

YOU ARE UNIQUE

ENGLISH FOR SPECIFIC PURPOSES

LET YOURSELF BE YOURSELF AND LET OTHERS BE
THEMSELVES



YOU ARE UNIQUE

CAREER LADDER

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



A What do you do?

To find out what someone's job is, you ask '**What do you do?**'

Kerstin talks about her job:

'I **work for** a large European car maker. I **work on** car design. In fact, I **run** the design department and I **manage** a team of designers: 20 people **work under** me. It's very interesting. One of my main **responsibilities** is to make sure that new model designs are finished on time. I'm also **in charge of** design budgets.'

'I **deal with** a lot of different people in the company. I'm **responsible for** coordination between design and production: I **work with** managers at our manufacturing plants.'

Note

in charge of + noun

responsible for + verb + -ing

responsibility + infinitive / -ing

One of my responsibilities is to make sure that ...

One of my responsibilities is making sure that ...

You don't say: 'I'm a responsible.'

B Word combinations with 'work'

If you **work** or **have work**, you have a job. But you don't say that someone has '**a-work**'. **Work** is also the place where you do your job. You don't say for example, '**at the work**' or '**to the work**'.

Here are some phrases with 'work'.

The economy is growing fast and more people are **in work** – have a job – than ever before. The percentage of people **out of work** – without a job – has fallen to its lowest level for 30 years.

Frank talks about his job:

'I work in a bank in New York City. I leave **for work** at 7.30 every morning. I **go to work** by train and subway. I **get to** / **arrive at** work at about 9. I'm usually **at work** till 6. Luckily, I don't get ill very much so I don't often take **time off work** – away from work due to illness.'



C Types of job and types of work

A **full-time job** is one for the whole of the normal working week; a **part-time job** is for less time than that. You say that someone **works full-time** or **part-time**.

A **permanent job** does not finish after a fixed period; a **temporary job** finishes after a fixed period.

You talk about **temporary work** and **permanent work**.

Exercises

1.1 Look at A opposite. Margaux is talking about her work. Correct the expressions in italics.

'I work for a large French supermarket company. It is an international company and (1) I work *about* the development of new supermarkets abroad. (2) In fact, I *running* the development department and (3) I *am manage* *for* a team looking at the possibilities in different countries. It's very interesting. (4) One of my *main* is to make sure that new supermarkets open on time. (5) I'm also *charged with* financial reporting. (6) I deal *at* a lot of different organizations in my work. (7) I'm *responsible* of planning projects from start to finish. (8) I work closely *near* our foreign partners, and so I travel a lot.'



1.2 Complete each gap in the text with one of the prepositions from B opposite.

Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives (1) work. The traffic is often bad and she worries about getting (2) work late, but she usually arrives (3) work at around 9. She finishes work quite late, at about 8. 'Luckily, I'm never ill,' she says. 'I could never take time (4) work.'

She loves what she does and is glad to be (5) work. Some of her friends are not so lucky: they are (6) of work.

1.3 What is being advertised in each of these job advertisements (1–6)? Use an expression from C opposite, including the words in brackets. The first one has been done for you.

1	Librarian required for public library, afternoons 2 till 6. (job)	Apply now	a part-time job
2	Personal assistant needed for busy office, 9 am to 5.30 pm. (work)	Apply now	
3	Experienced barman wanted, 8 pm until midnight. (work)	Apply now	
4	Teacher needed for summer course, 1 to 31 August. (job)	Apply now	
5	Salesman required for showroom – good prospects for right person. (work)	Apply now	
6	Lawyer wanted for law firm – long hours, 4 weeks holiday per year. (job)	Apply now	

Over to you

If you work, answer these questions.

- What do you do? What are you in charge of?
What are your responsibilities?
- What time do you leave for work? How long does it take you to get to work? What time do you arrive at work? Do you take a lot of time off work?
- Why do some people prefer to work part-time or to have temporary jobs?

If you don't work, answer these questions.

- What sort of job would you like to do?
- What sort of routine would you like to have?

A

Working hours

'I'm an **office worker** in an insurance company. It's a **nine-to-five** job with regular **working hours**. I need my **swipe card** to get into the office. The work isn't very interesting, but I like to be able to go home at a reasonable time.'

Note

You can also say **clock in** and **clock out**.

Note

BrE: **flexitime**
AmE: **flextime**



Swiping a card

'I'm in computer programming. There's a system of **flexitime** in my company, which means we can work when we want, within certain limits. We can start at any time till 11, and finish as early as 3 – as long as we do enough hours each month. It's ideal for me as I have two young children.'

'I work in a car plant. I work in **shifts** and I have to **clock on** and **clock off** at the beginning and end of every shift. I may be on the **day shift** one week and the **night shift** the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating. When the company is selling lots of cars, they ask us to work **overtime** – more hours than usual for more money.'

'I'm a commercial artist in an advertising agency. Unlike most other people in my department who **commute** to work every day, I **work from home** and avoid the long journeys that some **commuters** experience every day. That's the benefit of **teleworking** or **telecommuting** – working from home and using the computer and phone to communicate with other people.'

B

Nice work if you can get it

All these words are used in front of **job** and **work**.

- **satisfying, stimulating, fascinating, exciting** – the work is interesting and gives you positive feelings
- **dull, boring, uninteresting, unstimulating** – the work is not interesting
- **repetitive, routine** – the work involves doing the same things again and again
- **tiring, tough, hard, demanding** – the work is difficult and makes you tired

C

Nature of work

My work **involves**
I **like / dislike / prefer / enjoy**

+ noun
human contact
long hours
teamwork

+ -ing
working with figures
dealing with customers
solving problems

Exercises

2.1 Look at the six expressions (a–f) from A opposite. Which person (1–6) is most likely to do each of the things described?

- | | | |
|---|--------------------------|---|
| a work in shifts | <input type="checkbox"/> | 1 A designer in a website design company. Has to be in the office, but can decide when she wants to start and finish work each day. |
| b work under a flexitime system | <input type="checkbox"/> | 2 A manager in a department store in a large city. Lives in the country. |
| c telecommute | <input type="checkbox"/> | 3 A construction worker on a building site where work goes on 24 hours a day. |
| d commute to work | <input type="checkbox"/> | 4 A worker in a chocolate factory in the three months before Christmas. |
| e clock in and out at the same time every day | <input type="checkbox"/> | 5 A technical writer for a computer company. Lives in the country and visits the company offices once a month. |
| f work overtime | <input type="checkbox"/> | 6 An office worker in a large, traditional manufacturing company. |

2.2 Look at the words and expressions in B and C opposite. Five people describe their jobs. Match the jobs (1–5) with the descriptions (a–e) and put the words in brackets into the correct grammatical forms.

1 accountant 2 postwoman 3 flight attendant 4 software developer 5 teacher

- a ‘Obviously, my work involves (travel) a lot. It can be quite physically (demand), but I enjoy (deal) with customers, except when they become tired and anxious about arriving. This doesn’t happen often, but it can be very frustrating for us and the other passengers.’
- b ‘I love my job. It’s very (stimulate) and not at all (repeat): no two days are the same. The children are fine: you see them learn and develop. The parents can be more of a problem.’
- c ‘I was good at maths at school and I like (work) with figures. But my job is much less (bore) and routine than people think. The work (involve) a lot of human contact and teamwork, working with other managers.’
- d ‘You’ve got to think in a very logical way. There’s a lot of teamwork between the developers. The work can be mentally (tire), but it’s very satisfying to write a program that works.’
- e ‘Of course, it involves getting up quite early in the morning. But I like (be) out in the open air. And you get a lot of exercise. I walk two or three miles every day.’

Over to you

If you work, answer these questions.

- Do you have a nine-to-five job? Do you have to clock on and off? Is there a flexitime system in your organization? Are there people who do shiftwork in your company?
- Could you do your job working from home? If so, would you like to?
- What do you like most about your job? What do you like least?

If you don’t work, answer these questions.

- What sort of working hours would you like to have when you start working?
- Would you like to work from home?
- What kind of job would you like? Complete this sentence in five ways to talk about yourself.

I’d like a job that involves ...

A

Recruitment

The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been **recruited** is a **recruit**, or in AmE, a **hire**. The company **employs** or **hires** them and they **join** the company.

A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be used to find people for very important jobs and to persuade them to leave the organizations they already work for. Key people recruited like this are **headhunted** in a process of **headhunting**.

B

Applying for a job

Fred is an accountant, but he was fed up with his old job. He looked in the **situations vacant** pages of his local newspaper, where a local supermarket was advertising for a new accountant's position. He **applied for** the job by completing an **application form** and sending it in.

Harry is a building engineer. He'd been working for the same company for ten years, but he wanted a change. He looked at jobs with different engineering companies on a **jobs website**. He **made an application**, sending in his **CV (curriculum vitae)** – a document describing your education, qualifications and previous jobs, that you send to a prospective employer) and a **covering letter** explaining why he wanted the job and why he was the right person for it.



An application form

Note

Situation, post and **position** are formal words often used in job advertisements and applications.

BrE: **CV**; AmE: **résumé** or **resume**

BrE: **covering letter**; AmE: **cover letter**

C

Selection procedures

Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the **selection process**, the methods that the company uses to recruit people.

'We advertise in national newspapers and on the internet. We look at the **backgrounds of applicants** – their **experience** of different jobs and their educational **qualifications**.



A job interview

Note

Internet is sometimes written with a capital letter when it is a noun.

internet (noun): mostly BrE

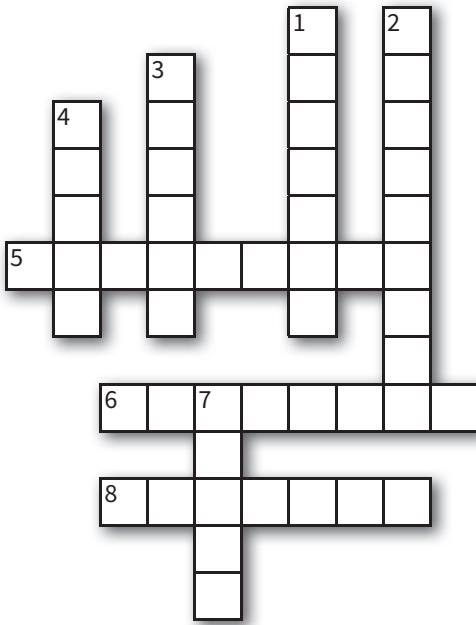
Internet (noun): mostly AmE

'We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. The head of the department is also present. We also give the candidates written **psychometric tests** to assess their intelligence and personality.'

'After this, we **shortlist** three or four candidates. We check their **references** by writing to their **referees** – previous employers, teachers, and so on that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews. Finally we **offer** the job to someone, and if they **turn it down** we have to think again. (Some applicants may get other **job offers** at the same time as ours.) If they **accept** it, we hire them. We **appoint** someone only if we find the right person.'

Exercises

- 3.1** Complete the crossword with the correct form of words from A, B and C opposite.



Across

- 5 I phoned to check on my application, but they said they'd already someone. (9)
- 6 This job is so important; I think we need to someone. (8)
- 8 The selection procedure has lasted three months, but we're going to someone next week. (7)

Down

- 1 and 2 I hope she the job, because if she it , we'll have to start looking again. (7, 5, 4)
- 3 The last applicant was very strong, but I understand he'd had two other job already. (6)
- 4 They've finally a new receptionist. She starts work next week. (5)
- 7 Computer programmers wanted. Only those with UNIX experience should (5)

- 3.2** Now divide the words in 3.1 into two groups.

- 1 what a company personnel department does
- 2 what a person looking for work does

- 3.3** Replace the underlined phrases with correct forms of words and expressions from A, B and C opposite.

Fred had already (1) refused two job offers when he went for (2) a discussion to see if he was suitable for the job. They looked at his accountancy degree and contacted (3) previous employers. Fred had mentioned in his application. A few days later, the supermarket (4) asked him if he would like the job and Fred (5) said yes.

Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of (6) requests for the job. After looking at the (7) document describing his education, qualifications and previous jobs of the (8) people asking for the job and looking at (9) what exams they had passed during their education, the company had (10) chosen six people to interview and then given them (11) tests on their personality and intelligence. They had then given someone the job.

Over to you

If you work, answer these questions.

- Where did you see the jobs advertised?
- What did you send to apply for the job?
- What was the selection procedure?

If you're a student, answer these questions.

- When you applied for your course did you use an online application form or send an application in?
- Did you need to provide referees?
- Did you have an interview?

A Education and training

Two company managers, Kasia Gutowska and Nils Olsen, are talking.

- KG: The trouble with **graduates** – people who've just left university – is that their **paper qualifications** are good. They might have **qualifications in** interesting subjects, but they have no **work experience**. They just don't know how business works.
- NO: I disagree. Education should teach people how to think, not **train** them **for** a particular job. One of last year's recruits **graduated from** Oxford University **with a degree in** philosophy and she's doing very well!
- KG: Philosophy's an interesting subject, but for our company, it's more useful to do **training in** a practical subject: it's better for us if you **train as** a scientist, and **qualify as** a biologist or a doctor, for example.
- NO: Yes, but we don't just need scientists. We also need good managers, which we can achieve through **in-house training** – courses within the company. You know we put a lot of money into **management development**, where managers regularly **go on** specialized **courses** in leadership (see Unit 10), finance (see Unit 38), etc. You need to **acquire experience** – get knowledge through doing things – for that. It's not the sort of thing you can learn when you're 20!

Note

In AmE, you can also say that someone **graduates from** high school – the school that people usually leave when they are 18.

Note

A **master's degree** is a qualification you can get after one or two years of **graduate study**. A **Master's of Business Administration (MBA)** is a master's degree in advanced business studies.

B Skilled and unskilled

A **skill** is a particular ability to do something well, especially because you have learned and practised it.

Jobs, and the people who do them, can be described as:

- **highly skilled**, e.g. car designer
- **skilled**, e.g. car production manager

- **semi-skilled**, e.g. taxi driver
- **unskilled**, e.g. car cleaner

You can say that someone is:

You can also say that someone is:

skilled at
or skilled in

+ noun
customer care
electronics

+ -ing
communicating
using Excel

good with

computers
figures
people

C The right person

These words are often used in job advertisements. Companies look for people who are:

- a **methodical**, **systematic** and **organized** – working in a planned, orderly way
- b **computer-literate** – good with computers
- c **numerate** – good with numbers
- d **motivated** – very keen to do well in their job because they find it interesting
- e **talented** – very good at what they do
- f **self-starters**; they must be **proactive**, **self-motivated**, or **self-driven** – good at working on their own
- g **team players** – people who work well with other people

Note

Self-starter and **team player** are nouns. The other words in bold are adjectives.

Exercises

4.1 Look at A opposite. Complete each sentence with the correct word.

- 1 Ravi graduated Mumbai University a degree philosophy and politics.
- 2 He taught for a while, but didn't like it. He wanted to get a qualification accountancy and decided to train an accountant at evening classes.
- 3 He qualified an accountant and joined a big accountancy firm in its Mumbai office.
- 4 After he had acquired some experience, he went a number of management courses to get training team-building and other skills.



4.2 Look at B opposite. Are these jobs generally considered to be highly skilled, skilled, semi-skilled or unskilled? Use each expression twice.

- 1 teacher
- 2 software engineer
- 3 car worker on a production line
- 4 cleaner
- 5 office cleaner
- 6 airline pilot
- 7 bus driver
- 8 office manager

4.3 Complete these extracts from job advertisements using words from C opposite.

1 You'll be researching developments on the internet, so you have to be You must be, able to work on your own initiative, and a But as part of a team of researchers, you'll need to be a good too.

2 You'll need to be, as you'll be working on financial budgets.

3 As part of our sales team, you'll be working independently, so you have to be self-..... and self-.....

4 We're looking for someone who can work on ten projects at once, without being told what to do. You must be a,,, and

5 We need journalists who are very good at their job and extremely - very keen to find out as much as they can about news stories.

Over to you

Write an extract from a job advertisement for your job or one you would like to have, using words from C opposite.

A

Wages, salary and benefits

'My name's Luigi and I'm a hotel manager in Venice. I get paid a **salary** every month. In summer, we're very busy, so we do **overtime** – work a lot of extra hours. The pay for this is quite good. Working in a hotel, we also get some nice **perks** – for example, free meals!'



'I'm Ivan and I work as a waiter in Prague. I like my job even if I don't **earn** very much: I get paid **wages** every week by the restaurant. We get the **minimum wage** – the lowest amount allowed by law. But we also get **tips** – money that customers leave in addition to the bill. Some tourists are very generous!'

'Hi, I'm Catherine, and I'm a saleswoman in luxury goods, based in Paris. I get a **basic salary**, plus **commission** – a percentage on everything I sell. If I sell more than a particular amount in a year, I also get a **bonus**, which is nice. There are some good **fringe benefits** with this job: I get a **company car**, a BMW; there's a **health plan** to pay the costs of medical treatment if I get ill; and the company makes payments for my **pension** – money that I'll get regularly after I stop working. So, with the bonuses, the car, the health plan and the pension, I've got a very nice **benefits package**. And the **working conditions** are good too: I have a nice office and I don't have to travel too much.'

B

Compensation 1

Catherine mentioned her **pay and conditions**. **Remuneration** and **compensation** are formal words used to talk about pay and conditions, especially those of senior managers. **Remuneration package** and **compensation package** are used especially in the US to talk about all the pay and benefits that employees receive. For a senior executive, this may include **share options** (BrE) or **stock options** (AmE), the right to buy the company's shares (see Unit 36) at low prices. There may be **performance (-related) bonuses** if the manager reaches particular objectives for the company.

C

Compensation 2

Compensation is also used to talk about money and other benefits that someone receives if they are forced to leave the organization, perhaps after a disagreement with other managers in what newspapers call a **boardroom row**. This money is in the form of a **compensation payment** or **severance payment**. If someone also receives benefits with this, the payment and the benefits form a **compensation package** or **severance package**.

In Britain, executives with very high pay and benefits may be referred to as **fat cats**, implying that they do not deserve this level of remuneration.

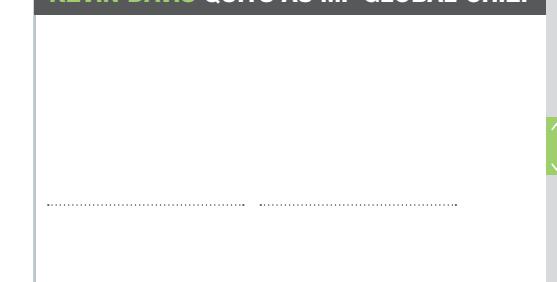
Exercises

5.1 Xavier and Yvonne are talking about Xavier's new job as a photocopier salesman. Sometimes, they don't use the exact names for things that they are talking about. Complete these expressions, using items from A opposite.

- 1 X: I get paid every month, rather than every week.
Y: I see. You get a , not wages.
- 2 X: I usually have to work late: I don't get paid for it, but I do get a percentage for every photocopier I sell.
Y: So you don't get , but you do get That's good.
- 3 X: And the people in production get a if they reach their targets.
Y: Oh right. They get an extra payment if they produce more than a certain amount.
- 4 X: And the extras are great: the company pays for medical treatment if we get ill and the company restaurant is fantastic.
Y: Wow! The company sound very nice.
- 5 X: And they've given me a to go and visit clients.
Y: So you don't have to buy a car then.
- 6 X: What's more, there's a very good scheme where the company pays in money for us to get when we don't work any more.
Y: Yes, it's important to get a good
- 7 X: The total is brilliant.
Y: Yes, all those extras are really worth having.

5.2 Which expressions from B and C opposite could be used to complete each of these newspaper extracts?

1 **KEVIN DAVIS QUILTS AS MF GLOBAL CHIEF**



3 **Underachieved? Have a !**

When things get tough, senior executives should get a pay rise, right? Top executives at Kingfisher, which owns B&Q, and at Vodafone seem to think that directors should be entitled to large amounts of extra pay even when their companies are doing badly.

2 **PUBLIC ANGER AT BANKING EXECUTIVES' PAY**

Anger at the
.....s (2 possibilities) of bank executives is high. Henry Waxman, the California Democrat, this week sent letters to nine of the biggest investment banks asking why they have set aside \$108 billion for salaries and bonuses in a year when they have received \$125 billion in government aid.

4 **NEW THINKING**

Following the UK government's rescue of the banks, voters will say, 'If you could find the money to clear up the mess left by a few greedy , then you can find the money to fund this bus service / save this village school / renationalize the railways.'

Over to you

In what order of attractiveness would you put these benefits in relation to your job or one that you would like to have? Give your reasons.

salary

share options

company car

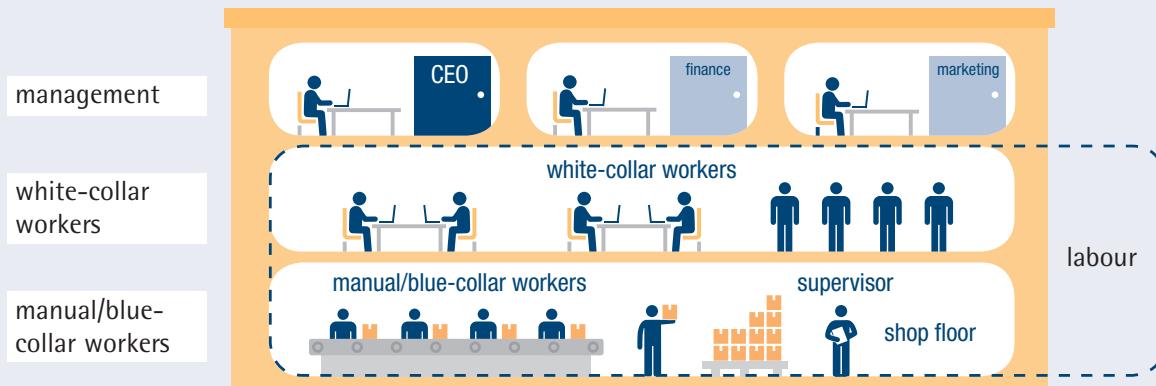
performance-related bonus

commission

pension

health plan

A Employees and management



The people who work for a company are on its **payroll**. They are its **employees, personnel, staff, workers** or **workforce**. These words can also refer just to the people carrying out the work of a company, rather than the **management** – those leading and organizing the company.

Note

Workforce, work-force and work force are all possible.



B Management and administration

A company's activities may be spread over different **sites** in different places. A company's most important managers usually work in its **head office** or **headquarters (HQ)**. Some managers have their own individual **offices**, but often employees work in **open-plan offices** – large areas where many people work. **Administration** or, informally, **admin** – the ordinary work supporting a company's activities – is often done in offices like these by **administrative staff** or **support staff**. For example, those giving technical help to buyers of the company's products are in **technical support**.

C Labour

You use **labour** to talk about everyone except the management who works for a company, especially a company that makes things.

Note

BrE: **labour**
AmE: **labor**

labour	costs	what companies have to pay for labour, rather than materials, etc.
	dispute	a disagreement between management and labour
	leader	someone in charge of an organization that represents workers
	relations	the relationship between management and employees in general
	shortage	a period when there are not enough people available to work
	unrest	a period of disagreement between management and employees

Labor unions (AmE) and **trade unions** (BrE) defend the interests of workers.

When workers are not happy with pay or conditions, they may take **industrial action**:

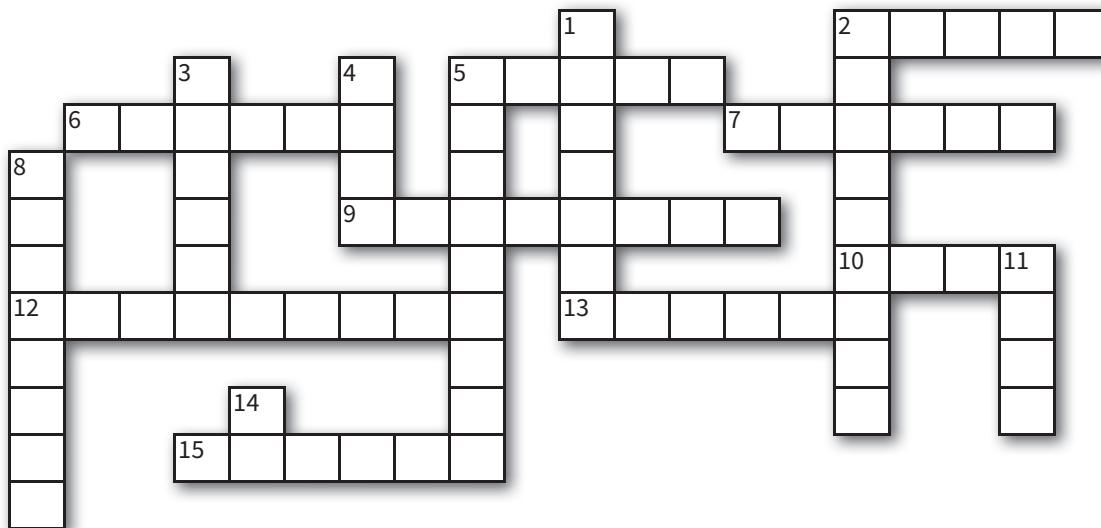
- a **strike, stoppage** or **walk-out** – workers stop working for a time
- a **go-slow** – workers continue to work, but more slowly than usual
- an **overtime ban** – workers refuse to work more than the normal number of hours

D Personnel and HRM

In larger organizations there is a **human resources department (HRD)** that deals with pay, recruitment, etc. This area is called **human resources (HR)** or **human resource management (HRM)**. Another, older, name for this department is the **personnel department**.

Exercises

- 6.1 Complete the crossword with the correct form of words from A, B, C and D opposite.



Across

- 2 and 15 Office workers may be described this way. (5, 6)
5 all of the people working for a company (5)
6 workers who use their hands are of this type (6)
7 when people stop working to protest (6)
9 one of the people working for an organization (8)
10 occasions when workers stop working in order to protest: walk-..... (4)
12 another name for the human resources department (9)
13 workers seen as a group (6)

Down

- 1 Everyone working for a company is on this. (7)
2 everyone, or everyone except top managers (9)
3 These are *trade* in the UK and *labor* in the US. (6)
4 and 15 across Manual workers are this, even if they don't wear this. (4, 6)
5 A place in a factory where the production lines are. (9)
8 when people stop work to complain about something (8)
14 and 11 Workers do this when they intentionally produce less. (2, 4)

- 6.2 Manuel Ortiz is the founder of a Spanish computer sales company. Use the words in B and D opposite to complete what he says about it.

'I founded Computadoras Creativas 20 years ago. We started with a small (1) _____ in Madrid. Our (2) _____, our (3) _____ is still here, but now we have sites all over Spain, with about 500 employees. Many of the offices are (4) _____ - everyone works together. This includes managers to (5) _____ - secretaries and people who support the company's activities, and people in technical (6) _____ giving help to customers over the phone.'

Recruitment is taken care of in Madrid, by the (7) _____ or (8) _____.'

Over to you

Answer these questions about the company you work for or would like to work for. Look at the company website to help you.

- Where is its head office? How many sites does the company have? How many employees?
- Do people have their own offices or are there open-plan offices? Which do you or would you prefer to work in?

A

Career paths

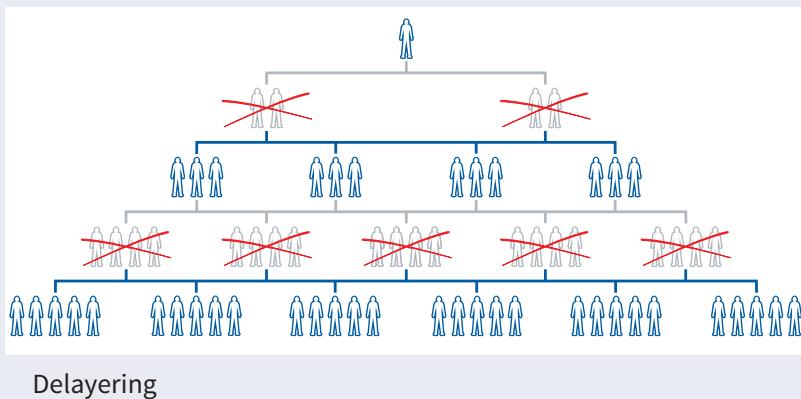
Many people used to work for the same organization until they reached **retirement**, the age at which people **retire** – end their working life. **Career paths** were clear: you could **work your way up the career ladder**, getting **promotion** to jobs that were more **senior** – more important with greater responsibility. You would probably not be **demoted** – moved to a less senior job.

B

Company structure

Like many other companies, Tel Italia has reorganized and **restructured** in order to become **flatter** – with fewer layers of management – and **leaner** – with fewer, more productive employees. The number of management levels in the **company hierarchy** has been reduced, and many managers have lost their jobs.

In other words, to reduce costs and cut the payroll (see Unit 6), Tel Italia has **downsized** and **delayered**. The company said that **downsizing** and **restructuring** were necessary to reduce costs, increasing **efficiency** and **profits**.



C

In-house staff or freelancers?

Companies that downsize often **outsource** many jobs previously done by **in-house** personnel: outside companies clean the offices, transport goods, and collect money from customers. This allows the companies to concentrate on their main business activities. **Downsized** companies use more **freelancers** – independent people who work for several different companies – or they may ask **contractors** to work for short periods on **temporary contracts**. They often expect **flexibility**, with people moving to different jobs when necessary: but for many employees, this means **job insecurity** – the feeling that they may not be in their job for long.

The way that an employee is doing their job is discussed at **performance reviews** – regular meetings with their manager.

Note

You can say **freelancers** or **freelances**.



D

Leaving a company

To leave a company, you can **resign** or **hand in your notice**.

If you do something wrong and are forced to leave a company, you are: **dismissed**, **terminated**, **fired** or **sacked / given the sack**.

If you've done nothing wrong, you are: **laid off**, **made redundant** or **offered early retirement**.

Note

You can also say that someone's **contract has been terminated**.

Fired, **sacked** and **given the sack** are informal expressions. **Sacked** and **given the sack** = BrE only.



Employees who are made redundant may get **outplacement** – advice about how to find another job, retraining, etc.

Exercises

7.1 Complete the tables with words from A, B and C opposite. The first one has been done as an example.

Noun	Verb
retirement	retire
demotion	
lay-off	
dismissal	
termination	

Noun	Adjective
seniority	
	freelance
redundancy	
	insecure
	flexible

7.2 Match the sentence beginnings (1–5) with the correct endings (a–e). The sentences all contain words from A and B opposite.

- | | | |
|---|--------------------------|---|
| 1 Career paths aren't what they used to be.
Companies won't | <input type="checkbox"/> | a and that they will be replaced by temporary workers, or made redundant by technology. |
| 2 He worked his way up from | <input type="checkbox"/> | b take care of us for life any more. We have to take care of ourselves. |
| 3 The new management have restructured and delayered the company, | <input type="checkbox"/> | c but now we outsource it. |
| 4 We used to do printing in-house, | <input type="checkbox"/> | d factory worker to factory manager. |
| 5 Employees are afraid their organizations will be downsized | <input type="checkbox"/> | e reducing the number of management levels in the company hierarchy from five to three. |

7.3 Carla used to work for an Italian magazine publishing company. She talks about how she lost her job. Choose the correct form of the word in each case.

Edizione Fenice is a big magazine publishing company. I was director of a monthly magazine called *Casa e Giardino*.

Then Fenice was bought by an international publishing group. We had to have regular performance (1) (review / reviews / reviewer) with one of the new managers. After a few months they started laying staff (2) (off / on / out). Our own journalists were put on temporary (3) (contracts / contractual / contracting) or replaced by (4) (freelancer / freelancers / freelanced).

Then they started (5) (laid / lying / laying) off more senior people like me. The new owners said they wanted to make the company

(6) (flat / flatter / flatten) and (7) (lean / leant / leaner). So I was made (8) (redundant / redundancies / redundancy). They offered to help me to find another job with (9) (outplacement / outplaced / outplacing) services, but I refused.



Over to you

If you work, answer these questions.

- Do you think you will work for the same company until you retire? Why? / Why not?
- What kind of structure does your company have?
- What kind of work does your company outsource?

If you study, answer these questions.

- Do you think you will look for a job in a company where you can work your way up the career ladder until you retire, or do you think you will work for a lot of different companies?
- Do you know any companies which have restructured or downsized?

Annual leave

11b

1 Moveready is a London estate agency. Read the email from the manager, Mr Solariego, and answer the questions:

- Why has he decided to organise staff annual leave differently this year?
- What does he want staff to do?

• • •

To: All staff
From: Javier.Solariego (mailto:managingdirector@moveready.co.uk)
Subject: IMPORTANT – new arrangements for annual leave

Hello folks,

I'm trying to arrange everybody's annual leave at the moment. As you know, in the past we have run this on a first-come, first-served basis. However, this has meant that the same people get first shout at the most popular times, which are of course school holidays and half terms, as well as Christmas and New Year. This means that others have to make do with whatever is left over, which doesn't always seem fair.

That's why I've decided to make a change this year. I'd like you to discuss with your colleagues in your team when you would each like to take your leave, and then let me know what you decide. Please remember, though, that we cannot have more than one member of any team away from work at the same time. You'll need to plan your leave so that there are no clashes with your colleagues.

So could I ask you to prioritise this, and get back to me with your leave requests by the end of the week by replying to this email? With thanks,

Javier Solariego

Managing Director

2 Work in groups of four. You are in the lettings team at Moveready. Have a meeting to arrange when you can all take your 20 days of annual leave.

You could use the following phrases.

- I was hoping to ...
- Wouldn't it be fairer if ...?
- That would clash with ...
- I was wondering if I would be able to ...
- in order to avoid a clash ...
- That's not ideal – you see, I'm hoping to ...
- Is there any other time you could take off?
- [x] days of my annual leave entitlement remaining
- if possible
- If I can ..., then you would be able to ...

Role cards for task 2



Student 1

You usually go abroad for two weeks to visit your family at Christmas and New Year, and would like to again this year. Your children are overseas, and you don't see them very often.

You'd also like some time off in the school summer holidays.

Student 2

You have worked over the Christmas and New Year period in the last three years, and would like to have some time off then to relax in front of the TV. Last year, you and Student 4 agreed that the two of you would take it in turns to have Christmas off, starting this year.

You'd like some time off at half term or in the school summer holidays.

Student 3

You want to take four weeks' leave as soon as possible so you can go on a long holiday. You don't mind when this is. If it's during school term-time you'd be happy, as air fares are likely to be cheaper then.

Help your colleagues negotiate their time off.

Student 4

Last year, you made an agreement with Student 2, who agreed to work over Christmas so that you could go away (which you did). You also agreed to work on alternate Christmases, but you're not sure if Student 2 remembers this informal arrangement. You'd like to spend Christmas with your new baby.

You'd also like some time off at half term.

Maternity and paternity leave

11c

1 Match the definitions.

- | | |
|-------------------|---|
| 1 paternity | a decided or controlled by law |
| 2 maternity | b the state of being a father |
| 3 maternity leave | c related to pregnancy and birth |
| 4 statutory | d a period in which a woman is legally allowed to be absent from work in the weeks before and after she gives birth |

2 In groups, talk about the questions, and try to guess the answers.

- a Who has the right to take maternity leave?
- b When does a man need to apply for paternity leave?
- c What is parental leave for?
- d Can a man get time off work when his child is born?
- e When does a woman get Statutory Maternity Pay (SMP)?
- f Who actually pays the maternity and paternity pay?
- g Can people on maternity leave still lose their job?
- h What happens if a woman has more than one baby – can she take longer maternity leave?
- i Do pregnant women actually have to take maternity leave?

3 Read the information from a government website about maternity and paternity leave and pay. Match the questions (a–i) from task 2 with the paragraphs (1–9) below.

When an employee becomes a parent – maternity and paternity leave

1 _____
All pregnant employees, i.e. those working under a contract of employment, are entitled to take up to 52 weeks' Statutory Maternity Leave (SML) around the birth of their child. It does not matter how long the employee has worked for you to qualify.

2 _____
The purpose of maternity leave is to allow the mother to give birth and to recover from giving birth. Maternity and paternity leave are for the parents to bond with and care for the new child.

3 _____
You, as the employer, need to pay this. However, you should be able to recover most of this money from the government as long as the employee was paying secondary Class 1 National Insurance contributions.

4 _____
An employee must take a minimum of two weeks' leave after the birth of her child – or four weeks if she works in a factory.

5 _____
SML remains at 52 weeks regardless of the number of children resulting from a single pregnancy.

6 _____
SMP is payable when the employee is not at work because of her pregnancy or because she has given birth. It is paid for 39 weeks – usually the first 39 weeks of maternity leave.

7 _____
Employees are protected from suffering a detriment or dismissal for taking, or seeking to take, maternity leave. If an employee believes you have treated them detrimentally under these circumstances, she can take a claim of sex discrimination to an employment tribunal.

8 _____
An employee qualifies for Statutory Paternity Leave (SPL) on the birth of a baby if he:

- will have responsibility for the baby's upbringing
- is the biological father of the baby and/or the mother's husband or partner.

9 _____
The rules for the father are the same as for the mother: he must notify you 15 weeks before the expected week of childbirth.

Darren lives in Bristol and has decided to use a search engine to look for vacancies.

1 What has he searched for? How many results did he get?

The screenshot shows a Google search results page for the query "Job Bristol". The search bar at the top contains "Job Bristol". Below the search bar are two buttons: "Search" and "Advanced Search". To the right of the search bar, it says "Results 1 - 10 of about 22,900,000 for job Bristol. (0.28 seconds)". The first result is a link to "This is Bristol Jobs - The Job Search in the Bristol area". The snippet for this result includes: "Looking for jobs in the Bristol? At This is Bristol Jobs, you can search the jobs we currently have live online. So come & find a job at This is Bristol ...". To the right of the snippet is a "Sponsored Links" section titled "Jobs in Bristol" which lists "100s of jobs in Bristol Admin,Office,Sales,HR,Call Centre". There are also "Cached" and "Similar" links.

**2 Now look at two more searches Darren made. What did he search for?
Which search was the most useful ?**

A

The screenshot shows a Google search results page for the query "How to get a job as a waiter without experience". The search bar at the top contains "How to get a job as a waiter without experience". Below the search bar are two buttons: "Search" and "Advanced Search". To the right of the search bar, it says "Results 1-5 of about 3,630,000". The first result is a link to "How to get a job as a waiter without experience". The snippet for this result includes: "Waiting tables can be a fun and lucrative profession. But how do you get a job without experience? This article shows you how." Below the snippet is the URL "www.esortment.com/career/getjobwaiterw_sjla.htm" and "Cached" and "Similar" links.

B

The screenshot shows a Google search results page for the query "Bar jobs in Bristol". The search bar at the top contains "Bar jobs in Bristol". Below the search bar are two buttons: "Search" and "Advanced Search". To the right of the search bar, it says "Results 1-5 of about 208,000". The first result is a link to "Bar jobs in Bristol". The snippet for this result includes: "Bristol bar jobs / waiter jobs (463 ads posted). Shortcut to my saved adsListing ... Calling The Best Bartenders & Waiters In Bristol. bristol | Permanent ...". Below the snippet is the URL "bristol.gumtree.com/bristol/bar-catering-jobs_763_1.html" and "Cached" and "Similar" links. There is also a "Show more results from bristol.gumtree.com" button.

3 Tick (✓) the good pieces of advice about using a search engine.

- a always write the name of the town or region you want to work in.
- b remember to use the word 'in'; e.g. accounting vacancies in London.
- c try writing different phrases and doing repeat searches: e.g.
lorry driver Birmingham
Birmingham vacancy lorry driver
HGV job Birmingham
West Midlands lorry job
- d check that the site you have found features jobs in the UK, not other parts of the English-speaking world (Kenya, Canada, India etc).

4 Another way to find job vacancies is to look at the website of a company you would like to work for. Which of the following could be the title of a job vacancies page on a company website?

Current vacancies Work with us About us Careers Employment Recruitment Jobs Contact us

5 Put this speculative enquiry in the right order.

- a give me the contact details of the person I would need
- b I am interested in applying for work with
- c Dear Sir or Madam,
- d Moshe Green
- e forward to hearing from you.
- f in sales. I would be very grateful if you could
- g With thanks and best wishes,
- h to contact to find out about possible opportunities. I look
- i Hotphone, and have four years' experience working

Applying in writing for a job

2c

1 Join 1-7 and a-g to make seven pieces of advice.

- | | |
|---|--|
| 1 If possible, address the letter to a specific person. | a One page with four paragraphs should be enough. |
| 2 Say where you | b not on how it can help you. |
| 3 Make clear exactly which job you are applying for. | c Use the job reference number (if provided) for this. |
| 4 In your letter, refer | d If there's no name on the advert, call the company to find out who deals with recruitment. |
| 5 Focus on how you can contribute to the company, | e how formal (or informal) your application letter should be. |
| 6 Keep your letter concise. | f to the relevant skills and experience on your CV. |
| 7 Use the language in the job advert as a guide to tell you | g saw the job advertised. |

2 Which three pieces of advice from task 1 do you think are the most important?

3 Louise Gide is applying for the job advertised below.

TINY TOTS



We specialise in the recruitment of childcare staff for families across the UK. We offer an attractive package, including return flights if coming from abroad and assistance finding English language classes. Previous experience desirable but not essential.

Interested applicants should send a CV and covering letter to Mrs Sally Howarth at TINY TOTS, 24 BAKEWELL LANE, CARLTON, quoting ref. no. TT3958.

Look at Louise Gide's application letter for this job. Choose the best phrase (a or b).

- 1 (a) Dear Mrs Howarth / (b) Dear Sir or Madam,
- 2 (a) Reference TT3958 / (b) Job application letter
- 3 (a) I hope you are well. / (b) I am writing to apply for work as an au pair with your agency.
- 4 (a) I understand that you have a lot of vacant positions, but I only want to work in London. / (b) I see from your advertisement on the overseas jobs website that you are looking to fill positions throughout the country, and I would be most interested in working in London, if possible.
- 5 (a) My name is Louise Gide, and, as you will see from the attached CV, I have just finished school in France. / (b) I'm Louise Gide, and I have just finished school.
- 6 (a) I have never had a job like this before! / (b) Although I have not actually worked with children, I have spent considerable amounts of time looking after my young cousins, nieces and nephews.
- 7 (a) This has given me childcare skills which would be very useful for a family employing me. / (b) I have always really enjoyed looking after children.
- 8 (a) As I am a very strong candidate for this post, I hope I will hear from you soon. / (b) If you feel I would be a suitable candidate, I would be delighted to hear from you.
- 9 (a) I would be very grateful if you could let me know when you would like to interview me for a position. / (b) I would be pleased to have the opportunity to discuss my application by phone or face to face at an interview.
- 10 (a) Let me know if you'd like to have a chat about anything. / (b) Please do not hesitate to contact me if you require further details.
- 11 (a) I look forward to hearing from you.
Yours sincerely,
Louise Gide
- (b) Let's chat soon!
Cheers,
Louise

4 Which of the guidelines in task 1 has Louise followed? Can you find examples?

5 Write a letter of application for this job.

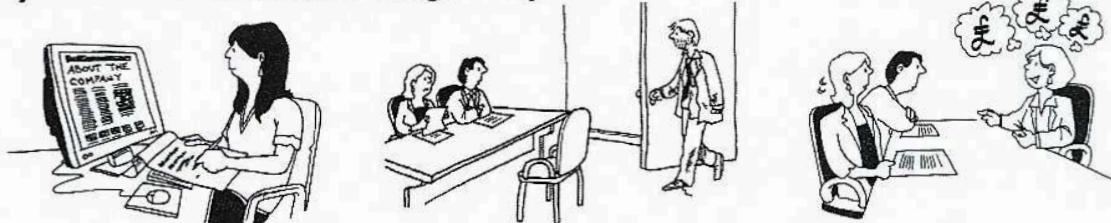
Vacancy for Helpdesk Agent

You will answer queries from customers about online insurance quotes, and advise them accordingly. With a proven track record in customer service, you will also have excellent IT and communication skills. Application by email to manchesterhelpdeskpost@54321job.co.uk, quoting Ref FG23KN93.

Interview tips

3a

- 1 Look at the pictures of three job candidates before and during their interviews.
Do you think the candidates will get the jobs?



Cards for tasks 2–4



STUDENT A

Read the text in the box and make notes.

Before the interview

You really need to start preparing several days before the interview itself. The first thing to do is find out as much as you can about the company, so research the company's website fully for this. You also need to anticipate questions they might ask you, like 'Why do you want this job?' Or 'What do you think your strengths and weaknesses are?' Make a list of questions like this, then think about how you would answer them. Practise the interview as well – ask a friend or family member to be the interviewer and ask you the questions. You could even record yourself doing this, and then think about how you could improve. You should also try to think of some questions you could ask the interviewer, as this will show that you are interested.

After the interview

One thing you should do as soon as possible after the interview is write down all the questions you were asked. That way, if you don't get this job, you'll have a better idea of the questions you might be asked next time, so you can be better prepared. And even if you don't get this job, try to remember that everybody gets rejections sometimes. Instead, try to think of every job interview as useful practice for next time!

Ask your partner for some advice.

What should I wear for the interview?

Do I need to take anything with me?

How early should I arrive?

What advice do you have about answering questions?

What advice do you have about asking questions?

Do you have any other advice?

STUDENT B

Read the text in the box and make notes.

At the interview

A good rule of thumb is: look smart, but don't wear perfume or aftershave. After all, you're trying to get a job, not a date! And take spare copies of your CV with you, which you can either give to the interviewer or refer to yourself. Leave plenty of time to get to the interview, allowing for traffic delays and getting lost. And remember that the interview itself might be 10 minutes' walk from reception. When you walk into the interview room, remember that first impressions count. Greet the interviewer with a smile and a firm handshake. And if you're asked a difficult question, remember that it's OK to spend a few seconds thinking about your answer before you start speaking. Do try to give positive answers, even if asked about a previous job which you didn't like. Never say things like 'I didn't get on with my boss'. Ask questions if you're invited to, but you probably shouldn't ask about the pay too early in the interview. Some people think it is rude to ask about money until you have been offered the job. At the end, remember to thank the interviewer.

Ask your partner for some advice.

How can I find out about the company?

How can I prepare for the interview?

Is there anything I should do after the interview?

What if I don't get the job?

Do you have any other advice?

Answers on page 44

Pre-Reading

What questions do interviewers ask, or what do they ask you to talk about during job interviews? Make a list of as many things as you can think of. For example:

- What qualifications have you got?
 - Tell me a bit about your experience.
- Etc.

Reading

You're going to **Read** to someone who is giving a job interview presentation. Instead of a typical interview with the interviewer asking questions, the candidate gives a presentation. Interviewers often ask interviewees to do this to see what their presentation skills are like. **Read** once. Were any of the questions or statements you thought of for the **Pre-Reading** activity mentioned?

Reading

Read again. Then, choose the correct words.

1. I'm really excited about this post as the Head of _____.
2. I'd just like to start with one of my favourite quotes by Albert _____.
3. "Everyone is a genius, but if you judge a fish on its ability to climb a tree, it'll spend the rest of its life thinking it's _____."
4. I have a degree in English Literature from the University of _____.
5. ...and a Post Graduate Certificate of Education from the University of _____.
6. I'm also fluent in five languages: French, Spanish, Italian, Portuguese and _____.
7. I taught _____ and English literature for several years in a state school in Bristol.
8. I've also worked in Brazil, Russia and _____ as an English teacher...



Listening activity!

How to do a job interview presentation!

Job talk Presentation

Good morning and thank you so much for inviting me here today. I'm really excited about this post as the Head of Languages and the possibility of working here, and I really feel that I've got the necessary skills and experience for this position.

Before I begin, I'd just like to start with one of my favourite quotes by Albert Einstein. And it goes something like this, "Everyone is a genius, but if you judge a fish on its ability to climb a tree, it'll spend the rest of its life thinking it's stupid." I love this quote because it really ties in with my teaching philosophy, and, I think, the philosophy of this school, which is to encourage everyone according to their abilities.

Now, I'd like to tell you a bit about my educational background and experience. I have a degree in English Literature from the University of London, and a Post Graduate Certificate of Education from the University of Bristol. I have three areas of speciality: English Literature, English as a Foreign Language, and French. I'm also fluent in five languages: French, Spanish, Italian,

Portuguese and Russian.

I really feel I have the right kind of experience for this job. When I finished my teaching qualification at Bristol University, I taught French and English literature for several years in a state school in Bristol. I've also worked in Brazil, Russia and Italy as an English teacher, and I taught English composition for four years in a secondary school in London. I'm a very keen writer myself and I'm actually in the middle of writing my first novel.

Over the years, I've demonstrated my ability to contribute positively to the places where I work. For example, while I was in Brazil, I collaborated on a project to develop an online language learning system. I did much of the writing for the exercises and listening activities. As part of that I worked in a large team, but also did lots of work outside school hours in order to complete it in time, showing my ability to work both in a team and individually.

Now, I'd just like to... [fades out] ✤



Dialogue Reading

Read the dialogue with your partner a few times. Take turns being each character. Practice your intonation and pronunciation. Write down any new words or phrases.

Interviewer: Hello, Mrs. Stevens. **My name is Jane Phillips.**
I'm the personnel director.

Applicant: I'm pleased to meet you.

Interviewer: Please have a seat.

Applicant: Thank you.

Interviewer: According to your resume, you have several years of office experience.

Applicant: Yes. I've had over ten years' experience.

Interviewer: Tell me about your qualifications.

Applicant: I can type 100 words per minute. I'm proficient in many computer programs. I have excellent interpersonal skills, I am well organized, and I'm a very fast learner.

Interviewer: I see that you have excellent references. **Do you have any questions about the position?**

Applicant: Yes. **What are the responsibilities in this position?**

Interviewer: We're looking for someone to supervise two office clerks, handle all the correspondence, arrange meetings, and manage the front office. **Have you had any supervisory experience?**

Applicant: Yes. I supervised three typists in my last position. What are the office hours, Mrs. Phillips?

Interviewer: 8:30 to 4:30, with an hour off for lunch. **What are your salary expectations, Mrs. Stevens?**

Applicant: I expect to be paid the going rate for this type of position. Can you tell me about the benefits you offer?

Interviewer: Yes. **We provide full medical and dental coverage**, a pension plan, and a three-week holiday per year.

Applicant: That's very generous. **When is the position available?**

Interviewer: We're hoping the successful applicant can start at the beginning of next month. We'll finish our interviews tomorrow and make a decision by the weekend. **We'll contact you next week.**

Applicant: Thank you very much. **It's been a pleasure meeting you. I hope to hear from you soon.**

Interviewer: Thank you for coming in to see us, Mrs. Stevens.





Practice

Work with your partner. Role-play the dialogue, substituting the different expressions below. Then reverse roles.

My name is Jane Phillips.

I'm Jane Phillips.

I'm the personnel director.

I'm the manager of Human Resources.

I'm pleased to meet you.

I'm happy to meet you.

I'm in charge of hiring.

It's nice to meet you.

Please have a seat.

Please sit down.

According to your resume, you have several years of office experience.

Your resume tells us that you have several years of office experience.

Tell me about your qualifications.

What are your qualifications?

What qualifications do you have?

I can type 100 WPM.

I'm able to type 100 WPM.

I am proficient in many computer programs.

I'm able to use many computer programs.

I have excellent interpersonal skills.

I get along very well with people.

Do you have any questions about the position?

Would you like to ask anything about the job?

What are the responsibilities in this position?

What are the duties?

We're looking for someone to supervise two office clerks.

We want someone who can manage two office clerks.

Have you had any supervisory experience?

Have you ever been a supervisor?

What are your salary expectations, Mrs. Stevens?

What salary do you expect?

I expect to be paid the going rate for this type of position.

I expect to get the usual salary for this type of work.

Can you tell me about the benefits you provide?

What benefits does the company give?

We provide full medical and dental coverage.

We give health and dental insurance.

That's very generous.

That's very good.

When is the position available?

When does the job start?

We'll contact you next week.

We'll get in touch with you next week.

It's been a pleasure meeting you.

I've enjoyed meeting you.

I hope to hear from you soon.

I look forward to hearing from you soon.



Vocabulary

Match the words or expressions on the left with the correct meanings on the right.

1 _____ personnel director

a. duties

2 _____ hire

b. manage, be in charge of

3 _____ resume

c. usual pay for a certain job

4 _____ qualifications

d. money paid for work

5 _____ proficient

e. get in touch with

6 _____ position

f. give a job to, employ

7 _____ responsibilities

g. open, ready to use, ready to do

8 _____ supervise

h. skills, experience, education

9 _____ salary

i. person who can tell about you

10 _____ benefits

j. person in charge of hiring

11 _____ contact

k. able to do something, skilled

12 _____ going rate

l. written summary of your skills, education, and experience

13 _____ available

m. things you receive from an employer in addition to salary

14 _____ reference

n. job



**Dialogue Building***Complete the dialogue below with appropriate expressions.*

Interviewer: Hello, _____.

Applicant: _____.

Interviewer: _____.

Applicant: Thank you.

Interviewer: _____ you have several years of office experience.

Applicant: Yes. I've had _____ experience.

Interviewer: _____ your qualifications.

Applicant: _____

Interviewer: I see that you have excellent references. _____ the position?

Applicant: Yes. What are the _____ in this position?

Interviewer: We're looking for someone _____

Applicant: What are the office hours?

Interviewer: _____ ?

Applicant: I expect to be paid _____. Can you tell me about the benefits you offer?

Interviewer: Yes. _____.

Applicant: _____ ?

Interviewer: We're hoping the successful applicant can start at the beginning of next month. We'll finish our interviews tomorrow and make a decision by the weekend. _____ next week.

Applicant: Thank you very much. _____.

Interviewer: Thank you for coming in to see us, Mrs. Stevens.



Write Your Own Dialogue

Write a dialogue with a partner using phrases from page 2. Practice and present the dialogue to your class.



YOU ARE UNIQUE

MEETINGS AND PRESENTATIONS

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



A

Word combinations with ‘meeting’

arrange	organize a meeting
set up	
fix	
bring forward	make a meeting earlier than originally decided
put back	
put off	make a meeting later than originally planned
postpone	
call off	decide not to have a meeting
cancel	
run	be in charge of a meeting
chair	
attend	go to a meeting
miss	not go to a meeting

Note

You can say ‘bring forward a meeting’ or ‘bring a meeting forward’. But you can only say ‘bring it forward’, not ‘bring forward it’. The rule is the same for **put back** and **call off**.

B

Types of meeting

- **chat** – informal discussion – with colleagues at the coffee machine
- **brainstorming** among colleagues where as many ideas are produced as possible, but are then evaluated later
- **project meeting / team meeting** of employees involved in a particular activity
- **department meeting / departmental meeting**
- **meeting with suppliers** – for example, to negotiate prices for an order
- **meeting with a customer** – for example, to discuss a contract
- **board meeting** – an official, formal meeting of a company’s directors
- **AGM: annual general meeting** (BrE) / **annual meeting** (AmE) – where shareholders discuss the company’s annual report
- **EGM: extraordinary general meeting** – a shareholders’ meeting to discuss an important issue such as a proposed merger

C

How was the meeting?

Some colleagues are discussing a meeting they have just come out of.

Anil: I thought it was very **productive**.

Juliet: Well, I thought it was a **waste of time**. I heard nothing I didn’t already know.

Barbara: Well, I agree with Anil. I felt we had some very **useful discussions**. We certainly **covered a lot of ground**. We got through an incredible number of things.

Juliet: As usual John was **rambling** and kept **wandering off the point**. He just uses meetings as a chance to **show off**.

Anil: But to be fair, the chair really **kept things moving** – she encouraged people to **stick to the point** by keeping things brief.

Exercises

- 55.1** Replace the underlined expressions with appropriate forms of the verbs in A opposite. In some cases, more than one verb is possible.

Eurotunnel owns and operates the tunnel under the English Channel. A meeting for shareholders had been (1) organized for 12 July. The company is experiencing financial problems and some shareholders wanted (2) the meeting to take place before then, but in the end the meeting was (3) delayed. The Paris commercial law court agreed that the meeting should be (4) moved to 27 July to allow time for financial rescue plans to be finalized. Eurotunnel's chairman (5) managed the meeting very efficiently, and the new financial plans were agreed. Only very few shareholders (6) did not go to it.

- 55.2** Look at B opposite. At which type of meeting would you be most likely to hear each of these things?

- 1 I'm pleased to announce another good year for shareholders of this company.
- 2 I know this sounds crazy, but how about giving away 100,000 free samples?
- 3 Things in the sales department are getting out of control. We should all start making a real effort.
- 4 So, you think you can offer 10,000 a month at a unit cost of £4.90?
- 5 Have you heard? Suzanne is being fired. Her sales figures aren't good enough, apparently.
- 6 That's a deal, then. Looking forward to working with you. I'm sure you won't be disappointed.
- 7 Amazingly, we're ahead of schedule on this job.
- 8 I recommend to shareholders that you accept BP's offer for our company.
- 9 As you know, BP wants to buy this company. As chief financial offer, what do you think of their offer, Saleem?



- 55.3** A management consultant is talking about meetings, using expressions from C opposite. Put what she says into the correct order.

- a point and rambling. And then there are those who want to show
- b moving. If they do this, it's amazing how much ground you can cover.
- c Of course, everyone wants meetings to be productive and achieve results. But from personal experience, we know that a lot of them are a waste of
- d off – to show how important and clever they are. The chair should keep things
- e the point. We've all seen those annoying people who keep wandering off the
- f time, and nothing is achieved. In order for discussion to be useful, people should stick to

Over to you

What sort of meetings do you go to in your school or organization? Are they useful?

A

The role of the chair: before the meeting

A **chairman**, **chairwoman** or **chair** has to be a **good organizer**. What they do before the meeting is as important as the meeting itself. They should ensure that the **agenda** – the list of things to be discussed – is complete by asking those involved what should be on it and then **circulating** – distributing – the agenda to those involved. They should check the **venue**, making sure the room will be free and without interruptions until the end of the meeting.

Note

Don't say **agenda** when you mean **diary**.



B

The role of the chair: running the meeting

The **chairperson** should be a **good timekeeper**. They should start the meeting on time. Don't wait for **latecomers**.

They should appoint a **minute-taker**, someone who makes sure that opinions and **action points** – where participants agree to do something, find something out, etc. – are noted.

The chair should make sure that each participant has the chance to **make their point**.

Disagreements should be dealt with **tactfully** – without annoying people – making sure that each side feels their point of view has been noted. Avoid **digressions** where people **get off the point**.

They should make sure each point on the agenda is **allocated** the time it deserves, perhaps indicating this on the agenda. Even if the current item has not been completely covered or **resolved** – decided – make sure that discussion **moves on to the next point**.

They should ensure that the meeting **finishes on time**, or early.

Let's make a start.

Would you mind taking the minutes, Adam?

I think you wanted to say something about this, Brigitte.

Let's talk about this calmly.

I think we've covered this item.

We can return to this issue at the next meeting.

Let's move on to the next item.

OK. Time's up. Thanks for coming.

C

Follow-up

After some meetings, it's necessary for the minutes from the previous meeting to be circulated, especially if there are **action points** that particular people are responsible for.

At the next meeting, the chair should ask for the minutes to be read out and make sure that all agree that it is an **accurate record** of what happened, and see if there are any **matters arising** – any points from the last meeting that need to be discussed that are not on the agenda of the current meeting. And they should check what progress has been made on the action points of the previous meeting.

Exercises

- 56.1** This article relates to points in A and B opposite. Read the article and say if the statements below are true or false.

The article title is "I DON'T KNOW HOW TO CHAIR A MEETING!". Below the title is a bolded subtitle: "*I've been asked to chair a meeting about the Christmas office party, but I'm incredibly nervous as I've never chaired one before. Is there a secret for success?*" The main text of the article discusses tips for chairing a meeting, such as preparing an agenda, arranging the room, and being a referee. To the right of the article, there are three columns of text providing additional advice:

- that individual on your side is essential if you want the record to reflect your desired outcomes. It's normal to suggest what should be left out from the minutes and how any difficult bits should be phrased. Keep things moving by not letting discussions wander off the subject or get over-long. Get decisions made and recorded, even if it's only to postpone matters until the next meeting. If someone is being difficult, defuse things by offering to continue the discussion personally at a more appropriate time.
- If the meeting is likely to be more than a couple of hours long, try to include a break at the mid-point; it acts as a marker and stops people getting restless.
- Aim to leave everyone feeling they have had a chance to say what they wanted to say, and gain lasting and well-deserved popularity by finishing early.

In planning a successful meeting, you should:

- 1 think about meetings you have been to in the past.
- 2 hand out the agenda at the meeting.
- 3 know something about the participants and the things they will be talking about.
- 4 treat every participant in the same way.
- 5 be nice to the person making a record of the meeting.
- 6 allow people to talk for as long they want.
- 7 never talk to participants about particular issues after the meeting is over.

- 56.2** Complete the statements below (1–7) containing expressions from A, B and C opposite with appropriate forms of the verbs that come in front of them.

- 1 Someone who records what is said _____ the minutes.
- 2 The chair _____ the person in 1 above as the minute-taker.
- 3 If you _____ the agenda, you send it out before the meeting.
- 4 The chair should _____ the right amount of time for each point.
- 5 When one point has been covered, the meeting should _____ to the next point.
- 6 If you want to save time, _____ digressions.
- 7 Everyone should _____ that the minutes are an accurate record of what happened at the last meeting.

Over to you

- Are you good at – or would you be good at – chairing meetings? Why? / Why not?
- What do you find annoying in meetings?

A Opening the meeting

Creative Advertising is a US-owned advertising agency with offices in Soho in London. Its chief executive, Carla Eagleton, is opening a meeting with four of the people who work for the company.



As you know, I've called this **meeting** to discuss the situation in the design department. Until now, the feeling has been that designers are creative types and need the freedom to work as they wish. But things are getting out of control.

You can also say:

- Let's begin, shall we?
- Shall we make a start?
- Let's make a start.
- It's time to get started.
- Let's get down to business.

You can also say:

- I've arranged this meeting to ...
- I've organized this meeting to ...
- The purpose of this meeting is to ...
- The main objective of this meeting is to ...

B Asking for and expressing opinions

Would you like to open the discussion, Piers?

I believe the design department needs a certain amount of freedom, but there are limits. They come in at 10.30 when all other employees have already been at work for two hours. This leads to tensions between design people and other employees.

You can also say:

- Would you like to kick off?
- Would you like to get the ball rolling?

You can also say:

- Personally, I think ...
- My standpoint is that ...

What about you, Maria?

- How about you, Maria?
- What do you think, Maria?

As I see it, I can't run the design department as if it was the accounts department.

- The way I see it ...

In my opinion, they're going much too far. I can't bear to think of the costs involved.

- It looks/seems to me as if ...
- It's clear to me that ...

Of course, we are creative, and need to be given the freedom to work how we like.

- Obviously, ...

Note

The expression **kick off** comes from football. **Get the ball rolling** does not come from any particular sport.

You use **Of course** and **Obviously** to introduce an idea, but also to show that you think other people will know it or agree with it already. Be careful how you use these expressions, as they can sound rude.

Exercises

57.1 Complete the expressions from A and B opposite grouped together below.

1

How about you?

2

I've this meeting to ...

3

..... ,
Let's

4

The (main) of this meeting is to ...

5

It to me as if ...

57.2 Match the two parts of the expressions from the continuation of the discussion in B opposite.

1 The way

a I think that the prizes we win help us to attract and keep the best designers.

2 Personally,

b as if the design people think of themselves as living on another planet.

3 It looks to me

c I see it, you should be looking at what we produce, not at the time of day we produce it.

4 It's clear to

d opinion, we have to think of the needs of each department.

5 In my

e me that they set a very bad example to the other departments.

Over to you

- How free are people to express their feelings in your organization?
- Are people at all levels encouraged to say what they think?
- Are new employees asked for their opinions?

A Agreeing

Carla's meeting (see previous unit) continues.

The phrases in bold can be used when agreeing with people.

You may be right there. The budget figures are not looking good. But on the other hand we mustn't forget the other benefits for the company.



You're perfectly right. We are the people who are the driving force behind the company.



You can also say:

- a **I couldn't agree more.** We got our latest recruits after we won the Advertising Industry Award for best advertisement last year.
- b **Precisely.** Creativity comes to some of our people in the middle of the night.
- c **Exactly.** It's the creative people who bring in all the money.
- d **Absolutely.** It's the output that counts.

You can also say:

- e **That's true, I suppose.** But we must think of the company as a whole.
- f **I suppose so.** But other employees mustn't be forgotten.

B Disagreeing

That's not really how I see it. Designers and accounts people are all company employees.



I think you're wrong. The design department's costs are justified because of our high-quality work. The costs of the other departments are not justified.



You can also say:

- g **I don't really agree.** The prizes that the designers get are important, but people would come to work for us anyway.
- h **I can't go along with you there.** I think we need to see people at their desks actually working.
- i **I think you're mistaken.** If the designers get to work late, they should be disciplined.
- j **I'm afraid I can't agree with you there.** We all depend on each other for the company to make money.
- k **I'm sorry, but that's out of the question.** All employees should keep to normal working hours.

You can also say:

- l **Of course not.** The latest figures I've seen show that the project is within budget.
- m **That's absurd.** You can't expect us to leave at 10 in the evening and be back at 8 in the morning.
- n **That's ridiculous.** Each department has very specific needs.

Note

Be careful with **That's absurd**, **That's ridiculous** and **Of course not**. These expressions are very strong and can be offensive.

Exercises

58.1 Put the expressions in A and B opposite into the following groups:

- | | |
|---------------------|-----------------------|
| 1 mild agreement | 3 strong agreement |
| 2 mild disagreement | 4 strong disagreement |

58.2 The expressions below follow on immediately from those in A opposite. Match the continuations (1–6) with the expressions (a–f).

- | | |
|---|--------------------------|
| 1 We don't care about the hours that each person in our department works. | <input type="checkbox"/> |
| 2 Besides that, the prizes help us to attract and keep the best designers. | <input type="checkbox"/> |
| 3 Not only do we have these very high costs, but it also sets a very bad example to the other departments and they start going over budget too. | <input type="checkbox"/> |
| 4 We're all in this together. | <input type="checkbox"/> |
| 5 Without us, there would be no profits. | <input type="checkbox"/> |
| 6 You should be looking at what we produce, not at the time of day we produce it. | <input type="checkbox"/> |

58.3 Two advertising managers, Georgina and Henry, are exchanging opinions. Use expressions from B opposite (g–n) containing the word in brackets to complete what Henry says. Then match what Georgina says with Henry's replies.

Georgina

- 1 The agency should move its offices out of Soho to the suburbs somewhere.
- 2 Times are difficult and everyone should take a 10 per cent pay cut.
- 3 The real problem is the number of unproductive people in the agency.
- 4 When they travel on business, everyone should stay at the same low-cost hotels in order to cut costs.
- 5 One reason for our high costs is employees who go out for coffee in the local bars twice a day.
- 6 If the agency's less profitable than it was, it's because economic conditions are terrible.
- 7 If we could get back to the creativity we had when the agency was founded, all our problems would be solved.

Henry

- (absurd).
We would lose employees to our competitors if we cut salaries.
- (along).
The agency is at its most creative now.
- (ridiculous). We need to stay in the creative heart of London.
- (afraid).
People need to get away from their offices sometimes.
- (really).
Other advertising agencies are doing well, despite the economy.
- (course).
Everyone in the agency works hard.
- (course).
Everyone in the agency works hard.
- (question).
Some of the accommodation is really bad.

Over to you

- Is it acceptable for people to disagree openly with each other in your company/country?
- Do you prefer to avoid arguments?

A

Interrupting, referring back, checking understanding, avoiding confrontation

Here are some other expressions used in meetings for different purposes.

To interrupt someone politely:

- If I can just stop you for a moment.
- Can I (just) come in here?
- Sorry to interrupt you, but ...

To check that you understand what someone has said:

- Are you saying that ... ?
- Are you suggesting that ... ?
- If I understand (you) correctly, ...
- If I follow you, ...

To refer back to what was said earlier:

- To go back to what you were saying earlier ...
- As we were saying earlier ...
- To go back to what I was just saying ...

To avoid direct **confrontation** – disagreement:

- I take your point ...
- I understand what you're saying ...
- I see/know what you mean, but ...
- I hear where you're coming from on this, but ...

B

Agreement, consensus or compromise?

An **agreement** is when people **agree about** or **on** something.

A **compromise** is an agreement where each side accepts less than it wanted – they each have to **compromise**.

A **consensus** is a situation where most people agree about something.

If people **have a disagreement about** something, they **disagree about** it.

Note

All the nouns above can be countable and uncountable.

You can **come to**, **reach** or **find agreement** or **an agreement** (with someone). The same verbs can be used with **compromise** and **consensus**.

If you disagree (with someone), you have a **disagreement** (with them).



C

Concluding

- We've covered a lot of ground.
- It's been a very interesting discussion.
- We're running out of time.
- To go over what's been said ...
- To sum up ...
- We're going to have to agree to disagree.
- Unless anyone has anything else to add ...
- We're going to have to stop there.
- I think that's it.
- Thank you all for coming.

Exercises

59.1

Use complete expressions from A opposite to complete the dialogue, based on the prompts in brackets. The first one has been done for you.

A: We really will have to increase productivity.

B: (coming), but there are limits to how much we can ask of each individual employee. After all, if you look back at the records for ...

I hear where you're coming from on this, but ...

A: (stop), you have to admit things were different then. That was in the late 1990s.

B: (understand), but that's not so long ago. The pressures were the same.

C: (go back), there are limits as to what we can ask from the creatives. They ...

A: (interrupt), but I hate that word 'creative'. A lot of them have created nothing except chaos since they arrived in the company.

C: (suggest) that the creative department has people who shouldn't be there?

59.2

Use the information in B opposite to complete the table below.

Countable noun	Uncountable noun also?	Verb	Expression
agreement		 / / (....) agreement
disagreement		 disagreement
compromise		 / / (....) compromise
consensus		 / / (....) consensus

59.3

Look at C opposite and put the extracts from this newspaper report into the correct order.

a out of time and we're going to have to stop there. I'll let you know the committee's decision about the solution to this problem by the end of the month.

b There were strong differences of opinion at last night's meeting to discuss banning cars from the centre of Cambridge. The chair, Ms Yolanda Johns of the town council's transport committee, organized the meeting well. At the end of the meeting she said, 'We've covered

c They said it would improve the quality of life. It was not possible to come to

d a lot of ground and I've listened to both sides of the argument. To sum up the arguments, there were those who thought that banning cars would damage shops and businesses in the town.' Others disagreed.

e a compromise or consensus. There was total disagreement. After four hours of heated discussion, Ms Johns said, 'It's been a very interesting discussion but we're running

Over to you

In your organization, are decisions based on compromise and consensus – or are they imposed from above? Give an example.

A Types of presentation

Here are some examples of business presentations.

- a **press conference** – the chief executives of two companies tell journalists why their companies have merged
- b **demonstration** – the head of research and development gives a presentation to non-technical colleagues about a new machine that the research and development department has just completed
- c **product launch** – a car company announces a new model
- d **workshop** – company employees do practical exercises on time management
- e **seminar** – a financial adviser gives advice to people about investments

B What makes a good presentation?

A presentation, and the **presenter**, the person giving it, are usually judged by:

1 The way the presentation is **organized**:

- The **ideas** and the **visual aids** (pictures, charts and data designed to help people understand or remember particular information) are **clearly structured** – easy to follow
- how the information is mixed with **interesting examples and stories** – people want to hear how the presenter relates personally to the subject

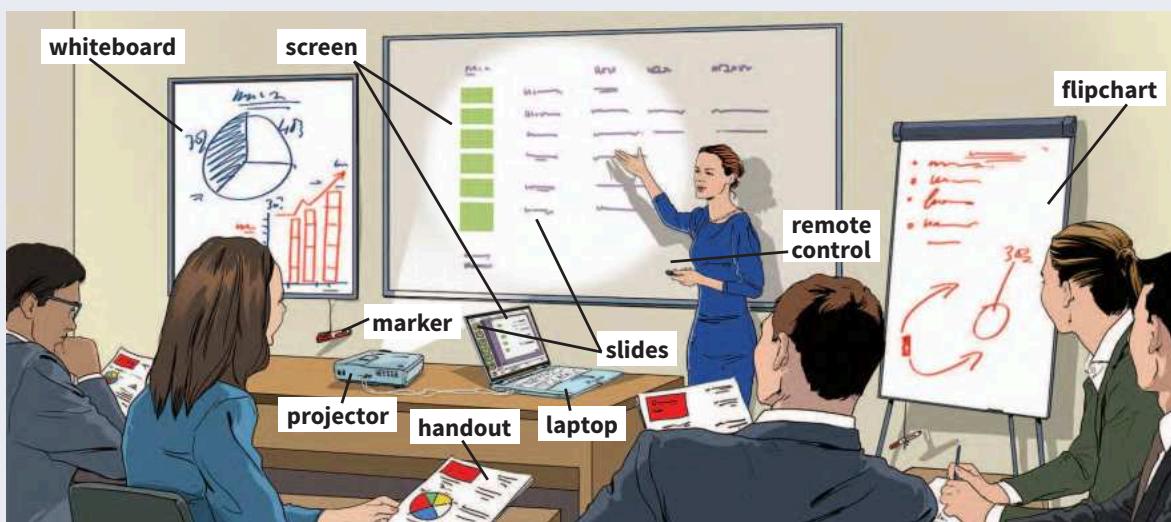
2 The way the presentation is **delivered**:

- **rapport** with the audience – members feel that the presenter understands them
- **eye contact** – the way the presenter looks at the audience
- **loud enough** voice
- **variety** in your **tone of voice** – it's important not to speak in a monotone and to vary the **speed** that you speak at

3 The way the presenter **feels** about the topic, the audience and himself/herself:

- **confident** and **relaxed look**
- **enthusiastic** about the topic
- **positive attitude**
- **interested** in the audience and getting them **involved** – participating in their minds

C Presentation tools and visual aids



Exercises

60.1 Match the presentation types in A opposite with things that people say in them below:

- 1 Each group has a series of problems faced by a company. I want you to suggest solutions.
- 2 Now is the right time to get out of company shares and invest in property.
- 3 The combined resources of our two organizations will allow us to achieve great things.
- 4 The X300 has the most advanced features of any car in its class.
- 5 As you can see, this prototype is far in advance of anything we have done before.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

60.2 Look at B and C opposite. Then read the article and answer the questions.

The screenshot shows a web browser window with a purple header bar containing navigation links: Home, News, World, Business, Food, Technology, and Science. The main content area features a large purple title 'NewsOnline'. Below it, a dark grey sub-header reads 'Making Sure You Get The Message Across'. The article text discusses presentation tips, mentioning Khalid Aziz and Terry Gillen. To the right of the article, there is a column of text about presentation best practices, followed by a section about avoiding panic, and finally a quote from Deborah Buckle. At the bottom right of the article area, there are social media sharing icons for Comment, Like, and Heart.

Your mouth is dry, your voice trembles, your hands shake and you can hear your heart thudding – yes, you are making a presentation. No matter what job we do, most of us will sooner or later have to make one, whether it is delivering a goodbye speech, explaining a project to bosses, or trying to get new business.

Khalid Aziz, of the Aziz Corporation, which teaches senior executives to communicate, says: 'About 60 per cent of the effectiveness of a spoken presentation is nothing to do with the words. It's to do with style, confident body language and the right speed of delivery.' Management consultant Terry Gillen says: 'Your presentation should have a main theme, a single powerful message. It should have a clear structure, with each point leading to the next. Human brains automatically try to organise information received, so if your presentation does not have a structure, your audience will create its own. Attention will wander and listeners may get the wrong idea. And if you structure your presentation, it will be easy for you to remember.' But Mr Gillen warns: 'Reading from a document, whether it's the whole speech or detailed notes, sounds formal and stiff, and switches the audience off.'

Presenters should encourage passive and active audience participation to personalise the message and keep people listening. Mr Gillen says: 'Use phrases such as "What would you think if ..." Encourage them to ask questions or, if you are demonstrating something, get them to join in. They'll do this only if you look friendly and smile. Make eye contact and maybe enter the audience's territory rather than staying stuck behind your desk.' He adds: 'The audience want to enjoy the presentation and are more likely to do so if the presenter also appears to be enjoying it. Nerves and anxiety often show. Audiences notice uncomfortable body language and hesitant speech.' Mr Aziz says: 'Minimise panic by steering clear of coffee for at least two hours before. Practise and rehearse, and visit the venue to remove the fear of the unknown. Beware of complex visual aids which confuse and distract attention from the message, and add extra information with your voice.'

NatWest corporate manager Deborah Buckle, 32, learned to 'Present with Passion' after attending one of Khalid Aziz's courses. Deborah, of Surrey, says: 'Knowing your stuff is not enough. You have to enthuse your audience. I also learned that, unless you're careful, the message received is not always the one given.'

- 1 Which points in B opposite does Khalid Aziz refer to?
- 2 Which point in B does Terry Gillen refer to?
- 3 Is reading from a prepared text a good idea? Why? / Why not?
- 4 For Terry Gillen, what are four ways of getting audience involvement?
- 5 For Khalid Aziz, what are two ways of avoiding panic, and one way of using visuals well?
- 6 What is the most important thing about presentations for Deborah Buckle?
- 7 She says that 'the message received is not always the one given'. Where is this idea referred to previously in the article?

Over to you

- Do you ever give presentations? What type are they? Who are the audiences?
- In your experience, what makes a good presentation?

A Key steps: introduction

Anne-Marie Duval works for a firm of management consultants. She is responsible for recruiting consultants for the firm. She has been invited as a guest speaker to an international conference in Cannes to talk about the subject of recruitment.

- a **My name's** Anne-Marie Duval and I work for Gem Consultants.
- b **It's very nice to see so many of you here** in Cannes on such a sunny day!
- c **I'm going to talk about** 'Consultancy Skills for the 21st Century'.
- d **There are three main areas** I want to look at today.
- e **If you have any questions,** I'll be very happy to answer them at the end of the session.



B Key steps: main part

OK. To begin with, let's look at the first type of skills that consultants need: technical skills.

Of course, **related to** technical skills, you need good general knowledge of management subjects.

That's all I have time for on technical skills. **Let's move on** to the second area: interpersonal skills.

As you can see on this slide, there are two **key areas in relation to** interpersonal skills. And **as this transparency shows**, interpersonal skills are complex.

I think **that covers everything on** interpersonal skills.

Time is moving on, so **let's turn to** the third area: people management issues.

This is **the third and most important area** that I want to talk about today.

OK, that's all I have to say on/about the key area of people-management issues.

C Key steps: closing

Let me just **sum up**. **Firstly**, we looked at technical skills, **secondly**, interpersonal skills and **last but not least**, people management issues.

In fact, the secret for success in the future is going to be, **in my view**, these people-management issues. **That brings me to the end** of my presentation. **Are there any questions?**

Exercises

61.1 Match the expressions (a–e) in A opposite with what the speaker is doing (1–5).

- 1 interacts with audience by showing she knows where she is and saying what she thinks of the place
- 2 identifies herself
- 3 tells the audience when she will answer questions
- 4 announces the title of her talk
- 5 says how it will be structured

61.2 Look at B opposite and correct the mistakes below, from another presentation. There is one mistake in each item.

- 1 To begin with, let we look at the most basic product in our range.
- 2 Of course, you will certainly have lots of questions in relation with the product specifications of our basic model.
- 3 That's all I'm having time for on product specifications.
- 4 Let's to move on to our mid-range model.
- 5 As this transparency is showing, there are two key features I want to talk about in relation to our mid-range model.
- 6 I think that cover everything on our mid-range model.
- 7 Our top-of-the-range product is the third and more important model I want to talk about.

61.3 Look at C opposite. Is the presenter using the **bold** expressions in the correct place? Why? / Why not?

- 1 **Are there any questions?** There are three main areas I want to talk about: one – old products, two – new products and three – ideas that are currently under development.
- 2 Let me just **sum up** as I've covered the three things I wanted to talk about and we're getting near the end of our time.
- 3 Firstly, we looked at technical skills, secondly, interpersonal skills and **last but not least**, people management issues.
- 4 **That brings me to the end of my presentation** and fourthly there are the financial aspects and I'm going to spend 20 minutes on them now.
- 5 In fact, the secret for success in the future is going to be, **in my view**, these people management issues. Of course, other experts in the field have different opinions on this.



Over to you

Think of your last presentation.

- What was it about?
- What went well?
- Did it have a good introduction, a good main part and a good closing?
- What would you change next time?

A

Closing and dealing with questions

Anne-Marie is bringing her presentation (see Unit 61) to a close and invites questions from the audience.

That brings me to the end of my presentation. Are there any questions?



These are her answers to some of the questions.

- a **That's a fair point.** I know that some consultants don't have a very good image. But I think that the results from our organization, Gem Consultants, speak for themselves. I can give you examples of enormously reduced costs or increased profits at companies that have used our services ...
- b **That's confidential.** I'm afraid I can't tell you.
- c **That's not really my field.** But I can put you in touch with someone in my organization who is working on internet applications.
- d **The questioner would like to know** what sort of background the people we recruit usually have. Is that right? Well, we recruit some of our consultants straight out of business school, but mainly ...

- e **Well, I think that goes beyond the scope of today's presentation.** Today I wanted to concentrate on consultants' skills, not go into particular case studies in consultancy. Well, we've run out of time and I think that's a good place to stop.
- f **I'm afraid we've run out of time.** But if you'd like to come and discuss that with me now, I'll try and give you an answer. **I think that's a good place to stop. Thank you for listening.**

B

Intercultural aspects

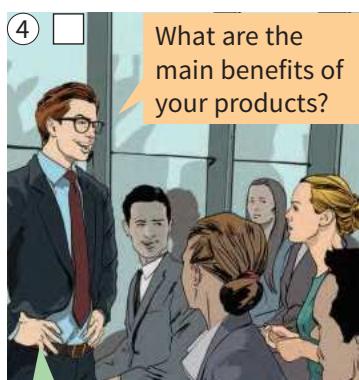
- a Avoid **mannerisms** – irritating ways of moving and speaking – such as overusing 'Er ...'.
- b Be careful with **humour**. For example, don't make jokes about people in the audience.
- c **Dress** formally unless you know for sure that the occasion is informal.
- d Maintain **eye contact** by looking round the room at each person in the audience for about a second, before moving on to the next person. Don't concentrate on just one or two people.
- e **Face the audience** at all times: don't speak to the equipment or the screen.
- f **Remain standing:** don't sit. Stay more or less in one place and don't move around too much.
- g **Smiling** is fine at appropriate moments, but not too much: it can seem **insincere** – as if you don't mean it.
- h Use **gesture** – hand movements – to emphasize key points. Point with your whole hand, rather than just one finger.
- i **Respect the audience.** Don't make exaggerated claims – don't say things are better than they really are.

Exercises

62.1 Match these questions (1–6) from the audience with the answers (a–f) that Anne-Marie gives in A opposite.

- 1 Sorry, but I didn't hear the end of the question – could you repeat what the questioner said?
- 2 In what ways do you think the internet is going to change the way management consultants work in the future?
- 3 Some companies refuse to use management consultants. What do you say to people who say that consultants are a waste of time and money?
- 4 What's the average salary for your consultants?
- 5 I don't know if you have time to answer this, but can you tell me how I can apply to work for Gem?
- 6 You say that Gem have enormously increased profits at some companies. Can you give one or two examples of this?

62.2 Look at this presentation that a sales person gave to potential customers. Match his mistakes with the points in B opposite.



Over to you

- How is body language used in presentations in your country? Which gestures are acceptable and which are not?
- Which of the things mentioned in B opposite do you find the most annoying? Why?

YOU ARE UNIQUE

INTERNET

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



1 Living with computers

A Computers: friend ...

People who have grown up with PCs and microchips are often called the digital generation. This is how some people answered when questioned about the use of computers in their lives.

'I have a GPS, Global Positioning System, fitted in my car. With this navigation system I never get lost. And the DVD recorder is perfect for my children's entertainment.'

'I use an interactive whiteboard, like a large touchscreen monitor, at school. I find computers very useful in education.'

'Assistive technology, for people with disabilities, has helped me a lot. I can hardly see, so I use a screen reader, a program that reads aloud onscreen text, menus and icons.'

'This new HMD, head-mounted display, allows me to watch films, and enjoy virtual reality, the artificial environment of the latest video games.'

'The upgraded wireless network at my university is great: we can connect our laptops, PDAs and Wi-Fi cell phones to the network anywhere in the campus. Communication is becoming easier and easier.'

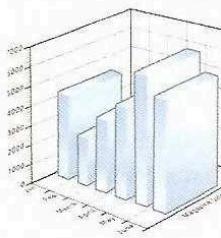
B ... or foe?

- Our society has developed technological dependence. When computers are down, our way of life breaks down: planes stop flying, telephones don't work, banks have to close.
- Computers produce electronic waste, plastic cases and microchips that are not biodegradable and have to be recycled or just thrown away.
- They are responsible for health problems, e.g. computer addiction, an inappropriate and excessive use of computers.
- Cybercrime, crime committed with the help of computers, is creating serious problems.
- Citizens may feel a loss of privacy because of unauthorized use of personal data or receiving unwanted electronic messages.

C Things we can do on the computer



A publication



A business graph



Web pages and email



Photo editing

A secretary: 'I use computers to do the usual office things like write letters and faxes, but what I find really useful is email. We are an international company and I send emails to our offices all over the world.'

A publisher: 'We use PCs to produce all sorts of texts in digital format. We publish e-books (electronic books) and interactive e-learning programs on CD, and we help a local company to design an online newspaper, displayed on the Web.'

A bank manager: 'We use financial software to make calculations and then generate graphs or charts. We also use a database to store information so that it can be easily searched.'

A home user: 'I like to retouch photos on my computer; I improve them by making a few touches and then save them on a CD. I also enjoy looking at music portals on the Web. I surf the Web every day and I often download files, I copy music files from the Net to my PC.'

1.1 Complete these sentences with words from A opposite.

- 1 The is a piece of software that interfaces with your PC and allows you, via keyboard commands, to get any text information read to you in synthetic speech.
- 2 A , as popularized by virtual reality, lets the user immerse him/herself in a synthetically generated environment.
- 3 An is a touch-sensitive device where a special pen or your finger can act as a mouse.
- 4 Tony Adams is now the proud owner of a dark silver Vogue, complete with leather interior, navigation, and a with LCD TV screens.

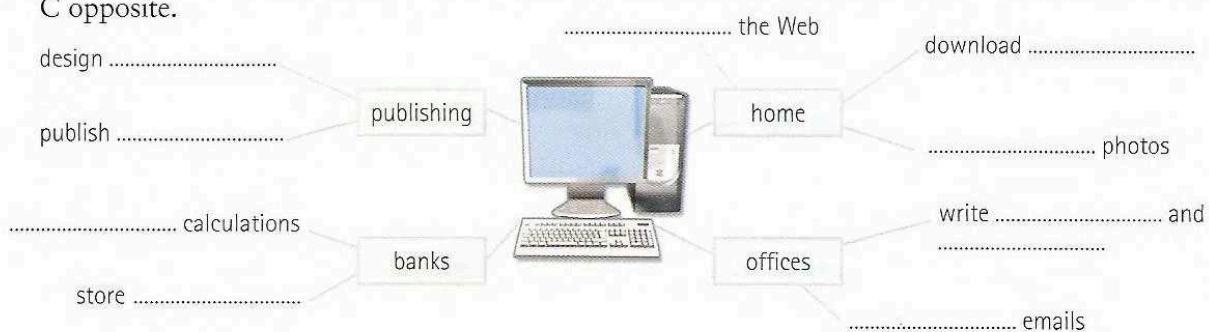
1.2 Which computer use in A do these pictures illustrate?



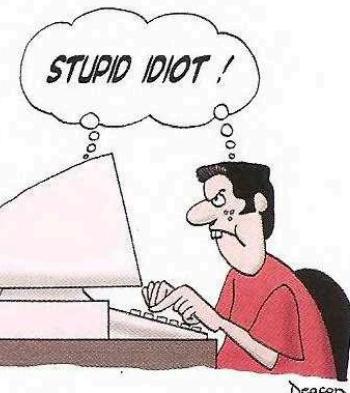
1.3 Read B opposite. What problem do these sentences refer to?

- 1 We are sorry to announce that most flights are delayed or cancelled.
- 2 He should go to a psychologist. He spends hours surfing the Web.
- 3 Technology changes so quickly that we have to scrap computers when they become obsolete.
- 4 I've been getting emails about offers for lots of different products.
- 5 My computer system has been broken into and some useful information has been destroyed.

1.4 Some words often appear together in IT. Complete these computer uses with word partners from C opposite.



Computer and man both thinking "Stupid Idiot!"



You and computers

Make a list of the ways you use computers at work and in your free time.

Computer language

7a

Word cards for tasks 1 and 2



Anything that can be saved on a computer, such as a document, photograph or movie.

file

The name you use to identify yourself on a computer system.

username

A secret word or phrase (often alphanumeric) that you need to access your private email or computer accounts. You can usually change this if you want.

password

Details (username + password) which allow you to start using a computer system, email account or website.

login

End a session using a computer.

log off

A person (usually a manager or IT specialist) who has the authority and know-how to install and uninstall software.

administrator

Physical equipment that can be connected to a computer network, e.g. scanner, USB drives, digital cameras.

hardware

A private computer network of pages that can only be accessed from computers within the network. Many colleges and large companies have these.

intranet

The part of your computer that stores data. This data is stored magnetically so that it remains even when the electricity is switched off.

hard drive

Remove software that was installed on a computer.

uninstall

Switch a computer back off and then back on again – restart.

reboot

An electronic filing system that enables you to manage and find information, for example customers' names and addresses.

database

A group of connected computers. This allows data on one computer to be accessed from another connected computer.

network

Stop working – when a computer does this, it is usually because of some problem. You normally need to restart the computer after this.

crash

A central computer from which other computers get information.

server

3 Put the letters in the right order to complete the questions.

- a Do you always remember to back up your (S E F L I) ?
- b How often does your computer (S H A R C) ?
- c Do you ever forget your (G L O I N) details? What can you do to find them?
- d How often do you forget to (F G L O O F) after using the computer?
- e Does your company have an (N T T I N R A E)? What is it used for?

4 Work with a partner. Ask and answer the questions in task 3.

Computer maintenance

7b

1 Look at the webpage. What do you think the writer's purpose was?

The screenshot shows a web browser window with the URL whatswrongwithmycomputer.co.uk. The page title is "Top five computer problems". The content includes five numbered sections with headings and descriptions. A sidebar on the right contains a cartoon illustration of a computer monitor displaying a map or network diagram.

1 _____
This is very common, and it can be caused by a number of factors. To stop it from happening, one option is to invest in more RAM (memory) - this should speed up a sleepy machine. Another thing to do is check what you're storing - do you really still need all those old folders? Alternatively, is there any redundant software that you could uninstall?

2 _____
If you can hear something, there's probably a problem with one of the moving parts in your computer or some other piece of hardware, such as the disks in the hard drive, or one of the fans. You might want to shut down the machine and reboot it. If it's still audible, get it checked.

3 _____
What you should do is start by checking whether your modem's plugged in and switched on.

4 _____
And of course it's always an idea to ask someone at the next desk whether or not they can access the Internet. If they can't, it may just be that there are problems with your server.

5 _____
This is generally not as bad as people think. Your computer can tell the right time, even when it's been disconnected for hours or even days, because of something called the CMOS battery inside. All you need to do is replace this.

People often think that if a computer is crashing on a regular basis, then it means it's time to upgrade to a newer, better one. But not necessarily: as computers get used, they basically get tired and dirty. In most cases, this can be fixed by having a tune-up. Think of it as the equivalent of an annual service for your bike, or an MOT for your car.

Anyway, for these or any other problems, [Whatswrongwithmycomputer](http://whatswrongwithmycomputer.co.uk) can be relied on for fast, friendly and reasonably priced service.

2 Match the headings to the paragraphs.

- a What's that horrible noise?
- b I can't get online.
- c Why does everything keep freezing?
- d My computer is running slowly.
- e The clock keeps going wrong.

3 Do the paragraphs say these things? Answer yes (Y) or no (N).

- a Paragraph 1: There are three different solutions.
- b Paragraph 2: Restarting the computer might help.
- c Paragraph 3: See if a colleague has the same problem.
- d Paragraph 4: This is a serious problem.
- e Paragraph 5: If this happens, it's time to buy a new computer.

4 Complete the seven ways to make suggestions (used by the website writer) by linking a phrase in A with one in B, and choosing the appropriate verb form in C.

A

- One
- Another thing
- All you need to
- This can
- You might
- What you
- It's always

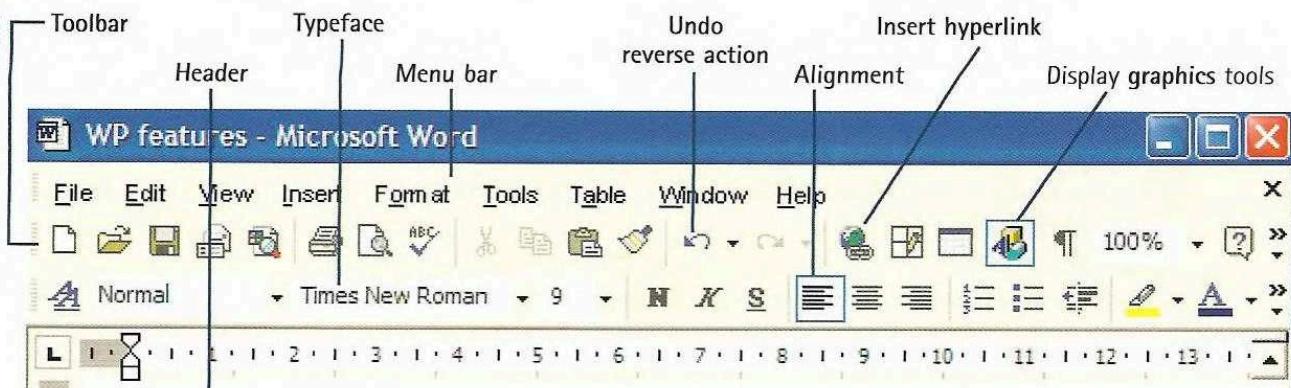
B

- want
- an idea
- option is
- be fixed by
- should do is
- do is
- to do is

C

- to check
- check
- checking

A



Word processing

A word processor enables you to create a document, store it electronically on a disk, display it on a screen, modify it by entering commands and characters from the keyboard, and print it on a printer.



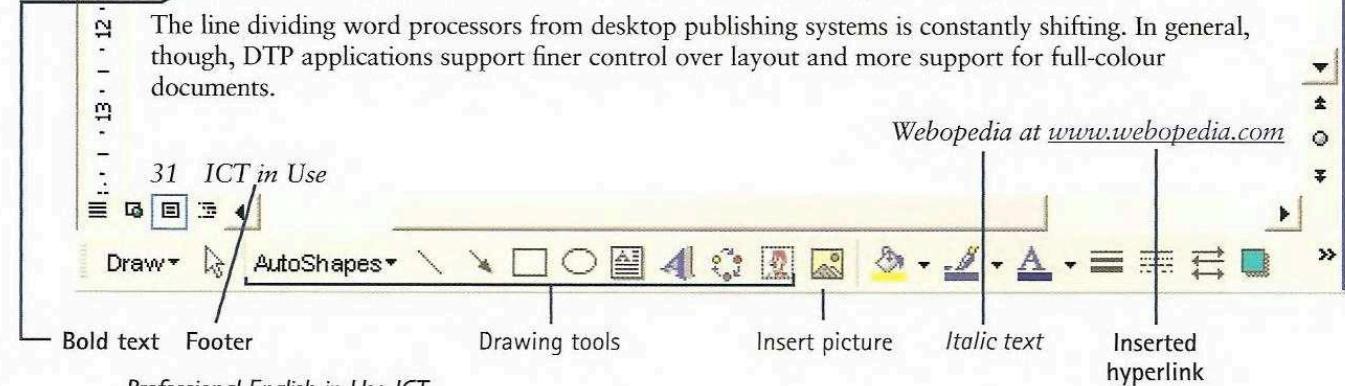
The great advantage of word processing over using a typewriter is that you can make changes without retyping the entire document. If you make a typing mistake, you simply back up the cursor and correct your mistake. If you want to delete a paragraph, you simply remove it, without leaving a trace. It is equally easy to insert a word, sentence or paragraph in the middle of a document.

Word processors usually support these features (and a few others).

- **Cut and paste:** Allows you to remove (cut) a section of text and insert (paste) it somewhere else.
- **Find and replace:** Allows you to direct the word processor to search for a particular word or phrase. You can also direct the word processor to replace one group of characters with another everywhere that the first group appears.
- **Word wrap:** The word processor automatically moves to the next line when you have filled one line with text, and it will readjust text if you change the margins.
- **Print:** Allows you to send a document to a printer to get hard copy.
- **Font specifications:** Allows you to change fonts within a document. For example, you can specify **bold**, *italics*, and underlining. Most word processors also let you change the font size and the typeface.
- **Graphics:** Allows you to include illustrations and graphs in a document. Some programs let you create the illustrations within the word processor; others let you insert a picture from a different program.
- **Headers, footers and page numbering:** Allows you to specify customized headers and footers that the word processor will put at the top and bottom of every page. The word processor automatically keeps track of page numbers so that the correct number appears on each page.
- **Layout:** Allows you to specify different margins within a single document and to specify various methods for indenting paragraphs – how much space you leave between the margins and the paragraphs.
- **Merge:** Allows you to merge text from one file into another file. This is particularly useful for generating many files that have the same format but different data. Generating mailing labels is the classic example of using merges.
- **Spell checker:** A utility that allows you to check the spelling of words. It will highlight any words that it does not recognize.
- **Thesaurus:** Allows you to search for synonyms without leaving the word processor.

The line dividing word processors from desktop publishing systems is constantly shifting. In general, though, DTP applications support finer control over layout and more support for full-colour documents.

Webopedia at www.webopedia.com



12.1 Match words from the opposite page with these definitions.

- 1 a program used for preparing documents and letters
- 2 a row of words that open up menus when selected
- 3 the distinctive design of letters and characters, e.g. Arial, Courier
- 4 text printed in the top margin
- 5 text printed in the bottom margin
- 6 the way text is arranged on the page, including margins, paragraph format, columns, etc.
- 7 a function that enables you to combine two files into one

12.2 Label these word processing icons with the correct function.

- a cut and paste b graphics c align left d undo e insert hyperlink



1 2 3 4 5

12.3 Complete these statements with a term from A opposite.

- 1 A consists of three elements: typeface, type style and type size; for example **Arial bold at 9 points**.
- 2 Notice that when you get to the end of each line, Word starts a new line automatically. It moves the word you are typing to a new line when it enters an invisible margin running down the right-hand side of the screen. This feature is called
- 3 and lets you find a word and change it into another word throughout the text.
- 4 A good program can be used not only to rectify accidental spelling mistakes and typing errors, but also to speed typing input.
- 5 Many word processors include a, so you can look for words with similar meanings.
- 6 The contains a row of icons that perform particular actions when clicked.
- 7 a paragraph involves moving your writing in from the margins of the page. For example, a left indent is the distance between the left margin and the text.

You and computers



Type the letter or copy it from the website to your word processor. Then edit it by making these changes.

- 1 Use Times New Roman at 10 points.
- 2 Insert these phrases in the correct places:
 - a Yours sincerely
 - b if you require any further information
 - c Please find enclosed
 - d Dear Mr Vázquez
 - e We would be pleased to
- 3 Align the sender's address to the right.
- 4 Insert this email address below the fax number: mercury@tinyworld.co.uk
- 5 Change Cobra M2 to italic style and Mercury Warranty to bold style.
- 6 Insert a company logo and a picture of a robot; you can download them from the Web.
- 7 Check the spelling.

Mercury Robots
49 Charles Place
London SW10 6BA

Mr Vázquez
Alonso Cano, 52
Madrid

Phone 020 7385 1541
Fax 020 7385 1390

- (1)
- Thank you for your interest in Mercury industrial robots.
- (2) some descriptive leaflets with the technical details of six robots – Cobra and Hercules models. I would like to draw your attention to the Cobra M2 which is designed for arc welding. The prices shown in our leaflets are net, but we offer discounts by negotiation. Mercury Warranty provides 2-year coverage.
- (3) deliver one of our robot systems on approval, for your inspection. Please do not hesitate to contact us (4) I look forward to hearing from you again soon.
- (5)

Liz Brown
Sales Office Manager

15 Multimedia

A A multimedia system

Multimedia refers to the technologies and applications that integrate different media: text, graphics, sound, video and animation.

Its power resides in interactivity, hypertext and hypermedia. Multimedia software is usually **interactive**, so you can choose what you want to watch, listen to or write.

Hypertext means that you can click on a word and jump to another screen with more information; **hypermedia** is similar, but works with sounds and images (e.g. the Web).

An IT student says:

'I use multimedia for my extracurricular activities. I download music from the Net and **burn music** onto CDs - I copy songs onto CDs. I talk with my friends on the Messenger. I also retouch digital pictures and edit video clips.'

To run multimedia software you need a fast CPU, expandable RAM and a large hard disk. But what marks a computer out as a **multimedia PC** is its audio and video capabilities: a sound card, a microphone, a decent pair of speakers, a high-quality monitor and a DVD writer; and its performance depends on all these components working in harmony.'

B Recognizing file formats

To identify the type of file, an **extension** is added to the filename when it is saved on disk.



Common text extensions:
.pdf (portable document format)
.doc (MS Word document)
.rtf (rich text format)
.htm or .html (hypertext markup language for Web files)



Video refers to recording, editing and displaying moving images.
Common formats:
.avi (audio video interleaved)
.mov (QuickTime movie)
.mpg (mpeg – moving picture experts group)



Graphics include charts, photos, drawings, buttons, etc.
.gif (graphics interchange format)
.jpg (jpeg – joint photographic experts group)
.tif (tagged image file)



Animations are made up of a series of independent pictures put together in sequence to look like moving pictures.
Common formats:
.gif for animated gifs
.swf for Flash files



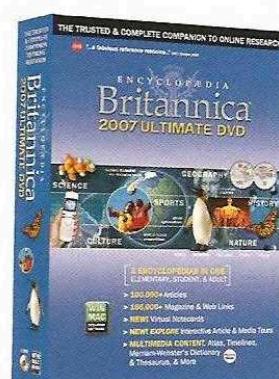
You can hear sound such as songs, movie soundtracks and speeches. Common audio formats:
.wav (Windows wave audio format)
.ra (RealAudio file)
.mp3 (compressed music files)



Files **compressed** with Winzip have a .zip extension.
A popular format used to compress and distribute movies on DVDs or over the Net is **DivX**, a digital video codec (COmpress, DECompress).

C Applications

- In public places (e.g. museums and stations), there are information kiosks that use multimedia.
- In education, it is used in presentations and computer-based training courses.
- On the Web, audio and video are integrated into web pages. For example, RealPlayer supports **streaming**, which lets you play sound (e.g. from radio stations) and video files as a continuous stream while they are downloading.
- In **virtual reality**, users interact with a simulated world: doctors train using virtual surgery; pilots use flight simulators to do their training; people visit virtual exhibitions, etc.
- You can play games on a computer or video games on a dedicated machine, called a **video console**, which you connect to a TV set. You can also play games on the Net; some websites have a **multiplayer** facility that enables lots of people to play the same game at the same time.



Multimedia has had a profound impact on encyclopedias

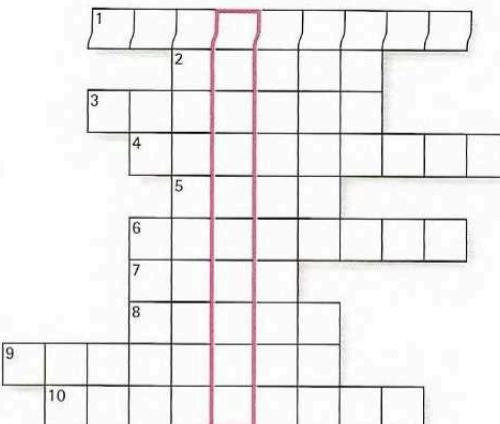
15.1 Look at A and B opposite and find the following.

- 1 the type of text that contains links to other texts
- 2 the expression that means ‘to record music onto a CD’
- 3 a system that combines hypertext and multimedia
- 4 the most common extensions for graphics files
- 5 the most common text formats
- 6 three popular video formats
- 7 three common file formats for storing audio data

15.2 Solve the clues and complete the puzzle with words from the opposite page.

- 1 A series of still images shown in sequence.
- 2 files are processed by sound software.
- 3 In medicine, doctors use virtual systems to simulate particular situations.
- 4 The suffix placed after a dot at the end of a filename.
- 5 A format used to compress and transmit movies over the Web.
- 6 People use special programs to and decompress files so that they occupy less disk space.
- 7 A video format developed by the Moving Picture Experts Group.
- 8 A system of filming, processing and showing moving pictures.
- 9 .gif stands for interchange format.
- 10 The technique which allows you to play music and watch video before the entire file has downloaded.

Down: The combination of moving and still images, sound, music and words.



15.3 Complete the article with the words from the box.

graphics	interactive	video games	consoles	multiplayer
----------	-------------	-------------	----------	-------------

Video Games

There are games you play on video (1) such as Nintendo, Sega, and the PlayStation. And there are games you play on a computer, either alone or at multiplayer online sites such as Microsoft’s Internet Gaming Zone and Battle.net.

(2) have been made into films, such as *Mortal Kombat 1* and *2*, and film stars now sometimes appear in video games. The (3) in many games have taken on such a high degree of realism that they almost seem like film. The *X-Files* game was practically an (4) movie, full of actors from the show and sections of dialogue and video. Some people claim that the *Blade Runner* video game was better than the movie – not only were the sets incredible but you also got to control the action and the ending.

(5) online gaming is the next wave in the video game world. It provides a better gaming experience, simply because people are more creative and more challenging adversaries than computers. Thousands of people can play simultaneously all over the world.

Video Games

You and computers



- 1 Have you ever used a multimedia encyclopedia? If so, note down three important features about it.
- 2 Write one advantage of using multimedia in a presentation.
- 3 Do you like video and computer games? Make a list of pros and cons.

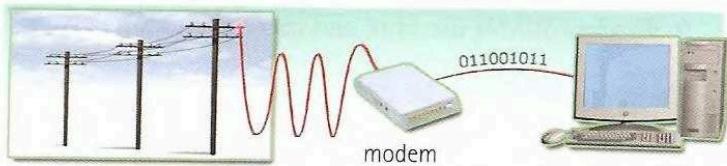
21 Faces of the Internet

A What the Internet is

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: **TCP / IP** (Transmission Control Protocol / Internet Protocol) and every computer is given an address or **IP number**. This number is a way to identify the computer on the Internet.

B Getting connected

To use the Internet you basically need a computer, the right connection software and a modem to connect your computer to a telephone line and then access your **ISP** (Internet Service Provider).



Basic connection components

The **modem** (modulator-demodulator) converts the digital signals stored in the computer into analogue signals that can be transmitted over telephone lines. There are two basic types: **external**, with a cable that is plugged into the computer via a USB port, and **internal**, an expansion card inside the computer. A **PC card** modem is a different, more versatile option for laptops and mobile phones.

At first most computers used a **dial-up** telephone connection that worked through the standard telephone line. Now a **broadband** connection, a high data transmission rate Internet connection, has become more popular: either **ADSL** (Asymmetric Digital Subscriber Line), which allows you to use the same telephone line for voice and fast access to the Internet, or **cable**, offered by most TV cable providers.

The basic equipment has changed drastically in the last few years. You no longer need a computer to use the Internet. **Web TV** provides email and access to the Web via a normal TV set plus a high-speed modem. More recently, **3Generation** mobile phones and PDAs, personal digital assistants, also allow you to go online with wireless connections, without cables.

Telephone lines are not essential either. **Satellites** orbiting the earth enable your computer to send and receive Internet files. Finally, the **power-line Internet**, still under development, provides access via a power plug.

C Components of the Internet

The Internet consists of many systems that offer different facilities to users.

WWW, the World Wide Web, a collection of files or pages containing links to other documents on the Net. It's by far the most popular system. Most Internet services are now integrated on the Web.

Email, or electronic mail, for the exchange of messages and attached files.

Mailing lists (or **listservs**) based on programs that send messages on a certain topic to all the computers whose users have subscribed to the list.

Chat and instant messaging, for real-time conversations; you type your messages on the keyboard.

Internet telephone, a system that lets people make voice calls via the Internet.

Video conference, a system that allows the transmission of video and audio signals in real time so the participants can exchange data, talk and see one another on the screen.

File Transfer Protocol (FTP), used to transfer files between computers.

Newsgroups, where people send, read and respond to public bulletin board messages stored on a central computer.

TELNET, a program that enables a computer to function as a terminal working from a remote computer and so use online databases or library catalogues.

21.1 Read A and B opposite and decide if these sentences are *True* or *False*. If they are false, correct them.

- 1 The Internet and the World Wide Web are synonyms.
- 2 Computers need to use the same protocol (TCP / IP) to communicate with each other.
- 3 Web TV can provide access to the Net.
- 4 ADSL and cable are two types of dial-up connections.
- 5 External, internal and PC card are types of connections.
- 6 Information can be sent through telephone lines, satellites and power lines.
- 7 The computer IP number is a way to identify it on the Internet.

21.2 What Internet system from C opposite should these people use?

- 1 'I like receiving daily updates and headlines from newspapers on my computer.'
- 2 'I'm doing some research and need computer access to the University library.'
- 3 'I'd like to avoid flying to Japan to attend the meeting but I want to see what's going on there.'
- 4 'I want to read people's opinions about environmental issues and express my views.'
- 5 'I have designed a web page and want to transfer the data to my reserved web space.'
- 6 'I'd like to check my students' draft essays on my computer and send them back with my suggestions.'
- 7 'I don't want to spend too much money on international phone calls but I love hearing his voice.'
- 8 'I live in a small village where there are no other teenagers. I wish I had the chance to meet and chat with friends.'

21.3 Choose the correct alternatives to complete this newspaper article.

Sharing your broadband connection with your neighbours is either the best way of making friends or the fastest way to lose them. Thanks to new European legislation, (1) *modem / wireless / telephone* technology and a firm called MyZones, several households within 300 metres of each other can now share the cost of fast (2) *broadband / dial-up / phone* access. But the more people using your network, the slower it gets. If four people are using it at once, the surfing speed is 128k. Clive Mayhew-Begg, chief executive of MyZones, says: 'Sharing broadband is just the start of a new generation of consumer-based Internet services.' It starts on July 25 when MyZones will start selling £150 starter kits. These include a wi-fi (wireless technology) point and ADSL (3) *3G / modem / Web TV* but not the wi-fi adapters you and your neighbours will need. These will cost an extra £60 or so for each computer logged on to the wireless network.

The Mirror

You and computers



How to choose the right ISP? How to decide whether you should change the one you have? Here are some decisions to make.

First of all you need to decide which type of connectivity (dial-up or broadband) you need depending on your requirements. Then the bandwidth (data transmission speed) they offer is another important factor. The services the ISP provides, such as the number of email addresses, space for web pages or blogs, spam and virus protection should also be taken into account. Last but not least, the cost of special software and connection fees should have an influence on your choice.

With these criteria in mind, have a look at some of the available ISPs and decide which one meets your needs best.

A What an email is

An email is an electronic message sent from one computer to another that can also include **attachments**: documents, pictures, sounds and even computer programs.

Although it's much faster and easier to use than the post, **snail mail**, the two have many things in common: you send an email to a **mail server** (an electronic post office) where it is stored in a **mailbox**, which holds incoming mail until the recipient downloads it. Users are given an **email address** and a password by an Internet Service Provider (ISP).

A typical **email address** has three parts.



B Anatomy of an email



Emails usually have two main parts.

- 1 The **header** generally includes these:
TO (name and address of the recipient)
CC (carbon copy sent to another addressee)
BCC (blank / blind carbon copy)
SUBJECT (topic of the message)

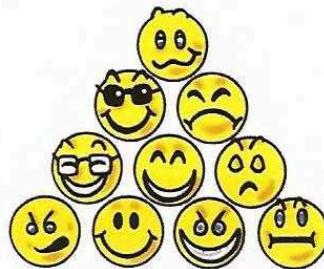
2 The body (the message itself)

Some email programs also include a **signature**, with added information about the sender, at the end of the message.

You can make your message look more expressive or attractive by using **smileys** (also called **emoticons**): little pictures either made with characters from the keyboard such as **:)** for happy, **:-o** surprised, **:-)** sad, etc. or downloaded images and animations.

C Spam

Spam, or junk email, is the name given to unwanted messages, mainly commercial advertising. Some companies, **spammers**, use it extensively because it's cheaper than other types of advertising: you or your Internet Service Provider pay for it.



D Mailing lists and newsgroups

A **mailing list** is a basic type of discussion group that uses email to communicate. The messages are distributed to all the subscribers, i.e. everyone who belongs to the list.

Newsgroups are similar. The main difference is that the message is not sent to someone's mail server but to a bulletin board where everybody can read and answer the message.

22.1 Find words in A and B opposite that match these definitions.

- 1 a file that has been included as part of an email message
- 2 conventional mail delivered very slowly in contrast with email
- 3 symbols used to express emotions in an email
- 4 the part of the email address that identifies the user of the service
- 5 the computer that provides you with mail service
- 6 a facility that allows users to send and receive messages via the Internet
- 7 the part of the email where you write the information about the addresses and subject
- 8 the part of the email address that identifies the server
- 9 the place where your Internet Service Provider stores new email for you

22.2 Look at the main parts of an email message in B. Where would you write the information below? What additional information do the TLDs (top-level domains) of the addresses give you?

1 peterswinburn@jazzfree.com

2 Eleanor Richardson

Manager

3 maryjones@arrakis.es; susanwilt@hotmail.co.uk

4 Plane tickets

5 Peter,

I've already booked the plane tickets to attend the Managers' Conference. Mary and Susan are joining us.

Best wishes

22.3 A manager is giving his colleagues some advice on how to prevent spam. Complete the sentences with the words in the box.

mailing list

spam

email address

newsgroups

spammers

- 1 Never ever reply to a email or click on a link within the mail – this will lead to more junk email being sent to you. Unsubscribing only confirms you do actually exist, so they've hit the jackpot.
- 2 Don't let your email address be displayed anywhere on the Internet, including , chat rooms or any websites.
- 3 Never forward a spam to other people – might be able to track their addresses too, and you could end up losing friends!
- 4 Send your emails on a strictly 'need to know' basis; don't include everyone on a unless it is really necessary.
- 5 Treat your like your phone number – don't give it out randomly. Try to use a different one when shopping online.

You and computers

Smileys can make your email messages look much more expressive. Access the Web and download some for your future messages.



Married couple communicating via email at home

23 The World Wide Web

A What the Web is

The World Wide Web, Web or WWW is a network of documents that works in a **hypertext** environment, i.e. using text that contains links, **hyperlinks** to other documents.

The files, **web pages**, are stored in computers, which act as **servers**. Your computer, the **client**, uses a **web browser**, a special program to access and download them. The **web pages** are organized in **websites**, groups of pages located on the Web, maintained by a **webmaster**, the manager of a website.

The Web enables you to post and access all sorts of interactive multimedia information and has become a real **information highway**.

B How to surf the Web

To **surf** or navigate the Web, access and retrieve web pages or websites, you need a computer with an Internet connection and a web browser. After you have launched it, you must type the website address or **URL** (Uniform Resource Locator), which may look like this:

`http://www.cup.org/education/sample.htm`

`http://` indicates the type of **protocol** that the server and browser will use to communicate. Here it is Hypertext Transfer Protocol.

`www.` shows that it is a resource on the **World Wide Web**.

`cup.org` is the **domain name** of the web server that hosts the website.

`education` is the **path**, the place where a web page is located.

`sample.htm` is the **filename** or name of a single web page.

The different parts are separated by full stops (.) and forward slashes (/). When we say a URL, we say **dot** (.) and **slash** (/).

To find interesting sites you can use **search engines**, where the website information is compiled by **spiders**, computer-robot programs that collect information from **sites** by using keywords, or through **web indexes**, subject directories that are selected by people and organized into hierarchical subject categories. Some **web portals** – websites that offer all types of services, e.g. email, forums, search engines, etc. – are also good starting points.

The most relevant website addresses can be stored in your computer using the **bookmarks** or **favourites** function in your **browser**.

Websites usually have a beginning page or **home page**. From this starting point you can navigate by clicking your mouse on hyperlinks in texts or images.

C

What you can do on the Web

The Web is an open door to a universe of multimedia resources that people use in many different ways. Here are just a few.

BrE: **favourites**

AmE: **favorites**

'In my **weblog**, an electronic journal I maintain on the Web, you can read and post opinions in chronological order. In my role as **blogger**, the manager of a blog, I can promote this new type of discussion.'

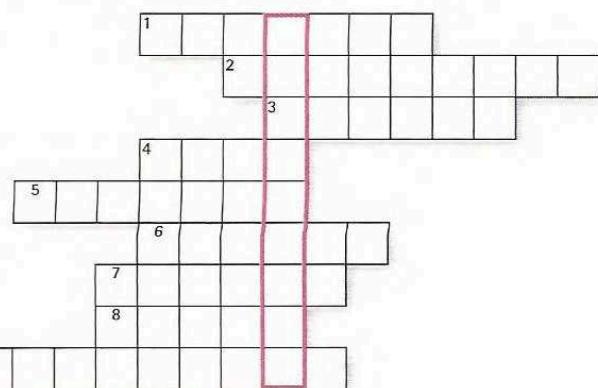
'**E-learning**, education via the Web, is a great opportunity for people like me who haven't got time to attend classes.'

'**Online shopping**, i.e. **cybershopping** or **e-commerce**, saves you time and gives you the comfort of buying from your personal computer. The goods are then sent to you, so it's very easy.'

23.1 Solve the clues and complete the puzzle with words from the opposite page.

- 1 The WWW is also called the information
- 2 A link in a web page.
- 3 A website that offers a variety of services.
- 4 The first page of a website is the page.
- 5 A person who keeps a blog.
- 6 The manager of a web page is its web
- 7 An animal closely linked to the Web.
- 8 Another word for directory.
- 9 Another word for bookmark.

The hidden word is , text with links.



23.2 Complete these instructions about how to navigate with the words in the box.

client	web page	surf	web browser
search engine	web server	website	URL

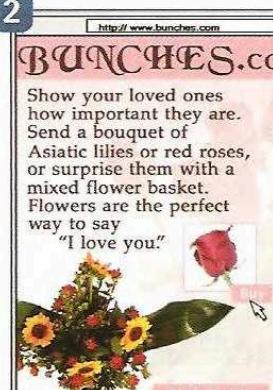
- 1 Start up your computer and connect to the Internet.
- 2 Open your
- 3 Type the to access a website.
- 4 Your web browser sends the request to the correct
- 5 The server looks for the document and sends it to the computer.
- 6 Your web browser displays the selected on the screen.
- 7 From the home page of the you can to other pages by clicking on hyperlinks.
- 8 If you want to find more websites, use a

23.3 Some students accessed the websites below. What did they use the Web for? Use words from C.

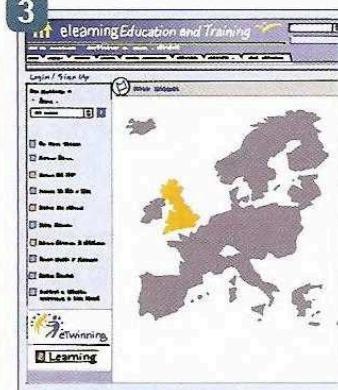
1

.....
Sunday, November 20
Blog comment spam: Fighting it
Regular posters will notice that I have turned off comments on the blog. This is because of the amount of comment spam I was getting – I was spending almost all my time deleting adverts and offensive comments! This is a temporary measure but when I turn comments back on you'll have to register to be able to comment.
.....

2



3



23.4 What are the main parts of this URL? How would you say the URL?

http://www.cambridgeesol.org/exams/cpe.htm

a b c d e

You and computers



URLs and email addresses are sometimes hard to say or can sound strange, e.g. www.dam.mit.edu. Access the *Professional English in Use ICT* website at www.cambridge.org/elt/ict. Then do the activity How to choose the perfect domain name.

26 Internet security

A Internet crime

The Internet provides a wide variety of opportunities for communication and development, but unfortunately it also has its dark side.

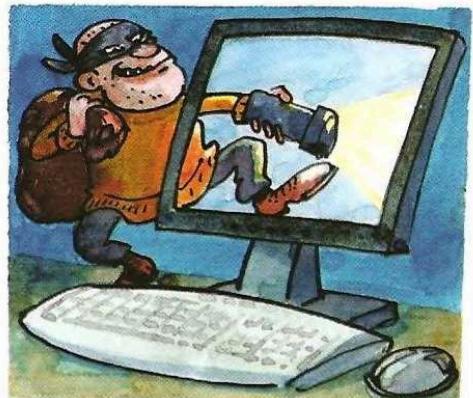
Crackers, or black-hat hackers, are computer criminals who use technology to perform a variety of crimes: virus propagation, fraud, intellectual property theft, etc.

Internet-based crimes include **scam**, email fraud to obtain money or valuables, and **phishing**, bank fraud, to get banking information such as passwords of Internet bank accounts or credit card details. Both crimes use emails or websites that look like those of real organizations.

Due to its anonymity, the Internet also provides the right environment for **cyberstalking**, online harassment or abuse, mainly in chat rooms or newsgroups.

Piracy, the illegal copying and distribution of copyrighted software, information, music and video files, is widespread.

But by far the most common type of crime involves malware.

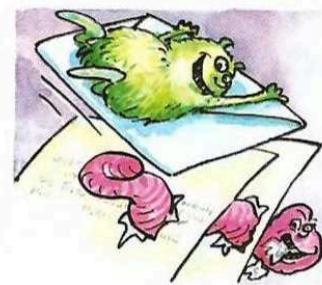


Crackers are a new type of criminal

B Malware: viruses, worms, trojans and spyware

Malware (malicious software) is software created to damage or alter the computer data or its operations. These are the main types.

- **Viruses** are programs that spread by attaching themselves to executable files or documents. When the infected program is run, the virus propagates to other files or programs on the computer. Some viruses are designed to work at a particular time or on a specific date, e.g. on Friday 13th. An email virus spreads by sending a copy of itself to everyone in an email address book.
- **Worms** are self-copying programs that have the capacity to move from one computer to another without human help, by exploiting security flaws in computer networks. Worms are self-contained and don't need to be attached to a document or program the way viruses do.
- **Trojan horses** are malicious programs disguised as innocent-looking files or embedded within legitimate software. Once they are activated, they may affect the computer in a variety of ways: some are just annoying, others are more ominous, creating a backdoor to the computer which can be used to collect stored data. They don't copy themselves or reproduce by infecting other files.
- **Spyware**, software designed to collect information from computers for commercial or criminal purposes, is another example of malicious software. It usually comes hidden in fake freeware or shareware applications downloadable from the Internet.



An email virus spreads through an email address book

C Preventative tips

- Don't open email attachments from unknown people; always take note of the file extension.
- Run and update antivirus programs, e.g. virus scanners.
- Install a **firewall**, a program designed to prevent spyware from gaining access to the internal network.
- Make backup copies of your files regularly.
- Don't accept files from high-risk sources.
- Use a **digital certificate**, an electronic way of proving your identity, when you are doing business on the Internet. Avoid giving credit card numbers.
- Don't believe everything you read on the Net. Have a suspicious attitude toward its contents.

26.1 Identify the Internet crimes sentences (1–6) refer to. Then match them with the advice below (a–f).

- 1 Crackers try to find a way to copy the latest game or computer program.
 - 2 A study has revealed that half a million people will automatically open an email they believe to be from their bank and happily send off all their security details.
 - 3 This software's danger is hidden behind an attractive appearance. That's why it is often wrapped in attractive packages promising photos of celebrities like Anna Kournikova or Jennifer Lopez.
 - 4 There is a particular danger in Internet commerce and emails. Many people believe they have been offered a special gift only to find out later they have been deceived.
 - 5 'Nimda' spreads by sending infected emails and is also able to infect websites, so when a user visits a compromised website, the browser can infect the computer.
 - 6 Every day, millions of children spend time in Internet chat rooms talking to strangers. But what many of them don't realize is that some of the surfers chatting with them may be sexual predators.
- a People shouldn't buy cracked software or download music illegally from the Internet.
b Be suspicious of wonderful offers. Don't buy if you aren't sure.
c It's dangerous to give personal information to people you contact in chat rooms.
d Don't open attachments from people you don't know even if the subject looks attractive.
e Scan your email and be careful about which websites you visit.
f Check with your bank before sending information.

26.2 Fill in the gaps in these security tips with words from the box.

digital certificate malware virus scanner spyware firewall antivirus

Malicious software,
(1) , can be avoided
by following some basic rules.

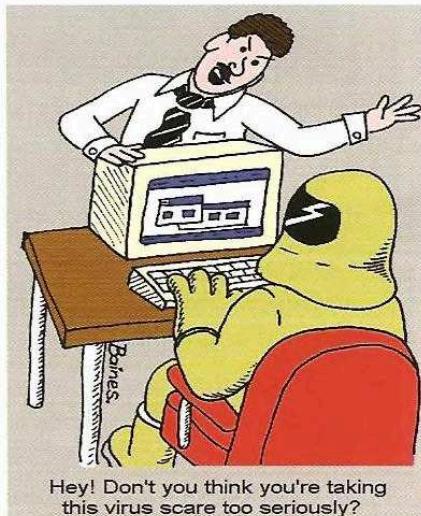
To prevent crackers from breaking
into your internal network and
obtaining your data, install a
(3) It will protect
you from (4)

Internet users who like cybershopping
should get a (2)
..... , an electronic
identity card.

If you have been hit by a
(5) , don't panic!
Download a clean-up utility and
always remember to use an
(6) program, for
example, a virus (7)

You and computers

- 1 What do you do to prevent computer infections?
- 2 Do you keep your virus protection updated? The Internet has lots of websites where you can get free advice and software. What should you do to improve your computer security?



YOU ARE UNIQUE

EMAILS AND WRITING

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



A

Business cards 1

Business cards are an important source of information about your **business contacts** – people you meet doing business. Business cards may help you understand the **hierarchy** (see Unit 45) of the company you are dealing with. In some places, especially in Asia, it's important to **follow the etiquette** – rules – for their use. In Asia, when someone hands over their card, take it with both hands, look at it carefully and treat it with care and respect. Do not write or make notes on it. Store it carefully. Hand over your card in return, ensuring that you always have a supply with you.

B

Business cards 2**norgequip**Gunilla¹ R.² Madsen³ MSc⁵ CIM^{6*}Network equipment sales director⁴
NorgequipKirekeveien 505
NO-0317 Oslo, Norway
Tel. +47 29 89 03 10
Fax +47 29 89 03 70
Email: gunilla.madsen@norgequip.com⁷**Sinophone**Wu³ Lee¹ PhD⁵**Technical director⁴****Sinophone**2049 Ningqiao Rd, 201206 Shanghai
Tel. + 86 21 4101 9020 Fax + 86 21 4101 9025
Email wu.lee@sinophone.com⁷

*Chartered Institute of Marketing

¹**first name**²**middle initial** – some people use an initial to show the first letter of their middle name³**family name, surname** – in the Western world, the family name comes last (in China and some other places it comes first)⁴**job title** – the official name of someone's job⁵**qualifications** – some people show their **academic qualifications**⁶**membership of professional organizations**⁷**contact details** – **phone numbers, email address, postal address**, etc.

C

Staying in touch

Gunilla Madsen is speaking to Wu Lee.

GM: Thanks for your card. Wu is your family name, right?

WL: Yes, but please call me Lee.

GM: OK. Yes, I think you'll be very interested in our latest equipment – the technical specifications have only just been finalized.

WL: Could you email the specs to me when you get back, Gunilla? My email address is on my card.

GM: Sure. I'll attach the specs to the email. It's going to be quite a large attachment! There are about ten pages of specs. And I'll send some brochures by courier – we use DHL.

WL: No problem.

GM: Please get back to me if you have any questions, of course. Email is probably easiest.

WL: Especially with the time difference between Shanghai and Oslo!

GM: Yes, but don't hesitate to give me a call if you'd like to discuss anything. People don't use the phone enough these days!

WL: No, they don't. So, we'll be in touch soon ... by email or by phone.

GM: Absolutely, it was very nice meeting you, Lee.

WL: Likewise!

Exercises

51.1 George was representing his company, Primo Plastics, on their stand at a trade fair in Tokyo. Look at A opposite and identify five mistakes that he made in relation to card etiquette.

A Japanese businessman, Bunzo Watanabe, came to the stand and said that Primo Plastics was the sort of special plastics company that his company might like to work with. He handed over his card, and George took it with one hand. He wrote 'Tokyo trade fair' on the back to remind him where he had met Mr Watanabe. He did not read the card carefully, but put it casually in his pocket. When Mr Watanabe asked for George's card, George said, 'Sorry, but I've run out. I'll write my details on a sheet of paper.'

51.2 Look at B opposite. Then identify the items below (1–7) on each card. Write the numbers next to the items.



*Institute of Purchasing Managers

- 1 first name
- 2 middle initial
- 3 family name / surname
- 4 job title

- 5 qualifications
- 6 membership of professional organizations
- 7 contact details, including email address

51.3 Complete the conversation between the people in 51.2 using expressions from C opposite.

- WS: OK. Yes, I think you'll be very interested in the latest technical developments – we can offer consultancy services that will help you choose the right textile supplier.
- FR: Could you email me something when you get back, Wolfgang? My (1) is on my card.
- WS: Of course, but it's going to be quite a large (2) ! Our electronic 'brochure' is about 15 pages long.
- FR: No problem.
- WS: Please don't hesitate to (3) if you have any questions, of course. Email is probably easiest ...
- FR: Even if there's no time difference between Frankfurt and Milan!
- WS: Yes, please feel free (4) It's sometimes easier to talk over the phone rather than by email.
- FR: Yes, you're right.
- WS: And I can always send textile samples (5) : we use FedEx.
- FR: Good. In our business it's always good to be able to see and touch the fabric.
- WS: Absolutely. Well, it was very nice meeting you, Francesca.
- FR: Likewise! We'll be in touch soon, no doubt.

Over to you

You meet someone at a conference and promise to send them more information about your school or organization. Write an email to them.

A

Email

Most email programs on computers have **icons** with abbreviations like these:

- **inbox** contains email waiting for you to read
- **subject** – what the email is about
- **cc** – copy this email to ...
- **bcc** – blind copy this email to ... (so that the other people you're sending the email to don't know you're sending this copy)
- **fwd** allows you to **forward** an email – to send an email you have received to someone else
- **delete** allows you to get rid of an email you don't want to keep
- **reply** allows you to send an answer back to the person who sent the email
- **reply to all** allows you to send the answer to the person who sent the email, plus all those who received copies of it
- **attach** allows you to send an **attachment** – a document that you **attach to** and send with an email
- **contact information** can be inserted automatically at the end of an email with your **contact details** – name, phone number, etc.
- the **address book** allows you to store the **email addresses** of people that you write to

B

Email expressions

C

Beginnings and endings

It's important to use the right degree of **formality** – seriousness – and **deference** (see Unit 45).

The following beginnings range from formal to informal: **Dear Sir/Madam** (used when you don't know the person's name), **Dear Ms** Caxton, **Dear** Zoe and **Hi** Zoe.

The following endings range from formal to informal and are used mainly in emails and faxes: **Best regards**, **Regards**, **Best wishes**, **All the best**, **Best. Yours faithfully** (BrE only) is used in letters and faxes when you don't know the person's name, **Yours sincerely** (AmE **Sincerely**) is less formal and **Yours** is the least formal ending.

Exercises

- 52.1** Complete these tips on using email with appropriate forms of expressions from A opposite. (Some items are abbreviations and other items are full forms. You can use some items more than once.)

Use the (1) field to indicate content and purpose. Don't just say, "Hi!" or "From Laura."

Use a signature that includes (2) To ensure that people know who you are, include a signature that has your contact information, including your mailing address, website, and phone numbers.

Use the copy and (3) buttons appropriately. Don't use (4) (abbreviation) to keep others from seeing who you copied; it shows confidence when you directly copy anyone receiving a copy. Do use (5) (abbreviation), however, when sending to a large distribution list, so recipients won't have to see a huge list of names.

Remember that email isn't private. Email can be (6) – sent on to someone else – so unintended audiences may see what you've written. You might also send something to the wrong person by mistake, so always keep the content professional to avoid embarrassment. If you are (7) a message you've received, do not change the wording.

Be economical with group email. Send group email only when it's useful to every recipient. Use the (8) "....." button only when you need collective input and only if you have something to add.

Summarize long discussions. Scrolling through pages of replies to understand a discussion is annoying. Instead of continuing to (9) to a series of messages, take a minute to summarize the messages for your reader.

- 52.2** You are Wu Lee. Reply to the email in B opposite, using the same expressions.

- Open suitably.
- Say it was good to meet Gunilla too.
- You are attaching some information about your company, Sinophone.
- You are informing your colleague Lin Weng, purchasing manager, about the meeting by sending him a copy of the email at the same time.
- You will send Gunilla's details to another colleague in another email, Shu Bao: finance director.
- End suitably.

- 52.3** Which expressions from C opposite would you use to begin and end each of these emails?

- 1 You are writing as informally as possible to a friend (Jim) you know very well.
- 2 You are writing to a company where you would like to work, but you don't know the name of the person who will read your email.
- 3 You are writing to a woman whose family name you know (Preston) but not her first name; you want to end relatively formally.
- 4 You are writing to someone you know vaguely (Mike); you want to end with an average level of formality.
- 5 You are writing to a man (Brian Collins) in your organization who is much more senior than you, and whom you have never met.
- 6 You are writing to a woman whose name you don't know; end suitably.

Over to you

- Does email save time – or does it just make more work?
- Should company employees be allowed to send and receive personal emails at work, and surf the internet?

A CV tips

A **CV** or **curriculum vitae** is a document about your education, career and objectives. Look at the tips:

- a Put your **name** and **contact details** at the top.
- b Talk about your **career goal** – professional objective.
- c Mention your **skills** (see Unit 4).
- d Include your **qualifications** (see Unit 4).
- e Write about your **experience** and your **achievements**.
- f You can mention relevant **interests**.
- g Use **keywords** relevant to the employer, ones that will be picked out by automated systems.
- h Avoid **exaggerations** – saying something is better or more important than it really is.
- i Be **concise** – not more than two pages, preferably one.

Note

BrE: **CV** or **curriculum vitae**

AmE: **résumé** or **resume**.

Experience is uncountable in this context: 'I have a lot of experience in this area', not 'experiences'.

B Parts of a CV

Layout is the way that information is arranged on the page. Clear layout is very important for CVs.

MARIA SOARES

34 Avenida da Liberdade, 1250 Lisbon, Portugal
email: maria.soares88@gmail.com

mobile: +351 93 472 3792

Career goal: Looking for a **stimulating**¹ career in web design in an **established**² design company

Skills:

Visual **creativity**³; good **leadership skills**⁴; Understanding of all technical and design issues in website construction and maintenance; **Bilingual**⁵ in Portuguese and English

Qualifications:

2016–2017 London Business School – MBA

2011–2012 University of Berlin – Master's degree in Advanced Web Design (course taught in English)

2002–2007 Porto School of Architecture and Design – Architecture degree

Experience:

2012–2016 **Freelance**⁶ Web Designer, based in Berlin. Worked with a number of German internationals, contributing design and technical expertise.

2009–2011 Internet Advertising Manager, Publicidades Inovativas, Lisbon. Worked on key client website advertising campaigns.

2007–2009 Architectural Assistant, Projetos do Norte, Porto. Provided support to senior members of the firm, working on commercial building projects.

¹ interesting and exciting

² one that has existed for some time

³ producing new ideas

⁴ ability to manage people and lead them in new directions

⁵ able to speak two languages

⁶ working independently, not as a company employee

C Cover letters and emails

Find out if you should send your application by post or email. If by email, you can copy your **cover letter** into the email, or send it as an attachment. Look at Maria's **cover email**.

To: recruitment@lisbonwebdesign.pt

Subject: Application for **position** of Department Manager

Dear Ms Santos

I am writing with reference to your online advertisement for a department manager. As you will see from the attached CV, my background is in this area. I have long experience of web design, and I recently completed an MBA in London, where I developed my management and leadership skills. I would now like to relocate back to Portugal.

I am available for interview on the date that you mention.

I look forward to hearing from you.

Best regards

Maria Soares

Note

Position is a formal word for 'job', used especially in the context of job applications.

If writing a letter, start **Dear Sir or Madam**, or **Dear** , with the name of the person if you know it, and end **Yours sincerely**. Cover emails and letters should also be concise – less than one page.

Exercises

53.1 A recruiter is making comments about various candidates' CVs. Which point in A opposite does each comment refer to?

- 1 She's certainly not short and to the point – it's four pages long!
- 2 He speaks Japanese and Chinese, having lived in each country for 10 years.
- 3 She hopes to get into senior management one day.
- 4 He says he has a degree, but we checked with his university – he dropped out and didn't finish the course.
- 5 She puts her address, mobile number and email address at the top – that's good.
- 6 He has a degree in marketing and is a member of the Chartered Institute of Marketing – he passed all the exams.
- 7 She plays hockey, so she must be a good team player.
- 8 He mentions all the right words – that's why the computer picked out his CV.
- 9 She talks about her 15-year career with Google and the number of people she managed there.

53.2 Complete this CV with headings from A and B opposite.

Alexandre Duchamp

- (1)
1999–2002 Mechanical engineering degree, University of Toronto
2002–2003 Master's in electric car engineering, University of Vancouver
(2)
To work in the most advanced areas of electric car design and engineering
(3)
Good at working independently
Bilingual in French and English
(4)
2003–2009 Production engineer at General Motors, Peoria, Illinois
2009–2017 Development engineer, driverless cars, at Tesla Design Center, Hawthorne, California
(5)
14350 Manor Drive, Hawthorne, CA 90250
Email: aduchamp1980@hotmail.com Tel: +1 424 825 3910

53.3 Complete this cover email by choosing the correct expressions from C opposite.

To: jobs@canadelec.com
From: aduchamp1980@hotmail.com
Subject: Application for position of driverless car engineer

Dear Mr Wright
(1) from the (2) , my background is in electric car engineering, and (3) to your online advertisement for driverless car engineers. I have been working in the US for nearly 15 years and (4) back to Canada.
(5) (6)
for interview on the date that you mention in the advertisement.
Best wishes
Alexandre Duchamp

Over to you

Write your own CV. If you already have one, look at it again and use the ideas and vocabulary in this unit to update it.

YOU ARE UNIQUE

PHONING

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



A

Telephones and beyond

- **landline** – a ‘traditional’ phone plugged into the wall
- public **telephone** / **payphone** – a phone in a public place operated with coins or a **phone card**
- **mobile phone** (BrE) / **cellphone** (AmE) – a phone you can carry with you. Callers can **leave a voice message** on **voicemail**, or send you a written **text message** or **text**.
- **smartphone** – a mobile phone that can be used as a small computer and that connects to the internet
- With **3G** mobile phone networks you can use your smartphone to connect to the internet and with a **4G** signal the internet connection is faster.
- **extension** – one of a number of phones on the same **line**, in a home or office
- **cordless phone** or **cordless** – a phone extension not attached by a wire that you can use when you are walking around the house, outside in the garden, etc.
- **VoIP** (voice over internet protocol) – uses the internet for phone calls, such as on **Skype**, so you don’t pay the normal phone charges
- **webcam and microphone** – a camera attached to a computer so that two people connected over the internet can see each other and talk to each other using the microphone
- **videoconferencing** allows several people in one place to see people in another location and hold a meeting together. This is normally used to refer to companies who have their own systems, but videoconferencing can now also be done with participants each using their individual webcam over the internet.

B

'Phone', 'call' and 'ring'

Note

call
to phone } someone
telephone

to give someone a call

In BrE you can say:

to ring someone
to ring up someone
to ring someone up

In AmE you can say:

to call up someone
to call someone up

In BrE, you can also say:

to give someone a ring

In informal BrE, you can also say:

to give someone a bell
a buzz

C

Numbers

When saying numbers, use rising intonation for each group, except for the last group, when you should use a falling tone. This shows you have reached the end of the number.

	country code	area code	number
00	44	1746	845
Double oh (BrE) Zero zero (AmE)	double four four four	one seven four six	eight four five

921
nine two one

D

Doing things over the phone

Phone numbers for particular purposes include:

- **helpline/information line** – you can find out about a company’s products or services
- **hotline** – often used by companies as a more exciting alternative to ‘helpline’
- **booking/reservations line** – make bookings for events, travel and hotels

Note

People who answer and deal with calls like these work in **call centres** (BrE); **call centers** (AmE). BrE/AmE: **reservations**; BrE only: **booking**. A number that you can call free of charge is: **an 0800 number** or **a freephone number** (BrE); **a 1-800 number** or **a toll-free number** (AmE).

Exercises

- 47.1** Which type of phone or service in A opposite would each of these people use?
- 1 Two people in different countries who want to talk without paying for an international call.
 - 2 Five company managers in different countries who want to talk and see each other using a special system set up by their company.
 - 3 A building contractor who works in lots of different places.
 - 4 Someone who wants to stay in touch when they're in their garden.
 - 5 A teenager who has gone out without her mobile and wants to tell her parents where she is. (2 expressions)
 - 6 A manager who phones a colleague and finds that their mobile is switched off. (2 expressions)
 - 7 Two ordinary people – not company managers – each sitting in their own bedroom in their respective homes, without access to a special system, who use the internet to see and talk to each other.



- 47.2** Look at B opposite and decide which of these items are grammatical. Correct the ungrammatical ones.
- 1 It would be good to see Anna soon. I'll phone to her and see when she's free.
 - 2 I gave Brian a call yesterday and we had a long chat.
 - 3 Why you don't ring to Pizza Palace and order some takeaway pizza?
 - 4 I rang them five minutes ago but there was no answer.
 - 5 Call up me next time you're in New York.
 - 6 Give me a ring when you're next in London.
 - 7 I'll give the bell to her and we'll go out for a meal.
 - 8 When you get some news, make me a call.

- 47.3** Look at C opposite. You phone the Cross-Channel Ferry Company and you hear this:

'Welcome to the Cross-Channel Ferry Company's freephone hotline. If you'd like to receive a brochure, press 1. For today's sailing times and weather conditions, press 2. If you'd like to make a reservation, press 3. If you'd like to change an existing reservation, press 4. If you want to book a package holiday, press 5. If you want to hear this list again, press 6.'

Which number do you press in these situations?

- a You have a reservation on the 15.00 ferry and you want to take the 18.00 instead.
- b You want to book a return trip.
- c You are confused about the different choices.
- d You often get seasick and want to check how rough the sea will be today.
- e You want a ferry crossing and an organized trip to the Loire Chateaux.

Over to you

- Do you like using call centres, or do you prefer to look for information, make bookings, etc. on the internet?
- When was the last time you called an organization? What happened? Were you happy with the way the call was dealt with?

A Asking to speak to someone

Mike Barr wants to speak to Jane Owen.



Primo Plastics, **good morning.**

Hello. Can you put me through to Jane Owen in Sales, please?¹

One moment, please.² I'm afraid the line's busy. Do you want to hold or would you like to call back later?

I'll call again later. What's her direct line?³

Her direct line is 7942 8321.



7942 8321. Thanks. Goodbye.

You can also say:

¹ Extension 123, **please.**

² I'm putting you through.

³ I'll try again later. Could you give me the number for her direct line?

B Voicemail 1

Later, Mike Barr calls again, and this time he **gets through** to Jane's **voicemail**. This is her **greeting**:

'You're **through to the voicemail** of Jane Owen. I'm **away** at a conference **until** Monday the 5th, but **I'll be picking up my voicemail on my mobile**. If you leave a message, **I'll get back to you**. For anything urgent, **please call** my PA, Ros Brown, **on extension** 8325.'

'Please leave a message after the tone.'

After leaving a message, you may hear this:

'To listen to your message, press 1.'

After listening to your message, you will probably hear this:

'If you'd like to change your message, press 2. If you'd like to delete your message, press 4. Otherwise, please hang up.'

C Voicemail 2

Mike leaves this message:

'Hello, **this is** Mike Barr **from** Smartauto. **It's about** our order for specialized plastic components. There have been some last-minute changes in the specifications. I hope your manufacturing people haven't started making them yet! **Would it be possible to** call me back **at** my office **on** 0117 893 4522? Otherwise, you could call me **on my mobile** on 07974 522 742 during the weekend, or **first thing** on Monday. **It's very urgent. Bye for now.**'

Exercises

48.1 Arabella Ford is trying to phone John Quinn in Primo's finance department. Complete the gaps with expressions from A opposite. Be careful to use the alternative expressions where necessary.

Receptionist: Primo Plastics, good morning.

Arabella: Hello. Can (1) to John Quinn in Finance, please?

Receptionist: (2) , please. I'm (3) I'm afraid (4) Do you (5) or would you like to (6) ?

Arabella: I'll (7)

(One minute later.)

Receptionist: The line's still (8) , I'm afraid.

Arabella: I'll try (9) Could you give me (10) his direct line?

Receptionist: His (11) is 7942 ...

Arabella: 7942 ...

Receptionist: ... 8339.

Arabella: 8339. Thanks. Goodbye.

Receptionist: Goodbye.

48.2 Write voicemail greetings for other Primo employees, based on this information, using expressions from B opposite.

- 1 Steve Fox – on holiday until Mon 12th – will not be picking up messages – will respond when he gets back – anything urgent, contact colleague Rob Timmins – extension 8359. If you have message – leave it after tone.
- 2 Sue Leighton – away on business trip until Thursday – will pick up messages – leave a message after the tone – get back to you as soon as possible.
- 3 Rod Baxter – on training course until 20 Jan. Not picking up voicemail – can leave message and will respond when he gets back. Urgent queries – PA Jill Salford – direct line 8466.
- 4 Tina Preston – in meetings all day today, Friday. Leave a message – will get back Monday morning. Urgent matters – colleague Keith Samson – extension 8521.

48.3 Another caller leaves a message on Jane Owen's voicemail. Complete the message using the correct words from C opposite.

'Hello, this (1) Jenny Robin (2) Quirky Furniture Ltd. It's very urgent. Would it be possible (3) call me back (4) my office (5) 020 8945 8333 first thing on Tuesday? Otherwise, you could call me this afternoon (6) my mobile (7) 07962 290 821. It's about our order for plastic furniture components. We still haven't received them! Bye for now.'

Over to you

- What are some of the difficulties in using the phone in English?
- Write a voicemail greeting in English for yourself of a kind you use when not at your office.
- Do you leave messages on people's voicemail? Or do you prefer email?

A

Getting through

Mike phones again and gets through to Jane Owen's PA – her personal assistant.

- PA: Jane Owen's **office, good morning.**
- MB: **Hello. Can I speak to** Jane Owen, **please? Is she available?**
- PA: **I'm afraid** Ms Owen's **not available** – she's **with a customer right now.**
- MB: **Oh, right. Can I leave a message for her, please?**
- PA: **Who's calling, please?**
- MB: **It's Mike Barr here, from** Smartauto Cars.



B

Giving and taking messages

The personal assistant can also say:

- Can/May I take a message?
- Would you like to leave a message?
- I wonder if you could call back later?
- Can I ask who's calling?
- Could you give me your name?
- Which company are you calling from?
- Can/May I ask what it's about?
- I'll ask her to call you (when she gets back / when she's free).
- I'll give her your message.

The caller could say:

- Could I leave a message?
- Could you tell her that ... ?
- I'm calling about ...
- I want / I'd like to talk about ...
- I'm calling to confirm that ...
- Could you ask her to call me back?
My number's ...

Note

When you answer the phone, you do not say 'I am X'.

C

Spelling names

If you want to spell a name, you can say, for example, 'A for Alpha, B for Bravo', etc.

Alpha	Bravo	Charlie	Delta	Echo	Foxtrot	Golf
Hotel	India	Juliet	Kilo	Lima	Mike	November
Oscar	Papa	Quebec	Romeo	Sierra	Tango	Uniform
Victor	Whiskey	X-ray	Yankee	Zulu		

You may also need these expressions:

capital A	small a	all one word	new word/line	dash (-) or hyphen (-)
slash (/)	dot (.)	at @	colon (:)	com (as in internet addresses)

Spell email addresses like this: jane-smith@aol.com = jane hyphen smith at a-o-l dot com.

D

Taking messages: checking information

- a **I'm sorry, I didn't catch** your name. Could you spell it, please?
- b **Is that with a D at the end** – D for David?
- c **Did you say** your number is 624 426?
- d **Is that with** B for Bravo **or** V for Victor?
- e **Where did you say** you're calling from?
- f **Is that with** one M **in the middle** or two?
- g The code for Sweden is 49, **right**?
- h **Is that** Milan **like** the city?

Exercises

49.1 Look at A and B opposite. Change the underlined expressions in these conversations so that they are correct and more polite.

- 1 A: I want to speak to Ms Sangster.
B: She's busy.
A: I'm Sven Nyman talking.
B: Why are you calling?
A: I want to discuss her order.
B: I'll tell her to call you when she's free.

- 2 A: Hello. Is Jack Bronson able to speak on the phone?
B: No. Who are you? What company do you work for?
A: Rosario Gonzalez. Excelsior Media Services. Take a message for him. Tell him that I've received his cheque.
B: He will get the message.

49.2 Spell the following as you would spell them on the phone. Use the table in C opposite to help you. The first one has been done as an example.

- 1 Maeght: M for Mike, A for Alpha, E for Echo, G for Golf, H for Hotel, T for Tango.

2 •Valladolid



3

5

PETER HOUSE

6

Macpherson

4

7

TO: john-smith@cambridge.ac.uk

SUBJECT:

49.3 Match the responses (1–8) with the questions (a–h) in D opposite.

- 1 No, actually it's 46.
- 2 It's Valladolid with a V at the beginning, V for Victor.
- 3 No, it's Schmidt with a T at the end, T for Tango.
- 4 Two. T-I-double M-E-R-M-A-N.
- 5 No, 642 246.
- 6 Springer Verlag in Hamburg.
- 7 Krieslovski. K-R-I-E-S-L-O-V-S-K-I.
- 8 No, it's with two Ls in the middle and a D at the end.

<input type="checkbox"/>

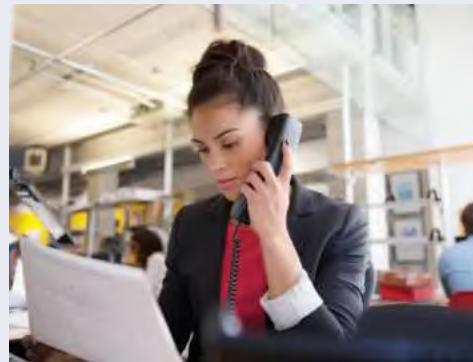
Over to you

- Practise spelling words you have to give on the phone using the alphabet in C opposite.
- Practise giving your own email address and the address of your company's website.

A Phoning again

Mike phones again and gets through to Jane Owen.

- MB: **Hello. Can I speak to** Jane Owen, **please?**
 JO: **Speaking.**
 MB: **It's Mike Barr here. I tried to phone you** last week.
It's about our order.
 JO: **Right. I got your message. I was about to call you.**
 MB: **Yes, we need to** talk more about the technical specifications for the plastic.



B Making arrangements

You get through to the person you want to speak to and fix a meeting.

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Can we fix a meeting? Shall we arrange an appointment? Would it be useful to meet up soon? | <ul style="list-style-type: none"> ■ I'll (just) get/check my diary. |
| <ul style="list-style-type: none"> ■ How about tomorrow? What about Tuesday? Would Wednesday be suitable? Would Thursday suit you? Shall we say Friday? | <ul style="list-style-type: none"> ■ That's fine. |
| | <ul style="list-style-type: none"> ■ I can't / won't be able to make Thursday. |

C Closing the conversation

Here are some ways of finishing a conversation without sounding rude.

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ See you on Friday then. | <ul style="list-style-type: none"> ■ Yes, I'll look forward to seeing you then. |
| <ul style="list-style-type: none"> ■ I'm going to have to go now. I've got to go to a meeting. I have to go and see someone. | <ul style="list-style-type: none"> ■ Nice talking to you. |
| <ul style="list-style-type: none"> ■ Nice talking to you. (It's been) good talking to you. Good to talk to you. | <ul style="list-style-type: none"> ■ Nice talking to you. |
| <ul style="list-style-type: none"> ■ Talk to you soon, no doubt. Thanks for phoning. We'll be (back) in touch soon. Look forward to hearing from you soon. | <ul style="list-style-type: none"> ■ Thanks for calling. |

D Changing arrangements

Jane Owen and Mike Barr are continuing their conversation.

- JO: **I can't make** Tuesday. **Something has come up.** I've got to go over to Berlin to see a client. **How about** Wednesday morning?
 - MB: I can't make Wednesday morning, I'm afraid. **Can you make** the afternoon instead?
 - JO: **I think that's OK.** Just let me check my diary ... I'm afraid that's **not going to be possible.** I'd completely forgotten we have a departmental meeting that day. Can we **put it off** till the 22nd?
 - MB: I'm afraid the 22nd **won't be possible.** I'm going to be very busy that day. Could we **put it back** until the following week?
 - JO: **I'm completely snowed under** the following week. **Can we leave it open?** I'll get back in **touch** when I'm less busy.
- MB: Yes, but we need to make a decision soon!

Exercises

50.1

Annelise Schmidt (AS) phones James Cassidy (JC) and arranges to meet him. Reorder their conversation, which contains expressions from A and B opposite.

- a AS: Fine thanks. I'm going to be in London on Tuesday and Wednesday next week. How about meeting up to discuss how Penguin and Sprenger might work together?
- b AS: Hello. This is Annelise Schmidt. You remember we met at the Frankfurt Book Fair last month?
- c AS: Look forward to seeing you then. Bye.
- d AS: Sounds good. Shall I meet you at your office? I've got the address.
- e AS: Yes, that's fine.
- f JC: James Cassidy speaking.
- g JC: Goodbye.
- h JC: I'll just check my diary. I won't be able to make Tuesday. I've got to go to Manchester. Would Wednesday suit you? How about lunch?
- i JC: OK. See you on Wednesday at 12.30, then.
- j JC: Yes, how are you?
- k JC: Yes. Why don't you come round here at about 12.30? Ask for me at reception and I'll come down.

50.2

Look at B and C opposite. Which of these exchanges are natural, and which are illogical?

- 1 A: Nice talking to you. See you on Wednesday.
B: See you Wednesday. Thanks for calling. Bye.
- 2 A: I'll look forward to seeing you tomorrow, then.
B: Talk to you soon, no doubt. Bye.
- 3 A: It's been good talking to you. I'm going to have to go. I've got to go to a meeting.
B: Nice talking to you. I'll be in touch soon.
- 4 A: See you this afternoon at 4, then.
B: Yes, we'll be back in touch soon.
- 5 A: I've got to get on with some work. I'm going to have to go.
B: Talk to you soon, no doubt. Bye.

50.3

Match these possible replies (1–5) with what the speakers say in D opposite.

- 1 I suppose so: it would have been good to meet. Look forward to hearing from you when you're less busy.
- 2 The 22nd ... I'm going to be on holiday. What about the 29th?
- 3 The afternoon would be no problem. How about at 3?
- 4 Wednesday's going to be difficult. Can you make the next day?
- 5 Yes, the same day the following week would be fine.

<input type="checkbox"/>

Over to you

- Do you make arrangements on the phone at work – or do you prefer to use email?
- Do you find it difficult to end phone calls in English and also in your own language?

YOU ARE UNIQUE

THE GLOBAL STUDENT

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



A

Timeframes and schedules

'Time is money,' says the famous phrase. The **timescale** or **timeframe** is the overall period during which something should happen or be completed. The **lead time** for something is the period of time it takes to prepare and complete or deliver all or part of something.



The times or dates when things in a plan should happen are its **schedule** or **timetable**. If a project is completed at the planned time, the project is **on schedule**; completion before the planned time is **ahead of schedule** and later is **behind schedule**. If something happens later than planned, it is **delayed**: there is a **delay**. If you then try to go faster, you try to **make up time**. But things can **take longer than planned**!

A period when a machine or computer cannot be used because it is not working is **downtime**.

Note

Schedule is far more frequent than **timetable**, **timeframe** or **timescale**.
Schedule is also more used in expressions like **ahead of schedule**, etc.



B

Projects and project management

A **project** is a carefully planned piece of work to produce something new.

Look at this **Gantt chart** for building a new supermarket.



Building a new supermarket

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
stages	Prepare site											
phases												
steps	Build walls											
tasks												
	Build roof											
	Fitting out											
	Finish site											
	Recruit employees											
	Opening											

These stages **overlap** – the second one starts before the first finishes.

These stages are **simultaneous**: they **run in parallel** – they happen at the same time.

Project management is managing these stages. Big projects often include **bonus payments** for **completion** early or on time, and **penalties** for late completion.

C

Time tips

Everyone complains that they never have enough time to do things. Lots of company employees go on **time-management** courses – looking for guidance on how they should organize their time. Here are some tips for time management:

- Use a **diary** (BrE) or **calendar** (AmE) to plan your day, week, etc., also known as **personal organizers**. The most modern form are smartphone apps which can display messages and help you organize your **events** and even make **notes** about them.
- Plan your day in advance. Make a **realistic plan** (not just a list) of the things you have to do and **prioritize** them – put them in order of importance. Work on the things that have the highest **priority** and leave the others until later.
- Avoid **interruptions** and **distractions** – things which stop you doing what you had planned.
- Do jobs to a realistic level of quality in the time available, and only to a level that is really necessary. Don't always aim for **perfectionism**. Try to balance **time**, **cost** and **quality**.

Exercises

42.1 This is what actually happened in the building of the supermarket in B opposite. Use appropriate forms of expressions from A and B opposite to complete the text.

	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
Prepare site																	
Build walls																	
Build roof																	
Fitting out																	
Finish site																	
Recruit employees																	
Opening																	

'The overall (1) (2 expressions) was originally 12 months, but the project took 17 months. The project started on (2) in June, but site preparation took (3) because of very bad weather in the autumn. Site preparation and building the walls should have (4) , but the walls were started in January. We were able to (5) a bit of time on the roof: it took two months instead of three, but we were still (6) schedule. The next (7) (4 expressions) was fitting out the supermarket, but there was a series of strikes by the electricians, so there were (8) here too. The store opened in October, but now there's a lot of (9) , when the computers don't work. Everyone seems to have had bad luck with this project!'

42.2 Harry is a magazine journalist. Give him advice based on the ideas in C opposite. The first one has been done for you.

- 1 Harry started the day by making a list of all the things he had to do.
You should make a realistic plan and prioritize the things you have to do, not just make a list.
- 2 He started writing an article, but after five minutes a young colleague came over and asked him for help on an article he was writing. Harry helped his colleague for half an hour and then they chatted about last night's television.
- 3 He started work again on his article, but he heard police cars outside and went to the window to look.
- 4 He wanted to make the article look as good as possible on the page, so he spent a lot of time adjusting the spacing of the lines, changing the characters of the text, etc., even though an editor would do this later.
- 5 At 6 pm he realized that he hadn't started on the other article he had to write, but he went home. On the train home, he realized that he had arranged to have lunch with an important contact, but had completely forgotten.
- 6 Harry decided he needed some training to change his behaviour.

Over to you

- What can a company do if it is behind schedule on a project? Is it always a good idea to increase the number of people working on it?
- What is your best personal tip on time management?

A When work is stimulating

'My name's Patricia and I'm a university lecturer. I chose this profession because I wanted to do something **rewarding** – something that gave me satisfaction. Ten years ago, when I started in this job, I had lots to do, but I enjoyed it: preparing and giving lectures, discussing students' work with them and marking it. I felt **stretched** – I had the feeling that work could sometimes be difficult, but that it was **stimulating**, it interested me and made me feel good. It was certainly **challenging** – difficult, but in an interesting and enjoyable way.'

B When stimulation turns to stress

'In the last few years there has been more and more administrative work, with no time for reading or research. I felt **pressure** building up. I began to feel **overwhelmed** by work – I felt as if I wasn't able to do it because the pressure and my employer's **demands** – what they wanted – were too high. On Monday mornings I began to feel so worried about the week ahead that I felt quite ill. I'm sure this feeling was caused by **stress**. My doctor agreed and said that it was **stress-induced**.

'Luckily, I was able to deal with this by starting to work part-time. I was luckier than one of my colleagues, who was also continually **under stress**. He **became** so **stressed out** because of **overwork** that he had a **breakdown**. He's completely **burned out** – so stressed and tired by his work that he will never be able to work again.'



C Downshifting

'More and more people want to escape the **rat race** and get off the **treadmill** – the feeling that work is too competitive – and are looking for **lifestyles** that are less **stressful** or completely **unstressful**.

'Some people choose to work from home so as to be nearer their families. People are looking for a better **quality of life** – a more relaxed way of living, perhaps in the country. Or perhaps they are looking for more **quality time** with their children – more than just preparing meals for them, taking them to school, etc. All this is part of **work-life balance** – a better balance between the demands of their job and the need for relaxation time with family, friends, etc.'

'Choosing to work in less stressful ways is known as **downshifting** or **rebalancing**, and people who do this are **downshifters**'.



Exercises

43.1 Rearrange these sentences containing expressions from A and B opposite into a logical order.

- a and stimulating. I felt pleasantly stretched. But then the pressure got to be too much and I felt overworked
- b and under a lot of stress: I found the travelling very tiring and stressful. I had the feeling of being overwhelmed by my work. I started getting very bad headaches, and I'm sure they were stress-induced.
- c challenging to change professions in this way, but now I can feel the stress building up again! I must do something to avoid complete breakdown and burnout.
- d Hi, my name's Piet. I'm an engineer, at least I was. For twenty years I worked for a Dutch multinational. I was based here in Holland, but my work involved a lot of travelling, visiting our factories, and at first I liked my job: technically it was very rewarding
- e So, when I was 45, I made a big change. I started a little wine shop in Amsterdam, working on my own. But now, after five years, I have 15 employees. At first it was

43.2 The underlined expressions below refer to different aspects of stress. Complete what the speakers say with appropriate words and expressions from B and C opposite.

- 1 ◀ I don't like all this competition towards objectives that are not that worthwhile – I don't like the and I want to get off the
- 2 ◀ I'm ok now, but I had these feelings of being unable to do what I was supposed to do – I was totally and
- 3 ◀ My partner and I decided to make a change for the better by going to live in the country – we wanted to and
- 4 ◀ Another good thing you get by living there is a better
- 5 ◀ I think my illness was caused by feeling tense and irritable all the time because of work – I'm sure it was
- 6 ◀ We spent a lot of time arguing with our children over basic things and we wanted to spend more time doing interesting activities with them – we wanted more
- 7 ◀ It felt like there was a great weight pressing down on me. But my colleagues told me that it was probably because of my work – all that and
- 8 ◀ The things my employer was asking me to do were impossible – I just couldn't face their
- 9 ◀ Seventy hours a week is not normal – no one should be asked to accept this level of
- 10 ◀ It's a feeling you hear but never think will happen to you. I retired at the age of 51 because I couldn't face work any more and I knew I would never go back – I was completely

Over to you

- Do you sometimes get stressed at work or college? What do you do about it?
- What are some of the symptoms of stress?
- What are the possible disadvantages of downshifting?

A

Leadership

Ken Manners is an expert on leadership and management styles.

Can leadership be taught?

'Traditionally, the model for **leadership** in business has been the army. Managers and army officers give orders and their **subordinates** – people working under them – carry them out in a system of **command and control**. Managers, like army officers, may be sent on leadership courses to develop their **leadership skills**. But I think they must have a basic talent for leadership to benefit from this. Some people say that the only real leaders are **born leaders**.'

What makes a great leader?

'The greatest leaders have **charisma** – an attractive quality that makes other people admire them and want to follow them. A **charismatic** leader like this may be described as **visionary** – having the power to see clearly how things are going to develop in the future. (Someone like this is **a visionary** and is said to have **vision**.) Leaders are often described as having the following: **drive** – planned effort to achieve something; **dynamism** – a lot of ideas and enthusiasm; and **energy** – the power to be physically and mentally active.'



Developing leadership skills

B

Modern management styles

How have management styles changed in the last few years?

'Before, leaders were **distant** and **remote** – not easy to get to know or communicate with. But now managers are more **accessible** and **approachable** – easy to meet and to talk to. This is a completely different **management style**. They want to involve employees in a process of **consultation** – getting everyone to participate in making decisions that will affect them. This is management by **consensus** – a situation where most people agree with the decisions taken. The old style was to **impose** decisions in a **top-down** approach – forcing people to accept ideas that they did not agree with.'

Do you think this trend will continue?

'Yes. There are more women managers now. I would say that they are more **consensual** – more able to build consensus than traditional **authoritarian** male managers.'

C

Empowerment

What, exactly, is empowerment?

'Encouraging employees to use their own **initiative** to take decisions on their own without asking managers first. This is **empowerment**. **Decision-making** becomes more **decentralized** and less **bureaucratic** – less dependent on managers and management systems. This is often necessary where the number of management levels is reduced.'

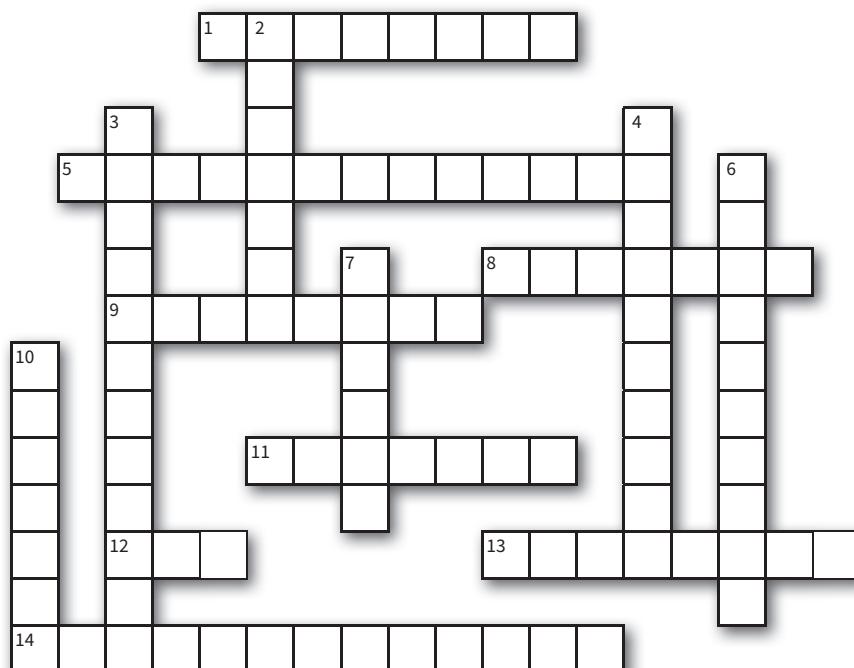
'This is related to the ability of managers to **delegate** – to give other people responsibility for work rather than doing it all themselves. Of course, with empowerment and **delegation**, the problem is keeping control of your operations, one of the key issues of modern management style.'

Exercises

44.1 Which expressions in A opposite do the underlined words relate to?

- 1 These qualities enabled Margaret Thatcher to work incredibly long hours and survive on three hours' sleep per night. (3 expressions)
- 2 Tim Berners-Lee had it, and foresaw a time when computers all over the world would communicate with each other.
- 3 These people often just have to obey instructions and do what they are told.
- 4 Many people think these cannot be learned – either you have them or you don't.
- 5 This system does not require individuals to think for themselves.

44.2 Complete the crossword with the correct form of words from B and C opposite.



Across

- 1 and 7 down what managers do, with or without talking to employees (8, 6)
- 5 leading without consultation (13)
- 8 not easy to talk to (7)
- 9 See 12 across.
- 11 what the boss in 5 across does not do (7)
- 12 and 9 Managers deciding without talking to employees is a-down (3, 8)
- 13 If managers ask employees to take on responsibility, they (8)
- 14 If all the decisions are not made in a company's head office, the firm is (13)

Down

- 2 to allow employees to decide things for themselves (7)
- 3 An organization where there are a lot of rules and procedures is (12)
- 4 If you decide without asking a manager, you use (10)
- 6 the adjective relating to 'consensus' (10)
- 10 If decisions are not arrived at by consensus, they are from above. (7)

Over to you

- Who is the most charismatic business leader you have seen?
- What happens during a process of consultation?
- What kind of management styles are common in your country?

YOU ARE UNIQUE

THE GLOBAL STUDENT

LET YOURSELF BE YOURSELF AND LET OTHERS BE THEMSELVES



TOPIC

Differences between academic cultures in different countries

SKILLS

Reading and writing

READING FOCUS

Answering short answer detail questions

WRITING FOCUS

Pre-writing activities

PREPARATION

One copy of Worksheets 1 and 3 for each student; one copy of Worksheet 2 (cut into strips) to display around the classroom

ASSUMPTIONS

Some awareness of the importance of prewriting (e.g. planning, drafting an essay)

The global student

Warmer

- A Hand out **Worksheet 1** and ask the students to look at the pictures and discuss the questions in small groups. Review the answers as a class.

Reading

- B Display the texts from **Worksheet 2** around the classroom. Tell the students that they will read five texts about studying abroad, written by real international students. Ask the students to circulate in pairs, reading each text to answer the questions. Review the answers as a class.

Answers

- 1 Justyna: no exams or detailed test of knowledge
- 2 Viktor and Karolina: professors are more available and supportive after class hours in Canada and the UK
- 3 Thamer: force yourself to overcome differences, participate in activities and be patient
- 4 Thamer: following rules and making friends: effort, participation and patience. Chika: participating in discussions: tried to participate actively
- 5 Viktor: group work and presentations, expressing ideas independently rather than memorising
- 6 Karolina: fewer class hours in the UK and students prepare at home for class discussions
- 7 Chika: at first found discussion too difficult and gave up but now it's her favourite classroom activity
- 8 Students' own answers

Writing

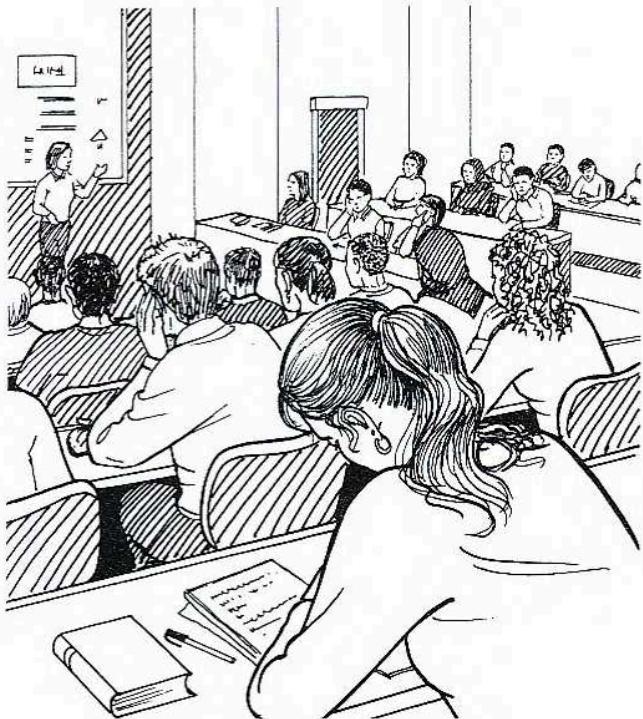
- C Give out **Worksheet 3** and allow the students five minutes to discuss the questions in small groups. If interesting discussions arise, be flexible about this time limit, but this activity is really meant to provide support for the following pre-writing activities.
- D Review the different pre-writing activities in the Strategies box. Tell the students to work on each pre-writing activity, answering a different question each time. When they have finished, ask them to discuss how they feel about each activity. Then take a class vote to see which ones the students like/dislike and why.
- E Ask the students to work in groups, writing the handbook. There are several ways the class and activity could be organised:
- Students could be placed in the same groups as for Exercises C and D, or in new groups.
 - The groups could be composed of people of the same nationality writing to students from their country, or mixed nationalities writing for a more general audience.
 - Each group could be assigned one question, several questions or all questions. You may wish to set a word limit for the responses (the reading texts are around 150 words). Ask the groups to exchange papers for peer feedback.

Follow up

Assign the topic 'Studying abroad'. Ask the students to do a three- to five-minute pre-writing activity of their choice and then write a paragraph. In pairs, they should discuss why they chose this type of pre-writing activity and how it helped them. Ask them to exchange papers for peer review.

 www.brandeis.edu/pcc/adapting.html is aimed at students studying abroad and contains a useful analysis of culture shock and suggestions for coping with it.

The global student



A Look at the pictures and discuss these questions with your group.

- What are the pros and cons of each style of teaching and learning?
- Which type of class is more common at university in your country?
- Which type of class have you experienced (or do you expect to experience) here?
- Which do you prefer? Why?

B Work with your partner and answer these questions.

- 1 Which student does not entirely agree with an aspect of the university system in the country where they are studying? What do they not agree with?
- 2 Which two students mention the same difference between the educational system in their own countries and the system in the countries they are studying in? What is the difference they mention?
- 3 Which student offers advice on how to overcome cultural differences when studying abroad? What advice do they give?
- 4 Which two students mention difficulties they have overcome? What were the difficulties and how did the students overcome them?
- 5 Which student feels that they are getting practice at useful skills not taught in their home country? What are the skills?
- 6 Which student implies that students have to learn more independently in the country they are studying in? What do they say to make you think this?
- 7 Which student now feels the opposite of how they did previously?
- 8 Which text do you relate to the most? Why?

The global student

What surprised me the most was the fact that in the MA course I am on there are no exams. In Poland we have a lot of exams! There were both oral and written exams which checked our knowledge gained during the semesters. When I arrived in the UK and started studying at university, I found that there are no exams regarding the information that we should know after each module; instead we have to write assignments dealing with some aspects of knowledge gained while studying particular modules. Although writing this kind of assignment is not as easy as it may sound, it was quite surprising for me that besides the assignment there is no other way of checking our knowledge. I cannot say it was an unpleasant surprise; however I think that some modules should consider checking our knowledge in a more detailed way.

Justyna Szelwach, Poland

For me the biggest difference between studying in Poland and England is the number of class hours while doing an MA. In Poland we have classes almost all week. In England the classes are only once a week for a couple of hours. The difference is that at university in England the students do lots of preparation at home and then discuss the problems in the classroom, while in Poland there is less reading at home and more practise in the classroom. The other main difference between studying in Poland and England is the contact that the students have with their teachers. In Poland the only contact we have with our tutors is during the classes and during the meetings where we discuss our MA proposal. In England this contact is more often and much more friendly. The teachers in England are very supportive and open for help and advice.

Karolina Korzyna, Poland

The hardest part of life at a Canadian university was adjusting to all the rules. Canada is very organized and follows rules for most situations. For example, not returning a book to the library on time leads to a high fine. Also, it was really hard for me to make friends with Canadian students but they were friendly once they realized that I wanted to know about their culture. You have to force yourself to cope with the differences between individuals and put effort in learning about new environments. Participating in activities such as sports really helped me to meet people and improve my English. Finally, patience would be another point to emphasize, since it requires time to learn about Canadians by experiencing Canadian university life. Attending university has taught me a lot of things about life and I am learning more everyday. Nothing is gained without will. Everything is possible with will.

Thamer AbdulAziz AlAsseri, Saudi Arabia

There are many differences between university in Russia and in Canada. Russian students are more likely to focus on memorizing information rather than trying to understand the material. For example, a professor expects to hear an exact definition of some theory from the students, so the students memorize theoretical material rather than just understanding the concept and explaining it using their own words as it happens in Canada. Also, presentations and team work are not practiced in Russian universities, so students do not learn and practice these skills which could be needed in the future. In terms of support, Russian students do not usually ask for support from professors beyond lectures and professors do not have any particular office hours to meet with students in order to give them extra help, so Canadian professors are more open to students than Russian professors are.

Viktor Sin, Russia

The hardest aspect of university life in Canada for me to adjust to has been participating in the discussions in class. In most of my classes, there are a lot of discussions, and the teachers always ask the opinions of the students. Most of the students are really active, and they have strong opinions. At first, I could not say anything and I always listened to others because I was afraid of saying my opinions and making mistakes in using English. Also, when I could not explain my ideas well, I gave up. It was hard for me to have discussions with native speakers, but if I did not try, nobody would understand what I really wanted to say. After I tried to participate actively, I became used to having discussions with Canadians. Now, I really enjoy that, and discussion is the part of class I like to do the most.

Chika Hayashi, Japan

The global student

C Discuss these questions with your group.

- 1 What was the hardest aspect of student life in this country for you to adjust to? What helped you the most to make the adjustment?
- 2 What surprised you the most about studying in this country? Was it a pleasant or an unpleasant surprise?
- 3 What is the biggest difference between teaching and learning styles in your country and here?
- 4 Apart from studying English, what advice would you give to students from abroad to help them prepare for life as a student here?

Strategies

Before you start to write, it helps to do some pre-writing activities to generate and plan your ideas. Here are some popular pre-writing activities.

Freewriting

Write quickly. No stopping!

Write anything that comes into your head.

Write quickly. No stopping! Write anything that comes into your head.

Brainstorming

List any ideas quickly and freely.

Write anything that comes to mind.

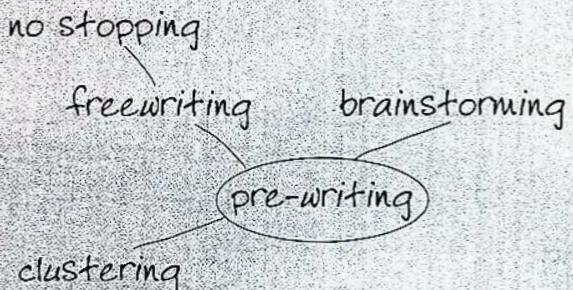
- List any ideas quickly and freely.
- Write anything that comes to mind.

Clustering

Write the topic in the middle of the page.

Write associated ideas branching out from the centre.

Look at the associated ideas and write ideas connected to them.



- D To practise, choose one question from Exercise C and one pre-writing activity from the Strategies box. Do this three times, each time using a different question and a different pre-writing activity. Give yourself two to three minutes for each. Do not worry about grammar, spelling, etc. – just focus on ideas.

Now discuss these questions with your group.

- Which pre-writing activity did you like best? Why?
- Would you use different styles for different topics?

- E You are going to write a handbook to help international students adjust to academic life in this country. Think about your answers to Exercise C and compare what people in your group wrote in Exercise D. Write your handbook using either headings or a question/answer format.

TOPIC

The pros and cons of online learning

SKILLS

Listening and writing

LISTENING FOCUS

Answering main idea questions and detail questions

WRITING FOCUS

Note-taking; using formal and informal language

PREPARATION

One copy of Worksheets 1 and 2 for each student

ASSUMPTIONS

Some familiarity with note-taking and distinguishing between formal and informal language

Online learning

Warmer

- A Hand out **Worksheet 1** and ask the students to rank the factors and discuss them with a partner. Review their answers as a class and discuss what the most common factors were.

Listening

- B 125 Write *online learning* and *distance education* on the board. Elicit any student experiences or thoughts on the topic. Do they like the idea? Play the recording once for students to answer the questions as they listen.

Answers

- 1 The workload is too heavy; he wants to drop two courses and retake them online over the summer in Japan.
- 2 To think carefully about pros and cons of distance learning

- C 125 Go through the explanation of the charting method in the Strategies box with the students. Elicit the main idea of the conversation (pros and cons) and how many columns would be appropriate in this instance (two). Play the recording again for the students to complete the notes as they listen. Review their answers as a class and ask the students to discuss what they would do in Yoshi's situation.

Answers

pros: pace – you can set your own, e.g. for readings and assignments; cost – cheaper than taking the course at a university location

cons: deadlines – hard for some students to push themselves; social interaction – no face-to-face interaction; support – less support, can feel isolated

Writing

- D Hand out **Worksheet 2** and ask the students to decide which words are formal and which are informal. Review the answers as a class.

Answers

formal: obtain, assist, cannot, must, many, children, very, going to

informal: get, help out, can't, have got to, I (=first person), loads of, lots of, kids, really, gonna

- E Using the answers from Exercise D, the students should work in pairs, reviewing the rules and making appropriate corrections.

Answers

1 correct

2 incorrect: You should not use phrasal verbs ... You need to replace ...

3 correct

4 correct

5 correct

- F Ask the students to work in pairs, making the sentences more formal. Classes for whom this is a newer skill may simply slot in more formal words. More advanced classes may be able to use more sophisticated techniques to improve the sentences. As the answers will vary, ask the students to write some of their sentences on the board for review.

Follow up

Put the students into teams to write two or three sentences about the pros and cons of distance learning or learning on campus, using informal English. There should be no more than about ten sentences in total for the class. Collect the sentences and dictate one sentence. The teams should write down the sentence, and the first team to transform it into formal academic English receives a point.

 <http://sas.calpoly.edu/asc/ssl/notetaking.systems.html> has a nice explanation of five different systems of note-taking.

Online learning

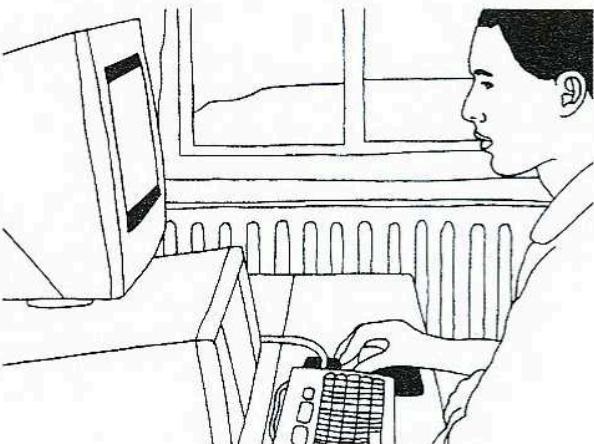
A What factors influenced you when choosing where to attend university? Rank these factors from 1–8 (1 is the most important) and compare your ranking with your partner. Did any other factors influence your choice?

- Opportunities to work independently
- Cost
- Flexible class time and due dates for assignments
- Opportunities to meet teachers in person
- Opportunities to meet new people and socialise
- Commuting time
- Selection and availability of courses
- Availability of support through professors, classmates and advisors



B Listen to a conversation between a student and an advisor. Answer these questions.

- 1 What is the student's problem and how does he propose to solve it?
- 2 What does the advisor suggest?



C Listen again and record the advantages (pros) and disadvantages (cons) that Yoshi and Mrs Page mention regarding online learning. Do not try to write every word – only key words that will help you remember ideas.

Strategies

One method of note-taking is charting. Divide your page into columns by drawing vertical lines down the middle of the page and putting a heading at the top of each column. This method clearly shows the relationship between ideas.

Pros	Cons
- Location:	- Deadlines:
can do courses while in Japan	
- Pace:	- Social interaction:
- Cost:	- Support:

What would you do in Yoshi's situation?

Online learning

D There are many differences between the language used in academic writing and spoken English.
Look at these words and phrases and decide which are formal and which are informal.

assist	children	going to	I (= first person)	lots of	obtain
cannot	get	have got to	kids	many	really (= very)
can't	gonna	help out	loads of	must	very

E Look at the rules about formal English. If the rule is correct, tick (✓) it. Correct the incorrect rules.

- 1 Avoid *to get* in formal English; use another verb that means the same in the context (e.g. *to obtain, to receive, to understand*).
- 2 You should always use phrasal verbs (e.g. *go back*) in academic English. You do not need to replace these verbs with an alternative that has the same meaning (e.g. *return*).
- 3 Third person is preferred in academic writing.
- 4 Colloquial words and phrases (e.g. *kids, loads of, really = very*) should not be used. Find more formal alternatives (e.g. *children, much/many, very*).
- 5 You should write contractions (e.g. *can't*) and shortened forms of phrases (e.g. *gonna*) in their full forms (e.g. *cannot, going to*).

F These sentences are based on the conversation between Yoshi and the advisor. Rewrite them so that they are more formal.

- 1 One of the main pros of online learning is that you can set your own pace.

One of the main benefits of online learning is that students are able to work at their own pace.

- 2 It's important to think about what sort of person you are because there are lots of cons to distance education.

- 3 You have to really enjoy working independently in a situation where you may not have lots of support.

- 4 The friends you make in class can also help you out if you have trouble in the course.

- 5 You may be able to get the resources you need through your university library's databases but you have to check this out before you enrol.

- 6 Some people have trouble pushing themselves to finish work when there are no hard deadlines.

- 7 Of course, taking a course online will give you the flexibility to keep up with your programme and go home for a vacation, but an alternative is to stay here and take the courses in the summer term.

TOPIC

Plagiarism in essay writing

SKILLS

Reading and speaking

READING FOCUS

Reordering a text using transition phrases and context clues

SPEAKING FOCUS

Expressing opinions in a role play

PREPARATION

One copy of Worksheet 1 (cut into strips) for each pair; one copy of Worksheet 2 for each student; enough photocopies of Worksheet 3 (cut into strips) for each student to receive a role card

ASSUMPTIONS

An awareness of the concept of plagiarism and why it is unacceptable

Plagiarism

Warmer

Brainstorm different types and examples of cheating, e.g. in games, sport, in a relationship, in exams, at university. Discuss the dangers of cheating and whether the students think it is ever acceptable to cheat. Elicit and check their comprehension of *plagiarism* (i.e. using another person's idea or part of their work and claiming it is your own).

Reading

- A** Write *Turnitin.com* on the board and ask the students to guess what it is (an online service used by some universities to detect plagiarism). Ask the students whether they think this is a good idea or not and how they would feel if their university wanted to use this software. What are the pros and cons of such a policy?

Put the students into pairs and give each pair a copy of cut-up **Worksheet 1**. Ask them to put the paragraphs in order. Encourage them to think about the logical order of the content and to use the first and/or last sentences in each paragraph to help them. Check their answers.

Answers

d, f, b, a, h, c, e, g

- B** Hand out **Worksheet 2**. Ask the students to re-read the article and then answer the questions in pairs. Check their answers.

Answers

1 neutral – it presents both pros and cons without commenting on either side

2 Janet Bonham – for – no time to check every suspect assignment

Sally Harris – against – violates intellectual property rights

Andrew Lee – against – thinks it is punitive, unfair to honest students

Linda Johnson – for – upset that students who cheat get good grades

Yosuke Nakamura – for – thinks it will help avoid accidental plagiarism

- C** Ask the students to discuss the statements with a partner. To review, elicit a few reactions from the class.

- D** Ask the students to look at the Strategies box and then do the collocation exercise in pairs. Remind them to record collocations as well as individual words when recording vocabulary.

Answers

1 debate

4 community, excellence, integrity

7 problem

2 approach

5 cases

8 policy

3 property

6 survey

Speaking

- E** Ask the students to recap some of the issues around plagiarism and the Turnitin website and write these on the board. Put the students into pairs and hand out the role cards from **Worksheet 3**. Tell the students to create a two- to three-minute dialogue for the situation on their cards. They should practise and then perform their dialogues for the class. If you need a role play for three students, use role play 1 or 4 and have two friends listening and giving advice.

Follow up

If possible, arrange for the students to go to another class and explain what Turnitin is, how it works and the issues around it. They could conduct a survey to see who agrees and disagrees with using Turnitin and why.

 www.plagiarism.org/index.html offers definitions of plagiarism and suggestions on how to avoid it. It includes downloadable handouts for students and teachers.

Plagiarism

- d There was a heated debate at the Students' Union last night as students, professors and administrators discussed issues surrounding the controversial online plagiarism detection software Turnitin. The university is proposing that using Turnitin should become policy. If this happens, all students will have to submit their work to the Turnitin website and print out an originality report to be submitted along with their work.
- f The proposal came about after the university conducted a survey in which nearly one-third of students admitted that they had deliberately plagiarised at least once. Professors feel that using Turnitin will help to combat this problem. 'Plagiarism is a huge problem in the academic community all over the world', says Professor Janet Bonham. 'We don't have the time or resources to check every paper submitted and can therefore only act in the most blatant cases. But ignoring plagiarism damages our reputation.'
- b Turnitin could help solve the professors' problem because it matches the text submitted with text in its database of web sources. It then generates an originality report using a five-point scale to indicate overall similarity as well as colour-coded web links to the source or sources it identifies as being used. It can identify how much text has been borrowed, how accurately citations have been used and how effectively the writer has paraphrased. The problem for some students is that when their work is submitted to Turnitin, their papers are added to the database for future comparison.
- a Many students are furious. 'This is about intellectual property rights,' claims Sally Harris, a second-year history student. 'When we submit our ideas to Turnitin, our work is archived for future use by a company that makes money from its service. Once our work is submitted, we lose control of our ideas, which are our property, but we receive no compensation for this. The university is therefore forcing us to give up control of our intellectual property, and this is not right.'
- h Other students feel that using Turnitin is a punitive approach to the problem of plagiarism. Andrew Lee, a third-year engineering student, feels that the assumption is that students are guilty of cheating. 'I work really hard and have never cheated in my life,' he says, 'but this policy assumes that I will try to do something wrong if I am not closely monitored. We are seen as guilty until proven innocent. I resent that.'
- c Not all students are against the implementation of the new policy, however. Like Lee, Linda Johnson, a third-year English major, has never cheated, but she knows people who have cheated without being caught. 'Why should those students get an A for work that's not theirs while I have struggled to earn a B honestly? It's not fair. If you haven't cheated, you have nothing to fear by submitting your work to Turnitin. I'm all for it – it will create a much fairer system for everyone.'
- e Another reason some students like the idea of using Turnitin is that they feel this programme could help them avoid unintentional plagiarism. Yosuke Nakamura, a student from Japan, says, 'English is not my first language and paraphrasing is very difficult for me. Sometimes I am not sure if I have plagiarised or not. I was very upset when I failed an assignment because my language was too close to the language of my sources. I had plagiarised accidentally, but if I had been able to submit my work to Turnitin, the originality report would have told me I had a problem. Then I could have fixed it and not got into trouble with my professor.'
- g The university administration assured students at the forum that their concerns would be taken into consideration when the final decision about whether or not to implement the policy will be made. 'Our university is well thought of, both nationally and internationally,' said Mary Sullivan, Dean of Business Administration. 'It is in everyone's interest to maintain our reputation for academic excellence and integrity. I think we can all agree on that.'

Plagiarism



B Read the article again and answer these questions.

- 1 Is the article for, against or neutral about Turnitin? Explain why.
- 2 Complete the chart:

Name	For/Against	Reason
Janet Bonham		
Sally Harris		
Andrew Lee		
Linda Johnson		
Yosuke Nakamura		

C Discuss these statements with your partner. Do you agree or disagree? Why?

We are seen as guilty until proven innocent.

If you haven't cheated, you have nothing to fear.

Strategies

Collocations are combinations of words that are frequently used together. An example of a collocation is *heavy rain*. If you say *strong rain*, it does not sound correct. When you are learning vocabulary, it is useful to learn collocations, not just individual words. When you read texts, pay attention to groups of words – for example, adjective–noun combinations – and make a note of them.

D Find nouns in the text that make common collocations with the adjectives and verbs below.

- 1 heated (paragraph d)
- 2 punitive (paragraph h)
- 3 intellectual (paragraph a)
- 4 academic { (paragraph f)
..... (paragraph g)
..... (paragraph g)
- 5 blatant (paragraph f)
- 6 to conduct (a) (paragraph f)
- 7 to combat (a) (paragraph f)
- 8 to implement (a) (paragraph g)

Plagiarism

Role play 1 – Student A

Listen to your friend's problem and give some advice.

Role play 1 – Student B

You are finding university very difficult and you are failing some of your courses. You feel terrible because your parents have paid a lot of money for your studies. You are thinking about handing in a plagiarised paper. You know this is wrong but you are desperate. Talk about your dilemma with your friend.

Role play 2 – Student A

You are a university lecturer. One of your international students has handed in a paper full of plagiarism. You are sure that this is accidental, so you are very sympathetic. Talk about the problem and try to find a solution together.

Role play 2 – Student B

Your lecturer wants to talk to you about a paper you wrote. You worked very hard on it and tried to use a lot of sources accurately. English is not your first language and you find paraphrasing very difficult. Discuss this with your professor.

Role play 3 – Student A

You always get excellent grades. Recently your younger cousin has come to study at the same university as you. He is not doing well on his course. You took the same course three years ago and wrote a very good essay. Talk about this with your cousin.

Role play 3 – Student B

You have recently started at the same university as your older cousin, who always gets A grades. You are having a lot of difficulty with your courses and are not doing well. Three years ago your cousin did the same course and wrote a very good essay. Ask your cousin if you can hand in the same essay with your name on it.

Role play 4 – Student A

Listen to your friend's problem and give some advice.

Role play 4 – Student B

You have been at university for two months and so far have received good grades. Unfortunately, you have a big assignment due tomorrow and you have not finished it yet because you have had trouble doing the research. Your professor does not accept late assignments and you are thinking about handing in a plagiarised paper. Talk about this with your friend.

UNIT 10

Presenting research at a conference

- Giving a paper at a conference
- Socialising at a conference
- Presenting a poster



Giving a paper at a conference

1 a In pairs, answer the following questions.

- 1 Have you ever presented your research to your team or study group? How did you prepare?
- 2 Have you ever given a paper to a large audience at a conference?
- 3 Why might presenting your research at an international conference be more difficult than presenting to your team or study group?

b Look at the online poster advertising a conference and answer the following questions.

- 1 Who might be interested in attending this conference?
- 2 If a researcher applies on 7 May, could he/she give a paper at this conference?
- 3 If you were interested in this conference, how could you find out more?

The poster features a dark background with a central image of a mosquito. At the top right is the EIMR logo (European Institute of Malaria Research) with a shield and the text "Coordinated by the University of Cambridge, Cambridge UK".
Keynote speakers

- Zoltán Szabó
European Institute of Malaria Research (EIMR)
- Miremba Kabasomi
Makarere University, Kampala, Uganda

7th annual European Malaria Conference
July 31 – August 5
Trinity College Cambridge
United Kingdom
www.eimr.org/con7
ONLINE REGISTRATION ONLY
www.eimr.org/con7/registration
Registration is on a strictly first-come, first-served basis.
Application deadlines

- 4 April for abstract or poster presentation submissions
- 7 May for attendees

Registration fees

- Academia – €450
- Students – €350
- Commercial/Industry – €650

c Complete the following words and phrases from the poster using the words in the box.

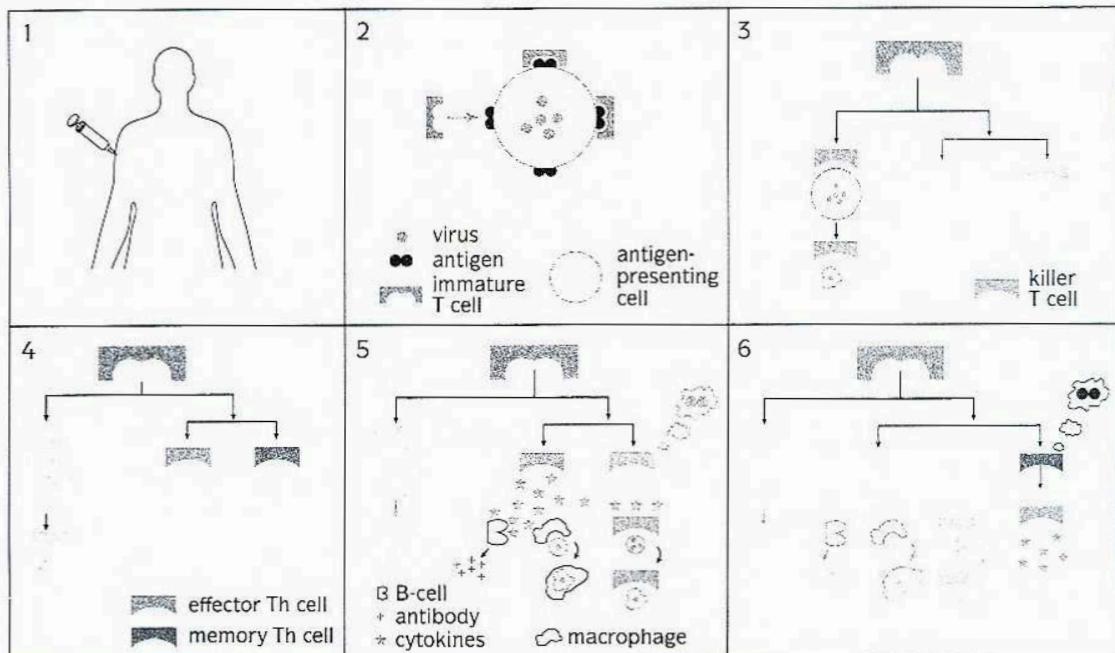
basis course deadline keynote preliminary presentation registration (x2)
strictly submit updates

- 1 application _____
- 2 on a _____ first-come, first-served _____
- 3 _____ speakers
- 4 online _____ only
- 5 poster _____
- 6 _____ programme
- 7 _____ fees
- 8 to _____ an abstract
- 9 in due _____
- 10 check back for _____

d Match the words and phrases (1–10) in Exercise 1c to the definitions (a–j).

- a research summarised in a visual display _____
- b an early plan for the conference (some details may change later) _____
- c look for further information _____
- d money you must pay to attend the conference _____
- e soon _____
- f the Internet must be used to send personal information for the conference _____
- g the last date that personal information can be sent to the conference organisers _____
- h the most important presenters at the conference _____
- i the organisers will only accept applications in the order they receive them _____
- j to send a written summary of your research because you want to present a paper _____

a The diagram below shows how the adaptive immune system responds after vaccination with an attenuated (weakened) virus. In pairs, discuss what you think the diagram shows.



b Match the descriptions (a–f) to the correct parts of the diagram (1–6) in Exercise 2a. The first one has been done for you.

- a When foreign material like bacteria or viruses is introduced into the body, the immune system acts to protect the body against the material. Vaccination makes this process happen, so the body is more ready to act if the same material is met again. _____
- b Th cells cannot kill infected cells themselves. Instead, they activate and direct other immune cells. There are two groups of Th cells: effector Th cells and memory Th cells. _____
- c Effector Th cells secrete cytokines. These are signalling molecules which stimulate other cells such as B cells, which produce antibodies; macrophages, which 'eat' infected cells; and Killer T cells, which attack infected cells. _____
- d The memory Th cells on the other hand remember the original antigen which showed that foreign material had entered the body. If they meet this antigen again, they can immediately act like effector Th cells. In this way, vaccination can prepare the body to respond more quickly if there is re-infection with the same virus. _____
- e The immature T cells then develop into either Helper T (Th) cells or Killer T cells. Killer T cells can directly attack cells which have been infected by foreign material. _____
- f After vaccination, antigen-presenting cells (APC) take in the virus and then start the immune response by presenting antigens on their surface. Immature T cells bind to the antigen and recognise that it is foreign material. _____

C Measuring T-cell responses may be used to show researchers how successful a vaccine will be. In pairs, can you think of (or do you know) a method for measuring T-cell responses?

Milan is an immunology PhD student researching T-cell responses to viral-based malaria vaccines. He is presenting his research at the 7th European Malaria Conference at Trinity College Cambridge.



3 a ► 10.1 All the phrases in italics below are appropriate when giving a formal talk on your research. Read extracts 1–8. Then listen and underline the phrase Milan uses in each one.

- 1 *Good afternoon, everybody. / Welcome, ladies and gentlemen.*
- 2 *To start, thank you / I'd like to start by thanking you all for coming to my talk today.*
- 3 *I'm Milan Poborski and at present / My name is Milan Poborski and I'm a PhD candidate at Northumbria University.*
- 4 *I'm going to talk today / My talk today is about my recent research investigating ...*
- 5 *I'll begin by explaining / To start with, I'll explain briefly how T-cell responses ...*
- 6 *After that, I'll / I'll go on to describe the alternative method I have been investigating ...*
- 7 *Finally, I will discuss / I'll conclude by discussing why this method could be useful as a way ...*
- 8 *I plan to talk for about 40 minutes, leaving plenty of time for / I will talk for about 40 minutes and then I'll answer any questions at the end of my talk.*

- b** Match each pair of phrases (1–8) to their correct function (a–f) below. Note that one of the functions may be expressed with three different pairs of phrases.

- a Give instructions for asking questions. _____
- b Greet the audience. _____
- c Introduce the topic of the presentation. _____
- d Introduce yourself. _____
- e Outline the structure of the presentation. _____
- f Thank the audience for coming. _____

- c** Look at Audioscript 10.1 on page 101 where Milan explains the organisation of his presentation to his audience. What do you notice about the way Milan is going to organise his talk?

- d** Think of a piece of research you have done recently. Use the words and phrases in Exercise 3a to help you plan the introduction to a presentation about your research.

- 4 a** ► 10.2 Below are five extracts from the main part of Milan's presentation. Match the beginnings (1–5) to the endings (a–e). Then listen and check your answers.

- 1 A number of potential vaccine types have been developed and
- 2 As I have already said, a counting IFN- γ secreting cells has been the preferred method to date.
- 3 As you can see from this image, b using flow cytometry to detect MIG secretion gives us a more accurate way of measuring immune responses.
- 4 Let's begin by looking at the size of the malaria problem. c I will be returning to those shortly.
- 5 That's all I have to say about the vaccine itself, d Malaria kills over one million people every year in 109 countries.
- e so now I'd like to move on to looking at judging the response of the immune system to the vaccine.

- b** The underlined phrases in Exercise 4a help speakers to organise their presentation clearly and guide listeners through the information. Write the correct underlined phrase to complete the advice below.

Use:

- a _____ : to introduce a new part of the talk
- b _____ : to conclude one part of the talk and then begin another
- c _____ : to refer back to an earlier part of the talk
- d _____ : to refer forward to a later part of the talk
- e _____ : to refer to a visual aid

- c** ► 10.3 Listen to five more extracts from Milan's presentation. For each extract (1–5), you will hear a new way of expressing the functions in Exercise 4b. Listen and decide which function (a–e) best describes each extract.

- d** Look at Audioscript 10.3 on page 102. Find and underline the phrases which express the functions.

- 5** Continue the presentation plan you began in Exercise 3d. Plan how you will organise the body of your presentation. Make sentences for your presentation using the phrases in Exercises 4a–4c. Plan the visual aids you will need.

6 a ► 10.4 Milan has come to the end of his presentation. In pairs, look at the list (a–e) and decide on the best order for him to do these things. Then listen and check your answers.

- a let the audience know his presentation has finished
- b offer the audience the chance to ask questions about his presentation
- c reach a conclusion based on his research
- d summarise the main points of his talk
- e thank the audience for listening to him

b ► 10.4 Listen to the end of the presentation again and complete the following phrases using between one and three words in each space.

- 1 _____ recap what I've said.
- 2 I therefore _____ that ...
- 3 That _____ to the end of my talk today.
- 4 I would like to thank you for _____ attentive audience.
- 5 I would be happy to _____ you may have.

7 In pairs, take turns to practise giving the presentation you have been preparing in this section. You may want to turn to the advice on presentations in Unit 1 Exercise 13 on page 12 to help you. Give your partner feedback on their delivery and their use of the functional phrases for organising a presentation from Exercises 3a, 4a and 6b of this unit.

Socialising at a conference

8 a In pairs, discuss the following questions.

- 1 Have you ever been to a conference? Tell your partner about your experience.
- 2 Do you plan to attend any conferences in the near future?
- 3 What might be difficult (apart from giving a presentation) about attending a conference where the main (or only) language is English?

b In pairs, look at the list of typical conference activities (a–h) below and then discuss the following questions.

- 1 Which of these activities have you done (or might you expect to do) at conferences?
 - 2 Which activities are easier / more difficult for you? Why?
 - 3 Do you know any words or phrases which are appropriate for these activities?
- a making arrangements for coffee, lunch or an evening out
 - b asking someone which talks they have been to
 - c asking someone for their opinion on a talk
 - d finding out about where someone works and what research they are doing
 - e asking someone if they are giving a talk
 - f asking someone how successful their presentation was
 - g introducing yourself or someone else for the first time
 - h networking (making useful contacts)



- c** ► 10.5 Milan is socialising at the 7th European Malaria Conference in Cambridge. Listen to extracts from eight different conversations Milan has. For each conversation, say which activity in Exercise 8b (a–h) you hear. Sometimes, more than one correct answer is possible.

Conversation 1: _____

Conversation 5: _____

Conversation 2: _____

Conversation 6: _____

Conversation 3: _____

Conversation 7: _____

Conversation 4: _____

Conversation 8: _____

- 9 a** ► 10.5 Look at the sentences from the conversations in Exercise 8c. Complete the spaces with the words in the box. Then listen and check your answers.

about based face forward giving go honest how looking sessions this turnout

Conversation 1

(1) _____ was it?

Well, to be (2) _____ it was a bit too clinical for me.

Conversation 2

And (3) _____ is Freja Pedersen.

Conversation 3

So where are you (4) _____ , Freja?

What are you (5) _____ at?

Conversation 4

So are you (6) _____ a paper here, Makareta?

Conversation 5

Well, how (7) _____ you come out with us tonight?

Conversation 6

So, how did the talk (8) _____ ?

Did you get a good (9) _____ ?

Conversation 7

So which other (10) _____ have you been to today, Milan?

Conversation 8

It's good to finally meet you, Jacob, and put a (11) _____ to the name.

This might seem a little (12) _____ , but I wondered what opportunities there were in your lab for post-doctoral positions.

- b** In pairs, role play some of the conference activities (a–h) in Exercise 8b.

- 10 a** ► 10.6 Listen to eight more extracts (1–8) from conversations at the conference and answer the following questions.

1 In which extract(s) is someone joining a conversation? _____

2 In which extract(s) is someone leaving a conversation? _____

- b** ► 10.6 Listen again. Which of the extracts do you think might be impolite or inappropriate? Why?

- 11** In pairs or groups of three, practise socialising at a conference. Look at the role cards on page 87 and use the language from Exercise 9a to help you.

Presenting a poster

12 a In pairs, answer the following questions.

- 1 Have you ever attended a conference poster presentation session? If so, did you speak with any presenters?
- 2 Have you ever prepared and presented a poster at a conference? If so, did anyone ask you questions about your research?
- 3 What do you think the key features of a good poster are? Make a list.



b Complete the advice below about preparing a poster using the words in the box.

abstract colours columns contact font heading number sentences
simple text title white space

General points

- Give your poster a (1) _____ which summarises the main idea.
- Keep your poster focused and (2) _____ so someone can understand the key points without any extra explanation.
- Remember that a poster is a summary of your work – so it's not usually necessary to include an (3) _____.
- Don't forget to include your name and (4) _____ information.

The look of your poster

- Arrange information in (5) _____.
- Use charts and diagrams as much as possible, only using (6) _____ to support your visuals.
- Give each section of your poster a clear (7) _____ in large type.
- (8) _____ each section to guide readers through your poster.
- Leave plenty of (9) _____ around each section to make them stand out more easily.

The text in your poster

- Use phrases rather than full (10) _____.
- Try to keep phrases short.
- Choose a (11) _____ size which makes the text easy to read from a distance of 1–2 metres.
- Use different (12) _____ for different kinds of information in the poster – but remember to use them consistently.

c You are going to see two examples of conference posters and decide how well they have been designed. Do not try to read the text on the posters, but look at each one for just five seconds and think about how it looks.

Then in pairs, answer questions 1–3 on your first impressions. For poster A, turn to page 89. For poster B, turn to page 90.

- 1 Were the posters well organised?
- 2 Was there space around the sections?
- 3 Could you see the title and section headings easily?

Which poster do you think was more successful? Why?

13 Plan the design of a poster to present a piece of your recent work. Use the advice and examples in Exercises 12b and 12c to help you.

14 a ► 10.7 Poster presenters should be prepared to give a short spoken summary of the main points of their research. Listen to Milan's colleague, Mosi, summarising his research and decide whether the following statements are true (T) or false (F).

- 1 Few researchers have studied the response of T cells to malaria vaccines. _____
- 2 Mosi has been investigating the response of a different kind of cell. _____
- 3 Mosi has used both mouse and rat models in his research. _____
- 4 Vaccination changed the numbers of one type of cell. _____
- 5 Mosi concludes that T cells are a good marker of immune system response to vaccines. _____

b Look at Audioscript 10.7 on page 102. Match the underlined phrases to functions 1–5 below. One of the functions is expressed with two phrases.

- 1 drawing conclusions from the research _____
- 2 explaining how the present research is different _____
- 3 explaining previous research in the area _____
- 4 highlighting the key results _____
- 5 introducing the method _____

15 a ► 10.8 Poster presenters should be prepared to answer questions from conference participants about their research. Listen to the answers (A–C) that Mosi gives to three questions from a conference participant. Write A, B or C next to the correct question.

- Could you just clarify how the NK cells could be affecting T-cell responses? _____
- Can you tell me what method you used to measure the T-cell and the NK-cell responses? _____
- I can't remember what the difference is between CD56^{bright} and CD56^{dim} NK cells. Can you remind me? _____

b At the end of each answer, Mosi asks a question or makes an offer to the participant. Put the words in brackets into the correct order.

- 1 (about/what/that/you/to/know/is/wanted) them?

- 2 (more/want/about/to/know/you/if) the specifics of the protocol or the reagents I used, (an/email/me/just/send). The address is here, on this handout and on my card.

- _____
- 3 (your/answer/does/that) question?

16 a Using the poster plan you created in Exercise 13, plan a two-minute explanation of your research.

b Present your explanation to a partner along with your poster plan. When you are listening, try to ask one or two questions at the end. When you are presenting, answer your partner's questions. Be sure to check that you have really answered their question at the end.