

5A | Entrepreneurs

SPEAKING & LISTENING

- 1 Work in pairs. Match the famous people 1–4 to the area of business a–d which made them successful.

- | | |
|-------------------|----------------------|
| 1 Oprah Winfrey | 3 Roman Abramovich |
| 2 Richard Branson | 4 Michael Dell |
| a oil | c computers |
| b entertainment | d music & air travel |

What else do you know about each one?
Share your ideas in groups.

- 2  2.1–2.4 Listen and check your ideas. Make notes on their achievements.
- 3 Who are the leading entrepreneurs in your country?
How did they become successful?

READING

- 1 The following words all occur in the reading text. Discuss their possible relevance to the Swedish furniture company Ikea and its founder, Ingvar Kamprad.

18.5 billion vineyard frugality
cigarette lighters revolution 300 million cult

- 2 Read the text, ignoring the gaps, and check your ideas in exercise 1.
- 3 Complete the gaps 1–7 in the text with the sentences a–g.
- Even senior executives travel around Europe on budget airlines and always stay, they insist, in cut-price hotels.
 - But instead of a chauffeur-driven limo, he drives a 10-year-old Volvo and whenever he flies, even long haul, it's in economy.
 - It also offloaded on to customers an expensive part of selling furniture – actually putting the stuff together.
 - Kamprad's idea of a break is fishing or rowing in his native Sweden.
 - In his teens, he discovered an aptitude for business and began importing and selling anything he thought he could make a profit on.
 - Kamprad long gave up the day-to-day running of Ikea and lives with his second wife in Switzerland, apparently for tax purposes.
 - Having a company enabled Kamprad to bid for a contract to supply pencils and he was soon sending goods out with the daily milk round.

Ingvar Kamprad: Leader of the flatpack



The Swedish furniture company Ikea has made its founder, Ingvar Kamprad, one of the world's wealthiest people, with a fortune estimated at \$18.5bn. (1) ____ Rather than travelling by taxi, he's even been known to use Stockholm's subway and public buses to take advantage of his pensioner's discount.

And forget holidays in St Tropez. (2) ____ He once said that his idea of luxury is buying the occasional nice shirt. Kamprad's sole extravagance is having a small vineyard in Provence, which he describes, with characteristic dourness, as a 'very expensive hobby'.

His frugality is not born of a desire simply to build up his billions, but also to offer a guiding example to Ikea's 76,000 staff. His penny-pinching permeates Ikea. (3) ____ He reasons that if Ikea is to provide customers with low prices, its brutal control of costs has to extend to every level in the company.

Born in southern Sweden, Kamprad grew up on a village farm. (4) ____ He traded in cigarette lighters, Christmas cards and pens, and at the age of seventeen, Kamprad set up his company, Ikea, which took its name from his initials and the first letters of his family farm Elmtaryd and nearby village Agunnaryd.



- 4 Use context to work out the approximate meanings of the highlighted phrasal verbs.

- 5 Work in pairs and discuss the following.

- Which multinationals like Ikea have branches or own companies in your country?
- What contribution, positive and/or negative, do multinationals make to a country?



GRAMMAR: relative clauses

Read the sentences 1–4 from the text and answer the questions a–e.

- 1 *Kamprad set up his company, Ikea, which took its name from his initials ...*
- 2 *He opened a showroom to reassure people who felt his prices were simply too good to be true.*
- 3 *His big breakthrough came in 1955 with the birth of a product which would become a market leader.*
- 4 *He began importing and selling anything he thought he could make a profit on.*

- a Why is a comma used before the relative pronoun in 1, but not in 2 or 3?
- b Which of the relative pronouns in sentences 1–4 could be replaced by the pronoun *that*?
- c Which relative pronoun has been omitted from 4? Why is this possible?
- d Rewrite sentence 4 in the following way:
He began importing and selling anything on ...
- e Complete the sentences with a relative pronoun.
 - a) *Kamprad, _____ fortune is estimated at \$18.5bn, is one of the world's wealthiest people.*
 - b) *He sometimes travels by bus and subway, _____ enables him to benefit from his pensioner's discount.*

2 SEE LANGUAGE REFERENCE PAGE 54

- 25 (5) ____ He discovered that by buying goods in bulk he could sell them to his customers at low prices and still make a profit. Kamprad then acquired a disused factory and began turning out furniture. His low prices undercut Swedish cartels and in 1952
- 30 he opened a showroom in the town of Almhult to reassure people who felt his prices were simply too good to be true. Kamprad tinkered with furniture designs to keep costs low, but his big breakthrough came in 1955 with the birth of a product which would become a market leader.
- 35

While trying to pack and ship a bulky table, Gillis Lundgren, an early employee and later the chief designer, hit upon the idea of taking the legs off and mailing them packed flat under the tabletop. Enter the flatpack. The secret of Ikea's products is functionality. The flatpack eliminated the cost of shipping vast quantities of air whenever a product was sent from factory to shopfloor. (6) ____

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Flatpacks allowed furniture to be made so cheaply that, instead of accumulating emotional weight as it was passed down the generations, it would come to seem transient and disposable. This started a revolution in interior furnishing and now more than 300 million people worldwide frequent Ikea each year even though it has only about 200 branches.

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Employees have described Ikea as a 'cult'. The company structure is less hierarchical than similar businesses – titles and privileges are taboo – and every year Kamprad personally hands out Christmas presents to each of Ikea's 2,500 staff members at its Almhult headquarters.

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The company never releases profit figures but sources suggest they are massive – around 18 per cent – while rival firms operate on single-figure margins. (7) ____ He has also sheltered his company from Sweden's taxes and death duties by creating trusts and holding companies, ensuring that Ikea will continue after he is gone. Flatpacks are here to stay.

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- 1 In each sentence there is one word missing. Write the missing word in the correct place.
 - 1 The managing director, worked his way up through the company from the factory floor, now earns over £1 million a year.
 - 2 He was banned from driving for two years, meant he lost his job as a sales representative.
 - 3 I don't think I know anyone attitude to work is quite so positive as his.
 - 4 It is very difficult to determine the extent to charity concerts help resolve the problem of poverty in developing countries.
 - 5 I can't remember when exactly my fascination for astronomy began – I think it's something I've always been interested.
- 2 Complete the following sentences in an appropriate way. Then compare your sentences with those of your partner.
 - 1 The situation at work was becoming intolerable; **it got to the point where ...**
 - 2 There is a strong possibility that I'll lose my job, **in which case ...**
 - 3 Many of those attending the demonstration criticized **the way in which ...**
 - 4 The activities of the paparazzi can cause friction. Indeed, there have been **a number of cases where ...**
 - 5 I'll never forget **the day when ...**

5B | A new business

VOCABULARY: setting up in business

- 1 Complete the text with the words from the box. Do not change the words.

Nouns:

design identity plan
return share target

Verbs:

build pitch secure
set-up source strike

If you have a new invention or an innovative idea and you want to (1) **set up** in business to market it, here are some basic steps you'll need to follow.

First of all, you need to **put together a** comprehensive **business** (2) _____, in which you **set out** your **goals** and provide information on your (3) _____ **market** (the potential customers), short-term **sales forecasts**, profitability, marketing strategies and so on.

Then, in order to (4) _____ **financial backing** for your business, you will probably need to (5) _____ your **idea** to investors, with the aim of convincing them there is a market for it, and that they will **obtain a good** (6) _____ **on their investment**. Before you (7) _____ a **deal**, you will need to decide how much **percentage equity** you are prepared to give away, that is, the (8) _____ **in the business** that investors will receive in return for their money.

If necessary, this **investment capital** can be used to (9) _____ a **prototype**, the first example of your product from which all others will be developed. To do so, of course, you'll need first to (10) _____ **suppliers**; find companies who can provide you with the right materials to manufacture your product.

Finally, you should give thought to developing the **brand** (11) _____, the name and visual appearance of the product by which consumers will recognize it and differentiate it from competitors. Clearly, the (12) _____ of your **logo** is very important in this respect.



LISTENING

- 1 The photo shows a recent invention called the Snowbone. Work in pairs and discuss the following:

- How would you describe the Snowbone?
- Who do you think it would appeal to?


Part 1

- 2 2.5 You are going to hear an interview with Paddy Radcliffe, managing director of the company which developed the Snowbone. Listen to Part 1 of the interview and decide whether the following are true or false.

- 1 The Snowbone is produced using old bicycle parts.
- 2 It was not designed by Paddy.
- 3 It is primarily targeted at people in their mid- to late-twenties.
- 4 Paddy says he aims to produce one and a half million Snowbones.
- 5 Paddy and Nick were both business students.
- 6 After the business course, Paddy devoted all his energies to the Snowbone.

Part 2

Paddy and Nick appeared as contestants on the BBC television series *Dragons' Den*. This is a reality programme where people pitch their ideas to a panel of elite business entrepreneurs known as dragons in the hope of securing investment capital.

- 3  **2.6** Listen to Part 2 and underline the correct alternative to complete the sentences.

- 1 Paddy and Nick *did not prepare for / were fully familiar with / underwent selection for* the TV programme.
- 2 Their pitch took place *before / while / after* they had lunch.
- 3 On view next to each dragon was *a cheque book / an amount of money / a gold credit card*.
- 4 Paddy says the pitch *went reasonably well / was constantly interrupted / was partly improvised*.
- 5 The dragons *were quick / needed time / failed to understand* the nature and potential of the Snowbone.
- 6 Rachel Elnaugh *took to / had heard of / was amused by* Paddy and Nick.
- 7 Rachel's investment would buy her a *quarter / third / half* share in the business.

Part 3


- 4  **2.7** Listen to Part 3 and answer these questions.

- 1 What were the immediate benefits of Rachel's offer of investment?
- 2 What setback did Paddy and Nick suffer?
- 3 What is the significance of London and Taiwan?
- 4 How does Paddy feel about the future?
- 5 What advice does he give to other would-be entrepreneurs?

- 5 Work in pairs and discuss the question.

Would you enjoy the entrepreneurial lifestyle? Why or why not?

SPEECH FEATURE: question tags

- 1  **2.8** Listen again to these sentences from the interview and mark the intonation pattern on the underlined question tags. Write either ↗ or ↘. Then answer the questions below.

BMX, *that's a kind of bike, isn't it?*
But she *did eventually invest her money, didn't she?*

- How are question tags formed?
- What do the different intonation patterns indicate?

Check your ideas in sections A and B of the Language reference section on page 54.

- 2 Complete the sentences with an appropriate question tag.

- 1 I'm older than you, _____?
- 2 Nobody in this class has been to Australia, _____?
- 3 Remind me what happens with imperatives, _____?
- 4 There are several possible question tags, _____?
- 5 You hardly ever wear jeans, _____?
- 6 We'd better hurry up and finish this exercise, _____?
- 7 Let's have a little rest now, _____?

- 3 Work in pairs. Take turns to read out the questions in exercise 2. Respond to your partner's questions in an appropriate way.
- 4 Read the information in the box on same-way question tags and follow the instructions.

A positive question tag can also be added to a positive statement. The speaker repeats, rephrases or interprets what he/she has just heard and uses the tag with rising intonation to express interest, surprise, anger or concern.

'Peter gave me a lift.' 'So Peter can drive, can he?'
'Don't be stupid.' 'Oh, so I'm stupid now, am I?'

Write four positive statements, either true or invented, which will either interest, surprise, anger or cause concern for your partner.

- 5 Read out your sentences to your partner, who will respond using a same-way question tag. Keep each conversation going as long as possible.

SPEAKING

- 1 Work in four groups, A–D. You are going to make a pitch for an idea or product.

Group A: Turn to page 142.

Group B: Turn to page 146.

Group C: Turn to page 151.

Group D: Turn to page 153.

- 2 Form new groups, each consisting of one student from each of the four original groups.

Make your pitch to the other students in your group, who take on the role of potential investors. At the end of your pitch, the 'investors' may ask you questions about your idea or product.

- 3 When all students have made their pitch, you should each say which idea you will invest in and why. You must choose one and you may not invest in your own idea.

5c | Women's work?

SPEAKING

Roleplay

- 1 Work in groups of three, A–C. You have just moved into rented accommodation together and are discussing the housework rota for the next three months. You are keen to ensure an equal distribution of labour.

Student A: Turn to page 141.

Student B: Turn to page 147.

Student C: Turn to page 153.

- 2 Was it easy to come to a decision as a group? Would/Do you find it easy or difficult to share a house or flat? Why?

READING

- 1 Look at the photos and read the title and first paragraph of the text.

What do you think the text will say about:

- a men, women and housework?
- b women and marriage?

- 2 Read the text and check your predictions in exercise 1.

- 3 Read the text again and decide whether the following are stated (✓) or not stated (x).

- 1 Susan's behaviour after her honeymoon was atypical of her.
- 2 She would not allow her husband to do any of the housework.
- 3 She thinks there are more disadvantages than advantages to getting married.
- 4 Women are reluctant to admit they do more housework than their husbands.
- 5 Susan considered her fiancé's attitude towards her smoking to be unreasonable.
- 6 She was amused by his initial attempts at washing his own clothes.
- 7 Men are more keen to get married after a divorce than women.
- 8 Marriage is gradually going out of fashion.

- 4 Work in pairs and discuss the following.

- Compare the situation described in the text to that in your country.
- Describe the 'division of labour' in your household now and/or when you were growing up.
- Is the institution of marriage 'worth saving'? Why or why not?



A woman's work is never done

When the 27-year-old Susan Maushart arrived at her marital home with her new husband after their honeymoon, she found herself suddenly acting very strangely. She proceeded directly to the bathroom and started cleaning and didn't stop until it had been scrubbed and polished from top to bottom.

When that was done, she moved to the kitchen, pulled out a recipe book and started work on a casserole. Perfectly normal behaviour for some blushing brides maybe, but for Maushart, an ardent feminist and hardened New Yorker who'd previously existed on fast food, this was decidedly out of character. 'It was like some weird way of marking out female territory,' she says. 'Scrubbing the bathroom felt good. Wifely, even.'

What Maushart had unwittingly found herself doing was participating in what she now terms 'wifework' – that is the extra, unpaid labour that a woman takes on when she ties the knot. 'I thought I was the last person it would happen to,' she says. 'But when I got married a metamorphosis happened to me, it was bizarre.'

In her book, entitled *Wifework*, Maushart sets out to explain why an intelligent PhD student like herself should suddenly regress into archetypal Fifties housewife mode. And by contemplating marriage in terms of a simple calculation – a balance sheet, if you like, of the cost of getting hitched weighed up against the benefits – Maushart draws some disturbing conclusions.

'The moment a man gets married,' Maushart says, 'his domestic workload almost disappears. He immediately gets about 70 per cent less cleaning, 50 per cent less cooking and 90 per cent less laundry. There are nowhere near these benefits for a woman when she gets married. And these days you're at pains to deny that you're doing it, because apart from being exhausted by it, you're ashamed of yourself.'

VOCABULARY: intensifying adverbs

A number of adverbs collocate with certain adjectives, often to intensify or emphasize them as in these examples from the text.

perfectly normal behaviour

highly revealing nuggets of information

- 1 Underline one adverb in each group which is very different in meaning or intensity to the other three.

- 1 I can clearly remember a time when I felt *acutely* / *mildly* / *deeply* / *highly* **embarrassed**.
- 2 The sports facilities where I live are *pitiably* / *hopelessly* / *woefully* / *rather* **inadequate**.
- 3 I failed an exam once - I was *sorely* / *slightly* / *bitterly* / *deeply* **disappointed**.
- 4 I am *particularly* / *strongly* / *vehemently* / *fiercely* **opposed** to smacking children.
- 5 The atmosphere where I work/study is *highly* / *fiercely* / *fairly* / *intensely* **competitive**.
- 6 If I was alone in a foreign city, I'd be *perfectly* / *quite* / *fully* / *reasonably* **capable** of looking after myself.
- 7 It's *practically* / *virtually* / *completely* / *almost* **impossible** to escape the noise of cars in my region.
- 8 People in my country are *fully* / *vaguely* / *well* / *only too* **aware** of the need to protect the environment.

- 2 Work in pairs. Discuss the sentences in exercise 1. How true is each one, assuming one of the three similar adverbs is used?



5D | Sexual discrimination

VOCABULARY: gender

- 1 When hearing each of these words, do you immediately think of a man, woman or both? Explain your reactions to your partner.

nurse farmer au pair detective
butcher secretary surgeon babysitter

- 2 To specify the gender of the workers in exercise 1 you can use the words *male* or *female*. eg *male nurse*, *female detective*. Gender can be specified in other ways. Complete the table with the words in the box.

man woman person master fighter
officer teacher mistress attendant

male	female	neutral
police _____	police _____	police _____
sales _____	sales _____	sales _____
fire _____		fire _____
air steward	air stewardess	flight _____
head _____	head _____	head _____

- 3 Some people consider the underlined words below offensive to women. Suggest a neutral alternative for each.
- The company will not meet its targets unless there is a substantial increase in manpower.
 - The huge blaze at the petrol depot left the fire station seriously undermanned.
 - After the accident it took just 100 man-hours to get the plane back in the air.
 - We use both natural and man-made fabrics in the manufacture of our carpets.
 - The neolithic revolution is one of the most important events in the history of mankind.
- 4 Work in pairs, A and B. Turn to page 148 and read the instructions for your role.

When you have finished, change roles.

LISTENING


- 1 Read the following information and answer the question. What legislation, if any, exists in your country to prevent sexual discrimination at work?

The Sex Discrimination Act came into force in Britain in 1975 and makes it unlawful for an employer to discriminate on grounds of sex in matters of recruitment, treatment at work and dismissal.


The Equal Pay Act, which also became effective in 1975, gives an individual the right to the same pay and benefits as a person of the opposite sex when they are doing the same or similar work.

The Equal Opportunities Commission (EOC), which was set up to promote, monitor and enforce the legislation, handles complaints from people who feel they have been victims of sexual discrimination.



- 2  **2.9–2.13** Listen to the speakers 1–5 talking about their experiences with the Sex Discrimination Act and answer this question about each one:

Does the speaker have a positive (P) or negative (N) attitude towards the current legislation?

- 3  **2.9–2.13** Listen again and match one of the statements a–h to the speakers 1–5. Three of the statements are not required.

- a Someone hid an important fact from me.
- b I missed an opportunity to defend my rights.
- c I wasn't attractive enough for the job.
- d I have some regrets about taking legal action.
- e I was being paid less for doing more than others.
- f I came under pressure to leave my job.
- g Women generally work harder than men.
- h Typical male behaviour can be a key factor for success.

- 4 How much sympathy, if any, do you have for the employer in the following situations mentioned by the speakers? Give reasons.

- 1 He wouldn't give me time off work for antenatal appointments.
- 2 He said it was better for the company's image to have women on the front desk.
- 3 There was a woman here who told me the day after I gave her the job that she was three months pregnant.

GRAMMAR: hypothetical past situations

Conditional sentences and *wish* can be used to hypothesize about the past.

In the following sentences from the listening decide if *I'd* stands for *I would* or *I had*, then answer the questions.

a) If *I'd* known [she was three months pregnant] at the interview, *I'd* never have taken her on.

Did the speaker know she was pregnant?
Did he take her on?

b) I just wish *I'd* realized [the SDA applies to men as well as women] at the time.

Did he realize the SDA also applied to men?

Note the following more formal alternative to the *if* clause when talking about hypothetical past situations.

Had I made the connection, I would have taken them to an employment tribunal. (= If I had made)

➔ SEE LANGUAGE REFERENCE PAGE 54

- 1 The following sentences from the recording all describe hypothetical past situations. Write the correct form of the verbs in brackets.

- 1 If it _____ (not / be) for the Sex Discrimination Act, my fight _____ (not / be) possible.
- 2 Part of me wishes I _____ (not / take) my case to the Employment Tribunal.
- 3 If I _____ (not / inherit) some money, I might never _____ (be) able to take my claim to the Employment Tribunal.
- 4 If the SDA _____ (not / bring) in, we almost certainly _____ (not / have) so many women in full-time employment now.

Check your answers in tapescripts 2.9–2.13 on page 157.

- 2 Complete the sentences in two different ways.

- 1 I wish I'd made more of an effort to _____ when I was younger.
- 2 If I'd been born twenty years earlier, _____.
- 3 If the mobile phone hadn't been invented, _____.
- 4 Had I known five years ago what I know now, _____.
- 5 If it hadn't been for _____, I wouldn't _____ now.

- 3 Work in pairs. Discuss your sentences.

DID YOU KNOW?

- 1 Work in pairs. Read the information and discuss the questions below.

In June 1990 Penny Jamieson was made Bishop of Dunedin in New Zealand, and so became the first woman bishop in the Anglican Communion to be given her own diocese, or area, to control. The Anglican Communion is an association of churches around the world which share the same beliefs as the Church of England. The acceptance of women into the Communion varies from country to country: whilst the first women priests were ordained in the Episcopal Church in the USA in 1974 and in the Church of New Zealand in 1977, the Church of England did not authorize their ordination until 1992.



- Which are the most male-dominated professions in your country?
- Which jobs, if any, do you feel women do better than men, and vice versa? Why?
- Have there been any 'firsts' for women in your country recently?

5 | Language reference

GRAMMAR

Relative clauses

1 **Defining relative clauses** identify who or what we are talking about and are an essential part of the meaning of a sentence. No commas are required at the beginning or end of the relative clause. The relative pronouns *who* and *which* can both be replaced by *that*.

*He looks just like that man **who/that** advertises flatpack furniture on the telly.*

*And this is the actual pen **which/that** was used to sign the historic agreement.*

*I've got a friend **whose** surname is Christopher.*

The relative pronoun can be omitted if it refers to the object of the verb in the relative clause.

*The oak tree (**which/that**) we planted ten years ago is as tall as the shed now.*

Prepositions can be placed at the end of the relative clause. In more formal English they often appear before the relative pronoun. Compare:

*It's something (**which/that**) he's very concerned **about**.*

*It is an issue **about which** he expressed concern.*

whom is used in place of *who* after prepositions.

*The 'payee' is the person **to whom** the cheque is made out.*

2 **Non-defining relative clauses** add extra information which is not essential to our understanding of who or what is being spoken about. *that* cannot be used and the relative pronoun cannot be omitted. Commas are used before and, where relevant, after non-defining clauses.

*My father, **who** died last year, outlived my mother by sixteen years.*

*The venue, **which** has yet to be decided, will probably be somewhere on the south coast.*

*Art lovers flock to Madrid, **whose** museums boast some of the finest collections in Europe.*

which is used in non-defining relative clauses to refer to a whole clause.

*He had nothing to say, **which** is unusual for him.*

3 A number of nouns commonly occur with relative clauses introduced by relative adverbs *where*, *when* and *why* or as part of a prepositional phrase with *which*. *when* and *why* can be omitted in defining relative clauses.

<i>the way in which</i>	<i>the extent to which</i>
<i>as a result of which</i>	<i>the situation/point where</i>
<i>the time/day/moment/occasion when</i>	
<i>the reason why</i>	<i>by which time</i>
<i>at which point</i>	<i>in which case</i>

*I see no **reason (why)** I shouldn't let you do it.*

*The neighbours were having regular parties and **it got to the point where** we had to sleep at my mother's.*

*He got home at midnight, **by which time** I was asleep.*

Hypothetical past situations

wish/If only + past perfect can be used to express wishes, regrets and criticisms about the past.

*I wish I **hadn't** given him my phone number.*

*If **only** you'd **been** wearing a seat belt.*

Unreal past conditional sentences (*if* + past perfect, *would/might/could* + perfect infinitive) can be used to speculate about the past.

*If you **had** told me you were having problems, I **could** have helped you.*

(= You didn't tell me, so I couldn't help you.)

*If it **hadn't** been for his bad knee, he **would** have come walking with us.*

(= Because of his bad knee, he didn't come.)

A more formal alternative is to omit *if* and begin with *had*:

***Had** she stayed longer, she **would** have met Brad.*

would/might/could + infinitive can be used to describe possible present consequences.

*If we **had** left earlier, we **would** be there by now.*

should have + past participle can be used to criticize, express regret or talk about what was supposed to happen.

*It was chaos – I **shouldn't** have invited so many people.*

*Hurry up! you **should** have finished that by now.*

suppose/supposing/imagine can be used instead of *if*, particularly in spoken English.

***Suppose** he'd invited you. Would you have gone?*

Question tags

A Formation, use and intonation

In general, negative question tags appear after positive statements and positive tags appear after negative statements. We form question tags by using the same auxiliary verb which appears in the main statement, together with a subject pronoun. If the main verb in the statement is *be*, this also appears in the question tag.

*You've seen this film before, **haven't** you?*

*She can't swim, **can** she? He's French, **isn't** he?*

If there is no auxiliary verb or *be* in the statement, we use *do*, *does* or *did* in the question tag.

*He likes the sound of his own voice, **doesn't** he?*

We use falling intonation on question tags when we are checking information and we expect the listener to agree.

*It's a lovely day, **isn't** it?*

We use rising intonation to ask a real question, when we are unsure whether the statement is true or not, or when asking for information and making requests.

*You couldn't do me a favour, **could** you?*

B Special cases

We use *will/can you?* or *would/could you?* after positive imperatives; only *will you?* is used after negative imperatives.

*Don't be late, **will** you?*

After statements containing negative words like *never*, *nothing* or *nobody*, as well as *hardly*, *barely*, *seldom* and *rarely* we normally use a positive tag.

He hardly ever phones, does he?

We use the pronoun *they* in question tags after statements with *nobody/no-one*, *somebody/someone*, *everybody/everyone* as the subject.

Everyone seemed to have a good time, didn't they?

Note also the following:

I'm right about Julie, aren't I?

Let's go for a walk, shall we?

C Same-way question tags

We can follow positive statements with positive question tags to express interest, surprise, anger or concern. The speaker repeats, rephrases or interprets the information he/she has just heard and uses the tag with rising intonation.

'He graduated last year.' 'So he went to university, did he?'

'I can't find my keys.' 'You've lost your keys now, have you? It'll be your head next.'

WORD LIST

Setting up in business

brand identity <i>n</i> C	/brænd ai'dentiti/
build a prototype	/bild ə 'prəutətaɪp/
investment capital	/ɪn'vest(t)mənt kæpɪt(ə)l/
logo <i>n</i> C*	/ləʊɡəʊ/
obtain a return on an investment	/əb'teɪn ə rɪ'tʃ:(r)n ɒn ən ɪn'vest(t)mənt/
percentage equity	/pə(r)'sentɪdʒ ekwəti/
pitch an idea	/pɪtʃ ən aɪ'diə/
put together a business plan	/pʊt tə'geðə(r) ə 'bɪznəs, plæn/
sales forecast <i>n</i> C	/seɪlz, fɔ:(r)kə:st/
secure	/sɪ,kjʊə(r)/
financial	fai'nænʃ(ə)l
backing	bækɪŋ/
set out one's goals	/set aʊt wʌnz'gəʊlz/
set up in business	/set ʌp ɪn 'bɪznəs/
share in the business	/,ʃeə(r) ɪn ðə 'bɪznəs/
source suppliers	/,sɔ:(r)s sə'plɑ:(r)z/
strike a deal	/straɪk ə 'di:l/
target market <i>n</i> C	/,tɑ:(r)ɡɪt 'mɑ:(r)kɪt/

Intensifying adverbs

perfectly normal
highly revealing
acutely/deeply/highly embarrassed
hopelessly/pitifully/woefully inadequate
bitterly/deeply/sorely disappointed
fiercely/strongly/vehemently opposed
fiercely/highly/intensely competitive
fully/perfectly/quite capable
practically/virtually impossible
fully/only too/vaguely/well aware

Gender

man-hours <i>n</i> pl	/ˈmæn.aʊə(r)z/
mankind <i>n</i> U *	/ˈmæn'kaɪnd/
man-made <i>adj</i>	/ˈmæn'meɪd/
manpower <i>n</i> C	/ˈmæn.paʊə(r)/
undermanned <i>adj</i>	/ˌʌndə(r)'mænd/

Other words & phrases

antenatal <i>adj</i>	/ˌænti'neɪt(ə)l/
ardent <i>adj</i>	/ˈɑ:(r)d(ə)nt/
at pains to do (sth)	/ət 'peɪnz tə, du/
avid <i>adj</i>	/ˈævɪd/
back to square one	/bæk tə, skweə(r) 'wʌn/
be green	/bi: 'ɡri:n/
bid for <i>v</i>	/ˈbɪd, fɔ:(r)/
bindings <i>n</i> pl	/ˈbaɪndɪŋz/
blatantly <i>adj</i>	/ˈbleɪt(ə)ntli/
breakthrough <i>n</i> C *	/ˈbreɪkθru:/
budget airline <i>n</i> C	/ˈbʌdʒɪt ə(r)laɪn/
build (sth) up <i>v</i>	/ˈbɪld ʌp/
buy (sth) in bulk	/baɪ ɪn 'bʌlk/
cartel <i>n</i> C	/kɑ:(r)'tɪ(ə)l/
catch up <i>v</i>	/kætʃ ʌp/
coastguard <i>n</i> C	/ˈkəʊst,ɡɑ:(r)d/
come into force	/,kʌm ɪntu 'fɔ:(r)s/
come up with <i>v</i>	/,kʌm ʌp wɪð/
death duties <i>n</i> pl	/ˈdeθ, dʒu:ti:z/
demote <i>v</i>	/di:'məʊt/
diocese <i>n</i> C	/ˈdaɪəsɪs/
dourness <i>n</i> U	/ˈdʊə(r)nəs, 'daʊə(r)nəs/
draining <i>adj</i>	/ˈdreɪnɪŋ/
employment	/ɪm,plɔɪmənt/
tribunal <i>n</i> C	traɪ'bju:n(ə)l/
entrepreneur <i>n</i> C	/,ɒntrəprə'na:z(r)/
flat pack <i>n</i> C	/ˈflæt, pæk/
flux <i>n</i> U	/flʌks/
fly long haul	/flaɪ 'lɒŋ, hɔ:l/
frequent <i>v</i>	/ˈfri:kwent/
from top to bottom	/frəm 'tɒp tə 'bɒtəm/
frugality <i>n</i> U	/fru:'ɡæləti/
get (sth) off the ground	/get 'ɒf ðə 'graʊnd/
get (sth) underway/get hitched <i>v</i>	/get 'ʌndə(r), weɪ/ 'get 'hɪtʃd/
give (sth) a go	/ˈɡɪv ə, ɡəʊ/
grumble <i>v</i>	/ˈɡrʌmb(ə)l/

hand (sth) out <i>v</i>	/hænd 'aʊt/
handlebars <i>n</i> plural	/ˈhænd(ə)l.bɑ:(r)z/
hang around <i>v</i>	/hæŋ ə'raʊnd/
heavy hitter <i>n</i> C	/ˈhevi 'hɪtə(r)/
hit upon <i>v</i>	/ˈhɪt ə,pʊn/
hold (sb) back	/həʊld 'bæk/
husband-to-be <i>n</i> C	/ˈhʌzbənd tə, bi/
impoverished <i>adj</i>	/ɪm'pɒvərɪʃd/
jocks <i>n</i> pl	/dʒɒks/
knockback <i>n</i> C	/ˈnɒk,bæk/
laundry <i>n</i> U *	/ˈləʊndri/
limo <i>n</i> C	/ˈlɪməʊ/
littered with <i>v</i>	/ˈlɪtə(r)d wɪð/
mail order	/ˈmeɪl ɔ:(r)də(r)/
business <i>n</i> C	/ˈbɪznəs/
market leader <i>n</i> C	/ˈmɑ:(r)kɪt 'li:də(r)/
marry up with <i>v</i>	/ˈmæri 'ʌp wɪð/
maternity leave <i>n</i> U	/mə'tɜ:(r)nəti, li:v/
mismatch <i>n</i> C	/ˈmɪs,mætʃ/
nerve-racking <i>adj</i>	/ˈnɜ:(r)v ,rækɪŋ/
not be one for doing (sth)	/nɒt bi wʌn fɔ 'du:ɪŋ/
nugget of information <i>n</i> C	/ˈnʌɡɪt əv ɪnfə(r)'meɪʃ(ə)n/
offload (sth) on to (sb)	/ˌɒf'ləʊd ɒn tə/ ɒn ,klaʊd 'naɪn/
on cloud nine	/ɔ:(r)'deɪn/
ordain <i>v</i>	/ˌɔ:(r)dɪ'neɪʃ(ə)n/
ordination <i>n</i> U	/ˌɔ:(r)dɪ'neɪʃ(ə)n/
out of tune with (sth)	/aʊt əv 'tju:n wɪð/
outlet <i>n</i> C **	/ˈaʊt,let/
pass (sth) down <i>v</i>	/ˈpɑ:s 'daʊn/
pay dividends	/peɪ 'dɪvɪdendz/
penny-pinching <i>n</i> U	/ˈpeni, pɪntʃɪŋ/
permeate <i>v</i>	/ˈpɜ:(r)mɪeɪt/
plug away <i>v</i>	/ˌplʌɡ ə'weɪ/
prompt <i>v</i> **	/ˈprɒmpt/
reap <i>v</i>	/ri:p/
scrub <i>v</i>	/skrʌb/
self-made <i>adj</i>	/ˌself meɪd/
seven-year itch <i>n</i>	/ˌsev(ə)n jɪə(r) 'ɪtʃ/
sizeable <i>adj</i>	/ˈsaɪzəb(ə)l/
sole <i>adj</i> **	/səʊl/
stunt <i>n</i> C	/stʌnt/
team up with <i>v</i>	/ti:m ʌp wɪð/
temp <i>vi</i>	/temp/
tie the knot	/taɪ ðə 'nɒt/
toing and froing <i>n</i> U	/tu:ɪŋ ən 'frɔ:ɪŋ/
trade in (sth) <i>v</i>	/treɪd 'ɪn/
transient <i>adj</i>	/ˈtrænzɪənt/
turn (sth) out <i>v</i>	/tɜ:(r)n aʊt/
undercut <i>v</i>	/ˌʌndə(r)'kʌt/
unscrupulous <i>adj</i>	/ʌn'skrʊ:pjʊləs/
unwittingly <i>adv</i>	/ʌn'wɪtɪŋli/
ups and downs <i>n</i> pl	/ʌps ən(d) 'daʊnz/
vineyard <i>n</i> C	/ˈvaɪnjə(r)d/
weigh (sth) up against	/weɪ ʌp ə,ɡenst/ 'weɪ ʌp ə,ɡenst/
workload <i>n</i> C *	/ˈwɜ:(r)k,ləʊd/