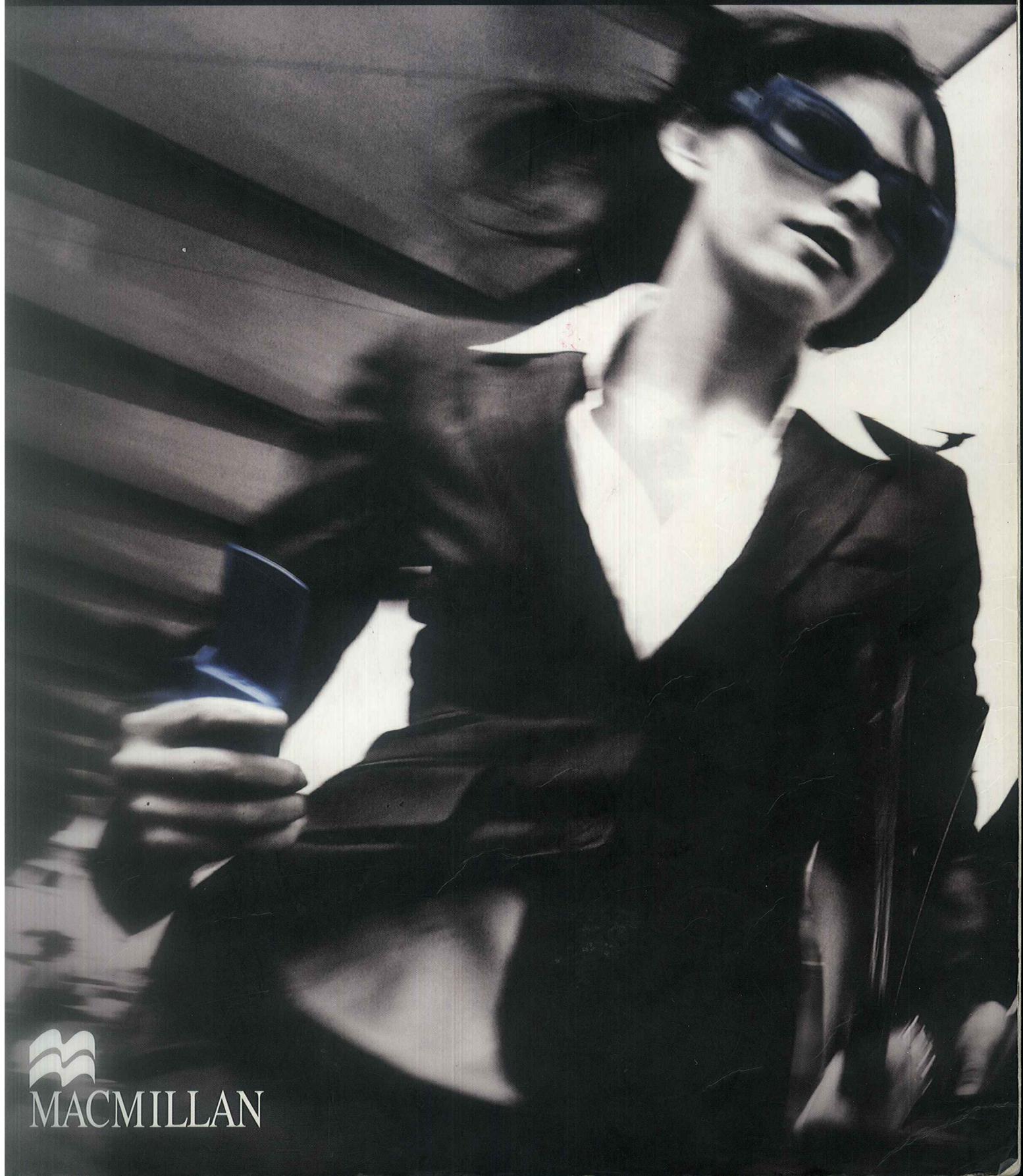


The Business 2.0

B2 UPPER INTERMEDIATE Student's Book

John Allison and Jeremy Townend with Paul Emmerson



MACMILLAN

The Business 2.0

B2 UPPER INTERMEDIATE Student's Book

John Allison and Jeremy Townend with Paul Emmerson

MP 4067 |₁₃ + (a + cD)



MACMILLAN

The Business 2.0

B2 UPPER INTERMEDIATE

To the student

The objective of *The Business 2.0* is to help you learn two things: how to do business in English and the language you need to do it. The new language and structures are presented in the Student's Book whilst the eWorkbook provides language practice and extension.

Here is a summary of what you will find in each.

Student's Book

The modules

The Student's Book contains 48 modules in eight units. Each unit deals with a key sector of activity in the business world. There are six different types of module:

1 About business

These modules contain information and language for the topic area of each unit. The focus is on understanding the topic and the general sense of the texts – don't worry too much about details such as new vocabulary.

2 Vocabulary

These modules build on the important words and phrases associated with the topic and provide thorough practice.

3 Grammar

These modules help you practise the grammar in a communicative and meaningful way, in business situations relating to the unit topic. Before you start, read the 'Refresh your memory' box to remind yourself of the key grammar points. Use the Grammar and practice section at the back of the book for consolidation.

4 Speaking

These modules develop understanding and speaking skills in typical business situations. In these modules, you build up a checklist of useful expressions to use in the speaking activities. The activities themselves allow you to practise these expressions and your speaking skills in realistic situations with other people.

5 Writing

These modules provide practice for the most important types of document you will need to write at work. You analyse a model text, focus on key language and use both as a basis for doing a writing output activity.

6 Case study

The case studies provide an opportunity to apply all the language, skills and ideas you have worked on in the unit. They present authentic problem-solving situations similar to those you will meet in business.

Internet research

Every module includes an Internet research task to encourage you to explore the topic in more detail. The tasks can be done before or after working on the module. Remember that to search for an exact phrase, you may get more accurate results if you put quotation marks around it.

Other features

In addition to the eight main units, the Student's Book contains the following:

Business fundamentals

This opening section introduces you to basic business principles and vocabulary. It provides a solid foundation for you to build on in the course and will help you get the most out of all components of *The Business 2.0*.

Reviews

These units can be used in three ways: to consolidate your work on the units, to catch up quickly if you have missed a lesson, and to revise before tests or exams.

Additional material

This section contains all the extra materials you need to do pair- or group-work activities.

Grammar and practice

This section gives a useful summary of grammar rules with clear examples, and also provides further practice of the essential grammar points in this level of the course.

Recordings

Full scripts of all the audio recordings are provided, allowing you to study the audio dialogues in detail. However, try not to rely on reading them to understand the listenings – very often you don't need to understand every word, just the main ideas.

Glossary

In each module, there is a short glossary of words you may not know. The definitions for these are in the Glossary at the back of the book. Words in red are high-frequency items, which you should try to learn and use. The others, in black, are words you just need to understand.

eWorkbook

The Business 2.0 eWorkbook provides everything you would find in a printed Workbook, as well as extra multimedia resources. It is mainly intended for self-study or home study and contains material to support and enhance the activities in the Student's Book.

Language practice

This section contains activities to consolidate the language presented in the Student's Book. You can practise grammar, vocabulary, listening, pronunciation, reading and writing.

Watch

This section contains a video clip and worksheet to accompany each unit in the Student's Book. The video clips are episodes of a mini-drama that illustrate the communication and people skills in each unit. The exercises allow you to practise the functional language in the video.

Tests

You can test yourself at any point in the course using the eWorkbook, by setting either the time or the number of questions. Your test scores are recorded for your reference.

Print and work

This section offers a pen-and-paper version of the activities in the Language practice section. You can also download the audio tracks required for these activities.

Grammar help

You can refer to this section for helpful grammar rules and examples.

Word lists

This section contains the key words and definitions from the Vocabulary modules in the Student's Book.

Dictionary

Use the Dictionary Tool to link to the *Macmillan Dictionary* online
<http://www.macmillandictionary.com>

Writing tips

This section provides explanations and exercises on aspects of writing, such as spelling, punctuation and paragraphing.

Listen

This section contains all the audio recordings from the Student's Book and eWorkbook, together with the audio scripts. You can download all the material in this section to a mobile device for listening on the move.

We sincerely hope you will enjoy working with *The Business 2.0*. Good luck!

John Allison Jeremy Townend Paul Emmerson

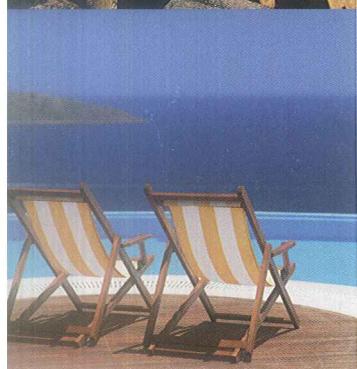
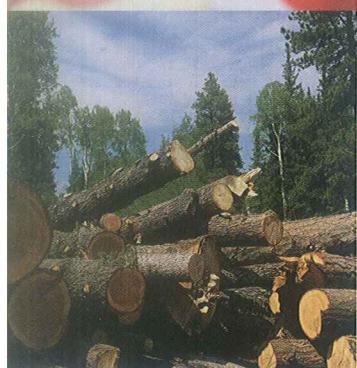
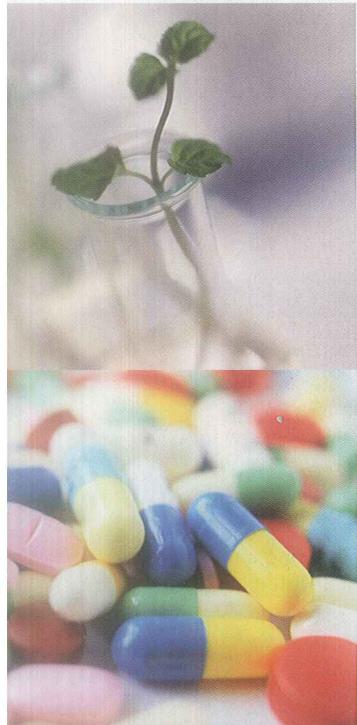
Contents

Business fundamentals		PAGES 6–9 Business organization Economic cycles Breakeven analysis CVs and recruitment		
		About business	Vocabulary	Grammar
1 Building a career PAGE 10	2.1 The education business Reading: <i>What price a degree?</i> Discussion: Your degree – who should pay?	1.2 Education and career Collocations relating to education and funding Action verbs for CVs Verbs relating to career stages	1.3 Tense review Past, present and future tenses Time markers	
2 Information PAGE 22	2.1 IT solutions Reading: <i>The IT fallacy</i> Discussion: Attitudes to IT	2.2 Information systems and communication Comparisons Verbs relating to IT Expressions for giving information	2.3 Comparing solutions and getting help Comparatives and superlatives Polite requests and responses	
Reviews 1 and 2	PAGES 34–35			
3 Quality PAGE 36	3.1 What quality means Reading: <i>Two kinds of quality</i> Discussion: 'Taken-for-granted' quality, 'enchanting' quality and planned obsolescence	3.2 Quality and standards Word-building Adjectives relating to quality Collocations relating to quality standards	3.3 Passive structures and <i>have something done</i> <i>be + past participle</i> (past, present and future tenses; modals) <i>have something done</i>	
4 Feedback PAGE 48	4.1 The project team Reading: <i>Smells like team spirit</i> Discussion: Project management and team-building	4.2 Managing people and projects Character descriptions Adjectives for character types Colloquial expressions Project management collocations	4.3 Regrets, speculation and habits modals + <i>have + past participle</i> Third conditional <i>used to; be/get used to</i>	
Reviews 3 and 4	PAGES 60–61			
5 Selling more PAGE 62	5.1 Social media marketing Reading: <i>Social marketing doesn't have to suck</i> Discussion: Attitudes to social media marketing	5.2 The marketing mix The four Ps, the four Cs, mix coherency and mix dynamics Marketing techniques Marketing collocations	5.3 Questions for persuading Question tags Negative questions	
6 New business PAGE 74	6.1 Developing a business Reading: <i>Five simple rules for building a blockbuster brand</i> Discussion: Developing an idea for a new business	6.2 Funding a start-up Types of funding Vocabulary relating to funding Steps in a funding application Phrasal verbs	6.3 Future continuous and future perfect <i>will be doing</i> <i>will have done</i> <i>will have been doing</i>	
Reviews 5 and 6	PAGES 86–87			
7 Financial control PAGE 88	7.1 Accountants Reading: <i>Why it's trendy to be a future accountant</i> Discussion: Accountancy as a career choice	7.2 Financial documents and regulation Vocabulary relating to financial documents Accounting terms Verbs for enabling and preventing	7.3 Cause and effect, ability, articles <i>owing to, stemmed from, led to, resulted in, etc.</i> <i>can, could, was/were able to, managed to, succeeded in, etc.</i>	
8 Fair trade PAGE 100	8.1 Fair trade or free trade? Reading: <i>Why fair trade is a bad deal</i> Discussion: Fair trade vs. free trade	8.2 Contracts and corporate ethics Collocations with <i>contract</i> Expressions used in a contract Types of unethical behaviour	8.3 Obligation and permission, inversion <i>can, can't, must, mustn't, have to, don't have to, (not) be allowed to</i> Using inversion in legal documents	
Reviews 7 and 8	PAGES 112–113			
Additional material	PAGES 114–121	Grammar and practice	PAGES 122–137	Recordings
Glossary	PAGES 148–159			

Speaking	Writing	Case study
1.4 Interviewing: giving reasons Expressions for giving reasons Roleplay: a job interview	1.5 Cover letters Analysis: paragraph function Language focus: dynamic sentences	1.6 Mangalia Business School Discussion, reading, listening and presentation relating to a Romanian business school
2.4 Telephoning Expressions for telephoning Roleplay: telephone situations	2.5 Memos Analysis: paragraph order Language focus: register	2.6 Meteor Bank Discussion, reading and listening relating to a Nigerian bank
3.4 Delivering presentations Expressions for signposting Presentation: presenting a product	3.5 Emailing: quality problems Analysis: level of formality Language focus: formal and informal expressions	3.6 Zaluski Strawberries Discussion, reading, listening and presentation relating to a Polish strawberry co-operative
4.4 Coaching Expressions for coaching Roleplay: an interview between a manager and an employee	4.5 Reports Analysis: paragraph function Language focus: linking words and expressions	4.6 Trident Overseas Discussion, reading, listening and roleplay relating to a British oil company operating in Africa
5.4 Dealing with objections Expressions for dealing with objections Negotiation: selling a study trip	5.5 Mailshots and sales letters Analysis: paragraph function and content Language focus: the tripling technique	5.6 Backchat Communications Discussion, reading, listening and negotiation relating to a South Korean mobile phone supplier
6.4 Presentations: taking questions Expressions for commenting on questions Presentation: a 60-second talk	6.5 A company profile Analysis: structure guidelines Language focus: impact collocations	6.6 Angels or demons? Discussion, reading, listening and presentation relating to pitching an idea to business angels
7.4 Communicating in meetings Expressions for communicating in meetings Roleplay: a meeting	7.5 Minutes Analysis: presentation and content Language focus: action verbs	7.6 Car-Glazer Discussion, reading and listening relating to a Czech glass replacement company
8.4 Negotiating a compromise Expressions for negotiating a compromise Negotiation: trading commodities	8.5 Assertive writing Analysis: adopting the correct tone Language focus: assertive expressions	8.6 Green Hills Coffee Discussion, reading, listening and negotiation relating to a coffee producer and a Guatemalan supplier

Business fundamentals

- ▶ industry groups and sectors
- ▶ types of business, business models and management structure



Business organization

Discussion

- 1 With a partner, decide which industry group and sector these companies belong to.

BASF Boeing Carrefour China Life GlaxoSmithKline Google Nestlé Total

Industry group	Sector
Oil & Gas	Oil & Gas Producers, Oil Equipment & Distribution, Alternative Energy
Basic Materials	Chemicals, Forestry & Paper, Industrial Metals & Mining
Industrials	Construction, Aerospace & Defence, Packaging, Electronic & Electrical Equipment, Engineering, Transportation, Business Support Services
Consumer Goods	Automobiles, Food & Beverages, Personal & Household Goods, Tobacco
Health Care	Health Care Equipment and Services, Pharmaceuticals & Biotechnology
Consumer Services	Retail, Media, Travel & Leisure
Telecommunications	Fixed and Mobile Telecommunications
Utilities	Electricity, Gas, Water
Financials	Banks, Insurance, Real Estate, Equities
Technology	Software, Hardware, Computer Services

- 2 List five large companies in your country. Identify their industry group and sector.

Reading

- 3 Read the summaries and name companies or people you know for each category.

Type of business

Sole trader/Sole proprietorship The business is owned by one person who is responsible for any debts.

Partnership Two or more people run the business together. All partners share profits and losses.

Limited company/Limited liability company (Ltd/LLC) The company is responsible for any losses, not the owners. The company is private, i.e. shares cannot be sold to the public.

Public limited company/Corporation (plc/Corp/Inc) The company is owned by shareholders who receive dividends and who may gain or lose money if the share price goes up or down.

Business model

B2B (business to business) Companies sell to companies.

B2C (business to consumer) Companies sell to individuals.

C2C (consumer to consumer) Individuals sell to individuals.

B2B2C (business to business to consumer) Third-party vendors or consultants sell a company's products to consumers.

Management structure

The Board Chairman, CEO, CFO, Non-Executive Directors

The Management Committee/top management CEO, CFO, Directors of Marketing, HR, IT, etc.

Middle management Managers of divisions, departments, branches, etc.

Supervisory/first line management Supervisors, team leaders, etc.

Discussion

- 4 In groups, discuss the questions.

- 1 Which sectors and types of business would/wouldn't you like to work in? Why?
- 2 What level of management do you hope to reach in the short term and in the long term?

- the business cycle
- the investment cycle

Economic cycles

Reading

1 Read the article and choose the best alternative in bold.

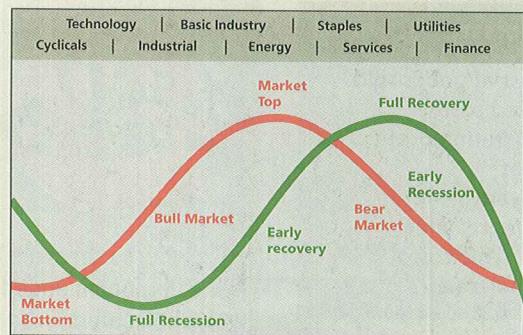
The Business Cycle

Economic growth usually follows a pattern of contraction and expansion punctuated by troughs and peaks.

When an economy is in recession, central banks lower interest rates to encourage spending. After reaching market bottom, stock markets start to invest in the technology and industrial sectors. The bull market begins well before recovery is visible in the economy.

The stock market reaches market top before full recovery in the economy, and investors move into staples and services. But as growth increases, so does inflation and central banks raise interest rates in order to control it.

The markets then expect a period of contraction and become bearish: investors prefer to invest in utilities and bonds. Economic growth starts to slow, the economy moves into recession and the cycle continues.



Glossary PAGE 148

- bear market
- bond
- bull market
- euphoric
- greater fool investor
- staple
- trough
- value investor

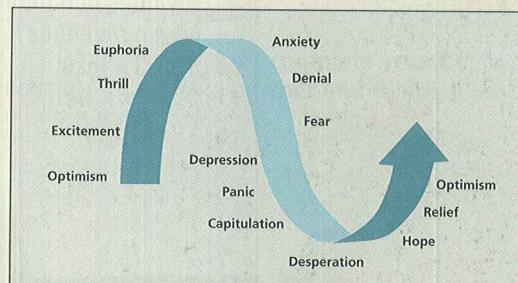
- 1 Interest rates usually **rise** / fall in a period of recession.
- 2 When inflation increases, central banks **lower** / **raise** interest rates.
- 3 A bull market is **optimistic** / **pessimistic** about the economy.
- 4 A bear market begins **before** / **after** recession.
- 5 Bonds are a more popular investment than stocks in a **bull market** / **bear market**.

2 Read the article and mark statements 1–5 T (true) or F (false).

The Investment Cycle

The first phase is accumulation. After the market has bottomed, innovators and early adopters begin to buy at attractive prices in a market which is still bearish.

- 5 In the mark-up phase, the fear of the majority of investors of losing money becomes weaker than the desire to make a profit and investors become first bullish, then excited and finally even euphoric.
 - 10 In the distribution phase, value investors begin to sell. Prices can remain high for some time and greater fool investors continue to buy, hoping for further rises. Eventually, prices drop and sellers settle for a breakeven or a small loss.
- Mark-down is the most painful phase. It is only when the market has plunged 50% or more that many investors first panic, then give in.



Adapted from <http://www.investopedia.com>

- 1 Early adopters are unwilling to take risks.
- 2 Innovators buy when the market is bullish and sell when it is bearish.
- 3 Most investors buy when prices are rising and sell when they are falling.
- 4 During the distribution phase, value investors wait until prices begin to drop before selling.
- 5 Greater fool investors prefer to make a small loss rather than accept a breakeven.

Discussion

3 In groups, discuss the questions.

- 1 What stage of the business cycle is the economy in now? How long will it last?
- 2 What are the advantages and disadvantages for individuals, companies and countries when central banks a) raise or b) lower interest rates?

Business fundamentals

- completing income statements
- producing a breakeven analysis chart

Breakeven analysis

Reading

- 1 Read the article and complete figures a-d in income statements A and B.

Glossary

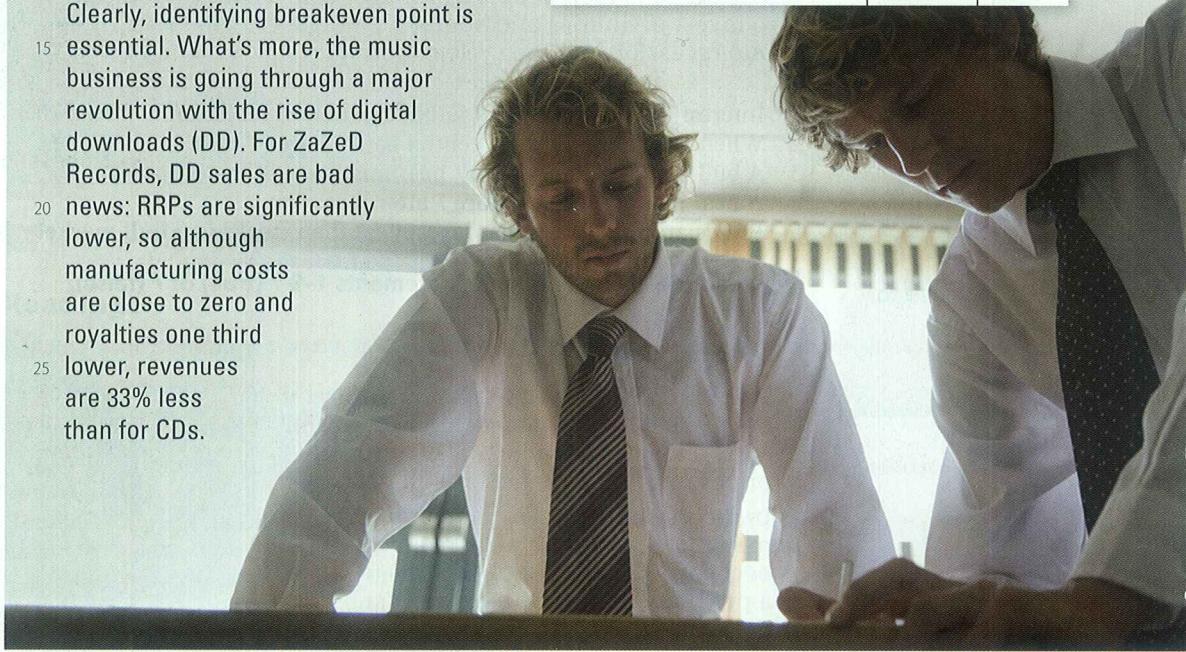
PAGE 148

cost of goods sold
fixed cost
operating profit
plot
royalty
sales revenue
variable cost
wholesaler



Zak and Zeb Duchovny started their own independent record label five years ago. ZaZeD Records receives around half of a CD's €15 recommended retail price (RRP) from wholesalers, who then sell on to record stores at around 60% of RRP. Choosing the right music is critical: income statements A and B illustrate the difference between selling (A) 10,000 and (B) 100,000 records. Clearly, identifying breakeven point is essential. What's more, the music business is going through a major revolution with the rise of digital downloads (DD). For ZaZeD Records, DD sales are bad news: RRP's are significantly lower, so although manufacturing costs are close to zero and royalties one third lower, revenues are 33% less than for CDs.

ZaZeD Records Income statement (figures in €K)	A	B
Sales revenue	75	750
Less variable costs		
Cost of goods sold	6	60
Promotion	7.5	75
Artists' royalties	10	100
Mechanical royalties	6	60
Total variable costs	a) ___	c) ___
Less fixed costs		
Salaries, rent, utilities, etc.	150	150
Operating profit (loss)	b) ___ ()	d) ___



- 2 Draw a breakeven analysis chart with € on the vertical axis from 0 to 750, and sales on the horizontal axis from 10K to 100K. (See the example on page 119.) Enter the following information:

- 1 Draw a horizontal line representing ZaZeD Records' fixed costs.
- 2 Plot the sales revenues for turnover of a) 10,000 and b) 100,000 albums and draw a straight line connecting these two points.
- 3 Plot the total for fixed plus variable costs for turnover of a) 10,000 and b) 100,000 albums and draw a straight line connecting these two points.
- 4 With a partner, calculate the same revenues and costs for digital downloads rather than CDs. Using another colour, draw lines for DD revenues and total costs on the chart.
- 5 Draw vertical lines from the horizontal axis to the points where the revenue and total costs lines cross to identify the respective breakeven points.

Discussion

- 3 In small groups, discuss the questions.

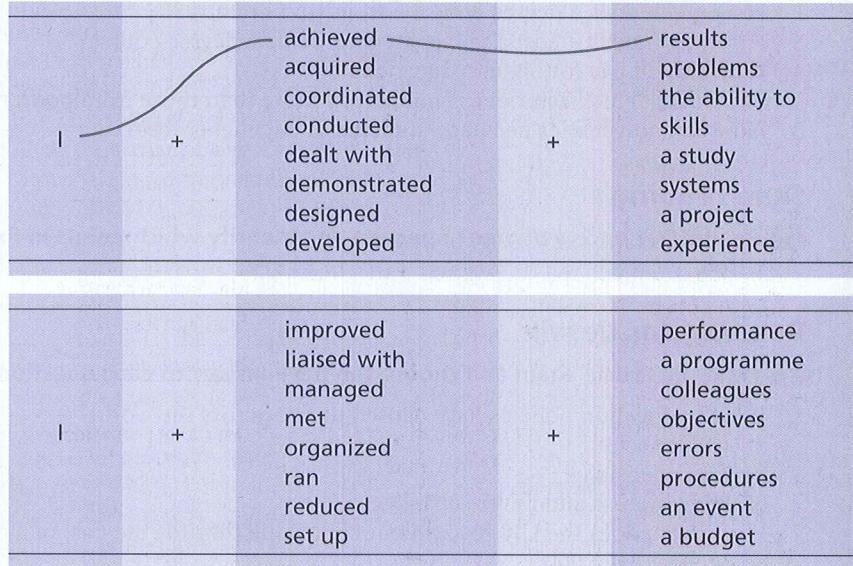
- 1 What sort of questions does a breakeven analysis provide answers to?
- 2 What are the implications of the trend towards digital downloads for record labels, artists, composers and consumers?

- ▶ dynamic collocations for CVs
- ▶ writing your CV
- ▶ roleplaying a job interview

CVs and recruitment

Collocations

1 Using 'power verbs' to make dynamic collocations helps your CV have maximum impact. Connect the verbs in the boxes to as many nouns as possible.



2 With a partner, brainstorm more nouns that collocate with these 'power verbs'.

arrange check ensure establish follow handle
increase introduce monitor plan research update

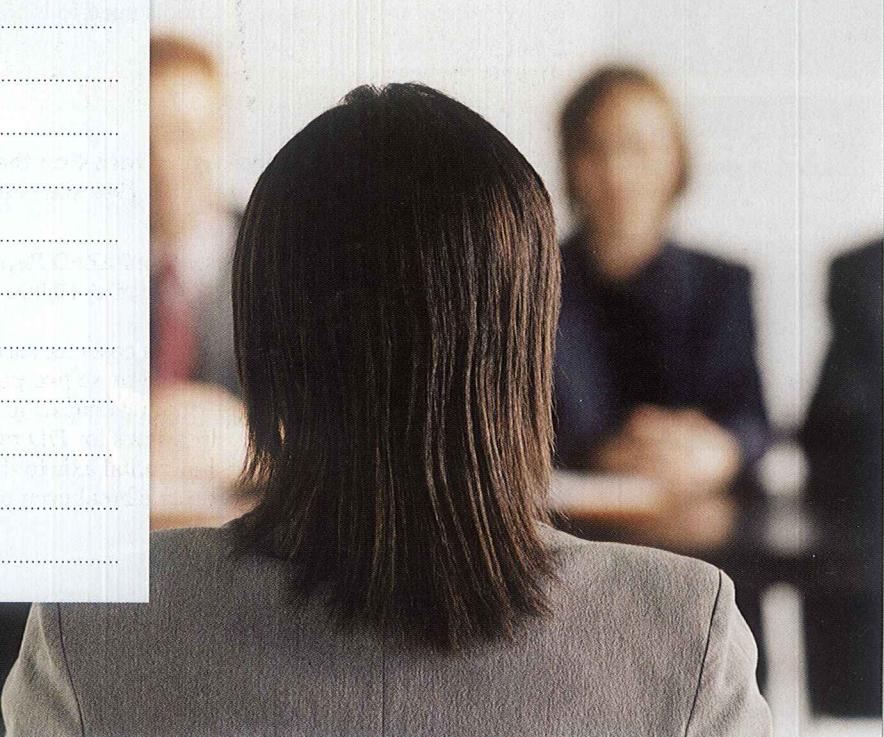
Glossary PAGE 148

achieve
budget
deal with
handle
liaise
objective
reference
set up

Writing and roleplay

3 Imagine yourself ten years from now. Using the framework below, complete your CV with collocations from Exercises 1 and 2. Then exchange CVs with a partner and roleplay job interviews for positions you would like to obtain in ten years' time.

Name
Date of birth
Nationality
Contact details
Career objective(s)
Major achievements
Professional experience
Education & training
Skills & abilities
Other
References



- ▶ 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.

<input type="checkbox"/>	3	more people have gone to university
<input type="checkbox"/>	4	private schools want to be up-to-date
<input type="checkbox"/>	2	incentive to go to university
<input type="checkbox"/>	1	university learning is about... open up

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.¹

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.

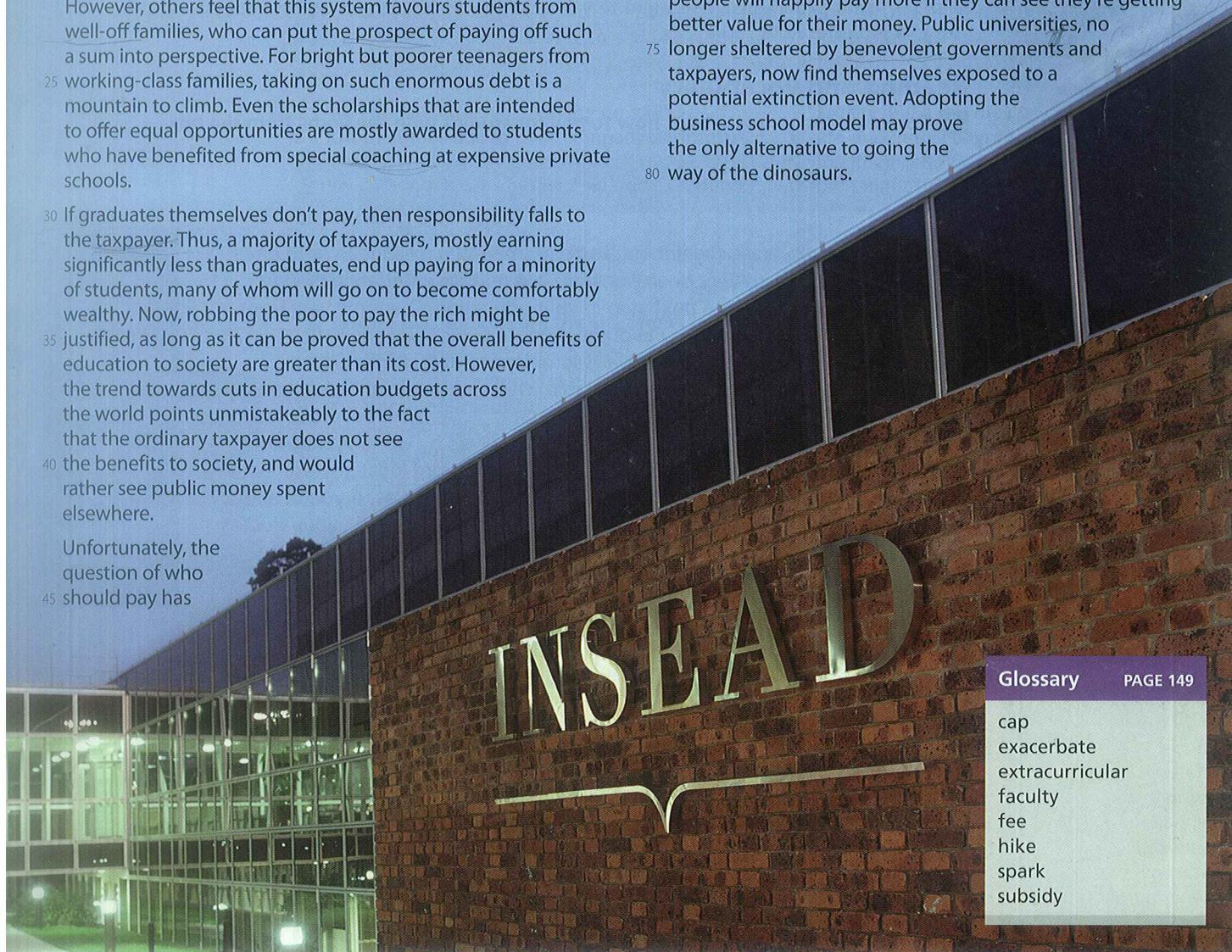
If graduates themselves don't pay, then responsibility falls to the taxpayer. Thus, a majority of taxpayers, mostly earning significantly less than graduates, end up paying for a minority of students, many of whom will go on to become comfortably wealthy. Now, robbing the poor to pay the rich might be 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 unmistakeably 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

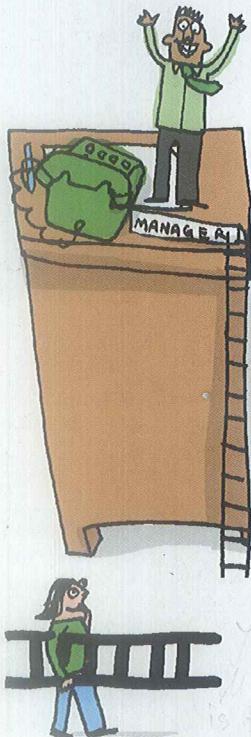
cap
exacerbate
extracurricular
faculty
fee
hike
spark
subsidy

1

Building a career

I believe this job will allow me to acquire new skills & boost my earnings. My gap year in the US improved my English & certainly enhanced my CV. I am now a more rounded person & better equipped for work placement.

- ▶ 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) finance the next step in your education. Customs vary from country to country. One of the most popular solutions is to (2) borrow 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) win money from friends or family prefer to (4) support themselves by working part-time, and some are able to (5) obtain grants from local government or to (6) arrange scholarships from their universities. If you're already in work, try persuading your employer to (7) subsidize 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

Teenager & Part-time Job

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) contacted corporate clients by phone and (2) presented incentive travel programmes to Boards of Directors
(3) recruited and (4) trained new sales reps
(5) met sales targets for every month and (6) exceeded annual objectives by 20%

chaired designed drew up implemented managed motivated

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

- (7) designed sales materials and (8) implemented innovative advertising campaigns
(9) chaired and (10) motivated a team of 40 telesales operators
(11) drew up a working party and (12) presented 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. 4 are leaving a job they were unhappy with.
2 lost their jobs due to poor company performance. 5 are making a geographical change.
3 are making positive career moves. 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.

- ▶ past, present and future tenses
- ▶ time markers

Refresh your memory

Past simple

She worked in Paris last year.

Past continuous

She was working on a presentation when her laptop crashed.

Past perfect

She had already worked in Paris as a student.

Present simple

She usually works in London.

Present continuous

She's working in Tokyo at the moment.

Present perfect simple

She has worked in three countries so far.

Present perfect continuous

She has been working for us since 2009.

Zero conditional

If she works hard, she gets a bonus.

First conditional

If she works too hard, she'll get sick.

Second conditional

If she worked for the competition, we'd lose business.

Third conditional

If she'd worked on her interview skills, she would have got that job.

will

She'll probably work for us for another year.

going to

She's going to work on her presentation tonight.

Present continuous for future

She's working in Kyoto next month.

► Grammar and practice pages 122–123

Glossary PAGE 149

come along
fancy
put on weight

1.3 Grammar Tense review

Analysis

- 1 Decide which time markers in the box are usually associated with the present simple and which are associated with the present continuous.

always at present at the moment currently often usually

- 2 Decide which time markers in the box are usually associated with the past simple and which are associated with the present perfect.

ago already ever for in just last never (not) yet since when



Discussion

- 3 With a partner, interview each other about the past, present and future. Ask and answer the questions below.

The past	The present	The future
When did you first ...? What were you doing when ...? Before you ..., had you ever ...? What would you have done if you hadn't ...?	What do you usually ...? What do you do if you feel ...? At the moment, what are you ...? How many ... have you ...? How long have you been ...?	What are you doing on ...? How are you going to ...? When do you think you'll ...? What will you do if ...? If you were extremely rich, what would you ...?

Listening

- 4 1:14 Every ten years, the Franklin School of Business organizes a reunion party. Listen to a conversation between two of its graduates, Fraser and Jess, and take notes to answer the questions.

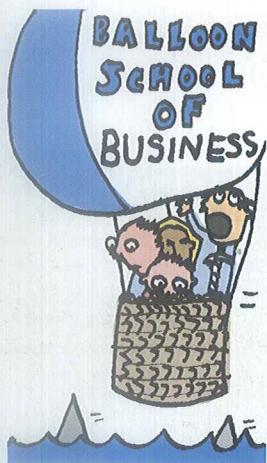
- What is Fraser doing at the moment?
- Where did Fraser work before?
- Why did Fraser leave that job?
- What has Fraser been doing recently?
- What did Jess do after leaving the business school?
- What is Jess doing at the moment?
- What is Jess doing soon?
- What does Fraser discover about Jess?



- 5 Write out your answers to Exercise 4 as complete sentences, taking care to use the correct verb forms.

Internet research

Search for the keywords *how to write accomplishment statements*. Make a list of key points to remember when describing your accomplishments in a résumé or interview.



'We have a very low drop-out rate.'

Roleplay

- 6 Imagine you are attending a class reunion twenty years from now. First, complete the role card below.

Name: _____

Qualifications and year obtained: _____

Marital and family status: _____

Previous jobs and dates: _____

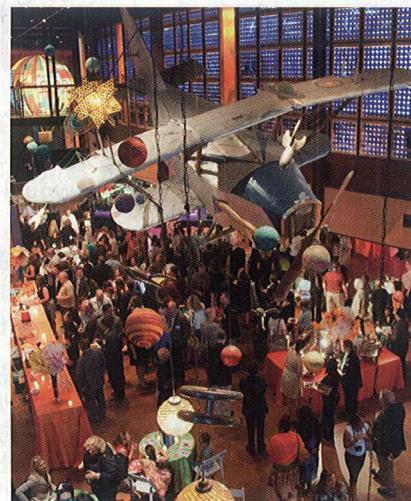
Current job and starting date: _____

Future plans or ambitions: _____

Personal achievements: _____

Current activities: _____

Other professional achievements: _____



- 7 You are now at the opening cocktail party. Circulate around the room and talk to as many of your former classmates as possible. Make polite conversation following the cues below.

What ... do?

How long ... your most recent job?

What ... at the moment?

What ... recently?

What ... after leaving college?

What ... next?

Balloon debate

- 8 Work in groups of three or four. You all work for the same private business school. Due to budget restrictions, there is not enough money to pay everybody's salary, so one person must be made redundant. Choose one of the positions below, then each present details of your past accomplishments, current projects and future objectives. The group must then decide who has made a good case for continuing and who has to drop out.

MARKETING MANAGER

Accomplishments

created positive image and brand name;
doubled student numbers

Projects

develop new markets and international contacts;
establish partnerships with major corporations

Objectives

become one of top ten schools in the world;
open a campus on every continent

PERSONNEL MANAGER

Accomplishments

fired boring professors, hired top consultants;
arranged seminars by famous entrepreneurs

Projects

implement performance-related incentives;
introduce student evaluations of teachers

Objectives

higher salaries and longer holidays for all staff;
paid sabbaticals for all teaching staff

HEAD OF ADMINISTRATION

Accomplishments

made school profitable after years of losses;
negotiated reduction of debt with banks

Projects

get corporate sponsorship and government funding;
offer scholarships for underprivileged students

Objectives

improve facilities and profitability;
introduce paperless administration

DIRECTOR OF STUDIES

Accomplishments

replaced old books with multimedia programs;
developed exchange programs all over the world

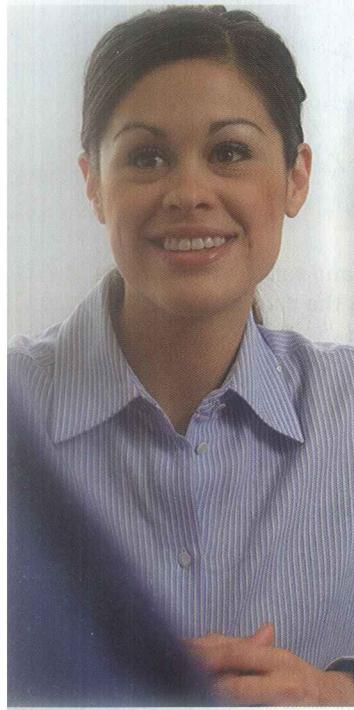
Projects

develop revolutionary methods of learning;
provide individual tutoring for every student

Objectives

100% success in exams with only 50% study time;
educate future Nobel prize-winners

- ▶ 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 hand, not so many people have excellent people skills.

Combining reasons

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

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

Adding ideas

Besides, ...

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

I ... get people to work together, and in addition, 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.

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.

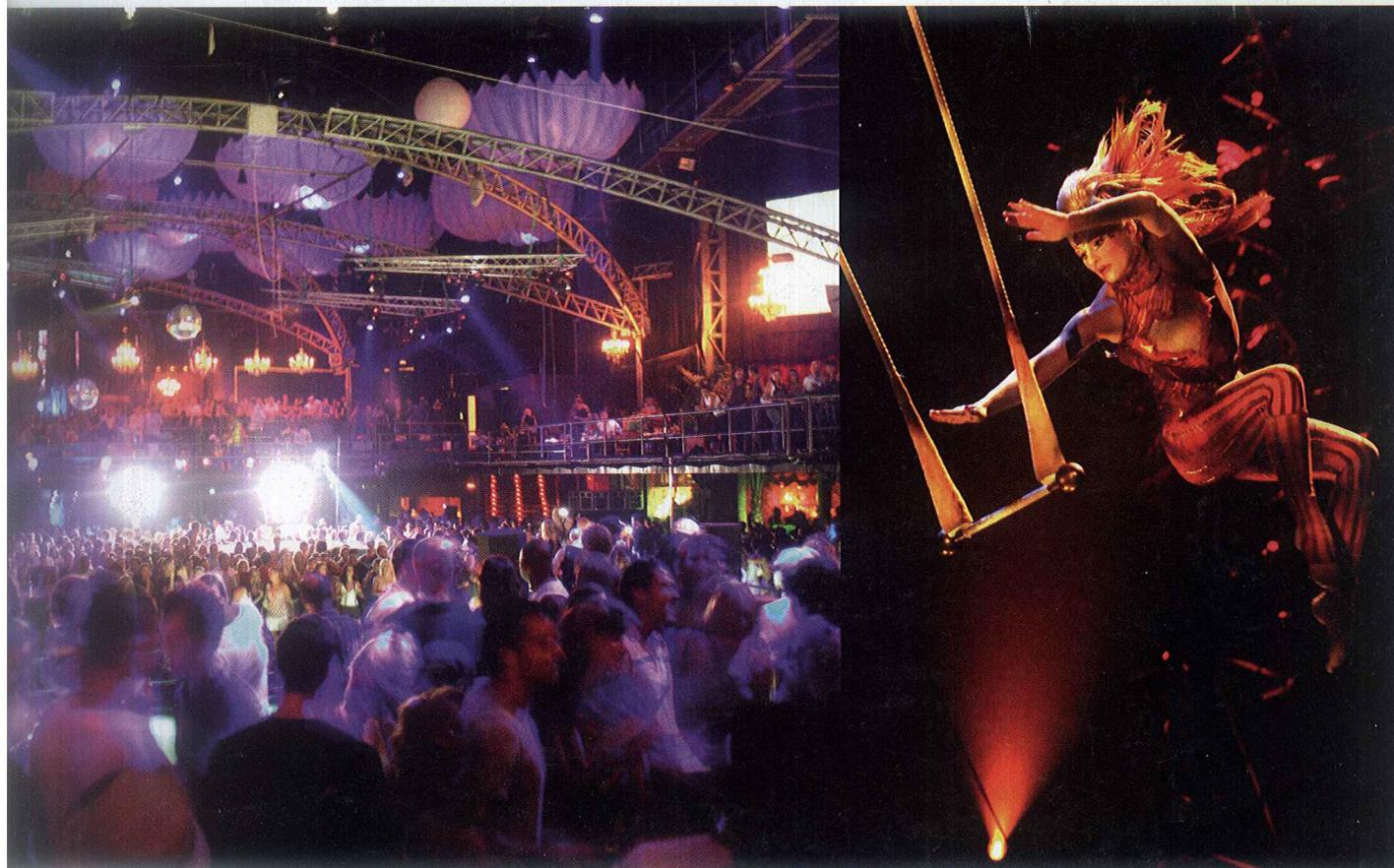
- 1 Meet in separate groups of As or Bs to decide what qualities (e.g. energy, loyalty, maturity); skills (e.g. communication, organizational, IT) and experience (e.g. promoting student events, market research, customer service) you will be looking for in the ideal candidate. Prepare questions to test 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

- Don't start your letter 'Dear Sir or Madam'.
- Don't write a formal introduction in the first paragraph.
- Don't ask directly for an interview.
- Don't write at least 400 words – the more information you give, the better.
- Don't use sophisticated language to make a good impression.
- Do 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?

Language focus

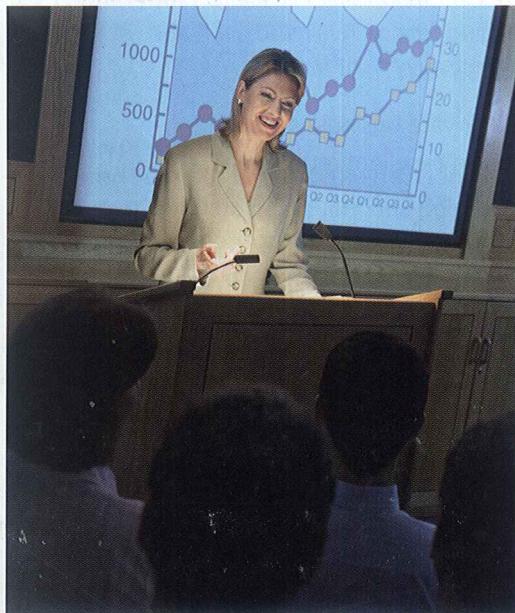
4 Match sentence beginnings 1–10 with endings a–j to make typical dynamic sentences for cover letters.

- 1 My outgoing personality makes me
- 2 I recently graduated
- 3 I served as
- 4 I attended school
- 5 I supported myself
- 6 Jobs such as bartending enhanced
- 7 I have the skills to embark on
- 8 I would like very much to
- 9 I will follow up this letter with
- 10 I can arrange a time

- a) my formal education.
- b) to meet with you.
- c) a phone call.
- d) a strong candidate.
- e) a career in insurance brokering.
- f) talk with you.
- g) by working in radio advertising sales.
- h) from the University of Oregon.
- i) in Michigan, Arizona and Oregon.
- 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

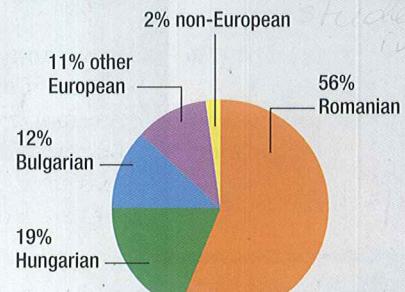
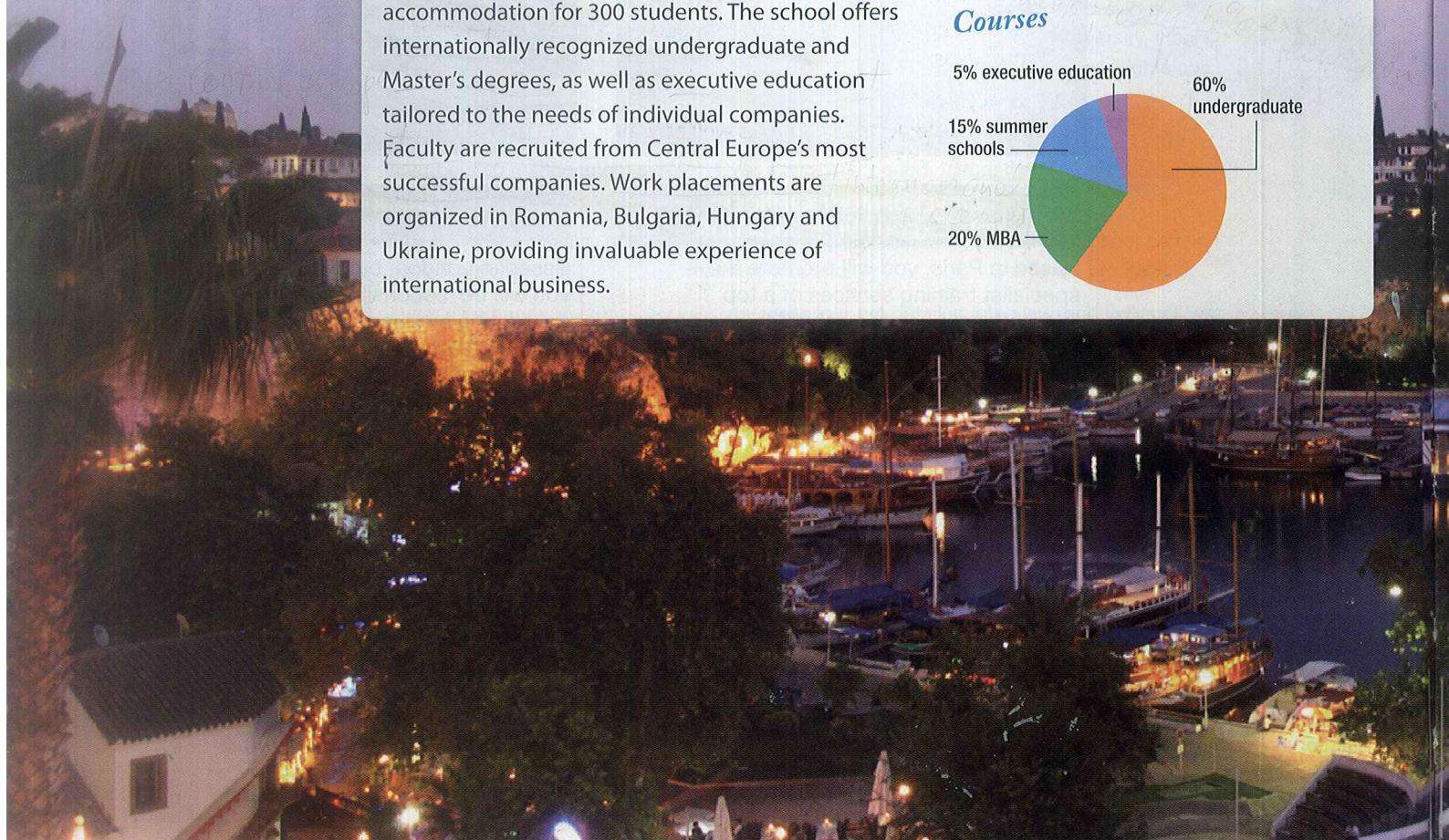
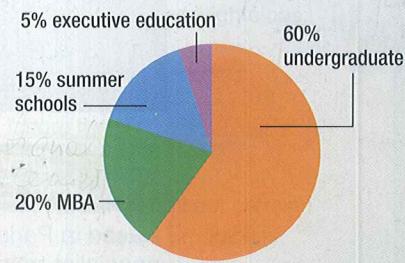
site: campus *or* city centre

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 tuitions 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

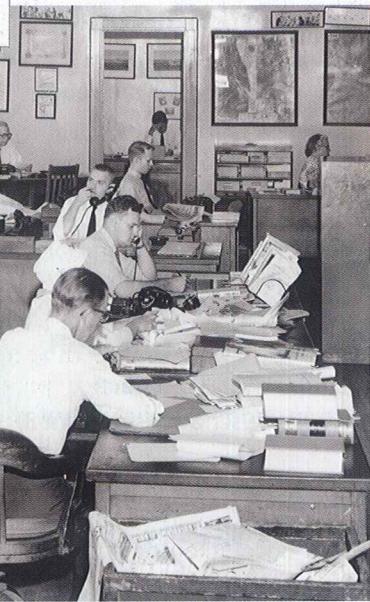
5 1:24 Listen to a radio news report. How does this news affect your proposals?

Presentation

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

- ▶ technology in the workplace
- ▶ attitudes to IT

2.1 About business IT solutions



Internet research

Search for the keywords *smart dust* to learn about an emerging technology. Discuss possible applications, and how they might change our lives.

Discussion

1 Look at the pictures and answer the questions below.

- 1 How is the office of the 1950s different from today's workplace?
- 2 What do you imagine the office of the future will be like?
- 3 Do you expect technology to make your life easier or harder?

Summarizing

2 Read the article opposite. Decide which statement a–c best summarizes the writer's overall argument.

- a) Technology helps people save time.
- b) Technology makes people work harder.
- c) Technology is a waste of money.

3 Read paragraphs 1–4. Choose the correct summary a–d for each paragraph.

- a) How several factors have combined to make the workplace more pressurized.
- b) Poorly planned IT systems generate more work, not less.
- c) Managers see investment in information technologies as a productivity solution.
- d) Working conditions have become uncomfortable in recent times.

4 Read paragraphs 5–7. Write a sentence to summarize each paragraph.

Listening

5 1:25–1:28 Listen to four people being interviewed about their attitudes to IT. Which are for and which are against IT?

6 1:25–1:28 Listen again and summarize each speaker's opinion. Do you agree with what they say? Why? Why not?

Discussion

7 To what extent do you agree with these statements?

- 1 The computer is the most important invention in the history of civilization.
- 2 A computer makes it possible to do tasks which were completely unnecessary before.
- 3 To make mistakes is human, but to really mess things up, you need a computer.

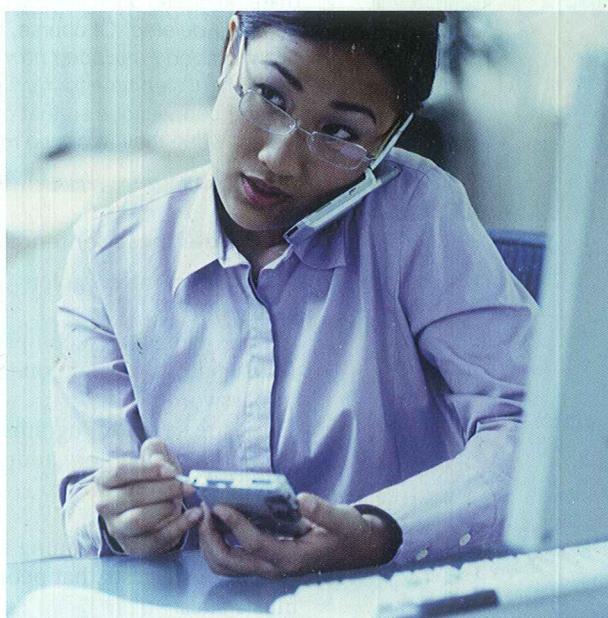
cram
mad dash
mess up
oddly
overhaul
pressure cooker
slick
take a breather

THE IT FALLACY

- 1** In recent years, three forces – downsizing, globalization and the need for speed – have combined to change the work environment. What used to be a comfortably busy routine has become a non-stop workshop in which most people feel they can never stop to take a breather.
- 2** The result of downsizing is a mad dash to cram more work into fewer people. If six people are doing the work that ten used to do, and at the same time are expected to meet or exceed previous budget and productivity targets, something has to give. To this pressure-cooker environment, in which everyone is supposed to ‘do more with less’, we can add the globalization trend that has swept through corporate boardrooms. To the extent that global competitors have a lower cost structure – which many do because their labour costs are so much lower – US and European firms have yet another reason to keep budgets and headcounts lower. The final ingredient in this mix is fierce competition, which has resulted in the pressure to do everything faster.
- 3** One way corporate leaders justify the quest for efficiency and speed is to point to the multibillion-dollar investments that have been made in IT equipment and services. The new PCs and corporate networks are supposed to boost productivity and profits, and will, in fact, allow their companies to ‘do more with less’.
- 4** This is true. But another truth has become buried under the technology sales pitches. Achieving those gains will happen only after a significant initial investment in training and ‘system integration’ to make sure that all the pieces connect well with each other. Pouring thousands of PCs and miles of cables into a corporation is a great way to waste money unless the systems and processes that technology is meant to automate are overhauled. Unfortunately, this has all become somewhat irrelevant. The expectation is that more technology means more speed and more output per employee – and when those results don’t always magically occur, the only way to produce them is to require people to work longer hours.
- 5** Oddly, the same thing happens even when the technology delivers as promised. Consider the case of presentation software such as Microsoft® PowerPoint, which has become a standard office

tool. Before PowerPoint, a graphics presentation would have to be created by a graphic artist. With PowerPoint and its software cousins, just about anyone can sit down at a PC and, without much training or practice, produce an on-screen presentation or a slick set of slides, handouts or transparencies that look fully professional.

- 6** On the one hand, this software is actually a productivity tool – it takes only hours to do what might have taken days previously, and the result is just as good, if not better. But it doesn’t stop there. Now everyone sees how easy it is to use these programs, they are used more and more. Thus, a senior manager who wouldn’t have considered asking an analyst to spend a couple of days working up a slide presentation using Stone Age technology, doesn’t hesitate to direct the same analyst to prepare that presentation using the desktop PC and PowerPoint. The goal is for this analyst to save time by using the software; the likely outcome is that he or she spends more time on presentations and has less time available for other aspects of the job.
- 7** If you’re starting to think that, instead of working on a plan to cope with pressure, tight deadlines and non-stop work, it’s time to polish up your résumé and look elsewhere, I’m afraid I have some bad news. The grass really isn’t much greener anywhere else – or at least, not a whole lot greener.



- ▶ comparative phrases
- ▶ verbs relating to IT
- ▶ expressions for giving information

Glossary PAGE 150

crash
in the loop
patch
plug-in
stretched

2.2 Vocabulary Information systems and communication
Discussion

- 1** 'Information is too valuable to be left to IT departments. In today's business world, every manager should be a computer specialist.' To what extent do you agree?

Language focus

- 2** Decide whether these phrases indicate a small or a large difference.

a bit more expensive a whole lot more expensive considerably more expensive
 far more expensive marginally more expensive infinitely more expensive
 slightly more expensive somewhat more expensive

- 3** Use expressions from Exercise 2 and appropriate adjectives to compare:

- 1 two computers you have used.
- 2 two ways you communicate with your business contacts or your friends.
- 3 two software applications you have used.
- 4 two ways you use the Internet.
- 5 two printers you have used.
- 6 two electronic devices you would like to own.

- 4** Explain the difference between each pair of computing terms.

- | | |
|------------------------------|-----------------------------------|
| 1 a server and a PC | 5 a virus and a bug |
| 2 a laptop and a tablet PC | 6 a crash and a hard-disk failure |
| 3 a suite and an application | 7 the Internet and an intranet |
| 4 a patch and a plug-in | 8 a workgroup and a workstation |

Reading and vocabulary

- 5** George Skopelitis is in charge of IT user support at First Northeast Bank. Choose the correct verbs to complete the email he sent to his boss.



EMAIL

Maurice,

As you know, our IT resources are more and more stretched as we try to cope with an ageing system. We desperately need to (1) advance / upgrade / promote the operating system: software applications are (2) crashing / collapsing / falling more and more frequently, and the server (3) fell down / went down / dropped down three times last week. There have also been several cases where important documents have been (4) rubbed out / blanked / deleted. Of course, I have (5) inserted / installed / placed patches and (6) uploaded / downloaded / unzipped new drivers wherever possible, but we can't go on like this. What's more, there's no time for new projects like (7) setting up / fixing up / pulling up mobile Internet connections so that our sales teams can (8) register / note / enter data on the system when they're on the road. We really need investment now!

- 6** Complete these sentences with the correct verbs from Exercise 5.

- 1 Most PCs come complete with an office package, but sometimes you have to _____ it yourself.
- 2 On average, when a company's IT system _____, it takes ten days to fix everything.
- 3 IT users lack imagination. When asked to _____ a password, the most common choice is 'password'.
- 4 There are several programs which can rescue your data if you accidentally _____ files.
- 5 An incorrect memory address is the most common reason why PCs _____.
- 6 It only takes minutes to _____ a webmail account that you can access from anywhere in the world.
- 7 One of the few remaining advantages of desktops is that it's easier to _____ components.
- 8 Research suggests that people who _____ illegal mp3s are also big spenders on legal music sites.

Listening

7 1:29–1:36 Listen to eight messages on George's voicemail. Match speakers 1–8 with the problem they are experiencing a–h.

- they can't install something
- some computers need upgrading
- they need to download a program
- the whole system went down
- they have to enter data quickly
- their computer keeps crashing
- a connection hasn't been set up
- they deleted some files

8 1:29–1:36 Listen again and complete George's notes with the words from the box.

an update back in informed know ring loop touch

- give Ebony Brooks a _____ about backup
- give Maurice _____ on appointments application
- get in _____ with Martha re. laptops
- get _____ to Lincoln Thigpen – presentation slides
- keep Camilla Ramsey in the _____ on solutions to database problems
- let Maurice _____ about Marketing's Internet connection
- keep Marvin _____ about sound card driver
- fill Cara Bickerson _____ on voice recognition software

Paraphrasing

9 Replace the expressions in bold with the expressions for giving information in Exercise 8.

- Can I **give you an answer** later this morning? I'm in a meeting at the moment.
- I'd appreciate it if you could **include me in the group of people you inform**.
- We don't have a firm date for the meeting yet. We'll **tell you** as soon as we do.
- While I'm away in the Far East, I'd like you to **give me regular progress reports** by email.
- Before the meeting starts, can you just **give me some details** on what was said last time?
- I just can't manage to **contact her** – I've tried everything: phone, fax, email, snail mail, even pigeon!
- When you get back from your holiday, I'll **report** on what's been happening.
- Could you **contact me by telephone**, please? My email server's down at the moment.

Discussion

10 With a partner, prioritize the tasks on George's to-do list for tomorrow.

CEO wants Web meeting available in all departments asap – need half a day
 Sound card drivers for Marvin (President's nephew!) – simple – half an hour?
 Cara re. voice recognition – needs maybe an hour over lunch?
 CEO's assistant wants WiFi but she only works at her desk! – one hour or so
 Information from database vendors – a couple of hours, but probably no budget this year
 Abstract of presentation for New York conference – deadline is tomorrow – one hour
 15 new laptops needed – HP's special offer ends tomorrow – an hour or two?
 Appointments application – two or three hours' work, but software update due in three weeks
 Ebony Brooks re. backup software – should take 30 minutes, but she's a slow learner
 Marketing's Internet connection is down again – at least an hour and a half

Internet research

Software, hardware, firmware, freeware, shareware, adware, spyware, malware, blogware ... Use the **define:** function of your search engine to find definitions of these words (e.g. **define: malware**). How many more -ware words can you find?

2

Information

- comparatives
- superlatives
- polite requests and responses

2.3 Grammar Comparing solutions and getting help



Refresh your memory

Comparatives		
half as	fast	as
twice as	easy	as
ten times as	expensive	as
a lot	faster	
far	easier	
much	more	
	expensive	than

Superlatives		
the fastest		
the easiest		
the most expensive		

► Grammar and practice page 124



Language focus

- 1 Read the conversations comparing using the train with flying. Underline the comparative phrases.

A: Travelling by train is just as quick as flying.
B: Nonsense! Flying is much quicker.
A: Well, I prefer the train because it's less complicated.

A: The train isn't half as expensive as the plane.
B: As a matter of fact, the train is slightly more expensive these days.
A: Well, I still prefer the train because it's far more comfortable.

- 2 With a partner, have similar conversations using the adjectives in brackets to compare the following:

- 1 Taxis versus buses. (cheap, uncomfortable, ...)
- 2 The car versus the bicycle. (healthy, dangerous, ...)
- 3 Charter flights versus scheduled flights. (reliable, useful, ...)
- 4 Motorways versus country roads. (safe, fast, ...)
- 5 Bed and breakfast versus hotels. (comfortable, luxurious, ...)
- 6 Campsites versus holiday clubs. (expensive, noisy, ...)
- 7 Car ferries versus tunnels. (easy, quick, ...)
- 8 Self-drive tours versus coach tours. (eco-friendly, boring, ...)

- 3 What is special about the following? Use the adjectives in the box to help you.

big expensive fast fast-growing large old profitable valuable

- 1 The Bugatti Veyron Super Sport
- 2 The Izmailovo Hotel, Moscow
- 3 Exxon Mobil
- 4 Wal-Mart
- 5 The Nisiyama Onsen Keiunkan Hotel, Japan
- 6 Russia
- 7 Boeing 747
- 8 Groupon

Discussion and presentation

- 4 With a partner, choose a destination in the country you are studying in. In column 1, write four ways of reaching that destination (by bus, on foot, etc.). In columns 2–5, give each means of transport a score from 1 (= the worst) to 5 (= the best). Add up the total scores and present your conclusions to another pair.

	cost	time	comfort	carbon footprint	total

Expanding notes

- 5 Complete the article with a comparative phrase suggested by the prompts. The first two are done for you.

Since 1965, Moore's law has observed that computer chips become *twice as powerful* (powerful x 2) every 24 months. A similar formula, Kryder's law, says that hard disk space is only *half as expensive* (1/2 expensive) as it was two years ago. Gordon Moore says his law is (1) _____ (+ beautiful) he had first realized: contrary to Murphy's law—anything that can go wrong, will—Moore's law means everything gets

(2) _____ (+ good + good). However, the picture is not (3) _____ (= positive) it once seemed. Yet another law, Wirth's law, states that software gets slower (4) _____ (+ rapidly) hardware gets faster! Moore's law also means that new products must be developed (5) _____ (+ quick + quick). Any product which is launched just two or three months late will be 10–15% (6) _____ (+ slow), (7) _____

(+ bulky) or (8) *less spacious* (– generous) in storage capacity than the competition. Moreover, physical barriers like temperature make it almost impossible to run PCs at speeds (9) *faster than* (+ high) 5 GHz. It now makes sense to use more memory space to accelerate disk access, since space is becoming (10) _____ (– expensive) than computer processing speed.

6 Match the two halves of these quotations.

- 1 The nicer I am,
- 2 The more you chase money,
- 3 The more I want to get something done,
- 4 I'm a great believer in luck, and I find the harder I work,

- a) the more I have of it. (Thomas Jefferson)
- b) the less I call it work. (Richard Bach)
- c) the more people think I'm lying. (Andy Warhol)
- d) the harder it is to catch it. (Mike Tatum)

7 With a partner, complete these sentences to make your own quotations.

- 1 The older I get, the ...
 - 2 The more money you earn, the ...
 - 3 The harder you work, the ...
- 4 The more I ..., the ...
 - 5 The _____er the ..., the ...

Dealing with requests

8 Cross out the inappropriate response to these requests for help, as in the example.

- 1 Will you get me a cup of coffee, please?
 - a) No, I won't.
 - b) Yes, if I can have one of your biscuits.
 - c) Sorry, I've got too much to carry.
- 2 Can you tell me how to switch this projector on?
 - a) Yes, I can.
 - b) No idea, I'm afraid.
 - c) I'm sorry, I never use it myself.
- 3 Could you possibly get me a sandwich when you go out to the post office?
 - a) Yes, with pleasure.
 - b) Sure, if you could answer the phone while I'm out.
 - c) Yes, I could possibly.
- 4 I wonder if you could spare the time to make a few photocopies for me?
 - a) Yes, I would.
 - b) I don't see why not.
 - c) I should think so.
- 5 Would you mind giving me a hand with this table? It's rather heavy.
 - a) No problem.
 - b) Yes.
 - c) Not at all.

Internet research

Search for the keywords *Murphy's computer laws*. Hold a class opinion poll to find your three favourite laws.

Negotiating

- 9 Work with a partner to practise asking for help. Write a list of five things you need to do tomorrow. Then negotiate to delegate to your partner the ones you don't want to do.

- ▶ listening for register and inference
- ▶ expressions for telephoning
- ▶ roleplaying telephone situations

Glossary

PAGE 151

IP address
mustn't grumble
small talk
trivial

2.4 Speaking Telephoning**Discussion**

1 Decide how far you agree with these statements about telephoning. Write *I agree*, *It depends* or *I disagree*.

- 1 It's important to have a few moments of small talk before getting down to business.
- 2 You can never be too polite on the telephone.
- 3 It's much easier to say 'yes' than to say 'no'.
- 4 When you can't help someone, it's better to say 'no' directly than to make up excuses.
- 5 The caller decides when to end the call; the receiver should wait for the caller's signal.

2 Discuss your answers to Exercise 1 with a partner. Do you think it's different in other parts of the world?

Listening for register

3 1:37–1:40 Listen to four telephone conversations and answer the questions below.

- 1 Which one is polite, informal, impolite or too polite?
- 2 In which conversation are the speakers friends, acquaintances, colleagues from different departments or managers in a large company?

Listening for inference

4 1:37–1:40 Listen again and answer the questions for each conversation.

- 1 What guesses can you make about the speakers? Imagine how old they are, what they look like, what they do and what kind of lives they lead.
- 2 What is each speaker's opinion of the other at the end of the conversation?

5 1:37–1:40 With a partner, find suitable words to complete the expressions in the checklist. Then listen again and check your answers.

Useful expressions: Telephoning

Checking the other person can speak now

Have you got a _____ of minutes?

Requesting help

I _____ you to give me ...
Do you _____ to know how to ...?
I was wondering if I could ask you a _____.
Do you think you could _____ send me ...?
Any _____ I could ...?

Refusing help

I'd _____ to help you, but ...
I _____ I could help you, but ...
Normally I'd be _____ to help, but ...
The _____ is, ...

Ending the call

Anyway, I won't _____ you any longer.
I mustn't _____ any more of your time.
Anyway, I'd better _____.

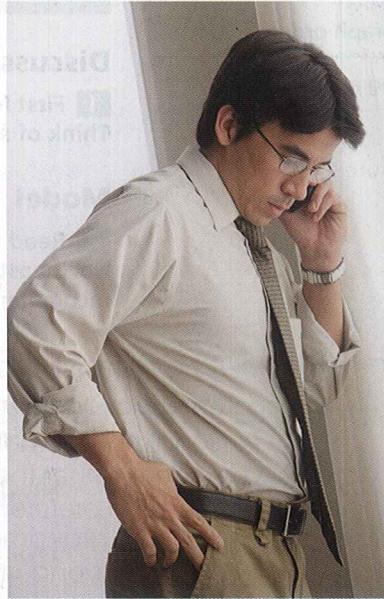


Internet research

Search for the keywords *cell phone voicemail etiquette* to find tips for using new phone technologies. In small groups, decide on your top three tips.

6 Complete these dialogues with suitable expressions. Then practise them with a partner.

- Alex:** _____
Billie: Oh, hello, Alex. How's it going?
Alex: _____
Billie: No problem. I was just going to have a break anyway.
Alex: _____
Billie: Well, I'm sorry to disappoint you, but I don't know much about it actually.
Alex: _____
Billie: OK. But just let me know if there's anything I can do.
Alex: _____
Billie: OK, bye.
Chris: Hello, it's Chris here. I'm not disturbing you, am I?
Dee: _____
Chris: I'm just calling to ask if you'd mind doing me a favour, actually.
Dee: _____
Chris: Well, do you think I could possibly borrow your copy of Office 2010? I need to re-install it, and I can't find mine.
Dee: _____
Chris: Oh, I see. Well, never mind. I thought I'd ask, just in case. Anyway, I won't keep you from your work. Thanks.
Dee: _____
Erin: Hi. It's me. Sorry to bother you. You wouldn't happen to have the new IP address, would you?
Frankie: _____
Erin: Brilliant. Thanks a million.
Frankie: _____
Erin: OK, then. I'll let you get back to work. Thanks a lot. Bye.



Roleplay

- 7 With a partner, practise roleplaying different telephone situations. Use suitable formal/polite or direct/informal language, and include small talk, as appropriate.

Student A	Student B
<p>Call 1 You are new in a small law firm where the managing partner also deals with all computer problems. Your PC has broken down, so you call her/him for help. Your partner will start.</p> <p>Call 2 You receive a call from a colleague you like a lot. You start by answering your phone.</p>	<p>Call 1 You are the managing partner of a small law firm. You are also the firm's computer expert, but you are very busy and fed up with receiving calls about trivial computer problems. You receive a call from one of your new employees. You start by answering your phone.</p> <p>Call 2 You have been having problems with your email. You think you have fixed it, but you need to test it. Call a colleague and ask them to send you a test mail to your new address. Your partner will start.</p>

For more telephone situations, Student A should look at page 114, and Student B should look at page 116.