

# UNIT 2

## Language focus

### 1 Past Simple, Present Perfect Simple, Present Perfect Continuous, and Past Perfect

Reply to the advertisement. Use the Past Simple, Present Perfect Simple, Present Perfect Continuous, or Past Perfect form of the verbs in brackets.



A position is available as **Project Manager** for a leading computer games firm located in Berlin. Fluent English essential, plus working knowledge of at least two other major European languages. Send CV plus accompanying letter to the Human Resources Manager at ...

#### For the attention of the Human Resources Manager

I am writing with regard to the post you \_\_\_\_\_ (advertise) <sup>1</sup> in *The Times* on March 10th. I \_\_\_\_\_ (graduate) <sup>2</sup> in computer graphics at the University of Bonn in 2001 and \_\_\_\_\_ (obtain) <sup>3</sup> a Masters in Film Technologies the following year. Since then I \_\_\_\_\_ (work) <sup>4</sup> for two different companies. I \_\_\_\_\_ (work) <sup>5</sup> for Meta4 in London from 2003 to 2006 and I \_\_\_\_\_ (begin) <sup>6</sup> my current employment at JoyVid plc in 2007.

So far at JoyVid I \_\_\_\_\_ (developed) <sup>7</sup> three different new games, and I am currently working on a new concept of multi-player games which I \_\_\_\_\_ (develop) <sup>8</sup> for the last two months. Over the last three years I \_\_\_\_\_ (also gain) <sup>9</sup> considerable experience in other aspects of computer graphics as I \_\_\_\_\_ (attend) <sup>10</sup> various congresses on such areas as artificial intelligence and web-based games. I \_\_\_\_\_ (also give) <sup>11</sup> a series of workshops on these subjects here at JoyVid, the last of which will be held at the end of this month. My native language is Swedish, but I also speak fluent German as I \_\_\_\_\_ (take) <sup>12</sup> my degree at a German university. I \_\_\_\_\_ (travel) <sup>13</sup> widely throughout Europe so English is basically my second language, and I recently \_\_\_\_\_ (attend) <sup>14</sup> a French course where, by the time I left, I \_\_\_\_\_ (reach) <sup>15</sup> an upper intermediate level. I look forward to hearing from you in the near future.

### 2 Present Perfect Continuous

Write explanations for the following situations using the Present Perfect Continuous.

*Her phone has been busy all morning.  
She's been making a lot of phone calls.*

- 1 The price of their shares has gone up 50%.
- 2 This week they haven't left the office till 10.00 pm every night.
- 3 Her English has improved a lot in the last few months.
- 4 She has got black ink all over her hands.
- 5 The weather in London has been awful in the last few weeks.


### 3 Past tenses review

Read the sentences from emails and telephone conversations. Correct any mistakes in the tenses in bold, as in the example.

*I apologize that I **haven't replied** [✓] sooner. I **have been** [was] on holiday last week.*

- 1 This is the second time we **experience** this problem. The first was only yesterday.
- 2 Carlos **has been calling** six times this morning. I **have tried** to get hold of you, but in the end I **told** him that you would ring him this afternoon.
- 3 I **have been leaving** several messages with her secretary, but I still **haven't heard** anything from her.
- 4 We **have only received** three pages of your six-page fax. Could you send the last two pages again, please?
- 5 We **have only been receiving** incoming emails, for some reason we **weren't** actually able to send any, but I think the technical guys **are working** on it.
- 6 I am afraid that Ms Smith **has been leaving** the company and for the past two weeks she **is working** for Meta4.
- 7 Please send the fax again, as it **was** too faint to read.
- 8 Sorry for the delay in getting back to you, but I **have been** out of the office.
- 9 For some reason my last email **has had** delivery problems. So here it is again, just in case you **didn't get** it first time round.
- 10 I accidentally **have hit** the send button before finishing my last email to you.

### 4 Problems using English

 2.1 You will hear two people discussing some of the problems that non-native speakers have when speaking English.

- 1 The two speakers are
  - a probably both English teachers
  - b researchers into how English is taught
  - c businessmen with many foreign contacts
- 2 One of the problems identified by the first speaker is that students
  - a are not confident enough to speak effectively in English
  - b are not direct enough
  - c are too direct
- 3 With regard to point 2 above, the second speaker
  - a agrees totally with the first speaker
  - b partially agrees, and then develops the same viewpoint
  - c wants the first speaker to recognize a contrasting viewpoint
- 4 According to the survey of British business people,
  - a grammar is the biggest barrier to communication
  - b grammar is not very relevant
  - c English people expect correct grammar
- 5 The second speaker thinks that it is better to speak
  - a fluently with some mistakes
  - b slowly with no mistakes
  - c quickly and accurately

## 1 Collocations

Match the expressions with their definitions.

- |                     |  |
|---------------------|--|
| 1 corporate culture | a an overall plan for a firm that co-ordinates all areas of its business                             |
| 2 business strategy | b to increase the level of confidence or enthusiasm that a group has at a particular time            |
| 3 job satisfaction  | c a summary of the purpose and objectives of an organization   |
| 4 job security      | d feeling of fulfilment and pride felt by those who enjoy their work and do it well                  |
| 5 mission statement | e the values, beliefs, and traditions of an organization that influence the behaviour of its members |
| 6 to boost morale   | f feeling that one's position in an organization is not under threat                                 |

## 2 Motivation

Complete the text with the expressions from exercise 1.

|                   |                   |                  |
|-------------------|-------------------|------------------|
| corporate culture | business strategy | job satisfaction |
| job security      | mission statement | boosting morale  |

Surveys of managers and employees on what motivates employees at work have revealed that the bosses have very different opinions from their workers. Companies whose \_\_\_\_\_<sup>1</sup> tends to inevitably put the client first, rather than employees, often have mistaken views on what makes people happy to come to work. Company directors whose main aim is profit boosting rather than \_\_\_\_\_<sup>2</sup> tend to think that their employees are similarly interested in money, and thus that their salary is the most important thing. In reality, surveys have shown that salary tends to rank at about fifth or sixth in a ten-item motivation index. \_\_\_\_\_<sup>3</sup>, and thus the appreciation of work well done ranks as employees' number one factor, though 'promotion and growth within the company' is much lower down, in fourth position for employees and eighth for managers. The \_\_\_\_\_<sup>4</sup> of many companies is almost entirely unknown to most of its employees, despite the fact that 'the feeling of being in on things' (i.e. knowing what the company is planning to do and how it is going to do it) ranks second for employees, but last for managers.

Those managers interested in the moral ideas and philosophies of the people in their company, i.e. the \_\_\_\_\_<sup>5</sup>, might like to know help with personal problems ranks third in employees' priorities, and not nearly last as managers seem to think. \_\_\_\_\_<sup>6</sup>, knowing that you are not going to lose your job from one moment to the next, is one of the few areas where managers and employees seem to agree – both rated it highly, ninth and seventh respectively.

### EFFECTIVE MOTIVATION – INDEX



[http://www.100ventures.com/business\\_guide/crosscuttings/motivating\\_main.html](http://www.100ventures.com/business_guide/crosscuttings/motivating_main.html)

### 3 Word-building

- 1 Complete the table by putting the endings with the appropriate root.

Example *enthus + iastic* *enthusiastic*

|         |        |         |       |        |
|---------|--------|---------|-------|--------|
| -actory | -e     | -action | -ied  | -ator  |
| -iasm   | -ation | -iastic | -ate  | -e     |
| -ated   | -iast  | -y      | -ying | -ating |

| root    | ending | root   | ending | root    | ending |
|---------|--------|--------|--------|---------|--------|
| enthus- |        | motiv- |        | satisf- |        |
|         |        |        |        |         |        |
|         |        |        |        |         |        |
|         |        |        |        |         |        |
|         |        |        |        |         |        |
|         |        |        |        |         |        |

- 2 Put the words from exercise 1 in the appropriate column.

| noun | adjective | verb |
|------|-----------|------|
|      |           |      |
|      |           |      |
|      |           |      |
|      |           |      |
|      |           |      |
|      |           |      |

- 3 Which of the words from exercise 1 can be used with the prefixes *un-*, *dis-* and *de-*?

Example *unenthusiastic*

- 4 Use words from exercises 1 or 2 to finish these sentences.

- 1 He was an Italian motorcycle \_\_\_\_\_. He collected Ducatis and Moto Guzzis.
- 2 She didn't find her job \_\_\_\_\_. She spent too much time at her desk.
- 3 The CEO was a great \_\_\_\_\_. Everyone worked hard for him.
- 4 Consumer \_\_\_\_\_ was one of the company's highest priorities.
- 5 The new idea was greeted with great \_\_\_\_\_.
- 6 The manager was never \_\_\_\_\_ with her team's performance. She was always demanding more.

## 1 Listening

2.2 You will hear three people talking about their jobs. Match the people with the professions in the box.

accountant  
commercial fisherman  
cowboy  
lumberjack

biologist  
computer-systems analyst  
ironworker  
seaman

## 2 Fillers

2.2 Listen again to the first two people. Which of these fillers do you hear?

- |  |   |
|--|---|
| <input type="checkbox"/> actually                    | <input type="checkbox"/> or something like that |
| <input type="checkbox"/> and stuff                   | <input type="checkbox"/> really                 |
| <input type="checkbox"/> basically                   | <input type="checkbox"/> sort of                |
| <input type="checkbox"/> I mean                      | <input type="checkbox"/> well                   |
| <input type="checkbox"/> if you don't mind me saying | <input type="checkbox"/> without a doubt        |
| <input type="checkbox"/> if you know what I mean     | <input type="checkbox"/> yeah                   |
| <input type="checkbox"/> like                        | <input type="checkbox"/> you know               |
| <input type="checkbox"/> kinda like                  | <input type="checkbox"/> whatever               |

If you didn't hear the fillers, how much would it affect your overall understanding of what the speakers say?

- a a lot ☐    b a little ☐    c not at all ☐

## 3 Stress

Read the description of being an accountant. Underline which key words you would stress. Then put a slash (/) where you would pause between one phrase and another. The first few have already been done for you.



A lot of people think my job is boring. / They say it is not tangible / in the same way as engineering or biology / where you have to hold instruments, appliances, / and such like. They say it is not adventurous, as there is no travelling involved and you don't have to go out into the field. It doesn't have any particular thrills or new challenges such as those involved in medicine or research. But I love it. It suits my analytical mind. I love dealing with numbers, I love working with computers, I love balancing the books, I love finding ways for companies to save money, and I find it a challenge to keep up to date with all the changes in the law.

2.2 Listen and check your answers.

**1 Asking for something on the telephone**

Look the phrases (a–j) below. Which phrases can you use in a phone call to:

- 1 introduce yourself?
  - 2 explain more in detail who you are?
  - 3 explain how you got the interlocutor's number?
  - 4 ask to speak to someone specific?
  - 5 ask to speak to someone generic?
  - 6 check who you are speaking to?
  - 7 find out how the interlocutor is?
  - 8 say why you are phoning?
  - 9 ask someone to do something for you?
  - 10 check the current status of some work?
- a I just wanted to call you to see where we're up to with ...
  - b Is Helmut in this morning, by any chance?
  - c Could you put me through to the personnel department?
  - d Is that Louise speaking?
  - e How's it going?
  - f Good morning, this is Alice Coltrane. I'm calling from ...
  - g Anyway, the reason I'm calling is ...
  - h Your name was given to me by Miroslav Vitous, who thought you ...
  - i I was wondering if you could do me a favour.
  - j I'm in charge of HR, and for the last few months I've been dealing with ...


**2 Replying to someone on the telephone**

 **2.3** Listen to sentences a–j and write down the replies.

**3 Ending a telephone call**

Match the ways of ending a phone call with the correct response.

- |                                      |   |
|--------------------------------------|---|
| 1 Right, I think that's all.         | a Me too.   |
| 2 I look forward to seeing you.      | b OK, will do.  |
| 3 Do call if you need anything else. | c You too.  |
| 4 Have a nice weekend.               | d Yeah, I should be able to get back to you some time this afternoon. |
| 5 Speak to you later then.           | e Brilliant. I don't think I have anything to add either.             |

 **2.4** Listen and check your answers.