort of job you would like to do? Yes/No
3. Have you found out about the companies you would like to work for? Yes/No
4. Have you spoken to anyone who works for these companies? Yes/No
5. Do you know what skills you have gained and the skills you have lost in recent years? Yes/No
6. Have you done anything in the last year which has developed your skills? Yes/No
7. Do you regularly read the business pages of newspapers or professional journals? Yes/No
8. Have you talked to a recruitment agency that specialises in your area of work? Yes/No
9. Have you written or updated your Curriculum Vitae in the last six months? Yes/No

Score
Yes = 1 point  No = 0 points
0–3  You need to spend more time on preparing yourself for a new job.
4–6  You have made a good start, but you still need to do more work to stand out from the competition.
7–9  You are in a strong position to get a new job.

1 Whatever your score in the quiz, your CV can put you in a strong position.

Your CV should be:
- word-processed
- laser printed on good quality paper
- no longer than two pages of A4 paper

You should include:
1. Personal details
   The employer wants to know who you are and how to contact you (essential information only).
2. Education
3. Work experience  Don't just describe the job – stress what you achieved and what you learnt.
4. Positions of responsibility
   If you do not have a lot of work experience, this section will show employers your potential.
5. Skills  Be positive about your ability – never undersell your experience.
6. Interests  Stress any significant achievements related to your interests.
7. Referees
   - Current students and recent graduates should choose an academic referee and a personal one (this could be an employer).
   - Get your referees' permission first and tell them what you are applying for and what you would like them to stress in a reference.
2 Read the advice on page 140 and look at Melanie Henderson’s CV. Following the guidelines, prepare your own CV.

**curriculum vitae**

**Personal Details**
Melanie Henderson  
Date of birth 3.11.1978

**Address**
99 Newlands Park  
London  
SE30 8UJ  
Tel: 0171 25650

**Education**
1997 – present  
Degree in French and Film Studies, University of London  
Degree performance to date: 2.1  
Specialist subjects: British Cinema, The Narrative Technique
Royal Latin School, Aylesbury  
4 A Levels: French (B), German (C), English (B), Film studies (A)  
7 GCSEs: French (A), German (A), English (A), History (B), Art (A), Maths (B), Economics (B)

**Work experience**
1999  
Information Officer, Futuroscope, France  
Responsible for dealing with enquiries in a busy office, responding to 2,000 enquiries a week. This demonstrated my ability to retain a professional approach and a sense of humour while working under pressure.

1998  
Customer Services Assistant  
Provided support for customer enquiries. Dealing with customers’ complaints demonstrated my ability to remain calm under pressure. Explaining complex issues simply and clearly helped me to develop my communication skills.

**Positions of responsibility**
In my final year at school, I helped organise a careers fair for all final year students.

**Skills**
Good working knowledge of Microsoft Word and Excel Spreadsheets  
Working knowledge of French and Italian  
Current clean driving licence

**Interests**
Travel: I have travelled extensively and independently in Europe.  
Music: I play the guitar in a semi-professional band and have done a number of ‘gigs’ for school and student clubs.

**Referees**
Hamish Roberts  
(Tutor at University of London)  
17 Woodland Avenue  
Oxford  
OX11 7GGR

Richard Gayle  
(Customer Services Manager/DAT)  
31 Pleasant Street  
London  
SE18 3LSR
Business Communication

Interview skills

1 Read these comments about bad interview experiences and match them with the illustrations. Have you ever had a bad interview experience?

1 'My friend was told that on a scale of good to poor he was at the bottom end of reasonable.'
2 'A friend was asked to make up a song and sing it at an interview with Virgin Atlantic. She did, and got the job.'
3 'I was asked to get on a desk and dance.'

2 A good interview is always well-structured. Work in pairs and put the list of things that an interviewer should do into a logical sequence.

a answer questions  
 b ask questions about candidate’s CV  
 c explain the plan of the interview  
 d explain what happens next  
 e hold a few minutes of neutral conversation  
 f listen  
 g make the candidate feel at ease  
 h observe  
 i summarise the main points

3 Work in pairs and decide what the interviewer and the interviewee could say at each of the nine stages.

Example:

1 Make the candidate feel at ease:

Interviewer: 'Thank you for coming, I hope you had a good journey.'
Interviewee: 'Yes, thanks. It only took 40 minutes, door-to-door, and it’s easy to get here from the station.'
4  12.5 At an interview it is important to ‘sell’ yourself to the company. Listen and write down what each candidate says to sell him/herself.

Brett  Barry  Julie

5 Work in pairs, and roleplay this job interview at a soft drinks company.

<table>
<thead>
<tr>
<th>STUDENT A</th>
</tr>
</thead>
<tbody>
<tr>
<td>You work for a soft drinks company and want to recruit some energetic, youthful people to your marketing department. Experience is not essential but enthusiasm and the desire to learn is. Read Student B’s Curriculum Vitae, then prepare to interview him/her. Make sure the interview is well-structured, and that you have a list of questions about the interviewee’s CV ready.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT B</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have applied to a soft drinks company who want to recruit some energetic, youthful people to its marketing department. You are very keen on the job, and think you have a chance because they say that experience is not essential, but enthusiasm and the desire to learn is. Give Student A your Curriculum Vitae to read, then prepare to be interviewed by him/her. Prepare a list of subjects that you think the interviewer might ask about and have answers about your CV ready. Plan how to ‘sell’ yourself at the interview.</td>
</tr>
</tbody>
</table>

Final Task

Work in pairs. Look back through First Insights into Business and discuss.
1 What topics have you learnt about?
2 Which ones did you find most interesting?
3 Which companies have you learnt about?
4 Which of the companies would you like to work for and why?

Checklist for Unit 12:

1 Think of three things that you have learnt about Coca-Cola in this unit.
2 What tense do we use to talk about the present results of past actions?
3 What tense do we use when we focus on when something happened?
4 When do we use: for + present perfect?
5 When do we use: since + present perfect?
Finance, Corporate Responsibility and Competition

Business Review

Heavenly Chocolate
The Fairtrade chocolate bar ‘Divine’ is made from West African cocoa beans, grown by farmers who own a one third share in the company and who receive a Fairtrade premium for their produce. One taster asked ‘Is it Cadbury’s?’ which pleased Twin, the company that makes ‘Divine’. Twin also owns Cafédirect Fairtrade coffee, which showed a 55% growth in sales last year.
* Cadbury: large, successful chocolate manufacturer

1 Why are the cocoa bean farmers paid a Fairtrade premium?
2 Why were Twin pleased when a consumer asked ‘Is it Cadbury’s?’
3 Is the market for Fairtrade coffee healthy? How can you explain this trend?
4 Who are the main competitors in the market for chocolate and coffee? Do you think they need to worry about Fairtrade products?

Vocabulary Review

1 All the words in the box are key words from units 10, 11 and 12. Work in pairs and put each word into the correct list.

<table>
<thead>
<tr>
<th>Finance</th>
<th>Corporate Responsibility</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work in pairs and answer the questions.

1. What is the total size of Coca-Cola’s potential new market?
2. Which three regions of the world offer Coca-Cola new opportunities and what is the total size of these three?
3. How big is each of the three markets, as a percentage of the whole?
4. What problems might Coca-Cola find in the business environment of these areas?
5. Are there any ethical issues the company should consider when entering these markets?
6. Who will Coca-Cola’s main competitors be in these areas?
7. How big is the proposed increase in its present market as a percentage of the whole?
8. What strategies can Coca-Cola use to increase its present market by 1.9 billion?

Look at the Conditional 1 sentences which describe the pie chart. Fill the gaps with a verb in the correct form.

1. If Coca-Cola ___ (increase) its present market by 1.9 billion consumers, it ___ (be) the most powerful soft drinks brand in the world.
2. If Coca-Cola ___ (promote) itself successfully in China, its market share ___ (grow) by around 20%.
3. If Coca-Cola ___ (market) itself in China, it ___ have to sell more to earn the same profit as it earns in America because prices will be much lower.
4. If consumption per person ___ (be) as high in its new markets as in its current markets, the company ___ have to open many more bottling plants.
5. If the population in North America and Europe ___ (continue) to shrink, Coca-Cola ___ have to enter new markets in order to keep its profits high.

Present perfect, gerunds and infinitives

More and more people are investing their money in companies whose activities do not harm society or the environment. Write five sentences.

Make sure the second verb is in the correct form – gerund or infinitive.

Example: Ethical investors have stopped investing in companies which are involved in the production of weapons.

1. companies which are involved in weapons production (stop, invest)
2. companies which are involved in animal testing (avoid, deal)
3. companies which have links with certain political regimes (choose, not to be involved with)
4. companies which bring a direct benefit to society or the environment (prefer, deal)
5. companies which contribute to a sustainable future e.g. pollution control, information technology, healthcare and public transport (choose, invest)

Writing Review

Re-phrasing and exemplifying, transitive and intransitive verbs

- Decide if each sentence 1–6 describes transitive or intransitive verbs. Circle the answer.
- Use a re-phrasing or exemplifying connector (in other words/that means/that is to say) to complete the other gap.

Example:
Raise is a transitive verb, that means it is followed by a direct object.

1. Raise is a(n) transitive/intransitive verb ____________, it is followed by a direct object.
2. Rise is a(n) transitive/intransitive verb ____________, it is not followed by a direct object.

Transitive/intransitive verbs, ____________
rise, fall, bargain, compete, respond are not followed by a direct object.

4. Transitive/intransitive verbs, ____________
pay, publish, expect, spend are followed by a direct object.

5. Transitive/intransitive verbs, ____________
verbs that are followed by a direct object, form different sentence patterns to ____________ verbs.

6. Transitive/intransitive verbs, ____________
verbs that are not followed by a direct object, form different sentence patterns to transitive/intransitive verbs.
Communication Activities

Unit 2 Business Communication

GROUP 1

STUDENT B

Look at the chart below which gives information about Edizione Holding. Ask Student A for information to fill in the gaps.
Ask about:
• which sectors Edizione Holding operates in
• the names of the companies

GROUP 2

STUDENT D

Look at the chart at the bottom of the page which gives information about Sony. Ask Student C for information to fill in the gaps.
Ask about:
• main areas of business
• the names of the companies

KEY

SECTORS
- MANUFACTURING
- FOOD RETAILING
- REAL ESTATE AND AGRICULTURE
- OTHER SECTORS

edizione holding family tree

1 BENETTON GROUP

2 BENETTON SPORT SYSTEM

3

4 GRUPPO GS

5 AUTOGRILL

6

7 INVESTMENT

8

9 VOLLEY TREVISO

10

11 OTHER MINORITY INTERESTS

SONY

1

2 GAME

a Sony Computer Entertainment
b

c

d information and communication

e electronic components

3 MUSIC

a Sony Music Entertainment (Japan) inc.

4 PICTURES

a Sony Pictures Entertainment
b theatre operations

5

6 OTHER

a Sony Life Insurance Company Ltd

b

146
Unit 3 Cross-cultural Comparison

Quiz key: aT, bF, cF, dF, eT, fT, gF, hT, if, jF

Unit 4 Business Communication

STUDENT B

You work with Student A. Your partner is asking you for help with some problems. Make some recommendations.

Now change roles and ask your partner for help with the following situations.

1. Your colleague is preparing a presentation to a group of prospective new clients.
2. Your company, based in Europe, is opening a branch in Brazil.
3. The computers in the sales department are out of date.
4. The number of customer complaints is increasing.

Unit 10 Business Communication

STUDENT B

You represent Jyske Bank. Student A is interested in opening a No. 1 account in Gibraltar. Tell Student A what the benefits of the account are, especially the ability to transfer between 25 different currencies. Answer his/her questions and try to persuade him/her to open an account.

You are:

- 100% sure: the euro is an excellent business opportunity.
- 100% sure: your account managers will not make mistakes.
- 75% sure: you will double an investment in 10 years.
- 50% sure: interest rates will go up soon.
- 0% sure: the currency market won't crash.

Unit 11 Final Task

Student A: You have a budget of $500.

Student B: Ask and answer questions to find out the history of EMI's products.

Example:

What did EMI do in 1952?
When did EMI introduce the first stereo LP recordings?

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>EMI produced 45 rpm vinyl singles.</td>
</tr>
<tr>
<td>1958</td>
<td>EMI introduced the first recording on cassette.</td>
</tr>
<tr>
<td>1983</td>
<td>EMI invested in VIVA, a music video channel.</td>
</tr>
<tr>
<td>Today</td>
<td>One of the world’s leading music companies.</td>
</tr>
</tbody>
</table>
Unit 7 Business Communication

Group B

Look at the advertisement for the Memo Recording Pen which *Time* magazine is offering as a free gift. Complete the summary chart.

**YOURS FREE**

**THE TIME MEMO RECORDING PEN**

Record your ideas, thoughts, messages and reminders at the touch of a button with this clever memo pen. With crisp, clear sound and instant playback, it's ideal for the office, when you travel or even at home. And with a single twist it's a handy ballpoint pen.

*Measures 147mm x 13mm*

---

<table>
<thead>
<tr>
<th>MEMO RECORDING PEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance:</strong> slim and stylish</td>
</tr>
</tbody>
</table>
| **Special features:**
| 1 recorder |
| 2 ____________ |
| **Benefits:** ____________ |
| *two functions:* ____________ |
| *crisp, clear* ____________ |
| *instant* ____________ |

---

Unit 8 Language Practice Two

**STUDENT B**

Student A phones you to ask you about the job you are advertising for an IT research assistant. Use the information below to answer Student A’s questions. Use the future form *will*.
- First year: on and off the job training, leading to early responsibility.
- Lots of foreign travel, but not in first year
- Opportunities to spend time in South American or European subsidiaries, but not in first year.
- Interviews: 6 January

Unit 9 Final Task

**STUDENT B**

Look at the graph which shows cinema attendance for France and Italy.
- Describe the trend to your partner.
- Ask him/her about attendance in Poland, Germany, and Britain.

Complete the graph.

---

Unit 10 Pronunciation

**Student B**

| a 15.8.2004 | e 65 cm |
| b 99kg | f 2.30 |
| c 19.9.1960 | g € 5,000,000 |
| d 21.40 | h $40 |

---

Unit 11 Final Task

Student B: The lowest you will accept is $450.
Unit 10 Business Communication

STUDENT A

You are interested in opening a No. 1 Account in Gibraltar. Student B works for Jyske Bank and you have an appointment to see him/her about it. You know that the account lets you transfer your money between 25 different currencies. Ask Student B questions using expressions of probability about:
- the euro – a good investment opportunity?
- Account Managers – well-informed? Will they make mistakes?
- the account – profitable?
- interest rates – changeable?
- currency market – stable?

Decide if you want to open the account or not.

Unit 12 Language Practice One

Student B

Find out what your competitor has done over the last year using the table below. Ask and answer questions.

Example:
A: Have you increased sales?
B: We’ve increased sales by 5%.

Quiz

How competitive are you?

You
Yes by 4.5%
Yes 220,000 new customers
Yes
Mexico, Czech Republic
Yes
No, but going to
Yes
Yes. Local football team

Your competitor
increase sales?
attract new customers?
maintain customer loyalty?
enter new markets?
introduce ethical policy?
update your code of practice?
send your employees on training courses?
sponsor sports events?

To score:
For each thing that you have done and he/she hasn’t done, score 2 points.
For each area where you have achieved more than him/her, score 2 points.
If you have both done something, score 1 point.
If you haven’t achieved anything, score 0 points.
Grammar Reference

VERBS

TENSES

Present simple

USE

We use the present simple to talk about facts or permanent activities:

- The company has 1,000 employees worldwide.
- The staff aren’t very friendly.
- What does this company do?

FORM

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>work</th>
<th>don’t work</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/you/they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td></td>
</tr>
<tr>
<td>Does</td>
<td></td>
</tr>
</tbody>
</table>

- Add s or es in 3rd person singular e.g. she works, he watches
- We add es /ez/ when the verb ends in:
  /s/ /z/ /ʃ/ /ʒ/ /dz/ miss → misses close → closes
- finish → finishes watch → watches manage → manages
- Verbs that end in consonant + y
  in 3rd person singular change y to i and add es
  carry → carries worry → worries

Irregular present simple

- These verbs are irregular:
  have: he/she/it has
  do: he/she/it does

-user 2 Language Focus, page 16

2 Things which are happening **around** the time of speaking.

- The company is developing a new drug against asthma.
- The company isn’t recruiting at the moment.
- What are they **planning** to do?

Some verbs are not usually used in the continuous form.

- hear see smell taste
- like dislike hate love want wish hope
- believe feel (= think) forget know mean remember
- think (= have an opinion) understand
- contain have (= own)
- owe own possess

These are **stative verbs**; they describe states or senses.

FORM

- be + ________ing

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>am/m</th>
<th>am not/m not</th>
<th>flying</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you/we/you/they</td>
<td>are</td>
<td>are not/aren’t</td>
<td>flying</td>
</tr>
<tr>
<td>he/she/it</td>
<td>is</td>
<td>is not/isn’t</td>
<td>flying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>flying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>you/we/you/they</td>
</tr>
<tr>
<td>Is</td>
<td>he/she/it</td>
</tr>
</tbody>
</table>

- Verbs that end in a consonant followed by e
  take → taking
  manage → managing

- Verbs that end in vowel + e
  agree → agreeing
  see → seeing

- Vowel + consonant → double consonant

When the last syllable is stressed, we usually double the final consonant.

- fit → fitting
- be’gin → beginning
- con’trol → controlling

-user 2 Language Focus, page 16
Present continuous for future

USE
We use the present continuous to talk about fixed future arrangements.

We’re meeting colleagues from the Madrid office on Monday.
I’m not visiting the offices in Athens on this trip.
Are they flying to Heathrow?

➤ Unit 3 Language Focus, page 24
➤ Compare with going to below

Going to

USE
We use going to to talk about what we want to do or intend to do in the future. Plans may or may not already be made.

I’m going to spend some time in the UK to improve my English.
I’m not going to take that low-paid job.
What are you going to do at the end of the training course?

FORM

be + going + infinitive with to

Positive and negative

<table>
<thead>
<tr>
<th>I</th>
<th>am</th>
<th>I’m not</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>are</td>
<td>aren’t</td>
</tr>
<tr>
<td>he/she/it</td>
<td>is</td>
<td>isn’t</td>
</tr>
<tr>
<td>we/you/they</td>
<td>are</td>
<td>aren’t</td>
</tr>
</tbody>
</table>

Question

<table>
<thead>
<tr>
<th>Am</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>you</td>
</tr>
<tr>
<td>Is</td>
<td>he/she/it</td>
</tr>
<tr>
<td>Are</td>
<td>we/you/they</td>
</tr>
</tbody>
</table>

➤ Compare with present continuous for fixed arrangements above

➤ Unit 8 Language Focus Two, page 86

Will

USE
We use will to talk in general terms about the future, not about a particular time in the future.

The training programme will teach you about organisations.
“T’ll be here to answer any questions,” she said.
We will not discriminate against you.

You won’t be disappointed.
Will I get any training?

➤ Compare with going to and present continuous for future above

FORM

will + infinitive without to

Positive and negative

| I | you/he/she | will/’ll | will not/won’t |
| we/you/they | go |

Question

| Will | I | you/he/she/it | we/you/they | go? |

➤ Unit 8 Language Focus One, page 83

Past simple

USE
We use the past simple to describe things that happened in the past and finished at a specific time.

He started the company in 1969.
They didn’t make a profit in the first year.
Did she work there in 1975?

We often use a time reference which refers to the finished event. e.g. yesterday, last week, last night, three years ago, in 1969, in the first year.
FORM
verb stem + ed

Positive and negative
I/you/he/she/it/they/ we/you arrived didn’t arrive

Question
Did I/you/he/she/it/they/we/you arrive?

• verbs that end in e
  arrive + d — arrived
• verbs that end in consonant + y
  study — studied

⚠️ Many past simple forms are irregular.
go: went have: had
see: saw buy: bought

The verb to be
Positive and negative
I/he/she/it was was not/wasn’t
you/we/they were were not/weren’t

Question
Was I/he/she/it?
Were you/we/you/they?

-> Irregular verbs page 161
-> Unit 5 Language Focus, page 47

Present perfect
USE
We use the present perfect to talk about:
1 How a past action has consequences in the present.
The company has had an office in Moscow since 1992.
Past action: They merged.
Present result: There is one company now.
We’ve opened a new office in Paris.
Past action: We opened a new office.
Present result: We’ve got a new office in Paris.

2 An action or state which started in the past and still continues.
The company has had an office in Moscow since 1992.
Present: The Company has an office in Moscow.
She has worked for the family business for 35 years.
Past: She started working 35 years ago.
Present: She is still working there now.

FORM
have + past participle

Positive and negative
I/you/we/you/ they/he/she/it have has haven’t looked gone

Question
Have I/you/we/you/they looked? gone?
Has he/she/it looked? gone?

⚠️ Note: The past participle form does not change to match the person.
He has looked. I have looked.
The past participle of some verbs is irregular.

-> Irregular Verbs page 161
-> Unit 12 Language Focus One and Two, pages 133 and 138

Conditional 1
USE
We use Conditional 1 to talk about future situations the speaker thinks are probable, and their consequences.

<table>
<thead>
<tr>
<th>Probable actions</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I sell soon,</td>
<td>I’ll get a better price.</td>
</tr>
<tr>
<td>If you introduce animal testing,</td>
<td>we won’t buy from you.</td>
</tr>
<tr>
<td>If we become environmentally friendly,</td>
<td>will you invest in us?</td>
</tr>
</tbody>
</table>

Will expresses certainty about the consequence. When we are less sure of the consequence, we can use may and might.
If your payment is late, we may charge interest.
If I don’t sell the shares now, I might lose money.

FORM
If + present simple, + will + infinitive

Conditional 1 sentences have two clauses. We can start with the if clause, or the main clause.

<table>
<thead>
<tr>
<th>If clause</th>
<th>Main clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>If their customers don’t pay on time,</td>
<td>their business will suffer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main clause</th>
<th>If clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their business will suffer if their customers don’t pay on time.</td>
<td></td>
</tr>
</tbody>
</table>
Punctuation
When we start the sentence with the if clause, we use a comma (,) before the main clause.

Unit 11 Language Focus One, page 121

Be careful with third person endings in all main verb tenses.
she takes, he is listening.

MODAL VERBS
We use modal verbs to:
1. give advice and make recommendations. 
   (should, ought to)
2. express possibility. (may, might, could)
3. talk about the future. (will)

Should and ought to (recommendations)

USE
We use should and ought to to recommend change, or to give advice.
You ought to hire a management consultant.
They should listen to women's views.
You shouldn't try to change the things you can't change.
You ought not to postpone the meeting.
What should we do? / What ought we to do?
Should we change our code of practice?
Ought we to change our code of practice?

FORM

should + infinitive without to
ought to + + infinitive without to

Should

Positive and negative
l/you/he/she/we/you/they should should not/shouldn't go

Question
Should l/you/he/she/it/we/you/they go?

Ought to

Positive and negative
l/you/he/she/we/you/they ought to ought not to go

Note: We do not usually use ought to for questions. We use should.
He ought to go.
BUT Should he go?

Modal verbs never change their form. We do not add s in the 3rd person singular form, or tense markers with modal verbs.
He should solve the problem.

Unit 4 Language Focus, page 38

May, might, and could (possibility)

USE
We use these modal verbs to suggest possible reasons for something, or to speculate.
The company is now very successful. This may be because its markets have more money to spend. Or it might be because it is under new management.
Prices are higher in the UK. This could be because labour costs are high.
Could this be the reason?

We do not use may in the question form to speculate. We use could.
May it be expensive because labour costs are high?
Could it be expensive because labour costs are high?

Adverbs of certainty, Grammar Reference page 159

FORM

<table>
<thead>
<tr>
<th>May, might, could + infinitive without to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
</tr>
<tr>
<td>l/you/he/she/it/we/you/they</td>
</tr>
<tr>
<td>may</td>
</tr>
<tr>
<td>might</td>
</tr>
<tr>
<td>be (late)</td>
</tr>
<tr>
<td>could</td>
</tr>
</tbody>
</table>

Question

| Might                                      |
| Could                                     |
| l/you/he/she/it/we/you/they               |
| be (right)?                                |

Unit 9 Language Focus One, page 95

Will Grammar Reference page 151

Modal verbs for Future possibility
We also use may, might and could to talk about future possibilities.
Might and could express a lower probability than may.
I may open an account with the tyske bank.
Things are not going well for the company this year, but we might be in profit.
The share price could fall, but I don't think it will.

Unit 10 Business Communication, page 118
3 ACTIVE AND PASSIVE VOICE

Active voice
We use the active voice to say what people and things do.
The computer converts sound into text.
The workers are demanding a pay increase of 7%.

Passive voice
We use the passive to say what happens to people and things.
The sounds are converted into text.
The passive is formal and is often used in report writing.
The staff were asked for their opinions about the catering provision.

Present simple passive

USE
Jeans are sold all over the world.
The car parts are not assembled at the Longbridge plant.
Is the report written in English?
We use a passive sentence:
1 when we are interested in who or what acts.
2 when it is obvious who or what does the action so it is unnecessary to say.

FORM
be + past participle

<table>
<thead>
<tr>
<th>Positive and Negative</th>
<th>am/’m</th>
<th>am not/’m not</th>
<th>are/re</th>
<th>are not/aren’t</th>
<th>is/s</th>
<th>is not/’n/t</th>
<th>are/re</th>
<th>are not/aren’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>are/’e</td>
<td></td>
<td>are not/aren’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he/she/it</td>
<td>is/’s</td>
<td></td>
<td>is not/’n/t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>we/you/they</td>
<td>are/re</td>
<td></td>
<td>are not/aren’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We form the present passive with the present simple of the verb to be and the past participle.

Note: The present passive is usually only used with it and they – for things rather than people.
They are manufactured in Italy.
It is bought mainly by women.

For regular verbs, the past participle is the same as the past simple form.

Word order

Active: The workers assemble the car parts at the Longbridge plant.

Passive: The car parts are assembled at the Longbridge plant.

4 GERUNDS (...ing) AND INFINITIVES

When there are two verbs together in a sentence, we must be careful about the form of the second verb.
• After most verbs we use the infinitive with to.
The company agrees to change its ethical policy.
• After some verbs we use the gerund -ing form.
We considered making the changes last month.
• After modal verbs we use the infinitive without to.
They should change their policy.

Some common verbs which are followed by the gerund arc:

<table>
<thead>
<tr>
<th>start</th>
<th>begin</th>
<th>stop</th>
<th>finish</th>
<th>delay</th>
<th>continue</th>
<th>practise</th>
<th>imagine</th>
<th>consider</th>
<th>risk</th>
<th>avoid</th>
<th>delay</th>
<th>involve</th>
</tr>
</thead>
</table>

5 TRANSITIVE AND INTRANSITIVE VERBS

Many verbs are followed by an object e.g.

improve something, pay something, raise something

These are called transitive verbs.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>They improved</td>
<td>the working conditions.</td>
</tr>
<tr>
<td>They paid</td>
<td>our invoice.</td>
</tr>
<tr>
<td>He raised</td>
<td>the question of payment.</td>
</tr>
</tbody>
</table>

Intransitive verbs do not take an object.
e.g. fall, rise, arise

Our profits are falling.
Yesterday interest rates didn’t rise.
How did the problem arise?

Irregular past participles page 161
SENTENCES AND CLAUSES

1 DIRECT AND INDIRECT QUESTIONS

USE
We usually use direct questions to get information.
How much does it cost?
Does the company have a code of practice?
We use indirect questions to ask 'difficult' or personal
questions or when we want to be polite.
Could you tell me what qualifications you have?
Can you tell me where I go to get a refund?

FORM

Direct questions: present simple tense
We form direct questions with the auxiliary do.
Where do you shop?
A BUT we do not use the auxiliary do with the verb
to be.
Where is the customer service desk?
Wh-/How questions

<table>
<thead>
<tr>
<th>Question words</th>
<th>auxiliary verb</th>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much</td>
<td>does</td>
<td>it</td>
<td>cost?</td>
</tr>
</tbody>
</table>

with be

<table>
<thead>
<tr>
<th>Question words</th>
<th>verb</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much</td>
<td>is</td>
<td>it?</td>
</tr>
</tbody>
</table>

Yes/No questions

<table>
<thead>
<tr>
<th>aux</th>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I/we/you/they</td>
<td>work?</td>
</tr>
<tr>
<td>Does</td>
<td>he/she/it</td>
<td>work?</td>
</tr>
</tbody>
</table>

with be

<table>
<thead>
<tr>
<th>to be</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am/Are</td>
<td>I/we/you/they</td>
</tr>
<tr>
<td>Is</td>
<td>he/she/it</td>
</tr>
</tbody>
</table>

Indirect questions: present simple tense
Wh-/How questions

<table>
<thead>
<tr>
<th>polite introduction</th>
<th>question word(s)</th>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me</td>
<td>how much</td>
<td>it</td>
<td>costs?</td>
</tr>
</tbody>
</table>

with to be

<table>
<thead>
<tr>
<th>polite introduction</th>
<th>question word(s)</th>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me</td>
<td>how much</td>
<td>it</td>
<td>is?</td>
</tr>
</tbody>
</table>

Yes/No questions

<table>
<thead>
<tr>
<th>polite intro</th>
<th>if</th>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you tell me</td>
<td>if</td>
<td>I/we/you/they</td>
<td>work?</td>
</tr>
<tr>
<td>Could you tell me</td>
<td>if</td>
<td>he/she/it</td>
<td>works?</td>
</tr>
</tbody>
</table>

In indirect Yes/No questions we use if.

Unit 1 Language Focus, page 6

2 CLAUSES

Sentences can consist of one clause, e.g.
I'm very pleased.

We often make sentences with two or more clauses.

1 Main clause (main idea)
There are delays with the mail order catalogue ...

Subordinate clause (develops the idea)
... because we are having problems with the new IT system.

2 We can join two equal clauses.
I'm really disappointed about the delays and Henry is furious.

Clauses of purpose

USE
Clauses of purpose answer the question Why? or
What for? They are subordinate clauses.

We are doing it now to avoid problems in the future.
I need to reduce costs in order to keep within the budget.
I need to reduce the costs in order not to go over budget.
We need to make changes to our advertising so that we
appeal to a younger audience.

He is bringing in a more experienced manager in order
that they don't lose more time and money.

In order that and in order to are more formal than to
and so that.

FORM

1 To introduce a clause of purpose we use:
to + infinitive
in order (not) to + infinitive
so that + subject + verb
in order that + subject + verb

Negative
The negative of to is in order not to.
I'll write it down in order not to forget it.

To make a negative of so that and in order that, we
must change the second clause:
We are buying new software so that we won't have to do
so much paperwork.
He's leaving early in order that he won't miss the plane.

Unit 4 Writing, page 42
Defining relative clauses
These clauses give important information about the noun.
A retailer is a person who/that buys goods from the manufacturer.
This is the department store which/that Peterson owns.
We choose a relative pronoun depending on whether the noun is a person or a thing

<table>
<thead>
<tr>
<th>Person</th>
<th>thing(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
<td>that</td>
</tr>
<tr>
<td>that</td>
<td>that</td>
</tr>
<tr>
<td>which</td>
<td>that</td>
</tr>
<tr>
<td>(place) where</td>
<td>(time) when</td>
</tr>
</tbody>
</table>

Notice that they use different grammatical structures.

although
Although it’s late, I’m still at the office.
I’m still at the office although it’s late.

but
I like her style, but I don’t like her ideas.

But is a co-ordinating conjunction and joins two contrasting ideas of equal importance. It comes in the middle of the two ideas.

however
The new MD is a woman. However, her management style is quite masculine.
The new MD is a woman. Her management style, however, is masculine.

However is formal. It contrasts the idea in the second sentence with the idea in the first sentence.

Clauses of cause
These conjunctions (linking words) introduce a clause of cause or reason. They answer the question Why?

because as since

The conjunctions link cause and effect within one sentence. They can come in mid position or at the start of the sentence.

Effect | Conjunction | Cause
---|---|---
Main clause | He had to go to the USA ... | because | ... no one backed him in the UK.
as | since

Conjunction | Cause | Effect | Main clause
---|---|---|---
Because ... | no one backed him in the UK | he had to go to the USA.
As ... | | |

Clauses of contrast
Clauses of contrast give information that surprises, or contrasts with the main clause.

Main clause | Clause of contrast
---|---
There are more men than women in very senior jobs ... | ... although there are many women in business.

We use the conjunctions although, however and but to show contrast between ideas.

although but however

SEQUENCE MARKERS AND CONNECTORS

Sequence markers
We use sequence markers to list and sequence things.

First First of all Firstly
Second Secondly Third Thirdly
Then After that Next
Lastly Finally
Now/today (for current situation)

When we list ideas or arguments we usually use:
firstly, secondly, thirdly, lastly, finally
There are a number of reasons for this; firstly the economy is weak, secondly labour costs are high and finally there is strong competition.

When we talk about actions we usually use:
first (of all), then, next, after that, next.
First of all they designed a new type of shoe, then they found a manufacturer to make it. After that they started to export it.

WORD ORDER
In order to make the sequence of actions clear we often start the sentence or clause with the sequencing word.
First of all they invented the shoe. Then they took their design to a shoe manufacturer.
Firstly I’d like to look at the company history, then I’d like to look at the present situation and lastly I’d like to talk about our plans for the future.
Connectors of effect

The following phrases introduce effects or consequences.

- **as a result**
- **therefore**
- **so**

They link a cause and an effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The product was too expensive.</td>
<td>As a result, sales were poor.</td>
</tr>
<tr>
<td>Sales therefore were poor. OR</td>
<td>Therefore, sales were poor.</td>
</tr>
</tbody>
</table>

*As a result,* and *therefore* link two sentences. They occur in the second sentence and refer back to the first sentence.

*So* is a conjunction and links cause and effect in one sentence, telling you what the effect is.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The product was too expensive</td>
<td>so sales were poor.</td>
</tr>
</tbody>
</table>

> Unit 9 Writing, page 98

Connectors for rephrasing and giving examples

**Rephrasing**

It is sometimes useful to say the same thing in two different ways. We can use the following expressions to introduce explanations.

- **in other words**
- **that is to say**
- i.e. (in writing only)

**in other words**

We use *in other words* to introduce a simpler explanation of the previous clause or sentence. We use it at the start of a sentence or clause.

*Profit is 10% above the figure at the same time last year.*

*In other words, we’re doing well.*

*i.e.*

We use *i.e.* or *that is to say* to explain the exact meaning of the previous clause.

*There is a limit on the amount of money you can invest.*

*i.e.* $100,000.

**Giving examples**

It can be useful to give examples to make your point clear.

- **for example**
  - e.g. *such as*

**for example**

*This is sometimes written e.g.*

**Word order**

We usually put *for example* before the example:

*The euro replaces many currencies, for example, the Deutschmark, the franc, and the lira.*

We can put *for example* after the example:

*The euro replaces many European currencies – the Deutschmark, for example.*

**Such as** always introduces a noun and comes before the noun.

*It shows important information such as turnover, operating profit, etc.*

> Unit 10 Writing, page 113
AVOIDING REPETITION

We can avoid repeating a noun by using these words and phrases:

- it they
- this that these those others
- one/ones one of them

It refers back to singular noun.

DHL is an international air express carrier. It delivers documents and packages all over the world.

They refers back to a plural noun.

There are 300 HMV Group stores around the world. They are located in eight countries.

We use this, that, these and those to refer back to:

1 nouns
   Many companies are multinationals. These include Daimler Chrysler, Sony, Reuters, etc.

2 whole sentences or clauses
   Many people believe companies do not care about the environment. This is not true of companies such as the Body Shop.

one(s)
We use one to replace a singular countable noun.

He’s looking for a job. He’d like one with Sony.

In the plural we use ones.

There are different types of companies. I buy from the ones with a strong code of practice.

one of them:
We use one of them to replace a singular noun.

Many companies produce jeans. Levi Strauss & Co is one of them. (One company of the many which produce jeans.)

others
We use others instead of other + plural noun.

Some companies have a code of practice and others (other companies) do not.

ADJECTIVES AND ADVERBS

1 ADJECTIVES

Order of adjectives

We often use only one adjective before a noun and it is very unusual to use more than three of them.

When we use more than one adjective before the noun, we usually follow this order:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>opinion</td>
<td>size</td>
<td>shape</td>
<td>colour</td>
<td>origin</td>
<td>material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>smart</td>
</tr>
</tbody>
</table>

Comparatives and superlatives

USE

We use the comparative to compare two items:

The grey suit is smarter than the brown suit.

We use the superlative to compare one item with two or more other items:

The black suit is the smartest.

FORM

Adjectives with one syllable

- We add -er to form the comparative and the + -est to form the superlative.
  - smart: smarter, the smartest
- For adjectives that end in e, we add -r to form the comparative and -est to form the superlative.
  - wide: wider, the widest
- For adjectives that end in a vowel + consonant we double the consonant.
  - big: bigger, the biggest

Adjectives with two syllables that end in y

- comparative: y → i + -er crazier
- superlative the + -est the craziest

Other two syllable and longer adjectives

- Adjectives form the comparative with more + adjective and the most + adjective, more stylish, the most stylish/more expensive, the most expensive

than
We use than after a comparative.

You are smarter than him.

as ... as
To show that two things are equal (or not) we use (not) as + adjective + as.

He is as smart as you.
He is not as smart as you.

To form the opposite of the comparative and superlative forms more/the most we can use less/the
least.
My job is less demanding than yours. (or – My job is not as demanding as yours.)
He has the least demanding job.

⚠️ It is unusual to say:
He is less rich than you. or He is the least rich.
For adjectives that add -er, -est we usually use not as ... as.
He is not as rich as you.

Irregular adjectives

<table>
<thead>
<tr>
<th>bad</th>
<th>worse</th>
<th>the worst</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
</tbody>
</table>

Unit 7 Language Focus Two, page 77

ADVERBS

Adverbs of manner

USE
We use adverbs of manner to describe how something happens.
Sales rose slightly.
Sales fell dramatically.

FORM
Most adverbs of manner add -ly to the adjective
sharp → sharply slight → slightly
When an adjective ends -le
le + y → ly
considerable → considerably
When an adjective ends in -y
y + lly
steady → steadily
When an adjective ends in -ic
ic + ically
drastic → dramatically

Word order
Adverbs that end in -ly usually come after the verb.

Unit 9 Language Focus One, page 95

Determiners

INDEFINITE, DEFINITE AND ZERO ARTICLES

1. a/an
We use the indefinite article, a/an before a singular countable noun when we refer to it for the first time.
I bought a mobile phone yesterday.

2. the
We use the before uncountable, countable, singular and plural nouns:
1 when we use the noun for the second (third, fourth ...) time.
She works for a multinational company ... The company has branches all over the world.
2 when it is clear from the situation who or what we are referring to.
Let’s get them from the supermarket.

Zero article
We do not use an article when we talk about things in general.
1 with uncountable nouns
It’s difficult to get advice about this problem.
2 with plural nouns
People want to work.
Compare this to a particular group of people.
The people who I work with enjoy their jobs.

Unit 7 Language Focus One, page 58
Grammar Reference

2 BOTH ... AND, EITHER ... OR, NEITHER ... NOR
both (+ noun) and (+ noun)
Both ... and shows that two things, are compared.
Both Traidcraft and Cafédirect pay first world prices.
neither (+ noun) nor (+ noun)
We use neither ... nor to show two options are excluded i.e. to say that the two options are not possible or true.
Neither Traidcraft nor Cafédirect pays third world prices.
either (+ clause) or (+ clause)
Either ... or ... shows one of two possible options.
You can buy either direct from the producer or from the shop.
either (+ noun) or (+ noun)
When we use either ... or as the subject of the clause, we use a singular verb.
I don't mind which one you buy, either cotton or silk is fine.

3 NUMERALS
Cardinals
We usually use cardinal numbers to talk about money and years.
It costs $200 - two hundred dollars.
2002 (two thousand and two) - the year of the euro.
We use cardinals to express:
Decimals
We say each number individually after the point.
75.72 - Seventy-five point seven two.
When a zero occurs before the point, we say nought e.g. 0.5 - nought point five.
Percentages
We use cardinals to express percentages. Percentages can include decimals.
0.5% - Nought point five percent.

Ordinals
We use ordinal numbers:
1 to talk about dates -
The meeting is on 1.7. (the first of July)
2 to rank items -
This country ranks second in the world competitiveness scoreboard.
3 to express fractions -
1/5 a fifth, 1/6 a sixth, 1/8 an eighth, 1/10 a tenth
But we say:

1/4 a quarter, 1/2 a half, 3/4 three quarters.

Guide to pronunciation

VOWELS
/a/ America, seven, creditor
/æ/ cat, backing
/i/ run, money
/ə/ half, market
/e/ any, sell
/ɪ/ quick, profit
/і/ see, decrease
/o/ boss, job
/ʊ/ forty, export
/ɔ/ early third
/ə/ good, should
/u/ true, unique
/ə/ beer, year
/ʊ/ tourist, secure
/ɔ/ hair, share
/æ/ plane, operate
/aɪ/ join, employ
/æ/ finance, why
/ə/ go, overcharge
/əʊ/ out, town

CONSONANTS
/p/ shop, product
/b/ box, job
/f/ five, enough
/v/ video, invoice
/t/ time, debt
/d/ drop, read
/th/ thing, ethical
/r/ then, the
/ʃ/ charge, question
/j/ job, strategy
/s/ soft, asset
/z/ rise, business
/sh/ shares, ambition
/tʃ/ television, pleasure
/k/ car, black
/g/ goods, bag
/m/ margin, demand
/n/ name, turnover
/l/ long, operating
/h/ hard, who
/l/ live, loyal
/r/ recruit, price
/w/ work, award
/j/ yellow, use
Verb List

Irregular verbs

We can not form the past simple tense of irregular verbs by adding -ed. Verbs which have the same past simple and past participle are in bold.

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>PAST SIMPLE</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
</tr>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>can</td>
<td>could/was able</td>
<td>been able</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>chosen</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>come</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>cost</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cut</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>dealt</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>dealt</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>fought</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>grown</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>heard</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>held</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
</tr>
<tr>
<td>learn</td>
<td>learnt</td>
<td>learnt</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td>left</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>mean</td>
<td>meant</td>
<td>meant</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rang</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
<td>shaken</td>
</tr>
<tr>
<td>shine</td>
<td>shone</td>
<td>shone</td>
</tr>
<tr>
<td>shoot</td>
<td>shot</td>
<td>shot</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>shown</td>
</tr>
<tr>
<td>shrink</td>
<td>shrunk</td>
<td>shrunk</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>smell</td>
<td>smelt</td>
<td>smelt</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>spell</td>
<td>spelt</td>
<td>spelt</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>spread</td>
<td>spread</td>
<td>spread</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td>stood</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
</tr>
<tr>
<td>stick</td>
<td>stuck</td>
<td>stuck</td>
</tr>
<tr>
<td>strike</td>
<td>struck</td>
<td>struck</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swam</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>tear</td>
<td>tore</td>
<td>torn</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>upset</td>
<td>upset</td>
<td>upset</td>
</tr>
<tr>
<td>wake</td>
<td>woke</td>
<td>worn</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

Look at the following verbs: forget, forgive, understand, withdraw. They follow the same pattern as the verbs get, give, stand and draw.
Word List

A
achievement (n) p.82
advertisement (n) p.70
advertising (n) p.79
advice (n) p.58
annual report (n) p.108
asset (n) p.82
asset management (n) p.53
availability of labour (n) p.94
availability of raw materials (n) p.94
award (v,n) p.75
courteous (adj) p.10
credit card (n) p.124
creditor (n) p.124
cultural differences (n) p.24
cultures (n) p.24
curriculum vitae (n) (CV) p.140
customer care (n) p.4
customer helpline (n) p.11
customer loyalty (n) p.4
customer profile (n) p.70
customers (n) p.4
cuts (n) p.94
first world (n) p.120
foreign business trip (n) p.24
founder (n) p.46
friendly (adj) p.10

G
global market (n) p.132
goals (n) p.36
goods (n) p.4
gross profit (n) p.108
guarantee (n) p.11

H
hard sell (n) p.38
helpful (adj) p.10
higher productivity (n) p.82
holding company (n) p.14
household name (n) p.50
hypermarket (n) p.57

I
idea (n) p.75
import (n,v) p.103
increase (v,n) p.41
information technology (n) p.14
innovation (n) p.75
insurance (n) p.53
interest rate (n) p.1
the Internet (n) p.56
invent (v) p.75
investment (n) p.108
invoice (n) p.124
itinerary (n) p.24

J
jet lag (n) p.28
job satisfaction (n) p.82
job security (n) p.82

K
key dates (n) p.46

L
labour costs (n) p.94
liabilities (n) p.108
line manager (n) p.83
long term gains (n) p.121
loyal (adj) p.121
M
machine (n) p.75
mail-order catalogues (n) p.5
main competitors (n) p.132
management consultant (n) p.36
management style (n) p.82
manufacturer (n) p.56
margin (n) p.56
market (n) p.15
market leaders (n) p.132
market share (n) p.132
marketing (n) p.14
merge (v) p.53
motivation (n) p.82
multinationals (n) p.14

N
nationalities (n) p.30
net profit (n) p.108

O
objectives (n) 84
offshore bank accounts (n) p.112
open market (n) p.132
operate (v) p.17
operating profit (n) p.115
outsell (v) p.135
overcharge (v) p.124
overheads (n) p.115

P
pack (n) p.61
packaging (n) p.61
parent company (n) p.14
participate (v) p.40
payment on time (n) p.120
performance appraisal (n) p.83
pie chart (n) p.115
price (n) p.56
prize (n) p.75
produce (v) p.41
product (n) p.70
product policy (n) p.120
product range (n) p.50
production (n) p.14
professional (adj) p.10
profit (n) p.94
profit and loss accounts (n) p.108
providers (n) p.18

Q
quick (adj) p.11

R
recruit (v) p.37
repeat business (n) p.4
report (n) p.40
retail outlet (n) p.56
retailers (n) p.56
retailing (n) p.56
rise (n,v) p.115

S
salary (n) p.82
save (v) p.114
schedule (n) p.24
selling (n) p.14
seminar (n) p.27
service (n) p.4
shareholders (n) p.108
shares (n) p.108
shopping centre/mall (n) p.57
social interaction (n) p.82
soft sell (n) p.38
specialist retailer (n) p.57
spending power (n) p.120
state of the economy (n) p.94
status (n) p.82
stock (n) p.61
strategy (n) p.36
styles of management (n) p.82
subsidiaries (n) p.14
supermarket (n) p.56
supplier (n) p.60
SWOT analysis (n) p.36

T
tax year (n) p.108
taxes (n) p.94
telecommunications (n) p.14
third world (n) p.120
till display (n) p.61
trademark (n) p.136
training (n) p.82
travel (n) p.24
trend (n) p.94
troubleshooting (n) p.36
turnover (n) p.108
TV shopping channels (n) p.56

U
unemployment (n) p.94
unique selling points (USPs) (n) p.70
up-market (adj) p.21

W
well-dressed (adj) p.10
wholesaler (n) p.56
work (n,v) p.41
workforce (n) p.120
workplace culture (n) p.87
Unit 1 Customers

1.2 Cross-cultural Comparison

SN = Stephen Nicholl
SN: One thing that does irritate me is when I ask somebody for some information about a product or a service and they don’t know the answer, but they don’t say ‘I’m sorry, I don’t know the answer to this, I’ll find someone who does know the answer’ – they try to answer it themselves and it’s really a waste of time for everybody concerned.

1.3 Language Focus

R = Receptionist
TS = Tim Saunders
R: Good afternoon, Hi-tone Health and Fitness Centre. How may I help you?
TS: Oh, hello. I’m thinking of joining a fitness centre. Could you give me some information about Hi-tone?
R: Yes, of course.
TS: So first of all, could you tell me how much it costs?
R: Is it just for you?
TS: Yes.
R: OK. It’s £550 for a year and for that you can use all the facilities.
We have a fully-equipped gym, saunas, steam baths and a swimming pool and squash courts.
And you can pay in monthly installments if you like.
TS: Right. And what are your opening hours?
R: We’re open 7 days a week from 6.30 in the morning to 10 every evening.
TS: OK. And how does it work? I mean, could you tell me what the procedure is.
R: You have a fitness assessment with an instructor, then we design a fitness programme for you... and we review your programme every two months.
TS: That’s good. Could you tell me what qualifications your instructors have?
R: Oh, they are all fully qualified and very experienced.
TS: Uh-huh. Do you have fitness classes as well?
R: Yes, we do. We run six different types of fitness classes. There’s one every evening except Saturdays.
TS: Right, and what about the class size? Is there a maximum number in each class?
R: Yes, the maximum number of people in a class is fifteen. But there are usually only about 8 people in a class.
TS: And can I come and see if I like it? Do you offer a free introductory session?
R: Yes, we do. I can book you in for that, if you like.
TS: Yes, thank you. Just one final question. Can you tell me if it’s possible to bring guests?
R: Yes when you’re a member you can bring one guest. It costs £7.50 a visit.
TS: OK. Can I book an introductory session for next week?
R: Sure. Could you give me your name and a telephone number?

1.5 Language Practice

I = Instructor
TS = Tim Saunders
I: Do you do any exercise at the moment?
TS: No, I don’t. And the problem is I sit at my desk all day.
I: What are your favourite sports?
TS: I like swimming and I enjoy a game of squash now and again!
I: Could you tell me if you have any medical problems or injuries?
TS: No, I’m very healthy, thank goodness.
I: How often do you want to come to the Centre?
TS: Probably three or four times a week.
I: Can you tell me what your objectives are?
TS: I want to get fit and I want to lose a few kilos too.

1.6 Listening

Int = Interviewer
AH = Ann Hislop
SN = Stephen Nicholl
Int: So, Ann and Stephen. I’d like to ask you some questions about customer service. Are there any companies which you are loyal to?
AH: I am fantastically loyal to Marks and Spencer’s.
SN: I’m also quite loyal to Marks and Spencer’s. If you buy presents for people and they don’t like them, they can take the things back and they can exchange them.
Int: So what’s the attitude of the staff like at Marks and Spencer’s?
AH: Friendly...
SN: Yeah
AH: ...helpful,
SN: professional
AH: ...co-operative, loyal to their company. They obviously enjoy working there most of the time.
Yeah I don’t know how they manage it, but they have a very friendly staff.
Int: What about the quality of their products?
AH: Fantastic.
Int: Are there any other companies which you’re very loyal to?
SN: One company that I am loyal to, I think, is my bank which is First Direct.
Int: And why’s that?
(1.6b) SN: Well, first of all they’re extremely convenient to use. I do all my banking is over the phone and I can do this at any time of the day. I can find out how much money there is in my account, I can pay all my bills. I don’t have any bills through the mail and also they’re very professional, they’re very friendly.

1.7 Business Communication

CONVERSATION 1
Secretary: Good morning. RTA, Lisa speaking, how may I help you?
Customer: Oh, hello. Ern, I have an appointment to see David Barnes on Tuesday, but I’m afraid I can’t make it then. Would it be possible to change it?
Secretary: Just one moment. Er yes, I can give you an earlier appointment, if you like.
Customer: Yes, that would be very helpful. Thank you.

CONVERSATION 2
Secretary: Mr Smith will be with you in a minute. Would you like to take a seat?
Customer: Thank you.
Secretary: Would you like a coffee?
Customer: Thank you very much. That would be very nice. Black, no sugar please.

CONVERSATION 3
Secretary: Shall I call a taxi for you?
Customer: That’s very kind of you, but I think I’ll get some exercise and walk.

Unit 2 Companies

2.4 Language Practice

BA = Business analyst

BA: Right, so the first company I want to look at is a pharmaceuticals company. It develops and manufactures a wide range of medicines and it’s currently developing a new drug against asthma. Well, as you all know, more and more people are suffering from asthma so they hope to make a healthy profit from this drug. The company is currently preparing to launch a TV advertising campaign. As you may know, it is illegal to show drugs on TV, so the campaign focuses on the illnesses not the drugs. It will be interesting to see public reaction to this.

BA: So let’s have a look at the second company. This company is a cable operator. Well, it provides cable television to thousands and thousands of homes but it wants to expand and it’s developing a new high-speed Internet service. Now, this service uses cables not phone wires and this means it is very fast, 100 times faster than a normal phone line. As you know, the number of people who are using the internet is growing and growing and everyone wants instant information so this is a company with a great future.

2.5 Listening

TA = Tom Armstrong
RH = Rachel Humphries

RH: So Tom, what do you know about the Virgin Group?
TA: They’re a very large group, erm, they exist in a lot of different sectors and they’re run by Richard Branson - they’re British.
RH: Yes, yeah and they, erm they produce, er Virgin Cola, don’t they?
TA: Yeah and I think they’re also famous for the airline, the Virgin Atlantic.
RH: Um, and er they have a radio station – Virgin radio.
TA: Yeah, and they still have the megastores, and I think they have megastores all over the world now,
RH: Yes,
TA: selling videos, music. What do you know about Benetton?
RH: Well, they’re Italian, and they’re very successful clothing manufacturers.
TA: I think they produce sportswear now.
RH: Yes, that’s right – sportswear, and erm, another, they have another trademark called Sisley, which produces more expensive clothing.
TA: And Mercedes-Benz – do you know anything about them?
RH: Well they manufacture expensive, luxury cars erm and they’re, erm German I think, or maybe German – American now, perhaps.
TA: I think they’re part of the Daimler Chrysler Group, which again is a large group ... I’ve heard that they also produce a very small car called the Smart,
RH: Oh right, it’s good for the towns and cities,
TA: Yeah.

RH: And what about Sony?
TA: Oh Sony, they’re, they’re as far as I know they’re still the world leaders in electronics, and produce, for example, the Sony Walkman.
RH: Mmm, and they’re Japanese.
TA: Yeah.
RH: And what else do they produce? ... computer games
TA: Yeah, and they also do music now; they did the music for the film the Titanic.

2.6 Business Communication

Speaker: A lot of you will have heard of this next multinational’s products, but I suspect that fewer of you will have heard of the company itself; LVMH.
First of all, what does LVMH stand for? The answer is the world’s leading luxury goods group. Louis Vuitton, Moët Hennessy... So what does the group do? Well, of course, it specialises in luxury products ... and it operates in a number of sectors. As you can see from the chart, these are wines and spirits, fashion and leather goods, fragrances and cosmetics and selective retailing. Look at the brand names in each sector. Each sector includes world-famous names. Let’s look first at wines and spirits. LVMH is the world leader in champagne production with brands such as Dom Pérignon, Moët and Chandon and Pommery.

UNIT 3 Travel

3.2 Language Focus

MS = Mike Smith
PG = Pam García

MS: Hello Pam. It’s Mike, how are you?
PG: Oh hello Mike, I’m fine thanks, and you?
MS: Oh, not too bad. Could I speak to Rosalind Harrison?
PG: Oh, I’m sorry, Mike. I’m afraid she’s out of the office at the moment – she’s visiting a client in Manchester.
MS: Oh, OK. Well, maybe you can help. It’s about the sales conference, is she coming over to
Warsaw next Tuesday?
PG: Yes, she’s flying out on
Monday morning, but she’s visiting
the Gdansk office first.
MS: So when is she coming to
Warsaw then?
PG: I’m not sure, possibly on
Tuesday, or she may spend another
day in Gdansk and then go to
Warsaw on Wednesday.
MS: OK, well I’m having a meeting
with our Marketing Manager on
Wednesday morning. That’s at nine
thirty. She’s welcome to join in on
that, and then I really must see her
some time on Wednesday about the
product launch.
PG: OK, I’ll let her know.
MS: Thanks Pam. Hey, are you
coming over with Rosalind?
PG: No, I’m not this time, but I am
coming over in September!
MS: That’s great, I’ll look forward
to seeing you! Bye for now!
PG: Bye.

3.5 Listening
Int = Interviewer
CK = Colin Knapp
Int: Colin, do you travel on
business very often?
CK: I travel to Thailand about two
to three times a year.
Int: And how long is the flight from
England to Thailand?
CK: The flight is about twelve
hours.
Int: Uh, huh. Do you enjoy that
long flight?
CK: It’s, it is OK as long as I take
plenty of reading, and they normally
have three to four films.
Int: And do you watch all the films?
CK: I watch all of the films because
I find it very difficult to sleep on a,
on a plane.
Int: OK. Do you erm suffer from jet
lag after the flight?
CK: Er, I suffer jet lag, erm in
Thailand it lasts for about one, one
day.
Int: Uh, huh; and when you return
to England?
CK: It is worse, for some reason,
and is about three days.
Int: So travelling back to England
is, is less pleasant?
CK: It is less pleasant, but that
apparently is quite common.
Int: OK. Er, and what’s the reason
for your visits to Thailand?
CK: It’s to teach and to do some
business with the University.
Int: Why do you travel to Thailand
to do business? Why can’t you do
that by telephone or fax?
CK: Because our discussions are
quite complex and it w..., it is too
complex for telephone and fax.
Int: OK. When you visit Thailand
do you experience a culture gap?
CK: There is a culture gap, yes.
Int: Er, and what are the ... can
you give me any examples of that?
CK: They are very polite people,
and there are times when you
may think they agree with you, but
they are, they say ‘yes’ because they
think it is polite.
Int: OK. So the, the way people
communicate is different?
CK: They communicate in a
different way, yes.
Int: OK. And so can you give
people visiting Thailand any tips, for
their visit?
CK: Er, always try to be polite,
and be respectful, and on first
meeting try not to look the person
in the eye, erm too often.

Business Communication
3.6 INTRODUCTIONS AND
GREETINGS
1 W: I’d like to introduce you to
Sr. Iglesias.
Sr. Iglesias this is Duncan
Grove.
DG: Pleased to meet you.
SI: How do you do.
2 M: Do you know Caroline
Courtney?
David: No, hello.
David: Pleased to meet you. I’m
David Walker.
Caroline: Nice to meet you.
3 SB: Hello, Ms Barty?
AB: Yes.
SB: I’m Stephen Brown.
AB: Oh, yes, hello. Nice to meet
you. You work with Roslyn Davis,
don’t you?
SB: Yes, that’s right.
4 M: Sofia, this is Barry. Barry,
Sofia.
S: Hello, Barry. Nice to meet you.
B: Hello. Pleased to meet you.
5 M: Let me introduce Miss Kim.
Miss Kim, this is Mr Kinzett.
Mr Kinzett: Pleased to meet
you.
Miss Kim: Pleased to meet you.
6 K: Hi, I’m John.
F: Hello, my name’s Fiona.

3.7 SOCIALISING
Colin: Hello, how are you?
Michelle: I’m fine thanks. How are
you?
Colin: Fine. It’s nice to see you.
Michelle: You too.
Colin: Can I get you a drink?
Michelle: Oh, yes thank you. I’ll
have a glass of wine please.
Colin: Red or white?
Michelle: White please.
Colin: I’m afraid there’s only red.
Michelle: Oh, that’s all right. Red’s
fine.
Colin: (He spills a little of the
drink) Oh, I’m so sorry!
Michelle: That’s all right, don’t
worry about it.
Colin: I’m terribly sorry.
Michelle: Really, it doesn’t matter.

3.8 Roger: Hello, Colin. Just to say
the taxi will be here in a few
minutes.
Colin: Oh, Roger, let me introduce
you to Michelle.
Roger: Hello, Michelle. Nice to
meet you.
Michelle: Pleased to meet you.
Sorry, I didn’t catch your name.
Roger: I’m Roger.
Colin: We’re having dinner at The
Lemon Tree. Would you like to join
us?
Michelle: That’s very kind of you.
I’d love to, but I’m afraid I have to
going home. My parents are coming
to stay this weekend.
Colin: Can we give you a lift?
Michelle: Oh, that would be great.
Thank you very much. I’ll just get
my coat.
3.9 Michelle: Thanks very much for the lift.
Colin: Pleasure. Don’t mention it.
Michelle: Bye. Have a nice meal.
Roger: Thanks very much. Have a good weekend.

Unit 4 Troubleshooting

4.2 Language Focus
AB = Anna Brook
BW = Belinda Waters
AB: I don’t think car manufacturers and car dealers think about female customers at all.
BW: I know what you mean. Car dealers don’t seem to listen to what women say they want.
AB: Yes, they should take us seriously. After all women are buying more cars these days.
BW: Yes, so they should have more women selling cars.
AB: Mm. The dealers are nearly always men and they do such a hard sell. I think they ought to use a soft-sell approach.
BW: I agree. I really don’t like the hard sell. You know, I also think that things like children’s car seats and car phones should be available as standard.
AB: Yes definitely, why don’t they fit car phones in all new cars? Women on their own feel much safer with a phone in the car.
BW: And they should change the adverts too, I think.
AB: Yes, I think there should be lots of product information in adverts. They ought to tell us about things like petrol consumption and safety features.
BW: I hate these adverts just showing us fast cars in exotic locations.
AB: Me too.

4.5 Listening
Int = Interviewer  M = Manager
Int: Why do you think troubleshooting, or solving problems, is so important in business?
M: Well these days, erm, business is extremely competitive and it’s competitive in terms of time and in terms of money. Whenever a company tries to compete with another company, it tries to get a new product out quickly and it tries to do it without spending too much money. Problems, when they arise, cost money and they waste time.
Int: And, are there any particular areas which are typical trouble spots?
M: Starting at the very beginning of a project, quite often people don’t plan effectively. You can never plan early enough, especially in a large and complex project. Part of that planning involves making sure that everybody on the project understands his or her role; and that the objectives of the project are regularly reviewed, so that everybody understands how the project is going to meet the needs of the market, and whether it is still relevant.
Int: And do you think that, erm, everyone has a role in troubleshooting and anticipating problems, or do you see it as only a managerial skill?
M: I think it can quite often happen that managers start a project, think it’s going very well, walk away from it and then are very surprised six months later when it’s going wrong. Er, everybody, at whatever level, should make sure that they ask the right questions, and indeed try to, as you say, anticipate problems and raise those problems with their managers and with their colleagues at regular review intervals.
Int: Do you have any other tips for solving problems?
M: It’s very important that a project team communicates well within itself and also to people outside the team. You should try to have a democratic spirit in a project, allowing people to speak openly, to ask questions and to feel that they own the project as much as the managers or the client may do.
Int: What’s the one most important strategy to avoid problems?
M: In my opinion, in order to avoid problems happening you should be realistic. You should be realistic in the number of people working on the project, the cost of the project and the size of the project. When you put pressure on a project because you don’t have enough people working on it, or you are spending too much money, you create problems. Pressure means problems, so to avoid problems, reduce the pressure.

UNIT 5

Company History

5.2 Lead-in
In 1894 Michael Marks and Tom Spencer formed a partnership. In 1928 they registered the St Michael trademark. In 1930 the company opened the Marble Arch store on Oxford Street in London. In 1931 they introduced canned goods such as tomato soup. In 1975 Marks and Spencer opened stores in Paris and Brussels. In 1988 they opened two stores in Hong Kong. In 1997 they won the Queen’s award for Export Achievement for the fifth time.

5.5 Language Practice
Int = Interviewer
FW = Faith Walker
Int: When did you buy your first pair of Doc Martens?
FW: When I was 24 – that was in 1987.
Int: How much did they cost then?
FW: Erm, at that time they cost £25.00.
Int: Where did you buy them?
FW: I bought them in London, in Oxford Street.
Int: What colour were they?
FW: They were cherry red.
Int: Why did you choose Doc Martens?
FW: Well, because they were very fashionable in the 80s and I liked the style.
Int: Do you still wear Doc Martens?
Tapescripts

FW: Yes, I still like the style.

5.6 Listening

5.6a Pat Woodgate: Hello. I’m going to talk to you today about the key developments in the history of the company I work for and then tell you about the company’s current position.

I am based in the Loss Control Department of Zurich Municipal which is part of the Zurich Financial Services Group. Zurich Municipal is a strategic business unit dealing solely with the public sector, e.g. local government, national health trusts, etc.

The company began its history when Zurich Insurance Company was founded 125 years ago in Zurich, Switzerland under the name of Versicherungs-Verein, or Insurance Association.

5.6b They started business in May 1873, initially providing re-insurance – that is where they provide insurance cover to other insurance companies so that the risk is distributed throughout the market. They quickly entered into the field of accident insurances and obtained licences to conduct business in other European countries in 1875.

In 1922 the Zurich Insurance Company opened for business in the UK, with London-based headquarters. After many years of increased growth, in 1993 they took over the business of Municipal Mutual Insurance, who were the previous market leaders in providing insurance to the public sector.

In September 1998 the Zurich Insurance Company merged with British American Financial Services, that is the financial services operation of British American Tobacco Industries, thus forming Zurich Financial Services Group.

The group now has over 68,000 employees and over 30 million customers in over 50 countries. It is one of the ten largest companies world-wide, offering insurance and asset management.

Unit 6 Retailing

6.3 Listening

Int = Interviewer
SR = Sarah Rochford
Int: How often do you visit an IKEA store?
SR: I probably visit the store about twice a year. I keep the erm catalogue at home and look through that during the year, and then make a visit about twice a year.
Int: What do you think of their products?
SR: I think they have a very good range of products, erm I’m impressed with the quality of them; you get good quality for the price that you pay, and additionally I think that most of the products are environmentally sound.
Int: How about the stores - do you like them?
SR: Well, it’s nice to try out the products, to be able to see them and try them out, and the layout of the store is very nice, erm they do have a good selection of household accessories in the Marketplace erm and it’s very easy for people with children – they have a playroom and pushchairs and such-like.
Int: What type of things do you buy at IKEA?
SR: Well, I usually buy functional items such as bookcases and lamps and things like that, and then sometimes I buy textiles and bed linen.
Int: Are there any aspects of shopping at IKEA that you don’t like?
SR: Oh there are! erm it can be very crowded because it’s a popular store, you can get a lot of people. This results often in very long queues at the checkouts; you can wait for quite a long time to pay for your goods, so that’s my main problem with shopping there.
Int: So are you planning another trip to IKEA?
SR: Yes, I expect so. I’ll probably go again in January for the sales.

6.4 Language Focus Two

1 I prefer sales assistants who let me look round by myself.
2 I think it’s important to have packaging that clearly shows the ingredients.
3 Because of the children I need shops which have car parks.
4 I like shops that offer a wide variety of goods.
5 I like shopping malls where all my favourite shops are in one place.
6 I don’t like door-to-door sales people who put you under pressure and try to sell you things you don’t want.

Business Communication

6.5 Through the switchboard

Conversation 1
A: Good morning, Dunton Associates.
B: Oh hello, could I speak to Amanda Holt, please?
A: Just one moment. I’m afraid Ms Holt’s line is busy.
B: Could you put me through to her secretary?
A: Just one moment. I’m afraid that line is busy too. I can put you through to the message desk, if you like.
B: No thanks, I’ll call back later.
A: Thank you. Goodbye.

Conversation 2
A: Smith, Thomas & Manton.
B: Could you put me through to Barry Smith, please?
A: It’s ringing for you.
C: Hello, Barry Smith speaking.
B: Hello Mr Smith, it’s Melanie Grant here.
C: Hello, Ms Grant.

6.6 Direct Line

Conversation 1
A: Hello, Joanna Coutts. How may I help you?
B: Hello. This is Chris Parry. Could I speak to Pat Summers, please?
A: I’m afraid she’s out of the office at the moment. Can I get her to call
you?
B: Yes, please.
A: Can you give me your number?
B: 03071 888935.
A: And, I'm sorry, your name
again?
B: Chris Parry.
A: OK Ms Parry, I'll ask her to call
you.
B: Thank you.
A: Thank you. Goodbye.
B: Goodbye.

Conversation 2
A: Hello, Pat Summers.
B: Oh, hello Pat. It's Chris Parry
here.
A: Hello, Chris. How are you?
B: Fine thanks ...

Unit 7 Products

7.2 Lead-in
Salesperson: We are proud to
present this important new addition
to our range. It comes with active
speakers and its great new colours
are stylish and fashionable. As well
as the speakers, we offer you all the
features you normally expect – this
hi-spec product has a 22-track
programmable memory, random
play and more. We think you'll find
£79.99 is an amazing price, and
we're sure you'll be keen to order
your personal player right away.

7.6 Listening
Int = interviewer
VA = Verena Adams
Int: Verena, how important is
advertising in selling products?
VA: Well, it's an important
marketing tool, and it works in a
different number of ways.
Int: What are some of the ways it
can work?
VA: Advertising can inform or
persuade or remind or motivate;
obviously the type of ad depends
on the product.
Int: Oh, I see, but could you give
us an example?
VA: Well, erm, for example – a low
cost, erm, low cost fast moving
counter goods, erm like chocolate
bars or soft drinks, erm are going to
be advertised differently from
counter durables like televisions or
washing machines. You'd advertise
Tango differently from the way
you'd advertise a car.
Int: Right, so how would a Tango
advertisement work?
VA: Well, Tango's a fizzy drink, an
orange fizzy drink in a can, erm, so
it's aimed at the teenage market.
You'd go for eye-catching,
attention-getting advertising; you'd
try to create a modern brand
image.
Int: Uh, hu
VA: Erm, television ads which were
created, erm, had a very crazy,
funny, colourful campaign, erm
aimed to motivate the teenage
market to buy; and they were very
successful.
Int: I see. How about advertising a
car?
VA: Well for a car you're into a
different product sector, erm, and a
different target audience. You're
trying to persuade that market to
spend a lot of money, so you'd go
for press ads, with lots of copy –
details of the models and the prices
and the features and all that kind of
thing – and you'd probably back it
up with a television campaign to
show the cars in action.
Int: Who decides, then, who
actually decides which sort of media
to use?
VA: Erm, well, advertisers go for
different mixes of media, erm but
basically it's the advertising agency
who makes the choices; the agency
is the link between the
manufacturer of the product and
the public, and erm, they create a
brief of the different, of the most
suc... most useful kinds of media to
use.
Int: What do you think makes a
good advertisement, then?
VA: In my opinion, a good
advertisement always concentrates
on the product.

7.7 Business Communication
Do you have friends and family you
would like to see more often? When
you phone colleagues would you
like to see their faces? The ViaTV
Desktop videophone means that
you can!
As you can see it's small and elegant
and ideal for the office or for the
home or for business trips.
It's very easy to set up. All you need
is a touch-tone phone. You don't
need a computer and you don't
need any special software. It's also
very easy to use; it's as easy as
making a normal telephone call.
The ViaTV Desktop video phone has
many features. Firstly, it has full-
colour motion video which means
you can see the other person’s
gestures and changes of expression.
The picture quality is excellent and
the adjustable picture setting means
you can change to 'sharp' mode to
get a fantastically clear image. This,
of course, is just ideal for viewing
designs or documents. The audio
quality is exactly the same as a
normal telephone call.
In addition, the Via Desktop Video
phone also has a preview mode so
that you can check what you look
like before the other person sees
you! And finally, the privacy mode is
an important feature. You can use it
to block the image but keep voice
connection.
Now, of course, just as with any
means of communication, fax
machines or e-mail for example,
each party needs to have a set. We
have a special offer on at the
moment, so now is the time to buy
the ViaTV Desktop phone. Put
yourself in the picture.

Unit 8 People

8.2 Language Focus One
PT = Philippa Taylor
DG = Dan Goldman
PT: Right, Dan. You know that the
aim of this performance appraisal is
to look at how you're doing and to
identify any areas where you need
to make some changes.
So, what's your assessment? How
are you getting on?
DG: Pretty good, I guess. I'm really
enjoying the work here.
PT: That's good to hear. Is there anything you're particularly pleased with?
DG: Erm, yeah. I was very pleased with the way things went on the Silverton project. It was a great team - really motivating to work with them, and to learn from them.
PT: Good, yes, I think you worked really well on that project. .
PT: OK. So now are there any aspects of the job where you think there is room for improvement?
DG: Well, I'm still having some difficulties with my time management.
PT: Why do you think that is?
DG: I guess I'm a bit too optimistic about how much I can do in a day! But I really do want to get better at organising my time.
PT: OK. So what are you going to do about that?
DG: Well, I'm going to try to prioritise more, to deal with the things that are really important. I'm also going to set myself more realistic deadlines.
PT: Good, OK, that sounds sensible.
DG: And, I've finally got a place on a time management course and I'm doing that next month.
PT: Excellent. Who's running it this time?
DG: It's Scott Henman.
PT: Oh, he's good. I think that will be very useful.

8.5 Listening
Int = Interviewer
ML = Morna Lawson
Int: Can you tell me what gives you satisfaction in your job?
ML: Well, there's different things really, er obviously salary is important, status is important - I want to be respected for what I do - er but most importantly I can't bear being bored, with routines, so I want the freedom to develop my role really.
Int: So it's important your manager gives you autonomy.
ML: Yes.

Int: What management style do you respond well to?
ML: Well, I like them, really I like my manager to be fairly hands-off, yet available, so I'm allowed to do what I'm allowed to get on with it and the manager is there to support me.
Int: OK. I know you've worked in Spain and Britain. Are there any differences between the workplace culture in the two countries?
ML: Mmm, it was a while, a few years ago that I was in Spain, and I think that Britain and Spain have probably become more similar, but the thing I noticed most was that the Spanish work in order to enjoy their lives far more so than they do in Britain.
Int: Right, Could you describe your best manager?
ML: Erm, a woman I worked with in Spain, who enjoyed her job, enjoyed life; we had a good time at work, erm, and most of all she allowed me to get on with it, make my mistakes - it wasn't the end of the world, and I learnt a lot from it.

8.6 Business Communication
Int = Interviewer
LC = Lisa Crawford
Int: What do you do?
LC: I work in the travel industry. I'm a tour representative for Sun Travel.
Int: That sounds fun. What does the job involve?
LC: Well it's not all sun and sea. In fact it's often very hard work. Basically, it involves looking after people when they're on holiday. I'm responsible for sorting out any problems and I often have to deal with complaints. The work also involves entertaining the holiday makers and their children.
Int: It sounds like hard work. But what about the perks?
LC: Well the obvious one is that you get to travel a lot and experience different cultures. I really value that aspect of the work.
Int: What about your colleagues? Are they mainly men or women?
LC: In the company I work for there are more women than men, but I'm not sure that that's true of the industry as a whole.

8.7 SD = Sam Davis
SD: I'm responsible for recruiting people to jobs. I often have to deal with the complaints and problems of people working in the company. The work also often involves training people. Most of my colleagues are women, but the mix in the company as a whole is about 50-50.

Unit 9
Business Environment

9.2 Language Focus 1
1 The average wage may be quite low in Caracas or a Big Mac might cost a lot there.
2 It takes a long time to earn enough to buy a Big Mac in Lagos. There may be a luxury tax on it in Nigeria.
3 In Chicago the competition from other hamburger companies could affect the price.
4 I could be wrong, but I think the Big Mac and a portion of fries costs about £3.00 in London.
5 Big Macs may cost more to produce in Lagos, but it can't be because of the cost of labour. Labour costs are so low there.
6 Perhaps Big Macs are more expensive in Britain because demand is high.
7 Salaries are probably higher in Frankfurt than in London.

9.4 Language Practice
BA = Business analyst
BA: OK Let's start with some news about IKEA. The Swedish furniture giant [IKEA] has continued to do excellent business this year. IKEA has a global presence with stores in around 30 countries and it is continuing to expand, opening new stores every year. Its biggest market is Europe with sales accounting for 84.4% of total sales. Within Europe, Scandinavia, Germany, France and
the UK are very significant markets. Of these Germany is the largest, with France, Scandinavia and the UK having almost equal shares. North America accounts for 14.4% of sales and Asia for 1.2%. IKEA’s products are designed and developed in Sweden by IKEA Sweden, but manufactured all over the world. IKEA has suppliers in 65 countries. 19.2% of the suppliers are in the Far East and 17.2% in East Central Europe. Just 3.3% are in North America. IKEA’s success depends on these local suppliers, so before opening a store in a new market, IKEA establishes a link with a supplier in that market. It chooses carefully; criteria for selecting suppliers may include proximity to raw materials, reliable access to distribution channels and low-costs....

9.6
1. We increase sales every year.
2. We need an increase in sales.
3. We want to decrease the costs.
4. They won’t accept a decrease in their salaries.
5. Exports cost too much.
6. We hope to increase exports.
7. We need to decrease imports.
8. We import and export.

9.7 Business Communication
3. In 1993 sales improved significantly.

10.5 DECIMALS
Annual holidays vary greatly from country to country. The Spanish take an average of 32.1 days holiday per year compared with the Hungarians and the British who have only 22.1 days – just over four working weeks. In the Czech republic, annual holidays are even less generous, with the average number of days at just 19.5.

10.6 PERCENTAGES
RA = Robyn Alton
MM = Matthew Mead
RA: It surprises me that people spend 22% of their income on food and drink. I spend approximately 10% of my income, erm, on food and drink in a year.
MM: uh hu. I spend about 14%, I’d say, a bit more than you, but er, less than the pie chart. It seems a lot, doesn’t it?
RA: It seems a lot. What about housing?
MM: Housing; I spend about 27%, erm which is quite a lot, it’s a lot of my income, er for one area, but I’m buying a second house, so it costs more money. Transport seemed quite high, I thought, er 15.7% for transport. I spend only about 6 or 7%. What about you?
RA: I spend 15% erm of my total income on transportation, er so that didn’t surprise me, that figure. What about household goods and services?
MM: Well, I’ve only got 4%, but erm, I’m not doing much work on my house at the moment, so Is, it’s not a great deal of my income. What about you?
RA: I spend 12% on household goods and services; I spend erm money on decorating, gardening erm so that’s, that’s a large part of my expenditure.
MM: Right. I spend about 16% – 15 or 16% on leisure goods and services, so about the same as the pie chart.
RA: That’s similar to me. I spend about 15%.
MM: Right. That’s on going to the
gym, sports, maybe some travel.
RA: That's, that's very similar for me. What about tobacco? I've, I spend 0% on tobacco.
MM: Mmm. I don't smoke, so it's not an important part for me, and er 2% seems very high.
RA: It seems high to me too.

10.7c Pronunciation
1 Each year interest rates rise.
2 Last year interest rates rose.
3 We'll raise our prices by 2% in April.
4 The bank raised our overdraft.
5 I hope this situation doesn't arise again.
6 The problem arose because the machine wasn't working properly.

Listening
10.8 Int = Interviewer
KJ = Keith Jackson
Int: Keith, can you explain what a profit and loss account is, and the main purpose of it?
KJ: Right, well, basically it's a statement of the cash available to a company, the money available to a company, to earn, to make its operations. Erm, and it's information to managers in helping them make their decisions in running the company, and very importantly, it's information to the shareholders who are the owners of a public company - it tells shareholders how well the company is performing and how well their investment in that company is working for them.
Int: Right, so looking at this particular profit and loss account, erm, which figures would managers be most interested in?
KJ: OK, well, turnover, for example, the first there, this should show managers the total sum of money which is coming into the company, and reading from right to left managers can see whether the company is in fact generating more or less cash year on year. Erm, now turnover is not the same as profit, of course, because it actually costs money to produce, or to run the company; so second down from turnover we look at operating profit, this will show what surplus, or how much money the company's making after paying for its production costs. So looking at the operating profit this should give managers the idea on how efficiently they're running the company, for example.
Int: Right, and erm you mentioned the shareholders. Which figures are they most interested in?
KJ: Well, looking at the example here, they, their eyes would probably go straight to the bottom line - we have the earnings per share - they would like to see how much they are earning on their investment, so the money they put into the company in the form of shares, they want to know whether they are earning more money from the company's operations. And we can see here that their earnings per share - so the money they earn on each pound they put into the company - is increasing.

Unit 11 Corporate Responsibility
11.2 Language Focus One
CH = CleanHome Manager
MC = Management Consultant
CH: What'll happen if our profits fall?
MC: If your profits fall the shareholders dividend will decrease.
CH: If our shareholders' dividend decreases they'll be very unhappy.
MC: Yes, your situation might be very serious if the public loses confidence in the company.
CH: Our share price might fall if people lose confidence. I think we should consider this matter seriously.

11.3 Language Practice One
1 If a company conducts irresponsible marketing, customers won't buy their products.
2 Small companies will go out of business if their customers don't pay on time.
3 Many customers won't buy products if companies test them on animals.
4 If a multinational company pays 'first world' prices for goods from developing countries, those suppliers will become self-sufficient.
5 If a company delays payments, what will the consequences be?

11.4 Listening
Int = Interviewer
KM = Kevin Manton
Int: Kevin, can I ask you - do you think big business behaves responsibly?
KM: Erm, the simple answer is no, no I don't think it behaves responsibly, erm I think that's not the job of a business to behave responsibly, it's the job of a business to make money, and I think they always put making money as their top priority before the effects of what, of, of their actions on people and environment.
Int: Can you give me some examples of, of how they don't think about people and the environment?
KM: Certainly. Erm, for example factory farming is very bad for the environment, but it makes erm factory farming companies very high profits, erm companies aren't concerned about the destruction of the rain forest and they're often not concerned about the conditions their workers work in.
Int: Erm, thinking about that then; are there any products that you don't buy?
KM: Well I, I never buy meat that I know comes from a factory farm; erm I never buy clothing that I know's been made in a sweatshop or with child labour; erm I always try not to buy products that have been tested on animals - I check the labels in the shop to make sure they haven't been tested on animals, and I never buy anything from a company that I know invests
Unit 12 Competition

12.3 Listening

Int = Interviewer
KJ = Keith Jackson

12.3a Int: The global market place is very competitive; how can a company become a market leader?
KJ: Well I think basically by having a good product and using good marketing. But to become a market leader there are three main strategies, I think — cost, so reducing cost, producing more cheaply, selling more cheaply; or differentiation — that is making your products appear very special in the market place, and innovation — so finding new products and new ways to market products, which is particularly important in the, as you said, the global market.

12.3b Int: Can we take a concrete example and look at the soft drinks market? Can you explain how these three factors work?
KJ: Fine, well if you look at erm, cost as focus, or a cost-focus strategy, erm let’s take cola for example, erm we know that big supermarket chains in the UK — Safeways or Tescos or Sainsbury’s — they produce their own cola at low cost and can sell it more cheaply than Coca-Cola, for example. Erm differentiation, I mean, a good example is, I think, Tango; they’ve managed to penetrate the market and be competitive by using a very interesting and rather wacky advertising campaign for their product. Erm, and innovation, for example, Virgin we know of as er a music or airline company; they also own cinemas, and through the cinemas, the distribution channel of their cinemas, er they’ve managed now to promote their own version of cola, so they’ve ... innovation in controlling distribution means they can be competitive in the cola market, for example.

12.3c Int: Keith, you mentioned erm, some very famous names there, erm, companies which compete in the global market place. Are there any particular problems faced by companies who, who wish to be competitive in a global market?
KJ: Well yes there are. I mentioned Virgin and Coca-Cola for example, these are global players in the soft drinks market, erm they do face particular problems. We could take another example — McDonald’s in the food retail business. For example McDonald’s, the main part of their selling strategy is the quality of their products, the standardised quality. It’s very difficult for a company to control or guarantee the quality of their product on a global scale. Erm particularly where they have to be sensitive to or adapt to local cultures and customer expectations. A good example with regard to McDonald’s is the fact that they do not sell beef burgers, so burgers made of beef, in India, for example, because that would possibly offend local cultures there. Of course globally marketing becomes a particular problem — can companies er communicate the same or a similar standardised message about their product in different language regions of the world? And McDonald’s we know are very lucky in this respect because they have a good product in the sense that the product they offer is recognised among a large population, youthful population of the world as symbolising the American lifestyle, for example, so McDonald’s are very lucky in the power of the product and the message they have on a global scale. Other companies of course have much greater difficulties with their products.

12.5 Business Communication

Int: So Brett. What do you think your strengths are?
Brett: Well, I enjoy working with people as part of a team. I think the best results come from working together. I’ve found that’s true in all the projects I’ve worked on.
Int: Well, Barry. You seem to have done lots of different things. How have you found the time for them all?
Barry: I am just very active. I try to organise my studies and my other interests so I can do as many things as possible. I think it’s good to meet lots of different people and have lots of different experiences.
Int: Why do you want to work in this area?
Julie: I think marketing’s a really interesting area. I’ve really enjoyed doing my marketing course and it’s convinced me that this is the right area.
We are grateful to the following for permission to reproduce copyright material:

Cafedirect® for an extract from a CAFEDIRECT® Advertisement (info@cafedirect.co.uk); Consumers Association/Which? Ltd for adapted extracts from 'Internet Shopping protection needed' in WHICH? magazine, September 1997. Which? is a monthly independent consumer magazine published by Consumers' Association, 2 Marylebone Road, London NW1 4DF; Dyson Appliances Ltd for an extract from DOING A DYSON (1996); Edizioni Holding for extracts from their GROUP PROFILE AND FINANCIAL HIGHLIGHTS 31.12.97; Express Newspapers plc for adapted extracts from 'Check-ins yes, cheque-outs no' in THE EXPRESS 12.4.94. 'Car Giant Sends in the Spy Girls' by David Benson in THE EXPRESS 9.12.93. 'Big Firms "Cheat" with late payment' by Sally Hamilton in THE EXPRESS 12.9.94; Financial Times Ltd for an extract from 'Pearson Information Division' in GET 98,YOUR ULTIMATE CAREER GUIDE; First Direct for text from 'First Direct' information leaflet – C/15, 1997 Developed by FD Com. First Direct's communications forum; Granada TV for extracts from a job advertisement in THE GUARDIAN, 20.7.98; Guardian Newspapers Ltd for adapted extracts from 'Use: Design and Function in the 20th Century' in THE GUARDIAN (date unknown); 'Use: Design and Function in the 20th Century' in THE GUARDIAN (date unknown), 'Chocs Away' in THE GUARDIAN 19.11.94, 'Inventor scores a first as Britain cleans up in Europe' by Kamal Ahmed in THE GUARDIAN 1.2.97. 'Factors considered when choosing that first job' in THE GUARDIAN 10.10.98, 'Barcodes, Bars & Stripes' by Iqbal Hussain in THE GUARDIAN EDUCATION 6.9.94; the author, Ian Harding for an adapted extract from his article 'Bic's Success in a Throwaway World' in THE EUROPEAN 16-22.9.94; Haymarket Management Publications Ltd for an adapted extract from 'Name, shame & claim from UK's late payers' in MANAGEMENT TODAY July 1998; Independent Newspapers UK Ltd for adapted extracts from the articles 'UK fifth in cost of groceries league' by Patrick Hosking in THE INDEPENDENT 8.12.92. 'Made in Japan, Sold on Britain' by David Bowen in INDEPENDENT ON SUNDAY 15 August 1993, ' Does Gender make the Manager?' by Cristina Stuart in THE INDEPENDENT ON SUNDAY 8.5.94. Inland Reove for job advert taken from THE GUARDIAN October 1998; Innovations (Mail Order) Plc for adapted extracts from INNOVATIONS CATALOGUE; Kwik-Fit Holdings plc for text from their advertisement 'You can't get better than a Kwik-Fit fitter!'; Lindt and Sprunig (UK) Ltd for text - list of ingredients from Lindt chocolate wrapper; the author, Jane Mulvagh for an adapted extract from her article 'The ABC of DMs' in THE EUROPEAN 2-5.9.93; Jonathan Phang /BBC Worldwide for adapted extracts from BBC Website http://www.bbc.co.uk/education/trouble/models.htm A MODEL MD; Reuters Ltd for extract from an advertisement in THE GUARDIAN 7.9.98; Solo Syndication Ltd for a slightly adapted extract from 'No quick respite in sight for M & S' by Joanne Hart in THE EVENING.
STANDARD; Time Life Syndication for an extract from ‘Afiz with competition’ by Barbara Rudolph in TIME MAGAZINE 19.6.93; Traidcraft, Gateshead – UK for an extract from a Recruitment Advertisement; University of Manchester & UMIST Careers Service for adapted extracts from UMIST Careers Service web site – http://www.man.ac.uk/careers/students/apps/CV-basics.html.

We have been unable to trace the copyright holders of the MS. Advertisement, ‘Home is where the expenses rack up’ by Harriot Lane Fox, or VIATV VIDEOPHONES, and would appreciate any information which would enable us to do so.

Photo Acknowledgements

We are grateful to the following for permission to reproduce copyright photographs:

Asda/I.S.I: 138(TL); BIC: 51(whole page), 55(C); Britvic Soft Drinks: 79(LC); C&A: 57(TL); Camera Press/Richard Stonehouse: 52(R); Chris Fairclough Colour Library: 62(BL); Christian Dior: 21(LC); Citizen Watch (UK) Ltd: 70(BR); Cooperative Bank: 122(BC); Daimler Chrysler: 20(TR); DHL International Ltd: 14(BC), 15; Dr Martens: 49(CT); Dyson: 73(BR), 73(BR), 73(TL); EM: 14(BR), 15, 55, 147; Express Newspapers: 95, 124(TR); Financial Times: 18(C); Ford: 40(TR), (BR), 55(C); Goodmans: 70(BR); The Guardian: 56(RB), 60(CT); HMV: 52(RC), (BL); IKEA: 5, 62(LC), (RC), (TR); Image Select International: 21(RC), 35(BC), 47(C), 47(LC), 81(TR); Image Bank: 83(RO); Inland Revenue: 85(C); Jyske Bank: 112(C); Kobal: 49(LO); Kwik-Fit: 11(RC); Lindt: 63(BL); Louis Vuitton: 21(LC), (CC), (RC); Marks & Spencer: Company Archive: 46(TR), 55; McDonald’s: 15; Min Cooper: 91, 92; Modus Publicity: 71(L no.1); Molyneux Associates: 10(TR); Mull: 71(L no.2); Nordica: 22(TL); Oxfam: 130(whole page); Phillips: 107(TL); Pictor: 6(TR), 70(BR), 121(TL); Photonica: 85(LC); Pearson Education/Gareth Boden: 6(TL), 8(TL), 14(BL), 24(TR), 24(TR), 57(BL), 71(L), 72(BR), 72(BC), 107(TL), 126(TR), 128, 135(C); The Queen’s Award Office: 47(TL); Reuters Ltd: 14(BC), 15; REX: 4(TR), 36(BR), 37(BL); Sony: 20(TR), 24(C); Spectrum Colour Library: 26(TL), 53(TL), 72(BL), 72(BR); Stock Market: 30(TC); Telegraph Colour Library: 14(TR), 26(BL), 70(TR), 132(TR); The Chase Creative Consultants Ltd: 122(BL 1, 2, 3&4); Time: 148(TL); Tony Stone: 10(ML), 13(TR), 17(BR), 17(BL), 26(TL), 29(BC), 36(TR), 38(TC), 43(TC), 54(TL), 56(TR), 70(BL), 79(BR), 82(TR), 84(BR), 84(BR), 84(TR), 108(TR), 120(TR), 120(BR), 121(TR), 121(TL), 141(TR), 143(TL), (MC), (TR); United Colors of Benetton: 20(TL); Vauxhall: 100(BL); Vidal Sassoon: 107(TL); VIATV Videophones: 80(TR); Virgin: 20(TL).

Every effort has been made to trace the holders of the copyright material and photography, but if any omissions can be rectified, the publishers will be pleased to make the necessary arrangements.

Picture research by Image Select International (London)
FIRST INSIGHTS into BUSINESS is a course for students of Business English at pre-intermediate to intermediate level. It can be used as a self-contained course or as a lead-in to New Insights into Business. The two courses take students from pre-intermediate to upper intermediate level, and provide excellent practice for major business English exams. The First Insights Workbook contains new revision units specially written for BEC Preliminary exam preparation.

First Insights into Business offers a realistic, informative and extremely accessible approach to key business concepts, underpinned by a thorough and carefully developed language syllabus.

KEY FEATURES
- Key business concepts and cross-cultural approaches to business
- Authentic reading and listening material
- Motivating business communication activities
- Key grammar and vocabulary development
- Practice tests for Business English exams

The course comprises a Students' Book with a tapescript and key, Class Cassettes, a Workbook with key, and a Teacher's Book with classroom notes and photocopiable tests.