NEW EDITION

Business Basics

Student’s Book

David Grant and Robert McLarty

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<td>Grammar</td>
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<td>Verb + -ing</td>
</tr>
<tr>
<td>How / What about + -ing?</td>
<td>How about + -ing?</td>
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<tr>
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<td>Present perfect and past simple</td>
<td>Functions review</td>
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<tr>
<td>Would it be possible ...?</td>
<td>Finished and unfinished time</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Present perfect and past simple</td>
<td>Social and work situations</td>
</tr>
<tr>
<td>Ordering and supplying goods</td>
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<td>Communication skills</td>
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<td>Saying goodbye</td>
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1.1 People in business

Lorella Braglia is a designer. She lives in the North of Italy between Milan and Bologna. Her company makes clothes, which sell all over the world.

A Listening

1. Two journalists are talking about Lorella. Listen and write down the information.

   - **Name**: Lorella Braglia
   - **Nationality**: Italian
   - **Home**: Reggio Emilia
   - **Age**:
   - **Company**: Dielle
   - **Job**: Designer
   - **Languages**: English and Italian

2. Listen again. Complete these sentences.

   1. Her name is Lorella Braglia.
   2. She is in Reggio Emilia.
   3. She is a designer.
   4. She is for Dielle.
   5. Her husband is the Marketing Director.
   6. They are Italian.
   7. They speak English and Italian.
   8. They work together.

B Speaking

1. Ask a partner these three questions. Write down the answers. Then ask other people.

   - **Name**: 
   - **Nationality**: 
   - **Job**: 

2. Now tell the class about the people you talked to.

   e.g. *Her name is Gabrielle. She is French. She is a teacher.*
The verb be

1. The verb be is irregular and is often contracted. We use it to talk about age, nationality, job, and status.

I'm (I am) Italian.
You're (you are) my line manager.
He's (he is) thirty.
She's (she is) married.
They're (they are) German.
We're (we are) both engineers.

2. To make a question with the verb be, we invert the subject and the verb.

Are you married?
Is she American?
What is his job and where is he from?

Yes, I am.
No, she isn't.
He is a designer. He's from Greece.

C Reading

Look at the article about Lorella Braglia. Complete the article using the verbs in the box. The first letter of each verb is given.

makes designs employs eat live works do
produces travel presents plays uses are play is

Dielle

Lorella Braglia is the founder of Dielle, and also the main designer. Her husband, Danilo, works for the company as Marketing Director. Lorella designs two collections every year and presents them at fashion shows in London, Paris, and New York. Dielle produces everything in Italy, and uses very modern equipment in its workshops. The company employs the services of seventy workshops in and around Reggio Emilia. It sells 100,000 units per year. Lorella and her husband live in a house in the centre of Reggio Emilia, not far from the office. They are not often there, because they both work a lot. How do they relax? 'I do yoga and Danilo plays golf,' says Lorella. At the weekends they go out at local restaurants with their children.

Listen to the first part of the passage (up to 8). How is the final s of the verbs pronounced - /s/, /z/, or /z/?

/s/ as in likes .................................................................
/z/ as in plays .................................................................
/z/ as in uses .................................................................

Listen again and check. Read the passage aloud, paying particular attention to the pronunciation of the verb endings.
The present simple

1. When we talk about regular actions or permanent states we use the present simple tense.

*I work for Dielle.*
*You live in London.*

*We speak English and French.*
*They travel a lot.*

2. We add *s* to the end of the verb in the third person singular (*he, she, or it*).

*He plays golf.*
*She works at home.*

*It takes two hours to get to work.*
*She knows a lot about computers.*

D Pronunciation

1. Listen to the alphabet in English. Write the letters in the correct sound groups, as in the examples.

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/i:/</th>
<th>/e/</th>
<th>/oʊ/</th>
<th>/ʌ/</th>
<th>/ɔ:/</th>
<th>/ə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>H</td>
<td>I</td>
<td>L</td>
<td></td>
<td>O</td>
<td>Q</td>
<td>R</td>
</tr>
</tbody>
</table>

2. Listen again and check your answers. Practise saying the letters aloud.

3. Work with a partner. Spell your company’s or school’s name, your town, and your address.

4. Now say the following. What do the letters stand for?

- **EU**: European Union
- **WC**: World Cup
- **MBA**: Master of Business Administration
- **Plc**: Public Limited Company
- **IBM**: International Business Machines
- **VAT**: Value Added Tax
- **UN**: United Nations
- **USA**: United States of America
- **CEO**: Chief Executive Officer
- **UK**: United Kingdom

E Listening

Listen to the following dialogues and write the letters you hear.

1.  
2.  

F Speaking

1. Listen to this interview and complete the notes below.

*Name* ..........................................................

*Company* ....................................................

*Job* ..........................................................

*Nationality* ................................................

*Home* ........................................................

2. Listen to the following questions and reply.

E.g. What is your job? *I’m a …*
Meeting someone for the first time

1 Introducing yourself
Let me introduce myself. My name’s ... How do you do? Pleased to meet you.
Hello. I’m ...
Nice to meet you.

2 Introducing another person
Let me introduce you to ... How do you do? or Nice / Pleased to meet you.
This is my colleague ... Nice to meet you.

3 Other questions
Where are you from?
What do you do?
Who do you work for?
I’m from ... (but I work in ...)
I’m a ... What about you?
I work for ... And you?

G Listening

Sally Kent is the editor of Business Monthly magazine. She introduces Simon Hastings to two other people. Listen and fill in the gaps in the table below.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sally Kent</td>
<td>Simon Hastings</td>
<td>Alessandra Boni</td>
<td>Akiko Takajima</td>
</tr>
<tr>
<td></td>
<td>American</td>
<td>British</td>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>editor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td></td>
<td>SAP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 What expressions do A, B, C, D use to make introductions? Listen again and fill in the gaps.
A: Alessandra, ............. ............. 1 you to my colleague, Simon Hastings.
B: How ............. ............. 2 Pleased to ............. 3 you.
C: How ............. ............. 4 ?
B: Do you work here, Alessandra?
C: No, I work for SAP. I’m a consultant. ............. 5 my colleague Akiko Takajima.
D: Nice ............. ............. 6
B: Nice ............. ............. 7, Akiko. Where are you from?
D: I’m from Osaka, in Japan.
B: Where do you work?
D: I work for SAP in Frankfurt. I’m a ............. 8 And you?
B: I’m ............. ............. 9 here at Business Monthly. Sally’s my boss.
Here is some information about Nokia, the Finnish telecommunications company. Complete the sentences with the words below. Use the pictures to help you.

<table>
<thead>
<tr>
<th>competitors</th>
<th>markets</th>
<th>product</th>
<th>employees</th>
<th>factories</th>
<th>head office</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The ....................... of Nokia is in Helsinki.
2. Europe is one of the company's major .................
3. ........................ in China are very high.
4. Ericsson is one of the main ..................... .
5. They have .................... in ten different countries.
6. The company has more than 50,000 ............... in the world.
7. The Nokia 9100 is a very successful .................
8. Nokia has ..................... in at least 130 countries.

Simon Hastings has an interview with a senior manager at Nokia. Listen and complete the information below.

Company ..........................
Activity ..........................
Head office ..........................
Research centre ..........................
Employees ..........................
Languages ..........................
Major markets ..........................
Main competitors ..........................
Advertising ..........................

10 You and your company
2 Listen to the interview again. Complete the questions below.

1 What? It produces and sells mobile telephones.

2 Where? The head office is in Helsinki.

3 Your biggest markets? China.

4 How many? About 53,000.

5 Languages in the company? Finnish. And English, of course.

6 Where do you do? On TV, in magazines, and on buses.

LANGUAGE NOTE

Present simple questions and negatives

1 To make questions and negative sentences we use the auxiliary do / does.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do they finish work?</td>
<td>They finish work at 12.00.</td>
</tr>
<tr>
<td>Do you live here?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>Do you speak English?</td>
<td>No, I don't.</td>
</tr>
</tbody>
</table>

2 We use does for the third person (he, she, or it).

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What languages does she speak?</td>
<td>She speaks Finnish and English.</td>
</tr>
<tr>
<td>Does he smoke?</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td>Does she work with them?</td>
<td>No, she doesn't.</td>
</tr>
</tbody>
</table>

Speaking

1 Work in pairs. Student A, look at File 1 on page 151. Student B, turn to File 0 on page 152. Ask your partner questions and complete the table below. Guess the name of your partner’s company.

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Products</td>
<td></td>
</tr>
</tbody>
</table>

2 Ask your partner the same questions about the company where he or she works. Write a short description of this company. Then report back to the rest of the class.
D Vocabulary

1 Here are some facts about Nokia. Complete the sentences with the correct words.

1 Nokia ................................ on buses in China.
   Nokia has ................................ on buses in China.
2 Nokia ................................ the 9100.
   The 9100 is one of Nokia's ...................... .
3 Nokia ................................ a lot of telephones in China.
   Nokia has large ...................... in China.
4 There are 53,000 ...................... .
   The company ...................... 53,000 people.
5 Ericsson is one of Nokia's ...................... .
   Nokia ...................... with Ericsson in the mobile phone market.
6 Texas Instruments is one of Nokia's ...................... .
   Texas Instruments ...................... Nokia with parts for mobile phones.

2 Write similar sentences about a company you know using the words in 1.

3 Complete the table of word families.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Person</th>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>sell</td>
<td>sales</td>
<td>sales figures</td>
<td></td>
</tr>
<tr>
<td>compete</td>
<td>advertising</td>
<td>advertiser</td>
<td>competitive prices</td>
</tr>
<tr>
<td>advertising</td>
<td></td>
<td></td>
<td>advertising campaign</td>
</tr>
<tr>
<td>employ</td>
<td>employment</td>
<td>employer</td>
<td>self-employed</td>
</tr>
<tr>
<td>produce</td>
<td>product</td>
<td>producer</td>
<td>productivity bonus</td>
</tr>
<tr>
<td></td>
<td>productivity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E Pronunciation

1 Look at the table below. The items in the first column are typical of a particular country. Complete the table with the correct countries and nationalities, as in the example.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Champagne</td>
<td>France .......................</td>
</tr>
<tr>
<td>2 Carnival</td>
<td>Brazil ...............</td>
</tr>
<tr>
<td>3 Pasta</td>
<td>.......................</td>
</tr>
<tr>
<td>4 The Great Wall</td>
<td>.......................</td>
</tr>
<tr>
<td>5 Port</td>
<td>.......................</td>
</tr>
<tr>
<td>6 Kangaroos</td>
<td>.......................</td>
</tr>
<tr>
<td>7 BMW car</td>
<td>.......................</td>
</tr>
<tr>
<td>8 Sony</td>
<td>.......................</td>
</tr>
<tr>
<td>9 Paella</td>
<td>.......................</td>
</tr>
<tr>
<td>10 Tequila</td>
<td>.......................</td>
</tr>
</tbody>
</table>
Now listen and check your answers. Pay attention to the pronunciation. Listen again and put the words in the correct column according to the stress pattern.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>Brazil</td>
<td>Italy</td>
<td></td>
<td>Brazilian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Later on in his interview, the manager talks about his spare time. Listen and complete questions 1–5 below.

Listen again and write down the answers.

1. What / weekends?
   I often .................................. near Lake Pukkala.

2. What / there?
   I .................................................. or ..................................................

3. Who / with?
   My ..................................................

4. Where / swim?
   In ..................................................

5. What / evenings?
   I .................................................. or ..................................................

Ask a partner similar questions using the words below and the question words What? Where? Who? Why? When?

1. weekends ..................................................
2. evenings ..................................................
3. on holiday ..................................................

Work with a partner. Take it in turns to talk for 60 seconds. Talk about your name, your town, your job, your company, your hobbies. Use the expressions below to help you.

My name is ..................................
I am ..........................................
I live in ..........................................
It's a ........................................ town / city in the north / south / east / west of ...
I am a ..........................................
I work for ..........................................
In the evenings / at weekends I ..........................................

Now tell the class what you know about your partner.

e.g. His / her name is ...
    He / she's ...

You and your company 13
1.3 Company facts and figures

### Grammar
- Present simple - all forms

### Vocabulary
- Large numbers
- Presentations 1
- Weak forms of "do and does"

### Communication skills

### Pronunciation

---

#### A Vocabulary

1. Say these numbers. Then try to match them with items 1–5 below.

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>432</td>
<td>the price in dollars of <em>The Portrait of Dr Gachet</em> by Vincent Van Gogh</td>
</tr>
<tr>
<td>805,602</td>
<td>the average daily sales of <em>The Times</em> (UK newspaper)</td>
</tr>
<tr>
<td>1,280</td>
<td>the length in metres of the Golden Gate Bridge in San Francisco</td>
</tr>
<tr>
<td>75,000,000</td>
<td>the population of Tokyo in 1998</td>
</tr>
<tr>
<td>26,636,000</td>
<td>the number of Metro stations in Paris</td>
</tr>
</tbody>
</table>

2. Here are some facts about Pizza Hut (UK).
   Use the words in the box to complete the sentences.

<table>
<thead>
<tr>
<th>Turnover</th>
<th>Products</th>
<th>Employs</th>
<th>Market Share</th>
<th>Located</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidiary</td>
<td>Competitors</td>
<td>Outlets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The headquarters of Pizza Hut (UK) is .......... in London.
2. Their range of ................. includes pizza, pasta, salads, and desserts.
3. The company ................. 16,000 people.
4. Pizza Hut (UK)'s ................. is over £300m.
5. Their main ................. are Pizza Express and Ask.
6. They have ................. in most large towns in Britain.
7. Pizza Hut (UK) is a ................. of Tricon Global Restaurants.
8. Their ................. at the moment is 6%.

#### B Listening

1. Listen to the short presentation on Pizza Hut (UK). Are these statements true (T) or false (F)?
   1. The talk is in four parts. .......
   2. Tricon Global Restaurants is a subsidiary of Pizza Hut. .......
   3. Jon Prinsell is the President of Pizza Hut (UK). .......
   4. British people do not eat many pizzas. .......
   5. Pizza Hut wants to expand. .......
2 In the talk what do these numbers refer to? Listen again and match the numbers with the correct information on the right.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>300,000,000</td>
<td>a number of pizzas the company delivers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>400</td>
<td>b number of employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>16,000</td>
<td>c future market share</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>80%</td>
<td>d present market share</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>75,000,000</td>
<td>e total sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6%</td>
<td>f number of outlets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10%</td>
<td>g percentage of the population who eat at Pizza Hut at least once a year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Listen to these extracts from the presentation again and fill in the gaps.

1 My name is Sarah James and I'm ......................... to give a ......................... presentation on the ......................... .
2 The ......................... ......................... of my presentation is about the company structure of Pizza Hut (UK). The second part ......................... ......................... the present activity of the company in the UK and in the ......................... ......................... I want to ......................... ......................... our future plans.
3 ......................... , the structure ......................... ......................... with the parent company.
4 Now, ......................... ......................... ......................... our present activity.
5 Do you ......................... any ......................... ?

**Giving a talk**

1 Presenting the structure of a talk

   I am here to talk about / give a presentation on ...
   The subject of my talk is ...
   The talk is in three parts.

   The first second last \[ \{ \text{part looks at / is about} \\]

2 Introducing each point

   Right / first / now / finally ...
   Let's start with / let's look at / let's talk about ...

3 Ending

   Do you have any questions?
   Thank you.
Look at these notes on Swiss watch manufacturers: the Swatch Group.

1. Swatch Group - group of 16 watch companies
2. Swatch - quartz mechanism - only 51 parts (most other watches more than 150)
3. The chairman and founder - Nicolas G Hayek Senior
4. New collection with more than 150 watches in four ranges twice a year.
5. 50 production centres - in Europe: France, Switzerland, Italy, Germany - in Asia: Thailand, China, Malaysia
6. Most famous product - Swatch watch
7. Plans - components for telecommunications industry in future
8. The group - sell - 25% of the world's watches
9. Swatch - cheap, from $35
10. Companies in group include Omega, Tissot, Calvin Klein, Swatch, and Flik Flak - watches and watch components
11. Headquarters - Biel, Switzerland
12. Future plans - components for entire Swiss watch industry and companies outside Switzerland
13. Annual sales - 118,000,000 watches
14. Omega - luxury watches, Tissot and Calvin Klein - middle of the range, Swatch and Flik Flak - basic watches

Now organize the information under the appropriate headings, as in the examples.

<table>
<thead>
<tr>
<th>Organization / Structure</th>
<th>Location / Distribution</th>
<th>Products</th>
<th>Sales</th>
<th>Future plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Swatch Group - group of 16 watch companies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The chairman and founder - Nicolas G Hayek Senior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Most famous product - Swatch watch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Plans - components for telecommunications industry in future</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. The group - sell - 25% of the world's watches</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Swatch - cheap, from $35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Companies in group include Omega, Tissot, Calvin Klein, Swatch, and Flik Flak - watches and watch components</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Headquarters - Biel, Switzerland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Future plans - components for entire Swiss watch industry and companies outside Switzerland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Omega - luxury watches, Tissot and Calvin Klein - middle of the range, Swatch and Flik Flak - basic watches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put your notes into complete sentences. Use the verbs in the box to help you.

e.g. The Swatch Group is a group of sixteen watch companies.
The Swatch has a quartz mechanism with only fifty-one parts. Most other watches have more than one hundred and fifty.

be  plan  produce  manufacture
sell  present  make  have
Make a short presentation on the Swatch Group using this information and the
language from the Language Note below.

**LANGUAGE NOTE**

**Presenting a company**

1 **Structure and location**
   - The company / group is called ...
   - It is a (French) company, based in (Paris).
   - It has factories / production centres / subsidiaries in ...
   - The Chairman / CEO / founder / owner is ...
   - It employs (200) people / It has (200) employees.

2 **Products and customers**
   - Their main activity is ...
   - The main products / customers are ... and ...

3 **Results and future plans**
   - The annual turnover is ($30 million) with profits of ($2 million).
   - The company is successful because ...
   - We plan to ...

**D Pronunciation**

1 In spoken English, the most important words in a sentence are stressed more
   than the others. In sentences 1–3 below, the stressed words are underlined.
   Listen, then underline the stressed words in sentences 4–6.
   1 *Where* do you *work*?
   2 *How much* does he *earn*?
   3 *What* does she *do*?
   4 He doesn't speak *English*.
   5 Does she *work* here now? Yes, she *does*.
   6 Do you *use* a PC? Yes, I *do*.

2 Listen again and check. Notice how the pronunciation of *do* and *does* changes
   when they are unstressed: *do* /duː/ becomes /də/, and *does* /dəz/ becomes /dəz/.

3 Listen and repeat. Pay attention to stress and to the sound of *do* and *does*.

**E Speaking**

1 Listen to the questions about your company and reply. If you don't work, choose a
   company you know well. If you are not sure of the answer, say Sorry, I don't know.
   e.g. *What's the company called?* It's called ...

2 Now prepare a short presentation on your company or a company you know.
   Use the expressions in the Language Note and the headings below to help you.

   Name ..............................................................................................................................
   Activity ............................................................................................................................
   Location ...........................................................................................................................
   Employees ......................................................................................................................
   Products ..........................................................................................................................
   Production .....................................................................................................................
   Future plans ..................................................................................................................
   .........................................................................................................................................
   .........................................................................................................................................
   .........................................................................................................................................
   .........................................................................................................................................

You and your company 17
2.1 Choosing a hotel

Grammar
Vocabulary
Communication skills
Pronunciation

There is / there are
Hotel facilities and services
Booking a hotel
Making requests
The sound th

A Vocabulary

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>shuttle</td>
<td>safe</td>
</tr>
<tr>
<td>car</td>
<td>pool</td>
</tr>
<tr>
<td>swimming</td>
<td>centre</td>
</tr>
<tr>
<td>business</td>
<td>rooms</td>
</tr>
<tr>
<td>electronic</td>
<td>bus</td>
</tr>
<tr>
<td>conference</td>
<td>park</td>
</tr>
</tbody>
</table>

1. Can you identify these hotel services? Match a word from A with a word from B. Then label the pictures below, as in the example.

2. What other hotel services can you think of?

Read this fax and Sylvie Dutertre's note to her secretary. Then answer the questions below.

To: Date: 5 September
Subject: HOTEL INFORMATION

Dear Sir or Madam,
I would be grateful if you could send me some information about your hotel facilities. Could you also let me know the price for a single room with a bath for four nights at the beginning of November. I look forward to hearing from you.

Yours faithfully

Sylvie Dutertre

B Reading

1. Who does Sylvie Dutertre want her secretary to send this fax to?
2. Why is she sending the fax? What does she want?
   a. to ask for information  b. to reserve a room  c. to change a reservation
3. What type of room does she want?
C Speaking

You need information about a hotel. What questions can you ask about the following? Use the Language Note below to help you.

1 business centre  
2 conference rooms  
3 shuttle bus to the airport

**LANGUAGE NOTE**

**There is and there are**

1 Singular

- Is there a swimming pool in the hotel? Yes, there is.
- Is there a health club? No, there isn’t.

2 Plural

- Are there any restaurants? Yes, there are.
- Are there any conference rooms? No, there aren’t.
- How many rooms are there? (There are) 200.

**Work in pairs. Student A, look at the information below about the Century Park hotel. Student B, turn to File C on page 150 and read about the Royal Princess hotel. Take it in turns to ask and answer questions about your hotels. Use the Language Note to help you.**

**e.g. How many rooms are there? There are 170.  
Is there a TV in every room? Yes, there is.**

---

**Century Park Hotel**

**Guestrooms**

- 538 rooms all with:
  - refrigerator and mini bar
  - radio
  - television with satellite channels
  - IDD (International Direct Dial) telephone
  - safe
  - separate bath / shower

**Other facilities**

- hairdryer
- shaver outlet 110/220 V
- fitness centre
- sauna
- beauty salon
- florist shop
- business centre
- internet and email service
- conference rooms
- shuttle bus to airport

---

D Listening

1 Somebody phones the Royal Princess Hotel to reserve a room. Listen, and complete the information about the caller.

<table>
<thead>
<tr>
<th>Name</th>
<th>Company</th>
<th>Date of arrival</th>
<th>Date of departure</th>
<th>Confirmation by</th>
</tr>
</thead>
</table>

2 Who asks these questions, the hotel receptionist (R) or the caller (C)?

- Could I reserve a room for next week? ......
- May I have your name, please? ......
- Can you confirm your reservation in writing? ......
- Can I fax you tomorrow? ......
- Could you tell me your fax number? ......

3 Listen again. How does the other person respond to the questions in 1, 3, and 4?
Polite requests

1 If you want to ask to do something, use could I? or may I? (more formal), or can I? (less formal).

   Excuse me ... (to get someone’s attention)
   Could I have a room for two nights?    Certainly, sir.
   May I open the window?                Yes, of course.
   Can I leave the meeting early?       I’m sorry, but ...

2 If you want another person to do something, use could you? (more formal) or can you? (less formal).

   Could you confirm this in writing? Yes, of course.
   Can you do that by tomorrow?        I’m afraid I can’t, because ...

E Speaking

1 Look at these two conversations between Chris Sutton (S) and a receptionist (R)
   Use the expressions in the Language Note above to help you fill in the gaps. Use
   only one word for each space.

   S: ............ ............ Is this Mr Maleta’s office?
   R: Yes, it is ............ help you?
   S: Yes, I’m Chris Sutton. I have an appointment to see Mr Maleta.
   R: ............ ............ he’s in another meeting at the moment, Mr Sutton.
       ............ wait a few minutes?
   S: Yes, ............

   R: Hello, Mr Sutton. ............ but Mr Maleta isn’t here today.
   S: OK, it doesn’t matter ............ ask him to call me back?
   R: Yes, ............ Can I have your number?

2 Which conversation is on the telephone? And which one is face-to-face? Listen
   and check your answers.

3 In pairs, practise asking and answering questions. Use the verb in brackets.
   e.g. In a restaurant, you want the menu. (bring)

   A: Could you bring me the menu, please?
   B: Yes, of course, here you are.

   1 It’s very hot and all the windows are closed. (open)
   2 You want a cigarette. (smoke)
   3 You want to know the time. (tell)
   4 You’re in a taxi with a colleague. You don’t have your mobile phone. (use)
   5 In a restaurant, you want a glass of water. (have)
   6 Ask someone to phone you tomorrow morning. (call)
   7 You want to read a colleague’s newspaper. (look at)
   8 You want a coffee. Ask your colleague. (bring)
The letters *th* can be pronounced in two different ways θ (as in *think*), and ð (as in *the*). Listen to these words and put them in the correct row.

<table>
<thead>
<tr>
<th>think</th>
<th>the</th>
<th>bath</th>
<th>thank</th>
<th>this</th>
<th>theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>θ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ð</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen to these sentences and repeat.
1. Is that the theatre?
2. It's not this month, it's the other month.
3. I think there are three rooms with a bath.

Look again at Sylvie Dutertre's fax in B and answer the following questions.
1. When we know the name of the person we are writing to, we start a letter with *Dear Mr* ... or *Ms* ... plus name, and finish with *Yours sincerely*. How does Sylvie Dutertre start and finish the fax? Why?
2. To make a request, Sylvie says *Could you also* ...? What other expression does she use to make a request?
3. Which expression means 'I hope to receive your answer soon'?

You have an appointment at the Compaq Computer Corporation in Houston on Friday 13 June. Write a fax to Mrs Martina Glens at Compaq and ask her for:
1. A road map of Houston (you want to come by car)
2. Confirmation of the exact time of the meeting

The word chain above shows what you do when you stay in a hotel.

You make a reservation, you arrive at the hotel and park in the car park, then you check in at reception, etc.

What happens after you check in and before you go to bed? Use the words in the box to complete the chain.

<table>
<thead>
<tr>
<th>shower</th>
<th>restaurant</th>
<th>lift</th>
<th>phone call</th>
<th>key</th>
</tr>
</thead>
<tbody>
<tr>
<td>room</td>
<td>satellite TV</td>
<td>suitcase</td>
<td>fitness room</td>
<td></td>
</tr>
</tbody>
</table>

Match the nouns in your completed chain with a verb from the list below. You can use some of the verbs more than once.

- use
- collect
- make
- take
- eat in
- go to
- watch
- unpack
- park in
- check in at
A Speaking

Odil Tunali is at London Heathrow airport. Her plane to Budapest leaves in less than two hours. Look at the pictures and answer the questions below.

1. Look at Odil's watch. What time is it now? And what day?
2. Look at the flight timetable. Which is her flight?
3. How long does the flight take? (Be careful, there's a time difference.)
4. Odil wants to go shopping. Are the shops open?
5. Where can you see the following times?
   a. quarter to five in the afternoon
   b. nine twenty-five p.m.
   c. nineteen thirty-five
Telling the time

There are three different ways of saying the time:

1. In conversation, we use post (or in American English after) and to (or in American English of).

   \[
   \begin{array}{cccc}
   & \text{five post seven} & \text{quarter post seven} & \text{twenty post seven} & \text{half post seven} \\
   \text{twenty to six} & \text{quarter to six} & \text{ten to six} & \text{six o’clock} \\
   \end{array}
   \]

2. Sometimes we use the figures only. Say the figures in the order you see them.

   \[
   \begin{align*}
   5.05 & \text{ five oh five} & 5.35 & \text{ five thirty-five} & 5.30 & \text{ five thirty} \\
   5.15 & \text{ five fifteen} & 5.45 & \text{ five forty-five} & 5.55 & \text{ five fifty-five} \\
   5.20 & \text{ five twenty} & 5.50 & \text{ five fifty} \\
   \end{align*}
   \]

   With this form, we often say a.m. for the morning and p.m. for the afternoon and evening.

   \[
   \begin{align*}
   \text{The office closes at 5.30 p.m.} & \quad \text{Breakfast is served between 7.00 and 9.00 a.m.} \\
   \end{align*}
   \]

3. In Britain and the USA, we usually use the 24-hour clock only to talk about travel timetables.

   \[
   \begin{align*}
   17.20 & \text{ seventeen twenty} & 22.45 & \text{ twenty-two forty-five} \\
   \end{align*}
   \]

B Listening

1. How can you say the times in the box below? Use the Language Note to help you.

2. Now listen to three short extracts, and circle the times you hear.

   | 10.00 | 04.15 | 09.20 | 09.30 | 03.45 | 09.50 |
   | 19.00 | 15.15 | 19.20 | 17.30 | 14.45 | 22.50 |

3. What time do you do these things? Complete the table for yourself, then ask a partner.

   \[
   \begin{array}{llll}
   \text{You} & \text{Your partner} \\
   \text{get up (on work days)} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \text{get up (on Sundays)} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \text{have lunch} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \text{have dinner} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \text{finish work} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \text{watch the news} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \text{go to bed} & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots & \cdots \\
   \end{array}
   \]

C Speaking

Work in pairs. Student A, you want to fly to Warsaw. You want to arrive in Budapest in the early afternoon or late evening. Go to your travel agent (Student B) to reserve a flight. Begin like this:

   \[
   \text{Good morning. Can I have some information about flights?} \\
   \]

   Student B, you are the travel agent. Turn to File P on page 152.
Listen to this conversation between two colleagues about travel and shopping in Warsaw. Complete the notes.

1. City centre to airport: .......... 1 km
2. Airport shuttle bus - takes .......... 2 minutes to get to city centre.
3. It leaves every .......... 3 (at weekends) from .......... 4 a.m. to .......... 5 p.m.
4. Banks open at .......... 6
5. Shops are usually open from .......... 7 to .......... 8

N.B. Some specialist boutiques open at .......... 9
N.B. On Saturday shops close at .......... 10

2. Match the questions on the left with the answers on the right. Then listen again to check.

1. How long does it take to get there? a. usually from eight to six
2. How often does the bus go? b. every half hour
3. When are the shops open? c. about ten kilometres
4. What time do the banks open? d. about twenty-five minutes
5. How far is the city centre from the airport? e. at eight or nine in the morning

LANGUAGE NOTE

Time, distance, and frequency

- How far is it? It's fifty miles away.
- How long does it take? It takes about two hours by plane / train, etc.
- How often does it ... (go)? Every hour / week / month, etc. Once / twice / three times a day / week, etc.
- When is it open? (adjective) It's open from ten to six.
- When does it open? (verb) It opens at 8.00 a.m.
Ask your partner questions about his or her company and work schedule (or school and study schedule) and complete the form below. Use the question words in the box to help you.

<table>
<thead>
<tr>
<th>When ...?</th>
<th>How often ...?</th>
<th>How far ...?</th>
<th>What time ...?</th>
<th>How long ...?</th>
</tr>
</thead>
</table>

**Questionnaire**

- **Distance from your home to your company**
- **Time from your home to your company**
- **Reception hours**
- **Closed for holidays**
- **Your usual working hours**
- **Work after 6 pm**
- **Work at weekends**

These numbers are often confused. How do you pronounce them?

1. How many rooms are there? ............
2. How far is it from the airport? ............
3. What time is the plane? ............
4. How many companies are there? ............
5. How long does it take by road? ............
6. How many people are there? ............
7. How often does the bus come? ............

Now listen and answer these questions. There is a number or time in each answer.

1. How many rooms are there? ............
2. How far is it from the airport? ............
3. What time is the plane? ............
4. How many companies are there? ............
5. How long does it take by road? ............
6. How many people are there? ............
7. How often does the bus come? ............

Work with a partner. An American colleague wants to visit your company or school from Saturday evening to Wednesday evening. S/he will have meetings all day on Monday and Tuesday – but is free the rest of the time. What can you tell your colleague about the following?

- nearest international airport
- travel from airport to your home town or company
- shopping hours
- tourist attractions and opening hours
- banks – opening and closing times, cashpoints?
- transport in the town / city
- places to eat
- any other points of interest
Here is a list of things you do when you travel by plane to another country. Match each phrase with one of the pictures above.

- a) land ........
- b) go to the arrivals hall .......
- c) go to the baggage claim .......
- d) get on / board the plane .......
- e) take off ......
- f) buy duty-free .......
- g) wait in the departure lounge ......
- h) go through customs ......
- i) check in ......
- j) go through passport control ......

Now cover the phrases in 1, and look only at the pictures. Can you remember the phrases?

Olivier Miras is on a business trip. Listen to two conversations at the airport. Where exactly in the airport is he in each conversation?

1 ................................
2 ................................
Now listen again, and complete these questions.

1 How ............. days are you here for?
2 How ............. money do you have with you?
3 How ............. luggage do you have?
4 How ............. bottles do you have?

When do we use how much and when do we use how many?
Customs regulations around the world are very different. Complete the questions below, using much or many.

1 How ............. bottles of perfume can you take into Japan?
2 How ............. beer can you import into Bahrain?
3 How ............. duty-free gifts or souvenirs can you take into Argentina?
4 How ............. butter can you take into Great Britain?
5 How ............. fishing rods can you take with you to Iceland?
6 How ............. potatoes can you take into Great Britain?
7 How ............. jewellery can you carry with you into Algeria?
8 How ............. wine can you import into France?

Now turn to File D on page 150 and match the answers with the questions.

**LANGUAGE NOTE**

**Countable and uncountable**

1 Countable [C] nouns have a singular and a plural form. They are usually physical objects which you can count, e.g. camera(s), gift(s), cigarette(s).

**Question**
Singular: Do you have a book?
Plural: Do you have any cigars?

**Affirmative / negative**
Yes, I do (have a book).
No, I don’t (have a book) but I have a travel magazine.
Yes, I do (have some cigars).
No I don’t have any cigars – or any cigarettes.

How many suitcases are there?
Three.

2 Uncountable [U] nouns only have one (singular) form. They refer to things which are difficult to count because they are in a mass – e.g. wine, perfume, sugar. They also refer to more abstract things which are not physical objects – e.g. information, advice.

**Question**
Do you have any wine or spirits?
Do you have any advice for me?
How much whisky do you have?

**Affirmative / negative**
Yes I do. I have some whisky.
I can give you some advice about travelling.
Two litres.

Preparing a trip 27
D Vocabulary

1. Are these words countable [C] or uncountable [U]?

   1. shop ... C...
   2. suitcase .......
   3. luggage .......
   4. information .......
   5. souvenir .......
   6. bottle .......
   7. money .......
   8. room .......
   9. news .......
   10. milk .......

2. Now complete the spaces with some, any, or a.

   1. I'm sorry, but we don't have ............. rooms free tonight.
   2. Do you have ............. information about trains to Stockholm?
   3. I have ............. good news - our sales are up by 20% this month.
   4. I have ............. suitcase here, and ............. other luggage in the taxi
   5. I haven't got ............. money. When do the banks open?
   6. Do you have ............. bottle of 1996 Château Margaux?
   7. We don't have ............. milk for our coffee. Is there ............. shop open near here?
   8. I want to buy ............. souvenirs before I go home.

E Listening

1. Olivier Miras arrives at a hotel. Listen and answer the following questions.

   1. Does he have a reservation?
   2. What type of room does he take?

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

   A: ............. you ............. a reservation, sir?
   B: No, I .............
   B: ............. it ............. a shower?
   A: Yes, it ............., sir. It's ............. a shower and a bath.

LANGUAGE NOTE

Have and have got

In British English, we often use the construction have got as an alternative to have in the present tense. In this construction, have changes in form. Got stays the same.

- I have a car.          I've got a Harley Davidson.
- He has a new job.      She's (she has) got a new laptop.
- You don't have much time. You haven't (have not) got much money.
- Do they have any money? Have they got any information?
- Does she have a company car? Has he got a computer?

H Speaking

You are at an international business conference. On the first night you go to the hotel bar for a drink. You start talking to a colleague. Look at the examples:

A: Have you got any customers in England?
B: Yes, we have. We've got two or three big customers.
A: How many employees does your company have?
B: It has 300.
Now expand the notes below to make questions with *have* or *have got*. Then take it in turns to ask and answer the questions with a partner. Talk about yourself and your own company, or a company you know well.

1 any customers in the USA? .................................................................
2 how many employees / your company? ..............................................
3 any staff in other countries? ..............................................................
4 your company / factories abroad? ....................................................
5 how many staff / the head office? .....................................................
6 many competitors? ...........................................................................
7 your company / a big market share? ..................................................
8 research department? ......................................................................

The diagram below shows some of the words you have learnt in Unit 2, organized in logical groups. Where in the diagram would you put the following words?

- departures
- to reserve a room or flight
to ....................... a reservation

to go ......................
cathedral
museums
parks
to go shopping

- before the flight
- check-in desk
- duty-free shop

- during the flight
to take off
to ......................

- after the flight
- baggage claim
- customs

- free time
- supermarket
- souvenir / gift shops

- other services
- swimming pool
- fitness room (gym)

- business centre
- foreign newspapers
- translation service
- personal computer (PC)

- hotel
- bath
- satellite TV
- electronic safe

- land

What other words from Unit 2 can you add in each category? Make a similar diagram for the words you learnt in Unit 1.

Work with a partner. Choose a word or phrase from the mind map, e.g. *bath*. Make a sentence with the word in it. Say the sentence to your partner, but don't say the word, say 'fizz'. Your partner has to guess what the word is.

e.g. A: Can I have a room with a fizz, not with a shower?
B: A room with a bath?
A: That's right.
3.1 Finding your way

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Uses of the imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Prepositions</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Giving directions</td>
</tr>
<tr>
<td>Writing</td>
<td>Formal and informal letters</td>
</tr>
</tbody>
</table>

**A Reading**

1. Vernon Linkblatter has a meeting at Glick and Warburg in New York. Look at this letter from his contact Leanne Sands and answer these questions.

   1. When is the meeting?
   2. How is he going from the station to the company – by car, by taxi, or on foot?
   3. Follow the route that Leanne describes on the map above. Mark the position of the entrance to Glick and Warburg.

2. Read the letter again. Underline all the expressions that are used to describe position or give directions, e.g. come out of, turn left, etc.

---

**GLICK AND WARBURG**

Realtors • 5th Ave and 34th St, New York

FAX MESSAGE
Date: 9th June

To: Vernon Linkblatter
From: Leanne Sands

Dear Vernon,

As you requested, here are instructions on how to get to us on Friday 13th June.

When you come out of Penn station, walk up West 31st Street. Turn left and walk up Seventh Avenue. Take the third right onto West 34th Street. You'll see Macy's department store on your left when you turn. Go straight on down the street, past Macy's. At Herald Square, cross Broadway and then the Avenue of the Americas. Continue straight on down East 34th Street, and our building is on the next corner on the left, just across from the Empire State Building. The main entrance is on Fifth Avenue.

Give me a call if you have any problems on the way. Have a safe journey, and we look forward to seeing you again on the 13th.

Best regards,

Leanne
Study the Language Note below about describing position. Use the information to answer these questions.

1. Where is the office? Is it in building A, B, or C? Describe the position of the other two.

2. Which diagram shows the correct position of the restaurant? Describe the other two diagrams.

3. Which diagram shows the correct position of the car? Describe the other two diagrams.

**Language Note**

1. **Describing position**
   - The office is near the station. (It's only two minutes on foot.)
   - It's in/on Liberty Avenue, on the corner, on the left.
   - It's next to the post office. (They are side by side.)
   - And it's opposite/across from the bank. (On the other side of the road.)

   The restaurant is on the second floor.
   - The business centre is above the restaurant, on the third floor.
   - Reception is below the restaurant, on the first floor.

   I can't move my car, because it's between two other vehicles.
   - There's a lorry parked in front of me, so I can't go forward.
   - And there's a bus behind me, so I can't go back.
Prepositions

2 Giving directions
Come out of the General Post Office on Eighth Avenue,
- turn left into / onto Eighth Avenue,
- go along / up / down Eighth Avenue,
- and take the first right onto West 33rd Street.
Walk past Madison Square Garden and Penn Station,
- go across Seventh Avenue, Avenue of the Americas, and Broadway,
- go into the last building on the left,
- and take the lift (US elevator) to the 102nd floor.

Now look at Part Two of the Language Note above. Trace the route on the map in A. Where are you at the end?

Work with a partner. Cover the Language Note, but look at the map. Take it in turns to describe the route you took in 2. Then describe how to get back to the General Post Office from where you are.

Vernon Linkblatter is in New York, but he can't find Glick and Warburg. He calls Leanne on his mobile. Listen and answer these questions.
1. Where is Vernon exactly?
2. Which floor is Glick and Warburg on?
3. Mark the position of Glick and Warburg on this floor plan.

You work in an office on the fourteenth floor. Decide where it is on the floor plan above, but don't tell your partner. Give your partner directions from one of the four lifts / elevators. Your partner must say which office it is.

Look again at the letter in A. Leanne knows Vernon quite well, so she uses an informal style of language. Look at the formal phrases below, and find the corresponding informal expressions in the letter in A, as in the example.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dear Mr Linkblatter</td>
<td>Dear Vernon</td>
</tr>
<tr>
<td>2 I am writing to give you instructions</td>
<td></td>
</tr>
<tr>
<td>3 Please do not hesitate to call me</td>
<td></td>
</tr>
<tr>
<td>4 We hope you have a safe journey</td>
<td></td>
</tr>
<tr>
<td>5 Yours sincerely</td>
<td></td>
</tr>
</tbody>
</table>

Now write a letter to a client or colleague to give directions on how to get to your company or school on foot from the nearest station or bus stop. Draw a map if necessary. You can use a formal or an informal style.
The short /ɪ/ and the long /ɪː/ sound are often confused. Listen and repeat.

<table>
<thead>
<tr>
<th>/ɪː/</th>
<th>/ɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>thirteen</td>
<td>eat</td>
</tr>
<tr>
<td>live</td>
<td>leave</td>
</tr>
<tr>
<td>sit</td>
<td>seat</td>
</tr>
<tr>
<td>this</td>
<td>these</td>
</tr>
</tbody>
</table>

Now say these sentences.
1. There are thirty names, but only thirteen people are here.
2. It's time to eat.
3. He lives in London, and he leaves home at eight.
4. A: Can I sit down?
   B: Yes. Please take a seat.
5. This is my book, and these are yours.

The imperative

1. The imperative form of the verb is like the infinitive. It is used for:
   Instructions and directions
   Turn left, then take the first right. Sit down and listen carefully.
   Advice
   Wear comfortable clothes. Buy a good road map.
   Offers
   Have another biscuit. (Please) help yourself to coffee.

2. To form the negative, use don't (do not).
   Don't turn left, turn right. Don't drink any alcohol before you drive.

Travelling long distances by air can be stressful and very tiring. Here are some ideas for making long-distance air travel easier. Circle the appropriate form of each verb, as in the example.

Ten Tips for Tired Travellers

1. Plan / Don't plan your journey in advance. If you can choose, fly west and not east – some experts say it is less tiring.
2. Do / Don't do some sport in the days before your flight.
3. Check / Don't check that you have all your travel and business documents several days before your departure.
4. Go / Don't go to bed late the day before your flight.
5. Leave / Don't leave for the airport early.
6. Wear / Don't wear comfortable clothes, like T-shirts and jeans.
7. Drink / Don't drink a lot of water – the air in the plane is very dry.
8. Drink / Don't drink a lot of alcohol – experts say alcohol has a very negative effect on your body at high altitude.
9. Stand up / Don't stand up every two hours, walk up and down the plane or do some simple exercises.
10. If you have a stopover*, stay / don't stay on the plane if possible. Go for a walk in the airport, or take a shower (some airports have them).

* when your plane stops to refuel or to take on more passengers
3.2 Going out

A Vocabulary

1. Which verbs do we use with the activities below? Put the words in the correct column, as in the examples.

<table>
<thead>
<tr>
<th>tennis</th>
<th>golf</th>
<th>the cinema</th>
<th>cycling</th>
<th>squash</th>
<th>a meal in a restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>skiing</td>
<td>DIY</td>
<td>sightseeing</td>
<td>football</td>
<td>shopping</td>
<td>a drink after work</td>
</tr>
<tr>
<td>sailing</td>
<td>karate</td>
<td>the theatre</td>
<td>jogging</td>
<td>the gym</td>
<td>the opera</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>play</th>
<th>go</th>
<th>have</th>
<th>go to</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>tennis</td>
<td>skiing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Which verb do we generally use for:
   1. eating or drinking?
   2. activities with -ing?
   3. sports with a ball?
   4. places where we do activities?

3. Ask some other people in the class what they like doing in their free time. Try and find out as much information as you can.

   e.g. A: What do you like doing in your free time?
        B: I like skiing.
        A: Where / When do you go? / Who do you go skiing with?
**LANGUAGE NOTE**

**Like and would like**

1. To talk about your interests in general, use *like + ing*.
   - *I like going to the cinema.*
   - *He likes watching sport on TV.*
   - *Do you like playing squash?*  
   - *Does she like walking?*

2. To talk about what you want to do at a specific time, and to make invitations, use *would like to + verb*.
   - *I'd like (I would like) to go to the cinema this weekend.*
   - *They'd like to come to the football match on Saturday.*
   - *Would you like to play squash this evening?*
   - *Would your colleague like to come with us?*

**B Speaking**

1. Look at this dialogue. Which question asks about general interests? And which question is an invitation?
   - **A:** Do you like volleyball?
   - **B:** Yes, I do.
   - **A:** Would you like to play this evening?
   - **B:** That would be very nice. / Thank you, but I'm afraid I'm not free.

2. Now have similar conversations with a partner. You can accept or refuse your partner's invitations. Use these prompts: *opera, films, football, sightseeing.*

**C Listening**

1. Monique Dumont works for Execo in France. She wants to speak to David Payton, a customer in Sydney. Listen and complete the message below.

   **Monique Dumont called**

   re* ............................................................
   Can you ............................................................
   on 33-2 ............................................................

   * re = 'regarding' or 'about'

2. Match the sentences in column A with the correct response from column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Could I speak to David Payton, please?</td>
<td>a Thank you for your help. Goodbye.</td>
</tr>
<tr>
<td>2 Who's calling, please?</td>
<td>b Certainly. Hold on one moment, please.</td>
</tr>
<tr>
<td>3 Can I take a message?</td>
<td>c This is Monique Dumont from Execo.</td>
</tr>
<tr>
<td>4 Could you tell me your number?</td>
<td>d Yes, could you ask him to call me back?</td>
</tr>
<tr>
<td>5 I'll give him the message.</td>
<td>e It's 33 - that's the code for France - then 2 51 25 89 74.</td>
</tr>
</tbody>
</table>

3. Now listen again to check.
**Telephone language 1**

<table>
<thead>
<tr>
<th>C = Caller</th>
<th>R = Receiver of the call</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying the caller</strong></td>
<td></td>
</tr>
<tr>
<td>R: Who's calling, please?</td>
<td>C: Is that David?</td>
</tr>
<tr>
<td>C: This is Monique Dumont.</td>
<td>C: Yes, speaking.</td>
</tr>
<tr>
<td><strong>Giving a reason for the call</strong></td>
<td></td>
</tr>
<tr>
<td>C: I'm calling about my visit.</td>
<td>C: It's about your trip next week.</td>
</tr>
<tr>
<td><strong>Asking the caller to wait</strong></td>
<td></td>
</tr>
<tr>
<td>R: Hold on a moment, please.</td>
<td>R: One moment, please</td>
</tr>
<tr>
<td><strong>Giving reasons for absence</strong></td>
<td></td>
</tr>
<tr>
<td>R: I'm afraid he's in a meeting / at lunch / on holiday.</td>
<td></td>
</tr>
<tr>
<td><strong>Leaving a message</strong></td>
<td></td>
</tr>
<tr>
<td>R: Can I take a message?</td>
<td>C: Could you ask him / her to call me back?</td>
</tr>
<tr>
<td>C: Could you tell him / her that ...</td>
<td>R: I'll give him / her the message.</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td></td>
</tr>
<tr>
<td>C: Thank you for your help.</td>
<td>R: Thank you for calling.</td>
</tr>
</tbody>
</table>

**Speaking**

1. David Payton returns Monique's call. He speaks to her assistant. Work with a partner and use the prompts below to help you have the conversation.

   **David Payton**
   1. Ask to speak to Monique Dumont.
   2. Give your name.
   3. Ask if Monique can call you back.
   4. Give a reason for the call (trip to France).
   5. Give your number.
   6. Spell your name.
   7. Say thank you and goodbye.

   **Assistant**
   2. Ask who the caller is.
   3. Ask caller to wait. Say sorry - Monique is absent. Give a reason.
   4. Ask for the caller's phone number.
   5. Ask the caller to spell his / her name.
   6. Repeat the number.
   7. Repeat the spelling. Say you will give Monique the message.
   8. Say thank you and goodbye.

2. Now change roles. Repeat the same dialogue, but use your own names.

   **In spoken English, a word beginning with a vowel sound is usually linked in pronunciation with a word ending in a consonant before it.**
   e.g. an opera  

   **Mark the linked words in these sentences. Then listen and check.**
   1. Could I have your name?  
   2. Can I leave a message?  
   3. Hold on a moment.  
   4. Could you ask Ellen to call me back?  
   5. I'm afraid she's not in the office at the moment.
Four exciting things to do with your clients on a trip to the Loire Valley

- Visit the Renaissance Château du Clos-Lucé. This castle was the home of Leonardo da Vinci in his final years. See an exhibition of models of da Vinci's machines, reproduced by IBM from his original drawings. Enjoy a Renaissance dinner with traditional music and menu.

- Visit the wine-tasting school at Saumur. Learn the secrets of sparkling 'champagne method' winemaking, and taste it for yourself.

- Fly in a hot air balloon over magnificent châteaux and sleepy villages. After your 1½ hour flight, drink champagne and take time to enjoy the beauty of the French countryside.

- Do our classic car rally. Visit châteaux, vineyards, and other places of interest in a classic Cadillac (with chauffeur), and ask questions as you go. Have fun and learn about the region at the same time.

---

**F Reading**

1. Monique Dumont wants to invite David Payton to the Loire Valley in France. Read the text above and discuss with a partner the different activities that you can do there.
   
   e.g. You can go wine-tasting; you can have dinner in a château.

2. You are going to the Loire Valley this weekend. Which of the activities listed above would / wouldn't you like to do and why? Ask some other students.
   
   e.g. What would you like to do?
   Id like to learn about winemaking; I'm very interested in wine.
   I wouldn't like to visit the château because I don't like museums.

**G Listening**

1. Monique calls David again. Listen, and answer these questions.

   1a. Does she want to invite him:
      a. to dinner in a restaurant?
      b. to a conference?
      c. for a weekend or sightseeing?

   2. Why does David refuse the first time?

   3. What activities from the text in F does she mention?

2. Listen again and complete David's three responses to Monique’s invitations.

   1. Well, that's ........................................................ , but I'm ..............................................
      I have a flight back to England.

   2. That ............................................. be very .............................................

   3. Well, yes, ..........................................................

**H Speaking**

Work in pairs. An important client is visiting you. Make a list of things to do and places to visit in your town or area. Then phone his / her hotel, and suggest things to do this weekend. Give explanations where necessary. Your partner can accept or refuse your invitations.

e.g. Would you like to visit the Schönbrunn? It's a beautiful castle in Vienna.

   That would be very nice! / That's very kind of you, but ...
3.3 Eating out

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Countable and uncountable nouns 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Food and restaurants</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Ordering in a restaurant</td>
</tr>
<tr>
<td></td>
<td>Recommending and suggesting</td>
</tr>
</tbody>
</table>

A Reading

Look at the menu below. Can you identify the nine countries?
e.g. Nachos with guacamole is a Mexican dish. It comes from Mexico.

GLOBAL VILLAGE RESTAURANT

Nine dishes from nine countries. Our menu changes every day. We welcome your suggestions.

**STARTERS**

- **Nachos with guacamole**
  Tortilla chips served with a spicy sauce made with avocado, tomato, lemon juice, and onion

- **Sushi roll**
  A rice roll filled with raw fish, seaweed, and cucumber, served with soy sauce

- **Onion soup**
  Onions cooked in white wine, topped with slices of bread and grated cheese

**MAIN COURSES**

- **Paella**
  Rice cooked with fish, shellfish, chicken, and vegetables

- **Lasagne al forno**
  Strips of pasta cooked in beef and tomato and creamy béchamel sauce

- **Green curry**
  Chicken cooked in a fish and coconut sauce with oriental spices. Served with rice

**DESSERTS**

- **Apple Strudel**
  Pastry filled with slices of apple and raisins

- **Kulfi**
  Ice cream made with almonds and pistachios

- **Strawberries and cream**
  The traditional fruit of Wimbledon, topped with thick Devonshire cream

After your meal, why not try our delicious Turkish, Brazilian, or Irish coffees?
Here are some words from the menu. Add some words to each group. Use words from the menu and any other words that you know.

1. tomato, lettuce .................................................................
2. lemon, strawberry ............................................................
3. rice, pasta ...........................................................................
4. cheese, cream .....................................................................
5. chicken, beef ......................................................................

For each sentence, circle the ending which isn’t possible, as in the example.

1. The dish is made with ... onions / chicken / menu / rice.
2. The tomato is filled with ... cream / coconuts / sauce / spices.
3. The pastry is topped with ... cheese / red wine / cream / chocolate sauce.
4. It’s cooked ... in wine / under the grill / in the oven / in lettuce.
5. It’s served ... in the oven / with a salad / raw / with bread.

Think of three typical dishes from your country or region. You are in a restaurant with a client who doesn’t know these dishes. Describe them, using these phrases.

It’s made with ...
It’s filled with ...
It’s topped with ...
It’s cooked in / under ...
It’s served in / with ...

Listen to two people discussing the menu at the Global Village restaurant. What do they decide to order?

Look at the Language Note below, then listen again. Which expressions do you hear?

**LANGUAGE NOTE**

**Restaurant language**

1. **Recommending and suggesting**
   - What do you recommend? I recommend the sushi.
   - What do you suggest? I suggest you try the lasagne.

2. **Ordering**
   - What would you like? I’d like the onion soup.
   - What will you have ...
     - as a starter / to start? I’ll have the guacamole.
     - as a main course / to follow? I’d like the paella.
     - for dessert / to finish? I think I’ll have strawberries and cream.

3. **Asking for things**
   - Could you bring me / Could I have some water / another glass / the bill, please?

Now you are in the Global Village restaurant with two of your colleagues. Have a conversation about what you want to order.
C Vocabulary

1. Look at the picture. What can you see? Identify the items, and indicate if they are countable [C] or uncountable [U]. Sometimes there is more than one possibility, e.g. *water* [U], or *jug* [C] of *water*.

2. You're in a restaurant and you don't have some of these things. Ask the waiter for them.
   - e.g. *Could you bring me some water, please?*
   - *Could I have a jug of water, please?*

D Listening

1. It's the end of the meal. Match a sentence on the left with the response on the right. Then, write who you think is speaking in each case – the waiter (W), the host (H), or the guest (G)?

   - 1. Would you like some more coffee? ........ a. Yes, we do.
   - 2. Could I have a receipt? ........ b. I'm pleased you like it.
   - 4. Please, let me get this. ........ d. Yes, certainly.
   - 5. Thank you for inviting me. ........ e. No, thanks.
   - 6. Could you bring me the bill, please? ........ f. Yes, of course.
   - 7. It's an excellent restaurant ........ g. No, you're my guest.
     This is on me.

2. Now listen to the complete dialogue and check your answers.

E Speaking

Work in threes. You are inviting a customer to a restaurant. Toss a coin to move. Heads: move one square. Tails: move two squares. Follow the instructions on each square and start a conversation. The first person to finish is the winner.
4.1 Meeting people

A Listening

Martin Kellermann has just returned from Argentina, where he was on a course. He phones his colleague, Thomas Hart. Listen and answer these questions.

1. Where was Thomas yesterday evening?

2. Where was his wife Angela?

3. Where were their children?

B Speaking

1. Put these time expressions in chronological order.
   - yesterday morning
   - last week in 1984
   - at 9 o'clock last night
   - on Tuesday
   - at 6 o'clock this morning

2. Ask a partner questions using Where ...? and the time expressions in 1 above.
   e.g. Where were you last night? I was at the cinema.

C Pronunciation

Listen to these conversations. Underline the stressed words. How does the pronunciation of was and were change when they are not stressed?

1. A: Where were you? I called but there was no answer on this number.
   B: I was in Paris from Thursday to Saturday.
   A: Were you?

2. C: There were three of us at the conference.
   D: Was Christian there?
   C: Yes, he was.

3. E: How was the conference?
   F: It was interesting, but by eight we were all very tired.
   E: I'm sure you were.
Simple past of be and regular verbs

1 **Be**
   
   Where were you last week?  
   Where was Rosa?  
   Was he here yesterday?  
   Were you at the meeting?  

   I was in Paris, and Jan and Bob were on holiday.  
   She was in New York.  
   No, he wasn't (was not).  
   No, we weren't (were not).

2 **Regular verbs**
   
   To form the simple past of a regular verb, add *ed*.
   To make a question, use the auxiliary *did* + infinitive.

   What did you do?  
   When did she phone?  
   Where did you live before?  
   Where did they move to?  

   I visited Milan last week, but Nick stayed here.  
   She phoned me last Monday.  
   We lived in Beirut for a few years.  
   They moved to Rio de Janeiro.

---

**Listening**

Martin Kellerman is talking about his management course at the University of Buenos Aires. Listen to these questions and answers. If the answer is positive, put a tick (✔) in the space provided. If it is negative, put a cross (✗).

Listen to the example,

Did you enjoy the course?  

✔ Yes, I did. It was really interesting.

1 Did you improve your English?  

2 Did you attend any Spanish classes?  

3 Did you do any sport?  

4 Did you live on the university campus?  

5 Did you like the city?  

6 Did you pass all your exams?  

---

Now listen again and check your answers. Write down the full answers in the space provided under the questions.

Now work in pairs. Think about a course you did. Take it in turns to ask and answer questions. Use the questions in 1 for ideas, and add some more questions of your own.
The regular past simple ending -ed has three possible pronunciations, /id/, /ɪ/ or /ʌ/. Listen to the sentences in (1) again and put the verbs in the answers in the correct column. Then add two verbs to each column.

<table>
<thead>
<tr>
<th>/ɪd/</th>
<th>/id/</th>
<th>/ʌd/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>improved</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E Speaking

Work in pairs. Student A, you work at the head office of a large company in London. Student B is one of your salesmen. You are checking the expenses for last week. Look at the notes below and ask questions to find out more information. Student B, turn to File H on page 151.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>Travel. Birmingham to Manchester</th>
<th>How? (Travel)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td>Hotel - Liverpool</td>
<td>Where? (Stay)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>No information</td>
<td>Where? (Be)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td>Visits - £250</td>
<td>Who? (Visit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td>Golf £85 - (Important customer)</td>
<td>Who? (Play)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F Reading

Yuji Ishiguro visits Paco Reverte in Madrid. Paco meets him at his hotel. Put the conversation in the right order, as in the example.

a Yes, that’s right. You must be Paco Reverte. Thanks for coming. .......
b By car. I parked just outside the hotel. This way. .......
c Yes it is. .......
d Oh I’m sorry to hear that. Did you sleep well? .......
e About midnight. My plane was late. .......
f Yes, thanks, I did. What time is our meeting? .......
g That would be nice. Do we get to the centre by car or on foot? .......
h What time did you arrive? .......
i Excuse me. Are you Yuji Ishiguro? .......
j At 10.00. Shall we go? We can have a coffee in the city centre. ......
k No problem. Is this your first visit here? .......

44 Visiting a company
2 Listen to the dialogue and check your answers.

3 Yuji Ishiguro is visiting you in your town. Practise the dialogue in pairs.

**Listening**

1 You are visiting one of your customers in Rome. Listen and reply to his questions.

2 Now listen again and match each question with one of the responses below, as in the example.

- a Yes, please. Black with 2 sugars.
- b It's a pleasure. Thank you for inviting us.
- c Yes, thanks. It was fine.
- d Yes, it's my first time in Rome.
- e No, thank you. I don't.
- f That would be nice.
- g Thanks very much.
- h That's a pity.
- i Thank you. I'm pleased to hear that.
- j Fine, very comfortable.

**Speaking**

1 Work in pairs. Student A, you are meeting a visitor at your office. Student B, you are the visitor. Have a conversation using the prompts below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome.</td>
<td>Respond.</td>
</tr>
<tr>
<td>Introduce yourself.</td>
<td>Respond.</td>
</tr>
<tr>
<td>Ask about journey.</td>
<td>Respond (negative reply).</td>
</tr>
<tr>
<td>Say you're sorry. Ask about hotel.</td>
<td>Respond.</td>
</tr>
<tr>
<td>Respond, then offer drink.</td>
<td>Respond (positive reply).</td>
</tr>
<tr>
<td>Ask if this is B's first visit.</td>
<td>Respond.</td>
</tr>
</tbody>
</table>

2 Now change roles and repeat. This time try and continue the conversation.
4.2 Reporting on a trip

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Past simple: irregular forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Questions and answers</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Verb and noun collocations</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Writing an e-mail of thanks</td>
</tr>
</tbody>
</table>

A Vocabulary

Work in pairs. Take it in turns to ask and answer these questions.

1. What is the day today?
2. What is the time?
3. What was the day before yesterday?
4. What is the day tomorrow?
5. When was your last lesson?
6. What time was it?
7. Were you busy last week?
8. Every day?
9. What did you do?
10. What did you do at the weekend?

B Reading

Piera Macaluso works for Credito Reggio, an Italian bank. Below is her diary for one week last year. Use the information in the documents to help you fill in the blanks in the diary.
### Answer the questions below using the verbs indicated.

**Regular verbs**
The Past simple ends in **-ed**.

1. What did she do on Wednesday morning?
   *She flew to Washington.*

2. What time did she leave London?

3. How did she get to her hotel?

4. Where did she stay?

5. What did she visit on Thursday?

6. Where did she have lunch on Thursday?

7. Where did she go on Friday morning?

8. How did she get to Baltimore?

9. What did she do on Sunday morning?

10. When did she write her report?

**Irregular verbs**
Look at page 157 for irregular forms.

- fly
- leave
- take
- stay
- visit
- have
- go
- fly
- return
- write

### Now make questions for the answers 1–8 below, as in the example. Use the words in the box to help you. Use each word or phrase at least once.

<table>
<thead>
<tr>
<th>Where did she do on Wednesday morning?</th>
<th>She flew to Washington.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>British Airways.</td>
</tr>
<tr>
<td>Why</td>
<td>Isaac Cady.</td>
</tr>
<tr>
<td>What</td>
<td>At 12.30 on Thursday.</td>
</tr>
<tr>
<td>Which airline did she fly to Baltimore?</td>
<td>For a sales conference.</td>
</tr>
<tr>
<td>When</td>
<td>At Kinkheads.</td>
</tr>
<tr>
<td>What time</td>
<td>On Saturday morning.</td>
</tr>
</tbody>
</table>

1. What did she do on Wednesday morning?
   - She flew to Washington.

2. British Airways.

3. Isaac Cady.

4. At 12.30 on Thursday.

5. On Friday morning.

6. For a sales conference.

7. At Kinkheads.

8. Yes, she did – on Saturday morning.
A colleague phones Piera on the Monday after her trip. He asks her about it. Look at her answers, and suggest the questions he asks, as in the example.

1. Fine thanks.
2. I got home on Sunday morning.
3. It was very long. We didn’t finish until six, but it was a good meeting.
4. Yes, I went out on Thursday evening – to the theatre.
5. I stayed at the Madison.
6. Yes, I bought some perfume and some shoes.
7. In the afternoon I wrote my report, and in the evening I answered my e-mail.

Now listen and check your answers.

LANGUAGE NOTE

Simple past irregular verbs

Many of the most common verbs in English are irregular. Some of the irregular verbs from this unit are given below. For a full list, see page 157.

- buy: bought
- fly: flew
- go: went
- have: had
- leave: left
- meet: met
- take: took
- write: wrote

On Sunday, Piera writes an e-mail to Isaac Cady. Put the sentences in the correct order, as in the example.

To: Isaac Cady
From: Piera Macaluso
Date: 17 May
Subject: Thanks

Piera
I also enjoyed the meals and the trip to the theatre.

Dear Isaac,
When you come to Italy next month do not hesitate to contact me.
I had a very good three days and I think the meetings were useful.

Kindest regards
Thanks again.

Many thanks for your warm welcome in Washington.

Now write a similar e-mail. Use the information below.

You went to the USA for a conference. It took place in Los Angeles. You had a day-trip to San Francisco. Your host was Lorraine Zimmermann. On the last night she invited you to a barbecue at her house. Her next trip to your country is in August.
The two lists below contain words that are often used together. Match a verb from column A with a noun from column B to make seven common expressions, as in the example.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>send</td>
<td>a report</td>
</tr>
<tr>
<td>take</td>
<td>a meeting</td>
</tr>
<tr>
<td>write</td>
<td>a customer</td>
</tr>
<tr>
<td>make</td>
<td>a trip</td>
</tr>
<tr>
<td>go on</td>
<td>an e-mail</td>
</tr>
<tr>
<td>meet</td>
<td>a phone-call</td>
</tr>
<tr>
<td>attend</td>
<td>a train</td>
</tr>
</tbody>
</table>

Make one sentence for each collocation using the simple past tense. e.g. *This morning I sent an e-mail to my boss in Hong Kong.*

Work in pairs. You are going to compare what you did last week. Student A, turn to File K on page 151 to find out what you did. Student B, turn to File W on page 153. Ask your partner questions to complete the diary below with his/her information.

*Where did you go on Monday? Where did you travel from? How did you travel? When and where did you nearly meet? You can ask up to ten questions.*
4.3 Describing company structure

A Listening

Isaac Cady is on a visit to Milan. Piera Macaluso introduces him to some colleagues. Listen to the dialogues and write down what jobs they do.

1. Isaac Cady is on a visit to Milan. Piera Macaluso introduces him to some colleagues. Listen to the dialogues and write down what jobs they do.

a. William Bernstein
b. Marianna Tardelli
c. Carla Dendena
d. Gianni Baresi
e. Daniel Jones
f. Erika Chang
g. Frank Jensch

2. Work in pairs. Introduce yourself to the person sitting on your right. Then, together, introduce yourselves to other pairs.

B Vocabulary

Match the jobs in the box with the descriptions below.

<table>
<thead>
<tr>
<th>managing director</th>
<th>personal assistant</th>
<th>sales representative</th>
<th>training officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>purchasing manager</td>
<td>laboratory technician</td>
<td>quality control manager</td>
<td></td>
</tr>
</tbody>
</table>

1. I organize training courses for members of staff – languages, computers, etc.
2. I set up the equipment and do experiments and tests.
3. I am the senior executive.
4. I check that products are made to the right standards.
5. I visit customers and try and increase business.
6. I work with the Managing Director. I am responsible for his diary, organize his travel, and take calls for him.
7. I buy everything the company needs, from raw material to stationery.
C Reading

1 Read the text below about the French company Perrier Vittel and fill in the gaps.
Use the words in the box.

<table>
<thead>
<tr>
<th>product</th>
<th>takeover</th>
<th>subsidiary</th>
<th>market leader</th>
<th>research centre</th>
<th>turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>division</td>
<td>brands</td>
<td>customers</td>
<td>market share</td>
<td>production sites</td>
<td>acquisition</td>
</tr>
</tbody>
</table>

Perrier Vittel

Perrier Vittel is a ... of the Nestlé Group. It has millions of ... all over the world.
It is the water ... of the group and has many famous ... such as San Pellegrino, Contrex,
Panna and Aquarel. There are sixty-seven ... producing billions of litres of bottled water. The main ...
... of the Nestlé Group is in Lausanne and there is a network of seventeen other centres on four continents employing 2,500 staff. This research helps produce safe and affordable water for everybody.
A recent new ... is Nestlé Pure Life.

The company bottles this water locally in developing countries such as Pakistan and Brazil.
Nestlé’s interest in water began in 1969 with the ... of 30% of Vittel. After the ... of Perrier in 1992 the new company Perrier-Vittel became a major part of the Nestlé Group. Today water sales represent 8.8% of the group’s ...
The group is the international ... for bottled water with a 15% ... A new CEO, Frits van Dijk took over in 2000 and he aims to keep Perrier-Vittel at the front of the bottled water market in both sales and technology.

2 Look at this organization chart. Use the information from the text above to complete the missing information. The first is done for you.

3 Try and draw a similar chart for your company or a company you know. Describe it to a partner.
Newlands laboratories

I look forward to meeting you and discussing further the post that you are advertising.

Please find enclosed my CV and application form.

Yours sincerely

Jennifer Plater

Telephone Message

Perry Wright called. (Journalist from Economic News) Wants to interview the chairman about our results. Call back on 081145 0168975

Contract

THIS AGREEMENT is made the sixteenth day of January two thousand between
Carter Powell Management Services of Frith Road Lancaster Lancashire (hereinafter called 'CPMS') of the one part

Penrith Cumbria (hereinafter called as follows:

D Vocabulary

1 Most large companies have different departments. Look at the extracts from the documents above and match them with the appropriate department. There is one for each department.

1 Research and Development ....... 4 Legal .......
2 Sales and Marketing ....... 5 Human Resources .......
3 Financial ....... 6 Communications .......

2 Can you think of any other departments?

3 Where do these people usually work?

1 Accountants work in the ................. department.
2 Scientists often work ........................................
3 Sales people ...................................................
4 Lawyers ....................................................
5 PR people ...................................................
6 Training Managers ...........................................

Vocabulary

52 Visiting a company
E Listening

At a budget meeting four managers talk about their departments. Listen and complete the grid below.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
<td>Human Resources</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>12</td>
<td></td>
<td>(5 or 7)</td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
<td></td>
<td>large, openplan office, ground floor</td>
</tr>
<tr>
<td>Activity</td>
<td>software research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other info</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen again and complete these sentences.

1. We ......................... a ......................... with ......................... companies in the USA, so we ......................... a lot of our ......................... on .........................

2. We are ......................... for ......................... purchases, raw material, components, and other ..........................

3. ......................... ......................... six ......................... ......................... in the department, plus the Director.

4. We are ......................... ......................... ......................... internal and external communications and public relations.

LANGUAGE NOTE

Describing your department

1. Describing the activity of a department
   - My department deals with / is responsible for marketing / administration, etc.
   - We organize tests / studies / research.
   - We work with customers / suppliers / subsidiaries / other companies in the group.

2. Describing the staffing of a department
   - There are ... people in the department.
   - Pierre Ducros is in charge of the department.
   - I am one of the managers / technicians / secretaries / engineers.

3. Describing the equipment / premises of a department
   - We have a large office / three laborotories / a small building.
   - We use computers / fax / e-mail a lot.
   - We have a well-equipped laboratory / a lot of technical equipment.

F Speaking

Think about your department or a department you would like to work in. Draw an organization chart for it like the one in C on page 51. Use the language from the Language Note above to give a short presentation about your department.
What are the people in the photos doing? Complete the sentences with these verbs and match them to the pictures, as in the example.

- train
- design
- assemble
- build
- do

1. They ........................................... a house.
2. They ........................................... market research.
3. She ........................................... new employees.
4. He ........................................... a new product.
5. They ........................................... cars.
Where are you now? What are you doing? What is your teacher doing?

Talk about your job or your studies. What are you working on at the moment? What are your projects for this month?

e.g. We are working on a European project, so I'm travelling a lot. I'm preparing the budget.

**LANGUAGE NOTE**

**The present continuous**

1. The present continuous tense is formed using the verb *be* and the main verb with an -ing ending.

   - *He's* (he is) working at home today.
   - *I'm* (I am) learning to play the piano.
   - *They aren't* (are not) designing any new products this year.
   - *Are you leaving now, or are you staying for lunch?*

2. We use the present continuous to talk about:
   - actions happening now, at this moment
     - *I'm reading this sentence.*
     - *The teacher's writing on the board.*
   - actions happening over a longer period of time, including now
     - *My company's building a factory in Venezuela.*
     - *She's travelling a lot at the moment.*
     - *We aren't working on any new projects just now.*
     - *I'm reading a good book.*

**B Vocabulary**

1. Match the verbs in A with the phrases in B, as in the example.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to design / to manufacture</td>
<td>a a system or service</td>
</tr>
<tr>
<td>2 to open / to reorganize</td>
<td>b staff</td>
</tr>
<tr>
<td>3 to introduce / to improve</td>
<td>c a new market</td>
</tr>
<tr>
<td>4 to recruit / to lay off</td>
<td>d a new product</td>
</tr>
<tr>
<td>5 to look for / to enter</td>
<td>e a factory or office</td>
</tr>
</tbody>
</table>

2. Which verb in A means:
   1. to bring something into use?
   2. to make something better?
   3. to find new employees?
   4. to make people unemployed?
   5. to try to find?

2. Work with a partner. Ask and answer questions about your company's present projects. Use the phrases in 1 to help you.

   e.g. A: *Are you recruiting any staff at the moment?*
   B: *No, we aren't.*
   A: *And are you introducing any new systems?*
   B: *Yes, we are. We're introducing the ISO 9002 quality standard.*
Present simple or present continuous?

1 The present simple is used for permanent or regular actions.
   *She often calls the USA.  
   *We don't have lessons on Saturdays.
   *Does Microsoft sell software?

2 The present continuous is used for temporary, present actions.
   *At the moment she's calling a client in Lima.
   *This week we're not having any lessons.
   *Are you selling a lot of products in Asia this year?

C Listening

Alicia Gonzalez of Repsol YPF, the Spanish oil company, meets Jan Petersen at a conference. He asks her about her job.

1 Listen and answer these questions.
   1 What are her company's main products?
   2 Which department does she work in?
   3 What is the company doing in Spain?
   4 In which country is the company's South American headquarters?
   5 Why is the company introducing a specialized training programme?

2 Here is a shorter version of Alicia's and Jan's conversation.

1 Expand the notes to make complete sentences, using the present simple or present continuous tense.

2 Practise the conversation in pairs. Then listen again to check.

<table>
<thead>
<tr>
<th>Jan</th>
<th>Alicia</th>
</tr>
</thead>
</table>
| Which company / you / with?  | I / work / Repsol YPF  
| What job / you / do?  | The company / also / manufacture / distribute / gas / electricity  
| The company / expand / very quickly?  | I / train / new employees  
| Where in Latin America / Repsol / operate?  | We / invest / a lot / money / training / at the moment  
| What / you / work on / at the moment?  | Yes / Repsol YPF / develop / activity / Latin America  
|                      | In Spain / we / build / new technology centre  
|                      | Company / have / new headquarters / Buenos Aires  
|                      | We / organize / specialized training programmes  
|                      | Company / introduce / a lot of new technology |

D Reading

1 Complete the text opposite with an appropriate form of the verbs below – present simple or present continuous.

<table>
<thead>
<tr>
<th>own</th>
<th>expand</th>
<th>sponsor</th>
<th>specialize</th>
<th>research</th>
</tr>
</thead>
<tbody>
<tr>
<td>help</td>
<td>have</td>
<td>produce</td>
<td>grow</td>
<td>sell</td>
</tr>
</tbody>
</table>
Repsol: A growing presence in Latin America

Repsol .......... its operations in Latin America at the moment.

Following a takeover in 1999, Repsol now ........... YPF, the biggest industrial company in Argentina. YPF .......... and sells oil and gas in seven South American countries, Indonesia and the USA. Repsol also has a 67.86% share in the Argentinian oil company Astra C.A.P.S.A., which .......... in oil exploration and production.

The new Repsol YPF company .......... a worldwide production capacity of 1.2 million barrels of oil per day, of which 364,000 barrels are produced in Argentina. As for distribution, Repsol YPF .......... its petrol in a network of about 3,300 service stations in Argentina, compared with 800 before. Sales .......... usually very high in these stations, and the Argentinian petrol market .......... very quickly, so the prospects for further expansion are very good.

Currently, Repsol YPF .......... Latin America to discover its cultural history. It .......... a special community programme which .......... the traditional music of Latin America from the 16th to the 19th century.

**Pronunciation**

It can be difficult to hear small words in a sentence – such as prepositions (for, of, to), conjunctions (and, but), and auxiliaries (do, does, are) – because they are usually unstressed.

When unstressed, the vowel sound in these words is normally pronounced /a/.

1. Listen to the dialogue below and complete the missing words, as in the example.
   A: So, what company .......... you with?
   B: I work .......... a company called ATC.
   A: And what .......... ATC do?
   B: We sell perfumes .......... beauty products.
   A: And where .......... you work?
   B: In our head office, in the centre .......... Stockholm.
   A: So where .......... you travelling today?
   B: I’m flying .......... Brussels.
   A: Oh really. My mother comes .......... Belgium, so I know the country well.
   B: Really? Please excuse me. I have to go. My flight’s .......... two o’clock.

2. Listen again and repeat each sentence. Make sure you stress the correct words.
5.2 Company developments

### Language Note

#### A Vocabulary

**Language Note**

**Describing trends**

1. **to rise / to go up / to increase**
   
   *Sales rose / went up / increased from March to September last year.*
   
   *Prices are rising / going up / increasing this year.*

2. **To fall / to go down / to decrease**
   
   *Sales fell / went down / decreased between 1998 and 2000.*
   
   *Exports are falling / going down / decreasing at the moment.*

3. **To remain stable**
   
   *Sales remained stable last month.*

4. **By, from, and to**
   
   *Our market share rose by 2%, from 7% to 9%.*
Find these numbers in the text below and write them in words.

1. 1984
2. 2.59
3. 12%
4. 725,800

Now work with a partner. How do you say the other numbers in the text?

Complete the text with:
1. the correct form of the verb in brackets: past simple or present continuous
2. the correct preposition: by, from, or to.

**Marriage and divorce**

Between 1984 and 1996, the number of new marriages (fall) by 19.78%, from 395,800 to 317,500. In the same period, the number of divorces (go up) by 16.88% to 168,900.

**Living alone**

Now more and more people (decide) to live alone. The percentage of one-person homes (rise) from 10% in 1984 to by 12% in 1995. The average household size (also / fall) at the moment. In 1984 it was 2.59 people per household, but now it is less than 2.4.

**An ageing population**

Currently, the number of retired people (increase). In 1994, life expectancy (go up) from / to 73.9 years for men, and 79.2 years for women. Between 1984 and 1997, the number of people over 75 years of age (increase) by / from 14.3%, and this number (continue) to rise now.

**A fall in births**

Currently, the number of children (also / fall). From 1984 to 1997, the number of new births (go down) by / from 3.8% to 725,800.

Source: Office for National Statistics

Now talk about present trends in your country. If you can, give figures and / or suggest reasons for the trend.

- the number of marriages / divorces
- the birth rate (the number of children born)
- the number of people living in towns and cities
- the number of foreign tourists
- the cost of living (food, clothes, housing)
- the price of computers and telecommunications
C Speaking

Work in pairs. Student A, use the information below. Student B, turn to File M on page 152.

1 You work for a small company in England which sells skis. Describe your sales figures for last year, then ask your partner to guess what kind of products you sell. Start like this:
   In January we had sales of £50,000. In February they rose by £5,000 to £55,000.

2 Now listen to your partner’s description of a company in the USA. Mark the sales results on this graph.

What do you think your partner sells? Is it:
- sun cream
- children’s toys
- Christmas decorations?

D Listening

1 Look at the two diagrams opposite. Which one is a table and which one is a pie chart?

On which diagram(s) can you see:
1 segments
2 columns
3 figures?

2 A business consultant is speaking to a group of export managers about e-commerce in Asia-Pacific. Listen and complete the missing information on the table and pie charts.

3 Listen again and complete these extracts from the presentation.

1 Let’s .............. .............. at this first slide. Can everybody .............. ?

2 On the third line, you have the figures for Asia-Pacific. .............. .............. the number of Internet users is rising rapidly.

3 I’d like to .............. .............. to the white and green segments.

4 So .............. .............. .............. , consumption is increasing dramatically in all Asia-Pacific countries.
World market Internet users and E-Commerce

<table>
<thead>
<tr>
<th></th>
<th>Internet users (in millions)</th>
<th>Increase</th>
<th>E-commerce sales (in billions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1997</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td>38.7</td>
<td>135.9</td>
<td>251%</td>
</tr>
<tr>
<td>Western Europe</td>
<td>16.8</td>
<td>82.0</td>
<td>389%</td>
</tr>
</tbody>
</table>
| Asia-Pacific (not Japan)| 3.8                         | 36.8     | 1
| Japan                  | 4.9                         | 22.1     | 352%                          | $         |
| Rest of world          | 4.5                         | 43.0     | 852%                          | $ 40.8           |

Source: International Data Corporation

Estimated number of families with Internet connection in Asia-Pacific market

<table>
<thead>
<tr>
<th>Year</th>
<th>No Internet connection</th>
<th>Developing countries</th>
<th>Highly developed countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>3%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>4%</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Strategis group

LANGUAGE NOTE

Referring to visual aids

1 Introducing visual aids
   Let's have a look at the first slide / this pie chart / the next diagram.
   This pie chart / table / graph / slide / diagram shows ...
   Can everybody see that?

2 Indicating important details
   Notice that the number of users is rising.
   I'd like to draw your attention to the figures for Asia-Pacific.
   As you can see, consumption is increasing.

Pronunciation

1 Where is the stress in these words? Listen and put them into the correct column, as in the example.

<table>
<thead>
<tr>
<th>recruitment</th>
<th>India</th>
<th>figures</th>
<th>remain</th>
<th>period</th>
<th>diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compare</td>
<td></td>
<td>consumer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>segment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>percentage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>column</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Now listen again and check. Practise saying the words. Do you have three words in each column? If not, listen again.
5.3 Personal developments

### Vocabulary

#### Communication skills

- Listening
- Descriptive adjectives
- Exchanging personal news
- Talking about a trip

### A Listening

1. Match the questions on the left with the responses on the right.

   - 2. How are you? b. I'm looking for a new job.
   - 3. How's the family? c. How do you do?
   - 4. What do you do? d. They're all fine.
   - 5. What are you doing at the moment? e. I work for Pinel.

2. Which questions above do you ask when you meet someone for the first time? Which questions do you ask when you already know the other person?

3. Listen to these two conversations in a lift, and match them to the photos below.

   - 1. What do you think is the relationship between the speakers in each case?
   - 2. In which conversation, A or B, do the speakers:
     - a. use first names?
     - b. use surnames?
     - c. talk about the weather?
     - d. talk about families?
     - e. give short answers?
     - f. give more detailed answers?
Look at the Language Note below. Which expressions did you hear in the two dialogues? Listen again to check.

**LANGUAGE NOTE**

**Meeting People**

<table>
<thead>
<tr>
<th>1 Meeting someone for the first time</th>
<th>2 Meeting someone you know</th>
<th>3 Responding to news</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you do?</td>
<td>How's your wife / family etc.?</td>
<td>Good news</td>
</tr>
<tr>
<td>Nice to meet you.</td>
<td>Very well / Fine, thank you.</td>
<td>I'm (very) pleased / glad / happy to hear that.</td>
</tr>
<tr>
<td>Pleased to meet you.</td>
<td>How are things?</td>
<td>That's great news!</td>
</tr>
<tr>
<td></td>
<td>How's business / the job?</td>
<td>I'm (very) sorry to hear that.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That's incredible! Really?</td>
</tr>
</tbody>
</table>

**Speaking**

Choose two possible responses for each remark.

1. How's your family?
   - a They're all well.
   - b Fine, thanks.
   - c She's well, thank you.

2. How are you?
   - a Pleased to meet you.
   - b Not so bad.
   - c Fine, thanks.

3. How's business?
   - a So-so.
   - b Pretty good, thanks.
   - c Yes, it is.

4. I really like my new job.
   - a I'm sorry to hear that.
   - b That's great news.
   - c I'm glad to hear that.

5. She isn't very well, I'm afraid.
   - a I'm sorry to hear that.
   - b Really? I am sorry.
   - c I'm happy to hear that.

6. What about you?
   - a I'm fine, too.
   - b I'm very well, too.
   - c I'm sorry to hear that.

Here are some answers. What are the questions?

**Example:**

Not very well. I was ill for several days last week.

**Question:** How are you?

1. He's fine, thanks, and the children are well too.
2. We're having an excellent year – lots of new contracts.
3. She's very well – she's studying at business school now.
4. Fine, thank you. I really like my new boss.
5. Not so bad.

You meet your partner for the first time in three months. Ask and answer questions about the following:

- your companies
- your jobs
- your families
- your English course

You can tell the truth or invent your answers. Start like this:

(Peter), great to see you again. What a surprise! How are you?
Danuta is speaking to a colleague about a trip to New York. Listen to the conversation. Was Danuta's trip generally a positive or negative experience?

Listen again, and complete the questions in column A.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>........................................... New York</td>
<td>...........................................</td>
</tr>
<tr>
<td>........................................... ?</td>
<td>........................................... Friendly people. She made two or three useful contacts.</td>
</tr>
<tr>
<td>........................................... your hotel</td>
<td>...........................................</td>
</tr>
<tr>
<td>........................................... ?</td>
<td>...........................................</td>
</tr>
<tr>
<td>........................................... the conference?</td>
<td>...........................................</td>
</tr>
<tr>
<td>........................................... presentations</td>
<td>...........................................</td>
</tr>
<tr>
<td>........................................... ?</td>
<td>...........................................</td>
</tr>
</tbody>
</table>

Can you remember Danuta's answers to the questions in A? Write them in column B above. Listen again if necessary.

**LANGUAGE NOTE**

**What is / was it like?**

We use the construction What...like? to ask for a general description.

1 Present
   - What's (what is) the weather like today? It's sunny / cloudy, etc.
   - What are the teachers like? They are very friendly / interesting, etc.

2 Past
   - What was the food like at the conference? It was very good / fantastic.
   - What were the presentations like? They were very long / boring, etc.

**D Vocabulary**

Match the adjectives in A with their opposites in B, as in the example. Which adjectives are generally positive and which ones are negative?

<table>
<thead>
<tr>
<th>A Adjectives</th>
<th>B Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 noisy</td>
<td>a dirty</td>
</tr>
<tr>
<td>2 cheap</td>
<td>b short</td>
</tr>
<tr>
<td>3 small</td>
<td>c large</td>
</tr>
<tr>
<td>4 boring</td>
<td>d useless</td>
</tr>
<tr>
<td>5 convenient</td>
<td>e inconvenient</td>
</tr>
<tr>
<td></td>
<td>f expensive</td>
</tr>
<tr>
<td></td>
<td>g interesting</td>
</tr>
<tr>
<td></td>
<td>h unfriendly</td>
</tr>
<tr>
<td></td>
<td>i quiet</td>
</tr>
<tr>
<td></td>
<td>j terrible</td>
</tr>
</tbody>
</table>

For each category in A below, circle the adjective in B which can't be used. Add two or three adjectives in C which are possible, as in the example.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towns</td>
<td>noisy</td>
<td>easy</td>
</tr>
<tr>
<td>The weather</td>
<td>tiring</td>
<td>changeable</td>
</tr>
<tr>
<td>People</td>
<td>friendly</td>
<td>inconvenient</td>
</tr>
<tr>
<td>Hotels</td>
<td>convenient</td>
<td>dirty</td>
</tr>
<tr>
<td>Business meetings and trips</td>
<td>long</td>
<td>difficult</td>
</tr>
<tr>
<td>Presentations</td>
<td>terrible</td>
<td>large</td>
</tr>
<tr>
<td></td>
<td>large</td>
<td>quiet</td>
</tr>
</tbody>
</table>
Speaking

You and your partner have just returned from business trips. Ask questions about each other's trip e.g. *What was your trip like? Which airline did you fly with? Where did you stay? What was the hotel like?* etc. You can invent as many extra details about your trip as you like.

Student A, your information is below. Student B, turn to File BB on page 154.

- You went to visit a new supplier in Portugal. Your experience was very positive.
- You flew to Lisbon – the flight was short and you arrived early.
- The weather was hot and sunny. Your hotel was luxurious.
- You visited the factory, and had meetings with a number of the staff. It was very interesting.
- You attended three technical presentations. They were very informative.
- The Managing Director showed you Lisbon by night.
- You ate out in an excellent restaurant. The seafood was delicious.

Reading

Match the sentences with the cartoons below.

1. Did you have a good weekend?  
2. Cheers!  
3. See you on Monday.  
4. Good luck!  
5. Have a safe journey.  
6. Speak to you soon.

What alternatives can you think of for the expressions in 1?

e.g. *See you on Monday.*

*See you later / tomorrow / on the 20th / soon.*
6.1 Dates and schedules

Grammar
Vocabulary
Pronunciation

Present continuous for future
Dates
Ordinal numbers

A Listening

José Bordas and Isabella Romero are organizing a conference in Rio de Janeiro. The programme is not finished. Listen to the conversation and complete the missing information.

<table>
<thead>
<tr>
<th>Wednesday 27th July</th>
<th>Thursday 28th July</th>
<th>Friday 29th July</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 p.m. Welcome Dinner</td>
<td>9.00 a.m.</td>
<td>9.00 a.m. Round Table Discussions</td>
</tr>
<tr>
<td>Guest Speaker: Who?</td>
<td>1.00 p.m.</td>
<td>Jaime Gallardo</td>
</tr>
<tr>
<td>11.00 a.m. Airport Design</td>
<td>4.00 p.m. Poster Presentations</td>
<td>Underground train systems in the 21st century</td>
</tr>
<tr>
<td>Professor Timothy Railton</td>
<td>7.00 p.m. Cocktail Party</td>
<td></td>
</tr>
<tr>
<td>Professor Patricia Lingwood</td>
<td>8.30 p.m. Gala Dinner</td>
<td></td>
</tr>
<tr>
<td>Lunch - Garden Room</td>
<td>9.00 a.m.</td>
<td></td>
</tr>
<tr>
<td>Subject?</td>
<td>10.00 a.m. Prof Denier?</td>
<td></td>
</tr>
<tr>
<td>Poster Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gala Dinner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE NOTE

The present continuous for future

When we have a fixed plan for the future we use the present continuous. Usually there is a date or a time in the sentence, or the date or time is understood.

What are you doing this evening? I'm going to a concert.

When is she arriving? She's coming on Wednesday.

Where is he staying tonight? He isn't (is not) staying here.
B Reading

Look at the conference programme in A again. Use the words in the boxes below to make questions for the answers provided. Take one word or phrase from each box, as in the example.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>Who</th>
<th>How long</th>
<th>What time</th>
<th>is</th>
<th>are</th>
<th>staying?</th>
<th>arriving?</th>
<th>coming with?</th>
<th>speaking about?</th>
<th>arriving from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elizabeth Cortes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Patricia Lingwood</td>
<td></td>
</tr>
</tbody>
</table>

C Speaking

Work in pairs. You are arranging the arrivals and transfers of the guests coming to the conference. You do not have all the information. Ask questions to complete your table.

Student A, turn to File E on page 151.
Student B, turn to File Q on page 153.

D Listening

1 Jaime Gallado is attending the conference next week. Read this fax from his personal assistant, Andrea Kraler.

To:       Jaime Gallado
From:     Andrea Kraler

Re:       FUTURE OF TRANSPORT CONFERENCE

Dear Jaime,

Best of luck at the conference. Just to confirm the details. Your travel arrangements are as follows:

26th July - Vienna-Rio - Flight number: OS121 Dep: 07.25
30th July - Rio-Vienna - Flight number: LH507 Dep: 14.30
Hotel: Sheraton - 4 nights.

You are speaking on Friday 29th at 10.00 a.m. The title of your talk is 'Underground Train Systems in the 21st century'. Don't forget your appointment with Thérèse Blanc on Thursday 28th at 7.30 p.m. at your hotel. You are not booked for the cocktail party.

Best wishes
Andrea

2 You are Jaime. A colleague calls you with some questions. Listen and use the information in the fax to help you answer his questions.
Listen again and check your answers.

**E Pronunciation**

1. Listen and circle the number you hear.

<table>
<thead>
<tr>
<th>16th / 60th</th>
<th>18th / 80th</th>
<th>12th / 20th</th>
<th>13th / 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th / 12th</td>
<td>1st / 3rd</td>
<td>31st / 33rd</td>
<td>15th / 50th</td>
</tr>
</tbody>
</table>

2. Listen again and check your answers. Practise saying the pairs of numbers aloud.

3. Complete these sentences. Listen to check your answers, then read aloud.
   1. May is the ............. month of the year.
   2. 12.5% is one ............. .
   3. The last day of April is the ............. .
   4. The person who finishes ............. gets a gold medal.
   5. October–December is the ............. quarter of the year.

**LANGUAGE NOTE**

**Dates**

1. In spoken British English we use ordinal numbers for dates. We usually say and write the day, then the month, then the year. We also usually say the before the day and of before the month.

   e.g.
   - We say: the eleventh of February, two thousand and one
   - We write: 11 (or 11th) February 2001 or 11/02/01
   - We say: the thirtieth of August, two thousand and five
   - We write: 30 (or 30th) August 2005 or 30/08/05

2. In American English, we usually say and write the month, then the day, then the year. We don’t use of and the.

   e.g.
   - We say: January tenth, nineteen ninety-seven
   - We write: January 10 (or 10th) 1997 or 01/10/97
   - We say: October twenty-first, two thousand three
   - We write: October 21 (or 21st) 2003 or 10/21/03

**F Speaking**

1. Put these dates in chronological order, as in the examples.

   - 11/09/99 (UK)
   - 11/23/89 (USA)
   - September 22nd 1998
   - twenty-first of September nineteen ninety-eight
   - 09/08/00 (USA)
   - Christmas Day 2000
   - 21/12/99 (UK)
   - 23 September 1999
   - 01/01/01
   - 10/10/00
2 Read the dates aloud.
3 Work in pairs. Ask your partner for the following information.

1. his or her birthday
2. a date on an official document in his or her wallet
3. start date with present employer or school
4. expiry date on bank card
5. the date of the next lesson
6. a famous date in history

1 Here are some more famous dates. Do you know why are they famous? Discuss with a partner.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15th April 1912</td>
<td>Dawn of the New Millennium</td>
</tr>
<tr>
<td>11th November 1918</td>
<td>Great War Ends</td>
</tr>
<tr>
<td>1st January 2000</td>
<td>Titanic Sinks</td>
</tr>
<tr>
<td>21st May 1932</td>
<td>Amelia Earhart crosses the Atlantic</td>
</tr>
<tr>
<td>1st June 1953</td>
<td>Mount Everest conquered for the first time</td>
</tr>
<tr>
<td>12th July 1998</td>
<td>France win World Cup</td>
</tr>
</tbody>
</table>

2 Now match the dates with the appropriate headlines below. Then listen to check your answers.

a. Dawn of the New Millennium
b. Titanic Sinks
c. Amelia Earhart crosses the Atlantic
d. Great War Ends
e. Mount Everest conquered for the first time
f. France win World Cup

3 Which months of the year are missing from the box in 1? Can you think of an important date for each of them?
Jordi Marrero wants to visit Diana Wong in Hong Kong. He telephones her four times. Listen to the four conversations. What is the problem each time?

Dialogue 1
Dialogue 2
Dialogue 3
Dialogue 4

Listen again and answer the following questions.

1. Who does Diana work for?
2. What is her mobile number?
3. Which department is she in?
4. When is she due back in the office?
5. When does Jordi want to meet?
6. What is his direct line?

Listen again. Which dialogues do these lines come from?

a. Speaking...
b. How can I help? ....
c. I'm sorry, sir, but there is no reply from her office. ....
d. You've got the wrong extension. ....
e. No thanks. I'll call later. ....
f. Hold the line. I'll transfer you. ....
g. Thanks for calling. ....
h. Would you like to hold? ....
i. I'll put you through. ....
j. Can I take a message? ....
k. Could you transfer me to her? ....
l. Is that Diana? ....
B Reading

Match sentences 1–9 with responses a–i.

2. Can I take a message? b. My name is Phillip Nevill.
3. I'm afraid you've got the wrong number. c. Yes I'm here all day.
5. Could you spell that, please? e. No thanks. I'll call back.
6. Would you like to hold the line? f. Speaking.
7. When are you expecting her back? g. Yes, please. Tell her Tom called.
8. Who's calling? h. That's OK. I'll hold.
9. I'm sorry, the line is busy. i. Oh, no. Sorry.

C Speaking

Work in pairs. Make up a dialogue using these prompts. Take one route through the flow chart. Then change roles and choose another route.

- Answer the phone for Patricia Lopez.
- Ask to speak to Patricia.
- Ask who is calling.
- Give your name.
- Offer to transfer the call.
- Say thank you.
- Patricia answers.
- Carry on the conversation.
In spoken English many words are contracted. Look at the sentences below and decide which words to contract.

1. I am arriving in Hong Kong on Friday.
   \[\text{I'm arriving in Hong Kong on Friday.}\]

2. Where is he staying?

3. When is she due back?

4. You are welcome.

5. No thanks. I will call back later.

6. I am afraid she is out this afternoon.

7. He is in a meeting this morning.

8. He has got a meeting this morning.

Listen and check your answers. Repeat the sentences.

Diana Wong receives a lot of messages. Listen to her voice mail and write down as much information as you can for each message. Use the message pads below.
Diana calls Jordi back at the Royal Garden Hotel. Work in groups of three. Make the conversation between the receptionist (R), Diana (D), and Jordi (J), by choosing one expression from each row, as in the example.

<table>
<thead>
<tr>
<th>R</th>
<th>D</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Royal Garden Hotel. How can I help?</td>
<td>Good morning, Royal Garden Hotel.</td>
<td>Good morning. Reception.</td>
</tr>
<tr>
<td><strong>2</strong> Hello. Could I speak to Mr Marrero please?</td>
<td>Jordi Marrero, please.</td>
<td>Is Mr Marrero there, please?</td>
</tr>
<tr>
<td><strong>3</strong> Do you have the room number?</td>
<td>Hold the line, please.</td>
<td>Could you spell that, please?</td>
</tr>
<tr>
<td><strong>4</strong> M-A-R-R-E-R-O.</td>
<td>OK.</td>
<td>1081.</td>
</tr>
<tr>
<td><strong>5</strong> The line is busy. Will you hold?</td>
<td>M-A double R did you say?</td>
<td>Ten eighty-one?</td>
</tr>
<tr>
<td><strong>6</strong> Yes.</td>
<td>Yes, thank you.</td>
<td>Yes, that's right.</td>
</tr>
<tr>
<td><strong>7</strong> I'm putting you through now.</td>
<td>I'm connecting you.</td>
<td>It's ringing.</td>
</tr>
<tr>
<td><strong>8</strong> Thank you.</td>
<td>Thanks.</td>
<td>Thanks very much.</td>
</tr>
<tr>
<td><strong>9</strong> Hello?</td>
<td>Hello, Jordi Marrero speaking.</td>
<td>Yes?</td>
</tr>
<tr>
<td><strong>10</strong> Is that you Jordi? This is Diana.</td>
<td>Hi there. It's Diana.</td>
<td>Hello Jordi. This is Diana. I got your message.</td>
</tr>
<tr>
<td><strong>11</strong> Diana! At last!</td>
<td>Hello, Diana. Nice to hear from you.</td>
<td>Good evening, Diana.</td>
</tr>
<tr>
<td><strong>12</strong> Sorry, I was out yesterday.</td>
<td>Nice to hear from you too.</td>
<td>Good evening, Jordi.</td>
</tr>
<tr>
<td><strong>13</strong> Are you free this evening?</td>
<td>That doesn't matter.</td>
<td>Are you doing anything later?</td>
</tr>
</tbody>
</table>

Finish the conversation. Confirm the time and the place for dinner.
Natasha Hall works for a pharmaceutical company. It is 7.30 p.m. on Monday the third of April. Answer the following questions.

1. What was the time half an hour ago?
2. What was the date a week ago?
3. What is the date tomorrow?
4. What day was it yesterday?
5. What is the day after tomorrow?
6. What was the date the day before yesterday?
7. What was the date last Thursday?
8. What day is it in four days’ time?

Now complete this table.

<table>
<thead>
<tr>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
<th>+3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>yesterday</strong></td>
<td>today</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read this information and complete the diary opposite.

1. On Friday she is flying to Washington.
2. Last Friday she attended a trade fair in Boston.
3. Tomorrow morning she’s going to a sales meeting.
4. She flew to New Orleans yesterday.
5. She’s spending the weekend with friends in Baltimore.
6. On Wednesday afternoon she’s meeting Jack Rogers at 4.00 p.m. and Yuki Aoki two hours later.
7. She spent the day before yesterday in New York.
8. She was on holiday from Monday to Thursday.
Natasha is at the HTO conference. She wants to meet a number of people. Listen to her four telephone calls and write down the appointments in her diary. Remember that it's now 7.30 p.m. on Monday the third of April.

**MARCH**

**Monday March 27**

**Tuesday March 28**

**Wednesday March 29**

**Thursday March 30**

**Friday March 31**

**Saturday April 1**

**Sunday April 2**

**APRIL**

**Monday April 3**

**Tuesday April 4**

9.00 - 12.00 Meeting 8.00 Dinner
2.00 Presentation

**Wednesday April 5**

9.00 - 12.00 IT Training 1 6.00 Yuki Aoki
2.00 Presentation of new organization:
4.00 Jack Rogers 8.00 Dinner
10.00 Jazz concert

**Thursday April 6**

**Friday April 7**

9.00 - 11.00 Tour of New Orleans

**Saturday April 8**

**Sunday April 9**

**LANGUAGE NOTE**

Making arrangements

**More formal expressions**

1. Asking about availability
   - *Would it be possible to meet?*
   - *When would be convenient?*

2. Suggesting dates / times / places
   - *Would Friday after dinner suit you?*
   - *Shall we meet in the lobby at 7.00?*
   - *Shall we say 8.30?*
   - *Are you doing anything on Tuesday?*

3. Accepting and refusing
   - *That suits me.*
   - *(I'm afraid) I'm not free.*
   - *(I'm afraid) I have another engagement.*

4. Confirming
   - *So that's 7 o'clock on Wednesday, then. I look forward to meeting you.*

**Less formal expressions**

- Do you want to meet up?
- When are you free?
- How about Friday evening after dinner?
- How about (meeting in) the lobby at 7.00?
- Would 8.30 be OK?
- That would be nice / fine (with me).
- *(I'm sorry) I can't make it then.*
- *(I'm sorry) I've got something else on.*
- See you on Thursday, then.
- Great. I look forward to it.
Work in pairs. You are at a conference in Spain and you want to meet an old friend for coffee. Look at your diary for tomorrow and call him or her to find a time when you are both free. You will need half an hour.

Student A, go to File F on page 151, Student B, go to File N on page 152.

1 Natasha Hall telephones Mikael Stefansson again. Listen to the conversation and choose the best answer.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 She wants to</td>
<td>a confirm the appointment.</td>
<td>Would</td>
</tr>
<tr>
<td>2 She suggests</td>
<td>a the next day.</td>
<td>Could</td>
</tr>
<tr>
<td>3 He says</td>
<td>a 5 o'clock is fine.</td>
<td>5 o'clock? I'm</td>
</tr>
<tr>
<td>4 She wants</td>
<td>a to postpone it to Thursday.</td>
<td>Could</td>
</tr>
<tr>
<td>5 She suggests</td>
<td>a Thursday.</td>
<td>How about</td>
</tr>
<tr>
<td>6 They agree to meet</td>
<td>a at 6 on the 8th.</td>
<td>So</td>
</tr>
</tbody>
</table>

2 Now listen again and complete the expressions that are used.

**LANGUAGE NOTE**

**Changing appointments**

We can change an appointment in three ways.

We can *bring it forward* to an earlier date.

Or we can *postpone* it to a later date.

Or we can *cancel* it completely.

We had an appointment for Wednesday 16 January at 7.00 p.m. First we brought it forward an hour. Then we moved it to the same time the following day. Then we postponed it for a week. Finally we brought it forward again by two days. She telephoned me to suggest the following day and one hour later. I was an hour late and she arrived half an hour after me. What time and date did we finally meet?
Work with a partner. Look again at your information in File F on page 151 and File N on page 152.

Student A, phone Student B to change the time of your meeting. You can both change or cancel one other appointment in the day, if necessary.

E Reading

Read these e-mails and put them in the order they were sent.

---

**a**

Dear Heinz,

I'm sorry, I'm afraid I got my dates wrong! My German course starts a week later on Monday 26th. Are you there that week?

Best wishes

Tina

---

**b**

Dear Heinz,

I am not sure if you remember me. We met in Oslo last year at the HTO conference. I'm coming to Germany next month on a German course. Would you like to meet up?

Best wishes

Tina

---

**c**

Dear Tina,

That's fine with me. It will be nice to see you again and to meet your colleague.

See you at the airport.

Heinz

---

**d**

Dear Heinz,

Dear Heinz, I'm arriving on Saturday 17th and I'm staying until Saturday 24th. Would it be possible to meet that first weekend?

Best wishes

Tina

---

**e**

Dear Tina,

It would be really nice to see you, but I'm afraid I'm away on the 17th and 18th. Perhaps we could meet up in the week.

Kind regards

Heinz

---

**f**

Dear Tina,

Of course I remember you! How nice to hear from you again. When are you coming? Please send me more details.

Kind regards

Heinz

---

**g**

Dear Heinz,

Thanks for your kind offer. I'm now coming with a colleague. I hope that's OK. We're arriving on Saturday 24th at 17:30. Can we all go out for dinner that evening?

See you soon

Tina

---

**h**

Dear Tina,

Yes, I am. Would you like me to meet you at the airport? Please send flight details.

Regards

Heinz

---

Arrangements  77
7.1 Comparisons and contrasts

Grammar
- Comparative forms
- Superlative forms

Vocabulary
- Descriptive adjectives

Pronunciation
- Weak forms

A Reading
Richard: I drive to work every day. I leave at 5.30 a.m. to avoid the traffic. Parking in London is expensive, but I prefer going by car. It's more relaxing than taking the train because I always arrive on time. The train is often late, or sometimes doesn't come at all.

Virginia: I take the subway. I live near the end of the line, so I always have a seat on the train. The journey takes about thirty-five minutes. I read a newspaper or watch other passengers. It's cheaper and quicker than taking your car, and it's much safer too.

1. Read what Richard and Virginia say about travelling to work. What reasons do they give for travelling this way?

3. How do you travel to work or school?
   - How long does it take?
   - What do you do during the journey?
   - Why do you travel this way?

B Vocabulary
1. How many types of transport can you think of? Continue this list: car, subway (British English = underground), bus...
2. Complete the table with words which mean the opposite, as in the example.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast / quick</td>
<td>slow</td>
</tr>
<tr>
<td>cheap</td>
<td>expensive</td>
</tr>
<tr>
<td>healthy</td>
<td>unhealthy</td>
</tr>
<tr>
<td>relaxing</td>
<td>stressed</td>
</tr>
<tr>
<td>interesting</td>
<td>boring</td>
</tr>
<tr>
<td>easy</td>
<td>difficult</td>
</tr>
<tr>
<td>good for the health</td>
<td>bad for the health</td>
</tr>
</tbody>
</table>

3. Which adjectives in 2 would you use to describe the following?
   a. travelling to work by car   b. learning English   c. smoking
C Speaking

1. Think about travelling to work in your own town or city. Make three sentences, using the language below.
   
   | Travelling by car is quicker / slower |
   | more relaxing / more tiring than travelling by train because ...
   | safer / more dangerous |

2. All the adjectives in 1 are in the comparative form.
   We add -er to the end of the adjective, e.g. quicker, slower.
   or We put more before the adjective, e.g. more relaxing, more tiring.
   Can you say what the rule is?

3. How do you prefer to travel generally? Using the adjectives below, write sentences comparing different forms of transport.
   
   cheap .......................................................... ..........................................................
   fast .................................................................................................................................
   relaxing ...........................................................................................................................
   comfortable .....................................................................................................................
   
   Compare your sentences with a partner. Ask extra questions if necessary.
   e.g. Travelling by bus is more relaxing than travelling by car.
   Why do you think travelling by car is more stressful?
   Because it's very slow - it takes me 45 minutes to drive 5 kilometres.

LANGUAGE NOTE

Comparative forms

1. We use the comparative form to compare two things.
   e.g. London is more expensive / cheaper than Tokyo.

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-syllable adjectives</td>
<td>cheap</td>
<td>cheaper</td>
</tr>
<tr>
<td></td>
<td>big</td>
<td>bigger</td>
</tr>
<tr>
<td>Two syllables ending -y</td>
<td>easy</td>
<td>easier</td>
</tr>
<tr>
<td>Two or more syllables</td>
<td>expensive</td>
<td>more (less) expensive</td>
</tr>
<tr>
<td>Irregular adjectives</td>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>worse</td>
</tr>
</tbody>
</table>

2. When we want to talk about things being the same, we use as ... as.
   Paris is as expensive as London. Madrid is not as big as Paris.

D Pronunciation

Words in a sentence sometimes sound different when they are unstressed. Vowel sounds are often replaced by the sound /ə/. Listen to a sentence and repeat. Now read sentences 2–5 aloud. Then listen and check.

/ə/ /ə/ /ə/

1. The car's quicker than the bus.
2. The train's more tiring than the car.
3. The bus is slower than the train.
4. The train's more dangerous than the car.
5. The country isn't as stressful as the town.

Describing and comparing 79
1 Look at the photos of three different cities. In which do you think houses and apartments are:
   - most expensive
   - biggest?

2 Now listen to three people talking about housing in the cities where they live. Complete the table below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Average living area (in m²) per person</th>
<th>Average rent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Complete the sentences below, using the adjectives given in brackets, as in the example.

1 The USA has ..............the biggest.............. living area per person. (big)
2 Japan has ..............the smallest.............. living area per person. (small)
3 New York is ..............the cheapest.............. city to live in. (cheap)
4 Tokyo is ..............the most expensive.............. city to live in. (expensive)

4 In your country, which is:
   1 the biggest city?
   2 the highest building?
   3 the most popular tourist attraction?

**LANGUAGE NOTE**

**Superlative forms**

We use the superlative form to compare three or more things.

*Example*

- Munich is the most expensive of the six cities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-syllable adjectives</td>
<td>cheap</td>
<td>(the) cheapest</td>
</tr>
<tr>
<td>Two syllables ending -y</td>
<td>small</td>
<td>(the) smallest</td>
</tr>
<tr>
<td>Two or more syllables</td>
<td>easy</td>
<td>(the) easiest</td>
</tr>
<tr>
<td>Irregular adjectives</td>
<td>expensive</td>
<td>(the) most expensive</td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>(the) best</td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>(the) worst</td>
</tr>
</tbody>
</table>
1 Complete the questions with the superlative form of the adjective indicated, as in the example.

1 What's the most important thing in your life? (important)
2 What's the most stressful thing in your life? (stressful)
3 What's the earliest time you start work in the morning? (early)
4 What's the latest time you finish work in the evening? (late)
5 What is your biggest meal of the day? (big)
6 When is the best time of day to have a meeting with colleagues? (good)
7 What's the best time to call you for business? (bad)
8 On holiday, what's the most important thing to take with you? (important)

2 Match 1–8 in 1 with A–H below to complete the questionnaire, as in the example. Then choose your own answer to each question.

3 Compare your answers with a partner. Now look at File S on Page 153 and calculate your score. Are you working too hard?

Are You Working too Hard?

A Question
a After 6 p.m. when the telephone stops ringing.
b In the morning.
c In the afternoon.
d I don't have time for meetings.

B Question
a 6 a.m. or earlier.
b Between 7 and 8 a.m.
c Between 8 and 9 a.m.
d 9 a.m. or later.

C Question
a My job.
b My company.
c My family and/or friends.
d My health.

D Question
a Family holidays.
b Not enough time to do my job well.
c Travelling to work.
d Learning English.

E Question
a At home in the evening.
b Phone me when you want. If it's important, I want to know.
c At weekends.
d When I'm on holiday.

F Question
a My computer.
b My mobile phone.
c Sun cream and sunglasses.
d Some paperwork from the office.

G Question
a 6 p.m. or earlier.
b Between 7 and 8 p.m.
c Between 8 and 9 p.m.
d 9 p.m. or later.

H Question
a Lunch.
b Dinner.
c Breakfast.
d I don't have a big meal. I have little snacks when I have time.

G Listening
Listen to these sentences and say if you agree or disagree. If you disagree, say why.
When there's a problem with your computer system at work or your washing machine at home, you probably call a customer service number to ask for help.

1. Look at this list of customer service promises. Which points are important to you as a customer? Give examples from your experience of really good (or bad) customer service.

   1. When you phone us, you speak to a real person, not a machine.
   2. Our staff are polite and friendly at all times.
   3. We send you a technician within 24 hours.
   4. If we say we're coming on Tuesday morning, we come on Tuesday morning.
   5. Our technicians explain the problem simply and resolve it in the quickest possible time.

2. Does your company have a customer service department? What services do you offer to your customers?

B Reading

1. Read this text about customer service at North West Energy, and answer these questions:
   1. Which words in the text mean:
      a. To complete or do?
      b. A plan or timetable of work?
      c. Changed or improved?
      d. Permits or makes it possible?
   2. How many jobs do North West Energy technicians do every day, on average?
   3. What are the advantages of the new improved system?

---

Bringing Power to the People

Here at NorthWest Energy we carry out 12,500 maintenance jobs every day. We have developed an automated system, the Work Finder, which arranges work schedules for our 2,500 technicians. Our new updated process uses a process called 'power planning'. This allows us to send you the right person for the job in the quickest possible time. Now our schedules are arranged up to five days in advance.
Look at this diagram which shows how the Work Finder works. Then read the description of the process below. Put the sentences in the correct order, as in the example.

A This is the new intelligent part of the system. It monitors the work of the technicians.
B The Work Finder gives the technicians their schedules by telephone or computer.
C The Customer Service Department receives a request for help.
D The Work Finder passes the details of the call to the Power Planner.
E It always knows where they are, what their speciality is, and when they will be free.
F It sends the customer request to the Work Finder – that's the central part of the system.
G The Power Planner arranges the work schedule, and sends the information back to the Work Finder.

**LANGUAGE NOTE**

The present passive

1. We use the passive form when we don't know, or it is unimportant, who has performed an action. The passive is often used to describe technical processes, where we are more interested in the process itself than who or what is responsible for it.

2. The present simple passive is formed with the present of the verb *be* and the past participle. (For a list of irregular past participles, see page 157.)

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The company carries out 12,500 jobs every day.</td>
<td>12,500 jobs are carried out every day.</td>
</tr>
<tr>
<td>We use a system called 'power planning'</td>
<td>A system called 'power planning' is used.</td>
</tr>
<tr>
<td>We arrange schedules up to 4 days in advance.</td>
<td>Schedules are arranged up to four days in advance.</td>
</tr>
</tbody>
</table>

3. If we want to mention who or what has done something, we use *by*.

*The maintenance work is carried out by our team of technicians.*

*Schedules are arranged by the Work Finder.*
Writing

Your boss has asked you to write a technical report on how the Work Finder system works. Expand these notes to make complete sentences. Use the present passive.

1. A request for help is received by the Customer Service department.

2. This request is sent to Work Finder.

3. The details of the call are passed to Power Planner.

4. The work of the technicians is monitored by Power Planner.

5. The work schedule is arranged and the information is sent back to Work Finder.

6. The technicians give their schedules to Work Finder.

Listening

1. You are going to hear a description of another new automated system called ‘Veggie Vision’, for identifying food items in supermarkets. Before you listen, check the meaning of these words. Use the pictures below to help you.
   - a scanner
   - a checkout
   - a cashier
   - size and shape
   - a selection of items
2 Listen to the first part and answer these questions.
   1. What does Veggie Vision do?
   2. Who is it used by?
   3. What is the main advantage of the system?
   4. How is it better than present supermarket scanners?

3 Now listen to the second part. Using the pictures opposite, make notes on how Veggie Vision works. What happens when it can't identify the item correctly?

4 Listen to part two again. Which phrases are used to introduce the different steps in the process?
   1. First of all...
   2. ........................................
   3. ........................................
   4. ........................................
   5. ........................................

5 Now combine words and phases from A and B to describe how Veggie Vision works. Use the phrases you found in 4 to introduce the different steps.
   e.g. First of all the product is scanned by the cashier.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a photo</td>
<td>select</td>
</tr>
<tr>
<td>the cashier</td>
<td>compare with the database</td>
</tr>
<tr>
<td>information about size &amp; shape</td>
<td>show a picture</td>
</tr>
<tr>
<td>the correct item</td>
<td>scan</td>
</tr>
<tr>
<td>the choice</td>
<td>take</td>
</tr>
<tr>
<td>the product</td>
<td>confirm</td>
</tr>
<tr>
<td>the product details</td>
<td>record</td>
</tr>
</tbody>
</table>

Speaking

Work with a partner. Take it in turns to make true sentences, using words from each box. Use the passive form of the verb. For some sentences you can use more than one verb.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft software</td>
<td>grow</td>
<td>rare, medium, or well done</td>
</tr>
<tr>
<td>Bordeaux wine</td>
<td>produce</td>
<td>on a Friday</td>
</tr>
<tr>
<td>rice</td>
<td>rob</td>
<td>at Flushing Meadow</td>
</tr>
<tr>
<td>Italian</td>
<td>eat</td>
<td>in the USA every day</td>
</tr>
<tr>
<td>50% of banks</td>
<td>speak</td>
<td>in Atlanta</td>
</tr>
<tr>
<td>steak</td>
<td>use</td>
<td>in parts of Switzerland</td>
</tr>
<tr>
<td>the Coca-Cola company</td>
<td>play</td>
<td>in China</td>
</tr>
<tr>
<td>38 million banknotes</td>
<td>base</td>
<td>in the south-west of France</td>
</tr>
<tr>
<td>the US Open tennis championships</td>
<td>print</td>
<td>in 85% of the world's computers</td>
</tr>
</tbody>
</table>
7.3 Evaluating products

A Vocabulary

Look at the photo and complete these sentences with words from columns A, B, C, and D.

1. It's 142 mm in ............... , 107 mm in .................. , and 73 mm in .................. .
2. It's about 670 grammes in .................. .
4. It's more or less .................. in shape.
5. It's black and .................. .

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>width</td>
<td>glass</td>
<td>square</td>
<td>green</td>
</tr>
<tr>
<td>height</td>
<td>plastic</td>
<td>rectangular</td>
<td>blue</td>
</tr>
<tr>
<td>length</td>
<td>metal</td>
<td>round</td>
<td>yellow</td>
</tr>
<tr>
<td>depth</td>
<td>wood</td>
<td>cylindrical</td>
<td>white</td>
</tr>
<tr>
<td>weight</td>
<td>leather</td>
<td>oval</td>
<td>grey</td>
</tr>
<tr>
<td>diameter</td>
<td>rubber</td>
<td>conical</td>
<td>red</td>
</tr>
<tr>
<td>thickness</td>
<td>multi-coloured</td>
<td></td>
<td>multi-coloured</td>
</tr>
</tbody>
</table>
Now use the words in columns A-D to describe the following.

| a desk | a golf ball | a TV remote control | a soft drink can |

Did you need any other words? Add them to the table in 1.

### Product characteristics

<table>
<thead>
<tr>
<th>1 Size and dimension</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Noun</strong></td>
<td><strong>Adjective</strong></td>
</tr>
<tr>
<td>What's the ...?</td>
<td>How ... is it?</td>
</tr>
<tr>
<td>It's (50) cm in ...</td>
<td>It's (50) cm ...</td>
</tr>
<tr>
<td>length</td>
<td>long</td>
</tr>
<tr>
<td>height</td>
<td>high</td>
</tr>
<tr>
<td>width</td>
<td>wide</td>
</tr>
<tr>
<td>depth</td>
<td>deep</td>
</tr>
<tr>
<td>thickness</td>
<td>thick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much does it weigh?</td>
</tr>
<tr>
<td>It weighs 50 kg.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Materials and function</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's made of ... + material.</td>
</tr>
<tr>
<td>It's made of glass, plastic, metal, etc.</td>
</tr>
<tr>
<td>It's used for ... + -ing.</td>
</tr>
<tr>
<td>It's used for changing channels on the TV.</td>
</tr>
</tbody>
</table>

Use the Language Note to complete these questions. You can't use the same word twice.

1. What's the ... of the Great Wall of China?
2. How ... is the Empire State Building in New York?
3. How much does a human brain ... ?
4. What's the average ... of the Atlantic Ocean?
5. What's the maximum ... of the Grand Canyon?
6. What's the ... of the holes on a golf course?
7. How ... is a surfboard?

Now match the questions with the answers below.

| 432.3 metres | 3,926 metres |
| 10.3 cm | 1.4 kg |
| 0.6 km | About 29 km |
| Between 7 and 10 cm | 10.3 cm |

You can check your answers in File B on page 150.

Listen to descriptions of three familiar products from the late twentieth century. Every time you hear a tone, try to guess what the product is. You will hear the answer at the end.

1. ........................................
2. ........................................
3. ........................................
C Speaking

Work in pairs to complete this crossword. Give your partner clues for the words you have. Student A, your word list is in File J on page 151. Student B, turn to File V on page 153.

e.g.  
A: What's 2 across?  
B: It's cylindrical. It's made of metal. It's about 15 cm high. It's used for storing and preserving food.  
A: Is it a can?  
B: Yes, it is. What's 1 down?

D Listening

A breakfast cereal company is launching a new muesli product. It is intended for adults who want a healthy diet. To maximize sales, the company is considering three promotional gifts.

1 Work with a partner. Look at the three gifts. Which one would you choose to promote the new cereal, and why?

2 Three managers – Carmen, Anna, and Ned – are discussing the gifts. Listen. Which one do they choose?

The Calorie Counter  
A booklet of recipes (with calorie values) for people who want to lose weight.  
Free in every packet of cereal.

A pedometer  
For people who go running or jogging. Measures speed and distance.  
Free when you send the coupons from 12 packets of cereal.

The ‘Relax-Max CD’  
An audio CD with relaxing music and audio instructions for yoga exercises  
Free when you send the coupons from 6 packets of cereal.
3 What advantages and disadvantages do they mention for each gift? Listen again and check.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>

4 Listen again. Which expressions from the Language Note below do you hear? Which words do the speakers stress?

**LANGUAGE NOTE**

**Giving opinions**

1 Giving an opinion
   - I think / I don't think ...
   - If you ask me ...
   - In my view ...

2 Asking for an opinion
   - What do you think?
   - What's your view on this?
   - How about you?

3 Agreeing / disagreeing
   - I think so too / I agree / You're right.
   - I don't agree / I disagree.
   - I'm not sure.
   - Yes, I do / No, I don't.

**Speaking**

Work in threes. You all work for an American company which wants to launch a new low-calorie chocolate bar in your country or countries. Hold a meeting to discuss the points on the agenda below, and make a decision for each one.

**AGENDA**

Marketing planning meeting

| Low-calorie Chocolate bar |

1 Target customer?
   - Age
   - Sex
2 Dimensions?
   - 10 cm x 4 cm x 3 cm
   - 15 cm x 3 cm x 3 cm
   - 8 cm x 8 cm x 3 cm
3 Wrappings?
   - sporty
   - classic
   - young / sexy
4 Product name?
   - Choc'Lite
   - Athlete's Friend
   - Fantasy
5 Price?
   - same as other chocolate bars
   - higher than usual
   - lower than usual
6 Launch date?
   - June
   - November
   - January
7 Advertising?
   - A famous personality to promote it
   - A slogan for the advertising campaign
8.1 Success stories

Grammar
- Past simple revision
- Time expressions
- Past passive
- Word families
- Checking information

Vocabulary

Communication skills

A Vocabulary

1. Think of words to do with travelling by air. Look at the definitions below and find the words. The first letter is given.

1. Heathrow, JFK, Charles de Gaulle
2. KLM, Air France, United
3. Boeing 707, Jumbo, Concorde
5. the people who pay to take a plane
6. a two-way ticket
7. a journey by air
8. to reserve a seat
9. Economy, Business, First
10. to leave the ground in an aeroplane

B Reading

2. Can you think of five more words associated with flying?

Look at this brief history of Juan Trippe, then answer the questions that follow.

Juan Trippe was one of the pioneers of modern air travel. His company - Pan American Airways - was one of the first to offer cheap air travel round the world. Trippe was born in New Jersey in 1899. After graduating from Yale in 1921, he worked first on Wall Street, and then as a flying taxi pilot. From 1924 to 1926 he worked for Colonial Air Transport, and founded Pan American Airways the following year.

At first, Pan Am offered flights across the Caribbean and South America. This was so successful that Trippe started to offer flights to Asia eight years later. At the end of the thirties he introduced the first transatlantic flights. Immediately after the Second World War, Trippe decided to offer cheap transatlantic flights. Other airlines objected - they wanted to keep prices high, and earn maximum profits. For several years, many airports in Europe refused to accept Pan Am flights. The other airlines only finally agreed to offer economy flights in 1952.

Trippe started on his next project the same year - the development of the jet engine. This would make it possible for planes to fly longer distances at higher speeds. He commissioned Boeing to build passenger jet planes for Pan Am. The first Pan Am jet - a Boeing 707 - flew from New York to Paris in 1958.

In the sixties, Trippe commissioned Boeing to build an even bigger jet, which could carry more passengers. This was the 747, nicknamed the Jumbo jet. Unfortunately, Trippe ordered too many 747s and put Pan Am into financial difficulties. In 1968 he resigned from the company. Thirteen years later he died.
1 In what ways was Trippe important in the history of flight?

2 Answer the following questions.
   1 Where did he do his studies?
   2 Where was his first job?
   3 When did he found his own airline?
   4 When did he offer the first passenger flights to Europe?
   5 Why did other airlines not want to offer economy flights?
   6 Why was the passenger jet a great invention?
   7 What was the advantage of the Boeing 747?
   8 Why did he resign?

3 Look at the article again and match the underlined expressions with the expressions below. Use each expression once only. The first is done for you.

1 in 1981  
2 for three years  
3 in 1945  
4 six years later  
5 about forty years ago  
6 in 1927  
7 for a number of years  
8 over 100 years ago  
9 in 1935

---

**Life stories 91**

---

**Time expressions**

1 Ago is used with the simple past tense. It relates actions in the past to now.

   He was born about one hundred years ago. The flight left ten minutes ago.

2 We use these expressions to talk about actions and events in the past.

   in 1981  
   for two / three / four years  
   two / three / four years later the following year  
   from (1924) to (1926)  
   He died in 1981.  
   He studied at Yale for three years.  
   He started a new job two years later.  
   He founded his own company the following year.  
   From 1924 to 1926 he worked for Colonial Air Transport.
Go is another airline which tries to offer cheap travel. Listen to this news story about Go and put the events below in order.

a) Barbara Cassani announced the start of a new airline.
b) The first flights started.
c) Robert Ayling decided to create a low-cost airline.
d) Go had thirteen aircraft in operation.
e) She chose Stansted Airport as a base.
f) She chose the name 'Go'.
g) Barbara Cassani presented her business plan to the BA board.

Now match these time expressions with the correctly ordered events.

1. in December
2. the following month
3. in March 1997
4. in November
5. by 1999
6. six months later
7. in May 1998

A journalist wants to interview Barbara Cassani. Before the interview she telephones Barbara's secretary to get some background information.

Listen to the conversation and complete the journalist's notes below.

- BIRTH
  - Where
  - When

- EDUCATION

- HUSBAND

- First vacation job

- First post abroad (with Coopers and Lybrand)

- General Manager of BA in New York

- CEO of Go

Listen to these sentences again and complete the gaps.

2. the job of General Manager in New York.
**The past passive**

1. The past passive is formed with *was / were* (the simple past of the verb *be*) and the past participle.

2. We use the past passive when:
   - We don’t know, or it is unimportant, who performed an action.
     
     *When was she appointed?*  
     *She was appointed in April.*

   - We are more interested in the result of the action than who did it.
     
     *The system wasn’t properly installed.*  
     *The offices were painted bright red!*

3. If we want to say who performed the action, we use the preposition *by*.

   *The company was taken over by a large multinational last year.*
   *The accounts were audited by Coopers and Lybrand.*

**Writing**

Use the information in **D** to write a brief life-story of Barbara Cassani. Use the dates and verbs below to help you.

<table>
<thead>
<tr>
<th>1960</th>
<th>1987</th>
<th>be born</th>
<th>have a baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>1992</td>
<td>work</td>
<td>be appointed</td>
</tr>
<tr>
<td>1984</td>
<td>1997</td>
<td>be transferred</td>
<td>start working</td>
</tr>
<tr>
<td>1986</td>
<td></td>
<td>join</td>
<td></td>
</tr>
</tbody>
</table>

**Speaking**

1. Look at the table below. For each item make a question using a word from each column, as in the example. Use each verb only once.

<table>
<thead>
<tr>
<th>When</th>
<th><strong>was</strong></th>
<th><strong>the telephone</strong></th>
<th>built?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>1994</td>
<td>Liverpool</td>
<td>founded?</td>
</tr>
<tr>
<td>1912</td>
<td>1928</td>
<td>the US</td>
<td>formed?</td>
</tr>
<tr>
<td>1962</td>
<td>1875</td>
<td>Tokyo</td>
<td>launched?</td>
</tr>
</tbody>
</table>

2. Work in pairs. Take it in turns to ask and answer the questions. Find the answers in the box below. Ask where each event happened, as well as when.

   e.g. *When was the telephone invented?*  
   *The telephone was invented in ...*  
   *Where was it invented?*  
   *It was invented in ...*

   | 1946 | 1994 | Liverpool | 40 metres under the seabed |
   | 1912 | 1928 | the US    | London |
   | 1962 | 1875 | Tokyo     | Belfast |

3. Now think about who was responsible for these events. Work with a partner and take it in turns to ask and answer questions using Who ... by? Find the answers in the box below.

   e.g. *Who was the telephone invented by?*  
   *The telephone was invented by ...*

   | Alexander Fleming | Akio Morita | Alexander Graham Bell |
   | Cammells Shipyard | Eurotunnel | John Lennon and Paul McCartney |
A Vocabulary

Sometimes you can understand a new word by looking at the context (the other words in the sentence where it appears). Look at the sentences in the text below. Complete them using one of the words in the box. The first one is done for you.

Me and my money

In the latest in our series on tips for new investors, John Graham describes how he manages his investments

When I was eighteen I inherited £1,000 from my grandmother. I invested half of the money on the Stock Market and the rest I put in the bank. I bought a small company started by a friend of mine. There are four other shares in the company. I have a small house in London. It is probably £250,000 now. I spend £100,000 from the bank when I bought it. I work as an accountant and earn a reasonable salary, but I have to pay a lot of tax. My father lent me quite a lot of money for my studies and I still pay him about £5,000 a month. I lend back about £100 a month. I have a lot of money on my favourite sport, skiing, but I also like to try and earn for my old age.

Read the article again. Are these statements true (T) or false (F)?

1 He owes his grandmother £1,000.
2 He sold his house in London.
3 He has shares in four companies.
4 He lent the bank money to buy the house.
5 He is a lawyer.
6 He pays a lot of tax.
7 His father gives him £100 a month.
8 He spends a lot of money on his hobby.
Work in pairs. Read the first four sentences below and decide how many shares each person had in 1999. Then complete the pie chart.

A founded the company in 1994. There were 1,000 shares.
2 In 1995 he sold 20% of the shares to B and C. B bought $\frac{3}{4}$ and C bought $\frac{1}{4}$.
3 In 1996 D borrowed £10,000 from the bank to buy 25% of A's shares.
4 In 1998 E spent £15,000. She bought half of B's shares.
5 In 1999 the company made a profit of £50,000. The dividend was £20 per share.
6 In 2000 the accounts showed the company was worth £200,000.

Now read the rest of the sentences in 1, and calculate the answers to these questions. Check your answers in File A on page 150.
1 What was the dividend of each shareholder in 1999?
2 Did D make a good investment?
3 Who is the majority shareholder?
4 What is E's stake worth?

Listen to these sentences and write down the year you hear.

1 In .......... Michael Jordan earned .......... .
2 In .......... a bottle of Coca-Cola cost .......... .
3 In .......... Russia sold Alaska to the USA for .......... .
4 The first American millionaire was Cornelius Vanderbuilt who left .......... when he died in .......... .
5 In .......... the company secretary of Glaxo wrote a cheque for .......... .
6 In .......... Dr Ronald Dante earned .......... for a 2-day lecture course.
Prince Alwaleed is a member of the Saudi royal family. He is also Chairman of Kingdom Holdings. This company has investments all over the world, totalling over $15 billion. It is a major shareholder in Disneyland Paris, where it holds a 25% stake. It also owns the Four Seasons hotel group, has a 5% shareholding in Citicorp, owns 5% of Apple Computers, and in addition has stakes in many other companies such as TWA, Netscape, Daewoo, and Motorola.

Prince Alwaleed is one of the most successful investors in the world. Chairman of his first company at the age of fourteen, Prince Alwaleed was brought up in Beirut before returning to Saudi Arabia to attend military school. He studied at university in San Francisco and got his Masters from Syracuse University. He made his first fortune in the eighties investing in real estate in Saudi Arabia. He also worked as a local partner for Korean companies in the country. By 1988 he was worth over $1 billion. Luckily for him there is no income tax in Saudi Arabia!

In 1991 he made the best investment of his life. He bought shares for $890 million in Citicorp, America’s largest bank at that time. That stake is now worth $5.5 billion. His latest project is to build the highest skyscraper in Riyadh. Riyadh is continuing to grow as the commercial capital of Saudi Arabia, and it looks as if the $350 m Kingdom Centre will be yet another profitable investment.

1 Choose the correct answer to these questions.

1 Kingdom Holdings …
   a is a subsidiary of Citicorp.
   b has a stake in Citicorp.
   c borrows money at 5% from Citicorp.

2 When he was fourteen he …
   a studied in San Francisco.
   b ran his first company.
   c bought shares in Disneyland Paris.

3 In the eighties he …
   a invested in property in Saudi Arabia.
   b worked in Korea.
   c lost over $1 billion.

4 His stake in Citicorp …
   a is worth $890 million.
   b has increased by $890 million.
   c cost $890 million.

5 Kingdom Holdings …
   a owns a quarter of the shares in Disneyland Paris.
   b has a small stake in Disneyland Paris.
   c is the majority shareholder in Disneyland Paris.

2 Find these numbers in the text. What do they refer to?

   a five
   b 14
   c twenty-five
   d nineteen ninety-one
   e eight hundred and ninety million
   f one billion
   g five point five billion
   h three hundred and fifty million
E Listening

1 Look at these headlines from the financial press. Listen to the financial news stories and match them with the headlines.

a Shares fall as interest rates rise

b Italian investor takes 30% stake in hotel group

c German giant buys French insurance company

d STAFF RECEIVE DAY’S INCOME

2 Listen again and answer the following questions.
   1 How much did Mr Vieri pay for his stake?
   2 What was the share price at the end of the day?
   3 What nationality is the furniture company?
   4 Why was the money given to the staff?
   5 How much was the base rate increased by?
   6 What was the effect on share prices?
   7 Is AGF buying Allianz, or is Allianz buying AGF?
   8 Where will the headquarters of the new company be?

F Speaking

Work with a partner. Find ways of completing these sentences.

1 My company spends too much on ...
2 My company does not spend enough on ...
3 I owe money to ...
4 I am paid ...
5 It’s best to borrow from ...
6 I spend a lot on ...
7 My best ever investment was ...
8 Money is ...
9 I can’t afford ...
10 A new car costs ...

G Vocabulary

A good way to remember vocabulary is by collocations, words which often appear together. Look back through the section and find words which can go with these key words, as in the examples.
8.3 Company history

A Speaking

Look at these logos and answer the following questions.

1. Whose logos are they?
2. What products or services are they associated with?
3. Are they well-known in your country?
4. Which logos are the most famous in your country?
5. Why are logos important?

McDonald's is one of the most famous brands in the world. Do this quiz with a partner to test how much you know about the company.

<table>
<thead>
<tr>
<th>Question</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first McDonald's was opened in Illinois in ...</td>
<td>1955</td>
<td>1965</td>
<td>1975</td>
</tr>
<tr>
<td>The Big Mac™ was invented in ...</td>
<td>1968</td>
<td>1978</td>
<td>1988</td>
</tr>
<tr>
<td>The 25,000th McDonald's was opened in ...</td>
<td>1959</td>
<td>1979</td>
<td>1999</td>
</tr>
<tr>
<td>Ronald McDonald appeared on TV for the first time in ...</td>
<td>1963</td>
<td>1983</td>
<td>1993</td>
</tr>
<tr>
<td>At McDonald's a client is served in ...</td>
<td>90 secs</td>
<td>105 secs</td>
<td>120 secs</td>
</tr>
<tr>
<td>The company was floated on Wall Street in ...</td>
<td>1956</td>
<td>1965</td>
<td>1985</td>
</tr>
<tr>
<td>A new McDonald's is opened every ...</td>
<td>5 hours</td>
<td>5 days</td>
<td>5 weeks</td>
</tr>
<tr>
<td>The number of customers served daily is ...</td>
<td>400,000</td>
<td>4,000,000</td>
<td>40,000,000</td>
</tr>
<tr>
<td>The Happy Meal™ was introduced in ...</td>
<td>1979</td>
<td>1990</td>
<td>1997</td>
</tr>
<tr>
<td>By 1996 McDonald's had opened in ... countries</td>
<td>50</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>
Listen to this talk about McDonald’s and check your answers to the quiz in A.

Listen again and complete the gaps below with the appropriate verb. Which verbs are in the passive form?

1955 Ray Kroc ....................... his first restaurant in Illinois. He ....................... the name from two brothers called McDonald.
1963 Ronald McDonald .................... in the first television advertising for McDonald’s.
1965 The company ....................... on Wall Street. 100 shares ....................... $2,250. Today those shares are worth $2.5 million!
1967 Kroc ....................... his first restaurants outside the USA in Puerto Rico and Canada.
1968 The Big Mac™ ....................... .
1979 The Happy Meal™ ....................... .
1984 Ray Kroc died.
1990 McDonald’s Restaurants ....................... in Moscow and Beijing.
1995 Burghy, the Number 1 in Italian fast food ....................... . Within one month the company’s turnover ....................... by 50%.
1996 Belarus became the 100th country in the world with a McDonald’s.
1999 The 25,000th McDonald’s ....................... in Chicago.

Active and passive questions

The past simple passive question form is different from the active form.

1 Active questions use did and infinitive of the verb (without to).
   When did Ray Croc buy the name?
   Where did they open their restaurant?

2 Passive questions use was / were and the past participle of the verb.
   When was the company founded?
   Where were the first restaurants located?

Make questions for these answers. Sometimes you need the passive form of the questions, and sometimes the active, as in the example.

1 When ............ Ray Croc open his first restaurant? ........1955.
8 Where .................. ? ........Moscow and Peking.
**C Speaking**

Work in pairs. Ask each other questions about two famous companies to fill in the grid below. Then try to guess the name of your partner's company. Student A, your information is in File G on page 151. Student B, turn to File T on page 153.

<table>
<thead>
<tr>
<th></th>
<th>Company A</th>
<th>Company B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Founder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Famous products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Company name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D Vocabulary**

Complete this table.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun(s)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>................</td>
<td>founder /</td>
<td>Sony was .................. by Akio Morita.</td>
</tr>
<tr>
<td>foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>increase</td>
<td></td>
<td>Inflation .................. by 2% last year.</td>
</tr>
<tr>
<td>launch</td>
<td></td>
<td>The official ................ of the product took place in Rome.</td>
</tr>
<tr>
<td>create</td>
<td></td>
<td>The company was ................ in 1955.</td>
</tr>
<tr>
<td>................</td>
<td>introduction</td>
<td>The iMac was ................ onto the market in 1999.</td>
</tr>
<tr>
<td>open</td>
<td></td>
<td>There are new ................ in the Asian market – that's why we have a sales team there.</td>
</tr>
<tr>
<td>................</td>
<td>expansion</td>
<td>The company has no plans for ................ at the present time.</td>
</tr>
</tbody>
</table>
1. Prepare a short presentation on Henry Ford and Ford Motors based on this file.

**Henry Ford**

- **1863** born in Michigan
- **1879-1902** worked in various workshops building cars and engines
- **1903** founds Ford Motors
- **1908** launches Model T-Ford
- **1913** introduces the car assembly line – makes it possible to produce more cars more quickly
- **1918** Candidate for US Senate – loses election
- **1941** allows unions at Ford for the first time
- **1947** dies
- **1999** William Clay Ford Junior (great grandson) becomes Chairman of Ford

2. Choose a company you know and prepare a short presentation on its history. Use the grid on the opposite page.

3. Look at these other famous brands, buildings, and products. Work with a partner and try and guess when they were launched, built, or opened. Then match another piece of information from column B. Check your answers in File L on page 152.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concorde</td>
<td>1931 It offers the best view of London.</td>
</tr>
<tr>
<td>Eiffel Tower</td>
<td>1979 There is now one in New York, Bilbao, Venice, and Berlin.</td>
</tr>
<tr>
<td>Walkman</td>
<td>1891 It was originally designed as a fairground attraction.</td>
</tr>
<tr>
<td>Guggenheim museum</td>
<td>1890 They were originally made for cowboys and gold prospectors.</td>
</tr>
<tr>
<td>London Eye</td>
<td>1958 It was originally called the Soundabout.</td>
</tr>
<tr>
<td>Empire State Building</td>
<td>1969 It was the original plastic money.</td>
</tr>
<tr>
<td>Escalator</td>
<td>1999 It was built to celebrate the 100th anniversary of the French Revolution.</td>
</tr>
<tr>
<td>American Express Card</td>
<td>1889 It was featured in <em>King Kong</em>.</td>
</tr>
<tr>
<td>Levis</td>
<td>1959 It was the first supersonic passenger plane.</td>
</tr>
</tbody>
</table>
Rosalind Butcher is Personal Assistant to Tony Ralph. On Monday morning she opens this letter. Read the letter and answer the questions below.

Autospark GmbH, Bahnhofstrasse 7, 52538 Gangelt, Deutschland

Mr Tony Ralph  
Regional Director  
Autospark Distribution UK  
24 Binsey Lane  
Manchester M18 23P  
13 February 2001

Dear Mr Ralph

The President of Autospark group, Frau Astrid Köhnen, is coming to London from .......... to .......... March for a .......... .

During her trip, she would also like to take the opportunity to visit you and some of the key .......... in Manchester, and meet one or two of our English .......... .

I would be grateful if you could arrange a schedule of visits and appointments for Frau Köhnen on the afternoon of .......... 7 March and the morning of .......... 8 March. She is planning to arrive in Manchester at about .......... p.m.

Please let me know if you require any further information. I look forward to hearing from you.

Yours sincerely

Katya Muster

Assistant to Astrid Köhnen

1. Where is the head office of the company – in the UK or Germany?
2. Who is the letter from?
3. What does Tony Ralph have to do?
2 Now listen to Rosalind and Tony discussing Frau Köhnen's visit. Complete the missing information in the letter.

3 Listen again and complete these sentences from the conversation.

Rosalind: Astrid Köhnen .............. .............. to England next month.
Tony: How long .............. she .............. with us?
Tony: .......... she .......... the night here in Manchester?
Rosalind: All I know is that .......... .......... here at about one in the afternoon.

4 In the second part of their conversation, Tony and Rosalind begin to plan the visit. Rosalind makes notes on the memo pad below. Listen, and complete her notes.

THINGS TO DO

Phone Katya Muster.
• Is it necessary to .............. ?
• Ask about Frau Köhnen's .............. .
• Offer to .............. .
• What time .............. ?

If necessary, call Palace Hotel to

Ask Joseph to .............. .

5 Rosalind makes a lot of decisions. Which form of the verb does she use?

I phone / I'll phone / I'm phoning Katya Muster in Germany.
I see / I'll see / I'm seeing if we need to reserve a hotel room.

Listen again. What other examples of the same tense do you hear in the conversation?

LANGUAGE NOTE

Will and present continuous

1 To talk about definite arrangements – meetings, appointments, visits, etc. – we use the present continuous.
She's (She is) coming to England next month.
When's (When is) he arriving?
They aren't (are not) staying for the weekend.

2 When we make a decision at the time of speaking, we use I'll (I will) or we'll (we will) + the infinitive of the verb without to.
I don't know his travel arrangements. I'll phone him and ask.
It's 11 o'clock and I'm tired. I think I'll go to bed.
I'm not sure if we're free then. We'll let you know on Friday.
**B Speaking**

You are flying to England next Tuesday to visit Tony Ralph at Autospark. You have some problems. Make a decision in each case, using **I'll**, as in the example.

1. You want to stay at the Palace Hotel in Manchester, but it's fully booked. **I'll stay at the Hilton instead.**
2. There aren't any more Business class seats on your flight.
3. You remember that it's your wedding anniversary next Tuesday.
4. You hear that your airline is going on strike next Tuesday.
5. Now you hear that the taxi drivers in Manchester are going on strike.
6. It's Monday. Tony's assistant Rosalind calls to say that Tony is ill.
7. It's Tuesday. You wake up and look at your alarm clock. Your plane to Manchester left 15 minutes ago.

**C Pronunciation**

1. Listen to these sentences, and complete the missing words.

```
1 ............... give her a call.
2 ............... arriving on the 5.50 train.
3 ............... coming to see us next week.
4 ............... see you at 2.00 p.m. on Thursday.
5 ............... staying at the Palace Hotel.
6 ............... meeting her on the first day.
7 ............... giving an answer?
```

2. Now repeat the sentences. Pay particular attention to the pronunciation of contractions.

**D Vocabulary**

1. Here are some notes about things to do when planning a big conference. Complete the sentences using verbs from the box below. Use each verb once only.

```
send  check  invite  ask  remind  make   
hire  book  pick up  print  order   take
```

**Time in months**

```
<table>
<thead>
<tr>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hotel and conference rooms.</td>
<td>2. guest speakers</td>
<td>3. guest speakers to send a summary of their talk.</td>
<td>4. guest speakers to send their summary!</td>
<td>5. students to work as conference officials.</td>
<td>6. Prepare and conference programme.</td>
<td>7. conference programme to all participants.</td>
<td></td>
</tr>
<tr>
<td>8. Food for conference lunches and dinners.</td>
<td>9. all audio-visual equipment (overhead projectors, microphones, etc.) is working.</td>
<td>10. last-minute changes to the programme.</td>
<td>11. guest speakers at the airport.</td>
<td>12. guest speakers to their hotel.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
Find three words or phrases that can follow each verb below, as in the example.

to check
an invoice / a bill / that everything is OK

to order


to hire


to send


to invite


Two people are planning a conference. Listen and complete the missing words.

A: So what about the hotel rooms? ............. you book them or ............. I?
B: ............. you do that? You're good at negotiating prices.
A: Sure. How about the guest speakers? ............. I invite them?
B: No, ............. do that. I have all their addresses.
A: Great. And ............. you ask them to send a summary of their talk?
B: Yes, of course.

Which expression in 1 means Do you want me to ...?
Now repeat the conversation with a partner.

**LANGUAGE NOTE**

**Shall I ...?**

We use shall I + infinitive (without to) when we offer to do something for somebody.

That looks heavy. Shall I carry it for you?
You look busy. Shall I do the post?
The phone's ringing. Shall I answer it?

Now continue the conversation in 1 in the same way. Use the checklist of points in Exercise 1. To decide who's going to be responsible for each point, read the following information.

**Person A**
- is good at negotiating prices
- has contacts at the university
- knows a cheap printing firm
- worked in catering before
- has a car

**Person B**
- has the addresses of all the guest speakers
- is good at planning
- understands how machines work
- is a quick thinker
- has a car
9.2 Thinking ahead

A Vocabulary

Put these terms into the correct column below, as in the example.

<table>
<thead>
<tr>
<th>Customers</th>
<th>Distribution / sales outlets</th>
<th>Advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td>................................</td>
<td>department stores</td>
<td>hoardings</td>
</tr>
<tr>
<td>................................</td>
<td>mail order</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>specialist shops</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>business people</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>direct mailing</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>the general public</td>
<td>me</td>
</tr>
<tr>
<td>................................</td>
<td>supermarkets</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>retired people</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>the 20–30 age group</td>
<td>the</td>
</tr>
<tr>
<td>................................</td>
<td>shopping centres (USA: shopping malls)</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>TV and radio adverts</td>
<td></td>
</tr>
<tr>
<td>................................</td>
<td>specialist magazines</td>
<td></td>
</tr>
</tbody>
</table>

2 What other words can you add to each list?

3 Think about the companies which produce the clothes you are wearing or the objects you have with you – e.g. your briefcase, your mobile phone, your watch.
   - What type of customers do they attract?
   - How do they distribute or sell their products?
   - Where do they advertise?
Look at the picture of the DBCV501 and read the product description below.

**Product Features**
- Voice record, playback
- World time: 24 time zones
- 50 pages of Telememo: 8 letters and 12 numerals per page
- Calculator
- Stopwatch
- 5 multi-function alarms
- Auto-calendar (pre-programmed until the year 2039)

1. Here are some of the benefits of its special features. Which feature does each sentence describe?
   1. You can see how long your international phone call lasted. ............................
   2. You can see what the time is in Rome when you're in Tokyo. ............................
   3. You can leave a message for yourself and listen to it later. ............................
   4. You can check that the figures on an invoice are correct. ............................

2. Think about the other features. What are the possible benefits?

Maria Jarvis exports electronic goods. She is in Madrid to present some new products to Juan Carlos Almiraz, a Spanish distributor. Listen to them discussing sales strategy for the DBCV501, and make notes under these headings.

<table>
<thead>
<tr>
<th>Types of customer</th>
<th>Sales outlets</th>
<th>Advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Listen again, and complete these extracts from the conversation. Do you agree with their analysis?

M: Well, I think ...................... have more success with men in the twenty to
     thirty-five age group. The product has a younger high-tech image. Older men
     ...................... be interested.
J: How about sales outlets? ..................... supermarkets buy it?
M: No, they ...................... . It's too specialized.
J: But I'm sure ..................... have customers in airport shopping centres.
M: Yes, absolutely.

4. Match the two halves of the sentences. Listen again to check if necessary.

   1. You'll get a lot of sales  a. ... it'll be necessary to do some direct
      mailing.
   2. If we want to sell by mail order,  b. ... you won't have another chance later.
   3. If you don't decide now,  c. ... if you advertise in business magazines.

   - Which tense do we use in the half of the sentence with *if*?
   - Which tense do we use in the other part?
   - When do we use a comma?
Other uses of will

1. We use will when we want to make predictions about the future.
   *I think we will sell a lot in Europe.*
   *The product will be very popular with young children.*

2. Will often contracts to 'll after personal pronouns.
   *Will not abbreviates to won't.*
   *You'll / We'll / They'll have customers in shopping centres.*
   *Older men won't be interested.*

3. Notice the construction in first conditional sentences with if:
   *If + present simple + will / won't or Will / won't + if + present simple *
   *If you don't buy it now, you'll have problems later.*
   *You won't have enough time if you wait until tomorrow.*

C Speaking

1. A big banking group is thinking of closing its smaller branches, and opening new branches in big shopping centres. What do you think will be the advantages of this?

2. The President of the bank has made some notes on the possible consequences of the new strategy. Work with a partner. How many sentences with if can you make? Look at the examples and continue.

   e.g. *If we open new branches in shopping centres, we'll have more contact with customers. If we have more contact with customers, we ...*

   - open new branches in shopping centres
   - close less profitable branches
   - need staff all day Saturday
   - have more contact with customers
   - sell more banking services
   - increase turnover
   - not necessary to recruit more staff
   - offer staff longer holidays
   - unions not accept / reject it
   - salary costs not rise
   - open new branches close less profitable
   - less necessary to staff not salary
   - less necessary to offer staff

D Pronunciation

1. Look at these phrases. Which ones can be contracted? Which ones have two different contracted forms? Write the contracted forms, then say them.

   e.g. *I am not – I'm not*

   - A
     1. I am not ........................
     2. She is not thirty ....................
     3. I want to sell ........................
     4. Who will ........................
     5. We will ........................
     6. I liked ........................
     7. Would you like ........................
     8. They are not ........................

   - B
     1. I have not got ........................
     2. She has got thirty ....................
     3. I will not sell ........................
     4. Who is working ........................
     5. We buy ........................
     6. I would like ........................
     7. Do you like ........................
     8. There are not ........................

2. Now listen. Which phrase do you hear, A or B?
**Reading**

Match these predictions with the expert comments given in 1–8 below.

1. In the middle of the 21st century, it will be possible to forecast the weather 10 years in advance.
2. Very soon, we will be able to replace any part of the human body.
3. In 30 years, there will be no banks, and only one world currency.
4. In the next century, temperatures will rise by 3°C. Sea levels will rise by 95 cm.
5. In the future, we will grow vegetables and cereals in space.
6. 40 years from now, passengers will fly in planes without pilots.
7. We will soon find a clean and easy way to dispose of toxic waste.
8. 20 years from now, 80% of office workers will spend all day in front of a computer.

---

**TO FORECAST:**
- to predict
- cereals: corn, maize, rice, etc.
- currency: dollar, yen, euro, etc.

**TO DISPOSE OF:**
- toxic waste: dangerous chemicals produced from industrial processes
- solar energy: powered by the sun

**DEALING WITH PROBLEMS:**

1. Pilotless planes are already used in different countries for military purposes. There are also experiments with unmanned planes running on solar energy. None of these carry passengers, however, and it’s difficult to imagine that this situation will change.
2. This is the most pessimistic estimate. The lowest figures given are 1.6°C and 15 cm.
3. The USA is already experimenting with this. With the support of NASA, scientists are developing equipment to enable plants to grow on the Space Shuttle and the International Space Station.
4. It’s very possible that this will come true. At the moment, for example, the figure is already 48% for the UK, and 67% for the USA.
5. Yes, this is possible. Scientists have discovered a bacterium called deinococcus radioducans, which can be modified to 'eat' toxic waste; it can also absorb nuclear radiation.
6. This will almost certainly come true. Doctors can already transplant many internal organs from one person to another. There is also great potential for 'growing' parts of the body by genetic engineering.
7. More and more people are buying things by credit card in shops or on the Internet. We are using less and less cash. If we don’t need cash, we won’t need currencies. And if we don’t need currencies, we won’t need banks!
8. Yes and no. Research by scientists at Oxford University shows that it is possible to predict the weather by looking at the activity of the sea. However, this will only be useful for general weather trends. We might be able to predict that the summer of 2010 will be hot, but it’s impossible to know if 6 June 2010 will be a good day for a barbecue!
Look at the eight people in this office.

1. Which person ...
   1. has received a bill which is too high? ......
   2. is waiting for a delivery? ......
   3. has received the wrong quantity of goods? ......
   4. wants to buy something, but can’t? ......
   5. would like to receive a cheque? ......
   6. has an IT problem? ......
   7. is waiting for a call? ......
   8. can’t read a document? ......

2. Now match the responses below to the complaints in the picture.
   a. I’m sorry about that. I’ll check with the transporter. ......
   b. I do apologize. I’ll dispatch the missing items today. ......
   c. One moment, please. I’ll connect you to the Accounts Department. ......
   d. Sorry about that. I’ll send it again. ......
   e. Yes, I’m afraid there’s only one person there today. Would you like to fax the details? ......
   f. I’m sorry to hear that. I’ll inform the IT support department immediately. ......
   g. I do apologize. I’ll send you a credit note for the difference. ......
   h. I’m sorry about that. I’ll ask him to call you immediately. ......
A customer calls Stephanie Rowe at Benn Distribution. Listen to the first part and complete the memo.

BENN DISTRIBUTION LTD
Customer Service department

Complaint Form

Caller ........................................ Company ........................................
Order No. ........................................
Description of goods ........................................
Problem ........................................
Action ........................................

In the second part, Stephanie Rowe calls back. Listen. Where are the instruction manuals? What does she offer to do?

Complete these extracts from the two dialogues. Who says each sentence: Stephanie (S), or the customer (C)? Listen again if necessary.

1 I'm ............. about my order.
2 I'm very sorry ............. that.
3 Can you ............. send them by express mail?
4 ............. call you ............. in ten to fifteen minutes.
5 ............. we found them here in our factory.
6 I'm ............. we found them here in our factory.
7 I do ............. once again.

LANGUAGE NOTE

Responding to complaints

1 Giving bad news
   I'm sorry, but we found the missing items here in our factory.
   I'm afraid we can't send them immediately.
2 Saying sorry
   I'm very sorry about that.
   I do apologize for the mistake.
3 Promising to do something
   I'll look into the problem.
   I'll dispatch the missing items today.
4 Offering to do something
   Would you like me to send it by express mail?
   Shall I send it today?
**C Speaking**

Discuss these problems on the telephone with a partner. Student A, use the information below. Student B, turn to File Y on page 154.

1. You are Gloria Powell, Accounts Manager at SIMCO.
   1. A client phones you about an invoice. Ask for the invoice number and date. Promise to look into the problem, and ask when you can call back.
   2. Call back. Apologize – the invoice is for $800, not $900. Promise to send a new invoice.

2. You are John Miller-Jones. You are still waiting for an order of 150 champagne glasses from Funglass Inc.
   1. Call Angelica Geraldo, Sales Manager of Funglass Inc. Explain the problem. Offer to send a copy of your order form.
   2. Ms Geraldo phones you back. Your address is 149 East River Drive, Trenton, New Jersey. Ask if it’s possible to deliver tomorrow.

**D Reading**

1. Read this e-mail. What is the problem? What does Ms Shining want Ms Geraldo to do?

   **from:** Hambelin Business Services
   **Dear Ms Geraldo,**
   I tried to phone you all morning, but your line was constantly engaged. Yesterday evening we took delivery of 350 champagne glasses from your company. However, when we opened the boxes, at least a third of them were broken. As our conference on stress management starts tomorrow, I would be grateful if you could send some replacement glasses today. Please give this matter your immediate attention.
   I look forward to hearing from you.
   Diana Shining

2. Look at the phrases on the left from the telephone dialogue in C. Which phrases in the e-mail are used to say the same thing in more formal language?

   **Telephone dialogue**
   - They arrived
   - Can you send ...?
   - Can you look into the problem?
   - Speak to you soon.

   **E-mail**
   - ...........................................................
   - ...........................................................
   - ...........................................................
   - ...........................................................

3. Now change these sentences from letters into more informal telephone language.

   1. We would like to apologize for the delay.
      Sorry ...........................................................
   2. I look forward to meeting you on 23 January.
      See ...........................................................
   3. I regret to inform you that your order will be three days late.
      I’m ...........................................................
   4. I will be pleased to send you some more information, if you require it.
      Shall ...........................................................?
   5. I hope you will have a pleasant trip to the USA.
      Have ...........................................................
E Speaking

4 Ms Shining isn’t answering her phone, and it is impossible to speak to her. Write an e-mail in reply to hers. Use the formal letter phrases in 3 to help you.

Work in pairs. In this game, you have to try to complete a row of four squares – horizontal, vertical, or diagonal – before your partner does. To ‘win’ a square you have to make a sentence or question.

1 Take it in turns to choose a square. ☐ squares are telephone conversations.
☐ squares are face-to-face conversations.

2 If it is a ☐ square, look at the corresponding question in the ☐ list below.
If it is a ☐ square, look at the corresponding question in the ☐ list.

3 To answer the question, use one of these structures.

Shall I …? Can you …? I’ll … Present continuous (I’m … -ing …)
Would you like me to …? Could you …?

4 If your answer is correct, you win the square. Write your initials in it.

☐ SQUARES

1 You are calling someone.
He’s not in the office this morning. What do you say?
2 You’re calling a hotel. Ask if it’s necessary to confirm your reservation by fax.
3 A caller wants to speak to Maro. He’s not there. Offer to do something.
4 Someone suggests a meeting on Tuesday. It’s not possible. Say why.
5 The line’s engaged. Ask if the caller can wait.
6 A customer asks when you can send a brochure. What do you say?
7 You’re on a business trip. Ask a colleague to fax you this month’s sales figures.
8 You are arranging to meet a colleague in your town, but where? In his / her office, or in yours? Ask your colleague.

☐ SQUARES

A You or your colleague have to meet Mr Andros at the airport. Who’s going to do it? Ask your colleague.
B You’re meeting a friend at the airport. Her suitcase looks very heavy. What do you say?
C You need to make 200 photocopies of a document. Ask a colleague to do it.
D Ask a friend about his plans for this weekend.
E Your visitor says it is hot in your office. Offer to do something.
F You’re in a restaurant. Order your meal.
G Talk about three appointments or meetings you have next week.
H You need to wash your hands before dinner. Ask your visitor to excuse you for a minute.
10.1 Suggesting and recommending

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Managing a small business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Making suggestions</td>
</tr>
<tr>
<td></td>
<td>Giving advice</td>
</tr>
</tbody>
</table>

**A Vocabulary**

Use the definitions below to complete the word square. The first letter of each word is given.

1. to send by post (often in large numbers)
2. a special reduced price offered to good customers
3. to change the location of your business (or home)
4. a regular payment for the use of a building
5. the total sales of a company
6. the people who work for a company
7. buildings and / or land used by a business
8. a contract to use a building and / or land for a fixed period of time
9. other companies who are trying to sell the same goods as you
10. to promote or publicize a company or product

```
1  M  
2  D  
3  M  
4  R  
5  T  
6  S  
7  P  
8  L  
9  C  
10 M  
```

**B Reading**

Look at this extract from a business magazine. Owners of small businesses write to Dr Biz to ask for advice. Read the first two letters and answer the questions below.

1. What kind of small business does the writer of each letter have?
2. What decision does the writer of letter A have to make next month?
3. What does the writer of letter B want to do?
Dear Dr Biz

I am the owner of a restaurant in Cambridge where I serve traditional English food. During the day we get a lot of business from coach parties of tourists. We are very busy, but our prices are low because there's a lot of competition for the lunchtime market. In the evening it's very quiet. The restaurant has a cellar downstairs which is not used. I pay a high rent because we are in the centre of town. Next month I have to decide if I want to renew my lease. Do you think we should move to cheaper premises further from the town centre?

Francis Beaney
Cambridge, England

Dear Mr Beaney,
I would advise you to introduce some changes to your menus. Then you can increase your prices. How about offering more European food and not just English dishes? I don't think you should move because town centres are always popular. Perhaps you should use your cellar for private parties and offer discounts to local firms. Why don't you mail some local companies and see what they say?

Dr Biz

Dear Dr Biz
My husband and I run a translation agency. We work from our home, which is outside Essen (Germany). We have a staff of three translators – one for English, French, and Russian. Some weeks we are very busy and other weeks we have little work. Our turnover goes up and down. When business is bad, we advertise in local newspapers, and we mail companies in Essen once a year. Unfortunately, the response to our advertising isn't good, and we can't afford to spend any more. How can we get more business?

Astrid Heiner
Essen, Germany

Now read Dr Biz's advice to Francis Beaney. Do you agree with what he says? Underline the structures that he uses to give advice, e.g. How about? Which ideas does he strongly recommend, and which are just suggestions?

Work with a partner. Use the same expressions to give advice to Astrid Heiner and her husband in Germany.
Dr Biz also has a radio phone-in programme, where he answers people who have written to him. He is speaking to Astrid Heiner, the writer of the second letter in 3.

Dr Biz makes five suggestions. Listen, and complete the left-hand column below, as in the example.

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I think you should use your present customers more.</td>
<td>I ................. that's the .................</td>
</tr>
<tr>
<td>2 advertising your agency on the Internet?</td>
<td>I'm ................. about that.</td>
</tr>
<tr>
<td>3 offer language training courses in their companies?</td>
<td>................. , ................. out of the .................</td>
</tr>
<tr>
<td>4 offer more unusual languages.</td>
<td>................. , that's a .................</td>
</tr>
<tr>
<td>5 looking for specialist translators on the Internet?</td>
<td>................. , that's a ................. ..</td>
</tr>
</tbody>
</table>

Listen again, and complete Astrid Heiner's responses to each suggestion. What reasons does she give for each response?

Number the responses in the right-hand column from the most positive (1) to the most negative (5).

**LANGUAGE NOTE**

**Making suggestions**

1 For making strong recommendations we use these expressions.
   - You should / you shouldn't recruit any more staff.
   - I think / don't think you should advertise on the Internet.
   - I would advise you to offer other languages.

2 To suggest other possibilities we use these expressions.
   - What about starting a language school?
   - How about looking on the Internet?
   - Why don't you mail some companies?

3 To respond to suggestions we use these expressions.
   - That's a good idea.
   - That's a possibility.
   - That's out of the question.
   - I don't think that's the answer.
   - I'm not sure about that.
You and your partner are managers in the same company. You have a number of problems. One solution is suggested for each problem. Think of some more.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>Other ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your best salesman has an interesting job offer from your competitor.</td>
<td>Offer him more money.</td>
<td></td>
</tr>
<tr>
<td>You spend a lot on advertising without increasing sales.</td>
<td>Reduce your prices.</td>
<td></td>
</tr>
<tr>
<td>If you introduce a no-smoking policy, your financial director will leave.</td>
<td>Let her leave.</td>
<td></td>
</tr>
<tr>
<td>Your biggest customer wants a 5% discount, and your company has a no-discount policy.</td>
<td>Just say 'no'.</td>
<td></td>
</tr>
<tr>
<td>The boss is seventy-two and has been in charge for too long.</td>
<td>Arrange a party to celebrate X number of years.</td>
<td></td>
</tr>
</tbody>
</table>

Now discuss each problem following these guidelines. Use the language from the Language Note.

A **Explain the problem.**

Alan wants to leave.

B **Suggest a solution.**

Why don't we offer him a new car?

A **Reject the idea and give a reason.**

I don't think that's the answer, because...

B **Accept the idea.**

Yes, that's a good idea.

or

**Reject the idea and give a reason.**

Give an alternative solution.

I'm not sure about that. How about...

Work in pairs. Both of you have some business problems. Take it in turns to tell each other about your problems and to offer advice. Use the expressions in the Language Note to give advice. Student A, turn to File U on page 152 to find out about your problems. Student B, look at File Z on page 154.
10.2 Responsibilities and regulations

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Modals of obligation</th>
<th>Asking and giving permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Company regulations</td>
<td></td>
</tr>
</tbody>
</table>

A Reading

1. Listen to two people describing their jobs. After each sentence try and decide what jobs are being described.

Job 1
Job 2

Roger Penn does both these jobs. Read this article about his company, Lloyds TSB, and answer these questions.

1. Why do banks have to be open 24 hours a day?
2. What does this mean for the staff?
3. What are the advantages for Roger Penn?
4. What are the advantages for Mr and Mrs Cox?

Banks in Britain

and all over the world have a new problem – how to have enough staff present at the times customers want them. Banks now have to stay open all day and all night to deal with customers calling them by phone or conducting their business directly via the Internet. Many banks now offer flexible working hours to all their staff at all levels.

Roger Penn is a deputy manager. He works part-time for Lloyds TSB. He took a 50% cut in salary but now he can be free for his second job – he is a rugby referee. ‘I can leave work at 1.00 and be on the rugby pitch by 2.00,’ he says. He can also travel more without worrying about doing a full day’s work the next day. All personnel at Lloyds can ask to reduce or change their contract.

Chris Cox is a Lloyds TSB manager in Reading (UK). He works four days a week from 8.00 a.m. to 7.00 p.m. This allows him to look after his children three days a week, while his wife Julie can continue her career as a manager in a leisure club.
Listen to this interview with Roger Penn. What expressions does he use which mean the following?

1. It is necessary for me to be at the bank for twenty hours.
   - I have to .................................................................
2. It is possible for me to train or referee in the afternoon.
   - I can .................................................................
3. It isn't necessary to be there in the afternoon.
   - I don't have to .................................................................
4. It is necessary not to be too friendly.
   - You can't .................................................................

What is the difference between Roger Penn's customers and the players he referees?

What are the advantages of working part-time? Make sentences using can and don't have to and the ideas below.

1. spend time with your family
   - You can spend more time with your family.
2. Monday to Friday
   - You don't have to work Monday to Friday.
3. continue your studies
   - .................................................................
4. have more time to relax
   - .................................................................
5. always work eight hours a day
   - .................................................................
6. have two different jobs
   - .................................................................
7. develop a hobby
   - .................................................................
8. choose one employer for life
   - .................................................................
9. work with the same people all the time
   - .................................................................

Can you add any disadvantages? Use can't and have to.

**LANGUAGE NOTE**

**Permission and obligation**

1. To ask for and give permission we can use can or the more formal be allowed to.
   - You can vote in the UK when you're eighteen. We can't smoke here.
   - Can I go early? No, you can't.
   - We're allowed to work at home.
   - Am I allowed to have a holiday in July? No, you're not.

2. To talk about obligation we generally use have to.
   - Do you have to go the meeting? She doesn't have to work late.
   - Do I have to wear this uniform? No, you don't.

3. For very strong obligation, we use must or mustn't.
   - You must stop at the red light.
   - You must switch off your mobile phone on a plane.
   - You mustn't argue with the referee.
D Speaking

1 Think about your own job. Work with a partner and take it in turns to describe your job to each other, using the expressions below. Talk about, hours, dress, customers, smoking, company cars, and languages.

<table>
<thead>
<tr>
<th>I can</th>
<th>I'm allowed to</th>
<th>I have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can't</td>
<td>I'm not allowed to</td>
<td>I don't have to</td>
</tr>
</tbody>
</table>

2 Look at the photos a–f below. Match them with these jobs.

1 pilot 4 architect
2 waiter 5 receptionist
3 teacher 6 journalist

What are the advantages and disadvantages of each job?
e.g. Pilot – He can travel a lot and visit interesting places.
     – He has to be away from his family a lot.

3 What are the advantages and disadvantages of your own job? Tell your partner.

E Reading

1 Match the words in 1–9 with their definitions, as in the example.

1 pick up (the phone) a the way you look
2 punctuality b your desk and computer
3 break c matching jacket and trousers / skirt
4 absence d a beard or moustache
5 appearance e being on time
6 facial hair f time off for a coffee
7 suit g end a phone conversation
8 work station h answer
9 hang up i time away from work
Gregorio is a company which distributes office stationery. Read the company's regulations for its employees and see how many are similar to your company. Would you like to work in a company with these regulations?

### Customer Care
- All phones are to be answered within three rings.
- Sound interested and happy to speak to the customer.
- Introduce yourself.
- Use the customer's name as often as possible.
- Promise something before you hang up.

### Appearance
- No facial hair.
- Smart dress means a smart mind.

### Office
- Tidy desks at the end of the day.
- No food or drink in the office.
- No smoking.
- A short break is a good break.
- No personal photos.
- No personal telephone calls.
- Absence is bad news for you and your customers.

An employee at Gregorio is helping a colleague to understand all the regulations. Listen and complete her explanations.

1. You have ................................................................. .......................................................
2. You must ................................................................. ....................................................... 
3. I have ........................................................................ ..............................
4. You have .........................................................................................................................
5. I have ............................................................................................................................... 
6. We aren't ...........................................................................................................................

Work in pairs. Explain the other regulations relating to personal appearance and to the office to each other. Make sure you use the verbs *have to, can, be allowed to,* and *must* correctly. When you have finished, exchange your ideas with other students. Then explain the rules of your own organization.

You and your partner are taking over a company. What ten rules will you introduce immediately? Discuss your ideas and write them down.

Look at these signs. What do they mean? Where would you see them?
A Listening

1. Stephanie Strahl is a lawyer in Geneva. She wants some new furniture for her office. She phones Laporta, a furniture company in London. Note her details on the pad below.

2. The next day the brochure was sent with an accompanying letter. Read the letter and find three errors.

3. Answer the following questions.
   1. Why does Antonio Laporta write Ms Strahl and not Mrs Strahl? Why Yours sincerely and not Yours faithfully?
   2. Which expressions in the letter mean the following?
      a. I am sending ........................................
      b. a wide selection .....................................

Stephanie Strahl
3D, Avenue de Frontenex
CA-1207 Geneva

Ms Stephanie Strahl
STRAHL & FIRONI
30, Avenue de Frontenex
CA-1207 Geneva

14 October 2001

Dear Ms Strahl

Following our conversation please find enclosed our latest brochure.

You will see we have a full range of office furniture to suit all budgets. You will find the Literatura range on pages 23–25.

Thank you for choosing our company. We look forward to being of service to you.

Yours sincerely

Antonio Laporta

Antonio Laporta
Stephanie wants to compare products and prices before she places an order, so she asks her colleague to phone some other furniture companies. Complete the dialogue below with the following expressions. Then listen and check.

**LANGUAGE NOTE**

<table>
<thead>
<tr>
<th>Person giving information</th>
<th>Person noting information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready?</strong></td>
<td><strong>Go ahead.</strong></td>
</tr>
<tr>
<td><strong>Have you got that?</strong></td>
<td><strong>I've got that.</strong></td>
</tr>
<tr>
<td><strong>That's right.</strong></td>
<td><strong>Go on.</strong></td>
</tr>
<tr>
<td><strong>That's all.</strong></td>
<td><strong>I didn't catch ...</strong></td>
</tr>
<tr>
<td><strong>Sorry, that's</strong></td>
<td><strong>Can I read that back to you?</strong></td>
</tr>
</tbody>
</table>

A: Would it be possible to send me a brochure?
B: Yes of course. Let me take your details.
A: Ready?
B: Yes ......................... 1.
A: My name's Daniel Aubert.
B: Sorry, ......................... 2 your last name.
A: Aubert.
B: Daniel Albert.
A: No, it's Aubert: A-U-B-E-R-T.
B: OK ................. 3 ......................... 4.
A: And my phone number's 00 41 22 78 ...
B: ......................... 5 00 41 22 ...
A: ... 78 24 60 54. ......................... 6 ?
B: Yes, I think so ......................... 7 ? 00 41 22 78 24 60 94.
A: 54.
B: Sorry, 54.
A: ......................... 8.

Now have similar conversations with a partner. Take it in turns to give:
- your name and telephone number
- a credit card or identity card number with expiry date or issue date
- the make of your car and the registration number.

**Correcting and checking information**

1. Here are some expressions we use on the telephone when we are noting information.

<table>
<thead>
<tr>
<th>Person giving information</th>
<th>Person noting information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready?</strong></td>
<td><strong>Go ahead.</strong></td>
</tr>
<tr>
<td><strong>Have you got that?</strong></td>
<td><strong>I've got that.</strong></td>
</tr>
<tr>
<td><strong>That's right.</strong></td>
<td><strong>Go on.</strong></td>
</tr>
<tr>
<td><strong>That's all.</strong></td>
<td><strong>I didn't catch ...</strong></td>
</tr>
<tr>
<td><strong>Sorry, that's</strong></td>
<td><strong>Can I read that back to you?</strong></td>
</tr>
</tbody>
</table>

2. When we want to correct someone, we stress the word or part of a word we are correcting.

- You work for IBM, don't you?
- You were born in 1958.
- She's German, isn't she?

- No, I work for **Compaq**, actually.
- No, in fact I was born in **fifty-seven**.
- No she isn't, she's **Dutch**.

3. To show you have understood, use these expressions.

- **OK. I've got that.**
- **Right.**
Stephanie receives a quote from Laporta.

1. What items of furniture does she want?
2. What is the total price of these items?
3. What does she have to decide about them?
4. If she accepts the quote what does she have to do?

**Customer: Strahl & Sironi**

**By Fax**

**Quote**

<table>
<thead>
<tr>
<th>Items</th>
<th>Sub-total</th>
<th>VAT</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x Literatura desk 1800mm x 1500mm</td>
<td>£690</td>
<td>£175</td>
<td>£1265</td>
</tr>
<tr>
<td>1 x Two drawer filing cabinet</td>
<td>£310</td>
<td>£90</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>£1000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAT</td>
<td>£175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td>£90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>£1265</td>
</tr>
</tbody>
</table>

**Delivery time 4–6 weeks.**

We hope this offer suits you and we look forward to processing your order. Please confirm in writing.

Work in pairs. Take it in turns to read the following information aloud and correct each other, if necessary. When correcting, don't forget to stress the information you change.

1. Stephanie is a doctor. **No, she's a lawyer actually.**
2. She lives in Munich. .................................................................
3. She wants to buy some stationery. ...........................................
4. Laporta is in Penny Lane. .......................................................
5. The desk costs £790. ..............................................................
6. It is one metre sixty. ............................................................
7. The filing cabinet costs $310. ..............................................
8. It has four drawers. ..............................................................
**D Listening**

Stephanie calls Laporta back. Listen and answer the following questions.
1. How much of a discount does Stephanie get?
2. Why does she decide to order a chair?
3. Why does Laporta say he can't give her a discount for the transport?
4. When does she have to pay?
5. How will Stephanie confirm the order?

**E Writing**

Stephanie sends Laporta an e-mail. Read it and put the sentences in the right order.

```
from: Stephanie Strahl
to: Antonio Laporta
subject: Furniture order

1 Stephanie Strahl.
2 Thank you once again for improving your quote, and
3 Dear Mr Laporta,
4 and payment at thirty days from today.
5 I look forward to receiving the goods in due course.
6 The price agreed was £1000 (ex VAT), with transport costs of £90
7 You promised delivery within thirty days.
8 Yours sincerely
9 I am writing to confirm my order for one Literatura table (180cm), a two
drawer filing cabinet in cherry and one Clio chair.
10 Following our phone conversation today,
```

**F Speaking**

Work in pairs. Student A use the sentences below. Student B turn to File AA on page 154. Take it in turns to read your sentences to each other, and correct any information you hear which is wrong. Make sure you stress the information you are correcting. Use the expressions in the Language Note on page 123.

1. The legal age for voting in most countries is eighty.
2. New York is the capital of the USA.
3. There are 60,000 people in the UK.
4. Ferrari is a famous French company.
5. The President of the USA lives in a greenhouse.
Unit 11 Getting a job

11.1 Recruitment processes

Grammar
Vocabulary
Communication skills
Verb + -ing
Personal qualities
Talking about likes and dislikes

A Speaking

1 Write these verb phrases in the correct place in the diagram below.

I don't really like  I don't mind  I really enjoy  I hate  I quite like

2 Read what the five people below think about their jobs. Match the sentences 1–5 with the pictures a–e.

1 I hate telling clients they need to invest in new hardware. My job is to find software solutions, but it's not always possible.

2 I really enjoy working with figures, so this job is perfect for me.

3 I don't mind driving long distances. It's tiring, but if I don't visit customers regularly, our competitors will.

4 I don't really like working at nights. On some nights I have three or four calls.

5 I quite like receiving visitors. I usually only speak to them for a few seconds on the phone, so it's nice to meet them in person.

3 Look at the expressions in italics above. Each one is followed by another verb. What form is it in?
**LANGUAGE NOTE**

**Verb + -ing**

Verbs used to talk about general preferences are usually followed by another verb ending -ing.

*I hate working late at night.*
*He enjoys meeting young people.*
*They don't mind travelling long distances.*

4. Now think about your own job. Make similar sentences about aspects of your job that you like and don't like. Exchange information with a partner.

**Vocabulary**

1. Here are three extracts from job advertisements. Which jobs in A are they describing?

**A**

**We are looking for outgoing and persuasive young people who are good with words. The post requires long hours of travel away from the office, so you must be energetic and independent.**

**Do you like working with ideas? We are looking for creative people with a good knowledge of database management systems. You must be able to work well independently or as part of a team on large projects.**

**Are you good with figures, patient and attentive to detail?**

You will start as a junior clerk, but we offer you the opportunity to make quick progress in our firm.

2. Now match the definitions (1–10) with the correct adjectives or phrases (a–j), as in the example.

1. wants to get to the top
2. thinks of other people's feelings
3. doesn't get angry or irritated quickly
4. can work alone
5. open and friendly
6. doesn't mind changing his / her habits
7. doesn't get tired easily
8. can change people's opinions
9. can produce new ideas
10. regularly checks the quality of his / her work

a. sensitive
b. outgoing
c. independent
d. attentive to detail
e. energetic
f. ambitious
g. adaptable
h. patient
i. creative
j. persuasive

3. Write a short description of someone you like (or hate!) in your personal or professional life.

*example: My last boss was very energetic. He worked about 12 hours a day. He was a patient man, who always had time to talk to us if we had a problem.*
C Listening

1. Piet Smout works for a company which finds jobs for English-speaking people who want to work in other countries. Listen to the first part of an interview with him, and answer the questions.

   1. In which parts of the world does the company find jobs?
   2. What kind of jobs does it find? Give three examples.
   3. What does Piet Smout's job consist of?
   4. Why is it important to spend a long time in each company?

2. Now listen to the second part, and complete this table.

<table>
<thead>
<tr>
<th>What he likes about his job</th>
<th>What he dislikes about his job</th>
<th>Necessary qualities for working abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Do you agree with the qualities that Piet Smout mentions? Can you think of any other qualities necessary for someone working abroad? Look again at the list in B.

D Reading

1. Look at this advertisement from a jobs website and answer the questions.
   1. What job is it for?
   2. Is it well-paid?
   3. Where will the person work?
   4. What qualifications, experience, and personal qualities will the person need?
   5. If you're interested in the position, what do you have to do?

   European Sales Director
   Ref: B112
   Salary: $90–110k + stock options
   Location: Lyon, France
   Age range: 35–50
   Qualifications: Qualified doctor preferred
   Degree in Business Administration or similar
   Good level in three European languages, including English

   Are you ambitious, energetic and adaptable? Based in Philadelphia, we are a leading American manufacturer of medical equipment. We are looking for someone with wide experience in the medical or pharmaceutical industry to manage our new European sales operation. You should have at least 10 years in the medical or pharmaceutical industry, of which five years in management. Please e-mail CV and covering letter to jobs@execnet.com.

2. Now write a similar advertisement for your own job. If you don't work at the moment, choose a job you would like to do.
1 Here is a description of a typical procedure for recruiting a new manager.
Complete the gaps in the flowchart with the phrases below.

- **invites**: 12 candidates for interview
- **makes a selection**: makes a final selection
- **applies for the post**: applies for the post
- **resigns from his / her present job**: resigns from his / her present job
- **shortlist**: makes a shortlist
- **second interview**: invites four candidates for a second interview
- **offered post to chosen candidate**: offers post to chosen candidate
- **accepts the post**: accepts the post
- **joins his / her new company**: joins his / her new company

2 Complete the word-building table with words from the box below, as in the example. In the 'person' column, you will sometimes need two words, sometimes none.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>interview</td>
<td>interview</td>
<td>interviewer / interviewee</td>
</tr>
<tr>
<td>application</td>
<td>employee</td>
<td>applicant / employee</td>
</tr>
<tr>
<td>advertise</td>
<td>advertiser</td>
<td>advertiser / interviewer</td>
</tr>
<tr>
<td>apply for</td>
<td>resignation</td>
<td>resignation / applicant</td>
</tr>
<tr>
<td>interview</td>
<td>shortlist</td>
<td>shortlist / interviewee</td>
</tr>
<tr>
<td>advertisement</td>
<td>employment</td>
<td>employment / interviewer</td>
</tr>
</tbody>
</table>

3 Which words in the list in 2 would you use to complete these sentences? Sometimes you will need to change the form.

1. We have received ......................... for this job from 3,000 people.
2. I saw the ......................... for this post in the Sunday Times.
3. OK, I think we've said enough about Mr Downing. Can you call the next ......................... ?
4. When she was offered the new job, she sent a letter of ......................... to her old ......................... .
5. Were you ......................... for the job?
   No, I didn't even get a first ......................... .
6. Nobody in the company ......................... for the job, so they had to ......................... the post in the newspaper.
7. His recent history of ......................... is very strange. He had six jobs between 1990 and 2000, and he ......................... from all of them.
A. Reading

Luis Antônio de Oliveira is applying for the job advertised on page 128. Read his letter of application below. In what ways is he a good candidate for the post?

Dear Sir or Madam,

I am writing to apply for the post of European Sales Director advertised on your 'Execnet' website. I am 48 years old, Brazilian, with a medical degree from the University of São Paolo (1982), and a Masters in Business Administration from the University of Los Angeles (1988). I joined my present company, AVRC Pharmaceuticals, in 1997. After two years as Marketing Manager for South America, I moved to Madrid to take up my present position as Regional Director for Southern Europe.

Before joining AVRC I was in charge of clinical trials for new drugs at Medilab, where I spent five years. I also have four years' experience as a research scientist for new drugs, first with Schering Plough (1988–91), then with Merck (1991–92). My professional experience also includes four years as a doctor working for a medical charity in Peru, before leaving to start my two-year MBA course.

Concerning my language ability, I am fluent in English and Spanish, and I am currently following an intensive course in French. I am hard-working, creative, and ambitious, and after a number of years with the same company, I would appreciate the opportunity of a new challenge.

I look forward to hearing from you.

Yours faithfully

Luis Antônio de Oliveira

B. Speaking

Look again at Luis's letter and take turns with a partner to describe his career. Complete the time line below with details of his professional experience.
Complete Luis's remarks about his career, then answer the questions using the same structures.

Past simple + in or ago
4 When did he leave Peru?
5 How long ago did he resign from Schering Plough?
6 When did he move to Europe?

Past simple + for or from ... to
4 How long did he work for Schering Plough?
5 How long was he in charge of clinical trials?
6 How long did he live in Peru?

Read the Language Note and then:
1 Complete sentences 1–3 below with the verb indicated, and for or since.
2 Answer questions 4–6 with complete sentences.

The present perfect
1 The present perfect is formed with the present simple of the verb have, and the past participle of the main verb. For a list of irregular past participles, see page 157. For regular verbs, the past participle is the same as the past simple form.
   e.g. to work – he worked – he has worked.
2 We use the present perfect to talk about an action or a situation which started in the past, and is not finished now.
   He's (he has) lived in Europe since 1999. (And he lives there now.)
   I've worked for this company for five years. (And I still work there now.)
   They've been married since 1985. (And they're still married now.)
3 We use since with a moment in time, and for with a period of time.
   since 1992, since June, since two o'clock
   for seven years, for a month, for half an hour

Present perfect + for or since
4 How long has he lived in Europe?
5 How long has he been Regional Director for Southern Europe?
6 How long has he worked in the pharmaceutical industry?
C Listening

1 Luis António de Oliveira meets an old friend at Madrid airport. Listen to their conversation. How do they know each other?

2 What do we learn about Bill Pitt? Complete these notes. Listen again if necessary.

Present employer .......................... since ..................
Married to ...................... since ..................
First met his wife ......................
Lives in .................................. Moved there in .....................

D Speaking

The present perfect tense is used to make a connection between the past and the present. We sometimes use different verbs to talk about when an action began (past simple tense) and its duration (present perfect tense).

1 Complete the missing sentences using the verb indicated, as in the example.

<table>
<thead>
<tr>
<th>Past simple</th>
<th>Present perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I got married in 1987.</td>
<td>I've been married since 1987. (be)</td>
</tr>
<tr>
<td>She joined AVRC in 1999.</td>
<td>........................................................ (move)</td>
</tr>
<tr>
<td>................................................ (move)</td>
<td>They've lived here for 10 years.</td>
</tr>
<tr>
<td>He met his wife three years ago.</td>
<td>................................................ (know)</td>
</tr>
<tr>
<td>................................................ (start)</td>
<td>I've had this job since January.</td>
</tr>
<tr>
<td>We arrived here about an hour ago.</td>
<td>................................................ (be)</td>
</tr>
</tbody>
</table>

2 Now answer these questions.

1 How long have you lived in your present home, and when did you move there?
2 How long have you known your English teacher, and when did you first meet him / her?
3 How long have you been in this classroom, and what time did you arrive?

3 Work in pairs. You're going exchange information to complete the CV (curriculum vitae) of another candidate for the post of European Sales Director.

1 Make a list of questions you have to ask to complete the missing information, e.g. When was she born?
2 Ask your partner your questions and answer his or her questions. When you've finished, discuss the following:
   a What similarities are there between Luis António's and Andrea's professional experience?
   b Who do you think is the better candidate for the job? Look again at the job advertisement on page 128.

Student A, look at the CV opposite. Student B, look at File CC on page 155.
## CURRICULUM VITAE

**Name:** Andrea Paganini  
**Date of birth:**  
**Nationality:** British / Italian  
**Marital status:** Married

### QUALIFICATIONS

- **1987**  
  Obtained Degree in Pharmacology, University of London
- **1994**  
  Obtained Diploma in Marketing Studies – London Institute of Marketing  
  (......... – year correspondence course)

### PROFESSIONAL EXPERIENCE

- **19.... – 1989**  
  **University of London Hospital**  
  Research scientist in Pharmacology unit
- **1989 – 1991**  
  **European Commission, Brussels**  
  Participated in European Community Drug Development Programme, co-ordinating and financing projects between hospitals and European pharmaceutical companies.
- **1991 – 1998**  
  **AVRC Pharmaceuticals, Milan, Italy**  
  As Head of Research (......... years), I was responsible for the development of a new range of anti-depressant drugs. I then worked as Marketing Manager for Italy (4 years).
- **1998 – present**  
  **Pharmaline, Paris**  
  Pharmaline sells pharmaceutical products over the Internet. I joined the company as a product consultant. Since .........., I have been Marketing Manager for Europe.

### LANGUAGES

- English / Italian (native speaker)
- .............. (fluent)

### INTERESTS

- Skiing, tennis, Modern European literature, architecture

---

**E Writing**

Write a short CV for yourself. Use Andrea Paganini’s CV as a model.
A Vocabulary

Match 1–7 with a–g to make seven sentences.

1 You can sometimes take early retirement …
2 You resign from your job …
3 You are transferred …
4 You are dismissed …
5 You usually retire …
6 You are made redundant …
7 You are taken on …

a … to another part of the same company.
b … by a new company.
c … if your job no longer exists.
d … between 60 and 65.
e … to take up a position in another company.
f … between 50 and 60.
g … if your job performance hasn’t been satisfactory.

B Listening

The administrative department of a company is trying to reduce its staff by 10% this year. The Personnel Manager is discussing the new staffing figures with the Head of Administration. Listen and complete the table. Have they achieved their objective of a 10% reduction?

<table>
<thead>
<tr>
<th></th>
<th>Last year</th>
<th>This year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total at start of year</strong></td>
<td>564</td>
<td>600</td>
</tr>
<tr>
<td>New employees</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Transfers to other divisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resignations</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Redundancies</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dismissals</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Early retirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retirement</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total at end of year</strong></td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

Listen to the first part again and complete this extract.

Well, the number of new employees ................. ................. 1 dramatically this year.
Last year we ................. ................. 2 sixty people, but this year we’ve only ................. 3 on sixteen. We ................. 4 all new recruitment six months ago.

1 Which tense do we use when the time mentioned (last year / six months ago) is finished?
2 Which tense do we use when the time mentioned is not finished (this year)?
Now describe the other changes between last year and this year. Continue as in the example.

Last year the company transferred ... This year they have ...

**LANGUAGE NOTE**

**Present perfect and past simple**

1. We also use the present perfect when the time of reference is not finished, even if the action itself is finished.
   - *We've taken on sixteen people this year. (But we're only in August.)*
   - *He's written three letters today. (It's only 4 p.m. now.)*
   - *In my professional career, I've worked in three foreign countries. (I'm only forty now, so my career is not finished.)*

2. Compare the time expressions used with the present perfect and past simple.

<table>
<thead>
<tr>
<th>Present perfect</th>
<th>Past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've worked ...</td>
<td>I worked ...</td>
</tr>
<tr>
<td>this year / month / week</td>
<td>last year / month / week</td>
</tr>
<tr>
<td>today</td>
<td>yesterday</td>
</tr>
<tr>
<td>since 1997</td>
<td>in 1997</td>
</tr>
<tr>
<td>in the last ten years</td>
<td>ten years ago</td>
</tr>
<tr>
<td>recently</td>
<td>a long time ago</td>
</tr>
</tbody>
</table>

**Speaking**

1. A candidate is attending a job interview. Match questions 1–4 below with his / her answers.
   1. Have you ever had a difficult boss?
   2. Have you worked abroad in the last five years?
   3. Have you ever managed a team?
   4. Have you studied any other languages apart from English?

a. 'Yes, I have. I was in charge of ten technicians when I worked for Olivetti.'

b. 'No, I haven't. But I lived in Spain for a year, so I can speak Spanish quite well.'

c. 'Yes. I spent six months on a construction project in Delhi.'

d. 'Yes. In fact that's why I resigned from my first job after only six months.'

2. Which tense is used for the questions? Which tense is used for the candidate's answers?
3 Ask and answer similar questions with your partner. Student A, use the prompts below to ask a question with Have you ever . . . ? If Student B answers Yes, I have, ask a follow-up question using When, What, Where, or Why. Student B, turn to File X on page 154.

When?
- visit England or the USA
- play a musical instrument
- be made redundant
- run in a long-distance race
- do a computer course
- learn any other languages
- read any good books recently

Where?

What?

Why?

Reading

1 Do you prefer working for a male boss or a female boss? Or do you have no preference?

The table below shows the preferences of American women for male or female bosses. Does anything surprise you?

<table>
<thead>
<tr>
<th>'Do you prefer a male or a female boss?'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table A</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Today</td>
</tr>
<tr>
<td>1993</td>
</tr>
<tr>
<td>1982</td>
</tr>
</tbody>
</table>

Source: Gallup

2 Complete this summary of table A, using the verbs below. Use each verb once, and put it in its correct form – present perfect or past simple, as in the example.

| increase | decrease | rise | go down | be | go up | start | prefer | fall | have |

1 The number of women who prefer to have a male boss has gone down by 10% since 1982. Between 1982 and 1993 the number has started to fall by 8%, and in the last few years it has fallen by another 2%.

2 Since 1982, the number of women who prefer a female boss has increased by 15% a woman. In 1993, the number has gone up to 29%, but recently it has fallen again.

3 30% of women had no preference in 1982, but there has been a fall in numbers to 24% in 1993. Since then, the number has gone up to 35%.
Listen to this presentation of table B, and complete the missing figures. What similarities are there with table A?

### 'Do you prefer a male or a female boss?'

<table>
<thead>
<tr>
<th>Table B</th>
<th>Men’s answers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Today</td>
<td>—</td>
</tr>
<tr>
<td>1993</td>
<td>—</td>
</tr>
<tr>
<td>1982</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Gallup

Companies often use aptitude tests to evaluate candidates' intellectual, logical, mathematical or word skills. How quickly can you do this test? The answers are in File R on page 153.

1. Which of these words is different from the others?
   - a. level
   - b. train
   - c. madam
   - d. refer
   - e. stats

2. If you rearrange the letters 'Sinodanie', you have the name of a:
   - a. continent
   - b. ocean
   - c. country
   - d. city
   - e. animal

3. Using all four mathematical symbols (+ - / x) make this sum correct:
   
   $$11 \ldots 4 \ldots 3 \ldots 9 \ldots 5 = 6$$

4. Which word can be added before all the following words to make common two-word expressions?
   - qualities
   - computer
   - interests
   - questions

5. There are 30 monkeys in a banana tree. Some have orange and purple stripes, a third are all purple, and some are all green. Is it true that 10 monkeys are definitely green?

6. Which letter comes next in this series of letters?
   $$G \ F \ H \ G \ I \ H \ J \ I \ K$$

7. Which consonant is midway between I and O?

8. Use all the letters in this letter chain to make one word of eight letters.
   $$E \ R \ A \ C \ S \ N \ I$$

9. ‘Brothers and sisters have I none. But that man’s father is my father’s son.’
   Who is ‘that man’ in relation to the speaker?
12.1 Changing careers

Grammar  |  Revision of tenses
Vocabulary |  Work
Pronunciation |  Word stress

A Reading

1. Find words in the text below which have these meanings.
   1. stop working at the end of your career
   2. work for yourself
   3. have no job
   4. lose your job usually for economic reasons
   5. a move to a better-paid or more important job in the same company
   6. opportunities to make progress and improve your position
   7. a meeting between a candidate and a potential employer
   8. monthly pay
   9. a company which finds jobs for people and people for jobs
   10. an arrangement for two companies to join together

Twenty years ago...

most people have started / started¹ work around the age of twenty and retired / have retired² at the age of sixty-five. Normally they worked for the same company all their life. In the last twenty years things are changing / have changed³. Today people often work / are working⁴ for different employers, many are self-employed and many, unfortunately, are unemployed. Companies employ fewer people and many processes computerize / are computerized⁵.

People change jobs for different reasons. 'I was forty, says Jürgen Klimmer, an IT engineer. 'I liked my job, but the prospects weren’t good, and there was very little chance of promotion. I read the papers and wrote one or two letters. One day I got a telephone call and an offer from Lufthansa. I said immediately, 'I’ll / I ⁶ take it’. The job offered a better salary and excellent prospects, but I had to move which was a problem for my family.' Jürgen took the job and is / has been⁷ with the company for the last three years.

Sergio Laguardia, an accountant in Milan, was less fortunate. 'I am / was⁸ made redundant six months ago. I am over fifty and it is hard to get another job. People think I am too old. I read the papers every day. I have written / write⁹ a lot of letters of application in the last few weeks. Next week I will go / I’m going¹⁰ to Turin for an interview but I am not confident. If they offer me the job I will / would¹¹ take it but the salary is not really high enough.'

Patrizia Rojas lives in Madrid. She is a secretary with a pharmaceutical company, but she is looking / looks¹² for another job. She has registered at a recruitment agency. 'I like my job but there was a merger between my company and another one last year. I am employed by a large multinational now, instead of a small Spanish firm. There are too many people in my department now, and I’ll / I would¹³ probably leave quite soon.'

Karel Sudek lives in Prague where he works for himself. 'I worked / have worked¹⁴ for a car manufacturing company for six years. I liked my job, but I had a bad relationship with my boss and I wanted to be more independent. In 1995 I left to start my own business. It is very stressful, but I like it. At least I know that I am responsible for my own future.'
Read the article opposite and choose the correct form of the verbs in *italics.*

Look at the text again and answer these questions.

1. Which of the people in the text is:
   a. unemployed
   b. employed
   c. self-employed?

2. Why did Jürgen change companies?

3. Why is Sergio looking for a new job?

4. What is Patricia’s problem?

5. Why did Karel start his own business?

Complete the table below with an example sentence from the text.

<table>
<thead>
<tr>
<th>Active form</th>
<th>Use</th>
<th>Example from text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present simple</td>
<td>Regular repeated actions or situations</td>
<td>Patricia lives in Madrid.</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Present actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Future arrangements</td>
<td></td>
</tr>
<tr>
<td>Future with <em>will</em></td>
<td>Predicting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stating a condition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision</td>
<td></td>
</tr>
<tr>
<td>Past simple</td>
<td>Finished actions</td>
<td></td>
</tr>
<tr>
<td>Present perfect</td>
<td>Unfinished action or time period begun in the past</td>
<td></td>
</tr>
<tr>
<td><strong>Passive form</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present simple passive</td>
<td>Situations where who is / was responsible</td>
<td></td>
</tr>
<tr>
<td>Past simple passive</td>
<td>is unknown or unimportant</td>
<td></td>
</tr>
</tbody>
</table>

The world of work 139
Work in pairs. Use the information in the text to ask and answer the following questions about Jürgen, Patricia, Sergio, and Karel.

1. What do Patricia? 
   She is looking for another job.

2. What do Jürgen? 
   Lufthansa.

3. Where go Sergio next week? 
   Turin.

4. How long? 
   for six years.

5. How long? 
   for three years.

6. When? 
   in 1995.

7. What? 
   a lot of letters.

8. Where? 
   at a recruitment agency.

9. Who / Patricia / employ / by? 
   a large multi-national.

10. When / make redundant / Sergio? 
    six months ago.

Sergio Laguardia is looking for another job. He is interviewed by a business magazine about the problems of being unemployed. Look at the interviewer's notes and predict her questions.

Now listen. How does Sergio answer the questions? Make some notes.
D Speaking

1 Here is some advice for someone who is unemployed and looking for a new job. Look at these ideas and say if you agree or disagree. Can you think of any other advice?

1 It is a good idea to meet other unemployed people.
2 You must be prepared to move.
3 You should take the first job you are offered.
4 You should spend forty hours a week looking for a job.
5 Stay in contact with former colleagues.
6 Use a recruitment agency.
7 Read the newspapers every day.
8 Learn a new skill like English or using a PC.

In the second part of the interview Sergio talks about his experience of unemployment. Listen and tick (✓) the things in the list above that Sergio himself is doing to find a job.

E Pronunciation

1 Look at some of the vocabulary from this unit section. Put the words in the correct column according to the stress pattern, as in the example.

<table>
<thead>
<tr>
<th>unemployed</th>
<th>accountant</th>
<th>manufactured</th>
<th>company</th>
</tr>
</thead>
<tbody>
<tr>
<td>recruitment</td>
<td>optimistic</td>
<td>pharmaceutical</td>
<td>psychology</td>
</tr>
<tr>
<td>interview</td>
<td>redundant</td>
<td>psychological</td>
<td>responsible</td>
</tr>
<tr>
<td>information</td>
<td>secretary</td>
<td>fortunate</td>
<td>confident</td>
</tr>
</tbody>
</table>

Listen and check your answers.

3 Mini-dictation. Write down these sentences. Then read them aloud with the correct stress.
Rebecca Long is a market analyst. Johann Koops does the same job. They are both being interviewed by a business magazine. Listen to the interviews and complete the table below.

<table>
<thead>
<tr>
<th></th>
<th>Rebecca</th>
<th>Johann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After-work activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In pairs look at these remarks. Who makes them? Mark them (J) Johann or (R) Rebecca.

1. In fact sometimes there is too much information.
2. My wife thinks it's too late!
3. This gives me enough time to go and pick up the children.
4. If you don't arrive early enough you don't get the best places.
5. It's not really big enough for me and all my equipment.
6. Sometimes it's too quiet in my office.
7. When I have enough data I write my reports.
8. Because in an office there are too many distractions.

Look at the sentences again.

1. Where do we put enough? Before or after a noun? What about adjectives?
2. What kind of words can we put after too?
**LANGUAGE NOTE**

**Too / not enough**

**Too**
1. *Too* means 'more than necessary'. It is used in front of adjectives and adverbs.
   - He didn't take the job because the salary was *too low*.
   - She couldn't do the job well because she worked *too slowly*.

2. *Too* is also used in front of *much / many* when the quantity is larger than is wanted.
   - There were *too many* people on the first day so I went back the next day.
   - I didn't get the job because I asked for *too much* money.

**Enough**
1. *Enough* means the 'right amount'. *Not enough* means 'less than necessary'. It is used after adjectives and adverbs.
   - She wasn't *old enough* to vote.
   - He didn't work *hard enough* so he failed his exams.

2. *Not ... enough* is also used with nouns. *Enough* goes before the noun.
   - I don't have *enough money* to buy a new car.
   - There's not *enough space* in this office for more people.

---

**B Speaking**

1. We can say the same thing in different ways. Say these sentences in different ways using the prompts provided, as in the example.

   1. *I don't earn enough*.  
      - *My salary is *too low*.*

   2. *My office isn't large enough*.  
      - *I don't have*...

   3. *She is too busy to see you*.  
      - *She has*...

   4. *He was too tense at the interview*.  
      - *He wasn't*...

   5. *He wasn't young enough*.  
      - *He*...

   6. *My computer is too slow*.  
      - *It doesn't have*...

   7. *He made too many mistakes*.  
      - *His English*...

   8. *He laughs too much*.  
      - *He*...

2. In pairs talk about your own working or study conditions. What aspects are you not happy about? Use the ideas below to help you.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel, Hours worked, Length of day, Office - size, number of people, Responsibility, Salary, Boss</td>
<td>Homework, Exams, Class size, Social life, Teachers, Money</td>
</tr>
</tbody>
</table>

3. Write down some sentences about your partner and tell the rest of the class.
In *Business Basics* we have shown you a number of ways to learn, record, and revise vocabulary.

1. You can draw a picture. Look at the picture below and label it correctly using the words in the box.

<table>
<thead>
<tr>
<th>keyboard</th>
<th>printer</th>
<th>central unit</th>
<th>screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>scanner</td>
<td>socket</td>
<td>mouse mat</td>
<td>mouse</td>
</tr>
</tbody>
</table>

2. You can make a word chain or flowchart.

   Rebecca has to write a weekly article, and then send it to her editor with an e-mail message. Complete this flow chart using the expressions below.

   - send to editor
   - shut down
   - check spelling
   - write e-mail message
   - connect modem
   - attach article
   - write article
   - disconnect modem
   - save any changes
   - save document
   - open application
   - switch on computer

   1 switch on computer
   2
   3
   4
   5
   6 save any changes
   7
   8
   9 attach article
   10
   11
   12 shut down

144 The world of work
3. You can record collocations and compounds as well as individual words. Add to the lists using the words in the box, as in the example. Some words can be used more than once.

<table>
<thead>
<tr>
<th>open database</th>
<th>paste</th>
<th>copy</th>
<th>enter</th>
<th>word-processing</th>
<th>spreadsheet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 a **word-processing** application 3 to .................................. text

2 to .................................. a document 4 to .................................. a folder

4. You can record words in the same family. Complete the table below.

<table>
<thead>
<tr>
<th>Verb</th>
<th>copy, copier</th>
<th>............</th>
<th>scanner</th>
<th>attach</th>
<th>connection</th>
<th>computer</th>
</tr>
</thead>
</table>

5. You can write example sentences.

The table below shows some words from exercises 1–4. Complete the missing words for 2 and 3. Then write your own example sentences for 4, 5, and 6.

1 computerize

2

3

4 printer

5 scan

6 spreadsheet

5. You can do a mind map. Look back at page 29 for an example. Close your books and try and do one for COMPUTER.

![Diagram of a mind map for COMPUTER]

- Computer
  - Hardware
    - Monitor
    - Keyboard
  - Software
    - Floppy disk
    - Document
    - File

The world of work 145
12.3 Saying goodbye

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Functions review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>Saying goodbye</td>
</tr>
</tbody>
</table>

**A Listening**

Listen to these dialogues and match them to the situation described below, as in the example.

- **a** the end of a presentation
- **b** ending negotiations
- **c** the end of a meal with a client at a restaurant
- **d** saying goodbye at the end of a sales visit
- **e** saying goodbye to colleagues at the end of the day
- **f** saying goodbye to colleagues on an intensive language course

**B Speaking**

1. Complete the dialogues below using these words.

   - thank
   - thanks
   - speak
   - see
   - soon
   - calling
   - been
   - coming

2. Match each dialogue with one of the pictures above.

3. Practise the dialogues in pairs.

   - OK. Thank you very much for _________.
   - I think that brings us to the end of the agenda. Thank you all for coming.
     It’s been a good day. _________.
   - _________.
   - _________.
   - ___________.
   - Thanks very much. It’s _________.
   - _________.
   - ___________.
   - _________.
### Polite goodbyes

<table>
<thead>
<tr>
<th></th>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is the end of a party. Student B is the host,</td>
<td>thank your host</td>
</tr>
<tr>
<td></td>
<td>Student A is leaving.</td>
<td>offer an invitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>say goodbye</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reply</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reply</td>
</tr>
<tr>
<td>2</td>
<td>In a restaurant. Student B is Student A's boss.</td>
<td>comment on the meal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>offer to pay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>refuse the offer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reply</td>
</tr>
<tr>
<td>3</td>
<td>It is the end of an annual conference.</td>
<td>say goodbye</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reply</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thank</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ask about next year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wish a good journey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>say goodbye</td>
</tr>
<tr>
<td>4</td>
<td>It is the end of the day. You are leaving work.</td>
<td>say goodbye</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reply – invite for a drink later</td>
</tr>
<tr>
<td></td>
<td></td>
<td>agree – say goodbye</td>
</tr>
<tr>
<td></td>
<td></td>
<td>say you are on holiday tomorrow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>agree – fix time for 7 o'clock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>say goodbye</td>
</tr>
</tbody>
</table>

### Listening

1. Listen to these prompts and reply in a natural way.
   e.g. Thanks for coming. Thanks for the invitation.

2. Now listen to the completed dialogues and compare the replies with your own answers.
Your English is now good enough to go around the world! Play in teams or pairs. Use dice or toss a coin to move forward. Each square asks you to make a sentence in English; (T) means 'on the telephone'. If the expression is in italics you have to reply
A friend loses his wallet. Give advice.

Count from 77 to 98.

Ask politely for a coffee.

Compare the USA to the UK.

How do you do?

Count backwards from 101 to 94.

Invite a friend to dinner.

How are you?

Use since yesterday in a sentence.

The caller is speaking too quickly. (T)

Ask a caller to wait. (T)

Offer to answer the telephone.

Ask a friend about their plans for tomorrow.

Use for three years in a sentence.

Ask the distance from Tokyo to Osaka.

Ask about the price of a one-way ticket from Wellington to Sydney.

Ask to receive a brochure. (T)

Ask for the translation of sauerkraut in English.

Ask someone's place of birth.

Your bed is not long enough. Tell reception.

Say alphabet from F to S.

Thanks for coming.

Use if in a sentence.

The world of work 149
In 1999 A had 600 shares = 60%. B had 75 shares = 7.5%. C had 50 shares = 5%. D had 200 shares = 20%. E had 75 shares = 7.5%.

1. A £12,000  B £1,500  C £1,000  D £4,000  E £1,500
2. Yes. D received £4,000 in dividends and his stake is now worth £40,000. He has to repay the bank.
3. A, with 60% of the shares.
4. £15,000

The answers are not in the same order as the questions. Can you match them?

a. You can't take any alcohol if you are a Moslem. Non-Moslems can take six bottles.

b. You can't take any plants or vegetables - they carry viruses.

c. 1 kg. This country wants to protect agriculture, its main industry.

d. As many as you want, but they must be disinfected.

e. Two litres, if you live outside the European Community. If you travel from a country inside the EU, you can take up to 90 litres.

f. If your personal jewellery weighs more than 100g you must leave it at customs until you leave the country or complete a temporary importation form.

g. As many as you want, but the total value must not be more than US $300.

h. One bottle of 57 ml.
File E page 67

<table>
<thead>
<tr>
<th>Name</th>
<th>Arrive</th>
<th>Stay</th>
<th>From</th>
<th>Time</th>
<th>Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Scott</td>
<td>26.07</td>
<td></td>
<td>Seattle</td>
<td>21.30</td>
<td>Sheraton</td>
</tr>
<tr>
<td>Thérèse Blanc</td>
<td>27.07</td>
<td>4 nights</td>
<td>Paris</td>
<td>20.30</td>
<td>Ramada</td>
</tr>
<tr>
<td>Giovanni Costa</td>
<td>27.07</td>
<td>3 nights</td>
<td>Rome</td>
<td>18.30</td>
<td>Sheraton</td>
</tr>
<tr>
<td>Michel Lenoir</td>
<td>27.07</td>
<td>3 nights</td>
<td>Geneva</td>
<td>20.30</td>
<td></td>
</tr>
<tr>
<td>Yoshi Omura</td>
<td>26.07</td>
<td>4 nights</td>
<td>Boston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia Lingwood</td>
<td>........</td>
<td>2 nights</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

File F page 76

**THURSDAY 16TH JULY**

- 8.00-10.00 a.m. Breakfast meeting
- 10.30-12.00 p.m. Presentation
- 10.00-2.00 p.m. Lunch with Mr Felipe Delaserra
- 2.30 p.m. Playing golf with new Saudi client
- 5.30-7.00 p.m. Meeting with the Chairman
- 7.15 p.m. Taxi to the airport (15 minutes)
- 9.00 p.m. Plane to Rome

File G page 100

<table>
<thead>
<tr>
<th>Company A</th>
<th>Estée Lauder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founded</td>
<td>1946</td>
</tr>
<tr>
<td>Founder</td>
<td>An American woman</td>
</tr>
<tr>
<td>Location</td>
<td>New York</td>
</tr>
<tr>
<td>Activity</td>
<td>Cosmetics</td>
</tr>
<tr>
<td>Famous products</td>
<td>Clinique, Aramis</td>
</tr>
<tr>
<td>Key date</td>
<td>1948 First counter at Saks department store on 5th Avenue New York</td>
</tr>
</tbody>
</table>

File H page 44

Use the information below to help you answer Student A's questions.
- On Monday you were late, so you travelled to Manchester by taxi.
- You stayed in a luxury suite at the Royal Hotel.
- You telephoned your girlfriend / boyfriend.
- On Wednesday you were tired so you stayed at home. (You worked at home.)
- On Thursday you visited a customer near your girlfriend / boyfriend. (S/he lives in Scotland.)
- You played golf at St Andrews with a good friend (an important future customer).

File I page 11

Activity: food and drink
Employees: 230,929
Location: headquarters in Switzerland, branches all over the world
Products: Nescafé coffee, Perrier mineral water, Kit Kats
Company name: Nestlé

File J page 88

Here are the 'down' words for the crossword. Make clues for these words to give your partner.
1 envelope 4 window
2 coin 5 plate
3 snow 6 car

File K page 49

This is what you did last week. Answer Student B's questions, and ask questions to complete his / her diary on page 49.
**File L page 101**

<table>
<thead>
<tr>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concorde</td>
<td>1969</td>
</tr>
<tr>
<td>Eiffel Tower</td>
<td>1889</td>
</tr>
<tr>
<td>Walkman</td>
<td>1979</td>
</tr>
<tr>
<td>Guggenheim</td>
<td>1959</td>
</tr>
<tr>
<td>London Eye</td>
<td>1999</td>
</tr>
<tr>
<td>Empire State Building</td>
<td>1931</td>
</tr>
<tr>
<td>Escalator</td>
<td>1891</td>
</tr>
<tr>
<td>American Express Card</td>
<td>1958</td>
</tr>
<tr>
<td>Levis</td>
<td>1890</td>
</tr>
</tbody>
</table>

- It was the first supersonic passenger plane.
- It was built to celebrate the 100th anniversary of the French Revolution.
- It was originally called the Soundabout.
- There is now one in New York, Bilbao, Venice and Berlin.
- It offers the best view of London.
- It was featured in King Kong.
- It was originally designed as a fairground attraction.
- It was the original plastic money.
- They were originally made for cowboys and gold prospectors.

**File M page 60**

1. Your partner works for a small company in the UK. Listen to a description of sales for last year, and mark them on this graph. What do you think your partner sells? Is it:
   - skis
   - sun cream
   - Christmas decorations?

2. You work for a company in the USA which sells children's toys. Your partner doesn't know this. Describe your sales figures for last year, then ask your partner to guess your product. Start like this:
   *In January we had sales of $1 million. Sales remained stable in February.*

**File N page 76**

**THURSDAY 16TH JULY**

- 9.00-11.00 a.m. Sales meeting
- 11.30 a.m.-12.30 p.m. Lunch with Anita Chung
- 12.30-1.30 p.m. Marketing meeting
- 2.30-3.30 p.m. Taxi to the airport
- 3.45-5.30 p.m. Departure for London
- 6.00 p.m. Dinner with clients
- 9.30 p.m. Departure for London

**File O page 11**

- Activity: cars, planes, engines
- Employees: 428,000
- Location: headquarters in Stuttgart (Germany) and Auburn Hills (USA)
- Products: Mercedes Benz, Eurofighter Typhoon, Dodge Pickup
- Company name: Daimler Chrysler

**File P page 23**

You are a travel agent. Look at the information below about flights to Warsaw. Ask your customer when he/she wants to travel, and give the plane times. When the customer makes a decision, note the reservation details (flight time and day, customer name and telephone number).

### LONDON HEATHROW TO WARSAW

**Daily flight schedule**

<table>
<thead>
<tr>
<th>Departure</th>
<th>Arrival</th>
<th>Flight No.</th>
<th>Airline</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:05</td>
<td>10:30</td>
<td>BA4454</td>
<td>LOT - Polish Airlines</td>
</tr>
<tr>
<td>10:35</td>
<td>14:00</td>
<td>BA4450</td>
<td>LOT - Polish Airlines</td>
</tr>
<tr>
<td>11:40</td>
<td>14:50</td>
<td>BA4850</td>
<td>British Airways</td>
</tr>
<tr>
<td>17:30</td>
<td>20:55</td>
<td>BA4452</td>
<td>LOT - Polish Airlines</td>
</tr>
<tr>
<td>18:35</td>
<td>21:55</td>
<td>BA4852</td>
<td>British Airways</td>
</tr>
</tbody>
</table>
File Q page 67

<table>
<thead>
<tr>
<th>Name</th>
<th>Arrive</th>
<th>Stay</th>
<th>From</th>
<th>Time</th>
<th>Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack Scott</td>
<td>26.07</td>
<td>4 nights</td>
<td>Seattle</td>
<td>21.30</td>
<td>Sheraton</td>
</tr>
<tr>
<td>Thérèse Blanc</td>
<td>27.07</td>
<td>4 nights</td>
<td>Paris</td>
<td>20.30</td>
<td>Ramada</td>
</tr>
<tr>
<td>Giovanni Costa</td>
<td>27.07</td>
<td>3 nights</td>
<td>Rome</td>
<td>18.30</td>
<td>Sheraton</td>
</tr>
<tr>
<td>Michel Lenoir</td>
<td>.......</td>
<td>3 nights</td>
<td>Geneva</td>
<td>20.30</td>
<td>Ramada</td>
</tr>
<tr>
<td>Yoshi Omura</td>
<td>26.07</td>
<td>.......</td>
<td>Tokyo</td>
<td>17.30</td>
<td>.......</td>
</tr>
<tr>
<td>Patricia Lingwood</td>
<td>27.07</td>
<td>2 nights</td>
<td>Tokyo</td>
<td>.......</td>
<td>Ramada</td>
</tr>
</tbody>
</table>

File R page 137

1 train (the others read the same backwards as forwards)
2 c (Indonesia)
3 11 - 4 \times 3 + 9 \div 5 = 6
4 personal
5 no
6 J
7 L
8 increase
9 his son (the speaker is male)

File S page 81

Use the table to calculate your score.

<table>
<thead>
<tr>
<th>Q1</th>
<th>a = 3</th>
<th>b = 4</th>
<th>c = 0</th>
<th>d = 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>a = 4</td>
<td>b = 2</td>
<td>c = 2</td>
<td>d = 1</td>
</tr>
<tr>
<td>Q3</td>
<td>a = 4</td>
<td>b = 3</td>
<td>c = 2</td>
<td>d = 1</td>
</tr>
<tr>
<td>Q4</td>
<td>a = 1</td>
<td>b = 2</td>
<td>c = 3</td>
<td>d = 4</td>
</tr>
<tr>
<td>Q5</td>
<td>a = 0</td>
<td>b = 3</td>
<td>c = 2</td>
<td>d = 4</td>
</tr>
<tr>
<td>Q6</td>
<td>a = 3</td>
<td>b = 0</td>
<td>c = 0</td>
<td>d = 4</td>
</tr>
<tr>
<td>Q7</td>
<td>a = 0</td>
<td>b = 4</td>
<td>c = 0</td>
<td>d = 0</td>
</tr>
<tr>
<td>Q8</td>
<td>a = 4</td>
<td>b = 3</td>
<td>c = 0</td>
<td>d = 4</td>
</tr>
</tbody>
</table>

What was your score?
Less than 10 You have a nice relaxed life - at home and at work.
10 - 18 You work hard, but you know when to stop.
19 - 27 Be careful. If you take on more work, you’ll be very stressed.
28 - 32 Oh dear! Time to take a long holiday - now!

File T page 100

<table>
<thead>
<tr>
<th>Company B</th>
<th>Sony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founded</td>
<td>1946</td>
</tr>
<tr>
<td>Founder</td>
<td>Two Japanese men</td>
</tr>
<tr>
<td>Location</td>
<td>Tokyo</td>
</tr>
<tr>
<td>Activity</td>
<td>Electronics</td>
</tr>
<tr>
<td>Famous products</td>
<td>Walkman</td>
</tr>
<tr>
<td>Key date</td>
<td>1970 first Japanese firm on New York Stock Exchange</td>
</tr>
</tbody>
</table>

File U page 117

You run your own small business. These are your problems.
1 Your staff want a salary rise of 10%.
2 Your turnover is down 20%.
3 Your company car is five years old!
4 Your best customer wants a 5% discount.
5 You work seven days a week.
6 You cannot relax.

File V page 88

Here are the ‘across’ words for the crossword. Make clues for these words to give your partner.

1 can
2 pencil
3 wine
4 door
5 computer
6 watch

File W page 49

This is what you did last week. Answer Student A’s questions, and ask questions to complete his / her diary on page 49.

File 153
Use these ideas to ask Student A questions, e.g. *Have you ever done a part-time or holiday job?*

**When?**
- do a part-time or holiday job
- play any team sports
- interview someone for a job
- see any good films
- take your holidays abroad
- have a car accident
- buy a computer

**Where?**

**What?**

**Why?**

---

**File X page 136**

---

**File Y page 112**

1. You are Pierre Crenn, Chief Accountant at EMN. You received an invoice from SIMCO for $900. You are sure this is too high.
   1. Phone Simco and ask to speak to Mrs Powell, the Accounts Manager. Explain the problem. The invoice number is 6748, and it is dated the 23rd of February.
   2. Mrs Powell phones you back. When she has finished, offer to send back the original invoice.

2. You are Ms Geraldo, Sales Manager of Funglass Inc.
   1. You receive a call from John Miller-Jones. He has a problem with an order of champagne glasses. Promise to look into the problem and call back.
   2. Call back. Apologize – the order was sent to the wrong address, and returned to the factory this morning. Ask for the correct address. If he asks about delivery, tell him it will take 3 days.

---

**File Z page 117**

You are the Sales Director of a small business founded by your father. These are your problems.

1. Your father is 72, and still CEO of the company.
2. The staff never want to have a drink with you after work.
3. You don't like the colour of your new BMW.
4. You cannot choose between Florida and Hawaii for your next holiday.
5. You work five days a week, but would like longer weekends.
6. An American firm wants to buy the business for $1,000,000 but your father wants more.

---

**File AA page 125**

1. In most countries you stop working around the age of seventeen.
2. The best football team in the world is Iceland.
3. BMX is a famous German car company.
4. In the UK people eat a lot of fish and ships.
5. The River Danube flows through Paris.

---

**File BB page 65**

You went on a sales trip to London. Your experience wasn't very positive.

- Your journey was long and tiring, and your flight was late.
- The weather was cold and windy, your hotel was clean and modern but cold and a long way from the centre.
- You visited three new clients. They were difficult meetings.
- You went to a presentation of the Millennium Dome given for foreign businessmen at the Chamber of Commerce. The cocktail party after was very nice.
- At the weekend you took a boat trip on the River Thames to see the sights of London and went on the London Eye. The view was spectacular.
- You ate out in a restaurant. It wasn't very good. The food was dull and you didn't like it much.
CURRICULUM VITAE

Andrea Paganini

Name: Andrea Paganini
Date of birth: 1st June 1963
Nationality: 
Marital status: Married

QUALIFICATIONS

1987
1989 - 1989

Obtained Degree in Pharmacology, University of London
Obtained Diploma in Marketing Studies – London Institute of Marketing
(2-year correspondence course)

PROFESSIONAL EXPERIENCE

1987 – 1989

University of London Hospital
Research scientist in Pharmacology unit

1989 – 1991

Participated in European Community Drug Development Programme, co-ordinating and financing projects between hospitals and European pharmaceutical companies.


AVRC Pharmaceuticals, Milan, Italy
As Head of Research (3 years), I was responsible for the development of a new range of anti-depressant drugs. I then worked as Marketing Manager for Italy (........ years).

......... – now

Pharmaline, Paris
Pharmaline sells pharmaceutical products over the Internet. I joined the company as a product consultant. Since 2000 I have been .................. for Europe.

LANGUAGES

English / Italian (native speaker)
French (fluent)

INTERESTS

Skiing, tennis, Modern European literature, architecture
Comparison of adjectives  See 7.1

<table>
<thead>
<tr>
<th>Category of Adjective</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>One syllable</td>
<td>old</td>
<td>older</td>
<td>the oldest</td>
</tr>
<tr>
<td>Ending in -y</td>
<td>easy</td>
<td>easier</td>
<td>the easiest</td>
</tr>
<tr>
<td>Two syllables or more</td>
<td>expensive</td>
<td>more expensive</td>
<td>the most expensive</td>
</tr>
<tr>
<td>Irregular forms</td>
<td>good</td>
<td>less expensive</td>
<td>the least expensive</td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>worse</td>
<td>the worst</td>
</tr>
</tbody>
</table>

Comparing two things

The ferry is cheaper than the plane. = The ferry isn't as expensive as the plane.

English is easier than Chinese. = English isn't as difficult as Chinese.

Your handwriting is better than mine. = Your handwriting isn't as bad as mine.

Countable and uncountable nouns  See 2.3, 3.3

Countable nouns [C]

1 Countable nouns have a singular and a plural form.
   singular: a book, a cigarette.
   There is a book on the table.
   plural: some books, some cigarettes
   There are some books on the table.

2 In the plural form, we usually use any in negative sentences and in questions.
   There aren't any faxes from Tokyo.
   Have you got any cigarettes?
   Are there any faxes from Tokyo?

3 We use many to express quantity.
   How many weeks do we have? Not many.
   I don't have many suitcases.

Uncountable nouns [U]

1 Uncountable nouns have only one form. They take a singular verb, but they cannot be used with the indefinite article a / an. The article we use with uncountable nouns is some.
   some money, some information, some water
   There is some money on the table.

2 We usually use any in negative sentences and in questions.
   There isn't any news from Tokyo.
   I don't have any flight information.
   Has he got any money?
   Is there any news from Tokyo?

3 We use much to express quantity.
   How much time do we have? Not much
   I don't have much luggage.

Countable nouns [C] and uncountable [U] nouns

4 We use some (and not any) to ask 'questions' that are really offers or requests.
   Offer: Would you like some coffee [U] / some biscuits [C]?
   Request: Could I have some information [U] / some advice [U] / some magazines [C] to read?

5 In spoken English a lot often replaces much and many in simple positive and negative statements.
   I have a lot of books. I don't have a lot of suitcases. (instead of many)
   He has a lot of experience. I don't have a lot of luggage. (instead of much)
**Future with will** See 9.1, 9.2, 9.3

The future with *will* is used for: making predictions about the future / making decisions at the time of speaking. For talking about our fixed plans, we don’t use *will*, we use the present continuous (see page 160).

<table>
<thead>
<tr>
<th>Affirmative*</th>
<th>Negative*</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll work.</td>
<td>I won’t work.</td>
<td>Will you work?</td>
</tr>
<tr>
<td>You’ll</td>
<td>You</td>
<td>He</td>
</tr>
<tr>
<td>He’ll</td>
<td>He</td>
<td>She</td>
</tr>
<tr>
<td>She’ll</td>
<td>She</td>
<td>We</td>
</tr>
<tr>
<td>We’ll</td>
<td>We</td>
<td>They’ll</td>
</tr>
<tr>
<td>They’ll</td>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

*In the affirmative and negative form, we generally use the contraction (I’ll = I will; we’ll = we will; he won’t = he will not, etc.) in both spoken and informal written English.

**Irregular verbs** See 4.2

<table>
<thead>
<tr>
<th>stem</th>
<th>past tense</th>
<th>past participle</th>
<th>stem</th>
<th>past tense</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>been</td>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>mean</td>
<td>meant</td>
<td>meant</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
<td>quit</td>
<td>quit</td>
<td>quit</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>dealt</td>
<td>run</td>
<td>run</td>
<td>run</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
<td>show</td>
<td>showed</td>
<td>shown</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>felt</td>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>flown</td>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>forbid</td>
<td>forbade</td>
<td>forbidden</td>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>got (US gotten)</td>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
<td>spread</td>
<td>spread</td>
<td>spread</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
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<td>stand</td>
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<tr>
<td>have</td>
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<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>hear</td>
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<td>heard</td>
<td>take</td>
<td>took</td>
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</tr>
<tr>
<td>hit</td>
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<td>teach</td>
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</tr>
<tr>
<td>hold</td>
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<td>thought</td>
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</tr>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
<td>understand</td>
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</tr>
<tr>
<td>lead</td>
<td>led</td>
<td>led</td>
<td>wear</td>
<td>wore</td>
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<tr>
<td>lend</td>
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<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>learn</td>
<td>learnt</td>
<td>learnt</td>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

Language file 157
Letter-writing expressions  See 2.1, 3.1, 4.2, 6.3, 9.3, 11.2

We use different expressions for formal letters (e.g. to companies or to people we haven’t met) and informal letters, faxes or e-mails to friends or business acquaintances.

<table>
<thead>
<tr>
<th>Opening</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Sir / Madam</td>
<td>Dear Sir / Madam</td>
<td>Dear Maria</td>
</tr>
<tr>
<td>Dear Mr / Ms Jones</td>
<td>Dear Mr / Ms Jones</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saying thank you</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank you for ...</td>
<td>Thank you for ...</td>
<td>Thanks for ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for writing</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am writing to inform you that ...</td>
<td>I am writing to inform you that ...</td>
<td>I am writing to inform you that ...</td>
</tr>
<tr>
<td>I am writing to ask you about / apologize for ...</td>
<td>I am writing to ask you about / apologize for ...</td>
<td>I am writing to ask you about / apologize for ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking for help</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please could you ...?</td>
<td>Please could you ...?</td>
<td>Could you ...?</td>
</tr>
<tr>
<td>I would be grateful if you could ...</td>
<td>I would be grateful if you could ...</td>
<td>Can you ...?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offering help</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will be pleased / happy to (send you) ...</td>
<td>We will be pleased / happy to (send you) ...</td>
<td>I’ll (send you) ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enclosed documents</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enclose ...</td>
<td>I enclose ...</td>
<td>I’m sending you ...</td>
</tr>
<tr>
<td>Please find enclosed (my CV) ...</td>
<td>Please find enclosed (my CV) ...</td>
<td>I’m sending you ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing remark</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look forward to hearing from you / meeting you / seeing you.</td>
<td>(I’m) looking forward to hearing from you / meeting you / seeing you.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finishing</th>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yours faithfully* (UK)</td>
<td>Best wishes</td>
<td></td>
</tr>
<tr>
<td>Yours sincerely*</td>
<td>Best regards</td>
<td></td>
</tr>
<tr>
<td>Sincerely yours (US)</td>
<td>Yours</td>
<td></td>
</tr>
</tbody>
</table>

*In British English, Yours faithfully is used for letters which begin Dear Sir / Dear Madam. Yours sincerely is used when the letter begins Dear Mr / Ms (Jones).

Modal verbs  See 2.1, 3.2, 9.1, 9.3, 10.1, 10.2

<table>
<thead>
<tr>
<th>Verb</th>
<th>Use / Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>have to / must</td>
<td>obligation / necessity</td>
<td>I have to work 5 days a week.</td>
</tr>
<tr>
<td>mustn’t</td>
<td>not permitted</td>
<td>You mustn’t smoke here — it’s a non-smoking office.</td>
</tr>
<tr>
<td>don’t have to</td>
<td>not necessary</td>
<td>I don’t have to work on Sundays.</td>
</tr>
<tr>
<td>can (can’t)</td>
<td>possibility</td>
<td>I can meet you next week.</td>
</tr>
<tr>
<td>can’t</td>
<td>not necessary</td>
<td>I can’t swim.</td>
</tr>
<tr>
<td>may</td>
<td>permission</td>
<td>Can I leave early?</td>
</tr>
<tr>
<td>could (couldn’t)</td>
<td>permission</td>
<td>Can you help me, please?</td>
</tr>
<tr>
<td>should (shouldn’t)</td>
<td>recommending / advising</td>
<td>May I smoke?</td>
</tr>
<tr>
<td>shall</td>
<td>suggesting</td>
<td>Could you tell me the address?</td>
</tr>
<tr>
<td>would</td>
<td>offering</td>
<td>I think we should accept the proposal.</td>
</tr>
<tr>
<td>would</td>
<td>offering</td>
<td>You shouldn’t do that, it’s not a good idea.</td>
</tr>
<tr>
<td>would</td>
<td>offering</td>
<td>Shall we finish now and go for coffee?</td>
</tr>
<tr>
<td>would</td>
<td>offering</td>
<td>Shall I do that?</td>
</tr>
<tr>
<td>would</td>
<td>offering</td>
<td>Would you like some coffee?</td>
</tr>
<tr>
<td>would</td>
<td>offering</td>
<td>Would you like me to help you?</td>
</tr>
</tbody>
</table>
### Cardinal and Ordinal Numbers

**Cardinal numbers (e.g. for dates)**

| 1 | one  | 1st  | first |
| 2 | two  | 2nd  | second |
| 3 | three | 3rd  | third |
| 4 | four | 4th  | fourth |
| 5 | five | 5th  | fifth |
| 6 | six  | 6th  | sixth |
| 7 | seven | 7th  | seventh |
| 8 | eight | 8th  | eighth |
| 9 | nine | 9th  | ninth |
| 10 | ten | 10th  | tenth |
| 11 | eleven | 11th  | eleventh |
| 12 | twelve | 12th  | twelfth |
| 13 | thirteen | 13th  | thirteenth |
| 14 | fourteen | 14th  | fourteenth |
| 15 | fifteen | 15th  | fifteenth |
| 16 | sixteen | 16th  | sixteenth |
| 17 | seventeen | 17th  | seventeenth |
| 18 | eighteen | 18th  | eighteenth |
| 19 | nineteen | 19th  | nineteenth |
| 20 | twenty | 20th  | twentieth |

**Cardinal numbers**

| 21 | twenty-one |
| 22 | twenty-two |
| 30 | thirty |
| 31 | thirty-one |
| 40 | forty |
| 50 | fifty |
| 60 | sixty |
| 70 | seventy |
| 80 | eighty |
| 90 | ninety |

**Ordinal numbers**

| 21st | twenty-first |
| 22nd | twenty-second |
| 30th | thirtieth |
| 31st | thirty-first |
| 40th | fortieth |
| 50th | fiftieth |
| 60th | sixtieth |
| 70th | seventieth |
| 80th | eightieth |
| 90th | ninetieth |

**Cardinal numbers**

| 100 | a hundred |
| 5,342 | five thousand three hundred and forty-two |
| 1,000,000 | a hundred thousand |
| (1m) | a million |

**Past simple**

1. The past simple is used for talking about past actions which have no relation to now.

   **Affirmative**
   
<table>
<thead>
<tr>
<th>I</th>
<th>worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>worked</td>
</tr>
<tr>
<td>He</td>
<td>worked</td>
</tr>
<tr>
<td>She</td>
<td>worked</td>
</tr>
<tr>
<td>We</td>
<td>worked</td>
</tr>
<tr>
<td>They</td>
<td>worked</td>
</tr>
</tbody>
</table>

   **Negative**
   
<table>
<thead>
<tr>
<th>I</th>
<th>didn't work</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>didn't work</td>
</tr>
<tr>
<td>He</td>
<td>didn't work</td>
</tr>
<tr>
<td>She</td>
<td>didn't work</td>
</tr>
<tr>
<td>We</td>
<td>didn't work</td>
</tr>
<tr>
<td>They</td>
<td>didn't work</td>
</tr>
</tbody>
</table>

   **Question**
   
<table>
<thead>
<tr>
<th>Did</th>
<th>I</th>
<th>work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>you</td>
<td>worked?</td>
</tr>
<tr>
<td>Did</td>
<td>he</td>
<td>worked?</td>
</tr>
<tr>
<td>Did</td>
<td>she</td>
<td>worked?</td>
</tr>
<tr>
<td>Did</td>
<td>we</td>
<td>worked?</td>
</tr>
<tr>
<td>Did</td>
<td>they</td>
<td>worked?</td>
</tr>
</tbody>
</table>

2. The passive form of the past simple is often used to describe the history of people, companies or products.

   It is formed with the verb *to be* and the past participle.

   **Affirmative**
   
<table>
<thead>
<tr>
<th>It was</th>
<th>introduced in 1970</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were</td>
<td>introduced in 1970</td>
</tr>
</tbody>
</table>

   **Negative**
   
<table>
<thead>
<tr>
<th>It wasn't</th>
<th>introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>They weren't</td>
<td>introduced</td>
</tr>
</tbody>
</table>

   **Question**
   
<table>
<thead>
<tr>
<th>Was it</th>
<th>introduced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were they</td>
<td>introduced?</td>
</tr>
</tbody>
</table>
**Prepositions**  See 3.1

1 Prepositions of place
Prepositions of place are often used with the verb be.
The report is on my desk, under the red file.
It's on the left, opposite the bank.

in front of behind above below

on under near next to

on the left between on the right opposite

**Prepositions of movement**
Prepositions of movement are normally used with verbs of movement.
Come out of the office, and walk along the street.
Go out of the front door and down the steps.

up down across

into out of along

past around

**Present continuous**  See 5.1, 5.2, 6.1, 6.2

The present continuous is used for talking about: actions happening now, at this moment; present projects; fixed plans and appointments in the future.

<table>
<thead>
<tr>
<th>Affirmative*</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm working</td>
<td>I'm not working.</td>
<td>Am I working?</td>
</tr>
<tr>
<td>You're</td>
<td>You aren't working.</td>
<td>Are you working?</td>
</tr>
<tr>
<td>He's</td>
<td>He isn't working.</td>
<td>Is he working?</td>
</tr>
<tr>
<td>She's</td>
<td>She isn't working.</td>
<td>Is she working?</td>
</tr>
<tr>
<td>It's</td>
<td>It isn't working.</td>
<td>Is it working?</td>
</tr>
<tr>
<td>We're</td>
<td>We aren't working.</td>
<td>Are we working?</td>
</tr>
<tr>
<td>They're</td>
<td>They aren't working.</td>
<td>Are they working?</td>
</tr>
</tbody>
</table>

*In the affirmative form, we generally use the contraction (I'm = I am; we're = we are, etc.) in both spoken and informal written English.

**Present perfect**  See 11.2, 11.3

The present perfect is used for talking about actions which started in the past and are continuing now: I've lived here for ten years; past actions which may have finished, but where the time of reference is not finished: I've worked on three different projects this year.

The present perfect is formed with the verb have plus a past participle (for irregular past participles see Irregular verbs).

<table>
<thead>
<tr>
<th>Affirmative*</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've gone</td>
<td>I haven't gone.</td>
<td>Have I gone?</td>
</tr>
<tr>
<td>You've</td>
<td>You haven't gone.</td>
<td>Have you gone?</td>
</tr>
<tr>
<td>He's</td>
<td>He hasn't gone.</td>
<td>Has he gone?</td>
</tr>
<tr>
<td>She's</td>
<td>She hasn't gone.</td>
<td>Has she gone?</td>
</tr>
<tr>
<td>It's</td>
<td>It haven't gone.</td>
<td>Has it gone?</td>
</tr>
<tr>
<td>We've</td>
<td>We haven't gone.</td>
<td>Have we gone?</td>
</tr>
<tr>
<td>They've</td>
<td>They haven't gone.</td>
<td>Have they gone?</td>
</tr>
</tbody>
</table>

*In the affirmative form, we generally use the contraction (I've = I have; he's = he has; she's = she has etc.) in both spoken and informal written English.
**Present simple** See 1.1, 1.2, 1.3, 4.3, 7.2

1. The present simple is used for talking about permanent states or regular actions.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative*</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work.</td>
<td>I don't work.</td>
<td>Do I work?</td>
</tr>
<tr>
<td>You works.</td>
<td>You doesn't work.</td>
<td>Does you work?</td>
</tr>
<tr>
<td>He works.</td>
<td>He doesn't work.</td>
<td>Does he work?</td>
</tr>
<tr>
<td>She works.</td>
<td>She doesn't work.</td>
<td>Does she work?</td>
</tr>
<tr>
<td>It works.</td>
<td>It doesn't work.</td>
<td>Does it work?</td>
</tr>
<tr>
<td>We work.</td>
<td>We don't work.</td>
<td>Do we work?</td>
</tr>
<tr>
<td>They work.</td>
<td>They don't work.</td>
<td>Do they work?</td>
</tr>
</tbody>
</table>

*In the negative form, we generally use the contraction (I don't = I do not; he doesn't = he does not) in both spoken and informal written English.

2. The passive form of the present simple is often used to describe systems and processes.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's made in England.</td>
<td>It isn't made ...</td>
<td>Is it made ...?</td>
</tr>
<tr>
<td>They're made in England.</td>
<td>They aren't made ...</td>
<td>Are they made ...?</td>
</tr>
</tbody>
</table>

**Pronouns and determiners**

<table>
<thead>
<tr>
<th>A</th>
<th>Subject pronouns</th>
<th>I live in Paris. She works here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Object pronouns</td>
<td>I see him every week. Give it to her.</td>
</tr>
<tr>
<td>C</td>
<td>Possessive pronouns</td>
<td>Whose car is that? It's mine.</td>
</tr>
<tr>
<td>D</td>
<td>Possessive determiners</td>
<td>It's my book. It's their idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>mine</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>yours</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>his</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>hers</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>its</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>ours</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>theirs</td>
<td>their</td>
</tr>
</tbody>
</table>

**Social expressions** See 1.1, 2.1, 3.2, 3.3, 4.1, 5.3, 9.3, 12.3

**Introducing**
I'm Mr / Ms ... How do you do?

How do you do? / Pleased to meet you. My name's ...

**Greeting**
How are you?
How's business?

Fine, thank you. (And you?)

Not so bad, thank you. / Pretty good.

**Offering**
Would you like some coffee?
Please take a seat. / Have a biscuit.
Would you like me to send it today?

Yes, please. / No, thank you.

Thank you. / No, thank you.

Yes, please. / That's very kind of you.

No, that's OK. / No, thank you, it's not necessary.

**Making a request**
Can I leave early?
May I smoke?
Could you help me for a minute?

Yes, of course.

No, I'm afraid ... (this is a no-smoking area).

Yes of course. / I'm afraid I can't because ...

**Apologizing**
I'm sorry I'm late.
I'm afraid I can't come.

That's OK. / Never mind. / It doesn't matter.

**Thanking**
Thank you very much (for ...)
Thanks for inviting me / looking after me / etc.

You're welcome. / It's a pleasure. / Don't mention it. / Not at all.
Telephone Expressions See 3.2, 6.2, 6.3, 9.3, 10.3

Asking to speak to someone
Could I / I'd like to speak to Lisa, please.
Can you put me through to Diana Carter?
Hello, is that Mr. Mancini?

Identifying yourself
This is Mario Kantel (speaking).
Mario Kantel here.

Identifying the caller
Who's calling / speaking please?
Could you give me your name, please?

Asking the caller to wait
Hold on, please / Hold the line, please.
I'm trying to connect you / I'll transfer you.
Could you call back later?
Can Ms Lee call you back?

Explaining absence
I'm sorry but / I'm afraid he's in a meeting / with a client / off sick / on holiday.

Leaving a message
Could you take a message?
Could / Can I leave a message?

Taking a message
Can I take a message?
Would you like to leave a message?
I'll give him/her the message.
I'll pass on the message.

Dealing with problems
I think you've got the wrong number / extension.
Could you speak up please, it's a bad line.
Could you speak more slowly, please?
I'm sorry, I didn't catch that.

Time and date expressions See 4.1, 6.1, 6.2, 8.1, 11.2

1 Describing a point in time
on Sunday, Monday
Sunday morning, Tuesday afternoon, Monday evening
in the morning / the afternoon / the evening
January, February
1970, 1985
at 3 o'clock, half past five
Easter / Christmas
night
— this morning, next Tuesday, next year
last month, last week
every day, every year

2 Describing duration

<table>
<thead>
<tr>
<th>Time</th>
<th>ago</th>
<th>The train left three hours ago.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 a.m.</td>
<td></td>
<td>(the train left) (the time now)</td>
</tr>
<tr>
<td>10 a.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>for</th>
<th>We spoke from 3 to / until 5 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 p.m.</td>
<td></td>
<td>We spoke for two hours.</td>
</tr>
<tr>
<td>5 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>for</th>
<th>I've been here since Sunday / for two days.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
<td>(today)</td>
</tr>
</tbody>
</table>

2. A: Who do you work for?  B: Royal Airways.  A: That's British Airways.  B: Yes, that's right.  A: What do the company do?  B: Nokia mainly produces and sells mobile telephones. We also build base stations - they transmit the signals.  A: Where are you based?  B: The Head Office is in Helsinki. We also have a research centre in Tampere. That's about 150 kilometres north of Helsinki. We have research centres in other countries as well.  A: I see. How many people do you employ?  B: About 53,000 worldwide. We have factories in about ten countries and offices in many more.  A: What languages do you speak in the company?  B: Finish, And English, of course.  A: What are your biggest markets?  B: China. We sell a lot of telephones in China. I go there a lot. The US is also a big market and Europe too. There's a lot of competition.  A: Who are the competitors?  B: Motorola and Ericsson.  A: Where do you advertise?  B: On TV, in magazines, and on buses. We also sponsor sports events.

3. A: Who are the competitors?  B: Royal Airways.  A: I'm sorry, I meant Nokia.  B: Motorola and Ericsson.  A: Where do you advertise?  B: On TV, in magazines, and on buses. We also sponsor sports events.


5. A: Can you begin by telling us a bit about Nokia? What does the company do?  B: Nokia mainly produces and sells mobile telephones. We also build base stations - they transmit the signals.  A: Where are you based?  B: The Head Office is in Helsinki. We also have a research centre in Tampere. That's about 150 kilometres north of Helsinki. We have research centres in other countries as well.  A: I see. How many people do you employ?  B: About 53,000 worldwide. We have factories in about ten countries and offices in many more.  A: What languages do you speak in the company?  B: Finish, And English, of course.  A: What are your biggest markets?  B: China. We sell a lot of telephones in China. I go there a lot. The US is also a big market and Europe too. There's a lot of competition.  A: Who are the competitors?  B: Motorola and Ericsson.  A: Where do you advertise?  B: On TV, in magazines, and on buses. We also sponsor sports events.


7. A: Can you begin by telling us a bit about Nokia? What does the company do?  B: Nokia mainly produces and sells mobile telephones. We also build base stations - they transmit the signals.  A: Where are you based?  B: The Head Office is in Helsinki. We also have a research centre in Tampere. That's about 150 kilometres north of Helsinki. We have research centres in other countries as well.  A: I see. How many people do you employ?  B: About 53,000 worldwide. We have factories in about ten countries and offices in many more.  A: What languages do you speak in the company?  B: Finish, And English, of course.  A: What are your biggest markets?  B: China. We sell a lot of telephones in China. I go there a lot. The US is also a big market and Europe too. There's a lot of competition.  A: Who are the competitors?  B: Motorola and Ericsson.  A: Where do you advertise?  B: On TV, in magazines, and on buses. We also sponsor sports events.
A: OK. I've got that. Can you confirm your reservation in writing, please, sir?
B: I'm afraid I'm not in my office today. Can I fax you tomorrow?
A: Yes, of course. That's fine.
B: Could you tell me your fax number?
A: Yes, it's 662-238-1999.
B: OK. Thanks. Goodbye.
A: Goodbye.

1. S: Excuse me. Is this Mr Maleta's office?
R: Yes, it is. Can I help you?
S: Yes, I'm Chris Sutton. I have an appointment to see Mr Maleta.
R: I'm afraid he's in another meeting at the moment, Mr Sutton. Could you wait a few minutes?
S: Yes, of course.

R: Mr. Sutton, I'm sorry, but Mr Maleta isn't here today.
S: OK, it doesn't matter. Could you ask him to call me back?
R: Yes, certainly. Can I have your number?

3. think thank that three this other there bath theatre month thirty

1. There are seventy rooms in the hotel.
2. It's eighteen kilometres from the airport.
3. My plane is at three fifteen.
4. We have thirty companies in the group.
5. It takes fourteen hours by road.
6. There are ninety people at the conference.
7. The bus does not stop.

1. A: Do you have the time, please?
B: Yes, certainly. Can I have your number?
A: It's about your trip to France.
B: Well, that would be very nice. I can go wine-tasting, and ... do you like spicy dishes?
B: And what's the best way to get to the centre?
A: Well, airport taxis are quite expensive, so I always take the airport shuttle bus. It's cheap and quick.
B: How long does it take to get there?
A: About twenty-five minutes.
B: And how often does the bus go?
A: I think there is a bus every hour at weekends. And they run all day, from about half past five in the morning to eleven at night.
B: OK, I'll take the bus, then. I also want to go shopping in Warsaw, if I've got time. When are the shops and banks open?
A: The banks open at eight or nine in the morning. Shops are opened from eight to six.
B: From eight o'clock. That's good — I can shop early in the morning, before my meetings.
A: But, be careful. Some specialist boutiques open late, at about eleven in the morning.
B: And if you're there on Saturday, most shops close at two.
A: Right, I'll remember that. Thanks for all your help. I'll send you a postcard.

1. A: Good afternoon. Could I see your passport, please?
B: Yes, of course.
A: Thank you. Are you here on business?
B: Yes, I am.
A: How many days are you here for?
B: Just three.
A: And how much money do you have with you?
B: Uhm ... about $500.
A: OK, thank you. Enjoy your stay.
B: Thank you.

2. A: Could you come here, sir?
B: Yes, sure.
A: How much luggage do you have?
B: Just this one bag.
A: Do you have any perfume, cigarettes, tobacco?
B: No, I have some duty-free wine. That's all.
A: How many bottles do you have?
B: Two.
A: Thank you, sir. Could you just open your suitcase for me?

3. A: Good afternoon, sir.
B: Good afternoon. I'd like a single room for tonight, please, if you have one.
A: Have you got a reservation, sir?
B: A: Yes, of course. Could you tell me your number?
B: Yes, it's 33 — that's the code for France — then 251-25-89-74.
A: 9-74. OK. I'll give him the message.
B: Thank you for your help.
A: Goodbye.
A: Well, sushi's very nice, but that's rice again. So I'll have the guacamole.
B: Great, so are we ready to order?
A: Yes, I think so. Excuse me, could we order please?

C: More coffee, madam?
B: No, thank you.
C: Would you like some more coffee, sir?
A: No, thanks. Could you bring me the bill, please?
C: Certainly, sir.
B: Please, let me get this.
A: No, you're my guest! This is on me.
B: That's very kind of you. Um, thank you for inviting me.
A: You're very welcome.
B: It's an excellent restaurant. Good food and friendly service.
A: I'm pleased you like it.
C: Here's your bill, sir.
A: Thank you. Do you accept credit cards?
B: Yes, we do.
A: And could I have a receipt?
B: Yes, of course.

Unit 4

Tapescript

A: Thomas Hart.
B: Hi, Thomas. This is Martin.
A: Martin! Welcome back. How was your course?
B: Really good. I called yesterday evening, but there was no answer. Were you all out?
A: Actually, yes. I was in a restaurant with a client. I wasn't home until midnight.
B: Was Angela with you?
A: No, she was at a friend's house, I think. The children were at the cinema with friends.
B: Right. Well, are you free now? Can I come and see you?
A: Yes, of course.

1 A: Where were you? I called but there was no answer on this number.
B: I was in Paris from Thursday to Saturday.
A: Were you?

2 A: There were three of us at the conference.
B: Was Christian there?
C: Yes, he was.

3 A: How was the conference?
B: It was interesting, but by eight we were all very tired.
C: I'm sure you were.

Example

A: Did you enjoy the course?
B: Yes, I did. It was really interesting.
A: Did you improve your English?
B: Yes I did — and I improved my Spanish too!
Good morning, ladies and gentlemen. I am here to tell you how the Internet can help you to do business in the Asia-Pacific region. Let's have a look at this first slide. Can everybody see? Good.

This table shows the number of Internet users in different parts of the world. On the third line, you have the figures for Asia-Pacific. Notice that the number of Internet users is rising rapidly, an increase or 87% in the five-year period. What does that mean for e-commerce in Asia-Pacific? The column on the right shows the estimates for e-commerce in 2002. For Asia-Pacific, the figure is 34.5 billion dollars. Not bad, when you compare with Western Europe at 55.5 billion and Japan at 26 billion.

Let's look at my next slide. This pie chart compares the number of Internet users in 1997 and 2001. These figures are only for Asia-Pacific. I'd like to draw your attention to the white and green segments. Can everybody see? These show the percentage of Internet users in the region. In 1997, only 19% of the population had an Internet connection. For 2001 the figure is 35%. That's 28% in the highly-developed countries – Australia, Hong Kong and so on – and 78% in the developing countries like Malaysia and Thailand.

So, as you can see, consumption is increasing dramatically in all Asia-Pacific countries. There is a big market in Asia-Pacific, ladies and gentlemen, and it's waiting for you.

### Unit 6

#### Tapescript

A: Good morning.
B: Good morning, Mrs Turner. Which floor?
A: The third, please.
B: And how are you?
A: Very well, thank you, Mr Trenton. And you?

B: Very well too. It's a beautiful day, isn't it?
A: Yes, it is. It's nice to see the sun.
B: Yes, it is – particularly in January. And how's your new job?
A: Fine, thank you. I'm enjoying it a lot.
B: I'm pleased to hear that...
A: Ah, I think this is my floor.

C: Hello, Brigitte.
B: Igor, what a surprise! Great to see you again. How are you?
A: Not so bad.
B: And are you still working for MCV?
A: Yes, for the moment.
B: And how are things?
C: Well, not very good, I'm afraid. Business is very slow. There's a lot of competition these days.
B: Sorry to hear that, Igor. These seem to be difficult times for everyone. But how's the family?
C: Fine, thanks, Oleg is starting university this year.
B: Really? Is he eighteen already?
C: Yes, he is.
B: That's incredible. So, what are you doing here at Semia?
C: Well, I'm looking for a new job. And I think Semia wants to offer me one. I'm going to see the head of IT this morning.
B: Are you? Well, that's great news, Igor. I'm really happy to hear that.
C: Ah, I think this is my floor. Well very good luck for today, Igor!
C: Thanks Brigitte!

A: Good morning.
B: Good morning, Mr Trenton. Where do you work?
A: In our head office, in the centre of Stockholm.
B: I'm flying to Brussels.
A: Oh really? My mother comes from Belgium, so I know the country well.
B: Really? Uhmm, please excuse me. I have to go. My flight's at two o'clock.

---

1: Good morning.
2: Good morning. Mr Turner. Which floor?
A: The third, please.
B: And how are you?
A: Very well, thank you, Mr Trenton. And you?

---

1: So, we are nearly ready.
B: Right. Let's just check the programme.
A: Who's the Guest Speaker for the Welcome Dinner?
B: Elizabeth Cortes.
A: How do you spell that?
B: E-C-O-T-E-E-S.
A: When is she arriving?
B: She's flying in from Boston on Wednesday morning. Miguel is meeting her at the airport at midday.
A: Where is she staying?
B: At the Ramada. She's leaving on Thursday. She and her husband are only staying one night.
A: What about Professor Lingwood?
B: What time is she speaking on Thursday?
A: She's starting at two thirty.
B: What is she talking about?
A: T-E-R-N. Team European Road Networks. I'll be very interesting.
B: What about Professor Denier?
A: He's not coming this year. He's too busy.

---

A: Is that Jaime?
B: Speaking.
A: Hello Jaime. This is Tim Raitton. Are you going to the conference?
B: When are you going?
A: How long are you staying?
B: I'm staying at the Ramada. Are you speaking at the conference?
A: What are you speaking about?
B: That's interesting. Are you going to the cocktail party?
A: What are you doing on Thursday evening?

---

A: Good morning.
B: Good morning, Mr Trenton. Which floor?
A: The third, please.
B: And how are you?
A: Very well, thank you, Mr Trenton. And you?

B: Very well too. It's a beautiful day, isn't it?
A: Yes, it is. It's nice to see the sun.
B: Yes, it is – particularly in January. And how's your new job?
A: Fine, thank you. I'm enjoying it a lot.
B: I'm pleased to hear that...
A: Ah, I think this is my floor.

C: Hello, Brigitte.
B: Igor, what a surprise! Great to see you again. How are you?
A: Not so bad.
B: And are you still working for MCV?
A: Yes, for the moment.
B: And how are things?
C: Well, not very good, I'm afraid. Business is very slow. There's a lot of competition these days.
B: Sorry to hear that, Igor. These seem to be difficult times for everyone. But how's the family?
C: Fine, thanks, Oleg is starting university this year.
B: Really? Is he eighteen already?
C: Yes, he is.
B: That's incredible. So, what are you doing here at Semia?
C: Well, I'm looking for a new job. And I think Semia wants to offer me one. I'm going to see the head of IT this morning.
B: Are you? Well, that's great news, Igor. I'm really happy to hear that.
C: Ah, I think this is my floor. Well very good luck for today, Igor!
C: Thanks Brigitte!

---

A: HK Oil & Gas. How can I help you?
B: Could I speak to Diana Wong, please?
A: I'm sorry, sir, but the line is busy. Would you like to hold?
B: Yes, please.
A: HK Oil & Gas. Hold the line please. We're trying to connect you.
B: HK Oil & Gas. How can I help you?
B: I wanted to speak to Diana Wong.
A: Her line is busy. Would you like to hold?
B: No thanks. I'll call later.

---

A: HK Oil & Gas. How can I help you?
B: Could I speak to Diana Wong, please?
A: Certainly. I'll put you through. (pause) I'm sorry, sir, but there is no reply from her office.
Hi Dian!: This is lordi Marrero.

Bill: Travel. Your ticket for Ivlanila is after the twenty-seventh, before eleven p.m. My direct line is 663-4562.

C: I'll give her the message. Thanks for calling.

B: Thanks for your help. Bye.

C: Bye.

Hello. Is that Diane Wong?

D: I'm sorry. You've got the wrong extension. She's in the Sales Department.

C: Could you transfer me to her?

D: Yes, of course. Hold the line. I'll transfer you.

C: Hello. Is that Diane?

E: Speaking.

C: Hi, it's lordi Marrero ...

1 I'm arriving in Hong Kong on Friday.

2 Where's he staying?

3 When's she due back?

4 He's gone.

5 No thanks. I'll call back later.

6 I'm afraid she's out this afternoon.

7 He's in a meeting this morning.

8 He's got a meeting this morning.

This is a message for Ms Diana Wong. It is May the twenty-sixth at seven thirty. This is Santour's Travel. Your ticket for Xiamala is ready. We'll put it in the mail for you tomorrow.

Mrs. Wong. This is Patricia Lopez. I am calling to cancel our dinner on the ninth of June. I have to go to Australia that week. My apologies.

Hello, Diana, this is James Lee. Could you call me back this afternoon. It's now three p.m. on the twenty-seventh of May. My number is 452-98577. Bye.

Hello. This is lordi Marrero. I am at the Royal Garden hotel. Please call me today, Friday May the twenty-seventh, before nine p.m. My number is 452-49823.

Hello, Erika. This is Natasha. Natasha, what a surprise! I didn't think you were coming this year. How are you?

A: I'm fine. What about you?

B: Oh, about an hour ago. It would be great to see you -- can we meet up?

A: Well, let me see, are you free tomorrow evening?

B: Er, well, I'm going to the dinner.

A: OK, well are you doing anything afterwards? We could meet up then.

B: Yes, that would be nice.

A: What time do you think you'll be free?

B: Um, is ten thirty OK?

A: Sounds good. Let's meet at the restaurant at ten thirty.

B: OK, ten thirty tomorrow, then. I'll look forward to it. Bye.

2 C: Hello. Mikael Stefansson speaking.

A: Hello, Mr Stefansson. My name is Natasha Hall. I work for Rodhe.

C: Oh yes, Ms Hall. I know your work. What can I do for you?

A: I'm working on a project which might interest you. Would it be possible to meet?

C: Certainly. When would be convenient?

A: Wednesday would suit me.

C: I'm afraid I'm giving a paper on Wednesday morning.

A: What about the evening?

C: I'm going to the jazz concert at ten. Could we make it before dinner?

A: Yes, seven all right?

C: That sounds fine. So that's seven o'clock on Wednesday. Shall we meet in the lobby?

A: That's fine with me. I look forward to meeting you.

C: I look forward to meeting you too. Thank you for calling.

3 D: Hello?

A: Hello, could I speak to Dr Jang, please?

D: Speaking.

A: This is Natasha Hall. I don't know if you remember me - we met last year.

D: Oh, yes. Of course I remember. It was in Berlin, wasn't it? I can't believe that was a year ago! So, how are things with you?

A: Everything's fine. I was wondering if you would you like to meet up?

D: That would be nice. Are you doing anything tomorrow evening?

A: I'm sorry, I've got something else on tomorrow. Are you free this evening?

D: Yes I am. Is nine o'clock OK?

A: That's fine. Downstairs in the bar next door will be nice to see you again.

D: Lovely, see you then. Thanks for calling.

4 A: Hello, is that Ms Aoki?

E: Speaking.

A: This is Natasha Hall. I'm calling to confirm our appointment on Wednesday.

E: Oh, I'm glad you called. I have a problem on Wednesday. I have another engagement. Could we cancel our meeting? Could we meet at another time?

A: Of course. When would be convenient for you?

E: I'm free on Thursday at lunchtime.

A: Could we have lunch together?

E: That would be fine. Shall we meet in the restaurant at twelve thirty?

A: That's fine. So that's Thursday the sixth at twelve thirty. I'll look forward to meeting you.

E: Thank you for calling. Bye.

5 A: Hello Mr. Stefansson. This is Natasha Hall again.

C: Hello, Ms Hall. What can I do for you?

A: We have an appointment tomorrow at seven. Would it be possible to change it?

C: Yes, I think so. What time would suit you?

A: Could we bring it forward a couple of hours?

C: Five o'clock? I'm afraid I'm busy.

A: Could we postpone it to Friday?

C: I'm going on the tour of New Orleans in the morning. Are you doing anything in the afternoon?

A: I'm afraid I'm leaving for Washington at three. How about another day? Are you free on Thursday?

C: On Thursday morning, yes.

A: I'm free before nine. How about breakfast?

C: That would be fine. Eight o'clock in the coffee shop?

A: Fine. So that's eight o'clock on the sixth, then.

Unit 7

1 The car's quicker than the bus.

2 The train's more tiring than the car.

3 The bus is slower than the train.

4 The train's more dangerous than the car.

5 The country isn't as stressful as the town.

6 Here in Japan, we live in very small apartments. The average living area is just thirty-one square metres per person. And it's particularly expensive to live in Tokyo. The average rent here is higher than in New York and Paris.

2 As you know, the USA is a very big country. Space is very important for us. The average American has a living area of fifty-nine square metres. And prices are not always high, even in big cities. Renting an apartment in New York, for example, is cheaper than in Tokyo.

2 I've lived in Tokyo and New York, but now I live in Paris. Flats in Paris are more expensive than in New York, but cheaper than in Tokyo. And we have more space than in Japan. In France our average living area is thirty-seven square metres per person.

1 Travelling by train is less tiring than driving.

2 Renting a flat is cheaper than buying.

3 I think the most important thing in life is money.

4 Learning English is difficult, but it's easier than learning Japanese.

5 The biggest problem in the world today is pollution.

6 Life is more stressful than fifty years ago.

7 The best holiday is one where you do nothing for two weeks.

A: So what is 'Veggie Vision'? B: It's a computerized scanner system for supermarkets. It's used to identify fruit and vegetables and to give the price.

A: All it is used by customers or by cashiers? B: By cashiers at the checkout. So when a customer is buying some apples or some tomatoes, the cashier uses the Veggie Vision scanner to identify the items.

A: So, the main advantage here is speed. I suppose.

B: Yes, absolutely. Veggie Vision can identify fruit and vegetables faster than the cashier.

A: And how is it different from the supermarket scanners we see today?

B: It's an intelligent system. It learns all the time, just like you or me.

A: So how does Veggie Vision work exactly?

B: Well, let's take this melon. First of all the product is scanned by the cashier. A photo of the product is taken, and then information about the melon's size, shape, and colour is recorded.

A: What happens then? B: Next, the product details are compared with the database. That is the database of all the fruit and vegetables in the supermarket.

A: OK. I'm with you.

[After this, Veggie Vision selects the correct item on the database. Then the cashier displays a picture of the melon on the screen.]
A: Yes, she pushes this button.
B: No, but sometimes it finds it difficult to identify the item. This can happen when two types of fruit or vegetable are very similar in shape and size. Like a grapefruit and an orange, for example.
A: What happens in that case?
B: Veggie Vision shows the cashier the two different fruits, and she chooses the right one. This is how it 'learns'. Next time it identifies the correct fruit immediately.

C: Well, in my view, the pedometer is the best. It's very original as a promotional gift, and it's very useful for men - and women - who go running.

2
B: Sorry, Ned, but I disagree. I think cost is a problem here. It's original, that's true. But if a lot of people want it, it will be very expensive for us. Don't you agree, Carmen?
A: Yes, I do. And I don't think it gives the right image. This cereal isn't only for people who do sport, it's for people who want a healthy diet.
B: Yes, I agree.
C: OK. I see you both disagree with me. So, how about the Relax Max CDP? It's not very expensive.
A: Yes, I think so too. And it's not just a sports product.
C: Yes. You can imagine people eating our breakfast cereal, then sitting down to listen to the CD.
B: And doing their relaxation exercises.
A: Good. So do we all agree?

Unit 8

In March 1997 Robert Ayling, the Chairman of British Airways, decided to create a low-cost airline. He asked Barbara Cassani to run it. Six months later she presented her business plan to the board of BA, who agreed to invest £25,000,000 in the project. In November 1997, she announced the start of a new airline, but it still had no name. In December, she chose Stansted Airport in South East England as the base for the new airline, and the following month she chose the name 'Go'. The first passengers took off in May 1998, and by 1999, Go had thirteen aircraft in the air.

A: Well, first of all, where was she born?
B: In the US - in 1960, I think.
A: What about her studies?
B: She got her first degree at a college in Massachusetts, and her Master's at Princeton.
A: What about her husband? He's British, isn't he?
B: Yes he is. She met him at Princeton.
A: OK. Now, what was her first job?
B: I believe she worked for a US senator when she was still a student. So that was in 1981. But her first real job was in 1984 when she was a consultant with Coopers and Lybrand - you know, the Management Consultants.
A: So when did she move to England?
B: She was transferred here by Coopers and Lybrand in 1986, and then joined British Airways the following year.

B: Hello Rosalind. Any mail this morning?
A: Good morning, Tony. Yes, there is - a letter from our head office in Germany. Astrid Kohnen is coming to England next month.
B: What? To see us?
A: Well, she's coming for a sales conference in London, but she also wants to visit us here in Manchester. She would like to meet the key staff in the Manchester office, and one or two of our British clients.
B: When's she arriving?
A: On the fourth of March. And she's staying all week until the eleventh.
B: But that's in two or three weeks. That doesn't give us much time. Um, how long is she staying with us?
A: Just a day. The afternoon of the Wednesday, then Thursday morning.
B: Is she spending the night here in Manchester?
A: Rosalind, can I ask you to organize Frau Kühnen's visit?
B: Yes, of course. I'll phone Katya Muster in Germany first of all. I'll see if we need to reserve a hotel room. And I'll ask her about Frau Kühnen's travel arrangements.
A: Yes, and can you offer to meet her at the station or airport?
B: Yes, sure.
A: Great. And can you ask them to send a summary of their talk?
B: Yes, of course. We have some very useful customer lists on computer. We can send them to you.
A: That would be great. So when do you have to make a decision?
B: Very quickly, I'm afraid. My client wants a distributor as soon as possible. If you don't decide now, you won't have another chance later.
A: Yes, of course. We have some very useful customer lists on computer. We can send them to you.
B: OK, I'll check that. Then I'll reserve a room for her at the Palace Hotel, if necessary.
A: Good. And what about the visit schedule? Can you ask Joseph to do that?
B: Yes, he's good at organizing these things. I'll ask him to prepare a provisional schedule for the end of this week.
A: Thanks Rosalind. We'll talk about this again on Friday.

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Tapescript 169

A: Hello, is that Mr Meehan?
B: Yes, speaking.
A: This is Stephanie Rowe again. I'm calling about your instruction manuals. I'm sorry, but we found them here in our factory.
B: No, they won't. It's too specialized.
A: But I'm sure we'll have customers in airport shopping centres.
B: Yes, absolutely.
A: And by mail order?
B: Yes, I think you'll probably have your best sales by mail order.
A: What about advertising, then?
B: I would say the specialist press. You'll get a lot of sales if you advertise in business magazines, for example.
A: And if we want to sell by mail order, it'll be necessary to do some direct mailing.
B: Yes, of course. We have some very useful customer lists on computer. We can send them to you.
A: OK, I'll do that. And I do apologize once again for the mistake.
B: That's OK. Goodbye.

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B: I haven't got any children. I'm thirty, but forty.
A: I won't sell many in Europe.
B: Who'll work in the head office?
A: Some translator friends of ours.
B: I don't recognize your voice. What can I do for you?
A: I'm calling about my order for the calculators, the model RK 529.
B: Yes, we sent them two days ago. I think, did you receive them?
A: Yes, they arrived yesterday evening. But there were no instruction manuals in the box.
A: No instruction manuals. That's very strange. I'm very sorry about that.
B: OK, I'll look into the problem. Can you give me the order number?
A: Yes, it's 4189 / JG.
B: That's right.
A: OK, Mr Meehan. I'll look into it, and I'll call you back in ten to fifteen minutes.
B: Thanks. Speak to you soon.

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A: Hello, is that Mr Meehan?
B: Yes, speaking.
A: This is Stephanie Rowe again. I'm calling about your instruction manuals. I'm sorry, but we found them here in our factory.
B: So you have them. Can you send them today?
A: Yes, of course. Shall I send them by express mail?
B: Yes, please, if you could.
A: OK, I'll do that. And I do apologize once again for the mistake.
B: That's OK. Goodbye.

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B: Our next caller is Astrid Heiner, who has a translation agency in Essen in Germany. Her letter is on page thirty-five of this week's magazine. Hello, Frau Heiner.
A: Hello, Dr Biz.
B: Astrid Heiner. Good luck, and thank you.
A: OK. Can we have our next caller?

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B: I wear a suit and tie.
A: I work for a large company with branches in nearly every town in Britain. The public visit us every day. Customers come inside, or use the machines outside our counters.
B: If they want to borrow money they make an appointment to see us.
A: I am in charge of about seventy people.
B: I use a computer for my work.
A: I wear shorts for my job.
B: I travel to different places. The public watch me doing my job.
A: I am in charge of thirty men.
B: People often shout at me.
A: I use a whistle for my work.

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A: So, Roger, you are a bank manager and a rugby referee.
B: That's right. In fact I am deputy manager of two branches of Lloyds TSB.
A: How do you organize your time?
B: I have to do twenty hours per week for the bank and then the rest of the time is free, so I can referee or train during the rest of the week.
A: You work long days?
B: Yes, three days a week.
A: And which is more difficult, managing a bank, or refereeing?
B: They're both great jobs. In both you have to be polite, friendly, and firm.
A: But you can't be too friendly, I suppose.
B: No, that's true, but you must be fair. I suppose players have to do what I say but customers can decide for themselves.

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A: These regulations are not all that clear to me. Could you explain them to me?
B: Sure, Dino. The first one means that you have to answer the phone immediately. Three rings maximum. This gives the caller a good impression.
A: OK. That's clear. What about the next one?
B: 'Sound interested?' Well, this means you must never sound
bored or angry, even if the caller is difficult.
A: I see. And I have to introduce myself to every caller.
B: Yes. At the start of every call you have to give your name. So you say 'Good Morning, Gregorio. Sophie speaking.' Or 'Dario speaking' in your case.
A: And I have to call the customer by name too?
B: Yes, that's right. It's more personal, and more polite.
A: OK, and this last one. What do we have to promise, exactly?
B: At Gregorio we aren't allowed to end a call without promising to do something. So you say 'I'll send you the catalogue today,' for example. Or 'I'll see what I can do, and I'll call you back.' I see.

A: Good morning, Laporta. How can I help you?
B: Hello. My name is Stephanie Strahl. I'm calling from Geneva. I understand you distribute furniture made by a Swedish company called Literatura.
A: In fact it's a Spanish company.
B: Oh, OK. Could you send me a brochure, please?
A: Yes, of course. Could I have your name again, please?
A: OK. I've got that. And the name of the company?
B: STRAH and SIRONI. That's S-I-R-O-N-I.
A: One moment, please. R-O-N-I. OK, I've got that. Could I have a phone number?
B: 022-787 ...
A: ... 022-787. Go on.
B: 0540.
A: 0540. Right. And, can I have your address, please?
B: Mm. 13, Avenue de Frontenex, CH 1207, Geneva.
A: Sorry, I didn't catch that.
B: 13, Avenue de – D-E – Frontenex – F-R-O-N-I-E-N-
A: Geneva.
B: That's right. And the postcode is CH 1207.

A: Fine. I'll put the brochure in the post today.
B: Thank you very much. Goodbye.
C: Would it be possible to send me a brochure?
D: Yes, of course. Let me take your details.
C: Ready?
D: Yes. Go ahead.
C: My name's Daniel Aubert.
D: Sorry. I didn’t catch your last name.
C: Aubert.
D: Daniel Aubert.
C: No, it's Aubert – A-U-B-E-R-T.
D: OK. I've got that. Go on.
C: And my phone number's 00 41 22 78 ...

D: Sorry, that's 00 41 22 ...
C: ... 78 24 60 54. Have you got that?
D: Yes. I think so. Can I read that back to you?
C: 00 41 22 78 24 60.
D: 54.
D: Sorry, 54.
C: That's right.

A: Good morning, Laporta.
B: Mr Laporta? This is Stephanie Strahl. Thank you very much for your quote for the Literatura furniture. I'd like to place an order, but I find it a bit expensive. Is that your best price?
A: For two items, yes. I'm afraid it is. I'm calling from Geneva.
B: Oh, yes. Sorry. You're right. 15% of each item. And the chair?
A: I have a very nice one in stock at £150. Leather and chrome.
B: OK, that sounds good. What about the transport? Is there any chance of a discount on that?
A: I'm afraid I can't reduce it because it's another company which does the delivery.
B: Ah, and the delivery time of eight weeks?
A: Well, we have everything in stock, so if you order today I can get everything to you within thirty days.
B: Oh, excellent. Payment thirty days after delivery?
A: Oh, I think thirty days after the order would be better.
C: Mmm. Fine. I'll send an e-mail to confirm.
B: Thank you. Ms. Strahl. I look forward to receiving your confirmation.

Unit 11

A: Where do you send people? All over the world?
B: No, not exactly. Most of our contacts are in Europe, particularly southern Europe. But we're also now developing an activity in South-east Asia, particularly in Japan, Thailand, and China.
A: And do you specialize in particular types of jobs?
B: No, we don't. You see, we always work with big companies, who need new staff in many different areas. So we recruit computer technicians, teachers, construction workers, project managers, engineers. We've even recruited a personal bodyguard for the President of a European company.

A: That's quite a range. Now, tell me about the work you do.
B: Well, like all the consultants in my firm, I specialize in one particular country. I'm working in Thailand at the moment, one of our new markets. I go there regularly, visit companies, and listen to their needs. I spend at least three days in each company – that's an important point.
A: Why's that?
B: Because we provide a very personalized service. We have to know the company well, and the person who's going to work there. We don't want to recruit someone for Thailand who then leaves after two weeks because he's not happy.

A: I can see you enjoy your job.
B: Yes, very much. Really enjoy learning about new cultures, when I visit companies abroad. I really like interviewing people for jobs, particularly younger people.
A: Why's that?
B: Because younger people are generally very interested in the country, not only the job, and that's very important.
A: Mm. What about the travelling?
B: Well, I love visiting new countries, but I don't really like taking the plane.
A: You don't like flying, isn't that rather difficult for someone who works in Thailand?
B: Yes, a little.
A: Is there anything else you don't like?
B: Yes, I hate telling people we can't help them. Sometimes we say no because we feel a person doesn't have the right personal qualities to work in a certain country.
A: What qualities do you think are necessary for someone working abroad?
B: I think there are three. First, they have to be adaptable, ready to change their working habits and their living habits. Secondly, they have to be sensitive people. That means they have to respect the culture of the country they are in. Finally, it's better if they are outgoing. Outgoing people will make friends easily, and learn the local language more quickly.

A: Hey, Luis Antonio!
B: Bill Pitt. I don't believe it! Bill, how are you?
A: Just fine. You're looking good, Luis.
B: You too, Bill. It's been a long time.
A: Yes, it has. When did we finish in LA?
A: That's right.
B: So what are you doing now, Bill?
A: Well, I'm a Project Director with Sun Microsystems in Silicon Valley.
B: Sun Microsystems. That's great! How long have you worked there?
A: Since '97.
B: And where do you live?
A: In San Francisco. We moved there in '94.
B: And I guess you are married now.
A: Yes, with three beautiful children. Two sons and a daughter.
B: So where did you meet your wife?
A: Well, Luis, do you remember a girl on our MBA course in Los Angeles? Her name was Melissa Norton. She always had the best grades.
B: Melissa Norton. Of course I remember.
A: Well, we got married in '91.
B: Well, congratulations, Bill.
A: Thanks. What about you? Do you have a family now?
B: Well, it's a long story: Do you have time for a drink before your flight?

A: Can we talk about staffing levels now? Our objective was to reduce our staff by ten per cent. How are we doing for the moment?
B: Well, the number of new employees has fallen dramatically this year. Last year we took on sixty people, but this year we've only taken on sixteen. We stopped all new recruitment six months ago.
A: Mm, what about the number of transfers?
B: Transfers have gone up too. This year we've transferred thirteen people to other divisions of the company. Last year it was only four. But the number of resignations is down. Last year five people left the company, but this year only two have resigned.
B: Have we managed to persuade more people to take early retirement?
A: Yes, that's been a success. Twenty employees have taken early retirement this year; that's fourteen more than last year.
B: But we've had some redundancies.
A: Yes, unfortunately. But it could be worse. We've made six people redundant this year. I hope there won't be any more.
B: Well, let's add up the figures and see.

Let's start with men's view of male boxes. Yes. You will notice that the number of men who prefer to have a male boss has gone down since 1982. But let's look at the figures in detail. Between 1982 and 1993, the number fell by 7% to reach 33%. What is interesting is that since
1993, the number has risen again by 2%. How does this compare with men's opinions of female bosses? In 1982, only 9% of men preferred a woman boss. In 1993, the number rose by 7% to 16%, but in the last few years it has decreased by 4%, back to 12%. As you can see, in recent years, there has been some kind of reaction against the idea of female bosses. The best news is perhaps that we now have a small majority of men—that's 52%—who have no preference. The numbers have increased by 6% since 1982.

Unit 12

A: Sergio. Thank you for agreeing to this interview. How old are you?
B: Um, I'm fifty-one.
A: And what is your profession?
B: I'm an accountant.
A: Are you married?
B: Yes, I am.
A: Does your wife work?
B: Yes, luckily! She's a teacher.
A: Could you tell me about your last job? Who did you work for?
B: Um, I worked for a chemical company near Milan.
A: How long did you work there?
B: Um, for fourteen years.
A: How did you lose your job?
B: The company was taken over by a Swedish firm and I was made redundant.
A: So how long have you been unemployed?
B: Um, for about six months.

A: Sergio. It must be difficult being unemployed at your age.
B: Of course. Many people don't want to employ someone over fifty.
A: So how do you spend your days?
B: I get the newspaper every day and look at the job advertisements. When I see something interesting I apply.
A: Any luck so far?
B: Yes, I was offered something last month, but the job was not very interesting.
A: Do you meet other unemployed people?
B: Not really. Um, I prefer to stay at home and work on my PC. I'm also studying psychology.
A: That's an interesting idea. What else do you do?
B: I have lunch with my former colleagues about once a month. They often hear about jobs and so on. They often have useful information.
A: Have you registered with a recruitment agency?

B: No, I haven't. I think they already have too many people on their books.
A: So how much time do you spend looking for a job?
B: Oh, about ten, fifteen hours per week. The rest of the time I do the housework and other things.
A: Are you optimistic?
B: Yes. But I really don't want to leave Milan.
A: I see. Thank you.

1 She was made redundant by a pharmaceutical company.
2 I'm confident about the interview.
3 Who's responsible for recruitment?
4 I'm the company accountant's secretary.

5 This information makes me more optimistic.

A: So, what is your job exactly?
B: I write market reports about the chemical industry.
A: How do you do that?
B: I talk to people in the industry. I read articles and obviously I follow the markets.
A: What sort of equipment do you use?
B: Well, there are some good Internet sites which give a lot of information. In fact sometimes there is too much information. And I also use teletext on my TV. My doctor says I spend too much time in front of a screen, but I don't really have a choice.
A: Where do you work?
B: I work at home near Oxford. When I lived in France I had an office in Paris, but I moved to England two years ago, and found I could do the job from home. I have a very small office with my fax, my phone, and my PC. In fact, it's not really big enough for me and all my equipment, but I manage somehow.
A: And do you work normal office hours?
B: Yes, I start at about nine and work until three thirty. This gives me enough time to go and pick up the children.

A: So no business lunches?
B: No, unfortunately. It's usually a quick sandwich in the kitchen, then back upstairs. It was nice before to have lunch with colleagues, but now I waste less time. Now, I only speak to colleagues on the phone. Sometimes it's too quiet in my office.
A: So do you prefer the traditional way of working?
B: It depends. I feel I work more efficiently at home because in an office there are too many distractions, but I do miss the contact with colleagues.
A: Thank you.

2 A: You are a market analyst, I believe?
C: That's right. I work in Brussels and I analyse the petroleum market.
A: What sort of office do you have?
C: It's a very modern open-plan office. It has work-stations for about twenty people in one large area.
A: Surely that's too many people?
C: Not really. In the morning there are usually about fifteen people, but after lunch there are fewer. When you arrive you take a space that is free. If you don't arrive early enough, you don't get the best places—next to the window?
A: Isn't it very noisy?
C: Not really. And anyway it is good to hear other conversations. It helps you to know what's happening on different markets and with different customers.
A: What about lunch?
C: We usually take customers and contacts to lunch. It's a good way of getting information. When I have enough data I write my reports.
A: What sort of equipment do you have?
C: Computer screens with direct online data from the markets. Everyone has a lap-top and a phone. That way they can work anywhere.
A: So what are your normal hours?
C: I start really early at about seven, and I finish at about seven p.m. And then I go for a drink with my colleagues. I get home at about nine, which my wife thinks is too late!

A: Oh, that's very kind of you.
B: It's been a very pleasant evening.

2 C: See you tomorrow?
D: Yes. Have a nice evening.

3 E: OK. I've really enjoyed studying with you.
F: Me too. See you next year, maybe.
E: I hope so. Anyway, have a safe journey back.
E: Bye.

4 G: Thank you very much for coming. It was very interesting.
B: Thank you for giving me the time. Shall I call you next week?
G: No, that's OK. Just send the price list. I'll get back to you.

5 I: So, is that your best offer?
J: I'm sorry, I can't go any lower.
I: In that case, we accept your terms.
J: Thank you. I'll write to confirm everything.

6 K: So that brings me to the end of what I have to say. Now, does anybody have any questions?

1 Thanks for coming.
2 Goodnight. See you tomorrow.
3 I hope to see you next week.
4 Thanks for everything.
5 Have a safe journey.
6 See you on Monday.
7 It's been a lovely evening.
8 This is on me.

1 Thanks for coming.
2 Goodnight. See you tomorrow.
3 I hope to see you next week.
4 Thanks for everything.
5 Have a safe journey!
6 Thanks.
7 See you on Monday.
8 This is on me.
9 That's very kind of you.

Tapescript 171
to acquire (vb) 8.3 /kɔ:naːt/ (Am) to buy
attractive (vb) 9.2 /'krɪkt/ the amount of money you pay for something, e.g. the cost of living. Also to cost (vb), e.g. The ticket costs £35
a course (n) 4.3 /kɔːs/ a series of lessons, e.g. a management training course
acovering letter (n) 11.1 /'kəvə:sɪŋ
letter/ a letter, usually handwritten, that you send with your resume to apply for a job
a currency (n) 9.2 /'kærənsi/ the money of a country, e.g. The dollar is the currency of the USA.
a customer (n) pers 1.2
/kəstəmə/ a person or company who buys your products or services, e.g. a customer service department
a delivery (n) 11.2 /'delɪ/ the place in an airport, port, etc. where your luggage is sometimes checked, e.g. He's a customs officer at JFK Airport.
CV (abbrev) 11.2 /sɪ:'viː/ a curriculum vitae - a document with information about your education and work experience, used when applying for a job
a database (n) 7.2 /ˈdeɪtəˌbiːz/ an organized list of information (names, addresses, etc.) on a computer
to deal with (vb) 10.2 /dɪˈwɪl/ to do what is necessary to resolve a problem, complaint, etc.
to decrease (vb) 5.2 /dɪˈkrɪs/ to go down, e.g. Our turnover decreased from 3m to 2m last year. Also a decrease (n) /dɪˈkrɪs/ and a degree (n) 11.1 /ˈdiːdʒi/ an official diploma from a university or similar institute, e.g. on MBA / a Low degree
to deliver (vb) 1.3 /dɪˈlɪvər/ to take or send goods to a particular place, e.g. We will deliver the new machine on 13th August. Also a delivery (n) 1.3 /dɪˈlɪvərij/ a part of a company which has a
co-ordinate (vb) 11.2 /kɔːˈɔːdɪneɪt/ to manage all the different parts of a task and the people doing them
a cost (n) 5.2 /kɔːst/ the amount of money you pay for something, e.g. the cost of living. Also to cost (vb), e.g. The ticket costs £35
an application (n) 1.2 /æplɪˈkeɪʃn/ information used to sell a product or service. Also to advertise (vb) an advertisement / advert / ad (n)
to a.ford (vb) 8.2 /ɔːfəd/ to be able to do something because you have enough money, e.g. I can't afford to go on holiday this year.
attraction (n) 11.1 /ˈætrækʃn/ something you find interesting or fun, e.g. a holiday. Also attractions (n pl)
hang (vb) 7.2 /hæŋ/ to wait in line, e.g. The queue was very long.
aid (n) 9.1 /eɪd/ help, e.g. The government gives aid to poor countries.
agreement (n) 11.1 /əˈɡriːmənt/ a legal contract, e.g. a marriage agreement.
particular function, e.g. the sales / personnel department
department store (n) 2.3 /dəptmənt stə:(r) (a) big shop
which sells many different kinds of goods
departure (u) [U] 2.3 /dəpər(ʊ)/
the action or time of leaving, e.g. Our departure time will be 2.30 p.m. Also a departure gate / lounge (in an airport) (v)
to design (vb) 1.1 /diˈzaɪn/ to draw plans for something, e.g. An architect designs new houses. Also a designer (n) pers
a dessert (n) 3.3 /dɪˈzɜːrt/ a sweet dish or course in a meal, usually served last
to develop (vb) 5.1 /diˈvel/ to change something to make it better or larger, e.g. We are developing faster and more efficient machines. Also development (n)
direct mailing (n) [U] 9.2 /ˈdɪrek(t)/ mail/ a form of advertising
where you send information by post to specific people or companies
to disagree (vb) 7.3 /dɪˈzeɪɡ/ to have a different opinion, e.g. I disagree with you.
a discount (n) 10.1 /ˈdɪskənt/ an amount of money taken off the normal price, e.g. We can give you a discount of 20%.
to discover (vb) 8.1 /dɪˈskəvə(r)/ to find something new, often by accident, e.g. Columbus discovered America.
da dish (n) 3.3 /dɪʃ/ a particular kind of food, prepared in a certain way, e.g. Paella is a Spanish dish.
to dismiss (vb) 11.3 /dɪˈmɪs/ to tell someone they can no longer keep their job, e.g. The company dismissed him for bad results.
to dispatch (vb) 9.3 /dɪˈspeʃ/ to send something to a destination
distributor (n) pers 9.2 /dɪstribju(ə)r/ a person or company who transports or sells the goods (usually of another company). Also to distribute (vb)
distribution (n)
a dividend (n) 8.2 /ˈdɪvɪnd/ a part of a company's profits paid to shareholders, usually once or twice a year.
da division (n) 4.3 /dɪˈvɪzi(ə)n/ a part of a company that is responsible for a certain product, service or area, e.g. the telecommunications / Asia Pacific division
due (adj) 6.2 /dju:/ expected (at a particular time), e.g. He's due back in the office at 2 pm. The train is due at 11.37.
early (adj) 7.1 /ˈɜːrlɪ/ before the agreed time, e.g. There was no traffic on the road, so he arrived 15 minutes early.
to earn (vb) 8.2 /ərn/ to receive money for work or in payment for a loan, e.g. to earn a salary / interest
elevator (n) 3.1 /ˈelɪvətə(r)/ (Brit) an apparatus in a building that carries you from one floor to another
employee (n) pers 1.2 /ɪˈmɒpli/ a person who works for a company. Also to employ (vb) an employer (n) pers
engaged (adj) 9.1 /ˈɪŋɡeɪd/ busy, not free (on the telephone), e.g. I'm afraid the line's engaged.
to extend (vb) 3.2 /ɪndɛkt/ to take pleasure in something, e.g. I enjoy playing tennis at weekends.
to enter (1) (vb) 5.1 /ˈɪntə(r)/ to start selling products (in a market), e.g. We want to enter the South American market. (2) (vb) to put information on a computer, e.g. to enter text / data
an estimate (n) (vb) 9.2 /ɪˈstɪmət/ a calculation of cost, measurement, etc. Also to estimate (vb) /ˈɪstɪmeɪt/
an executive (n) 4.3 /ɪɡˈzɛk.tɪv/ a person in a management position in a company, e.g. a senior executive
to expand (vb) 13.1 /ɪkˈspænd/ to get bigger, e.g. Our market in Eastern Europe is expanding. Also expansion (n)
to expect (vb) 6.2 /ɪkˈspekt/ / to believe / think that something will happen, e.g. We expect him to be back by 3:00.
experience (n) [U] 11.1 /ˈɪkˈspəriəns/ /knowledge and skills obtained by practice of an activity, e.g. He has a lot of experience of sales.
express (adj) 9.3 /ɪkˈspres/ delivered quickly, e.g. We sent the letter by express mail.
an extension (n) 6.2 /ɪkˈstʃən/ a telephone number in a person's office, e.g. Can I have extension 243, please?
facilities (n pl) 2.1 /fəˈsɪlətɪz/ buildings, equipment, etc. for a particular function, e.g. hotel / conference / sports facilities
a factory (n) 1.2 /ˈfæktə(r)/ a building with machinery where goods are made.
to fail (vb) 4.1 /fæl/ to be unsuccessful, not to obtain what was wanted, e.g. to fail an exam / test
to fail (vb) 5.2 /fæl/ to go down, e.g. Sales fell from 3m to 2m last year. Also a fall (n)
a figure (n) 5.2 /ˈfɪɡvr/ (vb) a number in a table, graph, etc., e.g. sales / production figures
a filing cabinet (n) 10.3 /ˈfіlɪŋ kɛbɪnt/ a piece of furniture with drawers used for keeping documents organized
a fitness room (n) 2.1 /ˈfɪtniːz rʊm/ a small gymnasium, usually in a hotel, with equipment for taking exercise
flexible (adj) 10.2 /flɛksəb(ə)/ (of schedules, etc.) can be changed easily, e.g. flexible working hours
flight (n) 2.2 /flʌt/ a journey by plane. Also to fly (vb)
a floor (n) 3.1 /flɔːr/ a level in a building, e.g. My office is on the ground / first floor.
fluent (adj) 11.2 /ˈfluənt/ able to speak easily and without hesitation, e.g. a fluent English speaker.
to forecast (vb) 9.2 /fɔːrˈkeɪst/ to predict, usually about experience or scientific study. Also a forecast (n)
a founder (n) pers 1.1 /ˈfauðən(r)/ the person who creates a company or organization. Also to found (vb)
friend (adj) 5.3 /frɪnd/ / pleasant, ready to help, e.g. The staff in the hotel are very friendly.
the general public (n) [U] 9.2 /ˈdʒɛnerəl pɒblik/ ordinary people who are not members of a special group, e.g. We sell to the general public.
to get back (vb) 4.2 /ɡet/ba:k/to return (to your starting point), e.g. I got back to my house at 11 p.m.
to graduate (vb) 8.1 /ɡrɑːˈdju:ət/ to finish your studies at university, e.g. He graduated from Harvard in 1988. Also a graduate (n) pers /ˈɡrɑːdʒuət /
a graph (n) 5.2 /ɡrɑːf/ a diagram showing the relationship between two changing quantities, e.g. This graph shows our sales month by month last year.
a guest (1) (n) pers 3.3 /ɡest/ someone you have invited to your house for a meal, etc.
a guest (2) (n) pers a person staying in a hotel.
to hang up (vb) 10.2 /hæŋ/ up/to put the phone down at the end of a call
the head office (n) 1.2 /ˈhed ˈɒfɪs/ the main office of a company. Also headquarters (n)
hire (vb) 9.1 /hɪr/ to pay money for something or for someone for a short time, e.g. to hire a car / temporary staff
holding (n) 9.2 /ˈhɔlɪnd/ (Brit) a large board, usually in the street, used for displaying advertisements (Am = billboard)
illlegible (adj) 9.3 /ɪlˈlegəbl/ (of a letter or document) impossible to read
to improve (vb) 4.1 /ɪmˈpruːv/ to get better or make something better, e.g. He wants to improve his English. Also an improvement (n)
an income (n) 8.2 /ˈɪnkəm/ the money you earn from all sources (not just salary), e.g. annual income / income tax
to increase (vb) 5.2 /ɪnzək/ to go up, e.g. Inflation increased from 1% to 1.5% last year. Also an increase (n) /ˈɪnkərəns/
a interview (1) (vb) 1.1 /ˈɪntəvjuː/ a meeting where someone has to answer questions, e.g. a job / radio interview. Also to interview (vb) an interviewer (n) pers to introduce (1) (vb) 1.1 /ɪntrəˈdjuː/ to introduce the / name of the others, e.g. Can I introduce you to Jose? (2) (vb) to bring something into use for the first time, e.g. We introduced this product on the market last year. Also an introduction (n)
to invest (vb) 8.2 /ɪnˈvest/ to plan or make something new, e.g. Aiko Moni had invented the Sony Walkman.
to invest (vb) 8.2 /ɪnˈvest/ to spend money in order to make a profit, e.g. to invest in the new market / new machines for the factory. Also an investment (n)
invester (n) pers to invite (vb) 3.2 /ɪvət/ to ask someone to come somewhere or to do something, e.g. She invited me for dinner. Also an invitation (n)
an invoice (n) 9.2 /ˈɪnvəs/ a bill, usually between two companies, showing the goods sold and the price to be paid.
IT (abbrv) 9.3 /aɪt/ information technology / relating to computers, e.g. He's the IT Manager, he's responsible for the IT department.
an item (n) 9.3 /ˈaɪtəm/ one in a list of things, e.g. an item on an order form / invoice / agenda
to join (vb) 8.1 /dʒɔɪn/ to start working (for a company), e.g. She joined Compay in 1995.
a journey (n) 3.1 /ˈdʒɜːni/ the act of going from one place to another, e.g. The journey took three hours by car.
a keyboard (n) 12.2 /ˈkiːbɔːrd/ the part of the computer you use to type words and numbers
land (vb) 2.3 /lænd/ (of a plane) to arrive at your destination late (ad) 7.1 /lɛt/ after the expected or usual time, e.g. They arrived late, so they missed the meeting.
to launch (vb) 7.3 /lɔːnʃ/ to start selling (a new product or service). Also a launch (n), e.g. the launch of a new product
a lawyer (n) pers 4.3 /ˈleɪər/ someone whose job is to help people with legal problems
a lease (n) 10.1 /liːs/ a written agreement to rent land or property (factory, house, etc.)
to lend (vb) 8.2 /lend/ to give for a short time, e.g. Can you lend me £5, and I'll give it back to you next week?

to lift (1) (v) 2.1 /lif/ an apparatus in a building that carries people from one floor to another (elevator) (2) (n) transport of a person in another person's car, e.g. I'll give you a lift to the airport
to be located (vb) 1.3 /ləˈkɔːtɪd/ where a building or company is, e.g. Our factory is located near London. Also a location (n)
to look for (vb) 5.1 /lʊk ˈfɔːr/ to try to find, e.g. He's looking for a new job.
to look into (vb) 9.3 /lʊk ˈɪntəʊ/ to investigate or make a study of, e.g. I'll look into the problem.

to manage (vb) 174 /mænɪdʒ/ to do or control something, e.g. I can't manage a menu (II)
to make a note of (vb) 3.4 /mæk əˈnut/ to write down, e.g. I made a note of what we had to buy.
to make a prediction (vb) 4.3 /mæk əˈprɛdɪʃən/ to say what you think will happen, e.g. He made a prediction that the company would go bankrupt.
to make up (vb) 10.2 /mæk əˈpjuː/ to invent, e.g. She made up a story about her day.
to make a request (vb) 9.3 /mæk əˈrɛkwəst/ to ask for goods, e.g. I made a request for a new computer.
to make a sale (vb) 7.2 /mæk əˈseɪl/ to sell something, e.g. The sales manager made a sale of 100 units.
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to lend (vb) 8.2 /lend/ to give for a short time, e.g. Can you lend me £5, and I'll give it back to you next week?
rent (vb) an office, car, etc.

a reply (n) 6.2 /fri:pl/ a written or spoken answer, e.g. There's no reply. (on the phone) Thank you for your quick reply. (in a letter) Also to reply to

a report (n) 4.2 /'prɔ:pərt/ a formal or spoken statement about an event, meeting, etc.

a representative (n) per 4.3 /rep'zɪs'tɪv/ a person who promotes an organization or sells its products, e.g. a sales representative (abbrev = rep)

a request (n) 2.1 /rek'sɛst/ something you ask for, e.g. a request for information

Also to request (vb)

research (n) [U] 4.3 /ri:'sɛrjə/ a careful and detailed study of something, e.g. the research and development department (abbrev = R & D). Also to research (vb)

to resolve (vb) 2.1 /rə'zɔlv/ to (ask and pay for) a hotel room, travel ticket, etc. Also a reservation (n), e.g. to make a reservation

to resign (vb) 8.1 /ri:'zn/ to leave or give up a job or a responsibility, e.g. He resigned from the company. Also a resignation (n)

to resolve (vb) 7.2 /rɪζəl/ to find a solution to a problem

responsible (adj) 4.3 /'respoʊnsəbl/ in charge of something, e.g. She's responsible for sales. Also a responsibility (n) [U] e.g. to have responsibility for something

retired (adj) 9.2 /'retərd/ no longer working because you are old. Also to retire (vb) retirement (n), e.g. to take early retirement

return (n) 8.1 act of going and coming back, e.g. a return ticket / journey. Also to return (vb)

to rise (vb) 5.2 /ra:z/ to go up, e.g. Our market share rose from 5% to 7% last year. Also a rise (n)

to run (vb) 8.2 /rən/ to manage (a company)

safe (adj) 7.1 /sɛf/ not dangerous, e.g. Have a safe journey. Also safety (n) [U]

a salary (n) 11.1 /'sæləri/ the money you earn from your job sales (n.pl) 1.2 /'sɛlz/ the total number of products sold by a company, or the total value of products sold, e.g. We have sales of £3 million.

to save (1) (vb) 8.2 /sev/ to keep money (e.g. in a bank) to buy something later, e.g. I'm saving money for my next holiday. (2) (vb) to find ways not to spend money, e.g. We save money by travelling Economy Class on flights.

a scanner (n) 7.2 /'skɛnə(r)/ a machine which photographs images, texts, etc. to be copied on a computer

a schedule (n) 2.2 /'ʃɛdjuəl/ a plan or timetable of work, etc., e.g. with times and dates

self-employed (adj) 12.1 /'self-ɪmˈpɔlsd/ working for yourself (not for a company or organization)

to serve (1) (vb) 3.3 /sɜ:v/ to put on the table, e.g. This dish is served with bread. (2) (vb) to help customers in a shop. Also service (n) [U], e.g. good / bad service

a server (n) 9.3 /sɜ:və(r)/ the central unit of a computer system which links the different PCs in an organization

a share (n) 5.1 /ʃeə(r)/ part of the capital of a company, e.g. to buy shares in a company. Also a shareholder (n) per

a shopping centre (n) 9.2 /'ʃɔpɪŋ sɛntə(r)/ a group of shops in the same building or area

a short list (n) 11.1 /ʃɔrtlist/ a list of candidates for a job selected from a longer list. Also to shortlist (vb), e.g. to shortlist candidates

sightseeing (n) [U] 2.3 /'saɪtˌsiːŋ/ visiting places of interest, e.g. to go sightseeing in Venice

single (1) (adj) 2.1 /'sɪŋɡl/ for one person, e.g. a single room. (2) (adj) not married, e.g. a young, single woman. (3) (n) a one-way ticket for a journey, e.g. Can I have a single to Boston, please?

a skill (n) 12.1 /skɪl/ knowledge or ability in something, e.g. computer language skills

a slide (n) 5.2 /slaɪd/ a film you put in a projector to show an image on a wall or screen

software (n) [U] 4.3 /sɔˈweɪt/ programmes you use in a computer

a spot (vb) 11.1 /spɔt/ to put things in groups

to spend (1) (vb) 6.3 /spend/ to pay money for something, e.g. We spent £200 on advertising. (2) (vb) to give time to an activity [U], e.g. I spent the weekend at my holiday home

a sponsor (n) 1.2 /'spɔnzuə(r)/ a company which gives money in return for advertising a product. Also to sponsor (vb)

a spreadsheet (n) 12.2 /'spreɪʃət/ a computer program which organizes and calculates numbers, such as accounts

stable (adj) 5.2 /'stæbl/ at the same level, e.g. Sales remained stable at 3 million.

a stake (n) 8.2 /steɪk/ a percentage of the capital of a company, e.g. They have a 20% stake in YPF.

a starter (n) 3.3 /'stætə(r)/ the first dish or course of a meal

stationery (n) [U] 4.3 /steɪˈteŋwɛri/ paper, pens, and other things for writing

to stay (1) (vb) 4.2 /stei/ to remain or continue in the same place, e.g. to stay in a hotel

a stock (n) 10.3 /stɒk/ finished goods that you are keeping to sell, e.g. We keep a large stock.

a stock market (n) 8.2 /stɒk'mɑːkɪt/ the place where company shares are bought and sold (ticker = stock exchange)

a strike (n) 9.1 /straɪk/ a time when people refuse to work, because they aren’t happy with their working conditions, e.g. to go on / be on strike. Also to strike (vb)

a subsidiary (n) 1.3 /ˌsʌbdʒəˈsɛri/ a company that is owned by another company

successful (adj) 8.1 /'səkʃuəls/ having good results, e.g. a successful product / company / person. Also a success (n), e.g. The project was a great success.

suggestion (n) 12.1 /səɡˈdʒestʃən/ an idea / proposal / plan to do something, e.g. I suggested going to the new Indian restaurant. Also a suggestion (n), e.g. to make a suggestion

trip (n) 7.3 /trɪp/ to go on a journey, e.g. I want to go on a trip to the art exhibition.

to take off (vb) 2.3 /teɪk əf/ to say what you think can or should be done, e.g. He suggested going to the new Indian restaurant. Also a suggestion (n), e.g. to make a suggestion

a suit (1) (n) 10.2 /sjuːt/ a jacket with trousers (or a skirt) of the same colour and material.

a suit (2) (vb) 6.3 /toʊk əf/ to say what you think can or should be done, e.g. He suggested going to the new Indian restaurant. Also a suggestion (n), e.g. to make a suggestion

to take off (vb) 2.3 /teɪk əf/ to say what you think can or should be done, e.g. He suggested going to the new Indian restaurant. Also a suggestion (n), e.g. to make a suggestion

a supplier (n) 1.2 /ˈsəpərɪə(r)/ a company which sells goods to another. Also to supply (vb)

table (n) 5.2 /ˈteɪbl/ an organized list of information

to take off (vb) 2.3 /teɪk əf/ (of a plane) to leave the ground. Also to take off (vb) 1 -.teɪk 'əf/ (of a plane) to leave the ground. Also to take off (vb) 1 -teɪk 'əf/ (of a plane) to leave the ground. Also to take off (vb) 1 -teɪk 'əf/ (of a plane) to leave the ground. Also to take off (vb) 1 -teɪk 'əf/ (of a plane) to leave the ground. Also to take off (vb) 1 -teɪk 'əf/ (of a plane) to leave the ground. Also to take off (vb) 1 -te