

Universidad de Costa Rica

Escuela de Lenguas Modernas

Sección de Inglés para Otras Carreras

LM0305 Inglés para Economía 2

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Section 1

Advertising

Starting Up¹



- With a partner, describe the advertisements in the pictures above.
- Which one do you like the most? Why?
- How would you compare the **advertisements** with each other?

¹ Read a book. Become someone else.: Advertising: Advertising design, Ad design, Graphic design inspiration. (n.d.). Retrieved from <https://www.pinterest.com/pin/498984833687131713/>
 Ejemplo de categoría: Palo seco: Tipografía: Creative advertising, Copy ads, Guerrilla advertising. (n.d.). Retrieved from <https://www.pinterest.com/pin/472526185877069436/>
 Good idea!!!: Ideas: Shopping bag design, Creative advertising, Guerilla marketing. (n.d.). Retrieved from <https://www.pinterest.com/pin/286400857523128051/>
 U.N. Ad Campaign Shows What The Internet Thinks Of Women. (n.d.). Retrieved from <https://www.pinterest.com/pin/467741111281049320/>

Get into groups and do two of the four activities for an **advertising agency** to develop a **campaign** about one of the topics previously mentioned.

- a jingle
- a slogan
- a pop-up ad
- a logo

Now share your ideas with another group and determine which medium is the best way to advertise the products above.

- newspaper / magazine
- online / internet ad
- billboard / hoardings
- TV / radio commercial
- mobile ad
- leaflets / flyers
- free samples



Comparatives and Superlatives²

- We use *comparative adjectives* to compare two things:
Economically speaking online advertising is better, but it's much more expensive.
We need a bigger advertisement.
The market is starting to become more competitive.
- We use *than* when we want to compare one thing with another:
The market is rising much faster today than yesterday.
That billboard has more information than a magazine advertisement.
The Stock Exchange in New York is much bigger than the one in Tokyo.
The economics section in the newspaper is better than the one reported on TV.
- We use *superlative adjectives* to compare three or more things.
It was the happiest day of my life.
Internet advertisements are the easiest way to get your information across.
Adam Smith is considered the father of economics, so he is the most respected economist in the world.

Note: We use *the* with superlative adjectives.

² Comparative and superlative adjectives. (n.d.). Retrieved from <https://learnenglish.britishcouncil.org/english-grammar-reference/comparative-and-superlative-adjectives>

How to form comparative and superlative adjectives

We usually add **-er** and **-est** to **one-syllable words** to make comparatives and superlatives:

old – older – oldest long – longer - longest

If an adjective **ends in –e**, we add **-r** or **-st**:

nice – nicer – nicest large – larger – largest

If an adjective **ends in a vowel and a consonant**, we double the consonant:

big – bigger – biggest fat – fatter - fattest

If an adjective **ends in a consonant and –y**, we change **-y** to **-i** and add **-er** or **-est**:

happy – happier – happiest silly – sillier - silliest

We use **more** and **most** to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

careful – more careful – most careful interesting – more interesting – most interesting

However, with **these common two-syllable adjectives**, you can **either** add **-er / -r** and **-est / -st** or use **more** and **most**:

common	cruel	gentle	handsome	likely
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narrow	pleasant	polite	simple	stupid
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*He is certainly **handsomer** than his brother.*

*His brother is handsome, but he is **more handsome**.*

*She is one of **the politest** people I have ever met.*

*She is **the most polite** person I have ever met.*

The adjectives **good**, **bad** and **far** have irregular comparatives and superlatives:

good – better – best	bad – worse – worst	far – farther / further – farthest / furthest
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Comparatives and superlatives

- We compare two things with the comparative form of the adjective.
*Sales of luxury cars were **higher** this year than last year.*
*The Mercedes LX is **more expensive** than a Volkswagen.*
- We compare three or more things with the superlative form.
*China is **our largest** market in Asia.*
*What is **the most expensive** make of car?*

A Write the comparative forms of these adjectives.

- | | | |
|---------------|--------------|---------------------|
| 1 small | 4 high | 7 competitive |
| 2 fast | 5 bad | 8 efficient |
| 3 slow | 6 good | 9 interesting |

B Look at this chart. Decide whether the sentences below are true (T) or false (F). Correct the false ones.



	VW Passat	Mazda MX-5	Mini Hatchback
Engine size	2.0 litre	1.8 litre	1.6 litre
Maximum speed	195 kph	195 kph	203 kph
Petrol consumption	4.6 litre / 100 km	7.3 litre / 100 km	5.4 litre / 100 km
Luggage compartment	566 litres	150 litres	160 litres
Length	4,769 mm	4,020 mm	3,699 mm
Price	€19,665	€19,174	€13,410

- The Mazda is a faster car than the Mini.
- The Mazda has a smaller luggage compartment than the Mini.
- The Mini has better petrol consumption than the Passat.
- The Mazda is more expensive than the Passat.
- The Passat is more practical for a family than the Mini.

C Complete these sentences about the cars in Exercise B. Use the comparative form of the adjectives in brackets.

- I think the Mazda is a **more stylish** car than the Mini. (*stylish*)
- The Passat has a engine than the Mazda. (*powerful*)
- Compared to the Passat, the Mini is to park in small spaces. (*easy*)
- The Passat is to run the Mazda. (*cheap*)
- The Passat is a car the Mini. (*spacious*)

D Complete these conversations. Use the superlative form of the adjectives.

- A: Advertising on primetime TV is expensive.
B: Yes, it's **the most expensive** time of the day to show an advert.
- A: Nike's 'Write the future' commercial was very good.
B: Yes, I think it was commercial in 2010.
- A: 2009 was a bad year for the advertising industry.
B: Yes, it was year I can remember.
- A: China has a very high number of internet users.
B: Yes, it has number of users in the world.

³ Market Leader, 3rd Ed. - Elementary: Course Book/Practice File Flexi A. (n.d.). Retrieved from <https://pearsonerpi.com/en/elt/business-english/market-leader-3rd-ed-elementary-course-book-practice-file-flexi-a-212608>

E Which is the best car for each of these people? Choose a car from Exercise B.



Stefan

I have a wife and three children. We drive a lot to visit relatives at weekends.



Sophie

I have a company car, but I want a fun car to drive at the weekends. I live in Paris, so parking isn't easy.



Petra

I need a car to take my six-year-old son to school and for local shopping. I don't want a car that is expensive to run.

F Work in pairs. Explain your choice to your partner.

I think the ... is the best car for ... It's cheaper to run than the others. It's also the smallest car, so it's easy to park in town.

LISTENING

Good and bad advertising



Liz Credé

A In pairs, discuss these questions.

- 1 What's your favourite advert on TV at the moment? Why do you like it?
- 2 Can you give an example of a bad advert?
- 3 Do you think there is too much advertising?

B CD2.12 Listen to the first part of an interview with Liz Credé, an organisation development consultant. Which of the questions in Exercise A does she answer?

C CD2.12 Listen again and answer these questions.

- 1 What is the product in the advert she does not like?
- 2 What is the advert about?
- 3 Why does she not like the advert? (Give two reasons.)

D CD2.13 In the second part of the interview, Liz talks about what makes an advert really effective. Listen and complete this extract.

I think what makes it¹ is for it to be very², that you remember a key³ or the main⁴ in it. One that I particularly like at the moment is the Honda cars⁵, which uses pictures of flowers in the countryside to give a very⁶ message about the engine and the cars.

E In pairs, think of four ways to complete this sentence.

Adverts should not ...

Watch the

F CD2.14 Listen to the final part of the interview and complete the sentence in Exercise E for Liz. What example does she give?



Listening and Oral Production: Famous Funny Commercials

Watch the video segments.⁴

I. Before You Watch

- Look at the pictures in the advertisements:
<https://www.slideshare.net/intotheminds/presentation-old-and-new-ads>
- Look at the slides and with a partner ask for an opinion, give an opinion and make a suggestion.
 - ASKING FOR AN OPINION
 - What do you think?
 - What's your opinion?
 - How do you feel about that?
 - GIVING AN OPINION
 - I think we need to target rich people.
 - In my opinion, we can use a different way of advertising.
 - Let's use Facebook and Twitter.
 - MAKING A SUGGESTION
 - What about using social networking sites?
 - How about starting with a Facebook page?

II. While You Watch

- Answer the questions below.
 1. What's your favorite part of each of the three advertisements?
 2. How can you compare the three advertisements?
 3. Do you want to change anything in each of the advertisements? What? Why?

III. After You Watch

- Read the article: *Economics of Advertising* on the following page.⁵
- Complete these ideas.
 1. Economics and advertising are . . .
 2. The most difficult aspect of advertising is . . .
 3. The most important thing to remember about economics and advertising is . . .

⁴ Truhlar, D. (2018, February 10). 10 Famous Funny Commercials. Retrieved from <https://www.youtube.com/watch?reload=9&v=HE9nLWFZ6ac&t=601s>

⁵ Pettinger, T. (n.d.). Economics of advertising. Retrieved from <https://www.economicshelp.org/blog/150/economics/economics-of-advertising/>



Economics of advertising

Advertising is an invasive aspect of modern society. It is hard to look around without coming across advertising. In a way advertising leads to deadweight welfare loss. The money spent on advertising goods does not increase their quality, nor does it increase the amount of goods and services in the economy. However, it does cost a lot leading to higher prices for consumers.

A rational consumer could say. 'The more a company spends on advertising the more expensive it will be, therefore, heavily advertised goods must offer the worst value'

However, most consumers do not think like this. They think, if the firm can afford to spend a lot on advertising it must be good. Therefore, they trust the good to offer a minimum standard of service.



Advertising a film on a bus.

Nevertheless, it is said advertising does create some benefits. In particular, it helps to improve information for consumers.

Problems of advertising

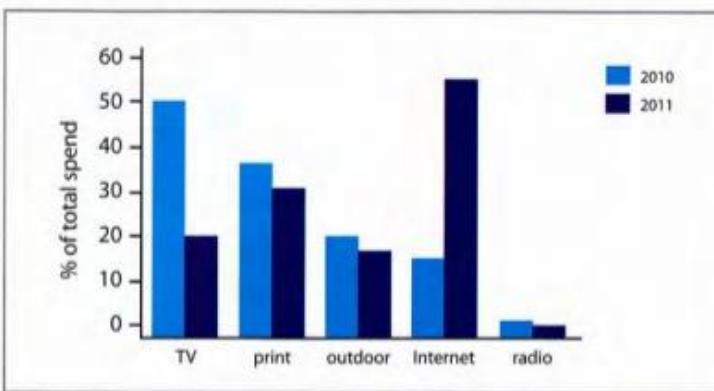
- Invasive into modern life. We have no choice but to view advertising.
- Some advertising could be classed a demerit good. For example, firms have used sexually suggestive images to increase sales, but this creates problems of defining the image of women in society.
- Cost of advertising which doesn't improve the product but ultimately leads to higher prices for consumers.
- Creates barriers to entry. Why do Coca Cola and Pepsi spend so much on advertising? People know what Coca Cola is by now. One reason is that by spending so much on advertising it makes it very difficult for new firms to enter the market. They cannot compete with Coca Cola's advertising budget, so they are discouraged from entering the market. Advertising is an example of a sunk cost (non recoverable cost) and a barrier to entry. Therefore advertising can create monopoly power, which leads to higher prices for consumers.
- Advertising needs regulating to prevent firms from displaying false information and false claims.

Advantages of advertising

- Increases information. Consumers can be informed of new products.
- Advertising can be used to promote goods and services which improve public health, e.g. use of contraception.
- Consumers like buying goods where they feel they can rely on a minimum standard. They may not be buying the best value goods, but, at least they know they will not be buying a dud.
- Advertising is not all wasted resources. The advertising industry creates jobs and can create innovative ads. For example, John Smith ads featuring Peter Kay are worth watching purely for the comedic value.
- Advertising / sponsorship can be vital revenue for many business, social and charitable services. For example, print media relies on advertising to make the newspaper profitable. Without advertising space for sale, newspapers would be more expensive or there would be fewer for sale. Sponsorship of charitable events is a form of advertising which helps make the charity event to be more viable.
- Support of sporting events. After the financial problems of the 1976 Montreal Olympics, the Olympic movement secured the financial backing of major companies, who were able to advertise at the Olympics in return for guaranteeing the financial future of the Olympics.


LANGUAGE FOCUS 2
***much / a lot,
a little / a bit***

- We use *much* or *a lot* with comparative adjectives to talk about large differences.
Much is more formal than *a lot*.
Cars with low petrol consumption are much cheaper to run.
New Zealand is a good market, but Australia is a lot bigger.
- We use *a little* or *a bit* to talk about small differences. *A little* is more formal than *a bit*.
The PDX100 is a little more expensive than the PDX200.

A Look at this chart. What does it show?
Toptek advertising spend 2010–2011

B Complete these sentences about the chart.

- In 2010, Toptek spent most of its advertising budget on
- The amount it spent on TV advertising was lower in 2011.
- In 2010, the spend on outdoor advertising was a higher than in 2011.
- Toptek spent most of the budget on advertising in 2011.

C Compare Toptek's advertising spend in 2010 and 2011. Talk about these points.

- In 2010, Toptek spent about 15 per cent of its budget on internet advertising. The amount it spent in 2011 was much higher.
 - internet advertising
 - print advertising
 - radio advertising

D Compare these two pool tables using *much*, *a lot*, *a little* and *a bit*.

The Classic pool table is a bit wider than the Trainer pool table.



	Trainer pool table	Classic pool table
Width	93 cm	95 cm
Length	176 cm	180 cm
Height	78 cm	80 cm
Weight	25 kg	50 kg
Price	£144	£280

SKILLS
Participating in discussions



- A** CD2.15 Chris, Nicky and Stephen own a chain of florists in London. They are talking about new ways of advertising their business. Listen to their conversation and choose the correct endings for these sentences.

- 1 Chris doesn't want a big advertising campaign because it:
a) is too expensive. b) is the wrong time. c) will not be successful.
- 2 Chris wants to target:
a) businesspeople. b) wedding organisers. c) older people.
- 3 Nicky suggests that they should:
a) improve their website. b) redesign their website. c) try new websites.
- 4 They plan to start by advertising their flowers on:
a) Facebook. b) Twitter. c) all the social networking sites.

- B** CD2.15 Listen to the conversation again and complete these extracts.

- 1 Sorry, Stephen, I don't agree with you.
- 2 I think we need to rich people.
- 3 Yeah, you're They're the people to aim at ...
- 4 How do you about that, Stephen?
- 5 I really the idea.
- 6 How about with a Facebook page?

- C** Look at the extracts in Exercise B. For each one, decide whether the speaker is:

- a) agreeing.
- b) disagreeing. 1
- c) asking for an opinion.
- d) giving an opinion.
- e) making a suggestion.

DISCUSSION ON
the DVD-ROM.



Expansion Activities



- A. Get into groups of four. In three minutes, make a list of true sentences about yourselves. Report your answers to the class. (Change the sentences into superlatives.)⁶
- B. Work in small groups. Take out your cell phones. Present your cell phone to each other. Answer the following questions: When did you buy it? How much did it cost? Is it your first phone? What do you like about it? What don't you like about it? Write eight sentences comparing your cell phone with that of your partner. (Change the sentences into superlatives.)
- C. Work in pairs. Go to <https://time.com/collection/most-influential-people-2018/>. Select four people from different areas. Compare them in ten different ways. Based on your opinion, which of the four is the best and why. Make sure you use comparatives and superlatives.
- D. Go to [view-source:https://en.islcollective.com/video-lessions/angry-birds-comparative-superlative](https://en.islcollective.com/video-lessions/angry-birds-comparative-superlative) and complete the exercises.

⁶ Maxwell, K. G., & Clandfield, L. (n.d.). Comparative and superlative adjectives – tips and activities. Retrieved from <http://www.onestopenglish.com/grammar/grammar-reference/adjectives/comparative-and-superlative-adjectives-tips-and-activities/144844.article>

Section 2

The World in 2050



Starting-up

Look at the picture above. Do you think the future will look like this in 2050?

Draw a picture of how you imagine the world to be in 2050 in the box below. Then discuss the following questions in small groups:

- How are your drawings alike and dissimilar in your ***expectations*** for the future?
- What do you ***predict*** transportation, homes, labor, and leisure activities will be like?
- What are your ***hopes*** and ***dreams*** for the future?
- Do you have personal ***plans*** for the ***short-term***? For the ***long-term***?
- How ***might*** the economy of countries change by 2050?



Grammar⁷

Read the following grammar explanations about future tenses.

1. We use the present simple for something scheduled:

- We have a team-building exercise next Monday.
- The train doesn't come after 6pm.
- Is the meeting tomorrow?

2. We can use the present continuous for plans or arrangements:

- I'm giving a presentation tomorrow.
- She isn't going with us tomorrow.
- Are we having a company party this Christmas?

3. We use will:

A. To talk about spontaneous decisions:

- I'll do the report. I do not have much work this week.
- Will you practice with me? I'm a little nervous about my speech!

B. When we make predictions about the future:

- Will the monthly figures increase this month?
- I don't think our shares will continue decreasing.
- I'm sure they will get the contract.

C. to make/ talk about offers and promises :

- Will you e-mail me the quarterly figures?
- Mary won't help with the presentation.
- I will help you with the presentation with you, if you want.

4. We use be going to:

A. to talk about plans or intentions:

- I'm going to drive to work today.
- They aren't going to move the firm to Manchester.
- Are you going to take the job?

B. to make predictions based on evidence we can see:

- According to the chart, stocks are going to plummet.
- Look at those numbers. I think it's going to be a good quarter.

⁷ Talking about the future. (n.d.). Retrieved from <https://learnenglish.britishcouncil.org/english-grammar/talking-about-future>

5. We often use verbs like would like, plan, want, mean, hope, expect to talk about the future:

- What are you going to do next year? I'd like to get an MBA.
- We plan to move the subsidiary firm.
- George wants to invest in our company.

6. We use modals may, might and could when we are not sure about the future:

- I might stay at work late or I may go home and sleep.
- We could see Mary at the meeting. She sometimes goes.

7. We use the future in time clauses and if-clauses

1. In time clauses with words like when, after, until we often use present tense forms to talk about the future:

- I'll quit my job when my bonds mature.
- You must wait until we have the first quarter's figures.
- They are coming after they have had dinner.

2. In clauses with if we often use present tense forms to talk about the future:

- We won't be able to start if we don't get the funding.
- If we lose the contract, the company will be in trouble.

Grammar Practice

A friend of yours is going on vacation. Ask her about her plans using the “going to” and the verbs in brackets. Then match them with the correct answers and practice asking and answering the questions in complete sentences.

Question:	Answer:	
1. (Where/go?) _____	? _____	A. Scotland.
2. (How long/ go for?) _____	? _____	B. In a hotel.
3. (When/leave?) _____	? _____	C. Next Friday.
4. (Go/ alone?) _____	? _____	D. Ten days.
5. (Travel /by car?) _____	? _____	E. No, by train.
6. (Where/stay?) _____	? _____	F. No, with a friend

Complete the sentences with will ('ll) + the following verbs:

Be - come - get - like - live - look - meet - pass

1. Don't worry about the exam. I'm sure you _____.
2. Why don't you try on this jacket. It _____ on you.
3. You must meet George. I think you _____ him.
4. It's raining! Don't go out! You _____ wet.
5. Do you think people _____ longer in the future?
6. I have an extra ticket do you want to go with me? Sure, I _____ along.
7. I think we _____ again before long.
8. When they finish the new road, my commute to work _____ much shorter.

Complete the following exercises choosing the correct future tense.⁸

1. The train _____ (to arrive) at 12:30.
2. We _____ (to have) dinner with the clients after the meeting.
3. On Monday at 8 o'clock I _____ (to meet) my new boss.
4. Paul _____ (to fly) to London on Monday morning.
5. Wait! I _____ (to drive) you to the station.
6. The conference call _____ (to start) at 8:45.
7. I _____ (to see) my mother in April.
8. Look at the clouds – it _____ (to rain) during the conference today.
9. You're carrying too much. I _____ (to open) the door for you.
10. When I _____ (to see) you tomorrow, I _____ (show) you the report.
11. After you _____ (to take) a vacation, you _____ (to feel) a lot better
12. Before we _____ (to start) our meeting, we _____ (to have) a review.
13. I'm very sorry Dr. Jones _____ (not be) back in the office until 2pm.
14. I don't think you _____ (to have) any problems with the new team...
15. _____ (to take) work with you on your trip?
16. Now I _____ (to check) my answers.

⁸ Future Tenses Exercises (n.d.) Retrieved from <http://www.englishlessonsbrighton.co.uk/future-tenses-exercise>



Listening and Oral Production: The World in 2050 (Documentary)⁹

1. Pre-Watching: Read the short summary. Check your knowledge of the words in bold.

Can you imagine our world in 2050? By mid-century there will likely be 9 billion people on the planet, **consuming** ever more **resources** and leading ever more **technologically complex** lives. What will our cities be like? How will we eat in the future of Earth? Will global warming **trigger catastrophic** changes, or will we be able to **engineer** our way out of the world **climate crisis**?

In the future world **demographic changes** will certainly be **dramatic**. Rockefeller University mathematical biologist Joel Cohen says it's likely that by 2050 the majority of the people in the world will live in **urban areas** of the earth, and will have a significantly **higher average age** than people today.

2. While-Watching: Write 5 interesting ideas the documentary presents about the future.

1. _____
2. _____
3. _____
4. _____
5. _____

3. After-Watching: Discuss the following questions in groups of 3 or 4.

- Compare the ideas you noted with your partners. What predictions can we make about the future?
- How will the changes in the demographics, technology, food, urbanization and life expectancy affect the way people live?
- How do you expect the economy to change with these changes?

Putting it All Together: Role-Play

Based on information presented in the documentary, the interesting ideas you wrote down, and the discussion you had with your group, create a short news program where you choose from different roles below and conduct an interview about what will happen in the future and what we need to do to prepare. Present your news segment to the class.

- Student 1: Newscaster
- Student 2: Financial Planner
- Student 3: Resource Manager
- Student 4: Urban Designer

⁹ Astrobum. (2017, April 30). The World In 2050 [The Real Future Of Earth] – Full BBC Documentary 2018. Retrieved from <https://m.youtube.com/watch?v=XeEYax82jSE>



Reading and Writing: The World in 2050

Article 1: Read the following predictions about the future in 2050. ¹⁰



Samuel, 27

I think a lot of things will change in 2050. India will overtake China as the first largest economy in the world, but the country will have many problems with its demographics. The world will also have a lot of problems with the pollution and the climate changing. We will need to find other resources because there will be more than nine billion people on Earth in 2050. We will also need to build spaceships to travel to the Moon and to Mars because we will have to take resources from these places.



Lea, 25

Our world won't be the same in 2050. We will improve our technology and everybody will be able to speak at least five languages. People will live longer and we won't have health problems because we will improve our knowledge on medicine. We will also live in peace and the different countries won't have nuclear weapons anymore. We will also have a single world government as we already have the IMF (International Monetary Fund). I think 2050 will be a great year for mankind!



Steven, 29

I hope that the world countries will be able to overcome the difficult issues in 2050. We will live in peace and won't have any wars anymore. We will be able to explore the space and find other habitable planets. We will perhaps find other intelligent Beings on other planets in 2050.

¹⁰ *The world in 2050 (will and won't)*. (n.d.). Retrieved from https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_world_in_2050_will_and_wont/future-simple-tense/88793

What will the world look like in 2050? What do they think?

Your turn! What do you think? What will the world look like in 2050?



Reading and Discussion: These will be the most powerful economies in the world by 2050



Read article 2 and participate in the group discussion.¹¹

By 2050, the world is likely to have changed drastically from what we know now, and the planet's economic and financial landscape will be no exception.

A report from professional services giant PwC looks at which economies around the world will be the biggest and most powerful in 33 years time.

The report, titled "The long view: how will the global economic order change by 2050?" ranked 32 countries by their projected global gross domestic product by purchasing power parity.

PPP is used by macroeconomists to determine the economic productivity and standards of living among countries across a certain time period.

With the exception of the USA, many of the world's current powerhouse economies like Japan and Germany will have slipped down global rankings, replaced by countries such as India and Indonesia, which are currently emerging markets.

Check out the ranking below (All numbers cited in the slides are in US dollars and at constant values (for reference, the US's current PPP is \$18.562 trillion):

¹¹ Martin, W. (n.d.). *These will be the most powerful economies in the world by 2050*. Retrieved from <https://www.weforum.org/agenda/2017/12/these-will-be-the-most-powerful-economies-in-the-world-by-2050/>

32. Netherlands — \$1.496 trillion.
 31. Colombia — \$2.074 trillion.
 30. Poland — \$2.103 trillion.
 29. Argentina — \$2.365 trillion.
 28. Australia — \$2.564 trillion.
 27. South Africa — \$2.570 trillion
 26. Spain — \$2.732 trillion
 25. Thailand — \$2.782 trillion.
 24. Malaysia — \$2.815 trillion.
 23. Bangladesh — \$3.064 trillion.
 22. Canada — \$3.1 trillion.
 21. Italy — \$3.115 trillion
 20. Vietnam — \$3.176 trillion.
 19. Philippines — \$3.334 trillion.
 18. South Korea — \$3.539 trillion.
 17. Iran — \$3.900 trillion.
16. Pakistan — \$4.236 trillion.
 15. Egypt — \$4.333 trillion.
 14. Nigeria — \$4.348 trillion.
 13. Saudi Arabia — \$4.694 trillion.
 12. France — \$4.705 trillion.
 11. Turkey — \$5.184 trillion.
 10. United Kingdom — \$5.369 trillion.
 9. Germany — \$6.138 trillion.
 8. Japan — \$6.779 trillion.
 7. Mexico — \$6.863 trillion.
 6. Russia — \$7.131 trillion.
 5. Brazil — \$7.540 trillion.
 4. Indonesia — \$10.502 trillion.
 3. United States — \$34.102 trillion.
 2. India — \$44.128 trillion.
 1. China — \$58.499 trillion.

Small Group Discussion:

Do you agree with these predictions? Why or why not? Based off the information discussed in the course and your knowledge of economics, make a group prediction on how the global economy will look in 2050 and present this information to the class.



Expansion Activity/Oral Presentation:

Use the additional article: *The World in 2050: Will the Shift in Global Economic Power Continue* to further support students' predictions. Students use the information provided to discuss a region or a country's economy in the present and projected economic growth in the future. Use the **Skills** section below to prepare for your presentation.

SKILLS: Tips for Presenting Effectively

- Give yourself plenty of time to prepare the presentation and to familiarize yourself with the topic. Practice your presentation in front of a live audience, colleagues or friends for example.
- Structure your presentation logically, and briefly summarize your presentation in the introduction to make it easier for your audience to understand. Sum up the most important points in your conclusion and leave a few minutes at the end of your presentation to answer questions from your audience.
- Use visual aids such as PPT slides to highlight or demonstrate the main points of your presentation. But don't overload the slides with information as this will detract the audience's attention from what you are saying.
- Involve your audience by asking them questions, or drawing on examples that are familiar to them.

- Be aware of your body language. If you look relaxed and make eye contact with the audience you will come across as confident and your audience will feel relaxed too. Use hand gestures and facial expressions to emphasize your message and don't forget to smile!
- Your voice is your most important tool. By varying your tone of voice you can engage your audience. Speaking in a monotone will make the presentation tedious whereas varying the pitch and speed at which you talk will give your presentation energy.
- Don't be afraid to be nervous! You will inevitably be nervous the first time you present in front of a large audience. Remember that this is perfectly natural, and try and try to channel your nervous energy into an exciting presentation!

Helpful phrases for a presentation

The following is an overview of useful presentation phrases to provide you with the basic structure of a presentation in English. Feel free to use them in your presentation.

Introduction

- On behalf of Company I would like to welcome you here today.
- My name is Max Mustermann and I am the CFO of Global Travel.
- Hi, I'm Max and I am the head of marketing of Global Travel.
- Good morning/afternoon/evening ladies and gentlemen. My name is Max Mustermann and I am delighted to be here today to talk to you about...
- I'd like to introduce my colleague Max Mustermann.
- Hi everyone, I'm Max from Accounts and today I'd like to talk to you about...

Introducing the topic

- Today I am here to talk to you about...
- As you all know, today I am going to talk to you about...
- I would like to take this opportunity to talk to you about...
- I am delighted to be here today to tell you about...
- Today I would like to outline...

Structuring the presentation

- My talk is divided into x parts.
- I'll start with / Firstly I will talk about... / I'll begin with
- Then, I will look at ...
- next...
- and finally...
- I will be glad to answer any questions that you may have at the end.

Beginning the presentation

- I'll start with some general information on...
- I'd just like to give you some background information about...
- Before I start, does anyone know...?
- As you are all aware / As you all know...

Changing the topic/speaker

- Right, let's move on to...
- This leads me to my next point, which is...
- I'd now like to look at / consider...
- Now I will pass you over to /hand over to Max Mustermann
- Does anyone have any questions before I move on?

Inviting questions

- Does anyone have any questions?
- I will be happy to answer your questions now.
- If you have any questions, please don't hesitate to ask.
- If you have any further questions, I will be happy to talk to you at the end.

Summary and conclusion

- To sum up...
- So to summarize the main points of my talk...
- Just a quick recap of my main points...
- I'd like to conclude by...
- That brings me to the end of my presentation, thank for listening / for your attention.
- Thank you all for listening, it was a pleasure being here today.
- Well that's it from me. Thanks very much.

Vocabulary
Ways to plan

- A Match the verbs in the box to the nouns (1–5). Each pair of words describes a way to plan effectively. Use a dictionary to help you.

-estimate collect consider forecast do

- | | |
|---------------------------------|---------------------|
| 1 ... <i>estimate</i> ... costs | 4 information |
| 2 sales | 5 options |
| 3 research | |

- B Match the verbs in the first box to the nouns in the second box. Make as many combinations as you can. For example, *write/implement a plan*.

write rearrange meet arrange prepare keep within implement
a deadline a schedule a budget a plan a meeting a report

- C A Managing Director talks about the planning of a new sales office in the United States. Complete the text with nouns from Exercises A and B.

Recently we decided to open a new sales office in New York. First I arranged a*meeting*....¹ with the finance department to discuss the project. We prepared a² with details of the various costs involved. Then we collected.....³ about possible locations for the new office. We considered two⁴ – one in Greenwich Village and the other near Central Park. After doing some more⁵, I wrote a⁶ for the board of directors.

Unfortunately, we made a mistake when we estimated the⁷ as the exchange rate changed, and so we didn't keep within our⁸. We overspent by almost 20 percent. We had to rearrange the⁹ for moving into the building because the office was not redecorated in time. The board of directors was unhappy because we didn't meet the¹⁰ for opening the office by 15 December. It finally opened in January. However, we forecast¹¹ of at least \$500,000 in the first year.



- D 8.1 Now listen and check your answers to Exercise C.

- E Choose one of the following events and tell your partner how you will plan it. Try to use some of the vocabulary from the exercises above.

- 1 A training weekend for your department
- 2 A party to celebrate your company's 100th anniversary
- 3 An event to relaunch a singer's career

8 Planning

Listening**The secret of good planning**

▲ Teresa Graham

A

8.2 Teresa Graham OBE is an adviser to many businesses and also to the UK government's Better Regulation Commission. In the first part of the interview, she talks about what is important when planning in business. Listen and complete these notes, using up to three words each time.

Keys to good planning

- 1 It's important to have a clear idea about
- 2 for your business very carefully, and don't reinvent the wheel.
- 3 This structure will then lead you logically through that you need to do.
- 4 Tip: desktop market research is very valuable, but research carried out clients who really want to buy your service or your product breathes life into any plan.
- 5 So use your clients to market test your ideas and help you to

B

What do you think Teresa means by *don't reinvent the wheel* (point 2 above)?

C

8.3 In the second part of the interview, Teresa talks about why it is important for a business to revise its plan regularly. Listen and answer these questions.

- 1 Which three things does she say a business plan is like?
 - a) a working tool
 - b) something you do for your bank for a particular day of the week
 - c) a template for any plan that you might produce for an external funder
 - d) a route map
 - e) an instrument that helps you research the marketplace
- 2 Which three sources of finance does she *not* mention?

a) a government grant	c) an equity partner	e) a business angel
b) a bank	d) a loan	f) leasing

D

8.4 Listen to the third part of the interview. Decide whether these statements are true (T) or false (F).

- 1 People are critical of SMEs because they do not usually have good business plans.
- 2 The best companies involve everyone in the creation of their plans.
- 3 William Kendall now owns a business called Green & Black chocolate.
- 4 Kendall was unable to find anyone who could run his old business as well as he could.
- 5 Kendall immediately asked Cadbury's if they wanted to invest in his new business.

E

Tell your partner about something you planned well a) in business, and b) in your life. Then tell your partner about something you planned badly.

Reading**Planning for economic development****A** Discuss these questions in pairs.

- 1 What facts do you know about the economy of Russia or of other 'developing economies'?
- 2 What are some of the possible threats and opportunities for foreign investors in Russia?

B Read the article below to find out if any of the facts, threats or opportunities you listed in Exercise A are mentioned in the article.

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

- 1 Nizhny Novgorod was once the capital of Russia.
- 2 There are fewer people employed in the service industry than in agriculture.
- 3 Maxim Avdeev is not absolutely sure that GAZ will employ at least half a million people.
- 4 Not only European companies have invested in Nizhny Novgorod.
- 5 Ikea is planning to have its furniture made in Russia.
- 6 According to Viktor Kolchay, there will be less bureaucracy in future.
- 7 Nizhny Novgorod's geographical location is one of its great assets.

Nizhny Novgorod: Striving for historic city's dream

by Stephan Wagstyl

Leaders of Nizhny Novgorod have sometimes dreamed of making their historic city on the banks of the Volga into the third capital of Russia – after Moscow and St Petersburg.

New hotels, offices and shopping centres are springing up, especially in Nizhny Novgorod city. The historic centre has been renovated, including a 15th-century castle overlooking the Volga. The priorities are now to boost the economy and the regional budget.

Agriculture in the Nizhny Novgorod region still employs half the workforce, although it accounts for only 1 per cent of production.

The industrial landscape is dominated by the GAZ vehicle factory, which makes about 230,000 vehicles a year, including lorries, buses and Volga cars. GAZ's main shareholder, Ruspromavto, plans to modernise production and concentrate on buses and commercial vehicles. Maxim Avdeev, Ruspromavto's chief executive, says: 'We intend to use Nizhny Novgorod as a development base for our vehicles. If our strategy is correct, we're hoping to create work for more than 500,000.'



Foreign investment is playing its part. For example, Japan's Asahi Glass has bought control of the Bor

Glassworks, and financed a \$100m renovation. Valery Tarbeev, the chief executive, says quality has been improved radically. He says: 'It was clear in the transformation from central planning to the market economy we had to focus on quality not just for today but for the future.'

Other foreign companies include Coca-Cola, the US drinks group, which runs a bottling plant, Heineken, the Dutch brewer, which is investing \$73m modernising a Volga beer plant, and Ikea, the Swedish furniture retailer, which is

planning to invest \$90m in a retail centre.

Viktor Kolchay, the deputy governor for economic development, argues that business people will appreciate the governor's moves to improve bureaucratic efficiency and cut delay, notably by establishing a one-stop shop for investors. Nizhny Novgorod will focus on its attractions for investors, including a skilled workforce, good transport links, and its position at the heart of central Russia. Mr Kolchay says: 'We are at the crossroads of east-west and north-south trade routes.'

FINANCIAL TIMES

B Look at the article and complete these sentences about future plans.

- 1 'We Nizhny Novgorod as a development base for our vehicles,' says Ruspromavto's Chief Executive.
- 2 Mr Avdeev also says 'If our strategy is correct, we work for more than 500,000.'
- 3 Ikea \$90m in a retail centre.
- 4 Nizhny Novgorod on its attractions for investors.

E In pairs, discuss in what ways your city's or region's plans for the future are similar to, or different from, Nizhny Novgorod's.

8 Planning

Language review**Talking about future plans**

- We can use verbs like *plan*, *hope*, *expect*, *would like* and *want* to talk about future plans.
Ruspromavto is hoping to create work for half a million people.
Nizhny Novgorod would like to attract more foreign investors.
- We often use *going to* to talk about more definite plans.
We're going to relaunch the series next year.
- We can also use the present continuous to talk about definite plans and arrangements.
We're meeting next Friday at 3 p.m.

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- A** The Managing Director of a Hong Kong-based hotel group is talking to his managers about the group's future plans. Underline the plans that he mentions.

'Well, I think you all know by now that we're hoping to expand in China and we are going to move our headquarters from Hong Kong to Shanghai. We're planning to manage an executive complex in Dalian and we're also hoping to open a 240-room hotel next year in Zhongshan. We're expecting to make a profit within 5 years although we'd like to break even a bit earlier if possible. Within 10 years we want to become the major international hotel group in South-East Asia.'



- B** Match the verbs to their meanings.

- | | |
|----------|--|
| 1 hope | a) believe something will happen |
| 2 expect | b) decide in detail what you are going to do |
| 3 plan | c) wish something will happen |

- C** A salesperson is talking about the end-of-year bonus. Complete the conversation with verbs from Exercise B.

I'm¹ to get a bonus at the end of the year, but I haven't met all my sales targets, so I'm a little worried. My colleague June has met all her targets and she is² to get a good bonus. She is already³ to go on an expensive holiday abroad and has got lots of travel brochures.

- D** Tell each other about your plans and expectations for 1 to 6 below. For example

- A *What are you going to do after this lesson?*
B *I'm hoping to/planning to What about you?*
A *Oh, I'm hoping to ...*

- | | |
|----------------------|------------------------|
| 1 after this lesson | 4 on your next holiday |
| 2 in the near future | 5 in your career |
| 3 this weekend | 6 when you retire |



Expansion Activities: Future Plans Guessing Games

Activity 1:¹³

Choose one of the sentences below and tell your partner(s) one thing you are going to do to prepare before you start doing it, e.g. "I am going to buy a desk". They should try to guess which sentence below you are preparing for. If they are wrong, give them another clue, e.g. "I am going to borrow some money off my parents". When they guess which sentence below correctly, switch roles and continue.

EX: A) I am going to buy some alcohol.

B) You are going to ask your colleague to marry you!

A) No! I am also going to bring matches!

B) Oh, haha. You are going to start a fire for the insurance money!

A) Yes! Haha and maybe I am going to jail!

- You are going to make a telephone call in English
- You are going to ask your boss for a pay rise
- You are going to ask a colleague to marry you
- You are going to start your own company
- You are going to take some foreign visitors on a tour of your company
- You are going to write a company newsletter
- You are going to change departments
- You are going to renovate the office
- You are going to have an interview for a new job in a multinational company
- You are going to meet your CEO for the first time
- You are going to kill your direct boss
- You are going to move desks
- You are going to go on a business trip abroad
- You are going to work all night
- You are going to work in a dangerous area
- You are going to start a fire in the warehouse to get the insurance money
- You are going to take a long weekend
- You are going to go freelance
- You are going to sack someone
- You are going to give a retirement party for your boss
- You are going to cut down your commuting time
- You are going to have a Xmas office party

Activity 2:

Tell your partner what you are going to do to achieve one of your own true plans, goals, ambitions etc. with "going to", and see if they can guess what your plan is.

¹³ Written by Alex Case for UsingEnglish.com © 2007

Activity 3¹⁴

Choose one of the topics below and make a prediction about it for the year 2050. Can your partner guess the topic? Do they agree with your predictions?

Example: A) I think most jobs will require less commute.

B) You think people will hold conference calls.

A) Nope! I think people will choose the hours they want to work.

B) Oh! You think jobs will have flextime! Me too! Or I hope they will.

- air travel (= the number of people traveling by plane)
- companies organizing team-building weekends
- competition between companies
- electricity bills for companies
- global demand for oil
- gyms in offices
- holding video conferences (instead of face to face meetings)
- imports of cars
- investment in renewable energy
- jobs with flextime
- noise produced by cars
- oil prices
- owning cars
- pollution produced by cars
- population of this country
- prices of consumer goods
- prices of plastic goods
- productivity of workers in this country
- relations between management and workers
- staff turnover (= employees quickly leaving the company)
- taking career breaks
- the age of retirement
- the age of workers
- the cost of mobile phones
- the economy of this country
- the length of time people spend with one company
- the number of company cafeterias
- the number of managers in companies

¹⁴ TEFLtastic | Classroom materials and teaching tips from ... (n.d.). Retrieved from <https://tefltastic.wordpress.com/>

- the number of part-time jobs
- the size of offices
- the world economy
- use of renewable energy
- women working
- working conditions for workers
- working from home (= teleworking)
- world population
- world supply of oil

Section 3

Jobs and Stress

Starting Up

A. Discuss these questions about career and job preferences.

1. Why did you select your major?
2. Which is more important for you, a high salary or a job you enjoy?
3. Who influenced you the most to choose your major? Select a maximum of 2.¹⁵

<input type="checkbox"/> your friends	<input type="checkbox"/> a teacher	<input type="checkbox"/> other school staff
<input type="checkbox"/> your family	<input type="checkbox"/> a career advisor	<input type="checkbox"/> something you read
<input type="checkbox"/> prospective employers	<input type="checkbox"/> university staff	<input type="checkbox"/> other (specify) _____

B. Look at the following tasks an economist can perform. Which would you prefer to do in your future job? Rank them from 1 - 9 according to your preferences (1 is your favorite and 9 your least favorite).¹⁶

- () ***Research and analyze*** economic issues
- () ***Conduct surveys*** and collect data
- () Analyze data using mathematical models and statistical techniques
- () Prepare reports, tables, and charts that present research results
- () Interpret and ***forecast*** market trends
- () Advise businesses, governments, and individuals on economic topics
- () Design ***policies*** or make recommendations for solving economic problems
- () Write articles for publication in academic journals and other media sources
- () (Optional) Other: _____



¹⁵ Adapted from <https://www.surveymonkey.com/r/7SGT692>

¹⁶Information taken from <https://www.truity.com/career-profile/economist>

Vocabulary
Skills and abilities

- A Complete the first part of the advertisement below with the verbs from the box. Use the words in brackets to help you.

improve lead- increase set up train develop

Head office:
The most important office in your company.

-Cambridge Dictionary

**EUROPEAN MANAGER
€75K + CAR**

KARADA MODE PLC

Are you the person we are looking for?

THE ROLE

We are looking for a talented person for this position. In this exciting job, you will need to:

- lead ¹a team of 25 (be in charge of)
- ²a new branch in Amsterdam (start)
- ³new staff (teach)
- ⁴sales in all markets (make more)
- ⁵new products (create)
- ⁶communication between our head office and local branches (make better)

- B Complete the second part of the advertisement with the verbs from the box.

deal with organise plan manage

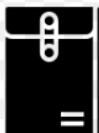
THE PERSON

In your present job, you:

- ¹a large department in the clothing industry (control)
- ²budgets (think about the future)
- ³sales conferences and trade exhibitions (arrange)
- ⁴customers, suppliers and their problems (take action)

- C What skills or abilities do you need to be successful in your field? Try to use the verbs from Exercises A and B.

To be successful in our fields, we need to plan budgets.



Language focus 1

Present perfect

- We use the present perfect to talk about actions that continue from the past to the present.
 - I **have worked** here for five years. (I'm still working here now)
 - He **has lived** in Barcelona for two years. (And he's still living there now).
 - We often use the present perfect to talk about life experiences.
 - She **has had** three jobs since she left university.
 - He **hasn't had** any experience in marketing.
 - **Form:** has/have + past participle (check out complete list)

+	I've / You've / We've / They've He's / She's / It's	been there before. moved.
-	I / You / We / They haven't He / She / It hasn't	made an effort. gone away.
?	Have I / you / we / they Has he / she / it	had enough time? made a mistake?

A Put the verbs in brackets in the present perfect.

- 1 ...Have... you ...known... each other for a long time? (*know*)
 - 2 Pierre and Lucien jobs frequently? (*change*)
 - 3 Anna several jobs since leaving university? (*have*)
 - 4 Laura and Stella both for the same job? (*apply*)
 - 5 you and Tim ever difficulties getting along with Mr Dumas? (*have*)
 - 6 you ever in Central Asia? (*work*)

B Match these answers to the questions in exercise A.

- a) Pierre hasn't. But Lucien has had three or four different ones already.
 - b) No, we haven't. We met at a conference only last week, in fact.
 - c) Yes, I have. I worked in Kazakhstan from 1998 to 2001.
 - d) Yes, she has. I don't know how many, though.
 - e) Yes, they have. That's a coincidence, isn't it?
 - f) Yes, we have. Especially me.

2

C Complete the short answers with the correct form of *have*.

- 1 A: Has François ever worked in a bank?
B: No, *he hasn't*.....
- 2 A: Have all the candidates for interview arrived?
B: Yes,
- 3 A: So you have worked for Nielsen Electronics, is that right?
B: Yes,
- 4 A: What about these candidates? Have they ever managed a project?
B: No,
- 5 A: Have you called a job agency?
B: No,
- 6 A: Have you and Luis received a reply yet?
B: Well, Luis , but I'm afraid I

D Match the job interview questions (1–5) with their answers (a–e).

- 1 How many jobs have you had since leaving university?
- 2 Why have you changed jobs so often?
- 3 What have you done that shows leadership?
- 4 In what ways has your job changed since you joined the company?
- 5 Have you ever worked with a difficult person?

- a) I now have more responsibility and work longer hours.
- b) Well, I lead the sales team. I'm also chairperson of a local business association.
- c) I wanted to earn more money.
- d) Well, the boss in my last company wasn't easy to work with.
- e) I've worked for six companies.



12.1 Now listen and check your answers.

E Complete these interview questions using the present perfect form of the verbs in brackets.



1. How _____ (you change) over the last five years?
2. What other projects _____ (work) on recently?
3. What _____ (you read) recently?
4. What kind of people _____ (you work) with?
5. What difficulties _____ (you have) when working with teams?
6. What _____ (you learn) from team work?
7. What sort of problems _____ (deal) with?
8. What _____ (you do) that shows leadership?

Listening

Interviewing for a job

Get on well
(Brit.)/get along (U.S.):

To have a good relationship with someone; to like or be friendly with that person.

-Cambridge Dictionary

Remember:
Be good at + V-ing

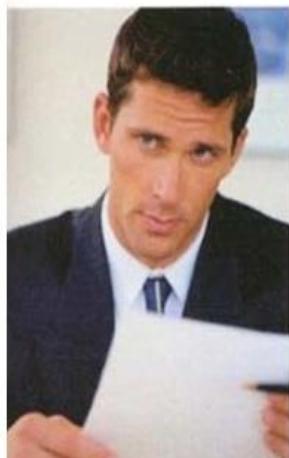
A 12.2 Svetlana Vlasova is applying for a job as an overseas team leader in Germany. Listen to part of her interview. Complete her answers.

Reasons for applying	First of all, I like ¹ people and getting people to work together as a ² . And then, I like ³ and ⁴ my languages.
Strengths	I'm ⁵ in German and English. I get on well with people. I'm also good at ⁶ people and at getting them to achieve ⁷ together. I love organising events for ⁸ .
Weaknesses	I'm not really ⁹ when people don't meet deadlines.
People you work well with	The people I like best are those who work ¹⁰ and who are ¹¹ .
Interests	I like travelling, and I like discovering new ¹² .
Questions	If I get the job, when would you like me to ¹³ ?

B What are your strengths and interests? What kinds of people do you work well with?

Skills

Interview skills



A Work in pairs. Decide which of these interview tips are more for interviewers and which are more for candidates.

- Be completely honest at all times.
- Try to help the candidate to relax.
- Always wear your best clothes.
- Do not ask a lot of questions to which people can answer 'yes' or 'no'.
- Listen carefully and make a lot of notes.
- Arrive half an hour early for the interview.
- Ask a difficult question at the beginning of the interview.
- Get an expensive haircut.

B Work in pairs. Which tips do you agree with? Choose your top three tips and write your own list. Compare your choices with other pairs.



C 12.3 Look at the Useful language box below. Listen to an interview. Tick the expressions you hear.

Useful language

	Interviewer	Candidate
Experience	What did you learn from your last job? What didn't you like about your last job?	I learned to ... Well, I had a problem with ...
Skills	What are you good at? Do you have any special skills?	People say that I am good at ... My main strengths are ...
Future plans	What do you want to do in the future? Where do you want to be in ten years' time?	My main aim is to ... I plan to be ... I hope to have ...
Interests	What do you do in your free time? What are your main interests?	I really enjoy ... I spend a lot of time ...

D Role-play this situation. The manager of a hotel is interviewing a candidate for the job of receptionist.

Hotel Manager

Find out this information about the candidate.

- | | |
|------------------------------|-------------------------------------|
| 1 Did / find / hotel easily? | 5 What / learn from / last job? |
| 2 Why / want job? | 6 What / not like about / last job? |
| 3 What strengths / have? | 7 What / main interests? |
| 4 Can / work under pressure? | 8 Do / have any questions? |

Candidate for the job of Receptionist

Answer the Hotel Manager's questions. Use this information.

- 1 yes / came by taxi
- 2 like working with people / want to work in the city
- 3 good with numbers / fluent in English
- 4 stay very calm at all times
- 5 how to deal with people / work well in a team
- 6 long hours / difficult journey to work
- 7 cycling, watching sports
- 8 how long / holidays?

Discussion**Stressful jobs**

Discuss the following questions in groups:

1. What are some work-related situations that can cause an economist stress? What situations cause you **stress** as an economics student?
2. In your opinion, what are the main causes of stress at work?
3. What do you do to try to relax and **cope with** stress?

Listening**Dealing with stress**

▲ Alan Bradshaw

- A** **What do you think the main causes of stress at work are?**

- B** 5.1 Alan Bradshaw is a director of In Equilibrium, a stress management consultancy. Listen to the first part of the interview and complete these notes.

- The most common cause of stress is usually a¹ of things rather than².
- For example, a very bad combination is where someone is under a lot of³, but they also feel that they have no⁴, and they feel unsupported.
- That combination can cause severe stress and⁵. People in that situation often feel that nothing they can do will make⁶, and that's a very bad feeling.

- C** 5.2 Listen to the second part of the interview and answer this question.

What are the two main ways in which In Equilibrium helps companies deal with stress?

- D** 5.3 Listen to the third part of the interview. Choose the correct answer, according to Alan Bradshaw. Then discuss whether you agree with him.

- 1 Men / Women report less stress.
- 2 Men / Women are better at asking for and getting support.
- 3 Men / Women don't like to appear vulnerable.
- 4 Men / Women are in fact often more vulnerable.
- 5 Men / Women cope with pressure better.

- E** Do you agree with Mr. Bradshaw? Why or why not?

Reading

A career change



▲ Philomena Tan

A Before you read the article, discuss these questions.

- 1 Do you prefer a slow or a fast pace of life? Why?
- 2 What can people do to have a good work-life balance?
- 3 Some people say they would like to 'leave the rat race'. What do you think they mean?

B Read the article below. Then decide whether these statements are true (T) or false (F).

- 1 Philomena had always wanted to be a market research consultant, but she soon found the job too stressful.
- 2 One day, she realised she was not giving enough care to her husband because of her job.
- 3 It took her more than five years to achieve a good work-life balance.
- 4 She did not write her first book exclusively for business people.
- 5 These days, she works up to 70 hours a week, but she is happy.

Slow down, you move too fast

by Roslyn Guy

Philomena Tan knows all about stress. By her early 30s, she was a successful, highly paid market research consultant who sometimes worked till 10 p.m. 'We had a lot of meetings and deadlines; we had to win projects, so I was writing proposals, making presentations, supervising staff,' she says.

For a long while, she loved her job and there were perks – lots of travel, for instance – but it was never what she had planned to do with her life. Like so many others, she just got involved in a career that had started accidentally.

Tan had studied psychology, and she was also good with statistics and computers. In the early 1980s,

these were a rare and valuable combination of skills, so Tan made steady progress up the corporate ladder. But the turning point came the year she spent the entire week of her husband's birthday in Brisbane running market research groups while he was home alone in Melbourne.

It made her examine her life and think about what she was really contributing to society. Tan planned her escape carefully. She saved money and returned to study. A decade later, it has all come together, and she is happy. The research she did for a doctorate in psychology not only added to her qualifications as a

psychologist and psychotherapist, but gave her the raw material for her first book, *Leaving the Rat Race to Get a Life*, a handbook for anyone seriously considering changing the pace of their lives.

These days, Tan is in private practice in her local community, does yoga and chooses her own hours. She rarely works more than four days a week and, because she sees clients in the evening, she keeps her afternoons free to catch up with reading, meet with friends or research her next book. She is happy. 'When you are working up to 70 hours a week, you don't have time for this,' she says.

From <http://www.theage.com.au>

Pace: the speed at which things move.

Perks: benefits obtained because of a job

Up the corporate ladder: leveling up in your job

Turning point: the time at which a **situation starts to change**

C Complete these phrases with verbs from the box.

do do keep make make spend

- 1 to a presentation
- 2 to a week somewhere
- 3 to research
- 4 to one's afternoons free
- 5 to yoga
- 6 to steady progress

D In pairs, discuss these questions.

- 1 What three questions would you most like to ask Philomena Tan if you could interview her?
- 2 What are the advantages and disadvantages of stressful jobs?

Vocabulary

Stress in the workplace

A Match the words (1–5) to their definitions (a–e).

- | | |
|--------------|---|
| 1 lifestyle | a) a time or date by which you have to do something |
| 2 workaholic | b) a system where employees choose the time they start and finish work each day |
| 3 workload | c) the way people choose to organise their lives |
| 4 deadline | d) someone who cannot stop working and has no time for anything else |
| 5 flexitime | e) the amount of work a person is expected to do |

B Complete each sentence with an appropriate word from the list in Exercise A.

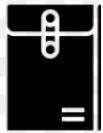
- 1 I worked until 11 o'clock at night to meet the for presenting the report.
- 2 I work six days a week and never have a holiday. My girlfriend says I'm a
- 3 Karl has a heavy at the moment because several colleagues are off sick.
- 4 She gave up a highly paid job to join a meditation group in India. She's completely changed her
- 5 A system can help to reduce stress levels of employees by giving them more control over their working hours.

Discussion

Stressful jobs

Discuss the following questions in groups:

1. Do you like **working under pressure**? Why or why not?
2. What **deadlines** do you have to meet in your daily life? Which are the most difficult to meet?
3. Why do people become **workaholics**?



Language review

Past simple and present perfect

Answer the questions about the sentences in italics.

1 *She has worked in Warsaw for five years.*

- Does she work in Warsaw now?

2 *She worked in London for three years.*

- Does she work in London now?

Which sentence (1 or 2) uses the past simple? Which uses the present perfect?

We use the past simple:

- to talk about completed actions that happened in the past.

They worked over last weekend to meet the deadline.

- to refer to a definite moment or period in the past.

They made the presentation on Monday.

The present perfect connects the past and the present. We use the present perfect:

- to talk about past actions that affect us now.

Our company has just introduced flexitime and everyone's delighted.

- to talk about life experiences.

I've worked with many companies where stress was a problem.

- to announce news.

The CEO has appointed a new management team.

A Cross out the incorrect sentence in each pair.

1 Stress levels have increased in recent years.
Stress levels increased in recent years.

2 The role of women changed dramatically over the past 100 years.
The role of women has changed dramatically over the past 100 years.

3 He has worked as a stress counsellor since 1999.
He worked as a stress counsellor since 1999.

4 I resigned two months ago.
I have resigned two months ago.

5 Have you ever been to a stress counsellor before?
Did you ever go to a stress counsellor before?

6 I have seen a stress counsellor last week.
I saw a stress counsellor last week.



B Write the time expressions from the box under the correct heading,

Past simple	Present Perfect

so-far two-years-ago ever in 1999 yet just
yesterday for the past two weeks already never
last Monday during the 1990s over the last few years
since 2001 when I was at university

C Complete the two sentences with the correct time expressions from the box.
There are several possible expressions for each sentence.

- | | |
|-------------------------|----------------------------|
| 1 three months ago | 6 yesterday morning |
| 2 this year | 7 so far |
| 3 for the past ten days | 8 over the last five years |
| 4 last week | 9 in 2007 |
| 5 at 9 o'clock | 10 five minutes ago |

- a) The last time I saw her was ...!
b) They haven't been very successful

D Complete the telephone conversation with the items in brackets. Use the present perfect or the simple past.

Rose: Hi, Michelle. I'm calling about our advert for the post of personal assistant. *Has anybody expressed*... (*anybody / express*)¹ any interest yet?

Michelle: Yes, it's all going very well. We (*receive*)² thirty-one applications so far. And yesterday alone about ten people (*phone*)³ for further details of the job.

Rose: Excellent. So how many applicants (*you / select*)⁴?

Michelle: Well, I (*start*)⁵ working on the selection as soon as I (*arrive*)⁶ this morning. I'm afraid I (*not / finish*)⁷ yet, but I (*already / select*)⁸ eight candidates, all with the right qualifications and experience.

Rose: Very good. (*you / invite*)⁹ them for interview yet?

Michelle: Well, no. I (*think*)¹⁰ you'd like to have a look at all the applications yourself first.

Rose: I won't be back in the office till Friday, I'm afraid, so just go ahead, Michelle. You know I trust you 200%!

Michelle: Thanks. OK then. I'll finish selecting candidates and invite them for interview as soon as I (*finish*)¹¹ the conference programme. I (*not / have*)¹² time to deal with it yesterday, with all those phone calls.

E Now read about other people's stressful experiences, and make questions for the answers.

	Been late for an important meeting	Dealt with an aggressive customer	Suffered from jet-lag
Tim	✓	✗	✗
Paola	✗	✓	✗
Mark	✓	✓	✗

1 *Has Paola ever been late for an important meeting?*.....

a) No, she hasn't.

2 *Have Tim and Mark ever been late for an important meeting?*.....

b) Yes, they have.

3

c) Yes, she has.

4

d) No, he hasn't.

5

e) No, they haven't.

6

f) No, she hasn't.

F

Work in pairs. Ask and answer questions about the subjects below.

- Attend a conference
- Be late for an important meeting
- Make a call in English
- Talk in English to a native speaker
- Make a presentation in English
- Go on a training course

A: *Have you ever attended a conference?*

B: *Yes, I have.*

A: *Where was it?*

B: *In Madrid. I went there 2 years ago.*



Talking about Past Habits

I **used to work** in a financial institution.

I **used to take** Portuguese lessons, but I had to stop.

She **used to have** an early schedule, but now she works from home.

- We use **used to + infinitive** to talk about past habits, states, typical behaviors and situations that no longer exist.

E.g. I **used to hate** statistics, but now I love them!

Notice that we do not write a -d in negatives and questions:¹⁷

I **didn't use** to write reports, but now I do so every week.

Did you **use to work** in the Finance Department?

PRACTICE

Complete the following sentences to talk about past habits using "**used to**". Consider using negatives.

1. We _____ (sleep) enough because of our heavy workload. Now, we are trying to make time for that.
2. I _____ (drink) a lot of coffee when I wrote articles to publish, but now I drink tea.
3. Dealing with clients _____ (be) difficult, but now I enjoy it.
4. I _____ (travel) a lot for work, but now I travel at least once every three months.
5. We _____ (have) to do everything by hand, but now the company bought a new software.

¹⁷ Information adapted from Krantz, C., & Roberts, R. (2016). *Navigate B2 Workbook*. N.p.: Oxford University Press.

6. He _____ (overwork) all the time until he had children. Then, his priorities changed.

- We can also use **would + infinitive** to talk about past habits and typical behaviors (though not for past states).¹⁸

E.g. I **would go** to bed at 3 a.m. after a long day at the office.

~~He would live far away from the office.~~

PRACTICE

Replace used to with would in the following sentences.

1. Katie used to write neat reports until recently. I don't know what has happened to her.
2. We used to present all the data analysis in flipcharts, but now we just use software.
3. Robert used to stay in the office until late until his doctor told him to slow down.
4. I used to answer emails 24/7 but now I do not even check my emails on weekends.
5. I used to skip meals because of work sometimes, but now I am trying to eat better.



Video¹⁹

Is Stress Making You Sick?

I. Before Watching²⁰

Which of the following are good practices to relax when you are stressed?

- | | | |
|---------------------------------------|------------------------------------|---|
| () eating take out to save time | () eating 4 hours before bed | () loading on caffeine to work more |
| () reading before bed | () skipping sleep to finish | () drinking |
| () taking a shower | () listening to music | () Netflix/TV binging |

II. While Watching

A. The following are main points made in the video. Organize them by writing 1 – 6 according to the order in which they appear (1 is the first idea and 6 the last one).

_____ Examples of elements that can cause physical stress

_____ Importance of teaching patients to cope with stress

¹⁸ Information adapted from Krantz, C., & Roberts, R. (2016). *Navigate B2 Workbook*. N.p.: Oxford University Press.

¹⁹ Video found in <https://www.youtube.com/watch?v=a-5Ba-SmSbY>

²⁰ Information adapted from <https://www.self.com/story/6-bad-habits-that-are-making-you-feel-more-stressed>

- _____ The concept of sleep hygiene and good habits to maintain it
- 1 Examples of symptoms and health concerns related to stress
- _____ Importance of understanding what is going on with the patient
- _____ Relationship between the emotional problems and the physical ones

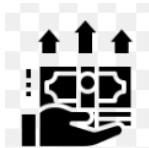
B. Complete the ideas below with the words or phrases from the video.

1. People frequently go see Dr. Nye with _____ related disorders.
2. Stress can cause a _____ of health concerns.
3. By talking to patients, doctors can get an understanding of how the patient's _____ and work situation is.
4. Financial and _____ stress can cause physical stress.
5. An example of physical stress is lack of _____.
6. Two Good habits to keep a good sleep hygiene include keeping _____ and _____
7. Correcting the sleep disorder can help with _____.
8. A good practice to cope with stress is to _____. This can make the stress related disorders "evaporate".

II. After Watching

Work in groups. Create a brochure to help students in your major **cope with** stress. Then, share your ideas.





Expansion Activity²¹

Try to find things that you have both done at work or in your studies this week:

Suggested topics

- | | |
|---|--------------------------------------|
| Busy/ Stressful | Overtime |
| Commuting | Presentations |
| Complain and respond to complaints | Sign... |
| Conversations | Socialising |
| Documents (reports, contracts, memos, emails, forms, letters, XL document, attachment, etc) | Teleconferences and videoconferences |
| Foreign... | Telephone and answering machine |
| Meetings | Use English/ a computer/ ... |
| | Negotiations |

Do the same thing with things about your whole working life

Suggested topics

- | | |
|------------------------|----------------------|
| Application | Lose... |
| Bonus | Office with... |
| Conference/ Trade fair | Promotion – Demotion |
| CV (= Résumé) | Rejection |
| Holiday/ Leave | Shortlist |
| Hours | Subsidized... |
| Interview | Technology |
| Training | Test/ Trial... |
| | Transfer |

²¹ <https://tefltastic.wordpress.com/worksheets/business-esp/business-result-pre/bus-result-u5/pres-perf-in-common/>

Section 4

Careers in Economics

STARTING UP

A. Discuss these questions in pairs.

1. Do you have a ***career plan***? Where do you want to be in 10 years' time?
2. Which of the following would you prefer to do? Why?
 - a) Work for one company during your whole career
 - b) Work for several different companies
 - c) Work for yourself as a freelancer

B. Match the general types of economists with their roles and responsibilities.²²

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. public sector / government economist 2. academia / academic economist 3. private sector / business economist | <p>() analyzing current <i>economic trends</i> and forecasting future economic trends to give an organization a competitive advantage</p> <p>() assessing policy, evaluating governmental budgets and collecting and analyzing data to help lobbyists and government officials make policy decisions</p> <p>() time may be split equally between teaching classes and <i>performing research</i>, although this ratio can vary depending on the institution, the number of years of experience and sometimes the individual's own interests and preferences</p> |
|---|--|

C. What ***field*** or work area would you like to work in? Why?



major: education a student's main subject at a college or university

career: a job or series of related jobs that you do, especially a profession that you spend a lot of your working life in

²²Information taken from <https://programs.online.american.edu/econ/resource/what-type-of-economist-should-you-be>

D. What should you do to **get ahead** in your career? Choose the four most important tips from the list below. Compare your ideas with your classmate and try to agree on a final choice.

1. Change employer often
2. Use charm with your superiors
3. Attend all meetings
4. Be energetic and enthusiastic at all times
5. Be the last to leave work every day
6. Find an experienced person to give you help and advice
7. Study for extra **qualifications** in your free time
8. Stay **up to date** with business



Vocabulary Career moves

A The phrases below all include the word **career**. Match them to their correct meanings. Use a good dictionary to help you.

- | | |
|------------------------|--|
| 1 career move | a) chances to start/improve your career |
| 2 career break | b) ideas you have for your future career |
| 3 career plan | c) something you do in order to progress in your job |
| 4 career opportunities | d) period of time away from your job to, for example, look after your children |

B Complete these sentences with the verbs from the box. Use a good dictionary to help you.

make take have decide offer

- 1 Employees in large multinationals **have** excellent career opportunities if they are willing to travel.
- 2 Some people a career break to do something adventurous like sailing round the world or going trekking in India.
- 3 One way to a career move is to join a small but rapidly growing company.
- 4 Certain companies career opportunities to the long-term unemployed or to people without formal qualifications.
- 5 Ambitious people often on a career plan while they are still at school or university.

23

formal qualifications: education in a subject or skill, that you receive in a school, college etc rather than practical experience of it

-Longman Dictionary of Contemporary English

²³Cotton, D., Falvey, D., & Kent, S. (2012). *Market leader Pre-intermediate* (3rd ed.). Harlow: Pearson Education.

the sack:
 (British English-informal)
 when someone is dismissed from their job
 -Longman Dictionary of Contemporary English

C Look at the groups of words below. Cross out the noun or noun phrase which doesn't go with the verb in each group.

1 make	a fortune progress a living a training course	4 do	research a mistake a job your best
2 get	progress a promotion the sack a nine-to-five job	5 take	a pension time off early retirement a break
3 earn	a bonus a part-time job money 40 thousand	6 work	flexitime anti-social hours overtime an office job

D Complete each sentence with the appropriate form of a word partnership from Exercise C.

- 1 Goran is 59, but he does not want to In fact, he is taking on more work!
- 2 When you , you can arrange your own schedule, so this is very convenient when you have children.
- 3 Luke is quite ambitious and does not want to be a sales assistant all his life. In fact, he hopes to very soon.
- 4 Most university lecturers have to in their specialist area.
- 5 In addition to your salary, you will for achieving monthly targets.

Reading

Ten ways to improve your career

A Discuss these questions in pairs.

- 1 What helps when trying to move ahead in your career?
 Think about personal factors (e.g. ambition, motivation, etc.) and workplace factors (e.g. promotion opportunities, etc.).
- 2 What practical advice could you give to someone who wants to get ahead in their career? Make a list of three to five points.

B Scan the article quickly to find out if any of the points you have listed in Exercise A are mentioned.

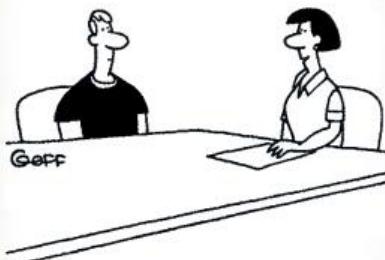


Ten ways to improve your career

Ajilon Finance, a leading staffing and recruiting services firm, offers the following tips for getting ahead in your career.

- 1 Make a list of your priorities and outline your tasks for the day. Write down your short- and long-term goals, evaluate your progress frequently and stay focused.
 - 2 Are you really present? You may physically be at work, but are you there mentally?
 - 3 Learn how to work through others. Delegating tasks is an important skill to master at any level.
 - 4 Always look for opportunities to broaden your skills. For example, you can attend professional development seminars.
 - 5 Socialise with colleagues. This will help you learn about what's happening in other departments.
 - 6 Create your own goals. Determine where you want to be professionally and what skills you need to reach that goal.
 - 7 Be comfortable with being uncomfortable. Accept challenges that force you to try something new.
 - 8 Be clear about what you want. If you believe you deserve a promotion, ask for one.
 - 9 Take time off and relax. Attending to your personal life and doing things that make you happy will help your performance at work.
 - 10 Seek satisfaction. If you're disappointed by your current career, look for ways to transform your job into more of what you want. If this does not solve the problem, maybe it's time to look for a new position.
- 'If you follow this advice, you will significantly increase your opportunities to earn more money, get promoted sooner and move ahead faster,' says Mr Lebovits, President and Chief Operating Officer of Ajilon Finance.

© 2001 Ted Goff



"You're in line for a promotion. Unfortunately, the line is six miles long."

get a promotion/get promoted: to move to a higher level in a company, institution, or sport

From Business Wire

C Decide which tip each of the following sentences could be added to.

- | | Tip |
|---|--------------|
| a) These are also a great way to network with influential people. | 2 3 4 |
| b) Each day, take a small step that brings you closer to that target. | 5 6 7 |
| c) If your boss refuses, ask him or her what you need to achieve in order to qualify for one. | 6 7 8 |
| d) It will also establish you as a team player within the company. | 5 9 10 |
| e) Pay attention to every single task that you do. | 1 2 3 |
| f) You may discover a secret talent or a hidden passion. | 2 7 8 |

D Match the verbs (1–5) with the noun phrases (a–e) to form expressions from the article.

- | | |
|----------------|--------------------|
| 1 to reach | a) a promotion |
| 2 to get ahead | b) a skill |
| 3 to evaluate | c) a goal |
| 4 to deserve | d) in one's career |
| 5 to master | e) one's progress |

E In pairs, discuss which three of the ten tips in the article are the most important.

Discussion

1. What should a person do if he/she feels **stuck in** the job?
2. Why is **taking risks** advisable in this case?
3. How can someone **broaden** their job skills?

Listening
**Improving
your career**

A 1.1 Listen to two people, Debbie and Nikola, discussing *Ten Ways to Improve Your Career*. Complete the table below with the number of the three tips they consider the most helpful.

	Debbie	Nikola
1	Tip no	Tip no
2	Tip no	Tip no
3	Tip no	Tip no

B Discuss these questions.

1. What do you think is the relationship between Debbie and Nikola? Why?
2. In your opinion, where are they from, and how old are they?

C 1.2 Listen to these extracts from the discussion and complete them.

- Debbie If you want to move ahead in your career, you also need to evaluate your progress regularly. If you do that, you get a better idea of¹, and also of the areas that you need to².
- Debbie When a challenge presents itself, you have to³. If you play it safe all the time, if you just settle⁴, you'll never move ahead in your career.
- Nikola If you always do what you've always done, you'll only get⁵.

D Look at Nikola's comment in Exercise C. Do you agree with it? Why (not)?

Discussion

Often, moving ahead in your career involves looking for a new job, which requires attending job interviews.

1. What are **job interviews** like?
2. What topics are usually discussed during a job interview?



Language review

Modals 1: ability, requests and offers

Modal verbs are very common in English. Match these functions to the examples: making an offer, describing ability, making a request.

- | | |
|---------------------------------------|---|
| • | • |
| <i>Can you help me?</i> | <i>I can speak French and Spanish.</i> |
| <i>Could you repeat that, please?</i> | <i>He could speak four languages before he was ten.</i> |
| • | |
| <i>Can I help you?</i> | |
| <i>Would you like a drink?</i> | |

Notice that modal verbs are always followed by the base form of the verb.

- Would you like to have a seat?
- He can't bring his children to the interview.
- I could perform well under pressure but not anymore.

- A** Rearrange the words in 1 to 9 to make questions from a job interview. Then decide whether each question is a) making a request, b) making an offer or c) asking about ability.

- 1 get you can I anything?
Can I get you anything? (making an offer)
- 2 details contact your confirm I could?
- 3 can you software package use this?
- 4 speak languages any other you can?
- 5 about tell you job us your present more could?
- 6 tell your current salary me you could?
- 7 would you as soon as possible your decision let us know?
- 8 start you when can?
- 9 like coffee some more you would?

- B** Match the questions in Exercise A with the interviewee's answers below.

- a) It's 43 thousand. *b*
- b) Yes, I use it a lot in my current job.
- c) I can let you know next week.
- d) Thank you. A coffee, please.
- e) Yes, the address is the same, but my e-mail has changed.
- f) I'd love some. Thank you.
- g) Well, I'm currently responsible for European sales.
- h) Yes, I can speak French and Spanish.
- i) My notice period is two months.



Note

We also use **could** and **couldn't** to talk about the past, as in **was/were able to**.

- ⑩ He **wasn't able to / couldn't speak** English well, but he has improved a lot after taking his English training course.
- ⑩ John **was able to / could run** a marathon, but now he can't. He's out of shape.

C Complete these sentences with the appropriate form (positive or negative) of *can*, *could* or *would*.

- 1 I like to work overtime, even if the pay was very good.
- 2 I speak any foreign languages when I was ten years old.
- 3 I use a computer of course, but unfortunately I use spreadsheets. It's something I really want to learn.
- 4 If possible, I like to work regular hours.
- 5 Five years ago, I speak English at all.

D Tick the sentences in Exercise C that are true for you. Rewrite the other ones so as to make them true. Then discuss your answers in pairs.

Being Polite



We use the phrases *would you mind + V_{ing}* and *do you mind + V_{ing}* to ask people politely to do things. *Would you mind* is more polite and more common:

Would you mind opening the window, please?

Do you mind turning down the volume a little, please?

-Cambridge Dictionary

Language Review²⁴

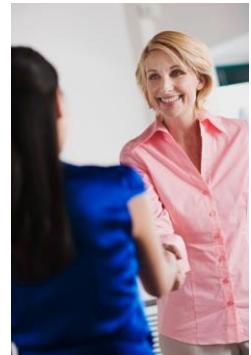
A. Complete the interviewer's questions from a job interview with words from the box. Modify the verb forms when necessary.

work	contact	let	move	send	share	start
------	---------	-----	------	------	-------	-------

1. Would you mind _____ working _____ at weekends?
2. Could you _____ us have your previous employer's details?
3. Would you mind _____ our appointment to Monday?
4. Could you _____ in two weeks' time?
5. Could you _____ us as soon as possible?
6. Would you mind _____ an office with three other people?
7. Could you _____ us a copy of your certificates?

B. Match the interviewee's answers to the interviewer's questions in the previous exercise.

- | | |
|---|---|
| a) Not at all, as long as it's in the morning. | C |
| b) Certainly. I'm free to start as soon as you like. | C |
| c) Yes. I'll let you know my decision by Friday, if that's all right. | C |
| d) Sure. I'll put copies in the post straightaway. | C |
| e) That's fine, as long as it's a non-smoking area. | C |
| f) How often would that be? | C |
| g) Well, in fact they're all included in my CV. | C |



²⁴Cotton, D., Falvey, D., & Kent, S. (2012). *Market leader Pre-intermediate Workbook* (3rd ed.). Harlow: Pearson Education.

C. The following are some useful phrases and language for interviews. Write the missing category of each group. Choose from the options given in the word bank.²⁵

<i>experience</i>	<i>future plans</i>	<i>interests</i>	<i>skills</i>
	<i>Interviewer</i>		<i>Candidate</i>
a. _____	What did you learn from your last job? What didn't you like about your last job? Have you had any experience of this type of job?		I learned to ... Well, I had a problem with ...
b. _____	What <i>are</i> you <i>good at</i> ? Do you have any special skills? What skills and qualities do you have?		People say that I am good at ... My main strengths are ...
c. _____	What are your plans for the future? Where do you want to be in ten years' time?		I plan to be ... I hope to have ...
d. _____	What do you do in your free time? What are your main interests?		I really enjoy ... I spend a lot of time ...

²⁵Cotton, D., Falvey, D., Kent, S., & O'Driscoll, N. (2012). *Market Leader Elementary* (3rd ed.). Harlow: Pearson Education.



- We use *should* or *shouldn't* to say that it is a good or a bad idea to do something.

*You **should** wear something appropriate to your interview.*

*During an interview, you **shouldn't** address your interviewer informally.*

Language review

Modals 2: **must, need to, have to, should**

- We use *have to* or *need to* to say that something is necessary or very important.

*The interviewer **has to** determine whether the candidate is suitable for the position.*

*I **need to** work on our career plan.*

- We use *don't have to* or *don't need to* if something is not necessary.

*The interviewer **doesn't have to** offer you any beverages, although it would be nice to make the interviewee more comfortable.*

*You **don't need to** plan your next 20 years, but having an idea of where you want to be by then is previsory thinking.*

A. Read these job interview's do's and don'ts. Then answer the questions.²⁶

- ⑨ You **should** dress appropriately so that you look neat and clean.
- ⑨ You **have to** bring a copy of all the requested documents.
- ⑨ You **must be** honest about your résumé's information.
- ⑨ You **mustn't** smoke even if invited to do so.
- ⑨ You **shouldn't** talk about salary, holidays or bonuses unless your potential employer brings them up.
- ⑨ You **need to** ask questions too since selection is a two way process.
- ⑨ You **don't need to** show enthusiasm for the company and the position, but it is a good idea.

1. Is it advisable to wear a casual attire to your interview? No
2. Is it necessary to take all asked-for documents with you?
3. Can you lie a little in your résumé?
4. Are you allowed to light up a cigarette?
5. Can you talk about money?
6. Is it important to ask questions during the interview?
7. Is it advisable to be enthusiastic?



²⁶Information taken from <https://student.unsw.edu.au/interview-dos-and-donts>

B. Match each sentence to the meaning expressed by the modal.²⁷

- | | | |
|---|--------------------------|-----------------------------|
| 1. Job candidates should prepare beforehand to have a successful interview. | <input type="checkbox"/> | a) It is not necessary. |
| 2. You have to show up 10 minutes before your interview appointment. | <input type="checkbox"/> | b) It would be a good idea. |
| 3. Potential employees mustn't address the interviewers informally at first. | <input type="checkbox"/> | c) It is necessary. |
| 4. Candidates don't have to research the company and its background. | <input type="checkbox"/> | d) Don't do that! |

C. Complete the missing words in this guide for new employees, using a suitable form of *have to*, *need to*, *can*, or *be allowed to*. Use negatives whenever necessary.

1. Q Where can I / am I allowed to park my car?
A In the employee car park behind the main building.

2. Q I wear formal clothes to work?
A No, you don't. Jeans and a shirt are fine.

3. Q What hours do I have to work?
A Everyone be in the company between 10 a.m. and 4 p.m. But you choose when you start and finish work, e.g. 8 to 4, 10 to 6.

4. Q I take my paid holiday whenever I want?
A Yes, but you take at least three weeks in the summer. Company's policy.

5. Q Who do I see if I have a problem with my contract?
A You speak to the HR Manager.

6. Q Can I use the Internet for personal research?

²⁷Cotton, D., Falvey, D., & Kent, S. (2012). *Market leader Pre-intermediate Workbook* (3rd ed.). Harlow: Pearson Education.

A You _____ use it during your lunch break, but you _____ to use it during office hours.

7. Q Am I allowed to use my office phone for private calls?

A You can make local calls to landlines and you _____ to pay for these. You _____ use the office phone for long-distance calls or calls to mobiles, though.

D. Match the sentence halves.

- | | |
|--|--|
| 1. We agreed to have your interview at 8 a.m., | a) so don't forget to bring it. |
| 2. First, you'll need to show the receptionist your ID, | b) so we mustn't speak loudly in our way to the conference room. |
| 3. She will call me to meet you downstairs, | c) so you have to be in the facilities at least 10 minutes before that. |
| 4. People are working hard and quietly on the floor, | d) we will have to wait for other members of the interviewing panel. |
| 5. As soon as we get to the conference room, | e) because you shouldn't go inside without a current employee at your side. |
| 6. Once everyone is there, | f) I should introduce you to my colleagues. |



Listening

- 1 Read the following job ad. Think of the experience, skills, and qualities that you would need for the job. Make notes

jobnews.com Welcome to the job market online

1,000s of jobs online now

job seeker home

sign in

contact

help

Search jobs

Enter key words

Select job sector

Select job type

Experienced Clerk / Administrator is required for an expanding company

This is a small, friendly, but busy company. We want someone who is flexible and can get the job done. Duties will include:

- meeting and greeting clients
- telephone – handling messages, taking calls, etc
- receiving orders and deliveries
- dealing with the post
- typing documents
- data entry and database management

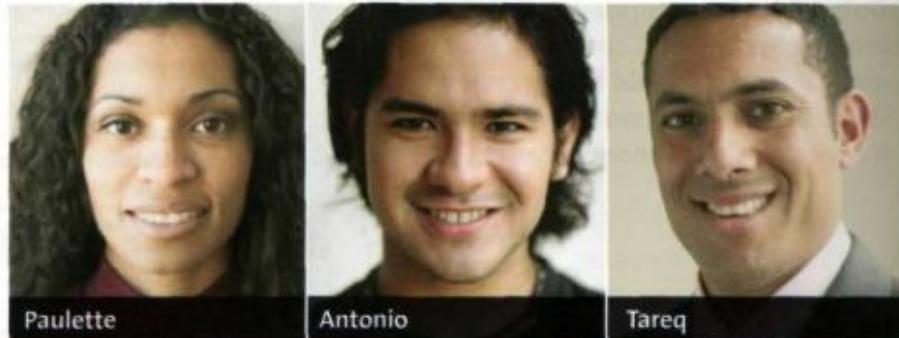
- handling incoming and outgoing emails
- organization of conferences

Hours of work are 9.30 – 16.30
Monday to Friday

If you wish to apply for this job, please click on the apply button.

Apply

- 2 Work in pairs. Look at these three candidates for the job. What can you tell about them from the photos? Which one do you think might be the best candidate?



- 3 Listen to the candidates and make notes.

experience

skills and qualities

strengths

weaknesses

your comments

Paulette

Antonio

Tareq

- 4 Work in pairs. Compare notes. Decide who you think gets the job.

- 5 Listen to the interviewer. Which candidate did she choose and why? Make notes.



Video

Get interview-ready: Classic interview questions to expect

I. Before Watching

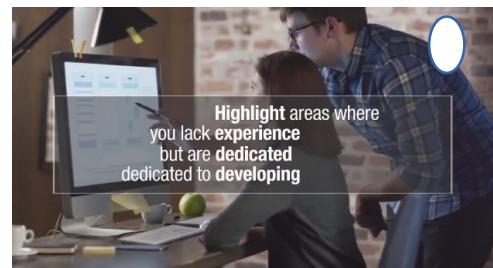
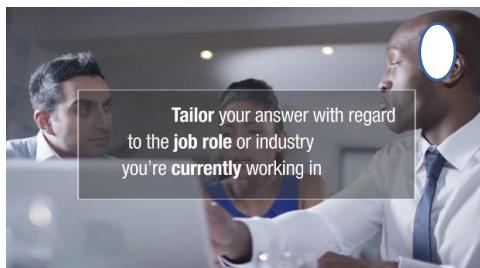
It's normal to feel daunted when heading into a job interview, but making sure you prepare properly is one way to take the pressure off. How can you prepare for a job interview?

II. While Watching

A. These are the four questions that are going to be answered in the video. Put them in order.

- Why are you a good fit for this role?
- What are your main strengths and weaknesses?
- Why do you want to work for us?
- Where do you see yourself in five years?

B. Match the answers below to each of the question in A. Write the number of the question in the circle.



C. Complete the extracts below with the missing words or phrases from the video.

Make sure you start strongly with a well-rehearsed answer.

Stay away from answers that mention (a) _____ or the easy commute.

Instead think about how your values and goals align with the organization or an aspect of the role which make it a natural step in your (b) _____.

Many of your (c) _____ will be highlighted in your CV so discussing them would be straightforward. Listing your (d) _____ can be trickier.

Whilst no one can actually predict the future, your potential new employer will want to make sure your (e) _____ are aligned with theirs.

III. After Watching

Discuss the meaning of the expressions below with your partner. Think of how they were used in the video.

- ⑩ to be **a good fit** or match for a role or position
- ⑩ values that **align with** the organization
- ⑩ **tailor** your answer to the job role

PUTTING IT ALL TOGETHER-GROUP PRESENTATIONS

Read the job ad below. Imagine you are at a job interview. Make a conversation with your classmate in which you include the job specifications below. Be polite. Ask and answer questions.



LEAD RESEARCH ECONOMIST²⁹

The African Development Bank, located in Côte D'Ivoire, Africa, is looking for somebody to fulfill the post of Chief Economist for Economic Governance and Knowledge Management.

The Bank: Established in 1964, the African Development Bank is the premier pan-African development institution, promoting economic growth and social progress across the continent. The Bank's development agenda is delivering the financial and technical support for transformative projects that will significantly reduce poverty through inclusive and sustainable economic growth. In order to sharply focus the objectives of the Ten Year Strategy (2013 – 2022) and ensure greater developmental impact, five major areas, all of which will accelerate our delivery for Africa, have been identified for scaling up, namely; energy, agrobusiness, industrialization, integration and improving the quality of life for the people of Africa.

The following are the responsibilities of the job:

- ⑩ Oversee the strategic work program of the department in quality assurance
- ⑩ Coordinate the production of Bank Economic Intelligence documents
- ⑩ Participate in collaborative research and knowledge management activities

The ideal candidate should:

- ⑩ hold a Master's Degree in Economics or related discipline (a PhD is a strong advantage),
- ⑩ have a minimum of eight (8) years' experience in development research
- ⑩ have demonstrable experience and ability to initiate exciting and innovative research projects with no supervision
- ⑩ possess strong written and oral communication skills as well as mature interpersonal and professional relationships

²⁹Information taken from <https://jobs.economist.com/job/21683/lead-research-economist/>

Student A

You, a representative of the African Development Bank, are interviewing a job candidate for the post. The candidate must be willing to move to Côte D'Ivoire. He/she must work weekends and attend many meetings and international congresses. The candidate will have many responsibilities and will have to participate in collaborative research and knowledge management activities.

Inquire about the candidate's career ambitions and goals, abilities and skills, and expectations. Be welcoming and polite. Is he a good option for the job? Would you recommend him/her for the position?

Student B

You have passed the pre-interview process for a highly demanding job at the African Development Bank. This is the job of your dreams, although it implies moving to Côte D'Ivoire, which you are not sure about since you have a family with strong roots in Costa Rica. You already have a Master's degree, and given the right conditions, you would like pursuing a PhD degree. You are certainly a team player and enjoy doing research but lack the 8 years' experience. However, you are very enthusiastic and can compensate with hard work and strong initiative.

Answer all the interviewer's questions. Inquire about the bank and show you have done your research regarding its history and work. Sell yourself as a candidate that might not meet all the requirements but that is willing to work hard and grow with the post.

Reading

- 1 Read the article and match some of the interview mistakes with the advice.
 - a Don't wear the wrong clothes.
 - b Don't eat or drink.
 - c Do your homework – learn about the company.
 - d Prepare appropriate answers to questions.
 - e Don't appear tired or bored.
 - f Don't be too aware of time passing.

- 2 Work in groups. Decide which candidate's behaviour was:
 - the most embarrassing
 - the most stupid
 - the most offensive
 - the most inappropriate

How NOT to impress at an interview!

Going for a job interview is a chance to impress and show a company your best qualities. Or it should be! Interviewers told us about their worst experiences. Are you ready for some surprises?



Business know-how

- 1 Work in pairs. Imagine you are interviewing someone to be the secretary of your place of study. What questions would you ask?
- 2 Interviewers want to know about your education and past experience, what sort of person you are, and what you can offer. Read the key questions in *Business know-how*. Write your answers to the questions.

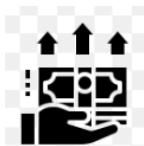
Key interview questions

- What are your best / worst subjects at school?
- Have you had any experience of this type of job?
- What skills and qualities do you have?
- What are some of your strengths and weaknesses?
- Tell me about an achievement in your last job or at school.
- Why are you interested in this company?
- What experience have you had of working in a team or a group?

Speaking

Work in groups of three. Go to p.111.

- 1 One woman started eating a hamburger and fries during the interview. She said that she hadn't had lunch.
- 2 One candidate saw a photo of my wife on the desk and asked if it was my mother.
- 3 I was amazed when a woman brought her dog to the interview. She even asked for a bowl of water.
- 4 I must be very boring. A candidate once went to sleep during the interview. I had to wake him up!
- 5 The candidate made a phone call on his mobile. It was to his brother – he asked him how to answer the question.
- 6 During the interview an alarm clock went off in the candidate's bag. He got up and said he had to leave because he had another interview.
- 7 Our company does telemarketing. But one candidate said she didn't like talking on the phone!
- 8 A candidate came in wearing earphones. She said she could listen to me and to the music at the same time.
- 9 We interviewed someone who forgot the name of our company half way through the interview. We weren't impressed.
- 10 Our company has a casual dress policy. But one candidate took this too far! He came to the interview wearing shorts, flip-flops, and a T-shirt.



Expansion Activities – Work in pairs

A. Ask and answer questions about your obligations at the university using *Do you have to...?* or *Can you ...?*³¹

- | | |
|--|---|
| <ul style="list-style-type: none"> ⑩ make phone calls in class ⑩ study on weekends ⑩ sign in and out of class ⑩ skip classes | <ul style="list-style-type: none"> ⑩ take pictures of the board ⑩ carry an identity card ⑩ make free photocopies ⑩ yell in the hallways |
|--|---|

B. Choose two problems that you have experienced before from the list below. Explain what the problem was and how you solved it by using the past modals.

- | | |
|---|---|
| <ul style="list-style-type: none"> ⑩ forgetting an appointment with a professor ⑩ running out of money ⑩ missing a work deadline | <ul style="list-style-type: none"> ⑩ losing an important document ⑩ missing the bus / train ⑩ sending an email to the wrong person |
|---|---|

C. Choose one of the topics below and draw up a list of guidelines. Prioritize the guidelines according to their importance. Then, present your guidelines to another pair of students.

- ⑩ making a good impression at an interview
- ⑩ going through your first day at work
- ⑩ moving ahead in your professional career

D. True or False? Choose one of the sentences below and make a true or made up sentence. Read it to your classmate. Your classmate can ask you 3 questions. Then, he/she must guess if you said the truth or if you lied.³²

1. I am allowed to / I can _____ at work (if I want to).
2. I can't/ I'm not allowed to _____ at home.
3. I don't have to _____ if I don't want to.
4. I have to _____ every day.
5. I really must _____ soon.
6. I had to _____ when I was younger (but I don't now).

³⁰Taken from Hobbs, M., & Keddie, J. S. (2006). *Commerce 1*. Oxford, England: Oxford University Press.

³¹Exercises modified from Business Result Upper-Intermediate

³²Activities D and E were taken and slightly modified from <https://tefltastic.wordpress.com/worksheets/grammar/modals/obligation-prohibition/past-present-obligation-permission-games/>

E. Choose one of the places below and write three clues with modal auxiliaries. Your partner should try to guess the place.

*Example. Here you must not feed the animals. You shouldn't make loud noises not to disturb the animals. Finally, you should bring your kids because they will love going there.
What's this place?*

⑩ the zoo

⑩ the cinema

⑩ English class

⑩ a swimming pool

⑩ a bank

⑩ the school's cafeteria

Section 5

Conflict



33

Starting Up

Read two problems adapted from the article: *15 Typical Problems and How to Solve Them*.³⁴ In groups, talk about some possible solutions.



All of our problems are the same. This is the 156th time I've written this fact (for those of you counting).

Problems are forever and we can't avoid them. You'll wake up tomorrow and have problems for breakfast. You'll jump on the train and read a problem in your email inbox.

You'll get to the office and get a problem smack bang in your pretty face!

The typical problems we face can be solved.

You didn't reach your goal.

Just because you set a goal, doesn't mean you're going to get it. Many of life's toughest goals take lots of attempts. Some of the goals I missed are:

³³ Pinterest

³⁴ @timdenning. (2018, July 21). 15 Typical Life Problems And How To Solve Them. - The Mission. Retrieved from <https://medium.com/the-mission/15-typical-life-problems-and-how-to-solve-them-c56838f49738>

- Dream careers
- Girls I wanted to date
- Saving enough money to build a school in Laos
- Reaching 100k followers on LinkedIn

People who talk about success and personal development (and even write for a site called Addicted2Success like me) also don't reach their goals.

The best feeling about reaching a goal is the journey it took to get there. If all your goals were easy, then you'd feel nothing at the end of the process.

You have financial troubles.

That crazy little thing called money will let you down at some point.

"I've personally been rich and poor multiple times"

Upon reflection, the time I've been the happiest has been when I've had the least amount of money.

Countless studies have shown that money isn't what your life's about. As humans, we seek meaning, love and our own version of happiness.

Money won't give you any of those human needs.

That doesn't mean money doesn't matter; it just means that it shouldn't be your main focus or something you obsess over.

Now share your solutions with the class.



Watch the video³⁵ to see if they are same solutions that you came up with.

³⁵ Media, A. (2019, April 01). 15 Typical Life Problems And How To Solve Them. Retrieved from <https://www.youtube.com/watch?v=pmDQIU0wAQE>

VOCABULARY
Word-building

Complete the 'noun' and 'adjective' columns of this chart with the correct word forms. Use a dictionary to help you if necessary.

	noun	adjective	opposite adjective
1	'patience	'patient
2	calmness	nervous
3	weakness	strong
4	flexibility
5	emotion
6	consistency
7	sympathy
8	formal	informal
9	enthusiasm
10	creative

36

How good are you at managing conflict? Answer the questions in this quiz. When giving an explanation of your answer, use the vocabulary from the word-building exercise above.

1 You are in a meeting. People cannot agree with each other. Do you:

- a) do nothing?
- b) intervene and propose something new?
- c) take sides with those you like?
- d) suggest a 10-minute break?

2 Your two closest friends have an argument and stop speaking to each other. Do you:

- a) behave as though nothing has happened?
- b) bring them together to discuss the problem?
- c) take the side of one and stop speaking to the other?
- d) talk to each one separately about the situation?

3 You see two strangers. One begins to hit the other. Do you:

- a) pretend to be an off-duty police officer and ask them what is going on?
- b) call the police?
- c) shout at them to stop?
- d) walk away quickly?

4 Your neighbours are playing very loud music late at night. Do you:

- a) ask them to turn it down?
- b) do nothing?
- c) call the police?
- d) play your own music as loudly as possible?

5 You are in the check-in queue at an airport. Somebody pushes in. Do you:

- a) ask them to go to the back of the queue?
- b) say nothing?
- c) complain loudly to everyone about people jumping queues?
- d) report them to an airport official?

6 A colleague criticises your work. Do you:

- a) consider carefully what they say?
- b) ignore them?
- c) get angry and criticise them?
- d) smile, but wait for an opportunity to take revenge?



Opposite adjectives are formed in one of three ways:

- a) using a prefix such as *un-*, *in-* or *im-*: *formal* → *informal*
- b) using a different word: *weak* → *strong*
- c) using a paraphrase: *friendly* → *not (very) friendly* (= *unfriendly*)

³⁶ Market Leader 3rd Edition. (n.d.). Retrieved from <https://www.pearson.co.jp/en/catalog/product.php?item=260000>

Complete these sentences with one of the adjectives from the chart or its opposite.

- 1 He gets very angry if people are late for negotiations. He is very impatient.
- 2 She always has ideas and easily finds solutions to problems. She is a very person.
- 3 He never shows anger, enthusiasm or disappointment during a negotiation.
He is totally
- 4 He always agrees with everything his negotiating partner suggests. He is
- 5 I told him I was feeling really bad, and all he asked was 'Will you be able to meet the deadline?' How can anyone be so ?
- 6 He likes people to feel comfortable and relaxed during a negotiation. He's a very person.
- 7 He let the other side have everything they wanted in the negotiation. He was very
- 8 She is very She keeps changing her mind all the time, which makes her very difficult to negotiate with.

Look again at the adjectives and their opposites. Choose what you think are the best and worst qualities for a negotiator. Then compare your ideas with a partner and try to reach an agreement.

Which of the qualities above do you think you and your partner possess / don't possess?
Discuss your ideas.

LISTENING
**Resolving
disputes**



Eileen Carroll

A CD2.52 Listen to the first part of an interview with Eileen Carroll, from the Centre for Effective Dispute Resolution, and answer these questions.

- 1 When was the centre founded?
- 2 Where is it located?
- 3 What does it do?
- 4 How many mediators has it been involved in training?

B CD2.53 Listen to the second part, where Eileen talks about the commonest causes of conflict at work, and complete this extract from the audio script.

The key problem is inappropriate¹ or no². So I would say, avoidance, so that managers are not³ with their employees as effectively as they might.

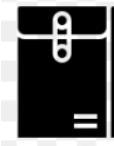
There's a lot of European legislation now around the areas of sex discrimination and⁴ work practices, and this does lead to a lot of controversy in the⁵.

I think other areas are: clash of personalities,⁶, different belief systems, and interestingly, I think a lot of⁷ feel that their workloads can be very oppressive.

C CD2.54 Listen to the final part and complete these notes on how to resolve business disputes.

- 1 Have an early
- 2 Recognise there is a
- 3 Have a good
- 4 Get key decision-makers to allow enough
- 5 Have a good
- 6 Make sure difficult issues are
- 7 Bring together parts of different groups to improve levels of
- 8 Work on problem-solving to find a

D In pairs, talk about an example of conflict you have had and how you resolved it. How many of the methods in Exercise C did you use?



LANGUAGE REVIEW Conditionals

- **First conditional**
if + present simple, *will* + infinitive without *to*
This describes a possible situation and its probable result.
If he bullies anyone again, he'll lose his job.
If sales increase, we'll make more profit.
- **Second conditional**
if + past simple, *would* + infinitive without *to*
This describes an unlikely situation and its probable result.
If he made more eye contact, he'd be a better negotiator.
- **Conditionals and negotiating**
Conditionals are often used when negotiating. We use conditionals for offers.
If you sign the contract today, we'll give you a 10% discount. (firm offer)
If you ordered 100 cases, we'd give you a larger discount. (less firm offer)

A Correct the grammatical mistakes in these sentences.

- 1 If you pay in dollars, we would deliver next week.
- 2 If I would have his number, I would phone him.
- 3 If the goods will arrive tomorrow, I'll collect them.
- 4 If the cars would be more reliable, more people would buy them.

B Combine phrases from Columns A and B to make conditional sentences. More than one answer is possible in each case.

EXAMPLE: If you place an order today, we'll offer a large discount.

A

- 1 offer more flexible payment conditions
- 2 pay all the promotion costs
- 3 place an order today
- 4 pay in dollars
- 5 place firm orders in advance
- 6 provide good technical support
- 7 offer us a unit price of \$22
- 8 sign the contract now

B

- a) offer a large discount
- b) give you 90 days' credit
- c) make you an exclusive agent
- d) give you a signing-on bonus
- e) despatch immediately
- f) accept the deal
- g) reduce the price by 20%
- h) increase the order

C

CD2.55 Listen to two people negotiating.

D Discuss these questions in pairs.

What would you do if:

- 1 your boss asked you to move abroad? *I would ask for a raise.*
- 2 you saw a colleague bullying another colleague?
- 3 you saw a colleague stealing something?
- 4 your boss took credit for your ideas?
- 5 you saw two colleagues having an argument?



Video: Scarcity, the Economic Problem³⁷

A. Before You Watch

There are fifteen students in a class and only six chairs in the classroom. In groups, think of five possible solutions to the problem. In your answers, make use of the conditionals from the grammar section of this lesson.

1. If

2. If

3. If

4. If

5. If

B. While You Watch

Compare your answer with the responses produced in the video.

C. After You Watch

In a group, think of three other problems (two related to life and one about economics). Now give your problems to another group and the new group needs to think of solutions. Afterwards, each group must present the problem and the solutions.

³⁷ Welker, J. (n.d.). Scarcity, the Basic Economic Problem. Retrieved from https://www.youtube.com/watch?v=1cYMW5d_bn4

SKILLS
**Negotiating:
dealing with
conflict**



A Which of these are good ways of dealing with conflict in a negotiation?

- 1 Avoiding eye contact.
- 2 Smiling a lot.
- 3 Sitting back and appearing relaxed.
- 4 Stopping the discussion and coming back to it later.
- 5 Saying nothing for a long time.
- 6 Saying 'I see what you mean'.
- 7 Finding out why the other side is unhappy.
- 8 Focusing on the issues, not on personalities.
- 9 Saying something humorous.
- 10 Speaking calmly and slowly.

B CD2.56 Rachel, an American executive, works in a sales office in Geneva, Switzerland. She is negotiating a salary increase with Scott, a director of the company.

- 1 What do these figures refer to? a) \$60,000 b) \$120,000
- 2 List the arguments that:
 - a) Rachel uses to get an increased salary;
 - b) Scott uses to avoid paying her the salary she asks for.

C CD2.56 Listen again and complete these extracts.

- 1 I think I'm a lot more than that to the company. My work's greatly undervalued at the moment.
- 2 I've done really well in the last two years. I've exceeded my by almost 40% ...
- 3 Put yourself in our shoes. We're facing a difficult situation, you know that.
- 4 OK, I understand what you're I can see your point of
- 5 Let me suggest a How about if we give you an increase to, say, \$80,000 now and promise to review your salary in six months' time?
- 6 I'm pleased to hear it. I think we've everything.

D Identify the key phrases in the extracts in Exercise C and write them under the appropriate heading in the Useful language box below.

E. Work in groups of three. Role-play this situation.

You are having a conversation with a famous economist who wishes to get his or her view across a panel of experts in the field. The economist is passionate about the topic. The other person from the panel wants to avoid a conflict but to have a discussion about the economist new theory.

USEFUL LANGUAGE

EXPRESSING YOUR POINT OF VIEW

I've got an excellent sales record.
I've always met my sales targets.
I believe I should be paid more.

CALMING DOWN

Well, I know/see what you mean.
Why don't we come back to that later?
Let's have a break and come back with some fresh ideas.

CREATING SOLUTIONS

I'd like to make a suggestion.
What if ...
Let's look at this another way.
Another possibility is ...

CLOSING A NEGOTIATION

Let's see what we've got.
Can I go over what we've agreed?
Let's go over the main points again.
We've got a deal.
Fine. / Right. / That's it, then.



Expansion Activities

A. In pairs, write a list of vocabulary words from the unit on cards. Describe your list words to your partner. For example, the word is PATIENCE. Give an explanation: IF THE LINE IS LONG AT THE SUPERMARKET, YOU NEED TO HAVE "THIS".

B. The teacher begins with a sentence, for example 'If I go out tonight, I'll go to the cinema.' The next person in the circle must use the end of the previous sentence to begin their own sentence, for example 'If I go to the cinema, I'll watch Charlie and the Chocolate Factory.' The next person could say, 'If I watch Charlie and the Chocolate Factory, I'll eat lots of chocolate.' Then, 'If I eat lots of chocolate, I'll put on weight.' etc.³⁸

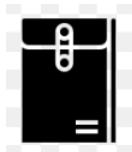
C. In groups of three or four, roll the dice and move from one space to another taking turns. When a student moves their play piece, the other will ask the question that is on the space. The student must answer the question using the first and/or second conditional to move forward. The other students will correct their classmate's grammar.³⁹

³⁸ Conditional chain game. (n.d.). Retrieved from <https://www.teachingenglish.org.uk/article/conditional-chain-game>

³⁹ First and Second Conditional Board Game. (n.d.). Retrieved from <https://www.eslbase.com/activities/conditional-board-game>

Start	1 ... IF YOU MET THE AMERICAN PRESIDENT ?	2 ... IF YOU GO OUT TONIGHT?	3 ... IF IT RAINS TONIGHT?	4 Miss a turn!
9 ... if you saw Tom Cruise walk by the classroom?	8 Go back 2 spaces	7 ... IF YOU CAN'T SLEEP TONIGHT?	6 ... IF YOU ARE SICK TOMORROW ?	5 ... if you could speak perfect English?
10 ... IF YOU FOUND \$100 ON THE STREET?	11 ... if you broke your friend's favourite DVD?	12 ... IF THIS BUILDING CAUGHT FIRE?	13 ... IF YOU SAW YOUR TEACHER IN A POLICE CAR?	14 Move forward 2 spaces
19 ... IF YOU HIT A CAT WITH YOUR CAR?	18 Miss a turn!	17 ... if you needed a lot of money very quickly?	16 ... IF YOU GET A LOT OF HOMEWORK ?	15 ... IF YOU HAVE A HEADACHE TONIGHT?
20 ... IF YOU SPOKE PERFECT RUSSIAN?	21 ... if your best friend forgot your birthday?	22 ... IF YOU LOST THE KEYS TO YOUR HOUSE?	23 ... IF YOUR TV BROKE?	24 Move forward 3 spaces!
Finish	28 Go back 2 spaces!	27 ... IF YOUR FRIDGE WAS EMPTY TONIGHT?	26 ... IF YOU WON THE LOTTERY?	25 ... if you had an important exam in two days time?

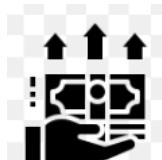
Icons used in this booklet:



Grammar



Video



Expansion activities



Reading

Notes

Glossary