



## Cambridge English



# Business BENCHMARK

Pre-intermediate to Intermediate



**Student's Book**Norman Whitby







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# Business BENCHMARK

Pre-intermediate to Intermediate Business Preliminary

**Student's Book Norman Whitby** 

**2nd Edition** 

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### Introduction

Business Benchmark Second edition Pre-intermediate to Intermediate, is a completely updated and revised course at CEFR B1 level, reflecting contemporary international business in a stimulating way both for people already working and for students who have not yet worked in business.

It teaches the reading, speaking, listening and writing skills needed in today's global workplaces together with essential business vocabulary and grammar.

Business Benchmark Second edition Pre-intermediate to Intermediate is also the most complete preparation material available for Cambridge English: Business Preliminary, also known as Business English Certificate (BEC) Preliminary, and is officially approved as an exam preparation course by Cambridge English Language Assessment.

#### The book contains:

- 24 units for classroom study covering all four skills in a dynamic and integrated way together with work on business vocabulary and grammar. It includes exercises which are informed by the Cambridge Learner Corpus (CLC) see below.
- Interesting and stimulating listening and reading material, including interviews with real business people.
- Six Grammar workshops which revise and extend the grammar work covered in the units and which are informed by the Cambridge Learner Corpus (CLC).
- An eight-page **Writing reference** covering emails, memos, notes, letters and reports.
- A fully-referenced **Word list** with definitions covering key vocabulary from the units and the recording scripts.
- An Exam skills and Exam practice section which
  gives students detailed guidance on how to approach
  each exam task, the skills required and what the
  exam task is testing, together with exercises to build
  up students' exam skills. The Exam practice pages
  contain a complete past Cambridge English: Business
  Preliminary exam, with answers, supplied by
  Cambridge English Language Assessment.
- A **full answer key** for all the exercises in the Student's book, including **sample answers** to all the writing tasks.
- Complete recording transcripts.

#### New features in the 2<sup>nd</sup> edition:

- An expanded grammar syllabus including six twopage Grammar workshops. These include exercises based on common grammar and vocabulary mistakes made by Business English students at this level, as shown by the CLC (see below). Exercises based on the CLC are indicated by this symbol:
- An expanded writing syllabus including a new Writing reference section with guidance for each writing task and sample answers.
- Authentic interviews with real people working in business.
- New topics, texts and recordings reflecting the realities of contemporary international business.
- Complete revision of all exam-style tasks, making them closer to real exam tasks.

#### The Cambridge Learner Corpus (CLC)

The Cambridge Learner Corpus (CLC) is a large collection of exam scripts written by candidates taken from Cambridge English Language Assessment exams around the world. It currently contains over 220,000 scripts, which translates to over 48 million words, and it is growing all the time. It forms part of the Cambridge International Corpus (CIC) and it has been built up by Cambridge University Press and Cambridge English Language Assessment. The CLC currently contains scripts from over:

- 200,000 students
- 170 first languages
- 200 countries

Find out more about the Cambridge Learner Corpus at www.cambridge.org/corpus

#### Also available are:

- **2 audio CDs**, which include authentic interviews with real business people.
- **Teacher's Resource Book**, which includes photocopiable activities and case studies.
- Personal Study Book, which includes activities and exercises as well as a self-study writing supplement.

# Map of the book

	Unit	Reading	Listening
	The working day	Changing places: job swapping at work	Being a PA
profiles	2 Online communication 14–17	The power of word of mouse: an article on the power of online customer opinions	Email addresses
Company profiles	Company growth 18–21	Haier: an article about the history of a Chinese company     An article about how to think of good business ideas	Growing pains: an interview with a business consultant about company growth
	4 Corporate culture 22–25	What kind of company culture would suit you?: reading and answering a quiz	Describing changes in a company: a conversation on the phone
	Grammar workshop 1 (Units	1-4) 26-27 Present simple and present continuous;	Position of time phrases; Past simple and past continuous
ing	<b>Describing</b> equipment 28–31	Problems with equipment: emails and headings on a form	Describing dimensions of products:     conversations with colleagues and suppliers     The gizmo game: listening to the uses of a gadget
Production and selling	6 Processes and procedures 32–35	Waratah: an article on an Australian clothing company     Short texts: notices, notes and messages	Chanel No. 5: an interview about a production process
roduction	<b>7</b> Distribution and delivery 36–39	Selling your product abroad: an article     Workplace signs and notices	Telephone conversations: information about orders and deliveries
	Advertising and marketing 40–43	Descriptions of advertising media     Singapore Airlines: an article on the branding of an airline	Description of how a product is advertised
	Grammar workshop 2 (Units	5-8) 44-45 Passive forms; Modal verbs; because an	d so
_	9 Making arrangements 46–49		Making and changing appointments: voicemail messages and phone conversations; Future intentions and predictions: short extracts
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	Grammar workshop 3 (Units	9-12) 62-63 Future forms; Contrast words; Compar	atives and superlatives

Writing	Speaking	Vocabulary	Grammar
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Set phrases for emails and letters     Writing emails: formal and informal styles		Computer terms; email and website terms	
	Asking about the history of a company: past simple questions		Past simple: regular and irregular verbs and spelling of past simple forms; Past continuous
An all staff email	Asking questions about companies and jobs	Finding and recording collocations	
	Describing objects	Vocabulary to describe objects: component parts, shapes, dimensions, materials; Describing problems with equipment	
An email to your manager	Passive forms: guessing true and false sentences	Verbs to describe processes	The present passive
	Role-play: a telephone call to a supplier		Modal verbs of obligation
A promotional letter	Describing a product and how it is advertised	Vocabulary to talk about advertising and marketing; Language to describe cause and effect	Words to describe causes and effects
	Role-play: making an appointment; Role-play: planning a sales event	Language for making appointments	Present continuous for future arrangements; will and going to future forms
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	Discussion: how to make decisions		Comparatives: asas structures
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Writing	Speaking	Vocabulary	Grammar
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	Discussion: planning a team building event	Suffixes: word building	
An email requesting information	Promoting a city: giving a speech	Global management	Expressions of quantity
A description of a line graph	Describing figures and trends	Describing trends	Adjectives and adverbs
	Discussing company information	Finance vocabulary	Pronouns and reference words
		Stocks and shares	
Writing a letter to express an interest in a new product	Giving a summary of an article	Collocation sets: time and money	which/who/that/where clauses
Letter inviting a candidate for interview; Letter giving the result of an application; Letters giving good and bad news		Headings for CVs; Describing application procedures	
An email to a recruitment agency	Discussing qualities needed in candidates for a job vacancy	Employment vocabulary	First and second conditionals
Filling in a form; An email to book a place on a course		Sports vocabulary in business	
Completing a business report	Ways to improve employee productivity		Infinitive and -ing forms;     Grammar revision

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# The working day

#### **Getting started**

1 Read the introductions and write the correct first names on the organogram below.



My name's Sveta. I help to make sure the company is producing what people want to buy and promote our products.



My name's Caroline. My area of responsibility is finding and testing new products.



I'm John Paul. I lead the team who make our products and I'm responsible for their safety at work.



I'm Gamal. I do the bookkeeping and the payroll.



I'm Alex. I deal with our suppliers and make sure we buy equipment and materials at the best prices.



I'm Rosie. I'm responsible for recruitment and issues to do with staff welfare.



My name's Ben. I operate some of the equipment for making our products.



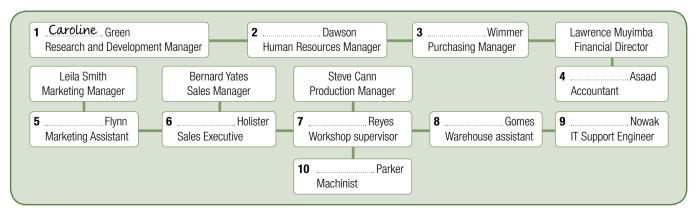
I'm Jan. I'm responsible for computer systems. I install hardware and software and fix any problems.



I'm Daniel. I meet possible new customers and give them information about our products.



I'm Marcelo. I unload deliveries, record stock and make sure it is stored correctly.



2 Do you know anyone who does any of the jobs in this organogram? Which do you think is the most difficult job to do?

### 1

#### **Company departments**

#### Vocabulary

Look at the list of company departments (a–h) and read situations (1–6). Decide which department each person should ask to speak to when phoning the company. There are two more departments than you need.

- 1 Mr Mitchell is a marketing executive who has received several complaints from customers about faulty goods. d
- 2 Mr Davies is a consultant who thinks he has not been paid for an invoice.
- 3 Mr Ivanov has just received the results of some laboratory tests on a possible new product. .....
- 4 Ms Santoro is a sales executive who is interested in working for the company.
- 5 Ms Evans works in the company as a secretary and she has a problem with her computer.
- 6 Mr Chen is a retailer who is interested in stocking the company's products.

#### **Personal assistants**

#### Listening

1 You are going to hear a conversation with a PA (personal assistant) who works for the director of a TV channel. Work in pairs and decide which of the following activities could be part of her job.

- 2 102 Listen to the first part of the interview. Which of the above activities does she mention?
- 3 102 Listen to the whole interview and complete the interviewer's questions:

1	So what, Sally?
2	What?
3	Do youyour job?
4	the people you work with?

4 Complete the following statements with the correct adjective from the box.

	te	usy	friendly	helpful	organised	reliable	stressful	
	1	Sall	y's workp	olace is a	lways very	busy.		
	2	Acc	ording to	Sally, it	is important	for a PA	to be	
	3	Son	netimes tl	ne job ca:	n get			
	4	She	thinks he	er colleag	gues are ver	y	and	
	5	Sall	y's boss t	hinks sh	e is			
5	1	02 <b>L</b> i	isten to t	he interv	iew again a	nd check	k your ansv	vers.

- a Personnel
- b Accounts
- c Technical support
- d Quality Control
- e Sales
- f Marketing
- g Research and development
- h Production



#### **Describing a job**

#### Speaking

- 1 Make a list of the responsibilities that you have in your job. If you are not yet working, either think of another position you had (for example in a school club), or imagine you are doing a job from the organogram on page 10.
- Work with a partner. Use some of the questions from the interview to ask your partner about his/her job. Tell your partner about your responsibilities. Use the useful language to help you.

Useful language Describing your job	
I'm in charge of	I deal with
It's my job to	I'm responsible for

#### **Changing Places**

#### Reading

Reality TV is where real people are filmed in different situations. Some reality TV programmes are set in the workplace, such as a hospital or a hotel.

- 1 Discuss these questions in small groups.
  - Do you know any examples of reality TV shows which show people at work? Have you seen any of them?
  - Read the quotes. Which opinion do you agree with? Why?

'Most people don't know what it's like to do another job. That's why reality shows like this are so interesting.'

'Shows like this give people the wrong idea because they only show the interesting parts of jobs. You can't know what a job is like from just one hour of TV.'

2 Read the article quickly without using a dictionary to get a general understanding of what it is about. This is called *skimming* and it is very useful when you have a lot of text to read. If you are reading a text you may also be looking for key words or phrases. This is called *scanning*, and is useful if you are looking for specific information.

When you have skim-read the text, scan it and write the paragraph numbers next to the names.

Paragraphs:

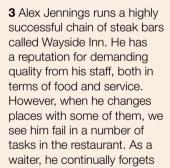
• Donald Eisner ........ • Alex Jennings .......

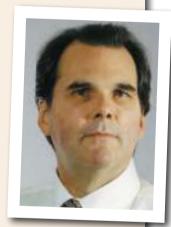
3 Read the text again to see if the statements on page 13 are true or false. Begin by underlining a word or phrase in each statement you think you can find in the text. For example, in Statement 2, you can look for the word pancakes.

### CHANGING PLACES

- **1** Many critics dislike reality TV shows, but one show which has received very favourable reviews is *Changing Places*. The main idea is simple. Take the Chief Executive Officer of a company and put him in the position of one of his own company's low-end workers.
- **2** Donald Eisner is the CEO of Absalon chain of hotels in Australia. His <u>family</u> have been hotel owners for three generations and are one of the <u>richest</u> in the Australian hotel industry. In the programme we see Donald Eisner working as a bellboy, cook and cleaner while supervisors monitor his performance, noting any mistakes. He has some triumphs, it is true. In the kitchen, he successfully cooks several pancakes, for example, and he makes the beds correctly. The rest of his housekeeping, however,

is not a success as he fails to clean any rooms to the company's required standards. At the end of the programme we see his supervisor taking him from room to room, pointing out his mistakes.





Donald Eisner

- to ask customers how they want their steaks to be done, and mixes up the orders completely when he has to serve five tables at the same time. A few minutes later disaster strikes when his tie becomes caught under the drinks on a tray! The next day when he takes the place of the cook, the supervisor makes him redo several of the steaks.
- 4 Now that their experience is over, are the CEOs thinking of making any changes to their businesses? The answer is that they already have. 'We carried out several changes like sorting the knives, forks and spoons to make it easier for the person who washes the dishes,' says Mr Jennings. 'We're also redesigning the staff uniforms.' Mr Eisner found the experience even more of a shock. He is not only making changes in his hotels, like the policy on who orders new supplies of cleaning materials, but he also wants to create a *Changing Places* day at all Absalon hotels so that all senior management can go through a similar process to him.

#### **Donald Eisner**

- 1 He comes from a <u>rich family</u>. T
- 2 He can cook pancakes.
- 3 He cleans the hotel rooms to the company's required standards.
- 4 He is thinking of making a different person responsible for ordering the cleaning materials.
- 5 He would not like other senior executives to work as cooks and cleaners.

#### **Alex Jennings**

- 6 He believes quality is important in his restaurants.
- 7 He has good skills as a waiter.
- 8 He is making changes to the uniform that staff wear.
- 4 Work with a partner. Discuss these questions.
  - 1 What do you think of the idea of having a Changing Places day in your company or place of study?
  - 2 Would it be a good idea? Why/Why not?

#### **Grammar workshop**

Present simple and present continuous

You use the **present simple** to talk about habits and things that are *always* or *usually* true.

Alex Jennings **runs** a chain of steak bars. (He does this as part of everyday life.)

Question: Does he run a chain of steak bars?

Negative: He **doesn't run** a chain of steak bars.

You use the **present continuous** to talk about things which are true only at the moment, or a process which is not completed.

They are redesigning the staff uniforms.

(This is true only in this period of time.)

Question: **Are** they **redesigning** the staff uniforms? Negative: They **aren't redesigning** the staff uniforms.

page 26 Present simple and present continuous

**Note:** Some verbs are not usually used in the continuous because they talk about states, not actions, e.g. *I know*, *he likes, it involves*. (NOT: *I-am knowing*, *he is liking*, *it isinvolving*, etc.)

1 Look at the time phrases in the box. Write present simple (PS) or present continuous (PC) next to the correct time phrase.

always	generally	this month
at the moment	now PC	today
currently	never	this week
every month	often	twice a month
each year	sometimes	usually PS

Write five sentences about things which happen or are happening at the moment in your company or place of study. Use a time phrase from the box in each sentence. Work in pairs and read them to your partner. Ask your partner a question about each of their sentences.

At the moment we're working on a big project. What exactly are you doing?

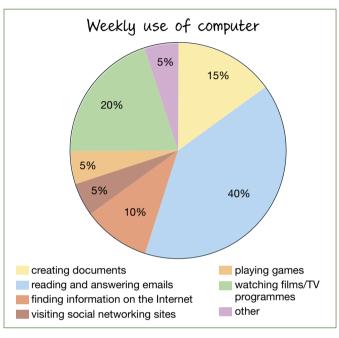
We have a staff meeting every week. What do you discuss in the meeting?

- page 26 Position of time phrases
- 3 Business English students sometimes wrongly use a state verb in a continuous tense. Read the following sentences. Decide which are incorrect and change them.
  - 1 We are needing an audiosystem for the conference. need
  - 2 Our staff are not understanding our financial position.
  - 3 They are advertising for a new sales executive at the moment.
  - 4 I can't employ him because he's having no references.
  - 5 Don't disturb Richard just now because he's doing the payroll.
  - 6 I'm thinking this new system is a big mistake.
  - 7 I'm thinking of going on holiday next week.
  - 8 Some people are still preferring to use a flipchart instead of PowerPoint.
- 4 Which verb can be either a state verb or an action verb? What is the difference in meaning?

## **Online communication**

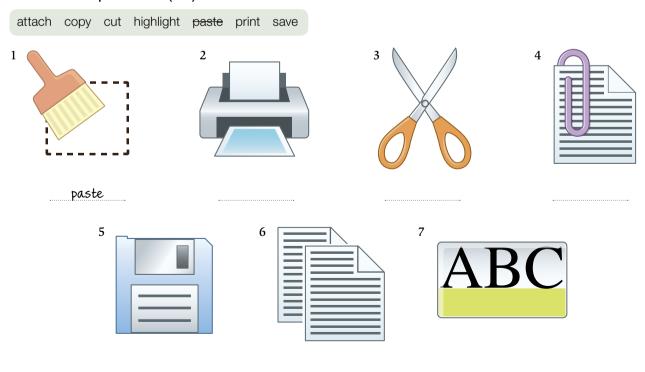
#### **Getting started**

- 1 Read the following questions and note down your answers.
  - 1 How much time do you spend on the computer for work or study? Is this amount of time increasing? Why/Why not?
  - 2 Do you think you spend less or more time on the computer than your colleagues or friends?
  - 3 Think what you have done on the computer over the past seven days. Draw a pie chart to show approximately what percentage of time you spent on the following activities:
    - · creating documents
    - · reading and answering emails
    - finding information on the Internet
    - visiting social networking sites like Facebook
    - playing games
    - watching films or TV programmes
    - other



Compare your answers with a partner. How similar is your use of time on the computer?

2 Match the computer icons (1–7) with the correct verb from the box.



#### 3 Complete the definitions with the correct verb.

browse crash download drag log on post restart upload

- 1 If you browse the Internet, you look around for information online.
- 2 If you something, you move it from the Internet to your computer.
- 3 If you \_\_\_\_\_\_, you start using a computer system, perhaps by typing in a password.
- 4 If you \_\_\_\_\_ the computer, you switch everything off and start it again.
- 5 If computer systems ....., they suddenly stop working.
- 6 If you click and ...... a document, you move it to somewhere else on the system with the mouse.
- 7 If you \_\_\_\_\_ a message online, you put it on the Internet so other people can see it.
- 8 If you \_\_\_\_\_ something, you move it from your computer to the Internet or a network.
- 4 Choose three things you did on the computer recently and tell a partner about them using three of the verbs in Exercise 3.

#### **Digital media**

#### Reading

- 1 With a partner, discuss what you think word of mouth means in advertising.
- 2 The title of the article below changes the phrase to word of mouse. What do you think this means? Discuss with a partner, then skim the article quickly to see if you are right.
- 3 Scan the article for each of the names in the box. Then match each name with the correct sentence (1–5) below. There is one name you do not need.

Adam Brimo Dave Carroll Hugh Bainbridge the Nielsen Company Paul Patterson United Airlines

- 1 The Nielsen Company did research into different forms of marketing.
- 2 \_\_\_\_\_possibly caused a company's share price to fall.
- 3 \_\_\_\_\_believes that the rules for dealing with unhappy customers have not changed.
- 4 ......made a chief executive aware of his grievances by writing about them on a website.
- 5 suffered an unexpected crisis because of an online video.

### THE POWER OF WORD OF MOUSE

People often say that the best form of promotion is by 'word of mouth'. After all, people normally trust a recommendation from someone they know. But in today's digital world, consumers don't just talk to friends and family members. By posting their opinions online, they can reach thousands of other consumers. What's more, this is a very good way of persuading people to buy things. A recent survey by the Nielsen Company revealed that 70 per cent of consumers trust opinions they find online, which is much higher than the figures for other advertising media, like TV and only slightly lower than opinions of friends.

The bad news for companies is that negative opinions can go online as well as good ones. When Adam Brimo, an Australian engineering graduate, was dissatisfied with his mobile phone provider, he decided to set up a website to talk about his experiences. It quickly filled up with posts from other dissatisfied customers. In the end, the company invited him to meet their chief executive, who then gave a public apology. When Dave Carroll, a US musician, took a flight with United Airlines, his guitar was broken during the trip. The airline company refused to pay for the damage, so he wrote three songs about it and uploaded them on YouTube. This was a public relations disaster for the airline, and possibly the reason why their share price dropped by 10 per cent that week.

Paul Patterson, a professor of marketing, agrees that companies now have less control over how the public view them but points out that the way to deal with dissatisfied customers is the same as always. Companies just need to react faster in case a customer decides to contact other customers online. Some analysts worry that a company's image could be damaged by a small number of dissatisfied customers. But Hugh Bainbridge from the Australian School of Business says consumers do not believe everything they see online, and that brands are only damaged when a large number of customers are clearly unhappy. Instead of seeing it as a threat, companies should treat this new medium as a useful source of customers' opinions.

Perhaps the biggest success story comes from Coca-Cola. In 2008, Dusty Sorg couldn't find a Coke fan page he could join on Facebook, so he downloaded a picture of a Coke can and created his own. Unexpectedly, it was a big hit with other fans. When Coca-Cola found out about it, they didn't try to get control over the page. Instead, they flew Dusty to Atlanta to meet their management team and told him to carry on the good work, with help from a few senior executives from the company. The result was a Facebook page run by a passionate fan and a good PR story for Coca-Cola. That really is a smart use of 'word of mouse'.

- 4 Choose the correct answer, A, B or C. Before you answer each question, use the underlined name to decide where to look in the text.
  - 1 According to the <u>Nielsen Company's</u> research, which is most likely to make someone buy a product?
    - (A) a recommendation from a friend
    - B a recommendation posted online
    - C a TV advertisement
  - 2 According to <u>Paul Patterson</u>, in the digital age, companies need to
    - A use different media to advertise products
    - B respond more quickly to customer complaints
    - C put satisfied customers in contact with each other
  - 3 What does <u>Hugh Bainbridge</u> feel about the effect of online opinions?
    - A They give too much importance to a small number of complaints.
    - B They allow customers to spread wrong information about brands.
    - C They do not harm brands if there is no good cause for complaint.
  - 4 What point does the story about <u>Coca-Cola</u> illustrate?
    - A Companies have lost most of their control over their brands.
    - B Companies can use consumers to create online content for them.
    - C Companies need to monitor online content very carefully.

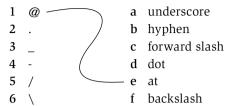
#### 5 Discuss with a partner.

- 1 Do you know any websites where people post opinions online? Have you ever posted an opinion online?
- 2 Do you look at online opinions before making a purchase (for example, before booking a hotel)? How much do they influence you?
- 3 Do you visit any product or service fan pages (for example on Facebook)?

#### **Emails**

#### Vocabulary

1 Match each symbol from a website address (1–6) with its name (a–f)



Listen to the following parts of some common email addresses. Which are said as words and which as separate letters?

com	uk	org	biz	us	ac	СО	net	
-----	----	-----	-----	----	----	----	-----	--

3 104 Listen to these email addresses. Circle S if the spoken and written addresses are the same and D if they are different.

1	gbrent_39@gmail.com	S/D
2	sales@taylormills.co.es	S/D
3	bendmurphy@hotmail.com	S/D
4	natalieomar@blogspot.com	S/D
5	www.glf.com\products	S/D
6	Mary-Ann.Perkins@copeland.org.uk	S/D
7	www.gaskelltraining.biz	S/D
8	s.denham@dur.ac.uk	S/D

4 Computer technology means there are some differences between the language used in emails and letters. Read the following sentences. Put *E* if the sentence could only be in an email, *L* if it could only be in a letter and *B* if it could be in both.

1	Nice to hear from you.
2	I attach a copy of the relevant form.
3	I enclose a copy of the relevant form.
4	Your request was forwarded to me.
5	I'm afraid I couldn't open the document.
6	I am sorry for the delay in replying.
7	I am copying James in on this message.
8	Thank you for your message. I will be out of the
	office from 26 to 28 May inclusive.
9	I am also sending a hard copy.
10	I look forward to your reply

## **½**

#### Writing

Emails can be written in a formal or an informal style. Usually they are shorter and more like spoken English than letters.

1 Match the verbs (1–10) with the more formal verb (a–j) with the same meaning.

1 talk about 2 ask 3 ask for 4 help 5 think about 6 get 7 buy 8 get together 9 let someone know	b c d e f	assist contact someone enquire meet purchase request inform someone receive discuss
	i	
10 get in touch with someone	J	consider

2 Look at the following ways to begin and end emails. Number each list in order of how formal you think the beginnings and endings are. (1 = most formal; 5 = least formal).

#### **Beginnings**

Dear John

Dear Mr Green 1

Hi John

John

Hello John

#### **Endings**

Yours sincerely 1

Best wishes

All the best

Bye for now

Kind regards

Number these two lists from 1-4, depending on how formal you think the expressions are.
 (1 = most formal; 4 = least formal).

#### Requests

Could you ...

Can you ...

I would be grateful if you could ...

Please could you ...

#### **Apologies**

We are sorry about ...

Sorry about ...

We would like to offer our sincere apologies for ... Please accept our apologies for ... 4 Below are a list of phrases from two emails about the same meeting. Write the formal and informal phrases with the same meaning in the table in the order they appear in the email.

to discuss the schedule for training day Looking forward to your reply

Hi Andy

but I could manage the week after

Can we get together sometime

Susan Jackson

to talk about the schedule for training day

but perhaps you could suggest a suitable time for the

week after

let me know

Dear Mr Morris,

I'm pretty booked up next week

Sue

I would like to arrange a meeting My diary is very full for next week

Formal	Informal
Dear Mr Morris,	Hi Andy

- 5 You have arranged a meeting with a member of staff from another department. Unfortunately you cannot now attend. Write an email to your colleague.
  - explaining why you cannot meet
  - apologising for the change of plan
  - suggesting an alternative day and time

You have not worked with this person before so keep the tone friendly but formal. Write 30–40 words.



### **Company growth**

#### **Getting started**

How do you think these international companies began? Now match each company with a sentence. Then compare your answers with a partner.

Google





d

a







#### Haier

#### Reading

- 1 Make sentences about a Chinese company called Haier by matching the beginning of a sentence (1–7) with the correct ending (a–g).
  - 1 Haier is a Chinese company C
  - 2 It began in the 1920s
  - 3 In the 1950s it became .....
  - 4 For the next thirty years .....
  - 5 Then in 1984, the local government appointed ......
  - 6 Mr Zhang was a keen student .....
  - 7 He planned to turn the company around ......
  - a of management theory and management techniques.
  - **b** it did not experience very high growth.
  - c) which manufactures electrical appliances.
  - ${\bf d}$  a new young manager, Mr Zhang Ruimin.
  - e as a simple refrigerator factory.
  - f and make it a success.
  - g a state-owned enterprise.

- 1 Samsung began as a food trading company near the South Korean city of Daegu.
- 2 made weaving machines decided to set up an automobile department.
- 3 \_\_\_\_\_began as a research project by two students at Stanford University, California.
- 4 \_\_\_\_\_\_began just after World War II when two engineers came together and started Tokyo Tsushin Kogyo. Its first commercialised product was a 'power megaphone'.
- 5 \_\_\_\_\_began in 1901 as a reorganisation of the Detroit Automobile Company.
- 6 buying discounted records and selling them to stores in London.

Which company do you think is the most successful today? Why?

2 Now read the article, which is about what happened after Mr Zhang arrived at Haier.

Mr Zhang soon realised that one of the problems was the company did not pay enough attention to quality control. In 1985, on his orders, the manufacturing team carried 76 substandard fridges onto the factory floor. Mr Zhang then

handed out hammers to the workers and told them to smash the fridges. Some workers did not want to because the fridges were so expensive, but Mr Zhang insisted. One of the hammers is still on display today to remind employees of the importance of maintaining quality.

Under Mr Zhang's leadership, the company grew rapidly and over the next fifteen years, they broadened their product range to include other electrical goods like air conditioners

and televisions. It also acquired a number of other companies. In 2008, Haier overtook Whirlpool as the world's top producer of fridges.



3	Look at Exercises 1 and 2 and find words with the
	following meanings.

1	pieces of equipment for the home appliances
2	a company or business
3	very interested in something
4	not of acceptable quality
5	break into many pieces
6	increased, or included more things in
7	obtained something (often another company)

- 4 The following statements are false. Look at Exercise 2 again and correct them.
  - 1 Quality control was good at Haier in the early 1980s. No, it wasn't very good / it was poor.
  - 2 The manufacturing team decided to carry 76 fridges onto the factory floor.
  - 3 The staff accidentally smashed the fridges.
  - 4 In the 1990s, Haier only sold fridges.
  - 5 In 2008, Whirlpool produced more fridges than Haier.

#### **Grammar workshop 1**

#### Past simple

Most of the verbs in the article are in the **past simple** tense.

- Decide which TWO of the following statements about the past simple are correct. Look at the article again to help you if you are not sure.
  - 1 You use the past simple for a finished action in the past.
  - 2 You use the past simple for an action which is not vet finished.
  - 3 You use the past simple if you say when the action happened.
- 2 Regular verbs in the past simple are made by adding -ed, but the spelling of some regular past simple verbs can be a problem. Answer the following questions. Look back at the verbs in the text if you are not sure.
  - What happens if:
    - 1 the verb already ends in *e* (e.g. *realise*)?
    - 2 the verb ends in consonant + y (e.g. carry)?
    - 3 the verb has one syllable and ends in one vowel and one consonant (e.g. *plan*)?
    - 4 the verb ends in one vowel and one consonant, but has two or more syllables and the last syllable is not stressed (e.g. *broaden*)?

- 3 Look again at Exercises 1 and 2 and find five irregular verbs (apart from the verb to be).
- - 1 They spended over 5 thousand pounds on that project. spent
  - 2 I heared the news about the merger yesterday.
  - 3 I think we payed too much for that new equipment.
  - 4 He red business studies at university.
  - 5 He toke a taxi across town to visit the factory.
  - 6 He choosed not to go into the family business.

#### Past simple questions

We form questions in the past simple with *did* plus the base form.

When **did** the company **begin**? It began in the 1920s.

We form past simple questions with was/were by inverting the verb and subject.

Why was the company a success?

The company was a success because ...

- page 27 Past simple and past continuous
- 5 Read the statements about another Chinese company. Write questions for statements (1-6).

1	Midea started up in 1968.	
	When did Midea start up?	
2	It made plastic tops for bottles.	
	What	3
3	The founder only had 5,000 renmimbi at the time	e.
	How much	?
4	It employed just 28 people at first.	
	How many	?
5	Their first electrical products were fans.	
	What	?
6	They acquired an air conditioning company in	
	1998.	
	1.0.	-

#### **Growing pains**

#### Listening

- 1 105 You will hear an interview with a business consultant about a chain of sandwich bars called Spectrum. Listen to the first part of the interview and choose the correct newspaper headline (A-C).
  - A SANDWICH BAR CHAIN **FACES COLLAPSE**
  - **B RECORD PROFITS AT SPECTRUM**
  - <sup>c</sup> SANDWICH BAR CHAIN OPENS NEW BRANCH

#### Task tip

In a business situation, you often don't have time to look up all the words you don't know. If you are not sure of your answer to Exercise 1, choose one word in the headlines to look up in your dictionary before you listen.

- 2 Work with a partner and think of some possible reasons for the current situation at Spectrum. Work with another pair. Did you think of the same reasons?
- 1)06 Now listen to the whole interview and decide if the following statements (1-6) are true or false. Write T or F.
  - 1 Profits at Spectrum began to fall one year ago.
  - 2 Spectrum need to find a buyer quickly.
  - 3 One of their main selling points was their cheap prices. .....
  - 4 Spectrum have a total of twenty branches.
  - 5 They tried to enter a very competitive market.
  - 6 They never used frozen ingredients in their products. ...
- 1) 07 Listen to the last part of the interview again and complete Adrian's advice.
  - 1 It's best for a company to expand slowly and carefully
  - 2 Don't try to enter a new market without doing
  - 3 Don't open a new branch before the existing ones
  - 4 Remember what makes your company
- 5 Which of Adrian's advice in Exercise 4 do you think is the most important?

#### Speaking

1 Work in pairs. You are going to read about a food company called Baja Fresh.

Student A: look at the information below. Student B: look at the information on page 118.

Ask your partner questions in the past simple, using the question words in brackets, to complete the missing information.

### BAJA FRESH BAJA FRES



#### Student A

Baja Fresh is a chain of restaurants which serves fresh food with a Mexican theme. The company began in 1990 when a husband and wife team opened the first restaurant in ..... ...(where?). They paid for it by taking out a mortgage on their house.

Their selling point was ...... .... (what?) and they refused to use microwaves and freezers in their kitchens. The restaurant was very successful and they gradually opened more. In 1997, they had ...... outlets (how many?).

Then in 2002 Wendy's, the international fast food restaurant, acquired Baja Fresh. They paid ... (how much?) for it. They wanted to make Baja Fresh into a big international chain but unfortunately this didn't work out. They tried to expand very quickly but they didn't pay enough attention to the original business model. ......(when?) sales began to decline and in 2004, they fell by 6.4 %. Faced with these figures, in ......(when?) Wendy's sold Baja Fresh for just \$31 million to a group of private investors.

After the sale, Baja Fresh ... ..... (what?) and tried to recreate the original brand. Now the restaurant is doing well again. In 2010, they opened a new branch in ......(where?) and in 2011, David Kim, the Chief Executive, appeared on the TV programme Undercover Boss.

- 2 What is the main message of this case study? Discuss with a partner and choose the best sentence: A, B or C.
  - A Private investors often understand their companies better than big corporations.
  - B It's more important to look after your brand than to expand quickly.
  - C Large international companies have different priorities from smaller, local ones.

### **3**

#### **Business ideas**

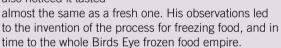
#### Reading

1 Read the article about how to come up with good business ideas. Skim it quickly to get a general idea of the content.

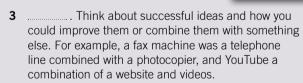
#### HOW TO FIND A GREAT IDEA

Every successful business starts with a good idea. But how can you think of one? We can all learn to think more creatively. Here are three tips to increase the chance of coming up with that great money-making idea.

- - Inuits. He noticed that when they pulled a fish out of the water, it froze almost immediately. Later, when the time came to eat the fish, he also noticed it tasted



- - gold or not. The answer came to him while he was taking a bath. Many successful business people will also tell you that their best idea came to them as they were doing something unrelated to their work. So, if you are stuck on a problem, leave it and do something completely different. Your unconscious mind will continue to search for a solution and eventually you may get that flash of insight.



- 2 Match each paragraph in the text to the correct advice.
  - A Most good ideas develop out of one or more things that existed before.
  - B Good ideas often come from looking carefully at the world around you.
  - C The best ideas often come to people when they are not expecting it.

3	Find words and phrases with the following
	meanings in the article.

1	pieces of advice tips
2	someone who starts a business
3	a group of businesses controlled by one person o
	organisation
4	unable to progress with
5	join to something else

#### **Grammar workshop 2**

#### Past continuous

The text contains verbs in the past simple tense and the **past continuous**. (*was/were+-ing* form)

- 1 Match the past simple and past continuous rules with the correct example from the text, A, B or C.
  - 1 We use the past simple when one event happened after another in the past.
  - 2 We use the past simple and past continuous together to show an action that happened in the middle of another activity.
  - 3 We use the past continuous to describe the background and the past simple for the events of a story.
  - A The answer came to him while he was taking a bath.
  - B When they pulled a fish out of the water, it froze almost immediately.
  - C He was working on a government project in the Arctic. One day he went fishing with some Inuits.
- We can use words like as to join an action in the past simple with an action in the past continuous. Find two similar words in sentences A-C.
- 3 Read the story and put the verbs in brackets in the correct form, past simple or past continuous.

#### **ANNA DICKSON: MUMMY MITTS**

Anna Dickson 1came (come) up with the idea of
Mummy Mitts while she 2(push) her daughter's
pram. It was a cold day and so she 3(wear)
gloves. Every time her mobile <b>4</b> (ring) or she
5(need) to attend to her daughter, she
6(have) to take off the gloves and find
somewhere to put them. Then the idea <b>7</b> (hit)
her. Why not attach the gloves to the handle of the pram?
That was the beginning of Mummy Mitts. She 8
(launch) the product in 2006 and now they are on sale
across Europe.

page 27 Past simple and past continuous



## **Corporate culture**

#### **Getting started**

What makes a company a good place to work? Number the following in order of importance for you (1 = the most important).

a good relationship with your boss friendly colleagues a variety of different things to do a fixed routine good opportunities for promotion flexible hours

Compare your list with a partner. Try to agree on the three most important things.

#### **Company culture**

#### Reading

1 Read the following dictionary definition.

**Company culture** *n*. the values, beliefs and traditions in a company which influence the behaviour of its staff. It is important for jobseekers to know about the culture of an organisation before accepting a job.

What kind of company culture is best for you? Do the quiz to find out. Circle A for agree or D for disagree.

### What kind of company culture would suit you?

#### **SECTION A**

- 1 I like taking time to have a chat with colleagues even if this means spending more time at work. A/D
- 2 It's nice when people at work celebrate birthdays or special occasions. A/D
- 3 I prefer people to fix a time to meet me rather than come to my office or my desk at any time. A/D
- 4 I don't like working in an open space with everyone's desk in the same area. I work better in an office of my own. A/D
- **5** I like to put photos and personal objects in my workplace. A/D

#### **SECTION B**

- 6 If I disagree with my boss, I should be able to tell him/her. A/D
- 7 I prefer to receive a formal report about my work, not just casual comments. A/D
- **8** When my boss gives me something to do, I like to get detailed instructions that I can follow. A/D
- **9** It's important for me to feel I am involved in the decision-making process at work. A/D
- 10 A company should have standard procedures and policies that everyone must follow, not ones which change with people's situations or personalities.

  A/D

#### **SECTION C**

- 11 A company must keep up with the times. A/D
- 12 I need to take on challenges to make my job interesting. A/D
- 13 When planning a strategy, it is useful to look at what has worked well in the past. A/D
- 14 A company should be proud of its traditions. A/D
- **15** Finally, which of these proverbs do you prefer?
  - a Better safe than sorry
  - b Nothing ventured, nothing gained



### **4**

3 Add up your scores for sections A, B and C.

#### **SCORES**

#### Section A

**1** A=1 D= 0 **4** A=0 D=1 **2** A=1 D=0 **5** A=1 D= 0

**3** A=0 D=1

Questions 1–5 are about your relationship with colleagues. A score of higher than 2 suggests that you like to work for a company where employees are friends and can talk about personal matters. A score of 2 or less means that you prefer to keep your work life separate from your personal life.

#### Section B

**6** A=1 D=0 **9** A=1 D=0 **7** A=0 D=1 **10** A=0 D=1

Questions 6 to 10 are about your relationship with your managers. A score of higher than 2 suggests you like to work in a company where roles between managers and staff are flexible. A score of 2 or less means that you like to work in a company where people have clearly defined roles and there is more distance between staff and managers.

#### Section C

**13** A=0 D=1

Questions 11 to 15 are about your attitude to tradition. A score of higher than 2 means you like to work in a company which values new ideas and takes serious risks. A score of 2 or less means you prefer the security of a company with strong traditions.

4 Compare your scores with a partner to see if you would like to work in the same sort of organisation.

#### Vocabulary

When recording vocabulary it is useful to record words which are often used together. These are called *collocations*. Usually the words are from different parts of speech.

verb-noun collocations like these are very useful.run a business launch a product

- 1 Look at the questions in the corporate culture quiz again. Find verb-noun collocations with these meanings.
  - 1 talk informally have a chat
  - 2 make an appointment .....
  - 3 change things to be more modern ......
  - 4 agree to do something difficult ....
  - 5 decide the way to do something in the future ......

There are other types of collocations like these:

#### adjective-noun

We offer a **wide range** of services. This seems an **effective solution**.

#### noun-verb

Sales increase in the summer.

The market is expanding quickly.

#### verb-adverb

They have *invested heavily* in new technology.

I have to work closely with my colleagues.

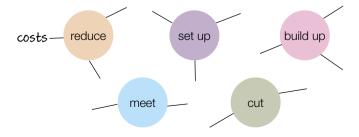
- 2 Find adjective-noun collocations in the quiz with these meanings.
  - 1 the normal ways of doing something
  - 2 (in the scores analysis) big danger

It can also be useful to record the verbs that often go before adjective—noun collocations, for example, the collocation *wide range* is often preceded by the verbs *offer* or *provide*.

What verbs would commonly come before the two adjective–noun collocations you found for questions 1 and 2 above? Look back to the quiz to find out.

3 Which words and expressions in the box can form collocations with the verbs below? You can use some of the words and expressions more than once.

a meeting your needs a good relationship prices the risk a deadline a system a business costs your confidence



4 Read the following company profiles from a networking site for professionals, and circle the correct words. Use the vocabulary information and the collocations in Exercise 3 to help you.

Geniolink provides software and IT support for small businesses. We specialise in 1 meeting/ touching the needs of customers in local markets. We work 2 tightly/ closely with each of our clients to 3 build up/ set up good relationships, look at how technology can provide 4 capable/ effective solutions to their problems and help them to 5 take on/ keep up new challenges. Communicating with us is easy. We provide our clients with just one number to call for all their IT needs, so they can 6 run/ make their businesses while our local experts manage the systems.

IV Software is a global technology company which deals with clients in over 150 countries. We offer a 7 tall/wide range of technology and consulting services and each year we invest 8 heavily/deeply in research and development. We aim to bring benefits to all the countries we work in. With our cutting edge technology, we promote growth, encourage investment and 9 reduce/cut risks. Our work includes helping governments to 10 build up/set up systems which will increase the availability of clean water and improve the health and safety of populations. We hope to make the world a better place for everyone.

- 5 Look at the profiles again and choose three more useful collocations to record in your vocabulary notes.
- 6 Business English students often confuse collocations with make, do and have. Choose the correct collocation with make, do or have in the following sentences.
  - 1 For my visit, please *do/(make)/have* a reservation at the Station Hotel.
  - 2 You need to *make/do/have* all the arrangements as soon as possible.
  - 3 I am looking forward to *making/doing/having* business with you.
  - 4 I want to do/make/have a meeting with all staff.
  - 5 Our employee *did/made/had* a mistake with the sending date.
  - 6 Could you come and *make/do/have* a product demonstration in our office?
  - 7 I need to *make/do/have* changes to the product.
- Write three questions using the make/do/have collocations above. Then ask and answer the questions in pairs.

When did you last make a hotel reservation? Last month when I went to New York.

#### **Describing changes**

#### Listening

- 1 108 A company's culture often changes over the years.
  Listen to a telephone conversation in which one person is asking another about the company culture at his place of work. In which order do they talk about the following things?
  - possibilities for promotion
  - staff benefits
  - the company culture
- Listen to the conversation again.Make notes on what Adam says about:



- 1 the company when he joined
- 2 the company now
- 3 Compare your notes with a partner. Did you write down the same points?
- 4 Adam says the change in the company happened after a merger. What other events do you think could change the culture of a company? Discuss your ideas with your partner.

#### Writing

- You are the staff representative in a company. The management are proposing some changes to your working hours. You decide to call a meeting with staff to discuss the changes with them. Plan an email to all staff:
  - saying what the changes to the working hours will involve
  - giving the time and day of the meeting
  - explaining why the meeting is important
- 2 Match the sentence beginnings with the possible continuations on the next page.
  - 1 The management are planning to make
  - 2 The management want to introduce
  - 3 I would like to set up
  - 4 Could we have
  - 5 I think we need to

- a let them know our opinions ...
- b a meeting ...
- c make our feelings clear ...
- d some changes ...
- 3 Now choose three of the sentences to complete and put them in the right order to create your email. Write 30-40 words.

#### **Asking for information**

#### Speaking

1 Look at the list of questions below. Find five pairs of questions which have the same meaning and write them next to each other in the table below. You will be left with four questions which do not form a pair.

What's the name of your company?
What's your job?
What are you studying?

What do you hope to do in the future?

What do you enjoy about your job/studies? What time do you start and finish work?

Do you do many different things in your work/studies?

Do you travel much in your job?
What exactly do you do?
What are your plans for the future?
What are your working hours?
Who do you work for?
What does your job involve?
What do you do?

Question A	Question B
What's the name of your company?	Who do you work for?

Work in pairs. Choose three of the questions from Exercise 1 to ask your partner. When your partner answers, ask another question of your own.

Student A: What are your plans for the future? Student B: I want to work for my father's company. Student A: Oh. Where is that based?

- Work in a different pair. Read through the list of questions (1–6) and the list of reasons (a–f). Take it in turns to ask and answer questions. When answering, choose a reason from the box and add either another reason or more detail of your own.
  - Is it important for a company to:
    - 1 offer flexible hours? \_\_\_\_
    - 2 give employees their own workspace? .....
    - 3 provide laptops for their employees? .....
    - 4 offer training to their employees? ......

- 5 have a workforce with different types of people?
- 6 have rules about what their employees can wear? .....
  - a this is part of the company's image
  - b different people can bring different ideas
  - c some staff have family commitments
  - d staff need a place to leave unfinished work
  - e staff need to feel they can develop
  - f staff can work when they are travelling

**Student A:** Is it important for a company to offer flexible hours?

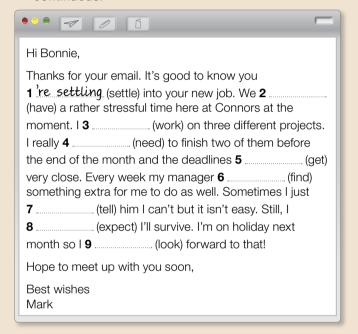
**Student B:** Yes, because some staff have family commitments. It can be a good thing for working parents who need to organise childcare.

## **Grammar workshop 1**

#### Units 1-4

#### Present simple and present continuous

1 Complete the email by putting the verbs in brackets in the correct form, either present simple or present continuous.



- Usually the verb *have* is a state verb.

  Our company *has* (= possesses) three offices in Scotland (NOT 'is having').

  (In an informal style, we can also use have/has got in this case.)
- In expressions where it does not mean 'possess', we can use it in the continuous.
  - The manager **is having** lunch at the moment.
- - 1 'Where are your colleagues?' 'They have / are having a drink in the bar.'
  - 2 We *have* / *are having* a number of products which might interest you.

- 3 You can't come in now because the department *have / are having* a meeting.
- 4 We *have / are having* a really good new designer in our department.
- 5 We *have / are having* a big meeting room with an electronic whiteboard and computer.
- 6 'Why is the training room empty?' 'The team *all have / are all having* coffee in the canteen.'
- 7 I can't do that today because I *have / am having* too much other work to do.
- 8 My colleague *has / is having* a really interesting time at the trade fair.

#### Position of time phrases

■ Short time adverbs of frequency like *sometimes* usually go after the verb *to be* but before another main verb.

We always meet at 9 o'clock.

He is **sometimes** late.

■ Frequency expressions like *every day* usually go at the end of the phrase.

We speak on the phone every day.

The manager is having lunch at the moment.

### Put the words in brackets in the correct position in these sentences.

- 1 I check my emails from home. (sometimes)

  I sometimes check my emails from home.
- 2 She is in the office on Mondays. (never)
- 3 They promote people from within the company. (often)
- 4 We have a shareholders meeting. (twice a year)
- 5 My PA doesn't deal with matters like this. (usually)
- 6 He comes to the board meeting. (every week)
- 7 They use artificial flavourings in their products. (never)
- 8 Those suppliers aren't very reliable. (always)
- 9 The hotel is fully booked in July. (often)
- 10 We are reviewing a number of our policies. (currently)

#### Past simple and past continuous

1 Read the text and then write questions in the past simple for the given answers.



Levi Strauss was born in Bavaria in 1829 but when he was 17, he and his family emigrated to the USA. In 1853, he set up his first clothing business in Battery Street, San Francisco. Some years later, he received a letter from a local tailor named Jacob Davis. Davis had an idea for a new design for men's trousers and wanted to know if Levi was interested. The two men

went into partnership and production began in 1873. At that time the trousers were called 'overalls'. Later, in 1960, they stopped using this name and started calling the trousers 'jeans' instead.

The company always ran strong advertising campaigns for their products. At first they used posters and billboards, but later advertised on the radio and made their first TV commercial in 1966. Their strong advertising is probably one reason why the company grew so rapidly.

1 When did Levi Strauss' family emigrate to the USA?

When he was seventeen.

2		?
	In Battery Street, San Francisc	0
3		?
	In 1873.	
4		?
	In 1960.	
5		?
	In 1966.	
6		?

Probably because of their strong advertising.

- 2 Put the verbs in brackets in the correct form, either past simple or past continuous. Use each tense once in each sentence.
  - I \_\_\_was\_taking\_\_(take) out my phone when your message \_\_came\_\_(come) through.
  - 2 When I ...... (go) into the boardroom, the CEO ...... (sit) at the head of the table.
  - 3 They \_\_\_\_\_ (wear) visitors badges so I \_\_\_\_ (know) they didn't work there.
  - 4 He ...... (live) in the USA when he ...... (meet) his business partner.
  - 5 I ...... (write) an email to our suppliers when the computer screen ...... (freeze).
  - 6 I ...... (not send) the document because the scanner ...... (not work).

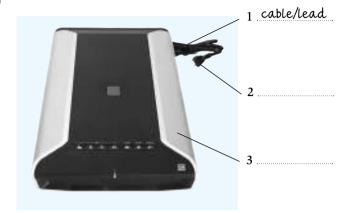
- 3 O Business English students sometimes try to use the past continuous too much instead of the past simple. Correct the following sentences by replacing the past continuous with the past simple. TWO of the sentences are correct.
  - 1 I was on holiday for three weeks and I was just coming back yesterday. just came
  - 2 I am writing with regard to your advertisement which I was reading in *Business Chronicle*.
  - 3 The refreshments arrived while he was giving the presentation.
  - 4 I couldn't print the document because the printer was falling on the floor.
  - 5 They were locking up when the manager phoned to say she was still in the building.
  - 6 I was working in the same department for six years so after that I was ready for a change.
- 4 O Business English students sometimes spell -ing forms and past tenses wrongly. Correct the following wrong spellings made by candidates in Cambridge business exams. TWO of the sentences are correct.
  - 1 He is studing business administration at Harvard. studying
  - 2 I am writting to confirm the conference room booking.
  - 3 We stopped making that model two years ago.
  - 4 Profits droped in the second half of the year.
  - 5 Two new clients are comming this afternoon.
  - 6 You can get the information by referring to the website.
  - 7 Our company is planing to make a video.
  - 8 They delivered the order this morning.

# **Describing equipment**

#### **Getting started**

Label the parts of the objects (1–11) with the correct words from the box (a–k), using your dictionary if necessary.

a buttons g stand/base
b blade h bulb
c cable/lead i switch
d cover j plug
e lens k headphones
f touch screen





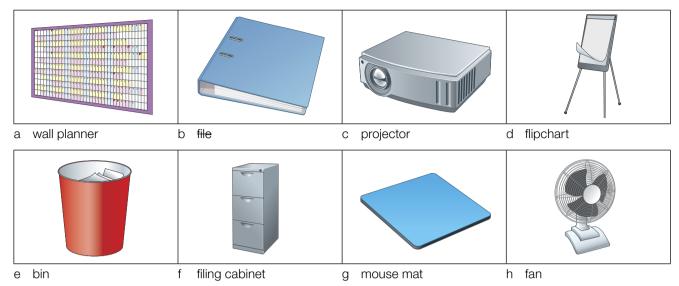
#### **Describing objects**

#### Vocabulary

1 Think of the desk you use in your workplace or at home. What objects are on it at the moment? Make a list. Compare your list with a partner. Do you have anything personal on your desk like photos?

#### 2 Look at the objects (a-h) in the box and match each one with its correct description (1-8).





- 1 It's usually made up of three rectangular pieces of cardboard and inside there are two steel rings. You use it to keep documents in. ....b.....
- 2 It's a large rectangular piece of paper which you put on the wall. You use it to record your appointments and deadlines.
- 3 It's made up of a stand at the bottom and some blades at the top. You use it to keep the office cool
- 4 It's a container usually made of plastic. You put some types of rubbish in it.
- 5 It's made of plastic, or glass and metal and it works by electricity. It makes an image appear on a screen by using light through a lens.
- 6 It's a rectangular piece of furniture with two or three drawers. You use it to keep documents in
- 7 It's made up of a piece of plastic on a stand. You use it to hold large pieces of paper when you give
- 3 Read the descriptions again and write six more materials and three shape adjectives in the table.

Materials	Shape adjectives
cardboard	

4 Add four materials and four shape adjectives to the table. Use a dictionary if necessary. Then compare your answers with a partner.

#### **Dimensions**

#### Listening

- 2 Unscramble the letters in the box to make words to complete the questions in column B.

phetd nethgl tehihg itdhw ezsi	
--------------------------------	--

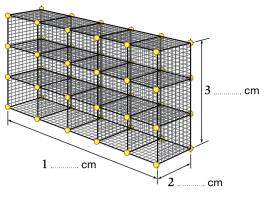
A	В				
How + adjective + is it?	What's the + noun?				
How big is it?	What's the size ?				
How wide is it =	• What's the <b>1</b> ?				
How deep is it?	• What's the <b>2</b> ?				
How high is it?	• What's the <b>3</b> ?				
How long is it?	What's the 4				
We use <i>long</i> and <i>wide</i> for two-dimensional areas like the space in a room.					
We usually use <i>wide</i> , <i>high</i> (from top to bottom) and <i>deep</i> (from front to back) for three-dimensional objects.					
Notice the word order in t	he answer:				

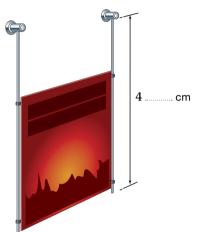
How long is it?

It's three metres long (NOT: It's long three metres.)



1 09 Listen again and label the equipment with the correct measurements.





4 1 10 You will hear another conversation about an order for some storage boxes. Listen and fill in the missing information.

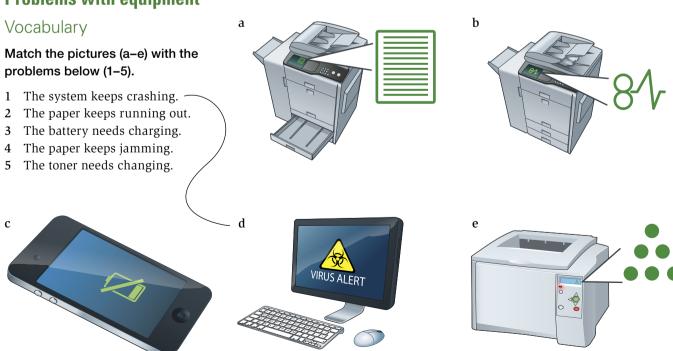
1	Product: Customer's name:	tool storage box . Routledge
		mm × 800 mm ×mm
	Model number:	JNV90
3	Colour:	
4	Price:	<u></u>
5	Delivery:	week beginning

#### Speaking

- 1 If you don't know the English word for something you need, you can describe it. There are several ways you can do this.
  - 1 Describe the parts of the object: It has/ it's made up of a small screen and several buttons.
  - 2 Describe the shape and material: *It's rectangular. It's made of plastic and metal.*
  - 3 Describe the dimensions:

    It's quite small, about 10 cm long and 4 cm wide.
  - 4 Describe what you use it for: You use it to call people or send messages.
- 2 Work in pairs. What is the object described above? Take it in turns to choose an office object or a tool that is used in your company. Describe it to your partner without naming it or saying what you use it for. Your partner must guess what it is.

#### **Problems with equipment**



### **5**

#### Reading

At work, you sometimes have to use two texts to find different pieces of information so that you can put them together in another document, like a form or a report. The following exercise gives you practice in extracting this sort of key information.

1 Read the headings in the repairs request form below. Then answer the following question.

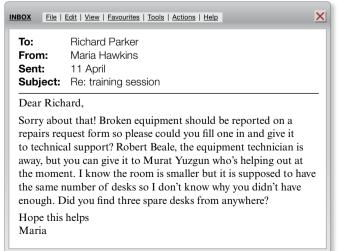
In which space(s) would you expect to write:

- a the name of an object?
- b a place?
- c the name of a person?

REPAIRS REQUEST FORM			
For the attention of		(Department) technical support	
Equipment:	3		
Location:	4		
Problem:	5		
Noted by:	6		
Date noted:	7		

2 Now read the two emails below and complete the repairs request form.





#### The gizmo game

#### Listening

1 You can use the word gizmo to describe a gadget whose name you cannot remember. Work with a partner. Look at the object below and discuss what you think it is used for.



2 Complete the description of the object using the words in the box. Check your answers in pairs.

handles pliers ring round scissors screw

This tool	is made up c	of two pieces of	of metal, joined
in the mid	ddle with a <b>1</b>	screw or	rivet, rather
like a pair	of <b>2</b>	or <b>3</b>	I imagine
they form	4	that you can	hold in your two
hands. At	the top of o	ne of the piec	es, there is a small
semicircu	lar piece of 1	metal like a <b>5</b>	with a
piece mis	sing. At the	top of the oth	er piece, there is
another <b>6</b>	S	olid piece of r	netal.

- The following verbs describe actions that you might do with different tools. Match the verbs (1–6) with the definitions (a–f).
  - 1 assemble  $\bigcirc$  a attach something so it cannot move
  - 2 dismantle **b** put the parts of something together
  - 3 fit c take something to pieces
  - 4 fasten d change something slightly
  - 5 adjust e take something away

answers with a partner.

- 6 remove f put something into a small place designed for it
- 4 111 Listen to Speakers 1–3 describe what the tool above is used for. One speaker is telling the truth about its use and the other two are lying. Note down the use each speaker gives for the tool. When you have completed your notes, compare your
- 5 1 II Listen to the recording again and write down more details about what each speaker says. Work with your partner and decide which speaker is telling the truth. Check your answer with your teacher.



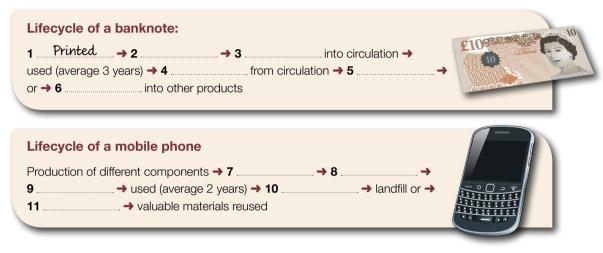
### **Processes and procedures**

#### **Getting started**

- 1 Complete the two definitions by choosing the correct word:
- 2 Complete the diagrams with the past participles in the box below.

The 'life cycle / lifespan of a product refers to the different stages that it goes through, from when it is produced to when it is thrown away, or from when it is put on the market by a company to when it is withdrawn. The 'life cycle / lifespan of a product is the average length of time that it can be used.

assembled cut dismantled distributed printed purchased put recycled removed shredded thrown away



- 3 Look at the diagrams and decide if the following are true (T) or false (F).
  - 1 Old banknotes are sometimes recycled into other products. T
  - 2 The average lifespan of a banknote is 2 years.
  - 3 At the end of its life cycle, the materials from mobile phones are always recycled.
  - 4 After banknotes are removed from circulation, they are shredded.

#### **Grammar workshop**

The passive

#### **Company background**

Karhu is a Finnish brand of sports equipment.

The brand began in 1916 and appeared on their skis. Now it is licensed to a number of different manufacturers, but Karhu skis are still produced by the original company. The word 'Karhu' is Finnish for 'bear' and the picture of a bear is used as a logo on many of their products.

1 Read the information about Karhu in the box above and underline all the verbs. 2 Three of the verbs are written in the passive. Compare the passive sentences in bold with the active sentences with the same meaning in the table below. For each sentence (1–4) write S next to the subject, O next to the object and V next to the verb. Not all sentences require an object.

Note: in the passive sentences, the object of the active sentence becomes the subject.

1 The original company S	still produces V	Karhu skis. O	
2 Karhu skis	are still produced	by the original company	on their
3 They	use	the picture of a bear	products.
4 The picture of a bear	is used		