

**Universidad de Costa Rica**

Escuela de Lenguas Modernas

Sección de Inglés para Otras Carreras

# LM0303 Inglés para Economía 1

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# Section 1

## Introductions / Work & Leisure

### Starting-up

#### Starting up

A Work in pairs. Complete the sentences with words from the box. There are two you do not need.

from I'm my name's she you

- 1 ..... Emma. Emma Schneider, from Habermos in Hamburg.
- 2 Good morning. .... name's Shi Jiabao.
- 3 My ..... Akim, by the way. Akim Anyukov.
- 4 How do you do. I'm Nuria Sosa, ..... RTA Seguros.

2

B. Work in pairs. Take turns asking your partner the following and take notes:

1. What's your name?
2. What's your last name?
3. Where are you from?
4. How old are you?
5. What do you do?



### Video

Watch the following video: Learn English, introducing yourself, meeting someone for the first time. Complete the statements below with the information from the video.

1. The girl's name is \_\_\_\_\_.
2. The boy's friends call him \_\_\_\_\_.
3. The boy's class is at \_\_\_\_\_.
4. The girl's last name is \_\_\_\_\_.
5. Both students are in class 203, with Miss \_\_\_\_\_.

## Listening and oral activities

B. 1.1. Listen to these four business people introducing themselves. Match the speakers (1-4) to their business cards (A-D).



A

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**C** Talk about yourself.

Hello. My name's ..... I'm from .....

**D** 1.2 Listen to these letters and practise saying them.

A H J K                    O  
B C D E G P T V        Q U W  
F L M N S X Z            R  
I Y

4

**E** 1.3 Listen and write the words that are spelled.

1 ..... 2 ..... 3 ..... 4 .....

F. Work in pairs. Spell the names of some people to your partner. Student A look at the card for you and cover Student's B card. Student B look at the card for you and cover Student's A card.

**Student A**

Spell the first names and surnames of these people for your partner.

- 1 Our Accounts Manager is Li Hai. That's L-I and then H-A-I.
- 2 Our new Sales Assistant is Ana Torres. That's A-N-A, and then Torres T-O-double R-E-S.
- 3 The Human Resources Manager is Tom Sims. That's T-O-M, and then Sims S-I-M-S.

Now listen to your partner and write down the first names and surnames of three other people.

1 ..... 2 ..... 3 .....

**Student B**

Listen to your partner and write down the first names and surnames of three people.

1 ..... 2 ..... 3 .....

Now spell the first names and surnames of these people for your partner.

- 1 The Production Manager is Olga Karpyn. That's O-L-G-A for Olga, and then Karpyn K-A-R-P-Y-N.
- 2 Our Marketing Manager is Kaori Monchi. That's K-A-O-R-I, and then Monchi M-O-N-C-H-I.
- 3 The new Customer Service Manager is Leila Mehrzad. That's Leila L-E-I-L-A, and Mehrzad M-E-H-R-Z-A-D.

**Vocabulary**  
**Nationalities**

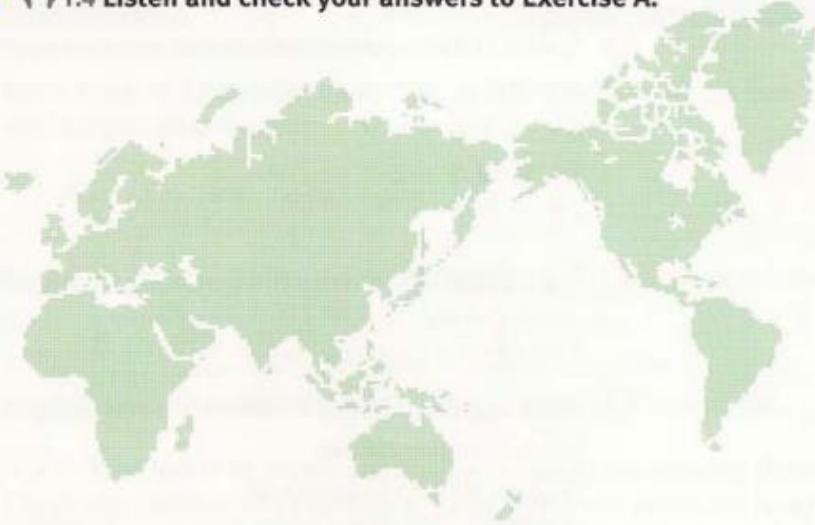
A Complete the chart of countries and nationalities. Use the words from the box. Add other countries and nationalities.

Brazilian Polish Germany Kuwaiti French Oman  
Italian Spain Russia Turkey Japanese Swedish  
China Greece British American

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Country	Nationality	Country	Nationality
Brazil	<i>Brazilian</i>	Poland	<i>-ish</i>
<i>Germany</i>	German	.....	Spanish
Italy	.....	Sweden	.....
.....	Russian	.....	Turkish
Japan	.....	France	.....
.....	Chinese	.....	Greek
Kuwait	.....	the UK	.....
.....	Omani	the USA	.....

B 1.4 Listen and check your answers to Exercise A.



C. Work in pairs. Student A: cover student's B card and then look at the card for you below and ask about the nationalities of the companies you have there. Answer student's B questions.  
Student B: cover student's A card and then look at the card for you below and ask about the nationalities of the company you have there. Answer student's A questions.

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Student B	Answers to Student A's questions
Ask about	
2 Givenchy	1 Sony – Japanese
4 Zara	3 Volvo – Swedish
6 Aeroflot	5 Gucci – Italian
8 Siemens	7 Michelin – French
10 Olympic Airways	9 McDonald's – American

Student A	Answers to Student B's questions
Ask about	
1 Sony	2 Givenchy – French
3 Volvo	4 Zara – Spanish
5 Gucci	6 Aeroflot – Russian
7 Michelin	8 Siemens – German
9 McDonald's	10 Olympic Airways – Greek



## Reading

Reading  
Describing  
people

A Read this article. Then complete the chart below.

### Meet Jeffrey Immelt

Jeffrey Immelt is Chairman and CEO of General Electric Co. GE is a 128-year-old company in Connecticut, USA. It operates in more than 100 countries and employs more than 320,000 people worldwide.

10 Immelt is 51 and is a very rich man. He is married, and his wife's name is Andrea. They have one daughter. Her 15 name is Sarah, she is 20 years old. 'My wife and my daughter are great,' Immelt says. 'It's a pity we're not together more often.' He is away on business more than 50% of his time, and he tries to meet customers about a week a month. 'Life is never boring,' he says. 'No two days are the same.'

20 25 He usually gets up at 5.30 in the morning and works out for about an



hour. 'Exercise is important, but my real hobby is golf,' he says. 'I'm not great at golf, but I enjoy it. And I like to read, especially when I'm on the move.' He likes biographies, business books and fiction, and reads about 50 books a year. He also likes 1970s rock music.

Jeffrey Immelt	
Age	51
Family	
Job	
Hobbies and interests	

B Decide whether these statements are true or false.

- 1 Jeffrey Immelt is President of General Electric. *false*
- 2 General Electric is a global company.
- 3 Immelt is married with two children.
- 4 All days are different for Immelt.
- 5 He is away more than half of the time.
- 6 He is not very good at golf.
- 7 Immelt is not interested in exercise.
- 8 All his books are about business.

C Work in pairs. Write five questions about Jeffrey Immelt and General Electric.  
For example:

*Is Immelt rich?*

*Where is GE?*

Now work with a different partner, close your books and ask each other your questions. See who can remember the most answers!

## Grammar Focus

### Language focus 1 **to be**

- We often use the verb *to be* to describe people.

*Jeffrey Immelt is Chairman of GE. He is American. He is married.*

I	am	(I'm)	Spanish.
You		(You're)	
We	are	(We're)	
They		(They're)	
He		(He's)	Italian.
She	is	(She's)	
It		(It's)	

I	am not	(I'm not)	Italian.
You		(You aren't)	
We	are not	(We aren't)	
They		(They aren't)	
He		(He isn't)	
She	is not	(She isn't)	
It		(It isn't)	



**A** Complete the information about Ingrid with short forms of the verb *to be*.

My name...<sup>1</sup> Ingrid. I....<sup>2</sup> a graphic designer. I....<sup>3</sup> German and I....<sup>4</sup> from Munich.

I....<sup>5</sup> married with two children. They....<sup>6</sup> both in high school. Their school....<sup>7</sup> near my office.

My husband....<sup>8</sup> an engineer. We....<sup>9</sup> interested in travel and the cinema.  
My sister....<sup>10</sup> an accountant.

**B** 1.5 Listen and check your answers.

**C** Complete this chart about yourself. Then introduce yourself to a partner.

1 Name	.....	4 Nationality	.....
2 Job	<i>I'm a(n) ... .</i>	5 Interests	.....
3 City	<i>I'm from ... .</i>	6 Favourite sports	.....

**D** Now write a paragraph about your partner. Use the text of Exercise A as a model.

*My partner's name is ...*

**E** Complete these sentences with negative forms of *to be*.

- 1 I'm Russian, but .....*I'm not*..... from Moscow.
- 2 They're Japanese, but .....from Tokyo.
- 3 He's German, but .....from Munich.
- 4 I'm in sales, but .....the manager.
- 5 You're in Poland, but .....in Warsaw.

**F** Match the questions and answers about Sergio.

- |                            |  |
|----------------------------|--|
| 1 Are you Spanish?         | a) No, I'm a Financial Analyst.            |
| 2 Are you a Sales Manager? | b) No, she's Polish.                       |
| 3 Are you married?         | c) No, I'm Italian.                        |
| 4 Is your wife a manager?  | d) No, she's a lawyer.                     |
| 5 Is she Italian?          | e) Yes, I am. That's a picture of my wife. |

**G** Work in pairs. Ask and answer questions from Exercise A about Ingrid.

A *Is Ingrid French?*

B *No, she isn't. She's German.*

## Language focus 2

### a/an with jobs; wh- questions

- We use *a* before words beginning with a consonant sound (e.g. *b, c*, etc.):  
*a receptionist*
- We use *an* before words beginning with a vowel sound (e.g. *a, e*, etc.):  
*an astronaut*
- We do not use *a* or *an* with plural nouns: *They are architects.*
- We use question words such as *what, who* and *where* to ask for information:  
*What's your job? I'm a lawyer. (NOT I'm lawyer.)*  
*What's your wife's job? She's an engineer.*  
*Who's your boss? Julio Cordón.*  
*Where are you from? I'm Russian./ Where's he from? He's Spanish.*

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### A Write the correct article (*a/an*) for each job.

trainee accountant executive optician lawyer  
analyst director architect manager consultant  
engineer doctor pilot office worker cashier  
receptionist technician telephone operator  
sales assistant personal assistant (PA)

## Oral and Listening activities

### B Work in pairs. Talk about your job and the jobs of your family and friends.

I'm a sales manager. My husband / wife / partner is a doctor.  
My brother is an engineer. My sister is a housewife. My friend is an architect.



Vocabulary file page 156

### Listening

### Talking about yourself

### 1.6 Three people talk about their jobs. Listen and complete this chart.

	Pierre	Olga	Anna
1 What is his/ her job?	<i>an architect</i>	an engineer	
2 Where is he/ she from?	Switzerland		
3 Where is his/ her office?	Zurich		Poznan
4 Who is his/ her boss?		Eugenia	

## Skills

### Introducing yourself and others



- A 1.7 Listen to three conversations. Decide whether these statements are true or false.

*Conversation 1*

- 1 Patrick Keller is a Sales Assistant. *true*  
2 Diana Vincent is a Sales Manager.

*Conversation 2*

- 3 Hiroshi Ito is Mayumi Nitta's assistant.  
4 Dan Marshall is in Finance.

*Conversation 3*

- 5 Jimmy is pleased to meet Dave.  
6 Business is good.

10

- B 1.7 Listen again and complete these conversations. Use words from the Useful language box below.

*From conversation 1*

- A Hello. *I'm* ...<sup>1</sup> Patrick Keller. ....<sup>2</sup> the new Sales Assistant.  
B Oh, hello. ....<sup>3</sup> to meet you. I'm Diana Vincent.

*From conversation 2*

- A Good morning. My .....<sup>4</sup> Hiroshi Ito. ....<sup>5</sup> is Mayumi Nitta,  
my assistant.  
B Nice to .....<sup>6</sup> you both. I'm Dan Marshall from Marketing.

*From conversation 3*

- A Hello, Jimmy.  
B Hi, Dave.  
A .....<sup>7</sup> to see you again.  
B You, too. ....<sup>8</sup>?  
A Not too good.  
B Oh, really? Sorry to hear that. What's the problem?

 Work in pairs. Practise conversations like those in Exercise B. Use phrases from the Useful language box.

### Useful language

#### Introducing people

I'm ...  
My name's ...  
This is ...  
He's / She's in sales.  
He's / She's with Nokia.

#### Greetings

Pleased to meet you.  
Nice to meet you.  
Good to see you again.  
You, too.

#### Asking about business

How's business?

#### Replying

Not bad, thanks.  
Fine. / OK. / Not too good.

#### Offering a drink

Would you like a drink?  
How about a coffee?  
Another drink?

Thanks very much. I'd love one.  
Yes, please. / No, thanks.

#### Saying goodbye

See you later.  
Nice talking to you.

Goodbye. See you soon.



### Oral activity

Check the activities from the boxes below. Write ✓ under the Yes or No boxes to indicate if they are true for you or not. Then work with a partner asking questions to find out your partner's answers. Use the question forms: Are you .... or Do you....? Finally, work in groups of four and take turns reporting your partner's information to the other members of the group.

	YES	NO
1. a student.		
2. younger than 20 years old.		
3. live near the university.		
4. have siblings.		
5. good at math.		
6. check your email every day.		
7. a team worker.		
8. go out on weekends.		

# Starting-up



## Starting up

A Work in pairs. Discuss the things people might want from work. For example,  
*a large office      nice colleagues*

B Work in pairs. Make three word partnerships in each box to find out what four people want from work.

1 high  
long  
helpful

colleagues  
salary  
holidays

2 friendly  
travel  
job

security  
opportunities  
boss

3 company  
mobile  
parking

phone  
facilities  
car

4 fast  
flexible  
sports

facilities  
promotion  
hours

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2.1 Now listen and check the word partnerships they use.

C Match some word partnerships from Exercise B to their meanings 1 to 6.

1 a lot of money *high salary*

2 a lot of time away from work

3 good people to work with

4 the chance to go to different places on business

5 move quickly to a higher position at work

6 you can change the times when you start and finish work

D What do you want from work? Use the word partnerships from Exercise B and make a list. Work in pairs. Compare your lists and choose the five most important things.

## Vocabulary 2

### Leisure activities

A Put the days of the week in order. Which days are 'the weekend'?

Friday  Monday  Saturday  Tuesday   
Sunday  Thursday  Wednesday

B Write the months of the year under the correct seasons.

June	April	January	August	December	February
May	October	March	September	November	July

Spring

Summer

Autumn

Winter

**C** Complete these time phrases with *in*, *at* or *on*. Then write the phrases under the correct preposition.

- |                           |                         |                     |
|---------------------------|-------------------------|---------------------|
| 1 ... <i>at</i> ... night | 4 ..... Thursday        | 7 ..... June        |
| 2 ..... the autumn        | 5 ..... the afternoon   | 8 ..... New Year    |
| 3 ..... 15th May          | 6 ..... Tuesday evening | 9 ..... the weekend |

*in* (x3)*at* (x3)*on* (x3)*at night*

**D** Complete these sentences with *in*, *at* or *on*.

- 1 We have a lot of big orders ...*in*... March.
- 2 The office closes for three days ..... New Year.
- 3 There is an important meeting ..... 15th June.
- 4 The CEO visits our branch ..... the summer.
- 5 We deliver large goods ..... Monday afternoons.

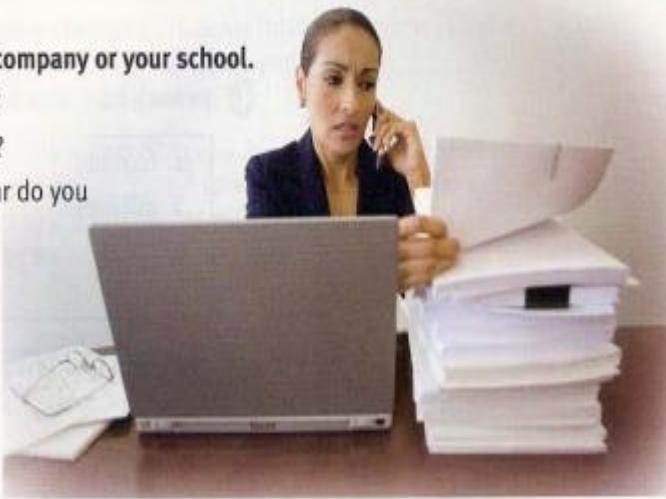
## Oral and writing activities

**E** Work in pairs. When are you **busy** during the day, week and year?  
What are the quiet times? Ask your partner.

- |  |  |
|--|--|
| A When are you <i>busy</i><br>during the day?        | B I'm very busy <i>in</i> the morning.       |
| B What are the quiet times<br>for you?               | A Business is quiet <i>in</i> the<br>summer. |
| A Which days are you <i>busy</i><br>during the week? | B I'm always <i>busy</i> on Mondays.         |

**F** Write about yourself, your company or your school.

- What are the busy times?
- What are the quiet times?
- What moments in the year do you particularly enjoy? Why?





## Reading and oral activities

### Reading Describing your routine

A Before you read the article, discuss these questions.

- 1 What is a typical day in the life of the CEO of a big company?
- 2 What do CEOs do at weekends?

B Look through the article. Can you find any of the ideas you discussed in Exercise A?

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# Carlos Ghosn, Superstar



Many people in Japan think Carlos Ghosn is a superstar. But Ghosn is not a rock star or a football player, he is the CEO and President of two of the world's biggest car makers: Renault and Nissan. He is also on the board of Alcoa, Sony and IBM. He is one of the world's great business leaders.

He was born in Brazil, but his parents are Lebanese. He speaks five languages fluently and he knows some Japanese, too. He travels all the time because he works in Paris and in Tokyo. His schedule is very tight: he attends meetings, visits plants and dealerships, and meets international customers. When he has time, he also goes to car shows. Some people call him '7/11' because he often arrives at the office at 7 o'clock in the morning and sometimes finishes at 11 p.m. He gets up early every day and works over 70 hours a week. But it is not all business for Ghosn. He does not work at weekends. He makes time for his wife, Rita, and their four children. They spend time together and enjoy their hobbies. They live in France, but his elder daughter, Caroline, studies at Stanford University.

Adapted from CNN

C Answer these questions.

- 1 Why do some people call Ghosn '7/11'?
- 2 Why is Ghosn's schedule busy?

D Decide whether these statements are true or false.

- 1 Many people think Ghosn is Japanese. *false*
- 2 Ghosn speaks three foreign languages.
- 3 He lives in Europe.
- 4 He often travels between Europe and Asia.
- 5 He meets international customers at weekends.
- 6 He has four children.

E In each box, match the words that go together.

- |            |           |
|------------|-----------|
| 1 football | a) leader |
| 2 business | b) maker  |
| 3 car      | c) player |

- |          |              |
|----------|--------------|
| 4 attend | a) customers |
| 5 meet   | b) languages |
| 6 spend  | c) meetings  |
| 7 speak  | d) time      |

F Work in pairs. Tell your partner about your day and about your weekend.

I get up ...

I arrive at work/school at ...

At weekends, I ...



## Grammar Focus

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### Language focus 1

#### Present simple

- We use the present simple to talk about habits and work routines.

*I travel overseas.*

*He attends meetings.*

*Does he meet international customers? Yes, he does. / No, he doesn't.*

*We don't drive to work.*

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A Complete the article below about Giorgio Armani's working day. Use the verbs from the box.

works    sleeps    has    spends    wakes    stops  
            walks    travels    goes

# ARMANI

Giorgio Armani ...*wakes*...<sup>1</sup> up at 7 a.m. He .....<sup>2</sup> to the gym and .....<sup>3</sup> an hour there. He .....<sup>4</sup> breakfast and then .....<sup>5</sup> to the office with his bodyguard. He has pasta and a salad for lunch and then he .....<sup>6</sup> for ten minutes. He .....<sup>7</sup> until 8 p.m. on design and administration. He .....<sup>8</sup> every two months – to the USA, Russia or other parts of Europe. On his way home from the office, he often .....<sup>9</sup> for a drink at Nobu. At weekends, he goes to his villa.



**B** Complete this information about Masami Kimura. Use the correct form of the verbs in brackets.

I'm Masami Kimura and I'm married with two children, Aiko and Katsuei. They .....<sup>1</sup> (go) to an international school. My husband's name is Seito. He .....<sup>2</sup> (work) for a shipping company, and I .....<sup>3</sup> (work) for an international securities company.

We .....<sup>4</sup> (live) in Tokyo, near Shinjuku. I .....<sup>5</sup> (travel) to work by subway, but Seito .....<sup>6</sup> (drive) to work. We both .....<sup>7</sup> (like) sports and travelling. At the weekend, we .....<sup>8</sup> (play) golf or we .....<sup>9</sup> (go) car camping.

**Vocabulary 2**

**Leisure activities**

**A Match these leisure activities to the pictures.**

1 running

2 walking

3 biking

4 swimming



**B Use words from the box to complete the leisure activities below.**

going to	playing	watching	listening to
----------	---------	----------	--------------

1 *playing*. golf

5 ..... tennis

2 ..... TV

6 ..... the cinema

3 ..... restaurants

7 ..... football

4 ..... CDs

8 ..... the gym

**Language focus 2**

**Adverbs and expressions of frequency**

- We use adverbs of frequency and expressions of frequency with the present simple to say how often we do things:

*He often arrives at the office at 7 o'clock.*

*He sometimes finishes at 11 p.m.*

*How often does he get up early?*

*He always gets up early.*

- Adverbs of frequency often go:

- before the main verb: *Karla sometimes works from home.*

- after the verb *to be*: *I am always at work before 9.00 a.m.*

never	sometimes	often	usually	always
0 %		→		100%

- Expressions of frequency go at the beginning or the end of a sentence:

*Two nights a week, he works late at the office.*

*He works from home once a month.*

**A** Write the words in brackets in the correct place in these sentences.

*usually*

- 1 She gets up early. (usually)
- 2 They start their first meeting at 9 o'clock. (always)
- 3 We are late for meetings. (never)
- 4 I am busy in the afternoon. (often)
- 5 The office closes at 3 p.m. (sometimes)

**B** Complete the expressions of frequency below. Use words from the box.

three	then	twice	Sunday	week	time
-------	------	-------	--------	------	------

- 1 from ..... *time* ... to time    3 once a .....
- 2 now and .....                  4 ..... a month        5 every .....
- 6 ..... times a week

**C** Read these pairs of sentences. Cross out the incorrect words.

- 1 a) He reads the papers every day.  
b) He *always / sometimes* reads the papers.
- 2 a) We eat in the company cafeteria four times a week.  
b) We *usually / sometimes* eat in the company cafeteria.
- 3 a) I work late once a month.  
b) I *usually / sometimes* work late.
- 4 a) The managers don't go to business dinners at the weekend.  
b) The managers *never / sometimes* go to business dinners at the weekend.
- 5 a) The company director travels on business twice a week.  
b) The company director *always / often* travels on business.



## Listening and oral activities



**C** Talk about your leisure activities. Use the verbs in box 1 and the time phrases in box 2.

I love running at the weekend.

I like going to the cinema on Friday night.

1 love  
like  
quite like  
don't like

2 at the weekend  
on Friday night  
in the summer / winter  
in August / December  
in the morning / afternoon / evening

- D** 2.2 An interviewer asks people from different countries about their typical day. Listen and complete this chart.

	Rodolfo (Mexican)	Isabel (Swiss)	Sigrid (Austrian)
1 What do you do when you get to work?	check e-mail		
2 Where do you have lunch?			
3 How often do you travel on business?			

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- E** Work in pairs. Ask and answer the questions in Exercise D.

- F** Work in pairs. Ask and answer these questions. Add similar ones of your own.

How often do you ...

- |   |                               |
|---|-------------------------------|
| 1 play sports?                          | 5 entertain at home?          |
| 2 use a mobile phone?                   | 6 go on business trips?       |
| 3 drive to work / college / university? | 7 go abroad on holiday?       |
| 4 go to a gym / fitness centre?         | 8 buy a newspaper / magazine? |

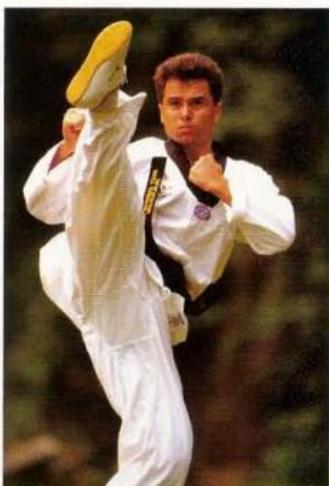
## Skills

### Talking about work and leisure

- A** Match the questions (1–5) with the answers (a–e).

- |  |   |
|--|---|
| 1 What do you like best about your job?      | a) Usually about 6 o'clock.                       |
| 2 How many hours a week do you work / study? | b) From time to time. We sometimes go for a meal. |
| 3 When do you finish work?                   | c) I play golf.                                   |
| 4 Do you meet your colleagues after work?    | d) I work flexible hours, which is great.         |
| 5 What do you do in your free time?          | e) Between 30 and 35 hours.                       |

- B** Work in pairs. Ask and answer the questions in Exercise A about yourself.



- C** 2.3 Complete the conversation below. Use words from the box. Then listen and check.

keen enjoy really interested love

Pat What do you do at the weekend?

Tim I'm ...<sup>1</sup> on sport. I .....<sup>2</sup> like karate and I .....<sup>3</sup> playing football. But I'm not really .....<sup>4</sup> in watching sport on TV. I don't .....<sup>5</sup> professional football matches, for example.

- D** Work in pairs. Tell your partner how you feel about your work or studies. Use phrases from the Useful language box below.

I enjoy having flexible hours. I don't enjoy doing overtime.  
I really like my boss / colleagues. I don't like long meetings.

**E** Work in pairs. Ask and answer questions about what you do in your free time.  
Use phrases from the Useful language box.

What do you do at the weekend? I usually visit friends.

### Useful language

#### Asking questions

What do you do	in your free time? at the weekend? after work? in the evening?
How often do you ...? Do you like ...?	Yes, I do. / No, I don't.

#### Expressing feelings

I like / love ...	I don't like ...
I'm keen on ...	He isn't really keen on ...
I really enjoy ...	She doesn't enjoy ...
I'm interested in ...	We aren't interested in ...



## 2 Present simple; adverbs and expressions of frequency

### Present simple

#### Form

+	I / You / We / They <b>work</b> . He / She / It <b>works</b> .
-	I / You / We / They <b>don't work</b> . He / She / It <b>doesn't work</b> .
?	<b>Do</b> I / you / we / they <b>work</b> ? <b>Does</b> he / she / it <b>work</b> ?

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#### Uses

We use the present simple:

- to talk about habits and work routines.  
*I get up early in the morning.*  
*She works from home.*  
*They go to work by train.*
- to talk about facts and things that are generally true.  
*They have offices in Seoul.*  
*It rains a lot in Manchester.*  
*She earns a high salary.*
- with verbs that describe permanent states.  
*I like meeting people.*  
*She has three children.*  
*I think he lives in a flat.*  
*I know his boss very well.*
- with adverbs and expressions of frequency.  
*She always wears blue.*  
*He usually / generally takes work home at the weekend.*  
*They often go home early on Fridays.*  
*I sometimes play tennis with a colleague.*  
*Do you ever go to the theatre?*  
*I never go to the theatre.*

### Adverbs and expressions of frequency

- 1 Adverbs of frequency usually go before the main verb, but after the verb *to be*.

*I sometimes make phone calls to the USA.*  
*My boss is usually friendly.*  
*We don't generally stay up late.*

- 2 For emphasis, *usually*, *generally*, *often* and *sometimes* can go at the beginning of a sentence.

*Sometimes, I don't like my job.*  
*Generally, we take clients out to a good restaurant.*

- 3 Expressions of frequency can go at the beginning or the end of a sentence but not in the middle.

*Once a year, we have a sales conference.*  
*We have a sales conference once a year.*  
(NOT \*We have once a year a sales conference.)  
*Does he play golf every Saturday?*  
(NOT \*Does he every Saturday play golf?)

## Section 2

### Companies and Businesses



#### Starting-up: Two truths and lie

Students work in groups of 4-5. Each student in the group says three statements about him/herself. Two of these statements are true and one of them is NOT true: it is a lie. The other group members guess which statement is a lie. Later each student introduces another member of the group to the whole class with the true information.



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*Ex: Sara lives in Cartago. She likes Macroeconomics. She wants to work in the Central Bank.*

Use the questions below to help you think about your answers:

What time do you arrive to/leave University?

Do you arrive early or late to meetings?

Where do you live? Where are you from?

Where do you want to work?

Do you prefer to work alone or in groups?

How do you travel to school/work?

What is your favorite course?

What do you like/dislike to do?

#### Find someone who

Students walk around the classroom and ask other students questions to find someone who answers yes to the questions. Then they ask a follow-up question to get additional information.

*Ex: Do you have a savings account? Yes, I do. In which bank? In the Banco Nacional.*

He/She	Name:	Additional Information:
is 21 years old.		
has a saving account.		
is studying another major.		
prefers macro to microeconomics.		
is taking a really difficult course.		
sometimes listens to podcasts.		
is walking home from University.		
checks exchanges rates weekly.		
always comes to class on time.		
uses a debit card everyday.		
wants to work at a bank.		
is interested in the stock market.		
likes making small talk.		
is watching an interesting series.		



Video [https://m.youtube.com/watch?v=J1aYZD\\_3FCk](https://m.youtube.com/watch?v=J1aYZD_3FCk)

Watch the following video and fill in the missing present simple verbs.

Every time a local business \_\_\_\_\_ its doors or \_\_\_\_\_ another laptop bag, \_\_\_\_\_ not just good for business; \_\_\_\_\_ good for the entire community. At Bank of America, we \_\_\_\_\_ the impact businesses \_\_\_\_\_ on the local community. \_\_\_\_\_ why we extended 6.4 billion dollars in new credit to small businesses across the country last year. Because the more we \_\_\_\_\_ them, the more we help make opportunity possible.

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### Grammar Focus

Review the following rules on the present simple verb tense.



## SIMPLE PRESENT TENSE

The simple present tense is used to describe habits, unchanging situations, general truths, and fixed arrangements.

### Forms

- + S + V(s/es) + O.
- S + don/t/doesn/t + V (base form) + O.
- ? Do/does + S + V(base form) + O ?



### Affirmative (+)

- I run fast.
- You run fast.
- He runs fast.
- She runs fast.
- It runs fast.
- They run fast.
- We run fast.

### Negative (-)

- I don't run fast.
- You don't run fast.
- He doesn't run fast.
- She doesn't run fast.
- It doesn't run fast.
- They don't run fast.
- We don't run fast.

### Interrogative (?)

- Do I run fast?
- Do you run fast?
- Does he run fast?
- Does she run fast?
- Does it run fast?
- Do they run fast?
- Do we run fast?

[www.eslforums.com](http://www.eslforums.com)

### Oral Activity

Discuss the following questions in small groups.

- 1) How do banks help small businesses?
- 2) Do the banks in Costa Rica have a similar function as the bank in the video?
- 3) How do banks decide who to lend money to?
- 4) Do banks really help the community and create opportunity? Why or why not?



## Grammar Focus

### Language focus 1

#### Present simple: negatives and questions

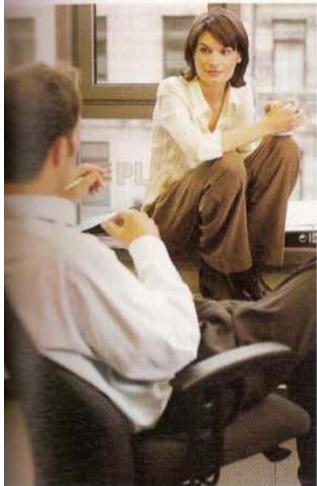
- The present simple negative of full verbs is *don't/doesn't + verb*.
- In present simple questions, we use *do/does*.

##### Negatives

*They don't come to work on time.*  
*He doesn't go to meetings.*

##### Questions

*Does he work well with colleagues?*  
*Where do you work?*



#### A Work in pairs. Match the questions (1–8) to the answers (a–h).

- |   |  |
|---|--|
| 1 What do you think about the new boss? | a) Peter. He's your line manager.              |
| 2 What time does the meeting start?     | b) Because he has to pay for the office party. |
| 3 Where does she live?                  | c) You can leave at 5 o'clock.                 |
| 4 Why does he need the money?           | d) 20 euros.                                   |
| 5 Who do I report to?                   | e) She's very efficient.                       |
| 6 How does this work?                   | f) You need to enter your password.            |
| 7 How much does it cost?                | g) In the city centre.                         |
| 8 When do I finish work?                | h) It starts at 2 o'clock.                     |

#### B Put these words in the correct order to make questions.

- 1 weekend work they Do at the? *Do they work at the weekend?*
- 2 Pierre in sales Does work?
- 3 you do travel abroad How often?
- 4 you spell How business do?
- 5 finish does the meeting When?

#### C Make negative sentences. Use *don't (do not)* or *doesn't (does not)*.

- 1 I like meetings. (presentations) *I like meetings, but I don't like presentations.*
- 2 We waste a lot of paper. (electricity)
- 3 We agree about most things. (budgets)
- 4 Susan sends a lot of e-mails. (faxes)
- 5 Our managers discuss a lot of issues. (employees' problems)

#### D Work in pairs. Ask and answer these questions.

Student A: Turn to page 134. Student B: Turn to page 140.

- 1 What time / start work? *What time do you start work?*
- 2 When / finish work?
- 3 Where / work?
- 4 Who / report to?
- 5 How often / work at the weekend?

#### E Tick the sentences that are true for you. Change the other ones to make them true. Then compare and discuss your sentences in pairs.

- 1 I agree with my manager about everything.
- 2 I don't work well with my colleagues.
- 3 I always come to work on time.
- 4 I go to all staff meetings.
- 5 I don't like working overtime.

Practice the following two role-play situations with a partner. Be prepared to present one of the role-play to the class.

**Situation:**

You work for a medium-sized company. Your boss has asked you and your partner(s) to come up with some ideas to help the organisation to be more eco-friendly.

With your partner(s), brainstorm some ideas and decide which you would like to implement. Keep in mind that the ideas may not go ahead if they are too costly!



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**Situation:**

You need to place an order for 300 coffee mugs with the company logo on them. Your boss has asked you to make sure that you don't pay over \$5 per mug.

**Student A:** Call the supplier and discuss the order.



**Suggested phrases:**

*"Does anyone have some suggestions?"  
"We use far too much paper."  
"Some employees waste a lot of electricity."  
"What happens to our garbage?"*

**Student B:** You work for an office supply company. Your company produces premium mugs for \$10 each and economy mugs for \$5 each. It costs a further \$1 per mug to apply a personalised message or logo. You are authorised to give a bulk discount if absolutely necessary.

**Suggested phrases:**

*"I need to place an order for a large number of coffee mugs."  
"Our budget is \$5 per mug."  
"We offer two types of mug."  
"We can only give a small discount."*

**Starting up**

**A** Do the companies quiz. Discuss your answers with a partner. Then turn to page 144 to check your answers.

QUIZ

**Which company:**

- 1 began in 1865 as a forestry and power business?  
a) Ericsson      b) Nokia      c) Motorola
- 2 produces the most successful toy in history?  
a) Disney      b) Fisher-Price      c) Mattel
- 3 has its head office in San Francisco?  
a) Levi-Strauss      b) Nike      c) Calvin Klein
- 4 buys more sugar than any other company in the world?  
a) Nestlé      b) Coca-Cola      c) Suchard
- 5 employs more people than any other company?  
a) Wal-Mart      b) Siemens      c) General Motors
- 6 has the largest factory in the world?  
a) Boeing      b) Ford      c) Sony
- 7 was started by Ray A. Kroc in 1955?  
a) Burger King      b) Kentucky Fried Chicken      c) McDonald's

**B** What famous companies come from your country? What do they do or make?



## Listening Unipart



▲ John Neill

The Unipart Group of Companies (UGC) is a service provider for clients like Vodafone, Jaguar, Airbus and HP. It is one of the largest private companies in the UK.

- A 9.1 John M. Neill CBE is Group Chief Executive of UGC. Listen to the first part of the interview and complete these notes about the company's values.

The company's values are:

- a clear guiding philosophy: to ..... *understand* .....<sup>1</sup> the real and perceived .....<sup>2</sup> of our customers better than anyone else, and .....<sup>3</sup> them better than anyone else;
- a corporate .....<sup>4</sup> that requires us to deliver outstanding personal customer .....<sup>5</sup> to all of our customers;
- a very strong .....<sup>6</sup> which demands that we, as individuals at every level in the company, work very hard to inspire all of our stakeholders to want to have a lifetime .....<sup>7</sup> with our company.

- B 9.2 Now listen to the second part of the interview and answer these questions.

- 1 What was Peter Drucker's warning?
- 2 When did UGC build its own company university?
- 3 What is the university's mission?
- 4 Why does UGC help employees reskill themselves?

### Language focus 1

#### Present continuous

- We use the present continuous to talk about temporary actions and situations that are happening now.  
*The factory is working* seven days a week.  
*We are selling* in 72 different countries.  
*What is Jackie doing? She is talking* to a customer.
- The present continuous is formed with *be* and the *-ing* form of the main verb.

- A Complete these sentences with the present continuous form of the verbs in brackets.

- 1 BMW .... *is selling* .... (sell) Minis in China now.
- 2 People ..... (work) in the factory 51 weeks a year.
- 3 I ..... (call) about a problem.
- 4 Many Chinese people ..... (learn) English.
- 5 She ..... (attend) a course on presentations.
- 6 He ..... (not work) in the office today.
- 7 They ..... (entertain) some foreign guests.

- B Complete the article below about the food group Pret A Manger. Use the present continuous form of the words from the box.

increase export plan expand translate



The number of Pret A Manger (PAM) shops *is increasing*...<sup>1</sup> not only in London, but also in other parts of the UK. At present, PAM .....<sup>2</sup> its overseas business, particularly in China. Currently it .....<sup>3</sup> its advertising material into Chinese. PAM .....<sup>4</sup> its winning formula to Hong Kong and Japan. PAM .....<sup>5</sup> to open new shops in New York.

**Vocabulary****Describing companies**

- A** These sentences describe two companies, Autotech and Green Fingers. Choose pairs of sentences which describe similar things and match them with the correct company.

AUTOTECH A large car-parts company	GREEN FINGERS A small garden-products company
<i>John Smith started Autotech in 1960.</i>	<i>George and James Hawkins began Green Fingers in the 1920s.</i>

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- 1 John Smith started Autotech in 1960.
- 2 It has a workforce of 2,500.
- 3 Autotech exports to over 12 countries.
- 4 It manufactures car parts.
- 5 It introduces one or two new components each year.
- 6 It employs about 35 people.
- 7 Green Fingers sells some of its products abroad.
- 8 It makes garden products.
- 9 George and James Hawkins began Green Fingers in the 1920s.
- 10 Green Fingers supplies the gardening industry.
- 11 It launches 12 new products a year.
- 12 Autotech provides components for the car industry.

- B** Now underline the verbs which mean the same thing in each pair of sentences in the table in Exercise A.

*John Smith started Autotech in 1960.*

*George and James Hawkins began Green Fingers in the 1920s.*

- C** Use verbs from Exercise A which you underlined to complete this company profile.

### GKS

GKS Services began<sup>1</sup> in 1989 when Dieter Norland left his job as an engineer in the computer industry. The company .....<sup>2</sup> high-tech security alarms and .....<sup>3</sup> its products all over the world. It .....<sup>4</sup> 150 people at its factory near Rotterdam, although the company's head office is in Amsterdam and .....<sup>5</sup> a staff of 20. The company .....<sup>6</sup> a number of new products each year. GKS Services .....<sup>7</sup> products to the security industry and .....<sup>8</sup> domestic alarms for the general public.



- D** Now write a similar profile for your company or a company you know well.



## Reading Activity

### Reading Natura

**A** In small groups, discuss these questions.

- 1 What kind of products are often advertised as 'natural'?
- 2 In your country, what is important for people when they buy cosmetics and things like soap, shampoo or toothpaste?
- 3 Nowadays, many companies want to be 'ethical', i.e. to behave in a morally right way. What do you think that means in practice?

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**B** Before you read the article, match the words (1–6) to their meanings (a–f).

- |                 |  |
|-----------------|--|
| 1 toiletries    | a) a group of products of the same type that a company makes           |
| 2 sophisticated | b) the money a company has after paying tax and other costs            |
| 3 revenues      | c) who knows a lot about fashion and the modern world                  |
| 4 a range       | d) that you can destroy without making the environment dirty           |
| 5 biodegradable | e) things like toothpaste, soap, shampoo, etc.                         |
| 6 net income    | f) money that a business gets from selling goods over a period of time |

**C** Look through the article below and complete this fact file.

Name:	Natura	Type of products:	.....
Location:	.....	Number of products:	.....
Chief Executive:	.....	Revenues:	.....

## Natura aims to expand internationally

By Peter Marsh

Natura is a fast-growing Brazilian cosmetics and toiletries company which started as a small laboratory in a garage in São Paulo 37 years ago. Today, it is 5 trying to go international.

Natura picked France as the first country outside Latin America to try out its ideas.

'We wanted to choose a sophisticated 10 market where people want things to be very good,' says Alessandro Carlucci, Natura's Chief Executive. 'We wanted a test that was tough.'

Mr Carlucci says the experiment was 15 successful. Within five years, he says, Natura wants to have 'at least' 10 per cent of its revenues coming from outside Brazil, compared with 3 per cent now. Apart from Brazil and its 20 small operation in France, Natura

currently sells its cosmetics in a few other South American countries.

It sells a range of 600 soaps, shampoos, skin-care lotions and similar 25 products. All of them are based on about 900 natural ingredients, sourced mostly from farmers in the Amazon rainforest.

The company promotes itself as an 30 'ethical' company that works with growers who harvest their products in an environmentally sensitive way. It also uses biodegradable packaging.

'What makes them different from 35 other companies is their corporate values. They really want to make the world a better place,' says Mauro Cunha, Chief Investment Officer at Franklin Templeton Investimentos 40 Brasil.



Results are good. In the first nine months, revenues were up 21 per cent to R\$2.7bn (US\$1.3bn). Net income rose 33 per cent to R\$344m.

**FINANCIAL TIMES**

**D** Answer these questions.

- 1 Where does Natura sell its products?
- 2 What is the company's target for the next five years?
- 3 Where does the company get the ingredients for its products?
- 4 What makes Natura an 'ethical' company?
- 5 Why did Natura choose France to find out how successfully it could expand abroad?



## Grammar Focus

**E** Match the words (1–5) to the nouns (a–e) to make word partnerships used in the article.

- |                  |                |
|------------------|----------------|
| 1 a fast-growing | a) values      |
| 2 chief          | b) ingredients |
| 3 corporate      | c) lotion      |
| 4 skin-care      | d) executive   |
| 5 natural        | e) company     |

**F** Make a note of two facts about Natura that you find particularly interesting. Then compare and discuss your ideas in pairs.

### Language focus 2

#### Present simple or present continuous

Complete the rules with *present simple* or *present continuous*.

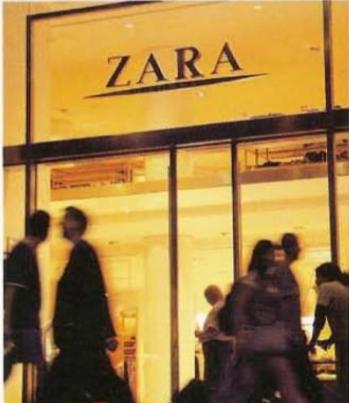
- We use the ..... to describe permanent situations, ones which won't change.  
*I work in Paris.*
- We use the ..... to describe temporary situations, ones which happen for a short time.  
*I'm working in Paris.*

**A** Underline the present simple or the present continuous form of the verb to complete these sentences.

- 1 I stay / am staying at the Ritz every time I'm in New York. I stay / am staying at the Ritz at the moment.
- 2 She works / is working at home today. She works / is working at home every day.
- 3 She often calls / is calling Russia. At the moment, she calls / is calling a customer in Moscow.
- 4 I don't usually deal / dealing with the paperwork. I deal / am dealing with all the paperwork while Susan is away.
- 5 It normally takes / is taking about two months. But this delivery takes / is taking longer than usual.
- 6 We normally use / are using a London firm. This time, we use / are using a different company.

**B** Complete this article with the present simple or the present continuous form of the verbs in brackets.

### Profile



### The Inditex group

The Inditex group ...<sup>owns</sup><sup>1</sup> (own) six fashion chains including Zara. It .....<sup>2</sup> (have) around 1,500 stores worldwide. It .....<sup>3</sup> (operate) in 44 countries. Inditex .....<sup>4</sup> (employ) 27,000 people and .....<sup>5</sup> (have) more than 200 fashion designers.

Currently, the fashion designers .....<sup>6</sup> (work) on next year's designs. The Inditex group .....<sup>7</sup> (do) very well at the moment, and it .....<sup>8</sup> (try) to become a global fashion leader.

Amancio Ortega, the founder of Inditex, also .....<sup>9</sup> (invest) in property and hotels. Most of this year's investment .....<sup>10</sup> (stay) in Spain.



- C Work in pairs. Role-play this situation. Student A works at the EBB Bank. Student B works at the Goldcrest Hotel. Take it in turns to show each other around your company. Say what happens in each area and what is happening now.

Student A

## EBB Bank

Area	What happens	What is happening now
Main hall	serve customers	cashier / talk / to a customer
Currency section	exchange foreign currency	customer / change / dollars into euros
Loans section	Assistant Manager arranges loans for customers	Assistant Manager / talk / to a customer on the phone
Manager's office	Manager works	Manager / meet / an important client
Reception desk	staff answer questions from customers	receptionist / listen / to a customer's complaint



*This is the main hall. We serve customers here. At the moment, a cashier is talking to a customer.*

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Student B

## Goldcrest Hotel

Area	What happens	What is happening now
Kitchen	prepare and cook meals	chefs / prepare / today's lunch
Restaurant	serve breakfast, lunch and dinner	waiter / clear / the tables
Reception	welcome guests, answer calls	receptionist / talk / to a guest
Gift shop	sell souvenirs	sales assistant / help / a customer
A bedroom	guests stay	maid / clean / the room



*This is the kitchen. We prepare and cook meals here. At the moment, the chefs are preparing today's lunch.*



## Skills

### Starting a presentation

A 9.3 Listen to the start of a presentation. Number these items (a–e) in the order you hear them.

- a) There are three parts to my presentation. Firstly, ...
- b) By the end of my presentation you will understand clearly our future plans.
- c) Good afternoon, everyone. My name's Ricardo Valdes.
- d) I'd like to talk about our new marketing strategy.
- e) Finally, the details of the costs ...

B 9.3 Listen again. Match the headings (1–4) to the items (a–e) in Exercise A.

- 1 Topic of the talk      3 Greeting the audience
- 2 Aim                    4 Plan of the talk

C Work in pairs. Prepare an introduction to a presentation. Then introduce the presentation to each other. Choose role A or role B, and use the notes to introduce your presentation. Add any information you wish.

#### Role A

- Topic The launch of your company's new product  
Plan 1 The background to the launch  
2 The features of the new product  
3 The advertising and marketing plans  
Aim To give a clear idea of the sales potential of the product

#### Role B

- Topic Your company's new e-mail system  
Plan 1 The background  
2 Why the company needed to change the system  
3 How to use it and to report faults  
Aim To give a clear idea of how the new e-mail system improves communication in the company

### Useful language

#### Greeting

Good morning / afternoon. I'm ...  
Hello, everyone. Nice to see you again.  
Hi, I'm ... Good to see you all.

#### Plan

There are three parts to my presentation.  
My presentation is in three sections.  
Firstly, ...  
Secondly, ... Finally, ...

#### Topic

My subject today is ...  
I'd like to talk to you about ...  
I'm going to talk about ...  
The subject of my presentation is ...

#### Aims

By the end of my presentation, you will have a clear idea of ...  
By the end of my talk, you will understand how / why ...

## UNIT FILES:

### 3 Problems, Language focus 1, Exercise D, page 25

#### Student A

- 1 You start work at 9.00 a.m.
- 2 You finish work at 7.00 p.m.
- 3 You work in Frankfurt.
- 4 You report to the Finance Director.
- 5 You never work at the weekend.

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#### Grammar reference

### 3 Present simple (negatives and questions); *have got*

#### Present simple: negatives and questions

##### Points to remember

- 1 In questions, the -s is on the auxiliary verb, not the main verb.

**Does he drink coffee?** (NOT \*Does he drinks coffee?)

- 2 We do not use the full verb in a short answer.

**Do you like meeting customers?** Yes, **I do.** (NOT \*Yes, I like.)

##### 3 Spelling rules

- For *he*, *she* and *it*, we add -s with most verbs.  
*She comes from Brazil.*  
*The job pays a good salary.*
- When the verb ends with a consonant + y, the ending becomes -ies.  
*He often flies to Amsterdam.*
- When the verb ends in -ch, -sh, -s, -x or -z, the ending becomes -es.  
*He finishes every day at six.*  
*She faxes the invoice to us.*

#### wh- questions

##### Form

Question word	do or does	subject	verb phrase
What	do does	you he / she	do?
When	do does	I the train	go? leave?
Where	do does	they Malika	come from?
Why	do does	you he /she	need two invoices? want a new printer?
How	do does	you it	spell <i>enough</i> ? work?
How often	do does	they it	travel abroad? rain?

## 9 Companies, Starting up, Exercise A, page 78

1b 2c 3a 4b 5c 6a 7c

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### 9 Present continuous

#### Form

+	I'm He's / She's / It's You're / We're / They're	waiting.
-	I'm not He / She / It isn't You / We / They aren't	working. working.
?	Am I Is he / she / it Are you / we / they	coming?

#### Short answers

Yes, I am.

No, I'm not.

Yes, he / she / it is.

No, he / she / it isn't.

Yes, you / we / they are.

No, you / we / they aren't.

#### Spelling rules

Most verbs add -ing.

*She's talking to a client.*

For verbs ending in e, take away e and add -ing. *He's making some coffee.*

For verbs ending in consonant + vowel + consonant, double the final consonant and add -ing.

*Is anyone sitting here?*

But we do not double the final consonant if it is in an unstressed syllable (e.g. *developing, marketing*).

#### Uses

We use the present continuous:

- to talk about actions in progress at the time of speaking.  
*I'm using the photocopier at the moment.*  
*Not now, I'm talking to a customer.*
- for actions that are not necessarily in progress at the time of speaking, but have not finished.  
*I'm still writing that report.*  
*We're trying to enter new markets.*
- for temporary situations.  
*We're staying at the Hilton for the next few days.*

#### Present simple or present continuous?

- We use the present simple to describe permanent – situations which will not change.  
*I work in Paris.*
- We also use the present simple to talk about habits.  
*I normally drive to work.*
- We use the present continuous to describe temporary situations – situations which happen for a short time.  
*I'm walking to work this week.*

## Section 3

### Travel and Cultures

#### Starting-up

Get together with a classmate and discuss:

- ✓ Do you like to travel? Why?
- ✓ How often do you travel?
- ✓ Where do you like to go?



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#### Likes and dislikes

Classify the following traveling situations according to your preferences.  
Compare your answers with a classmate.

I like...	I don't mind...	I dislike...

- checking in
- waiting for luggage
- going through security checks
- speaking a foreign language
- packing suitcases

- being away from home
- travelling to the airport / station
- meeting new people
- flying
- eating new food

Exc.3.1 - There are things people usually do when they travel. Match the verbs (1-10) with the correct phrases (a-e)

1 buy	a) security	6 watch	a) a hotel room
2 confirm	b) a ticket	7 take	b) some shopping
3 collect	c) at the check-in	8 book	c) at the hotel
4 go through	d) their flight	9 do	d) an in-flight movie
5 queue	e) their luggage	10 check in	e) a bus or taxi

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## Grammar focus

### Can and Can't

- We use *can* to say we are able to do something.  
*He can program a computer.*
- We use *can I* or *can we* to ask permission.  
*Can I use the phone, please?*  
*Yes, of course. / Sorry. I'm afraid it's for staff only.*
- We also use *can* to talk about what is possible.  
*Can I fly direct from Moscow to Sydney?*  
*No, you *can't*. You need to change.*

### Notice!!!

She can speak English.

She can speake English.

She can tō speak English.

\*Can not = can't / cannot

## Oral activity

Work in pairs. Ask your classmate what she/he can do. Use the verb list below to help you.

*Can you speak Japanese? No, I can't. But I can speak Spanish*

speak give have take buy shop  
get use eat meet

### Exc.3.2 - Organize this dialogue in the correct order

- |        |  |                                       |
|--------|--|---------------------------------------|
| Paolo  | Hi, Judith.  | <input type="checkbox"/>              |
| Judith | Well, I can't do Thursday, but Friday is OK.   | <input type="checkbox"/>              |
| Paolo  | Paolo Ranieri speaking.  | <input checked="" type="checkbox"/> 1 |
| Judith | Oh, hello, Paolo. This is Judith Preiss here.  | <input type="checkbox"/> 2            |
| Paolo  | I'm sorry, Judith. I can't. But I can make Thursday or Friday.                               | <input type="checkbox"/>              |
| Judith | Paolo, I'm calling about that meeting. Can you make next Wednesday?                          | <input type="checkbox"/>              |
| Paolo  | Of course. I can pick you up from the station if you like.                                   | <input type="checkbox"/>              |
| Judith | 10 o'clock's fine. Oh, and can I bring my colleague, Sabrina? You met her at the conference. | <input type="checkbox"/>              |
| Paolo  | OK. Friday it is. Can we meet in the morning – say 10 o'clock?                               | <input type="checkbox"/>              |
| Judith | Great. See you on Friday. Bye.   | <input type="checkbox"/>              |

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## Listening and oral activities

Listen and check your answers from the previous exercise with Track 4.4. Now, write at least 4 questions using *can/can't*. Ask and answer questions to your classmates.

**Role-play:** Work together with a partner and play the following roles.

### Student A

You work at an overseas subsidiary. Student B works at head office; he/she contacts you about his/her visit next week. Use the notes to answer Student B's questions.

- take a taxi from the airport to the office? Yes, but expensive.  
Use airport bus.

B *Can I take a taxi from the airport to the office?*

A *Yes, but it's expensive. You can use the airport bus.*

- smoke in the building? No
- get lunch in the cafeteria? Yes, but long queues
- get secretarial help? No
- use a computer? Yes, in the afternoons

### Student B

Ask Student A for the following information:

- take a taxi from the airport to the office?

*Can I take a taxi from the airport to the office?*

- smoke in the building?
- get lunch in the cafeteria?
- get secretarial help?
- use a computer?



## Reading and writing activities

Read the following text. Get together with a classmate and ask/answer the information below.

# Welcome to the ST REGIS

The St Regis is a five-star hotel in Shanghai, just 35 minutes from the city's new international airport (distance: less than 20km). It is in the Pudong area, one of the most dynamic financial and commercial centres in the world. But for the business traveller interested in culture and history, there are also many attractions, such as the Jade Buddha Temple and traditional Chinese gardens.

St Regis has 328 luxurious rooms. Each room offers voicemail, free access to high-speed broadband and wireless Internet connection, as well as in-room movies, a CD and video library and flat-screen TV.

A unique feature of the hotel is that each guest can enjoy the services of a personal assistant called the St Regis Butler. The butler takes full responsibility for your comfort from check-in till check-out and can also help you with the organisation of your business meetings.

There is also a sauna, a fitness centre, a tennis court, an indoor swimming pool and a spa where you can relax.

On the top floor, the award-winning Italian restaurant offers fantastic panoramic views of the city. There are two other restaurants: one is authentic Chinese and the other offers a wide variety of international dishes.

St Regis has a round-the-clock business centre and 13 meeting rooms with multimedia equipment and space for up to 880 people.

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### Can you...

- watch films and videos?
- use your computer in your room?
- swim at the hotel?
- work at night?
- eat in the hotel?
- play tennis at the hotel?
- hold a meeting?

Exc.3.3 - Match the words on the left (1-8) with the words on the right (a-h) to make word partnerships from the text.

1	voice	a	centre
2	meeting	b	library
3	fitness	c	swimming pool
4	Internet	d	views
5	personal	e	mail
6	indoor	f	assistant
7	panoramic	g	room
8	video	h	connection

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## Oral activity

Get together with a classmate and use the collocations above to create questions about accommodation. Ex. *Can you leave voice mails in the rooms?*

## Grammar focus

### There is / There are

#### Uses

- We use *there is* + singular noun to say that something exists or doesn't exist.  
*There's a coffee machine on the second floor.*  
*There isn't a swimming pool in this hotel.*
- With plural nouns, we use *there are* with *some* in positive statements, and *there are* with *any* in negative sentences.  
*There are some people in the room.*  
*There aren't any flights on Sundays.*
- We use *is there / are there* + *a / any* to ask a question.  
*Is there a message for me?*  
*Is there any baggage?*  
*Are there any good nightclubs in the city?*

We often use *there is / there are* before *a / an* or *some / any*.

*There is an indoor swimming pool.*

*There are three restaurants.*

*There aren't any shops in the area.*

*Are there any meeting rooms in the hotel?*

*Yes, there are. / No, there aren't.*

### Some / Any

Quantifiers used with plural countable nouns and uncountable nouns.

+	some	There are some messages for you.
-	any	There isn't any message for me.
?	any	Are there any messages for me?

### A / An

Definite articles used for singular nouns. *A* is used when the next word starts with a consonant. *An* is used when the next word starts with a vowel:

*a business centre*

*an internet site*

Exc.3.4 - Complete these sentences with the correct form of *there is* or *there are*.

1 It's a very small airport. *There aren't any* shops in the terminal.

2 \_\_\_\_\_ a problem with my ticket?

3 \_\_\_\_\_ any aisle seats available.

4 \_\_\_\_\_ a stopover in Frankfurt.

5 \_\_\_\_\_ any flights to Zurich tonight?

6 I'm afraid \_\_\_\_\_ a flight to Warsaw this afternoon.

7 \_\_\_\_\_ two cafés in the terminal.

8 \_\_\_\_\_ any buses from the airport to the city centre?

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## Listening and oral activities

Role-play: Work together with a partner and play the following roles.

### Student A

You have a new job in a city abroad. Ask Student B about these items.

*Is there an international school?*

- international school
- golf courses
- luxury hotels
- cinemas and museums
- good transport system
- good health service
- swimming pools
- universities
- nightclubs

### Student B

You live in the city. Student A has a new job there. Use the notes to answer Student A's questions.

- international school? Yes, a good one

A *Is there an international school?*

B *Yes, there's a good one.*

- golf courses? Yes, but very expensive
- luxury hotels? No
- cinemas and museums? Yes, a good choice
- good transport system? Yes
- good health service? No, not enough hospitals
- swimming pools? Yes
- universities? No
- nightclubs? Yes

Exc.3.5 - Read these questions. Then listen to the dialogue in Track 4.5 and underline the correct answers.

- 1 When is Simon arriving? Monday / Wednesday
- 2 When is he leaving? Tuesday / Wednesday
- 3 What kind of room does he want? single / double
- 4 How much does the room cost per night? €120 / €150
- 5 How many nights is he staying at the hotel? 1 night / 2 nights
- 6 What time will he arrive? 7 o'clock / 6 o'clock

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## Starting-up

Discuss with a classmate:

- Do you agree/disagree with this quote? Why?
- What does she mean by "we are"?
- How would you describe culture?
- Why is this quote important while traveling?

**"We don't see things as they are, we see things as we are."**

Attributed to Anais Nin (1903-1977), French-born American writer

## Company cultures

Different companies have different cultures and ways of working.

Exc.3.6 - Complete these sentences with the items in brackets. One of the items cannot be used.

### Dress (uniforms / casual Fridays / weekend clothes)

- 1 We don't have to wear business suits at the end of the week. My company has a system of ...*casual Fridays*.....
- 2 In many banks, staff can't wear what they like. They have to wear .....

### Timekeeping (flexible hours / part-time / shift work)

- 3 For two weeks each month, I work at night. I can't sleep during the day. I hate .....
- 4 We have a ..... system in our office. Some people work from 9 a.m. to 5 p.m.; others work from 10 a.m. to 6 p.m.

**Time off** (childcare / annual leave / public holiday)

**5** I am so busy at the moment that I worked on New Year's Day, which is a(n) .....

**6** How many days' ..... do you get in your company?

**Reporting procedures** (written report / face to face / e-mail)

**7** We often speak on the phone, but never .....

**8** He sends us a(n) ..... in the post each month.

**Types of meeting** (informal / formal / social)

**9** Our department starts everyday with a(n) ..... meeting.  
It is very relaxed.

**10** Companies have an Annual General Meeting (AGM) once a year.  
It is a very ..... meeting, with a lot of people.

**Names** (job title / first name / family names)

**11** In some countries, the company culture is formal. Staff use ..... when they speak to each other.

**12** What's your ..... now? Are you 'Chief Executive'?

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Exc.3.7 - Match each phrase (1-5) with its explanation (a-e).

**A positive company culture ...**

- |                                   |  |
|-----------------------------------|--|
| 1 empowers employees.             | a) New ideas and change are welcome.                                 |
| 2 supports innovation.            | b) Relationships between employees and managers are open and honest. |
| 3 is customer focused.            | c) Staff have a lot of control over their work.                      |
| 4 rewards good performance.       | d) The needs and wants of the customers always come first.           |
| 5 encourages trust at all levels. | e) There is an incentive scheme for efficient employees.             |

## Listening and oral activities

It is easy to make mistakes in other cultures. What happened in the cartoon strip? What other examples do you know?



Exc.3.8 - Listen to track 11.1 – 4. There are four people talking about cultural mistakes. Work together with a classmate and complete these exercises.

11.1 - Listen to John's story and answer these questions.

- 1 What meal was he invited to? *dinner*
- 2 What did John look at?
- 3 What was his mistake?
  - a) John talked during an important silence.
  - b) John talked about his host's table.
  - c) John didn't want a gift.

11.2 - Listen to Cameron's story and answer these questions.

- 4 Where was Peter's new job?
- 5 What was his mistake?
  - a) He did not use first names.
  - b) He did not speak French.
  - c) He did not use family names.
- 6 How did the staff feel when Peter used first names?

11.3 - Listen to Susan's story and answer these questions.

- 7 Where did Susan make her mistake?
- 8 Who did she go out for a meal with?
- 9 What was her mistake?
  - a) Susan poured her own drink.
  - b) Susan did not laugh.
  - c) Susan poured too many drinks.
- 10 What did she forget to do?

11.4 - Listen to Rob's story and answer these questions.

- 11 Where did Rob make his mistake?
- 12 Who did he go out for a meal with?
- 13 What was his mistake?
  - a) He said he was not hungry.
  - b) He did not leave anything on his plate.
  - c) He asked for some more food.
- 14 How did his host react?

## Grammar focus

### Should / Shouldn't

- We use *should* and *shouldn't* to give advice and make suggestions.  
*We should wear formal clothes to the dinner.*  
*He shouldn't be late for meetings.*
- We often use *I think* or *I don't think* with *should* to say something is or isn't a good idea.  
*I think you should go on a training course.*  
*I don't think you should interrupt her.*  
*Do you think I should learn to speak the local language?*  
*Yes, I do. / No, I don't.*

## Could / Would

- We often use *could* or *would* to make a request.  
*Could I use your mobile phone, please?*  
*Would you open the window, please?*
- We often use *would you like* to make an offer.  
*Would you like a brochure?*

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Exc.3.9 - Complete the sentences below using should or shouldn't and a phrase from the box.

speak to our boss    buy an expensive computer    be late  
develop a better website    stay three days

1 Our online business is bad. We

should develop a better website.

2 Our team is working too many hours. We

3 The meeting is very important. We

4 She wants to visit a lot of customers in Spain. She

5 We have to cut costs. You



## Oral activities

Work with a classmate. Use the notes to provide suggestions to a colleague going on a business trip for the first time.

write on business cards X	shake hands ✓
use surnames ✓	be late X
give an expensive gift ✓	

Exc.3.10 - These questions were asked on a plane journey. Which does a flight attendant ask, and which does a passenger ask?

- 1 Could I have another drink, please? *passenger*
- 2 Would you put your seat up, please?
- 3 Would you like a newspaper?
- 4 Could you show me how to turn on the light, please?
- 5 Would you like another drink?
- 6 Could I have some mineral water, please?
- 7 Would you like coffee or tea?
- 8 Could you fasten your seat belt, please?
- 9 Could you help me find the movie channel, please?
- 10 Would you like any duty-free goods?

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## Oral activities

You are at a hotel reception desk. Use the verbs in brackets to make polite requests.

- 1 You want to make a phone call. (use) *Could I use the phone, please?*
- 2 You didn't hear that. (say)
- 3 You want a taxi. (call)
- 4 You don't know the way to the station. (tell)
- 5 You want to pay by credit card. (pay)
- 6 You want to go to a good restaurant. (recommend)
- 7 You need a map of the city. (have)



## Reading and writing activities

- 1 What are the most successful supermarkets in your country? What makes them so successful?
- 2 What kind of cultural differences could make it difficult for a foreign retailer to be successful in your country?

Read through the following article. Does it mention any of the cultural differences you discussed?

# Wal-Mart finds its formula doesn't fit every culture

BY MARK LANDLER AND MICHAEL BARBARO

Wal-Mart is probably the most successful US-based general goods retailer in the world. Yet, after nearly a decade of trying, it pulled out of Germany. It realised that its formula for success – low prices and a wide choice of goods – did not work in markets with their own discount chains and shoppers with different habits.

'It is a good, important lesson,' says Beth Keck, a spokeswoman for Wal-Mart. Among other things, Wal-Mart has learned to deal with different corporate cultures with more sensitivity.

In Germany, it stopped requiring sales clerks to smile at customers, because some male shoppers interpreted this as flirting. It also stopped requiring staff members to sing the Wal-Mart chant every morning.

'People found these things strange. Germans just don't behave that way,' says Hans-Martin Porschmann, the secretary of the Verdi union, which represents 5,000 Wal-Mart employees. In addition, Wal-Mart 'didn't want to have anything to



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do with unions,' he says. 'They didn't understand that in Germany, companies and unions are closely connected.'

Wal-Mart's German experience also taught it to use local management. The company initially installed American executives, who had little feel for what German consumers wanted. 'They tried to sell packaged meat, when Germans like to buy meat from the butcher,' says Mr Porschmann. A customer, Roland Kögel, 54, says he never bought groceries at Wal-Mart because

food is cheaper at German discount chains. He also did not visit the store often because it was on the edge of town and he does not own a car.

Finally, Wal-Mart also learned to care less whether its foreign stores carry the name derived from its founder, Sam Walton, as the German Wal-Marts did. Seventy per cent of Wal-Mart's international sales come from outlets with names like Asda in Britain, Seiyu in Japan or Bompreço in Brazil.

Adapted from the *New York Times*

Exc.3.11 - According to the article work with a classmate and decide whether these statements are true or false.

1 Wal-Mart tried to establish itself in Germany for over ten years. *false*

2 The fact that Germany has its own discount chains was one of Wal-Mart's problems.

3 According to Wal-Mart's spokeswoman, the company can learn very little from the difficulties it experienced in Germany.

4 The unions refused to co-operate with Wal-Mart.

5 Some customers found that the Wal-Mart store was too far away from the town centre.

6 More than half of Wal-Mart's international sales come from outlets which are not called Wal-Mart.

## Listening and oral activities

Exc.3.12 - A Project Manager is in a meeting with one of her project team leaders, Francis. They are talking about Rick Hermand, a foreign consultant hired by Head Office to work on the project. Listen to the conversation in track 11.5. Decide whether these statements are *true* or *false*.

- |  |      |       |
|--|------|-------|
| 1 Francis is not happy with the progress his team is making.                 | True | False |
| 2 Francis thinks that the consultant should work harder.                     | True | False |
| 3 Francis sends e-mails to Head Office every day as well.                    | True | False |
| 4 Francis doesn't think the consultant likes working in a team.              | True | False |
| 5 The consultant is going to have a meeting with all the team members first. | True | False |

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### **Useful language**

#### **Opening**

There's something I'd like to talk to you about.

I need to talk to you about something.

Could I have a word with you?

#### **Suggesting action**

We could ...

One thing we could do is ...

We should / shouldn't ...

I think / don't think we should ...

The best thing to do is ...

#### **Stating the topic**

There's a problem with ...

The problem is ...

#### **Responding to suggestions**

I agree. We'll ...

Fine. Let's ...

Yes. I think that would be very helpful.

I'm not sure that's a good idea.

Well, I'm not sure about that.

Mmm. I don't think that's a good idea.

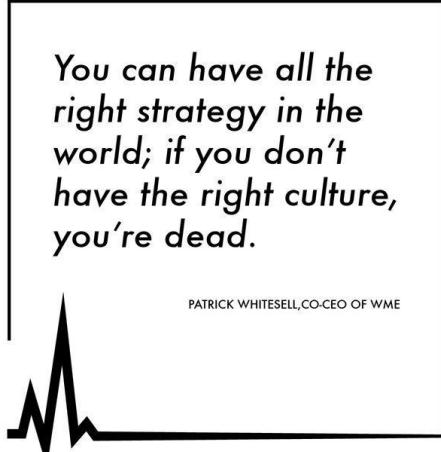
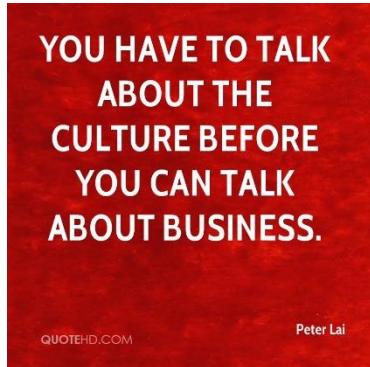
Using the language above, create a conversation with a classmate in which you talk about a possible office issue.



## Video

### Before watching

- Discuss with a classmate the following quotes. Are they true/false? Why?



Peter Drucker

### While watching

Watch the video [How Cultural Differences Affect Business](#) and take notes to answer the following questions.

**What is the video about? What is the anecdote that the speaker used to illustrate?**

### After watching

Work with a classmate. Using the vocabulary previously learned, create a short dialogue (at least 10 lines each) that illustrates a cultural difference while doing business. Be ready to present it to the class.

## Section 4

### Buying, Selling and People

#### Starting-up

Go around the classroom. Ask some your classmates the following questions. Share your findings with the class.

- ✓ Do you like to go shopping?
- ✓ How often do you go shopping?
- ✓ Where do you usually go shopping?
- ✓ What is your favorite item to shop for?



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#### Listening and oral activities

- A 6.1 Listen to three people talking about the products they buy and when they buy them. Complete this chart.

Speaker	Product	Place	How often
1	clothes	mail order	
2		online	
3			once a year

- B Where do you buy the products in Exercise A? How often do you buy them? Use the words from the box.

I buy clothes in high street stores. I usually buy them every month.

usually   once a week   at the weekend   sometimes   every day



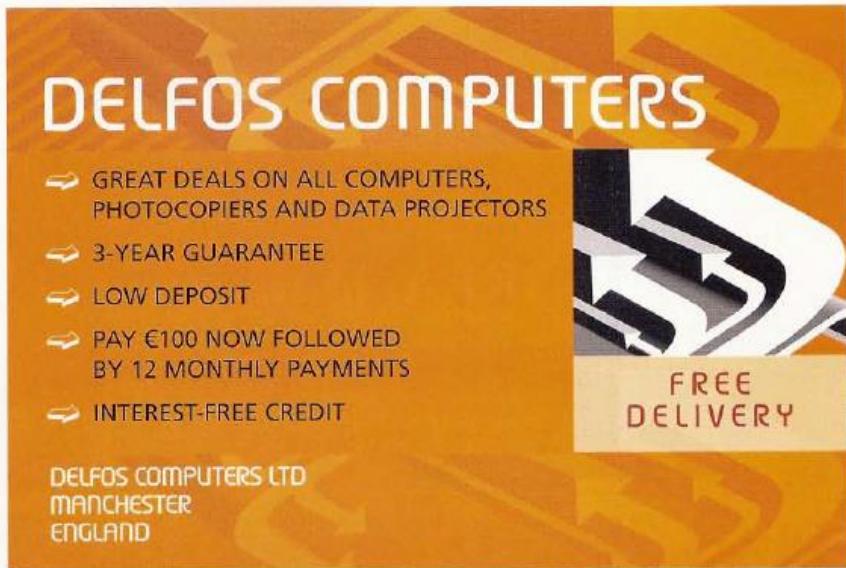
In pairs, discuss the similarities or differences between your shopping habits and the speakers from the audio. Speaker 1 buys clothes, but I never buy clothes.

## Vocabulary 1

### Choosing a product

A Read the Delfos sales leaflet. Find expressions which mean the following:

- 1 There are some good offers. *great deals*
- 2 The buyer pays only a small amount of money at the beginning. *low deposit*
- 3 The buyer pays some money every four weeks for a year. *interest-free credit*
- 4 There is no cost for transporting the goods to the buyer. *free delivery*
- 5 It doesn't cost extra to pay over 12 months. *3-year guarantee*



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B Read these sentences. Does a buyer or a seller say them? Write **B** or **S** in each box.

- |                               |                                     |                                |                          |
|-------------------------------|-------------------------------------|--------------------------------|--------------------------|
| 1 We offer great deals.       | <input checked="" type="checkbox"/> | 5 Are the goods in stock?      | <input type="checkbox"/> |
| 2 I'd like to place an order. | <input type="checkbox"/>            | 6 Can you pay a deposit?       | <input type="checkbox"/> |
| 3 Do you give a guarantee?    | <input type="checkbox"/>            | 7 We always deliver on time.   | <input type="checkbox"/> |
| 4 I'd like to compare prices. | <input type="checkbox"/>            | 8 Can I make monthly payments? | <input type="checkbox"/> |

C 6.2 Listen to a conversation between a buyer and a seller. Underline the correct answers.

- |  |                               |
|--|-------------------------------|
| 1 Which model does Karl want?                  | PS7 / TX7                     |
| 2 How long is the guarantee?                   | three years / two years       |
| 3 How much deposit is needed for large orders? | 15% / 10%                     |
| 4 What does the seller say is a large order?   | Over 50 units / Over 25 units |
| 5 Does the seller always have goods in stock?  | Yes / No                      |

Vocabulary file page 153

D What is important for you when you buy a product like a computer or a TV?  
Put these items in order of importance (1–6).

- |                          |                             |
|--------------------------|-----------------------------|
| • a three-year guarantee | • free delivery             |
| • interest-free credit   | • a big discount            |
| • a low deposit          | • great after-sales service |

## Vocabulary 2

### Choosing a service

A Use the words from the box to complete the Dart leaflet below.

discount free period price save

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The image shows a promotional leaflet for Dart Car Hire. At the top, it says "Dart Car Hire" and "Special Summer Promotion". Below that is a list of offers:

- Save<sup>1</sup> up to 50% on selected models
- Three days for the .....<sup>2</sup> of two
- .....<sup>3</sup> insurance and unlimited mileage
- Extra 10% .....<sup>4</sup> until the end of July
- For a limited .....<sup>5</sup> only

Join our **Dart Car Hire Gold Club** today

As a Gold Club member ...

- you get free hire days or airline miles as your reward
- you can use our express service, available at all international airports in the country
- you don't wait for a piece of paper when you return the car – we e-mail you a detailed receipt

**Dart Car Hire Gold Club**  
The best the business traveller can get

B Decide whether these sentences about the Dart leaflet are true or false.

- 1 The customer can get some deals for half price. **true**
- 2 There is an extra cost for insurance.
- 3 The price is cheaper if the customer is quick.
- 4 The offer is for the whole year.
- 5 Gold Club members have a choice of reward.
- 6 Gold Club members get their receipt by express post.

C Rewrite the false statements in Exercise B to make them true, for example,

- 2 There is no extra cost for insurance.

## Listening

### How to sell



▲ Bob Hazell

A 6.5 Bob Hazell is the director of Advanced Training, a sales training company in the UK. He is giving some advice to salespeople. Listen to the first part and complete these summary notes.

- 1 The first thing is *to be prepared*. – make sure that you've got everything that you need for your interview.
- 2 Secondly, ..... your customers well before you go.
- 3 Thirdly, make sure that you're talking to the ..... Remember 'MAN': M is the person who has the ..... ; A is the person who has the ..... ; N is the person who has the ..... We need to talk to the person who has all three.
- 4 Fourthly, the important thing to do is to know ..... well.

B 6.6 Listen to the second part and answer the questions below.

When training people to be good at selling, two things are very important: motivation and simple tools that they can take away and use.

- 1 What are the three basic points that make up motivation?
- 2 What are the four steps to follow when doing an interview?

# Skills



## Skills Presenting a product

- A 6.7 At a trade fair, a department store buyer talks to a salesperson about microwave ovens. Listen and complete this chart.

Model: £215...<sup>1</sup>

Target market: people with .....<sup>2</sup> kitchens

Colours: black, .....<sup>3</sup>, blue, .....<sup>4</sup>

Features: .....<sup>5</sup> design, easy to .....<sup>6</sup>

Price: .....<sup>7</sup>

Delivery: .....<sup>8</sup> days



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- B 6.7 Look at the Useful language box below. Listen to the conversation again. Tick the expressions you hear.

### Useful language

#### BUYER

##### Asking for information

Can you tell me about ...?  
I'd like some information  
about ...

##### Target market

Who is it for?  
What's the target market?

##### Colours

What about colours?

##### Features

Does it have any special  
features?

##### Price

How much is it / are they?

##### Delivery

What about delivery?

#### SELLER

→ Of course. What would you  
like to know?  
Our most popular model is ...

→ It's for people with / who ...

→ It comes in four colours.  
It's available in four colours.

→ It has an unusual design.  
It's easy to use.  
It's very reliable.

→ The trade price is ...

→ We can deliver within three days.  
We offer free delivery within ten days.

- C Work in pairs. Role-play this situation. You are at a trade fair.

Student A: See below.

Student B: Turn to page 141.



#### Student A      Store manager

You are the Manager of a diving equipment store and you want to buy some divers' watches. Ask the manufacturer about:

- the most popular model
- the features
- the colours
- the price
- the delivery
- the guarantee



## Reading and writing activities

**A Before you read the article, discuss these questions.**

- 1 Some businesses start very small, then become global companies. What examples can you give?
- 2 What do you know about IKEA, the global furniture retailer?

**B Match these words (1–4) to their meanings (a–d).**

- |              |   |
|--------------|---|
| 1 distribute | a) sell only or mainly one type of goods                  |
| 2 specialise | b) attractive and fashionable                             |
| 3 stylish    | c) a set of similar products made by a particular company |
| 4 range      | d) supply goods from one place to shops or customers      |

**C Look through the article to find out what these numbers refer to.**

1 17    2 150    3 2005    4 6,000    5 17.3

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### IKEA: lower prices, higher sales

By Päivi Munter

Ingvar Kamprad started IKEA in his small farming village in Sweden over 60 years ago. He was only 17 years old and sold his products from his bicycle. When his business grew, he distributed them from a milk van.

He first introduced furniture into the IKEA product range in 1947. Demand for his furniture increased rapidly, so he decided to specialise in this line.

In the mid 1950s, IKEA began designing its own furniture. It wanted to make innovative, stylish products and to keep prices down. This made it possible for a large number of customers to buy IKEA home furnishings.

IKEA opened its first store in Sweden in 1958. In the next 40 years, the number of stores went up to over 150 in 29 countries. In 2005, there were a record 18 new stores – 15 in Europe and three in North



America, and then IKEA entered the Japanese market with two stores in 2006.

That year in February, it also opened a new store in London. Six thousand customers arrived for the midnight opening. There were not enough security staff and police to manage the crowd, and some people hurt themselves in the rush to get into the store!

Sales for the IKEA Group rose steadily, year after year. At the end of the financial year 2002, sales were at 11 billion euros. At the end of 2006, they totalled 17.3 billion euros.

The success story continues, and the group expects to add more stores to its existing network.

**FINANCIAL TIMES**

**D Decide whether these statements are true or false.**

- 1 Kamprad started IKEA over 60 years ago. *true*
- 2 IKEA began designing its own furniture in 1947.
- 3 IKEA's strategy was to make original furniture at low prices.
- 4 IKEA entered the Japanese market 20 years ago.
- 5 IKEA opened a new store in London in 2005.
- 6 Sales increased by over 6 billion euros in four years.



## Grammar focus

1. Go back to the previous reading. Identify 5 events that happened in the past.
2. Share them with a classmate.
3. Now, analyze the following chart and do the exercises.

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- We use the past simple to talk about completed actions in the past.  
*Last year, we increased our sales by 15 per cent.*
  - We usually form the past simple by adding -d or -ed to the verb.  
*save – saved      launch – launched      export – exported*
  - About 150 irregular verbs form the past simple differently.  
*cost – cost      be – was – were      grow – grew  
spend – spent      give – gave      go – went*
- For a list of the most common irregular verbs, see the inside back cover.

**A** 6.3 Listen to how the -ed endings of these verbs are pronounced.

1 saved; delivered /d/    2 launched; worked /t/    3 decided; visited /ɪd/

**B** 6.4 Listen and put these verbs into the correct group (1, 2 or 3).

started    finished    advised    lived    decided    opened    missed    booked  
invited

6.4 Listen again and practise saying the verbs.

**C** Complete this sales report. Use the past simple of the verbs in brackets.

### Report on sales trip – South Korea

Last December, I .....<sup>1</sup> *visited* .....<sup>1</sup> (visit) our major customers from big department stores in South Korea.

On 5th December, I .....<sup>2</sup> (meet) Mrs Kyoung Ai Lee in Seoul. We .....<sup>3</sup> (send) her 200 brochures in June.

On 6th December, I .....<sup>4</sup> (make) a presentation to Mrs Lee's sales staff on our products and .....<sup>5</sup> (advise) them how to display them.

The following day I .....<sup>6</sup> (go) to Seoul, and our agent .....<sup>7</sup> (introduce) me to Mrs Ha, the chief buyer of a new department store in the capital. She .....<sup>8</sup> (ask) me to send her 500 brochures. I .....<sup>9</sup> (give) her some samples of our products.

I .....<sup>10</sup> (fly) back to head office in Paris on the 9th.

}



## Functions

1. Read this mini-conversation.

Luis: Did you send the report last week?  
Jane: **Did you say “the report”? What report?**  
Luis: The report about the last project.  
Jane: **Simmons & Sons project?**  
Luis: Yes, that one.  
Jane: Of course, I did!

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2. What is the purpose of the questions in boldface?

- a. to ask for repetition
- b. to ask for confirmation
- c. to ask for clarification

3. Now, take a look at the following time expression for the past.

- Some time references refer only to the past.  
*The special deals ended two months ago.*  
*Last week we sold 500 units – a record!*
- The prepositions *on*, *from*, *for*, *in*, *to* and *during* often refer to periods of time in the past.  
*He lived in France for five years. He moved to Germany in 1999.*  
*The goods left the warehouse on 31 March.*  
*They worked hard on the sales campaign from February to November.*  
*During October, we reached our sales target for the year.*

4. Have some mini-conversations with a classmate. Use the previous expressions and ask for clarification when necessary.

Remember:

Did you...?  
Did you say...?  
Yes, I did. No, I didn't.

## Grammar focus

A Underline the correct words to complete this article.

1999-2002:	<i>business at the University of Santiago de Compostela (Spain)</i>
holiday work:	<i>part-time salesman for Levi's</i>
July 2002:	<i>graduation</i>
July 2002 - September 2003:	<i>sales department of family company</i>
September 2003:	<i>London - Diploma in Business with English + part-time work for the Students' Union</i>
July 2004:	<i>looking for a sales job</i>
January 2005:	<i>permanent position in shipping company</i>
a year ago:	<i>new job with Futura Financial Services</i>
	<i>now in sales department (voted salesperson of the year a month ago!)</i>

## Profile



Miguel Perez studied business at Santiago de Compostela University in Spain *in / on / from*<sup>1</sup> 1999 to 2002. *Since / During / At*<sup>2</sup> the summer holidays, he worked part-time as a salesman for Levi's.

After graduating *in / at / on*<sup>3</sup> July 2002, he wanted to continue in sales, so he worked *in / for / at*<sup>4</sup> a year in the sales department of his family's company. He decided to improve his business English. *In / At / Since*<sup>5</sup> September 2003, he went to London to study for a Diploma in Business with English. *During / At / For*<sup>6</sup> that year, he worked part-time for the Students' Union.

*Next / In / For*<sup>7</sup> July 2004, he began looking for a sales job. Six months later, he got a permanent position in a shipping company. However, a year *since / last / ago*<sup>8</sup>, he changed his job and joined Futura Financial Services. He now works in the sales department. *Next / Last / For*<sup>9</sup> month he was voted salesperson of the year.



## Writing activity

B Write five or six bullet points like the notes in Exercise A, but about your own career (or the career of someone you know). Then give your notes to a partner.

Write an article about your partner's career. Before you write, look carefully at Exercise A and study how you can write an article from notes.

## Starting-up

Which of the following activities did you use to do in the past that you do not do now? Write a check (✓) next to the activity. Compare your ideas with a classmate.

*I used to... What about you?*

- be adventurous.
- play video games.
- work at a clothing store.
- buy formal clothes every month.
- take the bus to work.
- be part of a community organization.
- read a book every month.
- hang out with friends every day.

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## Listening and oral activities

### Vocabulary Describing people

#### A Match the statements (1–10) to the adjectives (a–j).

- They ...
- 1 like to spend time with other people.
  - 2 want to reach the top in their career.
  - 3 have a lot of new ideas.
  - 4 do what they promise to do.
  - 5 are usually calm.
  - 6 spend a lot of time doing a good job.
  - 7 like to be on time.
  - 8 encourage other people to work well.
  - 9 are good at making things work.
  - 10 like to do things for other people.

They are...

- a) ambitious
- b) creative
- c) hard-working
- d) motivating
- e) helpful
- f) punctual
- g) relaxed
- h) sociable
- i) practical
- j) reliable

#### B Use adjectives from Exercise A to complete this Human Resources report.



MARIA KARLSSON

Maria is good in a team and she gets on well with her colleagues. She is extremely ...<sup>a</sup>; she is never late for meetings – she is always .....<sup>b</sup>. She is very .....<sup>c</sup>; she always meets deadlines. She is in the office at 8.00 a.m. every day and often stays late – she is very .....<sup>d</sup>. She is also a very .....<sup>e</sup> person with a lot of ideas for the future of the company.

### Listening A bad manager

#### A 7.1 Costas Sirlis is a Director of Margetis Bank. He is talking about one of the bank's previous office managers. Listen to the first part of the conversation. Decide whether these statements are true or false.

- 1 Joe was too ambitious. *false*
- 2 He didn't often say 'Thank you' to his employees.
- 3 He didn't stay at Margetis Bank for five years.
- 4 He left because international companies had many problems.

#### B 7.2 Listen to the second part of the conversation and complete these notes.

- 1 ..... there anything good about Joe?
- 2 He didn't often ..... promises, but when he ..... to do something, he did it.
- 3 He ..... a bad manager, but he ..... a bad person.

#### C Work in pairs. Tell each other about an ex-colleague or ex-manager who was not easy to work with.

**Reading****Mercedes Erra****A** Before you read the article, discuss these questions.

- 1 What famous businesswomen do you know?
- 2 What qualities do you need to be a successful business executive?

**B** As you read the article, make quick notes to complete Mercedes Erra's profile.**PROFILE: Mercedes Erra**

Education:	.....	1
Appearance and personality:	.....	2
Family:	.....	3
Professional achievements:	.....	4
	.....	
	.....	
	.....	

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# Mercedes Erra

By Andrew Hill

Mercedes Erra is a great businesswoman, and 2004 was a great year for her. First, she became a Chevalier de la Légion d'honneur for her contribution to the French economy, and also because she improved the role of women in French society. Then, a few months later, the Financial Times ranked her one of Europe's top 25 women in business.

She was born in Spain and went to France at the age of six. She was educated at the Sorbonne and became Managing Director of Saatchi & Saatchi France in 1990.

Known for her platinum-blond hair and great energy, she is one of the most remarkable and respected executives in France. In 1994, she co-founded Euro RSCG, one of the main advertising

agencies in France. She is also President of RSCG France.

Many people like her energetic approach. David Jones, Global Chief Executive of RSCG Worldwide, describes her as 'an amazing woman; the person in the media I admire most'. Erra has four children and often appears in the French media. She believes men and women need to have the same rights and opportunities. She says that women need to be more confident, to believe more in themselves. In 2002, she was elected president of the French Advertising Agencies Association, the first woman to hold the post.

Her agency, the fifth-largest in the world, created campaigns for global brands including Volvo, Louis Vuitton, Danone, Pfizer, Orange and Disney.

**FINANCIAL TIMES****C** Decide whether these statements are true or false.

- 1 Mercedes became a *Chevalier de la Légion d'honneur* only because of her role in the French economy.
- 2 She became president of the French Advertising Agencies Association before the *Financial Times* ranked her one of Europe's top 25 women in business.
- 3 Mercedes founded Euro RSCG alone over ten years ago.
- 4 David Jones is not the CEO of RSCG France.
- 5 Only three agencies in the world are bigger than RSCG France.

**D** Work in pairs. Imagine you are going to interview Mercedes Erra. Write three questions that you would like to ask her.

## Grammar focus

Read the following examples.

1. Mercedes Erra used to live in Spain, but she currently lives in France.
2. Carlos Pérez did not use to work as a sales person at Levis.

Note: "Used to" is used to describe habits in the past that no longer apply in the present.

Example: She used to work at Inu Corporation. (She does not work there any more)

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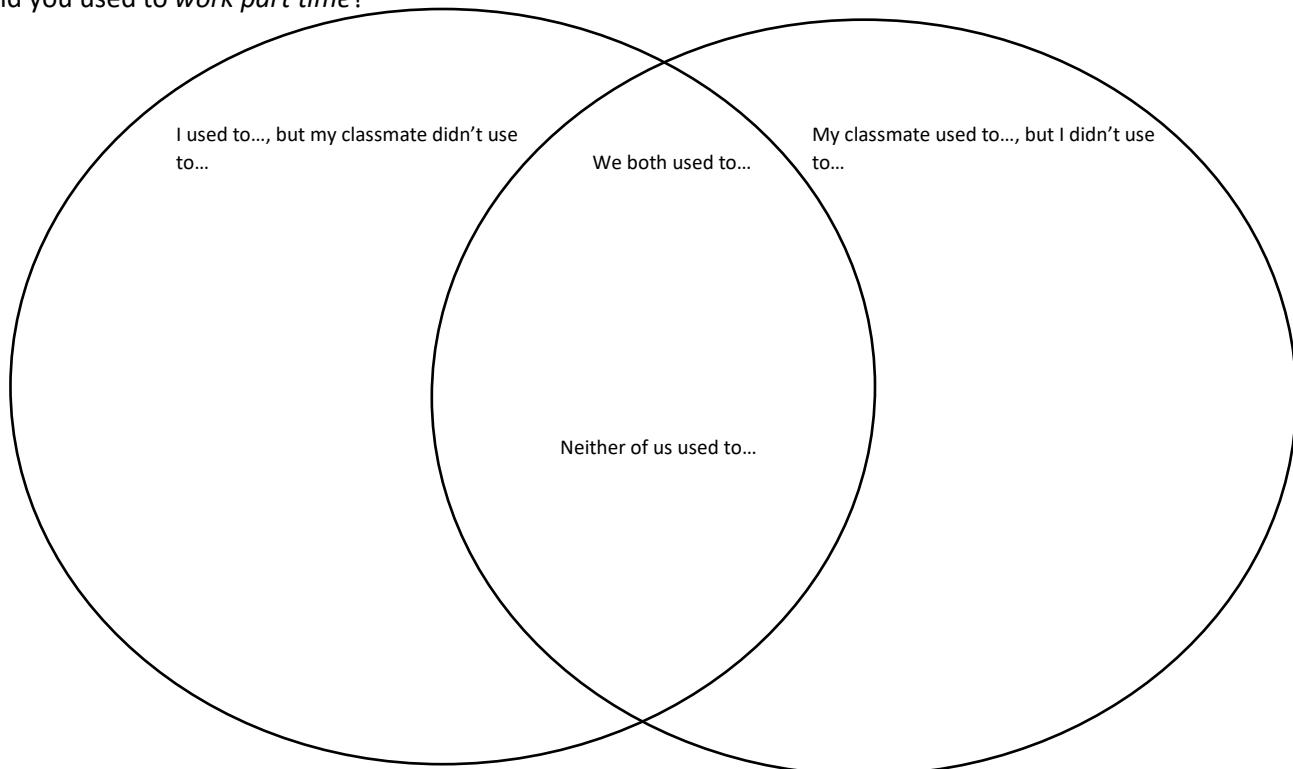
A. Go back to Sierra's story and Pérez' profile. Complete the chart with activities that they used to do. Compare your ideas with a classmate. Use your imagination to think of more ideas about their lives based on what you read.

Sierra used to...	Perez used to...

## Oral activity

1. In pairs, use the Venn diagram to talk about the things that you used to do in the past (at school, at work, at university, among others). Remember: the similarities are written in the center and the differences on the extremes.

Did you used to *work part time*?



# Skills



## Skills Negotiating: dealing with problems

### A Work in pairs. Discuss which of these suggestions you agree with.

When two people negotiate a solution to a problem, it is a good idea for them to:

- 1 describe the problem in detail.
- 2 smile all the time.
- 3 give reasons if they have to say 'no'.
- 4 speak quietly.
- 5 find a solution immediately.

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### B 7.6 Sophie Bond is a Warehouse Manager. She is talking to Jacques Martin, a Director of the company. Listen and answer these questions.

- 1 What time do Sophie's staff leave work?
- 2 What does Sophie suggest?
- 3 When will Jacques get back to Sophie?

### C 7.6 Listen again and complete these extracts.

Jacques I understand ...<sup>1</sup> what you're saying, Sophie, but it's just not possible. We .....<sup>2</sup> hire any more staff at the moment. We don't have the money.

Sophie I can't accept .....<sup>3</sup>. I told you months ago that my staff work .....<sup>4</sup> hard.

Jacques I don't know. It's not .....<sup>5</sup> to get the right kind of staff.

Sophie I .....<sup>6</sup> train them. Even .....<sup>7</sup> part-time worker would make life easier for us.

### D Which of the suggestions in Exercise A do Jacques and Sophie follow?

### E Work in pairs. A sales representative wants a new car, but the manager refuses to give him/her one. Make a list of possible reasons.

The sales rep wants a new car because ...

- .....
- .....
- .....

The manager doesn't want to give him/her a new car because ...

- .....
- .....
- .....

### F Work in pairs. Role-play the situation in Exercise E.

Student A: turn to page 135. Student B: turn to page 141.

Sales Manager I understand you want a different car.

Sales Representative That's right. Last year ...

### F Work in pairs. Role-play the situation in Exercise E.

Student A: turn to page 135. Student B: turn to page 141.

Sales Manager I understand you want a different car.

Sales Representative That's right. Last year ...

## Useful language

### EMPLOYEE

#### Describing the problem

There's too much ...  
There isn't enough ...

#### Emphasising the problem

It's really important ...  
We need to ...

#### Making suggestions

Why don't you ...?  
We could ...

### MANAGER

#### Responding

I'm sorry but ...  
I understand but ...

#### Explaining the reasons

The problem is ...  
The reason is ...

#### Responding

OK, I'll think about it.  
All right. I'll get back to you.



## Video

**Before watching.** What are three main factors that make employees happy at work? Write down a list. Compare it with a classmate.

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

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*Example: A good salary makes an employee happy.*

**Watching the video.** Follow the specific instructions.

A. Take notes on the most important information from the video and complete the chart.

Percentage of employees happy with their work	
Number of employees unhappy with their work	
Benefits of having happy employees	
First element to keep employees happy	
Second element to keep employees happy	
Third element to keep employees happy	

B. Watch the video again. What are the recommendations given to apply each of the ideas to keep employees happy? Specify them here.

Idea 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idea 3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**After watching.** What makes the perfect work environment? Discuss with a classmate.

## 6 Past simple and past time references

### Past simple

#### Form

##### 1 Regular verbs

Verb	Ending	Example
Ends in a consonant (e.g. <i>work</i> )	+ -ed	<i>I worked</i> at home yesterday.
Ends in -e (e.g. <i>decide</i> )	+ -d	<i>He decided</i> to take a taxi.
Ends in a consonant + y (e.g. <i>study</i> )	change -y to -ied	<i>She studied</i> law at university.
Ends with a consonant + vowel + consonant (e.g. <i>stop</i> )	double the final consonant + -ed	<i>They stopped</i> smoking two years ago.

But if the final consonant is in an unstressed syllable, we do not double it (e.g. *develop* → *developed*; *mention* → *mentioned*).

##### 2 Irregular verbs

Many frequently used verbs are irregular.

<i>buy</i> – <i>bought</i>	<i>cost</i> – <i>cost</i>	<i>know</i> – <i>knew</i>	<i>make</i> – <i>made</i>
<i>meet</i> – <i>met</i>	<i>put</i> – <i>put</i>	<i>send</i> – <i>sent</i>	<i>write</i> – <i>wrote</i>

(See the list of irregular verbs, inside back cover.)

#### Uses

We use the past simple to talk about:

- a completed single action in the past.  
*He met her at the sales conference.*  
*We gave them a lot of money.*
- a past state that is now finished.  
*I lived in Italy in 1999.*  
*We had an agent in Asia at that time.*
- a repeated action in the past.  
*We went to the beach every day.*  
*I always wrote to him in English.*

### Past time references

##### 1 We use the past simple with expressions that refer to a definite moment or period in the past.

in	+ month	in April
in	+ year	in 2002
in	+ decade	in the 1990s
in	+ century	in the 20th century
on	+ day / date	on Monday 2nd February

*He first set up in business in 1999.*

*The 1960s were relatively prosperous.*

*We signed the contract on 3 April 2003.*

##### 2 Other expressions:

*We had a meeting last Friday.*

*I visited the factory yesterday.*

*He left the firm five years ago.* (= five years between now and the moment he left)

## 7 Past simple: negatives and questions; question forms

### Past simple: negative statements

We use *did not / didn't + infinitive without to* to make negative statements about the past.

#### Form

+	-
<i>I went by train.</i>	<i>I didn't go by train.</i>
<i>She saw you.</i>	<i>She didn't see you.</i>
<i>They had a very good time.</i>	<i>They didn't have a very good time.</i>

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### Past simple: questions

We make questions about the past with *did / didn't + subject + infinitive without to*.

*Did you check the figures?*    *Did they have a good time?*    *Didn't Paul tell you?*

#### Question forms

##### Questions with *to be*

To make questions with the verb *to be*, we put the subject after the verb.

*Was he at the meeting?*    *Were there any messages for me?*    *Were they pleased?*

##### Questions with a modal verb

To make questions with a modal verb, we put the subject after the verb.

*Can I see you now?*    *Would you like a coffee?*

##### Question words: *what, where, when, why and how*

We put question words at the beginning of the sentence before a form of *do, be*, a modal or an auxiliary.

	question word	form of do, be, modal or auxiliary	subject	
I prepared some invoices.	<b>What</b>	<b>did</b>	<b>you</b>	<b>do yesterday?</b>
She went to Beijing.	<b>Where</b>	<b>did</b>	<b>she</b>	<b>go?</b>
They learned about it on Friday.	<b>When</b>	<b>did</b>	<b>they</b>	<b>learn about it?</b>
She needs a holiday.	<b>Why</b>	<b>does</b>	<b>she</b>	<b>need a holiday?</b>
She gets on very well with her colleagues.	<b>How</b>	<b>does</b>	<b>she</b>	<b>get on with her colleagues?</b>
It cost a lot of money.	<b>How much</b>	<b>did</b>	<b>the machine</b>	<b>cost?</b>
I see my suppliers once a month.	<b>How often</b>	<b>do</b>	<b>you</b>	<b>see your suppliers?</b>
I can do it next week.	<b>When</b>	<b>can</b>	<b>you</b>	<b>do it?</b>
He was happy.	<b>Why</b>	<b>was</b>	<b>he</b>	<b>happy?</b>

Be careful not to use two past forms in the same sentence.

*Where did you stay? (NOT \*Where did you stayed?)*

Be careful with the word order. (NOT \*Where did stay you?)

# Irregular verbs

verb	present participle	past tense	past participle
be	being	was	been
become	becoming	became	become
begin	beginning	began	begun
break	breaking	broke	broken
bring	bringing	brought	brought
build	building	built	built
buy	buying	bought	bought
catch	catching	caught	caught
choose	choosing	chose	chosen
come	coming	came	come
cost	costing	cost	cost
cut	cutting	cut	cut
deal	dealing	dealt	dealt
do	doing	did	done
draw	drawing	drew	drawn
drink	drinking	drank	drunk
drive	driving	drove	driven
eat	eating	ate	eaten
fall	falling	fell	fallen
find	finding	found	found
fly	flying	flew	flown
forget	forgetting	forgot	forgotten
get	getting	got	got
give	giving	gave	given
go	going	went	gone
grow	growing	grew	grown
have	having	had	had
hear	hearing	heard	heard
hold	holding	held	held
know	knowing	knew	known
learn	learning	learned or learnt	learned or learnt
leave	leaving	left	left
lose	losing	lost	lost
make	making	made	made
mean	meaning	meant	meant
meet	meeting	met	met
pay	paying	paid	paid
put	putting	put	put
quit	quitting	quit	quit
read	reading	read	read
run	running	ran	run
say	saying	said	said
see	seeing	saw	seen
sell	selling	sold	sold
send	sending	sent	sent
set	setting	set	set
shake	shaking	shook	shaken
show	showing	showed	shown
shut	shutting	shut	shut
sleep	sleeping	slept	slept
speak	speaking	spoke	spoken
spell	spelling	spelled or spelt	spelled or spelt
spend	spending	spent	spent
steal	stealing	stole	stolen
swim	swimming	swam	swum
take	taking	took	taken
teach	teaching	taught	taught
tell	telling	told	told
think	thinking	thought	thought
wake	waking	waked or woke	woken
wear	wearing	wore	worn
win	winning	won	won
write	writing	wrote	written

# **Expansion activities**

## **Section 1**



### **Expansion activity 1**

You are attending a seminar on economics. Introduce yourself to five of the participants and write down their information on the chart below.

65

Name	Last name	Job / Occupation	Nationality	Company
1.				
2.				
3.				
4.				
5.				

### **Expansion activity 1**

You are attending a seminar on economics. Introduce yourself to five of the participants and write down their information on the chart below.

Name	Last name	Job / Occupation	Nationality	Company
1.				
2.				
3.				
4.				
5.				

### **Expansion activity 1**

You are attending a seminar on economics. Introduce yourself to five of the participants and write down their information on the chart below.

Name	Last name	Job / Occupation	Nationality	Company
1.				
2.				
3.				
4.				
5.				



## Expansion activity 2

**1**

### Aloha in Hawaii

e-Introductions

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#### Background

You are at an international conference in Hawaii. Your company has a new office in a foreign country. You want a manager for the office. Find out information about people at the conference.

COMPANY NAME: CBC Systems GmbH  
NAME: Barbara Grunwald  
JOB TITLE: Sales Manager  
ADDRESS: Hamburg, Germany

COMPANY NAME:  
NAME:  
JOB TITLE:  
ADDRESS:

#### Task

- 1 Complete the card with information about yourself. Use your imagination if you wish.
- 2 Introduce yourself to the other people at the conference. Use these words to make questions.
  - What / name?      What's your name?
  - Where / from?
  - What / job?
  - Where / office?
  - How / business?
- 3 Make notes about the people you meet.
- 4 Talk in pairs about the people you met at the conference.

Barbara Grunwald is from Germany. She's a Sales Manager. Her office is in Hamburg. Business is good at the moment.

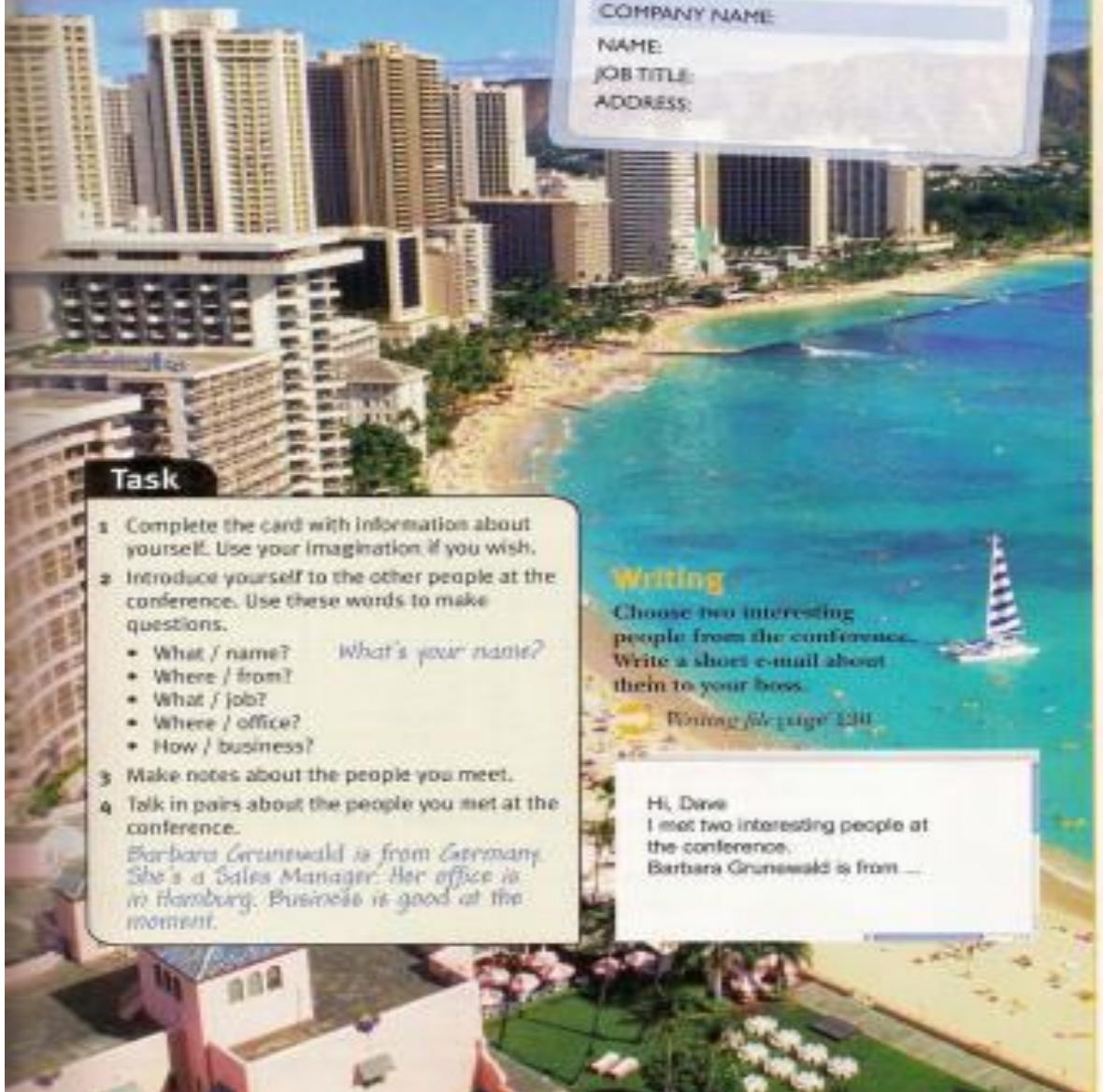
#### Writing

Choose two interesting people from the conference. Write a short e-mail about them to your boss.

Writing file page 120

Hi, Dave  
I met two interesting people at the conference.  
Barbara Grunwald is from ...

# CASE STUDY





## Expansion activity 3

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Work in pairs, student A and student B. Ask each other questions to complete your chart with your partner's information.

### STUDENT A:

Activity	Your Frequency	Student B's Frequency
Conduct research	often	
Work in teams	usually	
Travel abroad	around three times a year	
Writes emails	every day	
Monitor economic trends	once a day	

### STUDENT B:

Activity	Your Frequency	Student B's Frequency
Conduct research	sometimes	
Work in teams	seldom	
Travel abroad	twice a year	
Writes emails	every day	
Monitor economic trends	twice a day	

### STUDENT A:

Activity	Your Frequency	Student B's Frequency
Conduct research	often	
Work in teams	usually	
Travel abroad	around three times a year	
Writes emails	every day	
Monitor economic trends	once a day	

### STUDENT B:

Activity	Your Frequency	Student B's Frequency
Conduct research	sometimes	
Work in teams	seldom	
Travel abroad	twice a year	
Writes emails	every day	
Monitor economic trends	twice a day	



## Expansion activity 4

# 2

## Independent Film Company

2 Work and leisure

### Background

Business is good at the Independent Film Company (IFC) in Vancouver, Canada, but the employees are unhappy. They don't have flexible hours, many people don't have breaks and they often don't enjoy their jobs. The managers are worried that some of the employees will leave. A team from Human Resources is interviewing people in different departments: a receptionist, a production assistant, a camera operator and a producer.

### Writing

Imagine that you work for IFC. Write an e-mail to the Human Resources team. Tell them:

- what you like about your job
- what you don't like
- what you want.

➡ Writing file page 130

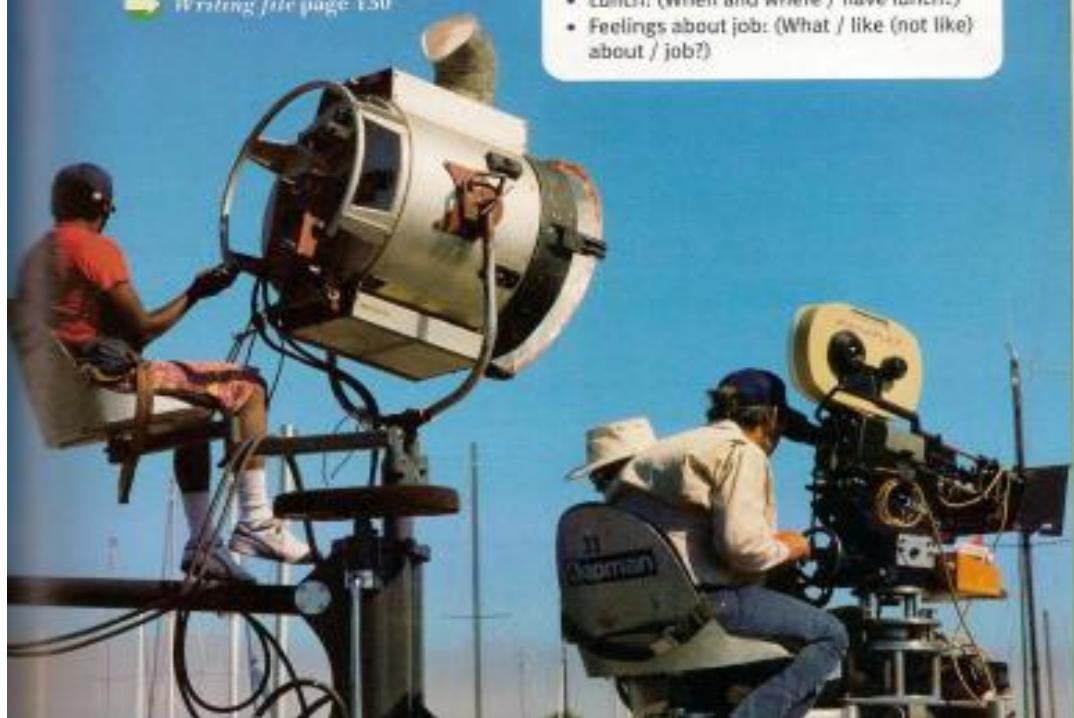
### Task

- 1 Work in pairs.  
Student A: See below.  
Student B: Turn to page 139 and choose a role.  
  
Read your role card and prepare for the interview.
- 2 Do the interview.
- 3 Meet as two groups, interviewers and employees. Make a list of problems and decide which ones are important.
- 4 Meet as one group and choose three working conditions to change at the Independent Film Company.

#### Student A Interviewer (Human Resources)

Interview a staff member and ask questions. Note down the answers.

- Position: (What / job?)
- Daily routine: (What / do / in / job?)
- Hours: (What / hours / work?)
- Breaks: (How often / breaks?)
- Lunch: (When and where / have lunch?)
- Feelings about job: (What / like (not like) about / job?)



# CASE STUDY

## Section 2



### Expansion Activity 1: Case Study

**9** You and your company 9 Companies



**CASE STUDY**

**Background**

You are beginning a training course on giving presentations. The trainer has provided a structure for an introduction. She asks you to introduce yourself and the company you work for. You are all from different parts of the world and different industries.

**Task**

- 1 Work in small groups. Turn to page 137, choose role card A, B or C and read your company profile.
- 2 Prepare an introduction for a presentation about yourself and the company you work for. It should last approximately one minute.
- 3 Make your presentation to the other members of your group. Try to answer any questions they ask.
- 4 As a group, decide what you like about each presentation. Why was it interesting?

**Structure for introduction**

- A Greeting**  
Your name  
Your nationality  
Your position
- B Topic**  
Your company
- C Plan**  
Company products or services  
Important figures: number of employees, turnover, profits  
Your duties

**Writing**

You are a representative of your company. Write a short profile of the company. Include some of the information from the introduction to your presentation.

 Writing file page 133

## 9 Companies, Case study: You and your company, page 85

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### Role card A

Position:	Technical Director, Mata Shoe Company
Duties:	<ul style="list-style-type: none"> <li>• in charge of a department of 12 staff</li> <li>• work with design department to create new products</li> <li>• responsible for quality control of products</li> </ul>
Company profile:	<ul style="list-style-type: none"> <li>• one of the biggest shoe manufacturers in Brazil</li> <li>• manufactures shoes under the brand name 'Daniela'</li> <li>• sells in over 20 countries</li> </ul>
Employees:	20,000
Turnover last year:	US\$ 550 million
Profit last year:	US\$ 42.5 million
Plans:	<ul style="list-style-type: none"> <li>• to enter new markets next year</li> <li>• will target Russia and China</li> </ul>

### Role card B

Position:	Sales Representative, Mei Cosmetics
Duties:	<ul style="list-style-type: none"> <li>• visit stores and supermarkets selling a range of beauty products</li> <li>• help to train new sales staff</li> <li>• manufactures beauty and skin-care products</li> <li>• manufactures equipment for beauty salons</li> <li>• has several shops in Taiwan</li> </ul>
Company profile:	
Employees:	750 at its factory and 80 at its head office
Turnover last year:	US\$ 120 million
Profit last year:	US\$ 25 million
Plans:	<ul style="list-style-type: none"> <li>• about to enter the US market</li> <li>• will launch a new perfume next year in Japan</li> </ul>

### Role card C

Position:	Representative, Medi-Care
Duties:	<ul style="list-style-type: none"> <li>• organise campaigns to promote the work of Medi-Care</li> <li>• try to get doctors and other medical staff to work in developing countries</li> <li>• place advertisements in newspapers</li> <li>• give talks about the organisation to young people and often appear on radio and television programmes</li> <li>• international reputation</li> <li>• non-profit-making organisation</li> <li>• have several campaigns each year in different countries</li> <li>• governments and big companies give money to your organisation</li> </ul>
Company profile:	
Employees:	10 full-time employees in your office
Income last year:	US\$ 10.8 million
Plans:	<ul style="list-style-type: none"> <li>• to contact famous people (e.g. actors and music stars) to be in a new advertising campaign for Medi-Care</li> </ul>

### Short company profiles

Short company profiles are often found in publicity material.

They tell the customer what your company does.

They should be short, easy to read and interesting.

Make sure the customer can see why your company is the best for him/her.

Use bullet points to highlight the main points.

#### BASLE BANKING SERVICES

##### Our Mission

Basle Banking Services (BBS) is the main provider of solutions in the market for business-to-business financial services. We want to be the number-one partner for your business.

##### Our Services

BBS offers a wide range of services, including sales and investment financing, fund management and insurance.

##### Benefits for our Customers

With our customers, we want to create growth. To do this, we:

- connect industry and technology know-how with the financial markets.
- offer new financial products and solutions, which we develop together with our customers.
- give fast and friendly support.



## Expansion Activity 2: Most Influential Business Leaders<sup>1</sup>

Just like empires, companies can come and go with the times. However, there are some that last for ages, and great leadership is the secret. Great leaders have the ability to motivate employees, help others see and believe in a vision, and lead innovation in the company. Having a great leader at the helm is something that all investors, consumers, and employees want. Here is a list of the 13 most influential business leaders that are changing the world.

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Each student chooses a card of one of the 13 most influential business leaders as their new identity (if there are more than 13 students, you may repeat the leaders). Students will use the card and go online to read more about their new identity. Then students will walk around the classroom interviewing their classmates to find out who each person is and as much information they can about the other entrepreneurs lives, jobs, hobbies and projects.

1) Tim Cook: Cook is the CEO of the most valuable company in the world, Apple. He took over Apple after the company's founder, Steve Jobs, succumbed to cancer in 2011. Cook has helped navigate Apple through the transition after Jobs' death as well as developing new product lines and opening Apple retail stores in China. He has also led a very public battle against the FBI and their demand that Apple creates a backdoor for users' iPhones.



2) Sheryl Sandberg: Sandberg has been the Chief Operating Officer of Facebook since 2008. She founded a nonprofit, Lean In, named after her best-selling book. She has been an influential advocate for women in the business world. She has made the successful transition from government work at the Treasury Department to the tech industry at Google and Facebook.



3) Bob Iger: Iger is the CEO of the Disney Corporation. He has led the acquisitions of major companies like Marvel, Pixar, and, most recently, Lucas Films. His leadership has also led to the expansion of Disney's theme parks into Shanghai and Hong Kong.



4) Reed Hastings: Hastings is the co-founder and CEO of Netflix. What originally started as a no-late-fees, no-due-dates subscription service soon transitioned into online streaming, which shook the very foundation of digital entertainment. In addition, Hastings constantly uses his position of influence to promote change and reform in the California State Board of Education and through charter schools.



<sup>1</sup> Taken from: <https://cmoe.com/blog/13-of-the-most-influential-leaders-in-business/>

6) Huateng "Pony" Ma: Also known as Pony Ma, he is the founder and president of Tencent, Inc. Tencent is one of the largest internet companies in China. He has been named to Time's most-influential people list twice (2007 and 2014). Ma is known for his secretive lifestyle but wields substantial power both domestically and with foreign companies.



8) Jack Ma: Ma was the first entrepreneur from mainland China to appear on the cover of Forbes magazine. He is also the founder of Alibaba Group, a group of internet companies. Before getting accepted to Hangzhou Teacher's Institute, Ma was rejected from university three times. After graduation, he applied for 30 jobs and was turned down for all of them. He first learned about the internet during a short trip to the U.S., and when he returned home, he created a small website about China and Chinese products. This would be his first step towards creating a company that would hold the record for largest IPO in history.



5) Mary Barra: Barra is the chairman and CEO of General Motors Company. Prior to her in 2014, she served as the Executive Vice President of Global Product Development, Purchasing and Supply Chain at GM. She is currently contesting for space in the electric automobile market. In 2016, she launched the Chevrolet Bolt EV with a battery that outlasts Tesla's. As of late 2017, Barra was elected to the board of Disney with high regards from Robert Iger.



7) Reshma Saujani: Saujani is the founder of Girls Who Code, which promotes technology training (specifically coding) to girls. She is an American lawyer and politician. Her company, Girls Who Code, has camps set up in 42 states with over 10,000 girls attending.



9) Jan Koum: Koum was born in Kyiv, Ukraine but moved to the United States when he was 16 years old. He soon discovered his passion for programming and enrolled at San José State University. After a brief stint at SJSU and working as a security tester at Yahoo, Koum started WhatsApp. WhatsApp quickly became one of the fastest downloaded apps in the App Store, and one of the most internationally used apps. Koum sold WhatsApp to Facebook in 2014 for approximately \$19.3 billion.



10) Bill Gates: Gates founded Microsoft, the world's largest PC software company, and each year, he is consistently near the top of the list of the world's wealthiest people. Over the years, Gates has slowly transitioned away from Microsoft and into philanthropic ventures. His foundation, the Bill and Melinda Gates Foundation, is working to provide clean water and sanitation (among other things) to third-world countries. Like Warren Buffett, Gates has also promised to leave the vast majority of his wealth to charity.



11) Elon Musk: Musk was born in South Africa and is a businessman, inventor, and investor. Musk is most widely known for his founding of PayPal and SpaceX and his heavy involvement in Tesla Motors. His vision and passion for pushing the boundaries of technology and consumer integration have led to increased exposure to solar power, high-speed transportation, and artificial intelligence.



13) Jeff Weiner: Weiner is the CEO of LinkedIn. Although LinkedIn was founded in 2002, it was under Weiner's leadership that LinkedIn completed its IPO and became one of the most-used social media platforms in the world. Weiner is also extremely active in non-profits, sitting on the Board of Directors of DonorsChoose.org and Malaria No More.



12) Warren Buffett: Buffett is one of the most successful investors in the world. Some people have referred to him as the "Wizard of Omaha" (his birthplace is Omaha, Nebraska) and he is consistently named as one of the wealthiest people in the world. He has also pledged to give away nearly 99% of his accumulated wealth to philanthropic causes after his death.



#### **Follow-up Discussion:**

- 1) Where do you think your business person is right now? What is she/he doing? What time zones is she/he in? Think about the famous business person's life, job and hobbies. Have a discussion about what you think he/she is doing at the moment.
  
- 2) How is he or she changing the company, business and the world? Is this positive or negative? Why?



### Expansion Activity 3: Guess what we're doing!?

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The class is divided into two teams. Two students pick a piece of a paper with an action written on it. They then act out the situation so that their team can guess. They can speak but they can't say the words on the paper. The other team knows the words and monitors that they don't say them. They have two minutes to get their team to guess the action on the paper. The guessing team may ask questions: i.e. Are you in a meeting? The teacher/judge will decide if the students guess is close enough to what is written on the paper. Then they switch teams. Each team has five chances to get points; the team with the most points wins.

Writing a quarterly fiscal report

Negotiating for a higher salary

Having a stressful meeting

Bidding for a contract

Interviewing someone for a job

Firing/ letting someone go from a job

Sitting in a boring business presentation

Deciding on the new company website

Investing in greener technology

Having a business lunch

Making a lot of photocopies



### Expansion Activity 4: End of Unit Discussion Questions:

- 1) Describe the changes in the economy of your country at the moment.
- 2) What things are getting better or worse for businesses in your country?
- 3) How do people choose which brands to buy?
- 4) Do people in Costa Rica pay attention to advertisement campaigns? Why/why not?
- 5) Are consumers and companies becoming more environmentally friendly?

## Section 3



### Expansion activities

Case study: Pacific Hotel is in Sydney, Australia.

#### Tasks:

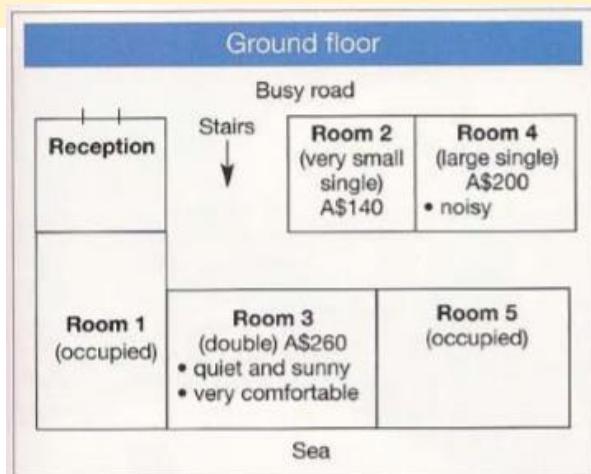
1. Work in pairs. Review your room availability and your guests' requirements.
2. You are the Hotel Manager and the Assistant Manager. Decide which room(s) you can offer each guest.

*We can offer Anna rooms 1 and 7.  
We can't use room 1, it's occupied.*

3. Look at this extract from a telephone conversation between the hotel receptionist and one of the guests:

*A Pacific Hotel. Good morning. How can I help you?  
B Hello. This is LiWang here. I'd like to book a room from Tuesday till Saturday next week.  
A Do you want a single or a double?  
B Single, please. And if possible, I'd like a quiet room.  
A Right. Let me check. Yes, we have a single room on the ground floor then, but I'm afraid it's very small.  
B Is that all you have?  
A Well, there's a larger single on the same floor, but that room is very noisy, I'm afraid.  
B OK, then. How much is the small single per night?  
A It's A\$140. B Fine.  
A All right. Can I take your details, please?*

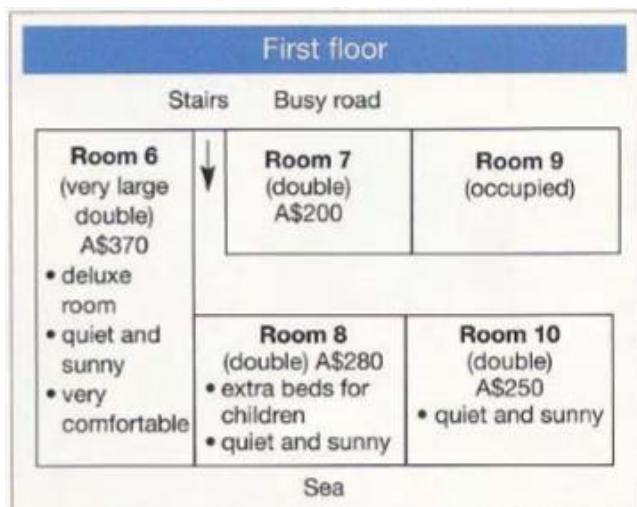
4. Work in pairs. Choose another guest and role-play a similar telephone conversation.



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### Guests and room requirements

- Anna and three friends aged 50–70. They want two double rooms. They can pay A\$240 for each room.
- Mr and Mrs Schmidt. They are just married. They can pay A\$280.
- Mr Jensen and his son. The son is in a wheelchair. They can pay A\$280.
- Mr Wang is a writer and wants a quiet room. He can pay A\$180.
- Madame Berger and her rich friend. They want a sunny room with a lovely view. Price is not important.
- Ms Steele, a businesswoman, wants a large, quiet room. Price is not important.



## **Case study: Kelly' International Bank**

Alice Baumann is the new General Manager in an overseas branch of Kelly's, an international bank. She wants to bring the best new ideas from head office to the overseas branch.

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### **Alice wants:**

- all staff to use first names.
- all staff to dress casually on Fridays.
- to introduce a system of flexible working hours.
- smaller, more informal meetings.
- more face-to-face reports.
- an open-door policy so staff can see her at any time.

### **Bank company culture now**

- Staff use family names.
- Staff wear uniforms at all times.
- Working hours are fixed (9.00 a.m. to 5.00 p.m.).
- Many big, formal meetings.
- Staff write a lot of reports.
- Staff need an appointment to see the manager.

### **Task:**

Alice and Jeremy meet some of the senior staff to discuss the ideas for a new company culture.

1 Work in groups of three or four and choose a role from the ones in eth next page:  
Alice Baumann, Jeremy Owen, Office Manager and Senior Cashier.

2 Look at your role cards and prepare for the meeting.

3 Meet and discuss Alice's ideas. Decide what you will change and what you will keep the same.

1. Write some action minutes of the meeting.

**Alice Baumann**

You want to introduce all the new ideas.  
You think the image of the bank is not good.  
You think the bank will lose customers if it doesn't change.  
You think staff will enjoy a more relaxed culture.  
You know some good staff members had to leave because the working hours were difficult for them.  
You want the bank to do well because it will be good for your career.

**Jeremy Owen**

You want all the overseas branches to have the same culture as head office.  
The new culture is working very well at head office.  
You know that meetings with fewer people are more efficient.  
You want the bank to make more profit.  
You know there is a lot of competition from other international banks.  
Some of the other banks are changing their cultures.

**Senior Cashier**

You are against the changes.  
You have worked in the bank for a long time. There have been a lot of new managers from head office.  
You don't think the people from head office understand local culture.  
You know customers wouldn't like using staff's first names.  
You know customers expect staff to wear smart bank uniforms.  
You think it is important to write reports.

**Office Manager**

You are against the changes.  
You have worked in the bank for a long time.  
There have been a lot of new managers from head office.  
You don't think the people from head office understand local culture.  
You think it will be difficult to organise a flexitime system.  
You don't want junior staff to be able to see you without an appointment.

## Section 4



### Expansion activity 1

# 7

## A people problem

7 People

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### Background

Buffet Inc. is a US food company with a restaurant chain in Germany. There is a big problem at their Stuttgart office: the head of the office, Sam Benetti, and the Business Manager, Max Davis, do not get on with each other.

### What the staff say about Sam and Max

Sam Benetti		Max Davis	
<ul style="list-style-type: none"><li>• ambitious</li><li>• hard-working</li><li>• 'He's very popular with all of us.'</li></ul>	<ul style="list-style-type: none"><li>• 'He wants to control everything.'</li><li>• 'He doesn't help Max a lot.'</li></ul>	<ul style="list-style-type: none"><li>• ambitious</li><li>• hard-working</li><li>• 'Customers like him a lot.'</li></ul>	<ul style="list-style-type: none"><li>• 'He's sometimes rude to us.'</li><li>• 'If he stays, I leave.'</li></ul>

### Listening

7.7 Last week, Max had a meeting with Sam. Listen to this extract from their conversation. Make notes for a report.

### Task

Work in pairs. You are directors from head office, visiting Stuttgart.

Student A: Turn to page 135.

Student B: Turn to page 142.

- 1 Read your role cards and prepare for your meeting.
- 2 Get together, discuss the problem and agree on one of the following solutions:
  - Try to get Sam and Max to work together successfully.
  - Move Sam or Max to another part of the company.
  - Ask Max to leave the company.

### Writing

You are a director of Buffet Inc. Write an e-mail to the Head of Human Resources about the results of your meeting.

Writing file page 130

# CASE STUDY



## Expansion activity 2

### 6 Sales

#### Vocabulary

Complete the key words in these definitions.

- 1 A good deal is the same as cheap or a fair price.
- 2 A discount is an amount of money taken away from the price of something.
- 3 If a shop or a company has certain goods in stock, it means that the goods are available.
- 4 If a shop offers interest-free credit, customers don't have to pay extra if they pay over 12 months.
- 5 A deposit is a small amount of money that customers pay at the beginning.

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#### Past simple

Complete the text. Use the past tense of the verbs from the box.

be begin go have like offer study want work (x2)

Renate Langer studied<sup>1</sup> economics and marketing in Stuttgart from 2001 to 2005. During the summer holidays, she .....<sup>2</sup> in the sales department of a pharmaceutical company. After graduating, she .....<sup>3</sup> to improve her English, so she .....<sup>4</sup> to Canada. She .....<sup>5</sup> Vancouver a lot and .....<sup>6</sup> looking for a part-time job. She .....<sup>7</sup> an interview with the Marketing Manager of a large company where they needed a German speaker with good qualifications. Renate got the job immediately. It .....<sup>8</sup> very interesting, and she .....<sup>9</sup> very hard. Three months ago, the Manager .....<sup>10</sup> her a full-time job. Now she doesn't know what to do: she loves Canada, but she wants to be with her family and friends in Stuttgart, too.

#### Writing

Write an article (75 to 100 words) about Vicky Karra. Use the information below and the past simple.

- |           |  |
|-----------|--|
| 1987–1990 | studies English and business at Athens University              |
| 1990      | goes to Dublin, studies for MBA                                |
| 1991      | starts work at Connors' Electronics in media sales             |
| 1993      | leaves Connors' and joins Emerald Productions                  |
| 1998      | becomes Marketing Director at Emerald                          |
| 2002      | starts own company, Karra Productions                          |
| 2006      | the Dublin Financial Echo votes her Business Woman of the Year |
- Vicky Karra studied English and business at Athens University from 1987 to 1990. In 1990, she ...

## **Icons used in this booklet:**



## Starting up

## Grammar Focus

## Video

Expansion activities

Reading

## Skills

## Oral activity

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## Notes

## Glossary

— — — — —

## Rubrics

Criteria Oral Evaluation Sheet		
	Score	Criteria
CONTENT	1	Poor information. Very limited or no knowledge of the topic. Unable to understand the other speaker or the situation/question. Poor comprehensibility.
	1.5	Very little information conveyed. Very limited knowledge of the topic. Limited understanding. Poor comprehensibility most of the times.
	2	Acceptable amount of relevant information conveyed, but little or no effort to enrich content. Limited knowledge of the topic. Some understanding. Fair comprehensibility.
	2.5	Enough amount of relevant information with fair effort to enrich content.
	2.7	Information conveyed relevant and adequately enriched. Very good knowledge of the topic. Limited success when attempting to go beyond. Good understanding and comprehensibility.
	3	Information conveyed relevant and very well enriched. Very good knowledge of the topic. Attempts to go beyond by interrelating topics. Full understanding. Excellent comprehensibility.
FLUENCY	0.5	Fragmentary speech, except for short or routine sentences. Hesitant. Utterances left unfinished.
	0.6	Constant lapses of fluency. Slow, unnatural pauses. Hesitant.
	0.7	Some unnatural pauses, some false starts. Careful speech.
	0.8	Speech generally continuous.
	0.9	Natural, continuous speech. Slight stumbling but manages to rephrase and continues.
	1	Natural and continuous speech.
STRUCTURE	1	Incomprehensible speech. Erratic, inaccurate. Few utterances structurally correct. Structural problems interfere with message.
	1.5	Short messages inappropriately worded and inaccurate. Many ideas unclear due to structural problems. Breaks into Spanish frequently.
	2	Message sometimes clear but with definite structural problems.
	2.5	Message is clear. Uses English in complete sentences. Some difficulty to overcome language problems.
	2.7	Message is clear. Most utterances are grammatically correct. Some minor structural problems. Self-correction often.
	3	Message is clear. Utterances almost always correct. Attempts to use more complex structures. Self-correction.
PRONUNCIATION	1	Poor pronunciation. Many word stress problems. Strong Spanish accent.
	1.2	Many pronunciation and word stress problems. Spanish interferes strongly.
	1.4	Sometimes correct but with definite Spanish interference. Several word stress problems.
	1.6	Pronunciation does not interfere with the message although there are some minor errors.
	1.8	Minor pronunciation problems that don't interfere with communication. Word stress generally correct. Some self-correction.
	2	Clear articulation. Word stress correct most of the time.
VOCABULARY	0.5	Lacks vocabulary for task. Heavy reliance on Spanish. Can't maintain a basic conversation.
	0.6	Narrow range of vocabulary for basic needs and simple situations.
	0.7	Several literal translations, false cognates, word choice problems.
	0.8	Good vocabulary for task. Good word choice.
	0.9	Minor vocabulary problems that don't interfere with communication. Some self-correction.
	1	Very good vocabulary to deal with task. Attempts to use words in new contexts.
		Adapted from Gutierrez, R. and Rodriguez, X (2009). 1001-1002 Oral Evaluation Criteria

## Proyecto Final



<b>Item</b>	<b>Description</b>	<b>Points</b>
<b>Executive Summary (5%)</b>		
Format	The summary contains all required sections. It is presented in an organized way.	1
Language use	Grammatical structures, punctuation and mechanics are used properly. The paper is neat and legible.	1 2
Content	The description of the case and the findings, challenges or suggestions reflect a critical analysis of the information.	1 2
<b>Class lecture (15 %)</b>		
Organization and delivery	The lecture is given in an organized and understandable manner. The message is clear. Body language is appropriate for the task.	1 2 3
Language use	Natural and continuous speech. Very clear message with correct and complete utterances. Correct word order. Excellent control of grammatical structures studied in class.	1 2 3 4
Content	The description of the case and the findings, challenges or suggestions reflect a critical analysis of the information. Ss are able to answer questions with arguments based on their own information.	1 2 3 4 5 6 7 8
	Total	