

# 1 Building a career

- ▶ getting a degree: who should pay?
- ▶ higher education



## Internet research

Search for the keywords *world's best universities* and *best business schools*. Choose the institution you would most like to attend. Hold a class opinion poll to find the most popular choices.

## 1.1 About business The education business

### Discussion

1 In small groups, discuss the questions below.

- 1 What difference does a degree make to your career and your earning potential?
- 2 How much does a degree course cost in your country?
- 3 How much does it cost a university to provide a degree course?
- 4 Who should pay for higher education?
- 5 Should students from richer families pay more than those from poorer ones?
- 6 How can universities persuade students to pay higher fees?

### Scan reading

2 Read *What price a degree?* opposite and identify which points in Exercise 1 are discussed.

### Reading for detail

3 Read the article again and choose the best answer to each question.

- 1 Which education policies have caused unrest across the world?
  - a) wider access
  - b) lower subsidies
  - c) wider access and lower subsidies
- 2 How much does the UK government contribute towards the cost of a degree?
  - a) around £100,000
  - b) between £50,000 and £100,000
  - c) less than £50,000
- 3 How do scholarships appear to favour students from wealthy families?
  - a) they are better prepared
  - b) they have equal opportunities
  - c) they can pay for awards
- 4 What evidence suggests that the social benefits of education do not justify their cost?
  - a) taxpayers have other resources
  - b) taxpayers have other agendas
  - c) taxpayers have other benefits
- 5 Why might universities show a preference for foreign students?
  - a) they accept larger classes
  - b) they exclude deserving locals
  - c) they accept higher fees
- 6 Why don't private business schools need to increase class sizes or cut faculty pay?
  - a) they can justify higher fees
  - b) they have no subsidies
  - c) they have resisted increases

### Listening and discussion

4 1:01–1:04 Listen to four students reacting to the article. Match each speaker 1–4 with the correct summary a–d.

- a) Education should be for all. ☐
- b) Universities are obsolete. ☐
- c) Let market forces decide. ☐
- d) Reserve universities for the elite. ☐

5 Discuss your own reactions to the article and your opinions on elitism in education.

## What price a degree?

Take a random sample of views on higher education in almost any country in the world and you'll find that almost everyone believes that sending as many young people to university as possible is a good thing. What's more difficult to agree on is who should pay. The debate is a controversial one: cuts in higher education funding have sparked unrest in many countries across the world, including Austria, Germany, Chile, Colombia and the UK. Protests in the form of strikes, demonstrations and even riots prove that people are willing to go to great lengths to defend their right to higher education.

Widening access to a university education is an admirable political goal, but the uncomfortable truth is that governments simply do not have the resources to match their ambitions. Faced with this reality, many believe that universities should be paid for by those who get the most benefit from them: graduates. Certainly, a rough cost-benefit analysis suggests that students get good value for their money. A recent UK report estimates that the real cost of a degree is in the region of £100,000. Under the latest system, the average graduate will pay back no more than half of that, and only start to pay if and when their annual earnings are more than double the minimum wage.

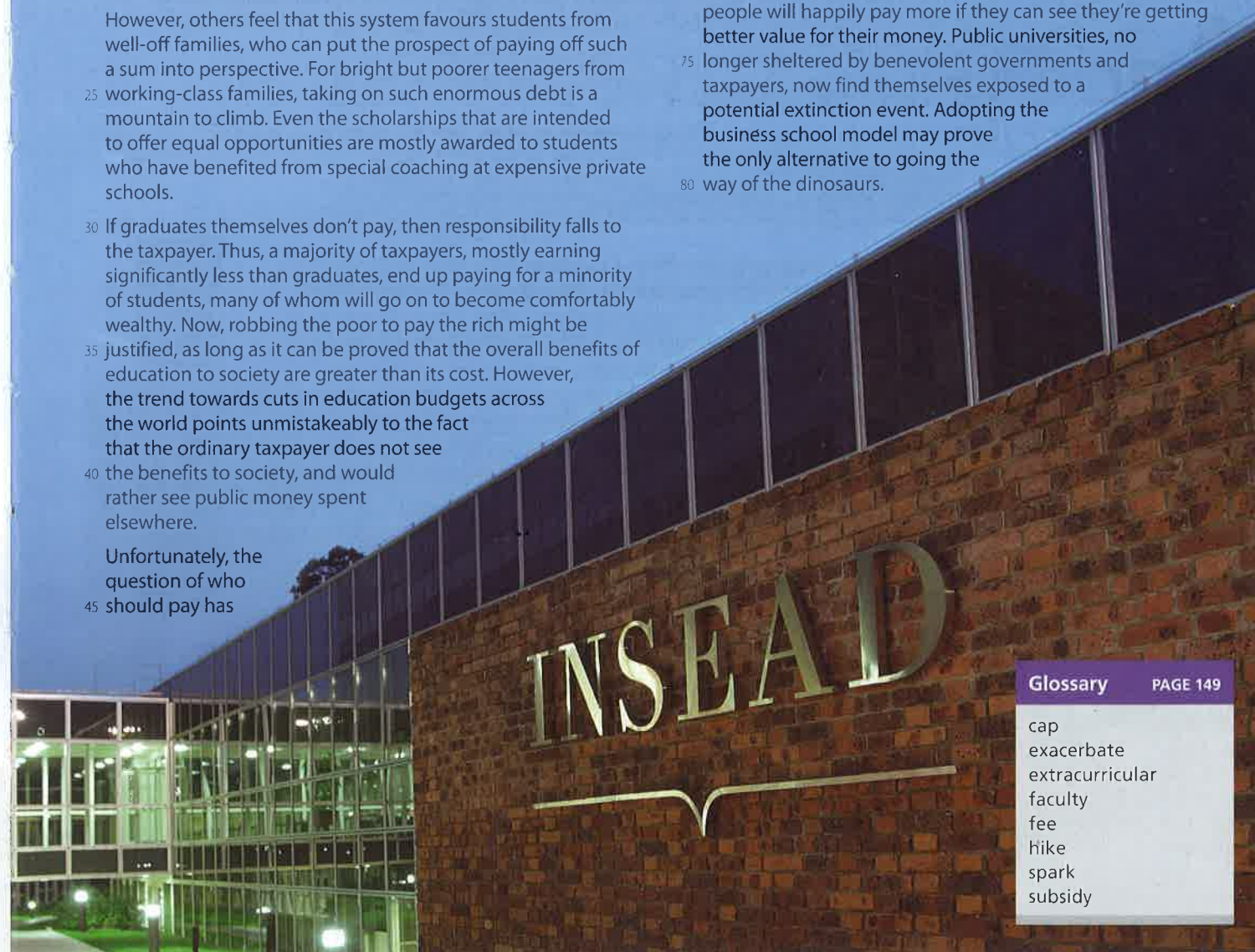
However, others feel that this system favours students from well-off families, who can put the prospect of paying off such a sum into perspective. For bright but poorer teenagers from working-class families, taking on such enormous debt is a mountain to climb. Even the scholarships that are intended to offer equal opportunities are mostly awarded to students who have benefited from special coaching at expensive private schools.

If graduates themselves don't pay, then responsibility falls to the taxpayer. Thus, a majority of taxpayers, mostly earning significantly less than graduates, end up paying for a minority of students, many of whom will go on to become comfortably wealthy. Now, robbing the poor to pay the rich might be justified, as long as it can be proved that the overall benefits of education to society are greater than its cost. However, the trend towards cuts in education budgets across the world points unmistakably to the fact that the ordinary taxpayer does not see the benefits to society, and would rather see public money spent elsewhere.

Unfortunately, the question of who should pay has

been exacerbated by a dramatic rise in the cost of providing higher education. Despite a growing cross-border market for education, competition and new delivery models like e-learning have failed to cap universities' spiralling costs. Whether governments continue to provide subsidies or not, and in spite of massive hikes in student fees, university revenues remain significantly lower than their costs. This presents universities with new dilemmas. Should they try to cut costs by having larger classes and less experienced faculty? Should they increase fees further? And should they offer more places to higher-paying foreign students, at the risk of excluding deserving locals?

Intriguingly, private business schools do not meet the same resistance to price increases, and numbers of for-profit institutions have grown rapidly to meet the increasing demand for higher education. How is it that these businesses continue to be profitable when universities are unable to cope? The essential difference is that private business schools have been willing and able to invest money in improving quality and providing new and better facilities and services. These schools understand that they can only increase their perceived value to the customer by offering top-class conditions for learning and by serving their graduates well beyond their degree ceremonies. When private business schools offer a complete program of study, extracurricular activities, counselling, networking, placement and ongoing professional development services, their fees suddenly seem less excessive. Put simply, people will happily pay more if they can see they're getting better value for their money. Public universities, no longer sheltered by benevolent governments and taxpayers, now find themselves exposed to a potential extinction event. Adopting the business school model may prove the only alternative to going the way of the dinosaurs.



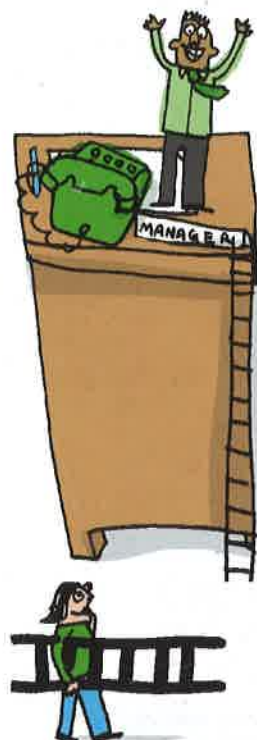
## Glossary PAGE 149

cap  
exacerbate  
extracurricular  
faculty  
fee  
hike  
spark  
subsidy



# 1 Building a career

- ▶ collocations relating to higher education
- ▶ action verbs for CVs
- ▶ verbs relating to career stages



## 1.2 Vocabulary Education and career

### Brainstorming

- 1 Think of as many good reasons as possible for studying business.
- 2 The letter below discusses reasons for attending business school. Choose one verb for each of 1–10 to complete the letter with the correct collocations.

Dear Sonia,

You asked my advice about going to business school. Well, don't miss out on a wonderful opportunity to (1) **gain / boost / make** knowledge and to (2) **make / acquire / do** skills which will serve you for a lifetime. As well as (3) **gaining / receiving / improving** your employability and (4) **having / boosting / making** your future earnings, you'll (5) **get / have / obtain** lots of fun (6) **going to / doing / getting** parties and (7) **doing / making / learning** friends. If you choose a good school, you'll (8) **enhance / receive / learn** tuition from experienced professors and (9) **obtain / do / make** practical experience that will really (10) **enhance / obtain / gain** your CV. In your shoes, I wouldn't hesitate for one moment!

- 3 Look again at the list you made in Exercise 1. Are any of the ideas in the letter to Sonia the same as yours? Which phrases would you add to your list?
- 4 With a partner, decide which collocations from Exercise 2 relate to professional rather than personal experience. Use them to write sentences about yourselves that you could use in a job interview.

### Reading and vocabulary

- 5 Complete the extract about how to pay for studies with the verbs from the box.

arrange borrow finance obtain subsidize support win

If you're not lucky enough to be married to a millionaire or to have parents with very deep pockets, you may be wondering how to (1) \_\_\_\_\_ the next step in your education. Customs vary from country to country. One of the most popular solutions is to (2) \_\_\_\_\_ a student loan, sometimes interest-free or tax-deductible, that is only repayable when you are in full-time work. Many students who are unable to (3) \_\_\_\_\_ money from friends or family prefer to (4) \_\_\_\_\_ themselves by working part-time, and some are able to (5) \_\_\_\_\_ grants from local government or to (6) \_\_\_\_\_ scholarships from their universities. If you're already in work, try persuading your employer to (7) \_\_\_\_\_ your studies – in some countries, companies are bound by law to contribute towards further education.

### Discussion

- 6 What are the advantages and disadvantages of the methods of financing your education mentioned in the article? Which ones would you use?
- 7 Work with a partner. You are going to ask questions and exchange information to complete a description of a businesswoman's education. Student A: turn to page 114. Student B: turn to page 116.
- 8 Talk about your education. Was it different from your parents' education? What sort of education would you like your own children to have?

#### Glossary PAGE 149

boost  
deep pockets  
drop out  
enhance  
miss out  
start over  
working party

### Vocabulary

- 9 Complete the CV with appropriate action verbs from the boxes. Then use them to write sentences for your own CV.

contacted exceeded met presented recruited trained

#### 2006–2008 Sales manager, Way2Go Travel, UK

- (1) \_\_\_\_\_ corporate clients by phone and (2) \_\_\_\_\_ incentive travel programmes to Boards of Directors  
(3) \_\_\_\_\_ and (4) \_\_\_\_\_ new sales reps  
(5) \_\_\_\_\_ sales targets for every month and (6) \_\_\_\_\_ annual objectives by 20%

chaired designed drew up implemented managed motivated

#### 2008–2011 Sales and marketing manager, Hondo Holidays, Texas

- (7) \_\_\_\_\_ sales materials and (8) \_\_\_\_\_ innovative advertising campaigns  
(9) \_\_\_\_\_ and (10) \_\_\_\_\_ a team of 40 telesales operators  
(11) \_\_\_\_\_ a working party and (12) \_\_\_\_\_ proposals for a new e-commerce division

### Paraphrasing

- 10 Decide which verbs from the box can refer to people who:

to be dismissed to be laid off to be made redundant to be on assignment  
to be promoted to be resting to be suspended to be transferred  
to give in your notice to join a company to quit to take a sabbatical

- 1 are currently enjoying having no work.
- 2 lost their jobs due to poor company performance.
- 3 are making positive career moves.
- 4 are leaving a job they were unhappy with.
- 5 are making a geographical change.
- 6 lost their job due to disciplinary problems.

### Listening for gist

- 11 1:05–1:10 Listen to six speakers talking about career changes. Use expressions from Exercise 10 to describe each situation.

- 12 With a partner, discuss the situations below. What would you do if:

- 1 you were promoted to a job you knew was too difficult for you?
- 2 you were made redundant after 25 years' service?
- 3 you were unfairly dismissed for harassing an employee?
- 4 you gave in your notice the day before the firm announced a 33% salary increase?
- 5 you were transferred to Alaska?
- 6 you were on sabbatical for a year?

### Listening and discussion

- 13 1:11–1:13 Listen to three people talking about career choices. Make notes on the problems they face. Discuss what you would do and why. Then compare your answers with page 119.



### Internet research

Search for the keywords **action verbs for résumés/ cvs**. Update your CV using dynamic action verbs and phrases.







- ▶ interview questions and answers
- ▶ expressions for giving reasons
- ▶ roleplaying a job interview

## 1.4 Speaking Interviewing: giving reasons

### Listening and discussion

**1** 1:15–1:20 Listen to six interview questions. Which are the most difficult to answer? How would you answer them?

### Listening

**2** 1:21–1:22 Olivia is being interviewed for a job in marketing. Listen to two extracts from her interview and answer the questions.

- 1 What was the first question?
- 2 What does Olivia say about benchmarks and feedback?
- 3 Why does she discuss objectives with her family?
- 4 What was the second question?
- 5 What does Olivia say about people skills?
- 6 What ability has she demonstrated in her previous experience?

**3** 1:21–1:22 With a partner, find suitable words to complete the expressions in the checklist. Then listen again and check your answers.

### Useful expressions: Giving reasons

#### Introducing a point

Firstly, ...

As \_\_\_\_\_ measuring professional success, I think ...

As \_\_\_\_\_ as my personal life is \_\_\_\_\_, I try ...

#### Seeing both sides

On the whole ..., however ...

It's \_\_\_\_\_ that lots of people have similar qualifications ..., but, on the other \_\_\_\_\_, not so many people have excellent people skills.

#### Combining reasons

It's important not \_\_\_\_\_ to understand what the company expects ..., but \_\_\_\_\_ to listen very carefully to the feedback I get ...

For one \_\_\_\_\_, working as a team ... is essential in marketing, and for \_\_\_\_\_, real quality is only possible when ...

#### Adding ideas

Besides, ...

What's \_\_\_\_\_, they share the success when I achieve an objective.

I ... get people to work together, and in \_\_\_\_\_, to share values like respect, honesty and hard work.

### Language focus

**4** With a partner, use expressions for combining reasons and adding ideas to complete these answers to interview questions. What were the questions?

- 1 Mainly for the variety. I \_\_\_\_\_ get out of the office a lot, \_\_\_\_\_ I meet a lot of different people. \_\_\_\_\_ the salary was much better than anything else I was offered!
- 2 Well, it's very close to what's known as the 'Plastics Valley'. \_\_\_\_\_ to lots of jobs, there are very good communications. \_\_\_\_\_, it's one of the most beautiful areas in the country.
- 3 Several reasons really. \_\_\_\_\_, it really relaxes me after a hard week, and \_\_\_\_\_, it keeps me fit. You can't beat badminton for a good workout; and \_\_\_\_\_, it's a great way to meet people.

### Glossary PAGE 149

benchmark  
feedback  
personality clash

**5** With a partner, use expressions for introducing a point and seeing both sides to explain the advantages and disadvantages of the following:

- 1 Living in your parents' home or moving away and sharing a flat with friends.  
Example:  
*Firstly, living with your parents is not always easy. On the whole it's cheaper to stay at home, but the experience of living away from home is richer. As regards sharing with friends, it's true that sometimes there will be personality clashes, but, on the other hand, it's good to know that there's always a friend around when you need help.*
- 2 Studying something you dislike but are good at, and which pays well, or something you love doing, are perhaps not so good at, and which is badly paid.
- 3 Having a part-time job or borrowing money from the bank to pay for your studies, or working for two or three years before going to university.
- 4 Taking an interesting but badly-paid job in a small company in order to get more responsibility, or a boring but well-paid job in a large company with few career prospects.
- 5 Changing companies, cities and countries regularly to increase your experience and salary, or working all your life in the same town for the same company.

### Roleplay

**6** Roleplay these job interviews, following instructions 1–4.

Student A: Interview Student B for a job as marketing assistant for the world's biggest nightclub in Ibiza.

Student B: Interview Student A for a job as marketing assistant for the world's most famous circus.

- 1 Meet in separate groups of As or Bs to decide what qualities (e.g. energy, loyalty, maturity); skills (e.g. communication, organizational, IT) and experience (e.g. promoting student events, market research, customer service) you will be looking for in the ideal candidate. Prepare questions to test the candidate in each area.
- 2 Agree on a time limit, and meet a partner to hold the interviews. Each candidate should give reasons why they are the best person for the job.
- 3 After the interviews, meet again in your groups of As or Bs to decide which candidate will get the job.
- 4 Meet in your pairs of A and B to announce the result and give your partner reasons why they did or didn't get the job.

### Internet research

Search for the keywords *how to answer interview questions*. Make a list of your favourite questions and practise asking and answering them with a partner.

### eWorkbook

Now watch the video for this unit.





- ▶ paragraph function
- ▶ dynamic sentences for cover letters
- ▶ writing a cover letter

## 1.5 Writing Cover letters

## Brainstorming

1 In small groups, divide the list below into *Dos* and *Don'ts* for writing dynamic cover letters. When you have finished, compare your ideas with the lists on page 121.

## Dos and Don'ts

- \_\_\_\_\_ start your letter 'Dear Sir or Madam'.
- \_\_\_\_\_ write a formal introduction in the first paragraph.
- \_\_\_\_\_ ask directly for an interview.
- \_\_\_\_\_ write at least 400 words – the more information you give, the better.
- \_\_\_\_\_ use sophisticated language to make a good impression.
- \_\_\_\_\_ follow the AIDA model used in advertising – attention, interest, desire, action.

## Model

2 Complete this cover letter with the action verbs from the box.

broken capture developed doubled exceeded modernized obtained  
optimize present trained

✉ EMAIL

Dear Mr Crouch,

Having (1) \_\_\_\_\_ objectives and (2) \_\_\_\_\_ sales records in all my previous positions, and recently (3) \_\_\_\_\_ my MBA in marketing at Warwick University, I feel I am an ideal candidate for the position of European Sales Manager at Starfield Nightclubs.

In my last job as senior sales representative for Roxy Entertainment, I (4) \_\_\_\_\_ new products for teenage customers, (5) \_\_\_\_\_ sales staff and (6) \_\_\_\_\_ the membership management system. Over a two-year period, I more than (7) \_\_\_\_\_ average revenues per venue.

Nightclubs are a highly competitive sector of the entertainment industry, and I am certain I have the skills to (8) \_\_\_\_\_ market share and (9) \_\_\_\_\_ Starfield's profitability.

I would be happy to (10) \_\_\_\_\_ my ideas in more detail at interview, and I will call you early next week to arrange a meeting. If you have any questions, please feel free to contact me before then. Thank you for your time and consideration.

Yours sincerely,

Kiara Pointer

## Analysis

3 Decide the purpose of each paragraph in Exercise 2. Which paragraph is intended to:

- request action?
- give details of the applicant's accomplishments?
- get the reader's attention?
- relate the applicant to the company, showing why the company should hire her?

Glossary PAGE 150

accomplishment  
brokering  
lead  
outgoing  
tender  
venue

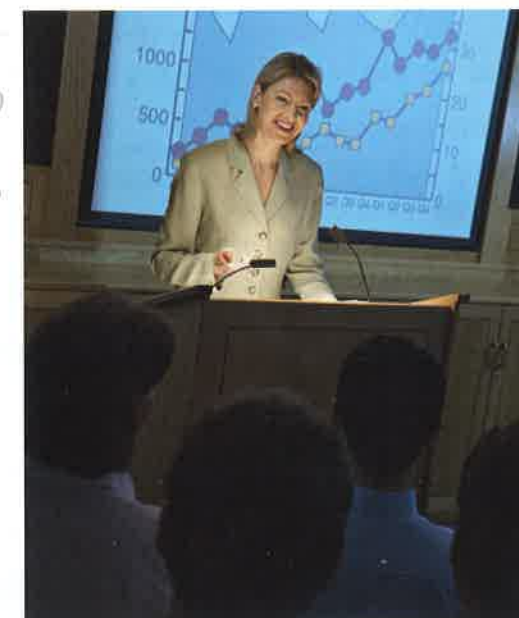
## Language focus

4 Match sentence beginnings 1–10 with endings a–j to make typical dynamic sentences for cover letters.

- |                                     |   |
|-------------------------------------|---|
| 1 My outgoing personality makes me  | a) my formal education.                   |
| 2 I recently graduated              | b) to meet with you.                      |
| 3 I served as                       | c) a phone call.                          |
| 4 I attended school                 | d) a strong candidate.                    |
| 5 I supported myself                | e) a career in insurance brokering.       |
| 6 Jobs such as bartending enhanced  | f) talk with you.                         |
| 7 I have the skills to embark on    | g) by working in radio advertising sales. |
| 8 I would like very much to         | h) from the University of Oregon.         |
| 9 I will follow up this letter with | i) in Michigan, Arizona and Oregon.       |
| 10 I can arrange a time             | j) president of the debating society.     |

## Output

5 In small groups, read the two job ads. For each position, list at least two qualities and two skills that the ideal candidate should have.

DEVELOPMENT OFFICER  
FOR EXECUTIVE EDUCATION

Based in Paris, you will promote the specialist training services of a top international business school to companies throughout Europe. You will generate and follow up leads, handle client appointments and presentations, prepare tenders and secure client commitment before handover to account managers.

BRAND MANAGER,  
EMEA

Based in London, but with extensive travel, you will be responsible for maintaining and developing a household name in video games. Liaising with head office in Japan, you will design and implement marketing campaigns for Europe, the Middle East and Africa, and ensure that cost and profit objectives are met.

6 Divide into two teams, A and B. Team A will apply for the position of Development Officer for Executive Education, and Team B for the position of Brand Manager, EMEA. Follow the instructions below to write your cover letter.

- 1 With a partner from the same team, list examples of your experience, skills and accomplishments.
- 2 Plan the four paragraphs of your cover letter, using the examples you listed above.
- 3 Write your cover letter. Use action verbs whenever possible.

7 Exchange cover letters with the other team. Read the other team's letters and decide which candidates to call to interview. Announce your decision to the other team.

Internet  
research

Search for the keywords *what not to put on your résumé*. Compile a class list of the top ten errors.



- ▶ identifying strengths and weaknesses
- ▶ making a five-year plan
- ▶ presenting proposals

## Glossary PAGE 150

campus  
draw up  
heritage  
metropolis  
procurement  
sit back  
tailor

## 1.6 Case study Mangalia Business School

## Discussion

**1** Decide which of the following features are more advantageous for an international business school.

history: more than 100 years old *or* modern new school  
funding: public *or* private  
students: 80% local and 20% foreign *or* 20% local and 80% foreign  
faculty: business leaders *or* researchers  
location: international metropolis *or* small seaside town  
site: campus *or* city centre

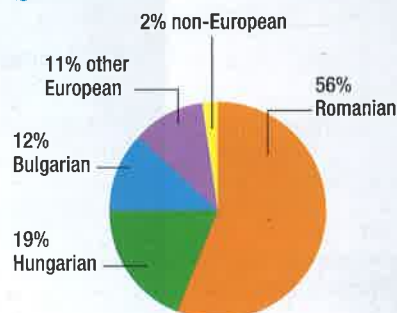
## Reading

**2** Read the information about Mangalia Business School and list its strengths and weaknesses in terms of its ability to compete in a global market.

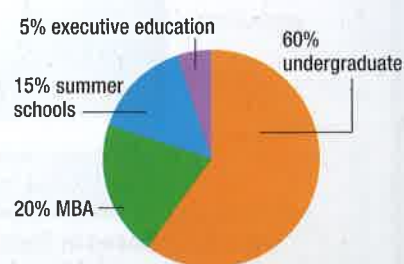
## Mangalia Business School (MBS)

Founded in 1992, MBS is a private business school in southeast Romania with an excellent reputation for quality in Central and Eastern Europe. Situated on the Black Sea coast, close to the Romanian Business Centre, which hosts international conferences and seminars, Mangalia's climate and cultural heritage make it the ideal location for both summer schools and all-year study on a well-equipped seaside campus with comfortable accommodation for 300 students. The school offers internationally recognized undergraduate and Master's degrees, as well as executive education tailored to the needs of individual companies. Faculty are recruited from Central Europe's most successful companies. Work placements are organized in Romania, Bulgaria, Hungary and Ukraine, providing invaluable experience of international business.

## Students



## Courses



## Internet research

Search for the keywords *how much is an MBA* to find out how much it would cost you to get an MBA. Draw up a budget including tuition fees, living expenses, travel, etc.

## Listening

**3** 1:23 Listen to an extract from a presentation given by Radu Ionescu, the Dean of MBS, and answer the questions.

- 1 What alternatives is MBS facing due to globalization?
- 2 What does Radu Ionescu expect from his guests?
- 3 What has Ion Bumbescu offered, and what are his conditions?

## Discussion

**4** In small groups, hold a meeting to discuss the brief below and draw up proposals for MBS's five-year plan.

## Mangalia Business School

## Brief for international consultants

## 1 Sponsorship

Should MBS accept Bumbescu's offer to sponsor the school? (see point 3)

## 2 Tuition fees

Until now, fees have been average for business schools of this type. Should MBS maintain this policy, raise fees to a higher than average level, or reduce them to a lower than average level? (see point 3)

## 3 Development projects

MBS can afford to invest in the development projects below as follows:

At current (average) fee levels, one project only.  
If Bumbescu's sponsorship is accepted, two projects.  
If fees are increased, one additional project.  
If fees are reduced, one project less.

The possible projects are as follows:

- strengthen faculty and increase research funding
- improve and extend facilities
- improve placement and career services
- develop international recruitment and exchange programmes
- your ideas ...

## 4 Promotion

Please consider the following, as well as your own ideas:

Who should MBS target: undergraduates, future MBAs, corporate clients?

Where should MBS look for its future clients: Romania, Central Europe, Western Europe, the US, the Far East, worldwide?

How should MBS promote itself: materials, media, events, incentives?

## Listening

**5** 1:24 Listen to a radio news report. How does this news affect your proposals?

## Presentation

**6** Present your proposals. The class should vote for the best presentation.



## 1 Building a career

### Tense review

**1** Read the conversation at a party and study the verbs in **bold**. Then answer the questions below.

- A: I (1) **haven't seen** you for ages!  
 B: No, that's right. It's been a long time.  
 A: What were you doing the last time we met? Let me try to remember. Yes, you (2) **were working** as a sales manager somewhere. You (3) **had just finished** university.  
 B: Exactly.  
 A: I hope (4) **you're enjoying** the party. And who is the guy you came with? Is he your boyfriend?  
 B: Yes, he is. Actually, we (5a) **met** while I (5b) **was doing** that sales job. He was in the same department.  
 A: Really! How long (6) **have you been going out** together?  
 B: About two years.  
 A: That's great. And do you still work together?  
 B: No, he (7) **works** at that same company, but I don't. I (8) **decided** to have a change. Now (9) **I'm working** for an advertising agency. What about you?  
 A: (10) **I've quit** my job. I'm unemployed at the moment.  
 B: Are you trying to find something else?  
 A: Oh yes, of course. (11) **I've applied** for lots of jobs over the last few weeks, but it's so difficult to get an interview.

Find an example in the conversation of each of the following:

- the present simple to show a permanent situation ☐
- the present continuous to show a situation in progress right now ☐
- the present continuous to show a situation in progress around now, but not right at this moment ☐
- the past simple used alone to show a completed action ☐
- the past continuous to show a situation in progress in the past ☐
- the past simple followed by the past continuous to show a completed action and its background situation ☐
- the past perfect to show a past event that happened before another past event ☐
- the present perfect to show a situation that goes from the past up to the present ☐
- the present perfect to show a series of actions from the past up to the present ☐
- the present perfect to show an event in the past with a result in the present ☐
- the present perfect continuous to show a situation in progress from the past to the present ☐

**2** Put one verb into the past simple (*did*), one into the past continuous (*was/were doing*) and one into the past perfect (*had done*).

- I \_\_\_\_\_ (work) in an IT company in Budapest at the time, but I wasn't happy and I \_\_\_\_\_ (already/decide) to give in my notice. Then, by chance, I \_\_\_\_\_ (find out) about a job in London.
- I \_\_\_\_\_ (sit) at home one evening having my dinner when my friend Andreas \_\_\_\_\_ (call) me about the London job. He \_\_\_\_\_ (hear) that there was going to be a vacancy for a systems analyst.

**3** Put one verb into the present simple (*do/does*), one into the present continuous (*am/are doing*) and one into the present perfect (*has/have done*).

- An outside company \_\_\_\_\_ (design) all our sales materials. We \_\_\_\_\_ (use) the same one for many years and we're very happy with their services. We \_\_\_\_\_ (not/think) about changing right now.
- This year we \_\_\_\_\_ (exceed) our sales targets by 8%. Congratulations, everybody. But there is no room for complacency. We \_\_\_\_\_ (go through) some big changes in the market at the moment, as you \_\_\_\_\_ (know).

**4** Look back at *know* in Exercise 3 sentence 2. It is a 'state' verb (not used in a continuous form even for temporary situations). Identify six other state verbs from the list below.

belong   contact   manage   mean   meet   motivate  
 seem   transfer   understand   want   weigh   worry

**5** Put each verb into the most appropriate form, present perfect (*has/have done*) or present perfect continuous (*has/have been doing*).

- a) I \_\_\_\_\_ (apply for) jobs all week.  
 b) I \_\_\_\_\_ (apply for) five jobs this week.
- a) I \_\_\_\_\_ (write) the report. Here it is.  
 b) I \_\_\_\_\_ (write) this report since three o'clock. I need a coffee.

**6** In the example below both forms are possible.

*I've worked/I've been working here for a year. ✓*

Use this example, and Exercise 5, to complete the grammar rules below. Complete each sentence 1–4 with an ending a–c.

- To talk about experiences up to now, use ...
  - To focus on the action, not the result, use ...
  - To focus on the result, not the action, use ...
  - To say 'how many' use ...
- the present perfect
  - the present perfect continuous
  - the present perfect or the present perfect continuous

**7** Put each verb in this email into the most appropriate form: present simple, present continuous, past simple or present perfect. The words in **bold** give you a clue.

Hi Estera! How are you? I (1) \_\_\_\_\_ (sit) in an Internet café in Milan **at the moment** – I'm here in Italy because I (2) \_\_\_\_\_ (visit) Stefano **for a few days**. I have some news to tell you. **A couple of weeks ago** I (3) \_\_\_\_\_ (go) to a reunion party of all the alumni from our Business School. **Since leaving**, I (4) \_\_\_\_\_ (lose) contact with most of them except you, so it was good to see everyone again.

We had a great night. As you know, **normally** I (5) \_\_\_\_\_ (not/like) going to discos, but **that evening** we (6) \_\_\_\_\_ (go) to a really good one with 70s music like Abba and the Bee Gees.

### Conditionals

**8** Read the conversation and study the verbs in **bold**. Then answer the questions below.

- A: (1) **If you see** Marie-Flore, **will you give** her a message?  
 B: Of course, but I doubt that I'll see her until next week. She usually goes to her parents in Lyon at the weekend and (2) **if she goes** there then she **leaves** around 5pm. She's probably already left.  
 A: I need to speak to her as soon as possible. Do you know how I can contact her?  
 B: (3) **I'd help you if I could**, but I don't have any contact details for her at all. That's a shame. (4) **If I'd spoken** to you at lunchtime, I **would have been able to** give her your message before she left.

Find an example in the conversation of each of the following.

- a zero conditional for something that is always or generally true ☐
- a first conditional for an event that the speaker thinks is likely to happen ☐
- a second conditional for an event that is imaginary, unlikely or impossible ☐
- a third conditional for a situation that didn't actually happen ☐

**9** Underline the correct form in **bold**.

- I'm very confident, and of course if I **get/I will get** the job, **it is/it'll be** very convenient for me. It's just a short bus ride from my house to their offices.
- I'm not very confident, and if I **got/I would get** the job **it will be/it would be** a miracle. I was twenty minutes late for the interview and I answered the questions really badly.
- The interview didn't go well. If I **did/I'd done** some research on the company, **I would have performed/I would perform** better in the interview.
- If I **know/I will know** that I have an interview coming up, **I go/I will go** to the Internet and do some research on the company beforehand.

**10** Put each verb into the most appropriate form.

- If I \_\_\_\_\_ (know) the answer, I \_\_\_\_\_ (tell) you, but it's not my field.
- It's always the same. If I \_\_\_\_\_ (forget) my **umbrella**, it \_\_\_\_\_ (rain).
- If you \_\_\_\_\_ (give) me the address, I \_\_\_\_\_ (find) it. No problem.
- If I \_\_\_\_\_ (not/hear) from you within the next few days, I \_\_\_\_\_ (assume) you're not coming.
- I didn't go to university, but if I \_\_\_\_\_ (go), I \_\_\_\_\_ (study) engineering.
- Unless I \_\_\_\_\_ (hear) from you within the next few days, I \_\_\_\_\_ (assume) you're not coming.
- I \_\_\_\_\_ (not/do) that if I \_\_\_\_\_ (be) you.
- Let me see. What \_\_\_\_\_ (I/do) if \_\_\_\_\_ (I/be) Prime Minister?
- It's midnight. What \_\_\_\_\_ (we/do) if \_\_\_\_\_ (the bus/not come)? Maybe we should phone for a taxi.

### Will, be going to and present continuous

**11** Match *will* in each sentence 1–5 with the best description of its use a–e below.

- I imagine I'll get a pay rise in January. ☐
  - It's getting late. I'll give you a lift to the station. ☐
  - Next year **will** be the 25th anniversary of our company. ☐
  - It's hot in here. I'll open the window. ☐
  - I'll love you forever. ☐
- simple fact about the future
  - prediction, often with *I think*, etc.
  - promise
  - offer, or willingness
  - decision made at the moment of speaking

**12** Match *be going to* and the present continuous in sentences 1–3 with their use a–c below.

- I'm **having** an interview with them on Friday. ☐
  - I'm **going to buy** a new computer in the sales. ☐
  - Is that the time? We're **going to miss** the train. ☐
- prediction with evidence in the present situation
  - intention, plan
  - fixed arrangement (it's 'in my diary')

**Note:** the uses given in Exercises 11 and 12 are guidelines, not rules. With the future, more than one form is often possible.

**13** Underline the most likely form in **bold**.

- This shop **will be closed/is going to be closed** on 24 and 25 December.
- The interview went very well. I think **I'm getting/I'll get** the job.
- Look out! **It will fall/It's going to fall**.
- Wait a moment, **I'll open/I'm going to open** the door for you.
- I'll play/I'm playing** tennis with Ana on Saturday afternoon. I can meet you afterwards, around 5pm.
- I will start/I'm going to start** applying for jobs in other parts of the country – there's not much available here.



The definitions for the words in this glossary are from the *Macmillan Dictionary*. The red words are high-frequency words, that is to say that they are among the 7,500 which native speakers use for 90% of what they speak or write. See <http://www.macmillandictionary.com> for more information.

## Business fundamentals

### page 6 Business organization

- beverage** /'bev(ə)rɪdʒ/ noun [count] FORMAL a drink
- debt** /det/ noun [count] an amount of money that you owe
- dividend** /'dɪvɪdend/ noun [count] a share of the profits of a company, paid once or twice a year to the people who own the company's shares
- equities** /'ekwətɪz/ noun [uncount/plural] company shares that can be bought and sold on a stock market
- limited company** /'lɪmɪtɪd ,kʌmp(ə)ni/ noun [count] BUSINESS a company whose owners are legally responsible for only a limited amount of its debts
- mining** /'maɪnɪŋ/ noun [uncount] the process of getting coal or metal from under the ground
- proprietorship** /prə'praɪətə(r)fɪp/ noun [uncount] a business structure in which an individual and his/her company are considered a single entity for tax and liability purposes
- public limited company** /pʌblɪk 'lɪmɪtɪd ,kʌmp(ə)ni/ noun [count] BRITISH a company in which people can invest their money. It has 'plc' at the end of its name.
- real estate** /'rɪəl ɪ'steɪt/ noun [uncount] MAINLY AMERICAN the business of buying and selling land and property
- retail** /'rɪːteɪl/ noun [uncount] the sale of goods directly to the public for their own use
- share** /ʃeə(r)/ noun [count] BUSINESS one of the equal parts of a company that you can buy as a way of investing money
- sole trader** /,səʊl 'treɪdə(r)/ noun [count] a business structure in which an individual and his/her company are considered a single entity for tax and liability purposes
- third-party** /θɜː(r)d 'paɪ(r)ti/ adjective relating to a person or organization that is not one of the two main people or organizations involved in a legal agreement or case
- utility** /juː'tɪlɪti/ noun [count usually plural] a public service such as gas, water or electricity
- vendor** /'vendə(r)/ noun [count] FORMAL a company or person that sells a particular product or service

### page 7 Economic cycles

- bear market** /'beə(r) ,mɑː(r)kɪt/ noun [count] a situation in the stock market in which the prices of shares are falling
- bond** /bɒnd/ noun [count] a document given to someone who invests money in a government or company, promising to pay back the money with interest
- bottom** /'bɒtəm/ verb [intransitive] to reach the lowest point
- breakeven** /,breɪk'ɪv(ə)n/ noun [uncount] the point at which a business operation no longer loses money and can begin to make a profit
- bull market** /'bʊl ,mɑː(r)kɪt/ noun [count] a situation in the stock market in which the prices of shares are rising
- euphoric** /juː'fɔːrɪk/ adjective feeling extremely happy, usually for a short time only
- greater fool investor** /greɪt(r) 'fuːl ɪn'vestə(r)/ noun [count] an investor who buys at a high price believing there will always be someone they can sell to at an even higher price

- innovator** /'ɪnəveɪtə(r)/ noun [count] someone who invents or begins using new ideas, methods, equipment, etc.
- peak** /piːk/ noun [count] the time when something is at its highest or greatest level
- plunge** /plʌndʒ/ verb [intransitive] to fall quickly from a high position
- recession** /rɪ'seɪʃ(ə)n/ noun [count/uncount] ECONOMICS a period when trade and industry are not successful and there is a lot of unemployment
- staple** /'steɪp(ə)l/ noun [count] an important product, especially a food, that people eat or use regularly
- trough** /trɒf/ noun [count] a period when something that rises and falls regularly is at a low level, especially economic activity
- value investor** /'væljuː ɪn'vestə(r)/ noun [count] an investor who buys stocks they believe the market has undervalued

### page 8 Breakeven analysis

- cost of goods sold** /,kɒst əv ,ɡʊdz 'səʊld/ noun an income statement figure which reflects the cost of obtaining the raw materials and of producing the finished goods that are sold to consumers
- fixed cost** /,fɪkst 'kɒst/ noun [usually plural] costs such as rent that a company has to pay that does not depend on how much it produces
- operating profit** /'ɒpəreɪtɪŋ ,prɒfɪt/ noun [count] the profit that a company makes from its normal activities of selling goods or services
- plot** /plɒt/ verb [transitive] to mark points on a graph
- recommended retail price (RRP)** /rekə'mendɪd 'rɪːteɪl praɪs/ noun [count] the price at which a manufacturer of a product suggests it should be sold on the retail market
- record label** /'rekɔː(r)d ,leɪb(ə)l/ noun [count] a company that produces records
- royalty** /'rɔɪəlti/ noun [count usually plural] a payment that someone such as a writer or musician gets each time their work is sold or performed
- sales revenue** /seɪls ,revənjuː/ noun [count/uncount] income earned from selling products or services
- turnover** /'tɜː(r)n ,əʊvə(r)/ noun [count/uncount] the value of the goods and services that a company sells in a particular period of time
- variable cost** /,veəriəb(ə)l 'kɒst/ noun [count] a cost that changes according to how much of a product is made
- wholesaler** /'həʊl ,seɪlə(r)/ noun [count] someone whose job is to sell large quantities of goods to shops or small businesses

### page 9 CVs and recruitment

- achieve** /ə'tʃiːv/ verb [transitive] to succeed in doing or having what you planned or intended, usually after a lot of effort
- budget** /'bʌdʒɪt/ noun [count] the amount of money a person or organization has to spend on something

- deal with** /'diːl ,wɪθ/ phrasal verb [transitive] to take action to do something, especially to solve a problem OR to buy goods or services from someone, or to sell them to someone
- handle** /'hænd(ə)l/ verb [transitive] to take action in order to deal with a difficult situation
- liaise** /li'eɪz/ verb [intransitive] if one person liaises with another, or if people liaise, they talk to each other and tell each other what they are doing, so that they can work together effectively
- manage** /'mænɪdʒ/ verb [transitive] to organize and control the work of a company, organization, or group of people
- objective** /əb'dʒektɪv/ noun [count] something that you plan to achieve, especially in business or work
- reference** /'ref(ə)rəns/ noun [count] a statement from someone who knows you or has worked with you that gives information about you. You often need to provide a reference when you apply for a new job.
- set up** /,set 'ʌp/ phrasal verb [intransitive/transitive] to start something such as a business, organization, or institution

## 1 Building a career

### 1.1 About business The education business

- cap** /kæp/ verb [transitive] to set a limit on the amount of money that someone can spend or charge
- earnings** /'ɜː(r)nɪŋz/ noun [plural] BUSINESS the amount of money that you earn
- exacerbate** /ɪg'zæsə(r)beɪt/ verb [transitive] FORMAL to make a problem become worse
- extracurricular** /,ekstrəkə'rɪkjʊlə(r)/ adjective extracurricular activities are things that you do at school or college that are not part of your course
- faculty** /'fæk(ə)lti/ noun [uncount] AMERICAN all the teachers in a school, college or university: *a meeting for students, faculty and administrators*
- fee** /fiː/ noun [count usually plural] money that you pay to a professional person or institution for their work: *Tuition fees at Stanford have now reached £9,000 a year.*
- hike** /haɪk/ noun [count] INFORMAL a sudden large increase in the amount or level of something
- placement** /'pleɪsmənt/ noun [count/uncount] a temporary job that is part of a course of study and that gives you experience of the work you hope to do at the end of the course
- resources** /rɪ'zɔː(r)sɪz/ noun [usually plural] something such as money, workers or equipment that can be used to help an institution or a business
- spark** or **spark off** /spɑː(r)k/ verb [transitive] MAINLY JOURNALISM to make something happen, especially something involving violence or angry feelings
- spiralling** /'spairəlɪŋ/ adjective a situation that is continuously becoming worse, more, or less
- subsidy** /'sʌbsədi/ noun [count] ECONOMICS an amount of money that the government or another organization pays to help to reduce the cost of a product or service
- trend** /trend/ noun [count] a gradual change or development that produces a particular result
- willing** /'wɪlɪŋ/ adjective if you are willing to do something, you do it when someone asks you, sometimes when you do not want to

*be happy to do sth if it's needed*

## 1.2 Vocabulary Education and career

- bind** /baɪnd/ (past participle **bound** /baʊnd/) verb [transitive often passive] to limit what someone is allowed to do by making them obey a rule or agreement
- boost** /buːst/ verb [transitive] to help something to increase, improve or become more successful
- deep pockets** /,diːp 'pɒkɪts/ a lot of available money
- drop out** /drɒp 'aʊt/ phrasal verb [intransitive] to leave something such as an activity, school or competition before you have finished what you intended to do
- enhance** /ɪn'hɑːns/ verb [transitive] to improve something, or to make it more attractive or more valuable
- lay off** /leɪ 'ɒf/ phrasal verb [transitive] to end someone's employment, especially temporarily, because there is not enough work for them
- miss out** /mɪs 'aʊt/ phrasal verb [intransitive] to lose an opportunity to do or to have something
- redundant** /rɪ'dʌndənt/ adjective if someone is redundant, they have been told they must leave their job because they are no longer needed
- start over** /stɑː(r)t 'əʊvə(r)/ phrasal verb [intransitive] AMERICAN to begin doing something again from the beginning
- thoroughly** /θə'reʊli/ adverb very carefully, so that nothing is missed: *The case will be studied thoroughly before any decision is made.*
- working party** /wɜː(r)kɪŋ 'paɪ(r)ti/ noun [count] BRITISH a group of people who examine a problem or situation and suggest a way of dealing with it

## 1.3 Grammar Tense review

- come along** /,kʌm ə'lɒŋ/ phrasal verb [intransitive] to arrive or become available
- downsize** /'daʊn ,saɪz/ verb [intransitive] to make a company or organization smaller by reducing the number of workers
- fancy** /'fænsi/ expression SPOKEN used when you are very surprised about something: *Fancy you knowing my sister!*
- put on weight** /,put ɒn 'weɪt/ phrasal verb [transitive] to become fatter
- sabbatical** /sə'bætɪk(ə)l/ noun [count/uncount] a period away from work when people such as college or university teachers can study, rest or travel
- streamline** /'striːm ,laɪn/ verb [transitive] to improve a business, organization, process, etc. by making it more modern or simple
- tutoring** /'tjuːtə(r)ɪŋ/ noun [uncount] the act of teaching someone in a particular subject

## 1.4 Speaking Interviewing: giving reasons

- benchmark** /'bentʃ ,mɑː(r)k/ noun [count] an amount, level, standard, etc. that you can use for judging how good or bad other things are
- feedback** /'fiːdbæk/ noun [uncount] comments about how well or how badly someone is doing something, which are intended to help them do it better
- personality clash** /,pɜː(r)sə'næləti 'klæʃ/ noun [count] a situation in which two people are very different from each other so that they cannot work together



## 1.5 Writing Cover letters

**accomplishment** /ə'kʌmplɪfmənt/ noun [count/uncount] something difficult that you succeed in doing, especially after working hard over a period of time  
**bartending** /'bɑː(r)tendɪŋ/ noun [uncount] work serving drinks in a bar  
**brokering** /'brəʊkə(r)ɪŋ/ noun [uncount] AMERICAN (UK **brokerage**) the activity of organizing business deals for other people  
**debating society** /dɪ'beɪtɪŋ sə'saɪəti/ noun [count] a group of people who debate a subject by discussing it formally before making a decision, usually by voting  
**embark on** /ɪm'bɑː(r)k ɒn/ phrasal verb [transitive] to start a new project or activity, usually one that will be difficult and will take time  
**lead** /liːd/ noun [count] a piece of information or a contact that may bring new business  
**outgoing** /ˌaʊt'gəʊɪŋ/ adjective someone who is outgoing is friendly and enjoys meeting and talking to people  
**tender** /'tendə(r)/ noun [count/uncount] a formal written offer to provide goods or services for a particular price  
**venue** /'venjuː/ noun [count] the place where an activity or event happens: *a popular venue for corporate events*

## 1.6 Case study Mangalia Business School

**campus** /'kæmpəs/ noun [count/uncount] an area of land containing all the main buildings of a school or university: *We have rooms for 2,000 students on campus.*  
**draw up** /ˌdrɔː 'ʌp/ phrasal verb [transitive] to prepare and write something such as a document or a plan  
**heritage** /'herɪtɪdʒ/ noun [count/uncount usually singular] the art, buildings, traditions and beliefs that a society considers important to its history and culture: *Ireland's rich musical heritage*  
**metropolis** /mə'trɒpəlɪs/ noun [count] a big, exciting city  
**pour millions into (research)** /ˌpɔː(r) 'mɪljəns ɪntuː/ phrase spend or invest a lot of money in something  
**procurement** /prə'kjʊə(r)mənt/ noun [uncount] the process of buying supplies or equipment for a government department or company  
**sit back** /ˌsɪt 'bæk/ phrasal verb [intransitive] to relax and stop making the effort to do something  
**tailor** /'teɪlə(r)/ verb [transitive] **tailor something to/for:** to make or change something especially for a particular person or purpose

## 2 Information

### 2.1 About business IT solutions

**better off** /ˌbetə(r) 'ɒf/ adjective in a better situation or having more money  
**bury** /'beri/ verb [transitive often passive] to cover or hide something  
**cope (with)** /'kəʊp wɪð/ verb [transitive] to deal successfully with a difficult situation or job  
**cram** /kræm/ verb [transitive] to put too much into a space that is too small

**errand** /'erənd/ noun [count] a small job that involves going to collect or deliver something  
**fierce** /fɪə(r)s/ adjective involving a lot of force or energy  
**headcount** /'hed,kəʊnt/ noun [count] a count of all the people in a company  
**hesitate** /'hezɪteɪt/ verb [intransitive] to pause before doing something, or to do something very slowly, usually because you are nervous, embarrassed or worried  
**mad dash** /ˌmæd 'dæʃ/ noun [singular] an act of going somewhere very quickly in an extremely uncontrolled way: *At the end of the nineties there was a mad dash to buy shares in high-tech companies.*  
**mess up** /ˌmes 'ʌp/ phrasal verb [intransitive/transitive] to do something wrong or spoil something, especially by making mistakes  
**oddly** /'ɒdli/ adverb or **oddly enough:** used for saying that something is not what you would expect in a particular situation  
**overhaul** /ˌəʊvə(r)'həʊl/ verb [transitive] to completely change a system to make it work more effectively  
**polish up** /ˌpɒlɪʃ 'ʌp/ phrasal verb [transitive] to improve a skill by practising  
**pressure cooker** /ˌpreʃə(r) ˌkʊkə(r)/ noun [count] INFORMAL a difficult situation in which people have to work very hard or experience a lot of strong emotions  
**quest** /kwest/ noun [count] a long difficult search  
**slick** /sɪk/ adjective done in a very impressive way that seems to need very little effort  
**take a breather** /ˌteɪk ə 'brɪːðə(r)/ phrase INFORMAL to have a rest  
**untold** /ʌn'təʊld/ adjective existing or present in an amount that is too large to be measured

### 2.2 Vocabulary Information systems and communication

**asap** /ˌeɪ es eɪ 'piː/ or /ˌeɪsæp/ adverb **as soon as possible:** used especially for asking someone to do something quickly  
**biscuit** /'bɪskɪt/ noun [count] BRITISH a type of small flat dry cake that is usually sweet and round. The usual American word is cookie.  
**crash** /kræʃ/ noun [count] COMPUTING an occasion when a computer or a computer program suddenly stops working  
**give someone a hand** /ˌgɪv sʌmwʌn ə 'hænd/ verb to help someone  
**hassle** /'hæs(ə)l/ verb [transitive] to annoy someone, or to cause problems for them  
**in the know** /ɪn ðə 'nəʊ/ phrase people in the know have more information about something than other people  
**in the loop** /ɪn ðə 'luːp/ phrase INFORMAL belonging or not belonging to a group that has information and makes decisions about something  
**patch** /pætʃ/ noun [count] COMPUTING a piece of software that you add to a computer program in order to improve it or remove a fault  
**plug-in** /'plʌg ɪn/ noun [count] a piece of software or hardware that you add to a computer to increase the range of things it can do  
**snail mail** /'sneɪl ˌmeɪl/ noun [uncount] COMPUTING letters that are sent by post  
**stretched** /stretʃt/ adjective having difficulty doing everything that you should because you lack the necessary time, money, people or equipment

### 2.3 Grammar Comparing solutions and getting help

**bulky** /'bʌlki/ adjective too big to be carried or stored easily  
**carbon footprint** /ˌkɑː(r)bən 'fʊtprɪnt/ noun [count] the amount of carbon dioxide released into the atmosphere as a result of the activities of an individual, organization or community

### 2.4 Speaking Telephoning

**acquaintance** /ə'kweɪntəns/ noun [count] someone you know a little, who is not a close friend  
**IP address** /ˌaɪ 'piː əˈdres/ noun [count] COMPUTING **Internet Protocol address:** a code that represents a particular computer and is used to send messages to it on a network or the Internet  
**mustn't grumble** /ˌmʌs(ə)nt ˌɡrʌmb(ə)l/ phrase SPOKEN used as a reply to someone who asks you whether you are well, for saying that you feel all right  
**small talk** /ˌsmɔːl tɔːk/ noun [uncount] INFORMAL conversation about things that are not important  
**trivial** /'trɪviəl/ adjective not very interesting, serious or valuable

### 2.5 Writing Memos

**alleviate** /ə'liːviət/ verb [transitive] to make something less painful, severe or serious  
**fine** /faɪn/ noun [count] an amount of money that you have to pay because you have broken the law: *Firms could face fines of up to £5,000.*  
**forethought** /'fɔː(r),θɔːt/ noun [uncount] careful thought and planning that prepares you well for a future event  
**forthwith** /fɔː(r)θ'wɪð/ adverb FORMAL LEGAL immediately  
**imperative** /ɪm'perətɪv/ adjective FORMAL extremely important and urgent  
**officialese** /əˌfɪʃəl'iːz/ noun [uncount] the way of speaking or writing used by people who work in government offices, especially when ordinary people cannot understand it  
**solicit** /sə'lisɪt/ verb [transitive] FORMAL to ask someone for something such as money or support  
**time frame** /ˌtaɪm ˌfreɪm/ noun [count] the period of time during which something happens or must happen  
**unambiguous** /ˌʌnæmˌbɪɡjuəs/ adjective clear and with only one possible meaning

### 2.6 Case study Meteor Bank

**down time** /ˌdaʊn taɪm/ noun [uncount] time when a computer or other machine is not working  
**drag someone kicking and screaming** /ˌdræg sʌmwʌn ˌkɪkɪŋ ænd ˌskriːmɪŋ/ phrase to make someone do something that they do not want to do  
**malicious** /məˈlɪʃəs/ adjective deliberately wanting to hurt someone or cause damage  
**morale** /mə'reɪl/ noun [count] the amount of enthusiasm that a person or group of people feel about their situation at a particular time

**outsource** /ˌaʊts'ɔː(r)s/ verb [intransitive/transitive] to arrange for work to be done by people from outside your company, usually by a company that is expert in that type of work  
**recruit** /rɪ'kruːt/ verb [intransitive/transitive] to get someone to work in a company or join an organization  
**subsidiary** /səb'sɪdiəri/ noun [count] a company that is owned by a larger company  
**turnover** /ˌtɜː(r)n,əʊvə(r)/ noun [count/uncount] the value of the goods and services that a company sells in a particular period of time

## 3 Quality

### 3.1 About business What quality means

**commitment** /kə'mɪtmənt/ noun [singular uncount] a strong belief that something is good and that you should support it: *The government has failed to honour its commitment to the railways.*  
**craze** /kreɪz/ noun [count] something that suddenly becomes very popular, but only for a short time  
**elusive** /ɪˈluːsɪv/ adjective an elusive person or animal is difficult or impossible to find or catch  
**enchancing** /ɪn'tʃɑːntɪŋ/ adjective very interesting and attractive  
**end** /end/ noun [count] the reason for a particular action or the result you want to achieve  
**fad** /fæd/ noun [count] something that is popular or fashionable for only a short time  
**fake** /feɪk/ verb [transitive] to pretend to have a feeling that you do not have  
**intrinsically** /ɪn'trɪnsɪkli/ adverb relating to the essential qualities or features of something or someone  
**planned/built-in obsolescence** /ˌplænd/'bɪlt ɪn ˌɒbsə'les(ə)ns/ noun [uncount] the practice of making products that will quickly become old-fashioned, or will not last long, so that people will need to replace them  
**rattle** /ˈræt(ə)l/ verb [intransitive] if something rattles, it makes short sharp knocking sounds as it moves or shakes  
**roughly** /ˈrʌfli/ adverb approximately: *The meeting lasted roughly 50 minutes.*  
**rumble** /ˈrʌmb(ə)l/ verb [intransitive] to make a continuous deep sound  
**sake** /seɪk/ noun [count usually singular] the purpose of doing, getting or achieving something: *For clarity's sake, let me explain that again.*  
**sour** /ˈsauə(r)/ verb [intransitive/transitive] if a situation sours, it stops being successful or satisfactory  
**stream** /striːm/ noun [count] a continuous flow of people or things  
**struggle** /ˈstrʌɡ(ə)l/ verb [intransitive] to try hard to do something that you find very difficult: *He struggled to open the bottle with a knife.*  
**take for granted** /ˌteɪk fə(r) ˌɡraːntɪd/ phrase to expect something always to exist or happen in a particular way: *People take it for granted that the weather in Spain will be sunny.*  
**trap** /træp/ noun [count] a mistake or problem that you should try to avoid  
**white goods** /ˈwaɪt gudz/ noun [count] large pieces of electrical equipment used in people's homes